

Student Data Report

School Year 2012-2013

Cambridge Public Schools

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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 2012-2013 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 2012-13, 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 6,222 students (an increase of 170 students over the previous year). The district racial/ ethnic profile was 38.5% White, 29.7% African American, 13.7% Hispanic, 11.8% Asian, 5.4% 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 the 2007-08 school year, the percentage of African American/Black students has decreased slightly (approximately 5% over the past 5 years) while the percentages of Multi-Racial Non-Hispanic students (2.1% over 5 years) and White students (2.5% over 5 years) have increased. The percentage of Low Income students in Cambridge has increased slightly (1.1% over 5 years), but was 3.4% lower than in 2011-2012. The percentages of students with disabilities (1.6%) and English language learners (1.4%) have decreased slightly over the past five years.

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. The DESE began collecting suspension data in a different format, recording incidents and actions in the 12-13 school year. This year, both in-school and out-of-school suspensions declined significantly and, for the first time in five years were both below the state average.

The dropout rate at CRLS/HSEP was slightly lower in the 2012-13 school year, at 1.5% of all students in grades 9-12 (approximately 25 students). In 2011-2012, 1.8% of all students dropped out in grades 9-12 and in the 2010-11 school year, the dropout rate was 1.7%.

The attendance rate at all CPS schools has been fairly consistent at 94.0%; however, most elementary and upper schools have attendance rates between 94% and 96% while CRLS 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 2013 continued to decrease. In addition, the district's English Language Learners and Students with Disabilities had their lowest graduation rates since 2009. For the second time, the Cambridge Class of 2013 (82.5%) did not outperform the state 4-year cohort graduation rate (85%). However, the CPS graduation rate for African American/Black students was approximately 4% higher than the state. (State 73.8% vs. CPS 77.2%).

For CRLS/HSEP, the 4-year cohort graduation rate was very similar to 2012, with an increase of .1% to 87.3%, and was comparatively low in comparison with the previous 3 years. The graduation rate of African American/Black students was 10% higher than the state (83.5% vs. 73.8%).

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 2012. For 2012, CRLS/HSEP had 78% of its graduates enrolling in college; 50% of those went to private 4-year colleges, 25% went to public 4-year colleges, and 24% 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 seniors took the SAT exam. This is a slight decrease from the previous year. The mean Critical Reading score declined by 3 points to 498, the mean Math score decreased by 7 points to 502, and the mean Writing score increased by 1 point to 497 and reaching its highest level ever. In Massachusetts, only the mean Math score increased by 2 points while the other mean test scores remained the same. The participation of public school seniors in Massachusetts also remained the same at eighty-four percent (84%).

During the five year period from 2009-2013, mean SAT performance decreased in Math and remained the same in Reading while the Writing scores increased. However all subgroups, with the exception of Asian students, increased their mean SAT scores in all areas during that same period. The decrease in mean SAT scores for Asian students (Reading -38; Math -52; Writing -36) was quite dramatic and had a significant impact on the overall mean.

Enrollment in Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses increased substantially in the past year with approximately 46% of CRLS 11th and 12th grade students enrolled in AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts, but in 2012-2013 these students enrolled in AP courses at double the rate of previous years.

Cambridge student performance on AP Exams has improved over time while the state and national performance has remained stable. In 2013, according to the Massachusetts DESE, 83% of Cambridge students taking AP Exams received a score of 3 or higher. Over the past five years, the percentage of African American/Black , Hispanic, and Low Income students passing exams with a score of 3 or higher has increased dramatically; from 30% to 81%, from 51% to 88%, and 33% to 74% respectively. However, while more African American students were enrolled in AP courses in 2012-2013, the number of students taking exams remained similar to previous years.

MCAS Results

Overall Performance

With respect to the performance of all CPS students tested in English Language Arts in grades 3-10, 68% students scored proficient or advanced as compared to 69% of students across the state. This represents a 2% increase from the prior year and a 7% 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 Mathematics in grades 3-10, 62% of students scored proficient or advanced in Mathematics as compared to 61% across the state. This represents a 4% increase from the prior year and a 13% increase over the past 5 years for CPS. The five year trend for the state reflects a 6% increase.

Percent of Students at Proficient/Advanced Performance Levels on MCAS by Grade

English Language Arts

There were improvements from 2012 to 2013 in the percent of students scoring in the proficient/ advanced categories at grades 4, 5, 8 and 10. Grade 4 proficiency exceeded that of the state by 6%. Although proficiency rates in grades 3, 8 and 10 were within 1% of the state performance, the results for grades 5, 6 and 7 are still below the state. Proficiency rates for grade 3 declined by 6% from the prior year. There was also a decline in ELA proficiency at grade 7 from previous years with proficiency 7% below the state average. The results for grade 10 reflect a 4% increase from 2012. It should also be noted that CPS proficiency results for grade 10 increased by 20% over a five year period. The increase in proficiency over five years across the state is 10%.

Mathematics

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at all grades with the exception of grade 7 where there was a decrease of 6% from the prior year. The results for grade 10 remained at 83% proficiency, the same as the prior year. In grades 3, 4, 8 and 10 CPS results were higher than the state; grade 6 results were equal to the state and grade 7 below state results by 6%. Although the results for grade 10 remain consistent from 2012, there has been a 20% increase in proficiency over a five year period. The increase in proficiency over five years across the state is 5%.

Science

MCAS results for science are reported for students in grades 5, 8 and 10. In 2013, proficiency rates increased in grades 8 and 10 from the prior year by 3% and 4% respectively and grade 5 results decreased by 1%. Science results both in Cambridge and across the state continue to be an area of needed focus.

Percent of Students at Proficient/Advanced Performance Levels on MCAS by Subgroups

When analyzing the results of CPS subgroups, the district looks at annual results as well as trends over time. With the exception of ELL/FELL and White students, subgroup performance in English Language Arts did not increase significantly from 2012-2013. However, it should be noted that the state considers sustained improvement to be an increase of five (5) or more percentage points over a five year period. Using these guidelines, all subgroups with the exception of Students with Disabilities, ELL/FELL and African American/Black sustained improvement from 2009 to 2013 with increases of 5% or higher.

There was more significant improvement in Math over a five year period. All subgroups improved by at least 5% from 2009 to 2013. Over the past 5 years, in Cambridge, there has been a 10% 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.

As a result of the new accountability system, the Department of Elementary and Secondary Education (DESE) began reporting MCAS Science results in the aggregate in 2012, combining together the 5th, 8th, and 10th grade results. Until then, they had not aggregated the results so currently there is no 5 year comparison in Science. Most subgroups showed increases in proficiency from the previous year. The exceptions are students with disabilities, and white students. High Needs students had the same level of proficiency as the previous year.

CPSD Literacy Assessments

The percentage of students reading at or above grade level benchmark remained the same as in previous year in grades K-2 and increased in grades 4 and 5, but declined in grade 3. At grade 4, there was a ten percent increase in the percentage of students reading at or above grade level. There were also substantial increases in the percentage of students writing at or above grade level in grades 1 & 4. In grades K and 3, the percentage of students writing at grade level decreased by 5% and 8% respectively while the percentage stayed the same in grades 2 & 5.

In grades K-2, the only subgroups that improved in reading were Hispanic and Multi-Racial students. In writing, all subgroups increased in the percentage of students at or above grade level in comparison to the previous year with the exception of Hispanic, Multi-Racial, and White students. All subgroups in grades 3-5 continued to improve in reading with the exception of Asian and Hispanic students while in writing Asian, Hispanic and Low Income students saw some decline in proficiency over last year.

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 08-09 school year, the percentage of African American/Black students has decreased slightly (4.9% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.1% over 5 years) and White students (2.5% over 5 years) has increased. The past year, there was a slight .4% decrease in Hispanic students. The percentage of Low Income students in Cambridge has increased slightly (1.1% over 5 years), but was 3.4% lower than in 2011-2012. The percentages of students with disabilities (1.6%) and English language learners (1.4%) have decreased slightly over the past five years.

Race/Ethnicity

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African American	34.6%	33.6%	32.6%	31.4%	29.7%
Asian	11.3%	11.2%	11.0%	11.1%	11.8%
Hispanic	14.1%	14.2%	14.1%	13.5%	13.7%
Native American	0.5%	0.6%	0.6%	0.6%	0.5%
White	36.0%	36.4%	36.9%	38.5%	38.5%
Multi-Race, Non-Hispanic	3.3%	3.7%	4.4%	4.6%	5.4%

Other Subgroups

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
First Language not English	27.5%	27.0%	26.7%	26.8%	27.4%
English Language Learners	7.1%	5.1%	5.7%	5.0%	5.7%
Low-Income	43.9%	45.5%	43.5%	48.4%	45.0%
Students with Disabilities	22.1%	21.7%	21.9%	20.8%	20.5%

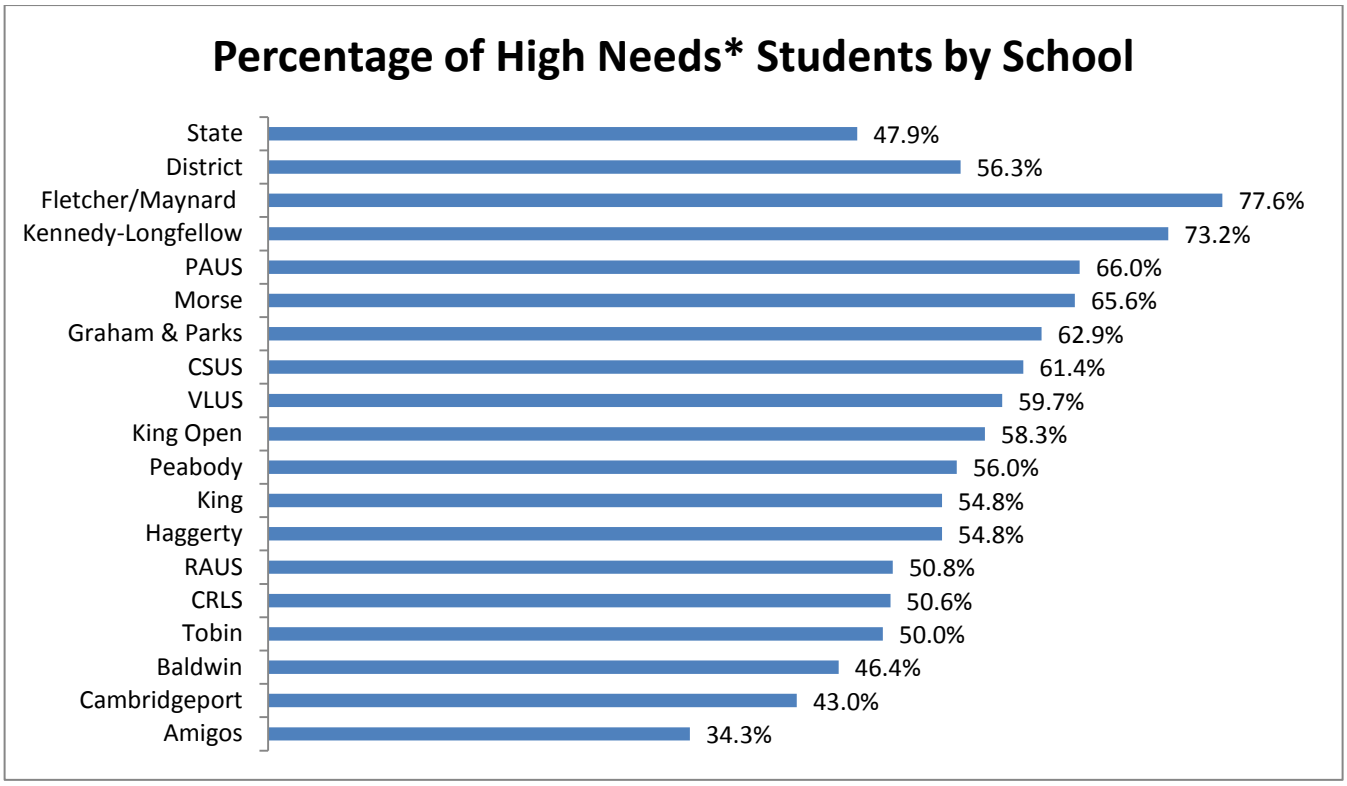
Data taken from DESE website http://profiles.doe.mass.edu/profiles/

Demographic Data by School

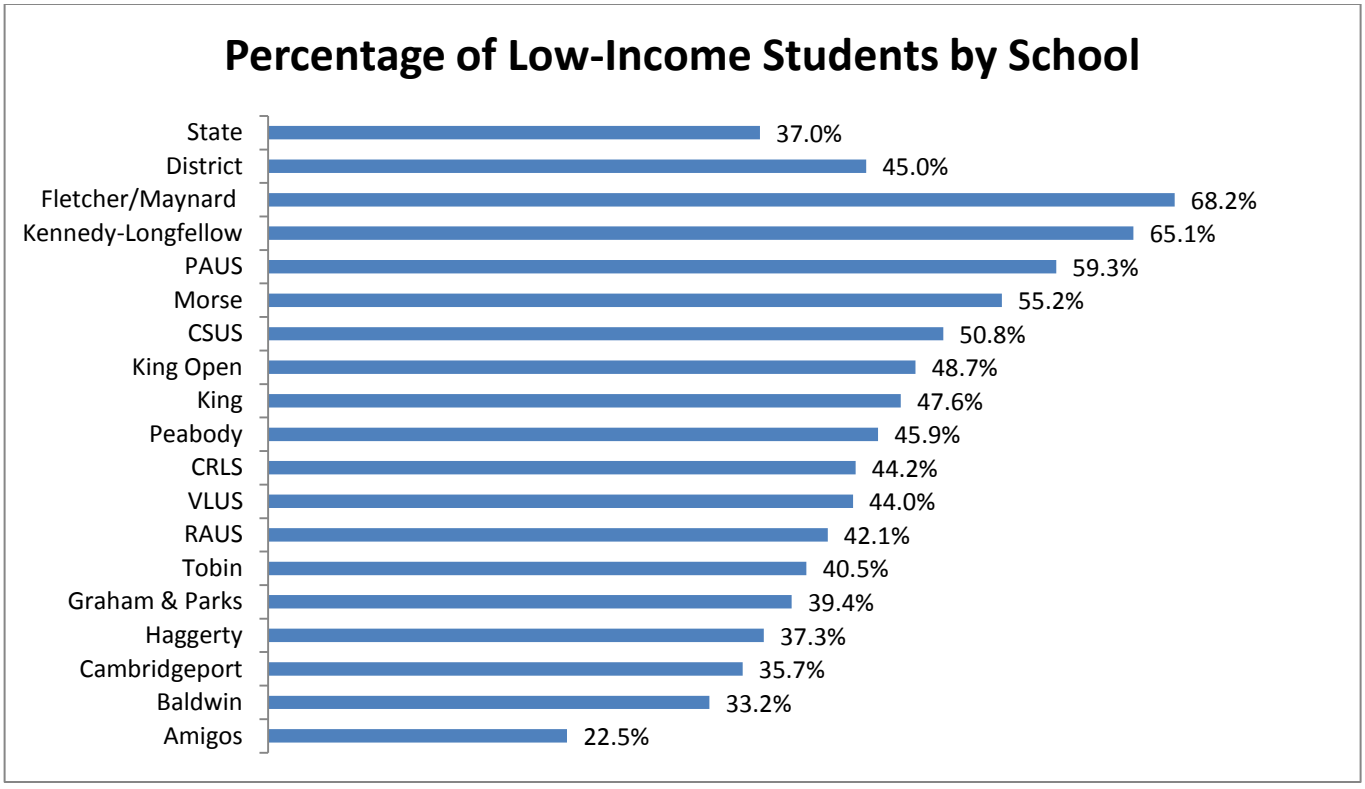
2012-2013

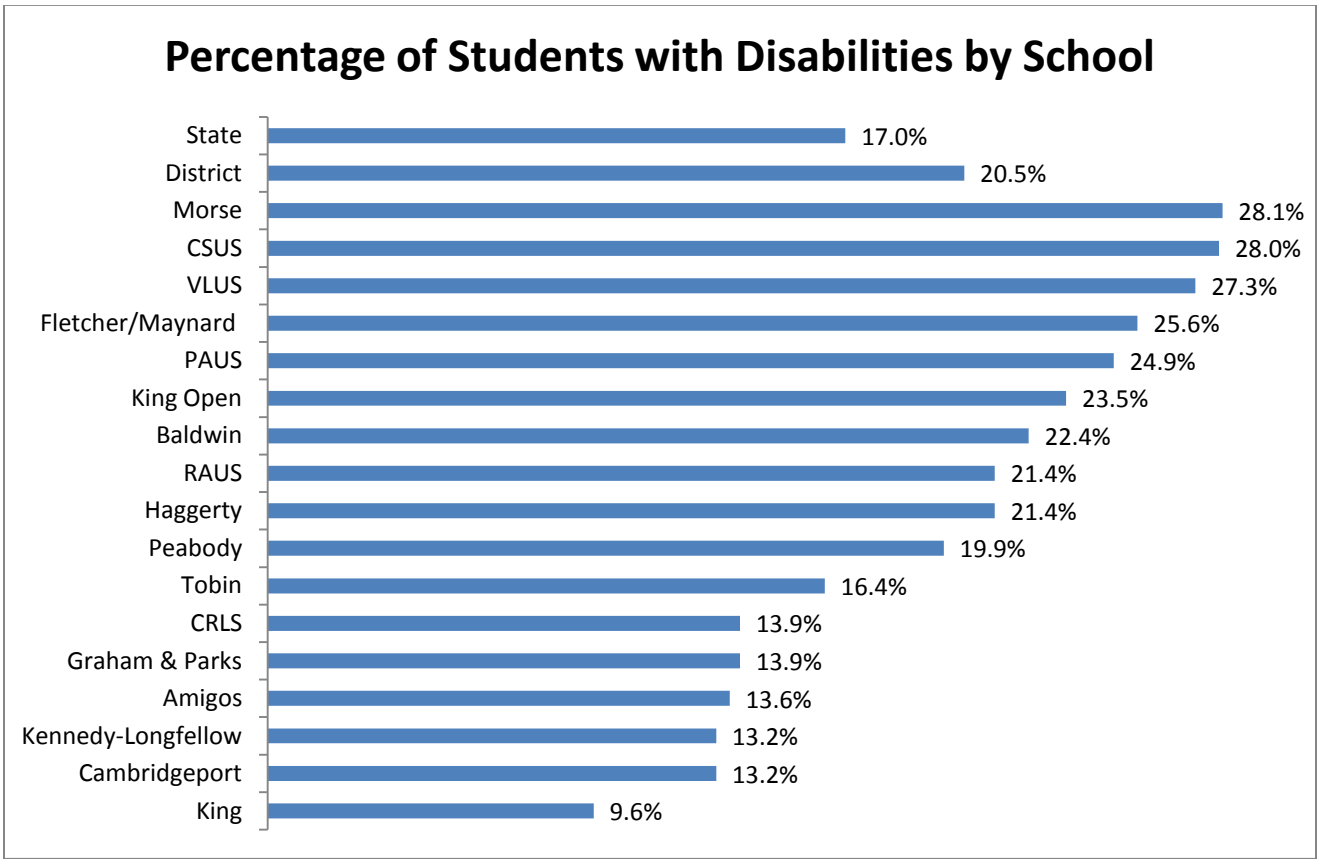
	African American	Asian	Hispanic	Native American	White	Native Hawaiian	Multi-Race, Non-Hispanic
Amigos	5.3%	3.0%	43.5%	0.0%	39.6%	0.3%	8.3%
Cambridgeport	18.6%	11.2%	12.0%	0.0%	50.4%	0.0%	7.8%
Fletcher/Maynard	39.0%	6.3%	19.3%	2.2%	24.2%	1.3%	7.6%
Graham & Parks	20.1%	18.7%	11.6%	0.3%	44.8%	0.3%	4.2%
Haggerty	26.6%	15.9%	4.8%	0.4%	44.8%	0.4%	7.1%
Tobin	27.0%	16.1%	9.5%	0.7%	36.9%	0.0%	9.9%
Kennedy-Longfellow	31.9%	12.5%	16.9%	0.0%	35.3%	0.3%	3.1%
King Open	20.3%	5.8%	12.8%	0.9%	51.9%	0.3%	8.1%
Baldwin	21.1%	11.5%	9.9%	0.0%	48.4%	0.3%	8.9%
King	37.2%	21.6%	10.4%	0.0%	23.6%	0.0%	7.2%
Morse	32.8%	14.0%	9.4%	1.0%	32.8%	0.3%	9.7%
Peabody	31.9%	9.1%	8.5%	0.3%	42.3%	0.7%	7.2%
CSUS	36.2%	9.8%	13.8%	1.2%	34.6%	0.4%	3.9%
PAUS	39.8%	15.4%	12.4%	0.0%	29.0%	0.4%	2.9%
RAUS	30.2%	10.7%	10.3%	0.8%	44.4%	0.0%	3.6%
VLUS	36.5%	15.4%	9.6%	0.3%	33.1%	0.3%	4.8%
CRLS	35.5%	10.9%	13.7%	0.6%	36.9%	0.0%	2.4%
District	29.7%	11.8%	13.7%	0.5%	38.5%	0.2%	5.4%
State	8.6%	5.9%	16.4%	0.2%	66.0%	0.1%	2.7%

	First Language not English	Limited English Proficient	Low-Income	Students with Disabilities	High Needs
Amigos	34.0%	5.0%	22.5%	13.6%	34.3%
Cambridgeport	15.5%	3.9%	35.7%	13.2%	43.0%
Fletcher/Maynard	24.2%	3.6%	68.2%	25.6%	77.6%
Graham & Parks	46.5%	31.4%	39.4%	13.9%	62.9%
Haggerty	25.0%	5.6%	37.3%	21.4%	54.8%
Tobin	32.1%	0.0%	40.5%	16.4%	50.0%
Kennedy-Longfellow	27.5%	5.1%	65.1%	13.2%	73.2%
King Open	23.8%	3.8%	48.7%	23.5%	58.3%
Baldwin	19.4%	1.6%	33.2%	22.4%	46.4%
King	27.6%	5.6%	47.6%	9.6%	54.8%
Morse	25.4%	0.7%	55.2%	28.1%	65.6%
Peabody	19.9%	3.3%	45.9%	19.9%	56.0%
CSUS	28.3%	2.4%	50.8%	28.0%	61.4%
PAUS	29.5%	0.4%	59.3%	24.9%	66.0%
RAUS	15.9%	0.0%	42.1%	21.4%	50.8%
VLUS	35.2%	14.7%	44.0%	27.3%	59.7%
CRLS	27.7%	5.2%	44.2%	13.9%	50.6%
District	27.4%	5.7%	45.0%	20.5%	56.3%
State	17.3%	7.7%	37.0%	17.0%	47.9%



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 at 94.0%; however, most elementary and middle schools have attendance rates between 94% and 95% while CRLS/HSEP has an average attendance rate of 91%. In the past year, both in-school and out-of-school suspensions declined significantly and for the first time in five years were both below the state average.

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

	2008-2009	2009-2010	2010-11	2011-12	2012-2013
Grade 9-12 Dropout Rate	1.6%	1.3%	1.7%	1.8%	1.5%
Attendance Rate	93.6%	94.0%	93.4%	94.0%	93.9%
Average # of days absent	10.6	10.2	11.4	10.4	10.0
In-school Suspensions	5.4%	4.7%	3.4%	3.8%	1.8%
Out of School Suspensions	5.6%	7.1%	6.4%	5.4%	2.3%

Schools

2012-2013	Attendance Rate	Average # of days absent	In-School Suspension Rate	Out-of-School Suspension Rate
Amigos	96.3%	6.4	0%	0%
Cambridgeport	94.7%	8.5	0%	0%
Fletcher/Maynard	94.3%	8.9	.4%	3.4%
Graham & Parks	95.4%	7.0	0%	0%
Haggerty	95.8%	6.7	0%	0%
Tobin	95.7%	7.2	0%	0%
Kennedy-Longfellow	94.7%	8.0	2.4%	1.5%
King Open	94.9%	8.4	.3%	5.0%
Baldwin	95.0%	8.3	2.3%	2.6%
King	93.4%	9.1	1.5%	.9%
Morse	94.8%	8.1	1.4%	1.7%
Peabody	95.4%	7.7	0%	0%
CSUS	94.8%	8.2	0%	2.4%
PAUS	94.9%	8.0	4.8%	2.9%
RAUS	95.9%	6.4	3.4%	.7%
VLUS	96.0%	6.0	.9%	2.7%
CRLS/HSEP	91.2%	15.2	3.6%	4.3%
District	93.9%	10.0	1.8%	2.3%
State	94.8%	9.0	2.2%	4.3%

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

Graduation Indicators

While the district (includes students in Special Education outplacements) graduation rate of the Class of 2013 decreased slightly from that of 2012, the graduation rate at CRLS/HSEP increased slightly. For the second time, the Cambridge Class of 2012 (82.5%) did not outperform the state 4-year cohort graduation rate (85%). CPS graduation rate for African American/Black students was approximately 4% higher than the state. (State 73.8% vs. CPS 77.2%). As mentioned above, the CRLS/HSEP 4-year cohort graduation rate was slightly higher at 87.3% in 2013 but it is still low in comparison to the previous 4 years of graduation rates at CRLS/HSEP. The graduation rate of African American/Black students was 10% higher than the state (83.5% vs. 73.8%).

4-year Cohort Graduation Rate – CPS District Data

District Data includes special needs students in outplacements

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
All Students	86.7%	85.2%	82.7%	83.2%	82.5%
Male	83.6%	85.2%	78.7%	81.8%	78.7%
Female	90.2%	85.2%	86.9%	84.7%	86.7%
ELL	79.1%	72.2%	72.2%	78.6%	53.3%
Special Education	72.0%	73.5%	66.4%	69.5%	68.8%
Low Income	85.3%	82.0%	79.6%	82.6%	81.0%
Black/Afr. Amer.	79.8%	78.3%	81.6%	79.1%	77.2%
Asian	97.6%	94.6%	90.0%	93.5%	86.0%
Hispanic	90.6%	80.3%	80.0%	77.1%	81.8%
White	90.0%	92.7%	85.4%	86.8%	88.1%

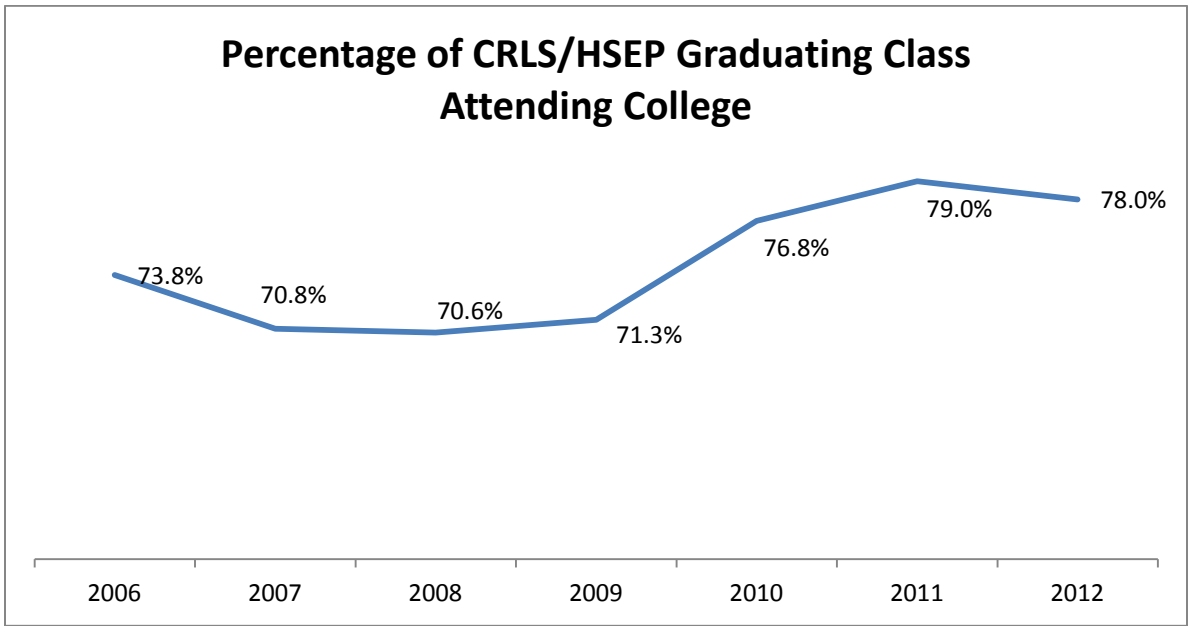
4-year Cohort Graduation Rate – CRLS/ HSEP

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
All Students	89.3%	88.1%	87.5%	87.2%	87.3%
Male	86.6%	90.3%	85.6%	86.6%	85.6%
Female	92.1%	85.6%	89.3%	87.9%	89.0%
ELL	78.6%	66.7%	74.2%	73.5%	53.3%
Special Education	80.0%	81.7%	76.5%	80.2%	83.5%
Low Income	86.8%	83.7%	81.5%	84.6%	83.5%
Black or Afr. Amer.	82.8%	83.7%	86.0%	84.1%	83.5%
Asian	97.6%	94.6%	90.0%	93.5%	86.0%
Hispanic	95.8%	80.0%	86.4%	83.1%	84.9%
White	91.9%	94.7%	91.6%	90.1%	93.2%

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 2012. For 2012, CRLS/HSEP had 78%% of its graduates going onto college; 50% of those went to private 4-year colleges, 25% went to public 4-year colleges, and 24% went to public 2-year colleges.



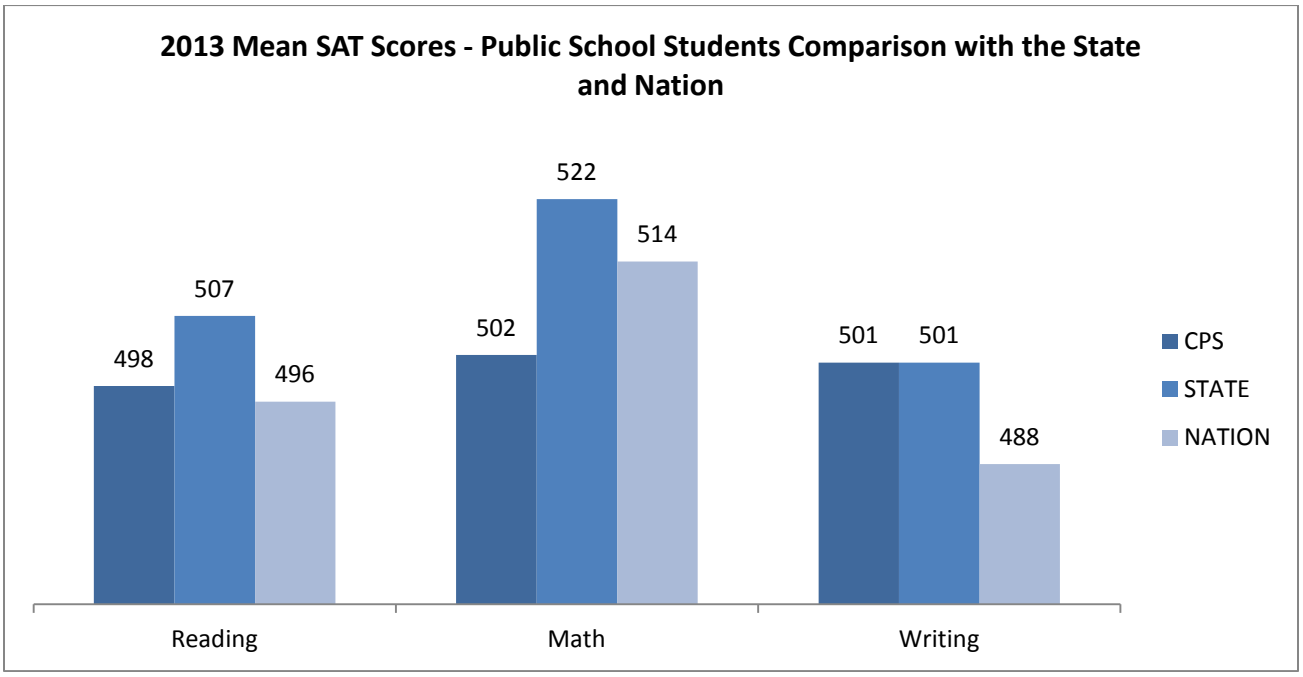
Percentage of CRLS/HSEP Attending College by School Type 2008-2012

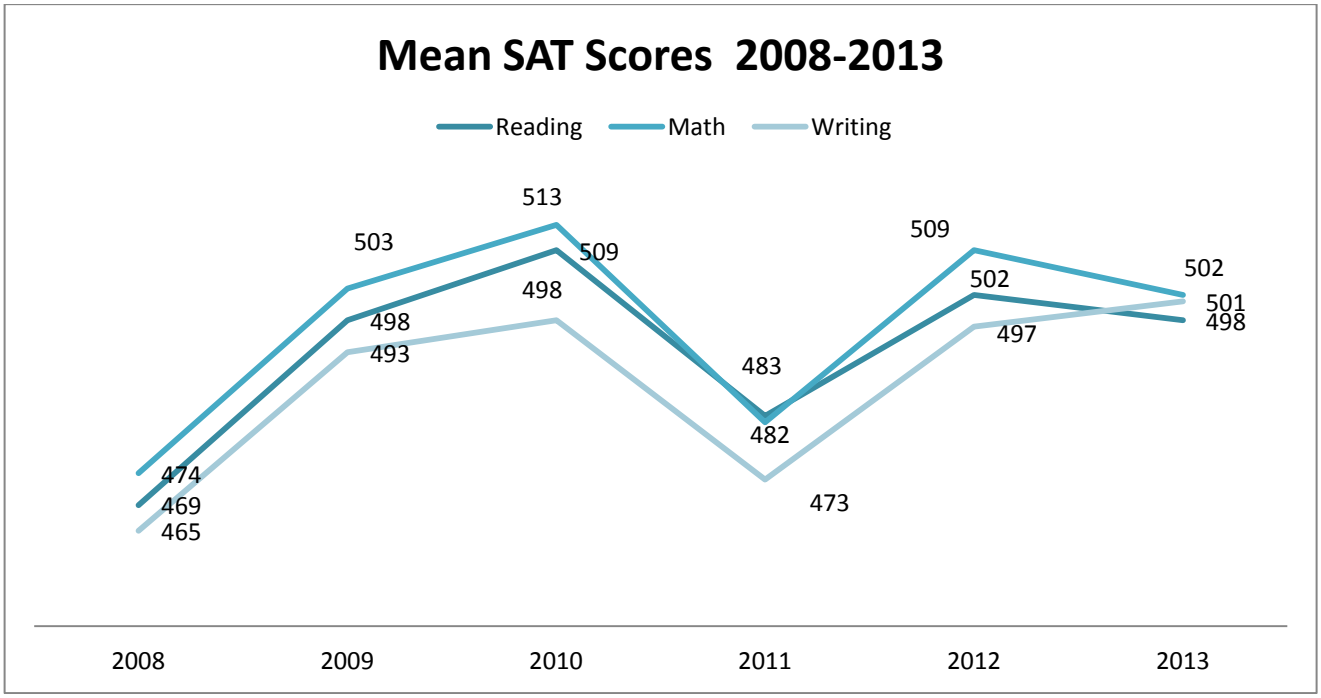
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	**70.6%**	**71.3%**	**76.8%**	**79.0%**	**78.0%**
4-Year Private College	52.5%	57.9%	54.7%	48.2%	50.3%
4-Year Public College	24.8%	21.7%	26.8%	25.2%	25.2%
2-Year Private College	0.4%	0.4%	0.0%	0.4%	0.7%
2-Year Public College	22.3%	20.1%	18.5%	26.2%	23.8%

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

Scholastic Achievement Test (SAT) Results

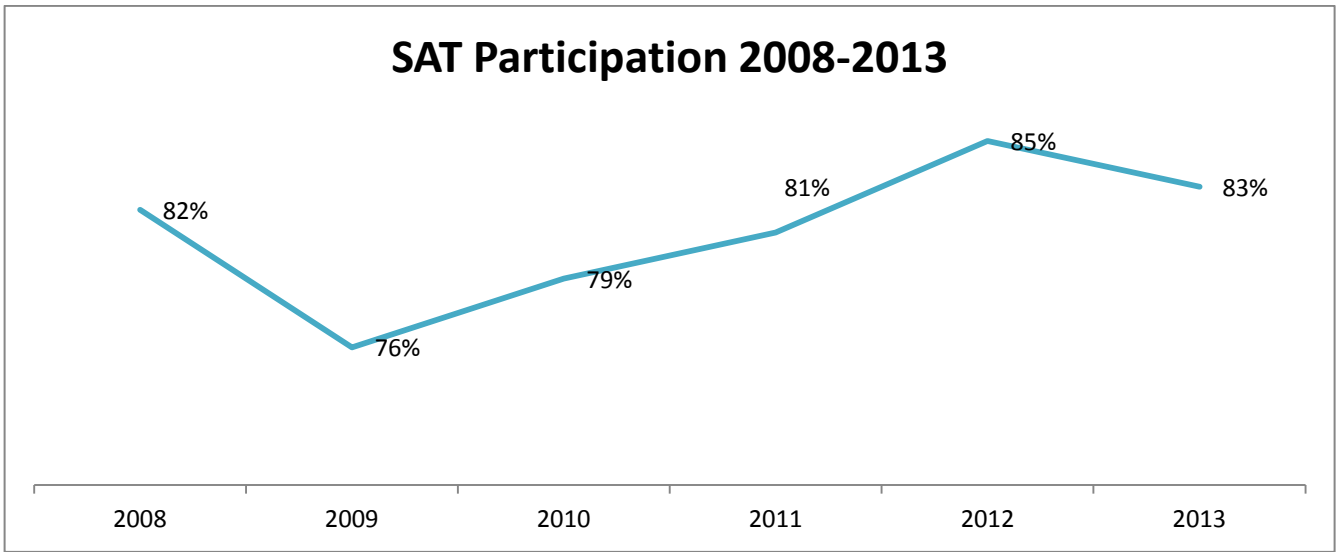
Eighty-three percent (83%)* of the Cambridge Public School seniors took the SAT exam. This is a slight decrease from the previous year. The mean Critical Reading score declined by 3 points to 498, the mean Math score decreased by 7 points to 502, and the mean Writing score increased by 1 point to 497 and reaching its highest level ever. In Massachusetts, only the mean Math score increased by 2 points while the other mean test scores remained the same. The participation of public school seniors in Massachusetts also remained the same at eighty-four percent (84%).





*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 2009-2013, mean SAT performance decreased in Math and remained the same in Reading while the Writing scores increased. However all subgroups, with the exception of Asian students, increased their mean SAT scores in all areas during that same period.

Critical Reading SAT Scores

	Asian	Black	Hispanic	White	Low Income	SWD	District
2009	545	409	442	580	415	346	498
2013	507	415	449	590	425	365	498
5-yr diff	-38	6	7	10	10	19	0

Math Sat Scores

	Asian	Black	Hispanic	White	Low Income	SWD	District
2009	607	419	445	561	443	348	503
2013	555	427	465	571	451	350	502
5-yr diff	-52	8	20	10	8	2	-1

Writing SAT Scores

	Asian	Black	Hispanic	White	Low Income	SWD	District
2009	551	404	438	572	410	331	493
2013	515	421	453	586	431	352	501
5-yr diff	-36	17	15	14	21	21	8

*For Hispanic, Asian, and SWD students, the number of seniors taking the SAT is quite low (between 20-30 students each year); consequently, there can be more variability in mean scores year to year than for groups with more students.

Advanced Placement Courses

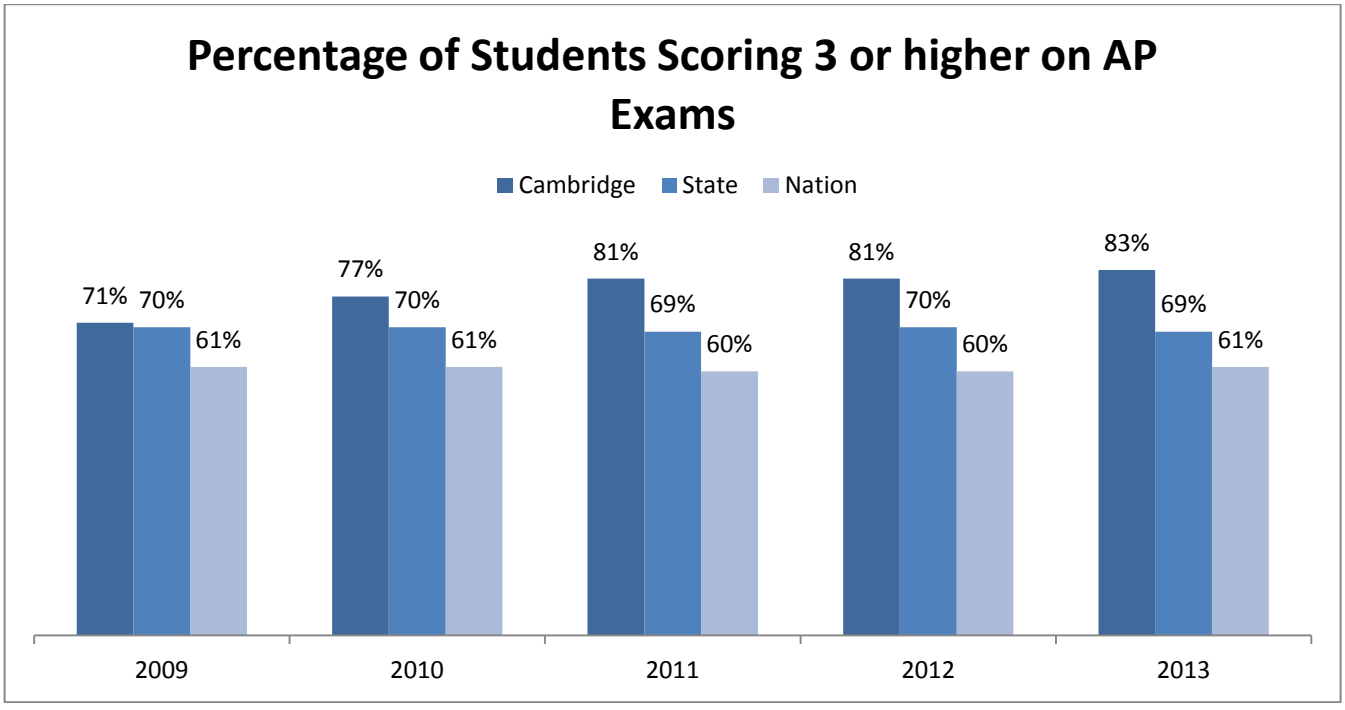
The percentage of students taking Advanced Placement (AP) courses increased substantially in the past year with approximately 46% of CRLS 11th and 12th grade students enrolled in AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts, but in 2012-2013 they enrolled in AP courses at double the rate of previous years.

11th & 12th Grade Students Enrolled in AP Courses

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	37%	34%	35%	35%	46%
African American/Black	19%	15%	16%	13%	26%
Asian	62%	55%	51%	53%	64%
Hispanic	22%	25%	21%	22%	32%
White	55%	53%	58%	56%	67%
Low Income	22%	18%	15%	16%	31%
Special Education	1%	0%	0%	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 2013 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 2012-2013, 228 students took 380 exams.

Demographic Breakdown of students taking AP Exams over time

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	183	176	169	177	228
Black/African American	25	25	17	16	18
White	109	104	107	111	139
Asian	36	29	27	32	51
Hispanic	10	15	15		15
Low Income	30	35	29	33	43

- 83% of the exams taken received a score of 3 or higher in comparison to last year when 81% of the exams scored of 3 or higher.

- In 2013, 74% of the exams taken by Low Income students received a score of 3 or higher while 81% of the exams taken by African American/Black students received the same. Both percentages were increases over previous years.

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

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	71%	77%	81%	81%	83%
Black/African American	30%	46%	58%	83%	81%
White	80%	82%	88%	84%	87%
Asian	74%	77%	74%	80%	75%
Hispanic	51%	55%	70%	65%*	88%
Low Income	33%	68%	63%	72%	74%

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

- 380 exams were taken this year.

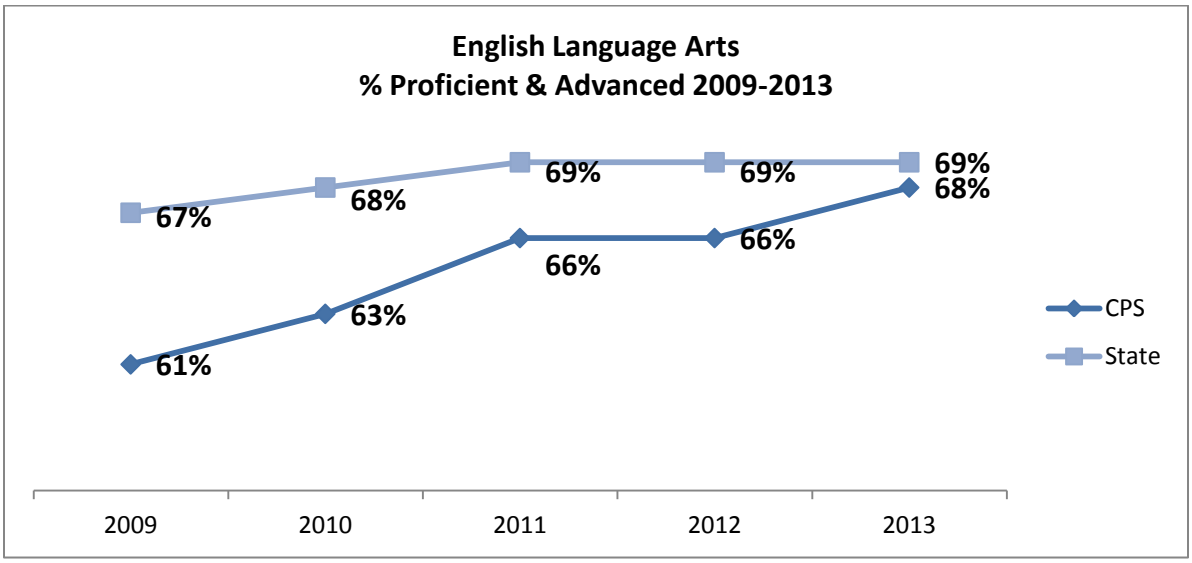
  24% (90) were in Math/Computer Science (Calculus AB or BC)
  23% (88) were in Science (Biology, Chemistry, Physics, or Environmental)
  22% (83) were in History/Social Sciences (United States or European)
  17% (63) were in English (Language or Literature)
  10% (39) were in World Languages (Chinese, French, Latin, or Spanish)
  4% (17) were in Arts

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

MCAS 2013

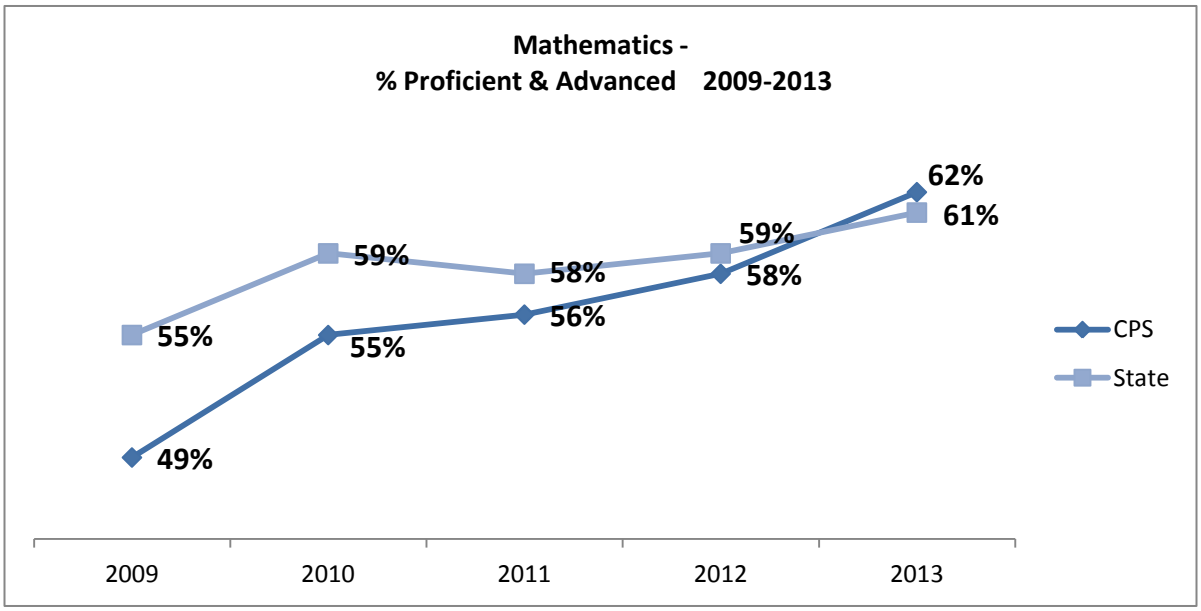
English Language Arts

With respect to the performance of all CPS students tested in English Language Arts in grades 3-10, 68% students scored proficient or advanced as compared to 69% of students across the state. This represents a 2% increase from the prior year and a 7% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



Mathematics

With respect to the performance of all CPS students tested in Mathematics in grades 3-10, 62% of students scored proficient or advanced in Mathematics as compared to 61% across the state. This represents a 4% increase from the prior year and a 13% increase over the past 5 years for CPS. The five year trend for the state reflects a 6% 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 ELL/FELL and White students, subgroup performance in English Language Arts did not increase significantly from 2012-2013. However, it should be noted that the state considers sustained improvement to be an increase of five (5) or more percentage points over a five year period. Using these guidelines, all subgroups with the exception of Students with Disabilities, ELL/FELL and African American/Black sustained improvement from 2009 to 2013 with increases of 5% or higher.

	CPS -ELA			
	2009	2013	CPS change	State change
All Students	61%	68%	7%	2%
Sts. w/ disabilities	27%	31%	4%	1%
ELL/FELL	30%	33%	3%	4%
Low Income	45%	51%	6%	5%
African American/Black	46%	49%	3%	4%
Asian	73%	79%	6%	4%
Hispanic/Latino	43%	55%	12%	5%
White	79%	84%	5%	2%

Mathematics

There was more significant improvement in Math over a five year period. All subgroups improved by at least 5% from 2009 to 2013. Over the past 5 years, in Cambridge, there has been a 10% 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.

	CPS-Math			
	2009	2013	CPS change	State change
All Students	49%	62%	13%	6%
Sts. w/ disabilities	16%	26%	10%	2%
ELL/FELL	31%	36%	5%	6%
Low Income	31%	44%	13%	7%
African American/Black	31%	41%	10%	7%
Asian	71%	79%	8%	6%
Hispanic/Latino	34%	50%	16%	8%
White	67%	79%	12%	4%

Science

As a result of the new accountability system, the Department of Elementary and Secondary Education (DESE) began reporting MCAS Science results in the aggregate in 2012, combining together the 5th, 8th, and 10th grade results. Until then, they had not aggregated the results so currently there is no 5 year comparison in Science. Most subgroups showed increases in proficiency from the previous year. The exceptions are students with disabilities, and white students. High Needs students had the same level of proficiency as the previous year.

	CPS		STATE	
	2012	2013	2012	2013
All Students	49%	51%	54%	53%
Sts. w/ disabilities	17%	11%	20%	21%
ELL/FELL	12%	20%	17%	19%
Low-Income	30%	32%	30%	32%
African American/Black	25%	30%	27%	29%
Asian	66%	65%	66%	67%
Hispanic/Latino		34%	25%	27%
White	74%	68%	63%	61%
High Needs	29%	29%	30%	32%

ELA by Grade Level

There were improvements from 2012 to 2013 in the percent of students scoring in the proficient/ advanced categories at grades 4, 5, 8 and 10. Grade 4 proficiency exceeded that of the state by 6%. Although proficiency rates in grades 3, 8 and 10 were within 1% of the state performance, the results for grades 5, 6 and 7 are still below the state. Proficiency rates for grade 3 declined by 6% from the prior year. There was also a decline in ELA proficiency at grade 7 from previous years with proficiency 7% below the state average.
The results for grade 10 reflect a 4% increase from 2012. It should also be noted that CPS proficiency results for grade 10 increased by 20% over a five year period. The increase in proficiency over five years across the state is 10%.

MCAS 2013 - % Proficient/Advanced in ELA by Grade Level 2011-2013

	CPS				State		
	2011	**2012**	**2013**		**2011**	**2012**	**2013**
Grade 3	59%	64%	58%		61%	61%	57%
Grade 4	47%	51%	59%		53%	57%	53%
Grade 5	63%	59%	63%		67%	61%	66%
Grade 6	62%	66%	64%		68%	63%	67%
Grade 7	70%	71%	65%		73%	71%	72%
Grade 8	81%	71%	77%		79%	81%	78%
Grade 10	80%	86%	90%		84%	88%	91%

Math by Grade Level

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at all grades with the exception of grade 7 where there was a decrease of 6% from the prior year. The results for grade 10 remained at 83% proficiency, the same as the prior year. In grades 3, 4, 8 and 10 CPS results were higher than the state; grade 6 results were equal to the state and grade 7 below state results by 6%.Although the results for grade 10 remain consistent from 2012, there has been a 20% increase in proficiency over a five year period. The increase in proficiency over five years across the state is 5%.

MCAS 2013 - % Proficient/Advanced in Math by Grade Level 2011-2013

	CPS				State		
	2011	**2012**	**2013**		**2011**	**2012**	**2013**
Grade 3	59%	65%	67%		66%	61%	66%
Grade 4	49%	47%	62%		47%	51%	52%
Grade 5	51%	54%	56%		59%	57%	61%
Grade 6	53%	56%	61%		58%	60%	61%
Grade 7	45%	52%	46%		51%	51%	52%
Grade 8	51%	50%	58%		52%	52%	55%
Grade 10	75%	83%	83%		74%	78%	80%

Science by Grade Level

MCAS results for science are reported for students in grades 5, 8 and 10. In 2013, proficiency rates increased in grades 8 and 10 from the prior year by 3% and 4% respectively and grade 5 results decreased by 1%. Science results both in Cambridge and across the state continue to be an area of needed focus.

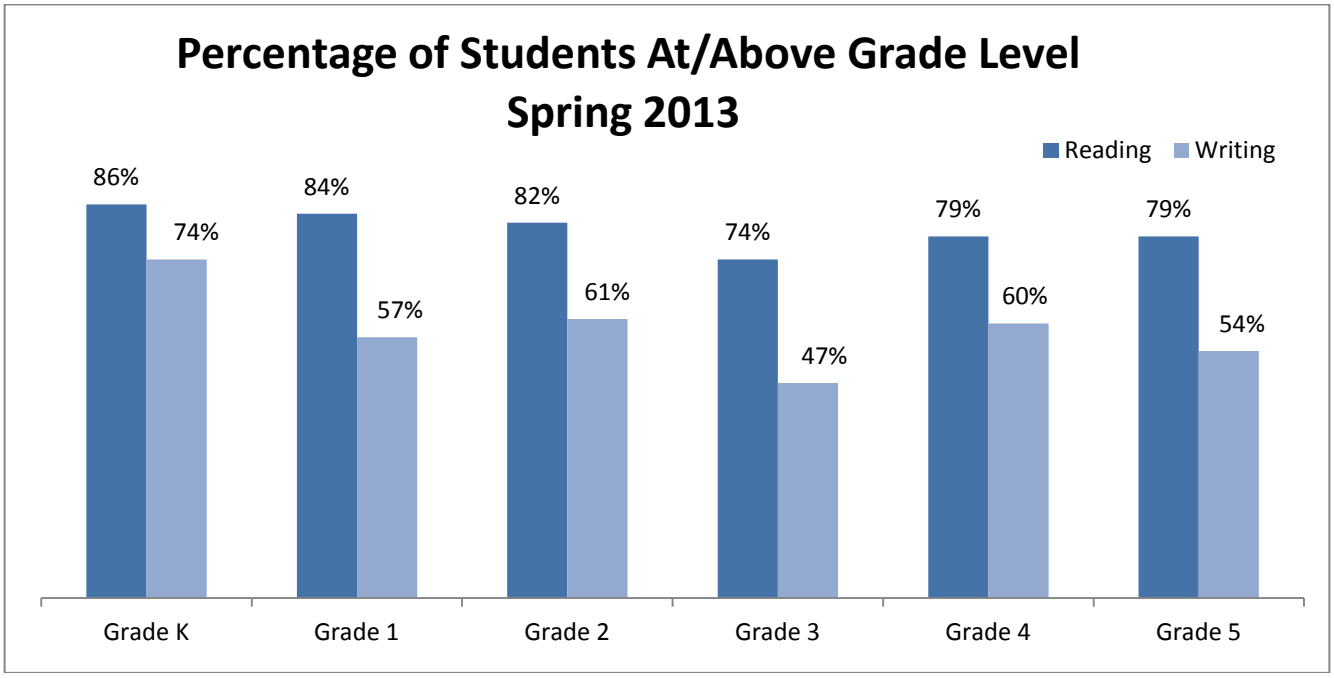
MCAS 2013 - % Proficient/Advanced in Science

	CPS				State		
	2011	**2012**	**2013**		**2011**	**2012**	**2013**
Grade 5	38%	45%	44%		50%	52%	51%
Grade 8	36%	38%	41%		39%	43%	39%
Grade 10	60%	65%	69%		67%	69%	71%

CPS Literacy Assessments

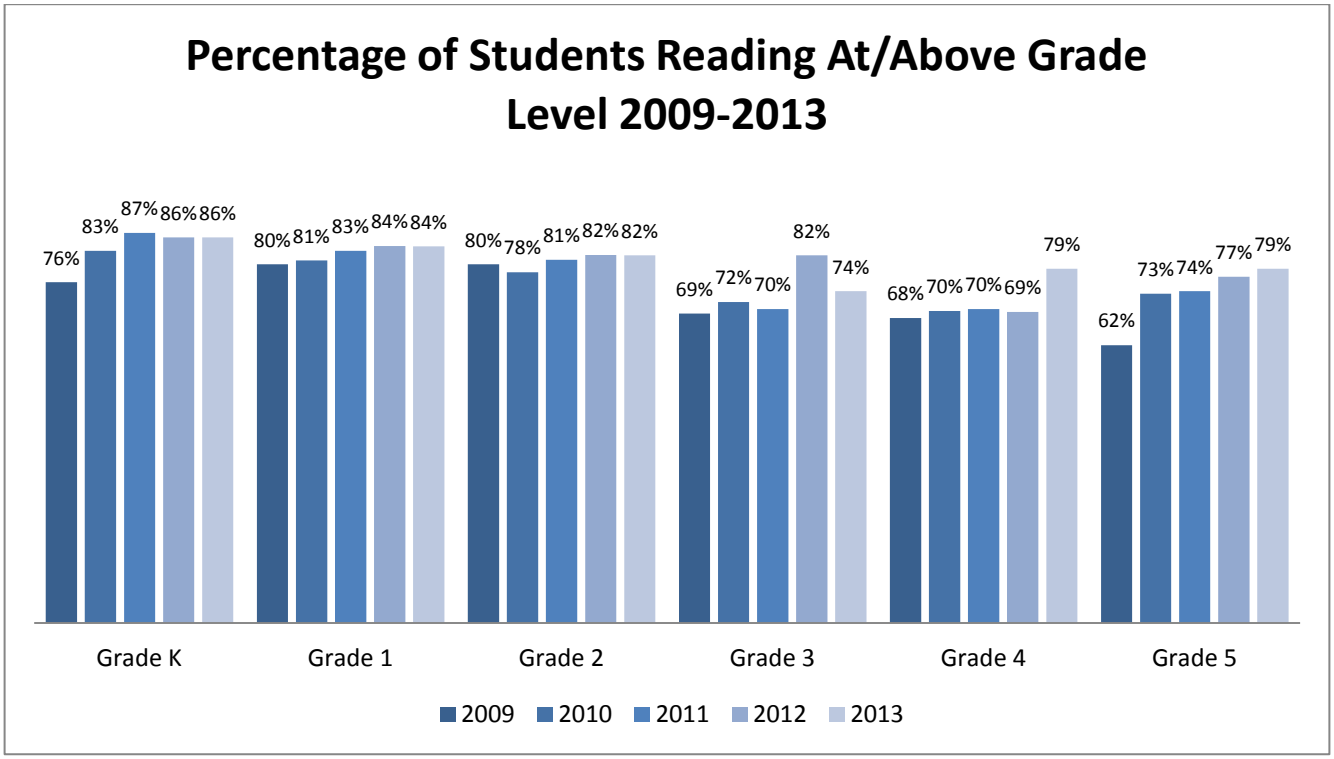
Kindergarten – Fifth grade

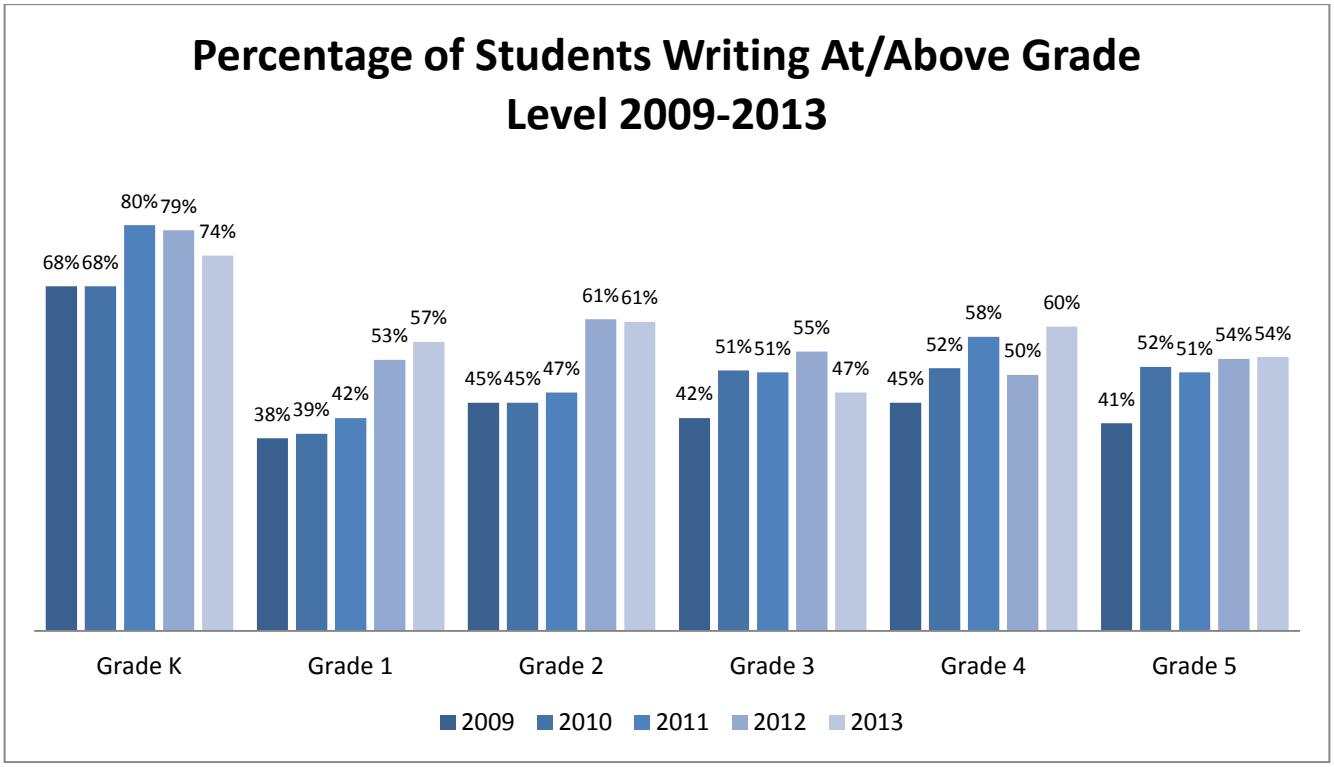
The percentage of students reading at or above grade level benchmark* remained the same as in previous year in grades K-2 and increased in grades 4 and 5, but declined in grade 3. At grade 4, there was a ten percent increase in the percentage of students reading at or above grade level. There were also substantial increases in the percentage of students writing at or above grade level in grades 1 & 4. In grades K and 3, the percentage of students writing at grade level decreased by 5% and 8% respectively while the percentage stayed the same in grades 2 & 5.



*equivalent to grade level proficiency in reading & writing

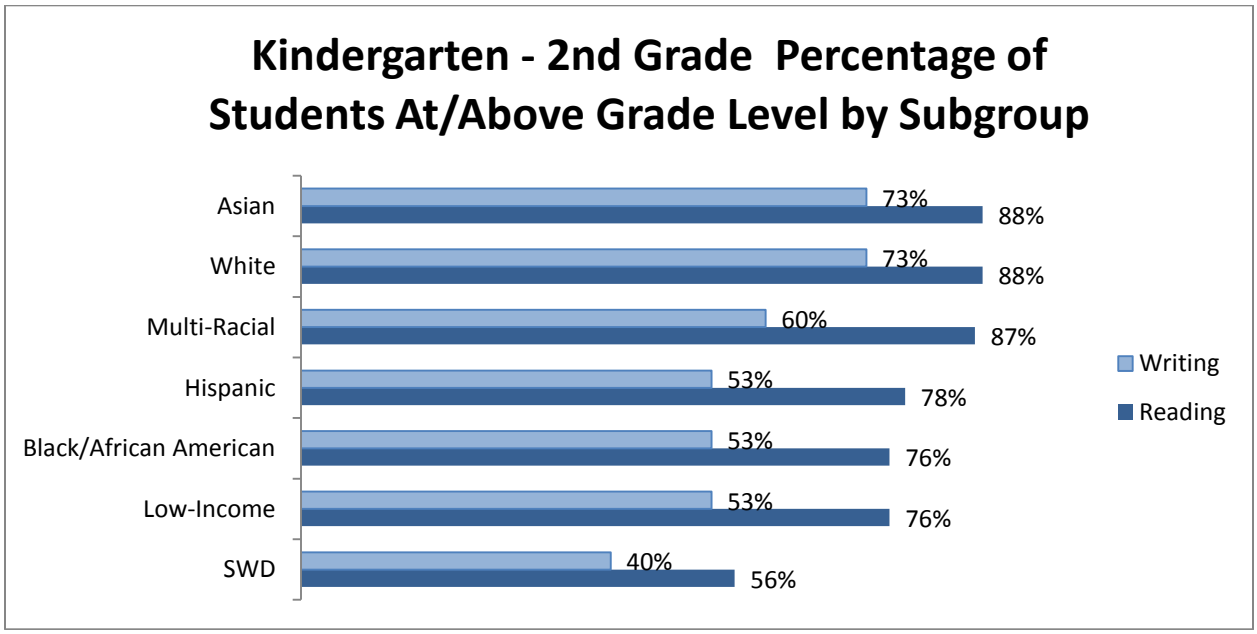
Comparison of percentage of students at or above grade level benchmark over time

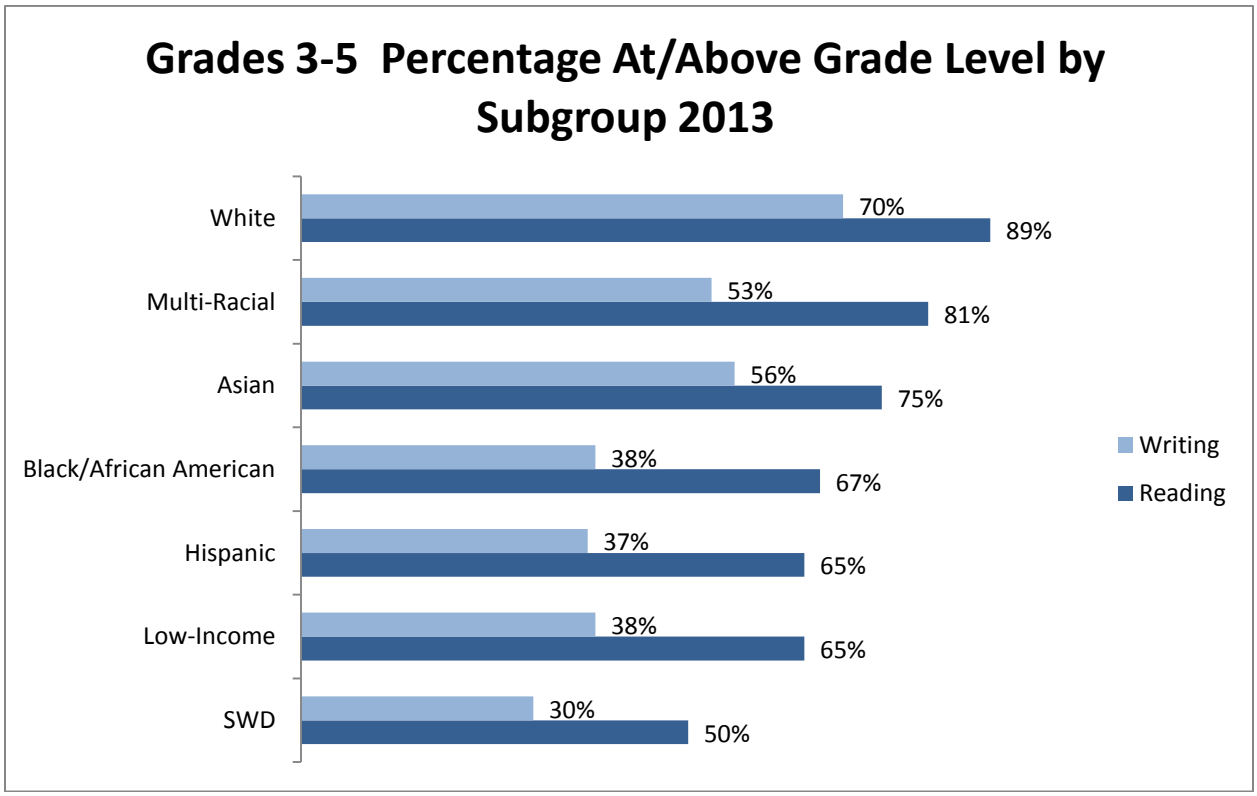




Literacy Assessments by Subgroups

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, 76% of African American/Black students in grades K-2 are reading at/above grade level while only 67% of African American/Black students are reading at/above grade level in grades 3-5.





In grades K-2, the only subgroups that improved in reading were Hispanic and Multi-Racial students. In writing, all subgroups increased in the percentage of students at or above grade level in comparison to the previous year with the exception of Hispanic, Multi-Racial, and White students. All subgroups in grades 3-5 continued to improve in reading with the exception of Asian and Hispanic students while in writing Asian, Hispanic and Low Income students saw some decline in proficiency over last year.

Grades K-2: Comparison of percentage of students at or above grade level by subgroup
2010-2013 Reading and 2010-2013 Writing

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

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

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

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