Massachusetts School and District Profiles
Cambridge Rindge and Latin

2011 NCLB Report Card - Cambridge Rindge and Latin

Cambridge Rindge and Latin (00490506)

Damon Smith, Principal
Mailing Address: 459 Broadway Ave
Cambridge, MA 02138
Phone: (617) 349-6632
FAX: (617) 349-6749

Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment and Educator Data (2010-11 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: http://www.doe.mass.edu/nclb/hq/.

High Poverty Schools are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled About the Data at the end of this document.

Enrollment (2010-11)			
	School	District	State
Total Count	1,580	6,019	955,563
Race/Ethnicity (%)			
African American or Black	37.7	32.6	8.2
Asian	9.4	11.0	5.5
Hispanic or Latino	14.9	14.1	15.4
Multi-race, Non-Hispanic	1.8	4.4	2.4
Native American	0.8	0.6	0.2
Native Hawaiian or Pacific Islander	0.0	0.3	0.1
White	35.5	36.9	68.0
Gender (%)			
Male	51.6	50.8	51.3
Female	48.4	49.2	48.7
Selected Populations (%)			
Limited English Proficiency	4.7	5.7	7.1
Low-Income	39.3	43.5	34.2
Special Education	18.8	21.9	17.0
First Language Not English	28.2	26.7	16.3

Educator Data (2010-11)			
	School	District	State
Total # of Teachers	168.8	569.1	68,754.2
Percentage of Teachers Licensed in Teaching Assignment	97.5	97.1	97.5
Total Number of Classes in Core Academic Areas	591	2,487	335,925
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.3	96.7	97.7
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	1.7	3.3	2.3
Student/Teacher Ratio	9.4 to 1	10.6 to 1	13.9 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	3.7	1.3

Grades Offered:	09, 10, 11, 12

2009 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit http://www.doe.mass.edu/mcas/naep/faq.html.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**234**	**13**	**47**	**80**	**20**	**100**	**220**	**7**	**32**	**66**	**34**	**100**
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**252**	**12**	**57**	**92**	**8**	**100**	**239**	**6**	**38**	**81**	**19**	**100**
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**274**	**5**	**43**	**83**	**17**	**100**	**262**	**2**	**30**	**74**	**26**	**100**
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS

Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	**299**	**17**	**52**	**85**	**15**	**100**	**282**	**7**	**33**	**71**	**29**	**100**
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

2009 Massachusetts NAEP Results
Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	3,900	14	6	5
Grade 4 Mathematics	3,700	14	6	5
Grade 8 Reading	3,600	15	1	5
Grade 8 Mathematics	3,600	14	2	6

2011 MCAS Results by Subgroup by Grade and Subject

*** NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. See http://www.doe.mass.edu/mcas/participation/lep.doc for details.

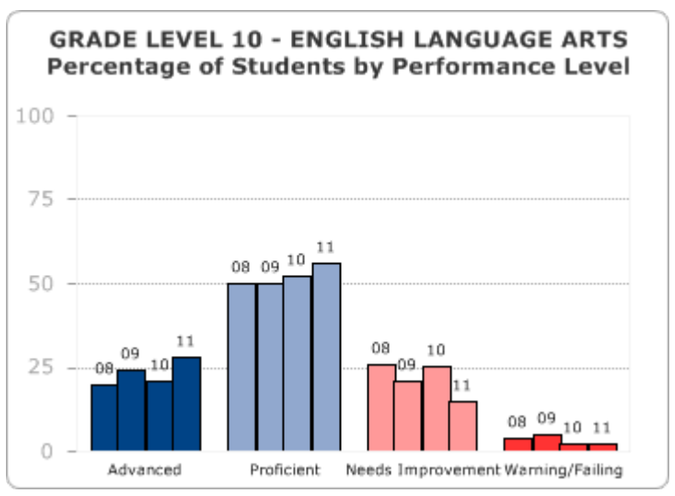
*** NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

*** NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

Data Last Updated on September 30, 2011

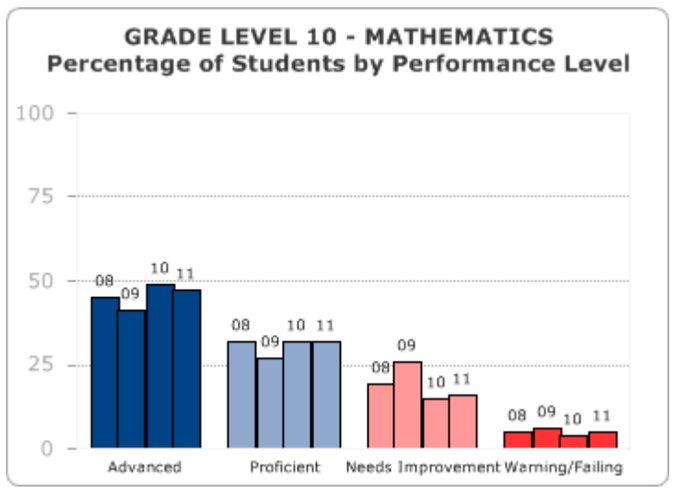
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	71	99	1	46	49	3	79.9	42.0	63	94	92	2	44	45	10	77.4	39.0	71	11,594	95	5	44	35	15	80.2	43.0	9,421
ELL/Former ELL	15	95	13	27	27	33	61.7	N/A	5	16	93	13	25	31	31	60.9	N/A	5	3,517	96	3	34	44	18	69.7	56.0	1,828
Low-Income	175	98	12	62	22	3	89.6	45.0	151	180	98	12	62	23	3	89.3	45.0	151	21,826	97	14	55	24	7	87.4	46.0	17,588
African American/Black	146	97	12	58	25	5	87.3	42.5	126	163	95	11	56	25	8	85.6	42.5	128	5,956	97	14	55	24	6	87.6	50.0	4,561
Asian	34	100	35	59	6	0	97.1	48.0	29	36	97	33	61	6	0	97.2	48.0	29	3,629	99	45	42	11	2	94.6	57.0	3,073
Hispanic/Latino	47	100	11	66	23	0	92.0	35.0	43	49	100	10	65	24	0	91.8	35.0	43	8,894	96	12	52	27	9	84.5	45.0	6,776
Native American	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	181	98	15	56	25	4	89.4	45.0	151
White	141	98	49	48	4	0	98.8	49.5	114	149	96	47	48	5	1	97.7	45.0	120	49,447	99	38	51	9	2	96.3	50.0	44,902
Other Subgroups																											
High Needs	205	98	11	60	25	3	88.5	44.0	175	230	95	10	58	25	6	86.7	43.0	183	29,011	97	13	55	25	8	86.9	46.0	23,502
Male	191	98	25	54	19	2	91.4	45.0	155	211	95	23	53	19	5	89.3	44.0	160	35,146	98	27	54	15	4	92.6	51.0	30,359
Female	185	97	31	57	10	2	95.4	43.5	162	194	97	30	57	11	2	95.1	44.0	165	34,378	98	39	48	10	2	95.3	49.0	30,324
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,556	97	11	57	26	6	87.0	45.0	9,900
Non-Title I	376	98	28	56	15	2	93.4	44.0	317	405	96	26	55	15	3	92.1	44.0	325	56,976	98	38	50	9	3	95.4	51.0	50,797
Non-Low Income	201	98	42	50	8	0	96.6	43.0	166	225	94	38	49	9	4	94.3	42.0	174	47,706	99	42	49	7	2	96.9	52.0	43,109
ELL	9	-	-	-	-	-	-	-	-	10	91	10	0	40	50	42.5	N/A	1	2,558	95	2	26	49	24	63.4	52.5	1,046
Former ELL	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	959	98	8	57	30	5	86.6	59.0	782
1st Yr ELL*	3	-	-	-	-	-	-	-	-	12	92	-	-	-	-	-	N/A	N/A	432	92	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	84	98	31	54	7	8	91.7	55.0	61
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,333	98	34	52	12	2	94.8	49.0	1,159
All Students																											
2011	376	98	28	56	15	2	93.4	44.0	317	405	96	26	55	15	3	92.1	44.0	325	69,532	98	33	51	13	3	93.9	50.0	60,697
2010	367	98	21	52	25	2	90.1	41.5	302	414	97	19	51	25	5	88.3	41.0	308	70,369	98	26	52	18	4	91.9	50.0	60,626



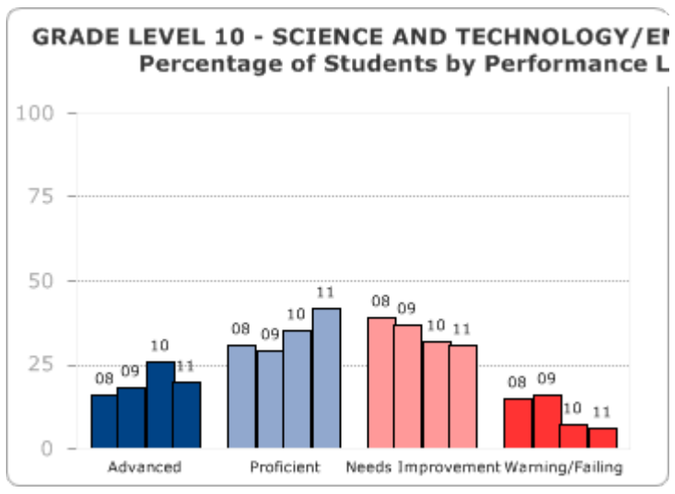
GRADE LEVEL 10 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	71	99	7	31	46	15	69.0	54.5	62	94	91	6	30	44	20	68.4	53.5	72	11,592	95	12	27	34	27	70.1	46.0	9,390
ELL/Former ELL	16	100	31	13	13	44	60.9	N/A	5	17	100	29	12	12	47	58.8	N/A	5	3,540	97	19	22	31	29	66.2	59.0	1,840
Low-Income	176	99	31	41	20	8	86.2	66.0	152	181	99	30	41	20	8	85.9	66.0	152	21,722	97	27	31	27	14	79.7	48.0	17,545
African American/Black	148	99	24	42	24	9	83.8	66.0	128	166	97	22	41	24	13	82.4	66.0	132	5,930	97	24	32	29	15	78.3	52.0	4,571
Asian	34	100	71	18	9	3	94.9	70.0	29	36	100	69	19	8	3	95.1	70.0	29	3,636	99	71	17	9	3	94.6	65.0	3,067
Hispanic/Latino	47	100	38	36	21	4	88.3	65.0	43	49	100	39	35	22	4	87.8	65.0	43	8,855	97	23	29	30	18	75.5	48.0	6,750
Native American	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	181	96	28	37	24	12	81.8	46.0	151
White	141	98	69	23	8	1	96.3	55.0	113	148	95	66	23	10	1	94.9	52.5	118	49,320	99	54	29	13	4	92.9	50.0	44,827
Other Subgroups																											
High Needs	207	99	29	38	24	9	84.1	65.0	175	232	96	27	37	25	11	82.4	65.0	185	28,888	97	25	31	28	15	79.1	48.0	23,423
Male	192	99	46	33	15	6	89.2	61.0	155	212	96	42	33	16	9	87.3	57.0	161	35,051	98	48	28	16	8	88.7	52.0	30,319
Female	186	98	49	31	17	3	91.5	63.0	163	196	98	47	31	18	4	91.1	63.0	167	34,285	98	49	30	16	6	90.1	49.0	30,264
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,440	97	26	31	29	14	78.9	51.0	9,864
Non-Title I	378	99	47	32	16	5	90.3	62.0	318	408	97	45	32	17	6	89.1	61.5	328	56,902	98	53	28	13	5	91.7	50.0	50,735
Non-Low Income	202	98	62	24	12	2	93.9	58.0	166	227	95	56	25	14	5	91.6	57.0	176	47,620	99	58	27	11	4	93.8	51.0	43,054
ELL	10	100	10	10	20	60	47.5	N/A	1	11	100	9	9	18	64	45.5	N/A	1	2,589	97	15	20	32	34	61.6	56.0	1,058
Former ELL	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	951	98	30	27	29	14	78.9	61.0	782
1st Yr ELL*	3	-	-	-	-	-	-	-	-	11	100	-	-	-	-	-	N/A	N/A	456	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	85	100	49	27	18	6	88.5	60.0	63
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,329	97	47	30	18	6	89.3	47.0	1,154
All Students																											
2011	378	99	47	32	16	5	90.3	62.0	318	408	97	45	32	17	6	89.1	61.5	328	69,342	98	48	29	16	7	89.4	50.0	60,599
2010	362	98	49	32	15	4	92.0	58.0	299	406	97	46	31	16	8	89.3	57.0	307	70,401	98	50	25	17	7	88.8	50.0	60,674



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

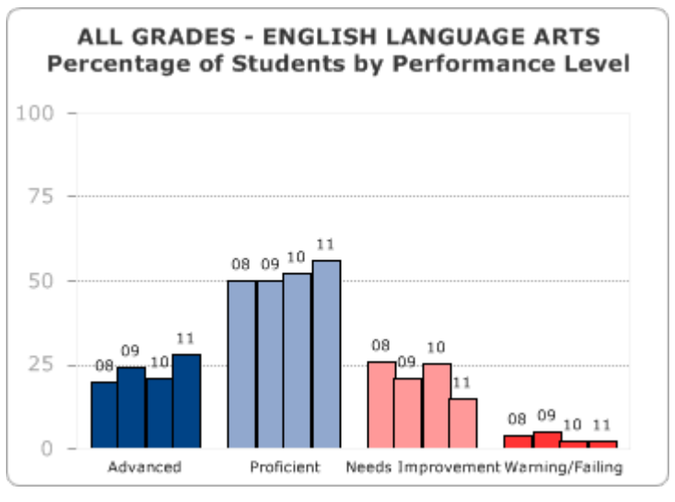
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	66	97	5	14	64	18	57.6	N/A	N/A	90	95	3	17	54	26	57.5	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A
ELL/Former ELL	13	100	15	23	8	54	53.8	N/A	N/A	13	100	15	23	8	54	53.8	N/A	N/A	3,062	97	3	20	47	30	59.3	N/A	N/A
Low-Income	167	99	7	43	40	10	76.2	N/A	N/A	168	99	7	43	40	10	76.0	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A
African American/Black	142	99	5	34	49	13	70.2	N/A	N/A	156	99	4	31	48	17	67.8	N/A	N/A	5,780	98	6	34	45	16	71.5	N/A	N/A
Asian	33	100	27	48	21	3	91.7	N/A	N/A	33	100	27	48	21	3	91.7	N/A	N/A	3,435	99	37	39	20	4	89.9	N/A	N/A
Hispanic/Latino	46	100	9	39	46	7	77.7	N/A	N/A	46	100	9	39	46	7	77.7	N/A	N/A	8,654	98	5	31	46	19	68.6	N/A	N/A
Native American	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	183	100	4	46	40	10	77.3	N/A	N/A
White	131	99	39	49	11	1	95.2	N/A	N/A	141	99	36	50	11	3	94.0	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A
Other Subgroups																											
High Needs	193	99	7	39	42	11	73.8	N/A	N/A	217	98	6	38	41	15	72.0	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A
Male	177	99	24	38	32	6	83.5	N/A	N/A	196	98	21	37	32	10	80.5	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A
Female	179	99	16	46	31	7	82.0	N/A	N/A	184	99	16	46	31	8	81.8	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,359	98	5	33	46	16	70.9	N/A	N/A
Non-Title I	356	99	20	42	31	6	82.7	N/A	N/A	380	99	19	41	31	9	81.1	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A
Non-Low Income	189	99	31	41	24	3	88.5	N/A	N/A	212	98	28	40	25	8	85.1	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A
ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	2,111	96	2	14	47	37	53.6	N/A	N/A
Former ELL	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	951	99	6	34	46	15	71.9	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	72	95	19	47	24	10	84.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,306	99	21	45	28	6	86.0	N/A	N/A
All Students																											
2011	356	99	20	42	31	6	82.7	N/A	N/A	380	99	19	41	31	9	81.1	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A
2010	335	98	26	35	32	7	82.7	N/A	N/A	356	98	25	34	33	9	81.1	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A



*** Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2013 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2009 are included in state-level results; only students enrolled in the same district since October 2009 are included in district-level results; only students enrolled in the same school since October 2009 are included in school-level results.

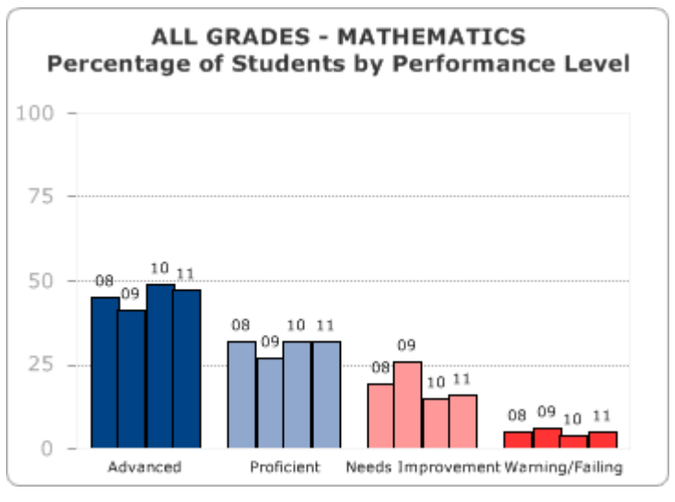
ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	71	99	1	46	49	3	79.9	42.0	63	754	97	1	26	45	27	66.2	45.0	532	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	15	95	13	27	27	33	61.7	N/A	5	204	98	3	24	42	30	61.2	55.0	91	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	175	98	12	62	22	3	89.6	45.0	151	1,317	99	6	44	36	14	77.6	49.0	960	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	146	97	12	58	25	5	87.3	42.5	126	969	98	7	43	34	16	77.1	48.0	713	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	34	100	35	59	6	0	97.1	48.0	29	290	99	24	57	16	3	92.8	60.0	217	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	47	100	11	66	23	0	92.0	35.0	43	400	100	6	49	33	12	79.9	49.0	293	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American	3	-	-	-	-	-	-	-	-	22	100	14	59	27	0	90.9	N/A	13	1,213	100	10	49	32	9	82.6	47.0	958
White	141	98	49	48	4	0	98.8	49.5	114	1,047	99	27	53	14	5	91.9	52.0	756	343,938	99	21	56	19	5	90.9	51.0	281,256
Other Subgroups																											
High Needs	205	98	11	60	25	3	88.5	44.0	175	1,653	98	5	43	36	16	76.9	48.0	1,173	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	191	98	25	54	19	2	91.4	45.0	155	1,451	98	12	47	28	13	81.7	48.0	1,041	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	185	97	31	57	10	2	95.4	43.5	162	1,378	99	21	52	21	6	88.6	54.0	1,017	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I		-	-	-	-	-	-	-	-	1,429	100	12	49	29	11	82.5	49.0	1,035	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	376	98	28	56	15	2	93.4	44.0	317	1,400	98	21	50	20	8	87.6	52.0	1,023	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	201	98	42	50	8	0	96.6	43.0	166	1,512	98	26	54	15	6	91.5	53.0	1,098	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL	9	-	-	-	-	-	-	-	-	68	96	3	7	44	46	46.7	N/A	11	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	6	-	-	-	-	-	-	-	-	136	100	4	32	41	23	68.4	54.5	80	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	92	100	18	50	24	8	87.5	54.0	62	11,536	99	18	51	24	8	86.9	51.0	8,903
All Students																											
2011	376	98	28	56	15	2	93.4	44.0	317	2,829	99	17	49	24	10	85.0	51.0	2,058	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	367	98	21	52	25	2	90.1	41.5	302	2,822	99	16	47	27	10	84.4	52.0	2,062	498,668	99	16	52	24	8	86.9	50.0	396,078



ALL GRADES - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	71	99	7	31	46	15	69.0	54.5	62	759	97	4	16	37	43	56.7	49.0	533	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	16	100	31	13	13	44	60.9	N/A	5	205	100	7	22	33	37	60.5	54.0	91	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	176	99	31	41	20	8	86.2	66.0	152	1,319	100	11	28	36	25	69.1	52.5	962	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	148	99	24	42	24	9	83.8	66.0	128	979	99	10	27	36	27	67.3	51.5	718	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	34	100	71	18	9	3	94.9	70.0	29	293	100	39	35	20	5	89.2	67.0	217	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	47	100	38	36	21	4	88.3	65.0	43	401	100	13	26	37	24	70.3	53.5	292	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American	3	-	-	-	-	-	-	-	-	22	100	18	36	27	18	77.3	N/A	13	1,206	99	14	31	35	20	72.7	47.0	956
White	141	98	69	23	8	1	96.3	55.0	113	1,047	98	38	34	17	10	86.9	54.0	756	344,050	99	28	37	25	10	84.3	50.0	281,305
Other Subgroups																											
High Needs	207	99	29	38	24	9	84.1	65.0	175	1,661	99	11	26	35	27	67.6	52.0	1,176	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	192	99	46	33	15	6	89.2	61.0	155	1,460	99	24	29	27	20	76.3	53.0	1,044	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	186	98	49	31	17	3	91.5	63.0	163	1,383	99	25	32	28	14	79.3	56.0	1,019	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I		-	-	-	-	-	-	-	-	1,433	100	17	29	32	21	73.4	50.0	1,031	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	378	99	47	32	16	5	90.3	62.0	318	1,410	98	32	32	23	13	82.2	59.5	1,032	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	202	98	62	24	12	2	93.9	58.0	166	1,524	98	36	33	20	11	85.3	56.0	1,101	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL	10	100	10	10	20	60	47.5	N/A	1	69	100	3	12	25	61	44.6	N/A	12	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	6	-	-	-	-	-	-	-	-	136	99	10	28	38	25	68.6	57.0	79	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	10	100	20	40	40	0	85.0	N/A	5	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	91	100	26	31	32	11	80.8	50.0	62	11,535	99	24	33	28	15	79.1	50.0	8,894
All Students																											
2011	378	99	47	32	16	5	90.3	62.0	318	2,843	99	25	31	27	17	77.8	55.0	2,063	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	362	98	49	32	15	4	92.0	58.0	299	2,816	99	26	29	27	18	77.4	53.0	2,061	498,632	99	26	33	27	15	79.9	50.0	396,662



Cambridge Rindge and Latin - 2011 Accountability Data

District: Cambridge (00490000)
School: Cambridge Rindge and Latin (00490506)
Accountability & Assistance Level: Level 2
School Title I Status: Non-Title I School (NT)
NCLB School Choice Required: No
Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	On Target
MATHEMATICS	No Status	No Change

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation: Did at least 95% of students participate in MCAS?		(B) Performance: Did student group meet or exceed state performance target?		(C) Improvement: Did student group meet or exceed its own improvement target?		(D) Grad Rate: Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	**Met Target**	**Actual**	**Met Target (95.1)**	**Actual**	**Met Target**	**Change from 2010**	**Met Target**	**Actual**	**AYP 2011**
Aggregate	Yes	98	No	93.4	Yes	3.3	Yes	88.1	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	79.9	Yes	4.9	Yes	81.7	Yes
Low Income	Yes	98	No	89.6	Yes	5.1	Yes	83.7	Yes
Afr. Amer./Black	Yes	97	No	87.3	Yes	2.7	Yes	83.7	Yes
Asian or Pacif. Isl.	-	-	-	97.1	-	-	-	-	-
Hispanic	Yes	100	No	92.0	Yes	6.7	Yes	80.0	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	98.8	Yes	2.2	Yes	94.7	Yes
MATHEMATICS	**Met Target**	**Actual**	**Met Target (92.2)**	**Actual**	**Met Target**	**Change from 2010**	**Met Target**	**Actual**	**AYP 2011**
Aggregate	Yes	99	No	90.3	No	-1.7	Yes	88.1	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	99	No	69.0	No	-14.3	Yes	81.7	No
Low Income	Yes	99	No	86.2	No	-2.2	Yes	83.7	No
Afr. Amer./Black	Yes	99	No	83.8	No	-2.9	Yes	83.7	No
Asian or Pacif. Isl.	-	-	-	94.9	-	-	-	-	-
Hispanic	Yes	100	No	88.3	Yes	1.0	Yes	80.0	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	96.3	No	-1.3	Yes	94.7	Yes

Adequate Yearly Progress History		2004	2005	2006	2007	2008	2009	2010	2011	NCLB Accountability Status
ELA	**Aggregate**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	Yes	No	Yes	No	No	Yes	
MATH	**Aggregate**	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	No	No	Yes	Yes	Yes	No	Yes	No	

Cambridge Rindge and Latin:
AYP Data Detail

ENGLISH LANGUAGE ARTS																	
	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	AYP 2011
Aggregate	407	397	98	Yes	376	93.4	No	90.1	2.5	90.1-95.1	Yes	88.1	-1.2	91.8	Yes	Yes
Lim. English Prof.	29	27	-	-	15	-	-	-	-	-	-	-	-	-	-	-
Special Education	76	75	99	Yes	71	79.9	No	75.0	6.3	76.8-85.8	Yes	81.7	1.7	85.6	Yes	Yes
Low Income	189	186	98	Yes	175	89.6	No	84.5	3.9	85.9-90.9	Yes	83.7	-3.1	90.0	Yes	Yes
Afr. Amer./Black	161	156	97	Yes	146	87.3	No	84.6	3.9	86.0-91.0	Yes	83.7	0.9	87.3	Yes	Yes
Asian or Pacif. Isl.	38	37	-	-	34	97.1	-	-	-	-	-	-	-	-	-	-
Hispanic	52	52	100	Yes	47	92.0	No	85.3	3.7	85.3-93.5	Yes	80.0	-15.8	95.8	Yes	Yes
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	148	144	97	Yes	141	98.8	Yes	96.6	0.9	96.6-100.0	Yes	94.7	2.8	94.1	Yes	Yes

MATHEMATICS																	
	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	AYP 2011
Aggregate	406	400	99	Yes	378	90.3	No	92.0	2.0	92.0-96.5	No	88.1	-1.2	91.8	Yes	No
Lim. English Prof.	28	28	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Special Education	76	75	99	Yes	71	69.0	No	83.3	4.2	83.3-92.0	No	81.7	1.7	85.6	Yes	No
Low Income	187	186	99	Yes	176	86.2	No	88.4	2.9	88.8-93.8	No	83.7	-3.1	90.0	Yes	No
Afr. Amer./Black	161	159	99	Yes	148	83.8	No	86.7	3.3	87.5-92.5	No	83.7	0.9	87.3	Yes	No
Asian or Pacif. Isl.	38	38	-	-	34	94.9	-	-	-	-	-	-	-	-	-	-
Hispanic	51	51	100	Yes	47	88.3	No	87.3	3.2	87.3-95.0	Yes	80.0	-15.8	95.8	Yes	Yes
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	148	144	97	Yes	141	96.3	Yes	97.6	0.6	97.6-100.0	No	94.7	2.8	94.1	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	Yes	No	Yes	No	No	Yes	
MATH	Aggregate	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	No	No	Yes	Yes	Yes	No	Yes	No	

About the Data

Enrollment and Educator Data

Notes:
The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, 38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, 89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, 38G) and are therefore included in the data

Student Groups (2010-11 School Year)

African American or Black: A person having origins in any of the black racial groups of Africa.
Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.
First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.
Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.
Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.
Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.
Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.
Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.
Title I: Student receives Title I services.
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.
Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

CPI: The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.
A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	**100**
Needs Improvement High (230-238)	Progressing or Emerging	**75**
Needs Improvement Low (220-228)	Awareness	**50**
Warning / Failing High (210-218)	Portfolio Incomplete	**25**
Warning / Failing Low (200-208)	Portfolio not Submitted	**0**

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to http://www.doe.mass.edu/mcas/growth/

Accountability Data (2011)

State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see http://www.doe.mass.edu/sda/framework/default.html.

Federal NCLB Accountability Status Labels

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see http://www.doe.mass.edu/sda/ayp/.

II1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)
II1/2-A: Identified for Improvement (Year 1 or 2)
CA-S: Identified for Corrective Action - Subgroups only
CA-A: Identified for Corrective Action
RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)
RST1/2: Identified for Restructuring (Year 1 or 2)
UR: Under Review

For more information on the No Child Left Behind Act, please visit http://www.doe.mass.edu/nclb/parents.html.

For a detailed profile of Massachusetts, please visit the http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000.

For more information on any of the terms used in this report card, please visit http://profiles.doe.mass.edu/help/data.aspx.