2010 NCLB Report Card - Cambridge Rindge and Latin

Cambridge Rindge and Latin (00490506)
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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 (as of October 1, 2009)

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 - 2009-10	School	District	State
Total Count	1,583	5,950	957,053
Race/Ethnicity (%)			
African American or Black	38.0	33.6	8.2
Asian	8.7	11.2	5.3
Hispanic or Latino	14.7	14.2	14.8
Multi-race, Non-Hispanic	1.6	3.7	2.2
Native American	0.6	0.6	0.3
Native Hawaiian or Pacific Islander	0.1	0.3	0.1
White	36.3	36.4	69.1
Gender (%)			
Male	51.2	51.0	51.3
Female	48.8	49.0	48.7
Selected Populations (%)			
Limited English Proficiency	4.1	5.1	6.2
Low-Income	46.4	45.5	32.9
Special Education	17.9	21.7	17.0
First Language Not English	29.1	27.0	15.6

Educator Data - 2009-10	School	District	State
Total # of Teachers	163.8	564.8	69,908.9
Percentage of Teachers Licensed in Teaching Assignment	96.3	96.9	97.1
Total Number of Classes in Core Academic Areas	530	2,096	280,489
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	96.0	93.6	97.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	4.0	6.4	2.7
Student/Teacher Ratio	9.7 to 1	10.5 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	3.6	1.4

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

2010 MCAS Results by Subgroup by Grade then Subject

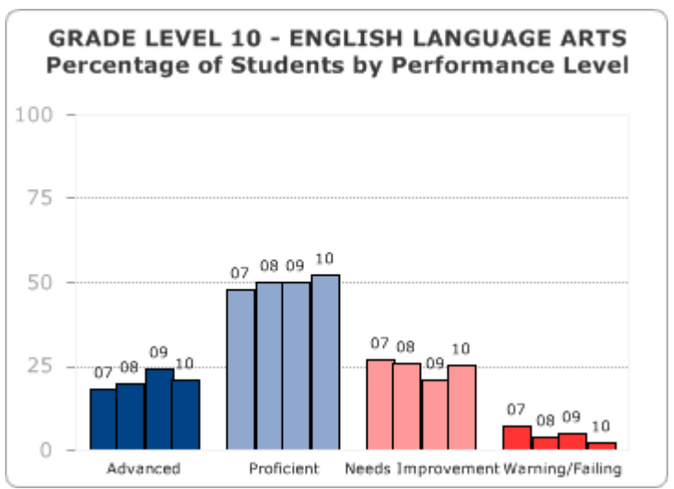
*** NOTE:** First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants.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

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

Data Last Updated on September 14, 2010

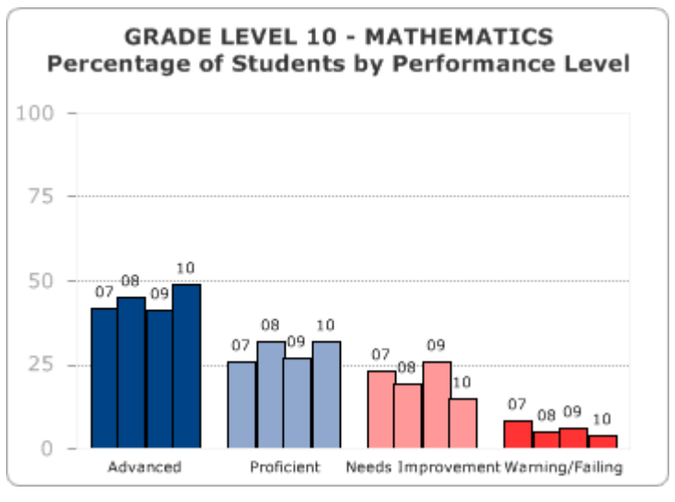
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

	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	55	96	0	33	58	9	75.0	38.0	45	82	95	1	27	54	18	71.0	38.0	51	11,467	94	2	36	44	17	75.7	39.0	9,062
LEP/FLEP	25	93	4	20	60	16	69.0	N/A	13	28	94	4	18	57	21	65.2	N/A	13	3,376	93	2	26	51	22	65.9	55.0	1,725
Low-Income	160	98	5	53	36	6	84.5	41.0	133	169	98	5	53	36	6	84.5	41.0	133	21,360	96	9	50	32	8	84.1	46.0	16,809
African American/Black	130	96	5	52	41	2	84.6	36.5	110	154	96	4	49	40	7	82.5	37.0	111	5,814	95	9	51	32	7	84.3	46.0	4,372
Asian	32	100	38	44	16	3	91.4	59.0	29	34	100	35	47	15	3	91.9	59.0	29	3,485	98	37	44	15	4	92.5	57.0	2,922
Hispanic/Latino	58	98	12	47	34	7	85.3	41.5	46	65	97	11	48	35	6	85.0	41.0	47	8,909	95	8	48	35	9	81.6	47.0	6,612
Native American	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	188	96	19	52	22	7	88.8	43.0	150
White	138	99	35	56	9	1	96.6	44.0	109	150	97	33	55	9	3	94.7	44.0	113	50,669	98	30	54	13	2	94.6	50.0	45,523
Other Subgroups																											
Male	182	97	19	48	29	4	87.8	41.0	153	215	96	17	46	29	9	85.0	41.0	158	35,754	97	20	54	21	5	90.3	48.0	30,489
Female	185	99	22	56	21	1	92.3	42.0	149	199	99	21	57	21	1	92.0	41.5	150	34,598	98	32	51	15	3	93.6	51.0	30,137
Title I		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	12,570	96	7	51	35	8	83.1	43.0	9,711
Non-Title I	367	98	21	52	25	2	90.1	41.5	302	413	97	19	51	25	5	88.5	41.0	308	57,799	98	30	53	14	3	93.9	51.0	50,915
Non-Low Income	207	98	33	51	16	0	94.3	42.0	169	245	96	29	49	18	4	91.0	42.0	175	49,009	98	33	53	11	2	95.3	52.0	43,817
LEP	14	89	0	7	64	29	57.1	N/A	5	15	91	0	7	60	33	55.0	N/A	5	2,319	91	1	18	53	27	59.9	53.0	900
FLEP	11	100	9	36	55	0	84.1	N/A	8	13	100	8	31	54	8	76.9	N/A	8	1,057	98	4	42	45	9	78.9	58.0	825
1st Yr LEP*	3	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	641	87	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	68	99	24	44	25	7	87.1	42.0	50
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,162	96	25	53	19	4	91.3	49.0	982
All Students																											
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
2009	338	99	24	50	21	5	89.1	47.0	275	375	97	22	48	22	8	87.4	47.0	286	70,383	98	29	52	15	4	92.2	50.0	60,902



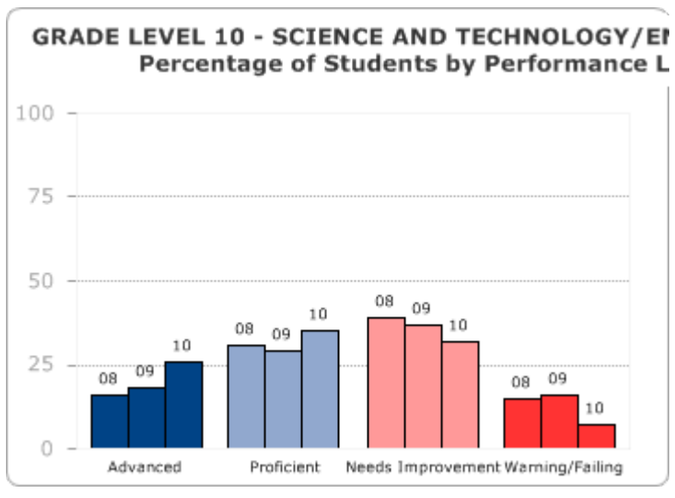
GRADE LEVEL 10 - MATHEMATICS

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	54	95	9	48	30	13	83.3	78.0	45	79	93	8	37	29	27	74.7	66.0	53	11,497	94	12	24	36	27	69.4	47.0	9,054
LEP/FLEP	25	97	20	36	28	16	76.0	N/A	12	27	97	19	33	26	22	71.3	N/A	12	3,421	95	16	20	34	30	64.5	55.0	1,745
Low-Income	160	99	32	39	23	6	88.4	60.0	131	169	99	31	38	25	5	87.9	60.0	131	21,366	96	28	29	29	14	78.9	47.0	16,858
African American/Black	130	96	22	50	22	6	86.7	55.0	111	150	96	20	45	23	11	84.0	54.5	114	5,805	96	25	28	31	16	76.9	48.0	4,384
Asian	32	100	75	19	6	0	97.7	56.0	29	34	100	74	21	6	0	97.8	56.0	29	3,492	99	70	17	9	4	94.0	61.5	2,930
Hispanic/Latino	55	98	35	35	24	7	87.3	54.0	44	61	98	33	31	25	11	82.8	54.0	45	8,935	95	23	26	32	19	74.4	46.0	6,645
Native American	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	184	95	43	22	24	10	84.0	45.5	150
White	136	98	74	19	5	2	97.6	69.0	107	149	97	70	19	6	5	95.5	68.0	111	50,673	98	56	25	14	4	92.4	50.0	45,513
Other Subgroups																											
Male	180	98	49	29	17	5	91.0	67.0	149	211	97	44	27	18	11	86.4	65.0	155	35,778	97	51	24	17	8	88.4	52.0	30,513
Female	182	97	49	35	13	3	93.0	54.5	150	195	97	48	35	14	4	92.4	54.0	152	34,604	98	49	27	18	6	89.1	48.0	30,161
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,574	96	26	28	30	15	77.5	48.5	9,730
Non-Title I	362	98	49	32	15	4	92.0	58.0	299	406	97	46	31	16	8	89.3	57.0	307	57,827	98	55	25	15	5	91.2	51.0	50,944
Non-Low Income	202	97	62	27	8	3	94.8	56.0	168	237	96	57	25	9	9	90.3	55.0	176	49,035	98	60	24	12	4	93.1	52.0	43,816
LEP	15	95	13	27	33	27	66.7	N/A	5	15	95	13	27	33	27	66.7	N/A	5	2,374	94	13	17	35	35	59.6	56.0	927
FLEP	10	100	30	50	20	0	90.0	N/A	7	12	100	25	42	17	17	77.1	N/A	7	1,047	97	23	28	32	17	75.7	55.0	818
1st Yr LEP*	3	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	685	97	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	68	99	40	26	22	12	84.6	46.0	51
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	1,166	97	47	25	20	8	86.5	45.0	989
All Students																											
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
2009	339	99	41	27	26	6	86.4	53.0	277	381	98	38	25	26	11	83.3	53.0	285	70,194	98	47	28	18	8	88.1	50.0	60,782



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

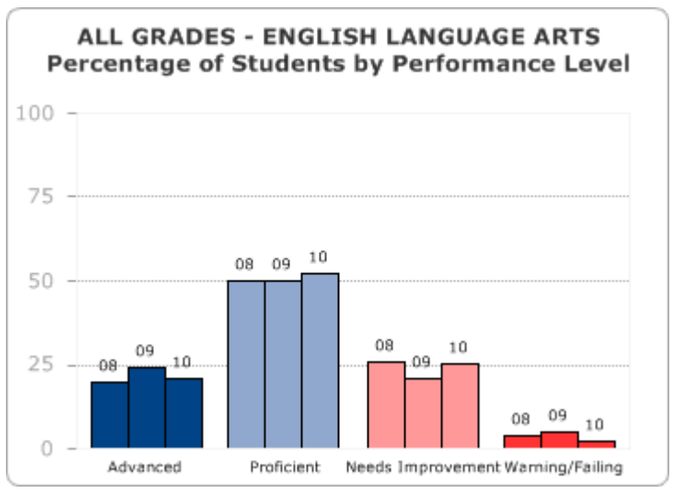
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	50	93	0	18	66	16	65.5	N/A	N/A	71	93	0	17	59	24	62.7	N/A	N/A	11,310	96	2	25	46	27	65.2	N/A	N/A
LEP/FLEP	19	90	5	21	32	42	48.7	N/A	N/A	20	91	5	20	30	45	47.5	N/A	N/A	2,861	95	2	18	46	35	55.8	N/A	N/A
Low-Income	145	97	9	35	45	11	74.8	N/A	N/A	145	97	9	35	45	11	74.8	N/A	N/A	20,647	97	5	35	43	16	71.8	N/A	N/A
African American/Black	119	96	7	34	50	9	72.1	N/A	N/A	128	96	6	31	49	13	70.5	N/A	N/A	5,545	97	4	33	45	18	69.8	N/A	N/A
Asian	30	100	47	37	13	3	91.7	N/A	N/A	31	100	45	39	13	3	91.9	N/A	N/A	3,303	99	32	40	21	7	87.8	N/A	N/A
Hispanic/Latino	50	96	14	30	42	14	74.5	N/A	N/A	54	96	13	28	44	15	72.7	N/A	N/A	8,508	97	4	29	46	21	66.8	N/A	N/A
Native American	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	178	97	12	43	32	13	79.8	N/A	N/A
White	128	100	45	36	17	2	93.8	N/A	N/A	135	99	43	36	19	3	92.0	N/A	N/A	49,502	99	21	52	23	4	89.2	N/A	N/A
Other Subgroups																											
Male	169	97	26	36	34	5	83.6	N/A	N/A	184	97	24	33	34	9	81.0	N/A	N/A	34,742	98	18	47	27	8	84.7	N/A	N/A
Female	166	99	27	34	30	9	81.8	N/A	N/A	172	99	26	34	31	9	81.3	N/A	N/A	33,498	99	17	47	28	7	84.5	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,220	97	3	32	46	18	69.0	N/A	N/A
Non-Title I	335	98	26	35	32	7	82.7	N/A	N/A	356	98	25	34	33	9	81.1	N/A	N/A	56,020	99	21	50	24	5	88.1	N/A	N/A
Non-Low Income	190	99	39	35	22	4	88.7	N/A	N/A	211	99	36	33	24	8	85.4	N/A	N/A	47,593	99	23	52	21	4	90.2	N/A	N/A
LEP	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,849	94	1	11	47	41	49.7	N/A	N/A
FLEP	10	100	10	30	40	20	60.0	N/A	N/A	11	100	9	27	36	27	56.8	N/A	N/A	1,012	98	4	30	43	22	67.0	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	66	97	23	30	36	11	80.3	N/A	N/A
Multi-race - Non-Hispanic/Latino	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,138	98	19	44	29	8	83.0	N/A	N/A
All Students																											
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
2009	303	99	18	29	37	16	73.6	N/A	N/A	326	98	17	28	37	18	72.9	N/A	N/A	68,034	98	16	45	29	9	83.1	N/A	N/A



*** Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2012 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 2008 are included in state-level results; only students enrolled in the same district since October 2008 are included in district-level results; only students enrolled in the same school since October 2008 are included in school-level results.

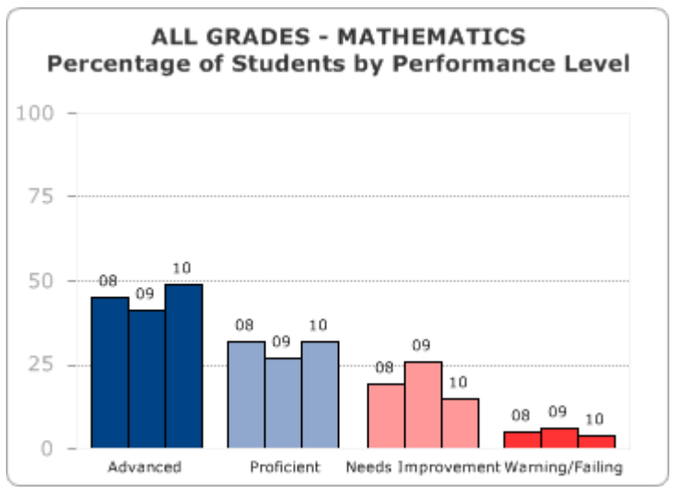
ALL GRADES - ENGLISH LANGUAGE ARTS

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	55	96	0	33	58	9	75.0	38.0	45	760	99	2	25	43	30	66.4	48.0	520	89,969	98	2	26	42	30	67.3	41.0	65,554
LEP/FLEP	25	93	4	20	60	16	69.0	N/A	13	205	99	2	24	46	27	62.8	59.0	111	39,253	98	3	29	43	26	66.1	51.0	25,279
Low-Income	160	98	5	53	36	6	84.5	41.0	133	1,325	99	6	42	38	14	78.0	51.0	963	169,152	99	5	42	37	16	76.5	46.0	127,715
African American/Black	130	96	5	52	41	2	84.6	36.5	110	1,003	99	6	40	38	16	76.5	49.0	740	39,877	99	5	42	37	16	76.6	46.0	29,830
Asian	32	100	38	44	16	3	91.4	59.0	29	306	99	25	48	22	6	89.6	60.0	221	25,580	99	26	49	19	6	89.8	59.0	19,755
Hispanic/Latino	58	98	12	47	34	7	85.3	41.5	46	413	99	8	45	36	11	81.2	53.5	292	70,278	99	5	38	38	19	73.6	47.0	51,676
Native American	4	-	-	-	-	-	-	-	-	19	100	11	58	32	0	88.2	N/A	14	1,265	99	10	49	30	11	82.5	45.0	993
White	138	99	35	56	9	1	96.6	44.0	109	1,002	99	26	54	14	5	92.0	55.0	748	350,089	99	19	57	20	5	90.5	50.0	285,376
Other Subgroups																											
Male	182	97	19	48	29	4	87.8	41.0	153	1,456	99	12	45	29	14	80.9	49.0	1,052	255,816	99	12	52	27	10	84.6	47.0	201,587
Female	185	99	22	56	21	1	92.3	42.0	149	1,366	99	20	49	25	6	88.2	56.0	1,010	242,687	99	20	53	21	6	89.3	53.0	194,491
Title I		-	-	-	-	-	-	-	-	1,548	100	14	46	29	11	83.3	56.0	1,145	144,544	99	5	42	38	15	76.4	46.0	107,227
Non-Title I	367	98	21	52	25	2	90.1	41.5	302	1,274	98	18	47	25	9	85.8	48.0	917	354,124	99	20	57	18	5	91.1	51.0	288,851
Non-Low Income	207	98	33	51	16	0	94.3	42.0	169	1,497	99	24	51	18	7	90.1	54.0	1,099	329,516	99	21	58	17	4	92.2	52.0	268,363
LEP	14	89	0	7	64	29	57.1	N/A	5	71	97	0	11	39	49	48.2	57.0	27	27,116	98	1	21	46	32	59.8	50.0	16,011
FLEP	11	100	9	36	55	0	84.1	N/A	8	134	100	4	31	49	16	70.5	59.0	84	12,137	99	7	46	36	11	80.1	55.0	9,268
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	559	99	14	50	25	11	85.5	50.0	391
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	75	100	21	44	24	11	85.0	50.5	44	10,686	99	16	51	25	8	86.3	49.0	7,993
All Students																											
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
2009	338	99	24	50	21	5	89.1	47.0	275	2,775	99	15	46	28	11	83.4	51.0	2,040	499,025	99	16	51	25	8	86.5	50.0	396,371



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	54	95	9	48	30	13	83.3	78.0	45	758	98	4	16	34	46	56.7	48.0	523	89,944	98	5	16	34	45	57.5	43.0	65,471
LEP/FLEP	25	97	20	36	28	16	76.0	N/A	12	204	100	6	23	37	33	60.5	60.0	109	39,255	99	9	22	34	34	61.5	54.0	25,514
Low-Income	160	99	32	39	23	6	88.4	60.0	131	1,323	100	13	27	35	25	69.1	50.0	957	168,960	99	11	26	36	27	67.1	47.0	128,065
African American/Black	130	96	22	50	22	6	86.7	55.0	111	997	99	10	27	34	29	66.9	49.0	742	39,864	99	10	25	36	29	65.1	48.0	29,896
Asian	32	100	75	19	6	0	97.7	56.0	29	307	100	42	31	21	6	88.4	63.0	221	25,597	100	45	30	17	7	89.0	62.0	19,819
Hispanic/Latino	55	98	35	35	24	7	87.3	54.0	44	407	99	17	24	34	25	69.8	52.5	292	70,161	99	10	24	36	31	63.9	47.0	51,940
Native American	4	-	-	-	-	-	-	-	-	19	100	32	26	37	5	81.6	N/A	14	1,259	99	17	29	34	21	72.3	46.0	1,000
White	136	98	74	19	5	2	97.6	69.0	107	1,006	100	40	32	18	10	87.3	54.0	746	350,165	99	29	35	25	10	84.1	50.0	285,544
Other Subgroups																											
Male	180	98	49	29	17	5	91.0	67.0	149	1,450	99	25	27	28	21	75.6	52.0	1,046	255,808	99	26	32	27	16	79.5	50.0	201,997
Female	182	97	49	35	13	3	93.0	54.5	150	1,366	99	26	32	26	16	79.3	54.0	1,015	242,686	99	25	33	28	14	80.2	50.0	194,665
Title I		-	-	-	-	-	-	-	-	1,546	100	19	28	31	22	73.3	51.0	1,148	144,388	99	11	27	36	26	67.8	48.0	107,509
Non-Title I	362	98	49	32	15	4	92.0	58.0	299	1,270	99	33	31	22	14	82.4	56.0	913	354,244	99	31	35	23	10	84.8	51.0	289,153
Non-Low Income	202	97	62	27	8	3	94.8	56.0	168	1,493	99	37	31	19	12	84.8	56.0	1,104	329,672	100	33	36	23	8	86.4	52.0	268,597
LEP	15	95	13	27	33	27	66.7	N/A	5	71	99	6	13	37	45	51.4	63.0	27	27,121	99	6	18	35	40	56.2	53.0	16,199
FLEP	10	100	30	50	20	0	90.0	N/A	7	133	100	7	29	38	27	65.4	59.5	82	12,134	99	17	30	32	21	73.3	55.0	9,315
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	559	99	22	31	29	19	77.3	51.0	394
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	76	100	24	33	25	18	78.9	56.0	43	10,707	99	24	31	29	15	78.6	48.0	8,008
All Students																											
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
2009	339	99	41	27	26	6	86.4	53.0	277	2,776	99	22	27	30	21	74.2	48.0	2,043	499,717	99	23	32	28	16	78.5	50.0	397,572



Cambridge Rindge and Latin:
2010 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	Very High	On Target
MATHEMATICS	No Status	Very High	Above Target

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 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 (90.2)**	**Actual**	**Met Target**	**Change from 2009**	**Met Target**	**Actual**	**AYP 2010**
Aggregate	Yes	98	No	90.1	Yes	1.0	Yes	89.3	Yes
Lim. English Prof.	-	-	-	69.0	-	-	-	-	-
Special Education	Yes	97	No	75.0	Yes	8.8	Yes	80.0	Yes
Low Income	Yes	98	No	84.5	Yes	1.7	Yes	86.8	Yes
Afr. Amer./Black	Yes	97	No	84.6	Yes	1.8	Yes	82.8	Yes
Asian or Pacif. Isl.	-	-	-	91.4	-	-	-	-	-
Hispanic	Yes	98	No	85.3	No	-6.2	Yes	95.8	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	98	Yes	96.6	Yes	0.7	Yes	91.9	Yes
MATHEMATICS	**Met Target**	**Actual**	**Met Target (84.3)**	**Actual**	**Met Target**	**Change from 2009**	**Met Target**	**Actual**	**AYP 2010**
Aggregate	Yes	97	Yes	92.0	Yes	5.7	Yes	89.3	Yes
Lim. English Prof.	-	-	-	76.0	-	-	-	-	-
Special Education	Yes	95	No	83.3	Yes	16.0	Yes	80.0	Yes
Low Income	Yes	99	Yes	88.4	Yes	7.3	Yes	86.8	Yes
Afr. Amer./Black	Yes	97	Yes	86.7	Yes	7.2	Yes	82.8	Yes
Asian or Pacif. Isl.	-	-	-	97.7	-	-	-	-	-
Hispanic	Yes	98	Yes	87.3	Yes	4.5	Yes	95.8	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	97	Yes	97.6	Yes	4.4	Yes	91.9	Yes

Adequate Yearly Progress History		2003	2004	2005	2006	2007	2008	2009	2010	NCLB Accountability Status
ELA	**Aggregate**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	No	Yes	No	Yes	No	No	
MATH	**Aggregate**	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	No	Yes	

Cambridge Rindge and Latin:
AYP Data Detail

ENGLISH LANGUAGE ARTS																	
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	404	395	98	Yes	367	90.1	No	89.1	2.2	89.1-93.8	Yes	89.3	-2.8	94.1	Yes	Yes
Lim. English Prof.	35	33	-	-	25	69.0	-	-	-	-	-	-	-	-	-	-
Special Education	59	57	97	Yes	55	75.0	No	66.2	6.8	68.5-77.5	Yes	80.0	-1.7	86.6	Yes	Yes
Low Income	177	174	98	Yes	160	84.5	No	82.8	3.4	83.7-88.7	Yes	86.8	-3.5	92.0	Yes	Yes
Afr. Amer./Black	149	144	97	Yes	130	84.6	No	82.8	3.4	83.7-88.7	Yes	82.8	-7.1	93.3	Yes	Yes
Asian or Pacif. Isl.	34	34	-	-	32	91.4	-	-	-	-	-	-	-	-	-	-
Hispanic	62	61	98	Yes	58	85.3	No	91.5	1.7	91.5-97.7	No	95.8	5.6	92.2	Yes	No
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	148	145	98	Yes	138	96.6	Yes	95.9	0.8	95.9-99.2	Yes	91.9	-2.5	95.1	Yes	Yes

MATHEMATICS																	
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI (Baseline)	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	398	388	97	Yes	362	92.0	Yes	86.3	2.7	86.5-91.5	Yes	89.3	-2.8	94.1	Yes	Yes
Lim. English Prof.	33	32	-	-	25	76.0	-	-	-	-	-	-	-	-	-	-
Special Education	59	56	95	Yes	54	83.3	No	67.3	6.5	69.3-78.3	Yes	80.0	-1.7	86.6	Yes	Yes
Low Income	176	174	99	Yes	160	88.4	Yes	81.1	3.8	82.4-87.4	Yes	86.8	-3.5	92.0	Yes	Yes
Afr. Amer./Black	147	142	97	Yes	130	86.7	Yes	79.5	4.1	81.1-86.1	Yes	82.8	-7.1	93.3	Yes	Yes
Asian or Pacif. Isl.	34	34	-	-	32	97.7	-	-	-	-	-	-	-	-	-	-
Hispanic	58	57	98	Yes	55	87.3	Yes	82.8	3.4	82.8-90.7	Yes	95.8	5.6	92.2	Yes	Yes
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	147	143	97	Yes	136	97.6	Yes	93.2	1.4	93.2-97.1	Yes	91.9	-2.5	95.1	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	No	Yes	No	Yes	No	No	
MATH	Aggregate	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	No	Yes	

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 2010 NCLB Report Card reflects only academic waivers issued during the 2009-2010 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 2009 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 (as of October 1, 2009)

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 2010 Results)

MCAS performance levels include Above Proficient **(P+)** in grade 3; Advanced **(A)** in grades 4-8 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.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.
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 an aggregate measure of student achievement in a school or district. CPI points are awarded to each

student who took the MCAS tests according to the tables below. School and district CPIs represent the average number of CPI points awarded to students tested in the school or district.

Standard MCAS Performance Level	Scaled Score	CPI Points
Advanced / Above Proficient	260-280	100
Proficient	240-258	100
Needs Improvement	230-238	75
Needs Improvement	220-228	50
Warning / Failing	210-218	25
Warning / Failing	200-208	0

Alternate Assessment Performance Level	Corresponding MCAS Performance Level	CPI Points
Advanced / Above Proficient	Advanced / Above Proficient	100
Proficient	Proficient 100	
Needs Improvement	Needs Improvement	100
Progressing	Warning / Failing	75 or 100 *
Emerging	Warning / Failing	75
Awareness	Warning / Failing	50
Incomplete Portfolio	Warning / Failing	25

* See http://www.doe.mass.edu/news/news.aspx?id=5607 for more information.

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 (2010)

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/

Accountability Status Labels
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.