Massachusetts School and District Profiles
Cambridge Rindge and Latin

2012 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 Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2011-12 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.)
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.

	School	District	State
Total Count	1,616	6,052	953,369
Race/Ethnicity (%)			
African American or Black	37.1	31.4	8.3
Asian	10.8	11.1	5.7
Hispanic or Latino	13.8	13.5	16.1
Multi-race, Non-Hispanic	1.7	4.6	2.5
Native American	0.7	0.6	0.2
Native Hawaiian or Pacific Islander	0.0	0.3	0.1
White	35.8	38.5	67.0
Gender (%)			
Male	50.9	50.9	51.3
Female	49.1	49.1	48.7
Selected Populations (%)			
English Language Learner	4.6	5.0	7.3
Low-Income	49.9	48.4	35.2
Students w/Disabilities	15.5	20.8	17.0
First Language Not English	28.3	26.8	16.7

Enrollment (2011-12)

	School	District	State
Total # of Teachers	166.3	580.7	69,341.9
Percentage of Teachers Licensed in Teaching Assignment	97.4	96.7	97.8
Total Number of Classes in Core Academic Areas	616	2,611	339,887
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	97.7	97.0	97.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	2.3	3.0	2.2
Student/Teacher Ratio	9.7 to 1	10.4 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	2.9	1.0

Educator Data (2011-12)

09, 10, 11, 12
Grades Offered:

2011 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	**237**	**16**	**50**	**83**	**17**	**100**	**220**	**7**	**32**	**66**	**34**	**100**
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

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	**253**	**13**	**58**	**93**	**7**	**100**	**240**	**6**	**40**	**82**	**18**	**100**
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

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	**275**	**6**	**46**	**84**	**16**	**100**	**264**	**3**	**32**	**75**	**25**	**100**
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22
White	282	8	53	91	9	73	272	4	41	84	16	54
Low-Income	257	1	25	70	30	32	251	1	18	63	37	48

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**	**15**	**51**	**86**	**14**	**100**	**283**	**8**	**34**	**72**	**28**	**100**
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

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	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

2012 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. Please see the principal's administration manual (PAM) for details.

*** NOTE:** Performance level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated 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 27, 2012

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% 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			
Subgroups																											
Students w/disabilities	49	94	4	63	31	2	90.8	52.0	44	72	92	7	51	28	14	86.5	51.5	52	11,604	95	8	52	28	12	85.8	45.0	9,139
ELL and Former ELL	28	90	0	46	46	7	75.9	N/A	10	32	91	0	44	50	6	76.6	N/A	10	3,909	95	4	43	40	13	77.0	59.0	2,001
Low income	163	94	12	69	17	1	93.7	44.0	133	173	94	12	67	18	2	92.8	44.0	135	22,743	97	17	60	19	5	91.3	45.0	18,051
High needs	176	94	13	68	18	2	93.0	44.0	145	203	94	12	62	20	6	91.0	44.0	153	29,799	96	16	60	19	6	91.0	46.0	23,738
Afr. Amer./Black	118	94	15	65	19	1	93.4	46.5	96	131	95	14	62	21	4	91.6	46.0	99	5,944	96	16	60	19	5	91.4	48.0	4,484
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	163	97	26	53	17	4	93.3	44.0	131
Asian	44	98	48	45	7	0	97.2	57.0	34	47	96	45	49	6	0	97.3	57.0	34	3,739	98	50	40	8	2	96.3	57.0	3,139
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	8,992	96	14	57	22	6	88.8	45.0	6,774
Multi-race, Non-Hisp./Lat.	62	95	18	73	8	2	96.0	33.0	57	67	93	16	72	10	1	95.1	33.5	58	1,392	97	38	51	9	2	96.1	48.0	1,219
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	89	99	30	49	16	4	92.4	49.0	72
White	126	95	55	41	3	1	99.0	53.0	99	137	94	53	39	4	4	97.6	53.0	103	48,732	98	43	50	5	2	97.7	51.0	44,051
Male	188	95	28	60	11	1	96.1	51.0	151	203	94	28	58	12	2	95.1	51.0	156	35,032	98	32	54	11	3	95.0	52.0	30,051
Female	164	96	41	49	8	1	96.6	45.5	136	181	96	38	49	9	4	95.2	45.0	139	34,022	98	43	48	7	2	96.7	49.0	29,833
ELL	19	95	0	42	47	11	71.1	N/A	2	23	96	0	39	52	9	72.8	N/A	2	2,868	94	1	34	49	16	71.3	54.0	1,124
All Students																											
2012	352	95	34	55	10	1	96.4	48.0	287	384	95	33	53	11	3	95.1	48.0	295	69,059	98	37	51	9	3	95.8	50.0	59,870
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

GRADE LEVEL 10 - MATHEMATICS

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% 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			
Subgroups																											
Students w/disabilities	48	92	23	48	23	6	90.6	90.0	43	70	90	20	37	23	20	82.5	84.0	50	11,646	95	13	28	32	27	71.4	47.0	9,093
ELL and Former ELL	27	90	33	26	30	11	79.6	N/A	11	31	91	32	26	26	16	77.4	N/A	11	3,969	96	19	23	30	29	67.5	59.0	2,023
Low income	161	93	42	38	16	4	91.9	75.0	132	171	93	40	37	17	6	90.1	75.0	134	22,698	97	30	32	25	14	81.3	47.0	18,006
High needs	173	94	40	38	17	4	91.8	75.0	144	199	93	37	35	18	10	88.2	75.0	151	29,790	97	27	32	26	15	80.4	48.0	23,668
Afr. Amer./Black	118	94	36	37	21	5	89.6	75.0	97	131	94	33	37	21	9	87.0	74.5	100	5,941	97	28	31	26	14	80.5	52.0	4,494
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	162	98	37	28	21	14	82.6	44.0	131
Asian	45	100	76	20	4	0	98.3	69.0	36	48	98	77	19	4	0	98.4	69.0	36	3,763	99	74	16	7	3	95.4	65.0	3,142
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,002	96	25	30	26	18	76.7	47.0	6,783
Multi-race, Non-Hisp./Lat.	61	97	49	39	11	0	96.3	67.0	57	66	94	45	38	14	3	93.2	67.0	58	1,396	97	48	30	16	6	89.9	47.0	1,228
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	89	99	45	16	27	12	81.7	57.0	72
White	123	94	74	22	3	1	99.0	67.5	96	133	92	70	22	4	5	97.2	67.0	99	48,654	98	56	28	12	4	93.2	50.0	43,966
Male	190	95	57	31	11	2	95.1	76.0	153	204	94	54	30	11	5	93.6	75.0	157	35,031	98	49	28	15	8	89.0	48.0	30,063
Female	159	95	58	29	11	2	95.4	64.0	135	176	95	54	28	12	6	92.6	64.0	138	33,979	98	52	29	14	6	91.0	52.0	29,764
ELL	18	95	44	11	33	11	77.8	N/A	3	22	96	41	14	27	18	75.0	N/A	3	2,917	96	13	19	33	35	61.6	56.0	1,141
All Students																											
2012	349	95	57	30	11	2	95.3	71.5	288	380	94	54	29	12	5	93.2	71.0	295	69,015	98	50	28	15	7	90.0	50.0	59,816
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

GRADE LEVEL 10 - SCIENCE AND TECH/ENG

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% 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			
Subgroups																											
Students w/disabilities	55	98	0	24	64	13	63.2	N/A	N/A	76	97	1	22	54	22	62.2	N/A	N/A	11,665	98	5	27	47	22	68.8	N/A	N/A
ELL and Former ELL	23	100	4	22	57	17	63.0	N/A	N/A	23	100	4	22	57	17	63.0	N/A	N/A	3,304	98	4	22	48	26	61.8	N/A	N/A
Low income	164	99	12	37	43	9	77.4	N/A	N/A	171	99	11	36	43	9	76.5	N/A	N/A	22,172	99	9	39	41	11	76.2	N/A	N/A
High needs	177	99	11	36	44	9	75.8	N/A	N/A	198	99	10	34	42	13	74.1	N/A	N/A	29,089	98	8	38	42	12	76.0	N/A	N/A
Afr. Amer./Black	120	100	8	34	48	10	73.1	N/A	N/A	131	100	8	32	47	13	71.2	N/A	N/A	5,668	99	7	38	43	13	74.7	N/A	N/A
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	160	97	14	44	34	8	81.7	N/A	N/A
Asian	40	100	45	45	10	0	96.3	N/A	N/A	40	98	45	45	10	0	96.3	N/A	N/A	3,570	99	43	37	16	4	91.5	N/A	N/A
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	8,664	98	6	32	46	16	70.8	N/A	N/A
Multi-race, Non-Hisp./Lat.	64	98	19	41	36	5	83.6	N/A	N/A	66	99	18	41	35	6	83.0	N/A	N/A	1,380	99	24	45	26	5	87.0	N/A	N/A
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	88	99	16	40	33	11	81.3	N/A	N/A
White	120	99	49	37	13	2	94.6	N/A	N/A	128	99	47	36	13	5	93.2	N/A	N/A	48,026	99	29	48	20	3	91.1	N/A	N/A
Male	190	99	27	40	28	5	85.5	N/A	N/A	203	99	25	39	28	8	83.9	N/A	N/A	34,473	99	25	44	25	6	86.9	N/A	N/A
Female	156	100	31	35	29	4	85.1	N/A	N/A	164	99	30	34	29	7	83.8	N/A	N/A	33,083	99	24	45	26	5	87.1	N/A	N/A
ELL	13	100	8	31	46	15	71.2	N/A	N/A	13	100	8	31	46	15	71.2	N/A	N/A	2,279	97	2	15	50	34	55.2	N/A	N/A
All Students																											
2012	346	99	29	38	29	5	85.3	N/A	N/A	367	99	28	37	29	7	83.9	N/A	N/A	67,556	99	24	45	25	6	87.0	N/A	N/A
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

*** Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2014 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 2010 are included in state-level results; only students enrolled in the same district since October 2010 are included in district-level results; only students enrolled in the same school since October 2010 are included in school-level results.

ALL GRADES - ENGLISH LANGUAGE ARTS

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
Subgroups																											
Students w/disabilities	49	94	4	63	31	2	90.8	52.0	44	738	97	3	27	41	29	68.1	49.0	520	91,757	98	3	28	38	32	67.3	43.0	66,785
ELL and Former ELL	28	90	0	46	46	7	75.9	N/A	10	181	97	2	24	48	27	62.8	52.0	78	45,367	99	4	30	40	26	66.2	51.0	29,933
Low income	163	94	12	69	17	1	93.7	44.0	133	1,341	98	8	42	35	15	78.2	48.0	993	180,261	99	7	43	34	16	76.7	45.0	137,185
High needs	176	94	13	68	18	2	93.0	44.0	145	1,649	98	8	42	35	16	77.7	49.0	1,187	235,216	99	6	42	34	17	76.5	46.0	177,719
Afr. Amer./Black	118	94	15	65	19	1	93.4	46.5	96	919	99	7	42	35	16	76.9	50.0	681	41,346	99	7	43	34	17	76.5	47.0	31,098
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	23	100	22	52	13	13	84.8	N/A	16	1,184	99	10	49	29	12	82.0	47.0	897
Asian	44	98	48	45	7	0	97.2	57.0	34	302	98	31	46	18	4	92.0	59.0	217	27,788	99	30	47	17	6	90.2	59.0	21,439
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	74,705	99	6	39	35	20	73.5	46.0	55,322
Multi-race, Non-Hisp./Lat.	62	95	18	73	8	2	96.0	33.0	57	508	98	10	49	30	11	82.9	49.5	378	12,765	99	19	49	23	9	86.3	50.0	9,784
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	539	99	17	48	23	12	84.9	52.0	406
White	126	95	55	41	3	1	99.0	53.0	99	1,038	98	32	48	14	5	92.3	54.0	777	339,049	99	22	54	18	5	90.6	51.0	276,785
Male	188	95	28	60	11	1	96.1	51.0	151	1,485	98	15	45	28	12	83.1	51.0	1,077	254,654	99	14	50	25	11	84.4	48.0	200,808
Female	164	96	41	49	8	1	96.6	45.5	136	1,312	99	25	48	20	7	88.1	54.0	997	242,830	99	24	51	19	6	89.2	52.0	194,978
ELL	19	95	0	42	47	11	71.1	N/A	2	71	97	0	18	38	44	51.8	N/A	16	31,048	98	1	21	44	34	58.6	49.0	18,640
All Students																											
2012	352	95	34	55	10	1	96.4	48.0	287	2,797	98	20	46	24	10	85.4	52.0	2,074	497,549	99	19	50	22	9	86.7	50.0	395,772
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

ALL GRADES - MATHEMATICS

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
Subgroups																												
Students w/disabilities	48	92	23	48	23	6	90.6	90.0	43	732	97	6	18	34	42	59.1	48.0	521	91,876	98	5	16	32	46	56.9	43.0	66,876
ELL and Former ELL	27	90	33	26	30	11	79.6	N/A	11	180	98	13	19	36	33	62.2	53.0	81	45,695	99	10	22	33	34	61.6	52.0	30,189
Low income	161	93	42	38	16	4	91.9	75.0	132	1,337	98	16	26	36	23	70.5	54.0	996	180,433	99	12	26	35	27	67.3	45.0	137,529
High needs	173	94	40	38	17	4	91.8	75.0	144	1,643	98	15	25	35	25	69.5	52.0	1,193	235,552	99	12	25	35	28	67.0	46.0	178,144
Afr. Amer./Black	118	94	36	37	21	5	89.6	75.0	97	917	99	13	25	36	26	68.2	55.0	687	41,370	99	11	24	35	30	65.1	48.0	31,158
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	22	96	18	32	36	14	76.1	N/A	17	1,185	99	17	29	33	20	72.4	46.0	903
Asian	45	100	76	20	4	0	98.3	69.0	36	302	98	47	30	17	5	90.7	61.0	222	27,859	100	49	28	16	7	89.9	62.0	21,529
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	74,973	99	10	24	35	31	64.1	46.0	55,567
Multi-race, Non-Hisp./Lat.	61	97	49	39	11	0	96.3	67.0	57	510	99	21	29	31	19	76.0	52.0	380	12,783	99	26	30	28	16	78.5	49.0	9,820
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	542	100	27	28	28	17	78.1	49.5	410
White	123	94	74	22	3	1	99.0	67.5	96	1,036	98	46	29	17	9	88.2	61.0	774	339,114	99	31	35	24	10	84.5	50.0	276,931
Male	190	95	57	31	11	2	95.1	76.0	153	1,487	98	28	28	27	17	78.7	57.0	1,085	255,002	99	26	31	26	16	79.2	49.0	201,317
Female	159	95	58	29	11	2	95.4	64.0	135	1,307	98	33	28	25	14	80.6	59.0	1,000	242,929	99	27	33	27	13	80.6	51.0	195,051
ELL	18	95	44	11	33	11	77.8	N/A	3	72	99	17	11	26	46	55.6	N/A	17	31,352	99	6	18	34	42	55.3	51.0	18,860
All Students																												
2012	349	95	57	30	11	2	95.3	71.5	288	2,794	98	30	28	26	16	79.6	58.0	2,085	497,984	99	27	32	26	15	79.9	50.0	396,357
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

ALL GRADES - SCIENCE AND TECH/ENG

	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
Student Group	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
Subgroups																												
Students w/disabilities	55	98	0	24	64	13	63.2	N/A	N/A	299	97	3	14	38	44	54.2	N/A	N/A	38,590	98	3	17	41	39	58.7	N/A	N/A
ELL and Former ELL	23	100	4	22	57	17	63.0	N/A	N/A	60	99	2	10	33	55	42.9	N/A	N/A	15,271	99	3	14	40	44	51.4	N/A	N/A
Low income	164	99	12	37	43	9	77.4	N/A	N/A	540	99	6	24	40	30	62.5	N/A	N/A	74,300	99	5	25	43	26	64.5	N/A	N/A
High needs	177	99	11	36	44	9	75.8	N/A	N/A	661	98	6	23	40	31	62.1	N/A	N/A	96,996	99	6	25	43	27	65.0	N/A	N/A
Afr. Amer./Black	120	100	8	34	48	10	73.1	N/A	N/A	394	100	4	21	44	32	59.5	N/A	N/A	17,686	99	4	23	43	30	61.7	N/A	N/A
Amer. Ind. or Alaska Nat.	2	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	491	98	10	30	42	18	71.2	N/A	N/A
Asian	40	100	45	45	10	0	96.3	N/A	N/A	115	99	27	39	29	5	85.4	N/A	N/A	11,402	99	29	37	25	10	84.4	N/A	N/A
Hispanic/Latino		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	30,002	99	4	21	43	32	59.7	N/A	N/A
Multi-race, Non-Hisp./Lat.	64	98	19	41	36	5	83.6	N/A	N/A	215	99	13	26	38	23	69.7	N/A	N/A	5,040	99	18	35	33	14	77.7	N/A	N/A
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	236	100	16	35	33	16	78.3	N/A	N/A
White	120	99	49	37	13	2	94.6	N/A	N/A	399	99	33	41	16	11	87.1	N/A	N/A	146,552	99	20	43	30	8	84.2	N/A	N/A
Male	190	99	27	40	28	5	85.5	N/A	N/A	598	98	16	34	30	20	74.9	N/A	N/A	108,248	99	17	37	31	14	78.9	N/A	N/A
Female	156	100	31	35	29	4	85.1	N/A	N/A	532	100	20	27	33	20	72.8	N/A	N/A	103,203	99	16	37	33	13	78.4	N/A	N/A
ELL	13	100	8	31	46	15	71.2	N/A	N/A	32	100	3	13	25	59	40.6	N/A	N/A	10,380	99	1	9	37	54	44.7	N/A	N/A
All Students																												
2012	346	99	29	38	29	5	85.3	N/A	N/A	1,130	99	18	31	31	20	73.9	N/A	N/A	211,464	99	17	37	32	13	78.6	N/A	N/A
2011		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-

2012 Accountability Data - Cambridge Rindge and Latin

Accountability Information	
Accountability and Assistance Level	
Level 2	**Low MCAS participation (Less than 95%)** **Focus on Afr. Amer./Black -White -Students w/disabilities -Low income -Multi-race, Non-Hisp./Lat. -High needs -**
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
All students:	42 Lowest performing — Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)					
Student Group (Click group to view subgroup data)	**On Target = 75 or higher -**	Less progress	More progress		
All students				88	Met Target
High needs				86	Met Target
Low income				82	Met Target
ELL and Former ELL					-
Students w/disabilities				83	Met Target
Amer. Ind. or Alaska Nat.					-
Asian				96	Met Target
Afr. Amer./Black				84	Met Target
Hispanic/Latino					-
Multi-race, Non-Hisp./Lat.					-
Nat. Haw. or Pacif. Isl.					-
White				91	Met Target

Cambridge Rindge and Latin:
Accountability Data Detail

2012 English Language Arts Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		96.7	93.4	3.0	94.0	96.4	35	352	100	Above Target
High needs		94.3	88.5	4.5	89.5	93.0	44	176	100	Above Target
Low income		94.8	89.6	4.1	90.5	93.7	54	163	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	28	-	-
Students w/disabilities		90.0	79.9	10.9	81.6	90.8	56	49	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	2	-	-
Asian		98.6	97.1	0.1	97.3	97.2	43	44	75	On Target
Afr. Amer./Black		93.7	87.3	6.1	88.4	93.4	71	118	100	Above Target
Hispanic/Latino		-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	62	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		99.4	98.8	0.2	98.9	99.0	69	126	100	Above Target

2012 Mathematics Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		95.2	90.3	5.0	91.1	95.3	67	349	100	Above Target
High needs		92.1	84.1	7.7	85.4	91.8	83	173	100	Above Target
Low income		93.1	86.2	5.7	87.4	91.9	86	161	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	27	-	-
Students w/disabilities		84.5	69.0	21.6	71.6	90.6	89	48	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	2	-	-
Asian		97.5	94.9	3.4	95.3	98.3	55	45	100	Above Target
Afr. Amer./Black		91.9	83.8	5.8	85.2	89.6	85	118	100	Above Target
Hispanic/Latino		-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	61	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		98.2	96.3	2.7	96.6	99.0	**96**	123	100	Above Target

2012 Science Proficiency Gap Narrowing									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		91.4	82.8	2.5	84.2	85.3	30	345	75	On Target
High needs		87.0	74.0	1.7	76.2	75.7	30	176	75	On Target
Low income		88.2	76.4	0.9	78.4	77.3	42	163	75	On Target
ELL and Former ELL		-	-	-	-	-	-	23	-	-
Students w/disabilities		78.8	57.6	4.9	61.1	62.5	28	54	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	2	-	-
Asian		96.5	93.0	3.3	93.6	96.3	52	40	100	Above Target
Afr. Amer./Black		85.1	70.2	2.9	72.7	73.1	52	120	75	On Target
Hispanic/Latino		-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	64	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		97.6	95.2	-0.7	95.6	94.5	63	119	75	On Target

2012 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	27.9	34.4	352	25	1.9	0.6	352	25
High needs	11.2	12.5	176	25	3.4	1.1	176	25
Low income	12.0	12.3	163	0	3.4	0.6	163	25
ELL and Former ELL	-	-	28	-	-	-	28	-
Students w/disabilities	1.4	4.1	49	25	2.8	0.0	49	25
Amer. Ind. or Alaska Nat.	-	-	2	-	-	-	2	-
Asian	35.3	47.7	44	25	0.0	0.0	44	25
Afr. Amer./Black	11.6	15.3	118	25	4.8	0.8	118	25
Hispanic/Latino	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	62	-	-	-	62	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	48.9	54.8	126	25	0.0	0.0	126	25

2012 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	47.4	57.3	349	25	4.8	1.7	349	25
High needs	29.5	40.5	173	25	8.7	3.5	173	25
Low income	30.7	41.6	161	25	8.0	3.7	161	25
ELL and Former ELL	-	-	27	-	-	-	27	-
Students w/disabilities	7.0	22.9	48	25	15.5	4.2	48	25
Amer. Ind. or Alaska Nat.	-	-	2	-	-	-	2	-
Asian	70.6	75.6	45	0	2.9	0.0	45	25
Afr. Amer./Black	24.3	36.4	118	25	9.5	5.1	118	25
Hispanic/Latino	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	61	-	-	-	61	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	68.8	74.0	123	0	0.7	0.0	123	25

2012 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	20.0	29.0	345	25	6.5	5.5	345	25
High needs	7.3	10.8	176	25	11.5	10.2	176	25
Low income	7.2	11.7	163	25	10.2	9.2	163	0
ELL and Former ELL	-	-	23	-	-	-	23	-
Students w/disabilities	4.5	0.0	54	0	18.2	14.8	54	25
Amer. Ind. or Alaska Nat.	-	-	2	-	-	-	2	-
Asian	28.1	45.0	40	25	3.1	0.0	40	25
Afr. Amer./Black	4.9	8.3	120	25	12.7	10.8	120	25
Hispanic/Latino	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	64	-	-	-	64	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	38.9	49.6	119	25	0.8	1.7	119	0

2012 English Language Arts Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	44.0	4.0	48.0	287	Yes	75	On Target
High needs		51.0	44.0	0.0	44.0	145	Yes	75	On Target
Low income		51.0	45.0	-1.0	44.0	133	Yes	75	On Target
ELL and Former ELL		51.0	-	-	-	10	-	-	-
Students w/disabilities		51.0	42.0	10.0	52.0	44	Yes	75	On Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	1	-	-	-
Asian		51.0	-	-	-	34	-	-	-
Afr. Amer./Black		51.0	42.5	4.0	46.5	96	Yes	75	On Target
Hispanic/Latino		51.0	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	57	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	49.5	3.5	53.0	99	No	75	On Target

2012 Mathematics Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	62.0	9.5	71.5	288	Yes	100	Above Target
High needs		51.0	65.0	10.0	75.0	144	Yes	100	Above Target
Low income		51.0	66.0	9.0	75.0	132	Yes	100	Above Target
ELL and Former ELL		51.0	-	-	-	11	-	-	-
Students w/disabilities		51.0	54.5	35.5	90.0	43	Yes	100	Above Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	2	-	-	-
Asian		51.0	-	-	-	36	-	-	-
Afr. Amer./Black		51.0	66.0	9.0	75.0	97	Yes	100	Above Target
Hispanic/Latino		51.0	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	57	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	55.0	12.5	67.5	96	Yes	100	Above Target

2011 4-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		90.0	88.1	-0.6	75.0	87.5	391	75	On Target
High needs		90.0	85.2	-2.3	75.0	82.9	246	75	On Target
Low income		90.0	83.7	-2.2	75.0	81.5	222	75	On Target
ELL and Former ELL		90.0	-	-	75.0	-	31	-	-
Students w/disabilities		90.0	81.7	-5.2	75.0	76.5	81	75	On Target
Amer. Ind. or Alaska Nat.		90.0	-	-	75.0	-	4	-	-
Asian		90.0	94.6	-4.6	75.0	90.0	30	75	On Target
Afr. Amer./Black		90.0	83.7	2.3	75.0	86.0	157	75	On Target
Hispanic/Latino		90.0	-	-	75.0	-	59	-	-
Multi-race, Non-Hisp./Lat.		90.0	-	-	75.0	-	10	-	-
Nat. Haw. or Pacif. Isl.		90.0	-	-	75.0	-	-	-	-
White		90.0	94.7	-3.1	75.0	91.6	131	75	On Target

2010 5-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2009 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		95.0	91.8	-0.8	80.0	91.0	377	75	On Target
High needs		95.0	89.6	-1.3	80.0	88.3	230	75	On Target
Low income		95.0	90.0	-2.9	80.0	87.1	202	75	On Target
ELL and Former ELL		95.0	-	-	80.0	-	30	-	-
Students w/disabilities		95.0	85.6	-1.7	80.0	83.9	93	75	On Target
Amer. Ind. or Alaska Nat.		95.0	-	-	80.0	-	-	-	-
Asian		95.0	97.6	-3.0	80.0	94.6	37	75	On Target
Afr. Amer./Black		95.0	87.3	1.4	80.0	88.7	141	75	On Target
Hispanic/Latino		95.0	-	-	80.0	-	60	-	-
Multi-race, Non-Hisp./Lat.		95.0	-	-	80.0	-	6	-	-
Nat. Haw. or Pacif. Isl.		95.0	-	-	80.0	-	0	-	-
White		95.0	94.1	1.4	80.0	95.5	133	100	Above Target

2011 Annual Dropout Rate									
	0 2 4 6 8 10 12 14 16 18 20	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Annual Dropout Rate	Percentile in Grade Span	N	PPI Points	Rating
All Students		0.8	1.7	-0.1	1.6	1.8	43	1571	25	No Change
High needs		1.1	2.3	0.2	2.1	2.1	59	766	75	On Target
Low income		1.0	2.0	-0.1	1.8	2.1	65	618	25	No Change
ELL and Former ELL		-	-	-	-	-	-	74	-	-
Students w/disabilities		1.3	2.6	-0.5	2.4	3.1	43	288	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	13	-	-
Asian		0.0	0.0	-1.4	0.0	1.4	28	148	0	Declined
Afr. Amer./Black		0.8	1.7	0.2	1.6	1.5	63	592	75	On Target
Hispanic/Latino		-	-	-	-	-	-	234	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	28	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		0.8	1.6	-0.4	1.5	2.0	27	556	25	No Change

2012 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	385	365	95	Yes	383	362	95	Yes	348	346	99	Yes
High needs	196	184	94	No	194	181	93	No	178	177	99	Yes
Low income	180	168	93	No	179	166	93	No	165	164	99	Yes
ELL and Former ELL	35	-	-	-	34	-	-	-	23	-	-	-
Students w/disabilities	57	53	93	No	57	52	91	No	56	55	98	Yes
Amer. Ind. or Alaska Nat.	2	-	-	-	2	-	-	-	2	-	-	-
Asian	48	47	98	Yes	48	48	100	Yes	40	40	100	Yes
Afr. Amer./Black	129	122	95	Yes	130	122	94	No	120	120	100	Yes
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	70	66	94	No	68	65	96	Yes	65	64	98	Yes
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	136	128	94	No	135	125	93	No	121	120	99	Yes

About the Data

Enrollment and Educator Data

Notes:
The total number 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 ESEA. 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 ESEA-defined core subject areas they are teaching.

The waiver data included in this 2012 report card reflects only academic waivers issued during the 2011-2012 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 (2011-12 School Year)

African American/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.
Former ELL: A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.
Hispanic/Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
English Language Learner (ELL): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.
High needs: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).
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/Latino: A person selecting more than one racial category and non-Hispanic.
American Indian or Alaska Native: 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 Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Students with disabilities: A student who has an Individualized Education Program (IEP) as defined under the Individuals with Disabilities Education Act.
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2012 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: Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring

Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group are proficient.

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 (2012)

Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit http://www.doe.mass.edu/apa/titlei/esea/default.html.

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

For detailed information about the accountability report, please visit http://www.doe.mass.edu/apa/accountability/default.html.

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