Cambridge Public Schools





Student Data Report

School Year 2009-2010

Office of Student Achievement, Accountability and Curriculum
Cambridge Public Schools

Table of Contents

Executive Summary ……..1

Demographic Data
- Trends disaggregated by subgroups……..5
- Demographics by school……6

School Climate Indicators……..8
- Dropout Rate
- Attendance Rate
- Average number of days absent
- Suspension rates
- Suspension and attendance rates by school

Graduation Indicators……9
- 4-year Cohort Graduation Rate
- Graduation Plans

Academic Indicators
- Scholastic Achievement Test (SAT) results ……..11
- Advanced Placement Courses ……..13
- Massachusetts Comprehensive Assessment System (MCAS) ……14
- Student Growth Percentile……18
- CPS Literacy Benchmark Data……22

Glossary ……26

EXECUTIVE SUMMARY

The Cambridge Public Schools are committed to working with families and the community to successfully educate all students at high levels. As a district, we monitor our progress towards this goal in a number of ways. The purpose of the Student Data Report is to provide the CPS community with a summary of important benchmark data that includes trends in demographics, school climate indicators, high school graduation rates and academic performance. This annual report provides information that highlights both progress and challenges for the Cambridge Public Schools.

The information in the Student Data Report is used to guide improvement at both the district and school levels to ensure high levels of achievement for all Cambridge students. The data provides the foundation for improvement planning at both the district and school levels. The district uses this and other data analyses in district improvement planning and in major initiatives such as Race to the Top. Each school is also responsible for conducting more detailed data analysis in developing individual School Improvement Plans.

Demographics

The Cambridge Public Schools (CPS) serve a diverse population of students in grades pre-kindergarten through grade 12. In general the demographic data that spans the school years from 2005-06 to 2009-10 has remained consistent with only a few changes. The percent of students who speak a language other than English as their first language has dropped approximately 5% during this time period, as has the percent of limited English proficient students.

School Climate Indicators

School climate indicators include dropout rates, attendance rates, and discipline information, specifically in-school and out-of-school suspensions.

The dropout rate at Cambridge Rindge and Latin (CRLS) and High School Extension Program (HSEP) was slightly lower in the 2008-09 school year - 1.3% of all students in grades 9-12 or approximately 25 students per year. The attendance rate at all CPS schools has been fairly consistent at 93.6%; however, most elementary schools have attendance rates between 93% 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.

In addition to these 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. This year the district is also administering a new School Climate Survey. This survey will be given to students and teachers at CRLS/HSEP in the winter of 2011 with results available in the spring of 2011. The survey will then be administered at the elementary schools during the 2011-2012 school year and will continue in a two year cycle similar to the Adolescent Health Survey.

Graduation Indicators

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 rates calculated by the state and Graduation Plans submitted by students to guidance counselors.

4-year Cohort Graduation Rate (see Appendix for explanation of how the Graduation Rate is calculated)

The 4-year cohort graduation rate at CRLS/HSEP increased from 2006 to 2008 until it dipped slightly in 2009 to 89.3%. The four-year graduation rate among subgroups in 2009 ranged from 97.6% to 78.6%.

The state also reports the graduation rate for the district. The district rate includes CRLS/HSEP data as well as students who are in special education outplacements. The district four-year graduation rate for 2009 was 86.7% as compared with the state's graduation rate of 81.5%. The district four-year graduation rate among subgroups in 2009 ranged from 97.6% to 72.0%.

As in previous years, CRLS/HSEP had higher graduation rates for all subgroups in comparison with the state. In 2009, for example, at CRLS/HSEP, 82.8% of all African American students graduated in 4 years while at the state only 69.1% of African American/Black students graduated in 4 years.

As a participant in the Race to the Top (RTTT) initiative, CPS has set specific improvement targets in the area of college readiness and graduation rates for these identified subgroups of students. The district's application includes a plan for addressing these graduation gaps and incremental benchmarks for measuring progress.

Graduation Plans

The graduating class of 2009 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.

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

SAT 2010 results indicate improvement in a number of areas. Eighty-one percent (81%) of Cambridge Public School seniors took the SAT exam as compared to seventy-five percent (75%) of public school students seniors across the state. This is an increase from the previous four years when at CRLS/HSEP approximately 75% of graduating seniors took the SAT. In 2010 the mean Critical Reading (previously Verbal) score decreased by two points to 504, the mean Math score decreased by four points to 512, and the mean Writing score decreased by 6 points to 494. However, CRLS/HSEP students outperformed the nation's students in all areas and this year's mean SAT scores were significantly higher than five years ago.

The percentage of Low Income students participating in SAT exams has increased by 5% and their mean SAT scores in all three areas have increased over the past five years. Critical Reading increased by 12 points, Math has increased by 5 points, and Writing has increased by 11 points. The percentage of African American/Black students participating in SAT exams has increased by 4% since 2006 to an all time high of 81% in 2010. At the same time the mean Math score has increased by 5 points while mean Critical Reading and Writing score has decreased by 6 points.

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 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 much lower rate than their counterparts in the 11th and 12th grade.

In 2009-2010 school year, 22% of all juniors and seniors took AP exams. This was an increase of 6% over the previous year. Of those students taking AP exams, 72% passed the exam with a score of 3 or higher. However, demographically, only 8% of African American students and 12% of Low-Income students took and passed one or more exams in comparison with 36% of White students and 41% of Asian students.

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. As a district we analyze MCAS results both by growth in CPI and in the percent of students scoring at proficient and advanced levels of the test.

In 2010 our district's performance in English Language Arts (ELA) improved from 83.4 in 2009 to 84.4 CPI points for all students tested in grades 3-10. This CPI represents a 9.5 point gain from 2003 results. The district's performance in Mathematics increased significantly from 74.2 in 2009 to 77.4 CPI points in 2010. Since 2003, the district's math CPI has increased by 17.8 points.

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. This year, Asian students were slightly below the state target in ELA. Cambridge low-income students made progress at a rate that was higher than the aggregate and higher than other subgroups in both ELA and Math. While this progress is noteworthy, achievement gaps persist for both this subgroup and for African American/Black students. Special Education and Former Limited English Proficient (FLEP)/Limited English Proficient (LEP) students continue to perform at levels far below the state targets for both ELA and Math.

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

From 2009-2010, there were improvements in the percent of students scoring in the proficient/ advanced categories at grades 3, 5 and 7. Proficiency rates at grade 10 (CRLS/HSEP) remained relatively flat while state performance at this grade declined slightly. The percent proficient/advanced at grade 4, 6 and 8 decreased from 2009.

Mathematics

From 2009-2010, there were double-digit improvements in the percent of students scoring in the proficient/ advanced categories at grade 5, grade 7, and grade 10 (CRLS/HSEP). In addition, Grade 3 proficiency increased by 8% and Grade 8 increased by 3%. Grades 4 and 6 both had decreases in the percentage of students scoring proficient/advanced in comparison with the previous year.

Science

From 2009-2010, the proficiency rate in Science in grade 5 increased by 11 percent. In addition, the proficiency rate in grade 8 increased by 5 percent. In grade 10 the proficiency rate increased by 14%.

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 2010, student growth in grade 4 Math and ELA was lower than other grades, but still considered typical growth, as was the growth of 10th grade students in ELA. Student growth in Grade 7 ELA was higher than the average.

The median SGP (student growth percentile) for all subgroups in both ELA and Math was at the higher end of the typical growth range (40-60). In 2010, all Cambridge subgroups had higher growth than their counterparts in the state did. Asian and FLEP/LEP students had slightly higher than typical growth in both ELA and Math.

Literacy Assessments

Students in Kindergarten through grade 5 are assessed using the Heinemann Benchmark Assessment. The percent of students reading at or above grade level in grades K-5 increased across all grades from 2009-2010, with the exception of grade 2 where the percent of students reading at grade level decreased by 2%.

The percent of students writing at or above grade level remained steady in grades K-2 although students' writing levels are well below reading levels. In grades 3-5, significant increases were seen in the percent of students writing at/above grade level. These increases may in part be due to changes in the scoring rubric at grades 3-5.

With respect to student subgroups, fewer students with special needs and Limited English Proficient (LEP) students are reading and writing at or above grade level in comparison with other subgroups. From 2009-2019, all subgroups in grades K-2 improved in reading with the exception of students with special needs and Hispanic students. In writing, all student subgroups improved with the exception of students with special needs and Asian students. In grades 3-5, all subgroups improved in writing with the exception of LEP students, and in reading with the exception of Asian and LEP students.

The English Language Arts (ELA) department is currently focusing on improvements in the district writing program and reviewing the writing scoring rubrics for alignment throughout the grades.

DEMOGRAPHICS

District Demographic Data

Demographically there have been few changes in the racial/ethnic profile of the district over the past five years. The percent of students who speak a language other than English as their first language has dropped approximately 5 % from 2006 to 2010, as has the percentage of limited English proficient students. Last year, the percentage of low income students increased by approximately 2%.

Race/Ethnicity

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
African American	36.8%	36.0%	35.0%	34.6%	33.6%
Asian	10.9%	11.0%	11.2%	11.3%	11.2%
Hispanic	15.1%	14.7%	14.1%	14.1%	14.2%
Native American	0.5%	0.6%	0.6%	0.5%	0.6%
White	35.2%	35.7%	36.6%	36.0%	36.4%
Multi-Race, Non-Hispanic	1.5%	1.8%	2.5%	3.3%	3.7%

Other Subgroups

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
First Language not English	31.1%	30.0%	28.6%	27.5%	27.0%
Limited English Proficient	9.4%	6.9%	6.6%	7.1%	5.1%
Low-income	47.4%	42.7%	44.9%	43.9%	45.5%
Special Education	21.9%	22.4%	21.8%	22.1%	21.7%

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.
Data taken from DESE website http://profiles.doe.mass.edu/profiles/ as of September 2010

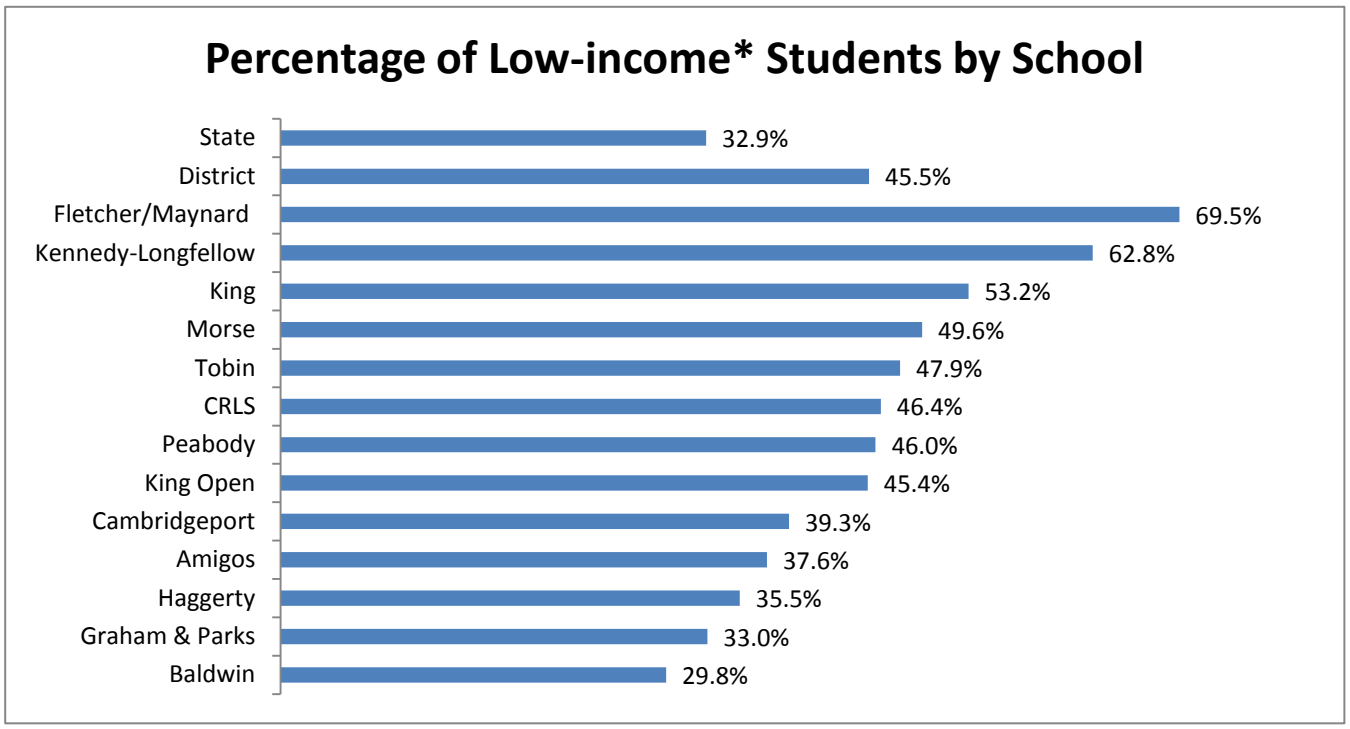
Demographic Data by School

2009-2010

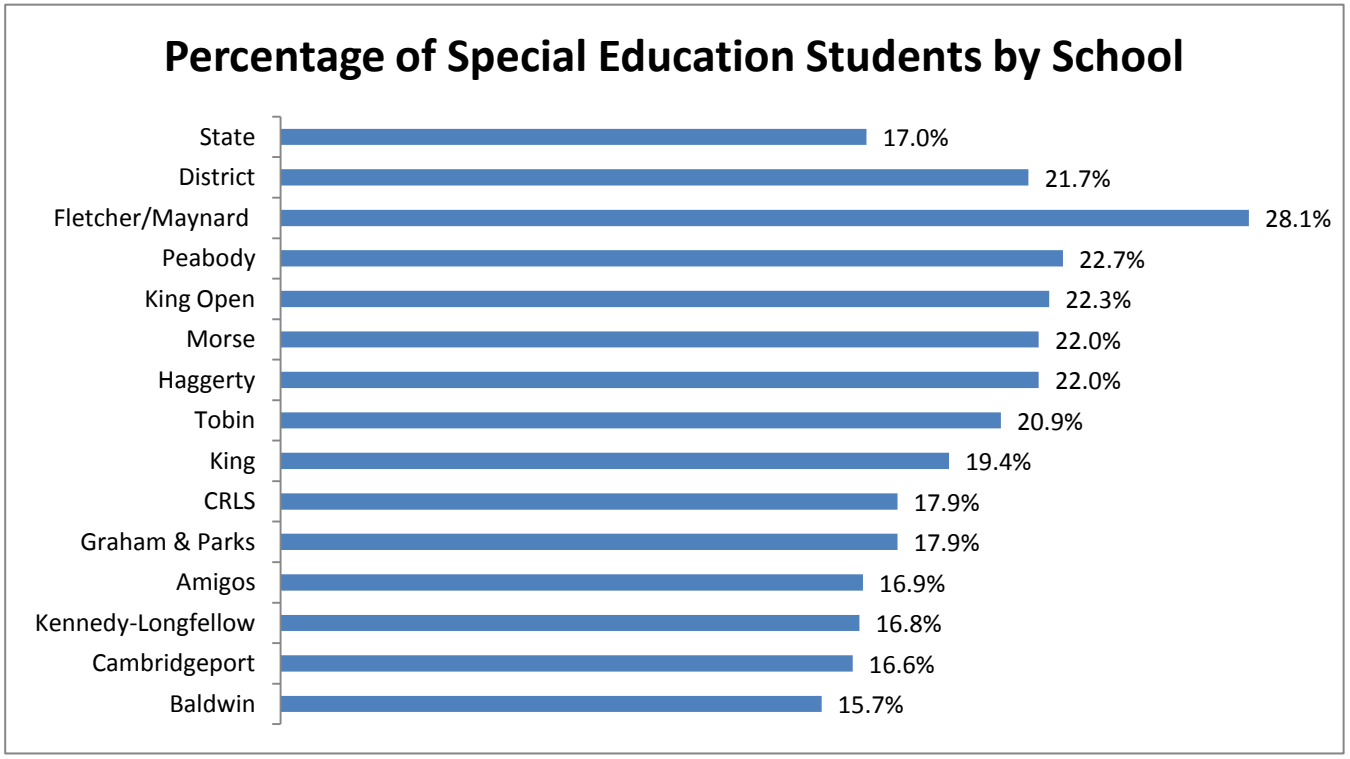
	African American	Asian	Hispanic	Native American	White	Native Hawaiian	Multi-Race, Non-Hispanic
Amigos	7.5%	3.1%	54.6%	0.3%	29.5%	0.0%	5.4%
Cambridgeport	31.2%	13.6%	7.8%	0.7%	42.7%	0.0%	4.1%
Fletcher/Maynard	50.2%	6.4%	22.1%	2.0%	15.3%	1.2%	2.8%
Graham & Parks	23.4%	16.7%	7.9%	0.7%	46.7%	0.2%	4.3%
Haggerty	27.0%	15.2%	5.1%	0.7%	43.9%	0.7%	7.4%
Tobin	35.5%	20.1%	11.6%	1.4%	26.4%	0.0%	5.0%
Kennedy-Longfellow	36.4%	9.5%	19.8%	0.3%	32.3%	0.3%	1.4%
King Open	24.5%	7.2%	12.4%	0.6%	50.2%	0.2%	4.8%
Baldwin	27.2%	9.9%	8.1%	0.8%	48.6%	0.3%	5.2%
King	51.3%	17.9%	10.6%	0.0%	15.2%	0.8%	4.2%
Morse	36.5%	14.1%	11.0%	0.5%	32.2%	0.5%	5.3%
Peabody	38.7%	11.7%	8.3%	0.0%	36.9%	0.4%	4.0%
CRLS	38.0%	8.7%	14.7%	0.6%	36.3%	0.1%	1.6%
District	33.6%	11.2%	14.2%	0.6%	36.4%	0.3%	3.7%
State	8.2%	5.3%	14.8%	0.3%	69.1%	0.1%	2.2%

	First Language not English	Limited English Proficient	Low-income*	Special Education
Amigos	40.3%	7.5%	37.6%	16.9%
Cambridgeport	17.6%	2.4%	39.3%	16.6%
Fletcher/Maynard	28.5%	3.2%	69.5%	28.1%
Graham & Parks	27.8%	9.8%	33.0%	17.9%
Haggerty	23.0%	5.4%	35.5%	22.0%
Tobin	44.4%	15.7%	47.9%	20.9%
Kennedy-Longfellow	26.1%	4.9%	62.8%	16.8%
King Open	22.3%	4.6%	45.4%	22.3%
Baldwin	14.6%	1.6%	29.8%	15.7%
King	36.1%	8.4%	53.2%	19.4%
Morse	23.4%	1.2%	49.6%	22.0%
Peabody	19.6%	2.5%	46.0%	22.7%
CRLS	29.1%	4.1%	46.4%	17.9%
District	27.0%	5.1%	45.5%	21.7%
State	15.6%	6.2%	32.9%	17.0%

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.
Data taken from DESE website http://profiles.doe.mass.edu/profiles/ as of September 2010



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School Climate Indicators

The dropout rate at CRLS/HSEP was slightly lower in the 2008-09 school year - 1.3% of all students in grades 9-12 or approximately 25 students per year. The attendance rate at all CPS schools has been fairly consistent at 93.6%; however, most elementary schools have attendance rates between 93% 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.

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.

District

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

(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 2009-2010 school year.)

Schools

2008-2009	Attendance Rate	Average # of days absent	In-School Suspension Rate	Out-of-School Suspension Rate
Amigos	95.1%	8.2	0.0%	0.7%
Baldwin	95.0%	8.4	4.0%	5.9%
Cambridgeport	95.2%	8.3	2.5%	7.7%
CRLS	91.1%	15.1	12.6%	10.3%
Fletcher/Maynard	94.0%	10.1	0.4%	7.8%
Graham & Parks	94.8%	8.8	0.5%	1.6%
Haggerty	95.2%	8.4	1.8%	3.5%
Kennedy-Longfellow	94.3%	9.0	6.9%	2.9%
King	94.0%	9.3	7.0%	6.6%
King Open	95.3%	7.9	3.9%	2.1%
Morse	95.0%	8.5	3.0%	3.8%
Peabody	95.3%	7.9	1.9%	2.7%
Tobin	93.7%	9.8	0.3%	4.7%
District	93.6%	10.6	5.4%	5.6%
State	94.6%	9.3	3.3%	5.3%

Data taken from DESE website http://profiles.doe.mass.edu/profiles/ as of September 2010

Graduation Indicators

The 4-year cohort graduation rate at CRLS/HSEP increased from 2006 to 2008 until it dipped slightly in 2009 to 89.3%. The four-year graduation rate among subgroups in 2009 ranged from 97.6% to 78.6%.

The state also reports the graduation rate for the district. The district rate includes CRLS/HSEP data as well as students who are in special education outplacements. The district four-year graduation rate for 2009 was 89.3% as compared with the state's graduation rate of 81.5%. The district four-year graduation rate among subgroups in 2009 ranged from 97.6% to 72.0%.

As in previous years, CRLS/HSEP had higher graduation rates for all subgroups in comparison with the state. In 2009, for example, at CRLS/HSEP, 82.8% of all African American students graduated in 4 years while at the state only 69.1% of African American/Black students graduated in 4 years.

4-year Cohort Graduation Rate – CRLS/ HSEP

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

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
All Students	84.5%	87.5%	88.3%	86.7%
Male	81.3%	85.7%	86.6%	83.6%
Female	87.9%	89.9%	89.9%	90.2%
Lim. English Prof.	71.9%	79.6%	90.5%	79.1%
Special Education	75.0%	83.9%	71.4%	72.0%
Low Income*	83.6%	88.0%	88.8%	85.3%
Black/Afr. Amer.	80.6%	89.6%	87.3%	79.8%
Asian	91.5%	92.7%	92.6%	97.6%
Hispanic	84.5%	83.1%	88.7%	90.6%
White	86.8%	86.8%	88.4%	90.0%

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.

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

4-year Cohort Graduation Rate – 2009 - CPS District Data & State

	CPS	STATE
All Students	86.7%	81.5%
Male	83.6%	78.6%
Female	90.2%	84.6%
Lim. English Prof.	79.1%	57.5%
Special Education	72.0%	64.9%
Low Income	85.3%	66.9%
Black or Afr. Amer.	79.8%	69.1%
Asian	97.6%	86.1%
Hispanic	90.6%	59.7%
White	90.0%	86.9%

The graduation rate of all student subgroups has increased since 2006 when this data was first reported by the state department of education, with the exception of students with special needs and African American students. Overall, Cambridge outperforms the state 4-year cohort graduation rate by 5% and graduates 10% more African American/Black students in 4 years (State 69.1% vs. CPS 79.8%).

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 2009 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.

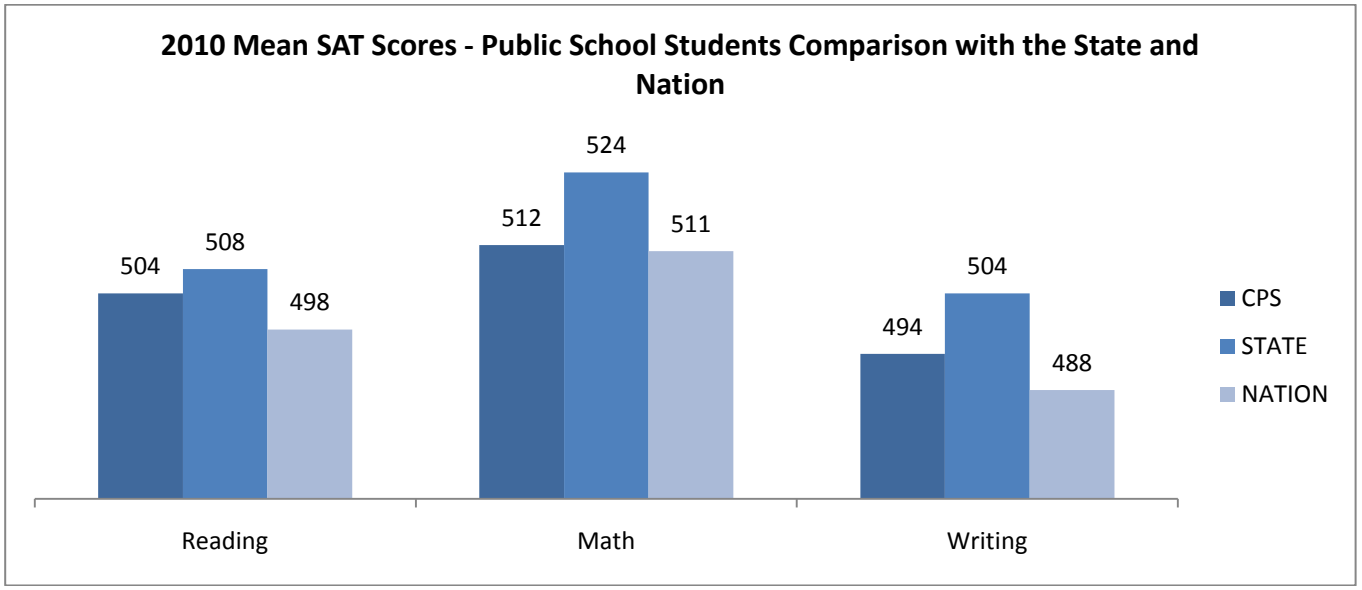
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009*
4-Year Private College	41%	36%	42%	41%	42%
4-Year Public College	26%	25%	20%	23%	26%
2-Year Private College	4%	5%	8%	8%	8%
2-Year Public College	15%	18%	19%	13%	14%
Other Post-Secondary	5%	3%	3%	3%	2%
Work	5%	6%	5%	4%	1%
Military	0%	1%	0%	1%	0%
Other	1%	3%	1%	4%	5%
Unknown	3%	3%	4%	3%	1%

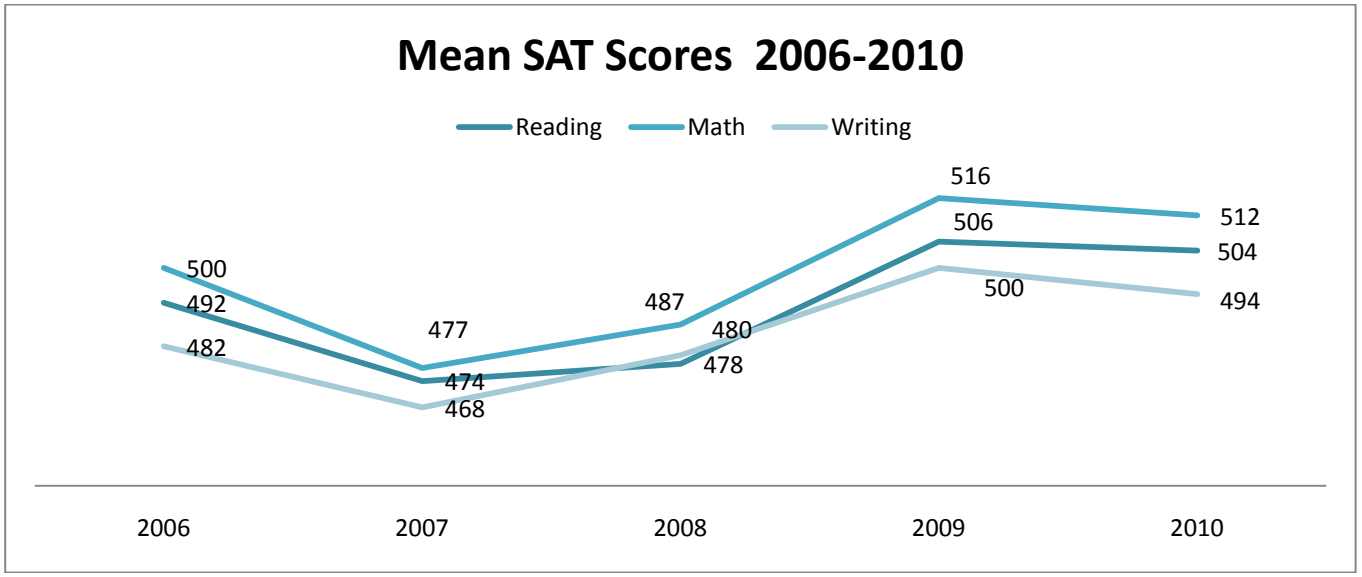
*Estimated; Data not available on DESE profile website – used SIMS data submitted to state to calculate.

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

Scholastic Achievement Test (SAT) Results

In 2010, eighty-one percent (81%)* of the Cambridge Public School seniors took the SAT exam as compared to seventy-five percent (75%) of public school students across the state. This is an increase from the previous four years when at CRLS/HSEP approximately 75% of graduating seniors took the SAT. There were slight decreases in scores from 2009 across all three areas; however CRLS/HSEP students outperformed the nation's students in all areas and this year's mean SAT scores were significantly higher than five years ago. In 2010 the mean Critical Reading (previously Verbal) score decreased by two points to 504, the mean Math score decreased by four points to 512, and the mean Writing score decreased by 6 points to 494. As stated below, this analysis includes students who may have been missed in previous SAT reports. The slight decreases seen this year may be attributable to the increased number of students for whom we now collect scores.





*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 511; Math 514; and Writing 499. This year, included in the CPS calculations were students' scores who didn't enter the CRLS school code on their exams, but whose scores were collected through the Guidance Department. This was the first time that this SAT data was collected in this way. We will continue to collect and analyze these students' scores in the future. Going forward, the Guidance Department will also collect transfer students' scores so as to give a more accurate portrayal of the senior class.

Subgroup Performance on SAT

- The percentage of **Low Income** students participating in SAT exams has increased by 5% and their mean SAT scores in all three areas have increased over the past five years. Critical Reading increased by 12 points, Math has increased by 5 points, and Writing has increased by 11 points.
- The percentage of **African American/Black** students participating in SAT exams has increased by 4% since 2006 to an all time high of 81% in 2010. At the same time the mean Math score has increased by 5 points while mean Critical Reading and Writing score has decreased by 6 points.
- For **Hispanic*** and **SPED*** students, there has been an increase in participation while their mean SAT scores in all three areas have declined in comparison to five years ago.
- For **Asian*** and **White** students, participation and mean SAT scores have increased over the past five years.

5 year Comparison 2006-2010 by Demographic Subgroup

Critical Reading SAT Scores

	Asian*	Black	Hispanic*	White	Low Income	SPED*	District
2010	521	411	452	600	437	352	504
2009	557	424	452	588	429	336	506
2008	472	417	428	554	416	385	478
2006	501	417	480	577	425	407	492
5-yr diff	20	-6	-28	23	12	-55	12

Math Sat Scores

	Asian*	Black	Hispanic*	White	Low Income	SPED*	District
2010	583	432	452	584	460	342	512
2009	625	441	459	573	462	336	516
2008	548	432	422	548	431	336	487
2006	566	427	475	568	455	387	500
5-yr diff	17	5	-23	16	5	-45	12

Writing SAT Scores

	Asian*	Black	Hispanic*	White	Low Income	SPED*	District
2010	531	403	430	585	429	333	494
2009	558	420	449	576	425	326	500
2008	491	423	408	552	418	338	480
2006	502	409	453	565	418	381	482
5-yr diff	29	-6	-23	20	11	-48	12

Participation

	Asian	Black	Hispanic	White	Low Income	SPED	District
2010	91%	81%	66%	86%	76%	47%	81%
2009	90%	71%	68%	76%	67%	28%	75%
2008	77%	76%	68%	78%	73%	44%	76%
2006	86%	77%	62%	80%	71%	43%	76%
5-yr diff	5%	4%	4%	6%	5%	4%	5%

*For Hispanic, Asian, and students with special needs, 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.

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 much lower rate than their counterparts in the 11th and 12th grade.

11th & 12th Grade Students Enrolled in AP Courses

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All Students	36%	34%	37%	37%	34%
African American/Black	18%	21%	23%	19%	15%
Asian	62%	43%	58%	62%	55%
Hispanic	23%	29%	23%	22%	25%
White	56%	53%	51%	55%	53%
Low Income*	23%	21%	24%	22%	18%
Special Education	3%	2%	0%	1%	0%

Advanced Placement Exams

- In 2009-2010, 22% of all 11th & 12th graders at CRLS took AP exams, a large increase over the previous year when only 16% took AP exams
- Of students in grades 11 and 12, 36% of White students, 8% of African American students, 41% of Asian students, 15% of Hispanic students, and 12% of low-income students took AP exams
- 61% of students enrolled in AP courses took an AP exam, up from 39% the previous year
- 7 students who didn't take AP courses this year took AP exams
- 72% of students taking exams passed one or more exams with a score of 3 or higher
- 164 exams were taken; 48% of those exams were United States History Exams

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

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All Students	73%	71%	70%	70%	72%
African American/Black	**	61%	37%	46%	39%
Asian	71%	66%	67%	65%	67%
White	80%	74%	75%	74%	78%
Low Income*	69%	53%	40%	49%	53%

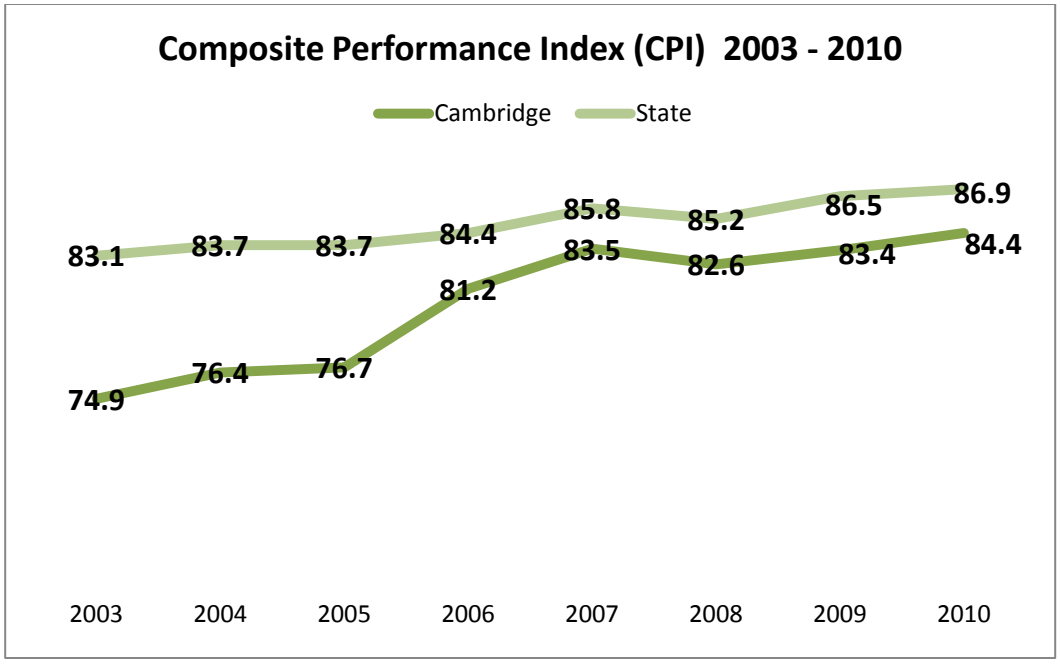
****Fewer than 20 students took AP exams.**

*The state DOE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch

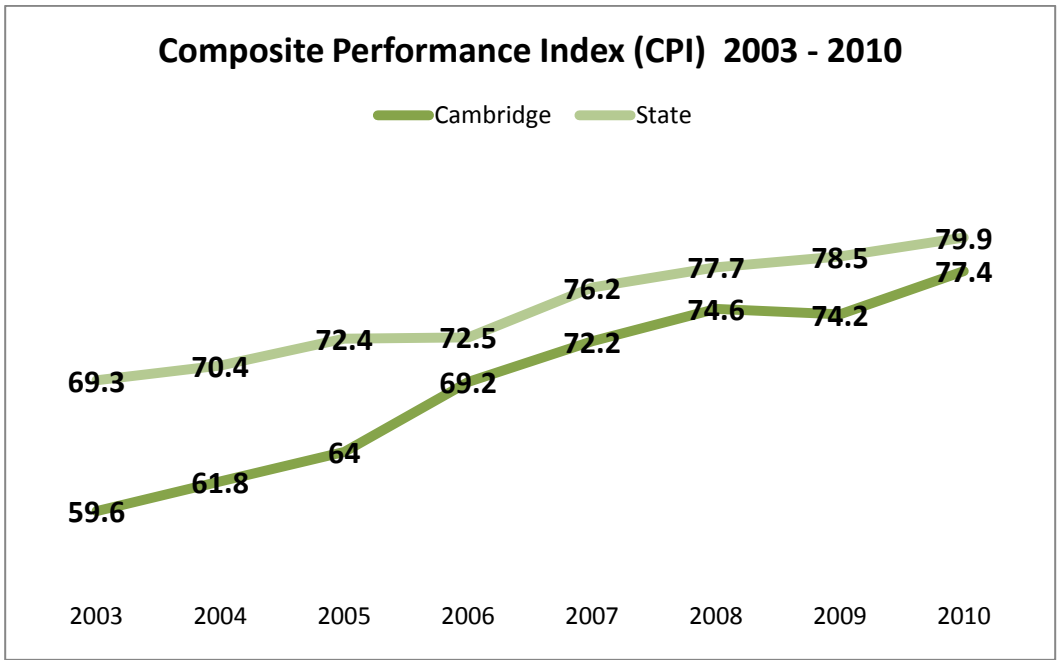
MCAS 2010

In 2010 our district's performance in English Language Arts improved from 83.4 in 2008 to 84.4 CPI points for all students tested in grades 3-10. This CPI represents a 9.5 point gain from 2003 results and a point increase from last year. The district's performance in Mathematics increased from 74.2 in 2008 to 77.4 CPI points in 2010; 3.2 point increase. Since 2003, the district's math CPI has increased by 17.8 points.

English Language Arts – increase from 74.9 in 2003 to 84.4 in 2010



Mathematics – increase from 59.6 in 2003 to 77.4 in 2010

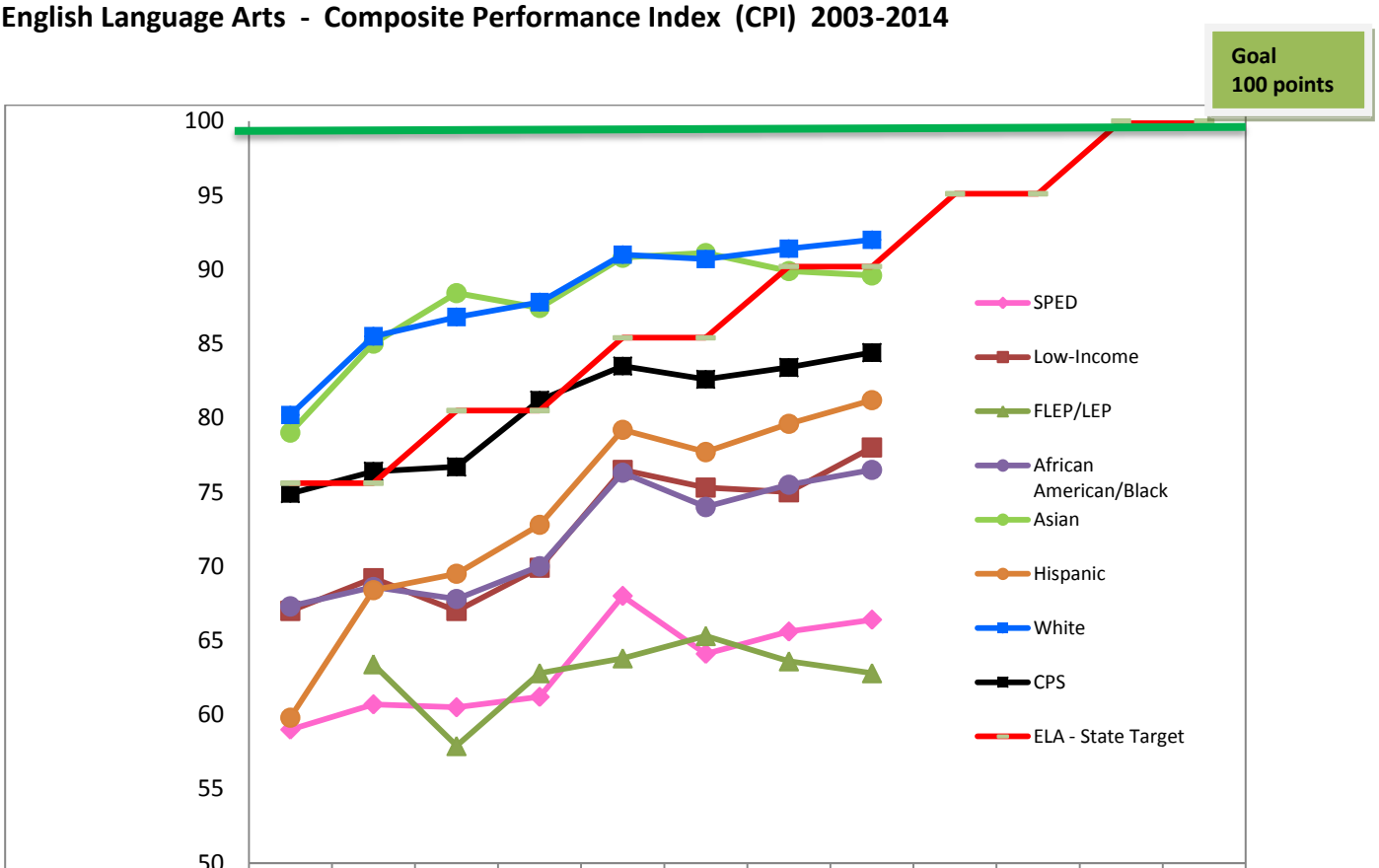


CPS District Performance as Compared with State Targets

Aggregate and Student Subgroups

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. This year, Asian students were slightly below the state target in ELA. Cambridge low-income students made progress at a rate that was higher than the aggregate and higher than other subgroups in both ELA and Math. While this progress is noteworthy, achievement gaps persist for both this subgroup and for African American/Black students. Special Education and FLEP/LEP students continue to perform at levels far below the state targets for both ELA and Math.

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

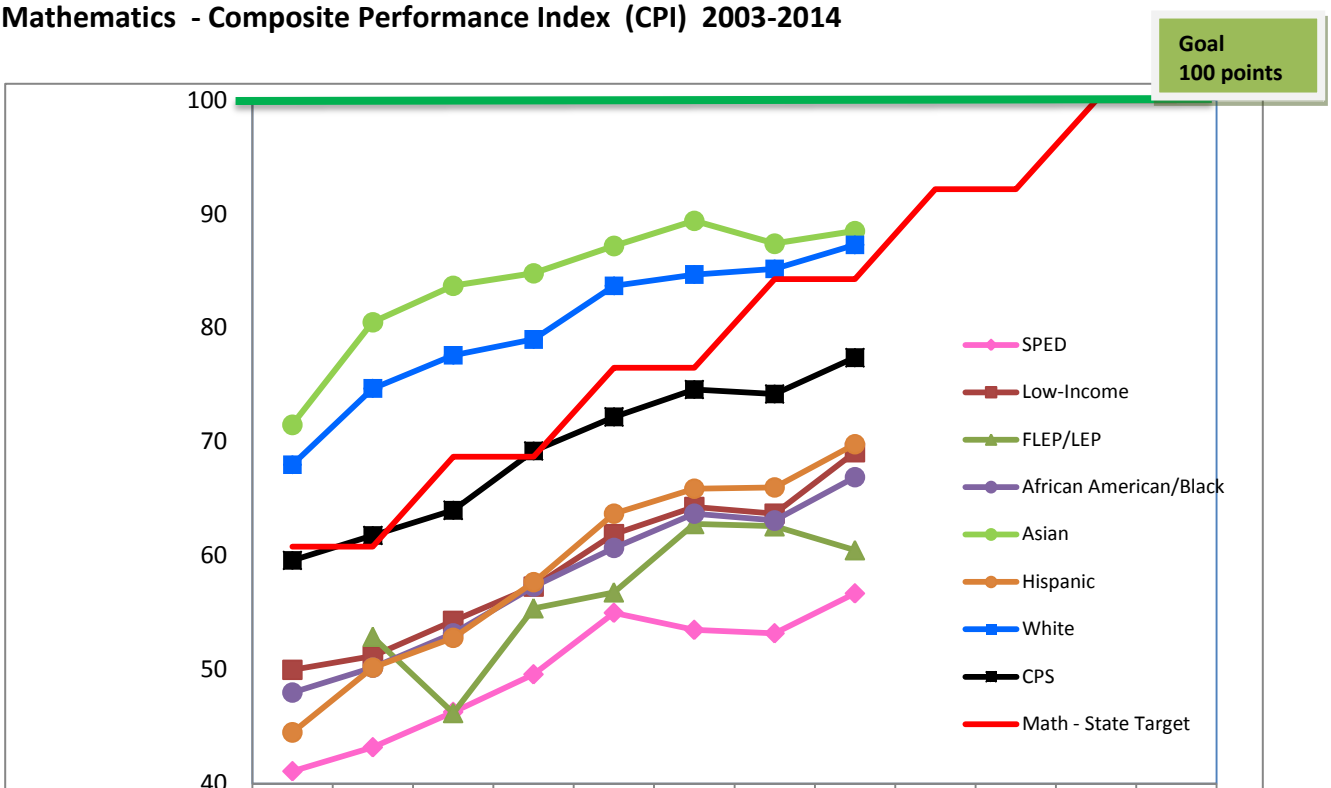


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SPED	59	60.7	60.5	61.2	68	64.1	65.6	66.4				
Low-Income	67	69.2	67	69.9	76.5	75.3	75	78				
FLEP/LEP		63.4	57.9	62.8	63.8	65.3	63.6	62.8				
African American/Black	67.3	68.6	67.8	70	76.3	74	75.5	76.5				
Asian	79	85	88.4	87.4	90.8	91.1	89.9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

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.

Aggregate and Student Subgroups

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				
Low-Income	50	51.2	54.3	57.3	61.9	64.3	63.7	69.1				
FLEP/LEP		52.9	46.2	55.4	56.8	62.8	62.6	60.5				
African American/Black	48	50.2	53.2	57.3	60.7	63.7	63.1	66.9				
Asian	71.5	80.5	83.7	84.8	87.2	89.4	87.4	88.5				
Hispanic	44.5	50.2	52.8	57.7	63.7	65.9	66	69.8				
White	68	74.7	77.6	79	83.7	84.7	85.2	87.3				
CPS	59.6	61.8	64	69.2	72.2	74.6	74.2	77.4				
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

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.

MCAS 2010

Percentage of Students at Advanced and Proficient Levels 2008-2010

English Language Arts

From 2009-2010, there were improvements in the percent of students scoring in the proficient/ advanced categories at grades 3, 5 and 7. Proficiency rates at grade 10 (CRLS/HSEP) remained relatively flat while state performance at this grade declined slightly. The percent proficient/advanced at grade 4, 6 and 8 decreased from 2009.

Mathematics

From 2009-2010, there were double-digit improvements in the percent of students scoring in the proficient/ advanced categories at grade 5, grade 7, and grade 10 (CRLS/HSEP). In addition, Grade 3 proficiency increased by 8% and Grade 8 increased by 3%. Grades 4 and 6 both had decreases in the percentage of students scoring proficient/advanced in comparison with the previous year.

Science

From 2009-2010, the proficiency rate in Science in grade 5 increased by 11 percent. In addition, the proficiency rate in grade 8 increased by 5 percent. In grade 10 the proficiency rate increased by 14%.

MCAS 2010 - % Proficient/Advanced in English Language Arts

	CPS				State		
	2008	2009	2010		2008	2009	2010
Grade 3	57%	57%	60%		56%	57%	63%
Grade 4	38%	50%	47%		49%	53%	54%
Grade 5	54%	51%	59%		61%	63%	63%
Grade 6	62%	62%	60%		67%	66%	69%
Grade 7	65%	64%	71%		69%	70%	72%
Grade 8	75%	78%	75%		75%	78%	78%
CRLS/HSEP – Gr. 10	67%	70%	70%		74%	81%	78%

MCAS 2010 - % Proficient/Advanced in Mathematics

	CPS				State		
	2008	2009	2010		2008	2009	2010
Grade 3	59%	57%	65%		61%	60%	65%
Grade 4	42%	48%	43%		49%	48%	48%
Grade 5	51%	42%	53%		52%	54%	55%
Grade 6	48%	51%	48%		56%	57%	59%
Grade 7	41%	41%	52%		47%	49%	52%
Grade 8	42%	42%	45%		49%	48%	51%
CRLS/HSEP – Gr. 10	78%	68%	81%		72%	75%	75%

MCAS 2010 - % Proficient/Advanced in Science

	CPS				State		
	2008	2009	2010		2008	2009	2010
Grade 5	36%	34%	45%		50%	49%	53%
Grade 8	35%	29%	34%		39%	39%	40%
CRLS/HSEP – Gr. 10	47%	47%	61%		57%	61%	65%

Student Growth Percentile

Individual Student Growth

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 growth.

In 2010, student growth in grade 4 Math and ELA was lower than other grades, but still considered typical growth, as was the growth of 10^{th} grade students in ELA. Student growth in Grade 7 ELA was higher than the average.

Aggregate Student Growth

	Cambridge Public Schools				State			
	MCAS 2009		**MCAS 2010**		**MCAS 2009**		**MCAS 2010**	
Grade and Subject	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP
Grade 3 - English	80.7		85.4		82.6		85.8	
Grade 3 - Math	79.4		84.5		81.4		83.8	
Grade 4 - English	76.7	50	76.9	45	79.9	50	80.1	50
Grade 4 - Math	77.8	58	76.2	47	78.5	50	78.7	49
Grade 5 - English	78.3	45.5	80.8	49	85.7	50	84.2	50
Grade 5 - Math	69	50.5	74.3	54	77	50	77.4	50
Grade 6 - English	83.8	54	81.6	56	85.7	50	86.8	50
Grade 6 - Math	74.4	43	72.5	49	78.2	50	79.7	50
Grade 7 - English	85.9	59	89	63	88.1	50	88.6	50
Grade 7 - Math	68.4	47	75.6	59	73.8	50	76.1	50
Grade 8 - English	91.4	55	89.3	59	91.1	50	90.4	50
Grade 8 - Math	67.2	44	68.8	54	72.8	50	74.8	51
Grade 10 - English	87.4	47	88.3	41	92.2	50	91.9	50
Grade 10 - Math	83.3	53	89.3	57	88.1	50	88.8	50
ALL GRADES - ENGLISH	83.4	51	84.4	52	86.5	50	86.9	50
ALL GRADES - MATH	73.2	48	77.4	53	78.5	50	79.9	50

Student Growth Percentile by Subgroup

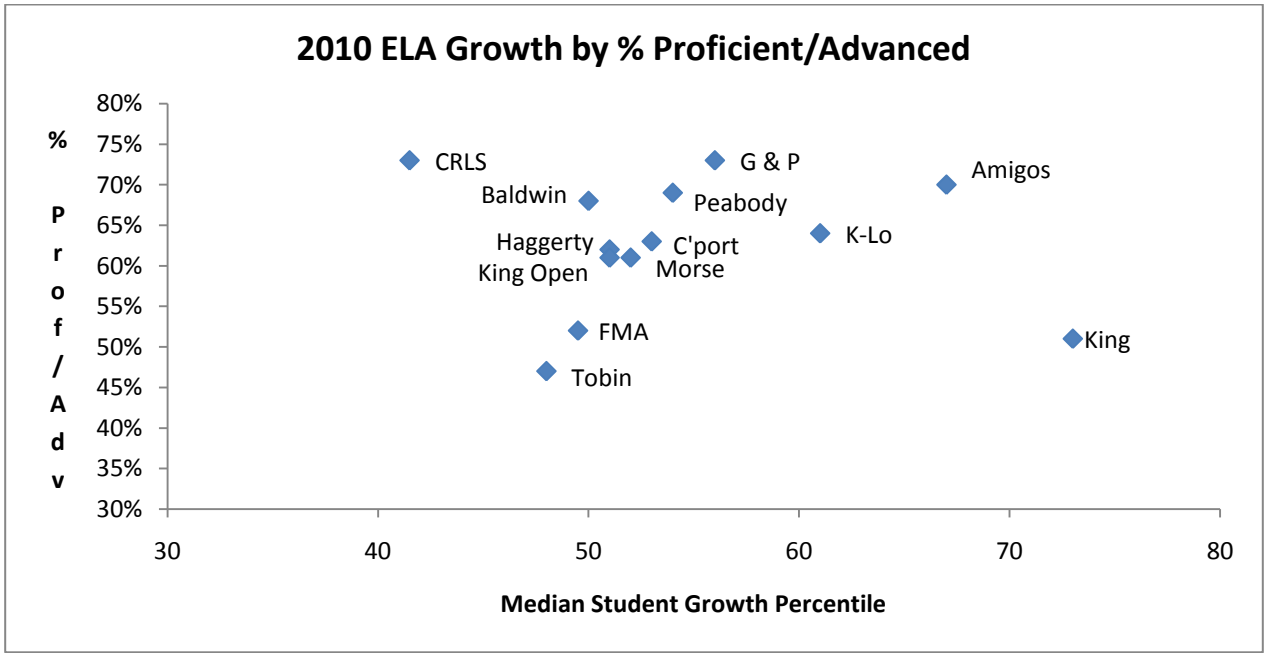
The median SGP (student growth percentile) for all subgroups in both ELA and Math was at the higher end of the typical growth range (40-60). In 2010, all Cambridge subgroups had higher growth than their counterparts in the state did. Asian and FLEP/LEP students had slightly higher than typical growth in both ELA and Math.

	ELA		Math	
	CPS	State	CPS	State
Asian	60	59	63	62
Black/African American	49	46	49	48
Hispanic	53.5	47	52.5	47
White	55	50	54	51
Low-Income*	51	46	50	47
SPED	48	41	48	43
FLEP/LEP	59	51	60	54

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.

Student Growth by School

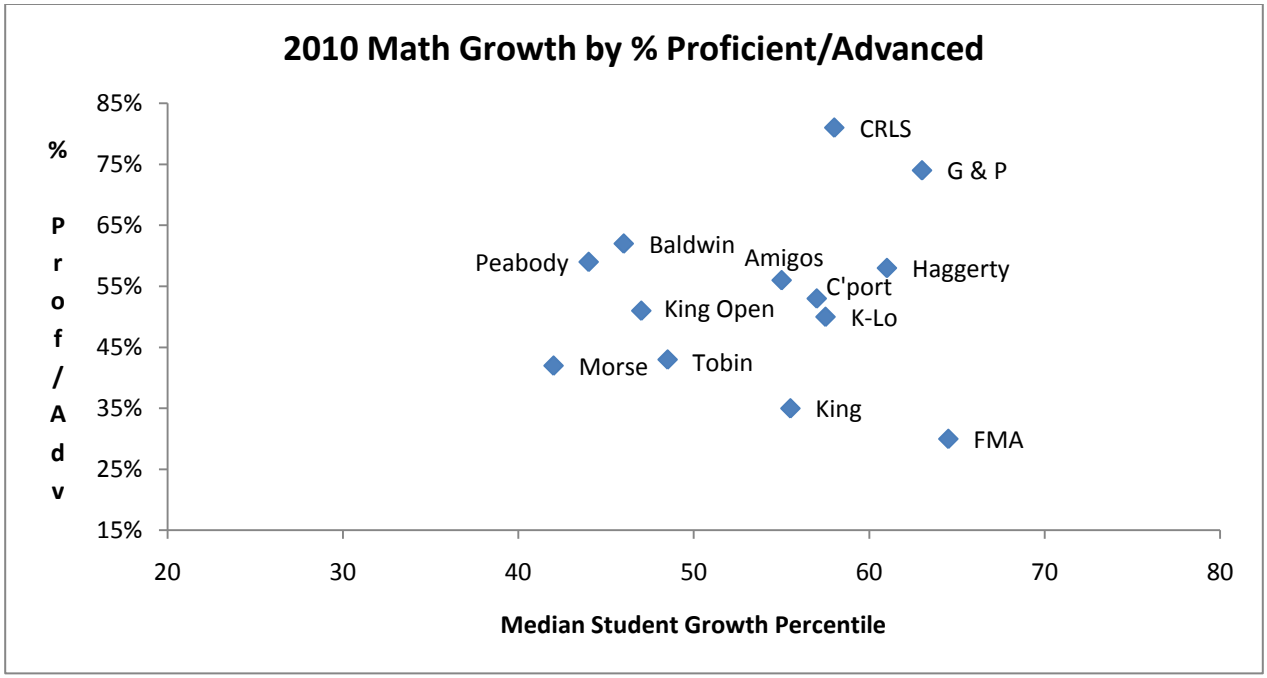
Scatter plots show both the percent of students achieving proficiency and median student growth percentiles. In the scatter plot below, the Amigos School shows both high growth (67) and high proficiency (70%) in English Language Arts. The plot also shows that while only 51% of students at the King School were proficient or advanced in English Language Arts, many of the students there were progressing at a very high rate (73) in comparison to their academic peers. The growth model would predict higher levels of proficiency in the future based on their high growth.



Student Growth by School (continued)

2010 ELA MCAS - Median Student Growth Percentile by School		
	SGP	% Prof/Adv
Amigos School	67	70%
Cambridge Rindge and Latin	41.5	73%
Cambridgeport	53	63%
Fletcher/Maynard Academy	49.5	52%
Graham and Parks	56	73%
Haggerty	51	62%
John M Tobin	48	47%
Kennedy-Longfellow	61	64%
King Open	51	61%
Maria L. Baldwin	50	68%
Martin Luther King Jr.	73	51%
Morse	52	61%
Peabody	54	69%

In Math, there was higher growth overall, but lower proficiency when compared to English Language Arts. The Graham & Parks and the Fletcher/Maynard Academy both had above average growth. The Graham & Parks also had approximately 75% of its students proficient in Math; the Fletcher/Maynard, on the other hand, had only 30% of its student proficient in Math. High growth, though, does predict future increases in proficiency.



Student Growth by School (continued)

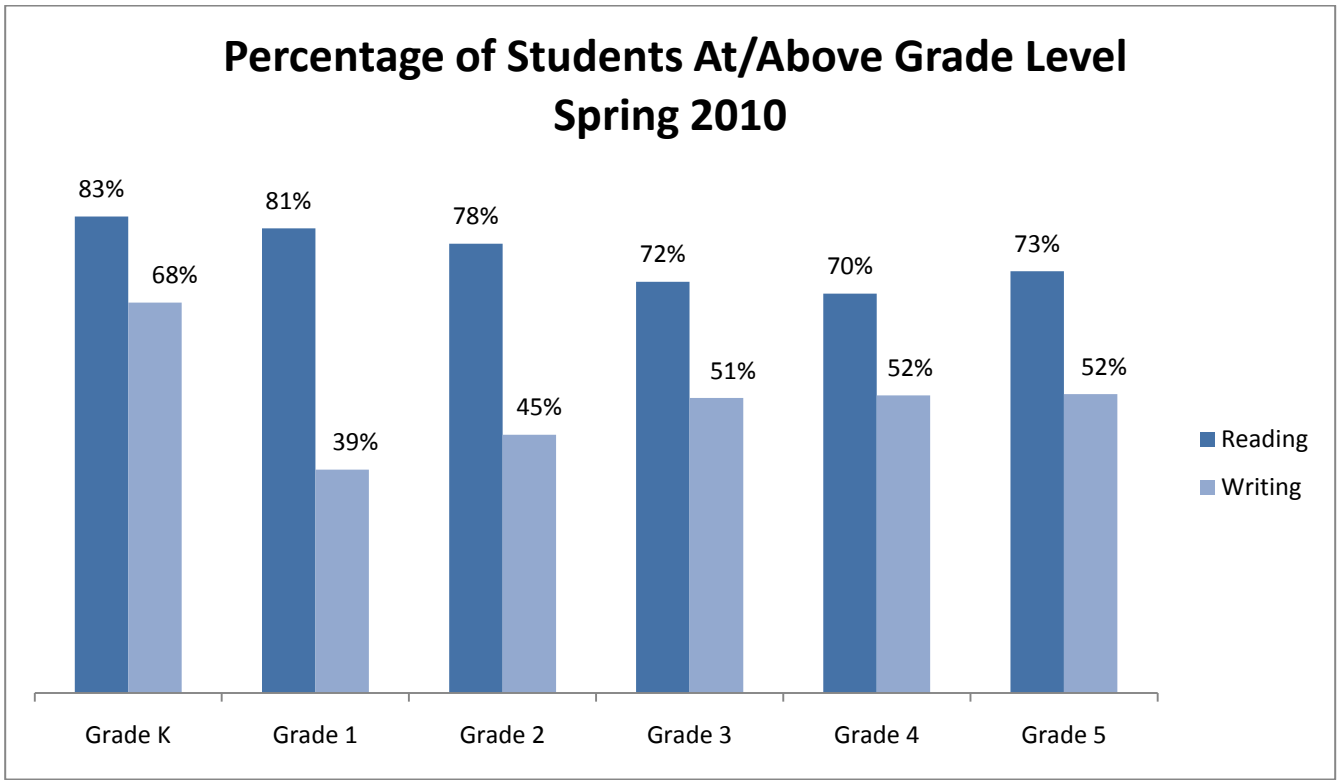
2010 Math MCAS - Median Student Growth Percentile by School		
	SGP	% Prof/Adv.
Amigos School	55	56%
Cambridge Rindge and Latin	58	81%
Cambridgeport	57	53%
Fletcher/Maynard Academy	64.5	30%
Graham and Parks	63	74%
Haggerty	61	58%
John M Tobin	48.5	43%
Kennedy-Longfellow	57.5	50%
King Open	47	51%
Maria L. Baldwin	46	62%
Martin Luther King Jr.	55.5	35%
Morse	42	42%
Peabody	44	59%

Literacy Assessments

Kindergarten – Fifth grade

For students in Kindergarten through second grade, this was the third year that students' reading levels were assessed using the Heinemann Benchmark Assessment. For students in grades three through five, this was the second year. The percent of students reading at or above grade level* in grades K-5 increased across all grades, with the exception of grade 2 where the percent of students reading at grade level decreased by 2% in 2010.

The percent of students writing at or above grade level remained steady in grades K-2 although students' writing levels are well below reading levels. In grades 3-5, significant increases were seen in the percent of students writing at/above grade level. These increases may in part be due to changes in the scoring rubric at grades 3-5. The English Language Arts (ELA) department is currently focusing on improvements in the district writing program and reviewing the writing scoring rubrics for alignment throughout the grades.

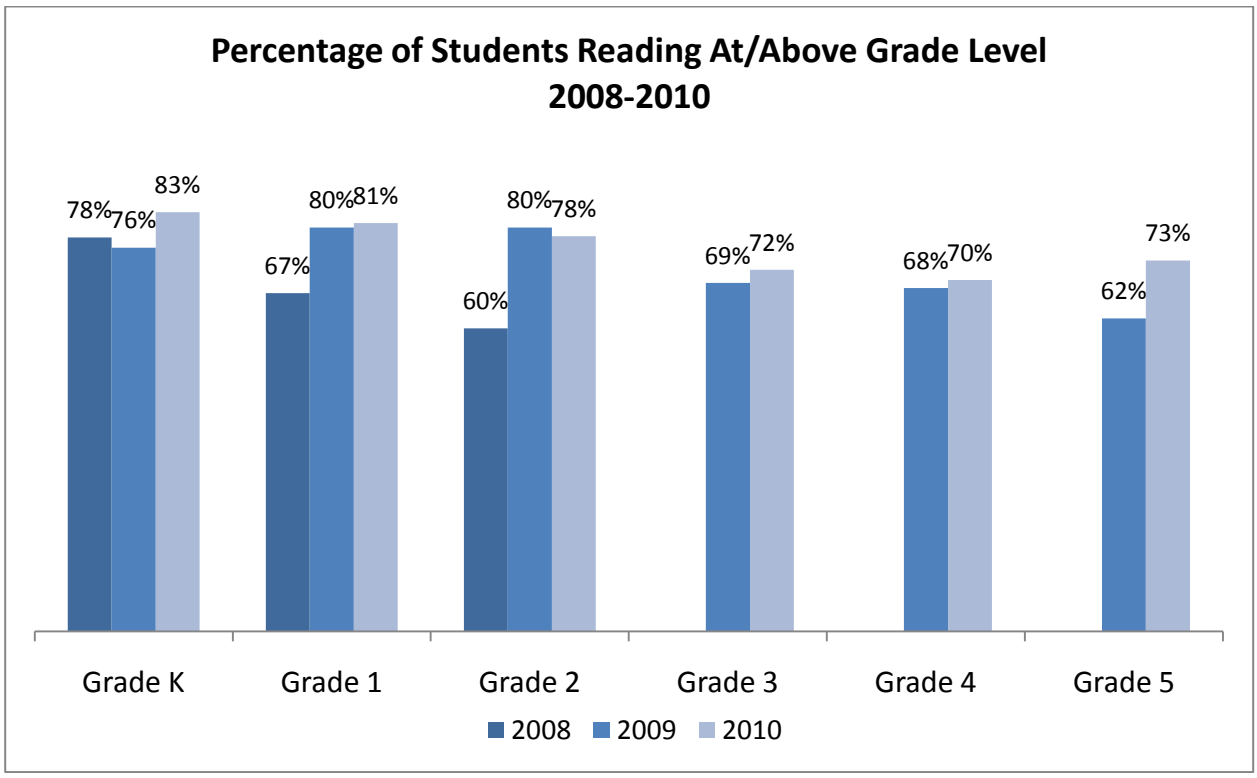


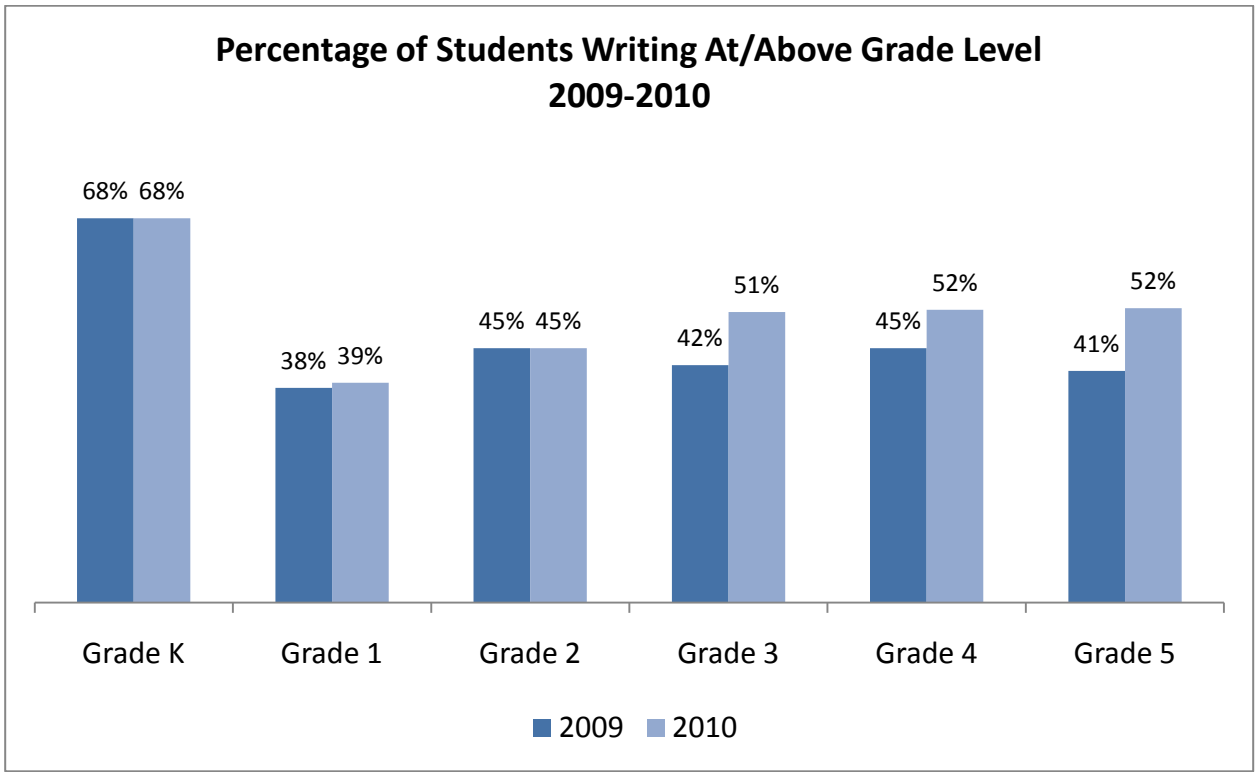
2010 Percentage of students at or above grade level benchmark in reading and writing *

	Reading	Writing
Kindergarten	83%	68%
First Grade	81%	39%
Second Grade	78%	45%
Third Grade	72%	51%
Fourth Grade	70%	52%
Fifth Grade	73%	52%

*equivalent to grade level proficiency in reading & writing

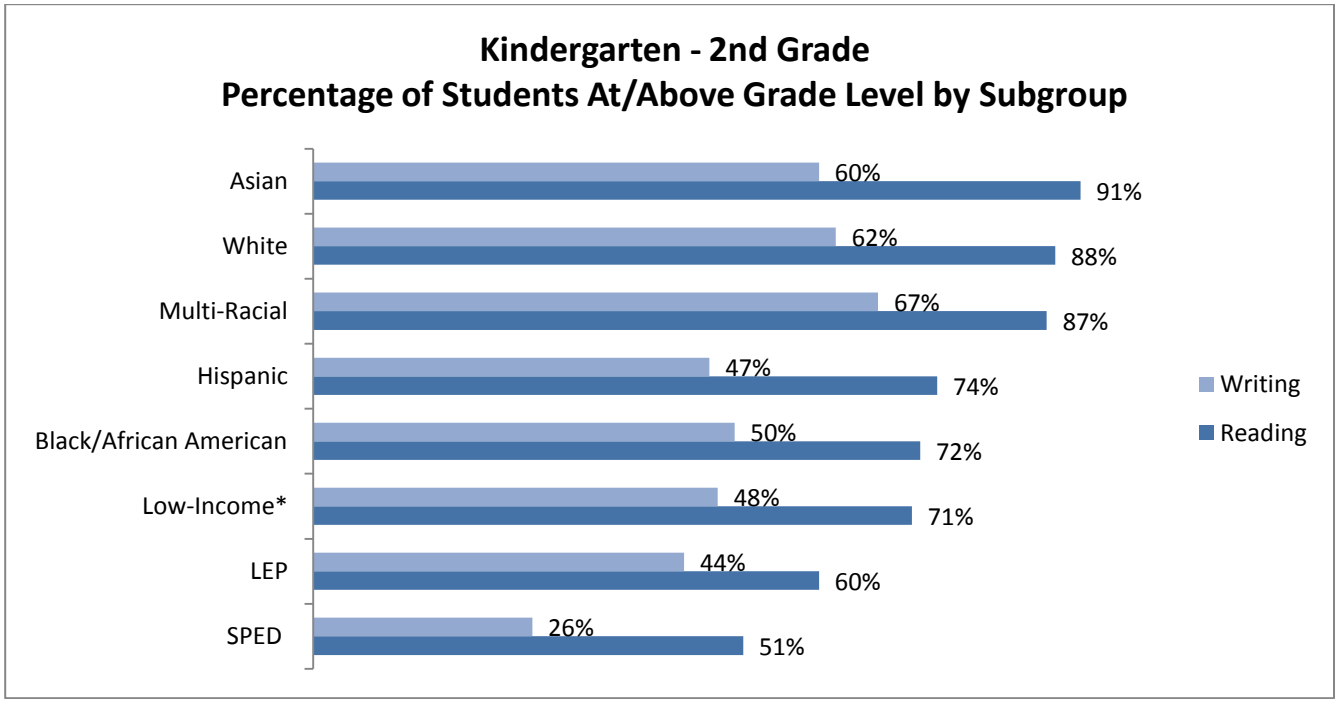
Comparison of percentage of students at or above grade level benchmark 2008-2010

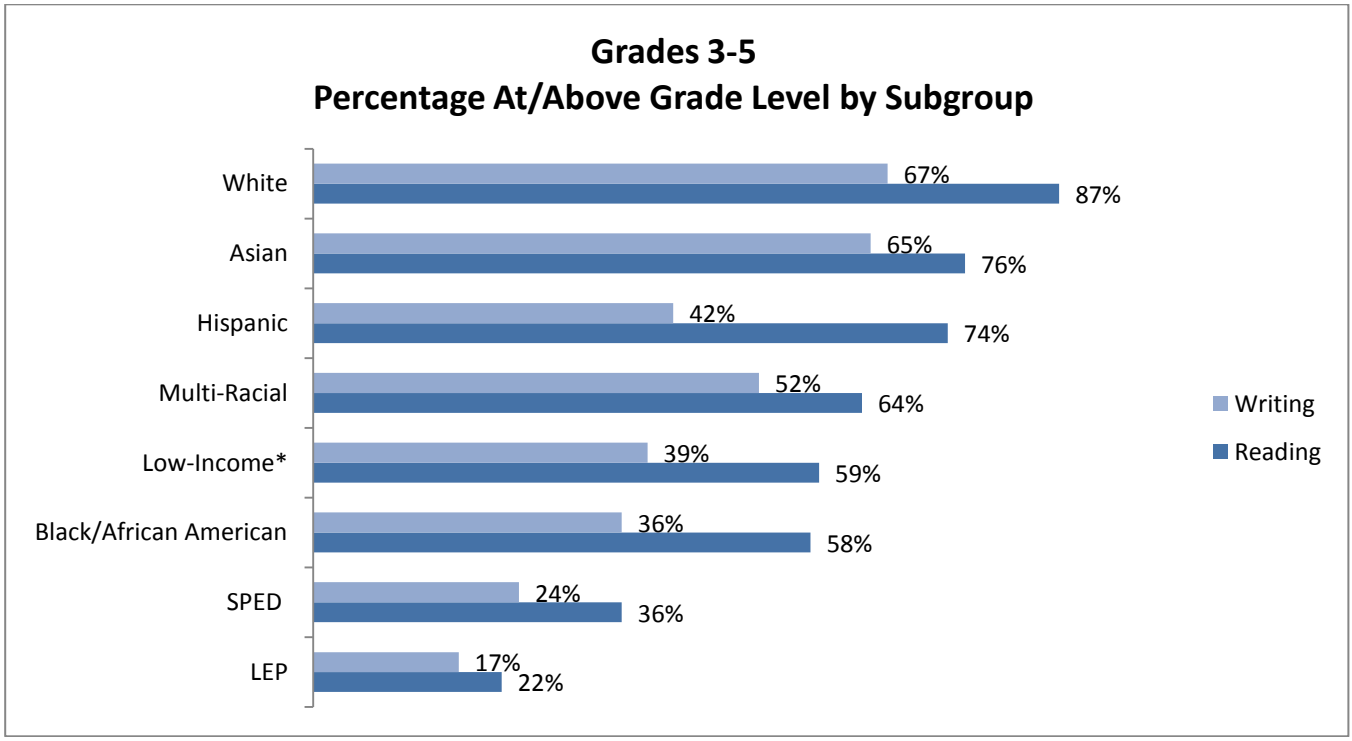




Literacy Assessments by Subgroups

At each grade level and for all subgroups, more students are proficient in reading than they are in writing. Fewer Students with special needs and Limited English Proficient (LEP) students are reading and writing at or above grade level in comparison with other subgroups. With the exception of White and Hispanic students, all other subgroups have approximately a 13%-15% drop in reading proficiency between the grades K-2 and 3-5. For example, 72% 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 comparison to last year, all subgroups in grades 3-5 improved in writing with the exception of LEP students, and in reading with the exception of Asian and LEP students. In grades K-2, all subgroups saw improvement in reading with the exception of students with special needs and Hispanic students. In writing, students with special needs and Asian students had slight decreases in the percentage of students at or above grade level in comparison to the previous year while all other subgroups show growth.

Grades K-2: Comparison of percentage of students at or above grade level by subgroup 2008-2010 Reading and 2009-2010 Writing

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

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

	Reading		Writing	
	2009	2010	2009	2010
Asian	77%	76%	61%	65%
Black/African American	52%	58%	24%	36%
Hispanic	55%	64%	31%	42%
White	83%	87%	60%	67%
Multi-Racial	63%	74%	37%	52%
Low-Income*	50%	59%	26%	39%
SPED	32%	36%	15%	24%
LEP	31%	22%	22%	17%

*The state DESE is now using the term **Low Income** in for students who receive Free or Reduced Fee Lunch.

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