



2011

# MCAS and Adequate Yearly Progress Report

## *Cambridge Public Schools*

This report summarizes the Cambridge Public School District's progress on MCAS, both performance and growth, and includes Adequate Yearly Progress (AYP) information for both the district and individual schools.



## TABLE OF CONTENTS

Executive Summary	1
MCAS Progress over Time 2003-2011	4
Performance as Compared to State Targets	
Aggregate and Student Subgroups	
English Language Arts	6
Mathematics	7
Percent of Students at Advanced/ Proficient Levels on MCAS	
Grade Level	8
Racial/Ethnic Subgroups	9
NCLB Subgroups: Special Education, FLEP/LEP, Low Income	10
Student Growth Percentiles	
Grade Level	12
ELA Growth by School	13
Math Growth by School	14
Student Growth by Race/Ethnicity	15
Student Growth by Subgroup	16
Student Growth & Performance by High Needs Status ELA	17
Student Growth & Performance by High Needs Status Math	18
Adequate Yearly Progress	
Cambridge Adequate Yearly Progress (AYP)	20
Individual School Results	21

# Executive Summary

Cambridge recognizes the MCAS assessment as an important indicator of student achievement. MCAS results are reviewed annually and provide information at district, school and individual student levels. MCAS reports present information about both the performance and growth over time of students at the end of each school year as an indicator of how well the students performed on the state standards in each curriculum area. Curriculum leaders analyze results to insure that our curriculum is in alignment with state standards and target areas for improvement in curriculum development and implementation. School administrators work with their Instructional Leadership Teams and school communities to develop School Improvement Plans that include specific improvement goals and strategies.

In addition to MCAS the district collects data on other academic performance measures including SAT, high school graduation rates, and literacy benchmark information in reading and writing. Data from school climate and health surveys, Health and Fitness Progress Reports, and student participation in out of school time activities also provide important information on student performance and progress.

In the spring of 2011 students in grades 3-10 took up to three MCAS tests in English Language Arts (ELA), Mathematics and Science/Technology/Engineering. The results of the 2011 assessments as well as MCAS trends over time are included in this report. Results are reported both for the aggregate and for student subgroups.

## MCAS Highlights

### *Overall Performance*

Cambridge has made continued progress over time in reaching the No Child Left Behind (NCLB) goal of having all students achieve proficiency on MCAS by 2014 as measured by a Composite Performance Index (CPI) with a proficiency goal of 100 points.

In 2011, CPS performance in **English Language Arts** remained relatively stable going from **84.4** in 2010 to **85.0** CPI points for all students tested in grades 3-10. This CPI represents a 10.1 point gain since 2003. Cambridge, as a district, has a High performance rating in ELA, but for the third year in a row, the district did not make adequate yearly progress for all subgroups and our current status is Improvement Year 2 for subgroups.

CPS performance in Mathematics remained much the same, moving from **77.4** to **77.8** CPI points. Since 2003, the district's math CPI has increased by 18.1 points. Even with this overall growth in performance since 2003, the district did not make AYP in Math for either the aggregate or subgroups and our current NCLB Accountability Status is Corrective Action for subgroups. As a district we plan to continue building on our improvements to accelerate the learning of all students. At the same time we have identified areas of concern that will be addressed.

### *Percent of Students at Proficient/Advanced Performance Levels*

#### *English Language Arts*

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 5, 6, 8 and 10. The district's greatest gains in proficiency were seen at grades 8 and 10. CRLS/ HSEP 10<sup>th</sup> graders had the greatest increases with 84% of students scoring proficient or above, a 11% increase from the prior year. When grade

10 students in special education outplacements are factored into the results, CPS proficiency results are at 81% as compared to 84% of students statewide. Eighty-one (81%) of 8<sup>th</sup> graders scored proficient, a 6% increase from 2010. CPS 8<sup>th</sup> grade results are above results statewide.

Grade 3 declined slightly from 2010. 59% of CPS third graders were proficient as compared with 61% of students statewide. 4<sup>th</sup> grade results remained the same as 2010, and these results were below the state proficiency rates for grade 4. Seventy percent (70%) of 7<sup>th</sup> graders scored proficient, a slight decrease of 1% from the prior year.

## Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 4, 6, and 8. Grade 4 results increased 6% from the prior year with 2011 results above those of the state. Although CRLS/HSEP results decreased slightly from 81% proficient to 79% proficient, CRLS/HSEP students outperformed their state counterparts who scored 77% proficient. When grade 10 students in special education outplacements are factored into the results CPS proficiency results are the same as the state at 77%. At grade 3 and grade 7, there were significant decreases in the percent proficient/advanced while grades 5 and 10 had slight decreases (2%).

## Science

Sixty-two (62%) of CRLS/ HSEP 10<sup>th</sup> grade students scored proficient or above, a 1% increase from the prior year and a 15% increase from 2008. When grade 10 students in special education outplacements are factored into the results, CPS proficiency results are at 60% as compared to 67% statewide. While Grade 8 results increased by 2%, there are still only 36% of eighth graders scoring proficient in comparison with 39% of students statewide. The fifth grade results decreased by 7% from the prior year.

## Achievement Gap

In terms of proficiency (all students performing at proficient and advanced), the performance of White and Hispanic students has been consistently above the state for several years in both ELA and Math. This year, again, Low-Income students in Cambridge in both ELA and Math performed at a higher proficiency rate than Low-Income students across the state. African American students had higher rates of proficiency in Math and the same rate of proficiency in ELA as their counterparts across the state. Cambridge SPED and FLEP/LEP students, on the other hand, underperformed in comparison to their counterparts across the state. Even with the higher proficiency rates in comparison to the state, achievement gaps persist between Low-Income and Non Low-Income students and among different ethnic and racial subgroups.

The state also disaggregated the 2011 MCAS results by a new subgroup entitled “High Needs Status”. This subgroup is a composite subgroup and combines students who fall into one or more of the following subgroups: Low-Income, Special Education Programs, and (LEP) Limited English Proficient [*also known as English Language Learner (ELL)*] and (FLEP) Former Limited English Proficient [*also known as Former English Language Learner (FELL)*]. At the District level, Cambridge had slightly higher proficiency than the state in ELA and the same rate of proficiency in Math for these students. In both cases, however, the median growth percentile ranking was higher than the state.

Trends in the district performance and growth of both the aggregate and all subgroups are included in this report. Individual school reports that show each school’s progress over time for the aggregate and subgroups are included in the appendix of this document.

## Growth

The Massachusetts Department of Elementary and Secondary Education (DESE) has developed a *growth model* of student performance as a supplement to the MCAS results. This indicator helps parents, teachers, and administrators know whether students are improving from year to year by comparing students to their “academic peers” or students with similar MCAS histories. This year, parents received growth scores along with their child’s MCAS performance level.

As a district, Cambridge had a median student growth percentile (SGP) of 51 in ELA and 55 in Math. This year Math growth was at its highest level since the state began to provide this indicator in 2008 and improved by 2 points over last year’s median growth of 53. In ELA, there was a slight decline in growth from 52 to 51. Student growth percentile rankings in the range of 40 to 59 are considered average while SGPs above 60 indicate higher than average growth and below 40 indicate lower than average growth in comparison to all students in the state.

In English Language Arts, four schools had above average growth (Amigos, King, Tobin and Baldwin); two schools had high average growth (Morse and Graham & Parks). In Math, five schools had above average growth (Amigos, CRLS/HSEP, Graham & Parks, Haggerty, and Tobin) and three schools had high average growth (Morse, King and Peabody). No subgroups had below average growth in ELA and only the Kennedy-Longfellow had below average growth in Math. Most student subgroups had average to high average growth. Asian students had higher than average growth in both ELA and Math. No NCLB student subgroup had lower than average growth.

## Adequate Yearly Progress

The second section of this report includes information on Adequate Yearly Progress (AYP). Under the No Child Left Behind (NCLB) legislation all students are expected to be proficient on MCAS by the year 2014. Each year districts and schools are issued ratings that indicate how close they are to reaching the goal of having all students reach proficiency (100 points).

Schools must meet AYP targets for all students (aggregate) and for designated student subgroups. A school must have 40 students in any one subgroup to receive an AYP rating. If a school does not make AYP for either the aggregate or for any subgroup for two consecutive Years, it receives an accountability status and must take steps to focus efforts on improving student performance. A summary of the AYP status of all CPS schools is included in this report.

### *Statewide Perspective*

To put our results in perspective, it is important to note that 81% of schools and 90% of districts across the state did not make AYP this year.

The Massachusetts Department of Elementary and Secondary Education instituted a new Accountability & Assistance Level system in 2010. The state has five levels (see chart in AYP section of this report for descriptions of each). Two of our schools are Level 1 Schools – Amigos and Cambridgeport. All other schools have been categorized as Level 2. Cambridge has also been designated a **Level 2 District** and it is the only Urban District in the state that is not in Level 3 or below. As a Level 2 District, none of our schools are among lowest performing and least-improved 20% of schools statewide.

# MCAS 2011

## Cambridge's Progress toward Proficiency

Cambridge has made progress over time in reaching the No Child Left Behind (NCLB) goal of having all students achieve proficiency on MCAS by 2014. The Composite Performance Index (CPI) is the measure that the state uses to determine if a district/ school is making Adequate Yearly Progress (AYP) toward this goal.

### *What is the CPI?*

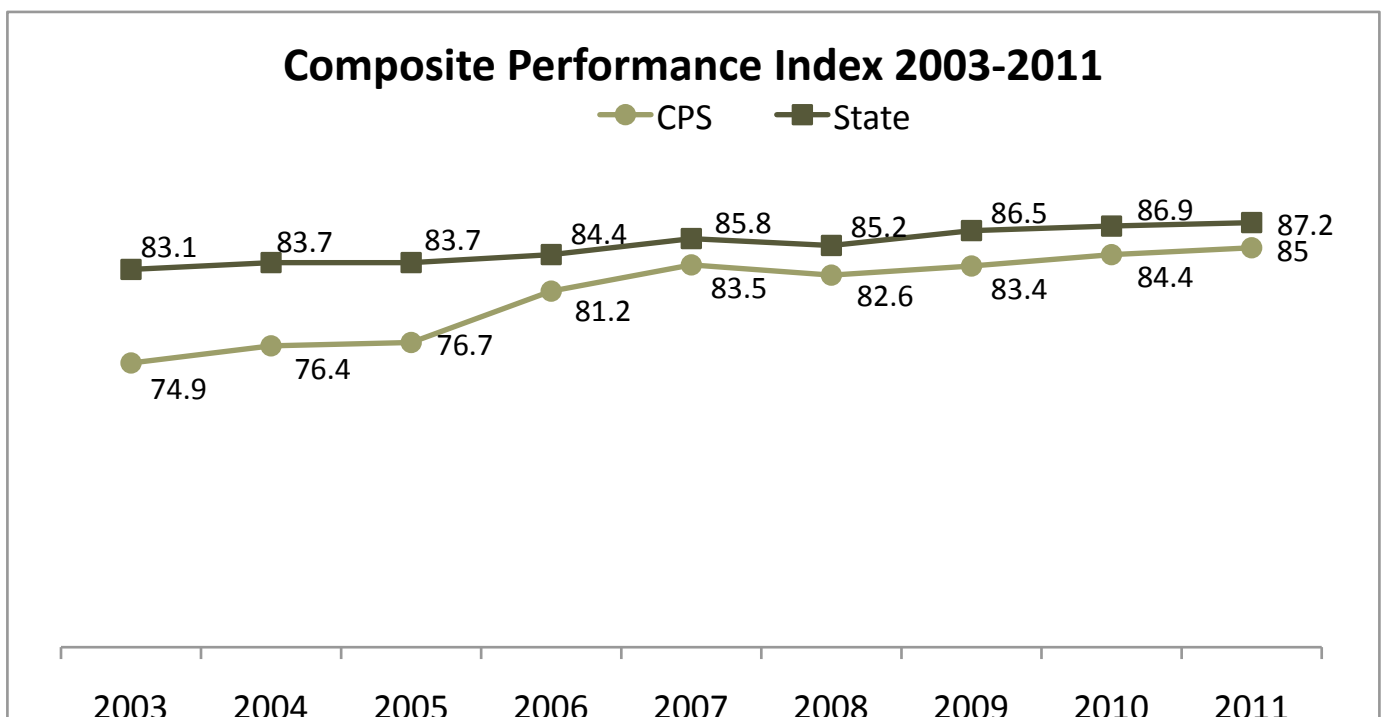
#### **The Composite Performance Index (CPI)**

is 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.

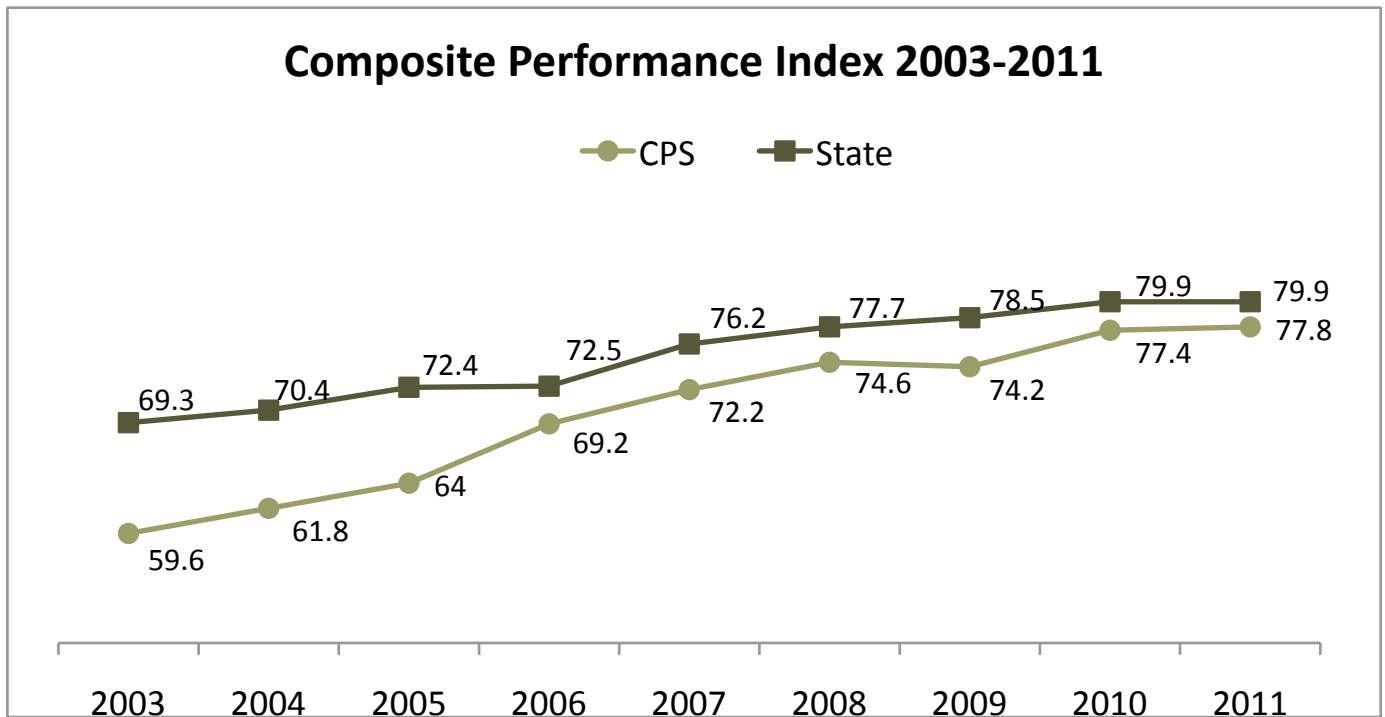
CPI's are calculated separately for ELA, Mathematics and Science tests for all levels- state, district and school, both in the aggregate and for student subgroups.

In 2011, our district's performance in **English Language Arts** went from **84.4** to **85.0** CPI points for all students tested in grades 3-10. The CPI in Mathematics moved from **77.4** in 2010 to **77.8**.

#### **English Language Arts – increase from 74.9 in 2003 to 85.0 in 2011**



## Mathematics – increase from 59.6 in 2003 to 77.8 in 2011



### CPS District Performance as Compared with State Targets

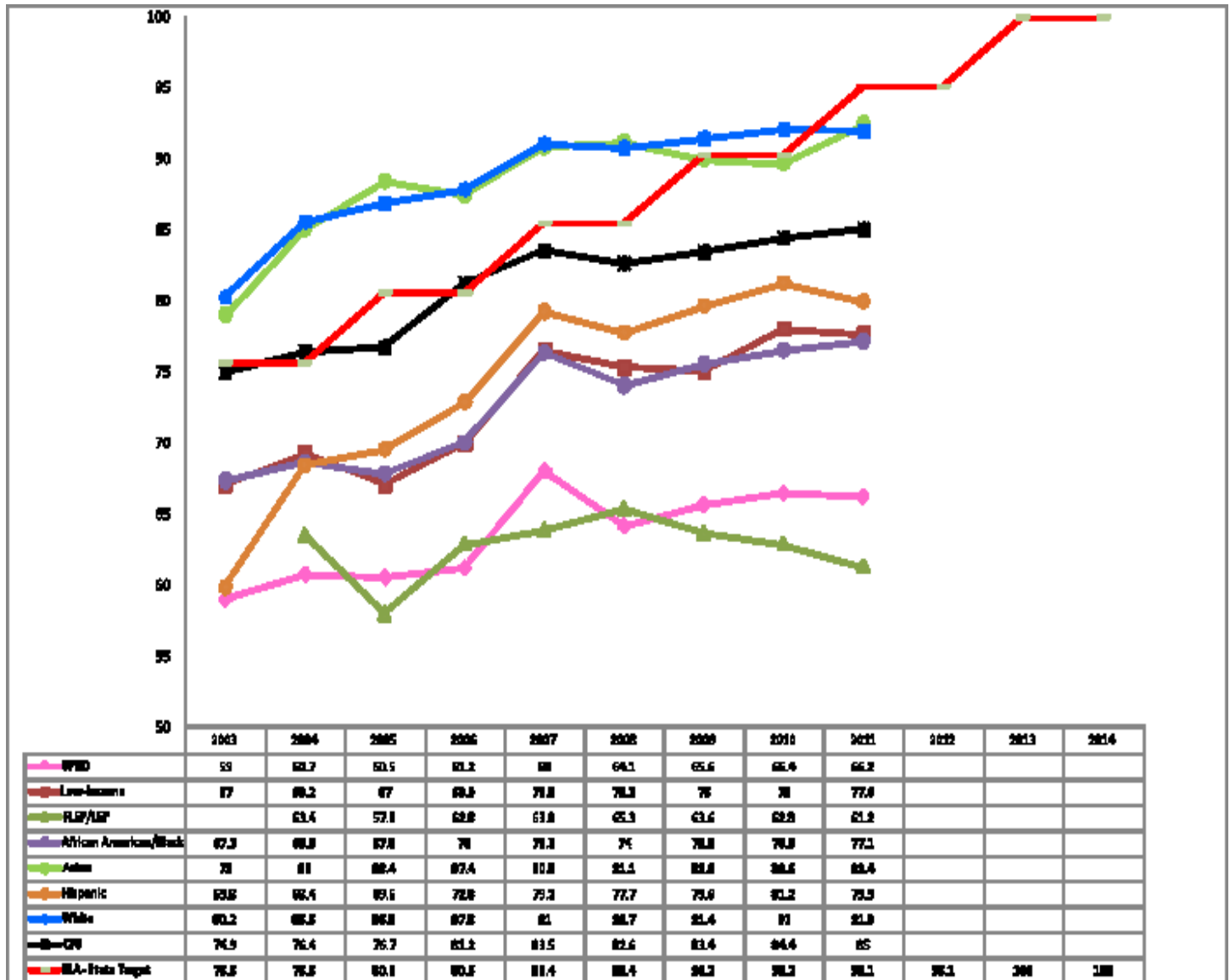
#### Aggregate and Student Subgroups

Under No Child Left Behind, all districts and schools must achieve a CPI of 100 for the aggregate and all subgroups by 2014. The state has identified annual targets (**red line**) that must be met for both the aggregate and identified subgroups of students.

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. This year, however, the state target increased and White and Asian students have fallen below the state targets. Although most subgroups have made progress over time, there is still a significant gap in proficiency among African American/ Black, Low Income and Special Education subgroups.

## English Language Arts

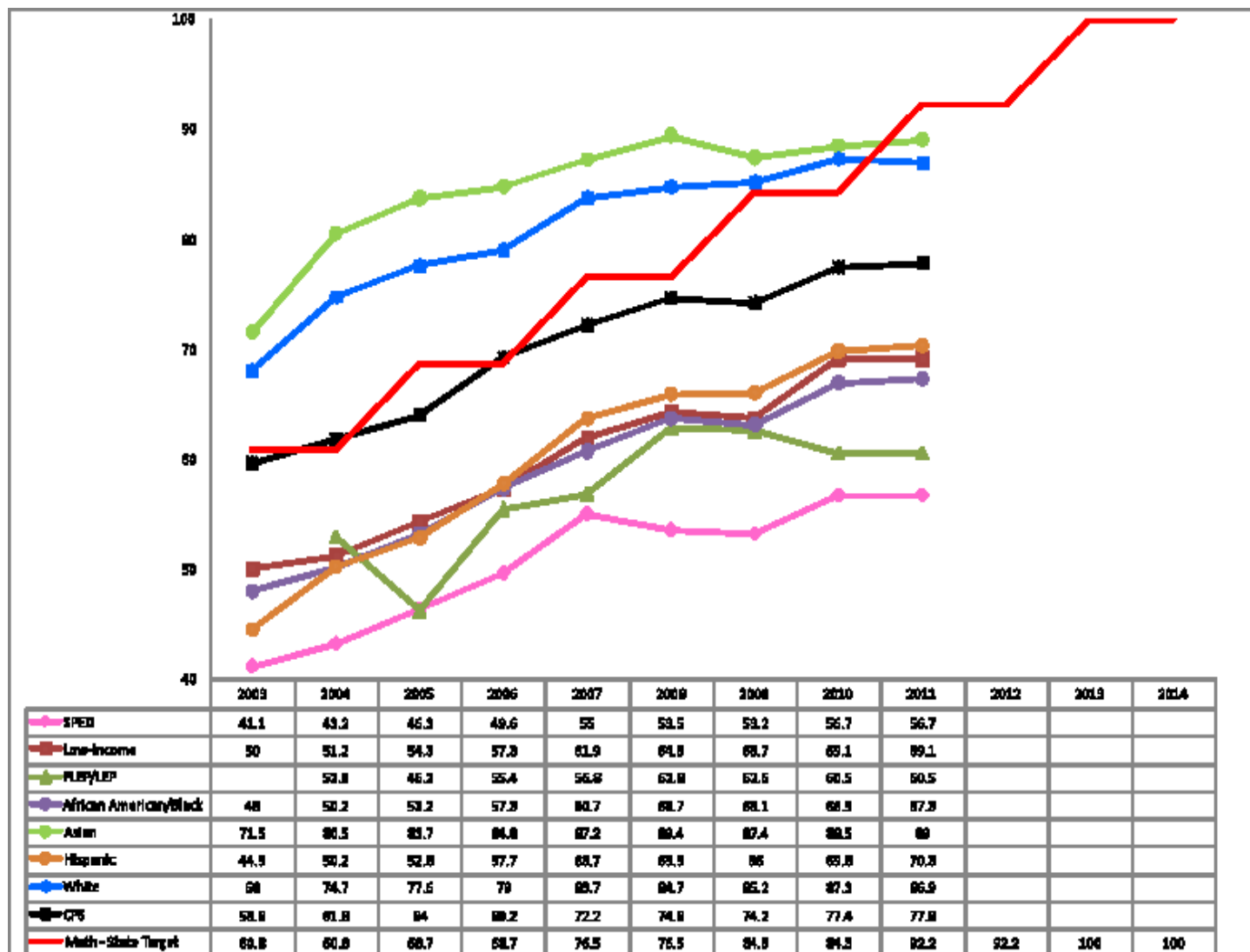
In 2011 the average CPI for white students across the district in ELA declined slightly to 91.9 while that of Asian students increased to 92.4, still below the new state target of 95.1 for this year. The CPI for Hispanic students dropped slightly to 79.9. The CPIs for African American/Black students increased to 77.1. For Students with Special Needs and Low Income Students, there were slight declines from 2010. The performance of FLEP/LEP students continued to decrease this year.





## Mathematics

In 2011 the average CPI for White students across the district in Math was 86.9, a slight decrease from the previous year. Asian (89.0) students had a slight increase over the previous year while Hispanic (70.3) and African American/Black students (67.3) achieved their highest CPIs since 2003. After a six-point increase in 2010, the CPI for low-income students remained approximately the same. SPED students and English Language Learners remained at similar levels as the previous year.



Charts that show the progress of each CPS school toward AYP targets are included in the appendix of this document.

## MCAS 2011

### % of Students at Advanced and Proficient Levels 2009-2011

#### English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 5, 6, 8 and 10. Proficiency rates at grade 10 remained improved by 10%. The percent proficient/advanced at grade 3 decreased by 1%, grade 4 remained the same, and grade 7 decreased by 1% from the previous year.

#### Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 4, 6, and 8. At grade 3 and grade 7, there were also significant decreases in the percent proficient/advanced while grades 5 and 10 had slight decreases (2%). Students in grade 4 Math outperformed their counterparts at the state as did CPS students in grade 10 Math.

#### Science

The proficiency rate in Science in grade 5 decreased increased by 7 percentage points this year. At grade 8 more students scored proficient and advanced this year in comparison with last year; however only 36% were proficient in Science. In grade 10 the significant increase in proficiency rate from last year (14%) was maintained and increased by 1%.

**MCAS 2011 - % Proficient/Advanced in English Language Arts**

	CPS includes outplaced students				State		
	2009	2010	2011		2009	2010	2011
Grade 3	57%	60%	59%		57%	63%	61%
Grade 4	50%	47%	47%		53%	54%	53%
Grade 5	51%	59%	63%		63%	63%	67%
Grade 6	62%	60%	62%		66%	69%	68%
Grade 7	64%	71%	70%		70%	72%	73%
Grade 8	78%	75%	81%		78%	78%	79%
Grade 10	70%	70%	81%		81%	78%	84%

**MCAS 2011 - % Proficient/Advanced in Mathematics**

	CPS includes outplaced students				State		
	2009	2010	2011		2009	2010	2011
Grade 3	57%	65%	59%		60%	65%	66%
Grade 4	48%	43%	49%		48%	48%	47%
Grade 5	42%	53%	51%		54%	55%	59%
Grade 6	51%	48%	53%		57%	59%	58%
Grade 7	41%	52%	45%		49%	52%	51%
Grade 8	42%	45%	51%		48%	51%	52%
Grade 10	63%	77%	77%		75%	75%	77%

**MCAS 2011 - % Proficient/Advanced in Science**

	CPS includes outplaced students				State		
	2009	2010	2011		2009	2010	2011
Grade 5	34%	45%	38%		49%	53%	50%
Grade 8	29%	34%	36%		39%	40%	39%
Grade 10	45%	59%	60%		61%	65%	67%

# MCAS 2011

## % Proficient/Advanced by Racial/Ethnic Group

The following chart details the three year trends of students in the proficient/advanced categories by racial/ ethnic subgroup. Subgroups include the NCLB designations of African American/Black, Asian, Hispanic/Latino, and White. Native American and Multi-racial subgroups are not listed due to the small numbers. More detailed information is available at <http://profiles.doe.mass.edu>

MCAS - % Proficient/Advanced by Racial/Ethnic Group							
English Language Arts				Mathematics			
	2009	2010	2011		2009	2010	2011
<b>Grade 3</b>				<b>Grade 3</b>			
Afr Am/Black	37%	45%	37%	Afr Am/Black	38%	47%	41%
Asian	67%	71%	84%	Asian	68%	87%	72%
Hispanic/Latino	41%	38%	38%	Hispanic/Latino	35%	46%	35%
White	77%	77%	78%	White	78%	82%	76%
<b>Grade 4</b>				<b>Grade 4</b>			
Afr Am/Black	30%	27%	30%	Afr Am/Black	28%	27%	27%
Asian	62%	53%	59%	Asian	70%	49%	72%
Hispanic/Latino	36%	44%	28%	Hispanic/Latino	33%	25%	34%
White	70%	65%	64%	White	62%	63%	67%
<b>Grade 5</b>				<b>Grade 5</b>			
Afr Am/Black	30%	38%	42%	Afr Am/Black	26%	31%	30%
Asian	77%	69%	69%	Asian	73%	75%	67%
Hispanic/Latino	32%	38%	66%	Hispanic/Latino	30%	39%	36%
White	74%	80%	78%	White	60%	72%	71%
<b>Grade 6</b>				<b>Grade 6</b>			
Afr Am/Black	48%	44%	43%	Afr Am/Black	34%	31%	33%
Asian	75%	74%	76%	Asian	77%	77%	81%
Hispanic/Latino	56%	50%	44%	Hispanic/Latino	27%	36%	35%
White	67%	79%	81%	White	71%	64%	72%
<b>Grade 7</b>				<b>Grade 7</b>			
Afr Am/Black	44%	58%	59%	Afr Am/Black	18%	36%	29%
Asian	79%	83%	90%	Asian	68%	68%	67%
Hispanic/Latino	67%	67%	62%	Hispanic/Latino	27%	33%	30%
White	79%	82%	80%	White	62%	69%	63%
<b>Grade 8</b>				<b>Grade 8</b>			
Afr Am/Black	67%	57%	67%	Afr Am/Black	21%	23%	31%
Asian	89%	87%	98%	Asian	64%	74%	76%
Hispanic/Latino	71%	76%	85%	Hispanic/Latino	34%	38%	36%
White	90%	89%	88%	White	64%	61%	67%
<b>Grade 10</b>				<b>Grade 10</b>			
Afr Am/Black	56%	53%	67%	Afr Am/Black	52%	65%	63%
Asian	83%	82%	94%	Asian	82%	95%	89%
Hispanic/Latino	71%	59%	75%	Hispanic/Latino	52%	64%	74%
White	85%	88%	95%	White	75%	89%	89%

# MCAS 2011

## % Proficient/Advanced by NCLB Subgroups

The following charts detail the three year trends of students in the proficient and advanced categories by the following NCLB subgroups: students with special needs, students who are considered Low Income, and students who are Limited English Proficient (LEP) or Formerly Limited English Proficient (FLEP). More detailed information is available at <http://profiles.doe.mass.edu>

MCAS - % Proficient/Advanced by AYP Subgroups							
English Language Arts				Mathematics			
	2009	2010	2011		2009	2010	2011
<b>Grade 3</b>				<b>Grade 3</b>			
Special Education	25%	25%	22%	Special Education	28%	29%	26%
FLEP/LEP	45%	45%	31%	FLEP/LEP	43%	28%	37%
Low Income	39%	39%	40%	Low Income	40%	54%	42%
<b>Grade 4</b>				<b>Grade 4</b>			
Special Education	16%	16%	13%	Special Education	12%	18%	18%
FLEP/LEP	14%	14%	14%	FLEP/LEP	14%	26%	20%
Low Income	24%	24%	30%	Low Income	27%	29%	32%
<b>Grade 5</b>				<b>Grade 5</b>			
Special Education	19%	18%	27%	Special Education	11%	12%	22%
FLEP/LEP	30%	22%	29%	FLEP/LEP	30%	26%	33%
Low Income	31%	38%	45%	Low Income	25%	34%	36%
<b>Grade 6</b>				<b>Grade 6</b>			
Special Education	25%	26%	21%	Special Education	17%	14%	17%
FLEP/LEP	18%	62%	9%	FLEP/LEP	29%	54%	21%
Low Income	48%	46%	43%	Low Income	33%	29%	33%
<b>Grade 7</b>				<b>Grade 7</b>			
Special Education	27%	29%	27%	Special Education	13%	16%	11%
FLEP/LEP	23%	43%	46%	FLEP/LEP	16%	24%	28%
Low Income	47%	60%	59%	Low Income	23%	35%	33%
<b>Grade 8</b>				<b>Grade 8</b>			
Special Education	46%	44%	43%	Special Education	12%	14%	11%
FLEP/LEP	38%	27%	42%	FLEP/LEP	31%	11%	21%
Low Income	70%	64%	67%	Low Income	21%	29%	31%
<b>Grade 10</b>				<b>Grade 10</b>			
Special Education	23%	28%	46%	Special Education	30%	45%	36%
FLEP/LEP	28%	22%	38%	FLEP/LEP	46%	52%	41%
Low Income	60%	58%	74%	Low Income	54%	69%	71%

## MCAS 2011

### *% Proficient/Advanced by NCLB Subgroups in Comparison with the State*

The following chart details the percentage of students in the proficient and advanced levels in 2011 by the following NCLB subgroups: students with special needs, students who are considered Low Income, and students who are Limited English Proficient (LEP) or Formerly Limited English Proficient (FLEP) along with the racial/ethnic subgroups in comparison with the state. This chart gives the results for students in all grades (3-10) across the district and also includes the results by gender. More detailed information is available at <http://profiles.doe.mass.edu>

	ELA - All Grades - % Proficient/Advanced		Math - All Grades - % Proficient/Advanced	
	CPS	State	CPS	STATE
SPED	27	30	20	22
FLEP/LEP	27	33	29	33
Low-Income	50	49	39	37
African American/Black	50	50	37	34
Asian	81	77	74	77
Hispanic/Latino	55	45	39	34
White	80	77	72	65
Male	59	64	53	57
Female	73	75	57	59
Non-Low Income	80	81	69	70
All Students				
2011	66	69	56	58
2010	63	68	55	59

## MCAS 2011

### 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.

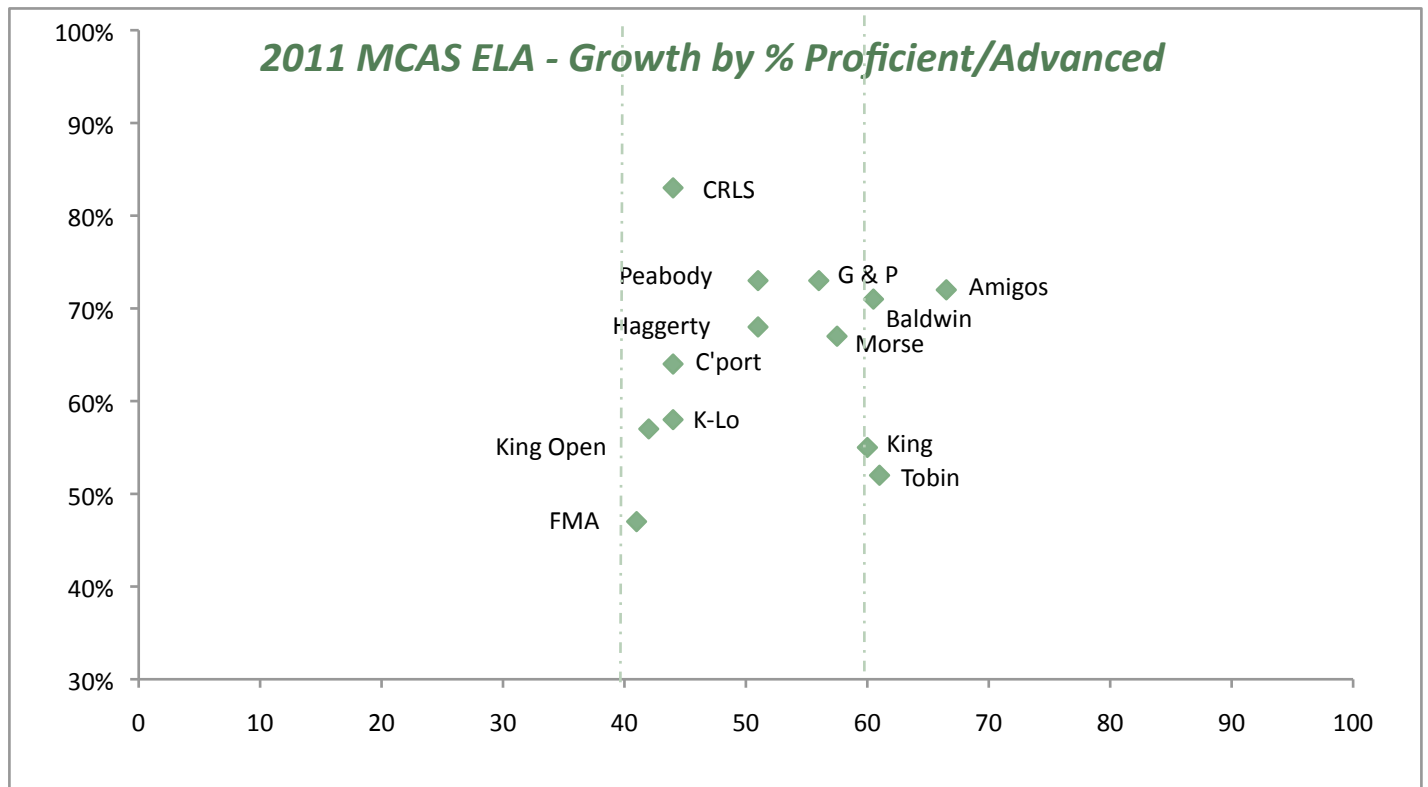
The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40<sup>th</sup> – 60<sup>th</sup>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

In Cambridge, Grade 10 Math had above average growth while grade 8 English had high average growth. All other grades showed typical growth in 2011.

Grade and Subject	Cambridge Public Schools				State			
	MCAS 2010		MCAS 2011		MCAS 2010		MCAS 2011	
	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP
Grade 3 - English	85.4		82.0		85.8		83.9	
Grade 3 - Math	84.5		82.0		83.8		84.7	
Grade 4 - English	76.9	45	76.4	47	80.1	50	79.4	51
Grade 4 - Math	76.2	47	79.2	55.5	78.7	49	78.4	50
Grade 5 - English	80.8	49	84.8	49	84.2	50	86	50
Grade 5 - Math	74.3	54	76.2	54	77.4	50	79.8	50
Grade 6 - English	81.6	56	82.3	51	86.8	50	86.6	50
Grade 6 - Math	72.5	49	75.5	46	79.7	50	79.6	50
Grade 7 - English	89	63	86.9	52	88.6	50	89.5	50
Grade 7 - Math	75.6	59	66.8	49.5	76.1	50	73.8	50
Grade 8 - English	89.3	59	91.4	60	90.4	50	91.1	50
Grade 8 - Math	68.8	54	73.6	56	74.8	51	74.2	50
Grade 10 - English	88.3	41	92.1	44	91.9	50	93.9	50
Grade 10 - Math	89.3	57	89.1	61.5	88.8	50	89.4	50
ALL GRADES - ENGLISH	84.4	52	85.0	51	86.9	50	87.2	50
ALL GRADES - MATH	77.4	53	77.8	55	79.9	50	79.9	50

### Student Growth by School- ELA

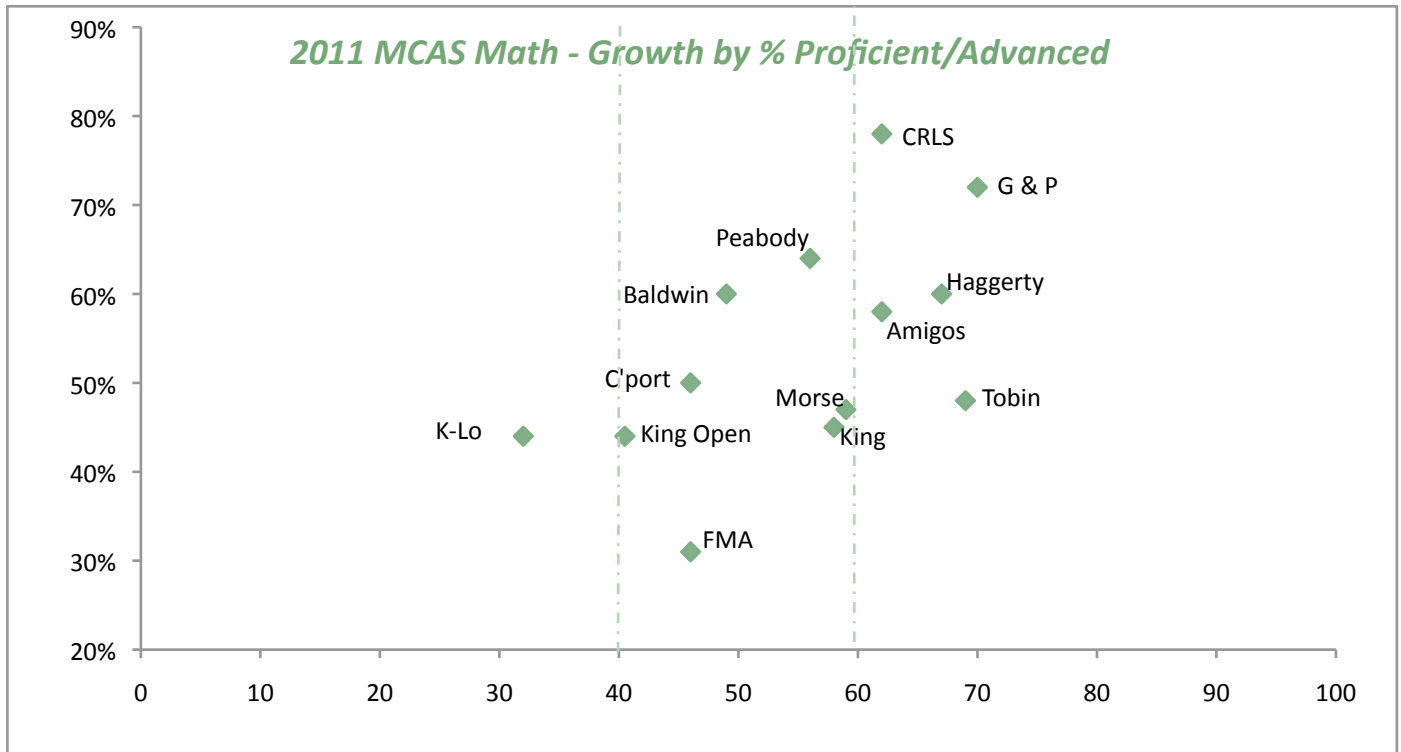
Scatter plots show both the percent of students achieving proficiency and median student growth percentiles. In the scatter plot below, the Amigos School shows both high growth (66.5) and high proficiency (72%) in English Language Arts. The plot also shows that while only 52% of students at the Tobin School are proficient or advanced in English Language Arts, the median growth for students there is above average (61) in comparison to their academic peers. The growth model would predict higher levels of proficiency in the future.



	CPI	SGP	% Prof/Adv
Cambridge Rindge & Latin	93.4	44	84%
Amigos School	89.5	66.5	72%
Haggerty	88.2	51	68%
Maria L. Baldwin	87.9	60.5	71%
Morse	87.6	57.5	67%
Peabody	87.5	51	73%
Graham and Parks	86.7	56	73%
Martin Luther King	85.5	60	55%
Cambridgeport	82.9	44	64%
Kennedy-Longfellow	79.4	44	58%
King Open	79.2	42	57%
Fletcher/Maynard	79.0	41	47%
John M Tobin	77.1	61	52%
District	85.0	51	66%
State	87.2	50	69%

### Student Growth by School - Math

In Math, there is higher growth overall, but lower proficiency and a more scattered distribution when compared to English Language Arts. The Graham & Parks, Haggerty, Tobin, CRLS and Amigos all have above average growth. The Kennedy-Longfellow had below average growth in Math.

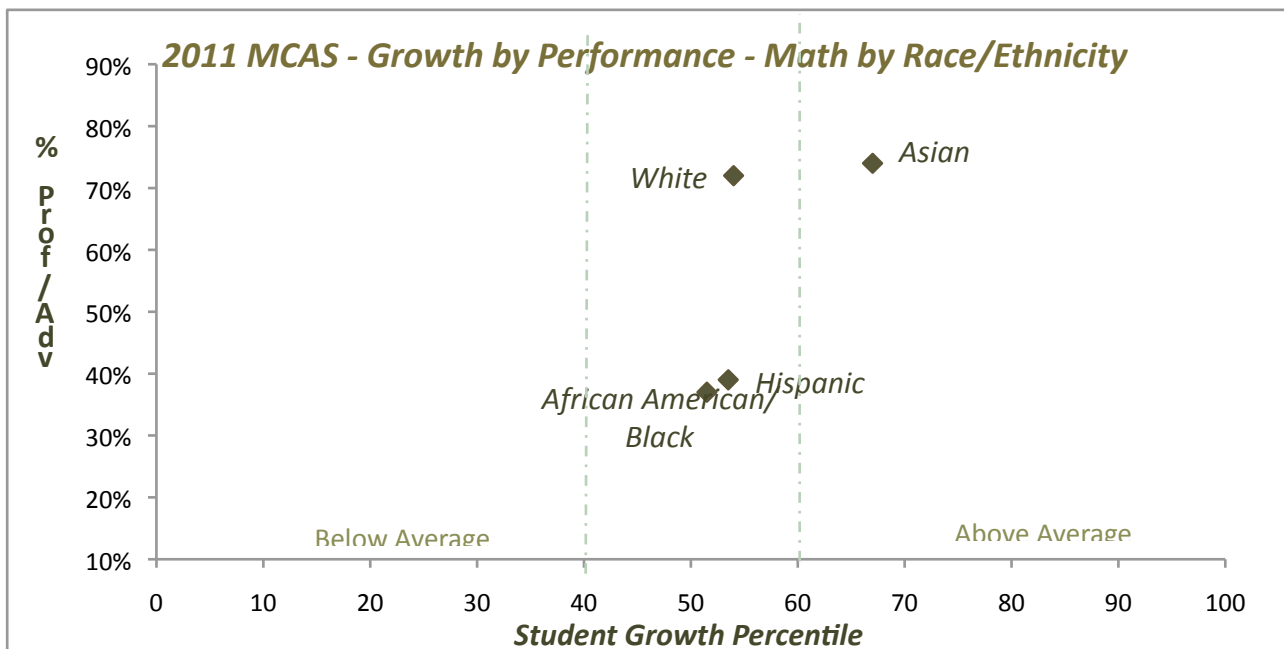
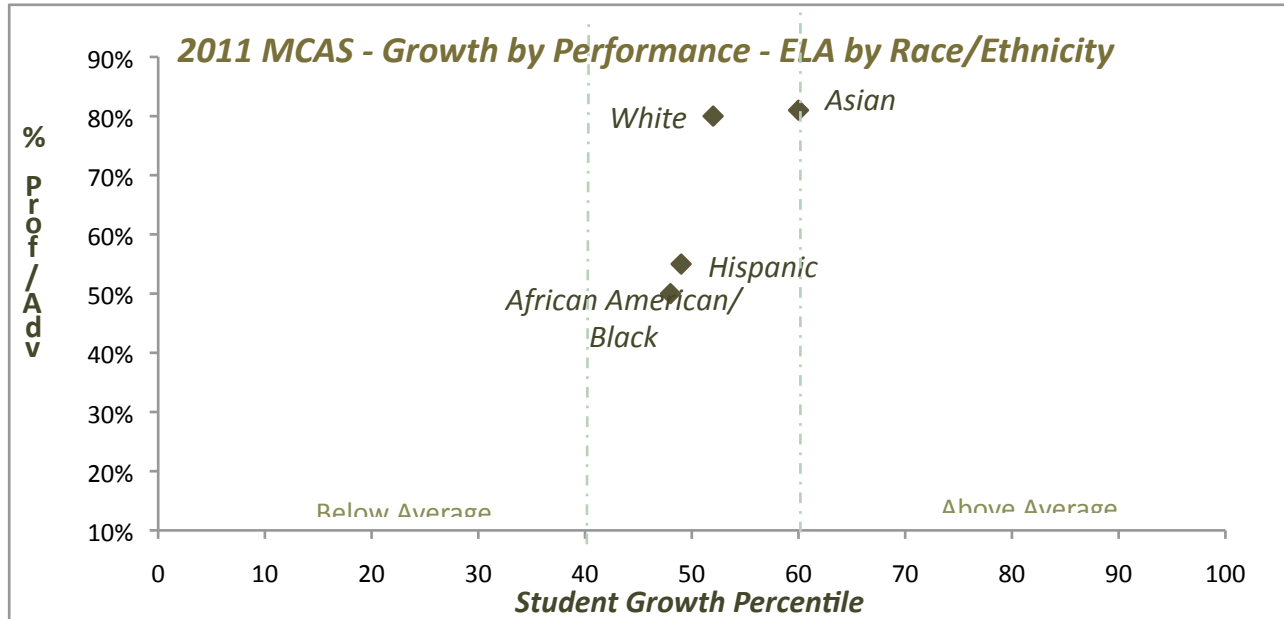


	CPI	SGP	% Prof/Adv
CRLS	90.3	62	79%
Haggerty	85.6	67	60%
Graham & Parks	85.1	70	72%
Peabody	81.8	56	64%
Amigos	80.6	62	58%
Baldwin	80.7	49	60%
King	77.7	58	45%
Cambridgeport	74.7	46	50%
Morse	74.0	59	47%
Tobin	71.8	69	48%
King Open	70.6	40.5	44%
Fletcher/Maynard	69.6	46	31%
Kennedy-Longfellow	69.1	32	44%
District	77.8	55	56%
State	79.9	50	58%



### Student Growth by Race/Ethnicity

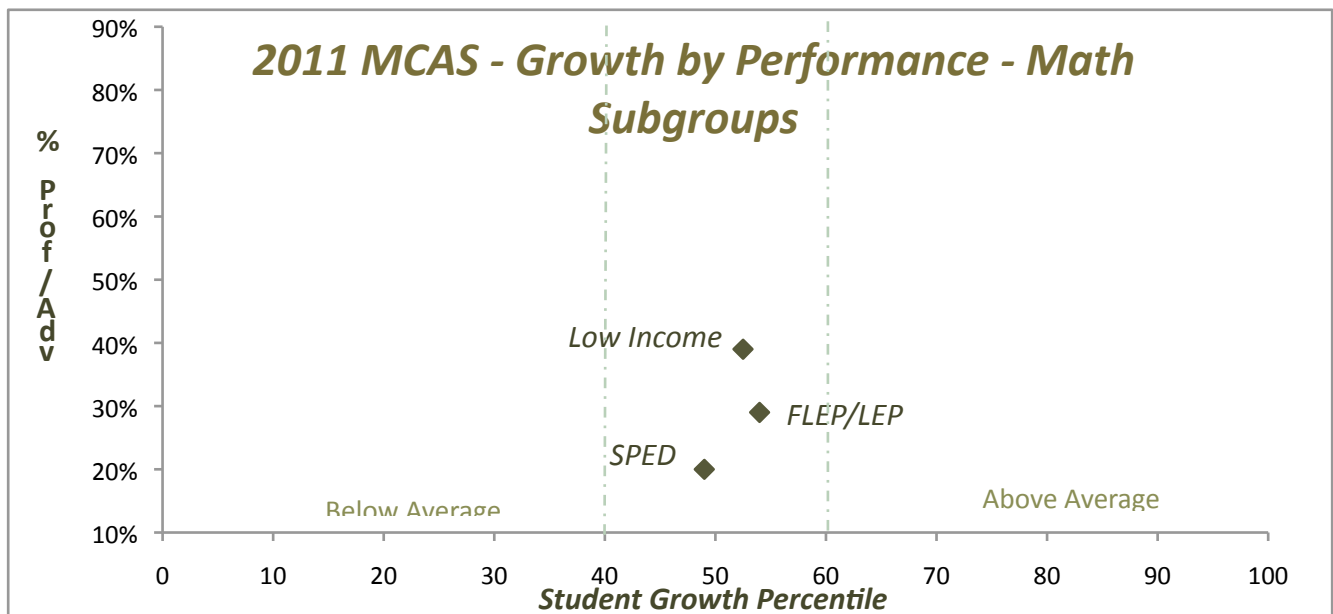
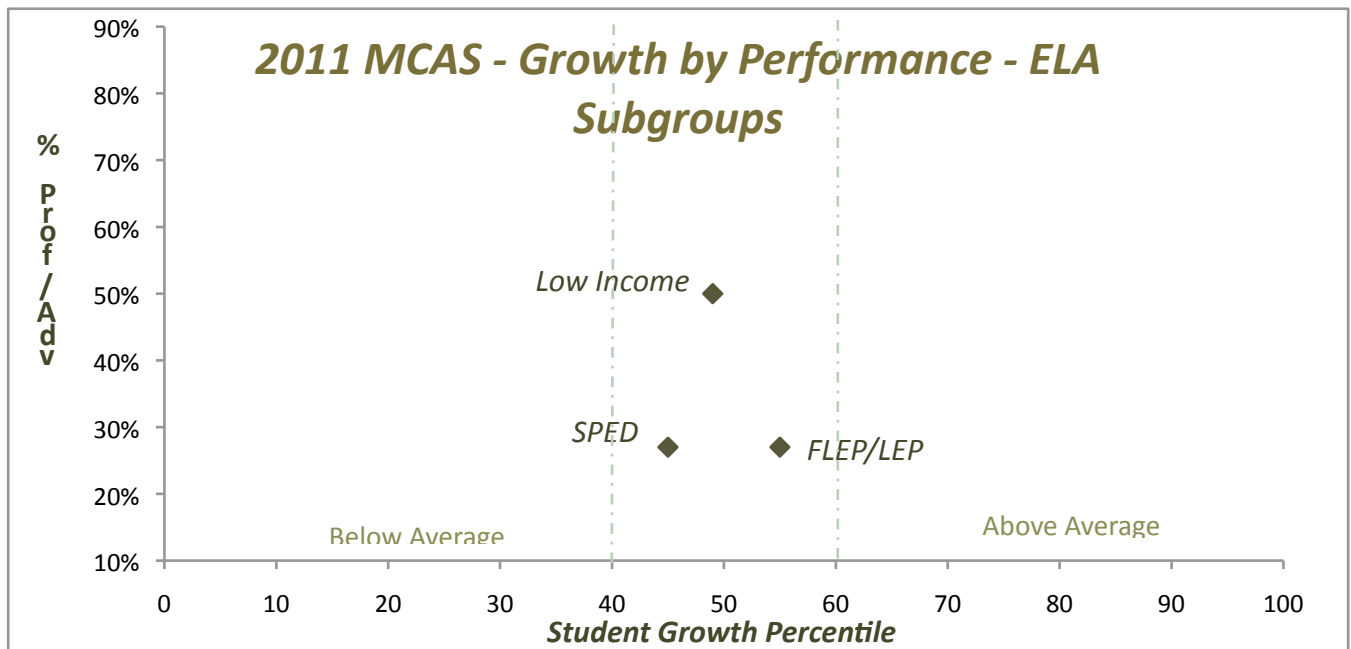
Asian students have high growth and proficiency in both ELA and Math. White students have average growth and high proficiency in both ELA and Math. In Math, especially, African American/Black and Hispanic students have average growth, but lower proficiency.



	ELA		Math	
	Median	% Prof/Advanced	Median	% Prof/Advanced
African American/Black	48	50%	51.5	37%
Hispanic	49	55%	53.5	39%
Asian	60	81%	67	74%
White	52	80%	54	72%

## Student Growth by Subgroup

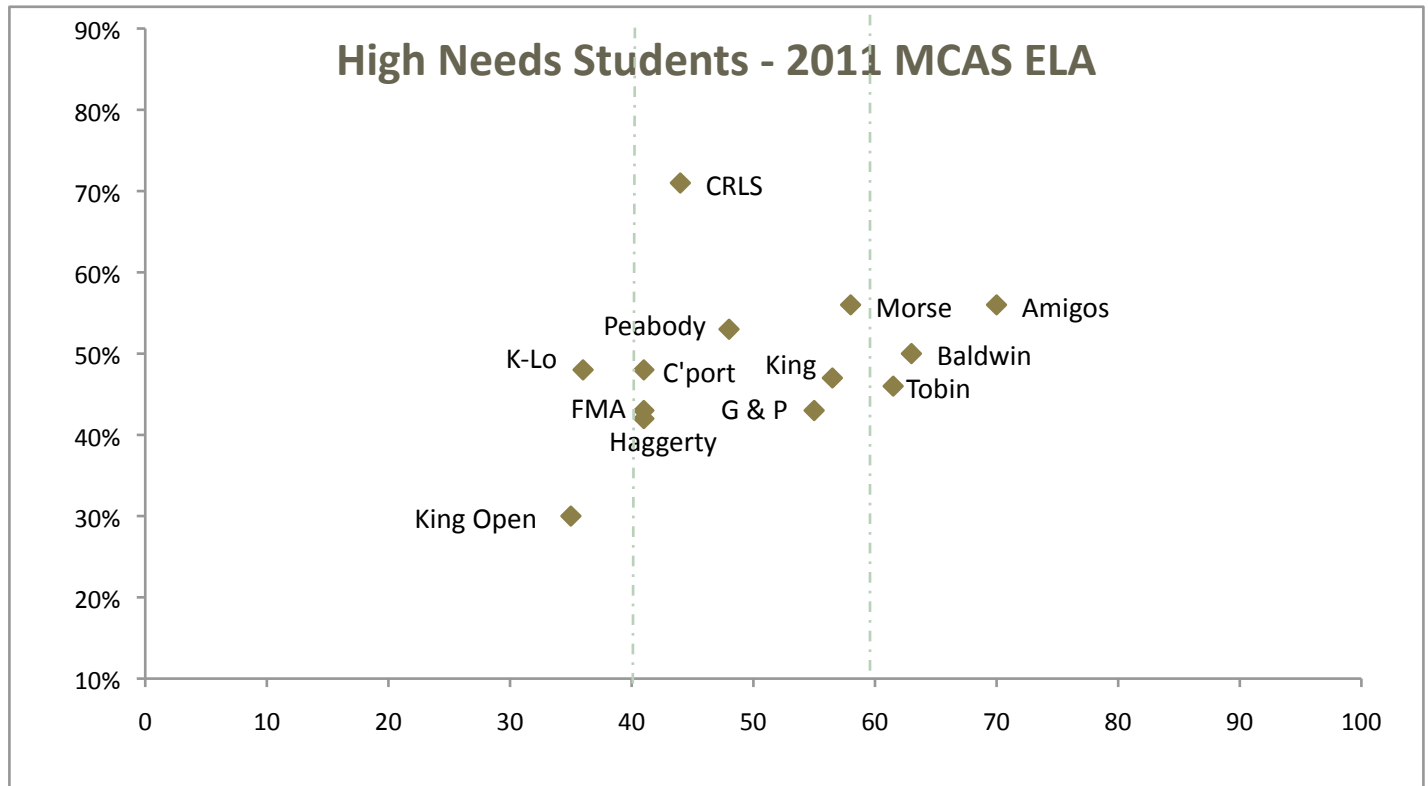
SPED students have low proficiency and average growth in both ELA and Math. Limited English Proficient and formerly Limited English Proficient students (FLEP/LEP) show similar low proficiency rates, but also have slightly higher average growth.



	ELA		Math	
	Median	% Prof/Advanced	Median	% Prof/Advanced
SPED	45	27%	49	20%
FLEP/LEP	55	27%	54	29%
Low Income	49	50%	52.5	39%

### Student Growth and Performance by High Needs Status

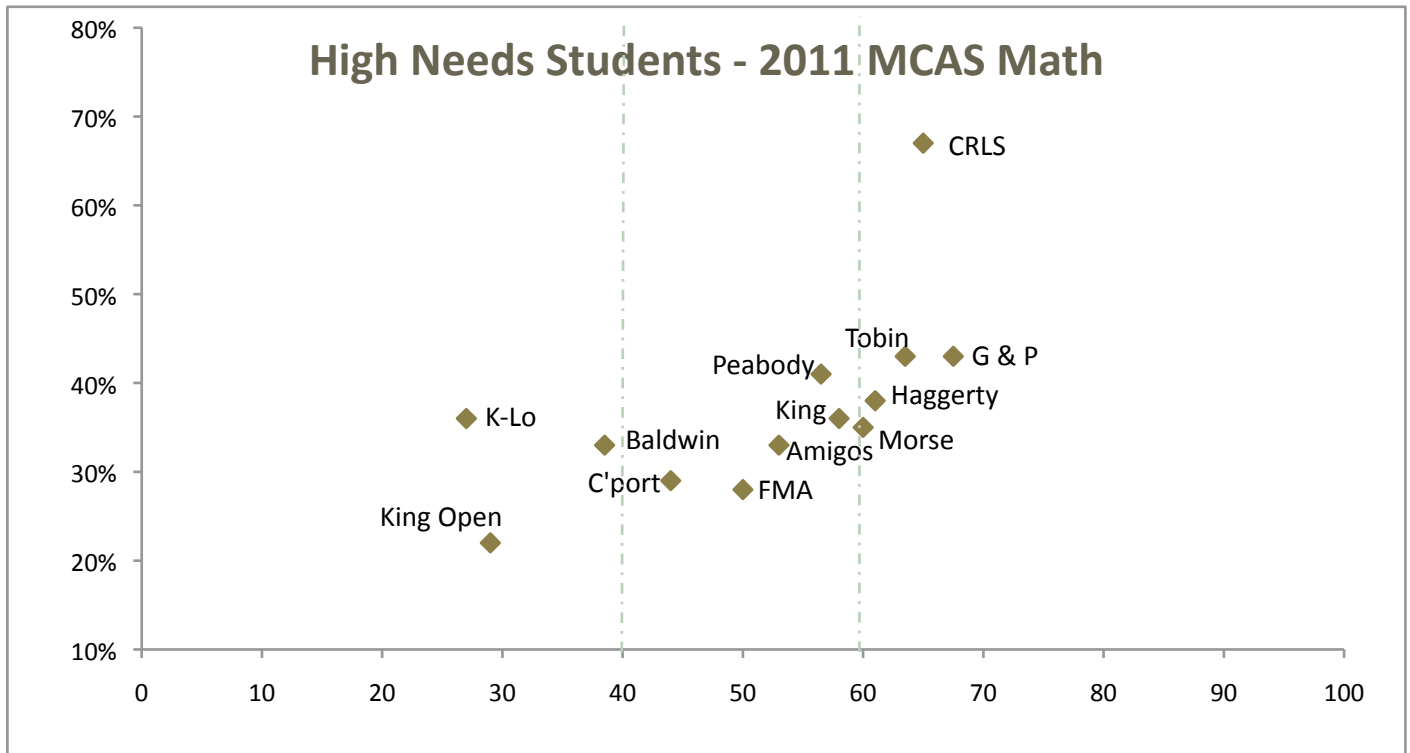
The state also disaggregated the 2011 MCAS results by a new subgroup entitled “High Needs Status”. This subgroup is a composite subgroup and combines students who fall into one or more of the following subgroups: Low-Income, Special Education Programs, and (LEP) Limited English Proficient [*also known as English Language Learner (ELL)*] and (FLEP) Former Limited English Proficient [*also known as Former English Language Learner (FELL)*].



	Median Growth Percentile	% Proficient/Advanced	% of Students Taking MCAS
Amigos School	70	56%	56%
Cambridgeport	41	48%	54%
Fletcher/Maynard	41	43%	79%
Graham and Parks	55	43%	43%
Haggerty	41	42%	50%
John M Tobin	61.5	46%	81%
Kennedy-Longfellow	36	48%	66%
King Open	35	30%	52%
Maria L. Baldwin	63	50%	47%
Martin Luther King Jr.	56.5	47%	81%
Morse	58	56%	67%
Peabody	48	53%	50%
CRLS	44	71%	55%
District	48	48%	58%
State	46	47%	46%

### Student Growth and Performance by High Needs Status

The state also disaggregated the 2011 MCAS results by a new subgroup entitled “High Needs Status”. This subgroup is a composite subgroup and combines students who fall into one or more of the following subgroups: Low-Income, Special Education Programs, and (LEP) Limited English Proficient [*also known as English Language Learner (ELL)*] and (FLEP) Former Limited English Proficient [*also known as Former English Language Learner (FELL)*].



	Median Growth Percentile	% Proficient/ Advanced	% of Students Taking MCAS
Amigos School	53	33%	56%
Cambridgeport	44	29%	54%
Fletcher/Maynard	50	28%	79%
Graham and Parks	67.5	43%	43%
Haggerty	61	38%	50%
John M Tobin	63.5	43%	81%
Kennedy-Longfellow	27	36%	66%
King Open	29	22%	52%
Maria L. Baldwin	38.5	33%	47%
Martin Luther King Jr.	58	36%	81%
Morse	60	35%	67%
Peabody	56.5	41%	50%
CRLS	65	67%	55%
District	52	37%	58%
State	46	37%	46%

## Adequate Yearly Progress

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 ELA and Mathematics each year. AYP determinations are issued yearly based on the performance of all students and for student groups to monitor the interim progress toward attainment of grade-level proficiency by the 2013-2014 school year.

## Cambridge's Adequate Yearly Progress (AYP)

In 2011 our district's performance in **English Language Arts** remained relatively stable going from **84.4** to **85.0** CPI points for all students tested in grades 3-10. CPS performance in Mathematics remained much the same, moving from **77.4** to **77.8** CPI points. CPS made AYP for the aggregate in ELA, but did not make AYP for subgroups. Consequently, our NCLB Accountability Status for ELA is **Improvement Year 2 for subgroups**. The district did not make AYP in Math for either the aggregate or subgroups and our current NCLB Accountability Status is **Corrective Action for subgroups**. To put our results in perspective, it is important to know that 81% of schools and 90% of districts across the state did not make AYP this year. That said, as a district we plan to continue building on our improvements in order to accelerate the learning of all students.

The Massachusetts Department of Elementary and Secondary Education instituted a new Accountability & Assistance Level system last year. The state has five levels (see below). Two of our schools are Level 1 Schools – Amigos and Cambridgeport. All other schools have been categorized as Level 2. Cambridge has also been designated a **Level 2 District** and it is the only Urban District in the state that is not in Level 3 or below. This means that none of our schools are among lowest performing and least-improved 20% of schools statewide.

<b>Level 1</b>	<ul style="list-style-type: none"><li>• <b>Schools</b> with an NCLB Accountability Status of <i>No Status or Improvement (Year 1 or 2)</i>.</li><li>• <b>Districts</b> are placed in Level 1 if the highest Level of any school in the district is Level 1.</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• <b>Schools</b> with an NCLB Accountability Status of <i>Corrective Action or Restructuring</i>.</li><li>• <b>Districts</b> are placed in Level 2 if the highest Level of any school in the district is Level 2.</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>• <b>Schools</b> identified as among the lowest performing and least-improved 20 percent of schools statewide based on common grade levels, regardless of NCLB Accountability Status.</li><li>• <b>Districts</b> are placed in Level 3 if the highest Level of any school in the district is Level 3.</li></ul>
<b>Level 4</b>	<ul style="list-style-type: none"><li>• <b>Schools</b> identified as among the lowest performing and least-improved 20 percent of schools statewide based on common grade levels, regardless of NCLB Accountability Status, are eligible for placement in Level 4. Not more than 4 percent of schools may be in Levels 4 &amp; 5 at one time. Placement is made by Commissioner.</li><li>• <b>Districts</b> are placed in Level 4 if the highest Level of any school in the district is Level 4 or if the district has been declared Underperforming by the Board of Elementary and Secondary Education, independent of its schools.</li></ul>
<b>Level 5</b>	<ul style="list-style-type: none"><li>• <b>Level 4 schools</b> declared by the Board of Elementary and Secondary Education as requiring "Joint ESE-District Governance".</li><li>• <b>Districts</b> are eligible for placement in Level 5 if they are among the lowest performing and least-improved 10 percent of districts statewide based on common grade levels, regardless of the Level of any school in the district.</li></ul>

## AYP Progress of CPS Schools

Each school is issued an AYP report annually that shows whether it has made Adequate Yearly Progress for the aggregate and subgroups.

## Individual School Results

## 2011 MCAS Results by Individual School

### 2011 ELA MCAS - % Proficient by School

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	58%	50%	76%	88%	80%	100%		72%
Cambridgeport	59%	31%	62%	48%	95%	96%		64%
Fletcher/Maynard	39%	11%	67%	53%	57%	80%		47%
Graham and Parks	51%	55%	79%	76%	89%	92%		73%
Haggerty	74%	65%	68%	61%				68%
John M Tobin	71%	28%	62%	22%	56%	62%		52%
Kennedy-Longfellow	53%	37%	51%	56%	66%	70%		58%
King Open	45%	41%	65%	52%	64%	78%		57%
Maria L. Baldwin	70%	50%	62%	82%	71%	100%		72%
Martin Luther King	67%	79%	40%	21%	69%	53%		55%
Morse	67%	58%	55%	76%	65%	82%		67%
Peabody	65%	53%	78%	68%	82%	83%		73%
CRLS							84%	84%
District	60%	47%	62%	62%	70%	81%	81%	66%
State	61%	53%	67%	68%	73%	79%	84%	69%

### 2011 Math MCAS - % Proficient by School

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	57%	50%	59%	73%	50%	61%		58%
Cambridgeport	61%	34%	58%	43%	45%	59%		50%
Fletcher/Maynard	45%	16%	25%	40%	14%	33%		31%
Graham and Parks	60%	58%	84%	69%	84%	78%		71%
Haggerty	78%	51%	52%	44%				60%
John M Tobin	43%	50%	76%	39%	44%	33%		47%
Kennedy-Longfellow	41%	68%	23%	47%	41%	52%		44%
King Open	62%	41%	41%	49%	16%	51%		44%
Maria L. Baldwin	75%	52%	48%	66%	52%	69%		60%
Martin Luther King	56%	57%	40%	14%	44%	47%		44%
Morse	52%	58%	50%	54%	36%	28%		47%
Peabody	69%	51%	73%	60%	67%	58%		63%
CRLS							79%	79%
District	60%	49%	54%	54%	48%	54%	77%	56%
State	66%	47%	59%	58%	51%	52%	77%	58%



## 2011 ELA MCAS - Growth by School

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	73	70	60.5		71		66.5
Cambridgeport	24	35	48	82.5	62		44
Fletcher/Maynard							41
Graham and Parks	56	59	66	37.5	55		56
Haggerty	52	40					51
John M Tobin		81			65.5		61
Kennedy-Longfellow		49	48.5	38	58		44
King Open	36	49	36	29	50		42
Maria L. Baldwin	44	67	56.5	53.5	70		60.5
Martin Luther King		36					62
Morse	67	46.5	51.5	67	53.5		58
Peabody	45	36	42	62	71		51
CRLS						44	44
District	47	49	45	52	60	44	51
State	51	50	50	50	50	50	50

For growth to be reported, schools need to have a minimum of 20 students per grade.

## 2011 Math MCAS – Growth by School

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	77	66	46		65		62
Cambridgeport	27	60	49	45	59		46
Fletcher/Maynard							46
Graham and Parks	52	88	69	69.5	53.5		70
Haggerty	75	54					67
John M Tobin		83			33.5		63.5
Kennedy-Longfellow		37	19	25	48		33
King Open	48	40	57.5	21	48		41
Maria L. Baldwin	40	19.5	52	66	60		49
Martin Luther King		46.5					58
Morse	54	72	36	63	53.5		58.5
Peabody	58	18	38	71	69		56
CRLS						62	62
District	55	54	47.5	51	56	55	55
State	50	50	50	50	50	50	50

For growth to be reported, schools need to have a minimum of 20 students per grade.

## 2011 MCAS English Language Arts Composite Performance Index

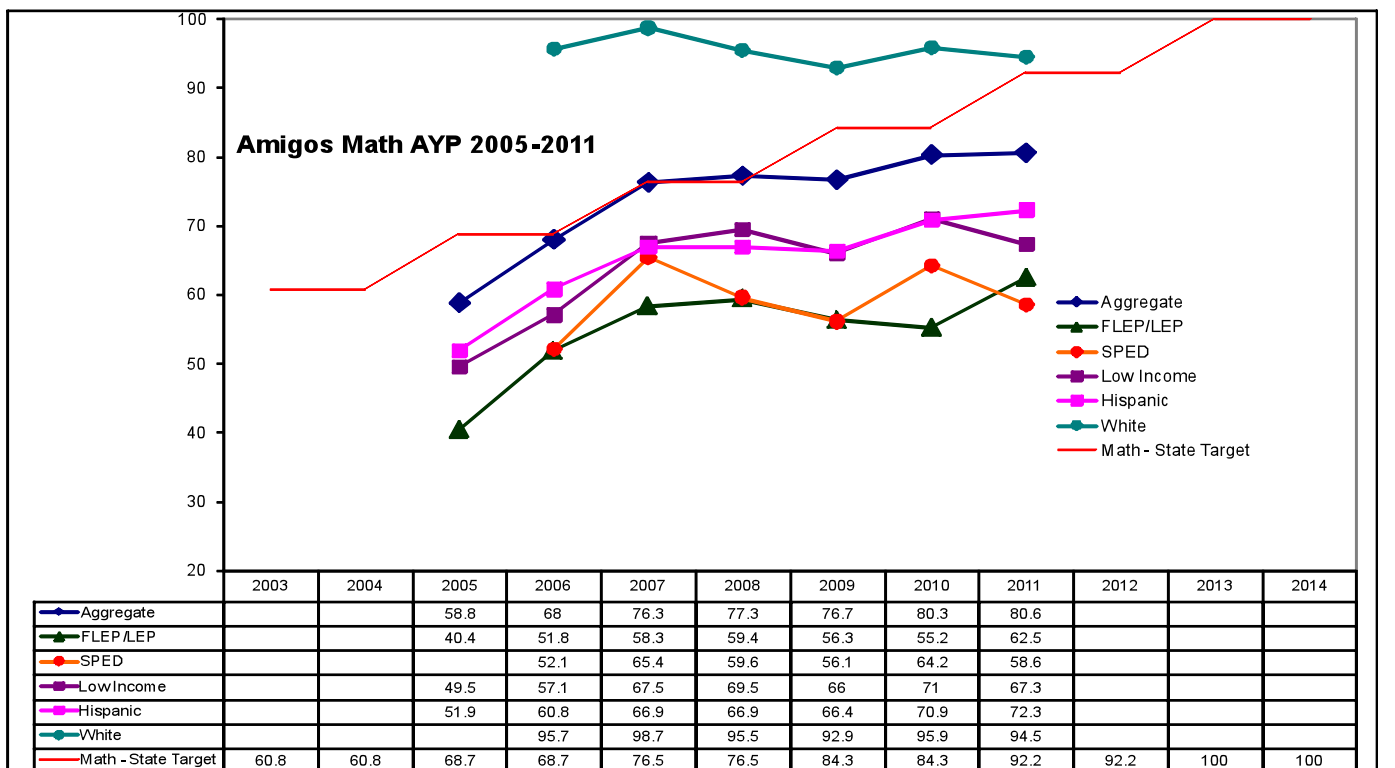
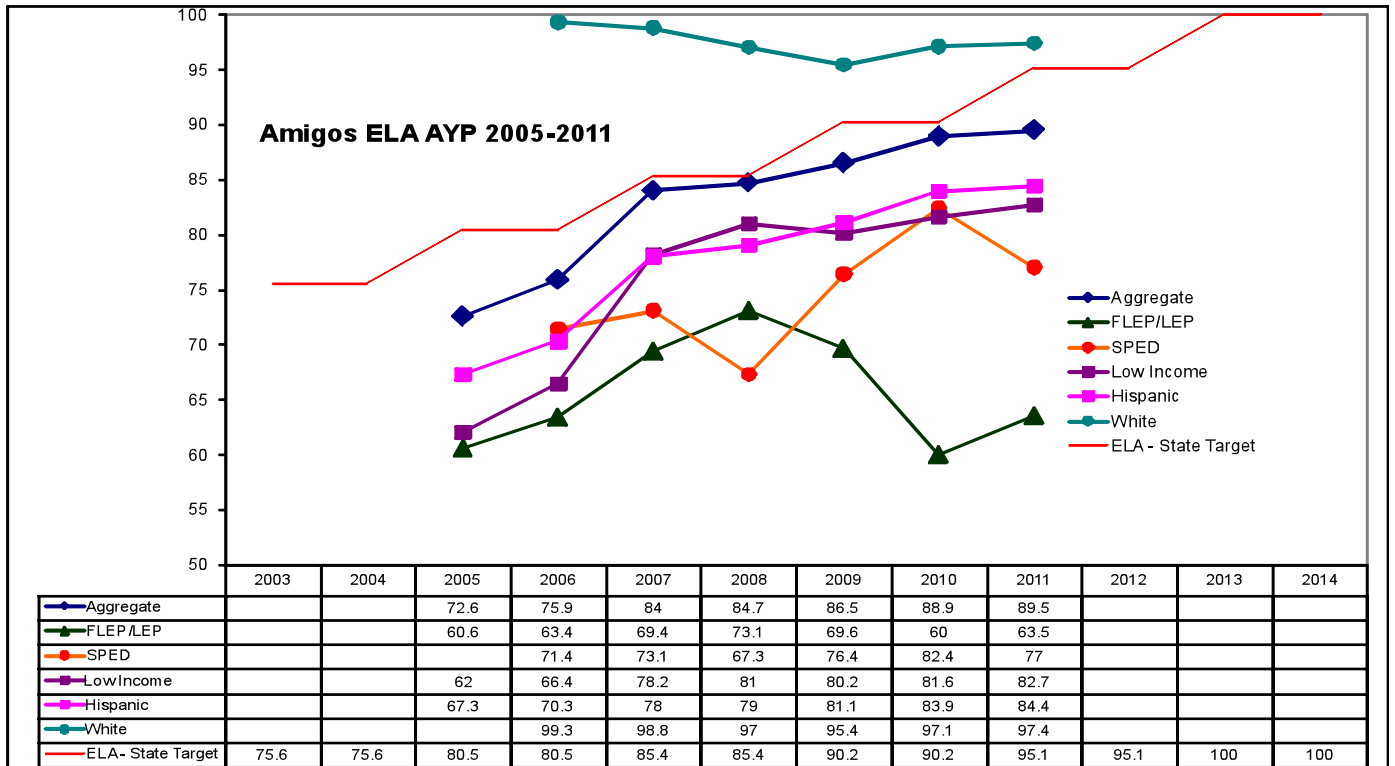
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	84.7	80.1	88.1	97.1	93.8	100.0		89.5
Cambridgeport	80.6	65.6	83.7	77.4	97.7	97.2		82.9
Fletcher/Maynard	71.8	67.1	91.7	78.3	85.7	93.3		79.0
Graham and Parks	79.9	77.0	90.7	84.4	94.6	96.3		86.7
Haggerty	91.3	91.2	87.1	76.4				88.2
John M Tobin	89.3	65.3	81.0	62.5	79.7	81.3		77.1
Kennedy-Longfellow	72.7	77.6	82.1	77.8	81.6	82.1		79.4
King Open	72.5	69.9	83.2	76.2	86.9	88.3		79.2
Maria L. Baldwin	85.0	78.8	85.7	92.1	87.5	100.0		87.9
Martin Luther King	87.0	89.3	81.0	76.8	89.1	90.0		85.4
Morse	88.7	81.6	84.4	91.9	84.5	94.2		87.6
Peabody	81.7	78.5	91.5	84.2	91.4	93.8		87.5
CRLS/HSEP							93.4	93.4
In-District Sts. Oct.1 Enrolled	82.0	76.9	85.8	82.8	88.7	92.2	93.4	85.8
District w/Outplaced	82.0	76.4	84.8	82.3	86.9	91.4	92.1	85.0
State	83.9	79.4	86.0	86.6	89.5	91.1	93.9	87.2

## 2011 MCAS Mathematics Composite Performance Index

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	83.8	78.7	83.0	85.6	72.5	77.2		80.6
Cambridgeport	81.3	72.7	76.9	69.0	65.9	79.6		74.7
Fletcher/Maynard	83.9	71.1	60.4	68.3	48.2	66.7		69.6
Graham and Parks	81.0	78.6	92.4	83.3	88.5	88.1		85.1
Haggerty	91.8	87.9	83.9	68.1				85.6
John M Tobin	78.6	77.8	89.3	61.1	64.1	59.4		71.8
Kennedy-Longfellow	70.3	86.8	61.4	71.5	65.4	67.9		69.1
King Open	79.5	78.6	74.4	68.3	49.4	70.6		70.6
Maria L. Baldwin	88.1	82.5	69.6	84.9	74.0	83.6		80.7
Martin Luther King	83.3	80.4	72.0	62.5	81.3	83.3		77.5
Morse	78.0	80.9	80.0	79.7	61.1	63.5		74.0
Peabody	84.6	80.0	87.2	80.3	80.2	80.0		81.8
CRLS/HSEP							90.3	90.3
In-District Sts. Oct.1 Enrolled	82.4	79.8	78.3	75.9	69.5	74.9		
District w/Outplaced	82.0	79.2	76.2	75.5	66.8	73.6	89.1	77.8

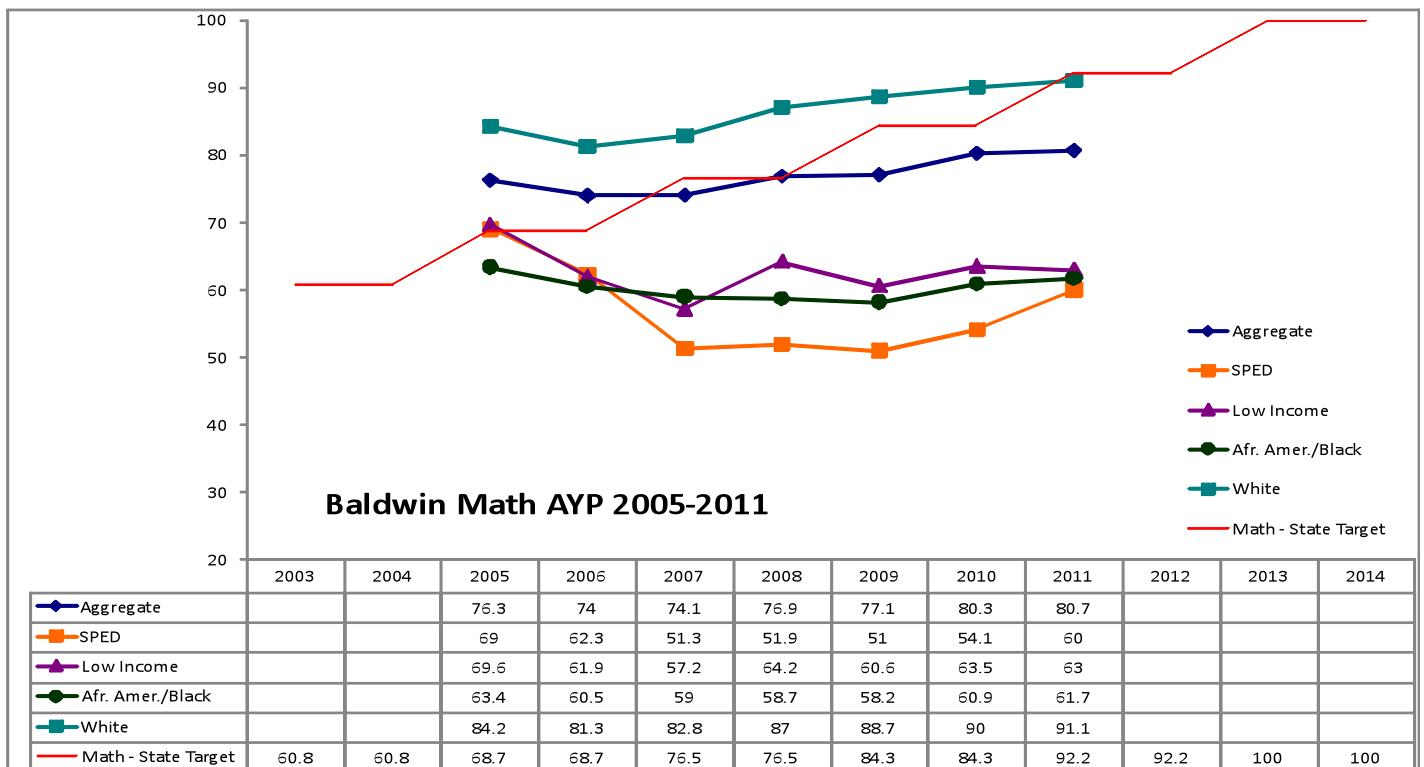
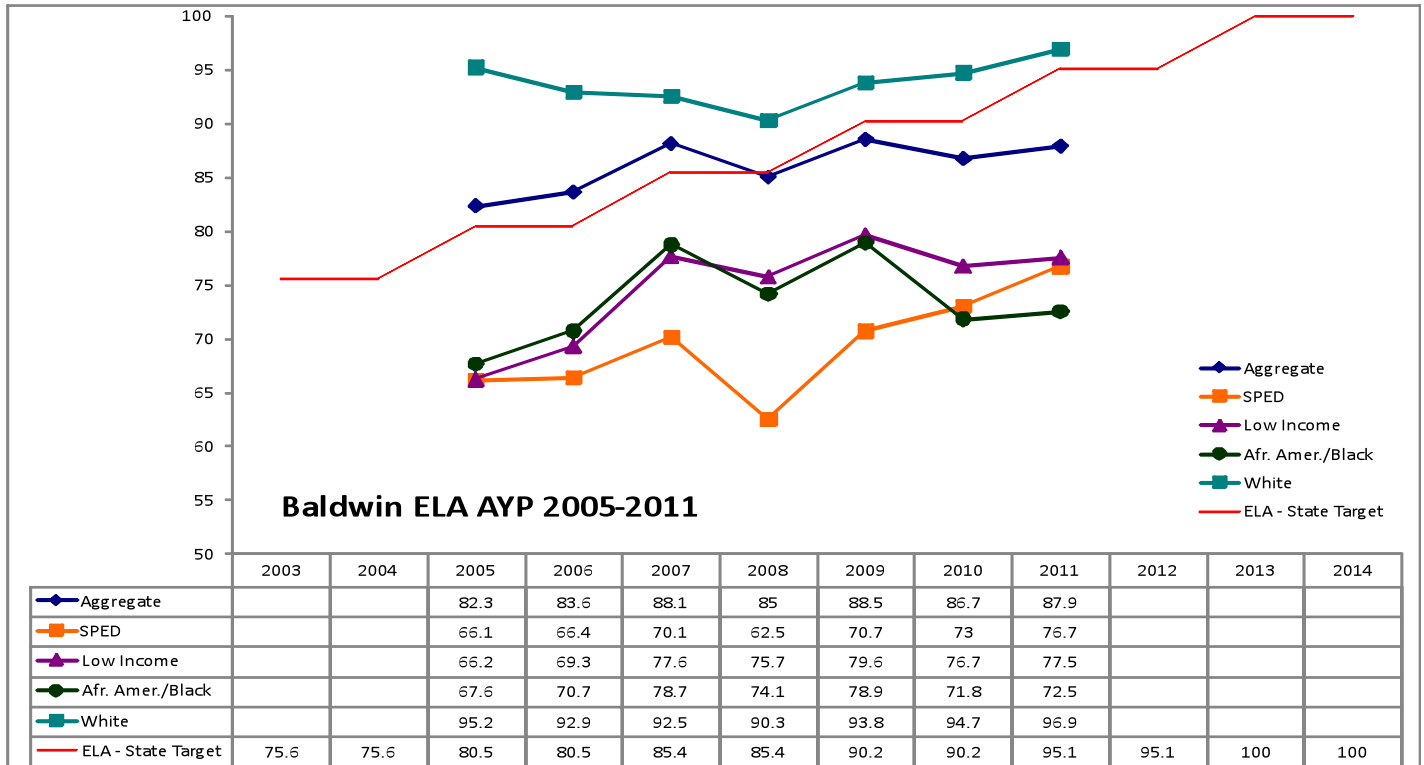
State	84.7	78.4	79.8	79.6	73.8	74.2	89.4	79.9
-------	------	------	------	------	------	------	------	------

## Amigos



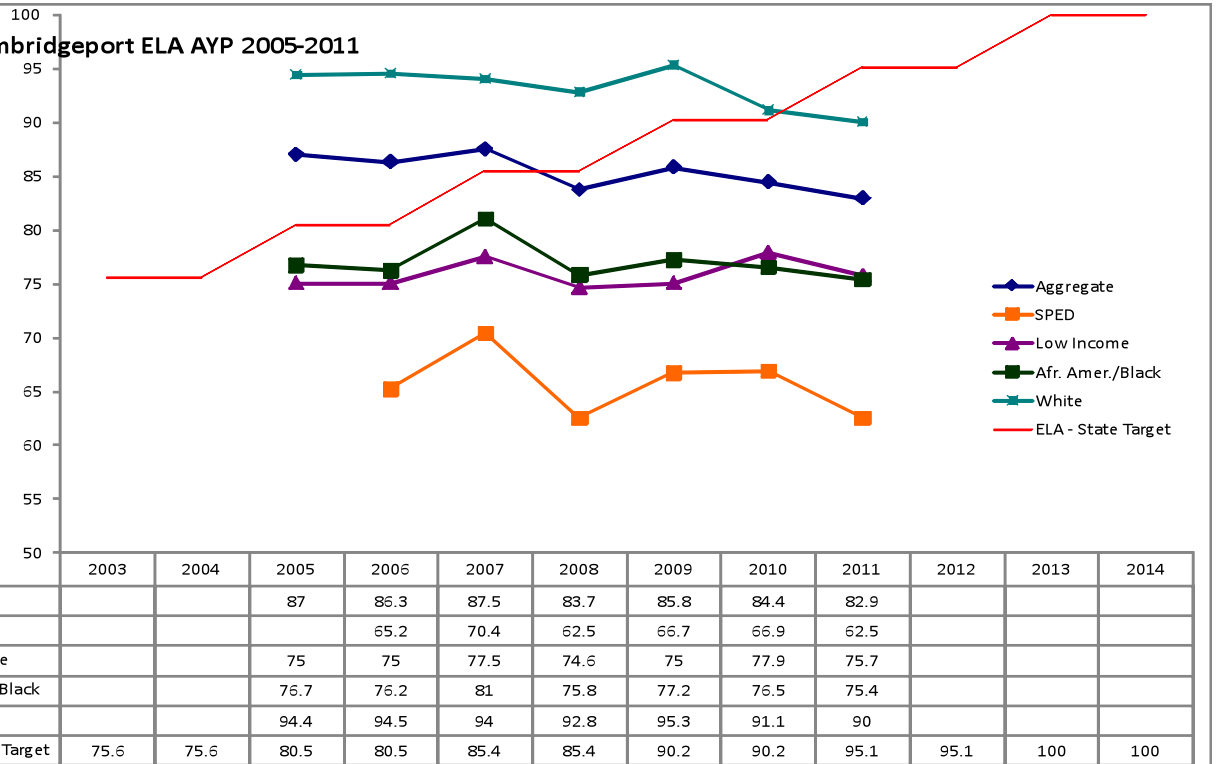
c

## Baldwin

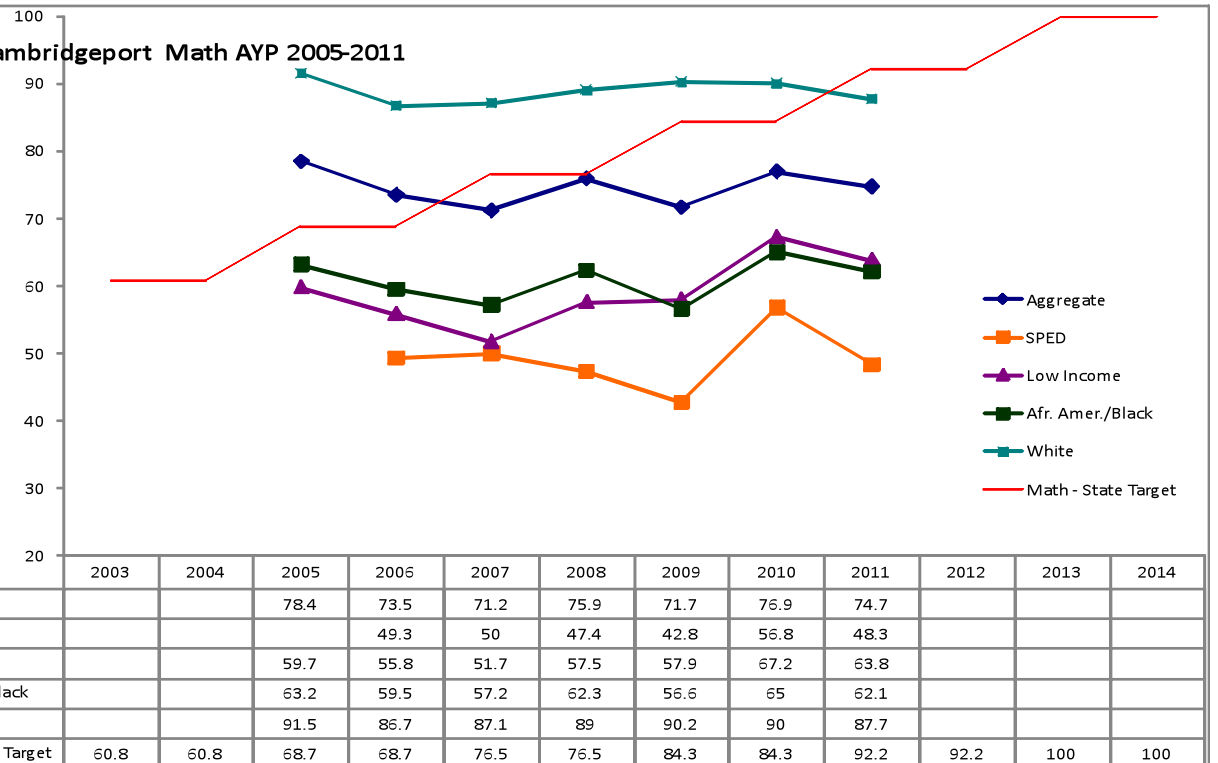


## Cambridgeport

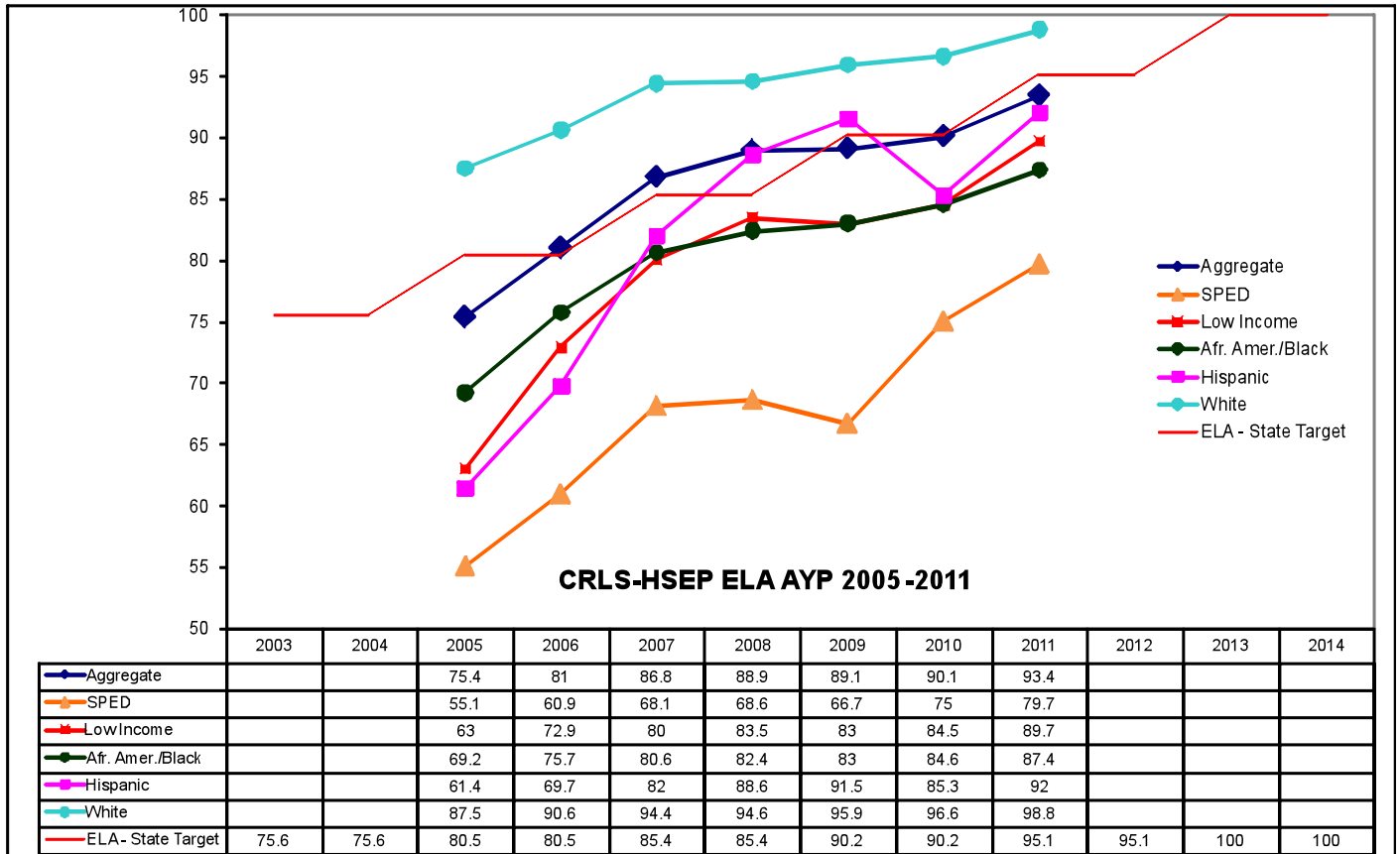
Cambridgeport ELA AYP 2005-2011

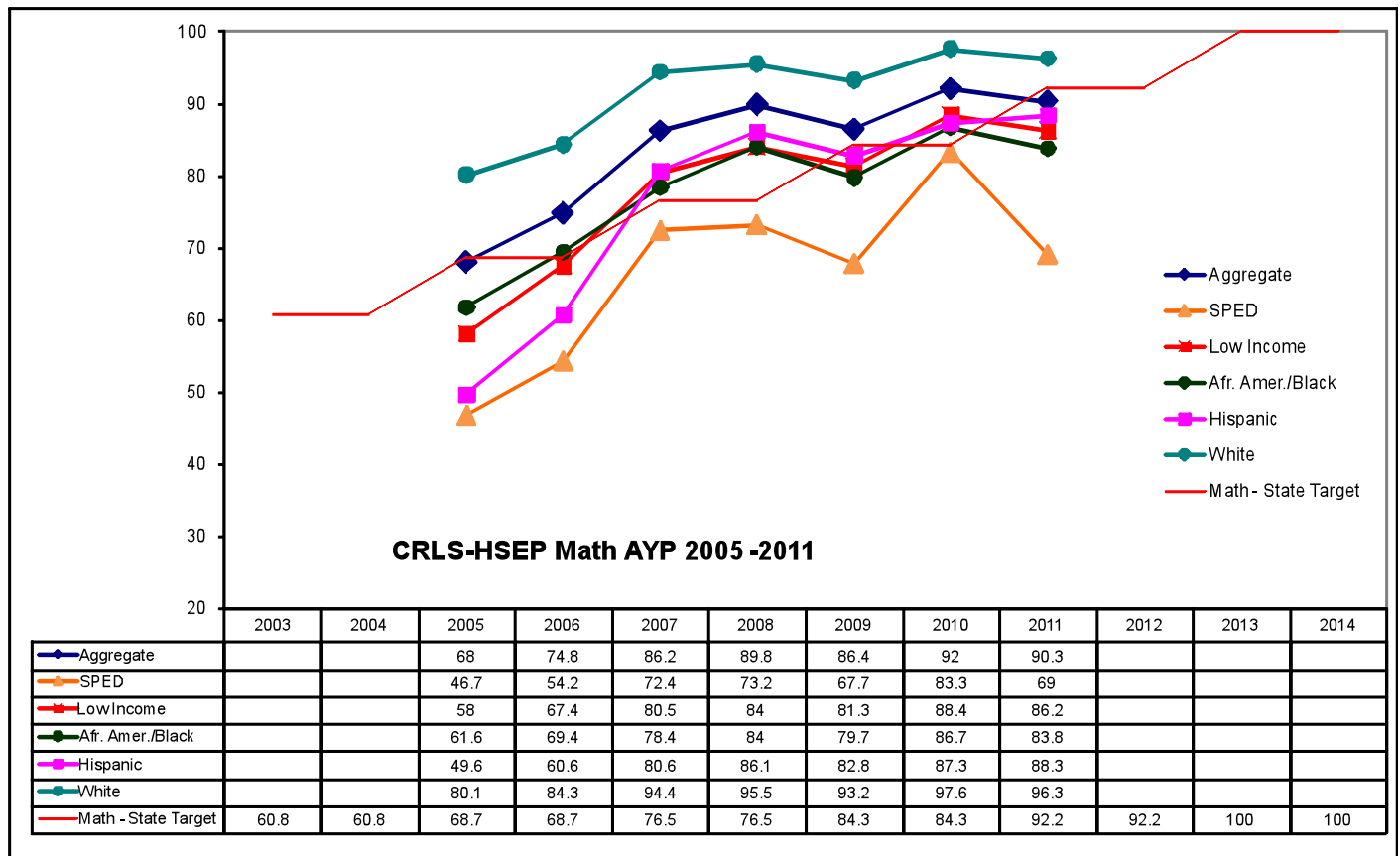


Cambridgeport Math AYP 2005-2011

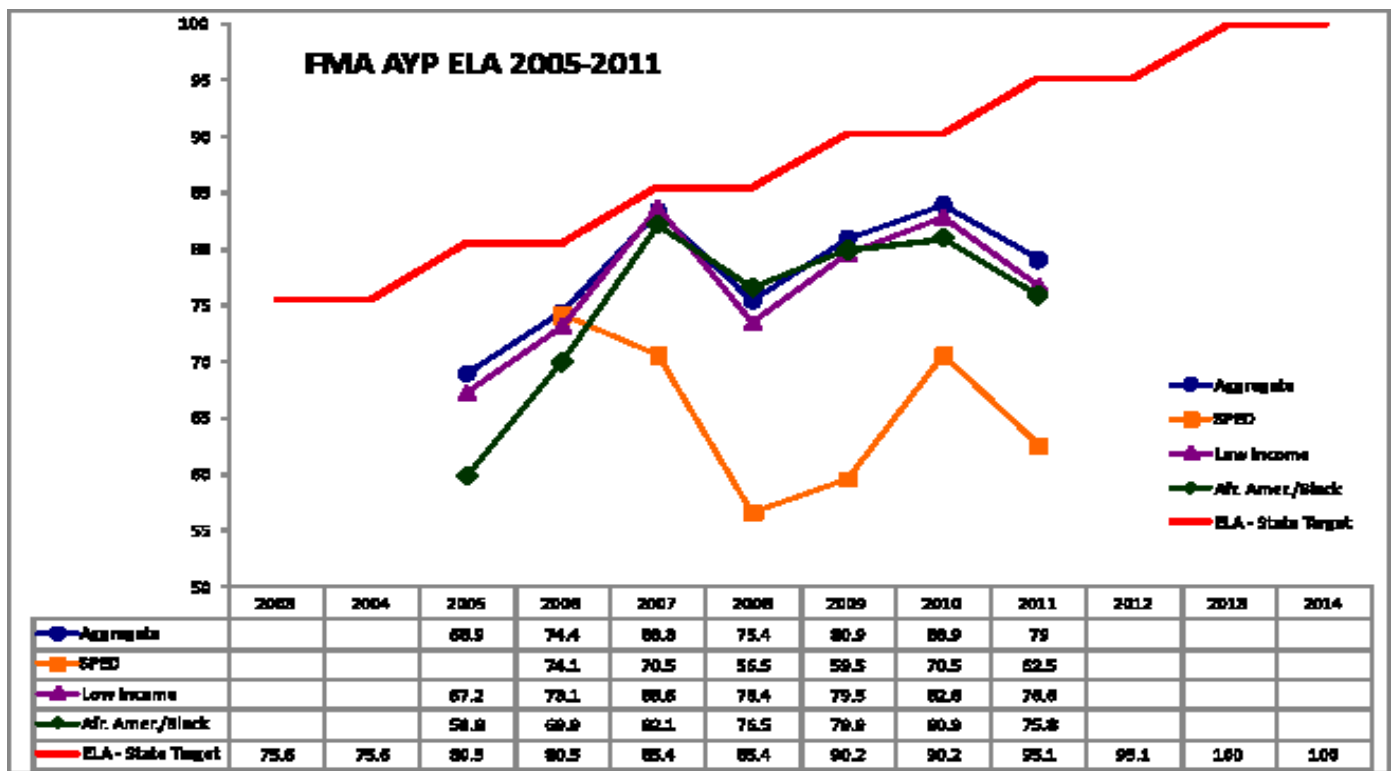


# Cambridge Rindge & Latin

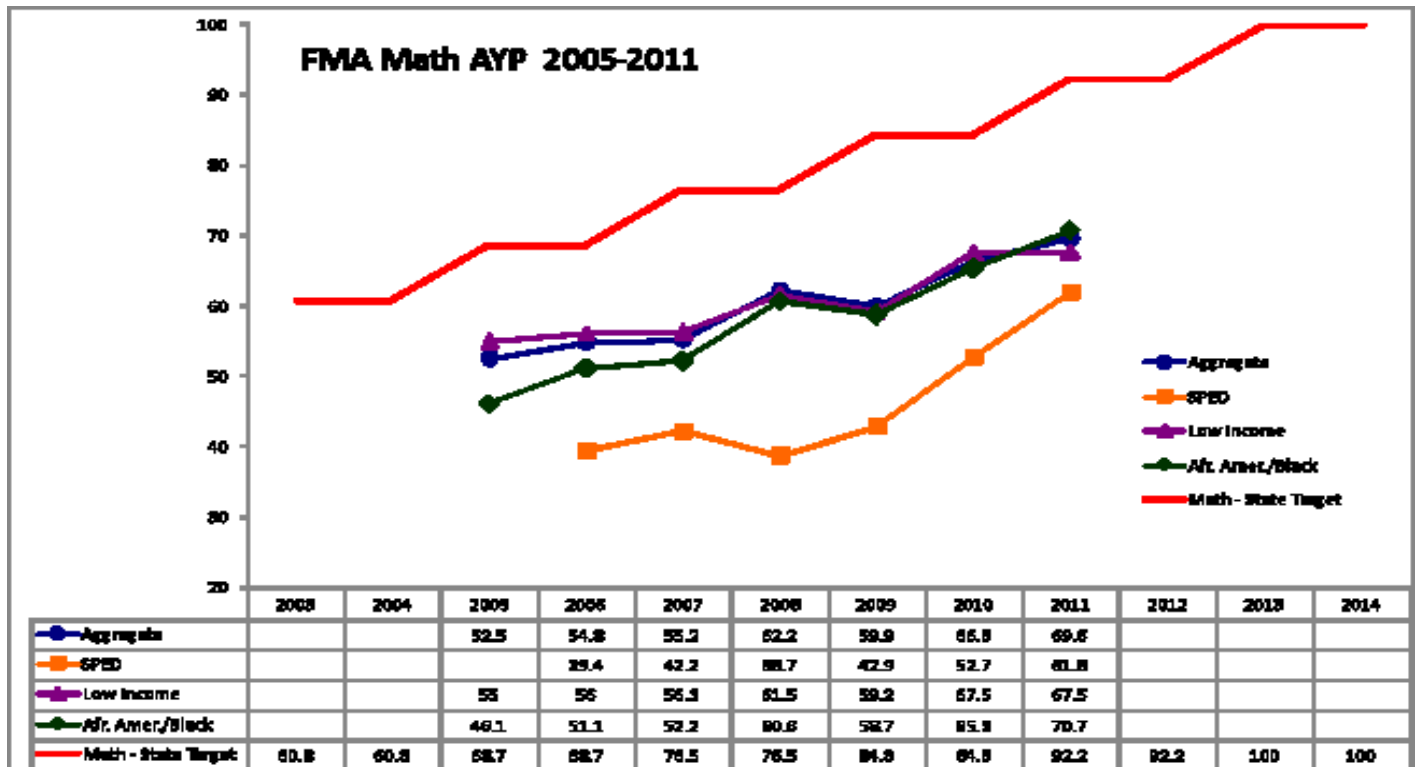




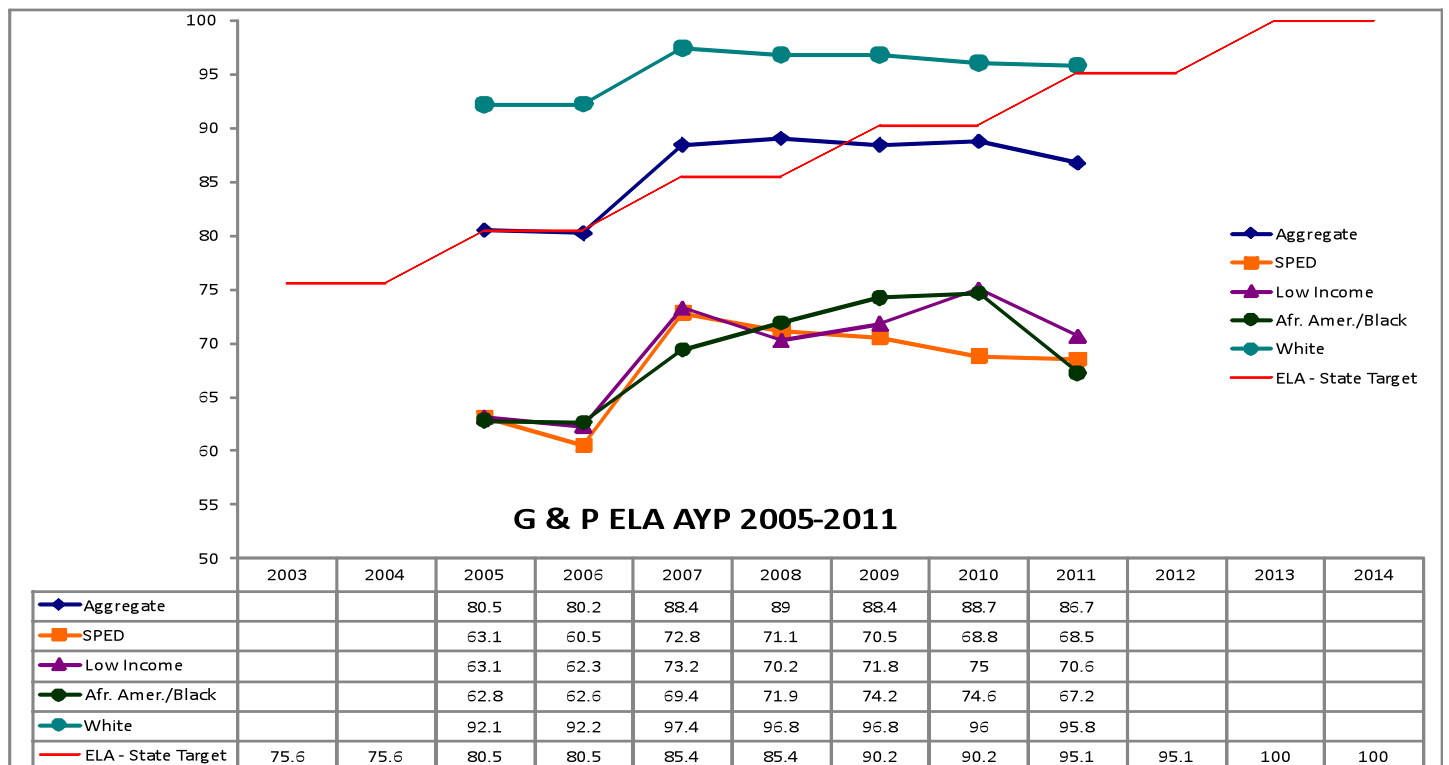
Fletcher Maynard Academy

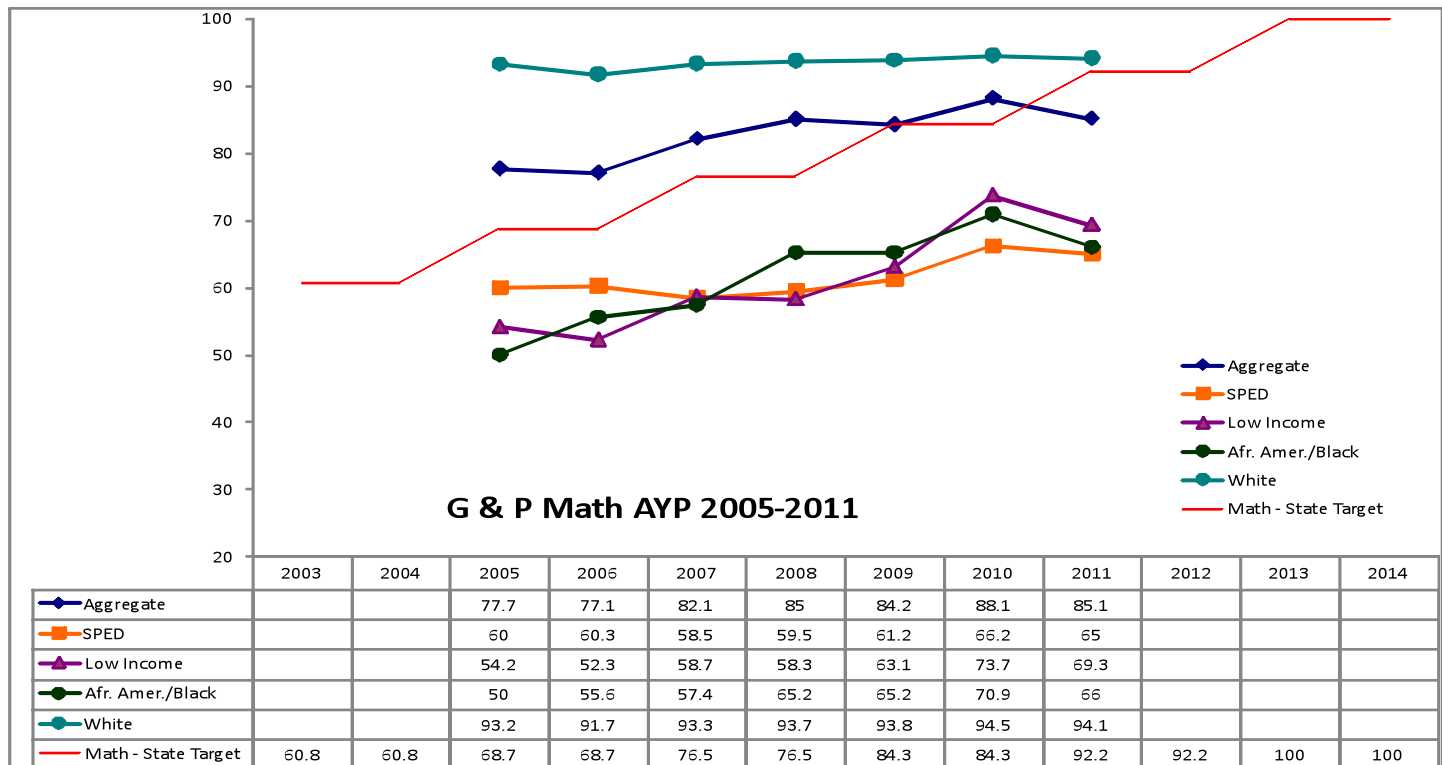




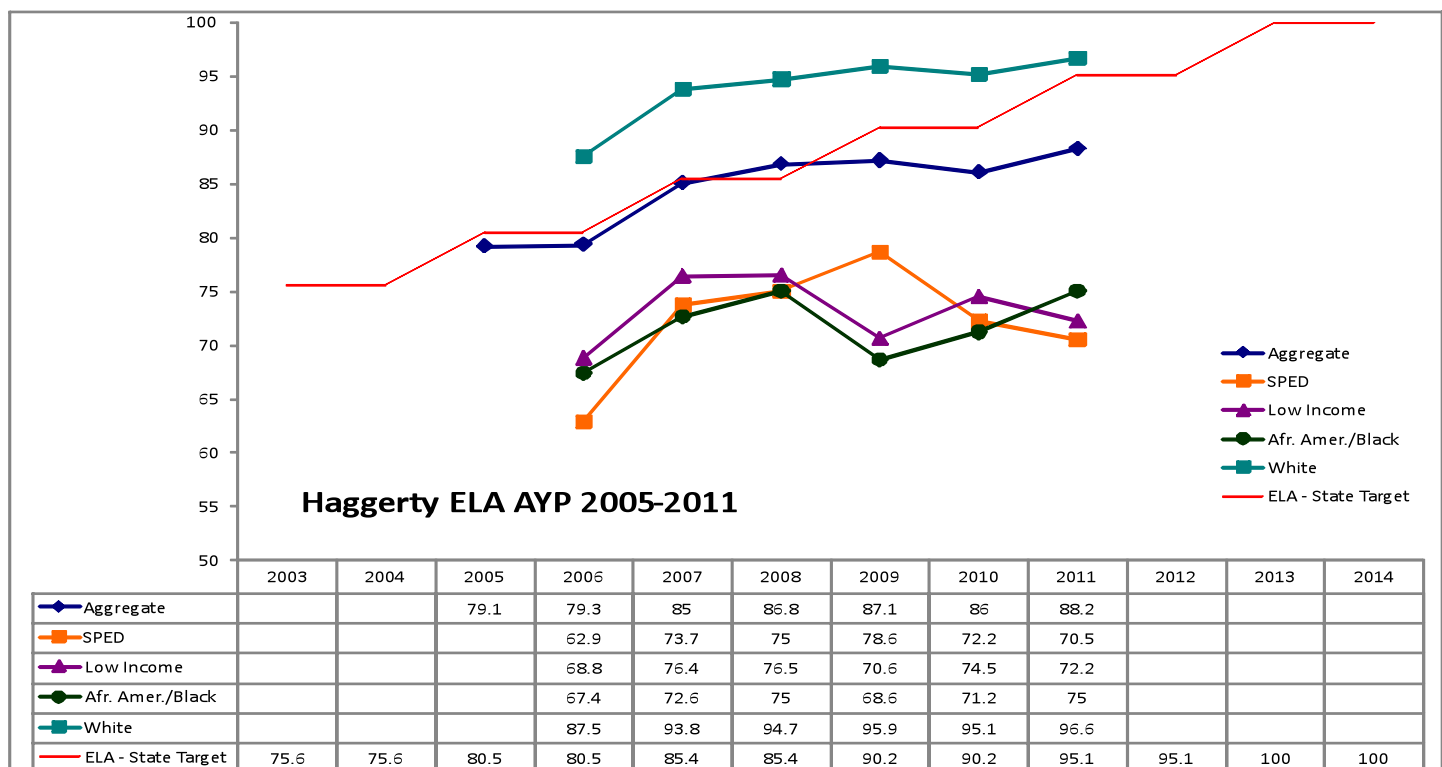


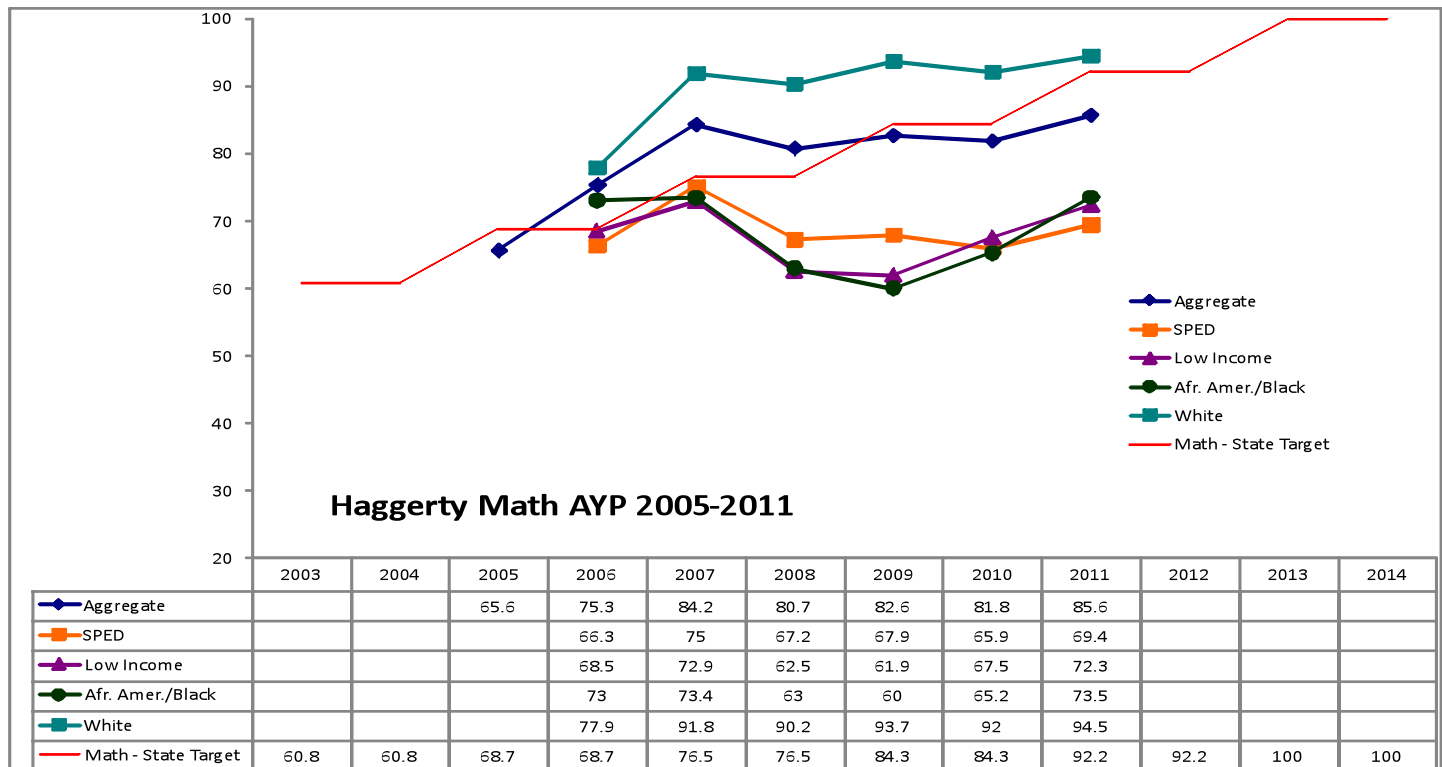
### Graham & Parks



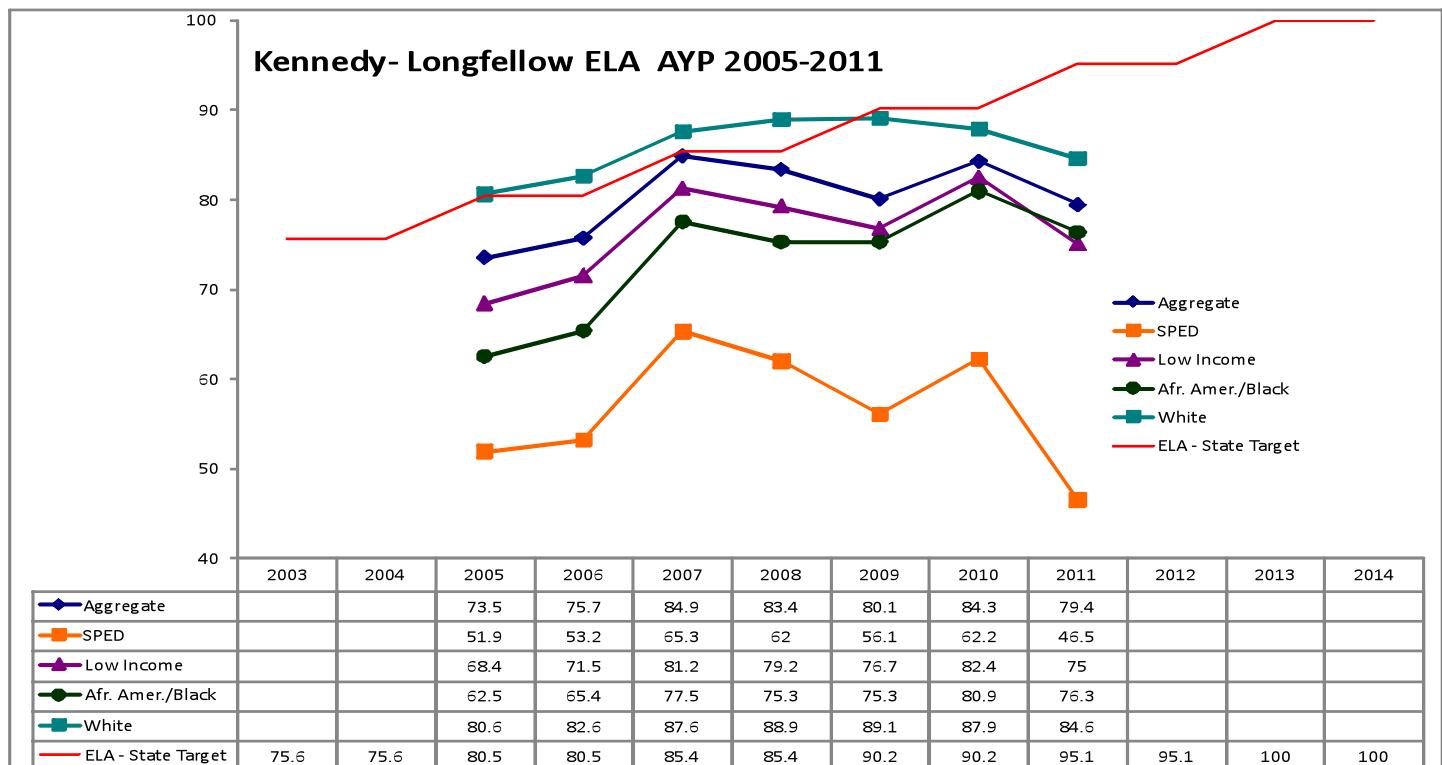


## Haggerty

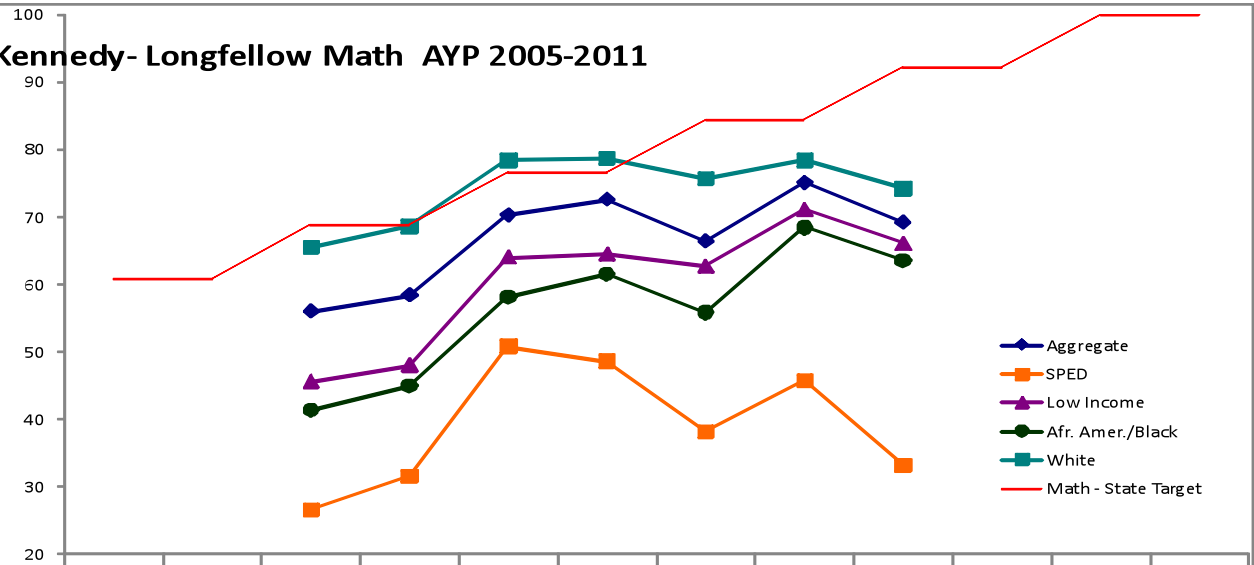




### Kennedy-Longfellow

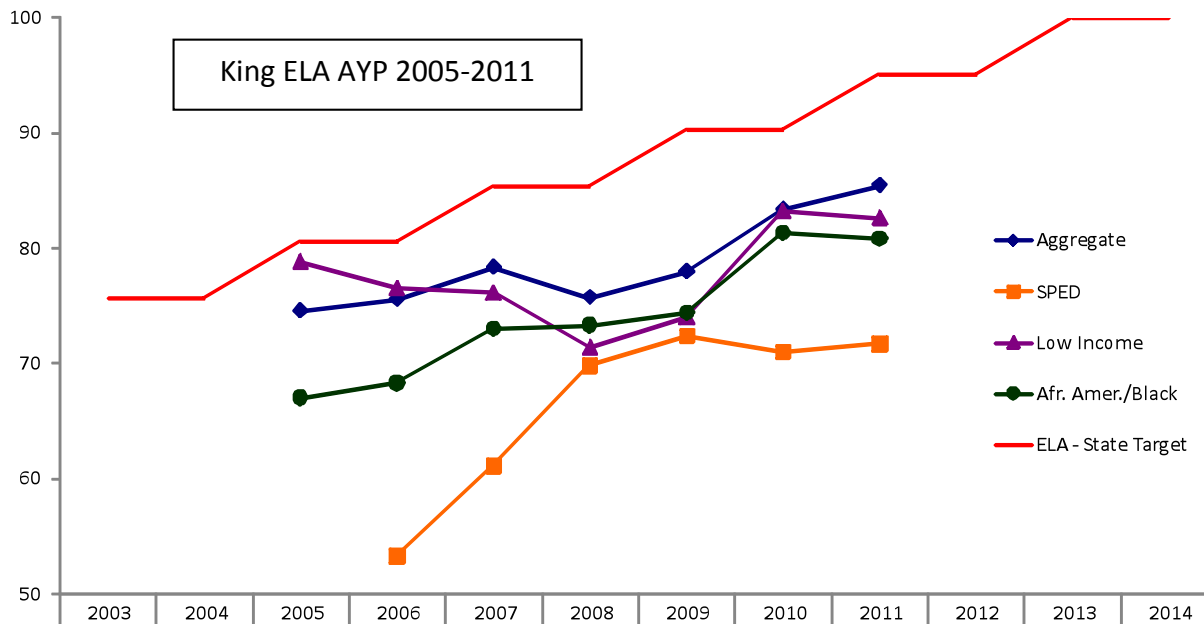


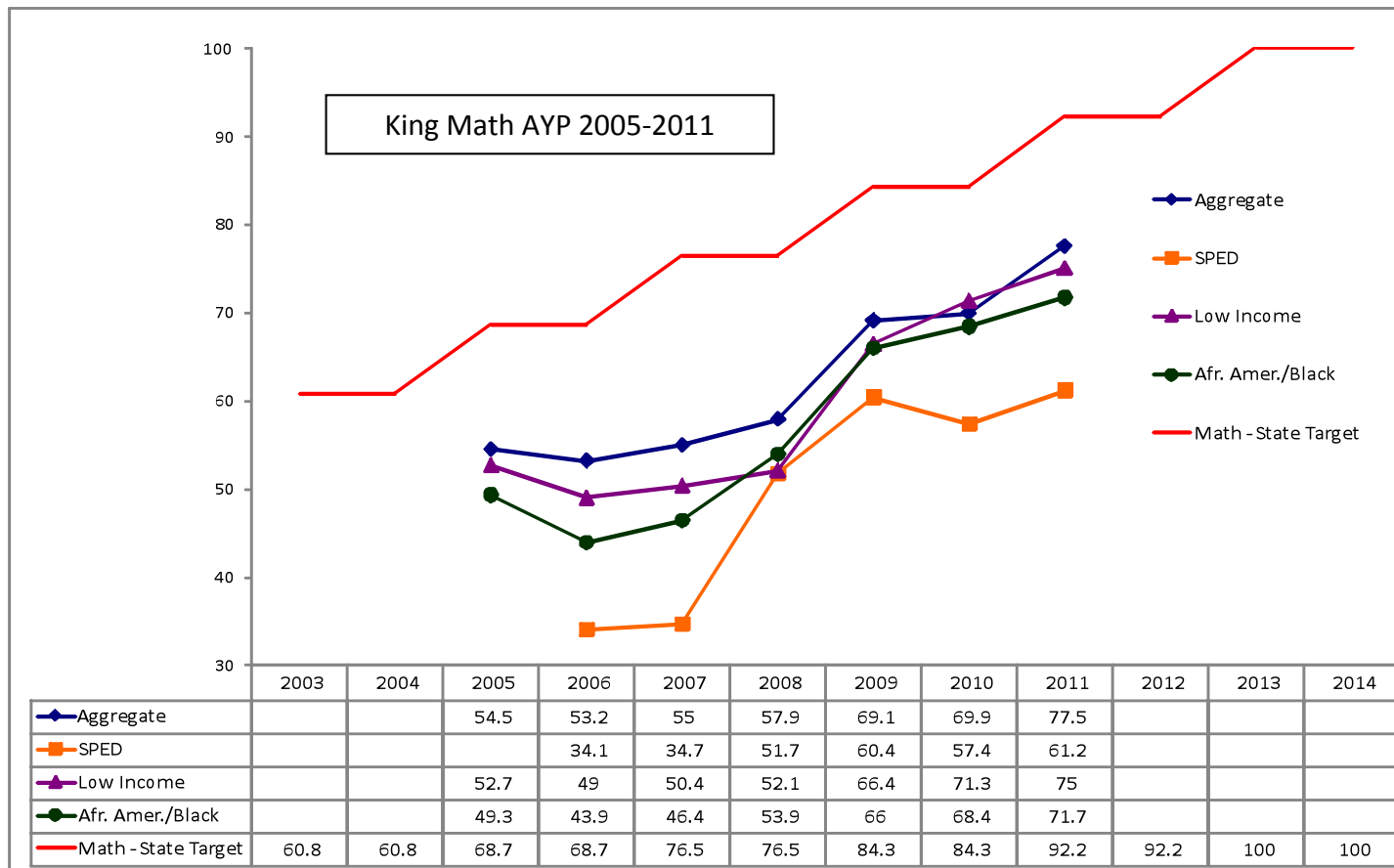
**Kennedy- Longfellow Math AYP 2005-2011**



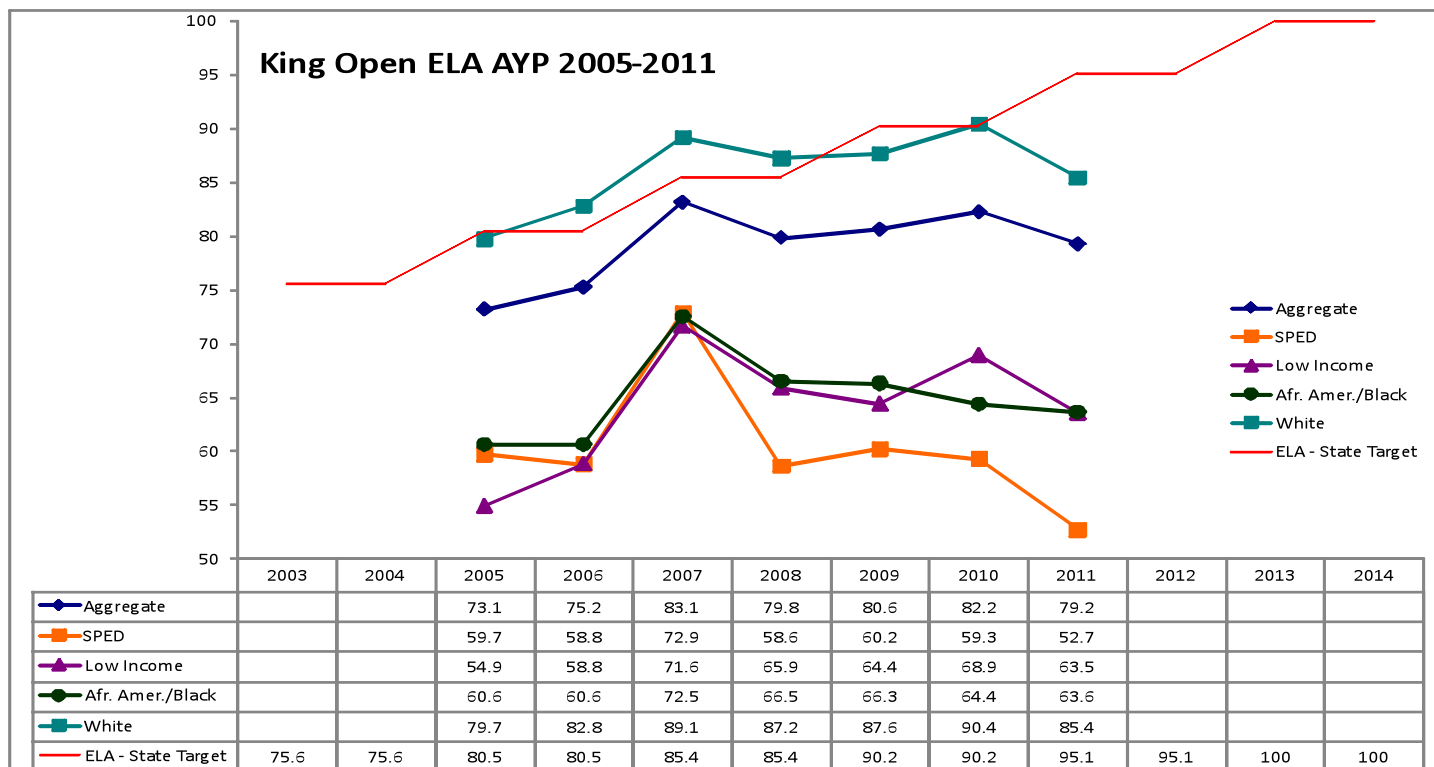
**Martin Luther King, Jr.**

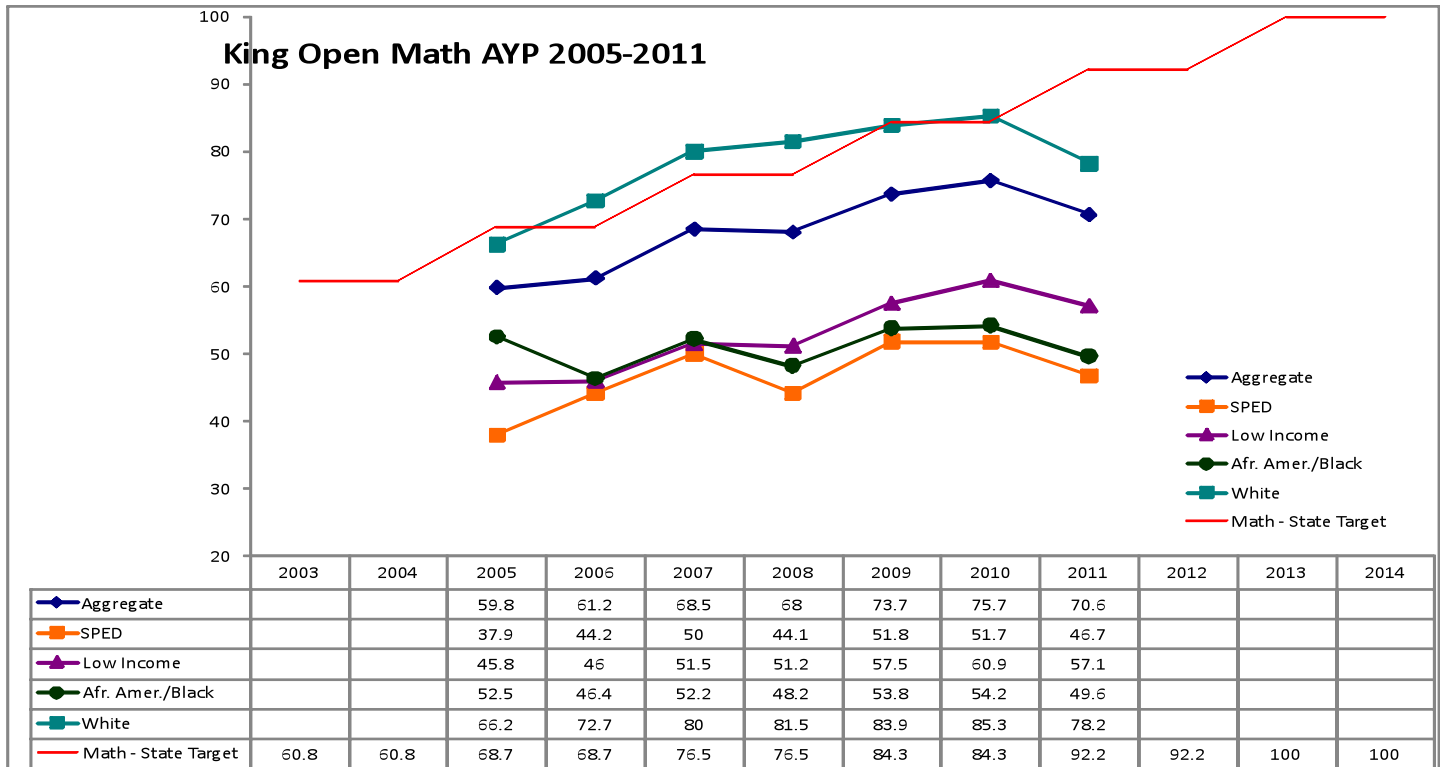
**King ELA AYP 2005-2011**



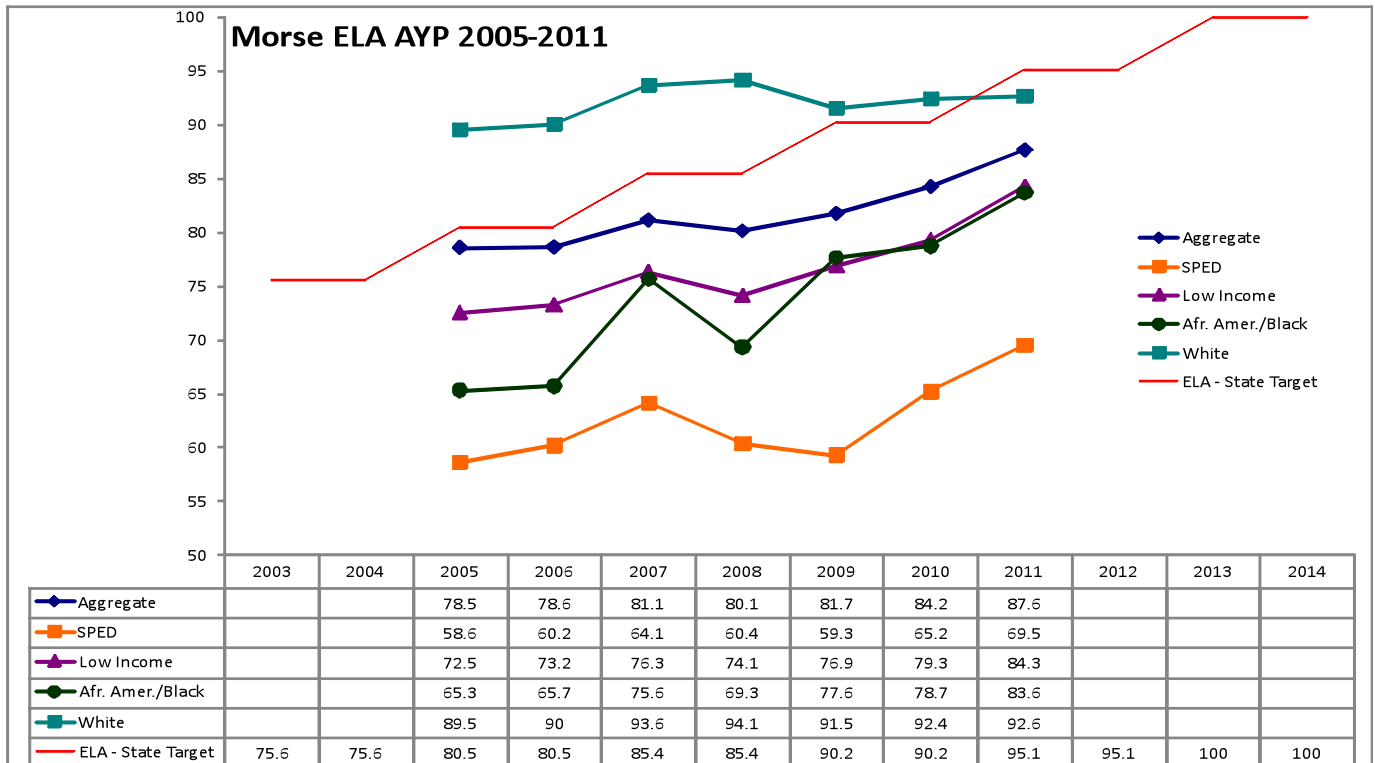


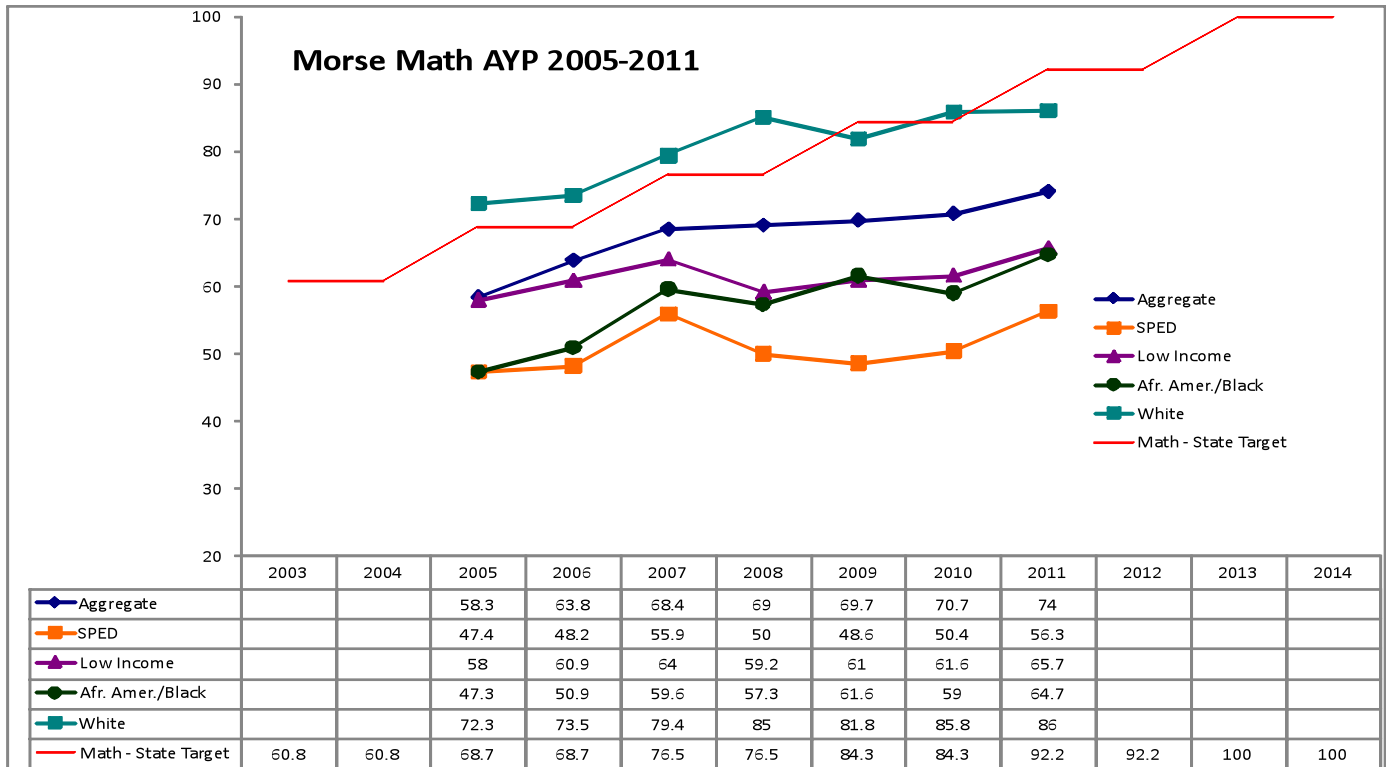
### King Open



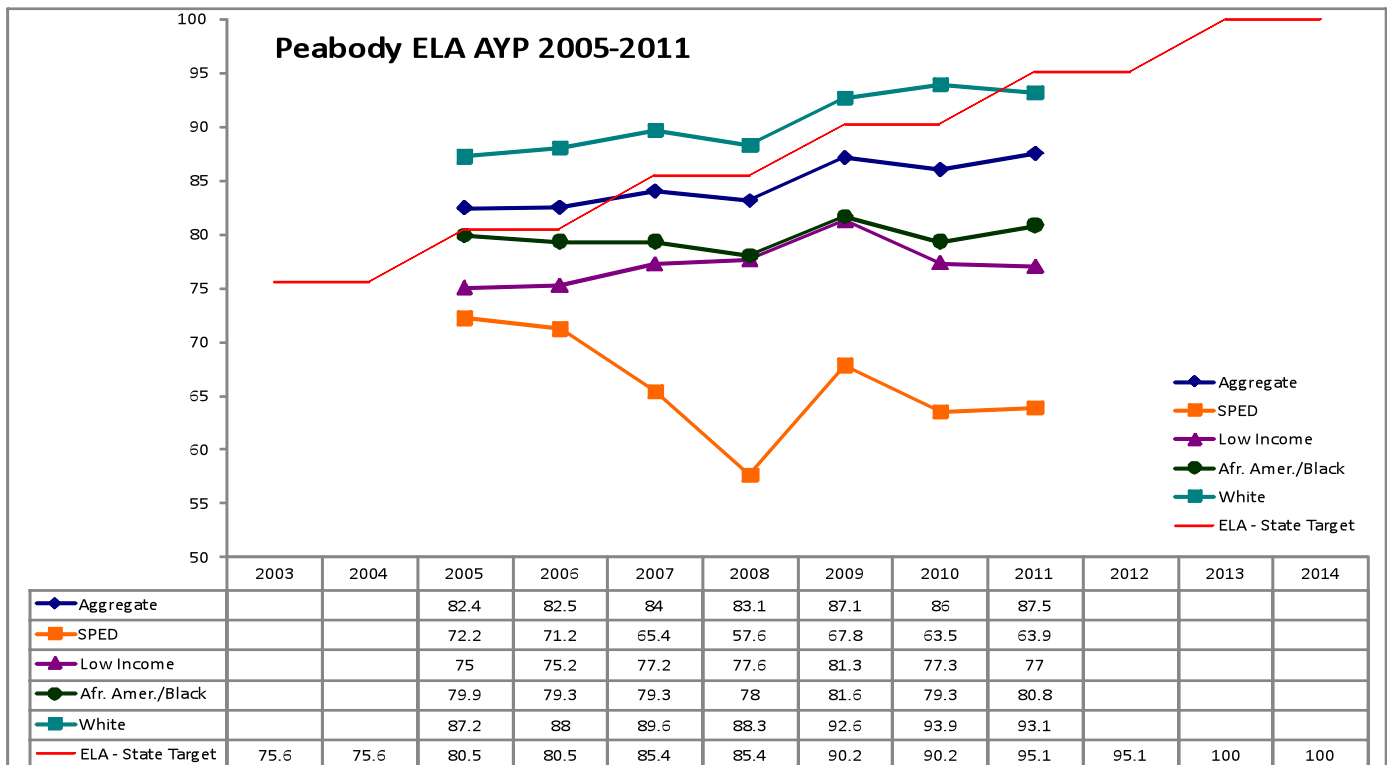


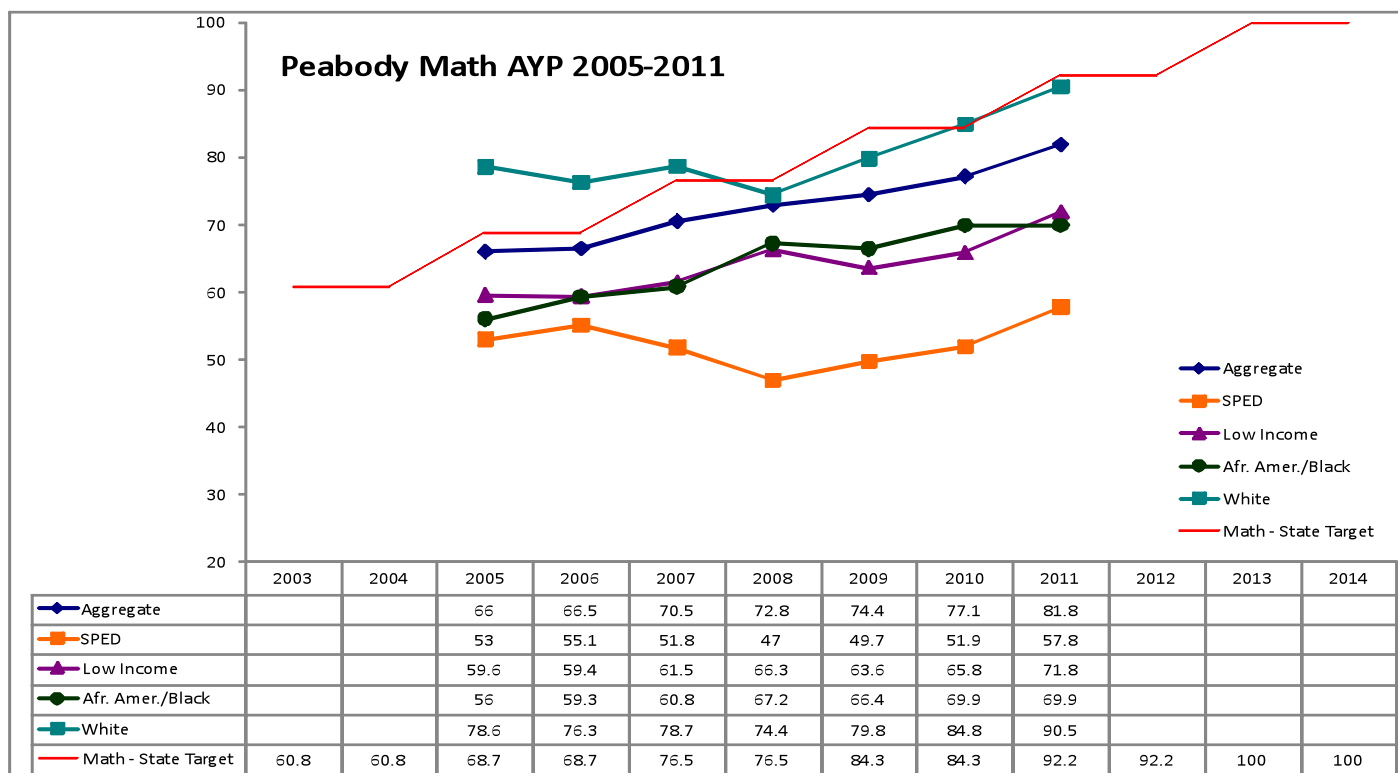
## Morse





## Peabody





Tobin

