



Student Data Report

School Year 2011-2012

Office of Student Achievement, Accountability and Curriculum
Cambridge Public Schools

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EXECUTIVE SUMMARY

The Cambridge Public School District is committed to successfully educating all students at high levels. The Cambridge Schools provide a wide array of educational opportunities for students and take pride in the district's goals of academic excellence and social justice. It is the goal of every school to provide a safe and nurturing environment, with a rich and rigorous curriculum that respects diversity in students' learning styles.

The 2011-2012 Student Data Report highlights both accomplishments and challenges for the school district. The data in the report includes trends in demographics, school climate indicators, high school graduation rates and academic performance. This information will be used to improve the educational experience for every child through improvement planning at both the district and school levels.

Demographics

The Cambridge Public Schools (CPS) serve a diverse population of students in grades pre-kindergarten through grade 12. In 2011-12, the eleven JK-8 schools, one JK-6 school, one high school and the High School Extension Program served a total of 6,052 students. The district racial/ethnic profile was 38.5% white, 31.4% African American, 13.5% Hispanic, 11.1% Asian, 4.6% Multi-Racial Non-Hispanic and .3% Native American.

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since the 2007-08 school year, the percentage of African American/Black students has decreased slightly (3.6% over 5 years) while the percentages of Multi-Racial Non-Hispanic students (2.1% over 5 years) and White students (1.9% over 5 years) have increased. The past year, there was a slight .6% decrease in Hispanic students. The percentage of Low Income students in Cambridge increased significantly in the past year (4.9%) while the percentage of special education and English language learners has decreased over the past five years.

School Climate Indicators

The Department of Elementary and Secondary Education (DESE) reports annual drop-out, attendance and suspension rates as indicators of school climate. While other indicators have been reported by the DESE, the annual drop-out rate for the 2011-2012 has not yet been published.

The dropout rate at CRLS/HSEP was slightly higher in the 2010-11 school year, at 1.8% of all students in grades 9-12 (approximately 25 students). In 2010-2011, 1.7% of all students dropped out in grades 9-12 and in the 2009-2010 school year, the dropout rate was 1.3%.

The attendance rate at all CPS schools has been fairly consistent at 94.0%; however, most elementary schools have attendance rates between 94% and 95% while CRLS has an average attendance rate of 91%.

While in-school suspensions increased slightly from 3.4% to 3.8%, out-of-school suspensions decreased from 6.4% to 5.4%. Both rates were similar to those of the state averages of 3.4% for in-school and 5.4% for out-of-school suspensions. In the five-year time period reported in this document, both in-school and out-of-school suspensions have remained fairly stable though at times slightly higher than the state average.

In addition to this climate data, a comprehensive Adolescent Health Survey and a School Climate Survey are administered to all students in grades 6-12 every other year. The results of these surveys are reported annually on the CPS website. The results of the 2011-2012 CRLS/HSEP Health Survey are posted on the cps website (Health and Physical Education).

In the spring of 2012, middle grade students in Cambridge took the National School Climate Center's School Climate Survey. The results of this survey were reported to district and school administrators in June of 2012.

Graduation Indicators

A major goal of the district is to prepare all students for post-graduation college and career success. Progress is measured in a number of ways including the four-year cohort graduation rate, the five-year cohort graduation rate, and the adjusted 4-year cohort graduation rate.

In 2012, the state also gave districts access to the National Student Clearinghouse data, which tracks post graduation enrollment in institutes of higher education, for the graduating classes in 2004 through 2010. All of this data is available on the DESE profile website (<http://profiles.doe.mass.edu/profiles/>). The graduation plans of all graduating seniors are also submitted by guidance counselors to the state and are another indicator of post-graduation success.

4-year Cohort Graduation Rate

While the district (includes students in Special Education outplacements) graduation rate of the Class of 2012 increased slightly from that of 2011, the graduation rate at CRLS/HSEP continued to

decline. In addition, the district's Hispanic students had their lowest graduation rate since 2008. For the first time, the Cambridge Class of 2012 (83.2%) did not outperform the state 4-year cohort graduation rate (84.7%). However, the CPS graduation rate for African American/Black students was approximately 6% higher than the state. (State 73.4% vs. CPS 79.1%).

For CRLS/HSEP, the 4-year cohort graduation rate was lower at 87.2% in 2012 when compared to previous years' graduation rates, though it was approximately 3% higher than the state and at CRLS/HSEP, the graduation rate of African American/Black students was 10% higher than the state (84.1% vs. 73.4%).

4-year Adjusted Cohort Graduation Rate

The adjusted 4-year cohort rate examines the graduation rate of students who attended a Cambridge Public School for all four years of high school whereas the 4-year cohort graduation rate includes students who transfer into the graduating class. The district 4-year Adjusted Cohort Graduation Rate was 85.5% and for CRLS/HSEP, it was 89.9%. When the adjusted 4-year cohort data was analyzed both for the district and CRLS/HSEP, there have been declines in the percentage of students graduating over the past five years. In 2012, the district and CRLS/HSEP adjusted rate (85.9% and 89.9%) continued to decline from previous highs for the district of 89.9% and CRLS/HSEP of 92.8%.

5-year Cohort and Adjusted Cohort Graduation Rate

The 5-year cohort graduation rate for the district (class of 2011) was 87.6%, a decrease from the previous classes, but higher than the state (86.3%).

The 5-year adjusted cohort graduation rate (those students who spent all five years in Cambridge) for the class of 2011 was 88.9%, the lowest rate for Cambridge since the state began tracking graduation rates. For CRLS/HSEP, the 5-year cohort rate was 91.8%, higher than the class of 2010.

Graduation Plans

The graduating class of 2012 had fewer students planning to attend 4 year colleges, but more students planning to attend 2-Year public colleges. The overall percentage of students planning to attend college (83%) was slightly lower than in previous years; however, 9% of students in the graduating class did not report graduation plans.

This year the DESE began reporting the percentage of high school graduates attending institutions of higher education by graduating class starting with the class of 2004 and up through the class of

2010. For 2010, Cambridge had 76.8% of its graduates going onto college, 54.7% of those went to private 4-year colleges; 26.8% went to public 4-year colleges, and 18.5% went to public 2-year colleges.

Academic Indicators

Cambridge uses a number of benchmarks to measure academic achievement. These benchmarks include standardized tests as well as CPS district assessments.

Scholastic Achievement Test (SAT) results

Participation Rates

Eighty-five percent (85%) of the Cambridge Public School seniors took the SAT exam, an increase of 4% from the prior year. The mean Critical Reading score increased by 17 points to 502, the mean Math score increased by 27 points to 509, and the mean Writing score increased by 14 points to 497. In Massachusetts, only the mean Math score increased by 2 points while the other mean test scores remained the same. The participation of public school seniors in Massachusetts also remained the same at eighty-four percent (84%).

While overall SAT performance increased in the five year period from 2008-2012, African American/Black, Low Income, and Special Education students' mean SAT scores did not increase at the same rate as other subgroups. African American/Black and Special Education students improved on the Math SAT only.

Enrollment in Honors Courses

In the 2011-2012 school year, 65% of all CRLS students were enrolled in one or more honors courses; this percentage is slightly higher than last year. Forty-one percent (41%) of CRLS students were enrolled in three or more honors courses, the highest percentage of students in the last five years. African American/Black, Hispanic students and Low Income students are enrolled in honors courses at a much lower rate than other subgroups. In the past five years, the gap between racial/ethnic subgroups has increased for students taking honors courses.

Enrollment in Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses has remained steady for the past 3 years with slightly more than a third of CRLS 11th and 12th grade students taking AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts in the 11th and 12th grade.

Cambridge student performance on AP Exams has improved over time while the state and national performance has remained stable. In 2012, according to the Massachusetts DESE, 81% of Cambridge students taking AP Exams received a score of 3 or higher. Also while the percentage African American/Black students enrolled in AP courses is still low in comparison to their counterparts, the percentage of these students passing one or more exams with a score of 3 or higher was 83% in 2012, a significant increase over previous years.

MCAS Results

Overall Performance

In 2012 our district's performance in English Language Arts increased slightly going from 85 in 2010 to 85.4 CPI points for all students tested in grades 3-10 while the State average CPI decreased. This CPI represents a 11.5 point gain since 2003. The district's performance in Mathematics increased from 77.8 in 2011 to 79.6 CPI points in 2012 narrowing the gap between CPS and the State to 0.3. Since 2003, the district's math CPI has increased by 20 points.

In general, the average CPI in English Language Arts in 2012 remained relatively the same as 2011. The average CPI for Low Income, ELL and former ELL (FELL), White, and special needs students increased across the district. The CPI for African American/Black students dropped slightly to 76.9 as did the CPI for Asian students. The average CPI in Mathematics for all subgroups increased in 2012.

Percent of Students at Proficient/Advanced Performance Levels on MCAS

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at all grades with the exception of grade 5 and 8. Proficiency rates at grade 10 improved by another 6% in 2012 making for a two-year gain of 16%. The percent of students who scored proficient/advanced at grade 8 decreased by 10% from the previous year.

Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades all grades with the exception of grades 4 and 8. There was a 2% decrease in grade 4 and 1% decrease in grade 8. Students in grade 10 increased in proficiency by 8% over the previous year. In grades 3, 7, and 10, Cambridge students outperformed the state in Math.

Science

The proficiency rates in Science increased at all grades in 2012. At grade 8 more students scored proficient and advanced this year in comparison with last year; however only 38% were proficient in Science.

Student Growth Percentile

A student growth percentile (SGP) measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories (called "academic peers"). A percentile is used because its value expresses the percentage of cases that fall below a certain score.

The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40th – 60th percentile as typical or average growth .

In Cambridge, overall Math growth was high average at 58. The SGP in Math in grades 8 and 10 had above average growth (60 or higher). Grades 4 and 7 in Math and grades 5 and 7 in English Language Arts had high average growth. All other grades showed typical growth in 2012.

CPSD Literacy Assessments

The percentage of students reading at or above grade level benchmark in grades K-5 increased across all grades, with the exception of kindergarten and grade 4, where there were slight declines. At grades 3 and 5, there were large increases in the percentage of students reading at or above grade level. There were also substantial increases in the percentage of students writing at or above grade level in grades 1 and 2. In grades 3 and 5, the percentage of students writing at grade level increased 4% and 5% respectively while there was a decrease of 8% in writing in grade 4.

In grades K-2, all subgroups improved in reading with the exception of Hispanic, Multi-Racial and Low Income students. In writing, all subgroups had increases in the percentage of students at or above grade level in comparison to the previous year with the exception of Multi-Racial students. All subgroups in grades 3-5 continued to improve in reading with the exception of Multi-Racial students while in writing Multi-Racial, White and SPED students saw some decline in proficiency over last year.

DEMOGRAPHICS

District Demographic Data

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since 07-08 school year, the percentage of African American/Black students has decreased slightly (3.6% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.1% over 5 years) and White students (1.9% over 5 years) has increased. The past year, there was a slight .6% decrease in Hispanic students. The percentage of Low Income students in Cambridge increased significantly in the past year (4.9%) while the percentage of special education and English language learners has decreased over the past five years.

Race/Ethnicity

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| African American | 35.0% | 34.6% | 33.6% | 32.6% | 31.4% |
| Asian | 11.2% | 11.3% | 11.2% | 11.0% | 11.1% |
| Hispanic | 14.1% | 14.1% | 14.2% | 14.1% | 13.5% |
| Native American | 0.6% | 0.5% | 0.6% | 0.6% | 0.6% |
| White | 36.6% | 36.0% | 36.4% | 36.9% | 38.5% |
| Multi-Race, Non-Hispanic | 2.5% | 3.3% | 3.7% | 4.4% | 4.6% |

Other Subgroups

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| First Language not English | 28.6% | 27.5% | 27.0% | 26.7% | 26.8% |
| English Language Learners | 6.6% | 7.1% | 5.1% | 5.7% | 5.0% |
| Low-Income | 44.9% | 43.9% | 45.5% | 43.5% | 48.4% |
| Special Education | 21.8% | 22.1% | 21.7% | 21.9% | 20.8% |

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

Demographic Data by School

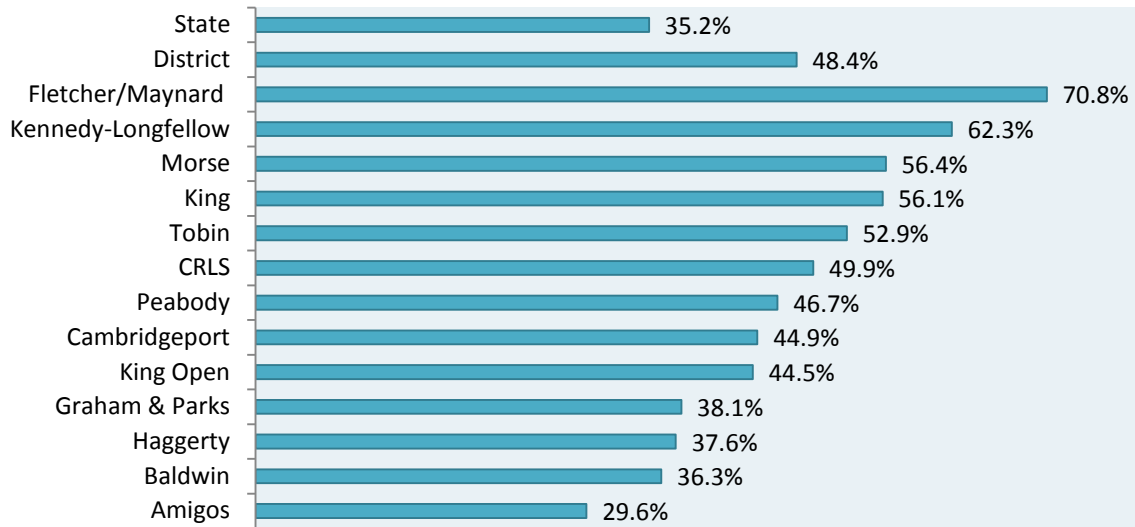
2011-2012

| | African American | Asian | Hispanic | Native American | White | Native Hawaiian | Multi-Race, Non-Hispanic |
|--------------------|------------------|-------|----------|-----------------|-------|-----------------|--------------------------|
| Amigos | 7.8% | 3.6% | 43.7% | 0.0% | 37.7% | 0.3% | 6.9% |
| Cambridgeport | 28.1% | 9.9% | 10.6% | 0.4% | 44.5% | 0.0% | 6.5% |
| Fletcher/Maynard | 45.0% | 5.5% | 19.6% | 1.8% | 21.8% | 1.5% | 4.8% |
| Graham & Parks | 22.0% | 12.2% | 8.6% | 0.5% | 51.1% | 0.2% | 5.4% |
| Haggerty | 26.2% | 14.5% | 4.8% | 0.3% | 46.2% | 0.3% | 7.6% |
| Tobin | 36.1% | 19.1% | 9.3% | 1.0% | 28.9% | 0.2% | 5.3% |
| Kennedy-Longfellow | 31.3% | 10.3% | 18.2% | 0.2% | 36.7% | 0.2% | 3.0% |
| King Open | 23.5% | 8.2% | 11.3% | 1.0% | 49.5% | 0.2% | 6.2% |
| Baldwin | 25.0% | 9.9% | 8.2% | 0.5% | 49.5% | 0.3% | 6.6% |
| King | 45.6% | 16.7% | 12.6% | 0.0% | 20.7% | 0.3% | 4.1% |
| Morse | 33.4% | 12.7% | 11.0% | 0.7% | 35.2% | 0.7% | 6.2% |
| Peabody | 32.1% | 10.4% | 8.0% | 0.2% | 43.3% | 0.6% | 5.4% |
| CRLS | 37.1% | 10.8% | 13.8% | 0.7% | 35.8% | 0.0% | 1.7% |
| District | 31.4% | 11.1% | 13.5% | 0.6% | 38.5% | 0.3% | 4.6% |
| State | 8.3% | 5.7% | 16.1% | 0.2% | 67.0% | 0.1% | 2.5% |

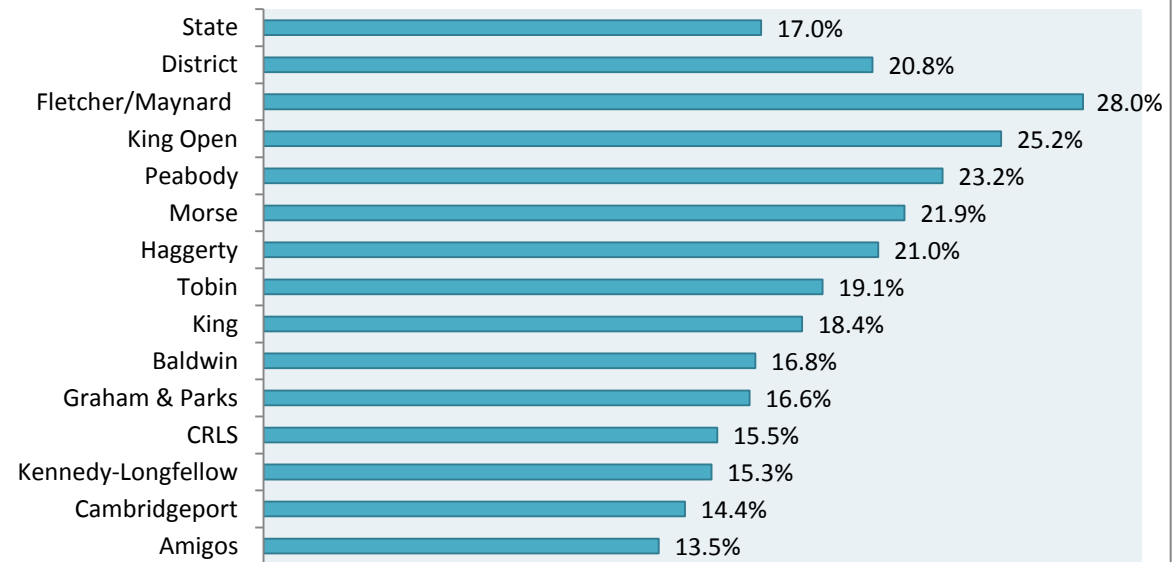
| | First Language not English | English Language Learners | Low-Income | Special Education |
|--------------------|----------------------------|---------------------------|------------|-------------------|
| Amigos | 33.8% | 3.9% | 29.6% | 13.5% |
| Cambridgeport | 18.6% | 2.7% | 44.9% | 14.4% |
| Fletcher/Maynard | 26.9% | 3.0% | 70.8% | 28.0% |
| Graham & Parks | 23.5% | 6.1% | 38.1% | 16.6% |
| Haggerty | 23.8% | 5.9% | 37.6% | 21.0% |
| Tobin | 48.1% | 21.5% | 52.9% | 19.1% |
| Kennedy-Longfellow | 25.4% | 4.9% | 62.3% | 15.3% |
| King Open | 23.3% | 2.3% | 44.5% | 25.2% |
| Baldwin | 17.9% | 1.1% | 36.3% | 16.8% |
| King | 31.6% | 6.1% | 56.1% | 18.4% |
| Morse | 26.4% | 2.0% | 56.4% | 21.9% |
| Peabody | 16.6% | 1.0% | 46.7% | 23.2% |
| CRLS | 28.3% | 4.6% | 49.9% | 15.5% |
| District | 26.8% | 5.0% | 48.4% | 20.8% |
| State | 16.7% | 7.3% | 35.2% | 17.0% |

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

Percentage of Low Income Students by School



Percentage of Special Education Students by School



School Climate Indicators

The dropout rate at CRLS/HSEP was slightly higher in the 2010-11 school year; 1.8% of all students in grades 9-12 (approximately 25 students). The attendance rate at all CPS schools has been fairly consistent at 94.0%; however, most elementary schools have attendance rates between 94% and 95% while CRLS has an average attendance rate of 91%. In the four-year time period reported in this document, both in-school and out-of-school suspensions have remained fairly stable though slightly higher than the state average.

In addition to this data a comprehensive Adolescent Health Survey is administered to all students in grades 6-12 every other year. The results of this survey are reported annually on the CPS website.

Students in grades 6-8 at all elementary schools took the National School Climate Center's School Climate Survey in the spring of 2012. The results of this survey were reported to the school committee in June 2012.

District

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-11 | 2011-12 |
|-------------------------------|-----------|-----------|-----------|---------|---------|
| Grade 9-12 Dropout Rate | 1.6% | 1.3% | 1.7% | 1.8% | |
| Attendance Rate | 94.0% | 93.6% | 94.0% | 93.4% | 94.0 |
| Average # of days absent | 10 | 10.6 | 10.2 | 11.4 | 10.4 |
| In-School Suspension Rate | 4.0% | 5.4% | 4.7% | 3.4% | 3.8% |
| Out-of-School Suspension Rate | 8.3% | 5.6% | 7.1% | 6.4% | 5.4% |

Schools

| 2011-2012 | Attendance Rate | Average # of days absent | In-School Suspension Rate | Out-of-School Suspension Rate |
|--------------------|-----------------|--------------------------|---------------------------|-------------------------------|
| Amigos | 96.8% | 5.8 | 0.0% | 0.0% |
| Baldwin | 96.4% | 6.4 | 6.1% | 1.3% |
| Cambridgeport | 95.7% | 7.5 | 0.9% | 2.8% |
| CRLS | 89.9% | 17.3 | 6.3% | 9.5% |
| Fletcher/Maynard | 94.6% | 9.3 | 0.0% | 8.1% |
| Graham & Parks | 95.7% | 7.2 | 1.1% | 2.6% |
| Haggerty | 96.4% | 6.3 | 1.8% | 2.7% |
| Kennedy-Longfellow | 94.7% | 8.9 | 6.6% | 4.9% |
| King | 94.2% | 10.0 | 8.8% | 5.1% |
| King Open | 95.7% | 7.5 | 0.8% | 2.8% |
| Morse | 95.3% | 8.0 | 1.6% | 4.6% |
| Peabody | 95.3% | 8.4 | 3.1% | 3.1% |
| Tobin | 94.8% | 8.8 | 1.9% | 7.0% |
| District | 94.0% | 10.4 | 3.8% | 5.4% |
| State | 94.9% | 8.7 | 3.4% | 5.4% |

Graduation Indicators

While the district (includes students in Special Education outplacements) graduation rate of the Class of 2012 increased slightly from that of 2011, the graduation rate at CRLS/HSEP continued to decline. In addition, district Hispanic students had their lowest graduation rate since 2008. For the first time, the Cambridge Class of 2012 (83.2%) did not outperform the state 4-year cohort graduation rate (84.7%). However, the CPS graduation rate for African American/Black students was approximately 6% higher than the state. (State 73.4% vs. CPS 79.1%). As mentioned above, the CRLS/HSEP 4-year cohort graduation rate was lower at 87.2% in 2012 when compared to previous years' graduation rates, though it was approximately 3% higher than the state and at CRLS/HSEP, the graduation rate of African American/Black students was 10% higher than the state (84.1% vs. 73.4%).

4-year Cohort Graduation Rate – CPS District Data

District Data includes special needs students in outplacements

| | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 |
|-------------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 88.3% | 86.7% | 85.2% | 82.7% | 83.2% |
| Male | 86.6% | 83.6% | 85.2% | 78.7% | 81.8% |
| Female | 89.9% | 90.2% | 85.2% | 86.9% | 84.7% |
| ELL | 90.5% | 79.1% | 72.2% | 72.2% | 78.6% |
| Special Education | 71.4% | 72.0% | 73.5% | 66.4% | 69.5% |
| Low Income | 88.8% | 85.3% | 82.0% | 79.6% | 82.6% |
| Black/Afr. Amer. | 87.3% | 79.8% | 78.3% | 81.6% | 79.1% |
| Asian | 92.6% | 97.6% | 94.6% | 90.0% | 93.5% |
| Hispanic | 88.7% | 90.6% | 80.3% | 80.0% | 77.1% |
| White | 88.4% | 90.0% | 92.7% | 85.4% | 86.8% |

4-year Cohort Graduation Rate – CRLS/ HSEP

| | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 |
|---------------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 92.1% | 89.3% | 88.1% | 87.5% | 87.2% |
| Male | 91.6% | 86.6% | 90.3% | 85.6% | 86.6% |
| Female | 92.6% | 92.1% | 85.6% | 89.3% | 87.9% |
| ELL | 87.5% | 78.6% | 66.7% | 74.2% | 73.5% |
| Special Education | 81.7% | 80.0% | 81.7% | 76.5% | 80.2% |
| Low Income | 90.3% | 86.8% | 83.7% | 81.5% | 84.6% |
| Black or Afr. Amer. | 89.9% | 82.8% | 83.7% | 86.0% | 84.1% |
| Asian | 96.2% | 97.6% | 94.6% | 90.0% | 93.5% |
| Hispanic | 90.2% | 95.8% | 80.0% | 86.4% | 83.1% |
| White | 94.4% | 91.9% | 94.7% | 91.6% | 90.1% |

Data taken from:

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

Graduation Rates –District and CRLS/HSEP Data

4-year Adjusted Cohort, 5-year Cohort, and 5-year Adjusted Cohort

When the adjusted 4-year cohort data was analyzed both for the district and CRLS/HSEP, there have been declines in the percentage of students graduating over the past five years (see chart below). The adjusted 4-year cohort rate examines the graduation rate of students who attended a Cambridge Public School for all four years of high school whereas the 4-year cohort graduation rate includes students who transfer into the graduating class. In 2012, the district and CRLS/HSEP adjusted rate (85.9% and 89.9%) continued to decline from previous highs for the district of 89.9% and CRLS/HSEP of 92.8%.

The 5-year cohort graduation rate for the district (class of 2011) was 87.6%, a decrease from the previous classes, but higher than the state (86.3%). The 5-year adjusted cohort graduation rate (those students who spent all five years in Cambridge) for the class of 2011 was 88.9%, the lowest rate for Cambridge since the state began tracking graduation rates. For CRLS/HSEP, the 5-year cohort rate was 91.8%, higher than the class of 2010. The 5-year adjusted cohort rate was 93.4%, the same as the class of 2010.

| | District* | | | |
|---------------|------------------|--------------------|---------------|--------------------|
| | 4-year Cohort | 4-year Adj. Cohort | 5-year Cohort | 5-year Adj. Cohort |
| Class of 2008 | 88.3% | 89.9% | 91.6% | 92.6% |
| Class of 2009 | 86.7% | 89.2% | 89.9% | 90.8% |
| Class of 2010 | 85.2% | 89.3% | 88.5% | 91.0% |
| Class of 2011 | 82.7% | 86.4% | 87.6% | 88.9% |
| Class of 2012 | 83.2% | 85.9% | | |

| | CRLS/HSEP | | | |
|---------------|------------------|--------------------|---------------|--------------------|
| | 4-year Cohort | 4-year Adj. Cohort | 5-year Cohort | 5-year Adj. Cohort |
| Class of 2008 | 92.1% | 92.8% | 94.1% | 94.0% |
| Class of 2009 | 89.3% | 92.1% | 91.8% | 92.8% |
| Class of 2010 | 88.1% | 92.3% | 91.0% | 93.4% |
| Class of 2011 | 87.5% | 91.4% | 91.8% | 93.4% |
| Class of 2012 | 87.2% | 89.9% | | |

*District includes special needs students in outplacements

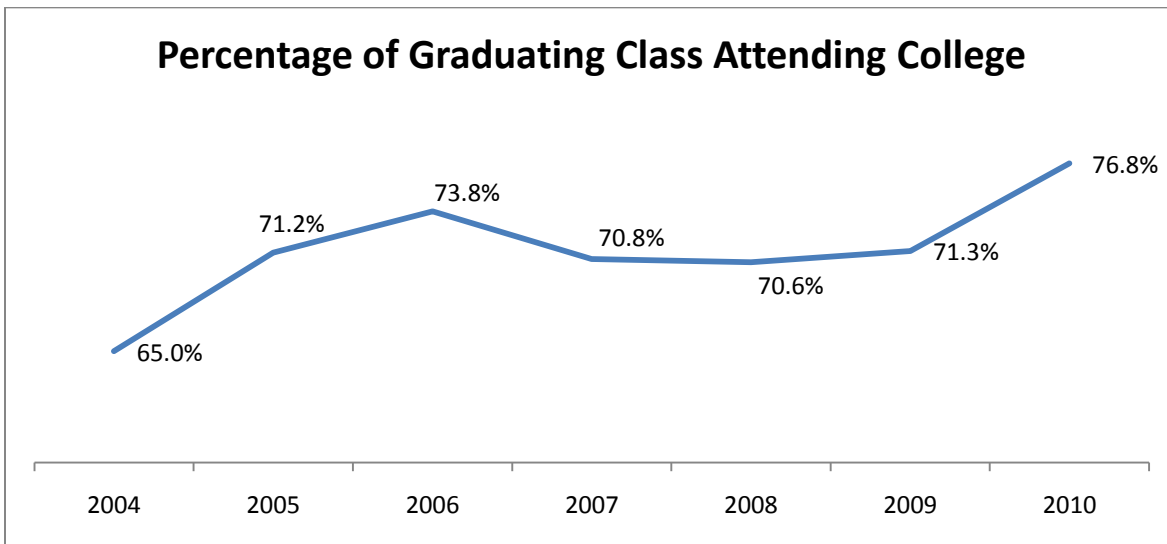
Graduation Plans

Graduating high school seniors report their post-graduation plans to their guidance counselors. This information is then submitted to the state at the end of the year. The chart below summarizes the information for the past five years. The graduating class of 2012 had fewer students planning to attend 4 year colleges, but more students planning to attend 2-Year public colleges. The overall percentage of students planning to attend college (83%) was slightly lower than in previous years; however, 9% of students in the graduating class did not report graduation plans.

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| 4-Year Private College | 41% | 44% | 42% | 40% | 40% |
| 4-Year Public College | 23% | 20% | 26% | 22% | 19% |
| 2-Year Private College | 8% | 6% | 8% | 6% | 3% |
| 2-Year Public College | 13% | 14% | 14% | 20% | 21% |
| Other Post-Secondary | 3% | 3% | 2% | 1% | 2% |
| Work | 4% | 2% | 1% | 4% | 4% |
| Military | 1% | 0% | 0% | 1% | 0% |
| Other | 4% | 2% | 5% | 4% | 2% |
| Unknown | 3% | 12% | 2% | 3% | 9% |

Graduates Attending Institutions of Higher Education - All Colleges and Universities

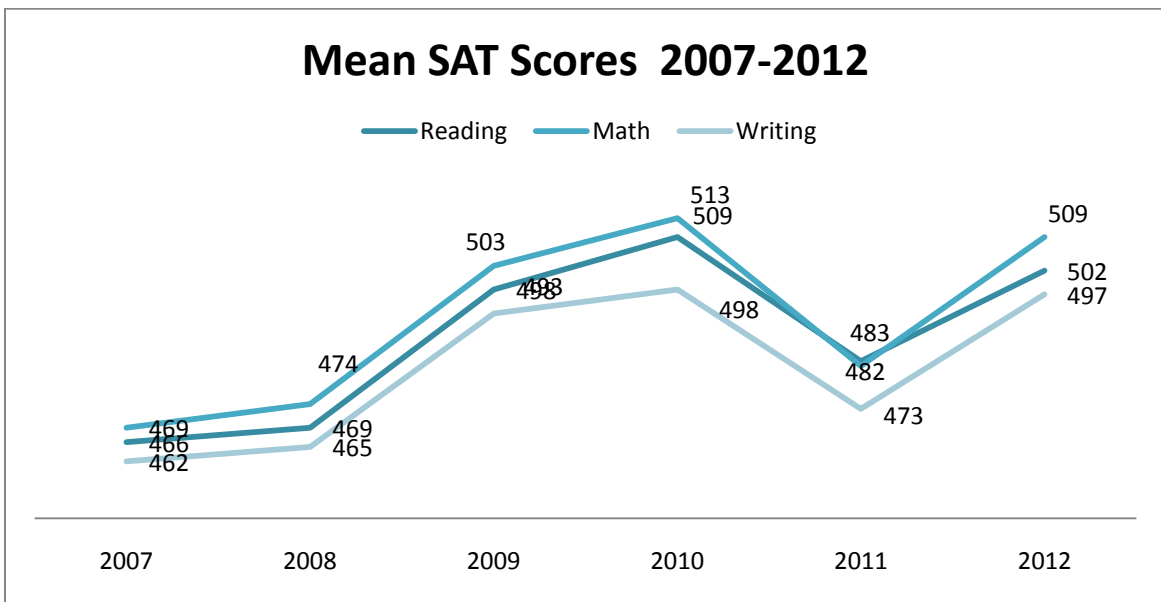
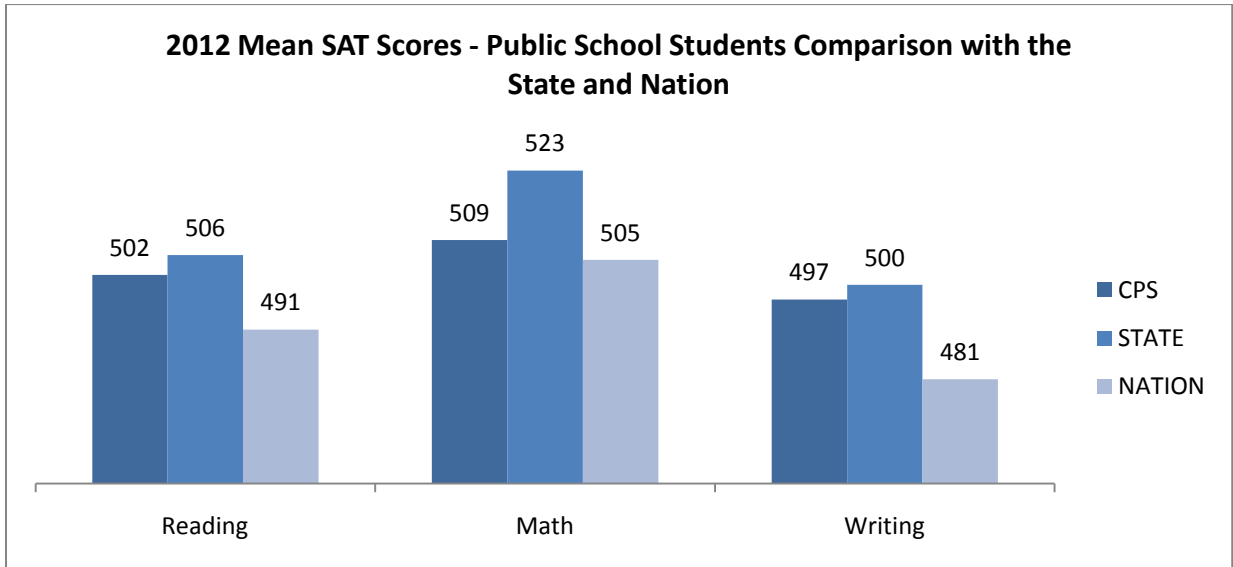
This year the DESE began reporting the percentage of high school graduates attending institutions of higher education by graduating class starting with the class of 2004 and up through the class of 2010. For 2010, Cambridge had 76.8% of its graduates going onto college, 54.7% of those went to private 4-year colleges; 26.8% went to public 4-year colleges, and 18.5% went to public 2-year colleges.



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

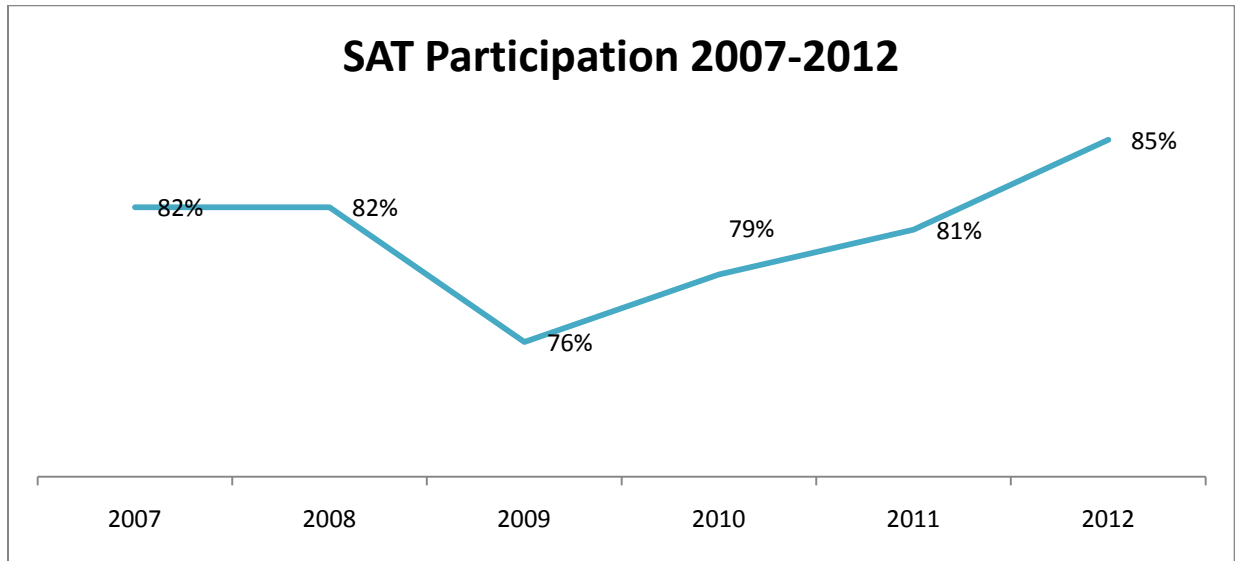
Scholastic Achievement Test (SAT) Results

Eighty-five percent (85%)* of the Cambridge Public School seniors took the SAT exam. This is an increase of 4% from last year. The mean Critical Reading score increased by 17 points to 502, the mean Math score increased by 27 points to 509, and the mean Writing score increased by 14 points to 497. In Massachusetts, only the mean Math score increased by 2 points while the other mean test scores remained the same. The participation of public school seniors in Massachusetts also remained the same at eighty-four percent (84%).



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

Participation & Subgroup Performance on SAT



Subgroup Performance on SAT over time

While overall performance increased in the five year period from 2008-2012, African American/Black, Low Income, and Special Education students' mean SAT scores did not increase at the same rate as other subgroups. African American/Black and Special Education students only saw improvements in Math.

Critical Reading SAT Scores

| | Asian | Black | Hispanic | White | Low Income | SPED | District |
|-----------|-------|-------|----------|-------|------------|------|----------|
| 2008 | 460 | 405 | 427 | 548 | 408 | 369 | 469 |
| 2012 | 536 | 399 | 447 | 597 | 417 | 341 | 502 |
| 5-yr diff | 76 | -6 | 20 | 49 | 9 | -28 | 33 |

Math Sat Scores

| | Asian | Black | Hispanic | White | Low Income | SPED | District |
|-----------|-------|-------|----------|-------|------------|------|----------|
| 2008 | 531 | 417 | 424 | 538 | 425 | 335 | 474 |
| 2012 | 555 | 427 | 464 | 578 | 451 | 353 | 509 |
| 5-yr diff | 24 | 10 | 40 | 40 | 26 | 18 | 35 |

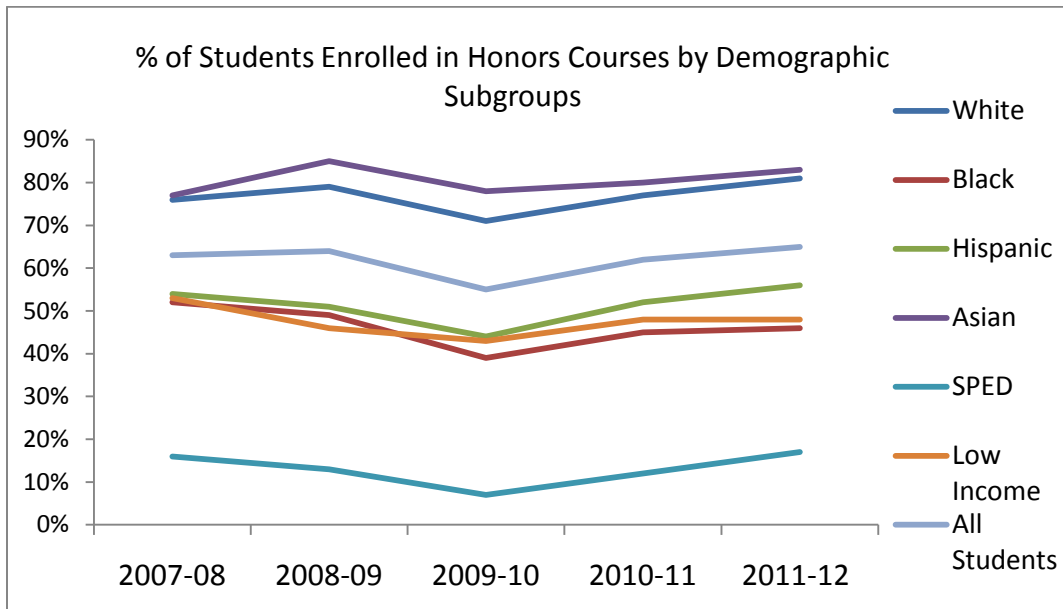
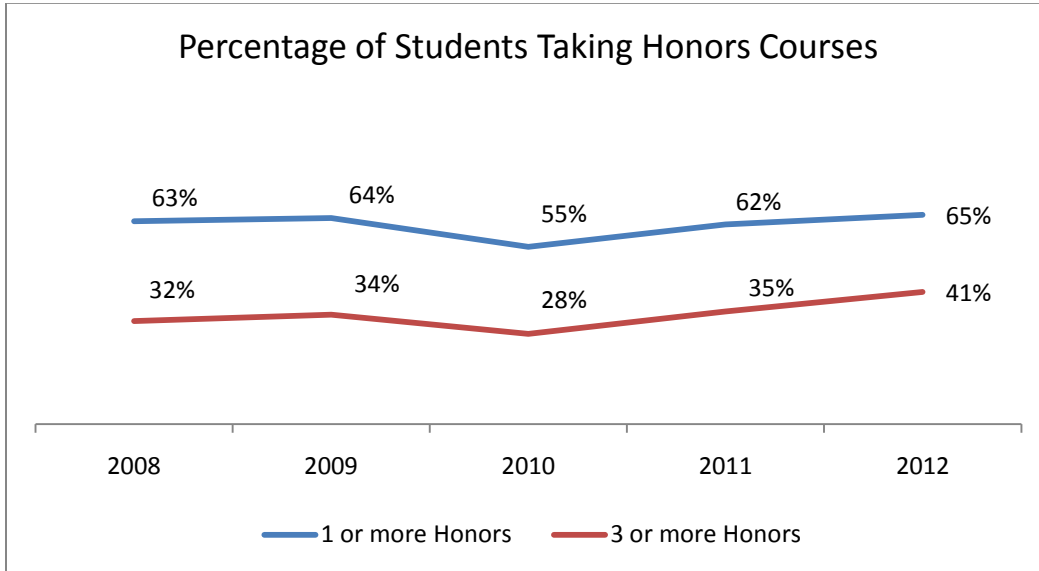
Writing SAT Scores

| | Asian | Black | Hispanic | White | Low Income | SPED | District |
|-----------|-------|-------|----------|-------|------------|------|----------|
| 2008 | 479 | 408 | 404 | 536 | 415 | 337 | 465 |
| 2012 | 537 | 396 | 433 | 589 | 421 | 334 | 497 |
| 5-yr diff | 58 | -12 | 29 | 53 | 6 | -3 | 32 |

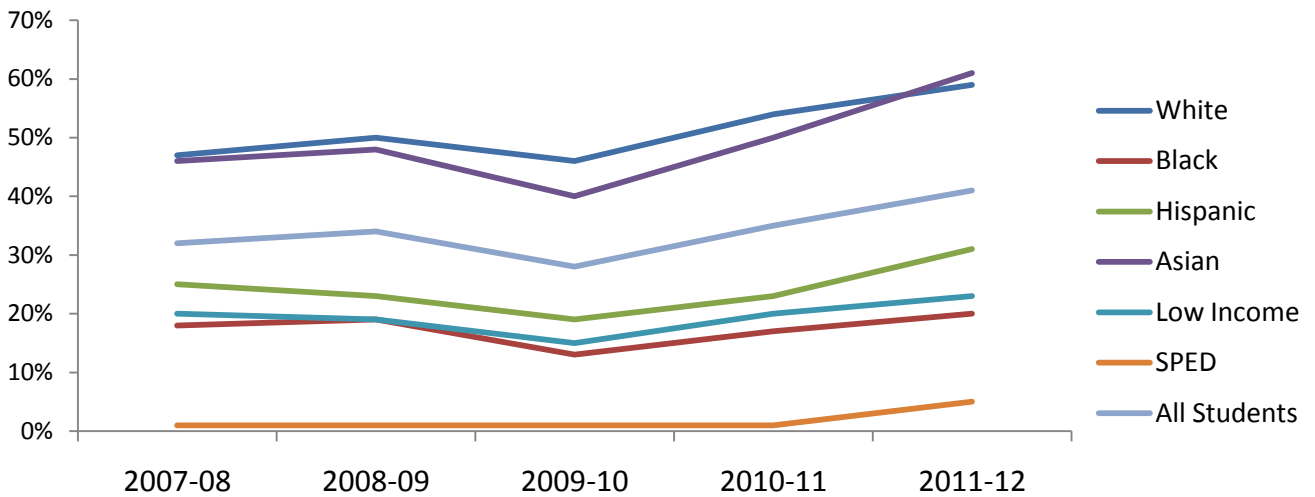
*For Hispanic, Asian, and SPED students, the number of seniors taking the SAT is quite low (between 20-30 students each year); consequently, there is more variability in mean scores year to year than for groups with more students.

Honors Courses

In the 2011-2012 school year, 65% of all CRLS students were enrolled in one or more honors courses; this percentage is slightly higher than last year. Forty-one percent of CRLS students were enrolled in three or more honors courses, the highest percentage of students in the last five years. African American/Black, Hispanic students and Low Income students are enrolled in honors courses at a much lower rate than other subgroups. In the past five years, the gap between racial/ethnic subgroups has increased for students taking honors courses.



% of Students Enrolled in 3 or more Honors Courses by Demographic Subgroups



Percentage of Students Enrolled in One or More Honors Courses by Demographic Subgroup

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------|---------|---------|---------|---------|---------|
| White | 76% | 79% | 71% | 77% | 81% |
| Black | 52% | 49% | 39% | 45% | 46% |
| Hispanic | 54% | 51% | 44% | 52% | 56% |
| Asian | 77% | 85% | 78% | 80% | 83% |
| Low Income | 53% | 46% | 43% | 48% | 48% |
| SPED | 16% | 13% | 7% | 12% | 17% |
| All Students | 63% | 64% | 55% | 62% | 65% |

Percentage of Students Enrolled in Three or More Honors Courses by Demographic Subgroup

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------|---------|---------|---------|---------|---------|
| White | 47% | 50% | 46% | 54% | 59% |
| Black | 18% | 19% | 13% | 17% | 20% |
| Hispanic | 25% | 23% | 19% | 23% | 31% |
| Asian | 46% | 48% | 40% | 50% | 61% |
| Low Income | 20% | 19% | 15% | 20% | 23% |
| SPED | 1% | 1% | 1% | 1% | 5% |
| All Students | 32% | 34% | 28% | 35% | 41% |

Advanced Placement Courses

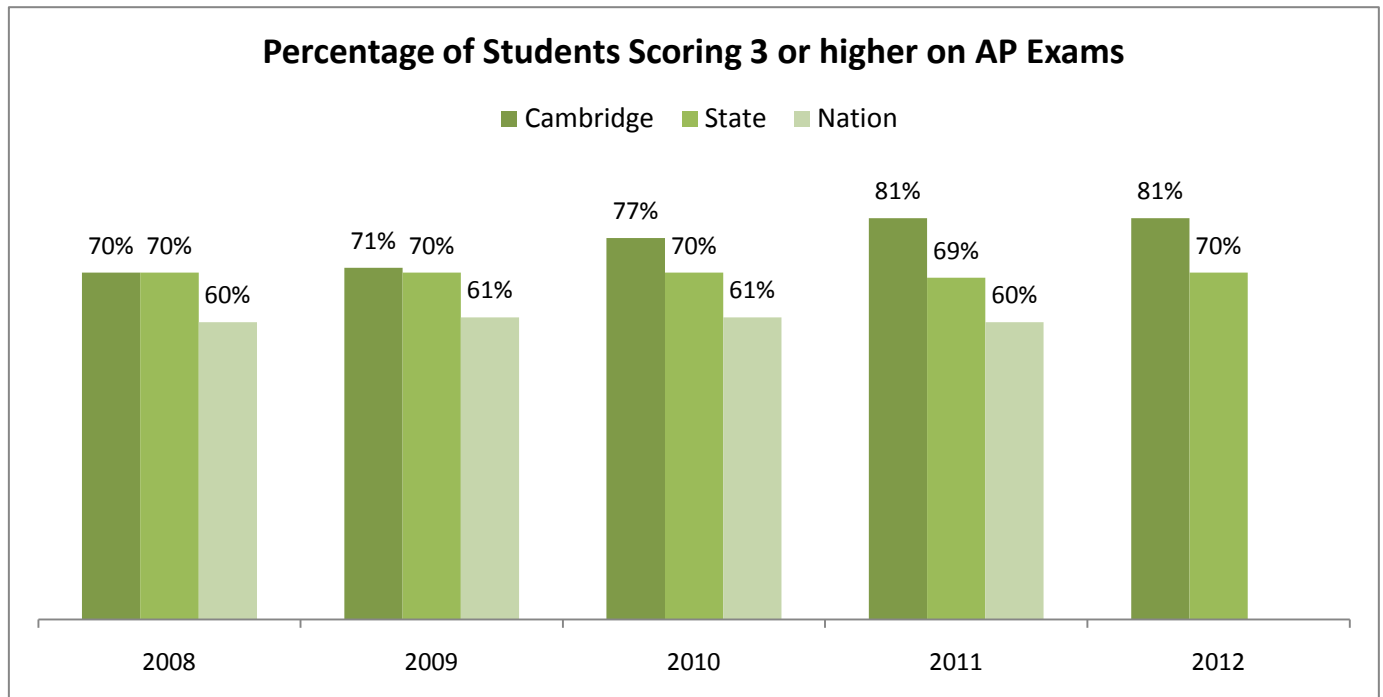
The percentage of students taking Advanced Placement (AP) courses has remained steady for the past 3 years with slightly more than a third of CRLS 11th and 12th grade students taking AP courses. Low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts in the 11th and 12th grade.

11th & 12th Grade Students Enrolled in AP Courses

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| All Students | 37% | 37% | 34% | 35% | 35% |
| African American/Black | 23% | 19% | 15% | 16% | 13% |
| Asian | 58% | 62% | 55% | 51% | 53% |
| Hispanic | 23% | 22% | 25% | 21% | 22% |
| White | 51% | 55% | 53% | 58% | 56% |
| Low Income | 24% | 22% | 18% | 15% | 16% |
| Special Education | 0% | 1% | 0% | 0% | 3% |

Advanced Placement Exams

The following graph shows five years of data and illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher. “Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success. The percentages for the State and Cambridge were generated by MA DESE and reported on the DESE profile page (<http://profiles.doe.mass.edu/profiles/>). The data for the nation was taken from 2011 College Board report. Cambridge student performance on AP Exams has improved over time while the state and the nation’s performance has remained stable.



Advanced Placement Exams

- In 2011-2012, 177 students took 325 exams.

Demographic Breakdown of students taking AP Exams over time

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| All Students | 167 | 183 | 176 | 169 | 177 |
| Black/African American | 27 | 25 | 25 | 17 | 16 |
| White | 91 | 109 | 104 | 107 | 111 |
| Asian | 31 | 36 | 29 | 27 | 32 |
| Hispanic | 12 | 10 | 15 | 15 | |
| Low Income | 36 | 30 | 35 | 29 | 33 |

- 81% of students taking exams passed one or more exams with a score of 3 or higher.
- In 2012, 72% of Low Income students passed one or more exams with a score of 3 or higher and 83% of African American/Black students did the same. Both percentages were significant increases over previous years.

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

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| All Students | 70% | 71% | 77% | 81% | 81% |
| Black/African American | 41% | 30% | 46% | 58% | 83% |
| White | 75% | 80% | 82% | 88% | 84% |
| Asian | 67% | 74% | 77% | 74% | 80% |
| Hispanic | 38% | 51% | 55% | 70% | 65%* |
| Low Income | 84% | 33% | 68% | 63% | 72% |

**Reporting error caused Hispanic and Multi-Racial Non Hispanic to be merged as one group. This is the percentage for that second subgroup.*

- 325 exams were taken this year.
 - 27% (88) were in History/Social Sciences (United States or European)
 - 21% (68) were in Science (Biology, Chemistry, Physics, or Environmental)
 - 21% (68) were in Math/Computer Science (Calculus AB or BC)
 - 18% (60) were in English (Language or Literature)
 - 8% (25) were in World Languages (Chinese, French, Latin, or Spanish)
 - 5% (16) were in Arts

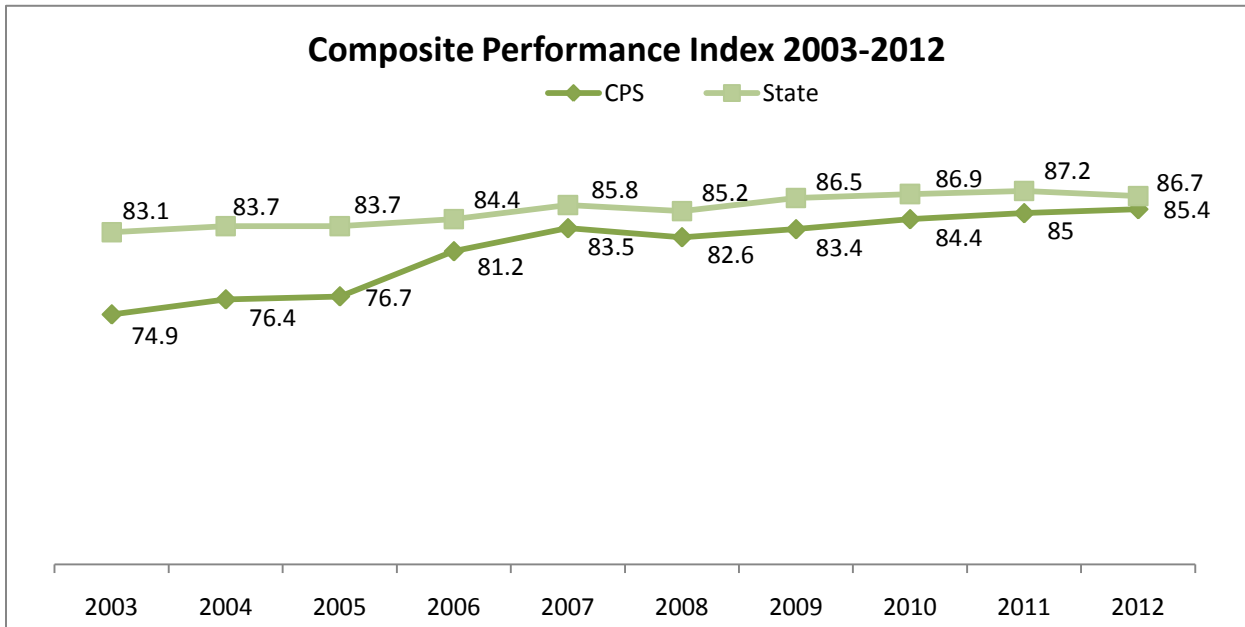
Data taken from DESE website <http://profiles.doe.mass.edu/profiles/>

MCAS 2012

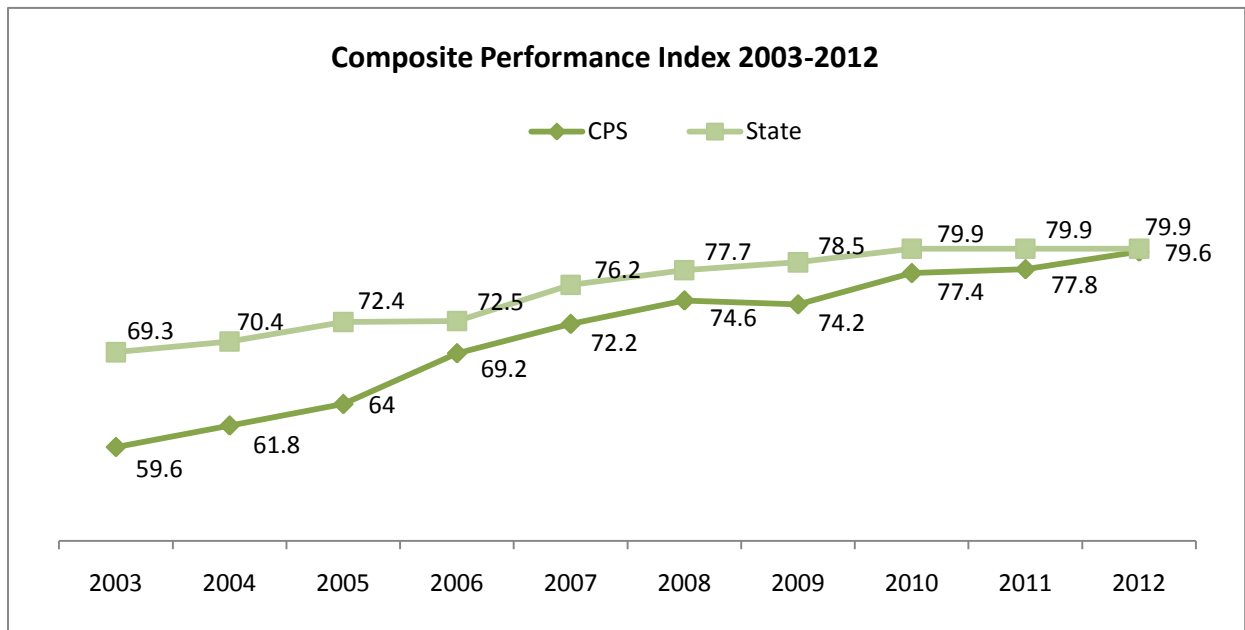
In 2012 CPS performance in English Language Arts remained relatively flat (CPI of 85 in 2011 to 85.4 in 2012) while the state average CPI decreased. This CPI represents a 11.5 point gain since 2003. The district's performance in Mathematics increased from 77.8 in 2011 to 79.6 CPI points in 2012 narrowing the gap between CPS and the State to 0.3. Since 2003, the district's math CPI has increased by 20 points.

CPS District Performance as Compared with State Targets

English Language Arts – increase from 74.9 in 2003 to 85.4 in 2012



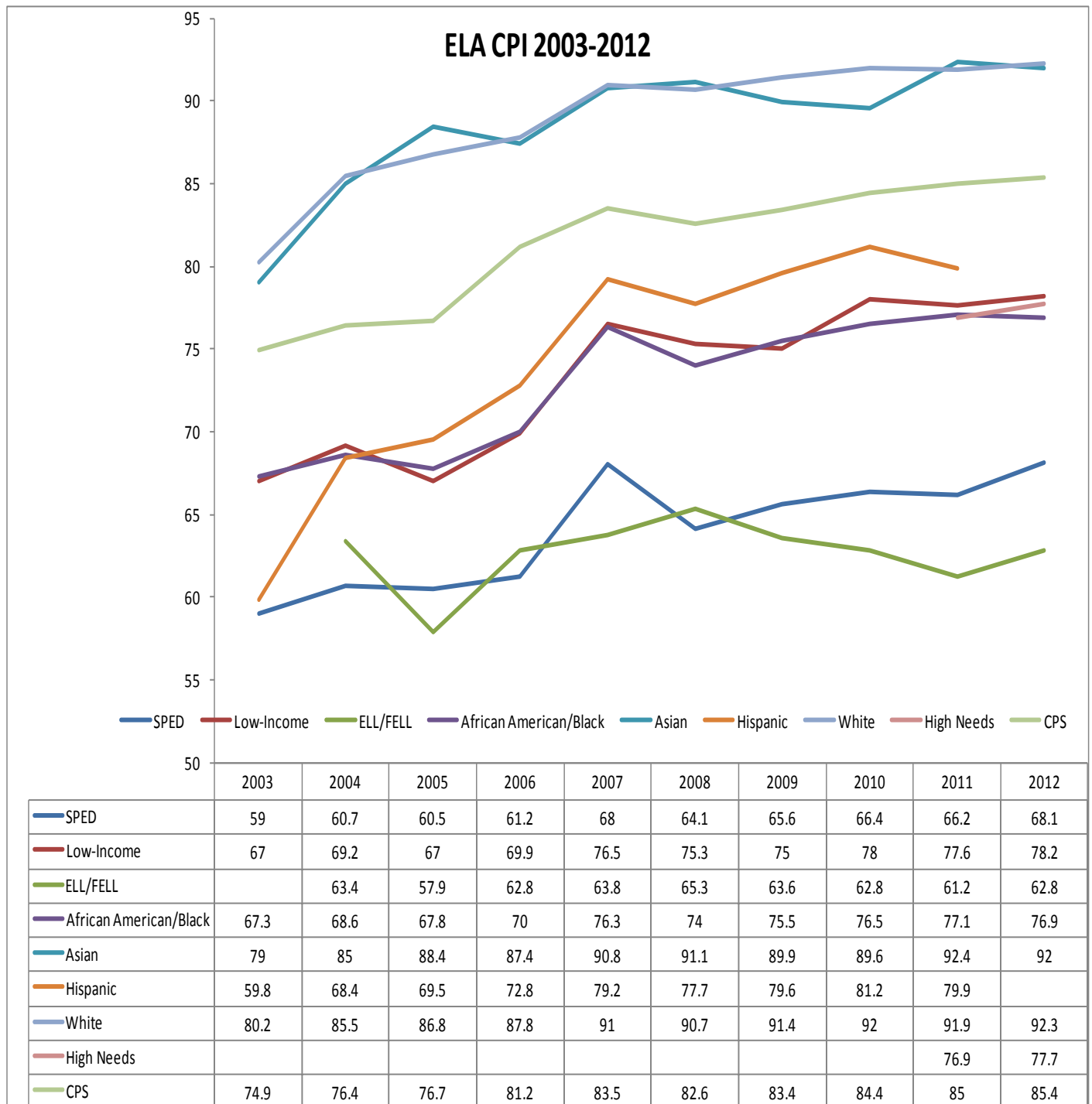
Mathematics – increase from 59.6 in 2003 to 79.6 in 2012



Aggregate and Student Subgroups

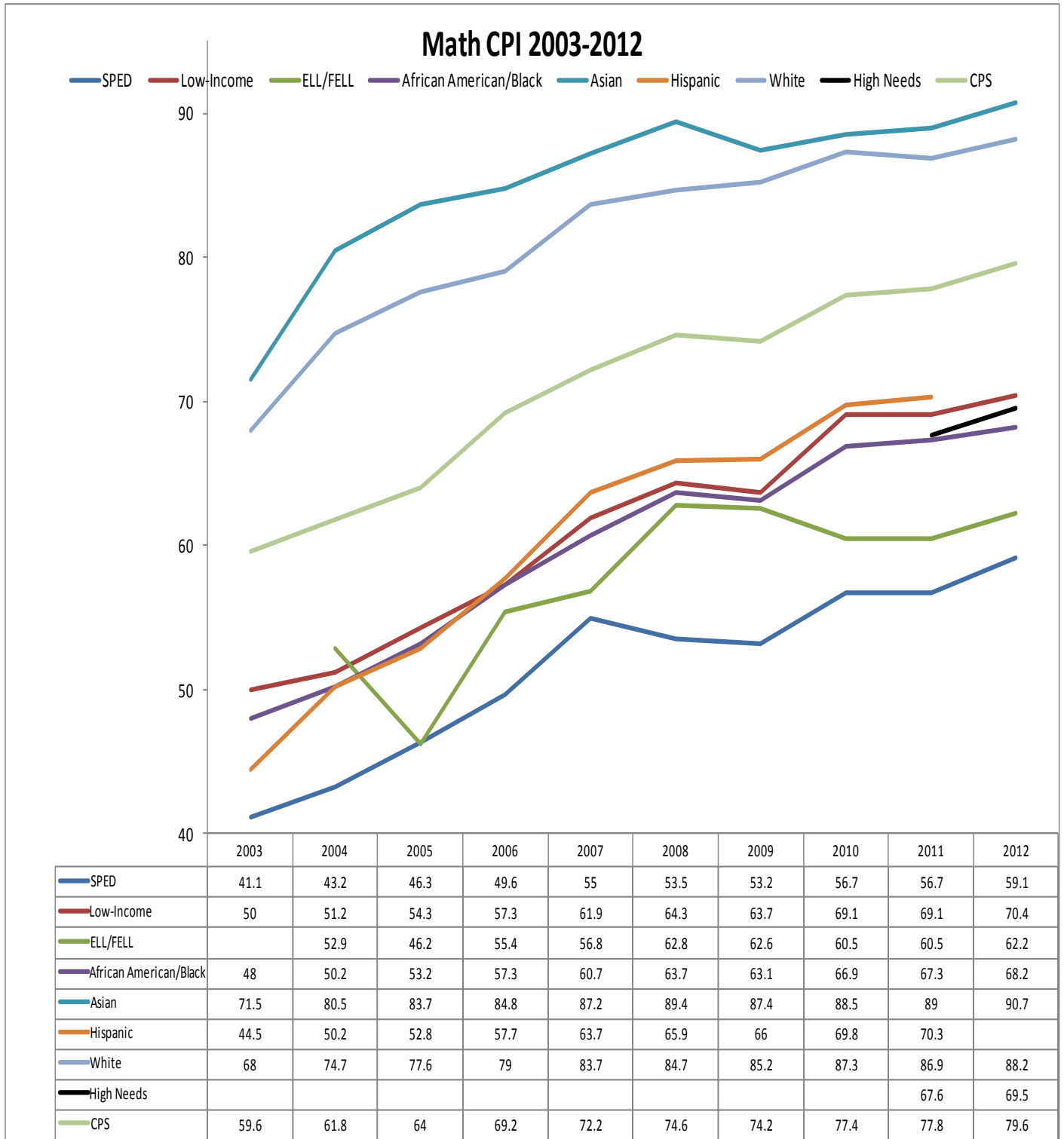
English Language Arts

In general, the average CPI in English Language Arts in 2012 remained relatively the same as 2011. The average CPI for Low Income, ELL and former ELL (FELL), White, and special needs students increased across the district. The CPI for African American/Black students dropped slightly to 76.9 as did the CPI for Asian students. Due to a data reporting error, there is currently no CPI for Hispanic students.



Mathematics

The average CPI in Mathematics for all subgroups increased in 2012. Due to a data reporting error, there is currently no CPI for Hispanic students.



MCAS 2012

% of Students at Advanced and Proficient Levels 2009-2012

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at all grades with the exception of grade 5 and 8. Proficiency rates at grade 10 improved by another 6% in 2012 making for a two-year gain of 16%. The percent of students who scored proficient/advanced at grade 8 decreased by 10% from the previous year.

Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades all grades with the exception of grades 4 & 8. There was a 2% decrease in grade 4 and 1% decrease in grade 8. Students in grade 10 increased their proficiency by 8% over the previous year. In grades 3, 7, and 10, Cambridge students outperformed the state in Math.

Science

The proficiency rates in Science increased at all grades in 2012. At grade 8 more students scored proficient and advanced this year in comparison with last year; however only 38% were proficient in Science.

MCAS 2012 - % Proficient/Advanced in English Language Arts

| | CPS | | | State | | |
|----------|------|------|------|-------|------|------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Grade 3 | 60% | 59% | 64% | 63% | 61% | 61% |
| Grade 4 | 47% | 47% | 51% | 54% | 53% | 57% |
| Grade 5 | 59% | 63% | 59% | 63% | 67% | 61% |
| Grade 6 | 60% | 62% | 66% | 69% | 68% | 63% |
| Grade 7 | 71% | 70% | 71% | 72% | 73% | 71% |
| Grade 8 | 75% | 81% | 71% | 78% | 79% | 81% |
| Grade 10 | 70% | 80% | 86% | 78% | 84% | 88% |

MCAS 2012 - % Proficient/Advanced in Mathematics

| | CPS | | | State | | |
|----------|------|------|------|-------|------|------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Grade 3 | 65% | 59% | 65% | 65% | 66% | 61% |
| Grade 4 | 43% | 49% | 47% | 48% | 47% | 51% |
| Grade 5 | 53% | 51% | 54% | 55% | 59% | 57% |
| Grade 6 | 48% | 53% | 56% | 59% | 58% | 60% |
| Grade 7 | 52% | 45% | 52% | 52% | 51% | 51% |
| Grade 8 | 45% | 51% | 50% | 51% | 52% | 52% |
| Grade 10 | 77% | 75% | 83% | 75% | 74% | 78% |

MCAS 2012 - % Proficient/Advanced in Science

| | CPS | | | State | | |
|----------|------|------|------|-------|------|------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Grade 5 | 45% | 38% | 45% | 53% | 50% | 52% |
| Grade 8 | 34% | 36% | 38% | 40% | 39% | 43% |
| Grade 10 | 59% | 60% | 65% | 65% | 67% | 69% |

MCAS 2012

% Proficient/Advanced & CPI by Subgroups in Comparison with the State 2011-2012

This chart gives the results for students in all grades (3-10) across the district in comparison with the state over the past two years by subgroups. The numbers in green indicate that the CPS subgroup outperformed its counterparts at the state in that year.

| | ELA - All Grades % Proficient/Advanced | | | | Math - All Grades % Proficient/Advanced | | | |
|------------------------|---|------|-------|------|--|------|-------|------|
| | CPS | | State | | CPS | | STATE | |
| | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| SPED | 27 | 30 | 30 | 31 | 20 | 24 | 21 | 21 |
| ELL/FELL | 27 | 26 | 33 | 34 | 29 | 32 | 32 | 32 |
| Low-Income | 50 | 50 | 49 | 50 | 39 | 42 | 37 | 38 |
| African American/Black | 50 | 49 | 50 | 50 | 37 | 38 | 34 | 35 |
| Asian | 81 | 77 | 77 | 77 | 74 | 77 | 77 | 77 |
| Hispanic/Latino | 55 | | 45 | 45 | 38 | | 34 | 34 |
| White | 80 | 80 | 77 | 76 | 72 | 75 | 64 | 66 |
| High Needs | 48 | 50 | 47 | 48 | 37 | 40 | 37 | 37 |
| All Students | 66 | 66 | 69 | 69 | 56 | 58 | 58 | 59 |

| | ELA - All Grades - CPI | | | | Math - All Grades - CPI | | | |
|------------------------|------------------------|------|-------|------|-------------------------|------|-------|------|
| | CPS | | State | | CPS | | STATE | |
| | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| SPED | 66.2 | 68.1 | 68.3 | 67.3 | 56.7 | 59.1 | 57.7 | 56.9 |
| ELL/FELL | 61.2 | 62.8 | 66.2 | 66.2 | 60.5 | 62.2 | 62 | 61.6 |
| Low-Income | 77.6 | 78.2 | 77.1 | 76.7 | 69.1 | 70.5 | 67.3 | 67.3 |
| African American/Black | 77.1 | 76.9 | 77.4 | 76.5 | 67.3 | 68.2 | 65 | 65.1 |
| Asian | 92.8 | 92 | 90.2 | 90.2 | 89.2 | 90.7 | 89.5 | 89.9 |
| Hispanic/Latino | 79.9 | | 74.2 | 73.5 | 70.3 | | 64.4 | 64.1 |
| White | 91.9 | 92.3 | 90.9 | 90.6 | 86.9 | 88.2 | 84.3 | 84.5 |
| High Needs | 76.9 | 77.7 | 77 | 76.5 | 67.6 | 69.5 | 67.1 | 67 |
| All Students | 85 | 85.4 | 87.2 | 86.7 | 77.8 | 79.6 | 79.9 | 79.9 |

MCAS 2012 Student Growth Percentiles

A student growth percentile (SGP) measures student progress by comparing one student’s progress to the progress of other students with similar MCAS performance histories (called “academic peers”). A percentile is used because its value expresses the percentage of cases that fall below a certain score.

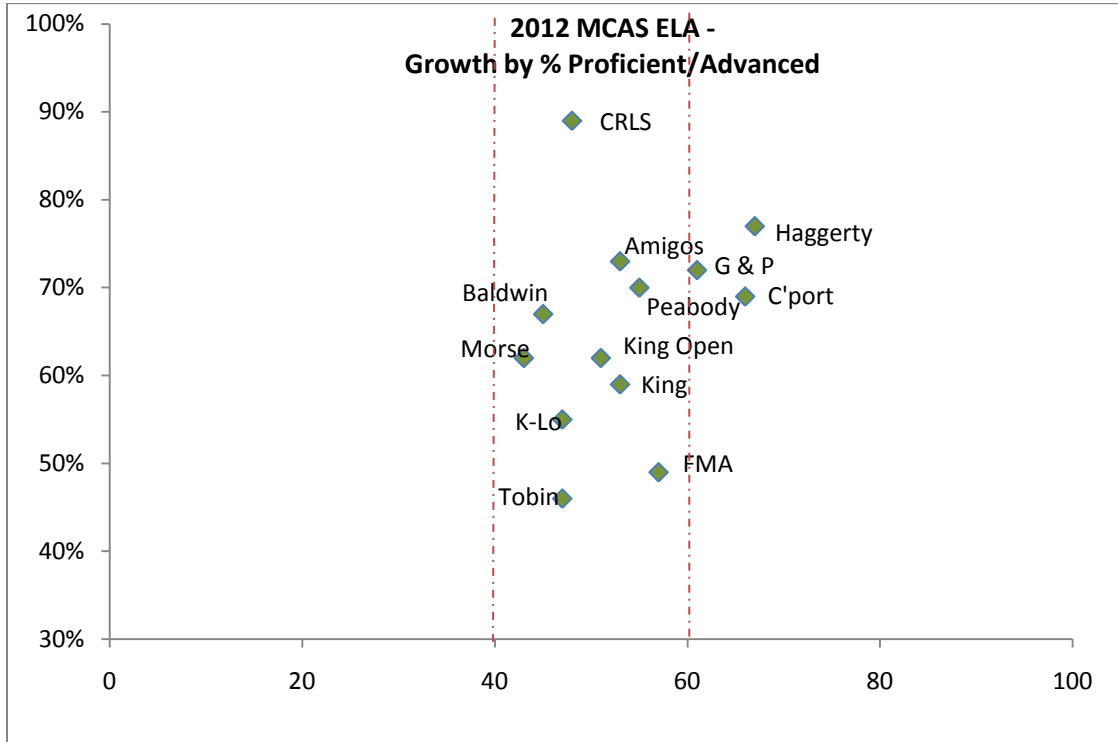
The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40th – 60th percentile as typical or average growth .

In Cambridge, overall Math growth was high average at 58. Grades 8 & 10 Math had above average growth (60 or higher). Grades 4 & 7 in Math and grades 5 & 7 in English Language Arts had high average growth. All other grades showed typical growth in 2012.

| Grade and Subject | Cambridge Public Schools | | | | State | | | |
|----------------------|--------------------------|------------|-----------|------------|-----------|------------|-----------|------------|
| | MCAS 2011 | | MCAS 2012 | | MCAS 2011 | | MCAS 2012 | |
| | CPI | Median SGP | CPI | Median SGP | CPI | Median SGP | CPI | Median SGP |
| Grade 3 - English | 82.0 | | 86.5 | | 83.9 | | 84.1 | |
| Grade 3 - Math | 82.0 | | 84.6 | | 84.7 | | 80.9 | |
| Grade 4 - English | 76.4 | 47 | 78.1 | 48.5 | 79.4 | 51 | 80 | 50 |
| Grade 4 - Math | 79.2 | 55.5 | 77.7 | 57 | 78.4 | 50 | 79.2 | 50 |
| Grade 5 - English | 84.8 | 49 | 82 | 56.5 | 86 | 50 | 82.5 | 50 |
| Grade 5 - Math | 76.2 | 54 | 77.9 | 51 | 79.8 | 50 | 78.4 | 50 |
| Grade 6 - English | 82.3 | 51 | 83 | 53 | 86.6 | 50 | 84.8 | 50 |
| Grade 6 - Math | 75.5 | 46 | 77 | 54 | 79.6 | 50 | 80.5 | 50 |
| Grade 7 - English | 86.9 | 52 | 87.4 | 59 | 89.5 | 50 | 88.1 | 50 |
| Grade 7 - Math | 66.8 | 49.5 | 74.8 | 56 | 73.8 | 50 | 75.4 | 50 |
| Grade 8 - English | 91.4 | 60 | 87.4 | 50 | 91.1 | 50 | 91.8 | 50 |
| Grade 8 - Math | 73.6 | 56 | 71.2 | 60 | 74.2 | 50 | 75.5 | 50 |
| Grade 10 - English | 92.1 | 44 | 95.1 | 48 | 93.9 | 50 | 95.8 | 50 |
| Grade 10 - Math | 88.8 | 61.5 | 93.2 | 71 | 88.9 | 50 | 90 | 50 |
| ALL GRADES - ENGLISH | 85.0 | 51 | 85.4 | 52 | 87.2 | 50 | 86.7 | 50 |
| ALL GRADES - MATH | 77.8 | 55 | 79.6 | 58 | 79.9 | 50 | 79.9 | 50 |

Student Growth by School- ELA

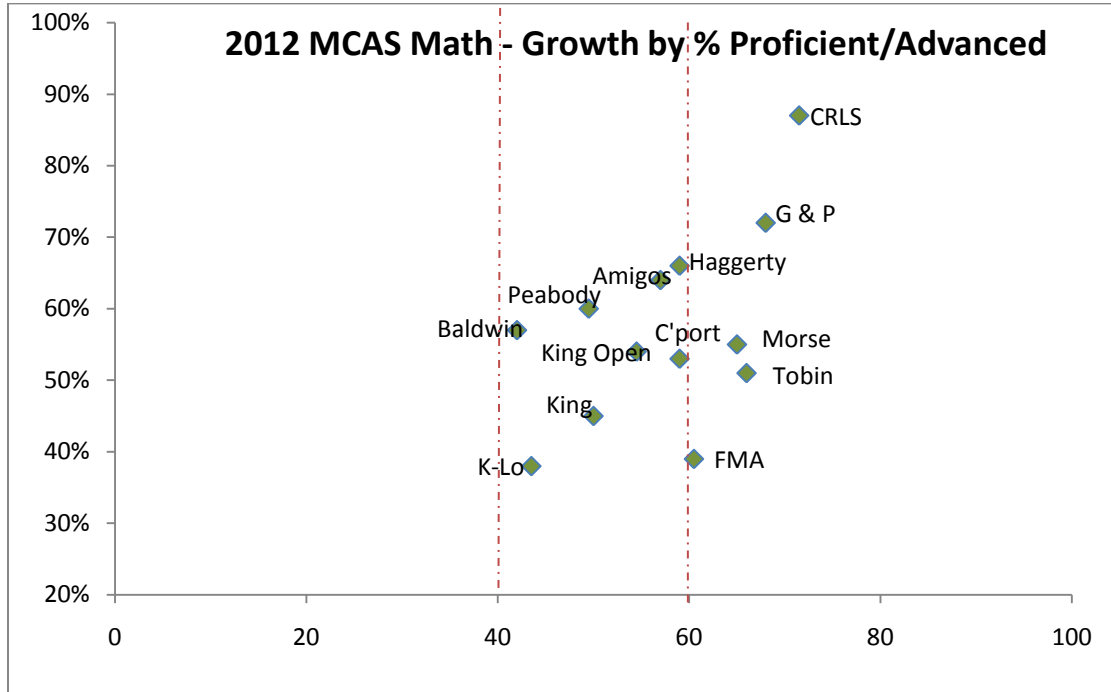
The scatter plot below shows both the percent of students achieving proficiency and median student growth percentiles. In the plot below, the Haggerty School shows both high growth (67) and high proficiency (77%) in English Language Arts. CRLS has high proficiency with average growth. The Graham & Parks and the Cambridgeport both had above average growth.



| | SGP | % Prof/Adv |
|--------------------------|-----|------------|
| Amigos School | 55 | 70% |
| Cambridgeport | 66 | 69% |
| Fletcher/Maynard | 57 | 49% |
| Graham and Parks | 61 | 72% |
| Haggerty | 67 | 77% |
| John M Tobin | 47 | 46% |
| Kennedy-Longfellow | 47 | 55% |
| King Open | 51 | 62% |
| Maria L. Baldwin | 45 | 67% |
| Martin Luther King | 53 | 59% |
| Morse | 43 | 62% |
| Peabody | 53 | 73% |
| Cambridge Rindge & Latin | 48 | 89% |
| District | 52 | 66% |

Student Growth by School - Math

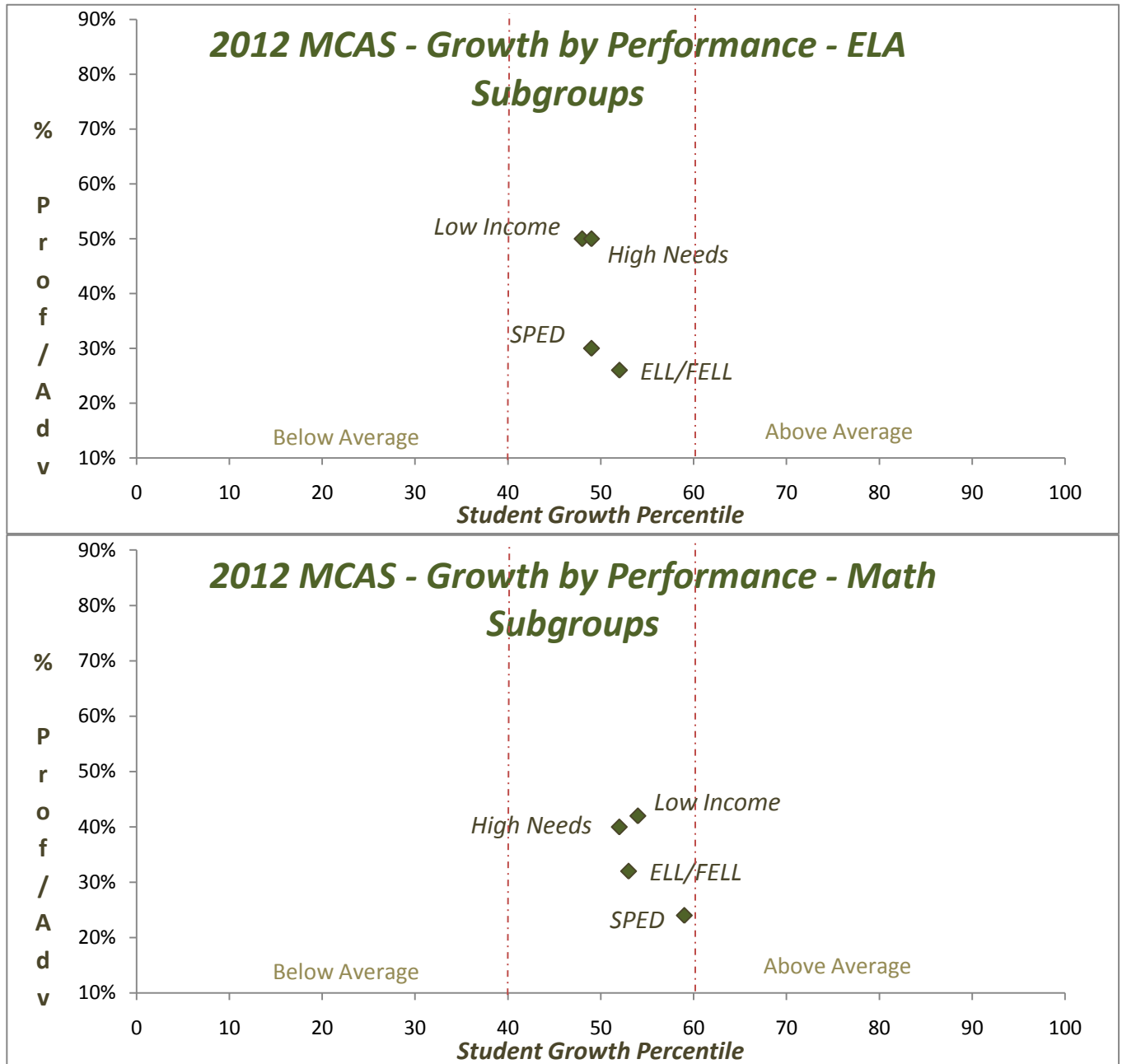
In Math, there is higher growth overall and a more scattered distribution when compared to English Language Arts. The Graham & Parks, Morse, Tobin, CRLS and Fletcher/Maynard all have above average growth. CRLS had both above average growth and a high rate of proficiency.



| | Student growth | % proficient |
|--------------------|----------------|--------------|
| Amigos | 57 | 64% |
| Cambridgeport | 59 | 53% |
| Fletcher/Maynard | 60.5 | 39% |
| Graham & Parks | 68 | 72% |
| Haggerty | 59 | 66% |
| Tobin | 66 | 51% |
| Kennedy-Longfellow | 43.5 | 38% |
| King Open | 54.5 | 54% |
| Baldwin | 42 | 57% |
| King | 50 | 45% |
| Morse | 65 | 55% |
| Peabody | 49.5 | 60% |
| CRLS | 71.5 | 87% |
| District | 58 | 58% |

Student Growth by Subgroup

SPED students have low proficiency and average growth in ELA; in Math, this year they had high average growth. English Language Learners and former English Language Learners (ELL/FELL) show similar low proficiency rates, but also have slightly higher average growth in ELA.



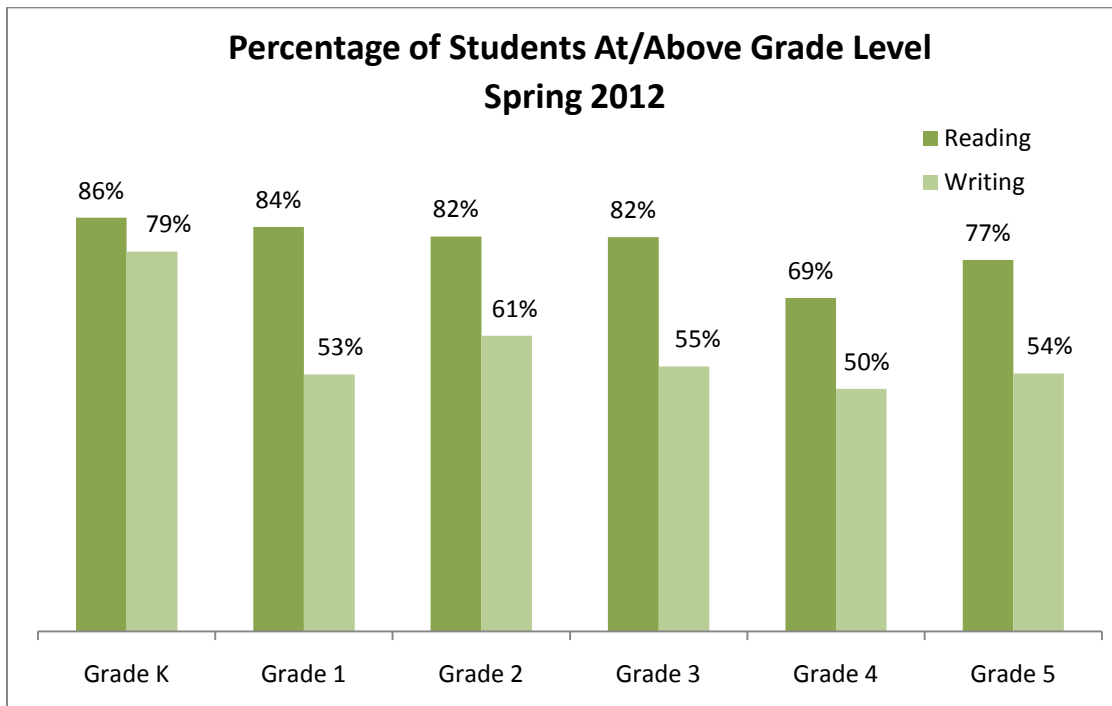
| | ELA | | Math | |
|------------|--------|-----------------|--------|-----------------|
| | Median | % Prof/Advanced | Median | % Prof/Advanced |
| SPED | 49 | 30% | 59 | 24% |
| ELL/FELL | 52 | 26% | 53 | 32% |
| Low Income | 48 | 50% | 54 | 42% |
| High Needs | 49 | 50% | 52 | 40% |

CPS Literacy Assessments

Kindergarten – Fifth grade

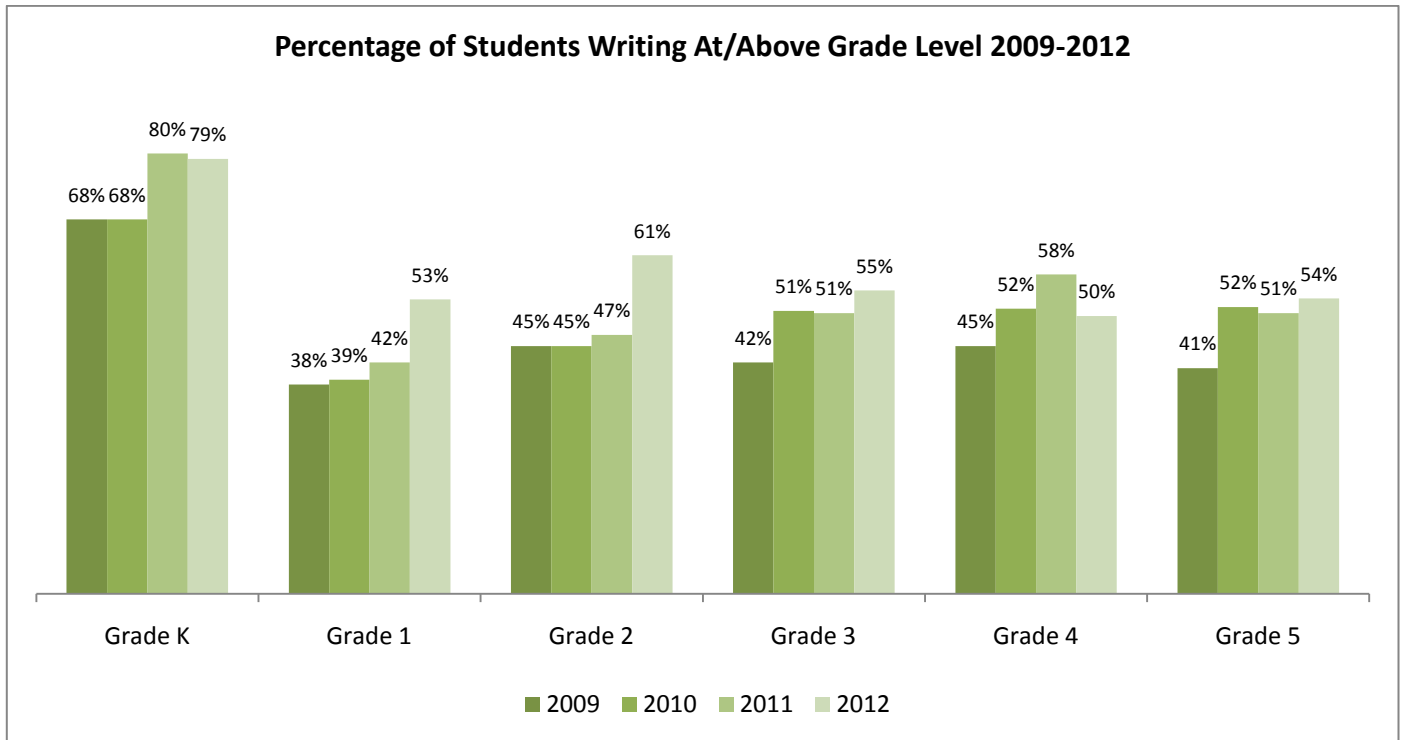
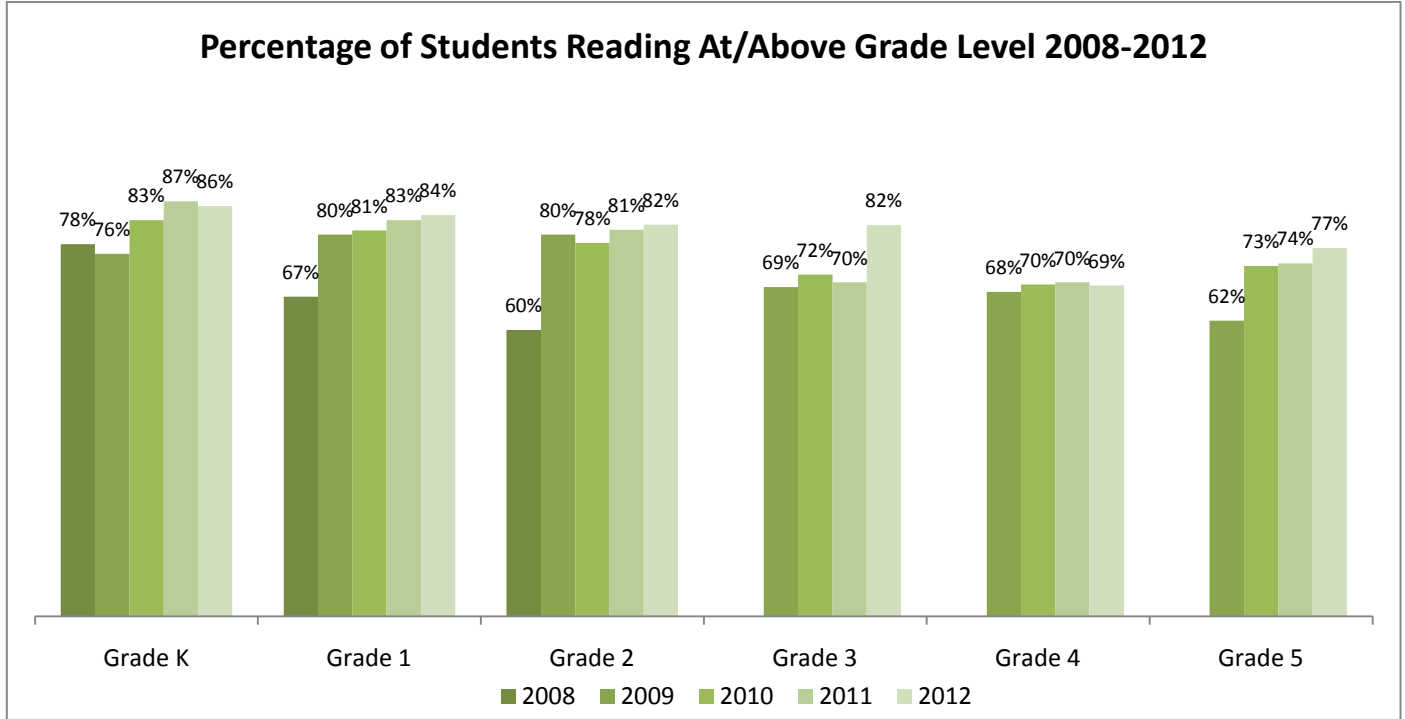
For students in Kindergarten through second grade, this was the fifth year that students' reading levels were assessed using the Heinemann Benchmark Assessment. For students in grades three through five, this was the fourth year.

The percentage of students reading at or above grade level benchmark* in grades K-5 increased across all grades, with the exception of kindergarten and grade 4, where there were slight declines. On the other hand, at grades 3 and 5, there were large increases in the percentage of students at or above grade level. There were substantial increases in the percentage of students writing at or above grade level in grades 1 & 2. In grades 3 and 5, the percentage of students writing at grade level increased 4% and 5% respectively while there was a decrease of 8% in writing in grade 4.



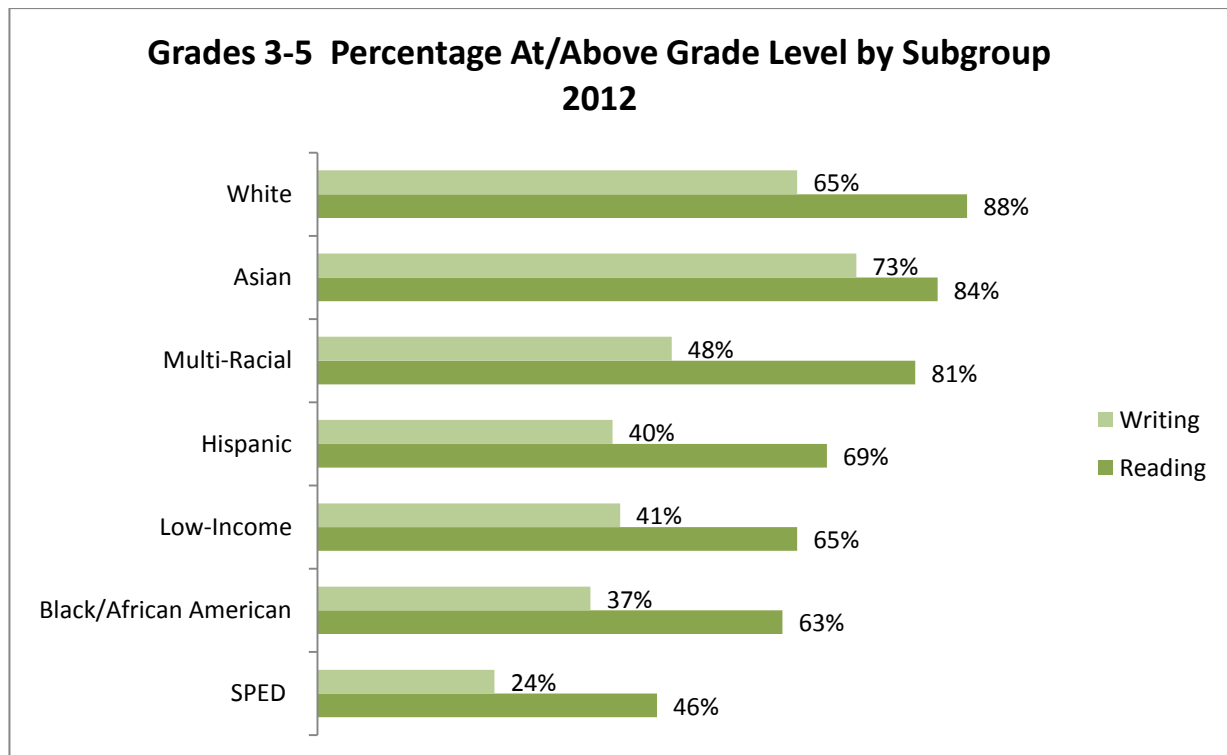
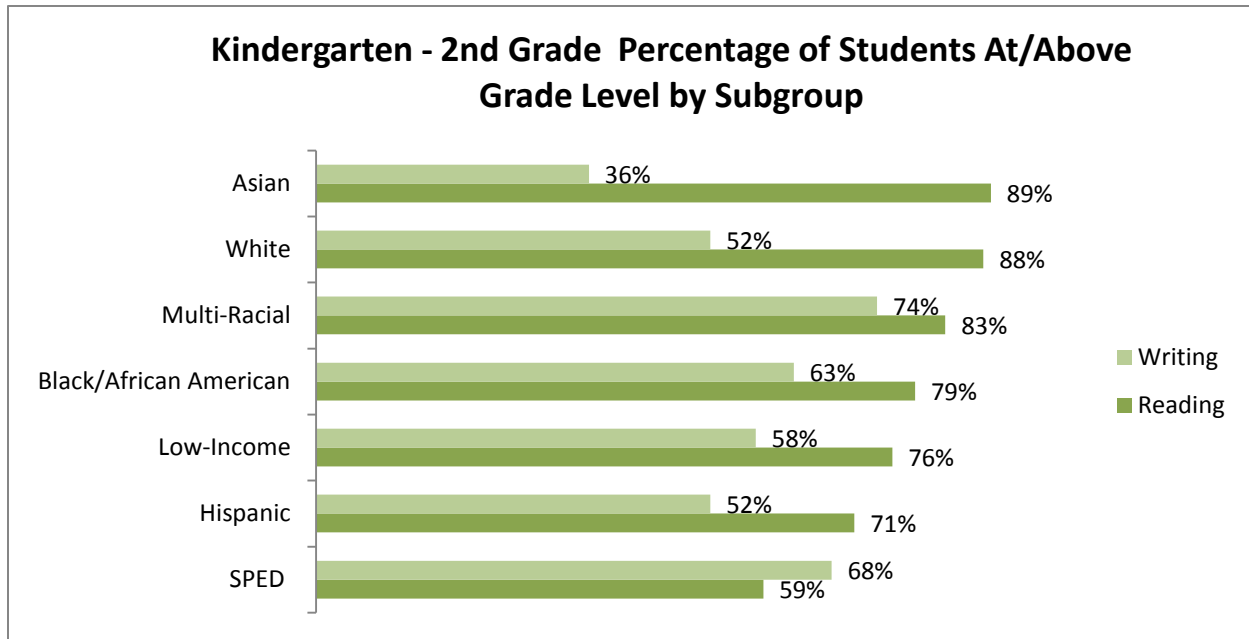
*equivalent to grade level proficiency in reading & writing

Comparison of percentage of students at or above grade level benchmark over time



Literacy Assessments by Subgroups

At each grade level and for all subgroups, more students are proficient in reading than they are in writing. Fewer SPED students are reading and writing at or above grade level in comparison with other subgroups. For all student subgroups, there is a drop in reading proficiency between the grades K-2 and 3-5. For example, 79% of African American/Black students in grades K-2 are reading at/above grade level while only 63% of African American/Black students are reading at/above grade level in grades 3-5.



In grades K-2, all subgroups improved in reading with the exception of Hispanic, Multi-Racial and Low Income students. In writing, all subgroups increased in the percentage of students at or above grade level in comparison to the previous year with the exception of Multi-Racial students. All subgroups in grades 3-5 continued to improve in reading with the exception of Multi-Racial students while in writing Multi-Racial, White and SPED students saw some decline in proficiency over last year.

**Grades K-2: Comparison of percentage of students at or above grade level by subgroup
2008-2012 Reading and 2009-2012 Writing**

| | Reading | | | | | Writing | | | |
|------------------------|---------|------|------|------|------|---------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| Asian | 80% | 90% | 91% | 85% | 89% | 63% | 60% | 60% | 68% |
| Black/African American | 55% | 70% | 72% | 78% | 79% | 46% | 50% | 48% | 52% |
| Hispanic | 55% | 78% | 74% | 76% | 71% | 41% | 47% | 46% | 58% |
| Multi-Racial | 70% | 79% | 87% | 90% | 83% | 51% | 67% | 65% | 63% |
| White | 80% | 86% | 88% | 88% | 88% | 60% | 62% | 65% | 74% |
| Low-Income | 57% | 72% | 71% | 77% | 76% | 46% | 48% | 50% | 52% |
| SPED | 37% | 57% | 51% | 58% | 59% | 29% | 26% | 22% | 36% |

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

| | Reading | | | Writing | | |
|------------------------|---------|------|------|---------|------|------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Asian | 76% | 75% | 84% | 65% | 67% | 73% |
| Black/African American | 58% | 58% | 63% | 36% | 37% | 37% |
| Hispanic | 74% | 61% | 69% | 42% | 37% | 40% |
| Multi-Racial | 64% | 87% | 81% | 52% | 64% | 48% |
| White | 87% | 84% | 88% | 67% | 68% | 65% |
| Low-Income | 59% | 58% | 65% | 39% | 41% | 41% |
| SPED | 36% | 40% | 46% | 24% | 25% | 24% |

APPENDIX

GLOSSARY OF TERMS

| | |
|--|--|
| Achievement Gap | The difference between a student's or subgroup's performance and the goal of proficiency for all |
| Composite Performance Index (CPI) | <p>a number that measures how well a school or district is progressing toward MCAS proficiency for all students. Students who score proficient or advanced are assigned 100 points, High Needs Improvement 75 points, Low Needs Improvement 50 points, High Warning 25 points and Low Warning 0 points. Students who take a MCAS Alternative Assessment are also awarded points based on their portfolio. The points are averaged resulting in a number between 0 and 100, the CPI.</p> <p>CPI's are calculated separately for ELA, Mathematics and Science tests for all levels- state, district and school, both in the aggregate and for student subgroups.</p> |
| DESE | Department of Elementary and Secondary Education (formerly the Massachusetts Department of Education) |
| Graduation rate | Beginning with the class of 2006, the state began reporting a 4-year cohort graduation rate. This percentage includes students who entered as 9 th graders and adds students who transfer in from other schools during the course of four years while subtracting those who left the school. |
| Graduation plans | The state requires all graduating seniors to report their post-graduation plans to their guidance counselors. This information is then submitted to the state at the end of each year. |
| MCAS | Massachusetts Comprehensive Assessment System |
| SAT | Scholastic Achievement Test |