2009-2010 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: Charter schools are not required to hire licensed teachers; 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.

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

Grades Offered:	09, 10, 11, 12

2007 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percents 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	**236**	**16**	**49**	**81**	**19**	**100**	**220**	**7**	**32**	**66**	**34**	**100**
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

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**	**11**	**58**	**93**	**7**	**100**	**239**	**5**	**39**	**81**	**19**	**100**
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

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	**273**	**4**	**43**	**84**	**16**	**100**	**261**	**2**	**29**	**73**	**27**	**100**
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

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	**298**	**15**	**51**	**85**	**15**	**100**	**280**	**7**	**31**	**70**	**30**	**100**
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

2007 Massachusetts NAEP Results
Participation Rates for Students with Disabilities and for Limited English Proficient 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 – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

2009 MCAS Results by Subgroup by Grade then Subject

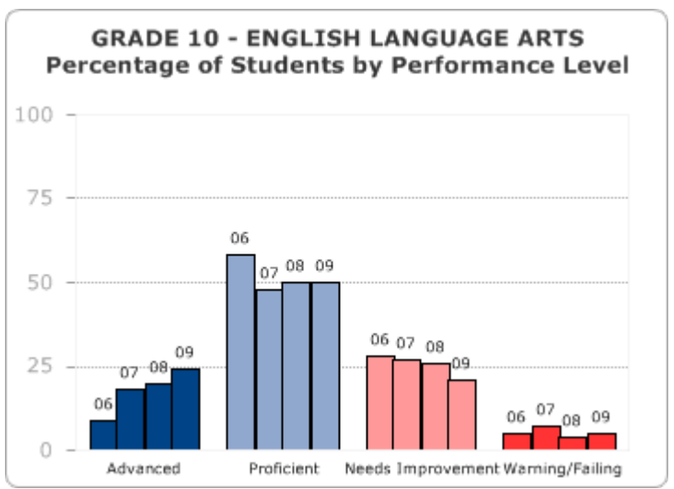
*** NOTE:** First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. 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 October 27, 2009

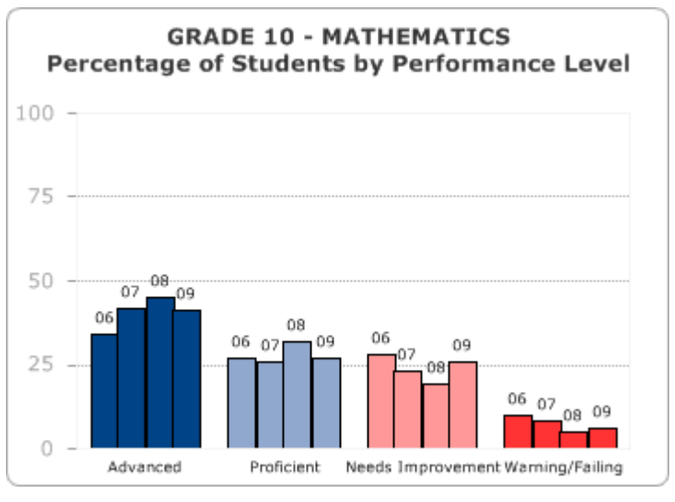
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

	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	54	96	2	22	59	17	66.7	34.0	45	81	93	2	21	49	27	66.4	33.0	56	11,369	95	4	39	38	19	76.0	39.0	9,089
LEP/FLEP	24	100	0	29	38	33	62.5	N/A	9	25	100	0	28	36	36	61.0	N/A	9	3,227	95	3	28	45	25	65.7	53.0	1,691
Low-Income	122	98	8	53	28	11	83.0	39.0	100	127	96	8	52	30	10	82.7	39.0	100	19,316	96	11	51	28	9	84.4	45.0	15,307
African American/Black	135	99	10	49	33	8	83.0	43.5	108	148	98	9	47	33	11	80.4	43.5	110	5,947	96	12	51	28	8	84.8	51.0	4,510
Asian	26	96	23	50	23	4	88.5	59.0	21	26	96	23	50	23	4	88.5	59.0	21	3,282	99	38	44	14	4	92.8	59.0	2,724
Hispanic/Latino	47	98	15	64	21	0	91.5	42.0	43	52	96	13	58	25	4	89.4	40.0	46	8,564	96	9	48	31	12	81.4	45.0	6,445
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	181	93	19	57	20	4	89.6	46.0	163
White	121	98	45	45	8	2	95.9	53.0	95	138	97	41	44	10	5	94.4	53.0	101	51,126	99	33	53	11	3	94.9	50.0	46,055
Other Subgroups																											
Male	172	99	22	51	23	4	88.7	46.0	141	195	97	19	46	27	8	86.2	44.0	149	35,727	98	23	54	18	5	90.5	49.0	30,595
Female	166	98	27	49	19	5	89.6	47.5	134	179	98	25	49	18	8	88.7	48.0	137	34,574	98	35	50	12	3	94.0	50.0	30,291
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,622	96	9	51	31	9	83.2	44.0	7,406
Non-Title I	338	99	24	50	21	5	89.1	47.0	275	374	97	22	48	22	8	87.4	47.0	286	60,679	98	32	52	13	4	93.7	51.0	53,480
Non-Low Income	216	99	33	48	18	1	92.6	54.0	175	247	98	30	45	19	6	89.8	54.0	186	50,985	99	35	52	10	2	95.2	51.0	45,579
LEP	15	100	0	20	40	40	58.3	N/A	2	15	100	0	20	40	40	58.3	N/A	2	2,178	95	1	19	48	32	58.4	50.0	847
FLEP	9	-	-	-	-	-	-	-	-	10	100	0	40	30	30	65.0	N/A	7	1,049	97	7	46	37	9	80.8	56.0	844
1st Yr LEP*	6	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	448	98	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	78	92	22	54	15	9	88.5	48.0	55
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,123	98	30	50	17	4	92.0	49.0	934
All Students																											
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
2008	333	98	20	50	26	4	88.9	N/A	N/A	361	98	19	48	28	5	87.5	N/A	N/A	71,510	98	23	51	21	4	90.3	N/A	N/A



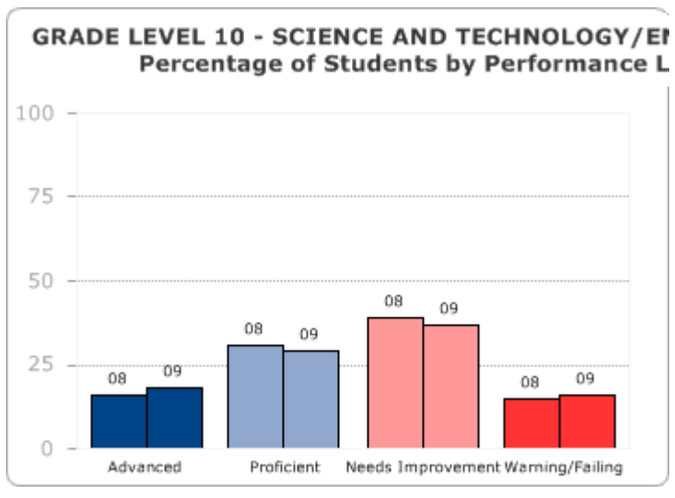
GRADE LEVEL 10 - MATHEMATICS

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	55	98	5	29	42	24	67.7	47.5	46	87	94	6	24	34	36	63.8	46.5	54	11,389	95	11	26	35	28	69.4	47.0	9,047
LEP/FLEP	24	100	17	29	33	21	74.0	N/A	9	24	97	17	29	33	21	74.0	N/A	9	3,261	96	16	22	32	31	65.2	50.0	1,709
Low-Income	123	98	21	34	37	8	81.3	44.0	102	128	97	21	33	37	9	80.3	44.0	102	19,267	96	24	30	30	16	77.7	46.0	15,303
African American/Black	133	98	21	34	34	11	79.7	50.0	109	148	97	20	32	32	17	76.0	49.5	110	5,950	96	21	30	31	17	75.9	48.0	4,523
Asian	27	100	52	30	15	4	92.6	51.0	21	27	100	52	30	15	4	92.6	51.0	21	3,285	99	67	19	10	4	93.9	60.0	2,725
Hispanic/Latino	48	100	29	27	38	6	82.8	45.5	44	55	98	25	27	36	11	80.5	45.0	47	8,519	96	20	28	32	19	73.7	45.0	6,419
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	182	94	37	30	24	9	84.6	52.0	162
White	122	99	66	17	16	2	93.2	58.0	95	140	97	59	16	17	7	89.8	58.0	99	50,995	98	53	28	15	5	91.7	50.0	45,955
Other Subgroups																											
Male	174	100	44	28	24	5	88.1	56.0	143	200	98	39	26	24	12	84.3	56.0	149	35,651	98	47	27	18	9	87.7	51.0	30,563
Female	165	98	38	26	28	7	84.5	50.0	134	180	97	36	25	28	11	82.2	49.0	136	34,478	98	46	28	19	7	88.6	49.0	30,206
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,577	96	24	29	32	15	77.0	49.0	7,415
Non-Title I	339	99	41	27	26	6	86.4	53.0	277	380	97	38	26	26	11	83.3	53.0	285	60,552	98	50	27	16	6	89.9	50.0	53,354
Non-Low Income	216	99	52	23	20	5	89.2	59.0	175	252	98	46	22	20	12	84.8	59.0	183	50,862	98	55	27	14	5	92.1	51.0	45,466
LEP	15	100	13	20	40	27	68.3	N/A	2	15	100	13	20	40	27	68.3	N/A	2	2,210	95	13	19	32	37	60.3	48.0	860
FLEP	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,051	98	23	28	31	18	75.5	52.0	849
1st Yr LEP*	6	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	489	95	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	79	93	32	32	22	15	79.1	46.0	57
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	1,119	98	44	27	20	8	87.1	46.0	928
All Students																											
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
2008	334	98	45	32	19	5	89.8	N/A	N/A	361	97	42	30	20	7	87.8	N/A	N/A	71,166	97	43	29	19	9	86.7	N/A	N/A



GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING

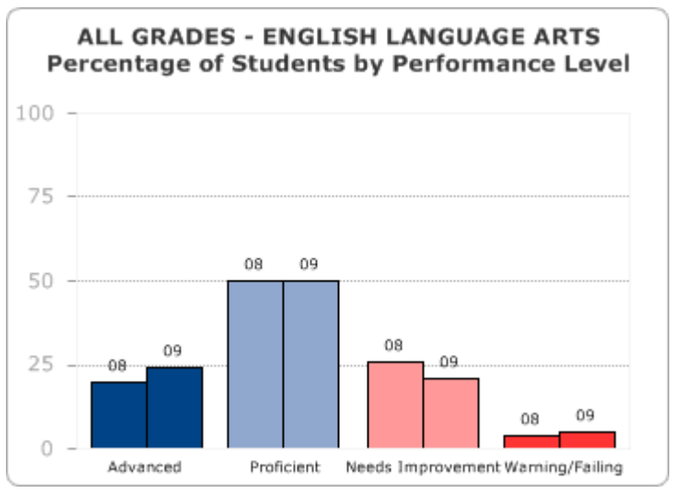
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
AYP Subgroups																											
Stud. w/ Disab	55	98	2	9	45	44	46.8	N/A	N/A	78	94	1	12	41	46	51.6	N/A	N/A	11,159	96	2	23	46	29	63.9	N/A	N/A
LEP/FLEP	18	100	6	11	39	44	48.6	N/A	N/A	18	95	6	11	39	44	48.6	N/A	N/A	2,791	96	2	16	43	39	54.5	N/A	N/A
Low-Income	113	98	4	23	48	25	63.5	N/A	N/A	116	98	4	22	49	24	63.4	N/A	N/A	18,717	97	4	32	44	19	69.1	N/A	N/A
African American/Black	116	100	3	22	48	26	61.0	N/A	N/A	126	98	3	22	47	28	60.1	N/A	N/A	5,670	97	3	30	46	21	67.0	N/A	N/A
Asian	26	100	31	27	38	4	84.6	N/A	N/A	26	100	31	27	38	4	84.6	N/A	N/A	3,073	99	29	41	22	7	87.0	N/A	N/A
Hispanic/Latino	43	96	9	30	44	16	69.8	N/A	N/A	46	96	9	28	43	20	69.0	N/A	N/A	8,168	97	3	25	48	24	63.6	N/A	N/A
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	177	97	8	47	36	8	80.2	N/A	N/A
White	110	100	35	36	21	7	85.9	N/A	N/A	120	98	33	35	22	11	85.2	N/A	N/A	49,809	99	19	51	25	5	87.9	N/A	N/A
Other Subgroups																											
Male	157	99	24	29	32	15	76.1	N/A	N/A	174	98	21	28	33	18	75.0	N/A	N/A	34,645	98	18	45	28	9	83.4	N/A	N/A
Female	146	100	13	29	42	16	70.9	N/A	N/A	152	99	13	28	41	18	70.4	N/A	N/A	33,389	99	15	46	31	8	82.8	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,410	98	3	27	48	21	65.4	N/A	N/A
Non-Title I	303	99	18	29	37	16	73.6	N/A	N/A	326	98	17	28	37	18	72.9	N/A	N/A	58,624	99	19	48	26	7	85.9	N/A	N/A
Non-Low Income	190	100	27	33	31	10	79.6	N/A	N/A	210	98	24	31	30	15	78.1	N/A	N/A	49,317	99	21	50	24	5	88.4	N/A	N/A
LEP	10	100	10	10	40	40	50.0	N/A	N/A	10	100	10	10	40	40	50.0	N/A	N/A	1,745	94	1	11	41	47	49.0	N/A	N/A
FLEP	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	1,046	99	4	26	46	24	63.6	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	73	94	15	30	41	14	76.4	N/A	N/A
Multi-race - Non-Hispanic/Latino	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	1,064	98	19	43	30	8	82.8	N/A	N/A
All Students																											
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
2008	308	98	16	31	39	15	73.3	N/A	N/A	318	98	15	30	39	16	72.2	N/A	N/A	68,358	97	14	43	31	12	79.8	N/A	N/A



*** Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2011 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 2007 are included in state-level results; only students enrolled in the same district since October 2007 are included in district-level results; only students enrolled in the same school since October 2007 are included in school-level results.

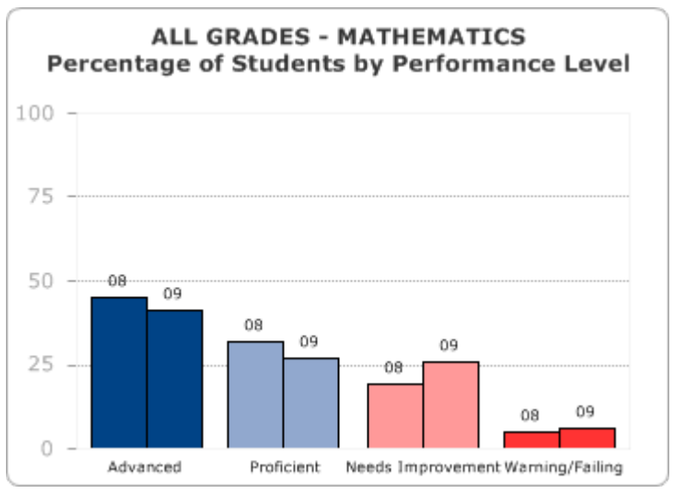
ALL GRADES - ENGLISH LANGUAGE ARTS

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	54	96	2	22	59	17	66.7	34.0	45	764	98	2	25	45	29	65.6	42.0	548	89,677	98	2	26	42	29	67.8	40.0	66,224
LEP/FLEP	24	100	0	29	38	33	62.5	N/A	9	218	98	3	27	43	27	63.5	51.0	104	36,592	98	3	27	43	27	64.8	51.0	23,482
Low-Income	122	98	8	53	28	11	83.0	39.0	100	1,248	99	6	39	39	16	75.0	48.0	897	157,793	99	5	40	39	16	75.5	45.0	118,989
African American/Black	135	99	10	49	33	8	83.0	43.5	108	1,033	99	6	40	38	17	75.5	47.5	748	40,098	99	6	41	38	15	76.3	48.0	30,107
Asian	26	96	23	50	23	4	88.5	59.0	21	287	99	20	53	23	4	90.1	59.0	198	24,556	99	26	48	20	6	89.5	60.0	18,925
Hispanic/Latino	47	98	15	64	21	0	91.5	42.0	43	380	99	7	46	36	11	79.6	52.0	293	68,042	98	5	36	40	19	72.6	46.0	49,717
Native American	1	-	-	-	-	-	-	-	-	15	100	13	53	27	7	85.0	N/A	11	1,346	98	9	48	32	10	81.7	47.0	1,089
White	121	98	45	45	8	2	95.9	53.0	95	994	99	27	52	15	6	91.3	53.0	751	354,294	99	19	55	21	5	90.2	50.0	288,750
Other Subgroups																											
Male	172	99	22	51	23	4	88.7	46.0	141	1,433	99	11	44	31	13	80.5	48.0	1,034	256,002	99	12	50	28	10	84.2	47.0	201,735
Female	166	98	27	49	19	5	89.6	47.5	134	1,339	99	20	49	24	8	86.4	54.0	1,006	242,663	99	21	52	22	6	88.9	53.0	194,583
Title I		-	-	-	-	-	-	-	-	1,531	99	12	45	31	11	81.2	50.0	1,132	133,053	99	5	39	40	16	75.0	46.0	98,091
Non-Title I	338	99	24	50	21	5	89.1	47.0	275	1,241	98	20	48	23	10	86.0	53.0	908	365,612	99	20	55	20	5	90.7	51.0	298,227
Non-Low Income	216	99	33	48	18	1	92.6	54.0	175	1,524	99	23	52	19	6	90.2	54.0	1,143	340,872	99	21	56	19	4	91.6	52.0	277,329
LEP	15	100	0	20	40	40	58.3	N/A	2	104	97	2	14	42	41	51.9	50.0	33	24,008	98	1	18	46	35	57.2	48.0	13,474
FLEP	9	-	-	-	-	-	-	-	-	114	98	4	39	44	14	74.1	52.0	71	12,584	99	7	44	38	11	79.3	54.0	10,008
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	22	100	0	23	41	36	58.0	N/A	12
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	563	97	15	46	26	12	84.1	51.0	389
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	58	100	14	40	31	16	76.7	41.0	37	9,766	99	16	49	27	8	85.8	50.0	7,341
All Students																											
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
2008	333	98	20	50	26	4	88.9	N/A	N/A	2,733	99	13	46	29	11	82.6	49.0	1,751	501,261	99	14	50	27	9	85.2	50.0	329,788



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	55	98	5	29	42	24	67.7	47.5	46	762	97	3	13	32	51	53.2	40.0	545	89,871	98	4	16	33	47	56.9	43.0	66,303
LEP/FLEP	24	100	17	29	33	21	74.0	N/A	9	218	99	11	21	39	30	62.6	62.0	103	36,981	99	8	21	33	38	59.2	49.0	23,757
Low-Income	123	98	21	34	37	8	81.3	44.0	102	1,247	99	9	22	40	30	63.7	45.0	899	158,289	99	9	24	36	31	64.5	44.0	119,659
African American/Black	133	98	21	34	34	11	79.7	50.0	109	1,029	99	8	23	37	32	63.1	45.0	751	40,235	99	8	23	37	32	62.7	46.0	30,260
Asian	27	100	52	30	15	4	92.6	51.0	21	288	100	34	37	24	6	87.8	54.0	198	24,624	100	42	31	19	8	87.6	60.0	18,987
Hispanic/Latino	48	100	29	27	38	6	82.8	45.5	44	388	99	11	23	39	27	66.0	48.0	297	68,363	99	8	22	35	35	61.4	44.0	50,091
Native American	1	-	-	-	-	-	-	-	-	15	100	27	33	20	20	76.7	N/A	11	1,351	98	13	29	34	24	70.1	47.0	1,090
White	122	99	66	17	16	2	93.2	58.0	95	991	99	36	31	22	11	85.2	50.0	747	354,557	99	27	36	26	11	83.0	51.0	289,352
Other Subgroups																											
Male	174	100	44	28	24	5	88.1	56.0	143	1,432	99	22	25	31	23	73.1	48.0	1,036	256,497	99	24	32	28	17	78.1	50.0	202,538
Female	165	98	38	26	28	7	84.5	50.0	134	1,342	99	22	30	30	19	75.3	48.0	1,007	242,977	99	23	33	29	15	78.9	50.0	194,984
Title I		-	-	-	-	-	-	-	-	1,536	100	16	26	34	24	70.6	46.0	1,139	133,536	99	9	25	37	29	65.0	46.0	98,715
Non-Title I	339	99	41	27	26	6	86.4	53.0	277	1,238	98	28	29	26	17	78.7	50.0	904	365,938	99	29	35	25	11	83.5	51.0	298,807
Non-Low Income	216	99	52	23	20	5	89.2	59.0	175	1,527	99	32	32	22	14	82.8	50.0	1,144	341,185	99	30	36	25	9	85.0	52.0	277,863
LEP	15	100	13	20	40	27	68.3	N/A	2	104	100	7	17	37	39	54.8	70.0	33	24,378	99	5	17	32	46	53.1	48.0	13,727
FLEP	9	-	-	-	-	-	-	-	-	114	98	14	24	41	21	69.7	50.5	70	12,603	99	14	29	34	23	70.8	52.0	10,030
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	23	100	0	26	30	43	55.4	N/A	12
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	570	98	21	29	28	22	74.5	50.0	392
Multi-race - Non-Hispanic/Latino	8	-	-	-	-	-	-	-	-	58	98	24	21	31	24	71.6	42.0	37	9,774	99	23	31	29	17	77.5	49.0	7,350
All Students																											
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
2008	334	98	45	32	19	5	89.8	N/A	N/A	2,744	99	25	26	29	21	74.6	50.0	1,757	501,976	99	24	31	28	17	77.7	50.0	330,279



Cambridge Rindge and Latin:
2009 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 1 - Subgroups	High	On Target
MATHEMATICS	No Status	High	Declined

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 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 2008**	**Met Target**	**Actual**	**AYP 2009**
Aggregate	Yes	98	No	89.1	Yes	0.2	Yes	92.1	Yes
Lim. English Prof.	-	-	-	62.5	-	-	-	-	-
Special Education	Yes	97	No	66.7	No	-1.9	Yes	81.7	No
Low Income	Yes	98	No	83.0	Yes/SH	-0.5	Yes	90.3	Yes
Afr. Amer./Black	Yes	99	No	83.0	Yes	0.6	Yes	89.9	Yes
Asian or Pacif. Isl.	-	-	-	88.5	-	-	-	-	-
Hispanic	Yes	98	Yes	91.5	Yes	2.9	Yes	90.2	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	98	Yes	95.9	Yes	1.3	Yes	94.4	Yes
MATHEMATICS	**Met Target**	**Actual**	**Met Target (84.3)**	**Actual**	**Met Target**	**Change from 2008**	**Met Target**	**Actual**	**AYP 2009**
Aggregate	Yes	99	Yes	86.4	No	-3.4	Yes	92.1	Yes
Lim. English Prof.	-	-	-	74.0	-	-	-	-	-
Special Education	Yes	98	No	67.7	No	-5.5	Yes	81.7	No
Low Income	Yes	99	No	81.3	No	-2.7	Yes	90.3	No
Afr. Amer./Black	Yes	98	No	79.7	No	-4.3	Yes	89.9	No
Asian or Pacif. Isl.	-	-	-	92.6	-	-	-	-	-
Hispanic	Yes	100	No	82.8	No	-3.3	Yes	90.2	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	98	Yes	93.2	No	-2.3	Yes	94.4	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	
ELA	**Aggregate**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	-	-	No	No	No	Yes	No	Yes	No	
MATH	**Aggregate**	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	No	No	No	Yes	Yes	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	2009 CPI	Met Target (90.2)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	AYP 2009
Aggregate	364	358	98	Yes	338	89.1	No	88.9	1.9	88.9-93.3	Yes	92.1	3.2	92.7	Yes	Yes
Lim. English Prof.	33	33	-	-	24	62.5	-	-	-	-	-	-	-	-	-	-
Special Education	58	56	97	Yes	54	66.7	No	68.6	5.2	69.3-78.3	No	81.7	-7.6	91.3	Yes	No
Low Income	136	133	98	Yes	122	83.0	No	83.5	2.8	83.8-88.8	Yes/SH	90.3	2.0	93.5	Yes	Yes
Afr. Amer./Black	145	144	99	Yes	135	83.0	No	82.4	2.9	82.8-87.8	Yes	89.9	-1.6	93.8	Yes	Yes
Asian or Pacif. Isl.	28	27	-	-	26	88.5	-	-	-	-	-	-	-	-	-	-
Hispanic	50	49	98	Yes	47	91.5	Yes	88.6	1.9	88.6-95.0	Yes	90.2	6.1	88.4	Yes	Yes
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	130	127	98	Yes	121	95.9	Yes	94.6	0.9	94.6-98.0	Yes	94.4	7.4	91.6	Yes	Yes

MATHEMATICS																
	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				
Student Group	Enrolled	Assessed	%	Met Target (95%)	N	2009 CPI	Met Target (84.3)	2008 CPI (Baseline)	Gain Target	On Target Range	Met Target	2008 (4yr)	Change (4yr)	2007 (5yr)	Met Target	AYP 2009
Aggregate	364	359	99	Yes	339	86.4	Yes	89.8	1.7	89.8-94.0	No	92.1	3.2	92.7	Yes	Yes
Lim. English Prof.	33	33	-	-	24	74.0	-	-	-	-	-	-	-	-	-	-
Special Education	58	57	98	Yes	55	67.7	No	73.2	4.5	73.2-82.2	No	81.7	-7.6	91.3	Yes	No
Low Income	136	134	99	Yes	123	81.3	No	84.0	2.7	84.2-89.2	No	90.3	2.0	93.5	Yes	No
Afr. Amer./Black	145	142	98	Yes	133	79.7	No	84.0	2.7	84.2-89.2	No	89.9	-1.6	93.8	Yes	No
Asian or Pacif. Isl.	28	28	-	-	27	92.6	-	-	-	-	-	-	-	-	-	-
Hispanic	50	50	100	Yes	48	82.8	No	86.1	2.3	86.1-92.9	No	90.2	6.1	88.4	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	130	128	98	Yes	122	93.2	Yes	95.5	0.8	95.5-98.8	No	94.4	7.4	91.6	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	-	-	No	No	No	Yes	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	No	No	No	Yes	Yes	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.

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 2009 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.

SGP: Each student with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. 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 on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

Accountability Data (2009)

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.