

MCAS Report 2012

Cambridge Public Schools



Office of Student Achievement, Accountability and Curriculum

12/5/2012

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
Science	8
Percent of Students at Advanced/ Proficient Levels on MCAS	
Grade Level	9
Racial/Ethnic Subgroups	10
NCLB Subgroups: Special Education, FLEP/LEP, Low Income	11
Student Growth Percentiles	
Grade Level	13
ELA Growth by School	14
Math Growth by School	15
Student Growth by Race/Ethnicity	16
Student Growth by Subgroup	17
Accountability	
Cambridge's Accountability Status	18
2012 Accountability Status of CPS Schools	19
Individual School Results	20

Executive Summary

Cambridge recognizes the MCAS assessment as an important indicator of student achievement. MCAS results are reviewed annually at the district, school and individual student levels as an indicator of how well students are performing on the state standards in English Language Arts (ELA), Mathematics and Science/Technology/Engineering. More recently, Massachusetts has added student growth as an additional measure of student progress.

In addition to reviewing annual MCAS student performance information, the district analyzes trends in data over time. Curriculum leaders use this information to insure that the curriculum is in alignment with state standards, realign curricula as needed, target areas for improvement, provide the appropriate professional development and support to administrators and staff, and assess progress.

At a school level, administrators use MCAS and other multiple data sources in working with their Instructional Leadership Teams and school communities to develop School Improvement Plans. The plans are developed through a process that parallels that of the district. Specific improvement strategies are identified and an action plan is developed to support the identified areas of focus for each school.

In the spring of 2012 a total of seventeen (17) MCAS assessments were administered. 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 2012 assessments as well as MCAS trends over time are included in this report. Results are reported both for the aggregate and for student subgroups.

New reporting Categories in 2012

To aid in analyzing MCAS results and school accountability, the State Department of Elementary and Secondary Education (DESE) created a new category or composite subgroup of students in the 2010-2011 school year. The new *high needs* group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

The subgroup that the DESE had previously called Limited English Proficient (LEP) has been changed to English Language Learners (ELL). The subgroup previously called FLEP or formerly limited English proficient is now called former ELL students (FELL).

MCAS Highlights

Overall Performance

In 2012 CPS performance in English Language Arts for all students tested in grades 3-10 remained relatively unchanged from the prior year (from 85.0 to 85.4 CPI points). This CPI represents a 10.5 point gain since 2003. State performance in ELA decreased from 87.2 in 2011 to 86.7 in 2012.

CPS performance in Mathematics increased from 77.8 to 79.6 CPI points. State performance remained unchanged from the prior 2 years at 79.9. Since 2003, the district's math CPI has increased by 20 points.

DESE began reporting an aggregate and subgroup CPI for Science in grades 5, 8, and 10 for all schools and districts in the state in 2012 (and retroactively included last year). In 2012, CPS performance in Science improved from 72.3 to 73.9 CPI points. State performance in Science improved from 77.6 in 2011 to 78.6 in 2012.

While the performance of Cambridge students continues to improve, there are still areas of concern, specifically around the achievement gap, which will also be addressed in this report.

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 all grades with the exception of grades 5 and 8. Proficiency rates at grade 10 improved by another 6% in 2012 making for a two-year gain of 16%. At CRLS/HSEP, the percentage of 10th grade students who scored proficient or advanced was 89%, higher than the state average for the first time. In 3rd and 6th grade, CPS ELA results (64% vs. 61% and 66% vs. 63% respectively) were also above the results of students statewide as well as the same as those of students statewide in grade 7 (71%).

Grade 8 students had a fairly substantial decline in proficiency rates from previous years and scored 10% below the state average proficiency.

Mathematics

There were improvements in the percent of students scoring in the proficient/ advanced categories at 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 their proficiency by 8% over the previous year. 83% of all CPS students (including students in special education outplacements) were proficient or advanced in comparison to only 78% of all students in the state. Students in grades 3 and 7 also outperformed their counterparts at the state.

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% of CPS eighth grade students were proficient in Science (as compared with 43% statewide).

Achievement Gap

In terms of proficiency (students performing at proficient and advanced levels), the performance of CPS White students has been consistently above the state for several years in both ELA and Math. The subgroups of Low-Income and African American students in Cambridge have performed at higher proficiency rates in Math than their counterparts across the state for the past two years. For the first time in 2012, students with special needs outperformed their counterparts across the state in Math. Cambridge ELL/FELL students, on the other hand, continue to perform at lower proficiency rates in comparison to their counterparts across the state in both ELA and Math. For students in the High Needs category, Cambridge had higher proficiency rates in both ELA and Math in

2012. Due to a reporting error, the state was unable to report the results of Hispanic students for CPS, but in previous years, CPS Hispanic students have outperformed their counterparts in the state.

Even with the higher proficiency rates in comparison to the state, achievement gaps persist between Low-Income and Non Low-Income students, students with special needs and general education students, and among different ethnic and racial subgroups, particularly African-American/ Black students. These proficiency gaps continue to challenge the Cambridge Public Schools and closing them remains one of the district's primary and most urgent goals.

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 CPI over time for the aggregate and subgroups are included in the appendix of this document.

Student 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 year, families received growth scores along with their child's MCAS performance level.

Student growth percentiles (SGP) are a measure of student progress that compares changes in a student's MCAS scores to changes in the MCAS scores of students across the state with similar performance profiles. This indicator helps families, 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. A typical school or district would have a median student growth percentile of **50**. 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.

As a district, Cambridge had a median student growth percentile (SGP) of 52 in ELA and 58 in Math. In 2012, Math growth was at its highest level since the state began to provide this indicator in 2008, improving by 3 points over the prior year's median growth of 55. In ELA, there was a slight increase in growth from 51 to 52.

Three (3) schools had above average growth in ELA (Haggerty, Graham & Parks, and Cambridgeport). Five (5) schools had above average growth in Math (CRLS/HSEP, Graham & Parks, Morse, and Tobin).

Asian and White students had high average growth in ELA and above average growth in Math. African American/Black students had average growth in both ELA and Math. Students with special needs had high average growth in Math while all other subgroups (ELL/FELL, Low Income, and High Needs) had average growth in both ELA and Math.

Accountability Status

The Massachusetts Department of Elementary and Secondary Education instituted a new Accountability & Assistance Level system last year. Schools are assigned a level from 1-5 based on the four-year trend data, and districts are assigned the level of the district's lowest school (see page 18 for more detailed information).

Four (4) CPS schools have been designate Level 1 Schools – King, Morse, Haggerty, and Graham & Parks. 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.

MCAS 2012

Cambridge's Progress toward Proficiency

The Composite Performance Index, which the state continues to use in its new accountability system, is an indicator of performance improvement over time. Cambridge continues to improve on this measure.

What is the CPI?

The Composite Performance Index (CPI)

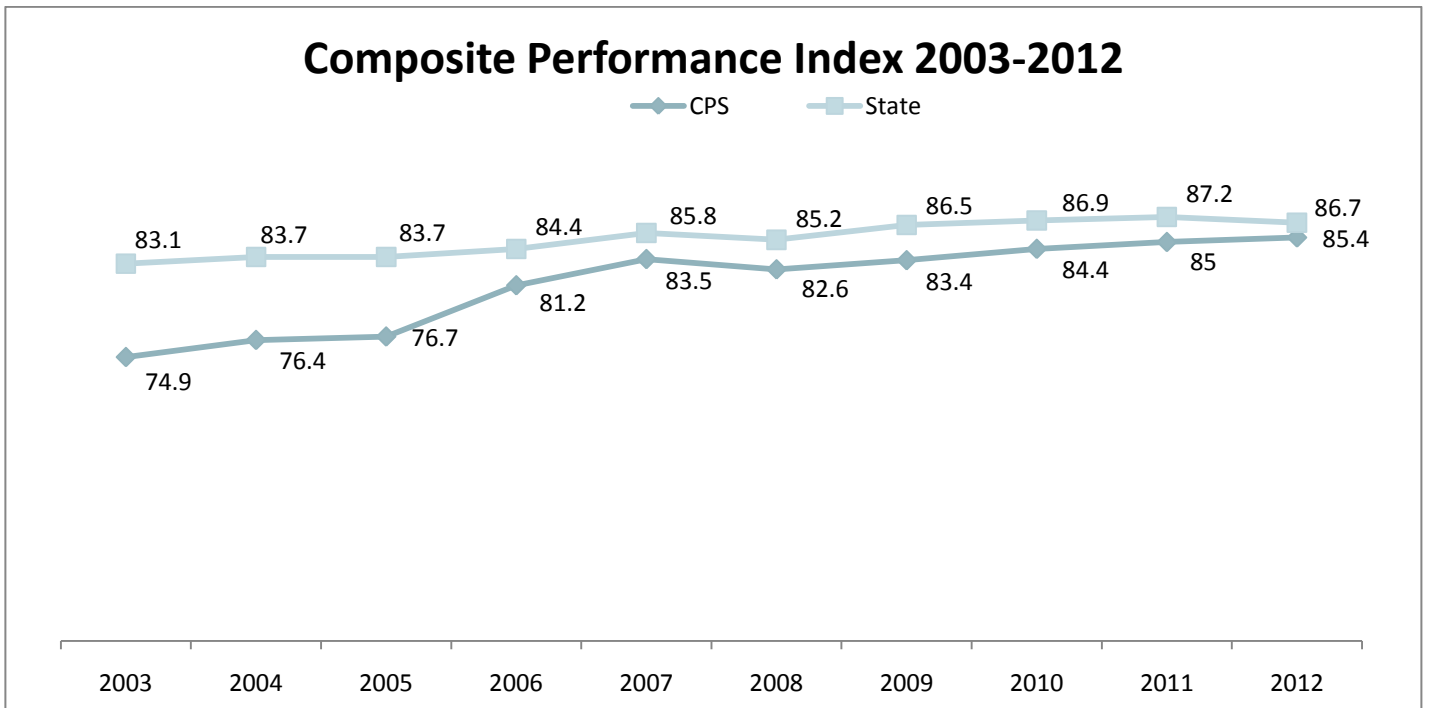
is a number that measures how well a school or district is progressing toward our MCAS proficiency gap goal. Students who score proficient or advanced are assigned 100 points, High Needs Improvement 75 points, Low Needs Improvement 50 points, High Warning 25 points and Low Warning 0 points. Students 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 2012, the state began calculating science CPIs for the district combining grades 5, 8, and 10 science results for the new accountability system. They also retroactively calculated the science CPI for 2011. Going forward we will continue to track this.

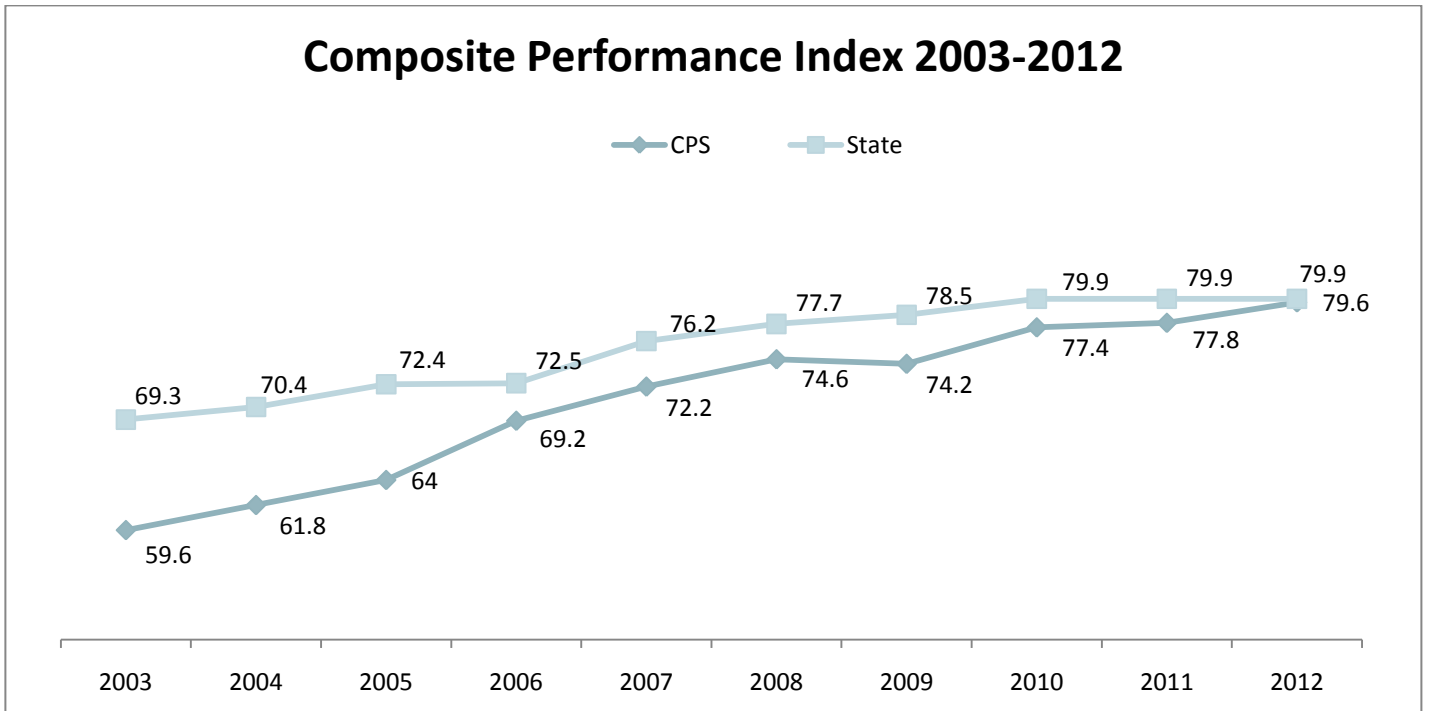
In 2012 the district's performance in **English Language Arts** remained relatively unchanged from **85.0** to **85.4** CPI points for all students tested in grades 3-10. State performance in ELA decreased from 87.2 to 86.7.

CPS performance in **Mathematics** increased from **77.8** to **79.5** CPI points. State performance remained unchanged from the prior 2 years at 79.9.

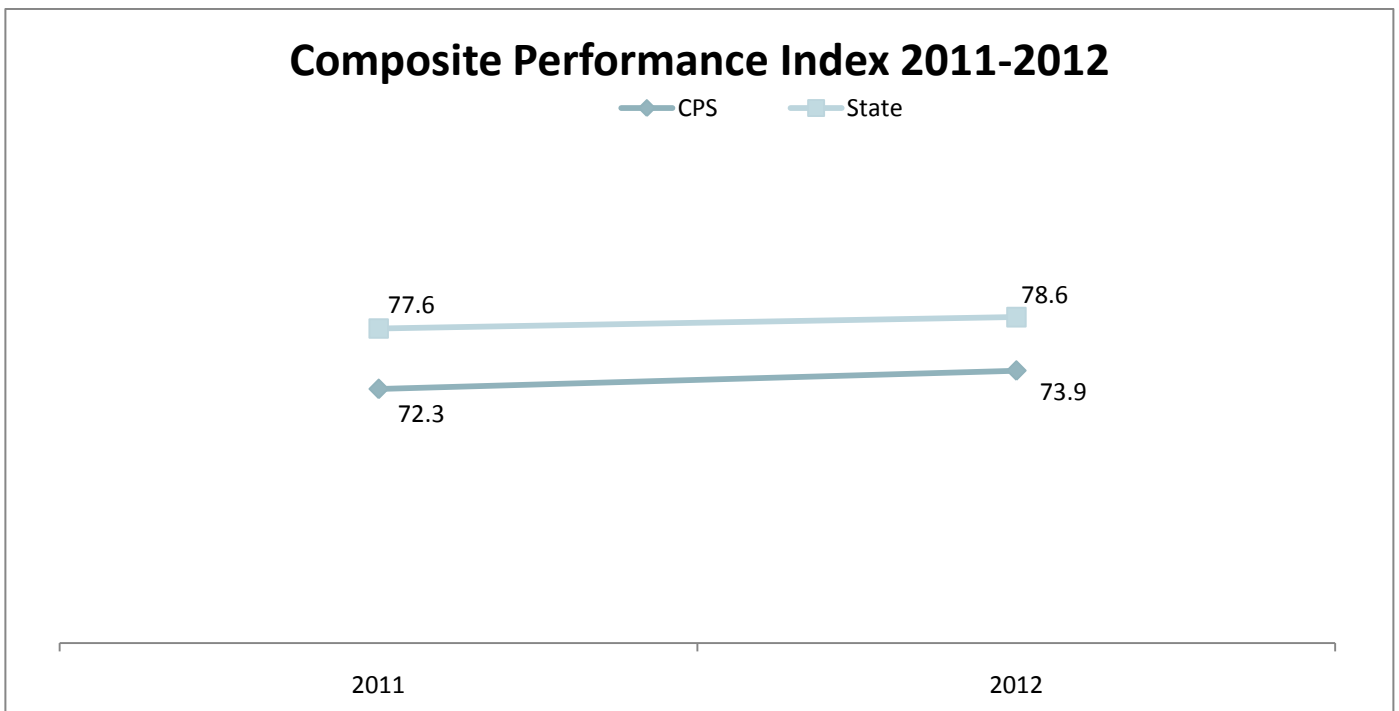
English Language Arts – increase from 74.9 in 2003 to 85.4 in 2012



Mathematics – increase from 59.6 in 2003 to 79.6 in 2012



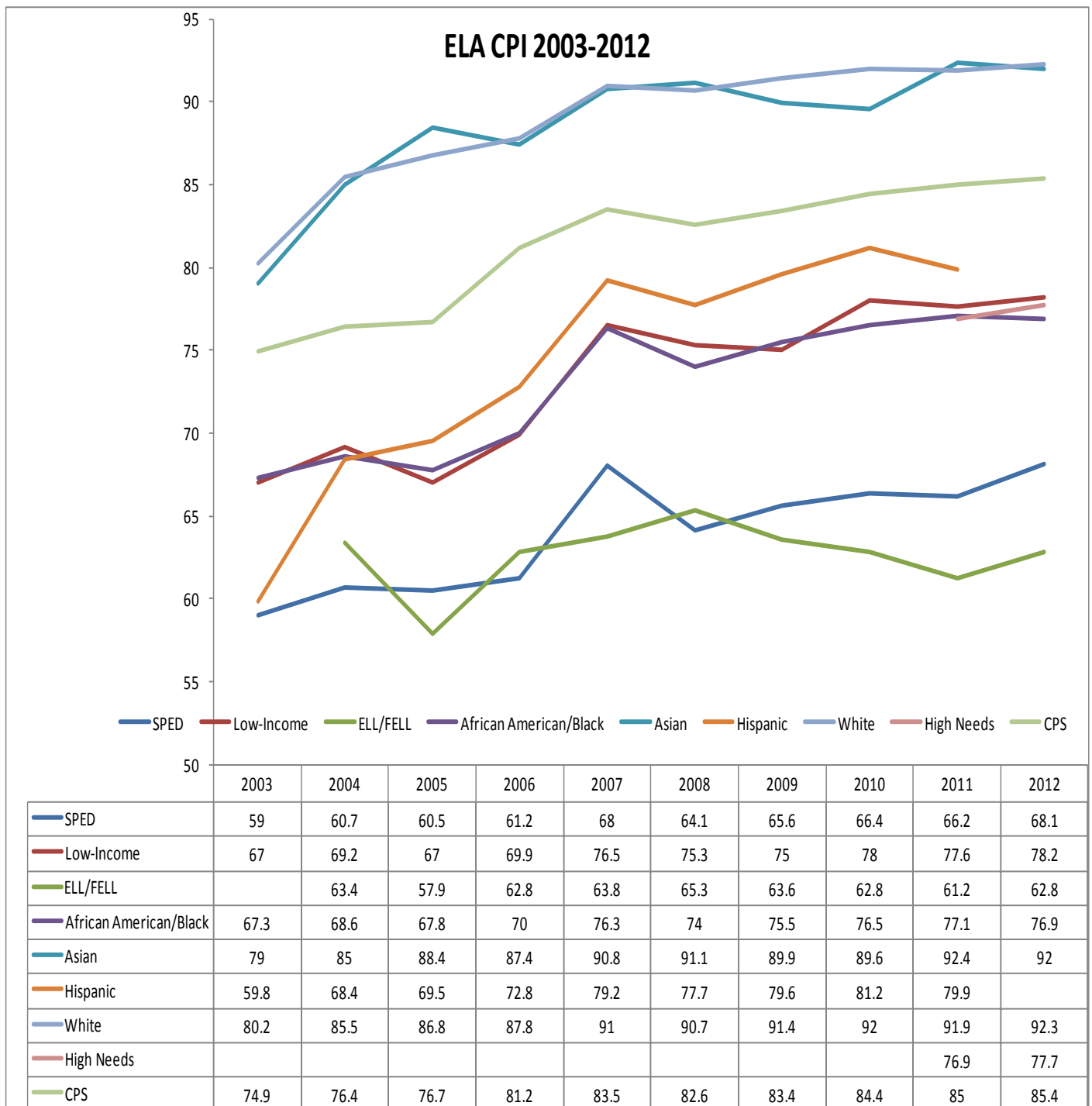
Science (Grades 5, 8, & 10) – increase from 72.3 in 2011 to 73.9 in 2012



Aggregate and Student Subgroups

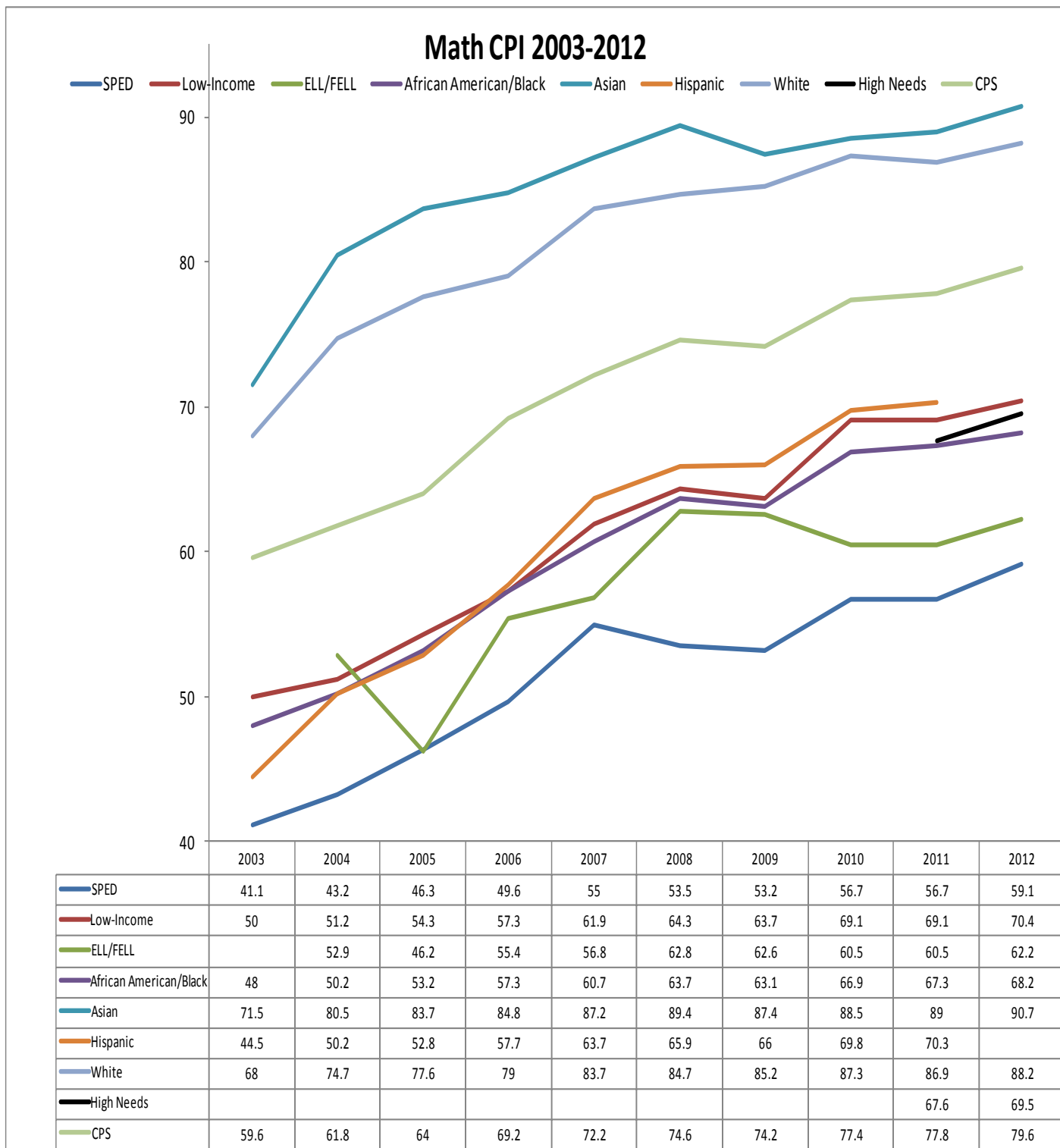
English Language Arts

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.



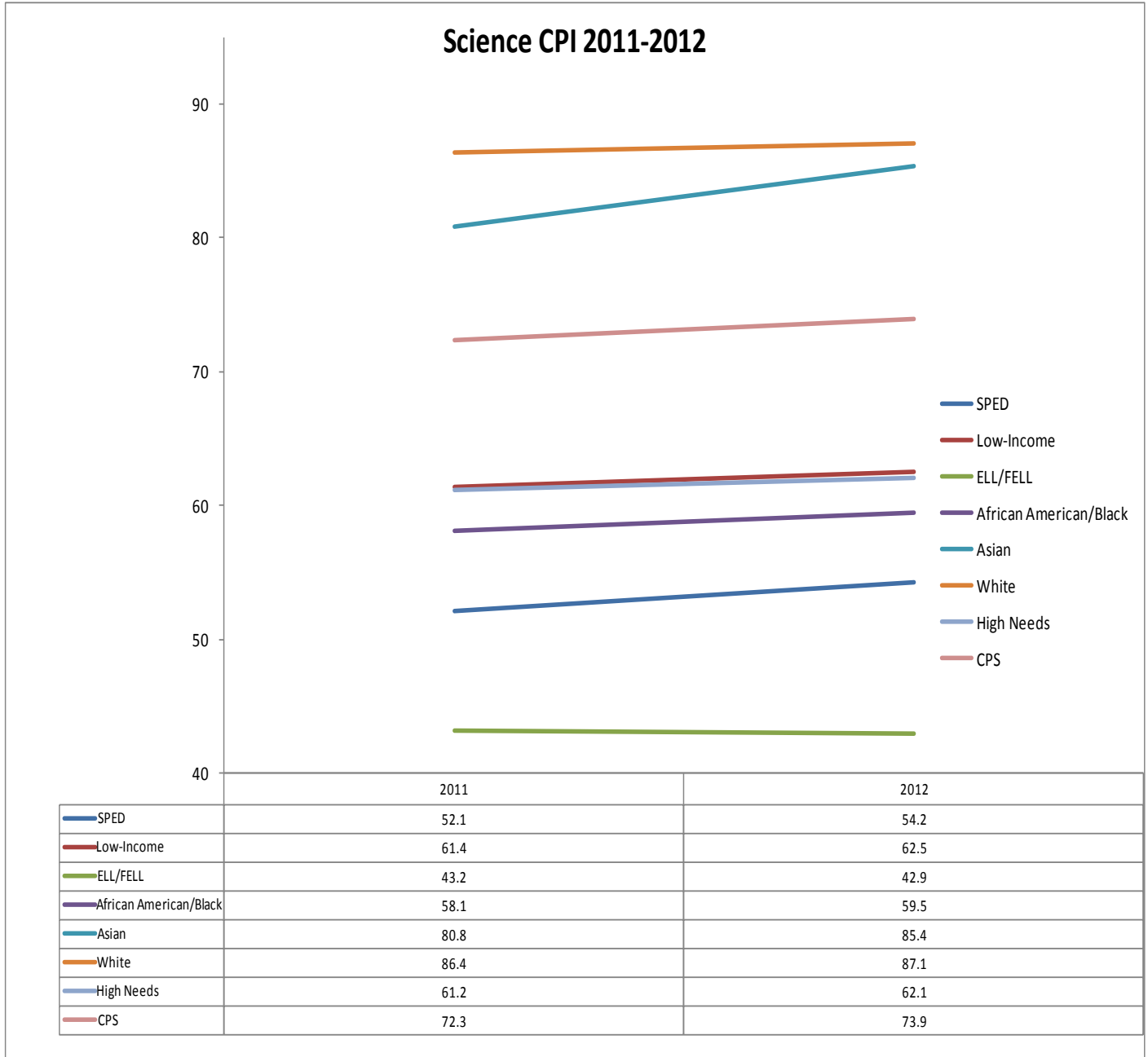
Mathematics

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.



Science (Grades 5, 8, and 10)*

The average CPI in Science for all subgroups increased in 2012 with the exception of English Language Learners (ELL) and Former English Language Learners (FELL). Due to a data reporting error, there is currently no CPI for Hispanic students.



*Because of the new accountability system, the DESE began aggregating Science results and reporting the CPI for Aggregate and Subgroup Science results in 2011.

Charts that show the progress of each CPS school's CPI are included in the appendix of this document.

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 grades 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 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 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			
	2010	2011	2012		2010	2011	2012
Grade 3				Grade 3			
<i>Afr Am/Black</i>	45%	37%	42%	<i>Afr Am/Black</i>	47%	41%	43%
<i>Asian</i>	71%	84%	60%	<i>Asian</i>	87%	72%	78%
<i>Hispanic/Latino</i>	38%	38%		<i>Hispanic/Latino</i>	46%	35%	
<i>White</i>	77%	78%	84%	<i>White</i>	82%	76%	82%
Grade 4				Grade 4			
<i>Afr Am/Black</i>	27%	30%	31%	<i>Afr Am/Black</i>	27%	27%	26%
<i>Asian</i>	53%	59%	69%	<i>Asian</i>	49%	72%	63%
<i>Hispanic/Latino</i>	44%	28%		<i>Hispanic/Latino</i>	25%	34%	
<i>White</i>	65%	64%	70%	<i>White</i>	63%	67%	63%
Grade 5				Grade 5			
<i>Afr Am/Black</i>	38%	42%	40%	<i>Afr Am/Black</i>	31%	30%	28%
<i>Asian</i>	69%	69%	79%	<i>Asian</i>	75%	67%	81%
<i>Hispanic/Latino</i>	38%	66%		<i>Hispanic/Latino</i>	39%	36%	
<i>White</i>	80%	78%	77%	<i>White</i>	72%	71%	73%
Grade 6				Grade 6			
<i>Afr Am/Black</i>	44%	43%	41%	<i>Afr Am/Black</i>	31%	33%	33%
<i>Asian</i>	74%	76%	74%	<i>Asian</i>	77%	81%	80%
<i>Hispanic/Latino</i>	50%	44%		<i>Hispanic/Latino</i>	36%	35%	
<i>White</i>	79%	81%	81%	<i>White</i>	64%	72%	78%
Grade 7				Grade 7			
<i>Afr Am/Black</i>	58%	59%	54%	<i>Afr Am/Black</i>	36%	29%	32%
<i>Asian</i>	83%	90%	81%	<i>Asian</i>	68%	67%	69%
<i>Hispanic/Latino</i>	67%	62%		<i>Hispanic/Latino</i>	33%	30%	
<i>White</i>	82%	80%	86%	<i>White</i>	69%	63%	70%
Grade 8				Grade 8			
<i>Afr Am/Black</i>	57%	67%	59%	<i>Afr Am/Black</i>	23%	31%	34%
<i>Asian</i>	87%	98%	91%	<i>Asian</i>	74%	76%	73%
<i>Hispanic/Latino</i>	76%	85%		<i>Hispanic/Latino</i>	38%	36%	
<i>White</i>	89%	88%	79%	<i>White</i>	61%	67%	66%
Grade 10				Grade 10			
<i>Afr Am/Black</i>	53%	66%	76%	<i>Afr Am/Black</i>	65%	61%	69%
<i>Asian</i>	82%	94%	94%	<i>Asian</i>	95%	89%	96%
<i>Hispanic/Latino</i>	59%	75%		<i>Hispanic/Latino</i>	64%	68%	
<i>White</i>	88%	93%	92%	<i>White</i>	89%	89%	92%

MCAS 2012

% 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 English Language Learners (ELL) or Former English Language Learner (FELL). More detailed information is available at <http://profiles.doe.mass.edu>

MCAS - % Proficient/Advanced by AYP Subgroups							
English Language Arts				Mathematics			
	2010	2011	2012		2010	2011	2012
Grade 3				Grade 3			
Special Education	25%	22%	27%	Special Education	29%	26%	34%
ELL/FELL	45%	31%	37%	ELL/FELL	28%	37%	46%
Low Income	39%	40%	50%	Low Income	54%	42%	46%
Grade 4				Grade 4			
Special Education	16%	13%	16%	Special Education	18%	18%	15%
ELL/FELL	14%	14%	24%	ELL/FELL	26%	20%	27%
Low Income	24%	30%	28%	Low Income	29%	32%	25%
Grade 5				Grade 5			
Special Education	18%	27%	26%	Special Education	12%	22%	24%
ELL/FELL	22%	29%	18%	ELL/FELL	26%	33%	18%
Low Income	38%	45%	44%	Low Income	34%	36%	39%
Grade 6				Grade 6			
Special Education	26%	21%	29%	Special Education	14%	17%	23%
ELL/FELL	62%	9%	19%	ELL/FELL	54%	21%	15%
Low Income	46%	43%	48%	Low Income	29%	33%	39%
Grade 7				Grade 7			
Special Education	29%	27%	29%	Special Education	16%	11%	7%
ELL/FELL	43%	46%	6%	ELL/FELL	24%	28%	13%
Low Income	60%	59%	55%	Low Income	35%	33%	32%
Grade 8				Grade 8			
Special Education	44%	43%	37%	Special Education	14%	11%	15%
ELL/FELL	27%	42%	10%	ELL/FELL	11%	21%	15%
Low Income	64%	67%	58%	Low Income	29%	31%	35%
Grade 10				Grade 10			
Special Education	28%	45%	58%	Special Education	45%	36%	57%
ELL/FELL	22%	38%	44%	ELL/FELL	52%	41%	58%
Low Income	58%	73%	79%	Low Income	69%	69%	77%

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.

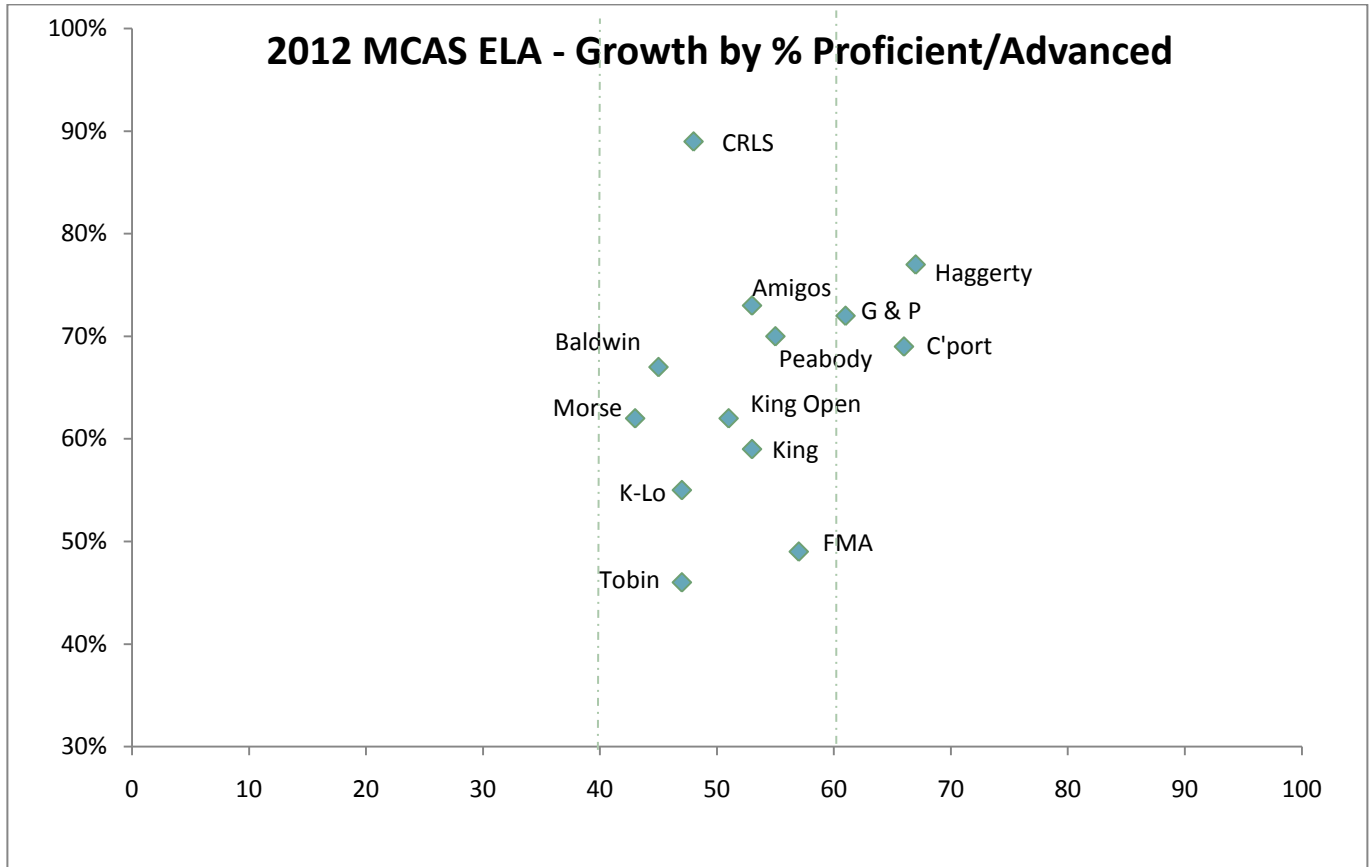
The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40th – 60th percentile as typical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

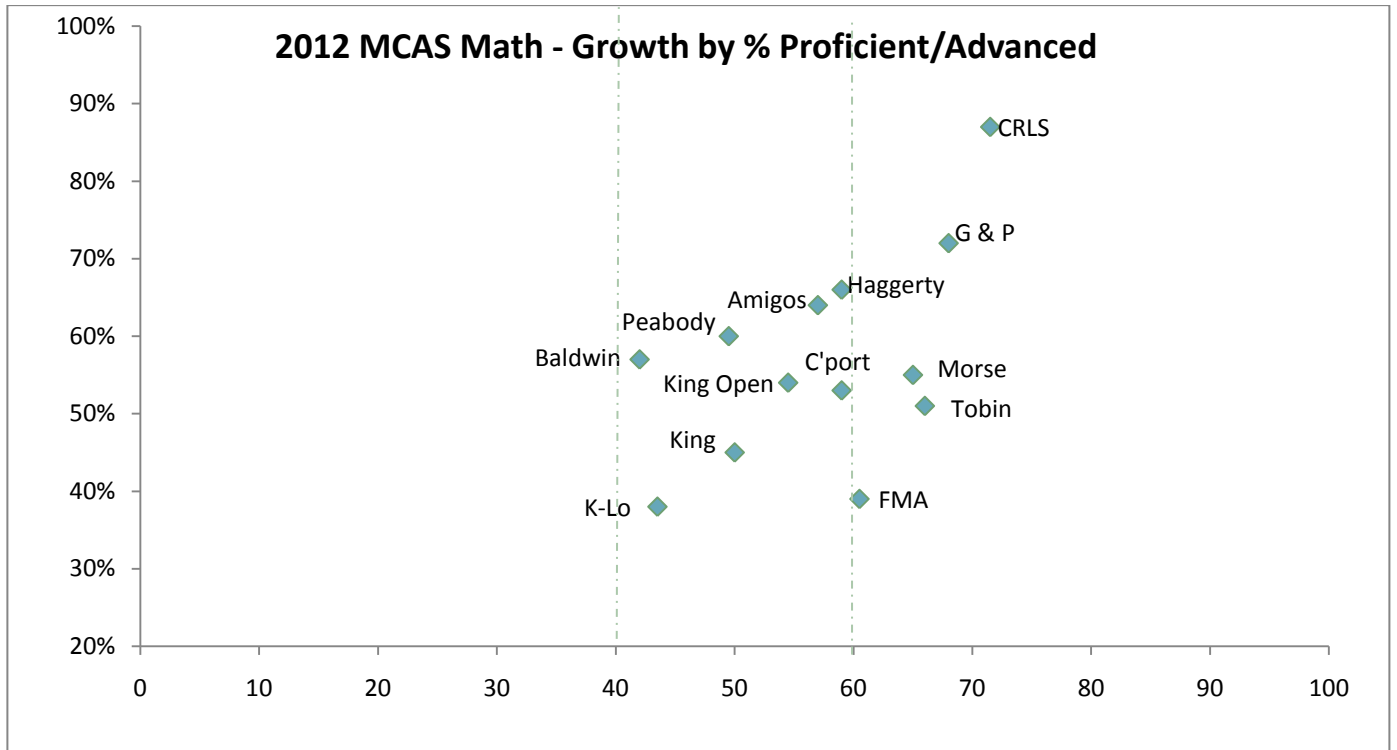
The scatter plot below shows both the percent of students achieving proficiency and median student growth percentiles. In the plot below, the Haggerty School shows both high growth (67) and high proficiency (77%) in English Language Arts. CRLS has high proficiency with average growth. The Graham & Parks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

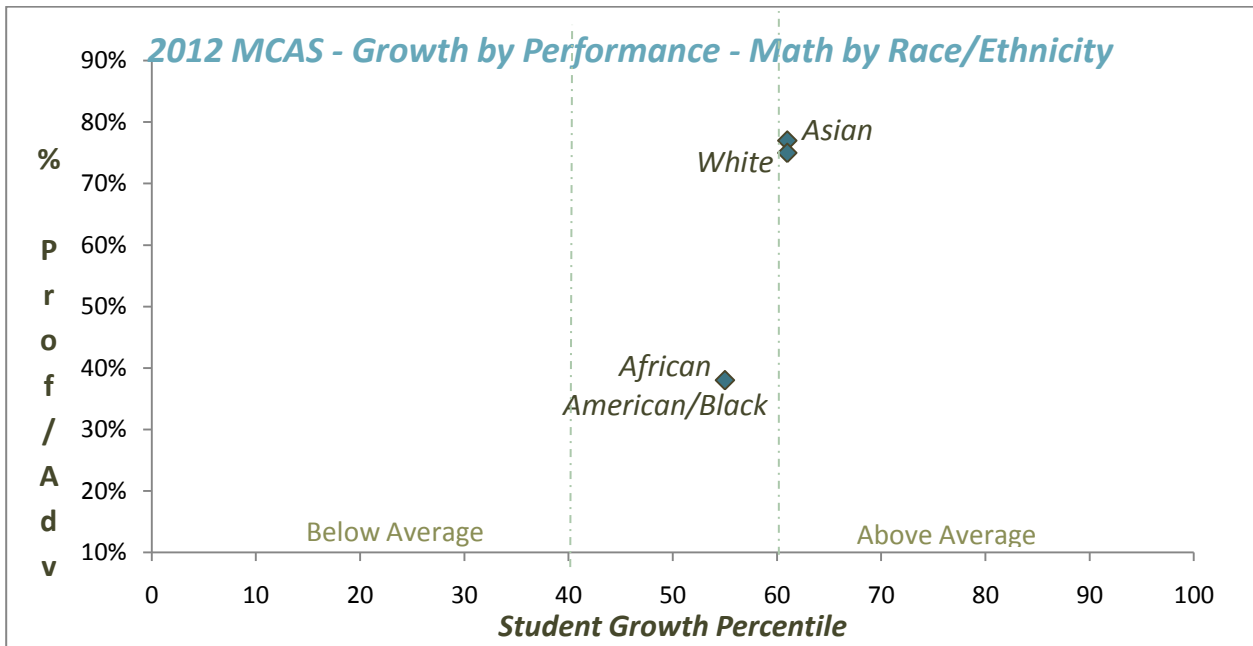
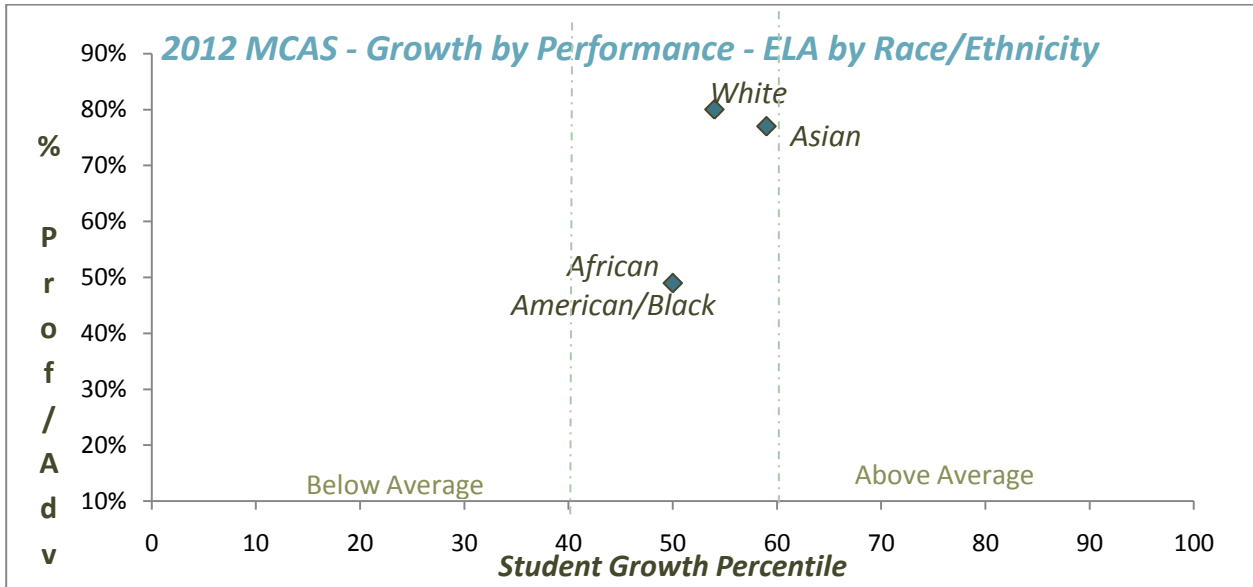
In Math, there is higher growth overall and a more scattered distribution when compared to English Language Arts. The Graham & Parks, Morse, Tobin, CRLS and Fletcher/Maynard all have above average growth. CRLS had both above average growth and a high rate of proficiency.



	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 Race/Ethnicity

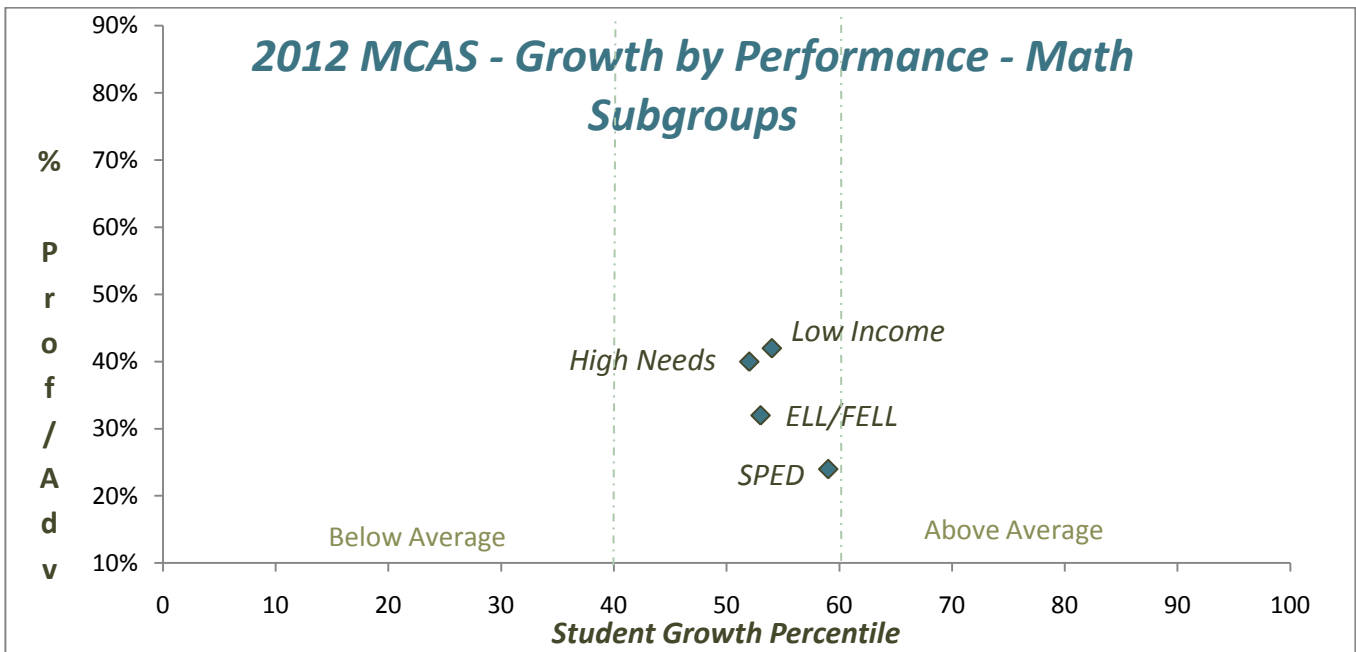
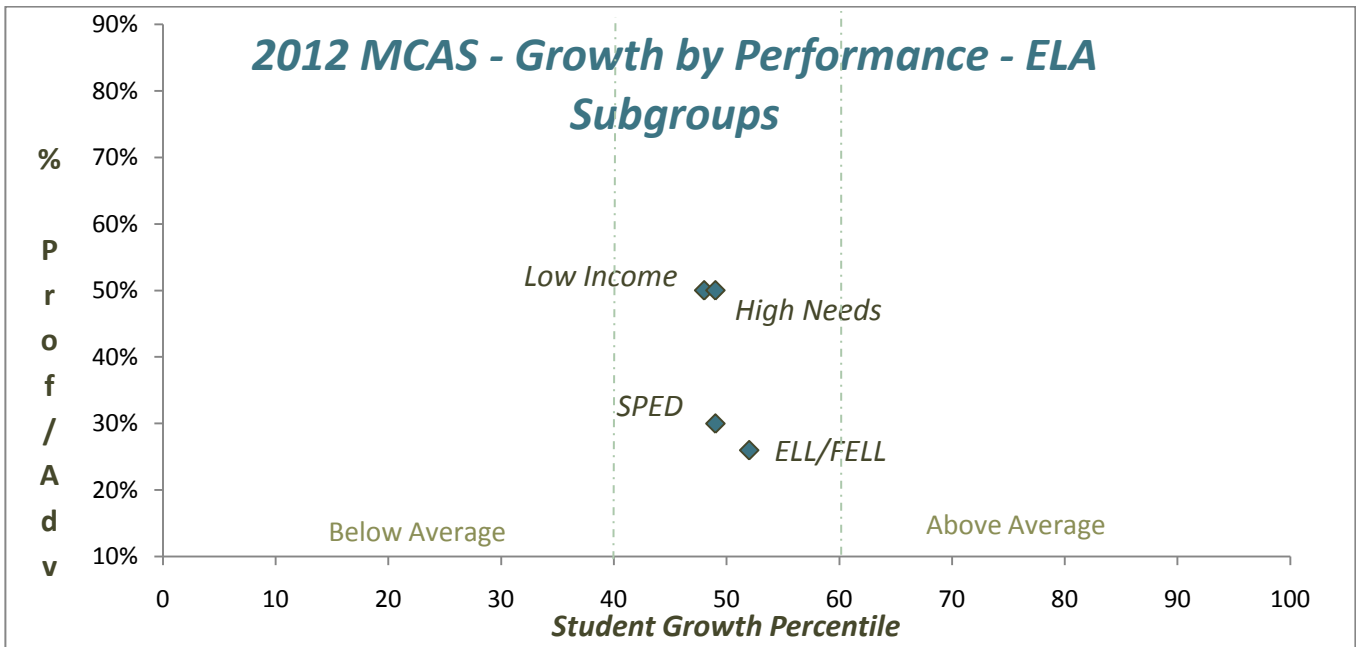
Both Asian and White students have higher growth and proficiency in ELA and Math. In both ELA and Math, African American/Black students have average growth, but lower proficiency.



	ELA		Math	
	Median	% Prof/Advanced	Median	% Prof/Advanced
African American/Black	50	49%	55	38%
Asian	59	77%	61	77%
White	54	80%	61	75%

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%

Cambridge's Accountability Status

In February of 2012 Massachusetts received a waiver from certain provisions of No Child Left Behind (NCLB), specifically the requirement that all students reach proficiency on MCAS in Mathematics and English Language Arts by 2014. Instead of expecting all schools to reach 100 percent proficiency by the year 2014, the state will measure progress toward the goal of reducing proficiency gaps by half by 2017.

This system is based on multiple achievement indicators measured over multiple years. The new performance measure, the Progress and Performance Index (PPI), incorporates student growth; achievement in science, as well as English language arts and math; the narrowing of proficiency gaps; dropout rates; and graduation rates.

The state's new Accountability & Assistance Level system has five levels (see below). Schools are assigned a level from 1-5 based on the four-year trend measured by the cumulative PPI, and districts are assigned the level of the district's lowest school.

Four (4) CPS schools are Level 1 Schools – King, Morse, Haggerty, and Graham & Parks. 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.

Level 1	<ul style="list-style-type: none"> • Schools with an NCLB Accountability Status of <i>No Status or Improvement (Year 1 or 2)</i>. • Districts are placed in Level 1 if the highest Level of any school in the district is Level 1.
Level 2	<ul style="list-style-type: none"> • Schools with an NCLB Accountability Status of <i>Corrective Action or Restructuring</i>. • Districts are placed in Level 2 if the highest Level of any school in the district is Level 2.
Level 3	<ul style="list-style-type: none"> • Schools identified as among the lowest performing and least-improved 20 percent of schools statewide based on common grade levels, regardless of NCLB Accountability Status. • Districts are placed in Level 3 if the highest Level of any school in the district is Level 3.
Level 4	<ul style="list-style-type: none"> • Schools 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 & 5 at one time. Placement is made by Commissioner. • Districts 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.
Level 5	<ul style="list-style-type: none"> • Level 4 schools declared by the Board of Elementary and Secondary Education as requiring "Joint ESE-District Governance". • Districts 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.

Progress of CPS Schools

Each school is issued an Accountability Status report annually that shows whether the school is has met their proficiency gap narrowing goals.

2012 Accountability Status of CPS Schools

The chart below gives detailed information about the accountability status of each school.

SCHOOL		PPI	Met Target?	Accountability Status
Amigos	Aggregate	87	YES	Level 2
	High Needs	73	NO	
Baldwin	Aggregate	61	NO	Level 2
	High Needs	55	NO	
Cambridgeport	Aggregate	65	NO	Level 2
	High Needs	72	NO	
Fletcher/ Maynard	Aggregate	71	NO	Level 2
	High Needs	88	YES	
Graham & Parks	Aggregate	80	YES	Level 1
	High Needs	87	YES	
Haggerty	Aggregate	87	YES	Level 1
	High Needs	89	YES	
Kennedy - Longfellow	Aggregate	47	NO	Level 2
	High Needs	42	NO	
King Open	Aggregate	65	NO	Level 2
	High Needs	74	NO	
King	Aggregate	89	YES	Level 1
	High Needs	92	YES	
Morse	Aggregate	87	YES	Level 1
	High Needs	89	YES	
Peabody	Aggregate	65	NO	Level 2
	High Needs	51	NO	
Tobin	Aggregate	69	NO	Level 2
	High Needs	64	NO	
CRLS	Aggregate	88	YES	Level 2 (< 95% MCAS participation)
	High Needs	86	YES	

Individual School Results

2012 MCAS Results by Individual School

ELA	Percent Proficient & Advanced								All Grades % Advanced
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10	
Amigos School	67%	61%	63%	58%	96%	89%	70%		28%
Cambridgeport	79%	48%	57%	64%	100%	88%	69%		20%
Fletcher/Maynard	43%	37%	29%	57%	86%	61%	49%		4%
Graham and Parks	64%	38%	80%	85%	85%	83%	72%		26%
Haggerty	79%	82%	74%	72%			77%		22%
John M Tobin	59%	42%	48%	42%	33%	45%	46%		13%
Kennedy-Longfellow	62%	32%	56%	63%	50%	62%	55%		14%
King Open	62%	47%	57%	77%	68%	61%	62%		13%
Maria L. Baldwin	67%	52%	64%	68%	89%	69%	67%		14%
Martin Luther King	61%	68%	64%	42%	36%	81%	59%		19%
Morse	66%	52%	61%	35%	76%	81%	62%		12%
Peabody	65%	61%	56%	81%	78%	85%	73%		27%
CRLS								89%	34%

MATH	Percent Proficient & Advanced								All Grades % Advanced
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10	
Amigos School	71%	66%	67%	42%	73%	65%	64%		34%
Cambridgeport	79%	50%	40%	50%	60%	31%	53%		28%
Fletcher/Maynard	61%	37%	38%	43%	36%	17%	39%		9%
Graham and Parks	77%	50%	73%	80%	73%	78%	72%		50%
Haggerty	67%	66%	65%	69%			66%		29%
John M Tobin	68%	21%	70%	62%	20%	50%	51%		24%
Kennedy-Longfellow	35%	20%	38%	47%	38%	46%	38%		14%
King Open	74%	51%	47%	63%	51%	35%	54%		24%
Maria L. Baldwin	74%	41%	56%	47%	71%	50%	57%		29%
Martin Luther King	77%	50%	36%	23%	18%	44%	45%		21%
Morse	47%	42%	71%	52%	62%	55%	55%		20%
Peabody	59%	57%	50%	79%	54%	63%	60%		32%
CRLS								87%	57%

2012 ELA MCAS - Growth by School

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	69	66	49	59			55
Cambridgeport	45.5	68	66				66
Fletcher/Maynard	45.5						57
Graham and Parks	41	67.5	74	69	40		61
Haggerty	58	73.5	68				67
John M Tobin	21	72	52.5				47
Kennedy-Longfellow	46.5		44	49.5	55		47
King Open	52	59	58.5	50	30		51
Maria L. Baldwin	37	52	55	52	33.5		45
Martin Luther King			37				53
Morse	47.5	43	34.5	54	35		43
Peabody	44	20	49.5	61	61		53
CRLS						48	48
District	48.5	56.5	53	59	50	48	52
State	50	50	50	50	50	50	50

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

2012 Math MCAS – Growth by School

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	76	57	43	48	62.5		57
Cambridgeport	54.5	48.5	44				59
Fletcher/Maynard	59.5						60.5
Graham and Parks	71	85	62	60	53		68
Haggerty	60.5	37	61				59
John M Tobin	50	85.5					66
Kennedy-Longfellow	38		56	40.5	56		43.5
King Open	73	30	56	61	63		54.5
Maria L. Baldwin	31	32	31	70	62		42
Martin Luther King			27				50
Morse	46	74	59.5	64	77		65
Peabody	62	13	66	44	50		49.5
CRLS						71.5	71.5
District	57	51	54	56	60	71	58
State	50	50	50	50	50	50	50

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

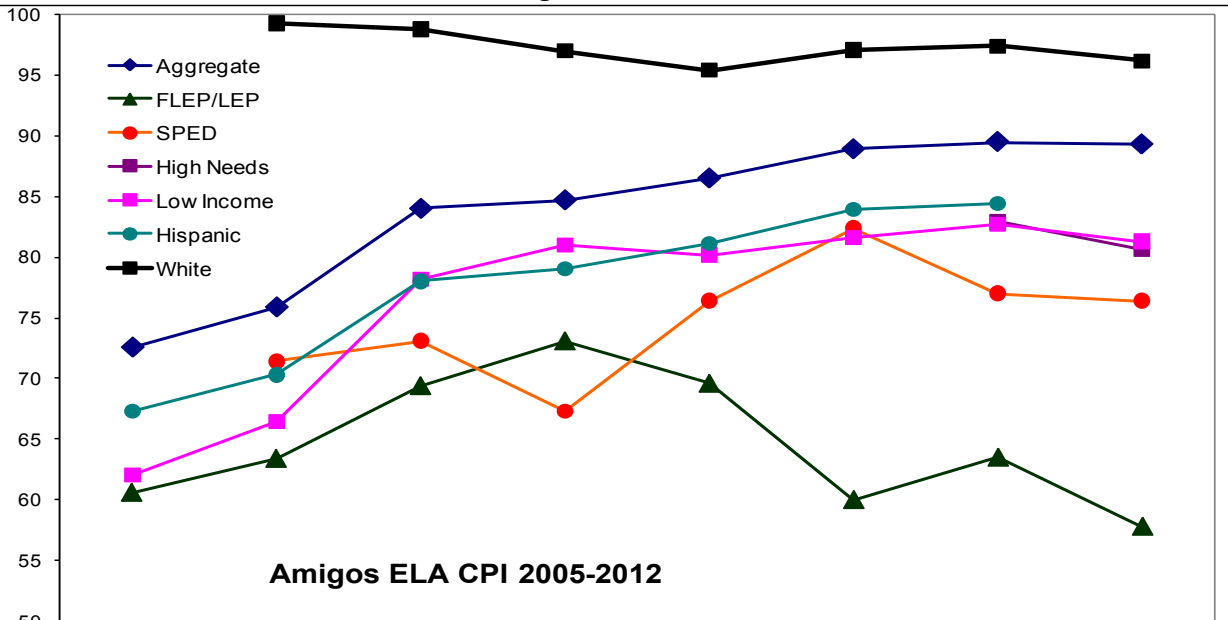
2012 MCAS English Language Arts Composite Performance Index

	Average CPI (Composite Performance Index)							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10
Amigos School	89.6	88.6	86.1	79.8	97.1	97.2	89.3	
Cambridgeport	88.6	74	78.3	88	100	95.3	85.7	
Fletcher/Maynard	84.8	68.5	75	85.7	96.4	83.3	80.6	
Graham and Parks	85.3	76.2	90.9	93.9	95	92.1	88.9	
Haggerty	93.2	89.2	89.7	87.5			89.9	
John M Tobin	85.9	69.8	70.7	62.5	60	70.5	71.3	
Kennedy-Longfellow	84.6	69.4	84.4	80.3	75	81.4	78.9	
King Open	83.5	73.5	78.7	86.6	84.4	83.7	81.6	
Maria L. Baldwin	85.3	79.5	86.5	88.2	96.4	89.4	87.1	
Martin Luther King	88.7	90.9	86.4	72.1	86.4	96.9	86.1	
Morse	89.8	82.5	86.8	77.4	91.2	92.7	86.7	
Peabody	84.2	78.1	76.5	93.2	90.1	93.5	87	
CRLS								96.4

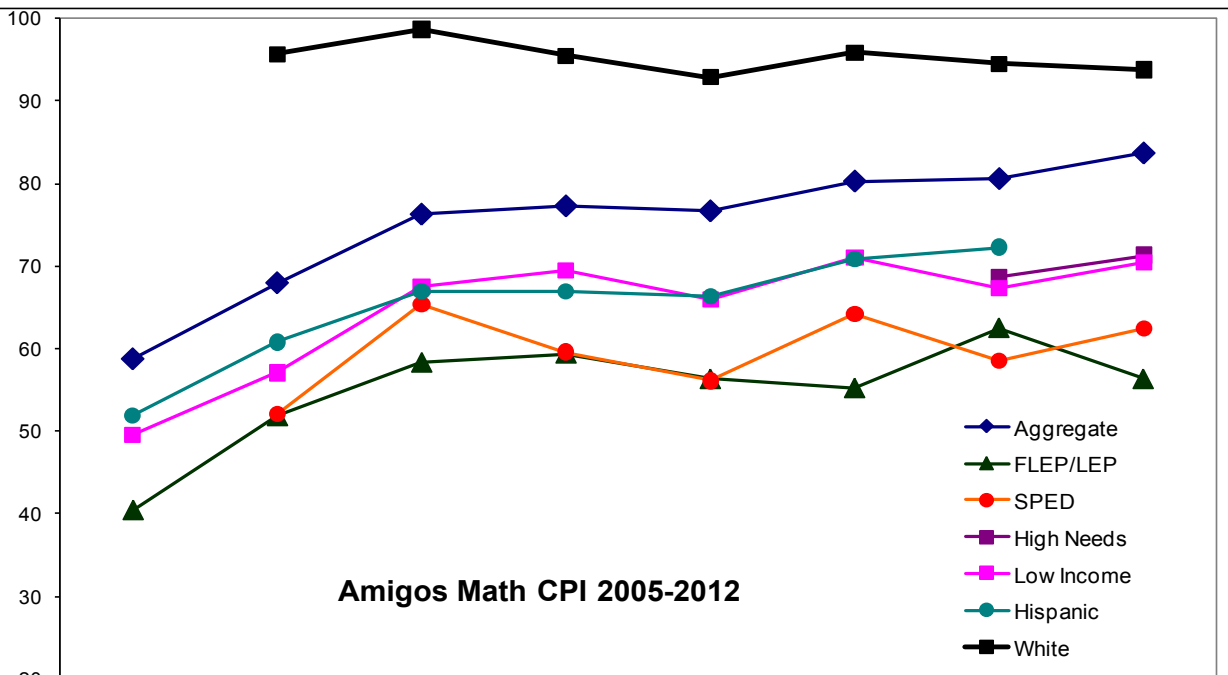
2012 MCAS Mathematics Composite Performance Index

	Average CPI (Composite Performance Index)							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10
Amigos School	90	85.7	84.3	71.2	88.5	78.8	83.7	
Cambridgeport	87.1	71.9	67.5	74	86.7	62.5	75.3	
Fletcher/Maynard	84.8	76.9	78.6	73.2	67.9	48.6	72.9	
Graham and Parks	89.1	82.1	87.5	90.9	88.4	86.6	87.4	
Haggerty	88.6	86.9	88.2	88.3			87.9	
John M Tobin	84.7	64.6	84.8	72.1	48.3	67	72.3	
Kennedy-Longfellow	72.1	61.7	68.8	74.3	65.4	64.1	67.8	
King Open	87	78.6	72.9	81.4	71.2	64.1	76	
Maria L. Baldwin	87.8	76.1	77.6	69.1	86.4	73.1	78.5	
Martin Luther King	89.2	79.5	67	58.7	61.4	79.7	73.8	
Morse	80.5	76.3	88.2	78.2	83.1	79	81	
Peabody	78.3	81.6	72.8	89.4	74.2	79.2	79.2	
CRLS								95.3

Amigos

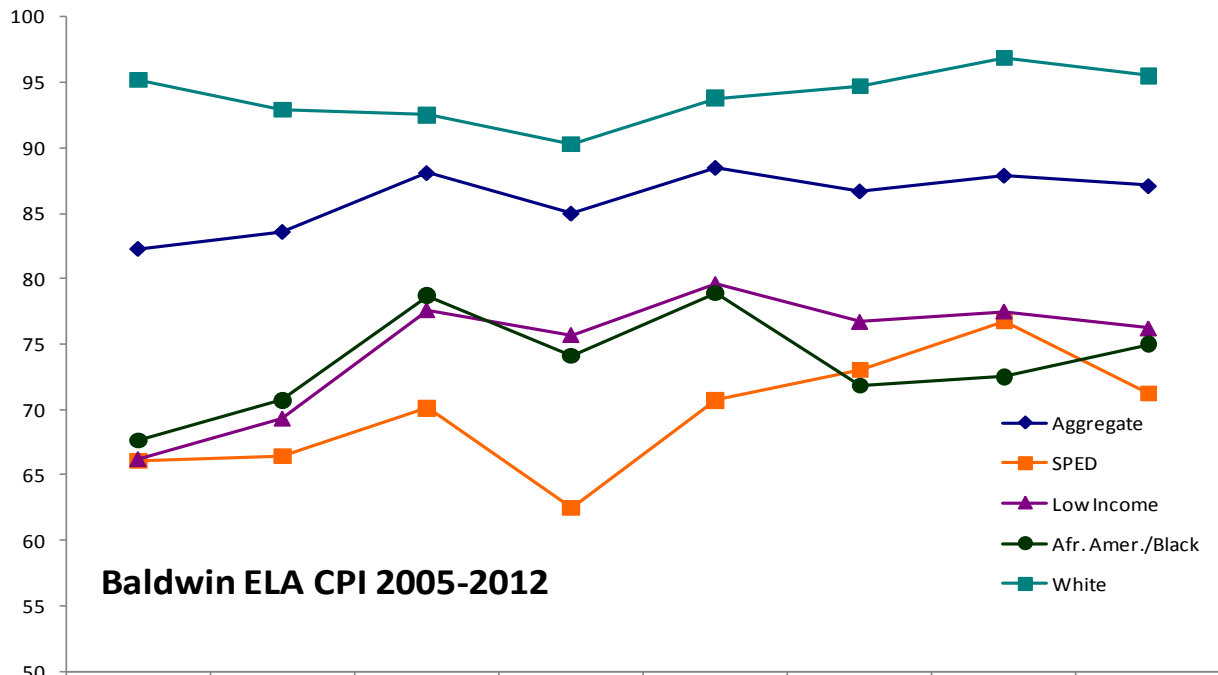


	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	72.6	75.9	84	84.7	86.5	88.9	89.5	89.3
FLEP/LEP	60.6	63.4	69.4	73.1	69.6	60	63.5	57.8
SPED		71.4	73.1	67.3	76.4	82.4	77	76.4
High Needs							82.9	80.6
Low Income	62	66.4	78.2	81	80.2	81.6	82.7	81.3
Hispanic	67.3	70.3	78	79	81.1	83.9	84.4	
White		99.3	98.8	97	95.4	97.1	97.4	96.2



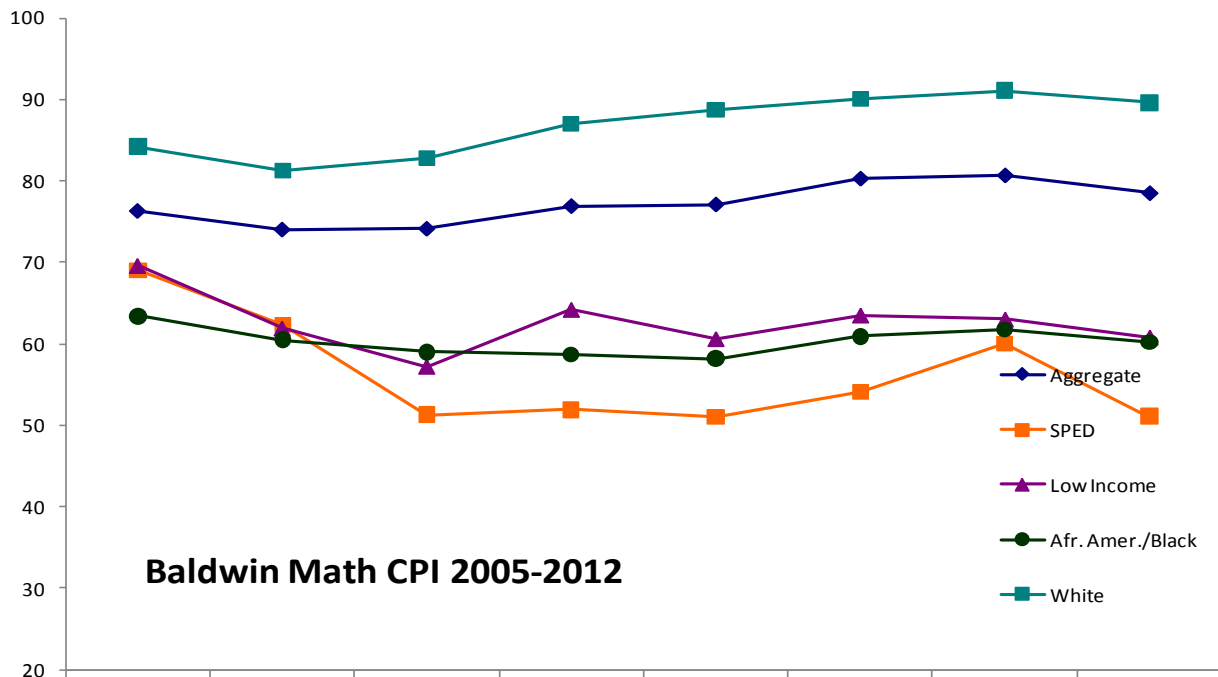
	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	58.8	68	76.3	77.3	76.7	80.3	80.6	83.7
FLEP/LEP	40.4	51.8	58.3	59.4	56.3	55.2	62.5	56.3
SPED		52.1	65.4	59.6	56.1	64.2	58.6	62.5
High Needs							68.6	71.3
Low Income	49.5	57.1	67.5	69.5	66	71	67.3	70.5
Hispanic	51.9	60.8	66.9	66.9	66.4	70.9	72.3	
White		95.7	98.7	95.5	92.9	95.9	94.5	93.8

Baldwin



Baldwin ELA CPI 2005-2012

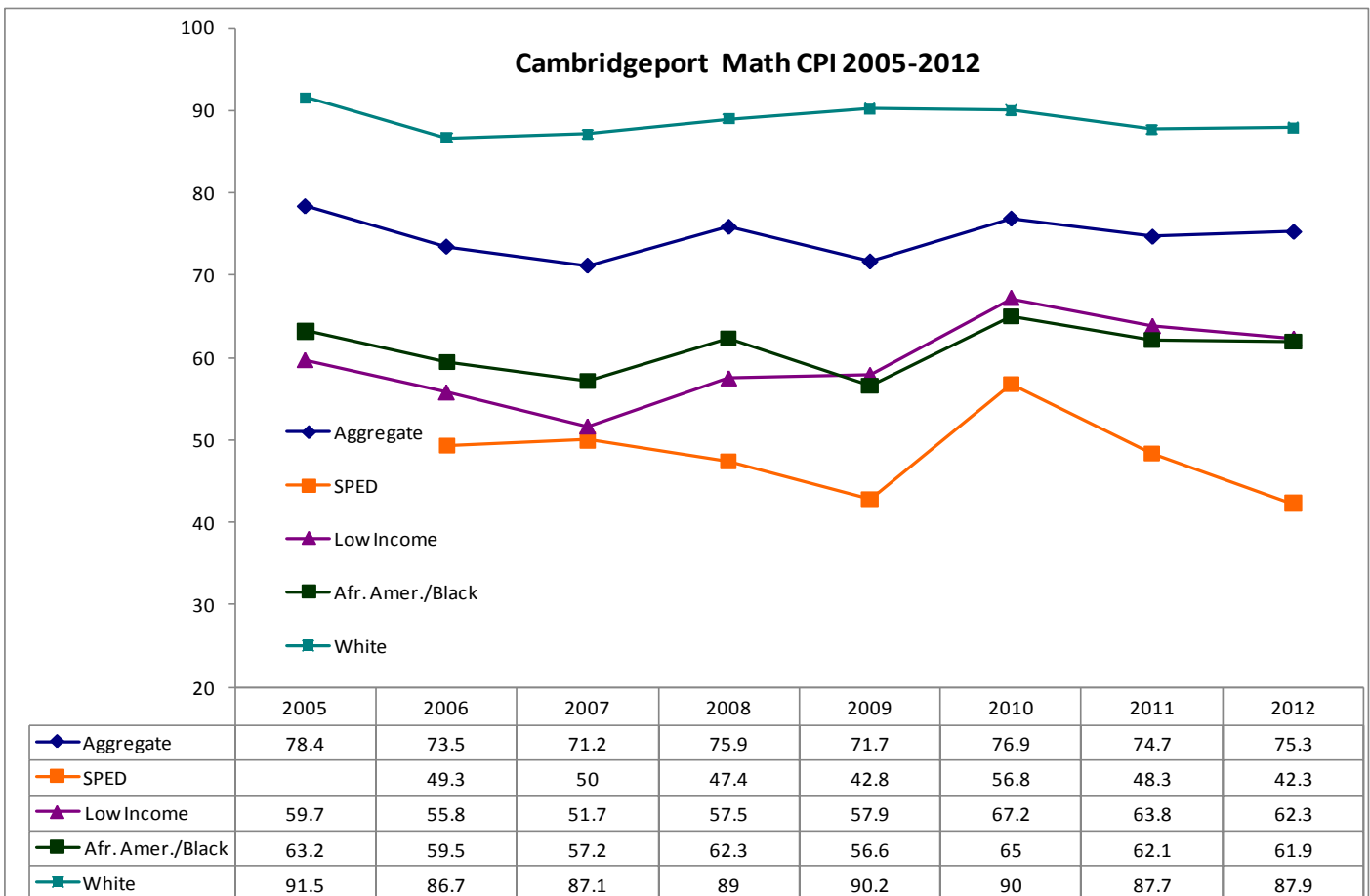
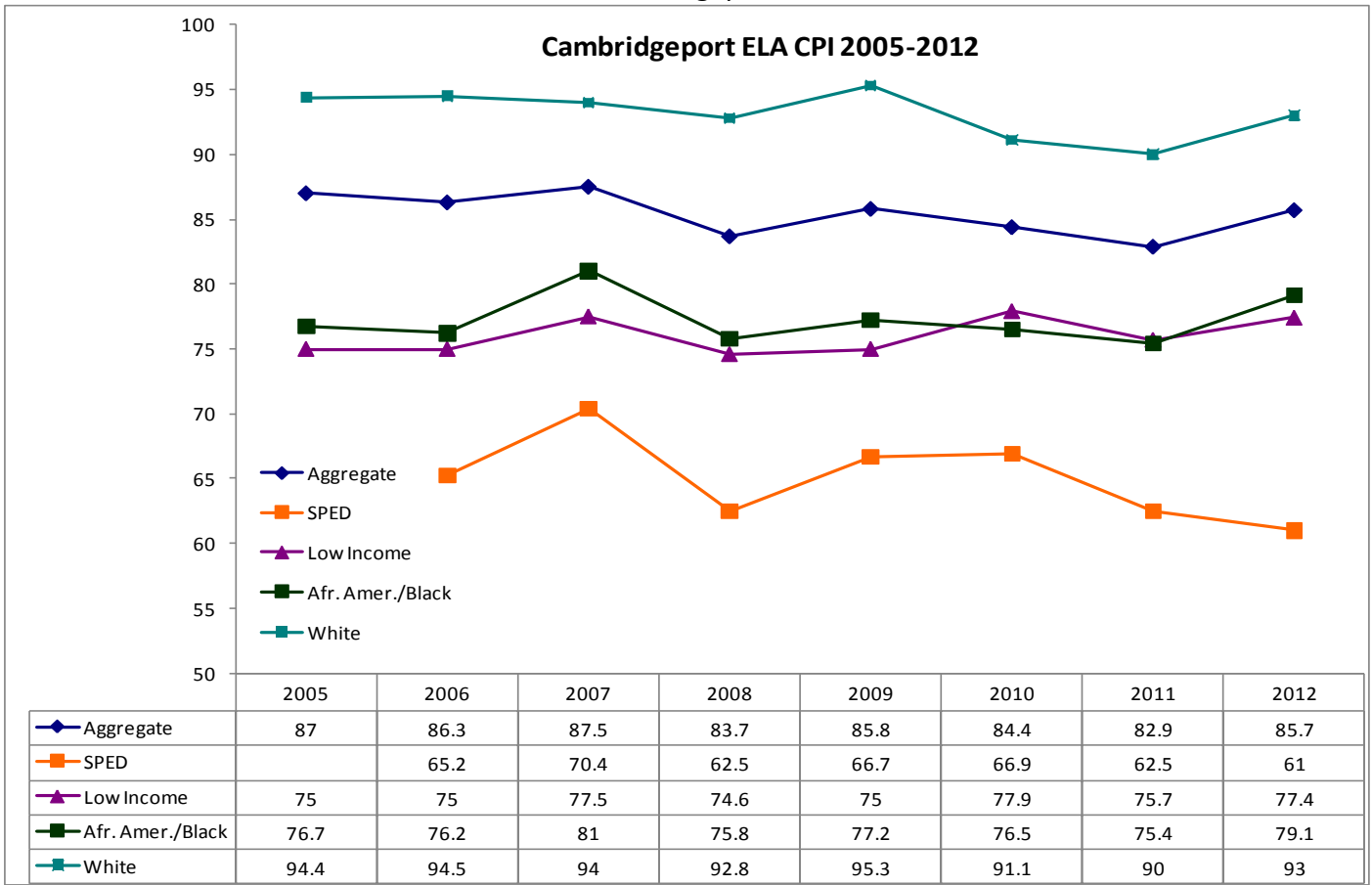
	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	82.3	83.6	88.1	85	88.5	86.7	87.9	87.1
SPED	66.1	66.4	70.1	62.5	70.7	73	76.7	71.2
Low Income	66.2	69.3	77.6	75.7	79.6	76.7	77.5	76.2
Afr. Amer./Black	67.6	70.7	78.7	74.1	78.9	71.8	72.5	75
White	95.2	92.9	92.5	90.3	93.8	94.7	96.9	95.5



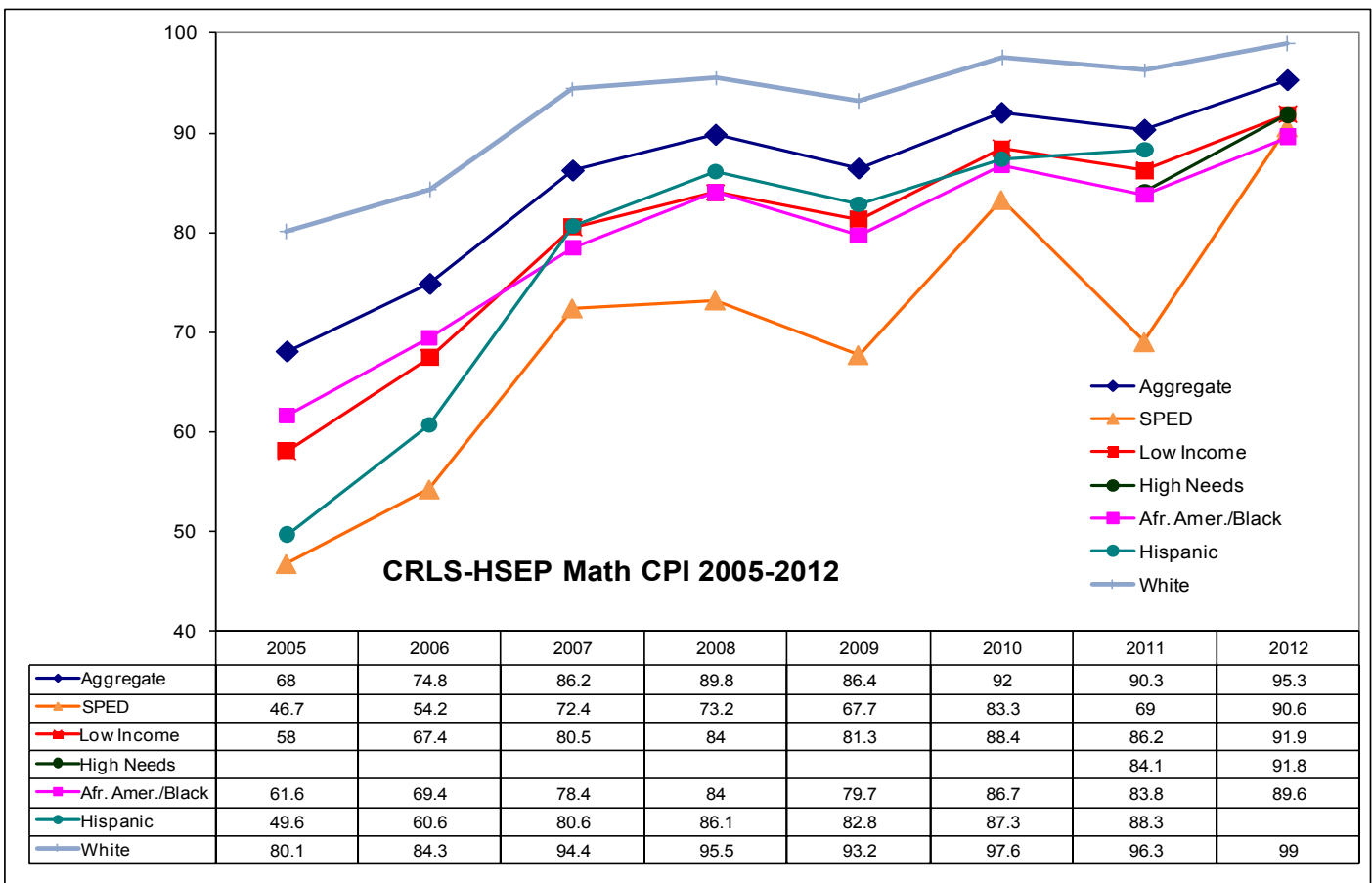
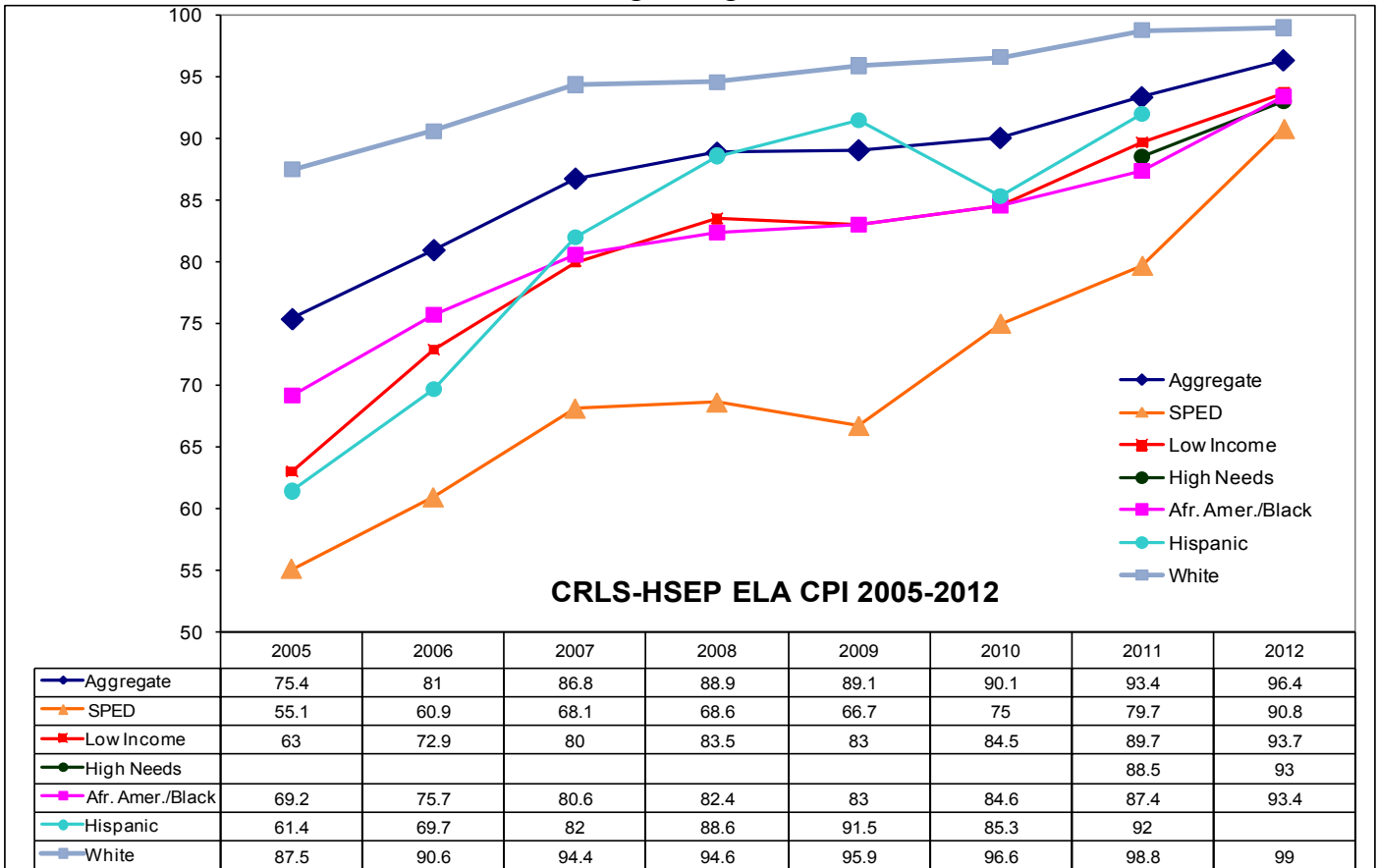
Baldwin Math CPI 2005-2012

	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	76.3	74	74.1	76.9	77.1	80.3	80.7	78.5
SPED	69	62.3	51.3	51.9	51	54.1	60	51.1
Low Income	69.6	61.9	57.2	64.2	60.6	63.5	63	60.8
Afr. Amer./Black	63.4	60.5	59	58.7	58.2	60.9	61.7	60.2
White	84.2	81.3	82.8	87	88.7	90	91.1	89.6

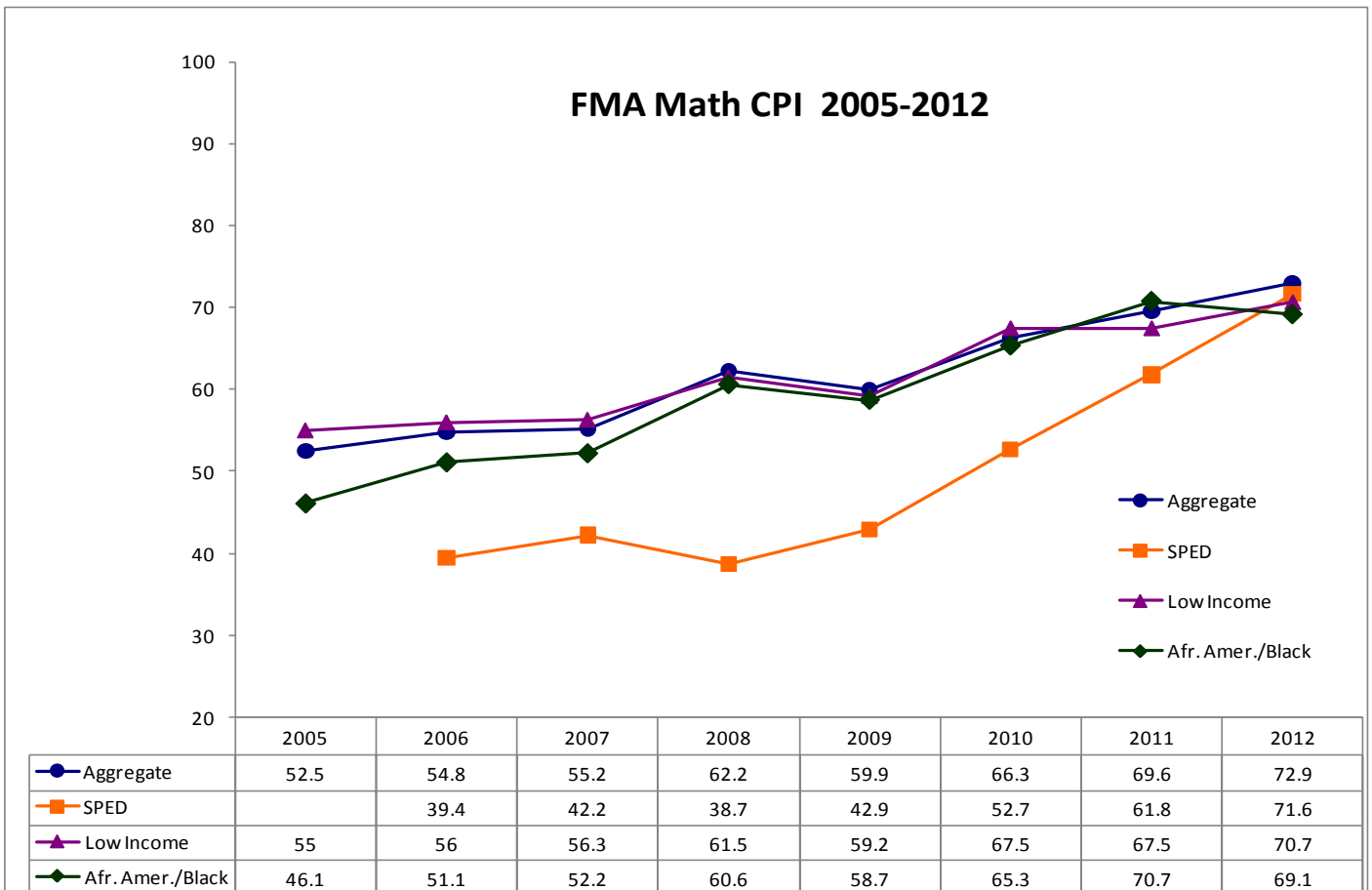
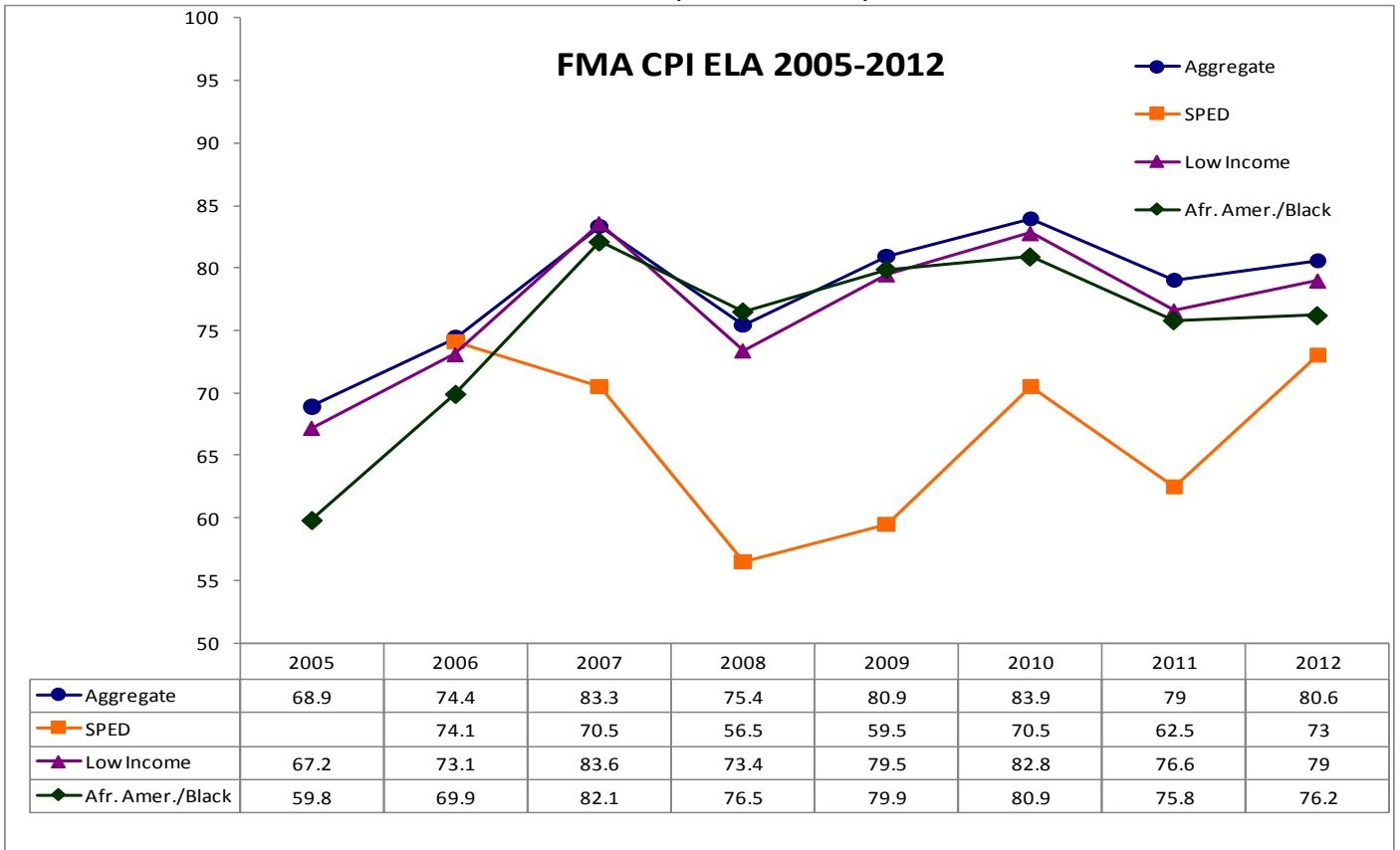
Cambridgeport



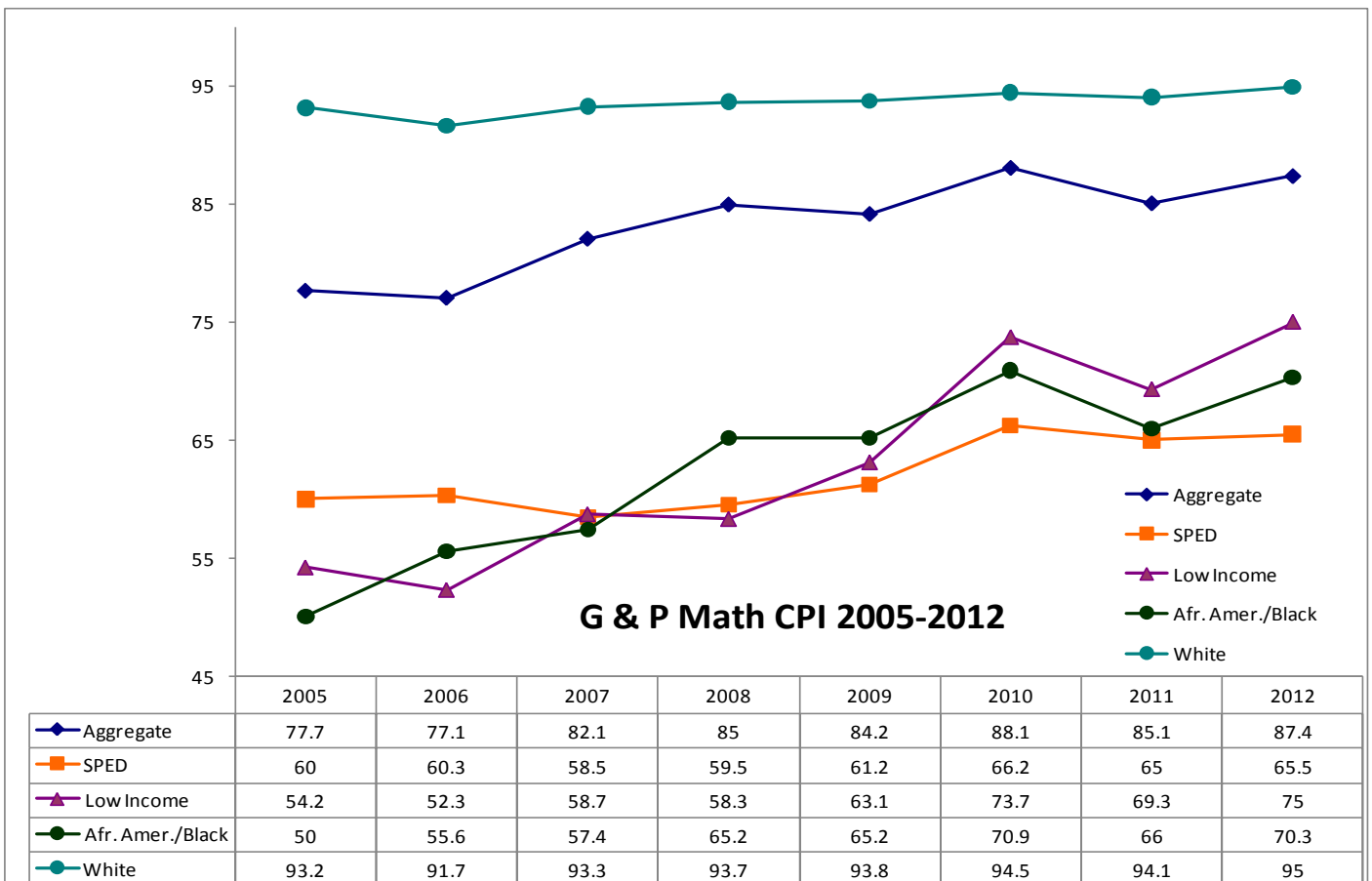
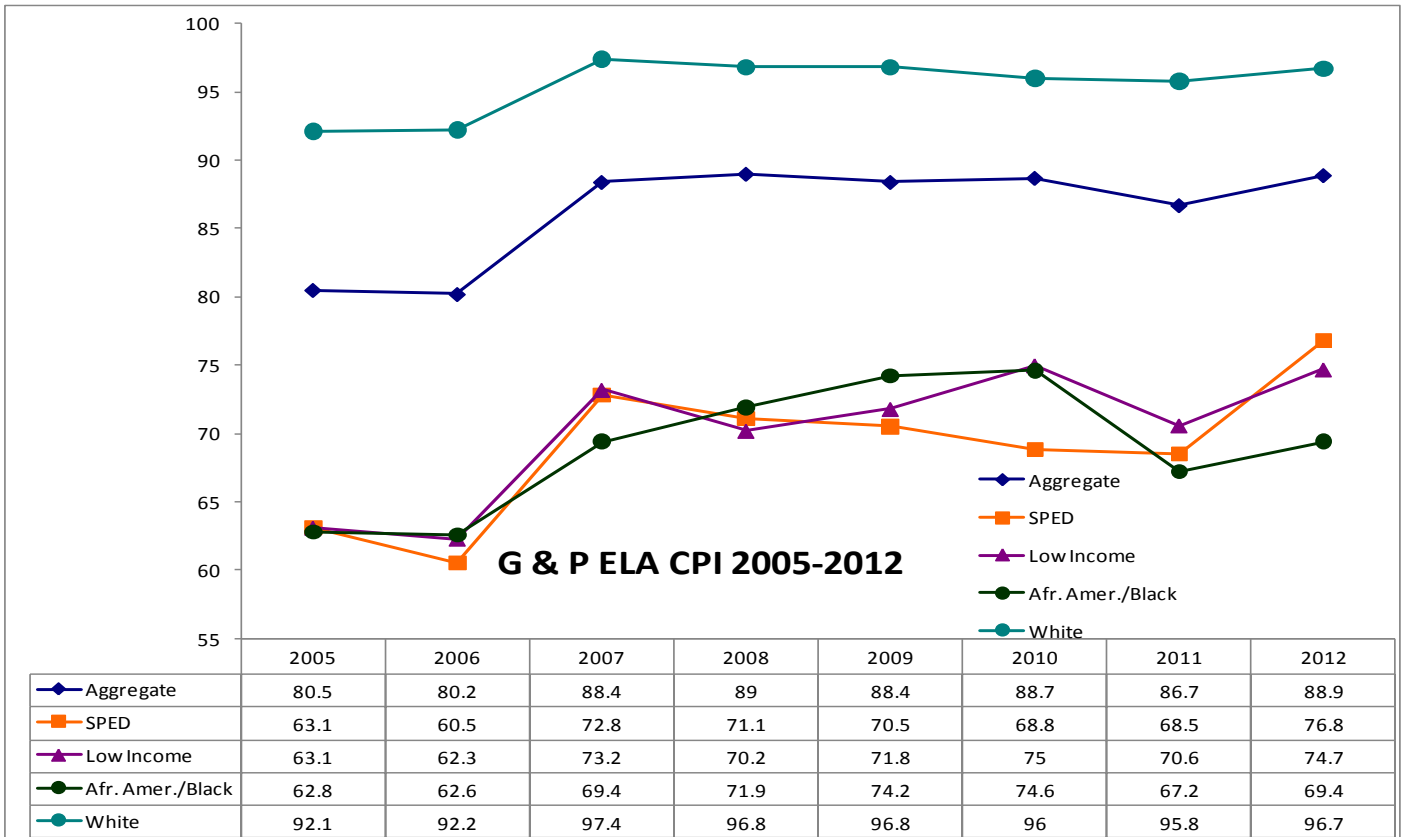
Cambridge Rindge & Latin



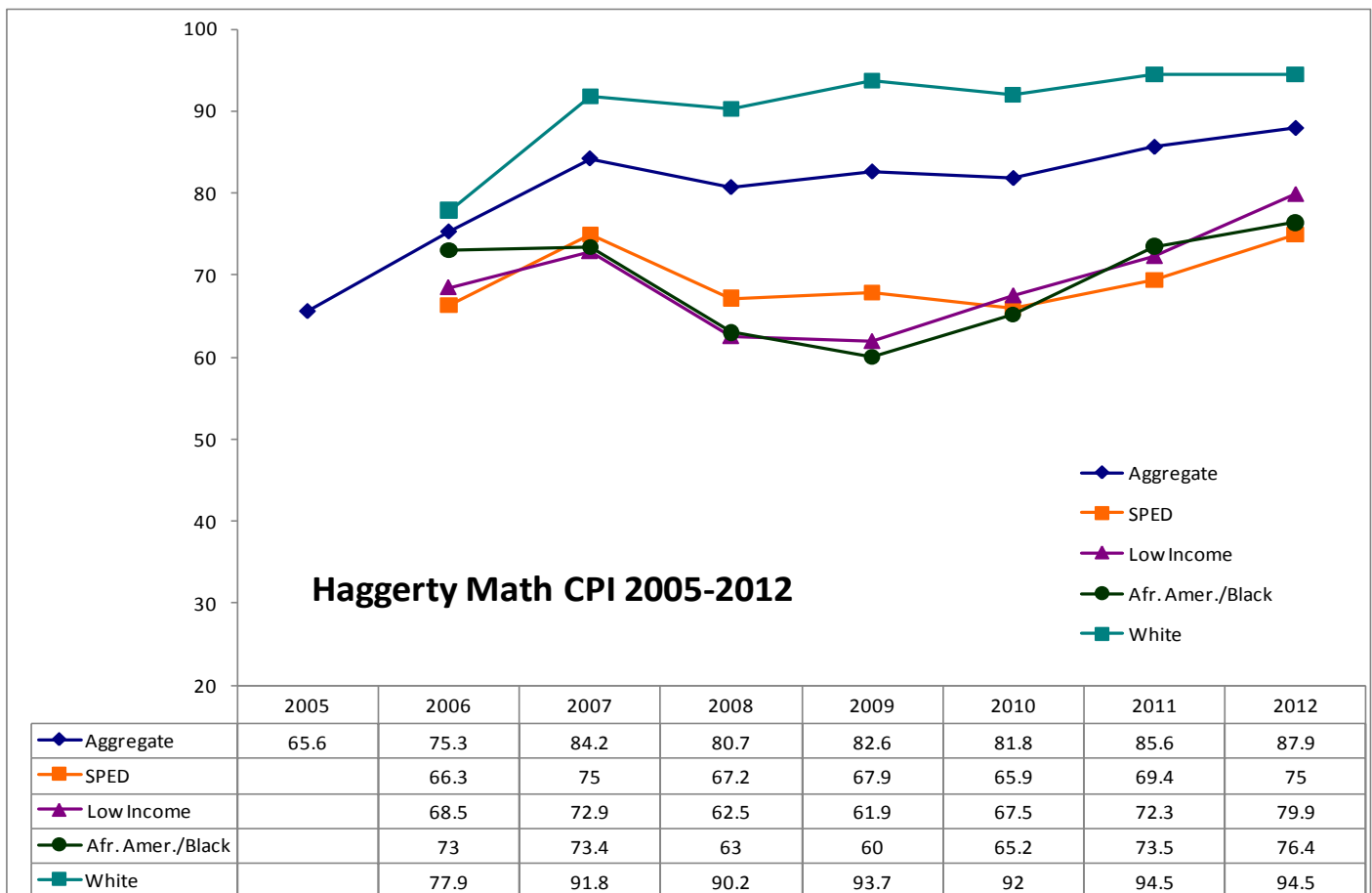
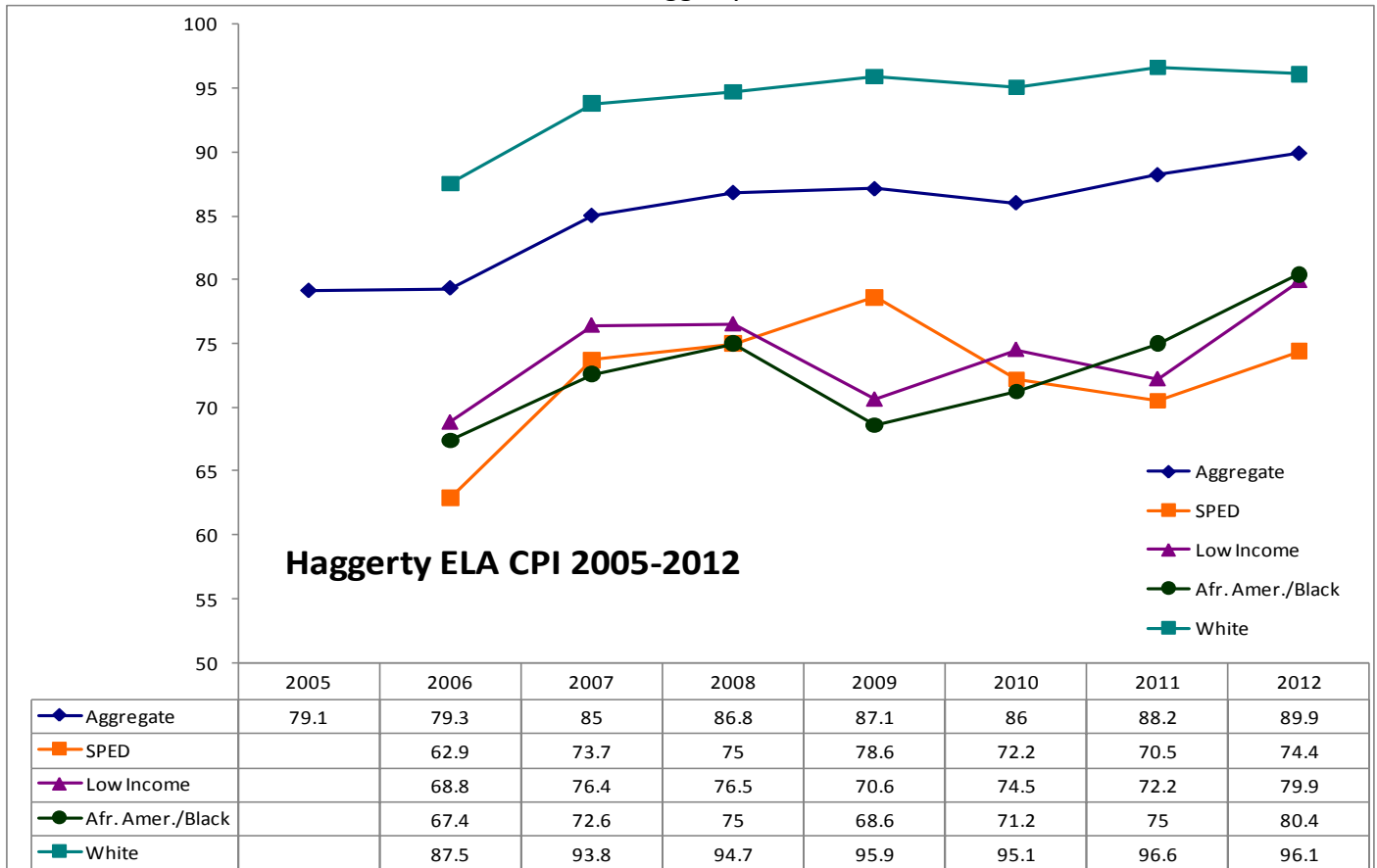
Fletcher Maynard Academy



Graham & Parks

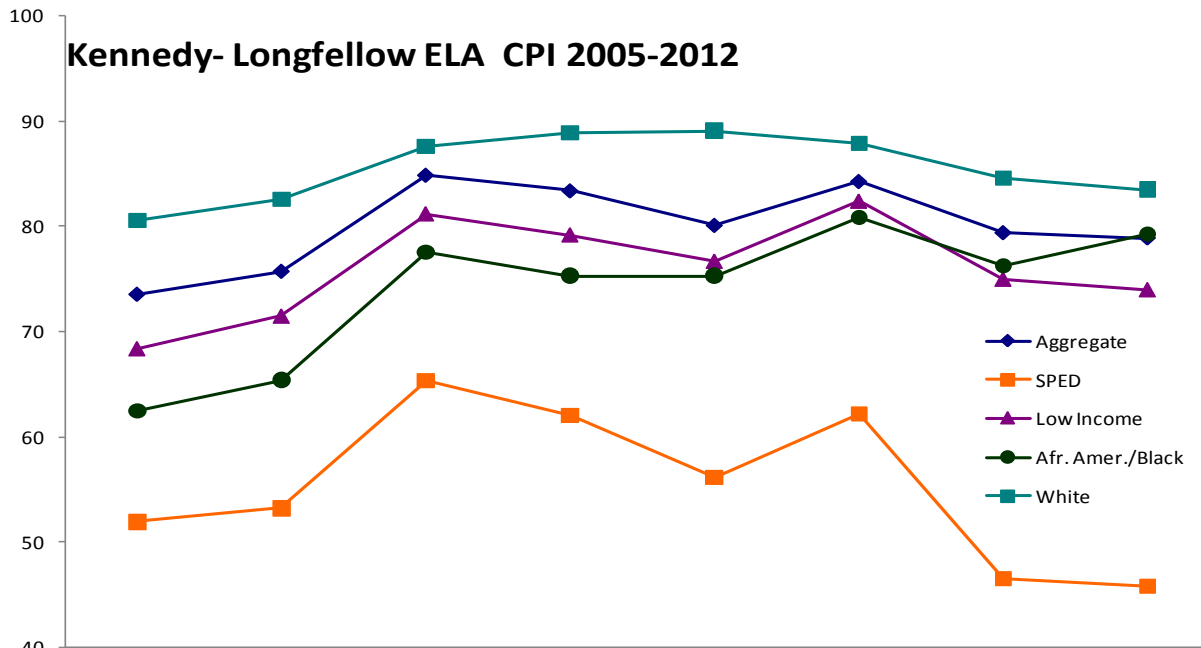


Haggerty



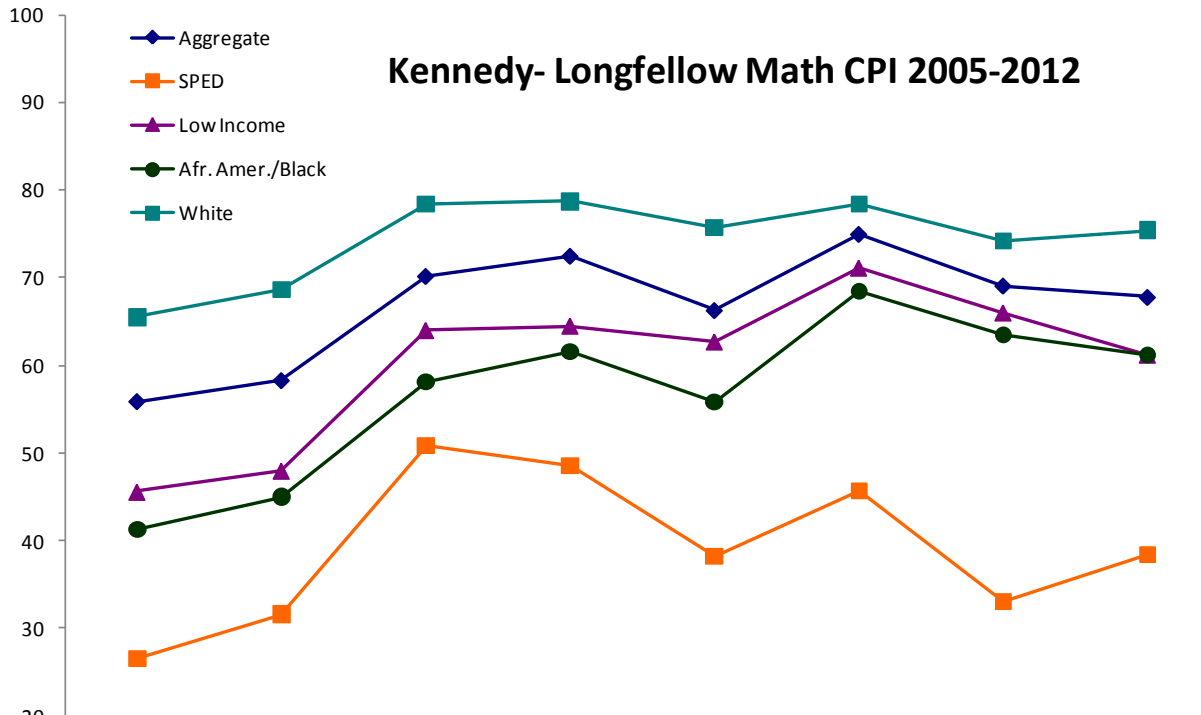
Kennedy-Longfellow

Kennedy- Longfellow ELA CPI 2005-2012



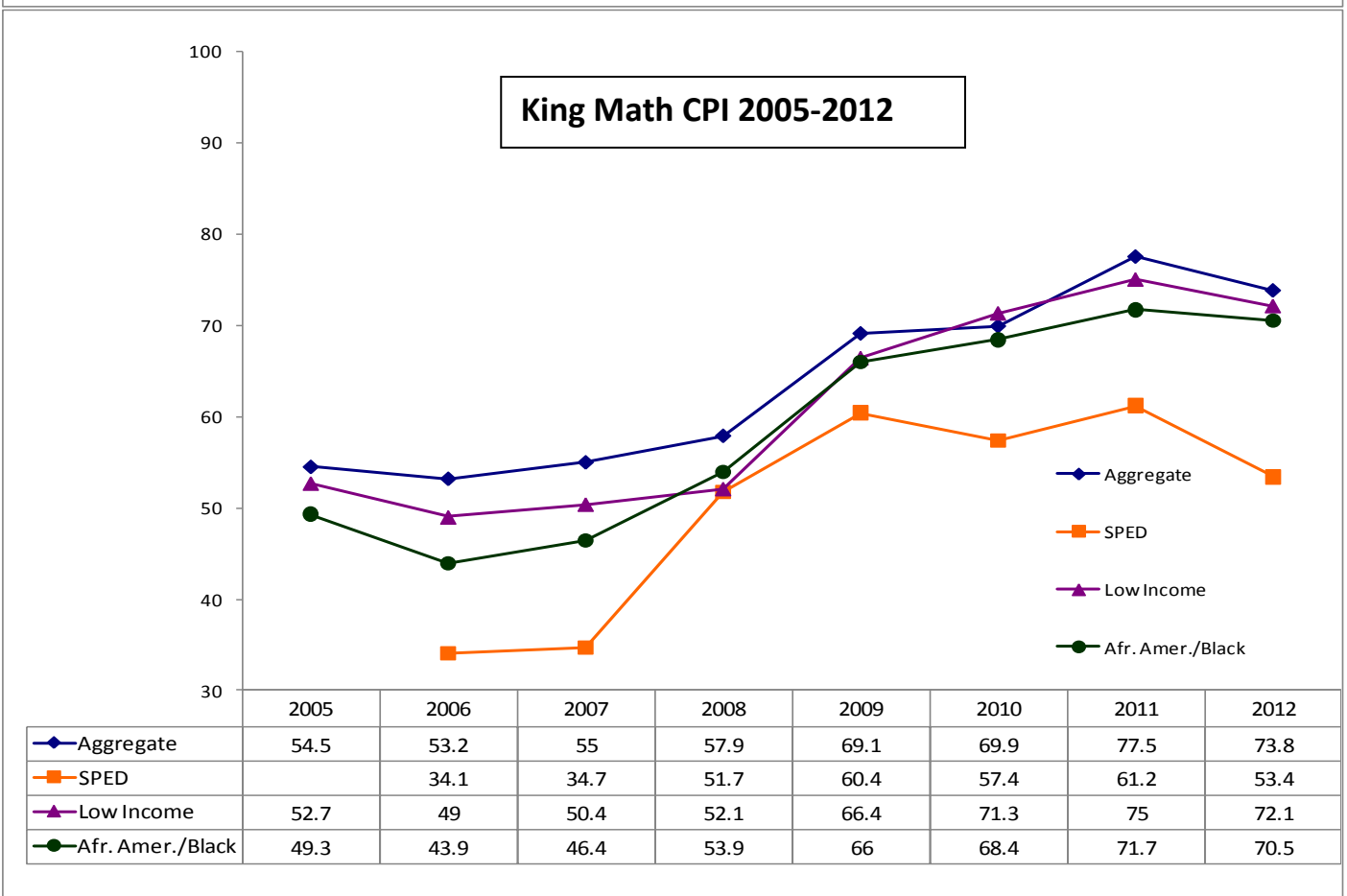
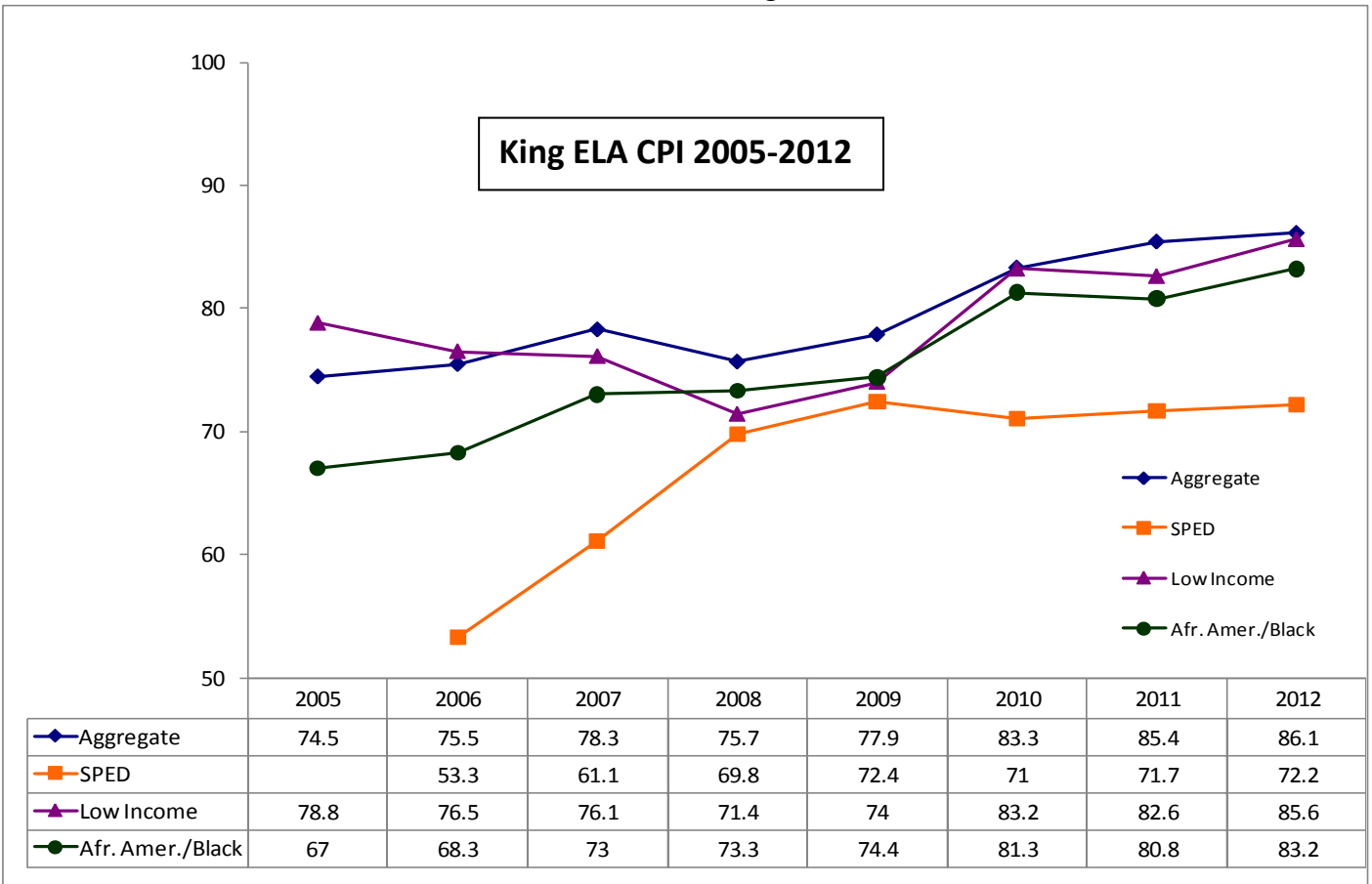
	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	73.5	75.7	84.9	83.4	80.1	84.3	79.4	78.9
SPED	51.9	53.2	65.3	62	56.1	62.2	46.5	45.8
Low Income	68.4	71.5	81.2	79.2	76.7	82.4	75	74
Afr. Amer./Black	62.5	65.4	77.5	75.3	75.3	80.9	76.3	79.3
White	80.6	82.6	87.6	88.9	89.1	87.9	84.6	83.5

Kennedy- Longfellow Math CPI 2005-2012

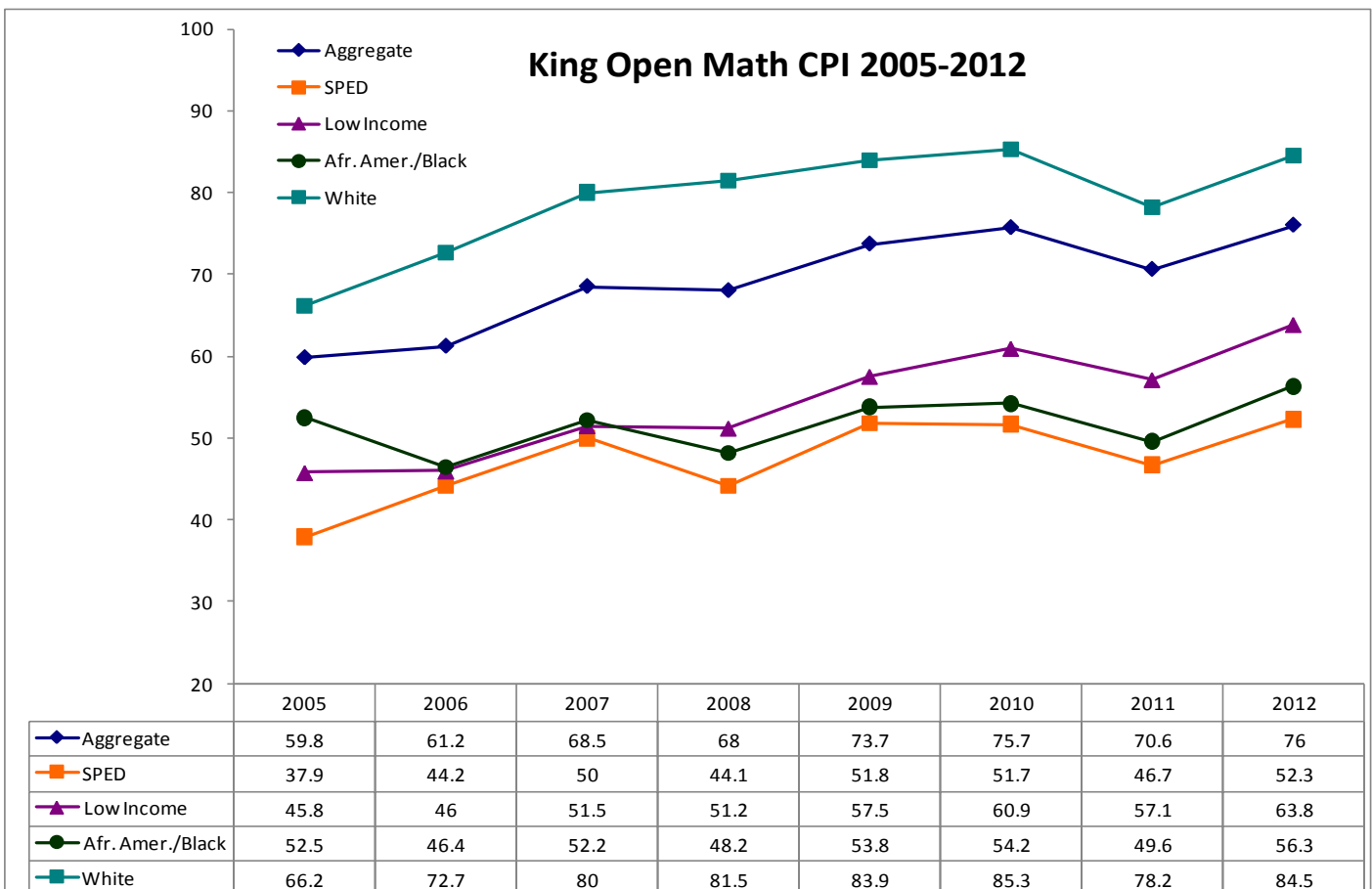
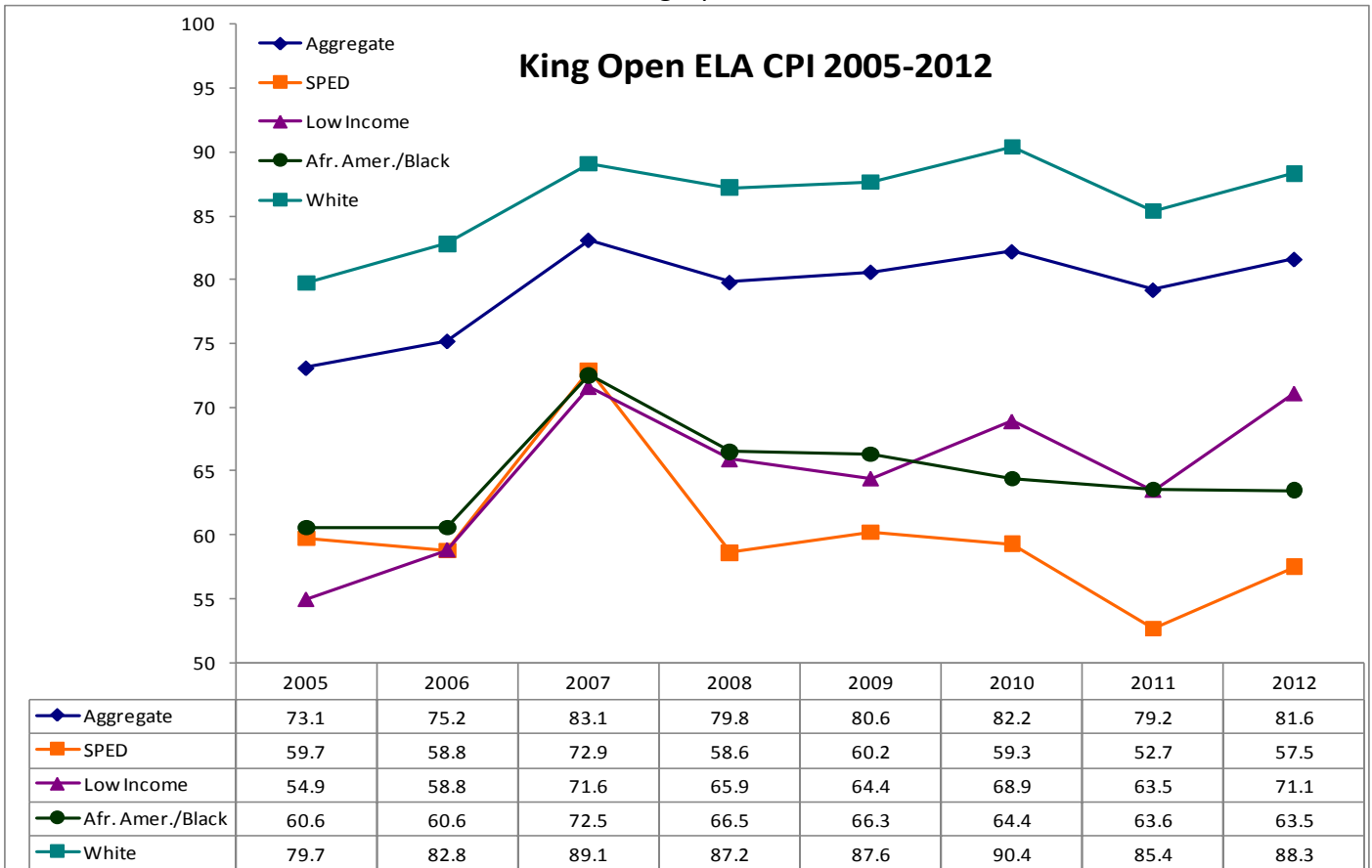


	2005	2006	2007	2008	2009	2010	2011	2012
Aggregate	55.9	58.3	70.2	72.5	66.3	75	69.1	67.8
SPED	26.6	31.6	50.8	48.6	38.2	45.7	33.1	38.4
Low Income	45.6	48	64	64.5	62.7	71.1	66	61.2
Afr. Amer./Black	41.3	45	58.1	61.5	55.8	68.4	63.5	61.2
White	65.5	68.6	78.4	78.7	75.7	78.4	74.2	75.4

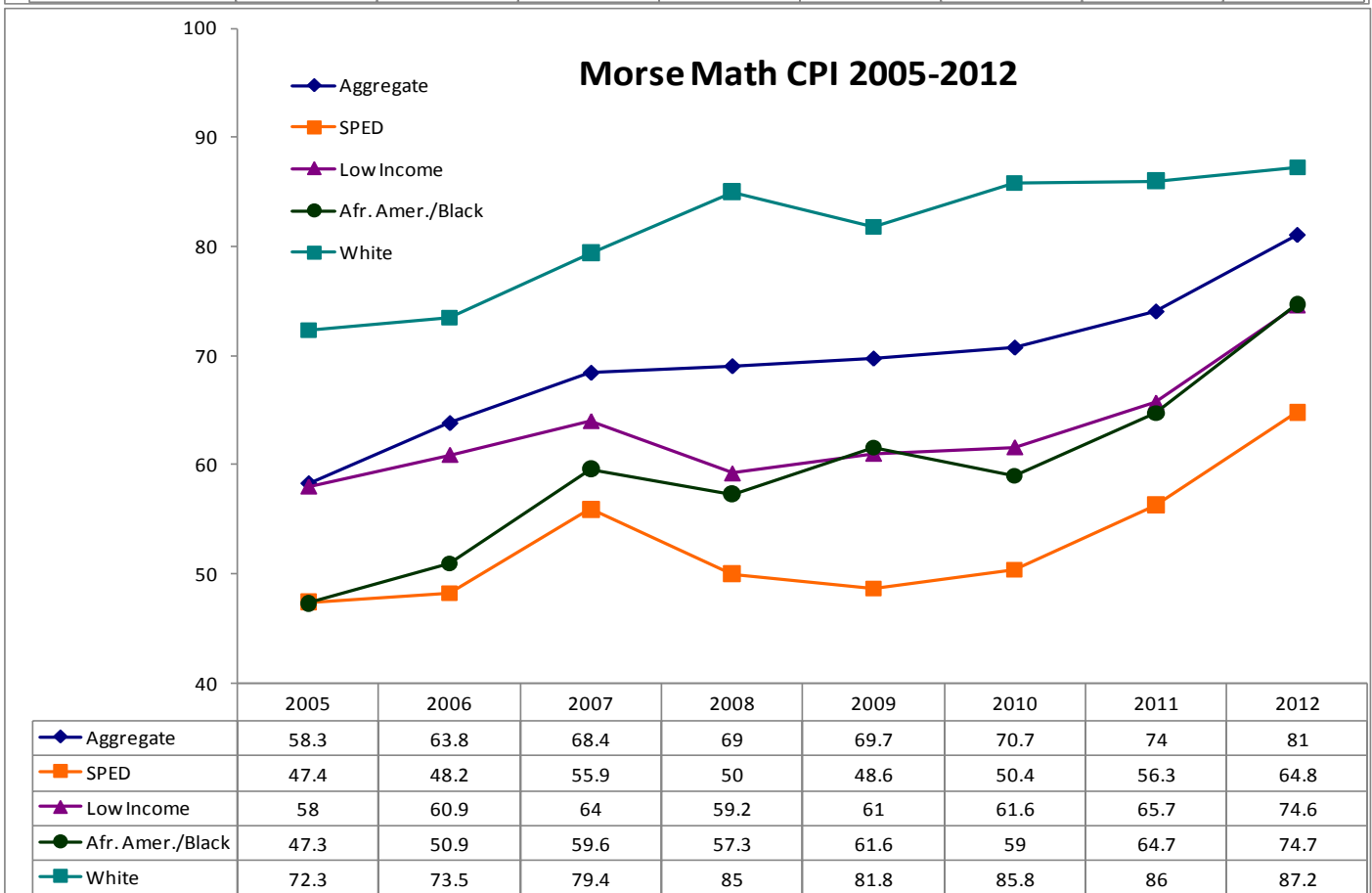
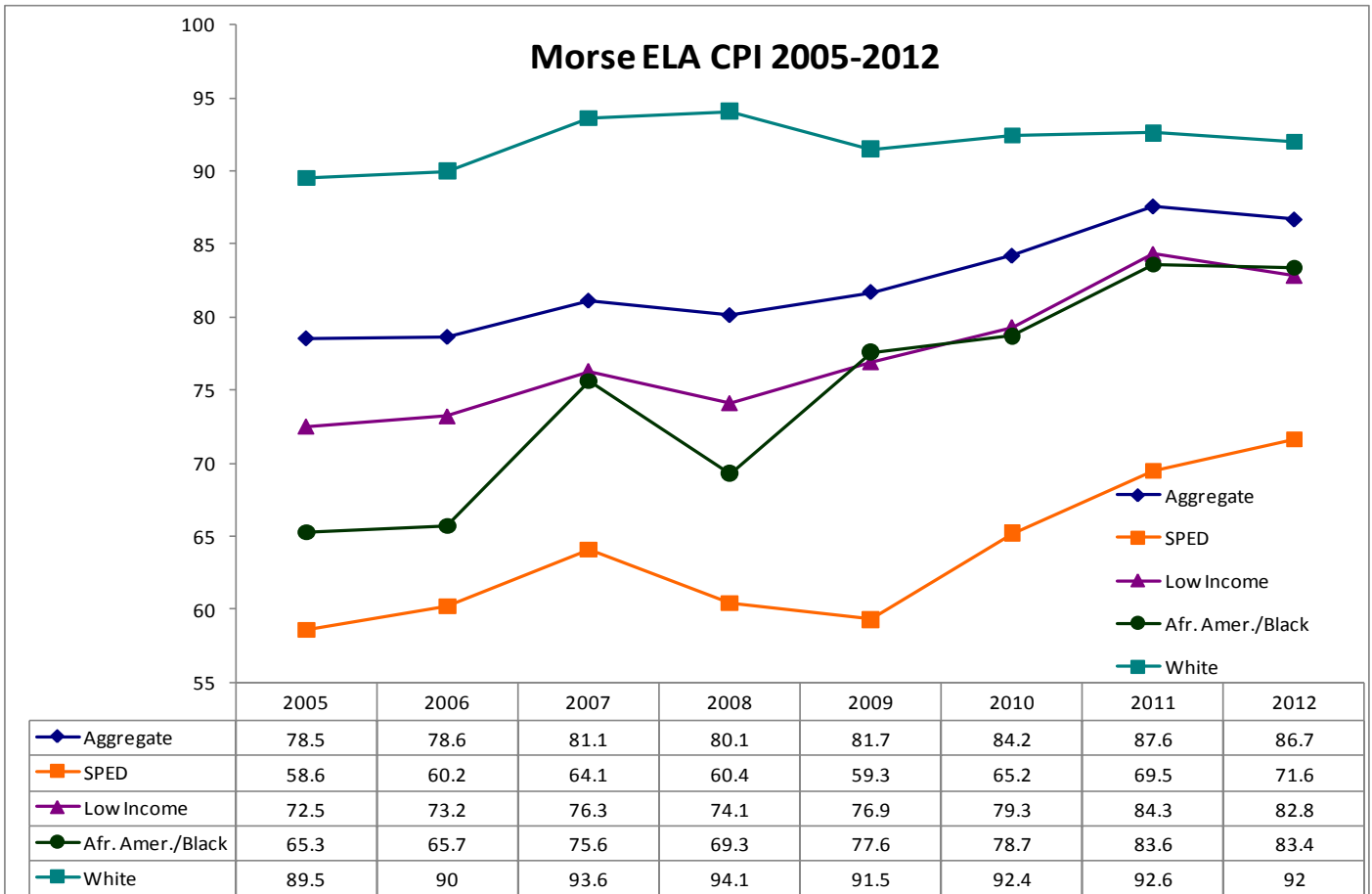
Martin Luther King, Jr.



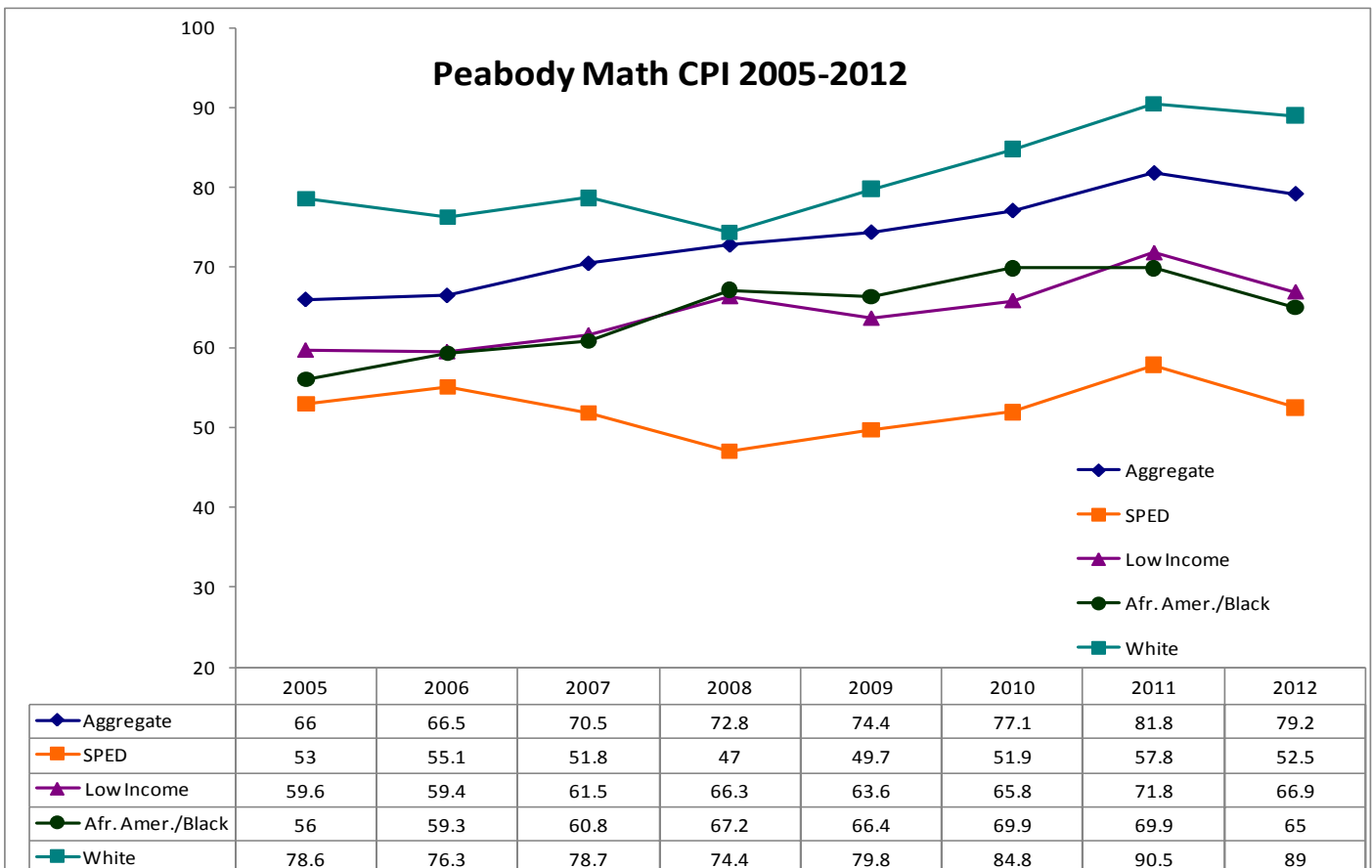
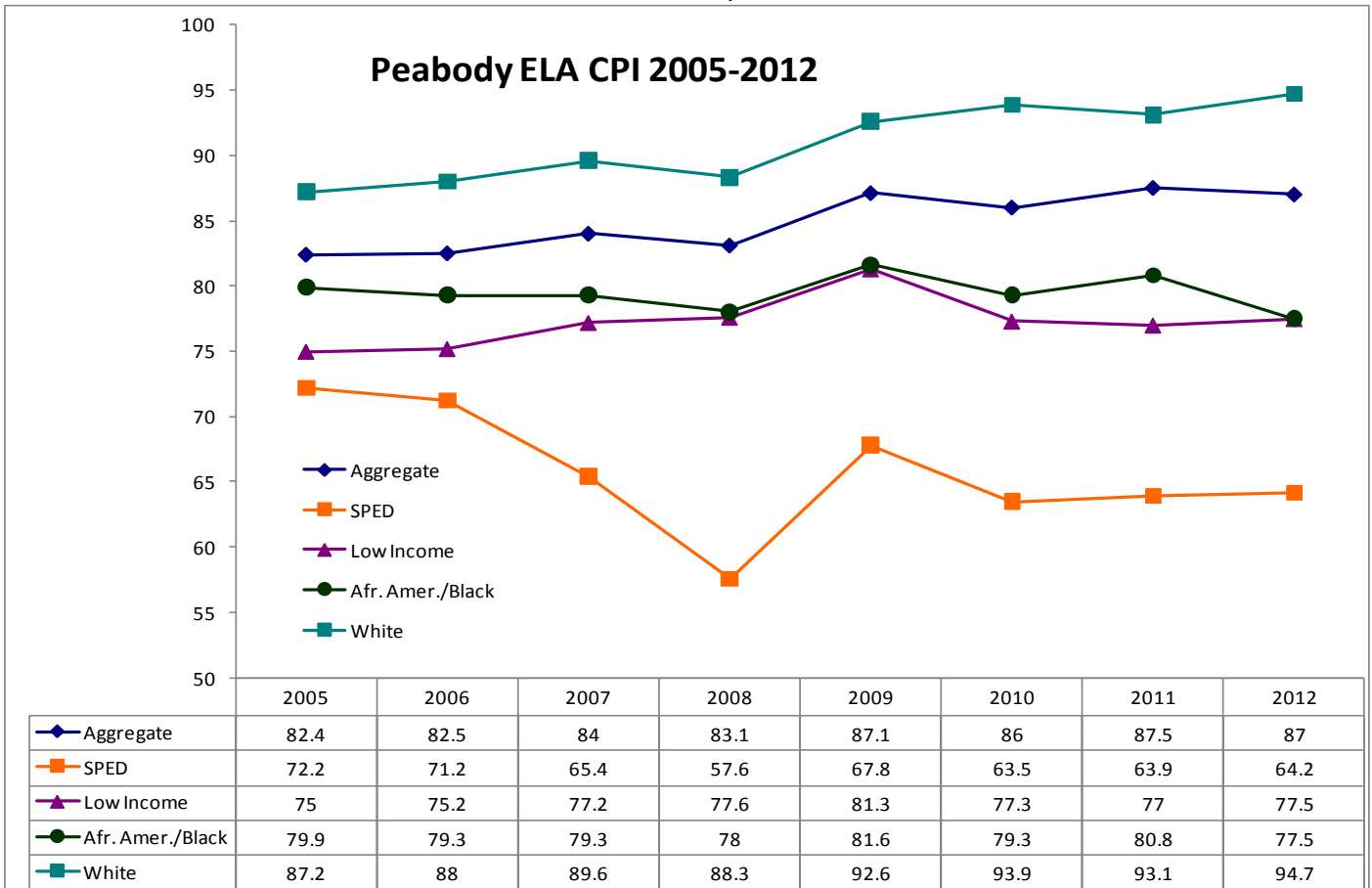
King Open



Morse



Peabody



Tobin

