

Student Data Report

School Year 2010-2011

Office of Student Achievement, Accountability and Curriculum
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 2010-2011 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 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 2010 the eleven JK-8 schools, one JK-6 school, one high school and the High School Extension Program served a total of 6,019 students. The district racial/ ethnic profile was 36.9% white, 32.6% African American, 14.1% Hispanic, 11% Asian, 4.4% Multi-Racial Non-Hispanic and .6% Native American.

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since 06-07 school year, the percentage of African American/Black students has decreased slightly (3.4% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.6% over 5 years) and White students (1.2% over 5 years) has increased.

School Climate Indicators

This data is reported by the state in the year following the end of the previous school year, so currently there is no publically available data for the 2010-2011 school year.

The Department of Elementary and Secondary Education (DESE) reports annual drop-out, attendance and suspension rates as indicators of school climate.

The dropout rate at CRLS/HSEP was slightly higher in the 2009-10 school year, 1.7% of all students (approximately 25 students) in grades 9-12. In the 2008-2009 school year, the dropout rate was 1.5%.

The attendance rate at all CPS schools has been fairly consistent at 94.0%; however, most elementary schools have attendance rates between 94% and 95% while CRLS has an average attendance rate of 91%.

While in-school suspensions decreased slightly from 5.4% to 4.7%, out-of-school suspensions increased from 5.6% to 7.1%. Both rates were higher than the state averages of 3.7% for in-school and 6.0% for out-of-school suspensions.

In addition to this climate data, a comprehensive Adolescent Health Survey is administered to all students in grades 6-12 every other year. The results of this survey are reported annually on the CPS website. The results of the 2010-2011 Cambridge Middle Grades Health Survey are posted on the cps website (Health and Physical Education).

Staff and students at CRLS/HSEP also piloted a new School Climate Survey in the fall 0f 2010. The results of this survey were reported during the annual CRLS presentation to the school committee in June 2011.

Graduation Indicators

This data is reported by the state in the year following the end of the previous school year, so currently there is no publically available data for the 2010-2011 school year.

A major goal of the district is to prepare all students for post-graduation 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. All of these rates are calculated by the state.

The graduation plans of all graduating seniors are also submitted by guidance counselors to the state and are another indicator of post-graduation success. In the future, the National Student Clearinghouse will be used to track CPS students' progress once they reach college.

4-year Cohort Graduation Rate

For the district class of 2010 (includes students in Special Education outplacements), the graduation rate decreased slightly from 86.7% to 85.2%. While the rate was still higher than the class of 2006, when this data was first reported by the state department of education, it was lower than it has been in the past four years. In addition, some subgroups (Low Income, African American/Black, and Hispanic students) had their lowest graduation rates since the state began reporting this data.

Overall, Cambridge outperforms the state 4-year cohort graduation rate (82%) by 3% and graduates approximately 10% more African American/Black students in 4 years (State 68.7% vs. CPS 78.3%).

At CRLS/HSEP, the 4-year cohort graduation rate was also lower at 88.1% in 2010 when compared with the previous years' graduation rates of 89%-92%, though once again 6% higher than the state.

4-yearAdjusted Cohort Graduation Rate

The adjusted 4-year cohort rate examines the graduation rate of students who attended a Cambridge Public School for all four years of high school whereas the 4-year cohort graduation rate includes students who transfer into the graduating class. The district 4-yearAdjusted Cohort Graduation Rate was 89.3%.

When the adjusted 4-year cohort data was analyzed both for the district and CRLS/HSEP, there has not been much change in the percentage of students graduating over the past five years. In 2010, the district adjusted rate increased slightly over the last year (89.2%) though it was lower than in previous years (89.9%, 90.7%, and 90.0%). At CRLS/HSEP, the adjusted 4-year cohort graduation rate has remained relatively unchanged at 92% since 2006.

5-year Cohort Graduation Rate

The 5-year cohort graduation rate for the district (class of 2009) was 89.9%, a decrease from the previous classes (2008 – 91.6% and 2007 – 91.2%), but higher than the class of 2006 (89.6%) and approximately 6% higher than the state (84%).

The 5-year adjusted cohort graduation rate (those students who spent all five years in Cambridge) for the class of 2009 was 90.8%, the lowest rate since the state began tracking graduation rates. For CRLS/HSEP, the 5-year cohort rate was 91.8%, the lowest rate since the class of 2006. The 5-year adjusted cohort rate was 92.8%, the lowest since the state began reporting.

Graduation Plans

90% of graduating seniors reported post-graduation plans to attend either a two or four year college. The graduating class of 2010 had the highest percentage of students planning to attend 4 year colleges (68%) since the state began collecting this data in the 1994-1995 school year. Twenty-two (22%) plan to attend 2 year colleges. In the future, the National Student Clearinghouse will be used to track CPS students' progress once they reach college.

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-one percent (81%) of the Cambridge Public School 2011 graduating seniors took the SAT exam. This participation rate is the same as last year, but an increase over previous years when at CRLS/HSEP approximately 75% of graduating seniors took the SAT.

Massachusetts saw an increase in participation of 9% last year; eighty-four percent (84%) of public school seniors in Massachusetts participated in the SAT exams.

The mean Critical Reading score decreased by three points to 501, the mean Math score decreased by ten points to 502, and the mean Writing score stayed the same at 494 points. Across the nation and in the state of Massachusetts public school students average SAT scores declined also.

The percentage of students participating in SAT exams in all student subgroups has increased over the past four years. For Asian, White, and Hispanic students, participation and mean SAT scores have increased over the past four years. For Low Income and SPED students, there has been an increase in participation while their mean SAT scores in all three areas have declined in comparison to four years ago. The percentage of African American/Black students participating in SAT exams has only increased by 1% since 2008 and while their average mean Critical Reading has increased, their Math & Writing SAT scores have decreased.

Enrollment in Honors Courses

In the 2010-2011 school year, 62% of all CRLS students were enrolled in one or more honors courses; this percentage is similar to the 07-08 and 08-09 school year, but higher than the 09-10 school year.

Thirty-five percent (35%) of CRLS students were enrolled in three or more honors courses, the highest percentage of students in the last five years. African American/Black, Hispanic students and Low Income students are enrolled in honors courses at a much lower rate than other subgroups. In the past five years, the gap between racial/ethnic subgroups has increased for students taking honors courses.

Enrollment in Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses has remained steady for the past 5 years with slightly more than a third of CRLS 11^{th} and 12^{th} grade students taking AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts in the 11^{th} and 12^{th} grade.

According to numbers released by the College Board, Cambridge student performance on AP Exams has improved over time while the state and global performance has remained stable. In 2011, 85% of Cambridge students taking AP Exams received a score of 3 or higher.

MCAS Results

Overall Performance

Cambridge has made continued progress over time in reaching the No Child Left Behind (NCLB) goal of having all students achieve proficiency on MCAS by 2014. In Massachusetts progress is measured by the Composite Performance Index (CPI). A CPI of 100 points indicates 100% proficiency.

In 2011 our district's performance in English Language Arts remained relatively stable going from 84.4 in 2010 to 85.0 CPI points for all students tested in grades 3-10. This CPI represents a 10.1 point gain since 2003.

The district's performance in Mathematics remained much the same moving from 77.4 in 2010 to 77.8 CPI points in 2010. Since 2003, the district's math CPI has increased by 18.1 points.

In English Language Arts (ELA), the average CPI for white students across the district declined slightly to 91.9 while that of Asian students increased to 92.4, still below the new state target of 95.1 for this year. The CPI for Hispanic students dropped slightly to 79.9. The CPIs for African American/Black students increased to 77.1. For Students with Special Needs and Low Income Students, there were slight declines from 2010. The performance of FLEP/LEP students continued to decrease this year.

In Math, the average CPI for White students across the district in Math was 86.9, a slight decrease from the previous year. Asian (89.0) students had a slight increase over the previous year while Hispanic (70.3) and African American/Black students (67.3) achieved their highest CPIs since 2003. After a six-point increase in 2010, the CPI for low-income students remained approximately the same. SPED students and English Language Learners remained at similar levels as the previous year.

As a district we plan to continue building on our improvements to accelerate the learning of all students. At the same time we have identified areas of concern that will be addressed.

Percent of Students at Proficient/Advanced Performance Levels on MCAS

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 5, 6, 8 and 10. Proficiency rates at grade 10 remained improved by 10%. The percent proficient/advanced at grade 3 decreased by 1%, grade 4 remained the same, and grade 7 decreased by 1% from the previous year.

Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 4, 6, and 8. At grade 3 and grade 7, there were also significant decreases in the percent proficient/advanced while grades 5 and 10 had slight decreases (2%). Students in grade 4 Math outperformed their counterparts at the state as did CPS students in grade 10 Math.

Science

The proficiency rate in Science in grade 5 decreased increased by 7 percentage points this year. At grade 8 more students scored proficient and advanced this year in comparison with last year; however only 36% were proficient in Science. In grade 10 the significant increase in proficiency rate from last year (14%) was maintained and increased by 1%.

Student Growth Percentile

The student growth percentile (SGP) measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories (called "academic peers") throughout the state. In Cambridge, all grades showed typical growth, as evidenced by the median SGP falling between the 40th and 60th percentile.

In Cambridge, Grade 10 Math had *above average* growth (61.5) while grade 8 English had *high average* growth (60). All other grades showed typical growth in 2011. In general, the median SGP (student growth percentile) for all subgroups in both ELA and Math was in the average or typical growth range (40-60).

In 2011, all Cambridge subgroups had higher growth than their counterparts in the state did. Asian students had slightly higher than typical growth in both ELA and Math.

CPSD Literacy Assessments

The percentage of students reading at or above grade level in grades K-5 increased across all grades, with the exception of grade 3, where reading at grade level decreased by 2% in 2011 and grade 4 where reading levels remained the same.

The percentage of students writing at or above grade level increased in grades K-2. In grades 3, the percentage remained the same as the previous year whereas grade 4 increased by 7% and grade 5 decreased by 1%.

In grades K-2, all subgroups saw improvement in reading with the exception of Asian students. In writing, all subgroups with the exception of White and Low Income students had slight decreases in the percentage of students at or above grade level in comparison to the previous year.

All subgroups in grades 3-5 continued to improve in writing with the exception of Hispanic while in reading in grades 3-5 most subgroups saw some decline in proficiency over last year with the exception of Multi-racial and SPED students.

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 06-07 school year, the percentage of African American/Black students has decreased slightly (3.4% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.6% over 5 years) and White students (1.2% over 5 years) has increased.

Race/Ethnicity

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
African American	36.0%	35.0%	34.6%	33.6%	32.6%
Asian	11.0%	11.2%	11.3%	11.2%	11.0%
Hispanic	14.7%	14.1%	14.1%	14.2%	14.1%
Native American	0.6%	0.6%	0.5%	0.6%	0.6%
White	35.7%	36.6%	36.0%	36.4%	36.9%
Multi-Race, Non-Hispanic	1.8%	2.5%	3.3%	3.7%	4.4%

Other Subgroups

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
First Language not English	30.0%	28.6%	27.5%	27.0%	26.7%
Limited English Proficient	6.9%	6.6%	7.1%	5.1%	5.7%
Low-Income	42.7%	44.9%	43.9%	45.5%	43.5%
Special Education	22.4%	21.8%	22.1%	21.7%	21.9%

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

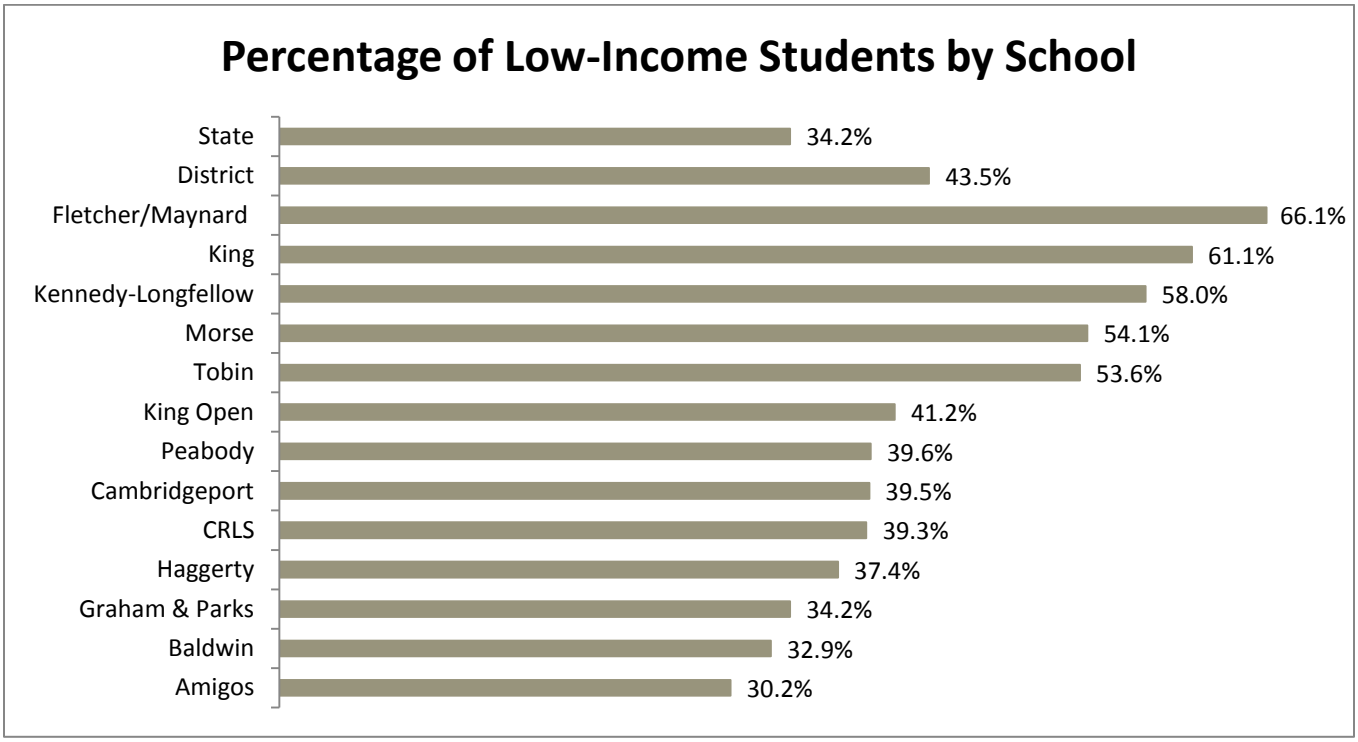
Demographic Data by School

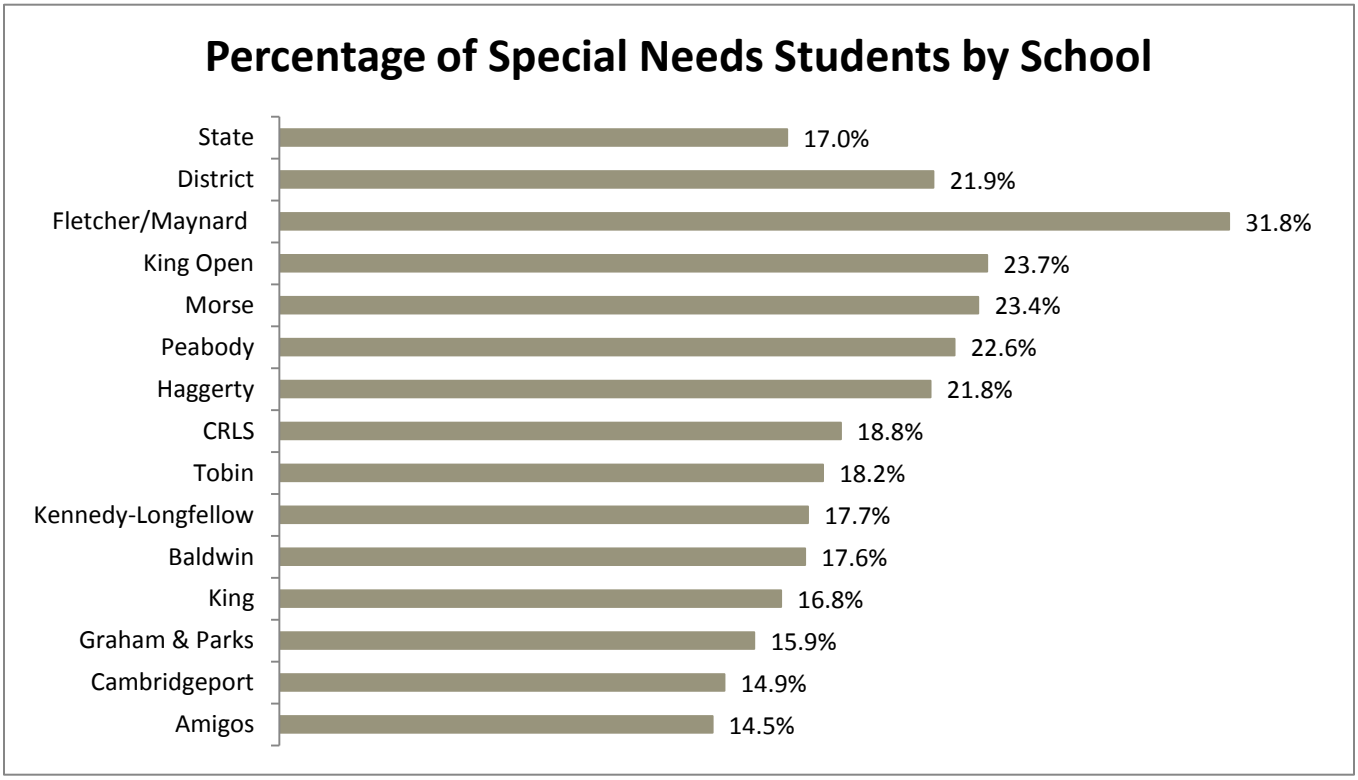
2010-2011

	African American	Asian	Hispanic	Native American	White	Native Hawaiian	Multi-Race, Non-Hispanic
Amigos	6.9%	3.1%	48.4%	0.0%	33.6%	0.3%	7.5%
Cambridgeport	29.5%	8.9%	8.9%	0.4%	48.0%	0.0%	4.3%
Fletcher/Maynard	51.5%	5.0%	20.1%	2.1%	15.5%	1.3%	4.6%
Graham & Parks	23.6%	14.9%	7.5%	0.5%	48.4%	0.2%	4.8%
Haggerty	28.6%	11.5%	5.3%	0.4%	46.6%	0.8%	6.9%
Tobin	36.1%	17.2%	13.3%	1.2%	27.0%	0.0%	5.2%
Kennedy-Longfellow	34.6%	10.7%	17.7%	0.0%	33.3%	0.7%	3.0%
King Open	25.2%	8.5%	12.0%	0.6%	47.9%	0.2%	5.7%
Baldwin	23.8%	10.7%	8.3%	1.1%	49.2%	0.5%	6.4%
King	46.0%	21.8%	10.9%	0.0%	17.5%	0.0%	3.9%
Morse	35.1%	13.3%	12.2%	0.7%	31.4%	0.7%	6.6%
Peabody	35.3%	11.6%	7.8%	0.2%	39.7%	0.6%	4.9%
CRLS	37.7%	9.4%	14.9%	0.8%	35.5%	0.0%	1.8%
District	32.6%	11.0%	14.1%	0.6%	36.9%	0.3%	4.4%
State	8.2%	5.5%	15.4%	0.2%	68.0%	0.1%	2.4%

	First Language not English	Limited English Proficient	Low-Income	Special Education
Amigos	36.8%	4.7%	30.2%	14.5%
Cambridgeport	17.4%	3.6%	39.5%	14.9%
Fletcher/Maynard	28.0%	3.3%	66.1%	31.8%
Graham & Parks	23.9%	8.7%	34.2%	15.9%
Haggerty	22.9%	5.3%	37.4%	21.8%
Tobin	49.1%	20.9%	53.6%	18.2%
Kennedy-Longfellow	25.6%	5.7%	58.0%	17.7%
King Open	22.9%	4.3%	41.2%	23.7%
Baldwin	18.2%	2.4%	32.9%	17.6%
King	31.2%	9.1%	61.1%	16.8%
Morse	24.4%	4.4%	54.1%	23.4%
Peabody	17.0%	1.1%	39.6%	22.6%
CRLS	28.2%	4.7%	39.3%	18.8%
District	26.7%	5.7%	43.5%	21.9%
State	16.3%	7.1%	34.2%	17.0%

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





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

School Climate Indicators

The dropout rate at CRLS/HSEP while slightly higher in the 2009-10 school year - 1.7% of all students in grades 9-12 was approximately 25 students as it has been in previous years. The attendance rate at all CPS schools has been fairly consistent at 94.0%; however, most elementary schools have attendance rates between 94% and 95% while CRLS has an average attendance rate of 91%. In the four-year time period reported in this document, both in-school and out-of-school suspensions have remained fairly stable though slightly higher than the state average.

In addition to this data a comprehensive Adolescent Health Survey is administered to all students in grades 6-12 every other year. The results of this survey are reported annually on the CPS website.

Staff and students at CRLS/HSEP also piloted a new School Climate Survey in the fall 0f 2010. The results of this survey were reported during the annual CRLS presentation to the school committee in June 2011.

District

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Grade 9-12 Dropout Rate	2.7%	1.6%	1.6%	1.3%	1.7%
Attendance Rate	94.5%	94.4%	94.0%	93.6%	94.0%
Average # of days absent	9.3	9.5	10	10.6	10.2
In-School Suspension Rate	4.4%	6.7%	4.0%	5.4%	4.7%
Out-of-School Suspension Rate	5.9%	6.2%	8.3%	5.6%	7.1%

This data is reported by the state in the year following the end of the previous school year, so currently there is no publically available data for the 2010-2011 school year.

Schools

2009-2010	Attendance Rate	Average # of days absent	In-School Suspension Rate	Out-of-School Suspension Rate
Amigos	95.6%	7.6	0.0%	0.0%
Baldwin	95.7%	7.6	7.7%	8.0%
Cambridgeport	95.6%	7.5	5.8%	4.6%
CRLS	91.2%	15.0	5.2%	12.1%
Fletcher/Maynard	95.3%	8.0	0.0%	7.1%
Graham & Parks	95.9%	7.1	0.6%	2.5%
Haggerty	96.2%	6.6	0.4%	2.9%
Kennedy-Longfellow	94.2%	9.8	6.9%	7.6%
King	94.5%	8.9	8.2%	12.8%
King Open	95.7%	7.5	4.5%	2.5%
Morse	95.2%	8.3	5.6%	5.6%
Peabody	95.3%	8.0	6.3%	2.9%
Tobin	94.3%	9.2	5.7%	4.8%
District	94.0%	10.2	4.7%	7.1%
State	94.6%	9.3	3.7%	6.0%

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

Graduation Indicators

For the district class of 2010 (includes students in Special Education outplacements), the graduation rate decreased slightly. While it was still higher than the class of 2006, when this data was first reported by the state department of education, it was lower than it has been in the past four years. In addition, some subgroups (Low Income, African American/Black, and Hispanic students) had their lowest graduation rates since the state began reporting this data. Overall, though, Cambridge (85.2%) outperformed the state 4-year cohort graduation rate (82%) by 3% and graduated approximately 10% more African American/Black students in 4 years (State 68.7% vs. CPS 78.3%). At CRLS/HSEP, the 4-year cohort graduation rate was also lower at 88.1% in2010 when compared with the previous years' graduation rates of 89%-92%, though once again 6% higher than the state.

4-year Cohort Graduation Rate – CPS District Data

District Data includes special needs students in outplacements

	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
All Students	84.5%	87.5%	88.3%	86.7%	85.2%
Male	81.3%	85.7%	86.6%	83.6%	85.2%
Female	87.9%	89.9%	89.9%	90.2%	85.2%
Lim. English Prof.	71.9%	79.6%	90.5%	79.1%	72.2%
Special Education	75.0%	83.9%	71.4%	72.0%	73.5%
Low Income	83.6%	88.0%	88.8%	85.3%	82.0%
Black/Afr. Amer.	80.6%	89.6%	87.3%	79.8%	78.3%
Asian	91.5%	92.7%	92.6%	97.6%	94.6%
Hispanic	84.5%	83.1%	88.7%	90.6%	80.3%
White	86.8%	86.8%	88.4%	90.0%	92.7%

4-year Cohort Graduation Rate – CRLS/ HSEP

	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
All Students	87.4%	88.9%	92.1%	89.3%	88.1%
Male	85.5%	87.8%	91.6%	86.6%	90.3%
Female	89.2%	90.2%	92.6%	92.1%	85.6%
Lim. English Prof.	73.0%	79.6%	87.5%	78.6%	66.7%
Special Education	86.7%	89.3%	81.7%	80.0%	81.7%
Low Income	84.3%	88.3%	90.3%	86.8%	83.7%
Black or Afr. Amer.	83.2%	91.5%	89.9%	82.8%	83.7%
Asian	91.5%	92.5%	96.2%	97.6%	94.6%
Hispanic	86.6%	84.1%	90.2%	95.8%	80.0%
White	91.1%	87.0%	94.4%	91.9%	94.7%

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

Graduation Rates –District and CRLS/HSEP Data

4-year Adjusted Cohort, 5-year Cohort, and 5-year Adjusted Cohort

When the adjusted 4-year cohort data was analyzed both for the district and CRLS/HSEP, there has not been much change in the percentage of students graduating over the past five years (see chart below). The adjusted 4-year cohort rate examines the graduation rate of students who attended a Cambridge Public School for all four years of high school whereas the 4-year cohort graduation rate includes students who transfer into the graduating class. In 2010, the district adjusted rate (89.3%) increased slightly over the last year (89.2%) though it was lower than in previous years (89.9%, 90.7%, and 90.0%). At CRLS/HSEP, the adjusted 4-year cohort graduation rate has remained relatively unchanged at 92% since 2006.

The 5-year cohort graduation rate for the district (class of 2009) was 89.9%, a decrease from the previous classes (2008 – 91.6% and 2007 – 91.2%), but higher than the class of 2006 (89.6%) and approximately 6% higher than the state (84%). The 5-year adjusted cohort graduation rate (those students who spent all five years in Cambridge) for the class of 2009 was 90.8%, the lowest rate since the state began tracking graduation rates. For CRLS/HSEP, the 5-year cohort rate was 91.8%, the lowest rate since the class of 2006. The 5-year adjusted cohort rate was 92.8%, the lowest since the state began reporting.

	District*			
	4-year Cohort	4-year Adj. Cohort	5-year Cohort	5-year Adj. Cohort
Class of 2006	84.5%	90.0%	89.6%	93.1%
Class of 2007	87.5%	90.7%	91.2%	92.6%
Class of 2008	88.3%	89.9%	91.6%	92.6%
Class of 2009	86.7%	89.2%	89.9%	90.8%
Class of 2010	85.2%	89.3%		

	CRLS/HSEP			
	4-year Cohort	4-year Adj. Cohort	5-year Cohort	5-year Adj. Cohort
Class of 2006	87.4%	92.5%	91.8%	95.0%
Class of 2007	88.9%	92.4%	92.7%	94.4%
Class of 2008	92.1%	92.8%	94.1%	94.0%
Class of 2009	89.3%	92.1%	91.8%	92.8%
Class of 2010	88.1%	92.3%		

*District includes special needs students in outplacements

Graduation Plans

Graduating high school seniors report their post-graduation plans to their guidance counselors. This information is then submitted to the state at the end of the year. The chart below summarizes the information for the past five years.

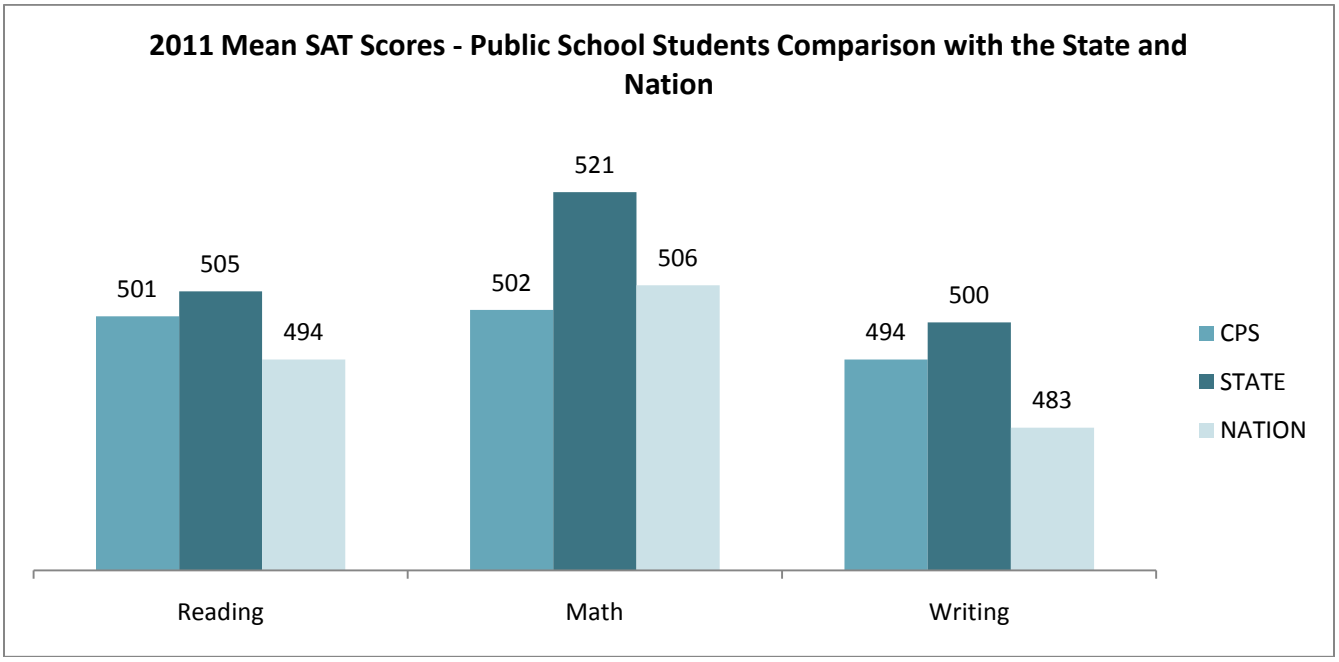
The graduating class of 2010 had the highest percentage of students planning to attend 4 year colleges (68%) since the state began collecting this data in the 1994-1995 school year.

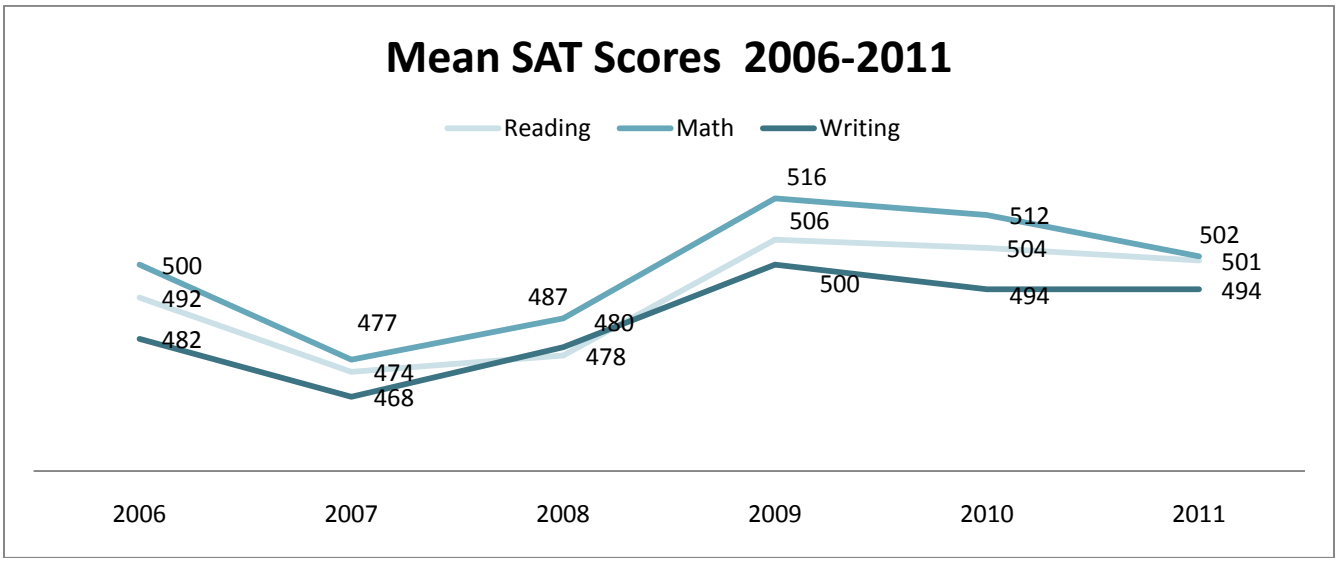
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
4-Year Private College	36%	42%	41%	44%	42%
4-Year Public College	25%	20%	23%	20%	26%
2-Year Private College	5%	8%	8%	6%	8%
2-Year Public College	18%	19%	13%	14%	14%
Other Post-Secondary	3%	3%	3%	3%	2%
Work	6%	5%	4%	2%	1%
Military	1%	0%	1%	0%	0%
Other	3%	1%	4%	2%	5%
Unknown	3%	4%	3%	12%	2%

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

Scholastic Achievement Test (SAT) Results

Eighty-one percent (81%)* of the Cambridge Public School graduating seniors took the SAT exam. This rate is the same as last year, but an increase over previous years when at CRLS/HSEP approximately 75% of graduating seniors took the SAT. The mean Critical Reading score decreased by three points to 501, the mean Math score decreased by ten points to 502, and the mean Writing score stayed the same at 494 points. Across the nation and in the state of Massachusetts public school students average SAT scores declined also. Massachusetts saw an increase in participation of 9% last year; eighty-four percent (84%) of public school seniors in Massachusetts participated in the SAT exams.





*The CPS SAT scores were calculated using the students' highest scores. This is different from the way the College Board (CB) calculates average SAT scores. They use students' most recent scores. The CB reported that mean Reading score was 483; Math 482; and Writing 472 in Cambridge. Beginning in 2010, we have included in the CPS calculations, all students' scores that have been collected through the CRLS/HSEP Guidance Department. This includes transfer students and students who did not enter the CRLS school code when they took the SAT exam.

Subgroup Performance on SAT

- The percentage of students participating in SAT exams in all student subgroups has increased over the past four years.
- The percentage of **African American/Black** students participating in SAT exams has only increased by 1% since 2008 in comparison with other racial/ethnic subgroups. While their average mean Critical Reading has increased, their Math & Writing SAT scores have decreased.
- For **Low Income** and **SPED*** students, there has been an increase in participation while their mean SAT scores in all three areas have declined in comparison to four years ago.
- For **Asian***, **White,** and **Hispanic*** students, participation and mean SAT scores have increased over the past four years.

Critical Reading SAT Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2008	472	417	428	554	416	385	478
2009	557	424	452	588	429	336	506
2010	534	413	455	604	447	330	504
2011	530	424	451	591	416	336	501
4-yr diff	58	7	23	37	0	-49	23

Math Sat Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2008	548	432	422	548	431	336	487
2009	625	441	459	573	462	336	516
2010	594	438	460	596	476	338	512
2011	555	429	469	578	429	315	502
4-yr diff	7	-3	47	30	-2	-21	15

Writing SAT Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2008	491	423	408	552	418	338	480
2009	558	420	449	576	425	326	500
2010	540	411	431	599	442	320	494
2011	528	416	439	584	412	329	494
4-yr diff	37	-7	31	32	-6	-9	14

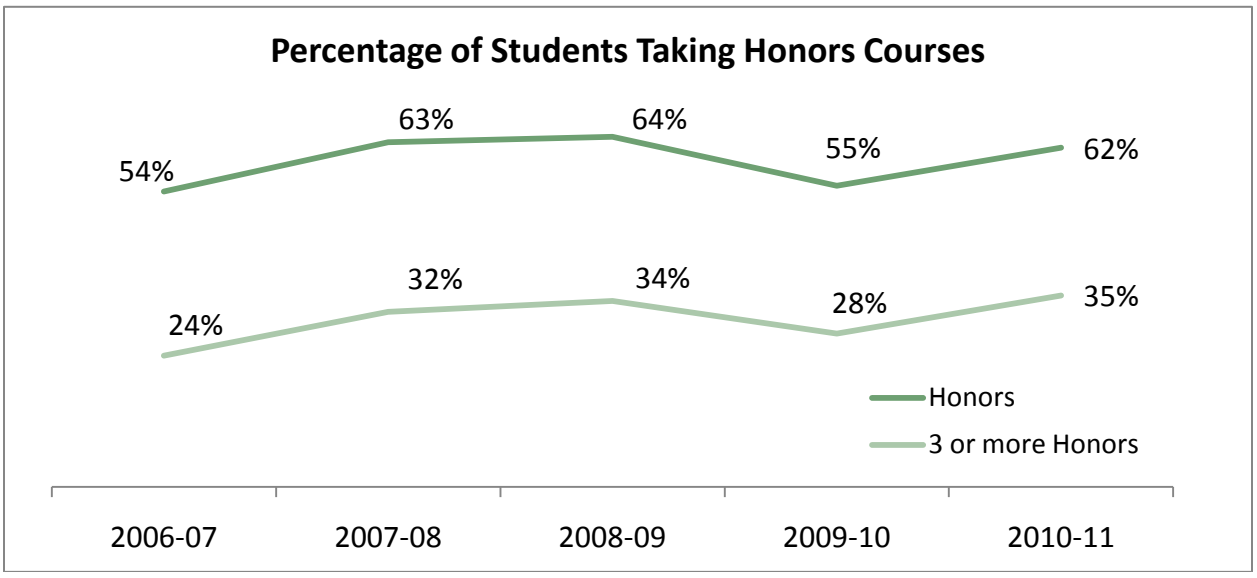
Participation

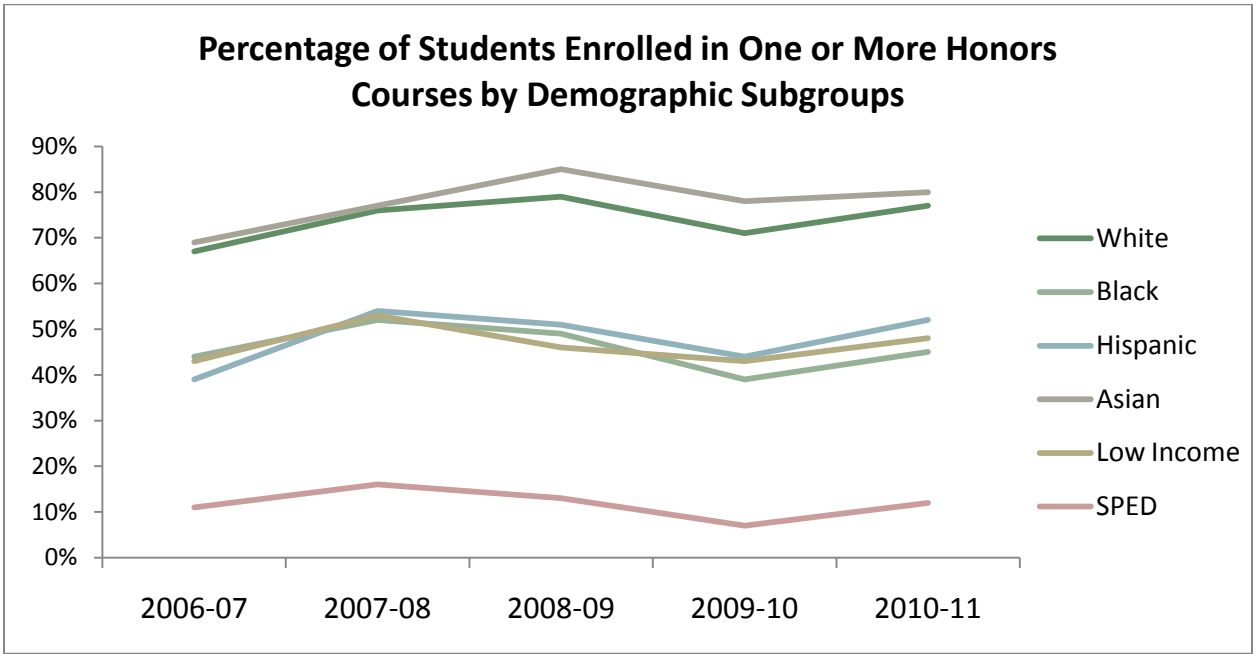
	Asian	Black	Hispanic	White	Low Income	SPED	District
2008	77%	76%	68%	78%	73%	44%	76%
2009	90%	71%	68%	76%	67%	28%	75%
2010	91%	81%	66%	86%	76%	47%	81%
2011	89%	77%	79%	86%	80%	55%	81%
4-yr diff	12%	1%	11%	8%	7%	11%	5%

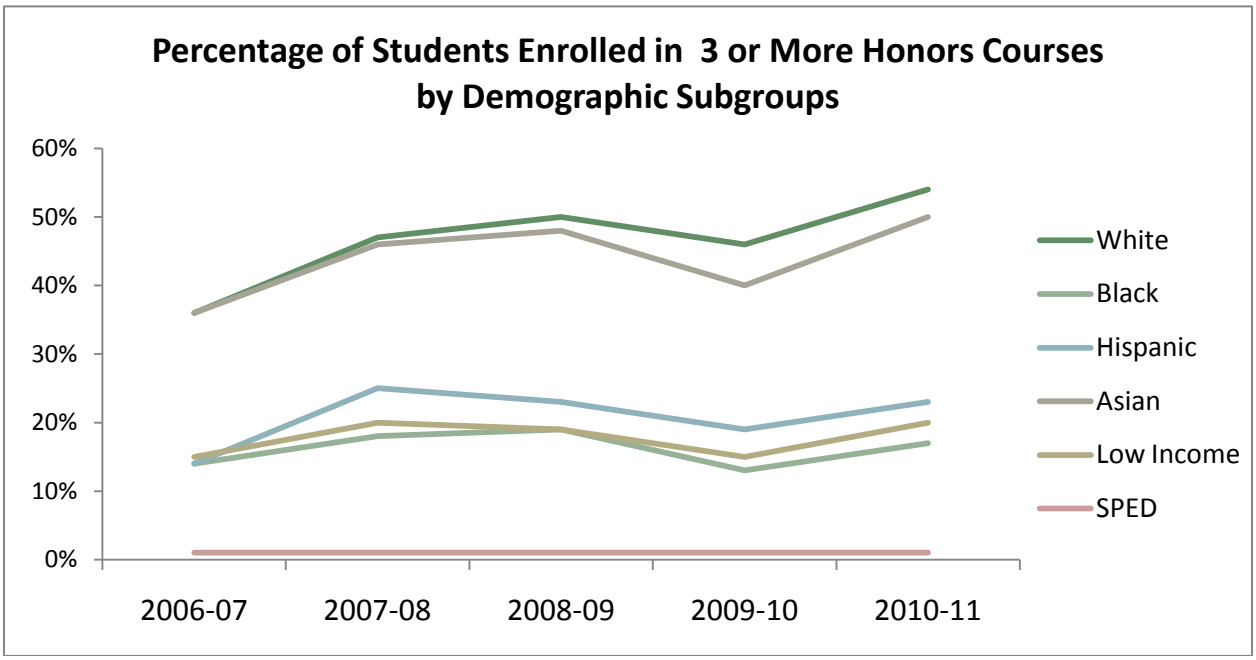
*For Hispanic, Asian, and SPED students, the number of seniors taking the SAT is quite low (between 20-30 students each year); consequently, there is more variability in mean scores year to year than for groups with more students.

Honors Courses

In the 2010-2011 school year, 62% of all CRLS students were enrolled in one or more honors courses; this percentage is similar to the 07-08 and 08-09 school year, but higher than the 09-10 school year. Thirty-five percent of CRLS students were enrolled in three or more honors courses, the highest percentage of students in the last five years. African American/Black, Hispanic students and Low Income students are enrolled in honors courses at a much lower rate than other subgroups. In the past five years, the gap between racial/ethnic subgroups has increased for students taking honors courses.







Percentage of Student Enrolled in One or More Honors Courses by Demographic Subgroup

	2006-07	2007-08	2008-09	2009-10	2010-11
White	67%	76%	79%	71%	77%
Black	44%	52%	49%	39%	45%
Hispanic	39%	54%	51%	44%	52%
Asian	69%	77%	85%	78%	80%
Low Income	43%	53%	46%	43%	48%
SPED	11%	16%	13%	7%	12%
All Students	54%	63%	64%	55%	62%

Percentage of Student Enrolled in Three or More Honors Courses by Demographic Subgroup

	2006-07	2007-08	2008-09	2009-10	2010-11
White	36%	47%	50%	46%	54%
Black	14%	18%	19%	13%	17%
Hispanic	14%	25%	23%	19%	23%
Asian	36%	46%	48%	40%	50%
Low Income	15%	20%	19%	15%	20%
SPED	1%	1%	1%	1%	1%
All Students	24%	32%	34%	28%	35%

Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses has remained steady for the past 5 years with slightly more than a third of CRLS 11th and 12th grade students taking AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts in the 11th and 12th grade.

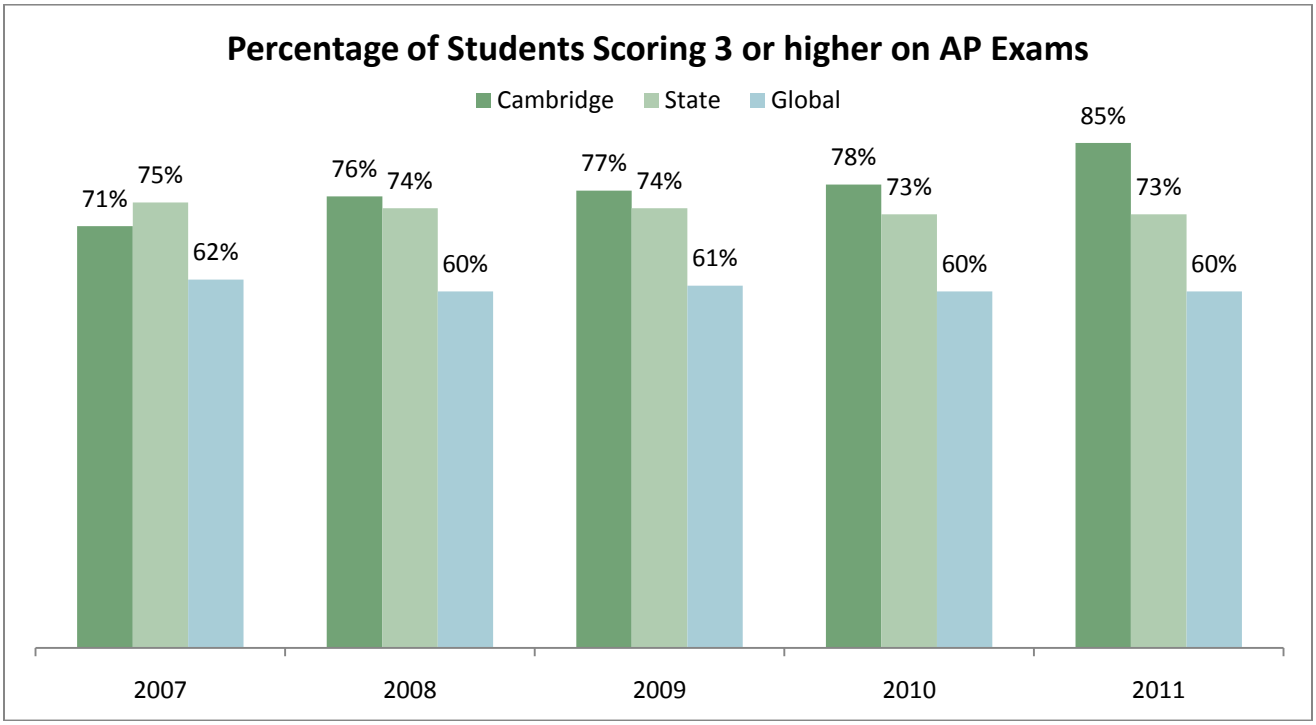
11th & 12th Grade Students Enrolled in AP Courses

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	34%	37%	37%	34%	35%
African American/Black	21%	23%	19%	15%	16%
Asian	43%	58%	62%	55%	51%
Hispanic	29%	23%	22%	25%	21%
White	53%	51%	55%	53%	58%
Low Income	21%	24%	22%	18%	15%
Special Education	2%	0%	1%	0%	0%

Advanced Placement Exams

The following graph shows five years of data at the school, state and global levels 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 following graph and numbers were generated by the College Board.

Cambridge student performance on AP Exams has improved over time while the state and global performance has remained stable.



Advanced Placement Exams

- In 2010-2011, 21% of all 11th & 12th grade students took AP exams, a similar percentage to the previous year (22%), but a significant increase over 2008 and 2009 school years when only 16% of 11th and 12th grade students took AP exams.

- Of students in grades 11 and 12, 38% of White students, 6% of African American students, 33% of Asian students, 13% of Hispanic students, and 11% of low-income students took AP exams.

- 60% of students enrolled in AP courses took an AP exam. This was similar to last year (61%), but significantly higher than in 2009 when only 39% of students enrolled in courses took the exam.

- 5 (11th & 12th grade) students who didn't take any AP courses this year took AP exams.

- 79% of students taking exams passed one or more exams with a score of 3 or higher.

- While gaps still remain in performance between demographic subgroups, this year 67% of Low Income students passed one or more exams with a score of 3 or higher and 58% of African American/Black students did the same. Both percentages were significant increases over previous years.

- 348 exams were taken this year.
  - 23% (82) were in History (United States or European)
  - 23% (80) were in Science (Biology, Chemistry, Physics, or Environmental)
  - 22% (76) were in English (Language or Literature)
  - 16% (58) were in Math (Calculus AB or BC)
  - 12% (42) were in World Languages (Chinese, French, Latin, or Spanish)

Students taking AP exams & passing one or more with a score of 3 or higher*

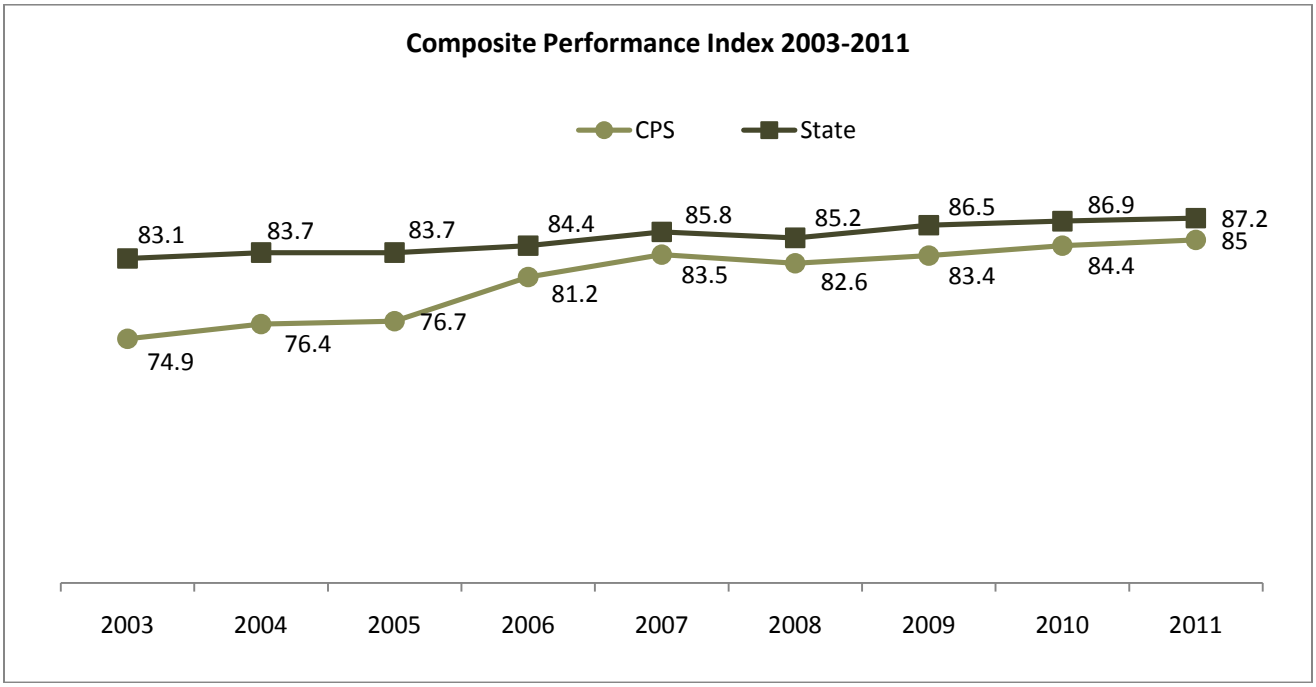
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	71%	70%	70%	72%	79%
African American/Black	61%	37%	46%	39%	58%
Asian	66%	67%	65%	67%	68%
White	74%	75%	74%	78%	88%
Low Income	53%	40%	49%	53%	67%

***These percentages differ from percentages given by College Board (on previous page) because the CPSD analysis only includes 11th and 12th grade students. This year approximately 25 9th & 10th grade students took AP exams.**

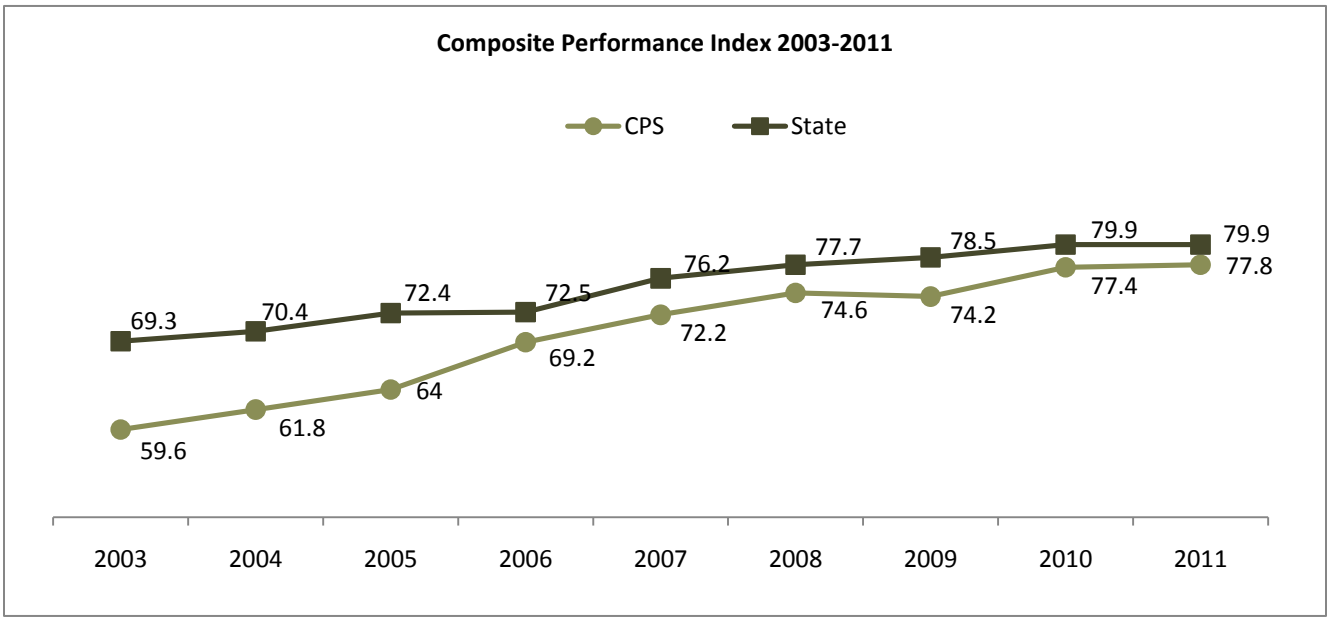
MCAS 2011

In 2011 our district's performance in English Language Arts remained relatively stable going from 84.4 in 2010 to 85.0 CPI points for all students tested in grades 3-10. This CPI represents a 10.1 point gain since 2003. The district's performance in Mathematics remained much the same moving from 77.4 in 2010 to 77.8 CPI points in 2010Since 2003, the district's math CPI has increased by 18.1 points.

English Language Arts – increase from 74.9 in 2003 to 85.0 in 2011



Mathematics – increase from 59.6 in 2003 to 77.8 in 2011

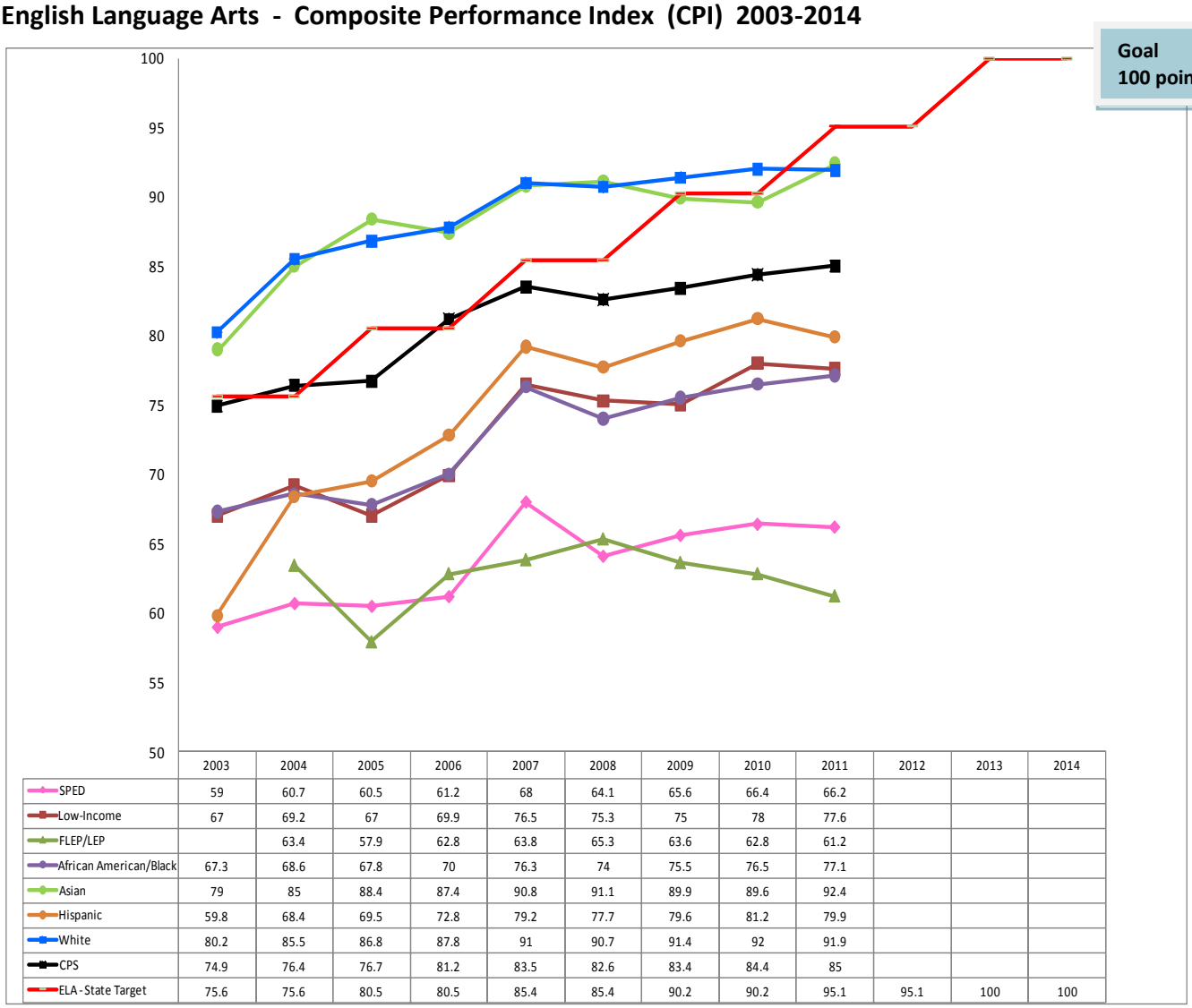


CPS District Performance as Compared with State Targets

Aggregate and Student Subgroups

In 2011 the average CPI for white students across the district in ELA declined slightly to 91.9 while that of Asian students increased to 92.4, still below the new state target of 95.1 for this year. The CPI for Hispanic students dropped slightly to 79.9. The CPIs for African American/Black students increased to 77.1. For Students with Special Needs and Low Income Students, there were slight declines from 2010. The performance of FLEP/LEP students continued to decrease this year.

English Language Arts - Composite Performance Index (CPI) 2003-2014

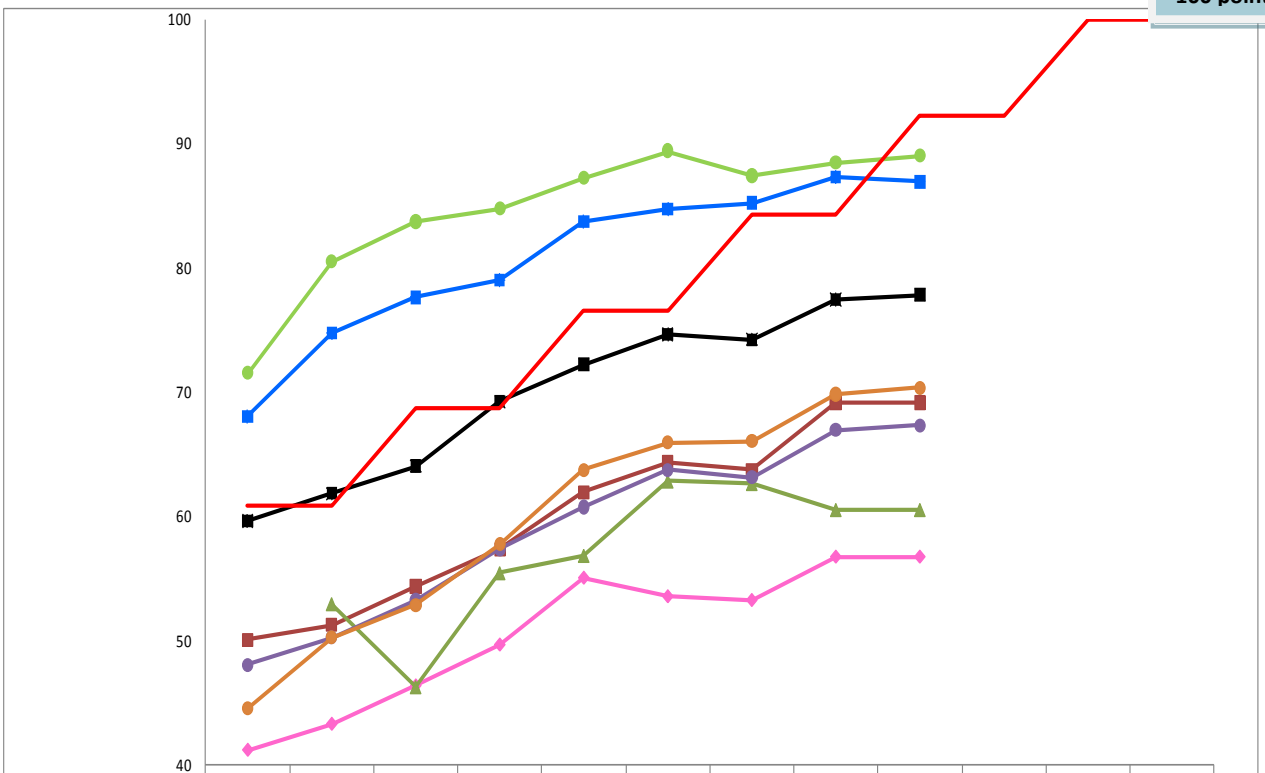


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SPED	59	60.7	60.5	61.2	68	64.1	65.6	66.4	66.2			
Low-Income	67	69.2	67	69.9	76.5	75.3	75	78	77.6			
FLEP/LEP		63.4	57.9	62.8	63.8	65.3	63.6	62.8	61.2			
African American/Black	67.3	68.6	67.8	70	76.3	74	75.5	76.5	77.1			
Asian	79	85	88.4	87.4	90.8	91.1	89.9	89.6	92.4			
Hispanic	59.8	68.4	69.5	72.8	79.2	77.7	79.6	81.2	79.9			
White	80.2	85.5	86.8	87.8	91	90.7	91.4	92	91.9			
CPS	74.9	76.4	76.7	81.2	83.5	82.6	83.4	84.4	85			
ELA - State Target	75.6	75.6	80.5	80.5	85.4	85.4	90.2	90.2	95.1	95.1	100	100

Aggregate and Student Subgroups

In 2011 the average CPI for White students across the district in Math was 86.9, a slight decrease from the previous year. Asian (89.0) students had a slight increase over the previous year while Hispanic (70.3) and African American/Black students (67.3) achieved their highest CPIs since 2003. After a six-point increase in 2010, the CPI for low-income students remained approximately the same. SPED students and English Language Learners remained at similar levels as the previous year.

Mathematics - Composite Performance Index (CPI) 2003-2014



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SPED	41.1	43.2	46.3	49.6	55	53.5	53.2	56.7	56.7			
Low-Income	50	51.2	54.3	57.3	61.9	64.3	63.7	69.1	69.1			
FLEP/LEP		52.9	46.2	55.4	56.8	62.8	62.6	60.5	60.5			
African American/Black	48	50.2	53.2	57.3	60.7	63.7	63.1	66.9	67.3			
Asian	71.5	80.5	83.7	84.8	87.2	89.4	87.4	88.5	89			
Hispanic	44.5	50.2	52.8	57.7	63.7	65.9	66	69.8	70.3			
White	68	74.7	77.6	79	83.7	84.7	85.2	87.3	86.9			
CPS	59.6	61.8	64	69.2	72.2	74.6	74.2	77.4	77.8			
Math - State Target	60.8	60.8	68.7	68.7	76.5	76.5	84.3	84.3	92.2	92.2	100	100

MCAS 2011

% of Students at Advanced and Proficient Levels 2009-2011

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 5, 6, 8 and 10. Proficiency rates at grade 10 remained improved by 10%. The percent proficient/advanced at grade 3 decreased by 1%, grade 4 remained the same, and grade 7 decreased by 1% from the previous year.

Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 4, 6, and 8. At grade 3 and grade 7, there were also significant decreases in the percent proficient/advanced while grades 5 and 10 had slight decreases (2%). Students in grade 4 Math outperformed their counterparts at the state as did CPS students in grade 10 Math.

Science

The proficiency rate in Science in grade 5 decreased increased by 7 percentage points this year. At grade 8 more students scored proficient and advanced this year in comparison with last year; however only 36% were proficient in Science. In grade 10 the significant increase in proficiency rate from last year (14%) was maintained and increased by 1%.

MCAS 2011 - % Proficient/Advanced in English Language Arts

	CPS includes outplaced students			State		
	2009	2010	2011	2009	2010	2011
Grade 3	57%	60%	59%	57%	63%	61%
Grade 4	50%	47%	47%	53%	54%	53%
Grade 5	51%	59%	63%	63%	63%	67%
Grade 6	62%	60%	62%	66%	69%	68%
Grade 7	64%	71%	70%	70%	72%	73%
Grade 8	78%	75%	81%	78%	78%	79%
Grade 10	70%	70%	81%	81%	78%	84%

MCAS 2011 - % Proficient/Advanced in Mathematics

	CPS includes outplaced students			State		
	2009	2010	2011	2009	2010	2011
Grade 3	57%	65%	59%	60%	65%	66%
Grade 4	48%	43%	49%	48%	48%	47%
Grade 5	42%	53%	51%	54%	55%	59%
Grade 6	51%	48%	53%	57%	59%	58%
Grade 7	41%	52%	45%	49%	52%	51%
Grade 8	42%	45%	51%	48%	51%	52%
Grade 10	63%	77%	77%	75%	75%	77%

MCAS 2011 - % Proficient/Advanced in Science

	CPS includes outplaced students			State		
	2009	2010	2011	2009	2010	2011
Grade 5	34%	45%	38%	49%	53%	50%
Grade 8	29%	34%	36%	39%	40%	39%
Grade 10	45%	59%	60%	61%	65%	67%

MCAS 2011

% Proficient/Advanced by NCLB Subgroups in Comparison with the State

The following chart details the percentage of students in the proficient and advanced levels in 2011 by the following NCLB subgroups: students with special needs, students who are considered Low Income, and students who are Limited English Proficient (LEP) or Formerly Limited English Proficient (FLEP) along with the racial/ethnic subgroups in comparison with the state. This chart gives the results for students in all grades (3-10) across the district and also includes the results by gender. More detailed information is available at http://profiles.doe.mass.edu

	ELA - All Grades - % Proficient/Advanced		Math - All Grades - % Proficient/Advanced	
	CPS	State	CPS	STATE
SPED	27	30	20	22
FLEP/LEP	27	33	29	33
Low-Income	50	49	39	37
African American/Black	50	50	37	34
Asian	81	77	74	77
Hispanic/Latino	55	45	39	34
White	80	77	72	65
Male	59	64	53	57
Female	73	75	57	59
Non-Low Income	80	81	69	70
All Students				
2011	66	69	56	58
2010	63	68	55	59

MCAS 2011

Student Growth Percentiles

A student growth percentile (SGP) measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories (called "academic peers"). A percentile is used because its value expresses the percentage of cases that fall below a certain score.

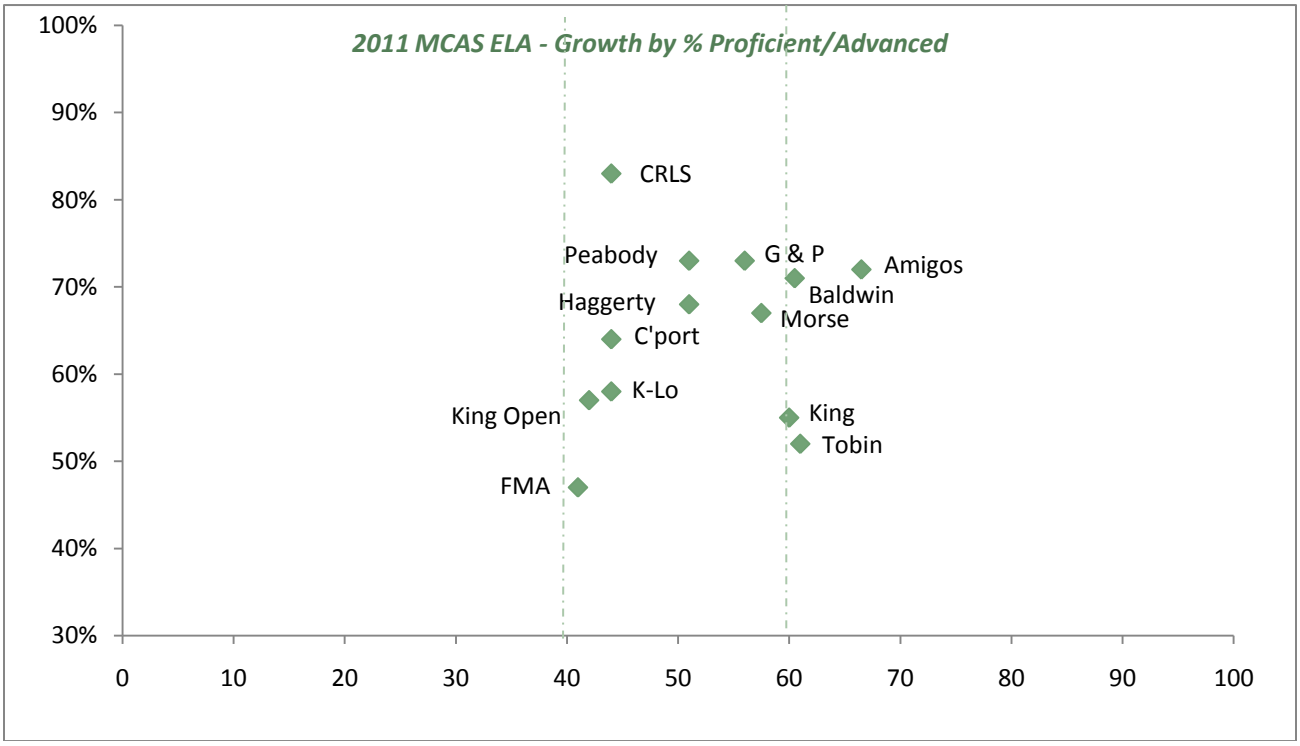
The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40^{th} – 60^{th} percentile as typical or average growth .

In Cambridge, Grade 10 Math had above average growth (61.5) while grade 8 English had high average growth (60). All other grades showed typical growth in 2011.

	Cambridge Public Schools				State			
	MCAS 2010		MCAS 2011		MCAS 2010		MCAS 2011	
Grade and Subject	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP
Grade 3 - English	85.4		82.0		85.8		83.9	
Grade 3 - Math	84.5		82.0		83.8		84.7	
Grade 4 - English	76.9	45	76.4	47	80.1	50	79.4	51
Grade 4 - Math	76.2	47	79.2	55.5	78.7	49	78.4	50
Grade 5 - English	80.8	49	84.8	49	84.2	50	86	50
Grade 5 - Math	74.3	54	76.2	54	77.4	50	79.8	50
Grade 6 - English	81.6	56	82.3	51	86.8	50	86.6	50
Grade 6 - Math	72.5	49	75.5	46	79.7	50	79.6	50
Grade 7 - English	89	63	86.9	52	88.6	50	89.5	50
Grade 7 - Math	75.6	59	66.8	49.5	76.1	50	73.8	50
Grade 8 - English	89.3	59	91.4	60	90.4	50	91.1	50
Grade 8 - Math	68.8	54	73.6	56	74.8	51	74.2	50
Grade 10 - English	88.3	41	92.1	44	91.9	50	93.9	50
Grade 10 - Math	89.3	57	89.1	61.5	88.8	50	89.4	50
ALL GRADES - ENGLISH	84.4	52	85.0	51	86.9	50	87.2	50
ALL GRADES - MATH	77.4	53	77.8	55	79.9	50	79.9	50

Student Growth by School- ELA

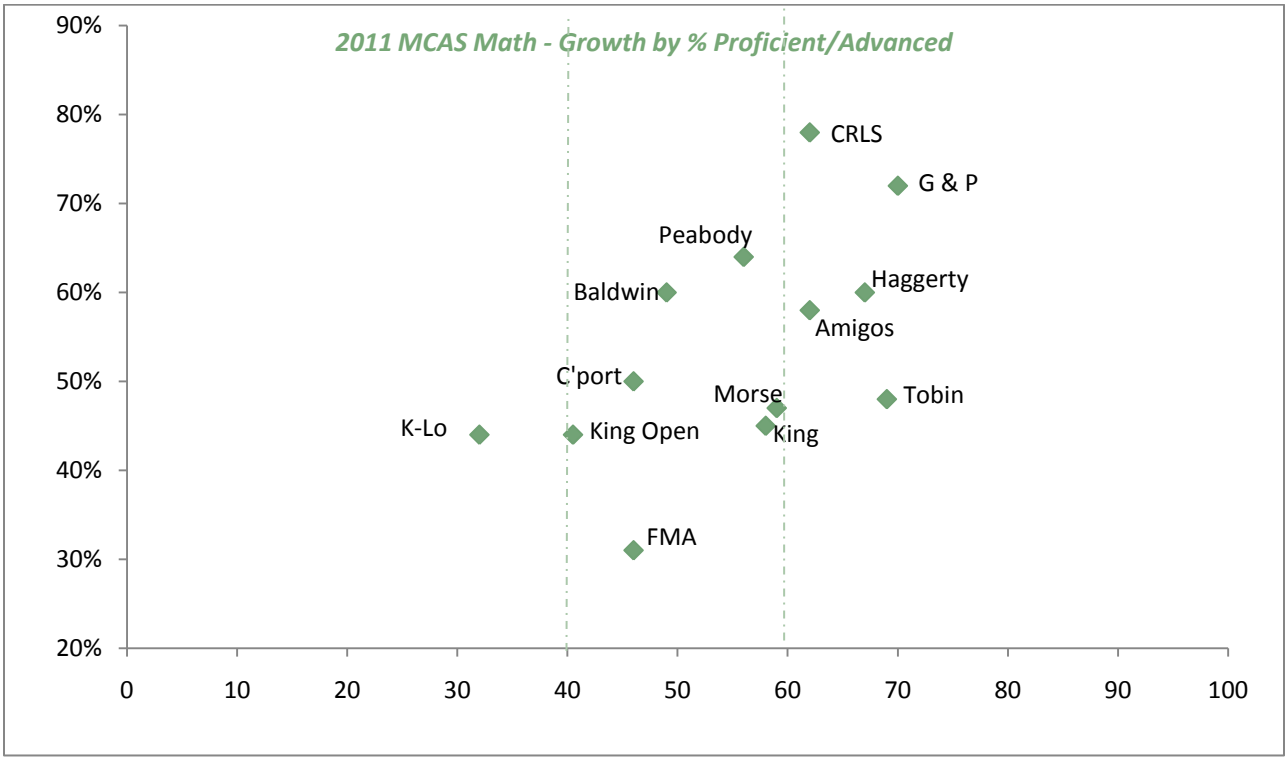
Scatter plots show both the percent of students achieving proficiency and median student growth percentiles. In the scatter plot below, the Amigos School shows both high growth (66.5) and high proficiency (72%) in English Language Arts. The plot also shows that while only 52% of students at the Tobin School are proficient or advanced in English Language Arts, the median growth for students there is above average (61) in comparison to their academic peers. The growth model would predict higher levels of proficiency in the future.



	CPI	SGP	% Prof/Adv
Cambridge Rindge & Latin	93.4	44	84%
Amigos School	89.5	66.5	72%
Haggerty	88.2	51	68%
Maria L. Baldwin	87.9	60.5	71%
Morse	87.6	57.5	67%
Peabody	87.5	51	73%
Graham and Parks	86.7	56	73%
Martin Luther King	85.5	60	55%
Cambridgeport	82.9	44	64%
Kennedy-Longfellow	79.4	44	58%
King Open	79.2	42	57%
Fletcher/Maynard	79.0	41	47%
John M Tobin	77.1	61	52%
District	85.0	51	66%
State	87.2	50	69%

Student Growth by School - Math

In Math, there is higher growth overall, but lower proficiency and a more scattered distribution when compared to English Language Arts. The Graham & Parks, Haggerty, Tobin, CRLS and Amigos all have above average growth. The Kennedy-Longfellow had below average growth in Math.



	CPI	SGP	% Prof/Adv
CRLS	90.3	62	79%
Haggerty	85.6	67	60%
Graham & Parks	85.1	70	72%
Peabody	81.8	56	64%
Amigos	80.6	62	58%
Baldwin	80.7	49	60%
King	77.7	58	45%
Cambridgeport	74.7	46	50%
Morse	74.0	59	47%
Tobin	71.8	69	48%
King Open	70.6	40.5	44%
Fletcher/Maynard	69.6	46	31%
Kennedy-Longfellow	69.1	32	44%
District	77.8	55	56%
State	79.9	50	58%

Student Growth Percentile by Subgroup

In general, the median SGP (student growth percentile) for all subgroups in both ELA and Math was in the average or typical growth range (40-60). In 2011, all Cambridge subgroups had higher growth than their counterparts in the state did. Asian students had slightly higher than typical growth in both ELA and Math.

	ELA		Math	
	CPS	**State**	**CPS**	**State**
Asian	60	59	67	64
Black/African American	48	47	51.5	47
Hispanic	49	46	53.5	46
White	52	51	54	50
Low-Income	49	46	52.5	46
SPED	45	42	49	43
FLEP/LEP	55	50	54	52
High Needs*	48	46	52	46

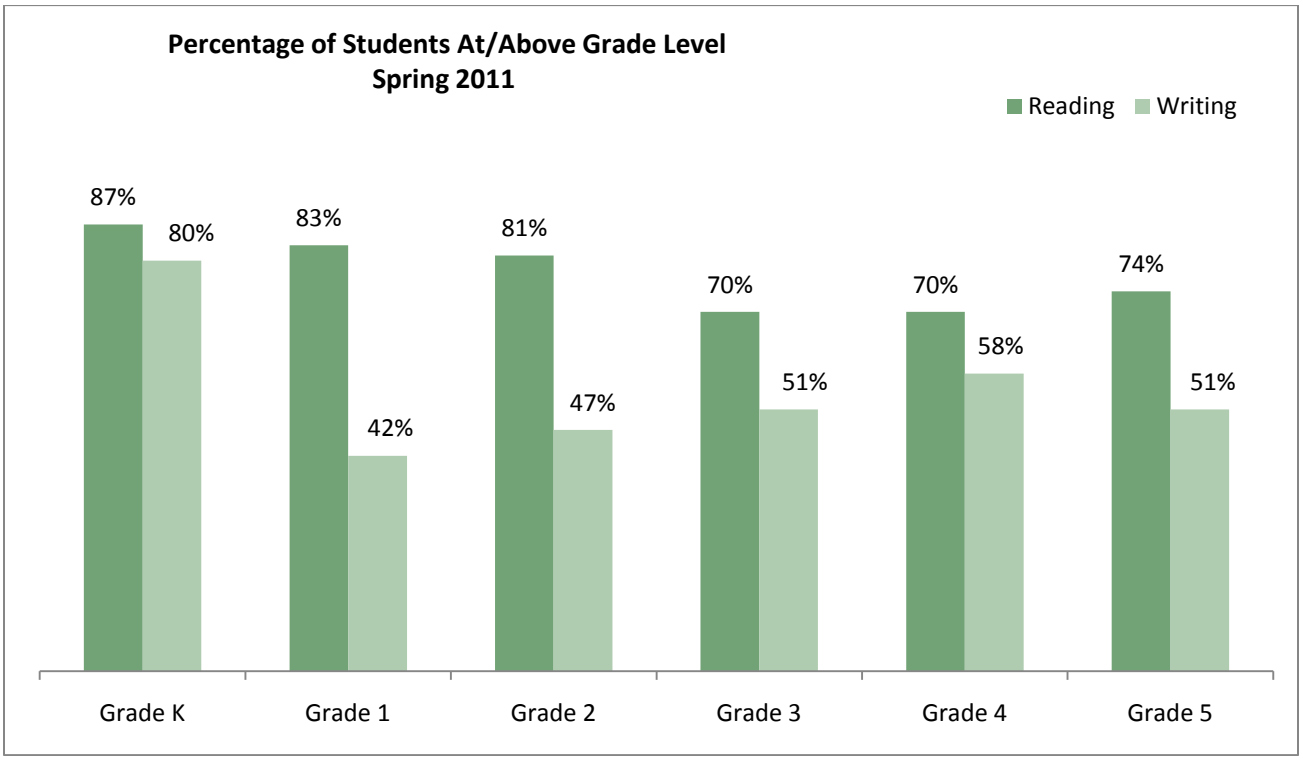
*The state DESE defined a new composite subgroup, High Needs, this year. It is composed of students who belong to one of more following subgroups (Low Income, Special Education, and/or Limited English Proficient or formerly Limited English Language Proficient)

Literacy Assessments

Kindergarten – Fifth grade

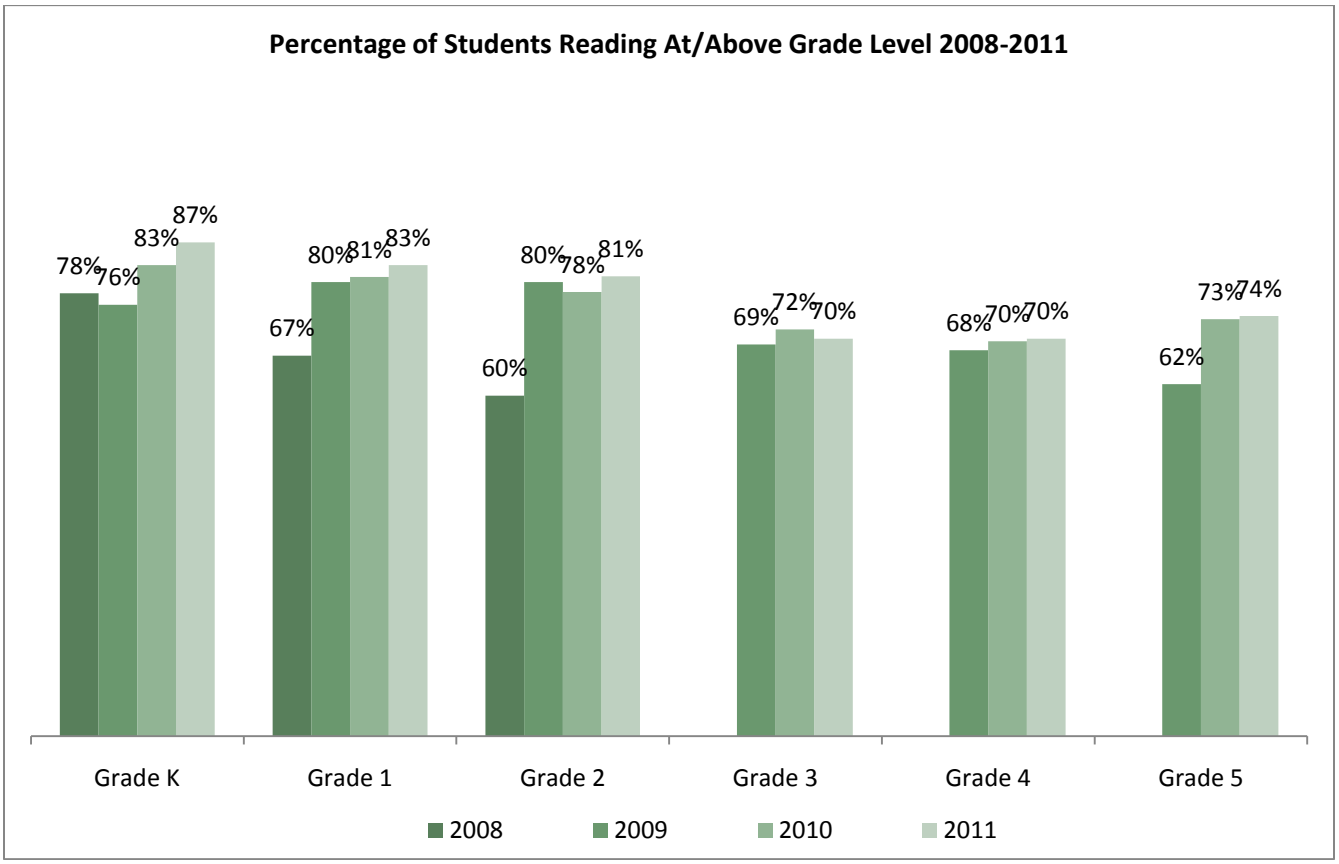
For students in Kindergarten through second grade, this was the fourth year that students' reading levels were assessed using the Heinemann Benchmark Assessment. For students in grades three through five, this was the third year.

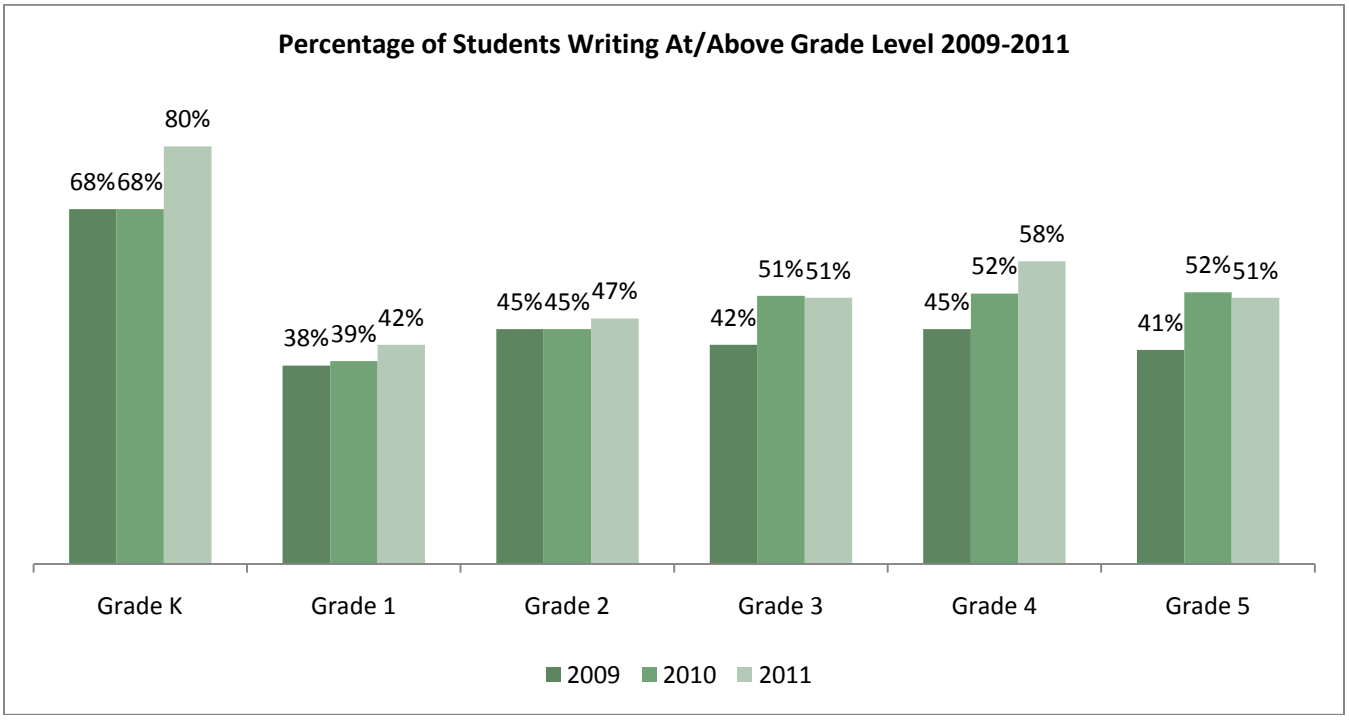
The percentage of students reading at or above grade level benchmark* in grades K-5 increased across all grades, with the exception of grade 3, where reading at grade level decreased by 2% in 2011 and grade 4 where reading levels remained the same. The percentage of students writing at or above grade level increased in grades K-2. In grades 3, the percentage remained the same as the previous year whereas grade 4 increased by 7% and grade 5 decreased by 1%.



*equivalent to grade level proficiency in reading & writing

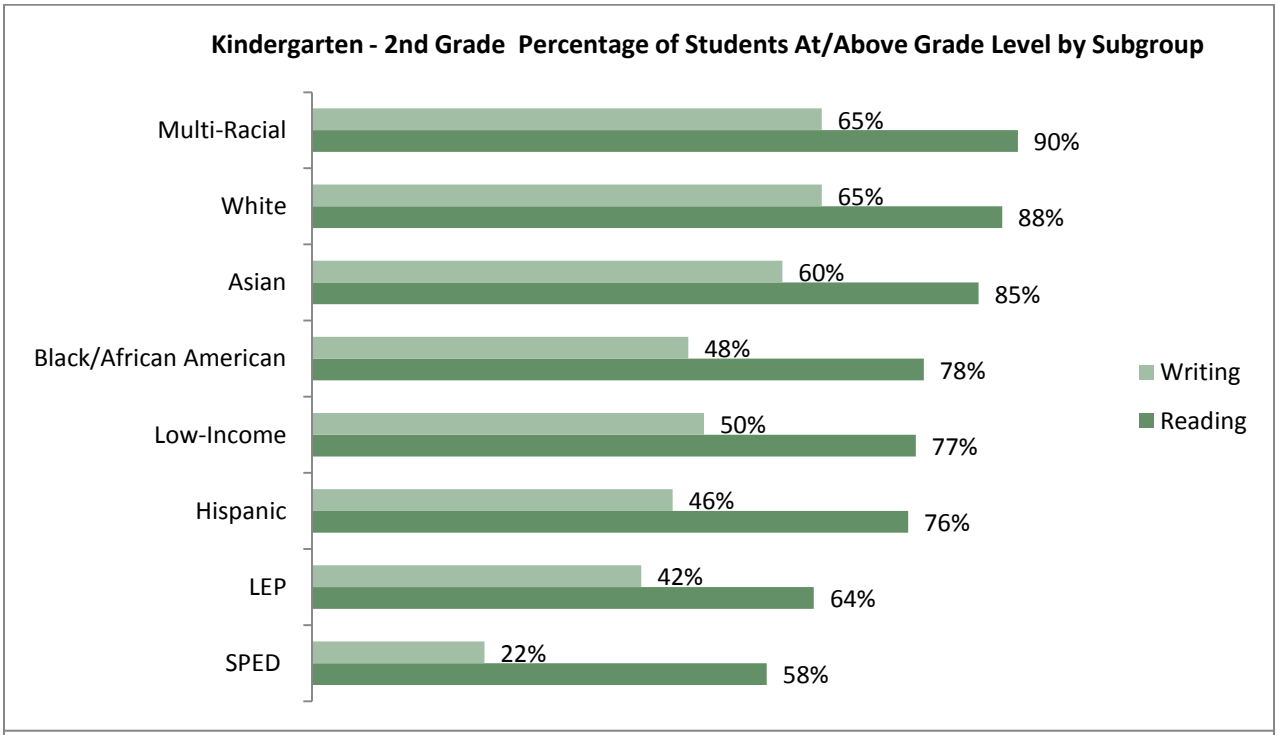
Comparison of percentage of students at or above grade level benchmark 2008-2011

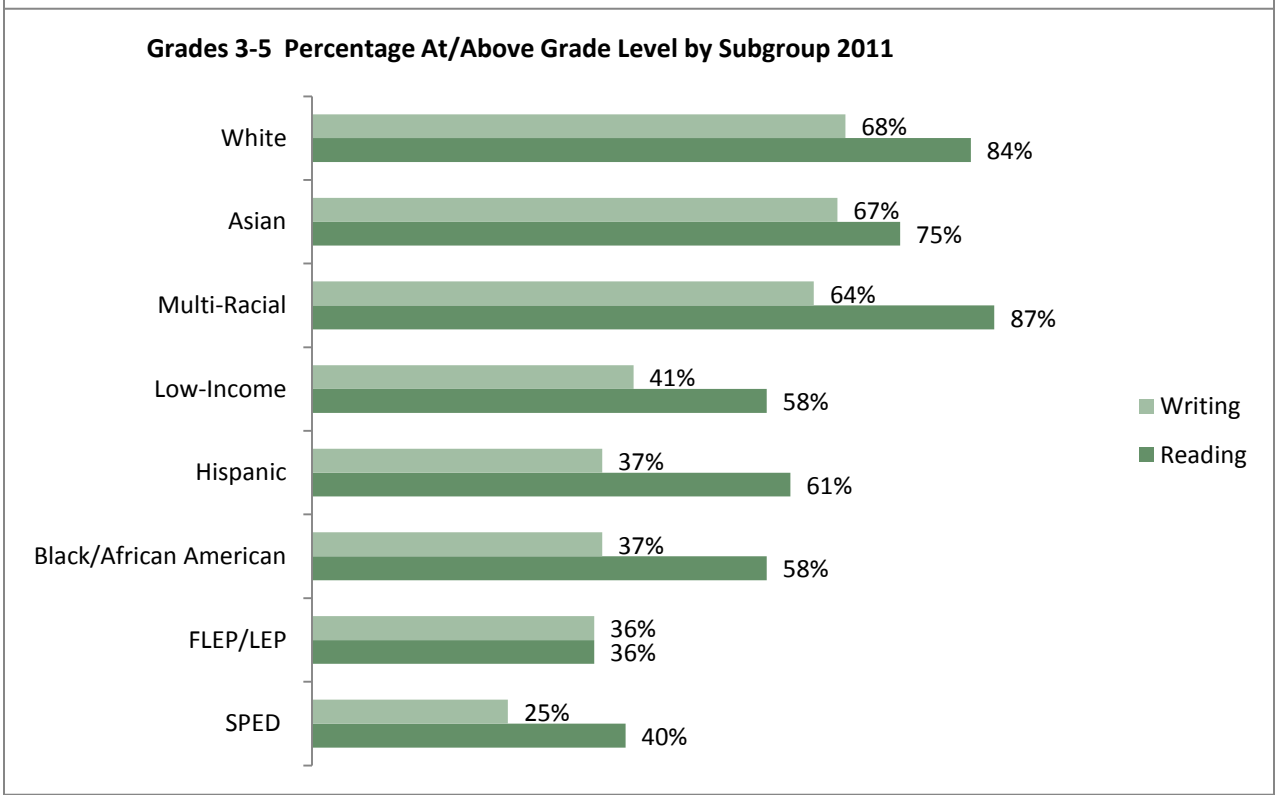




Literacy Assessments by Subgroups

At each grade level and for all subgroups, more students are proficient in reading than they are in writing. Fewer SPED and LEP 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, 78% of African American/Black students in grades K-2 are reading at/above grade level while only 58% of African American/Black students are reading at/above grade level in grades 3-5.





Literacy Assessments by Subgroups (cont.)

In grades K-2, all subgroups saw improvement in reading with the exception of Asian students. In writing, all subgroups had slight decreases in the percentage of students at or above grade level in comparison to the previous year with the exception of White and Low Income students. All subgroups in grades 3-5 continued to improve in writing with the exception of Hispanic while in reading most subgroups saw some decline in proficiency over last year with the exception of Multi-racial and SPED students.

Grades K-2: Comparison of percentage of students at or above grade level by subgroup 2008-2011 Reading and 2009-2011 Writing

	Reading				Writing		
	2008	2009	2010	2011	2009	2010	2011
Asian	80%	90%	91%	85%	63%	60%	60%
Black/African American	55%	70%	72%	78%	46%	50%	48%
Hispanic	55%	78%	74%	76%	41%	47%	46%
Multi-Racial	70%	79%	87%	90%	51%	67%	65%
White	80%	86%	88%	88%	60%	62%	65%
Low-Income	57%	72%	71%	77%	46%	48%	50%
SPED	37%	57%	51%	58%	29%	26%	22%
LEP	41%	58%	60%	64%	36%	44%	44%

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

	Reading		Writing	
	2010	2011	2010	2011
Asian	76%	75%	65%	67%
Black/African American	58%	58%	36%	37%
Hispanic	74%	61%	42%	37%
Multi-Racial	64%	87%	52%	64%
White	87%	84%	67%	68%
Low-Income	59%	58%	39%	41%
SPED	36%	40%	24%	25%
FLEP/LEP*	22%	36%	17%	36%

* In 2010 only LEP included

APPENDIX

GLOSSARY OF TERMS

Achievement Gap	The difference between a student's or subgroup's performance and the goal of proficiency for all
Composite Performance Index (CPI)	a number that measures how well a school or district is progressing toward MCAS proficiency for all students. Students who score proficient or advanced are assigned 100 points, High Needs Improvement 75 points, Low Needs Improvement 50 points, High Warning 25 points and Low Warning 0 points. Students who take a MCAS Alternative Assessment are also awarded points based on their portfolio. The points are averaged resulting in a number between 0 and 100, the CPI. CPI's are calculated separately for ELA, Mathematics and Science tests for all levels- state, district and school, both in the aggregate and for student subgroups.
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