

City of Cambridge

MEETING

**ROUNDTABLE MEETING ON THE
STUDENT DATA REPORT**

Monday, April 30, 2001

TIME

8:10 p. m.

PRESIDING OFFICER

Mayor Anthony D. Galluccio

PRESENT:

Mayor Galluccio, Councillors Born, Braude,
Davis, Decker, Vice Mayor Maher,
Councillors Reeves, Sullivan and Toomey.

Also present were:

Bobbie D'Alessandro, Superintendent of
Schools,

Jim Conry, Executive Director of Managing
Services, School Department,

Marilyn Bradshaw, Secretary of the School
Committee,

Lenora Jennings, Executive Director of
Student Achievement and Accountability,

Barbara Black, Director of Development and
Assessment,

Maryann MacDonald, Director of Student
Achievement and Accountability and

Valerie Spriggs, Executive Director of
Professional Development.

SUMMARY OF DISCUSSION POINTS ATTACHED

Adjournment

The meeting adjourned at ten o'clock and
seventeen minutes p.m. on motion of
Councillor Born.

SUMMARY OF ISSUES AND REQUESTS

1. Barbara Black presented an overview, with accompanying slides, of some of the significant data in the Student Data Report. She emphasized the need for more than one type of assessment instrument and noted that Cambridge is using the Stanford Nine test, which is given every year, along with the MCAS, which is administered less frequently, to measure progress from year to year.
2. There was a request for information comparing the Cambridge 8th grade results from districts that have actual middle schools. (Councillor Sullivan).
3. There was a request for specific information as to what additional funds in the proposed budget would go directly to improvements in student achievement. (Councillor Decker).
4. The issue of whether there are remediators in later years for students who, as shown by test results, did not learn the necessary competences at a particular grade level was discussed.
5. The potential effects of early retirement were discussed.
6. The use of test data as objective information as part of the teacher evaluation process was discussed.
7. School Improvement Plans were discussed. Key issues emphasized included solid core curricula, authentic assessment, student support and student intervention.



Cambridge Public Schools

**District
Improvement Plan:
2001-2003**

Towards Continuous Improvement

*Bobbie D'Alessandro
Superintendent of Schools
January, 2001*

Superintendent's Message

I am pleased to present the Cambridge Public Schools' District Improvement Plan. The Cambridge Public Schools are committed to ensuring a high quality education for every student. Over the past three years our work has been guided by eleven goals which were set by the School Committee in 1998. We are proud of the many accomplishments we have made during that time in increasing student achievement for all of our students. District and school initiatives have shown promising results as we continue to monitor and evaluate our work.

This plan will be our roadmap as we continue to move ahead. We realize the importance of planning and self study as key elements in our system of continuous improvement. Our District Improvement Plan is the result of a highly developed planning process that has taken place over the past few months to evaluate our progress to date and strategically plan for the future. The plan outlines a focus and direction for our work over the next two years.

Although the plan contains detailed action steps for achieving each goal, there are themes that are woven throughout. First, the district is committed to high academic standards through the continued development of challenging curriculum that meets the needs of all students. In addition, high quality teaching will be supported through a solid core curriculum and an array of professional development opportunities.

We will afford all students the opportunities to achieve at high levels by providing rich learning experiences during the school day. In addition, the district is committed to enhancing student achievement through after school and summer programs for assistance and enrichment.

This District Improvement Plan represents the extensive work of many Cambridge Public School staff, parents and community members who are committed to our students. We will continue to monitor student achievement, make adjustments as needed and report our progress annually to our community as we strive to have all children meet high academic standards.

Bobbie D'Alessandro
Superintendent

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Introduction: The District Improvement Planning Initiative

With the first planning committee meeting on September 11th, the Cambridge Public Schools' Office of Student Achievement and Accountability and Office of Development and Assessment began the process to develop a new district improvement plan: a data-driven working document reflecting the district's mission, 11 goals, and four priorities. The process is outlined in the flow chart in Figure 1 on page 2.

The resulting overarching plan will set incremental objectives for implementation during the 2001-2002 and 2002-2003 school years. The plan and its importance will be reflected in the district's major activities and outcomes, including: teaching and learning, the development of each school's improvement plan, the district budget process, professional development offerings, resource and grant development, and assessment.

The planning committee that developed the improvement plan consisted of a committed collaborative of talented members and participants representing parents and caregivers, principals, curriculum leaders, the Cambridge Teacher's Association, community organizations, and the school department management team (see Appendix A). Two-to- three times monthly through December, Lenora Jennings, Executive Director of Student Achievement and Accountability, Barbara Black, Director of Development and Assessment, and Maryann MacDonald, Director of Student Achievement and Accountability, structured and facilitated the committee's ambitious and productive planning process.

The facilitators conducted outreach by delivering improvement planning information presentations and soliciting additional and significant input and feedback from many groups, including: the Cambridge Public Schools' School Committee, school council parent co-chairs, teachers, high school deans, principals and assistant principals, school professional development in-service liaisons, the Cambridge Teacher's Association Executive Committee, the Cambridge Public Schools' Instructional Council of curriculum leaders and directors, and the school department Summit Conference of administrators and leaders (see Appendix B). Planning committee members participated in some of these sessions and convened and facilitated others.

Developing Cambridge's District Improvement Plan

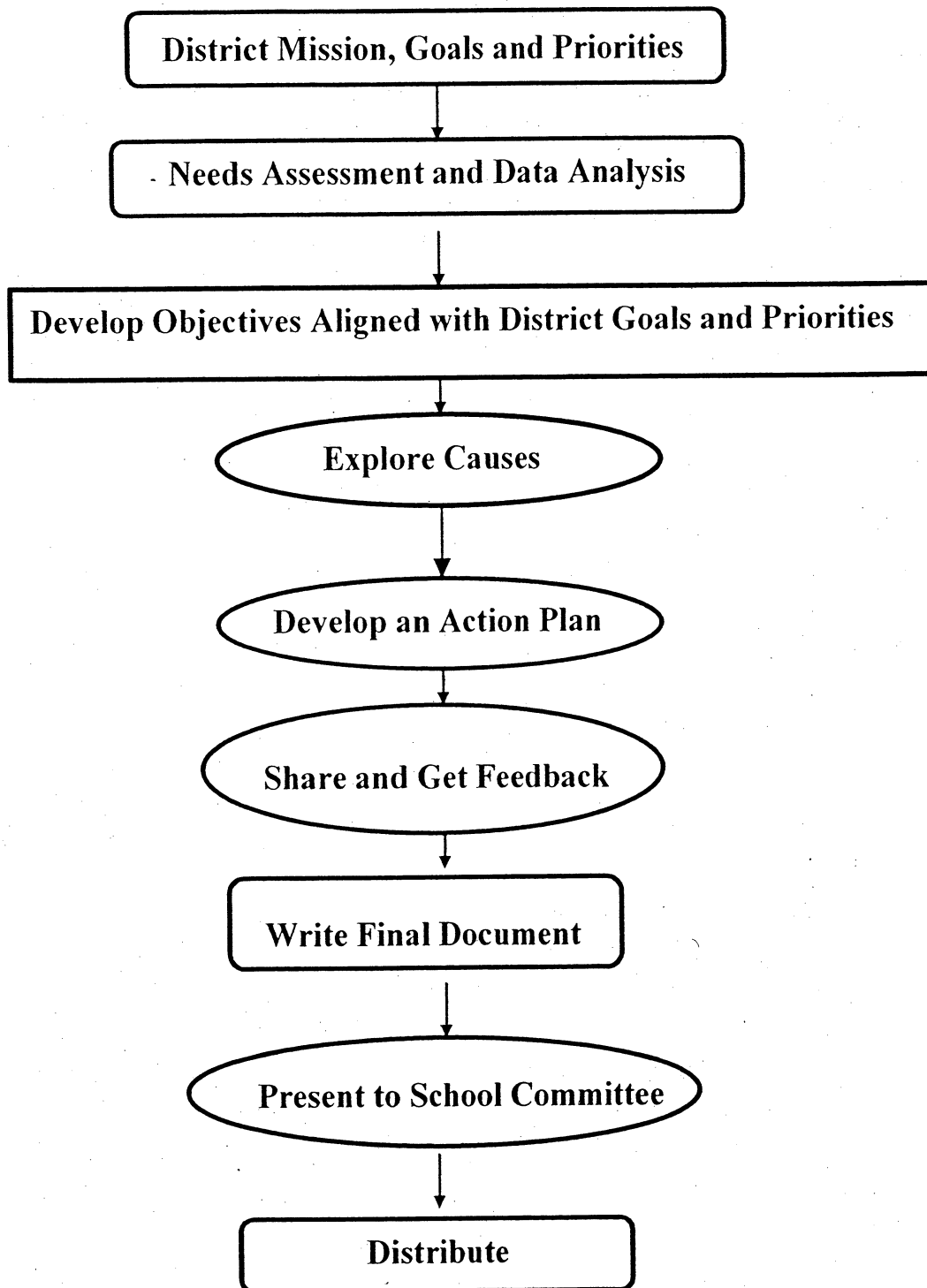


Figure 1.

Cambridge Public Schools' Mission, Goals, and Priorities

Mission

The Cambridge Public Schools will be the first diverse urban school system to work with families and the community to successfully educate all of its students at high levels. The school system will provide all students with a safe and nurturing environment and with a core curriculum that is rich and rigorous and which respects diversity in students' learning styles.

The Cambridge Public Schools will accomplish this mission by supporting all students in achieving the following goals, and further, will provide opportunities for all students to exceed such goals.

Goals

1. All students will be provided a successful academic and social experience. This will result in an increase in achievement, attendance, and graduation rates.
2. All students will read on grade level by the third grade and every grade thereafter.
3. All tenth-grade students will pass the Massachusetts Comprehensive Assessment System test.
4. All students will show improvement on appropriate assessments, including state and locally mandated norm-referenced and criterion-referenced tests, and other demonstrations of mastery such as portfolios and projects.
5. All students will have a portfolio that will demonstrate achievement at all grade levels in their Cambridge Public Schools' careers.
6. All students will demonstrate achievement of a basic level of competence in a second language by the end of eighth grade, and will demonstrate fluency in a second language by the end of twelfth grade.
7. All students will pass Algebra I by the end of eighth grade.
8. All students will demonstrate achievement of developmentally appropriate organizational, research, and study skills at each grade level. All students will pass a required course in study and research skills by the end of sixth-grade and ninth grade.
9. All students will demonstrate significant learning experiences in the four major art disciplines by the eighth grade, and will demonstrate competency in one or more of the disciplines by twelfth grade.
10. The number and percentage of students at Cambridge Rindge and Latin School taking high level courses will increase each year, and will reflect the diversity of the student body.
11. All students will successfully participate in school programs that provide career preparation skills, and will have a post-secondary education plan by the end of twelfth-grade.

Priorities

Quality Teaching

The district will recruit, hire, train, evaluate, and retain a quality and diverse teaching staff in all schools and programs.

Reading

All students will be provided a balanced and comprehensive approach to the teaching of reading.

Race, Language, and Class

All students, regardless of their racial, socio-economic, or linguistic backgrounds, will be held to the same high academic expectations resulting in a narrowing of the achievement gap over the next five years.

Support Children at Below or Above Grade Level in Reading and Math

All schools will include within their school improvement plans specific strategies and performance measurement targets to support children who are performing at above or below grade level.

Format Overview

The improvement plan is formatted in tables to enable members of the Cambridge Public Schools and other interested parties to read, plan, and monitor the proposed activities easily. District goals and school committee priorities head each table section. The tables provide a quick view of what will be done, who will do it, and when. Below is a brief description of the various headings in the table sections.

Goals

The Cambridge Public Schools adopted 11 goals in January 1998. These goals have driven school improvement initiatives for the past two years. They were the starting points of our planning process.

Current Status and Challenge

This section summarizes findings based on data analysis and information gathered to assess where we actually are relative to our desired goals (see examples in Appendix C). This section includes a statement of what the problem or challenge is that we need to address. In cases where we did not have data, the current conditions are based on planning committee and other contributors' facts and experiences.

Measurable Objectives

These are statements about where we want to be at the end of the two-year period. In most cases, measurable objectives include: an act or performance, a standard of proficiency, an assessment tool to determine if the projected level of proficiency has been met, and a time frame that indicates the maximum period allotted for achieving the objective.

Action Steps

These represent the specific activities proposed to take place to ensure that we get to our desired state or measurable objective.

School Committee Priority

The school committee has identified four priorities for the Cambridge Public Schools. These are in the areas of: quality teaching; reading; race, class, and language; and supporting students above, below and at grade level in reading and math. Each action step in the improvement plan is linked to a school committee priority.

Who is Responsible

Titles and positions are assigned to specific action steps. Cooperation and collaboration are essential for these action steps to be accomplished. It is the intent of this plan to hold those named accountable for engaging appropriate staff and getting the task done.

When

All activities are proposed to take place within the two-year period of the plan. Many activities overlap, and some begin in the second year of implementation.

Resources Needed

Present level means that we have identified funds and support for proposed activities within the existing budget. In most instances, we have listed the specific programs as accountable units where such resources have been identified. Refer to Appendix D for program codes from the FY2000-2001 budget to cross-reference the present level budget resources. Additional resources required means a targeted allocation of additional resources needs to be focused on this action step. Targeting such resources may take the form of: a) reallocation of budgeted funds from areas of the school department budget that are a lower priority, b) seeking external grant funds to provide seed money or development funding to institute a program or short-term project, or c) requesting new and expanded funding in the annual budget process with the school committee.

Monitoring and Evaluation

This table column notes the documentation that will be collected to demonstrate that the specific action step took place. It does not reflect the evaluation of the goal or objectives. The success of the overall steps listed under each goal will be measured by reporting on the status of the measurable objectives in June 2003.

Goals, Priorities, Measurable Objectives, and Action Steps

Goal #1: All students will be provided a successful academic and social experience in the Cambridge Public Schools. This will result in an increase in achievement, attendance, and graduation rates.

Current Status and Challenge

A number of indicators are used to monitor our students' progress toward academic and social success in our schools, including monitoring the rates of student: absence, retention, drop out, Cambridge Rindge and Latin School (CRLS) honor roll recommendations, course failure rates, and Stanford 9 proficiency.

School Committee Priorities

- Quality teaching
- Reading
- Race, class, language
- Supporting students above, below, and at grade level in reading and math

Student data for 1999-2000 indicate that the absence rate for our Latino students is 20% higher than that of our other students in the elementary schools, and 40% higher than that of our other high school students. The absence rate for our high school students in special education (SPED) is 27% higher than that of our other students. While the retention rate for the district is low at less than 1%, the retention rate is considerably higher among some of our student sub-groups. The elementary retention rate is four times higher for our Latino students, two times higher for our African American students, and three times higher for our Other Black students than for other subgroups. Course failure rates at CRLS indicate that our African American students are two times as likely to fail as our white students, and our students in SPED have a 60% higher failure rate than our other high school students. Stanford 9 results for 1999 indicate that 26% of our students in grades three through eight who low- income and participating in the free or reduced lunch program, scored in the proficient and above categories, compared to 64% of our students were not low income and not participating in the free or reduced lunch program.

Our challenge is to close the achievement gap among subgroups of our students to ensure academic and social success for all.

Measurable Objectives

- Decrease by 5% the absence rates of our students participating in SPED and our Latino students by October 2002 as shown in the annual Student Data Reports.
- Continue to monitor retention rates, especially those of our Latino, African American, and Other Black students.
- Decrease by 10% the course failure rates of all our targeted high school student subgroups by October 2002 as shown in the annual Student Data Reports.
- Increase from 26% in 1999 to 31% in 2000, the percentage of our students performing proficient and above on the Stanford 9 who are low-income. This 5% increase will involve 18 students; the number will vary yearly, depending on the number taking the exam.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	How will we monitor and evaluate action?
1. Schools will continue to develop improvement plans in order to: monitor student achievement, develop goals and strategies for improvement, define specific professional development needs, and evaluate ongoing progress toward goals.	Quality teaching Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Principals, school councils, school-based teams	September 2001-June 2003	Present level SIP: prog. 155/ 255 Professional Development	Improvement plan documentation on: school portfolio, data analysis, improvement strategies Administrative presentation to district leadership team and response to district feedback
2. Create professional development plans for staff, schools, and district that are aligned with district and schools' improvement plans.	Quality teaching Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Individual staff, Principals, Professional Development	September 2001-June 2003	Professional Development	Principals' annual review of staff and school plans Executive director of Professional Development's annual review of district plan
3. Ensure that principals and curriculum leaders are familiar with district and state expectations in each curriculum area, and use information in evaluation and supervision of quality teaching.	Quality teaching Reading	Assistant Superintendent for Curriculum and Instruction, appropriate Curriculum Coordinators	September 2001-June 2002	Present level	Articulate and implement training for principals and curriculum leaders.
4. Continue to conduct an annual review of each school's improvement plan	Quality teaching Reading	Student Achievement and Accountability	September 2001-June 2003	Present level SAA: Prog. 871 Dev/Assmt: Prog.	SAA district report to superintendent

to ensure progress toward: ongoing monitoring of student achievement, implementation of specific improvement strategies, and increasing achievement of all students.	Race, class, language Supporting students above, below, and at grade level in reading and math	(SAA)		815	
5. Continue the implementation of curriculum improvement plans to include: evidence of curriculum alignment with state and national frameworks; articulation of standards and benchmarks at specific grade levels; assessment of student progress at, above, and below grade level; suitability for students with limited English proficiency (LEP) and students in SPED; and recommendations for improvement.	Quality teaching	Assistant Superintendent for Curriculum and Instruction, Curriculum Coordinators	September 2001- June 2003	Curr./Dev: A/U56 Additional funding needed Present level Curr.Adm. Progs. 620-642	An annual report on curriculum: standards and benchmarks, alignment, student progress, suitability for students with LEP and students who are in SPED, and recommendations for improvement will be given to the assistant superintendent for Curriculum and Instruction.
6. Through a variety of assessments such as the Early Literacy Assessment (ELA), Stanford 9, Massachusetts Comprehensive Assessment System (MCAS), portfolios, and other teacher and performance based	Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Building-based teams, SAA	September 2001- June 2003	Present Level Dev/Assmt: Prog. 815	Primary grade review at each elementary school

instruments, identify students who are not achieving and develop specific plans for improvement through: Primary Grade Review meetings for kindergarten (K) to grade two students, Teacher Assistance Teams (T.A.T.) for all grades, individual student success plans for all students who fail MCAS in reading or math, and advisory programs for high school students.				Additional resources required for substitute teachers	T.A.T. documentation from each school Department of Education (DOE) district student success plans Documentation from high school advisory programs
7. Continue to study the patterns and trends of underachievement and the correlation with race and class. Utilize research of Great City Schools network and others to identify and replicate specific successful practices.	Race, class, language Supporting students above, below, and at grade level in reading and math	Development and Assessment, SAA, Coordinator of Multicultural Education	September 2001-June 2003	Present level Prog 815: Dev/Assmt. Prog 871: SAA	Annual review contained in Student Data Report
8. Continue to collaborate with the Minority Student Achievement Network to identify and study successful strategies to raise achievement levels and close achievement gaps among all students.	Race, class, language Supporting students above, below, and at grade level in reading and math	SAA, Coordinator of Multicultural Education	September 2001-June 2003	Present level Prog 871: SAA grant funding	Identification of programs and strategies Recommendation for pilot implementation
9. At two sites, develop 10-week, district-focused, after-	Reading	SAA, Curriculum	September 2001-June	Present level grant: Out- of	Development and implementation of

school, reading, writing, and mathematics enrichment and pilot programs for third through fifth-graders.	Race, class, language Supporting students above, below, and at grade level in reading and math		2003	-School-Time (OST) Additional \$15,000 for three 10-week sessions at two sites	district program
10. Expand the CRLS advisory program from 9 th and 10 th -graders to 11 th and 12 th -graders to support students' engagement and academic achievement.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS principal, small school deans	2001-2002 school year	Training for teachers in advisory program strategies for academic support and study skills FTE costs of advising time for additional students	Conduct implementation assessment as part of the CRLS restructuring evaluation Monitor development of student personal learning and career plans
11. Using foundation funds such as Nellie Mae, provide academic support similar to AVID program and Xavier model for underachieving high school students to take high level and/or advanced placement (AP) courses.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS, Development and Assessment	January 2002	Present level After School/ Ext. Day Prog: 247	Submission of grant proposal by February 2002, implementation of student support programs, increase in number of students taking high level and/or AP courses
12. Continue to address social and emotional barriers to student learning, including developing comprehensive framework for family support and prevention services.	Quality teaching Supporting students above, below, and at grade level in reading and math	Assistant Superintendent for Administration, Executive Director of Special Education	2002-2003	To be determined (TBD)	Reviewing student academic data and failure rates Report to assistant superintendent on new support and prevention services framework

Goal 2: All students will read on grade level by third grade and every grade thereafter.

Current Status and Challenge

Currently, three assessments are used to monitor student progress in reading: the ELA for kindergarten through grade two, the Stanford 9 Reading Assessment for grades 3 through 10, and the MCAS English language arts sub-test.

In May 1999, 70% of all first-graders performed at or above the ELA reading benchmark. In May 2000, the following percentages of student subgroups performed below the reading benchmark: Latinos with 59%, Other Black with 42%, students participating in the free or reduced lunch program with 49%, and students in SPED with 52%. In grade 2, while 84% of all students performed at or above the ELA reading benchmark, 42% of students in SPED performed below the reading benchmark.

Data from 1999's Stanford 9 indicate that proficiency level rates decrease from a proficiency rate at grade 3 of 50% to 33% at grade 10.

Although we have made progress toward our literacy goal, our challenges include monitoring achievement in the primary grades, especially among student subgroups, hiring permanent leadership in language arts, and developing a comprehensive program in literacy K-12.

Measurable Objectives

- Increase by five percentage points the number of our first-graders in each targeted subgroup: Latino, Other Black, lunch program participants, LEP, and SPED who reach the first grade reading benchmark on the ELA by 2002-2003 as will be shown in the annual Student Data Reports.
- Increase by five percentage points the number of our second-graders in the SPED subgroup and the LEP subgroup who reach the ELA second grade reading benchmark by 2002-2003 as will be shown in the annual Student Data Reports.
- Increase by five percentage points the number of our 3rd through 10th-graders performing at proficient or above on the Stanford 9 by October 2002 as will be shown in the annual Student Data Reports.
- Increase by five percentage points the number of our fourth-graders performing at proficient and advanced categories on the MCAS ELA by 2002-2003 as will be shown in the annual Student Data Reports.
- Increase by five percentage points the number of our eighth-graders performing at proficient or above by 2002 –2003 on the MCAS ELA section as will be shown in the annual Student Data Reports.
- Train evaluators and supervisors to incorporate district and state expectations around student reading skills into evaluation and supervision of quality teaching.

School Committee Priorities

- Quality teaching
- Reading
- Race, class, language
- Supporting students above, below, and at grade level in reading and math

Action step	School committee priorities	Who will be responsible?	When will action occur?	What resources will be needed?	Monitoring and evaluation methods
1. Decide on leadership structure and hire permanent leadership for English language arts.	Quality teaching Reading	Assistant Superintendent for Curriculum and Instruction	September 2001-June 2002	Present level lang. arts adm. Prog: 628	Completion of hiring process
2. Continue to support training of literacy coordinators of grades K-two and three-six.	Quality teaching Reading	Coordinator of Early Childhood Education, Lead Teacher of Title I		Present level K-two Prog. 111 three-six Prog. to be determined (TBD)	Schools participating in the Literacy Collaborative will issue an annual report to the coordinator and lead teacher.
3. Finalize and adopt language arts' standards and benchmarks for grades K-12.	Quality teaching Reading	Assistant Superintendent for Curriculum and Instruction, Language Arts Coordinator	Summer 2001	Present level Curr. Dev. A/U56	Adopted document with plan for implementation
4. Develop a two-year, comprehensive literacy education program that includes teaching differentiated learning styles for: teachers of grades three through five in effective literacy strategies for intermediate grades, teachers of middle and high school in teaching reading strategies across the curriculum, all teachers in strategies to support literacy for our	Quality teaching Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Assistant Superintendent for Curriculum and Instruction, Language Arts Coordinators, Professional Development, Director of Bilingual Education, Executive Director of Special Education	September 2001-June 2003	Funding for teacher training	Document two-year district plan with an ongoing teacher training model in literacy.

students in SPED and for our students with LEP status, administrators and curriculum leaders in effective practices and supporting and supervising teachers, and new teachers.					
5. Expand the CRLS Literacy Initiative by training a total of 50 teachers annually from each of four schools in Strategic Literacy as provided by the SLI at WestED.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS Principal, Executive Director of Professional Development, Coordinator of Language Arts	2001-2002 school year	Professional development schedule and funding	Conduct implementation assessment as part of the CRLS restructuring evaluation.
6. Continue implementation of K-two literacy program including: consistent training of all teachers around a balanced approach to early literacy; ongoing assessment and review of student progress; and reporting of individual, school, and district improvement.	Quality teaching Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Coordinator of Early Childhood Education, SAA, Title 1 Teacher Leader, Language Arts Coordinator	Summer 2001 through June 2003	Funding for teacher training Present level K-two Prog. 111 Admin. Prog. 642 Title 1 grant	Continued development and implementation of training in early literacy framework. Documentation of EL A results
7. Develop and institute a protocol for teachers to: identify children needing additional literacy assistance, assess and diagnose reading difficulties, develop specific strategies for improvement and monitor progress.	Quality teaching Reading Race, class, language Supporting students above, below, and at grade level in reading and math	SAA, Assistant Superintendent for Curriculum and Instruction, Language Arts Coordinators	September 2001-June 2003	Funding for teacher training	Development of protocols and monitoring student progress through primary review, T.A.T., student success plans, and other literacy indicators

8. Review and analyze district and school data on student achievement in literacy annually and issue a progress report on literacy goals.	Reading Race, class, language	Principals, Resource Development and Assessment, SAA, teacher teams	September 2001-June 2003	Present level SAA – Prog. 871 Dev/Assess – Prog. 815 School Mgt. Prog. –150/252	Annual literacy report using Stanford 9, MCAS, ELA, and schools’ documentation on their reviews
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Goal #3: All tenth grade students will pass the Massachusetts Comprehensive Assessment System test.

Current Status and Challenge

At present, the Massachusetts Department of Education is requiring all 10th-graders to pass the MCAS English language arts and math exams as a requirement for graduation. In the 1999, 60% of our 10th-graders passed the English language arts exam and 40% passed the math exam. The challenge is to not only increase the percentage of our students passing these exams, but to do so in a manner that also addresses the achievement gaps that exist among sub groups of students. On the English language arts exam, our white students have a 25% higher pass rate than our African American students, and a 17% higher pass rate than our Latino students. On the math exam, our white students have a 60% higher pass rate than our African American students and an 88% higher pass rate than our Latino students. In addition, the 40% district pass rate in math is 60% higher than the pass rate for our students in the lunch program who are low-income.

- | School Committee Priorities |
|--|
| <ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math |

Measurable Objectives

- Increase by five percentage points the number of our 10th-graders in targeted subgroups passing MCAS math and English by May 2002 so that 45% pass math and 65% pass English.
- Increase by 12 % the number of our African American and Latino 10th-graders passing MCAS math so that 32% of our African American students and 30% of Latino students pass in 2002.
- Increase by 7% the number of our African American and Latino students passing MCAS English so that 57% of our African American students and 60% of our Latino students pass in 2002-2003.

Action step	School committee priorities	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and evaluation methods
1. Through a variety of assessments such as the ELA, Stanford 9, MCAS, portfolios, and other teacher and performance based instruments, identify students who are not achieving and develop specific plans for improvement through: Primary Grade Review meetings for K to grade two	Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Principals, school-based teams	September 2001-June 2003	Present level Dev/Assmt: Prog. 815	Documentation from each school reported to district Primary grade review documentation T.A.T. documentation from each school

students, T.A.T. for all grades, individual student success plans for all students who fail MCAS in reading or math, and advisory programs for high school students.				Additional resources required for substitute teachers.	DOE district student success plans Documentation from high school advisory programs
2. Review Massachusetts State Curriculum Frameworks to ensure curriculum alignment.	Quality teaching	Assistant Superintendent for Curriculum and Instruction, Curriculum Coordinators	August 2001- June 2002	Present level Curr. Adm – Prog. 620-642/840	Documentation of alignment in each curriculum area
3. At two sites, develop 10-week, district-focused, after-school, reading, writing, and mathematics enrichment and pilot programs for third through fifth-graders.	Reading Race, class, language Supporting students above, below, and at grade level in reading and math	Student Achievement and Accountability, Coordinators of Mathematics and Language Arts	September 2001-June 2003	Present level grant: OST Additional resources required: \$15,000 for three 10-week sessions at two sites.	Development and implementation of district program
4. Provide a district-wide summer program to enhance the academic development of elementary and middle grade students.	Supporting students above, below, and at grade level in reading and math	Superintendent's designee	Summer 2002 and September 2002- June 2003	Present level Ext. Day/After School Prog. 147/247 Academic Support Services grant Additional resources required.	By June 2003, a report will be shared with the superintendent on student participation in district-wide after-school and summer programs with recommendations to expand, maintain, modify or discontinue these.

School Committee
Priorities

- Quality Teaching
- Reading
- Race, class, language
- Supporting students above, below, and at grade level in reading and math

Goal #4: All students will show improvement on appropriate assessments, including state and locally mandated norm-referenced and criterion-referenced tests, and other demonstrations of mastery such as portfolios and projects.

Current Status and Challenge

In 1999, our Stanford 9 reading proficiency levels decreased from 50% in grade 3 to 33% in grade 10. Also, the proficiency level for our students in SPED decreased from 20% in grade 3 to 3% in grade 10. There are no consistent, district-wide procedures and practices to target such weaknesses and provide support to our students who need it.

Measurable Objectives

- By June 2003, increase by five percentage points the number of our students performing proficient and above on Stanford 9 reading, and decrease by five percentage points the number of our students performing basic or below at each grade.
- By June 2003, the district will use state and locally mandated assessments including: MCAS, Stanford 9, ELA, Early Numeracy Assessment, Science Performance Assessment, and algebra as indicators of district improvement.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and Evaluation Methods
1. Decide on leadership structure and hire permanent leadership for English language arts.	Quality teaching	Assistant Superintendent for Curriculum and Instruction	June 2001-August 2001	Present level LA Adm. Prog. 628	By September 1, 2001 a permanent coordinator for language arts will be hired.
2. Analyze results of Stanford 9 Reading to identify areas of strength and weakness at each grade level.	Quality teaching	Language Arts Coordinator	September 2001-January 2002	Present level LA Adm. Prog. 628	By January 2002, a report on analysis of Stanford 9 reading results and recommendations for instructional modifications and targeted assistance will be given to assistant superintendent for Curriculum and Instruction.

<p>3. At two sites, develop 10-week, district-focused, after-school, reading, writing, and mathematics enrichment and pilot programs for third through fifth-graders.</p>	<p>Reading Race, class, language Supporting students above, below, and at grade level in reading and math</p>	<p>SAA, Curriculum</p>	<p>September 2001-June 2003</p>	<p>Present level grant: OST Additional resources required: 15,000 for three 10-week sessions at two sites.</p>	<p>Development and implementation of district program By June 2003, a report will be shared with the superintendent on student participation in district-wide after-school and summer programs with recommendations to expand, maintain, modify or discontinue these.</p>
<p>4. Provide a district-wide summer program to enhance the academic development of elementary and middle grade students.</p>	<p>Supporting students above, below, and at grade level in reading and math</p>	<p>Superintendent's designee</p>	<p>Summer 2002 and September 2002- June 2003</p>	<p>Present level Ext. Day/After School Prog. 147/247 Academic Support Services grant Additional resources required.</p>	<p>By June 2003, a report will be shared with the superintendent on student participation in district-wide after-school and summer programs with recommendations to expand, maintain, modify or discontinue these.</p>
<p>5. Maintain and enhance authentic assessments across all disciplines.</p>	<p>Quality teaching</p>	<p>Assistant Superintendent for Curriculum and Instruction</p>	<p>September 2001-June 2003</p>	<p>TBD</p>	<p>By June 2003, MCAS, Stanford 9, and other authentic assessments such as ELA, Early Numeracy, and Science Performance will be used as indicators for school and district improvement.</p>

6. Continue analysis of ELA results.	Supporting students above, below, and at grade level in reading and Math	SAA	Ongoing	Present level SAA-Prog. 871 Prim. Ed. Prog.642	This is used as and indicator of district progress.
7. Continue to develop and disseminate rationale for portfolio assessment and using portfolios as positive evidence of student learning.	Race, class, language Supporting students above, below, and at grade level in reading and math	Executive Director of Professional Development, Curriculum Coordinators	Completed by December 2001	Additional resources required.	The rationale for portfolio assessment will be printed and disseminated by December 2001.
8. Develop and include in the portfolio reporting system a consistent and agreed upon structure or protocol to demonstrate evidence of student learning and progress.	Race, class, language Supporting students above, below, and at grade level in reading and math	Executive Director of Professional Development, Curriculum Coordinators	June 2002- June 2003	Additional resources required.	A report documenting the developed and approved protocol will be provided for dissemination throughout the system.
9. Develop comprehensive, system-wide professional development for teachers in reviewing student work as part of a collaborative assessment model.	Race, class, language Supporting students above, below, and at grade level in reading and math	Executive Director of Professional Development	June 2002- June 2003	Additional resources required.	A report documenting the timeline for systemic training will be provided to the superintendent.
10. Through a variety of assessments such as the ELA, Stanford 9, MCAS, portfolios, and other teacher and performance based	Reading Race, class, language	Principals, school-based teams	September. 2001- June 20 03	Present level Dev/Assmt: Prog. 815	Documentation from each school reported to district

<p>instruments, identify students who are not achieving and develop specific plans for improvement through: Primary Grade Review meetings for K to grade two students, T.A.T. for all grades, individual student success plans for all students who fail MCAS in reading or math, and advisory programs for high school students.</p>	<p>Supporting students above, below, and at grade level in reading and math</p>			<p>Additional resources required for substitute teachers</p>	<p>Primary grade reviews documentation</p> <p>T.A.T. documentation from each school</p> <p>DOE district student success plans</p> <p>Documentation from high school advisory programs</p>
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Goal #5: All students will have a portfolio that will demonstrate achievement at all grade levels in their Cambridge Public Schools careers.

School Committee Priorities
<ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math

Current Status and Challenge

There are pockets of exploration with portfolios to demonstrate student achievement in the elementary schools and in the ninth grade at the high school. However, there is no consistent use of portfolios across the system, nor is there a shared understanding of the value of collecting and looking at student work to monitor student achievement.

Measurable Objectives

- By June 2002, the Cambridge Public Schools will institute a rationale for portfolio assessment to be used as positive evidence of student learning.
- By June 2003, the Cambridge Public Schools will have a professional development plan that includes training of all teachers in assessing achievement using student work for portfolio development and analysis.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and evaluation methods
1. Continue to develop and disseminate rationale for portfolio assessment and using portfolios as positive evidence of student learning.	Race, class, language Supporting students above, below, and at grade level in reading and math	Professional Development, Curriculum Coordinators	Completed by December 2001	Additional resources required.	A rationale for portfolio assessment will be printed and disseminated by December 2001.
2. Develop a consistent and agreed upon structure to demonstrate evidence of student learning and progress.	Race, class, language Supporting students above, below, and at grade level in reading and math	Executive Director of Professional Development, Curriculum Coordinators	January 2002- June 2002	Additional resources required.	A report documenting the developed and approved protocol will be provided for dissemination throughout the system.

<p>3. Develop comprehensive, system-wide professional development for teachers in reviewing student work as part of a collaborative assessment model.</p>	<p>Race, class, language</p> <p>Supporting students above, below, and at grade level in reading and math</p>	<p>Executive Director of Professional Development</p>	<p>June 2002-June 2003</p>	<p>Additional resources required.</p>	<p>A report documenting the timeline for systemic training will be provided to the superintendent.</p>
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Goal #6: All students will demonstrate achievement of a basic level of competence in second language by the end of eighth grade and will demonstrate fluency in a second language by the end of twelfth grade.

Current Status and Challenge

While the Bilingual Department and the World Language Department document the variety of second or world languages we offer, where we offer the languages, and in what grades we offer them, we lack an agreed-upon assessment to determine competency or fluency in the languages.

School Committee Priorities
<ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math

Measurable Objectives

- By January 2002, 100% of the elementary schools will have surveyed parents and caregivers and students to identify the second or world language they want offered at their school. The principals and world language and bilingual departments will develop the survey.
- By June 2003, a second language assessment of competency and fluency will be piloted in several elementary schools.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and evaluation methods
1. The Bilingual and World Language Departments will collaborate on the development of a district model for learning a second language.	Quality teaching Race, class, language	Bilingual Department, World Language Department	September 2001 – January 2002	Present level World Lang. Adm. Prog. 633 Bilingual Adm. Prog. 626	The departments' January 2002 report to the superintendent outlining the second language to be adopted at each elementary school with a timeline and projected budget
2. Develop surveys for each elementary school to determine selection of a second or world language to offer.	Race, class, language	Bilingual Department, World Language Department	September 2001 – January 2002	Funding for copying and clerical support \$5,000.00 Present level World Lang. Adm. Prog. 633 Bilingual Adm. Prog. 626	The departments' January 2002 report to assistant superintendent for Curriculum and Instruction, administrators, staff, parents and caregivers, and school councils on the survey results

<p>3. Review the World Language department assessment for 2000-2001 to ensure: alignment with Massachusetts Foreign Language Frameworks; suitability for students with LEP and students who are in SPED; support for students performing at, below or above grade level.</p>	<p>Quality teaching Race, class, language Supporting students above, below, and at grade level in reading and math</p>	<p>World Language Department</p>	<p>September 2001-June 2003</p>	<p>Additional funding needed.</p>	<p>By January 2002, a report on curriculum content and suitability for students with LEP and students who are in SPED will be given to the assistant superintendent for Curriculum and Instruction.</p>
<p>4. Identify or develop and implement assessments of second or world language competency and fluency that are aligned with the Massachusetts Foreign Language Frameworks.</p>	<p>Quality teaching Reading Race, class, language</p>	<p>Bilingual Department, World Language Department</p>	<p>January 2002 – June 2003</p>	<p>Funding for staff stipends and clerical support at \$20,000.00 World Lang. Adm. Prog. 633 Bilingual Adm. Prog. 626</p>	<p>By June 2003, a second language assessment will be piloted in several elementary schools.</p>

Goal # 7: All students will pass Algebra I by the end of eighth grade.

Current Status or Challenge

During 1996-1999, while 65% - 67% of our 8th-graders passed the Algebra exam, approximately 33% failed. In 1999-2000 75% of our 7th and 8th graders passed Part 1 of the Algebra exam. Because we implemented curriculum changes on a staggered timeline, only part 1 of the Algebra exam was administered in 1999. Additionally in some schools it was given at the end of 8th grade while in other schools it was given at the end of 7th grade. The challenge is to have all schools on the same implementation schedule and give the entire Algebra exam (part 1 and part 2) to all students at the end of 8th grade.

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| School Committee Priorities |
| <ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math |

Measurable Objectives

- By May 2002 to increase by five percentage points the number of our eighth-graders passing the Part I Algebra test so that 72% of all students pass.
- By May 2002 to ensure all our eighth-graders follow the same implementation timeline with the new algebra curriculum and assessment.

Action Step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and Evaluation Methods
1. Review each school's math curriculum to ensure: support and preparation for algebra; alignment with state frameworks; suitability for students with LEP and students who are in SPED; and support for students performing at, below, or above grade level.	Quality teaching Race, class, language Supporting students above, below, and at grade level in reading and math	Coordinator of Mathematics, Executive Director of Special Education, Director of Bilingual Education	September 2001 –January 2002	Present level Math Adm. Prog. 635 Sped Adm. Prog. 375 Bil. Adm. Prog 626	By January 2002, a report on curriculum content and suitability for students with LEP and students who are in SPED will be given to the assistant superintendent for Curriculum and Instruction.
2. Convene a committee representing teachers of K-eight to develop a two-year professional development plan for K-eight teachers.	Quality teaching	Mathematics Coordinator	September – November 2001	Stipends for committee members A/U56	A report on a two-year professional development plan will be submitted to the superintendent in June 2002.

3. Provide staff development to elementary teachers in algebra instruction and assessment.	Quality teaching	Mathematics Coordinator, Executive Director of Professional Development	September – November 2001	Stipends for after-school and weekend participants A/U56	By June 2003, all elementary schools will be engaged in professional development activities.
4. Develop after-school programs in math for both our at-risk and our high achieving students that are staffed by trained tutors or coaches.	Supporting students above, below, and at grade level in reading and math	SAA	Summer 2002 and September 2002- June 03	Additional resources required Present level grant: OST Additional resources required \$15,000 for three 10-week sessions at two sites	By June 2003, there will be a district-wide after-school math enrichment and support program.
5. With a representative committee that includes targeted schools' leadership, develop a two-year intervention plan to improve student achievement in under-performing schools and those with slower pacing of the algebra curriculum.	Quality teaching Race, class, language	Assistant Superintendent for Curriculum and Instruction, SAA, Coordinator of Mathematics	December 2001	TBD	By December 01, a report will be submitted to the assistant superintendent on the two-year plan addressing the underlying causes of underachievement at these schools.
6. Implement a variety of interventions that will have been recommended in the two-year plan.	Quality teaching Race, class, language Supporting students above, below, and at grade level in reading and math	Assistant Superintendent for Curriculum and Instruction, SAA, Coordinator of Mathematics	January 02- June03	New and expanded funding required	By June 2003, there will be a 10% improvement in student scores on the Algebra Test at each of the under-performing schools.

Goal # 8: All students will demonstrate achievement of developmentally appropriate organizational, research, and study skill at each grade level. All students will pass the required course in study and research skills by the end of the sixth grade and at the end of ninth grade.

Current Status or Challenge

There has been some program development in research study skills. The current Language Arts Standards and Benchmarks draft document contains research study skills by grade level. In addition, the Educational Technology Department and the Library Media specialists for grades six through nine designed a course.

Middle grades' teachers received training during 1998-1999 in the teaching of research and study skills. The challenge for the district is to fully and consistently implement research study skills instruction for all of our students.

School Committee Priorities
<ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math

Measurable Objectives

- Develop expectations for teaching and learning K-12 that integrate the teaching of research and study skills across the content areas.
- Formalize a plan for the implementation of a consistent and collaborative approach to the teaching of research and study skills.
- Train evaluators and supervisors to incorporate district and state expectations around student research and study skills into the evaluation and supervision of quality teaching.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring or evaluation methods
1. Establish a study skills and research committee to review existing standards and make recommendations as to grade level expectations across the content areas.	Quality teaching Reading	Assistant Superintendent for Curriculum and Instruction, Coordinators of Library Media and Educational Technology	Summer 2001	Present level Curr. Dev. A/U56	Distribution of plan for implementation
2. Review recommended curriculum to ensure: alignment with state frameworks; suitability for students with LEP and students who are in SPED;	Quality teaching Race, class, language Supporting students above, below, and at	Coordinators of Library Media and Educational Technology, Special Education, Bilingual Education	September 2001 –January 2002	Present level Sped Adm. Prog. 375 Bil. Adm. Prog 626	By January 2002, a report of curriculum content, alignment, and suitability for children with LEP and children in SPED will

support for students performing at, below, or above grade level in math.	grade level in reading and math				be given to the assistant superintendent.
3. Using best practices, formalize a consistent and collaborative approach to the teaching of study skills for all grade levels in order to provide teacher and leadership accountability.	Quality teaching Reading	Assistant superintendent for Curriculum and Instruction, Library Media and Education Technology curriculum coordinators	September 2001-January 2002	TBD	Using language arts benchmarks draft documentation of study skills
4. In grades six through nine, students will produce a research project in language arts, social studies or science using established criteria or a rubric. This project will be part of the students portfolio (see Goal 5), and will be the cumulative demonstration of the established Cambridge Study Skills and Research Skills developed through this set of action steps.		Assistant superintendent for Curriculum and Instruction, Library Media and Education Technology curriculum coordinators	September 2002-June 2003		Documentation of research projects in portfolios
5. Develop and include a study skills component in the grade 9-10 core program in the small schools at CRLS.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS principal, small school deans, coordinators of Library Media and Educational Technology	2001-2002 school year	Additional funding for planning time and support for grade 9-10 teachers in small schools	Conduct implementation assessment as part of the CRLS restructuring evaluation.

Goal #9: All students will demonstrate significant learning experiences in the four major art disciplines by the eighth grade, and will demonstrate competency in one or more of the art disciplines by the twelfth grade.

Current Status or Challenge

In the music program, each of the our 14 elementary schools' students have one 45-minute general music class per week. Also, the Agassiz, Fletcher-Maynard, and Harrington offer a pilot music program for fourth through eighth-graders to concentrate in percussion, strings, woodwinds, brass, or chorus. The Lab Program at the Peabody provides music four times weekly to K through three students. Most schools have a part-time music specialist.

There is no comprehensive drama or dance education program at the K–8 level. Thirty-eight middle school teachers of other subjects in 12 schools participate in a professional development program to integrate the dramatic arts throughout the curriculum. One drama specialist teaches and assistance these teachers as well as to K through five teachers who request it. Planning in going on to expanding the Drama Collaborative to our children in grades K through five. There is no dance education for our K through eight students.

There is a visual arts program in each of the 14 elementary schools where our students in grades two through eight have one 45-minute art class per week. Most schools have a part-time art specialist.

The high school has well-developed music, dance, theatre, and visual arts programs. Four-year courses in each of the disciplines are offered as electives for in-depth skill development or as areas in which students can explore and experiment. There is a one-year arts requirement for graduation.

Individual curriculum coordinators currently implementing Goal 9 and addressing the state arts framework face challenges: providing quality instruction to all students in the four arts disciplines; and having sufficient time, facilities, staff, and resources to integrate the arts into the curriculum.

Measurable Objectives

- By December 2002, establish for all students grade-level benchmarks in the arts that are aligned with the state framework and are integrated into the academic disciplines where appropriate and feasible, and culturally diverse in content and approach.

School Committee Priorities

- Quality teaching
- Reading
- Race, class, language
- Supporting students above, below, and at grade level in reading and math

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring or evaluation methods
1. Create a map of the four disciplines by school and grade, including: the curriculum, resources, materials, and facilities that exist to support learning in and through the arts.	Quality teaching	Assistant superintendent of Curriculum and Instruction, Arts curriculum coordinators	September 2001-June 2002	Present level Curr. Dev. A/U56 \$20,000 for hiring a consultant and other activities necessary to complete the mapping	There will be a written document that will be the basis for the further development of the curriculum benchmarks and coordinated frameworks.
2. Define in concrete and measurable terms what constitutes significant learning experiences and competency in each of the four disciplines.	Quality teaching Race, class, language	The coordinators of Visual Arts, Music Arts, Theater and Dance, and the assistant superintendent for Curriculum and Instruction	September 2001-June 2002	Present level Curr. Dev. A/U56 Stipends for cross-arts curriculum benchmark team meetings	A written document that will be the basis for the further development of the curriculum benchmarks and professional development plan
3. Review recommended curriculum to ensure: alignment with state frameworks; suitability for children with LEP and children in SPED; and suitability for students performing at, below and above grade level in math.	Quality teaching Race, class, language Supporting students above, below, and at grade level in reading and math	The coordinators of Drama and Dance, Art, and Music, the executive director of Special Education, the director of Bilingual Education	September 2001 – January 2002	Present level Sped Adm. Prog. 375 Bil. Adm. Prog 626	By January 2002, a report will be given to the assistant superintendent for Curriculum and Instruction

<p>4. Establish guidelines for a district K–12 portfolio system to collect and document learning in the arts.</p>	<p>Quality teaching Race, class, language</p>	<p>Visual Arts Coordinator, tow Arts Coordinators, the Executive Director of Professional Development</p>	<p>2001-2003</p>	<p>Funds for a team of 10 to participate in portfolio development, site visits, portfolio training, and dissemination of the plan for the next phase of training for all teachers in the new system</p>	<p>The development of a three-year training plan for 2003–2006 for all arts teachers and an ongoing plan for continued training cycles</p>
<p>5. Design and offer teachers professional development around integrating the four art disciplines into the curriculum and aligning the integrated curriculum with the learning standards of the state arts framework.</p>	<p>Quality teaching</p>	<p>The Coordinators of Drama and Dance, Art and Music, Executive Director of Professional Development</p>	<p>At completion of the benchmarks and portfolio action steps and no later than 2004</p>	<p>TBD More than \$20,000 yearly over three to five years to train all teachers in integrating the arts into the curriculum and portfolio assessment methods</p>	<p>The training of 1/3 rd of the elementary teachers yearly in arts integration throughout the curriculum to enhance the ability of the district's teachers to support multiple learning styles and alternative assessment methods</p>

Goal # 10: The number and percentage of students at Cambridge Rindge and Latin School taking high-level courses will increase each year, and will reflect the diversity of the student body.

Current Status or Challenge

Advanced placement (AP) courses are an indicator of student access to and success within rigorous and stimulating academic environments. The percent of students taking AP courses rose from 11% in 1996 to 14% in 1998. The number and percent of students in general, as well as subgroups, that are enroll and successfully complete these courses is as an indicator of the state of other high level courses such as honors and intensive courses.

The district and high school need to have high expectations in all courses for all students, and to eliminate student levels. CRLS needs to expand the availability of demanding academic courses so that all students experience high expectations. Considerably lower percentages of our African American and Latino students enroll in AP courses compared to our white students. Also, our white students are more than two times as likely to pass the AP exam as our African American or Latino students. The gap between our African American and white students has grown over time. While AP is only one indicator, it points to the challenge to re-think the definition of demanding course work, as well as how to provide it.

Measurable Objectives

- Increase the number and percent of students in all subgroups taking and passing AP exams by May 2002 as shown in the annual Student Data Reports.
- Increase the number of high level courses for all our high school students.
- Develop a clear definition of academic rigor and a set of programmatic objectives by the end of 2001-02 that will guide the further development of this goal.
- Map current academically rigorous activities and practices in the small schools by the end of 2001-2002.
- Include counselors in discussion of academic rigor and student assignment by 2001-2002.

School Committee Priorities
<ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math

Action Step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and evaluation methods
1. Enhance the academic and social development of emerging 9 th – 11 th graders in a summer program developed in collaboration with Harvard University.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS Principal, Academic Deans	Summer 2001	Harvard grant Present level Sec. Summ. Sch. – Prog. 415/428 (\$106,400)	Conduct implementation assessment as part of the restructuring evaluation. Continue monitoring student academic progress on Stanford 9 and enrollment rates for high level and AP courses.

<p>2. Enhance the academic development of elementary and middle grades students as long term preparation for taking high level courses at CRLS through an annual summer program.</p>	<p>Race, class, language</p> <p>Supporting students above, below, and at grade level in reading and math</p>	<p>Superintendent's designee</p>	<p>Summer 2001</p>	<p>Academic Support Services grant</p> <p>Additional resources for the general fund</p>	<p>Continue monitoring student academic progress on Stanford 9 and enrollment rates for high level and AP courses.</p>
<p>3. Expand the CRLS Literacy Initiative by training a total of 50 teachers annually from each of four schools in Strategic Literacy as provided by the SLI at WestED.</p>	<p>Race, class, language</p> <p>Supporting students above, below, and at grade level in reading and math</p>	<p>CRLS Principal, Executive Director of Professional Development, Coordinator of Language Arts</p>	<p>2001-2002 school year</p>	<p>Professional development schedule and funding Present level</p> <p>CRLS Prof. Dev. A/U30 Prog. 660</p>	<p>Conduct implementation assessment as part of the CRLS restructuring evaluation.</p>
<p>4. Provide academic support for our underachieving students to take high level and/or AP courses through one-on-one tutoring, mentoring, support groups, etc. Seek foundation funding such as Nellie Mae to develop targeted support programs similar to AVID and Xavier.</p>	<p>Race, class, language</p> <p>Supporting students above, below, and at grade level in reading and math</p>	<p>CRLS Principal, Small School Deans</p>	<p>2001-2002 school year</p>	<p>Present level</p> <p>CRLS Advisory Prog. additional resources required</p>	<p>Conduct implementation assessment as part of the CRLS restructuring evaluation. Continue monitoring student enrollment in AP courses.</p>
<p>5. Expand the advisory program to 11th and 12th-graders to support students' engagement and academic achievement.</p>	<p>Race, class, language</p> <p>Supporting students above, below, and at grade level in reading and math</p>	<p>CRLS Principal, Small School Deans</p>	<p>2001-2002 school year</p>	<p>Training for teachers in advisory program strategies for academic support and study skills</p>	<p>Conduct implementation assessment as part of the CRLS restructuring evaluation. Monitor development of student personal learning and career</p>

				FTE costs of the advising time period for the addition of the 11 th and 12 th grade advising component	plans.
6. Develop and include a study skills component in the grade 9-10 core program in the small schools.	Race, class, language Supporting students above, below, and at grade level in reading and math	CRLS Principal, Small School Deans, Coordinators of Library Media and Educational Technology	2001-2002 school year	Review current planning schedules to determine need for more planning time and support for teachers of grades 9 and 10.	Conduct implementation assessment as part of the CRLS restructuring evaluation.
7. Develop high level curriculum and instruction for core courses that includes the means to address differentiated learning styles.	Quality teaching	Principals, Deans of Curriculum	2001-2003	Present level and Smaller Learning Communities grant	Conduct implementation assessment as part of the CRLS restructuring evaluation.

School Committee Priorities
<ul style="list-style-type: none"> ▪ Quality teaching ▪ Reading ▪ Race, class, language ▪ Supporting students above, below, and at grade level in reading and math

Goal 11: All students, by the end of twelfth grade, will successfully participate in school programs that provide career-preparation skills, and will have a post-secondary education plan.

Current Status and Challenge

At CRLS, while there has been some program development in career-preparation, there has been limited program implementation through the Career Planning, Exploration and Internship Department and the Career Resource Center. Because there is no graduation requirement for internships or community based learning, these are not a priority for students.

There is very limited career exploration programming in several elementary schools' middle grades. The challenge is to enhance the program development that has begun in the middle grades of several of the elementary schools and within the Career Planning, Exploration and Internship department and the Career Resource Center at CRLS.

In a study last year, 50% of 1999 graduates were confirmed by the college they said they planned to attend. Due to lack of funding, no further study was carried out to determine if the balance of students were attending other colleges, or if they were unable to implement their college plans. The challenge is to continue the follow-up study of graduates as an essential means for determining the success of efforts to implement goal 11, and to strengthen resources for counseling and career planning for our 11th and 12th-graders.

Measurable Objectives

- By the end of 2001-2002, develop a clear set of programmatic objectives including recommended revisions to the graduation requirements, that will guide the further development of this goal.
- By the end of 2001-2002, map current activities and practices related to career planning and development in the elementary schools and the small schools at CRLS.
- By 2002-2003, expand the CRLS advising program in grades 9 and 10 to grades 11 and 12, and develop and include a specific focus on career exploration and planning.
- Fund further study of graduates' college enrollment to include year two.

Action step	School committee priority	Who will be responsible?	When will action occur?	What resources will we need?	Monitoring and evaluation methods
1. Develop a clear policy and implementation plan that outlines a continuum of career and community-based learning opportunities for students K-12.	Quality teaching	Executive director of Career and Vocational Technical Education	2002-2003 school year	Present level	A document that will be used for dissemination and further planning.

<p>2. Through the offices of: Career and Vocational Technical Education; Career Planning, Exploration and Internship; and the Career Resource Center, develop an advisory committee that includes representatives from the district, the city, local private industry, post secondary institutions, and community based organizations.</p>	<p>Quality teaching</p>	<p>CRLS principal, executive director of Career and Vocational Technical Education</p>	<p>200020-01 school year</p>	<p>Present level</p>	<p>Schedule of advisory team meetings and expanded opportunities for students in the local community.</p>
<p>3. Develop a guidance and advisory component that incorporates career exploration and post secondary planning for all CRLS students.</p>	<p>Race, class, language</p>	<p>CRLS principal, small school deans, coordinator of Guidance, executive director of Career and Vocational Technical Education</p>	<p>2001-2002 school year</p>	<p>Planing time for advisory and guidance teams to plan and implement the component</p>	<p>Individual planning document for each student</p>
<p>4. Expand on existing programs and services to create an array of opportunities for students that include career exploration projects, intensive internship experiences, tutoring and academic guidance, parent and family workshops, and targeted assistance in accessing higher education.</p>	<p>Race, class, language</p>	<p>Assistant superintendent for Curriculum and Instruction, CRLS principal</p>	<p>2001-2002 school year</p>	<p>Scheduling at CRLS that allows for external internships Grant Funds for post graduate study</p>	<p>Conduct implementation assessment as part of the CRLS restructuring evaluation. Continue monitoring the implementation of students' postgraduate plans including enrollment in years one and two of college.</p>

Appendix A

District Improvement Planning

Committee Members, Facilitators and Staff

Committee Members

Member	Affiliation
Larry Aaronson	Teacher, Cambridge Rindge and Latin School (CRLS), School 5
JoAnne Ackman	Family Liaison, Cambridge Rindge and Latin School
Bill Bates	Director of Health, Physical Education and Athletics
Wendell C. Bourne, Jr.	Coordinator of Multicultural Curriculum and Programs
Judith Contrucci	Coordinator of Drama and Dance K-12
Brenda S. Engel	Lesley University
Susan Golden	Executive Director, Cambridge Community Services
Mary E. Grassi	Title I Teacher-Leader
Donald Harding	Community Representative
Roger O'Sullivan	Cambridge Teacher's Association
Liz Peoples	Parent Representative, Agassiz School
Mary Cazabon	Director of Bilingual Education
Marla Pérez-Sellés	Assistant Director of Bilingual Education
Joe Petner	Principal, Haggerty School
Ruby Pierce	Rindge School of Technical Arts (RSTA)
Malcolm Pittman	Parent Representative, King Open
Lea Lewis Santos	Professional Development Center
Peggy Silverio	Assistant Principal, New Fletcher-Maynard Academy
Jean Spera	Acting Assistant Director of Office of Special Education
Valerie Spriggs	Executive Director of Professional Development
Carolyn L. Turk	Acting Assistant Superintendent for Curriculum and Instruction
Mary Tittmann	Parent Representative, Graham and Parks
Ellen Varella	Principal, Peabody School
Corinne Varón	Bilingual Education
Michael Young	Professional Development Center

Facilitators and Staff

Name	Title
Lenora Jennings	Executive Director of Student Achievement and Accountability
Barbara Black	Director of Development and Assessment
Maryann MacDonald	Director of Student Achievement and Accountability
Karen Kane	Project Assistant

Appendix B

District Improvement Planning Contributors from Facilitators' Information, Input, and Feedback Sessions

Cambridge Rindge and Latin School Deans

Cambridge School Committee

Cambridge Teacher's Association Executive Board

Curriculum Coordinators

Principals and Assistant Principals

School Council Co-Chairs

Superintendent's Budget Advisory Sub-Committee

Superintendent's Management Team

Teachers

Appendix C

Some Data Charts Related to District Goals

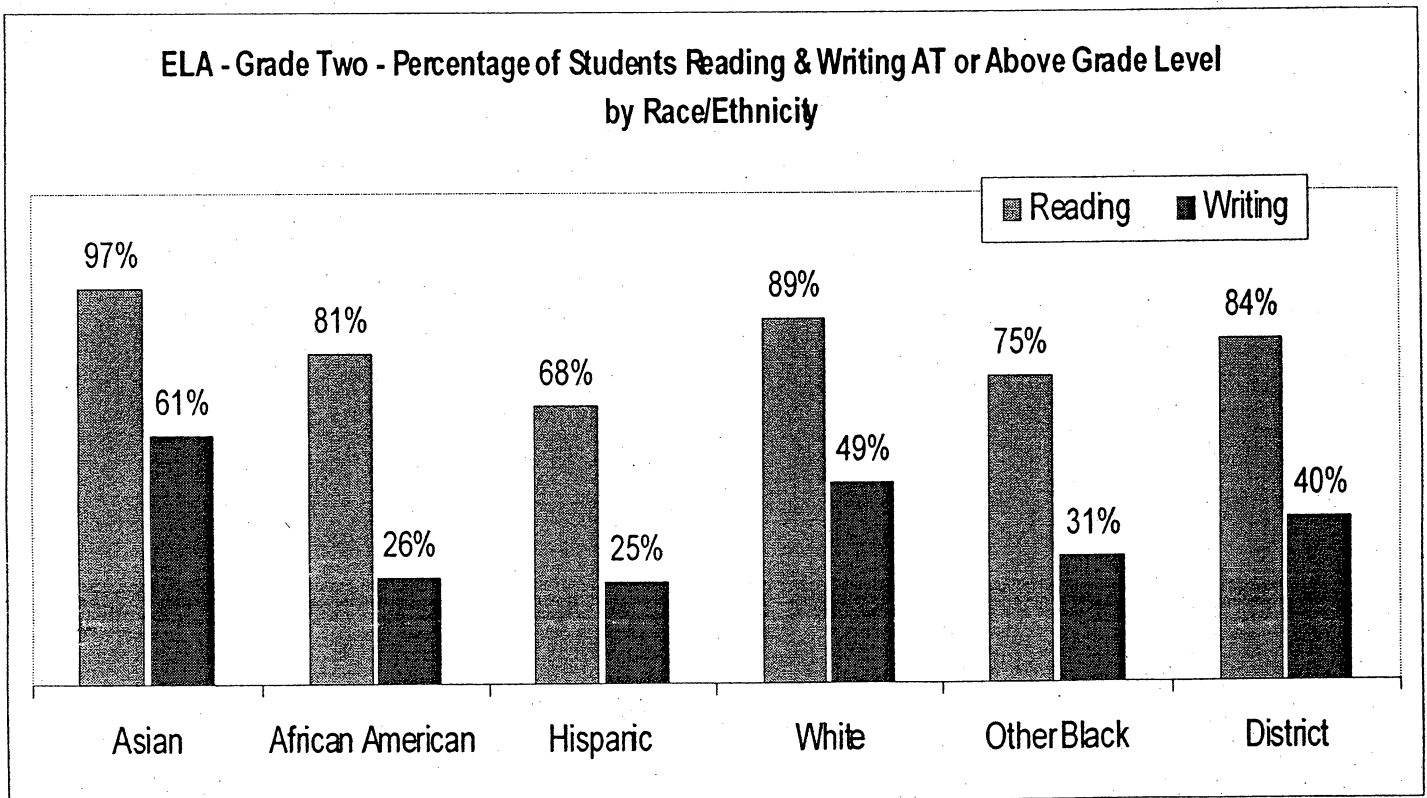
Data for Goal 2: Reading

Early Literacy Assessment – Grade Two

- At the end of grade two, 472 students (84%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). Two hundred twenty-two students (40%) were writing at or above grade level. In grade two, the reading skills of students are considerably better developed than their writing skills according to this assessment.

- **By Race or Ethnicity**

The gap between Hispanic or Latino and white students is 21 points or 30% better among white students than among Latino students. There is a smaller gap among African American and white students (8 points or 10%) and a more noticeable gap (14 points or 19%) between Other Black students and white students. This means that white students are 10% more likely to read at grade level than African American students and 19% more likely than Other Black students. Although the writing scores are low for all students, white students are almost twice as likely to write at grade level than African American or Latino students are.



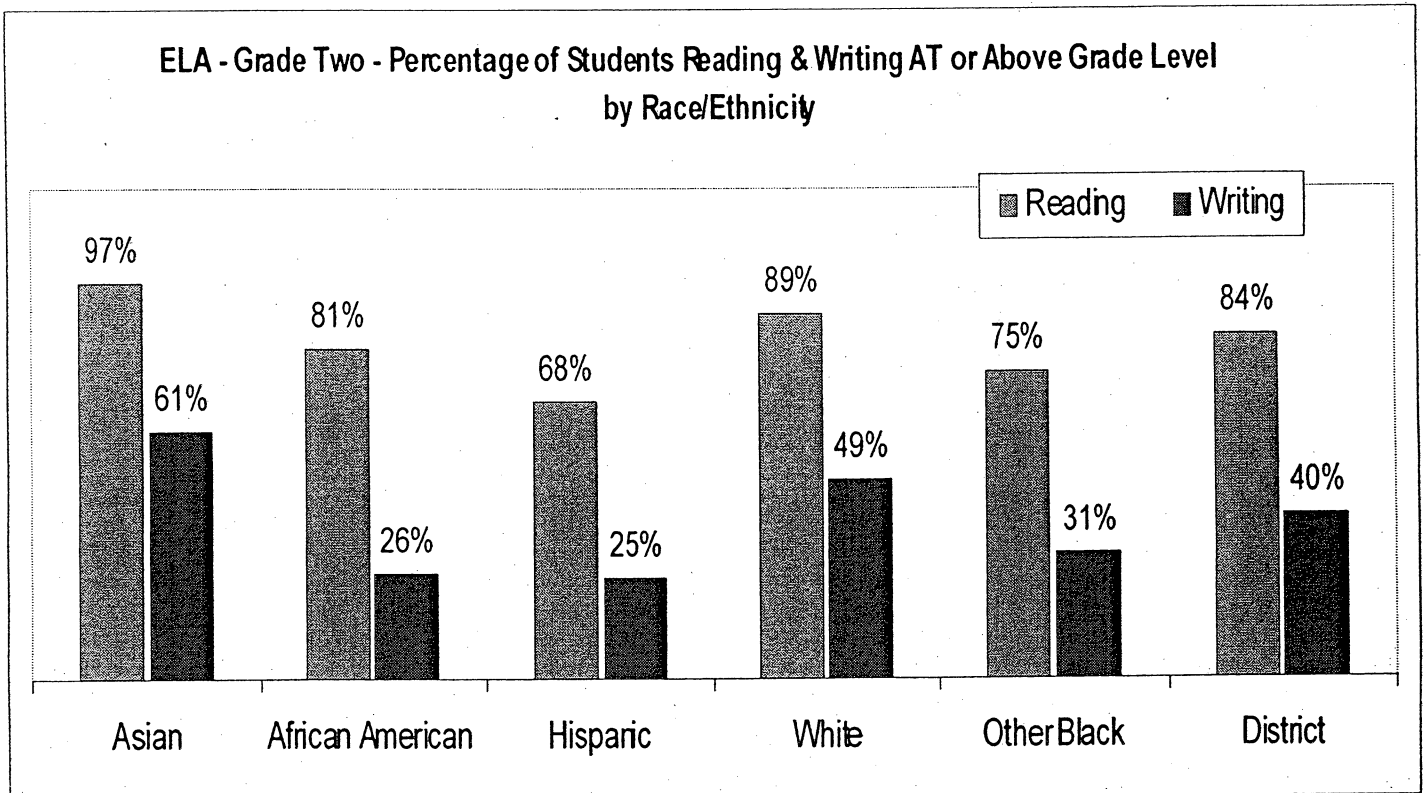
Data for Goal 2: Reading

Early Literacy Assessment – Grade Two

- At the end of grade two, 472 students (84%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). 222 students (40%) were writing at or above grade level. In grade two, the reading skills of students are considerably better developed than their writing skills according to this assessment instrument.

- By Race/Ethnicity**

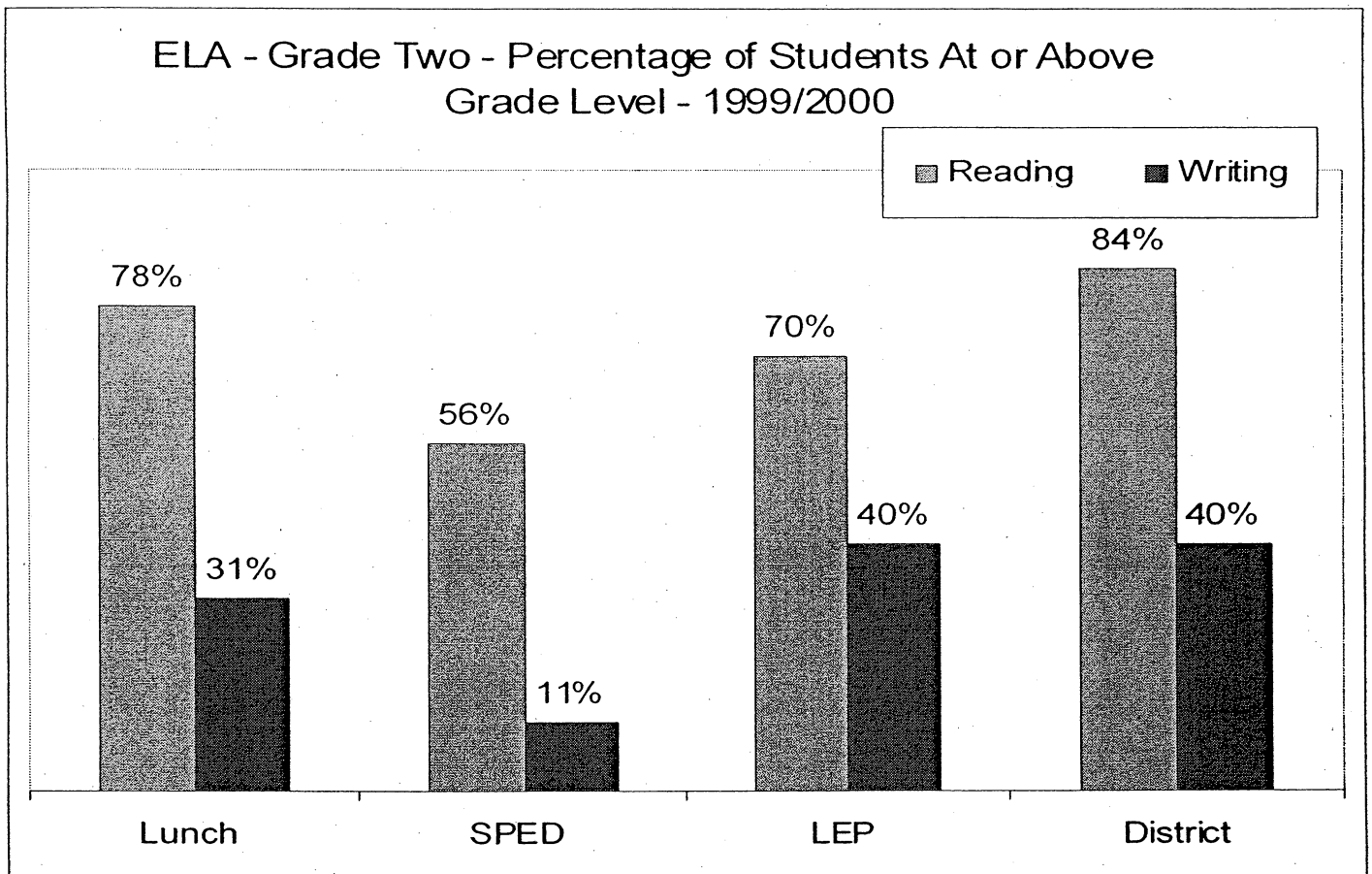
The gap between Hispanic and White students is 21 points or 30% better among White students than among Hispanic students. There is a smaller gap among African American and White students (8 points or 10%) and a more noticeable gap (14 points or 19%) between Other Black students and White students. This means that White students are 10% more likely to read at grade level than Black students and 19% more likely than Other Black students. Although the writing scores are low for all students, white students are almost twice as likely to write at grade level than Black or Hispanic students are.



Data for Goal 2 continued

- **By Lunch program Participation, SPED, and LEP**

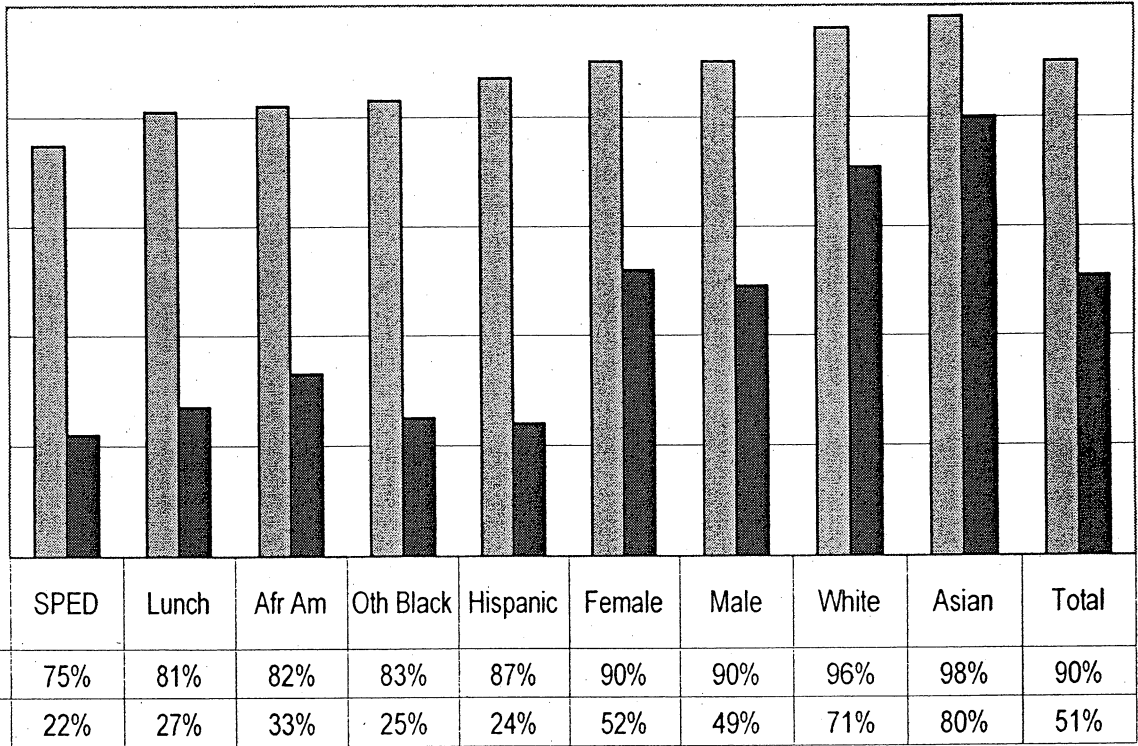
The greatest gap exists between the writing skills and the reading skills of students district-wide with 84% of students reading at or above grade level in grade two but only 40% of students writing at or above grade level. Students in SPED are less likely to read or write at grade level than any other group of students.



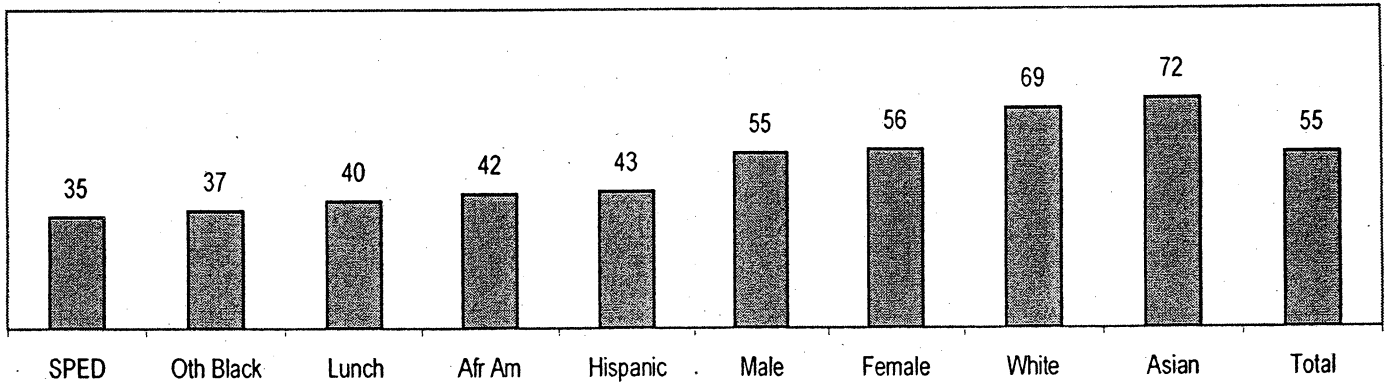
Data for Goal 2 continued

Fall 1999 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings for Grade Three

1999 Fall Stanford 9 - Grade 3 - Total Reading Performance Standards

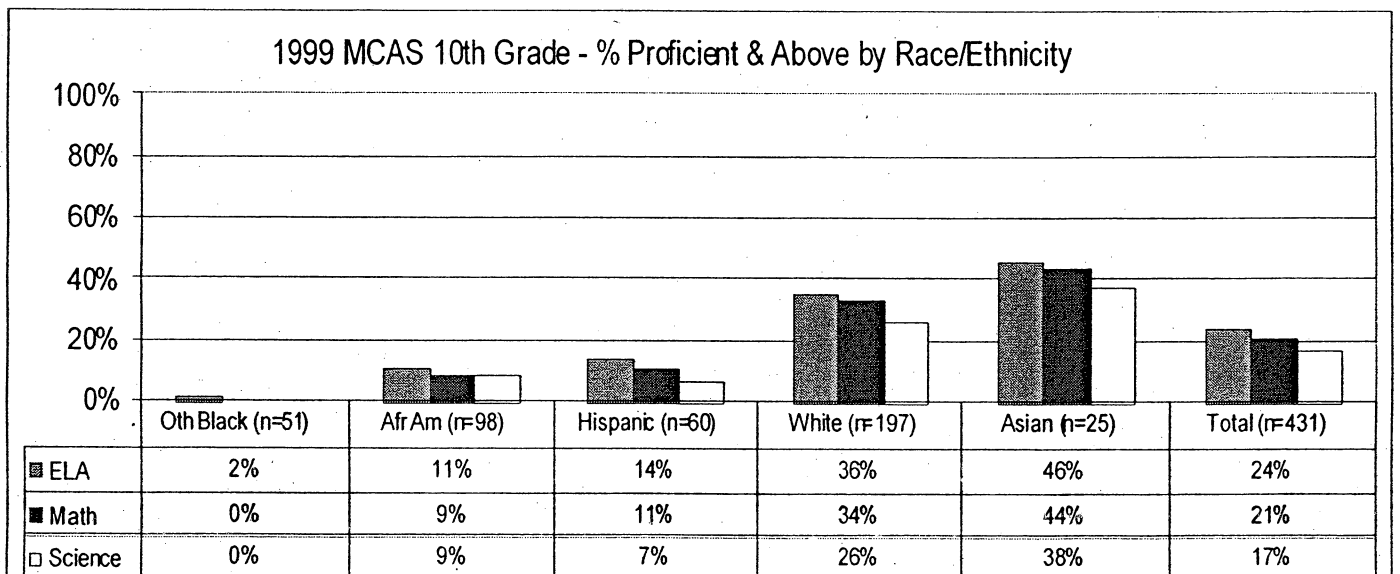
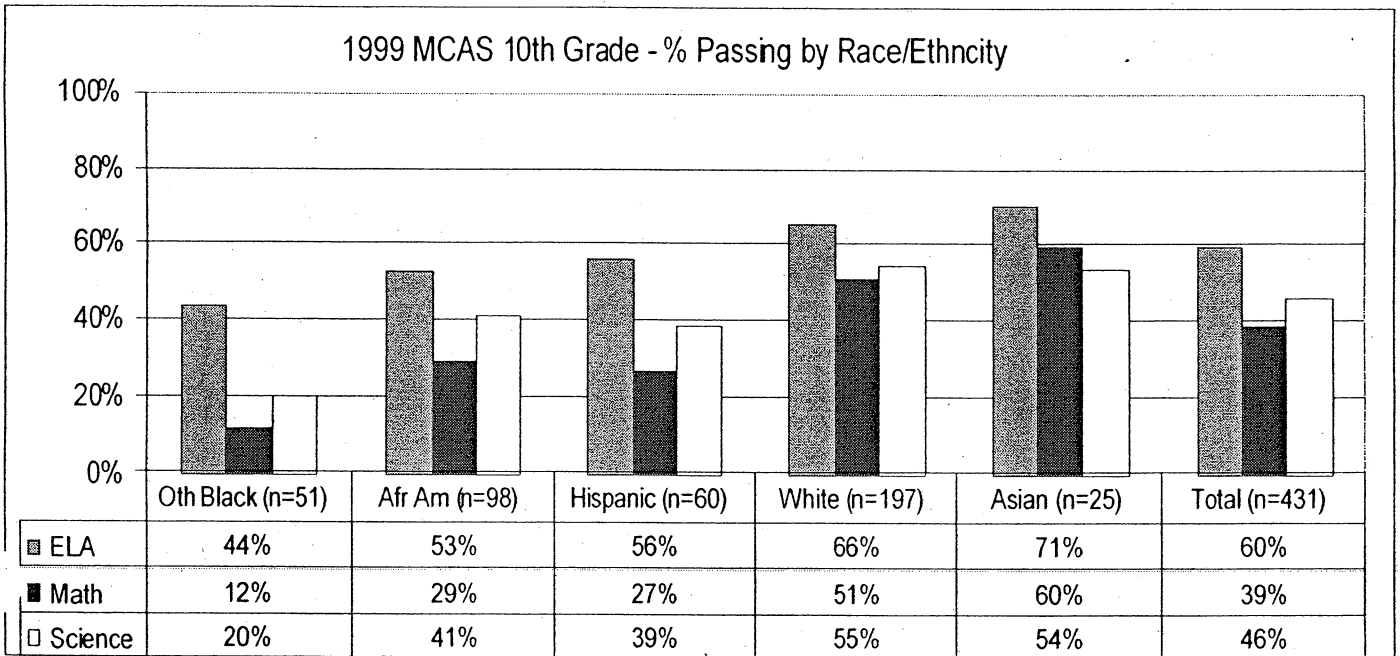


1999 Fall Stanford 9 - Grade 3 - Total Reading Average National Percentile Ranking (NPR)



Data for Goal 3: Tenth- Graders Passing MCAS

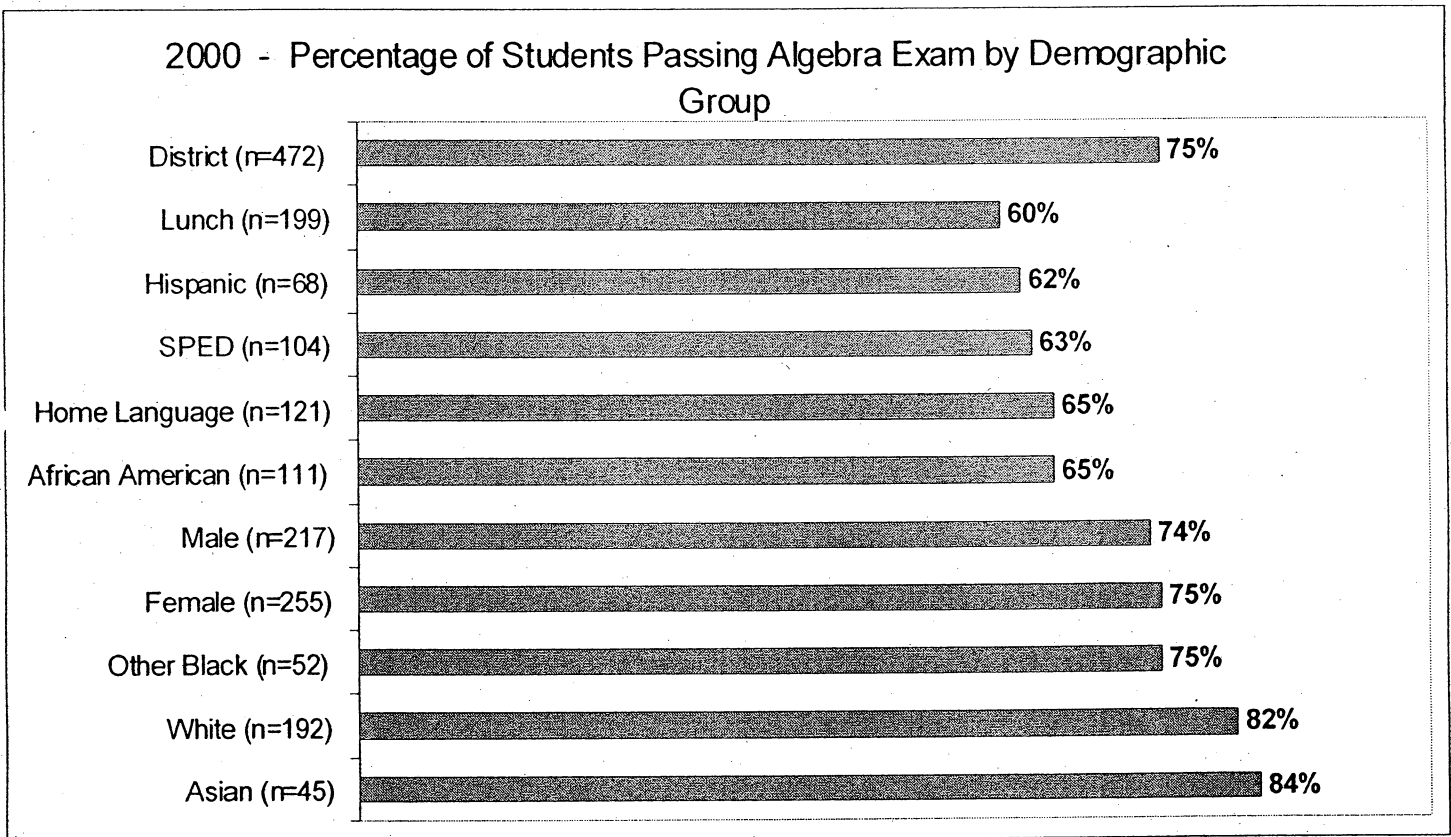
In the MCAS test of spring 2000, 60% of 10th-graders passed the English language arts exam; 39% passed the math exam and 46% passed the science exam. Higher proportions of white and Asian students passed than African American, Latino or Other Black students.



Data for Goal 7: Algebra

- In the 1999-2000 school year, 348 seventh-graders and 124 eighth-graders took the Part I Algebra exam.
- Seventy-five percent (75%) or three-quarters of these students passed the exam.
- **By Demographic Group**

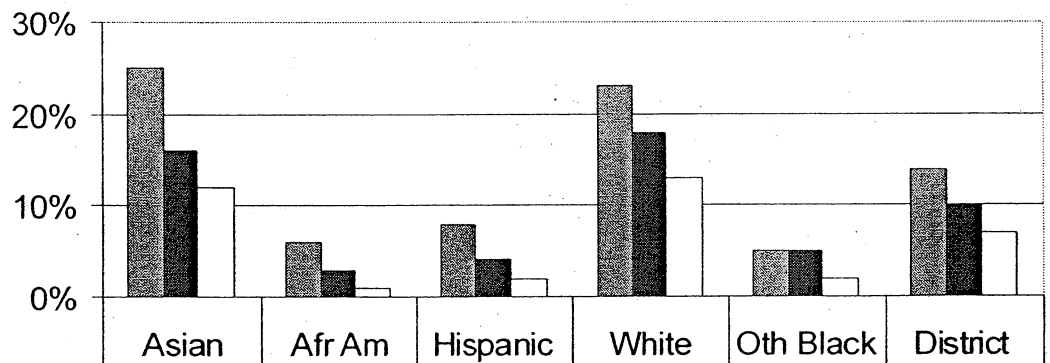
Among the student sub-groups, white and Asian students have higher pass rates (82% and 84% respectively) compared to other groups. In fact, white students pass at a rate 27% higher than African American and 32% higher than Latino students. Boys and girls passed at the same rate.



Data for Goal 10: High Level Courses at CRLS

- 200 students (72% of those enrolled in AP courses) took 380 Advanced Placement Exams.
- Of the 380 exams taken, 245 (65%) passed with a score of 3 or greater by 138 students (48% of those taking AP courses).
- **By Race and Ethnicity – Percentage taking courses, exams, and scores greater or equal to three**

1999/2000 Enrollment in AP Courses, Taking of Exams, and Grades Received by Race/Ethnicity



	Asian	Afr Am	Hispanic	White	Oth Black	District
■ % Taking Courses	25%	6%	8%	23%	5%	14%
■ % Taking Exams	16%	3%	4%	18%	5%	10%
□ % Passing Exams with a score of 3 or higher	12%	1%	2%	13%	2%	7%

Appendix D

Budget Codes for Programs

Elementary Education Programs

Code	Description
109	Home-Based Early Childhood Education
110	Kindergarten
111	K - 3 Model
112	Basic Skills Grades 1 - 3
114	Basic Skills Grades 4 - 6
116	Language Arts Grades 7 - 8
117	Computer Education
118	Mathematics Grades 7 - 8
120	Science
122	Social Studies Grades 7 - 8
124	Modern Languages
126	Physical Education
128	Art
129	Dramatic arts
130	Music
132	Bilingual Education
134	Home Economics/Industrial Arts
137	Health and Safety Education
138	Reading
142	Library/Media
144	Elementary Student Support Services
147	Extended Day
148	Elementary General Instructional Support
149	Elementary Parent Support Services
150	Elementary School Mgt. and Supervision
155	Elementary School Improvement Plans

Secondary Education Programs

Code	Description
247	Community Based Learning Program/Extended Day
249	Parent support
250	Secondary General Instructional Support
251	Curriculum Development and Instruction
252	School Management and Supervision
255	Secondary School Improvement Plans

Rindge School of Technical Arts

Code	Description
253	RSTA - General Instructional Support
254	RSTA - Management and Supervision
257	RSTA - Business Education
258	RSTA - Work Study
259	School to Careers
260	RSTA - Auto Mechanics
261	RSTA - Auto Body
263	RSTA - City Works
264	RSTA - Electrical
266	RSTA - Electronics
268	RSTA - Drafting
272	RSTA - Graphic Arts
274	RSTA - Carpentry
276	RSTA - Computer Programming
279	RSTA - Culinary Arts
281	RSTA - Technology Education
288	RSTA - Counseling
289	RSTA - Special Education/Vocational Rehabilitation

Secondary Education Programs

Code	Description
208	Reading Development
210	Language Arts
212	Mathematics
214	Science
216	Social Studies
217	computer education
218	Modern Language
222	Art
224	Music
226	Physical Education
228	Bilingual Education
230	Home Economics
232	Day Care Program
234	Health and Safety
238	Dramatic Arts
242	Guidance
244	Library Media
246	Student Services

Special Education Programs

Code	Description
305	Vision
310	Home Instruction
320	Speech/Language
325	Behavior Management (Emotionally Disturbed)
328	Bilingual Special Education
330	Learning Disabilities
335	Inclusionary Program (General)
345	Substantially Developmentally Delayed
350	Moderately Developmentally Delayed
355	Related Services (Central Medical Services)
362	Mediation Services
365	Psychological Services
372	Day Tuitions
374	Residential Tuitions
375	Bureau of Pupil Services Management and Supervision
380	Resource room
390	Home Based Early Childhood
395	Pre - School Special Education

Summer Programs

Code	Description
410	Elementary Summer Programs
415	Secondary Summer Programs
428	Secondary Bilingual Summer Programs
432	Elementary Bilingual Summer Program

Adult and Continuing Education

Code	Description
560	Adult and Continuing Education
561	Driver Education

Learning Support Programs

Code	Description
620	General Curriculum Support
621	Science Admin. & Curriculum Supv.
622	Physical Ed. Admin & Curriculum Supv.
623	Art Admin. & Curriculum Supv.
624	Dramatic Arts Admin. & Curriculum Supv.
625	Music Admin. & Curriculum Supervision
626	Bilingual Admin. & Curriculum Supv.
627	Library Media Admin. & Curriculum Supv.
628	Language Arts Admin. & Curriculum Supv.
629	Social Studies Admin. & Curriculum Supv.
630	Teachers Resource Center
631	Cable Television
633	Modern Language Admin. & Curriculum Supv.
635	Mathematics Admin. & Curriculum Supv.
637	Ed. Technology Admin. & Curriculum Supv.
640	School Volunteers Program
642	Primary Education Administration
643	Follow Through Administration
650	Middle Schools Program Development
660	Staff Development
665	Dropout Prevention Admin. & Supv.
670	Resource Development and Assessment

Central Support Services Programs

Code	Description
710	Purchasing Services
715	Accounting and Budgeting
720	Payroll Services
780	Computer Services

School Support Service Programs

Code	Description
730	Food Services
740	Plant Maintenance/Operations
745	Custodial Operations
747	Plant Maintenance Projects
750	Transportation - Regular Bus
755	Transportation - Special Needs (In-City)
760	Transportation - Special Needs (Tuitioned-out)
770	Safety and Security Services

District Wide Management Programs

Code	Description
810	Public Information
815	Research and Testing
825	Professional Development
835	Human Resources
837	Employee Benefits
838	Elementary School Administration
840	Assistant Supt. Curriculum & Instruction
850	Deputy Superintendent - Administration
860	Management Services
865	Legal Services
870	Superintendent - School District Management
871	Student Achievement and Accountability
880	School Committee
890	Affirmative Action
892	Affirmative Action Advisory Committee
893	Student Registration Center
895	Debt Service
897	Technology 2000
898	Systemwide Accounts

Athletic Programs

Code	Description
901	Athletics

CAMBRIDGE PUBLIC SCHOOLS

Student Data Report

1999-2000

Prepared by the Office of Development and Assessment

Introduction

The purpose of this report is to provide a means of monitoring, on an annual basis, various factors within the Cambridge Public Schools. It provides both demographic and educational outcome measures at a district level and among a select set of student sub-groups. It is divided into three sections based on the educational grade level groupings, Elementary Grades K-5; Middle Grades 6 – 8; and High School. The student groups that are reviewed include sub-groupings based on gender, race/ethnicity, socio-economic status, English proficiency, and special education needs.

Throughout this report, charts are used to illustrate the proportion of various demographic and outcome indicators. A table with numbers and percents can be found on the following pages.

For the purposes of this report, all data used has been collected from the district's electronic data file. The numbers and proportions used throughout the report are based on the student enrollment as of January 2000. This is done in order to ensure maximum accuracy, especially for students who will be enrolled in the lunch program, special education, and bilingual education or English as a second language services after the start of school and throughout the fall of the school year. If a student enters the school system after January, they are added to the data file and included in this report. Students who leave the system after January continue to be included in the data file and are included in this report. This is done in order to be able to monitor the various behavioral and indicators for all students including those who may have dropped out or left the system close to the end of the year.

Some Definitions

African American: Any Black student who is born in the US and whose home language is English.

Other Black: Any Black student who does not fulfill the criteria described for African American.

LEP: Limited English Proficiency, this refers to any student enrolled in a bilingual program or receiving English as a Second Language (ESL) services. As a result of the manner in which data is currently kept, the LEP category includes students in the two-way bilingual programs who are native English speakers. Currently, there is no data indicating a student's level of English proficiency in the computer center electronic data file.

Lunch: Used for determining socio-economic status and poverty levels, this term refers to enrollment in the federal free and reduced price lunch program. Enrollment is based on family size and income level.

SPED: Students who receive special education services provided in the school by the Office of Special Education.

ELA: Early Literacy Assessment. This is a performance based assessment conducted by the classroom teachers at grades K-2 in reading and writing. The instrument used in assessing reading is Developmental Reading Assessment (DRA) and for writing, the Cambridge Public Schools Continuum for Writing is used.

Kindergarten: Includes Kindergarten and Junior Kindergarten students (those who will spend two years in Kindergarten).

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Elementary K-5
Student Data Report

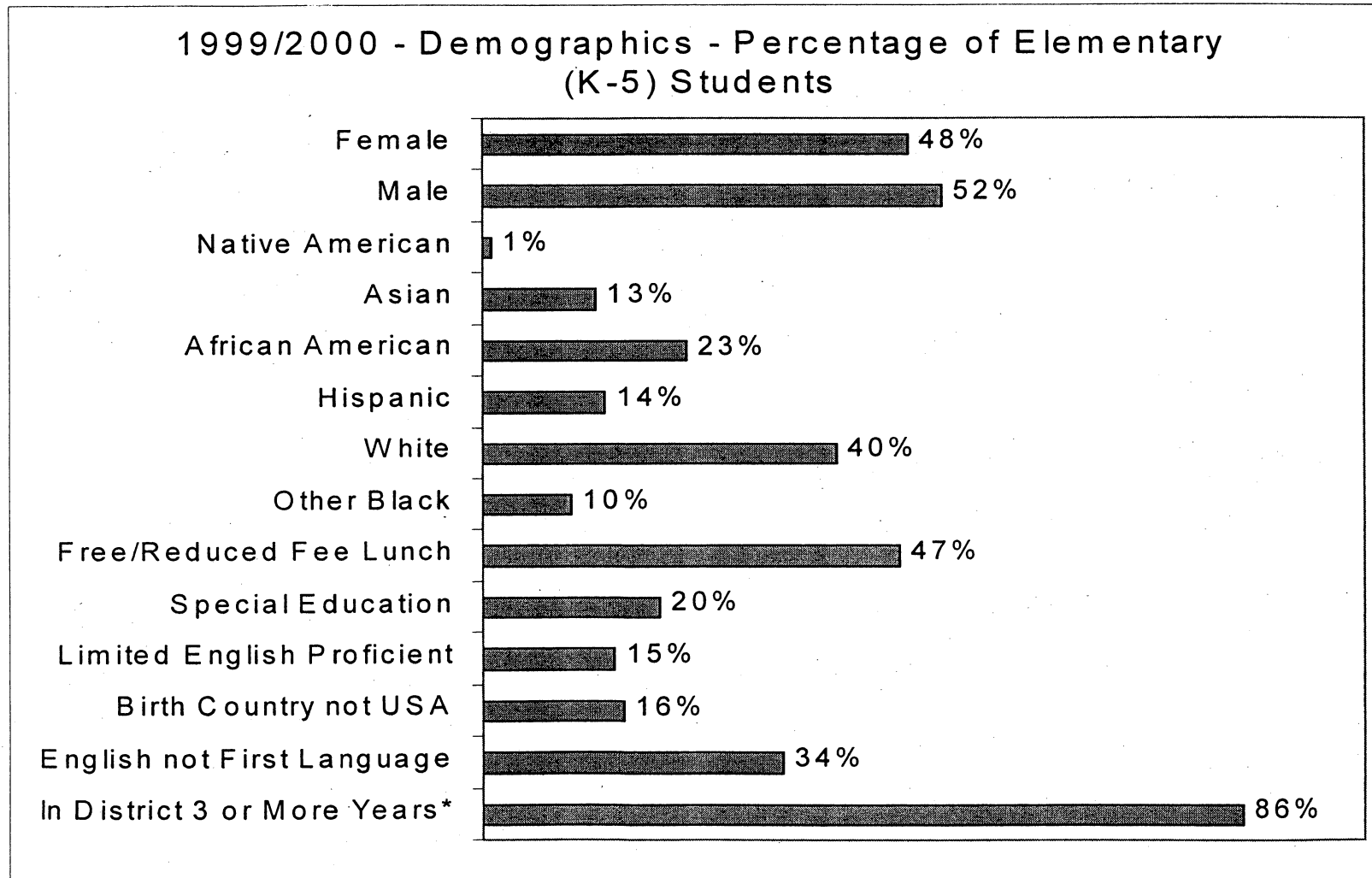
1999-2000

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Elementary (K-5) Demographics

The following chart illustrates the proportion of various demographic groups of students in grades kindergarten through five.



Demographics - Elementary School (K-5) - Number by Grade

The number of students who have been enrolled in the district for three or more years is not calculated until grade two and considers kindergarten as the first possible enrollment year. Percentages are based on available data only. Please note that data regarding years in the district is missing for 39% of the enrolled students.

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	729	348	381	8	110	146	94	312	58	335	63	172	253	
First	588	279	309	4	75	128	95	219	67	279	70	103	217	
Second	622	304	318	3	78	147	92	240	62	285	129	105	225	490
Third	585	284	301	3	73	163	72	217	57	282	133	61	164	492
Fourth	579	290	289	3	69	126	75	250	56	256	126	69	197	461
Fifth	612	298	314	7	68	128	90	245	74	289	155	63	202	501
Ungraded	81	18	63	0	4	34	20	16	7	52	81	1	27	65
Total	3796	1821	1975	28	477	872	538	1499	381	1778	757	574	1285	2009
% of Elementary		48%	52%	1%	13%	23%	14%	40%	10%	47%	20%	15%	34%	87%

* data missing for 1466 students

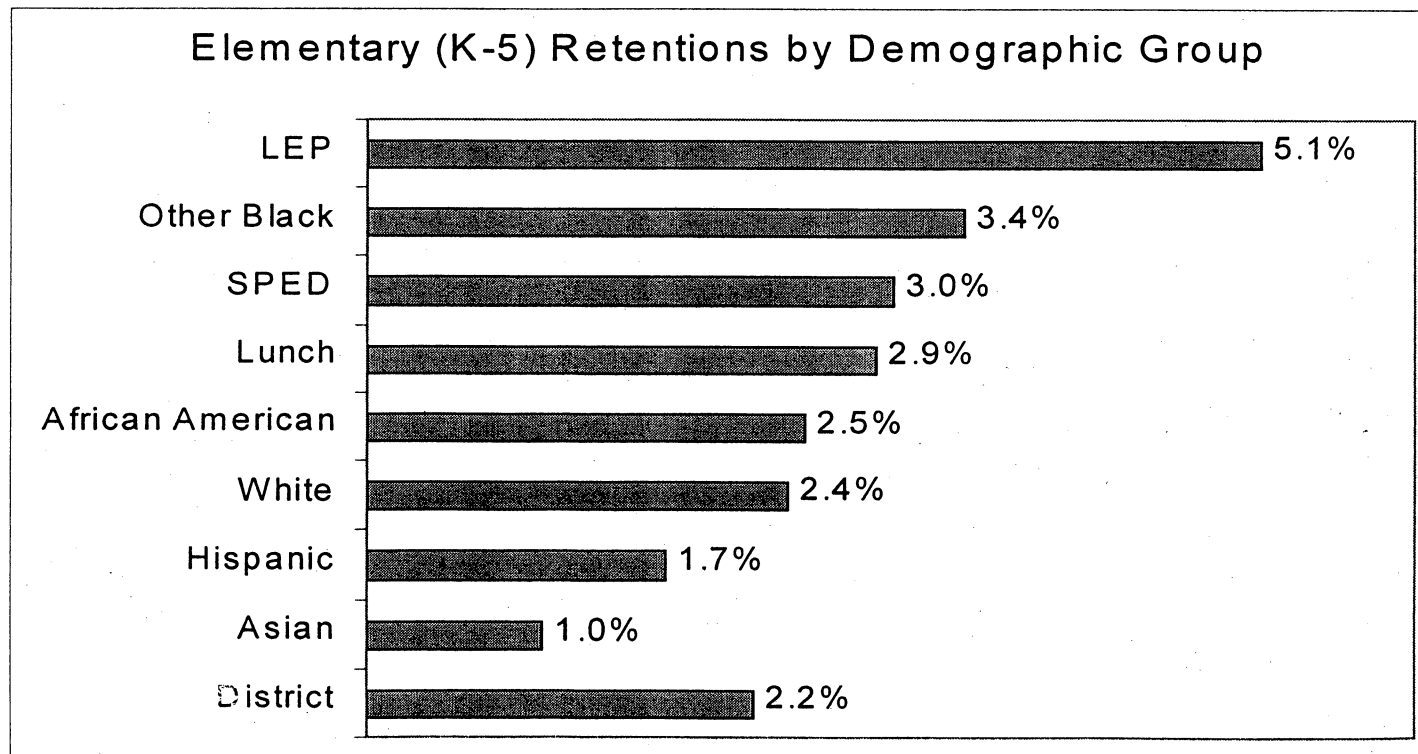
There is a drop in grade level enrollments between grades of an average of 23 students per grade; however this is due for the most part to the large enrollment at the kindergarten level. By removing the kindergarten and reviewing the enrollment in grades one through five only, the average difference in grade level enrollment consists of a 6 student increase. It may be useful to study more carefully the reasons for the drop in enrollment between kindergarten and grade one. This may also be an important point at which to establish strong links with families so as to ensure their continued enrollment in the district schools.

Demographics - Elementary School (K-5) - Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	19%	48%	52%	1%	15%	20%	13%	43%	8%	46%	9%	24%	35%	
First	15%	47%	53%	1%	13%	22%	16%	37%	11%	47%	12%	18%	37%	
Second	16%	49%	51%	0%	13%	24%	15%	39%	10%	46%	21%	17%	36%	85%
Third	15%	49%	51%	1%	12%	28%	12%	37%	10%	48%	23%	10%	28%	88%
Fourth	15%	50%	50%	1%	12%	22%	13%	43%	10%	44%	22%	12%	34%	87%
Fifth	16%	49%	51%	1%	11%	21%	15%	40%	12%	47%	25%	10%	33%	86%
Ungraded	2%	22%	78%	0%	5%	42%	25%	20%	9%	64%	100%	1%	33%	89%

Retentions

- 85 elementary students (K-5) were retained in 1999/2000, which is 2.2% of the total students enrolled in K-5 grades. This means that they repeated during the 1999-2000 school year a grade in which they had been enrolled during 1998-99
- **By grade** – 48 kindergarten students were retained (6.6%); 16 first grade students (2.7%); 17 second grade students (2.7%); 2 third grade students (.3%); 2 fourth grade student (.3%); no fifth grade or ungraded students were retained.
- **By Demographics**



Retentions – Number by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	48	20	28	3	10	3	24	8	30	6	17	28
First	16	6	10	2	2	5	5	2	8	4	7	6
Second	17	5	12	0	6	1	7	3	11	9	5	11
Third	2	2	0	0	2	0	0	0	2	2	0	2
Fourth	2	1	1	0	2	0	0	0	1	2	0	1
Fifth	0	0	0	0	0	0	0	0	0	0	0	0
Total	85	34	51	5	22	9	36	13	52	23	29	48
District	2.2%	1.9%	2.6%	1.0%	2.5%	1.7%	2.4%	3.4%	2.9%	3.0%	5.1%	3.7%

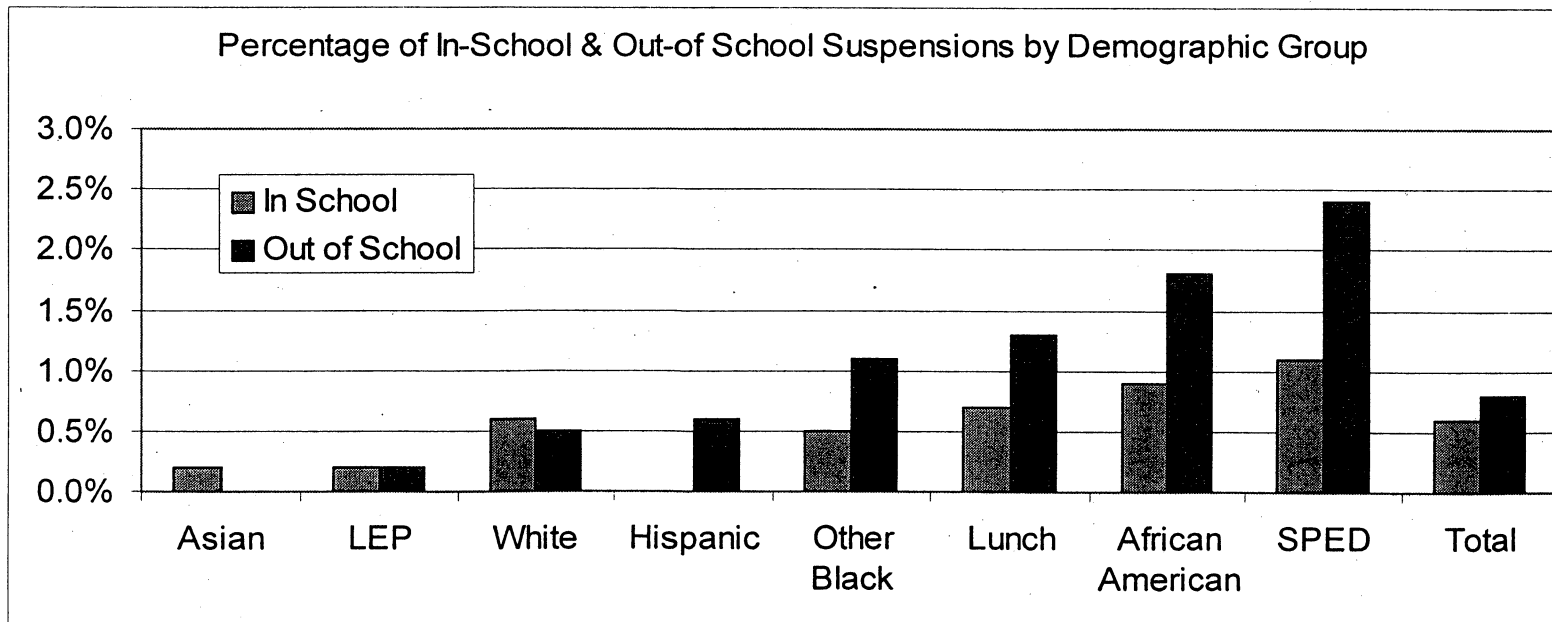
Retentions – Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Kinder	7%	6%	7%	3%	7%	3%	8%	14%	9%	10%	10%	11%
First	3%	2%	3%	3%	2%	5%	2%	3%	3%	6%	7%	3%
Second	3%	2%	4%	0%	4%	1%	3%	5%	4%	7%	5%	5%
Third	0%	1%	0%	0%	1%	0%	0%	0%	1%	2%	0%	1%
Fourth	0%	0%	0%	0%	2%	0%	0%	0%	0%	2%	0%	1%
Fifth	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Suspensions

- **In-School Suspensions**
 - 21 students were suspended (.6%).
- **In-District Suspensions**
 - 4 students were suspended to this program (.1%).
- **Out-of-School Suspensions**
 - 31 students were suspended (.8%).
- **By Demographics**

(Because of the limited number of In-District Suspensions (4), the demographics for this category of suspension are not presented).



In-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	3	0	3	0	0	0	0	3	0	3	0	0	0	n/a
First	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a
Second	2	1	1	0	0	1	0	1	0	1	1	0	0	2
Third	3	1	2	0	0	3	0	0	0	2	2	0	0	3
Fourth	6	3	3	0	0	2	0	4	0	2	1	0	0	6
Fifth	6	3	3	1	1	1	0	1	2	5	3	1	2	5
Ungraded	1	0	1	0	0	1	0	0	0	0	1	0	0	1
Total	21	8	13	1	1	8	0	9	2	13	8	1	2	17
District	0.6%	0.4%	0.7%	3.7%	0.2%	0.9%	0.0%	0.6%	0.5%	0.7%	1.1%	0.2%	0.2%	0.9%

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	0.4%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.9%	0.0%	0.0%	0.0%	n/a
First	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a
Second	0.3%	0.3%	0.3%	0.0%	0.0%	0.7%	0.0%	0.4%	0.0%	0.4%	0.8%	0.0%	0.0%	0.4%
Third	0.5%	0.3%	0.7%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.7%	1.4%	0.0%	0.0%	0.6%
Fourth	1.0%	1.0%	1.1%	0.0%	0.0%	1.6%	0.0%	1.6%	0.0%	0.8%	0.8%	0.0%	0.0%	1.3%
Fifth	1.0%	1.0%	1.0%	16.7%	1.4%	0.8%	0.0%	0.4%	2.7%	1.7%	1.9%	1.4%	1.0%	1.0%
Ungraded	1.2%	0.0%	1.6%	0.0%	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	1.5%

In-District Suspensions – Number & Percentage by Grade

- Because of the limited number (4) of elementary (K-5) students suspended to this program, and in the interest of protecting student anonymity, tables with grade and demographic information will not be presented here.

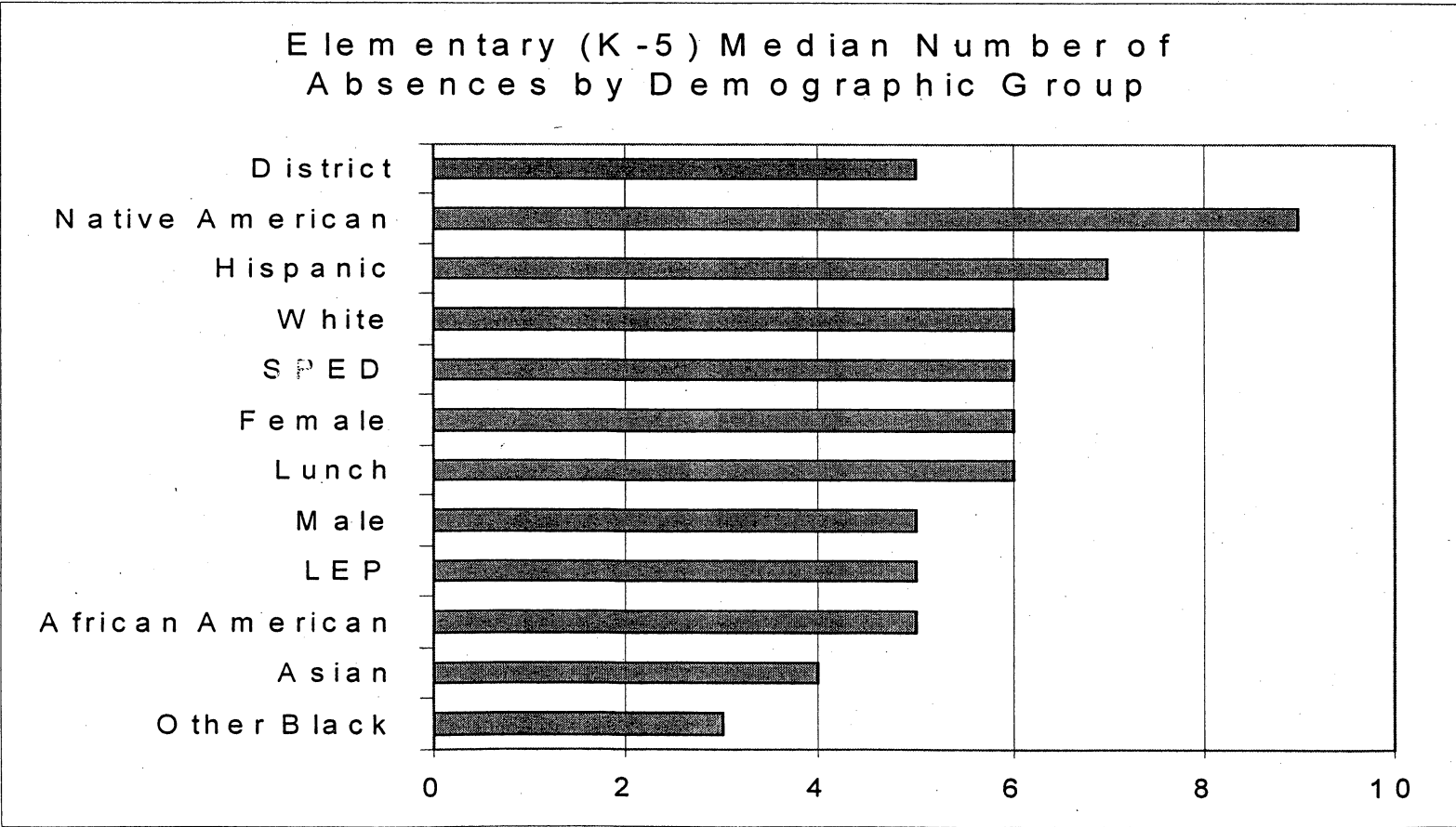
Out-of-School Suspensions – Number & Percentage by

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	2	0	2	0	0	0	1	1	0	2	1	0	0	n/a
First	1	1	0	0	0	0	0	1	0	1	1	0	0	n/a
Second	3	3	0	0	0	3	0	0	0	2	0	0	0	2
Third	5	0	5	0	0	4	0	1	0	4	2	0	1	4
Fourth	6	2	4	0	0	2	1	0	3	5	2	1	3	4
Fifth	8	2	6	1	0	2	1	4	0	5	6	0	0	8
Ungraded	6	0	6	0	0	5	0	0	1	4	6	0	0	6
Total	31	8	23	1	0	16	3	7	4	23	18	1	4	24
District %	0.8%	0.4%	1.2%	3.7%	0.0%	1.8%	0.6%	0.5%	1.1%	1.3%	2.4%	0.2%	0.3%	1.2%

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Kinder	0.3%	0.0%	0.5%	0.0%	0.0%	0.0%	1.1%	0.3%	0.0%	0.6%	1.6%	0.0%	0.0%	n/a
First	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.4%	1.5%	0.0%	0.0%	n/a
Second	0.5%	1.0%	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.4%
Third	0.8%	0.0%	1.6%	0.0%	0.0%	2.5%	0.0%	0.5%	0.0%	1.4%	1.4%	0.0%	0.6%	0.8%
Fourth	1.0%	0.7%	1.4%	0.0%	0.0%	1.6%	1.6%	0.0%	5.2%	2.0%	1.7%	1.7%	1.6%	0.9%
Fifth	1.3%	0.7%	1.9%	16.7%	0.0%	1.6%	1.1%	1.6%	0.0%	1.7%	3.8%	0.0%	0.0%	1.6%
Ungraded	7.4%	0.0%	9.5%	0.0%	0.0%	14.7%	0.0%	0.0%	14.3%	7.7%	7.4%	0.0%	0.0%	9.2%

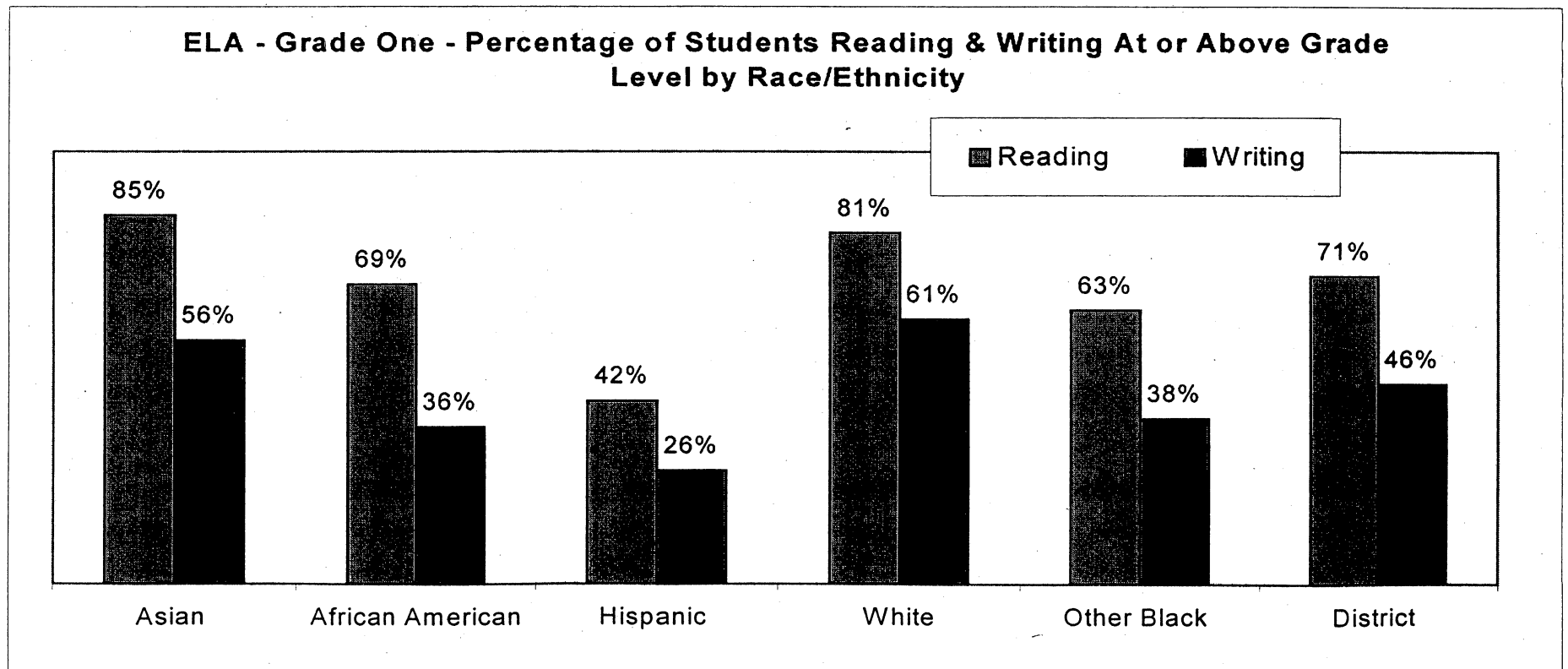
Absences

- The median number of absences for all elementary students (K-5) was 5 absences. For a 180-day school year, the median attendance rate was 97%. The range of absences was from 0 to 149 absences.
- **By Demographics**
The chart below demonstrates that there is slight variation in median absence rate among the various demographic groups in grades K – 5.



Early Literacy Assessment – Grade One

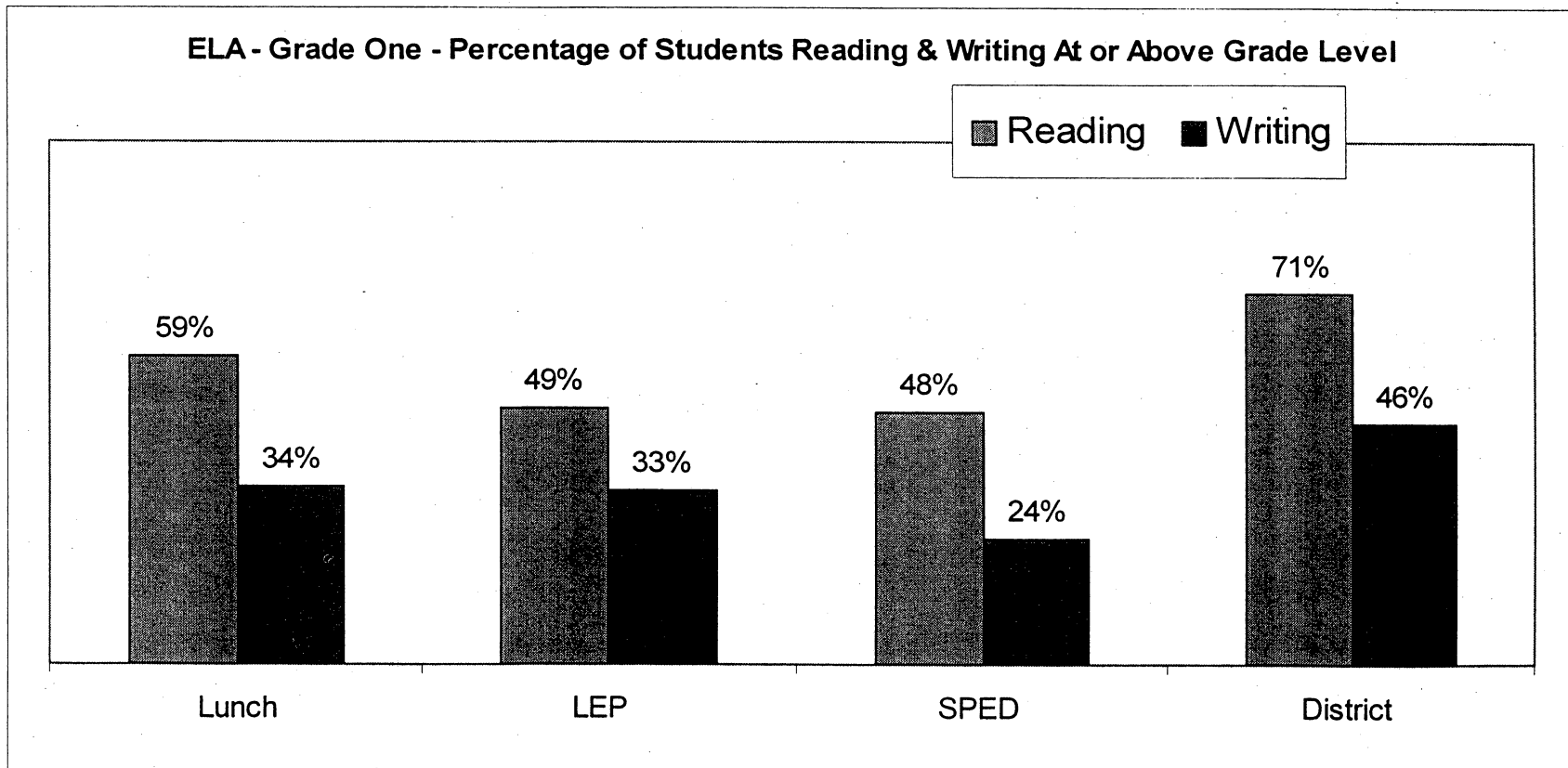
- At the end of grade one, 383 students (71%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). 219 students (46%) were writing at or above grade level. The development of writing skills is required across the district among all groups of students. The greatest gap exists between the reading and the writing skills of all students district-wide with students 54% more likely to read at grade level than to write at grade level in grade one.
- **By Race/Ethnicity**
Reading skills among White students are almost two times better developed than among Hispanic students and 17% better than among African American students and 28% better than among Other Black students.



Early Literacy Assessment— Grade One

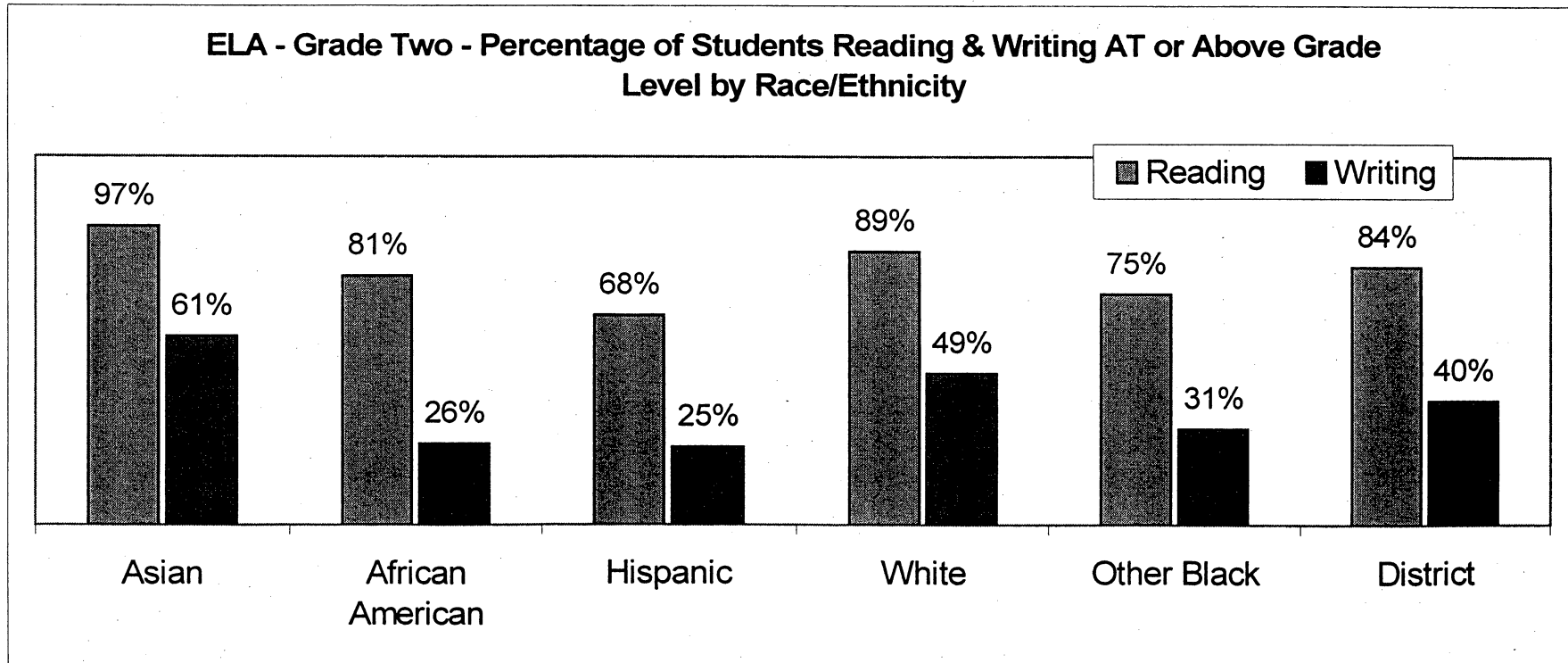
- **By Lunch, SPED, and LEP**

Reading skills are almost 50% better district-wide than they are among the subgroups of students who receive LEP or SPED services. Lunch Program students are almost 20% less likely to read at grade level than students district-wide.



Early Literacy Assessment – Grade Two

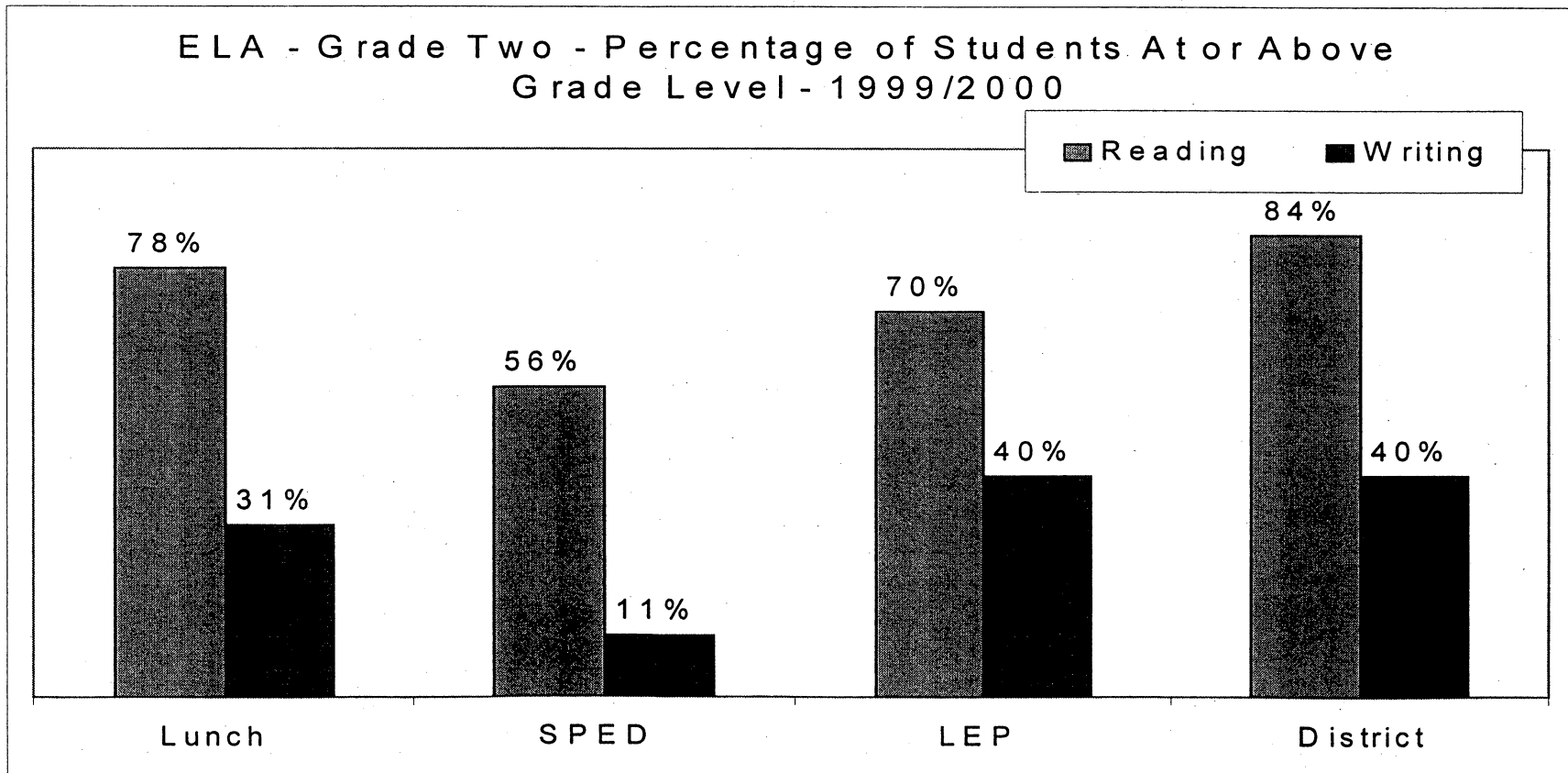
- At the end of grade two, 472 students (84%) were reading at or above grade level based on the Developmental Reading Assessment (DRA). 222 students (40%) were writing at or above grade level. In grade two, the reading skills of students are considerably better developed than their writing skills according to this assessment instrument.
- By Race/Ethnicity**
The gap between Hispanic and White students is 21 points or 30% better among White students than among Hispanic students. There is a smaller gap among African American and White students (8 points or 10%) and a more noticeable gap (14 points or 19%) between Other Black students and White students. This means that White students are 10% more likely to read at grade level than Black students and 19% more likely than Other Black students. Although the writing scores are low for all students, white students are almost twice as likely to write at grade level than Black or Hispanic students are.



Early Literacy Assessment – Grade Two

- *By Lunch, SPED, and LEP*

The greatest gap exists between the writing skills and the reading skills of students district-wide with 84% of students reading at or above grade level in grade two but only 40% of students writing at or above grade level. SPED students are the less likely to read or write at grade level than any other group of students.



Early Literacy Assessment – Grade One & Grade Two – Number & Percentage of Students At & Above Grade Level in Reading and Writing

READING

Grade One

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
1st Grade At Benchmark	383	190	193	58	88	33	166	37	156	31	43	115
1st Graders Tested	543	265	278	68	128	79	205	59	264	65	88	191
1st Grade Students	588	279	309	75	128	95	219	67	279	70	103	217
% Tested	92%	95%	90%	91%	100%	83%	94%	88%	95%	93%	85%	88%
% At Benchmark	71%	72%	69%	85%	69%	42%	81%	63%	59%	48%	49%	60%

Grade Two

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
2nd Grade At Benchmark	472	245	227	72	112	56	189	41	197	67	56	150
2nd Graders Tested	564	277	287	74	138	82	213	55	254	120	80	191
2nd Grade Students	622	304	318	78	147	92	240	62	285	129	105	225
% Tested	91%	91%	90%	95%	94%	89%	89%	89%	89%	93%	76%	85%
% At Benchmark	84%	88%	79%	97%	81%	68%	89%	75%	78%	56%	70%	79%

WRITING

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang
1st Graders at Benchmark	219	128	91	32	41	18	107	20	78	41	25	70
2 nd Graders at Benchmark	223	129	94	45	36	21	103	17	78	14	32	74

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang
1st Graders at Benchmark	46%	54%	39%	56%	36%	25%	61%	39%	34%	71%	33%	43%
2 nd Graders at Benchmark	40%	47%	33%	61%	26%	26%	49%	31%	31%	12%	40%	39%

Fall 1999 Stanford 9 – Total Reading & Open-Ended Performance Standards and National Percentile Rankings

1999 Stanford 9 - Total Reading - GRADE 3

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	90%	90%	90%	98%	82%	87%	96%	83%	81%	75%
Proficient & Above	51%	52%	49%	80%	33%	24%	71%	25%	27%	22%
Average NPR	55	56	55	72	42	43	69	37	40	35

1999 Stanford 9 - Total Reading - GRADE 4

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	88%	88%	89%	91%	80%	81%	95%	90%	83%	71%
Proficient & Above	57%	57%	57%	80%	36%	30%	77%	33%	37%	25%
Average NPR	53	53	53	66	40	36	66	38	39	34

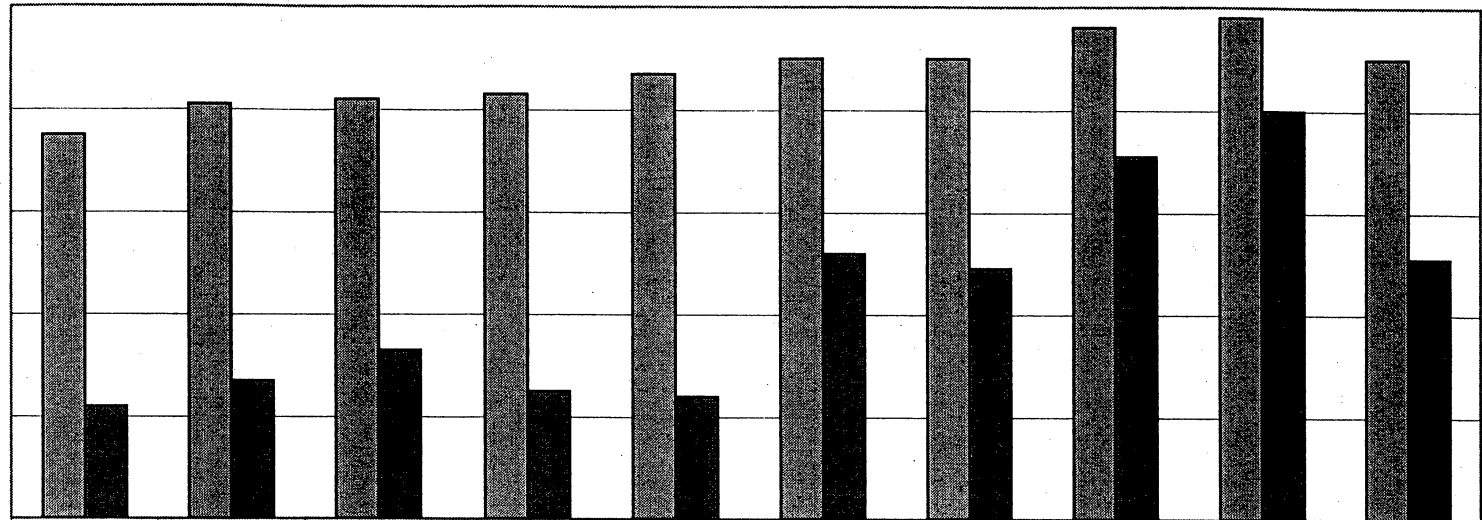
1999 Stanford 9 - Total Reading - GRADE 5

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	85%	87%	82%	96%	78%	76%	90%	76%	78%	65%
Proficient & Above	49%	52%	47%	69%	30%	27%	69%	22%	31%	16%
Average NPR	48	50	47	62	36	32	61	31	35	26

1999 Stanford 9 - Open-Ended - GRADE 5

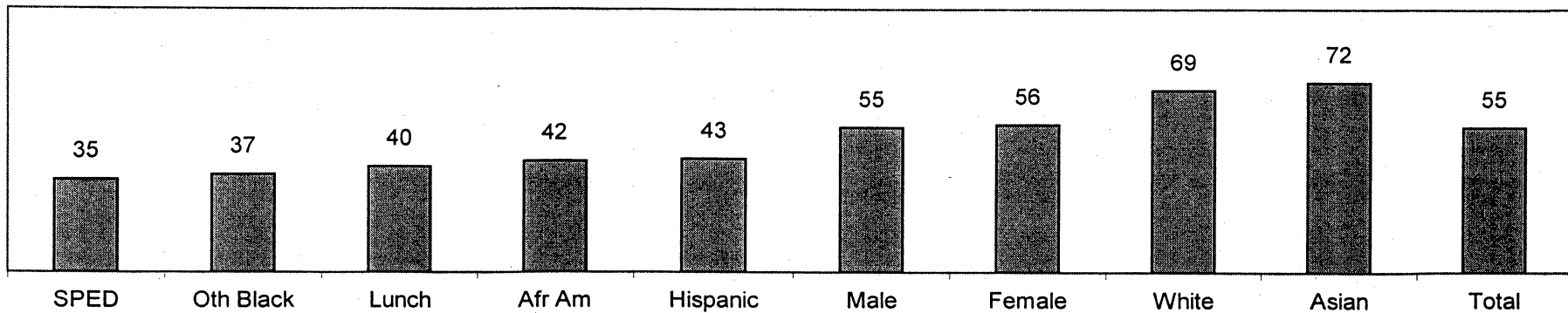
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	78%	83%	74%	86%	71%	75%	81%	78%	74%	63%
Proficient & Above	36%	43%	29%	53%	25%	23%	46%	29%	28%	17%
Average NPR	47	53	42	59	40	40	53	41	41	33

1999 Fall Stanford 9 - Grade 3 - Total Reading Performance Standards

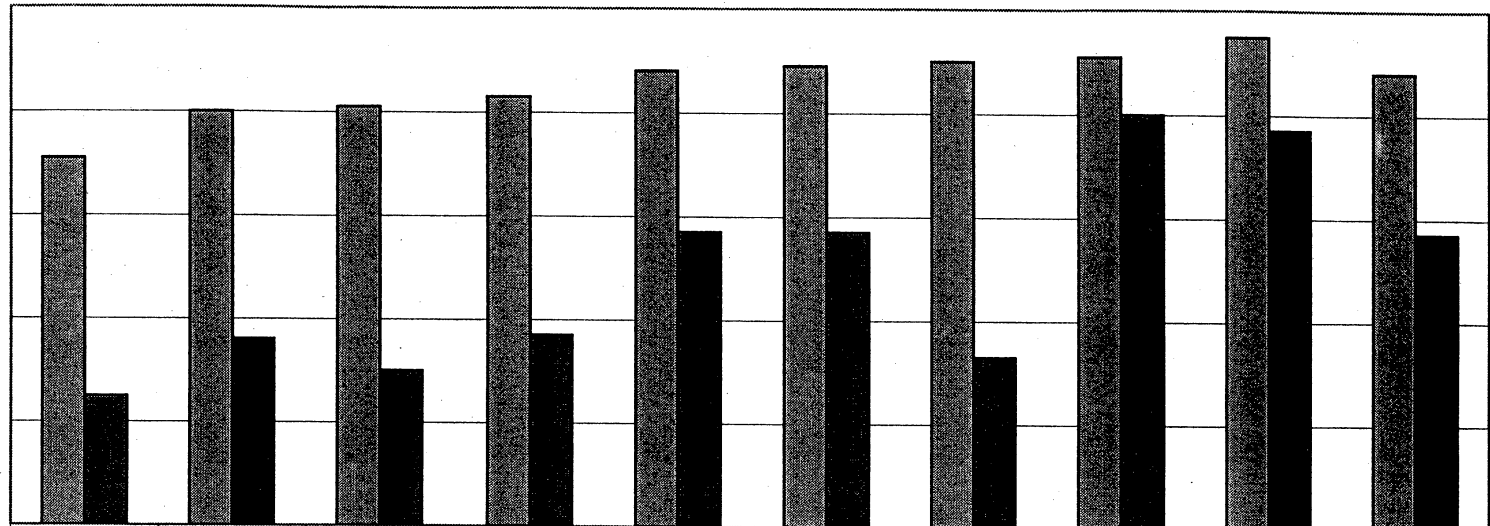


	SPED	Lunch	Afr Am	Oth Black	Hispanic	Female	Male	White	Asian	Total
Basic & Above	75%	81%	82%	83%	87%	90%	90%	96%	98%	90%
Proficient & Above	22%	27%	33%	25%	24%	52%	49%	71%	80%	51%

1999 Fall Stanford 9 - Grade 3 - Total Reading Average National Percentile Ranking (NPR)

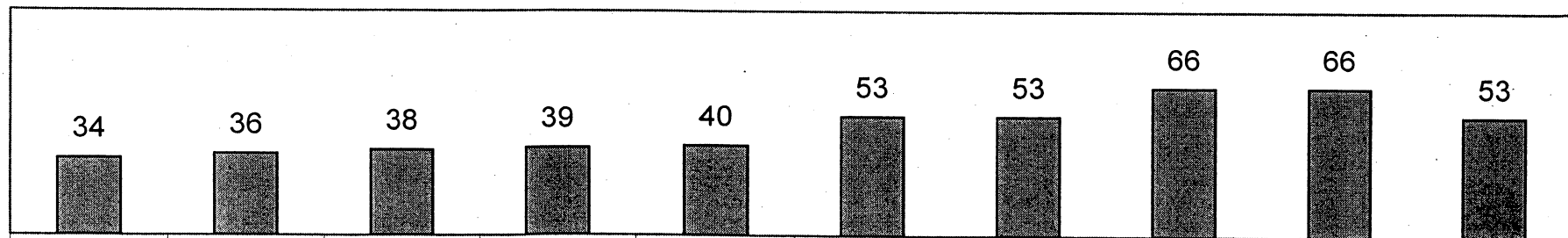


Fall 1999 Stanford 9 - Grade 4 - Total Reading Performance Standards



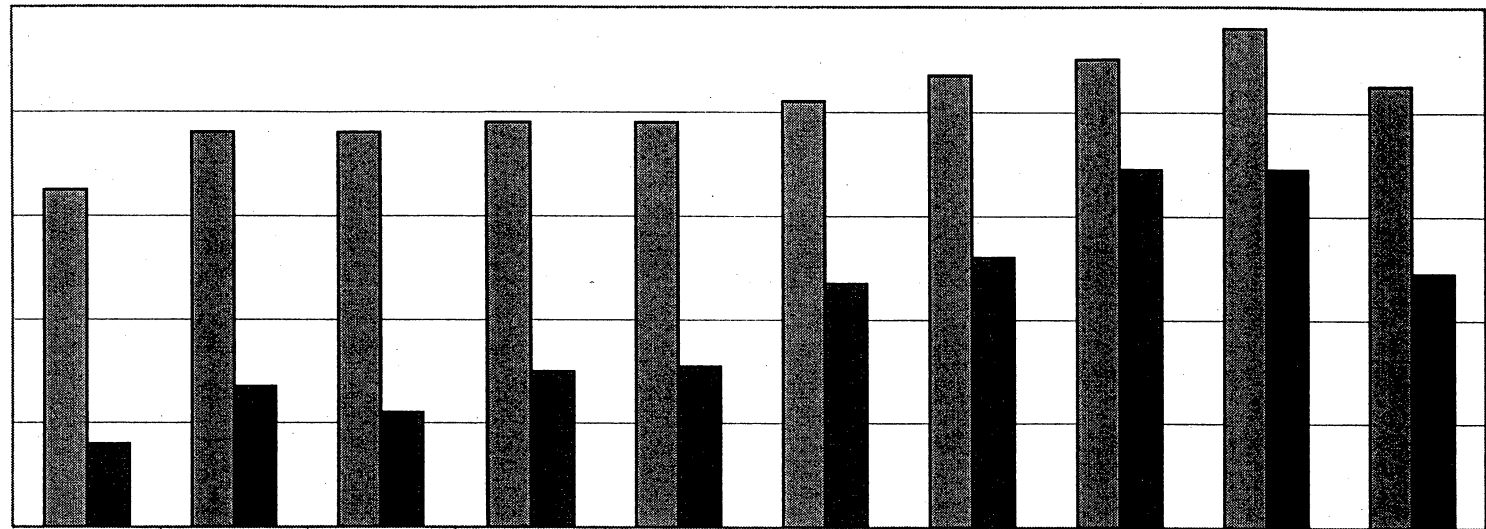
	SPED	Afr Am	Hispanic	Lunch	Female	Male	Oth Black	Asian	White	Total
■ Basic & Above	71%	80%	81%	83%	88%	89%	90%	91%	95%	88%
■ Proficient & Above	25%	36%	30%	37%	57%	57%	33%	80%	77%	57%

Fall 1999 Stanford 9 - Grade 4 - Total Reading Average NPR



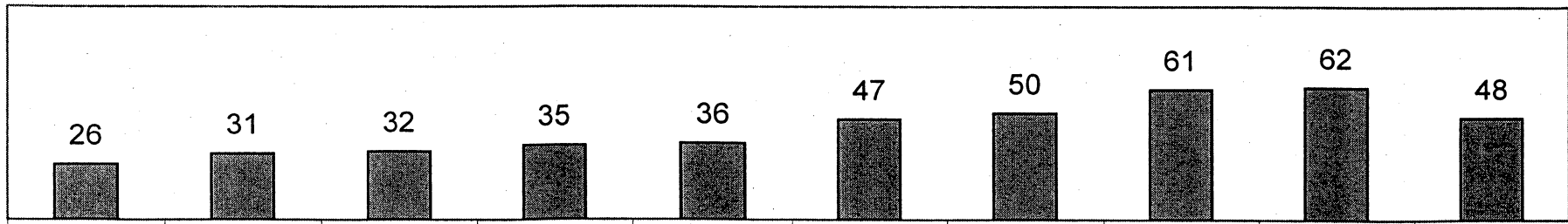
SPED	Hispanic	Oth Black	Lunch	Afr Am	Female	Male	Asian	White	Total
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1999 Fall Stanford 9 - Grade 5 - Total Reading Performance Standards



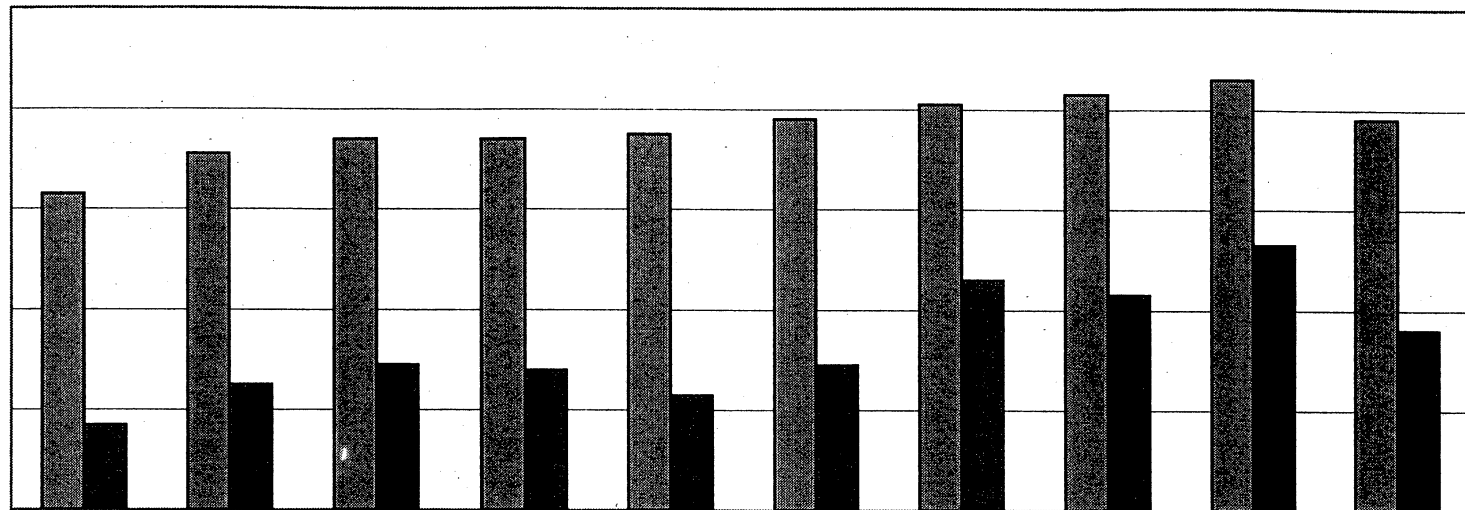
	SPED	Hispanic	Oth Black	Afr Am	Lunch	Male	Female	White	Asian	Total
Basic & Above	65%	76%	76%	78%	78%	82%	87%	90%	96%	85%
Proficient & Above	16%	27%	22%	30%	31%	47%	52%	69%	69%	49%

1999 Fall Stanford 9 - Grade 5 - Total Reading Average NPR



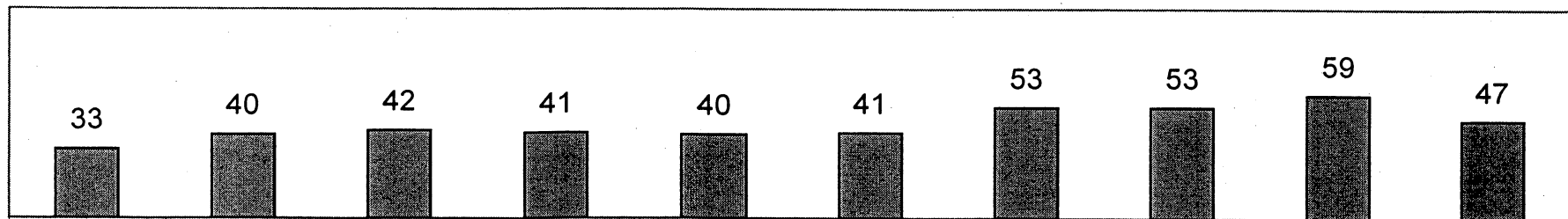
SPED Oth Black Hispanic Lunch Afr Am Male Female White Asian Total

1999 Fall Stanford 9 - Grade 5 - Open-Ended Performance Standards



	SPED	Afr Am	Male	Lunch	Hispanic	Oth Black	White	Female	Asian	Total
Basic & Above	63%	71%	74%	74%	75%	78%	81%	83%	86%	78%
Proficient & Above	17%	25%	29%	28%	23%	29%	46%	43%	53%	36%

1999 Fall Stanford 9 - Open- Ended Average NPR



SPED Afr Am Male Lunch Hispanic Oth Black White Female Asian Total

Spring 2000 MCAS Scores – Grade 4

A more complete report of MCAS results will be provided upon receipt of the electronic data file from the MA Department of Education.

English Language Arts

CPS Absent = 27 (5%)

Statewide absent = 0%

	Total		Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
CPS Valid Tested	495	98	20%	342	69%	52	11%	3	1%	
CPS Published by DOE (incl absent)	522	125	24%	342	66%	52	10%	3	1%	
Statewide			13%		67%		19%		1%	

Math

CPS Absent = 27 (5%)

Statewide absent = 0%

	Total		Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
CPS Valid Tested	505	137	27%	201	40%	102	20%	65	13%	
CPS Published by DOE (incl absent)	532	164	31%	201	38%	102	19%	65	12%	
Statewide			18%		42%		28%		12%	

Science

CPS Absent = 31 (5%)

Statewide absent = 0%

	Total		Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
CPS Valid Tested	500	76	15%	197	39%	184	37%	43	9%	
CPS Published by DOE (incl absent)	531	107	20%	197	37%	184	35%	43	8%	
Statewide			8%		30%		51%		11%	

Middle Grades (6-8)

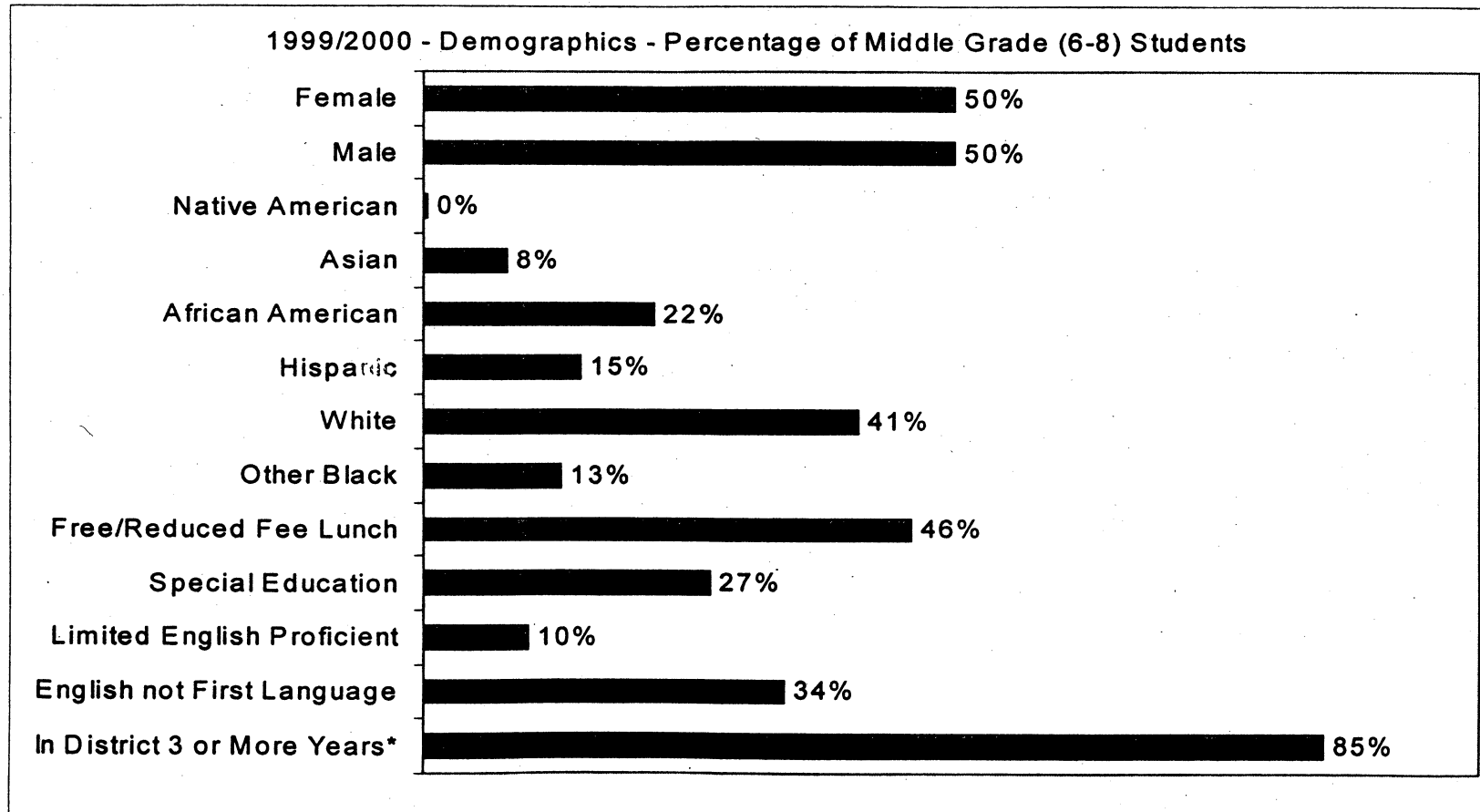
Student Data Report

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1999/2000 Middle Grades (6-8) Demographics

In comparing this chart to that of the district-wide enrollment in grades K-5 and in the high school (grades 9-12) note that the proportional representation of the various student subgroups is similar. Exceptions include a lower enrollment of Asian students and of limited English proficient students in the middle grades that is also reflected in the high school compared to the proportions in the elementary grades. In the middle grades, there is a higher proportion of Special Education students (27%) compared to the elementary grades (20%) and to the high school (19%).



1999/2000 Middle Grades Demographics – Number of Students

It is worth noting that there is a difference in grade level enrollments between grades of an average decrease of 21 students per grade. This includes the difference of 53 students between grades five (n=612) and six (shown below). In the future this report will review changes in enrollment for each grade level cohort as it moves through the system.

	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang	3+ Yrs District*
Sixth	559	272	287	1	45	112	79	243	79	243	137	52	185	470
Seventh	540	289	251	4	51	109	80	222	74	239	132	62	189	459
Eighth	548	268	280	1	40	135	88	217	67	257	155	57	186	471
Ungraded	31	9	22	0	1	8	10	7	5	28	31	0	18	30
Total	1678	838	840	6	137	364	257	689	225	767	455	171	578	1430
District %		50%	50%	0%	8%	22%	15%	41%	13%	46%	27%	10%	34%	85%

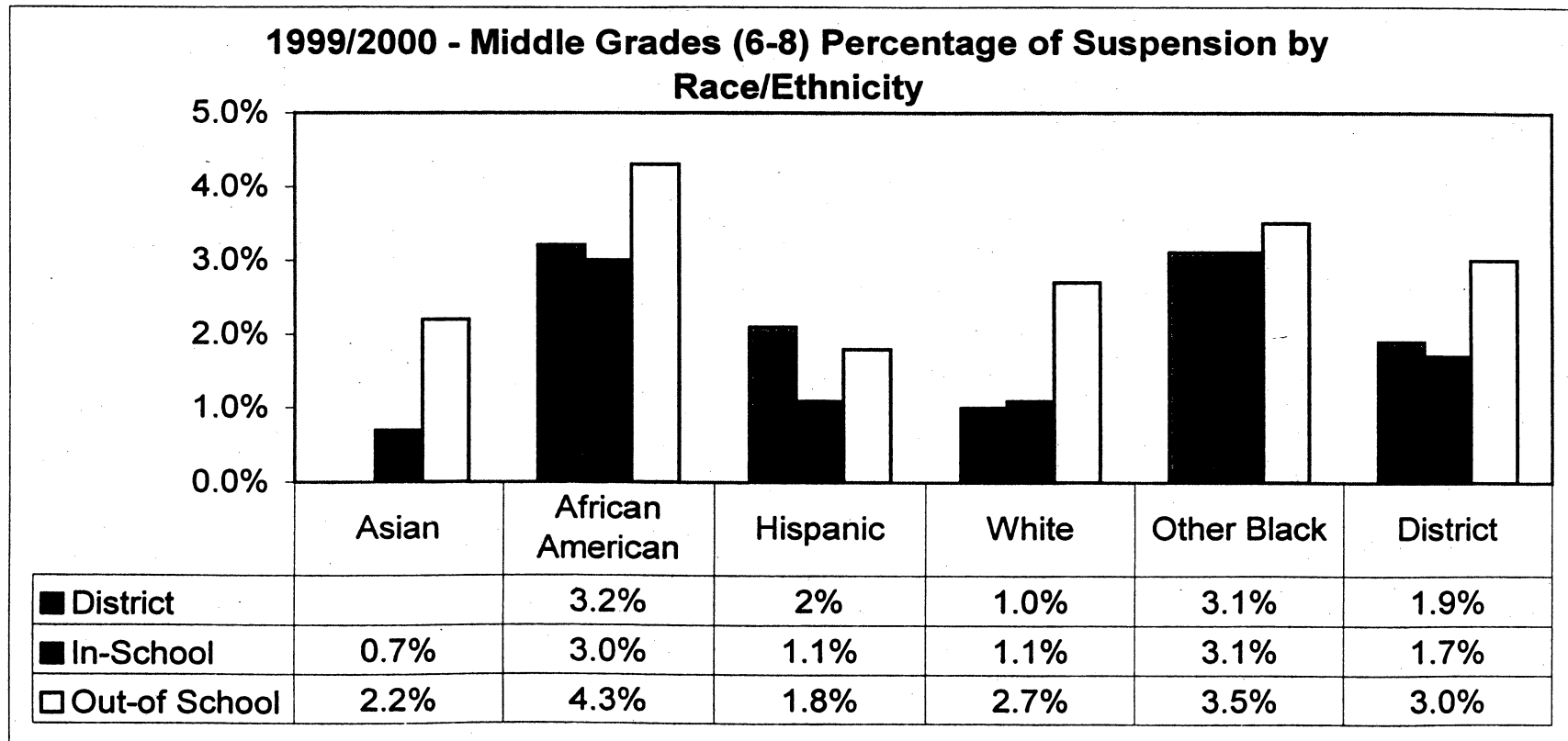
* data missing for 71 students

Middle Grade Demographics – Percentage of Students

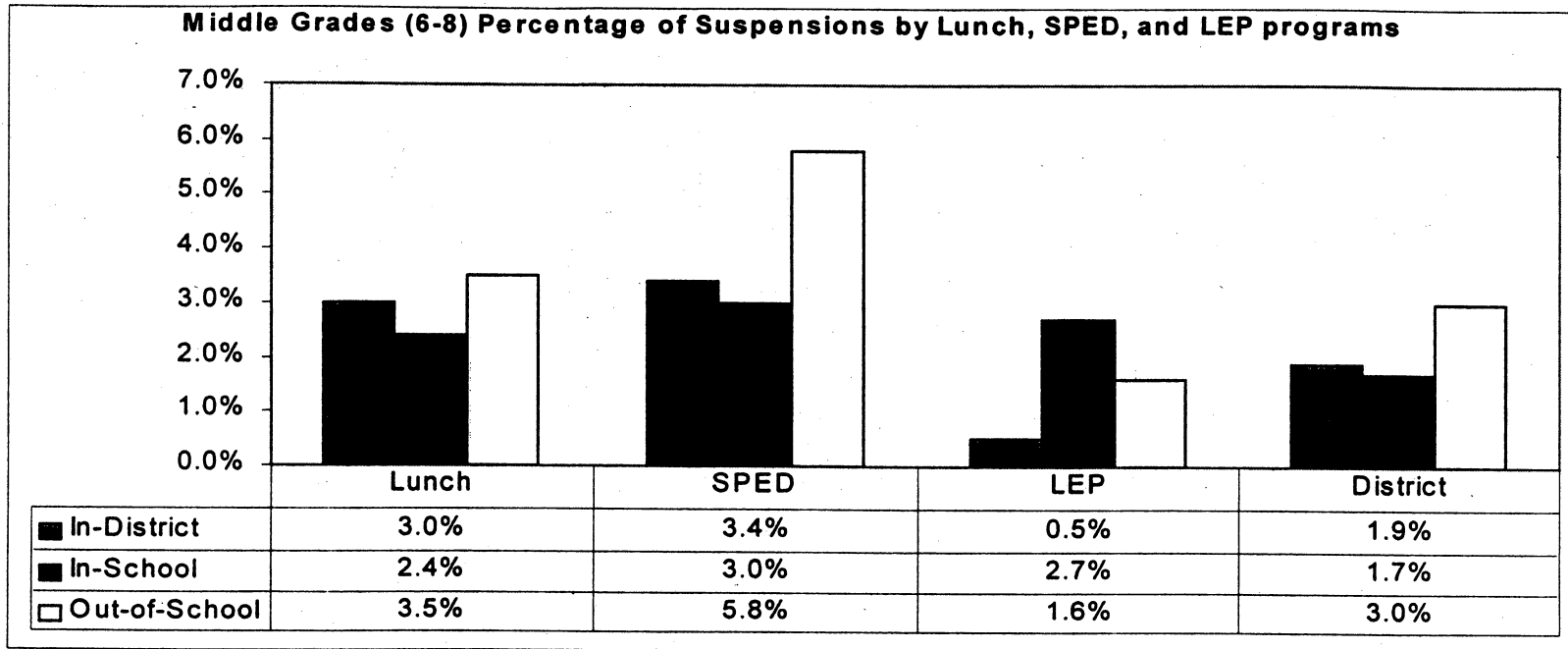
	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Blk	Lunch	SPED	LEP	Home Lang	3+ Yrs District*
Sixth	33%	49%	51%	0%	8%	20%	14%	43%	14%	43%	25%	9%	33%	84%
Seventh	32%	54%	46%	1%	9%	20%	15%	41%	14%	44%	24%	11%	35%	85%
Eighth	33%	49%	51%	0%	7%	25%	16%	40%	12%	47%	28%	10%	34%	86%
Ungraded	2%	29%	71%	0%	3%	26%	32%	23%	16%	90%	100%	0%	58%	97%

Suspensions

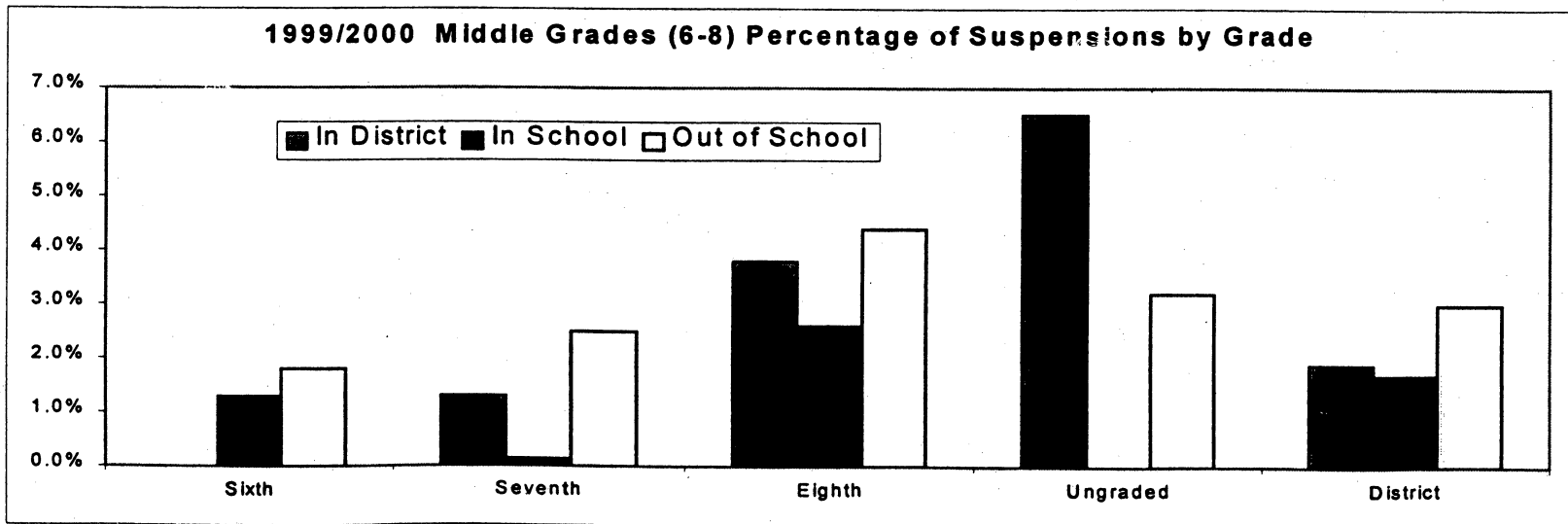
- **In-School Suspensions** – 30 students (1.7%) were suspended one or more times in their schools.
- **In-District Suspensions** – 32 students (1.9%) were suspended one or more times to this program.
- **Out-of-School Suspensions** – 51 students (3.0%) were suspended one or more times to their homes.
- **By Race/Ethnicity**
While the overall rates of suspension are very low, the rates of suspension are two to three times higher for African American and Other Black students than for White students.



- **By Lunch, SPED, LEP**



- **By Grade**



99/00 In-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	7	1	6	0	0	2	1	2	2	6	5	0	3	7
Seventh	7	2	5	0	1	2	0	1	3	5	4	1	3	5
Eighth	16	3	13	0	0	7	2	5	2	8	5	3	5	13
Ungraded	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	30	6	24	0	1	11	3	8	7	19	14	4	11	25
District	1.7%	0.7%	2.8%	0.0%	0.7%	3.0%	1.1%	1.1%	3.1%	2.4%	3.0%	2.2%	1.8%	1.7%

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	1.3%	0.4%	2.1%	0.0%	0.0%	1.8%	1.2%	0.8%	2.6%	2.4%	3.6%	0.0%	1.6%	1.5%
Seventh	1.3%	0.7%	2.0%	0.0%	2.0%	1.9%	0.0%	0.5%	4.0%	2.2%	3.2%	1.7%	1.6%	1.1%
Eighth	2.6%	1.0%	4.2%	0.0%	0.0%	4.8%	1.7%	2.1%	2.9%	2.7%	2.9%	3.9%	2.3%	2.5%
Ungraded	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

99/00 In-District Suspensions – Number by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Seventh	7	2	5	0	0	5	1	0	1	6	4	0	2	5
Eighth	23	2	21	0	0	6	5	7	5	16	10	1	8	19
Ungraded	2	2	0	0	0	1	0	0	1	2	2	0	1	2
Total	32	6	26	0	0	12	6	7	7	24	16	1	11	26
District %	1.9%	0.7%	3.0%	0.0%	0.0%	3.2%	2.1%	1.0%	3.1%	3.0%	3.4%	0.5%	1.8%	1.8%

In-District Suspensions – Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Seventh	1.3%	0.7%	2.0%	0.0%	0.0%	4.8%	1.4%	0.0%	1.3%	2.6%	3.2%	0.0%	1.1%	1.1%
Eighth	3.8%	0.7%	6.7%	0.0%	0.0%	4.1%	4.3%	3.0%	7.2%	5.4%	5.8%	1.3%	3.8%	3.6%
Ungraded	6.5%	22.2%	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	20.0%	7.1%	6.5%	0.0%	5.6%	6.7%

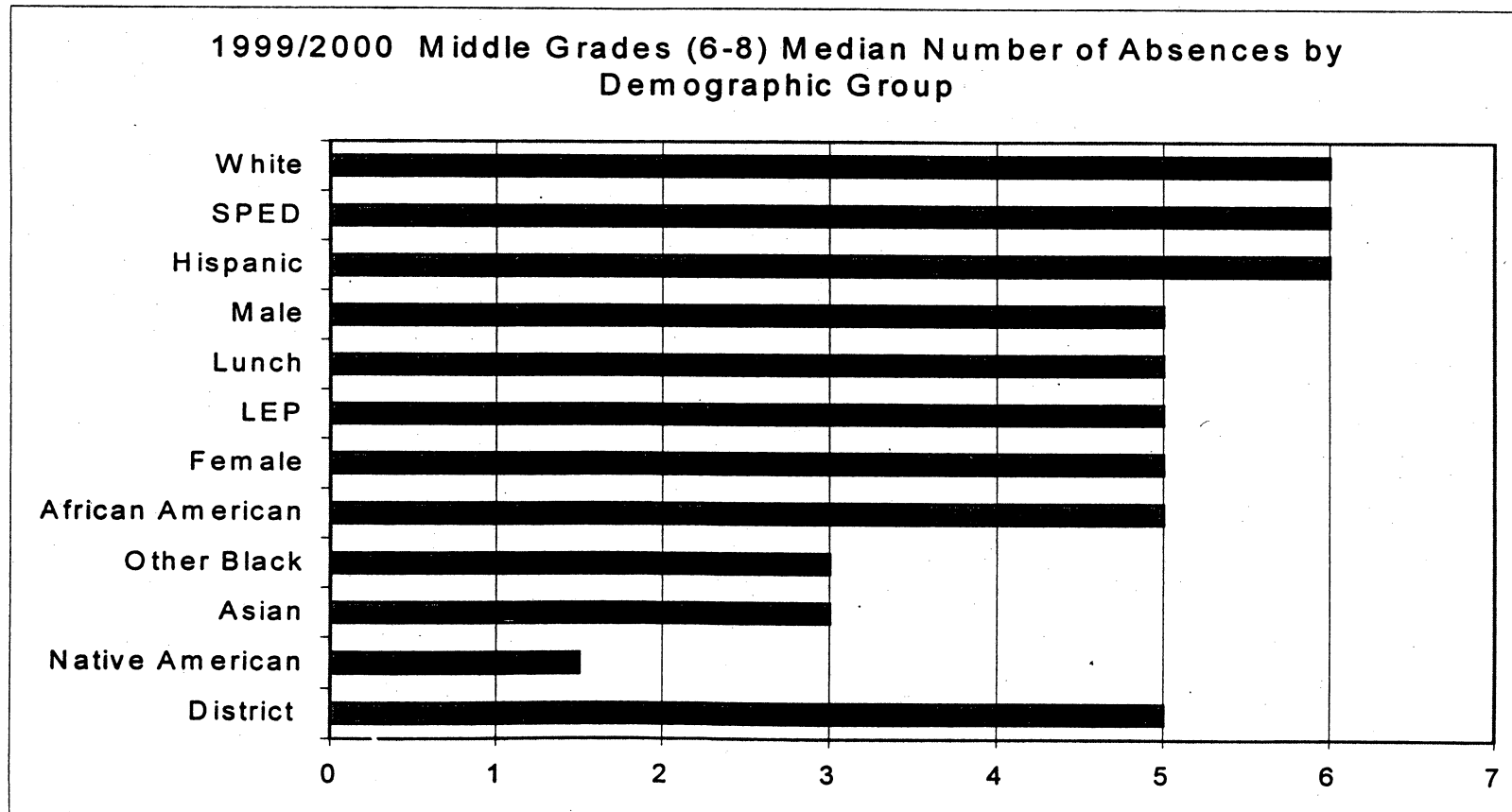
99/00 Out-of-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	10	1	9	0	0	4	1	3	2	7	6	0	4	10
Seventh	13	5	8	0	0	5	2	4	2	6	6	2	4	12
Eighth	27	7	20	0	3	6	2	12	4	14	14	1	9	24
Ungraded	1	1	0	0	0	1	0	0	0	1	1	0	0	1
Total	51	14	37	0	3	16	5	19	8	28	27	3	17	47
District %	3.0%	1.6%	4.3%	0.0%	2.2%	4.3%	1.8%	2.7%	3.5%	3.5%	5.8%	1.6%	2.8%	3.2%

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Sixth	1.8%	0.4%	3.2%	0.0%	0.0%	3.6%	1.2%	1.3%	2.6%	2.8%	4.4%	0.0%	2.1%	2.2%
Seventh	2.5%	1.8%	3.2%	0.0%	0.0%	4.8%	2.8%	1.8%	2.7%	2.6%	4.8%	3.4%	2.2%	2.7%
Eighth	4.4%	2.4%	6.4%	0.0%	7.1%	4.1%	1.7%	5.1%	5.8%	4.7%	8.2%	1.3%	4.2%	4.6%
Ungraded	3.2%	11.1%	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	3.6%	3.2%	0.0%	0.0%	3.3%

Absences

- The median number of absences for middle grade students for the school year 1999/2000 was 5. Based on a school year of 180 days, the median attendance rate is 97%. The range of absences was from 0 to 71 absences.
- **Median Absence by Demographic Group**
The variation in median absence by student sub-group is relatively slight (3 days maximum) with Asian and Other Black students having the lowest average absence rate and White and Hispanic students having the highest rate.

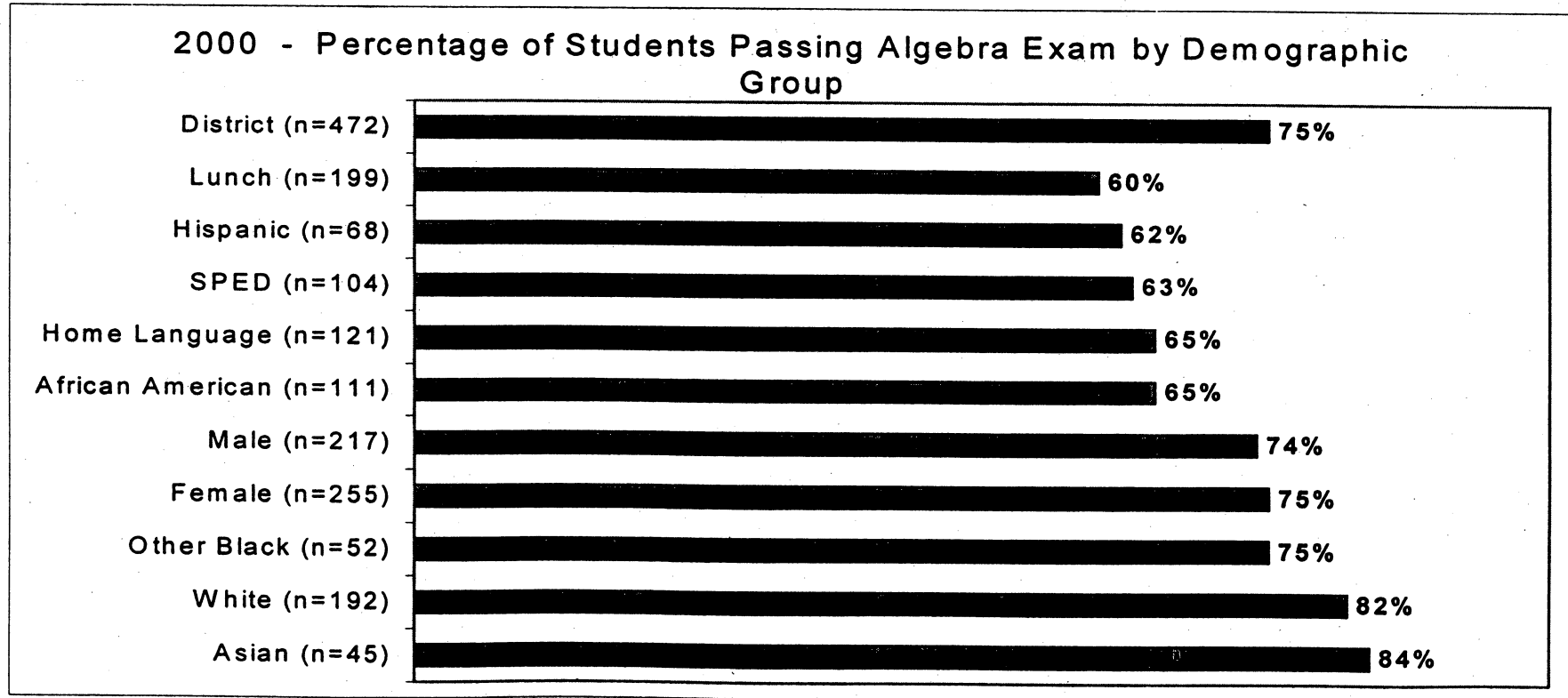


Algebra Exam

- 348 seventh grade students and 124 eighth grade students took the Algebra part I Exam.
- Seventy-five percent (75%) or three-quarters of these students passed the exam.

- **By Demographic Group**

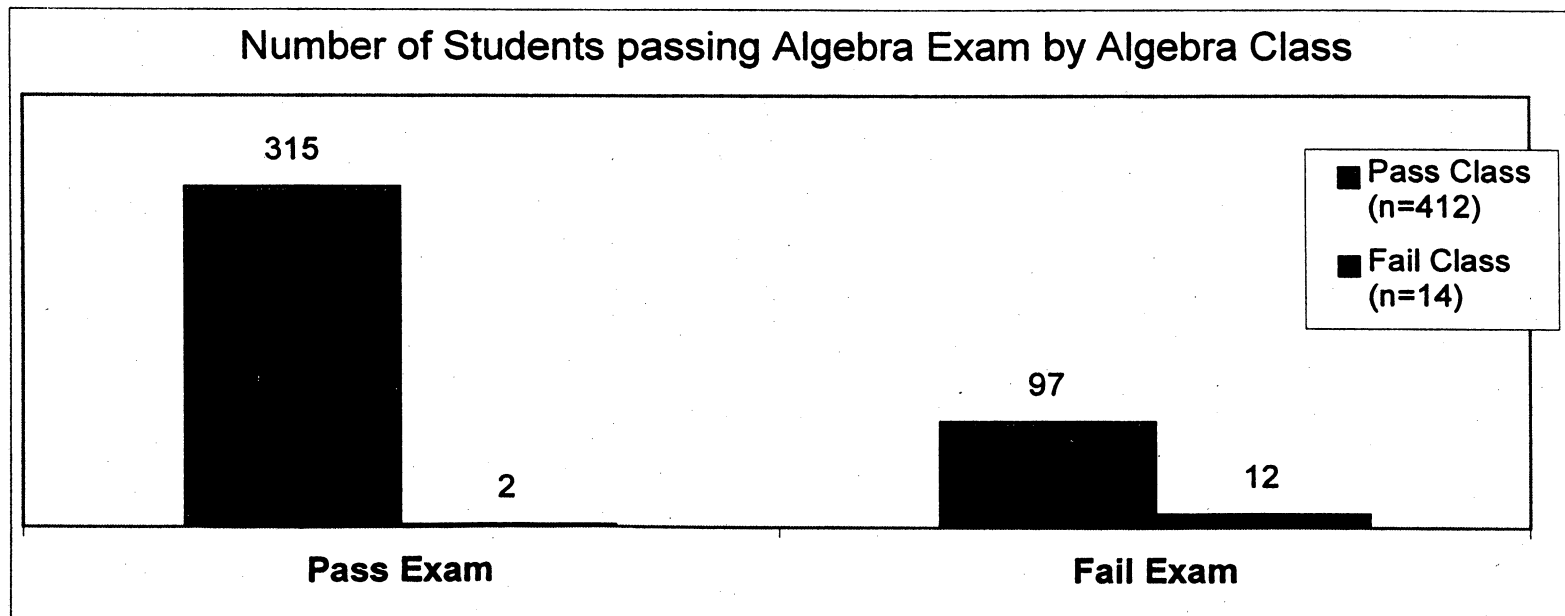
Among the student sub-groups, White and Asian students have higher pass rates (82% and 84% respectively) compared to other groups. In fact, White students pass at a rate 27% higher than African American and 32% higher than Hispanic students. Boys and girls passed at the same rate.



- **By Algebra Class Grade**

- Of the 426 class grades received*, only 14 (3.3%) students failed their Algebra class. However, 97 students, who passed their Algebra class, failed the Algebra part I Exam. In other words, of the 109 students who failed the Algebra part I Exam, 97 (89%) had passed their Algebra Class.

	Pass Exam	Fail Exam
Pass Class (n=412)	315	97
Fail Class (n=14)	2	12
Class Grades	317	109



* No Class Grades were received from the King Open & Fletcher Schools.

Algebra part I Exam – Number & Percentage of Students Passing

# Taking Exam	# Pass	Female	Male	Asian	Afr Am	Hispanic	White	Other Black	Lunch	SPED	Home Lang
472	353	192	161	38	72	42	158	39	119	65	79

% Pass	Female	Male	Asian	Afr Am	Hispanic	White	Other Black	Lunch	SPED	Home Lang
75%	75%	74%	84%	65%	62%	82%	75%	60%	63%	65%

Algebra part I Exam Scores by Grade

Grade 7

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Other Black	Lunch	SPED	Home Lang
Pass Exam	286	153	133	35	64	25	133	25	83	55	43
Took Exam	348	185	163	39	86	33	154	32	119	75	59
	82%	83%	82%	90%	74%	76%	86%	78%	70%	73%	73%

Grade 8

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Other Black	Lunch	SPED	Home Lang
Pass Exam	67	39	28	3	8	17	25	14	36	10	36
Took Exam	124	70	54	6	25	35	38	20	80	29	62
	54%	56%	52%	50%	32%	49%	66%	70%	45%	34%	58%

Fall 1999 Stanford 9 -- Total Reading & Open-Ended Performance Standards and National Percentile Rankings

1999 Stanford 9 - Total Reading - GRADE 6

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	87%	90%	85%	95%	82%	82%	95%	69%	80%	71%
Proficient & Above	45%	49%	40%	62%	29%	27%	60%	22%	20%	21%
Average NPR	53	56	50	63	42	40	64	35	37	37

1999 Stanford 9 - Total Reading - GRADE 7

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	90%	90%	90%	93%	90%	82%	95%	79%	87%	77%
Proficient & Above	49%	55%	43%	70%	35%	26%	68%	19%	28%	21%
Average NPR	54	56	51	63	43	38	69	32	40	32

1999 Stanford 9 - Open-Ended - GRADE 7

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	80%	84%	75%	88%	74%	75%	87%	67%	75%	77%
Proficient & Above	44%	46%	41%	59%	34%	32%	53%	31%	33%	22%
Average NPR	59	63	56	71	53	51	66	50	53	44

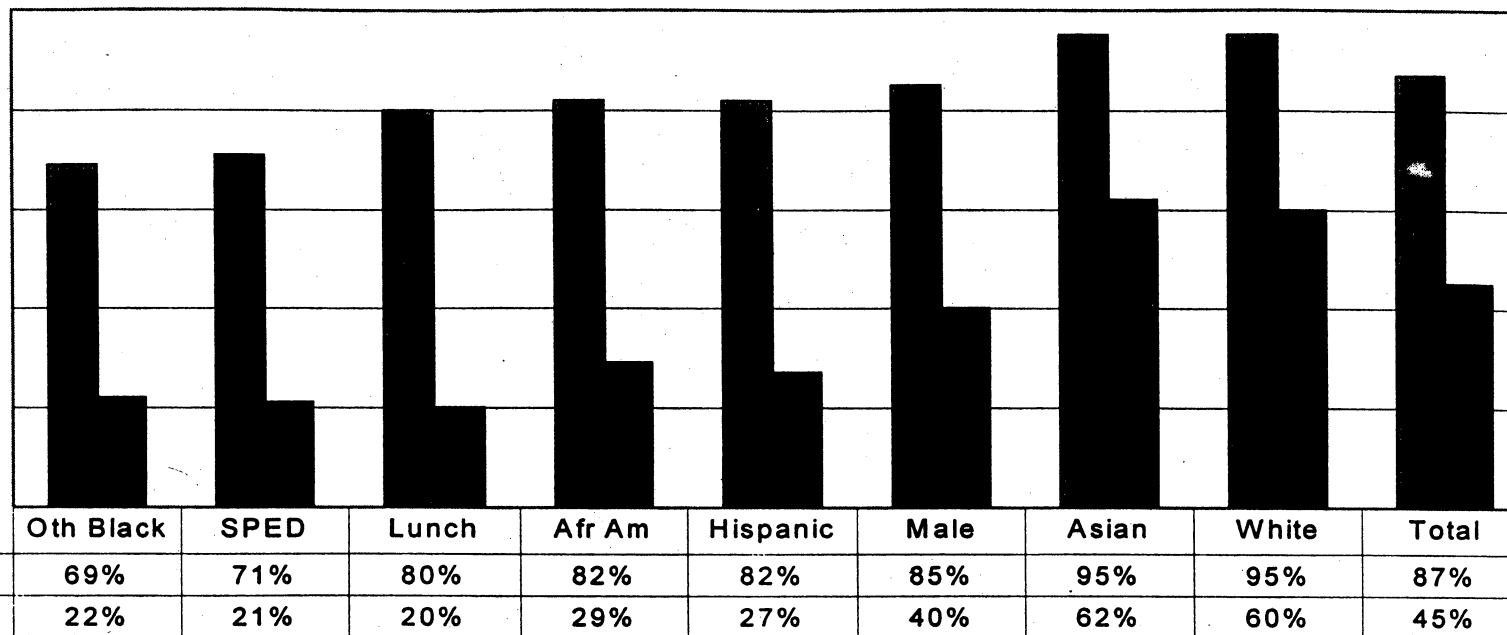
1999 Stanford 9 - Study Skills - GRADE 7

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	84%	85%	83%	85%	83%	72%	92%	67%	78%	66%
Proficient & Above	40%	43%	37%	51%	22%	20%	61%	12%	22%	16%
Average NPR	52	55	49	59	42	41	64	32	41	34

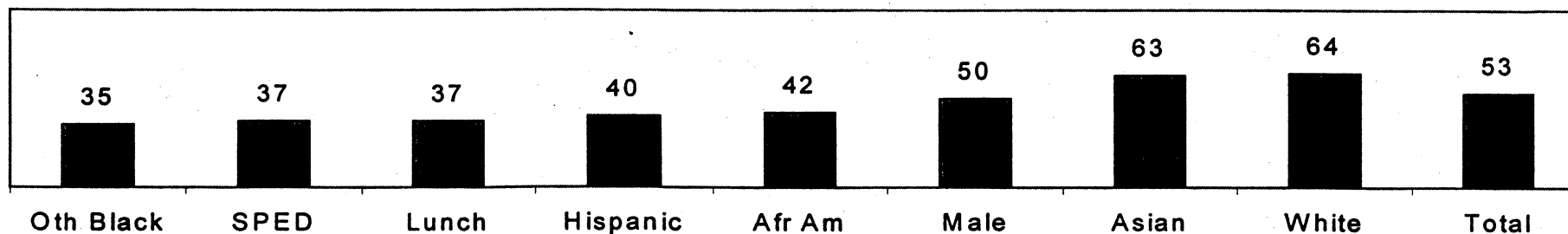
1999 Stanford 9 - Total Reading - GRADE 8

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	84%	86%	81%	91%	79%	81%	93%	60%	72%	63%
Proficient & Above	42%	46%	39%	49%	27%	23%	64%	20%	20%	13%
Average NPR	49	51	47	55	38	38	64	30	33	28

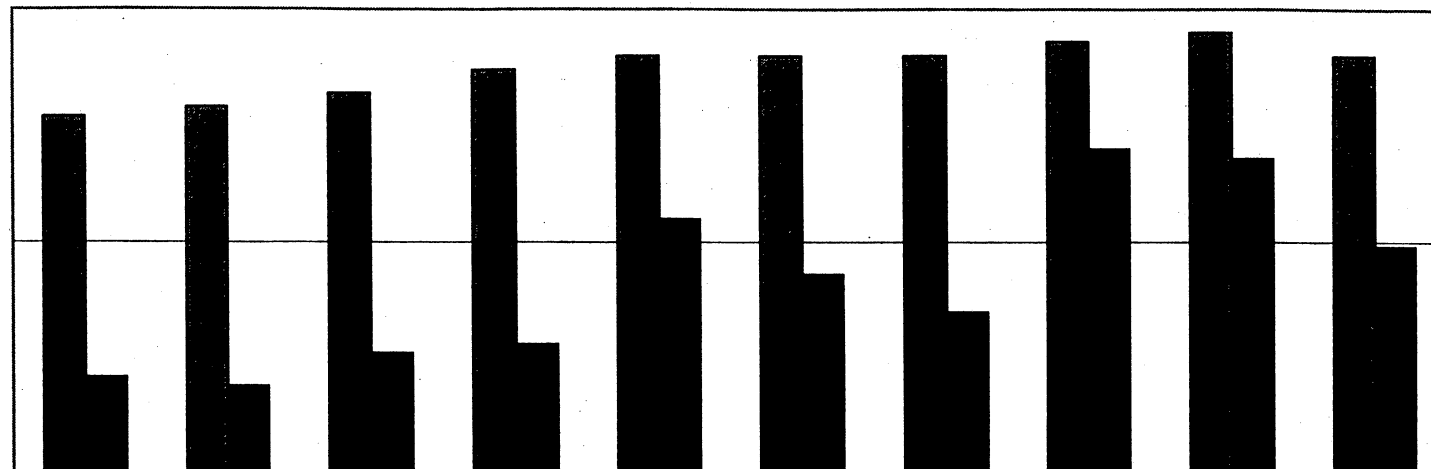
1999 Fall Stanford 9 - Grade 6 - Total Reading Performance Standards



1999 Fall Stanford 9 - Grade 6 - Total Reading Average NPR

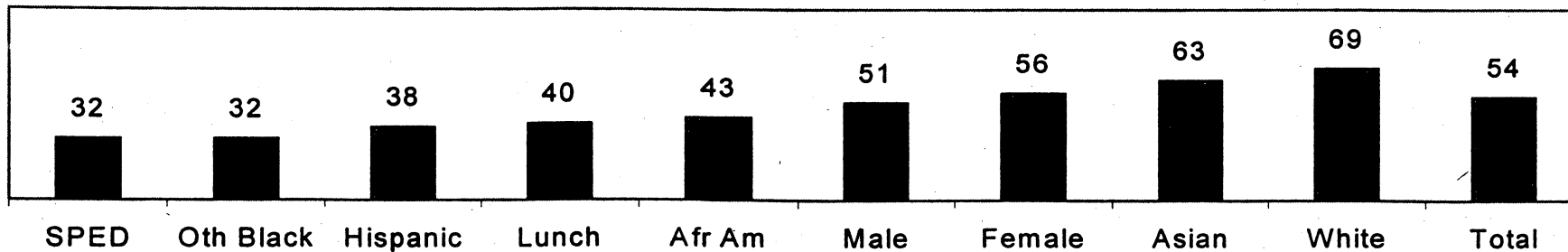


1999 Fall Stanford 9 - Grade 7 - Total Reading Performance Standards

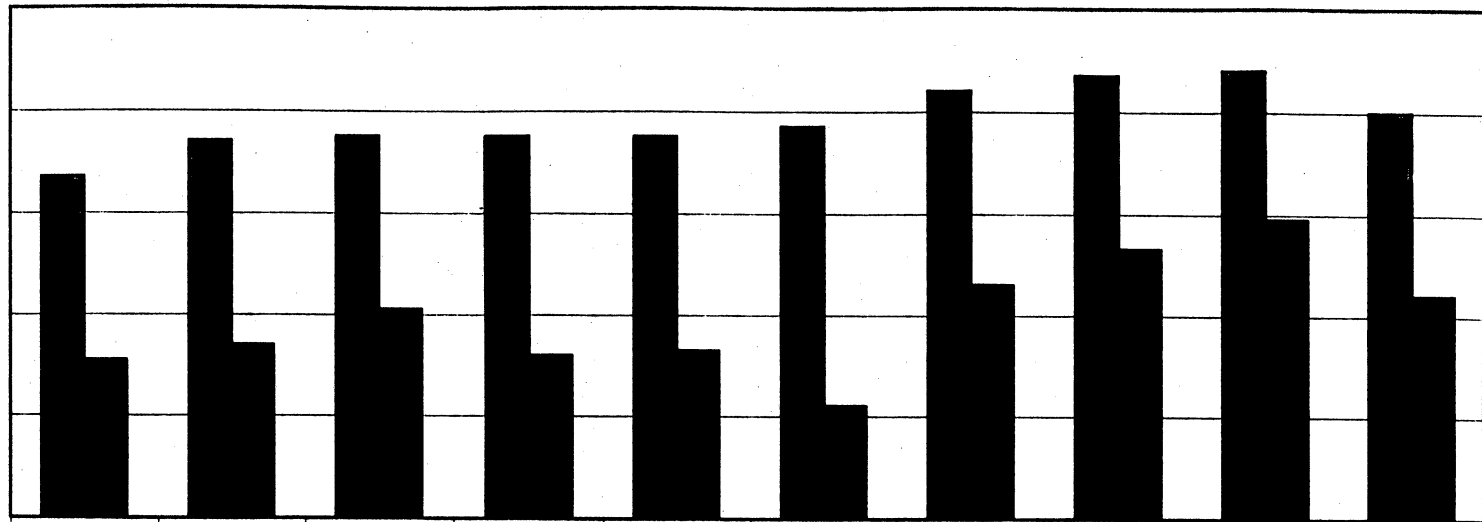


	SPED	Oth Black	Hispanic	Lunch	Female	Male	Afr Am	Asian	White	Total
Basic & Above	77%	79%	82%	87%	90%	90%	90%	93%	95%	90%
Proficient & Above	21%	19%	26%	28%	55%	43%	35%	70%	68%	49%

1999 Fall Stanford 9 - Grade 7 - Total Reading Average NPR

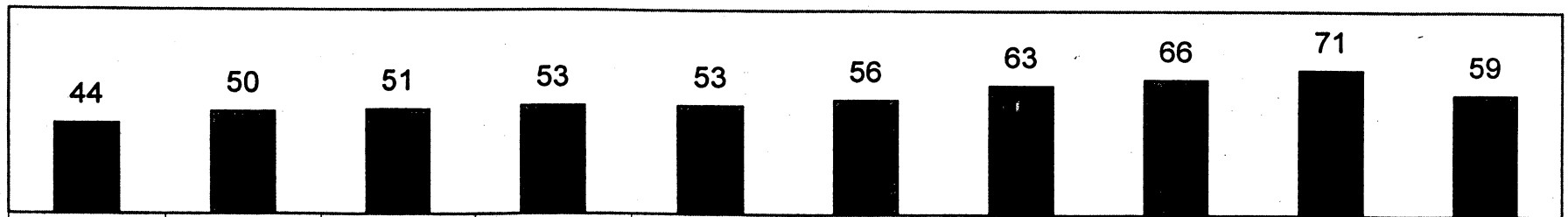


1999 Stanford 9 - Grade 7 - Open-Ended Performance Standards



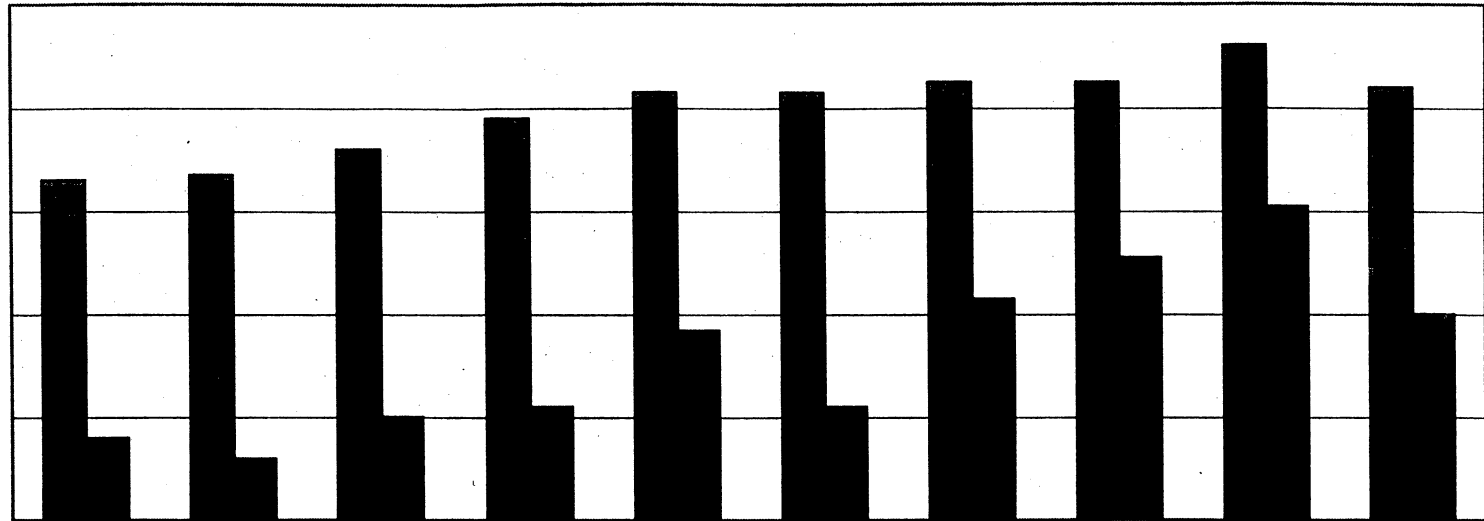
	Oth Black	Afr Am	Male	Hispanic	Lunch	SPED	Female	White	Asian	Total
■ Basic & Above	67%	74%	75%	75%	75%	77%	84%	87%	88%	80%
■ Proficient & Above	31%	34%	41%	32%	33%	22%	46%	53%	59%	44%

1999 Stanford 9 - Grade 7 - Open-Ended Average NPR



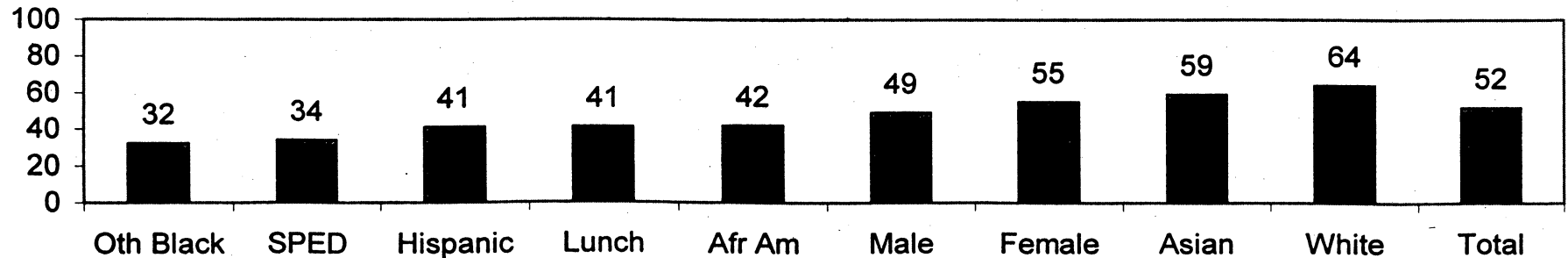
SPED Oth Black Hispanic Afr Am Lunch Male Female White Asian Total

1999 Fall Stanford 9 - Grade 7 - Study Skills Performance Standards



	SPED	Oth Black	Hispanic	Lunch	Male	Afr Am	Female	Asian	White	Total
■ Basic & Above	66%	67%	72%	78%	83%	83%	85%	85%	92%	84%
■ Proficient & Above	16%	12%	20%	22%	37%	22%	43%	51%	61%	40%

1999 Stanford 9 - Grade 7 - Study Skills Average NPR

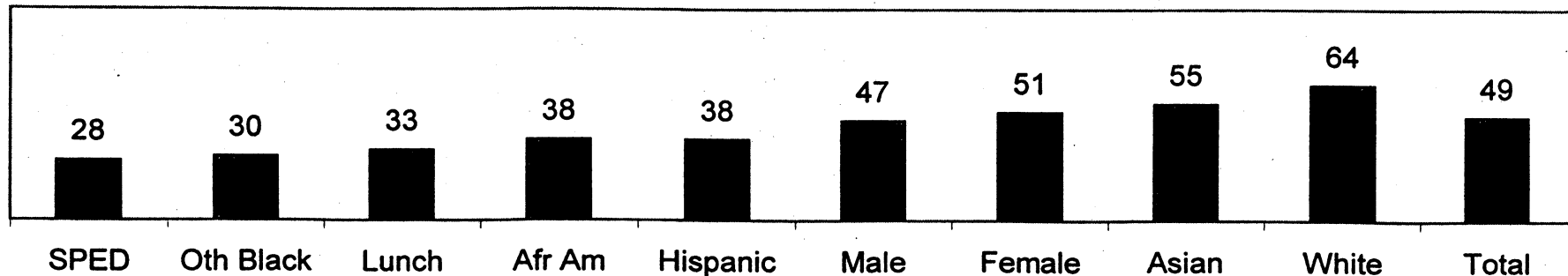


1999 Fall Stanford 9 - Grade 8 - Total Reading Performance Standards



	Oth Black	SPED	Lunch	Afr Am	Male	Hispanic	Female	Asian	White	Total
Basic & Above	60%	63%	72%	79%	81%	81%	86%	91%	93%	84%
Proficient & Above	20%	13%	20%	27%	39%	23%	46%	49%	64%	42%

1999 Fall Stanford 9 - Grade 8 - Total Reading Average NPR



Spring 2000 MCAS Scores – Grade 8

A more complete report of MCAS results will be provided upon receipt of the electronic data file from the MA Department of Education.

English Language Arts

CPS Absent = 52 (9%)

Statewide absent = 1%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	478	100	21%	178	37%	189	40%	11	2%
CPS Published by DOE (incl absent)	530	152	29%	178	34%	189	36%	11	2%
Statewide			11%		27%		57%		5%

Math

CPS Absent = 55 (10%)

Statewide absent = 1%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	475	255	54%	99	21%	73	15%	48	10%
CPS Published by DOE (incl absent)	530	310	58%	99	19%	73	14%	48	9%
Statewide			40%		27%		24%		10%

Science

CPS Absent = 49 (9%)

Statewide absent = 1%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	481	276	57%	104	22%	77	16%	24	5%
CPS Published by DOE (incl absent)	530	325	61%	104	20%	77	15%	24	5%
Statewide			37%		27%		29%		6%

High School

Student Data Report

1999-2000

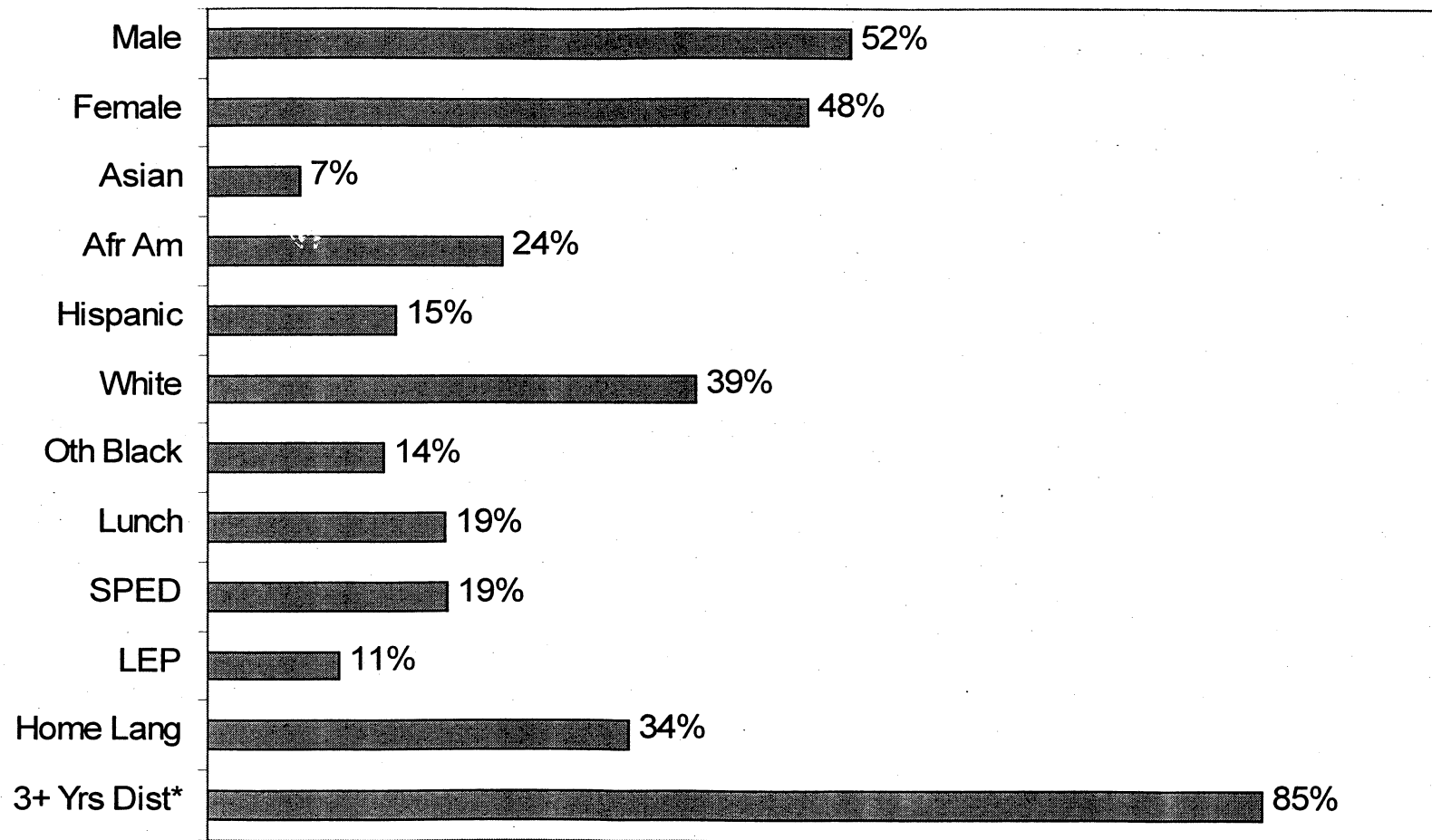
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High School Demographics

The following chart illustrates the proportion of various demographic groups of students in grades nine through twelve during the 1999-2000 school year. The number table is on the following page. In comparing this chart to that of the district-wide enrollment in grades K-5 and grades 6-8, note that the proportional representation of the various student subgroups remains similar. The most notable exceptions is the much lower enrollment of students in the subsidized lunch program; 19% at the high school compared to 46% in the middle grades and 47% in the elementary grades. There is also a slightly lower rate of enrollment in Special Education (19%) compared to the middle grades rate of 27% but is similar to the elementary grades rate of 20%. The rate of students enrolled in the district for three or more years is 85% of all students at the high school. This is the same as the rate for the middle and elementary grades.

1999/2000 High School Demographics



High School Demographics – Number & Percentage

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	508	240	268	0	39	131	77	199	62	116	111	47	170	400
Tenth	532	265	267	2	42	141	87	198	62	102	110	60	173	391
Eleventh	486	235	251	1	29	103	73	206	74	85	85	53	162	379
Twelfth	452	216	236	1	36	95	63	174	83	75	76	48	163	389
Total	1978	956	1022	4	146	470	300	777	281	378	382	208	668	1559
% District		48%	52%	0%	7%	24%	15%	39%	14%	19%	19%	11%	34%	85%

* Data for 144 students missing

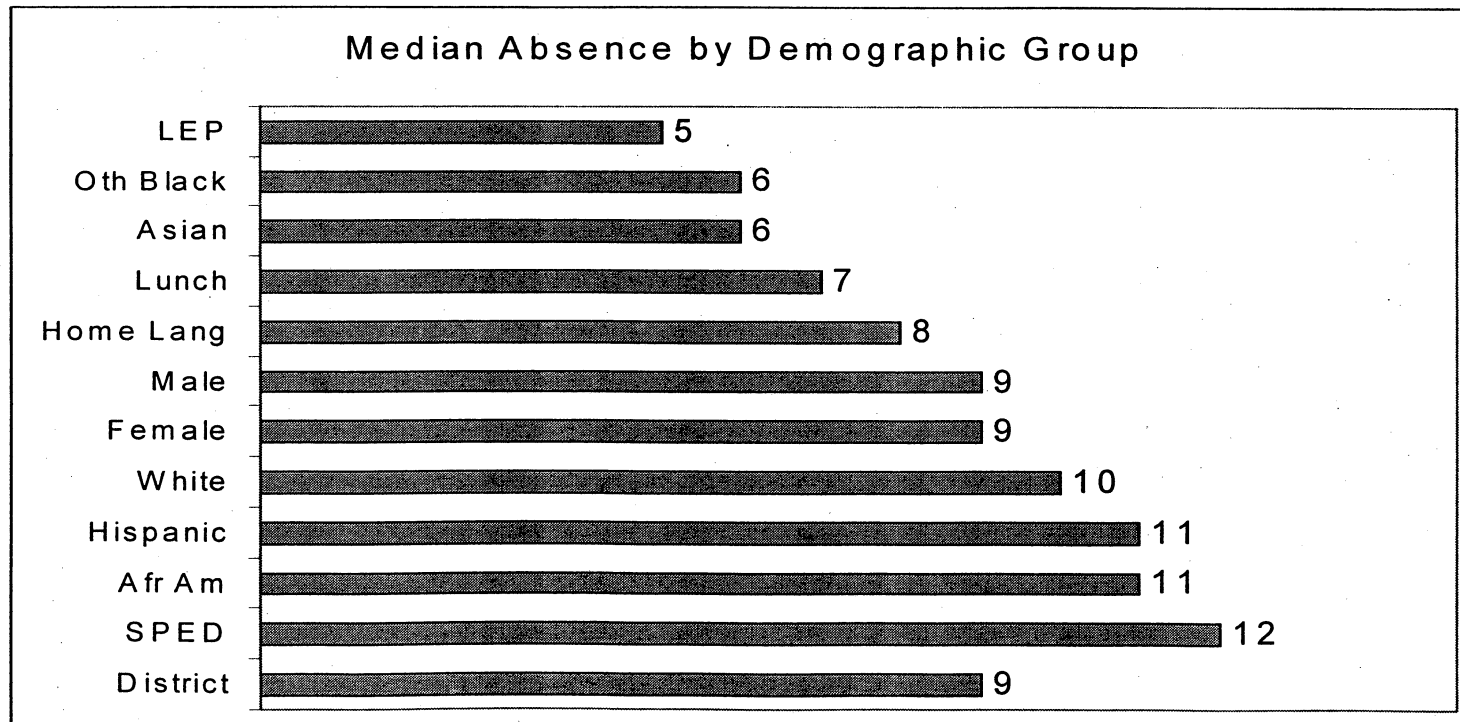
Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	26%	47%	53%	0%	8%	26%	15%	39%	12%	23%	22%	9%	33%	85%
Tenth	27%	50%	50%	0%	8%	27%	16%	37%	12%	19%	21%	11%	33%	79%
Eleventh	25%	48%	52%	0%	6%	21%	15%	42%	15%	17%	17%	11%	33%	85%
Twelfth	23%	48%	52%	0%	8%	21%	14%	38%	18%	17%	17%	11%	36%	93%

It is worth noting that there is a difference in grade level enrollments between grades of an average decrease of 24 students per grade. This includes the difference of 41 students between grades eight (n=548) and nine (shown above). In the future this report will review changes in enrollment for each grade level cohort as it moves through the system.

Absence

- The median number of absences for all students was 9 days absent. Based on an academic year of 180 school days, the rate of median rate of attendance was 95%. The range of days absent was from 0 days to 113 days.
- By grade, for ninth grade students, the median was 7 days absent; for tenth grade, the median was 9 days; for eleventh grade, the median was 10 days absent; and for twelfth grade students, the median number of days absent was 11.

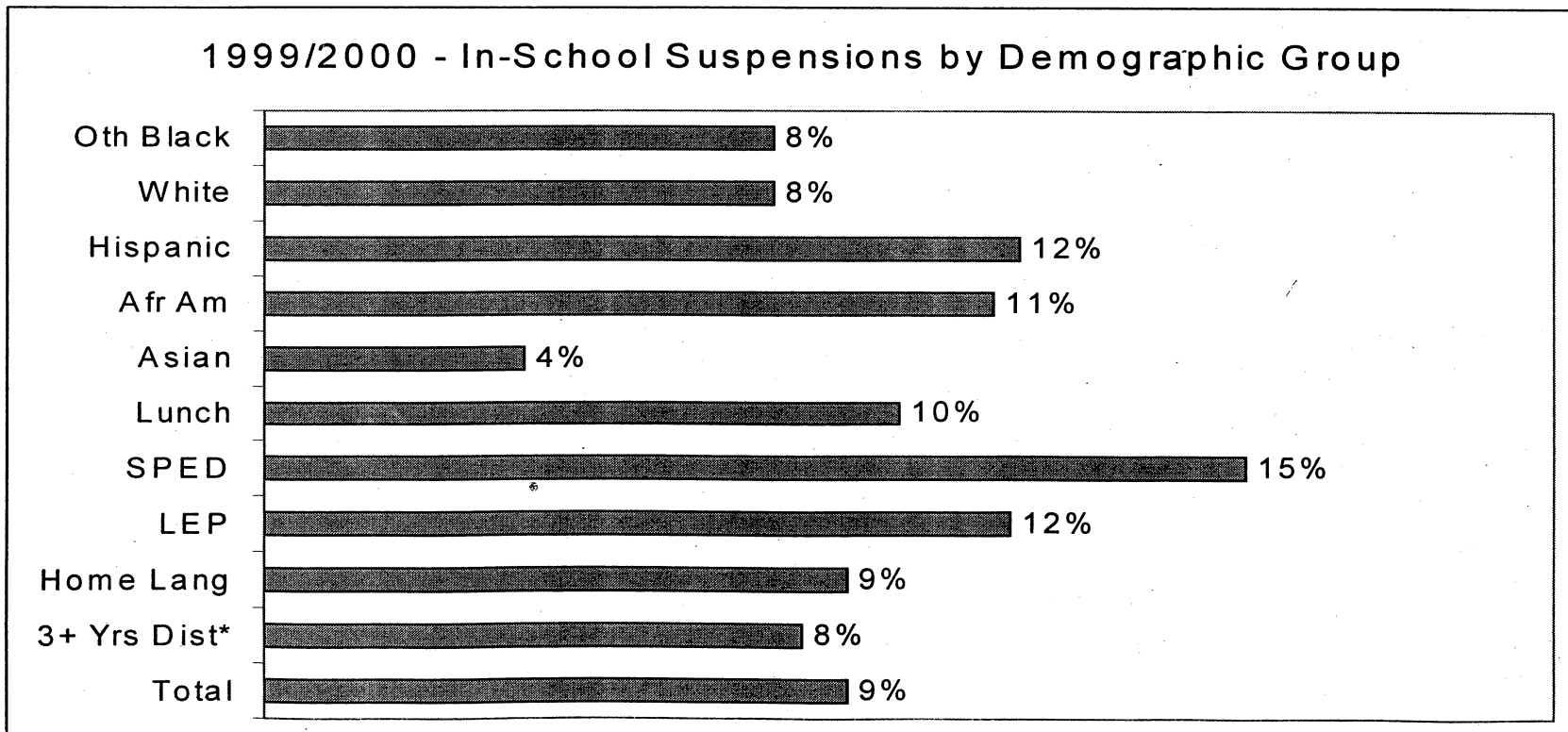
While the variation in the median absence rate varies relatively slightly among the student subgroups, there is a higher median rate among White, African American and Hispanic students than among Other Black and Asian students. The higher rate of absence among African American students is notable in that it reflected the median in the middle grades.



Suspensions

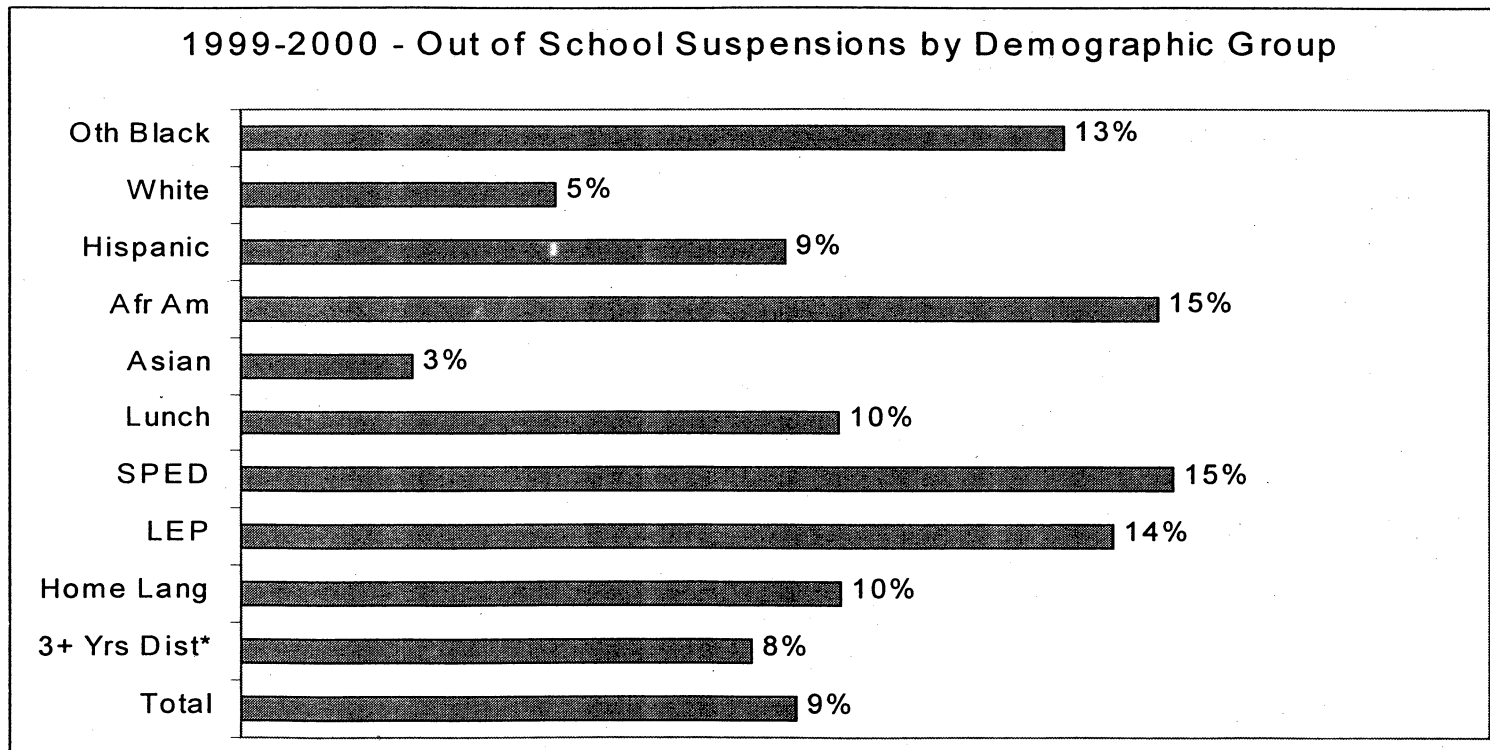
- **In-School Suspensions**
 - 177 students were suspended one or more times (9%).
- **Out-of-School Suspensions**
 - 175 students were suspended one or more times (9%).
- **Demographics of In-School Suspensions**

In-school suspension rates vary for the various subgroups of students as demonstrated in the chart below. Hispanic and African American students have been in-school suspended one or more times at a rate that is approximately 40%-50% higher than that of White students.



- **Demographics of Out-of-School Suspensions**

The out of school suspension rates vary from the in-school suspension rates with African American and Other Black students receiving out of school suspensions (one or more times) at a rate that is almost three times that of White students. The rate for Hispanic students is 80% that of the rate for white students. The rates for SPED and LEP students are 65% and 55% higher than the district rate respectively.



In-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	56	17	39	4	19	10	15	8	17	19	9	23	41
Tenth	49	15	34	0	18	6	20	5	6	19	3	14	35
Eleventh	43	17	26	1	9	12	15	6	11	10	10	14	30
Twelfth	29	8	21	1	7	7	11	3	3	10	2	9	23
Total	177	57	120	6	53	35	61	22	37	58	24	60	129
% District	9%	6%	12%	4%	11%	12%	8%	8%	10%	15%	12%	9%	8%

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	11%	7%	15%	10%	15%	13%	8%	13%	15%	17%	19%	14%	10%
Tenth	9%	6%	13%	0%	13%	7%	10%	8%	6%	17%	5%	8%	9%
Eleventh	9%	7%	10%	3%	9%	16%	7%	8%	13%	12%	19%	9%	8%
Twelfth	6%	4%	9%	3%	7%	11%	6%	4%	4%	13%	4%	6%	6%

Out-of-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	49	21	28	1	20	6	10	12	12	16	4	20	38
Tenth	55	22	33	2	24	7	12	10	9	18	9	15	39
Eleventh	39	9	30	1	13	8	7	10	12	9	11	17	20
Twelfth	32	7	25	0	12	5	10	5	3	14	5	12	30
Total	175	59	116	4	69	26	39	37	36	57	29	64	127
% District	9%	6%	11%	3%	15%	9%	5%	13%	10%	15%	14%	10%	8%

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	10%	9%	10%	3%	15%	8%	5%	19%	10%	14%	9%	12%	10%
Tenth	10%	8%	12%	5%	17%	8%	6%	16%	9%	16%	15%	9%	10%
Eleventh	8%	4%	12%	3%	13%	11%	3%	14%	14%	11%	21%	10%	5%
Twelfth	7%	3%	11%	0%	13%	8%	6%	6%	4%	18%	10%	7%	8%

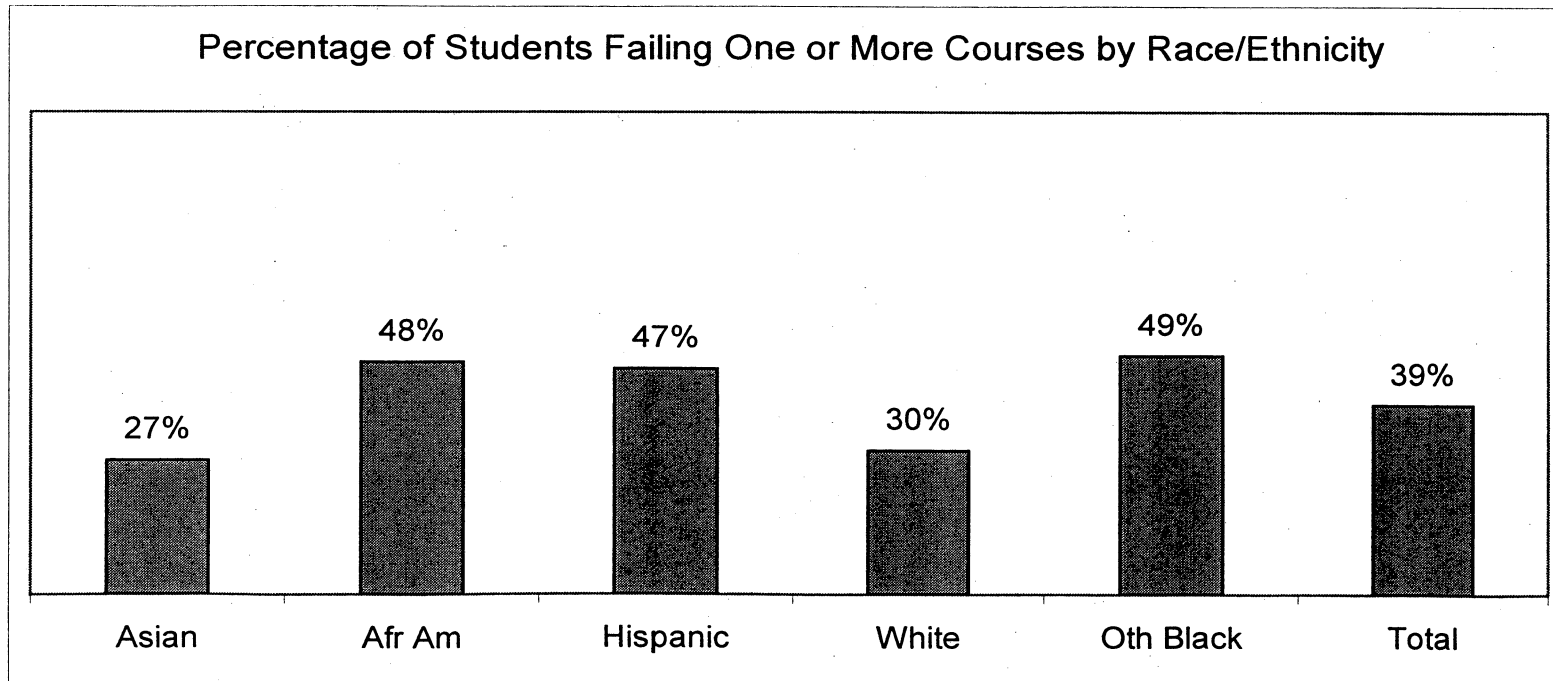
The suspension rates tend to decrease as the grade level increases.

Course Failures

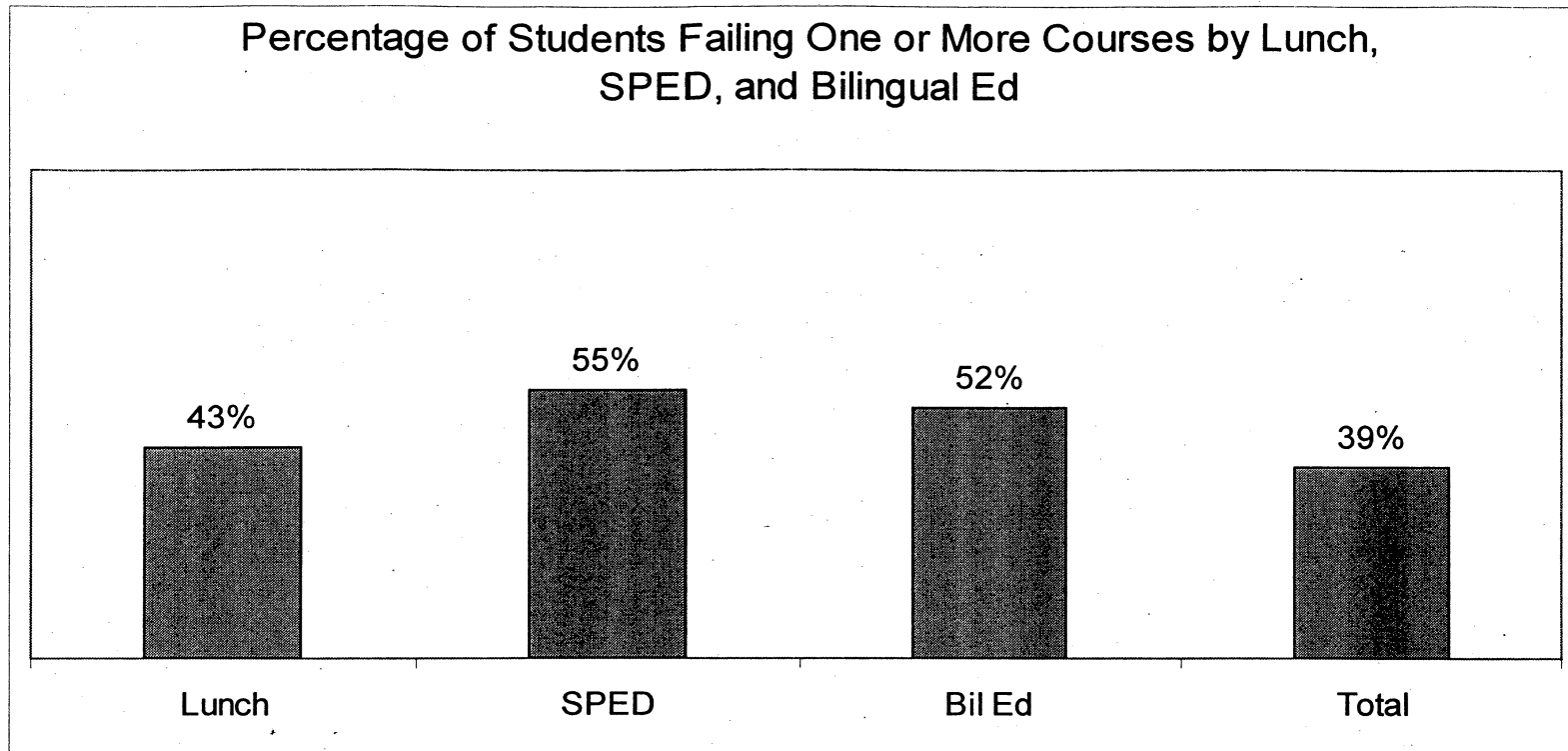
- 751 students (39% of all CRLS students) failed one or more courses. The failed course could have been either a semester or a yearlong course.
- 250 students (13% of all CRLS students) failed three or more courses. The failed courses could have been either a semester or a yearlong course.

- **One or more course failures by Race/Ethnicity**

Among the racial subgroups, African American, Hispanic and Other Black students fail at a rate approximately 60% higher than White students.



- **One or more course failures by Lunch, SPED, and Bilingual Education**



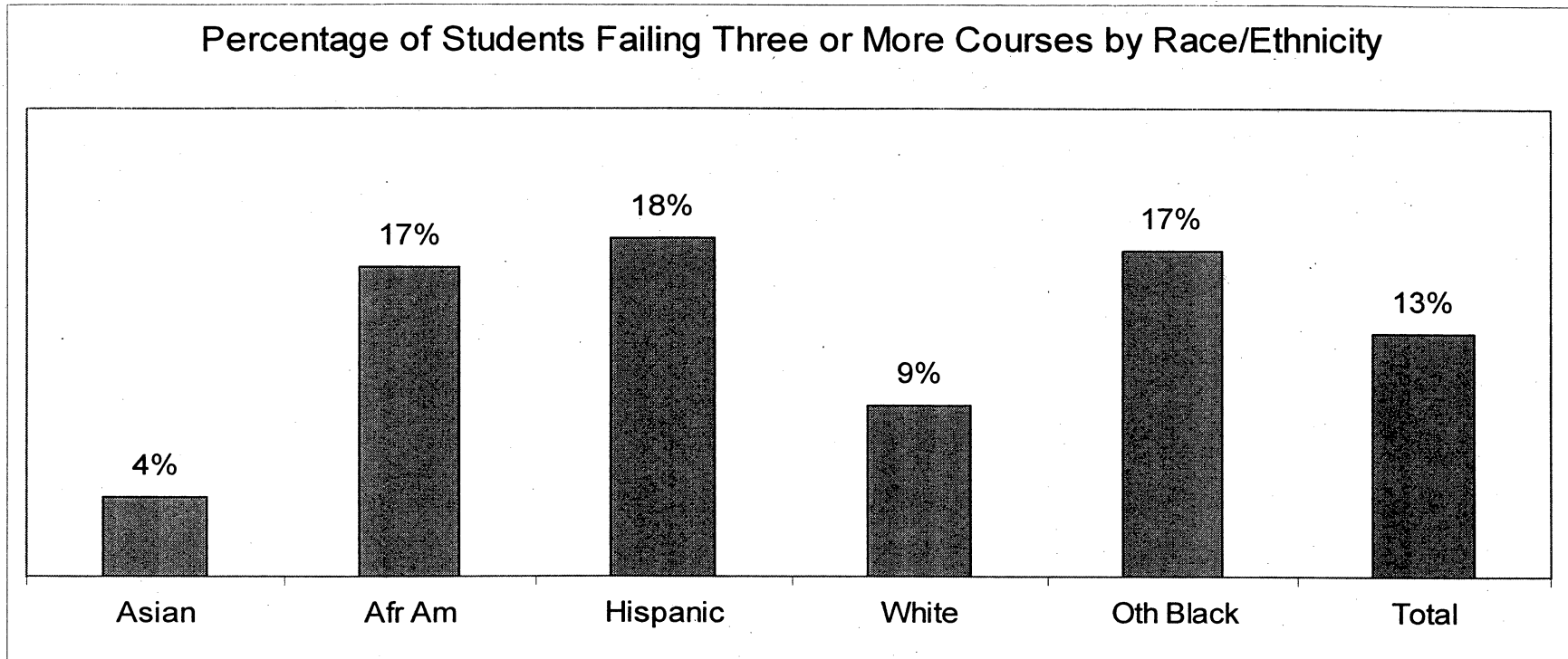
One or More Course Failures - Number & Percentage

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
1 or more courses failed	751	343	408	39	217	134	224	136	159	200	100	273
Total students	1924	935	989	142	453	288	758	276	369	362	194	644
	39%	37%	41%	27%	48%	47%	30%	49%	43%	55%	52%	42%

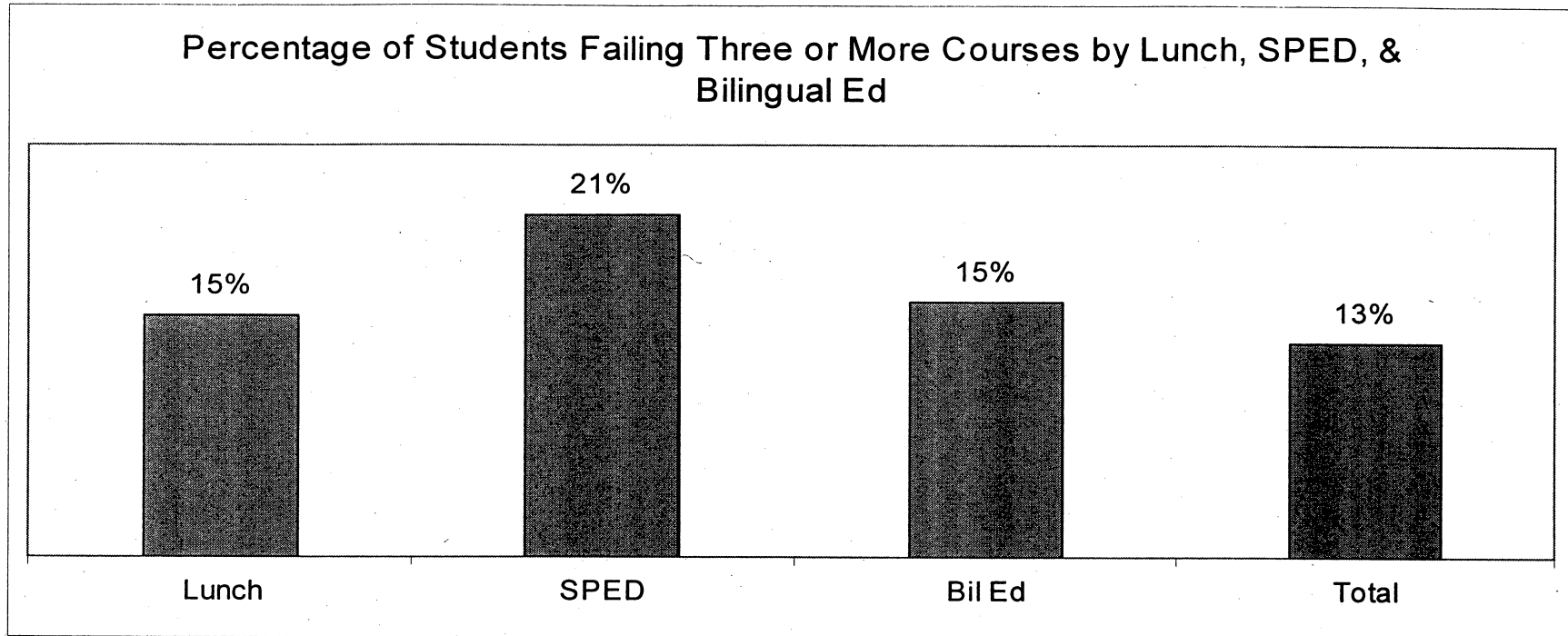
*54 students were missing course grades

- **Three or more course failures by Race/Ethnicity**

African American and Other Black students fail three or more courses at a rate almost 90% higher than White students, while Hispanic students fail at a rate 100% higher than (or two times that) of White students.



- **Three or more course failures by Lunch, SPED, and Bilingual Education**



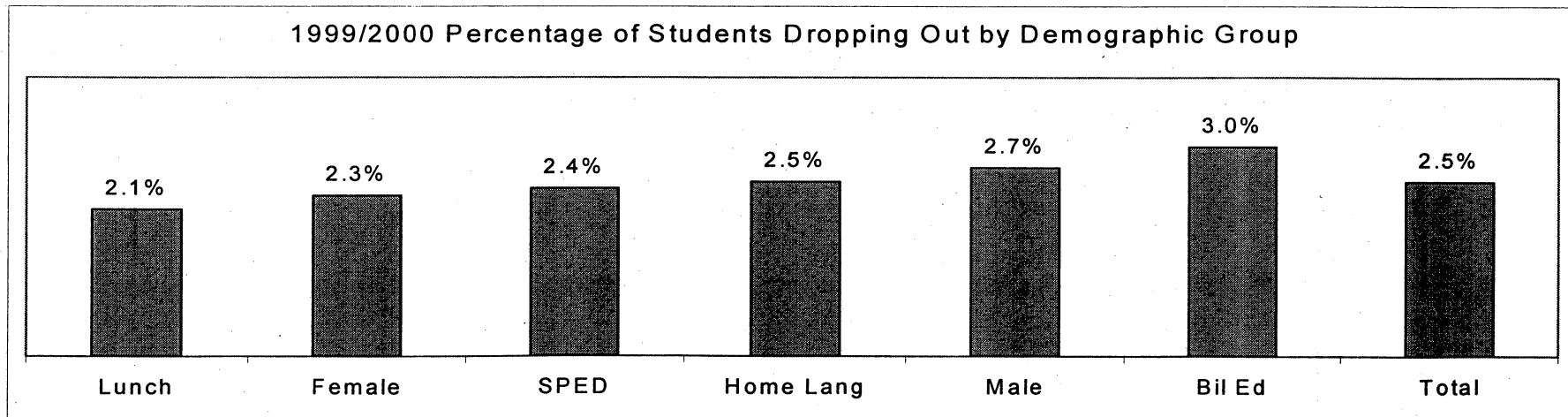
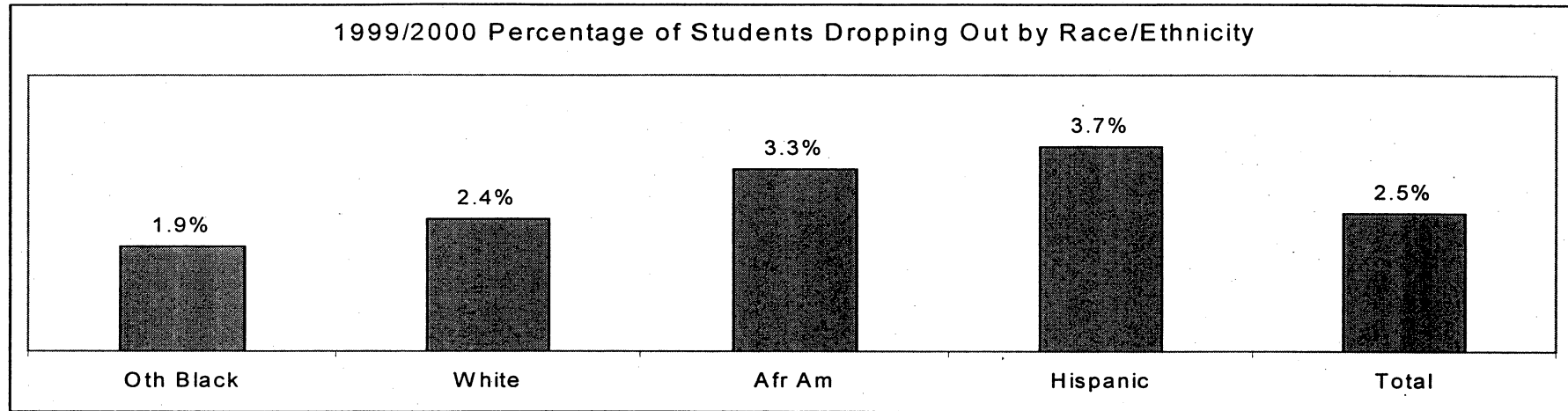
The failure rate for SPED students is 61% higher than the district rate for failing three or more courses during the 1999-2000 school year.

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
3 or more courses failed	250	104	146	6	75	52	69	48	54	75	30	90
Total students	1924	935	989	142	453	288	758	276	369	362	194	644
	13%	11%	15%	4%	17%	18%	9%	17%	15%	21%	15%	14%

*54 students were missing course grades

Dropouts

- 56 students (2.5%) dropped out of CRLS during the 1999-2000 school year.



Dropouts – Number & Percentages

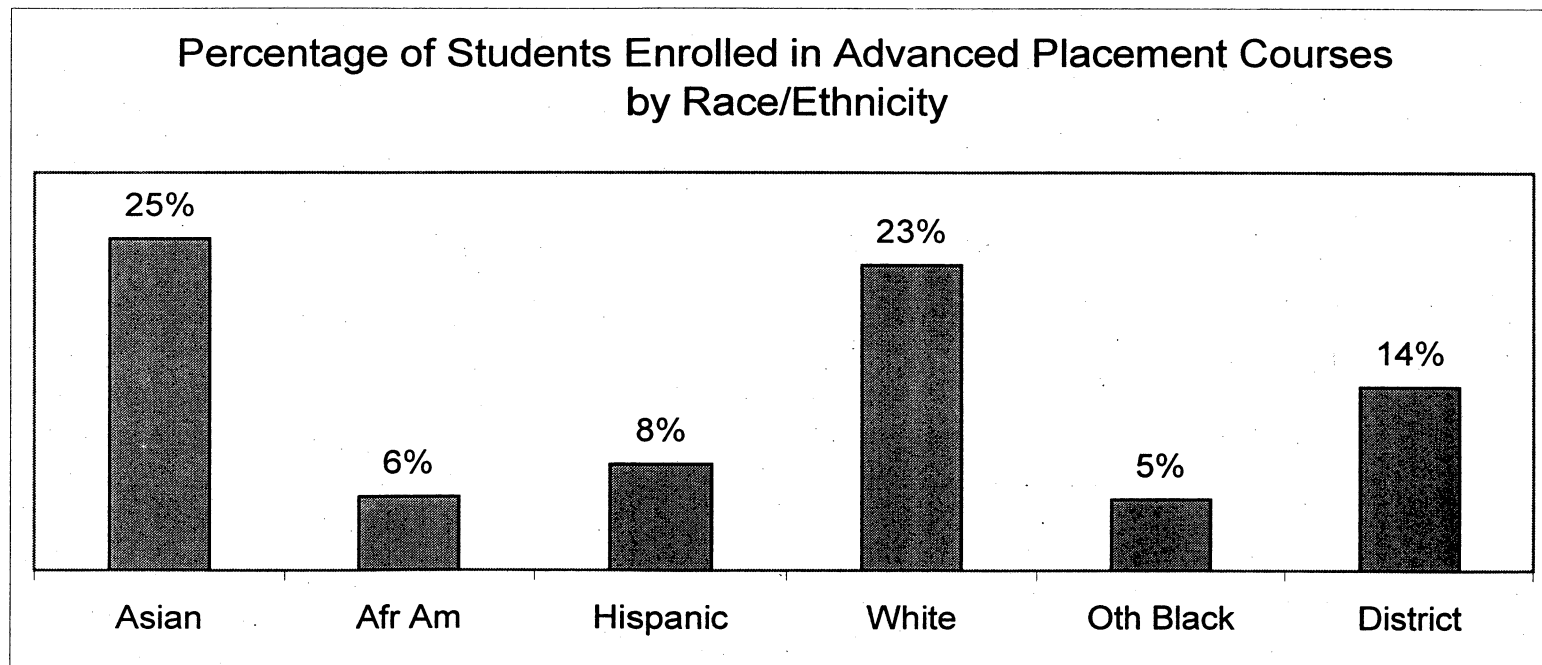
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Number	56	25	31	0	17	12	21	6	9	10	7	19
Percentage	2.5%	2.3%	2.7%	0.0%	3.3%	3.7%	2.4%	1.9%	2.1%	2.4%	3.0%	2.5%

Advanced Placement Courses

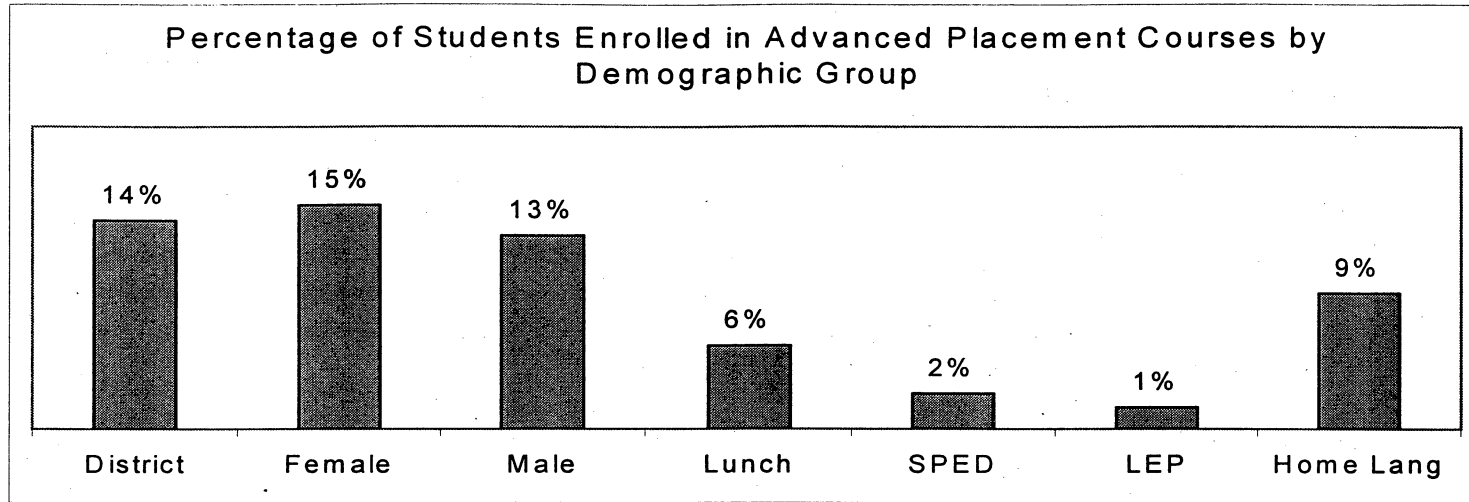
- 278 students (14.1% of CRLS students) were enrolled in 509 Advanced Placement Courses.
- 96% (490) of those courses were passed.

- **Advanced Placement Courses by Race/Ethnicity**

Among student enrolled in Advanced Placement courses, the enrollment rate for White and Asian exceeded that of African American, Hispanic and Other Black students by approximately 400%.



Advanced Placement Courses by Demographic Group



AP Courses – Number & Percentage of Students who took 1 or more AP Courses by Grade

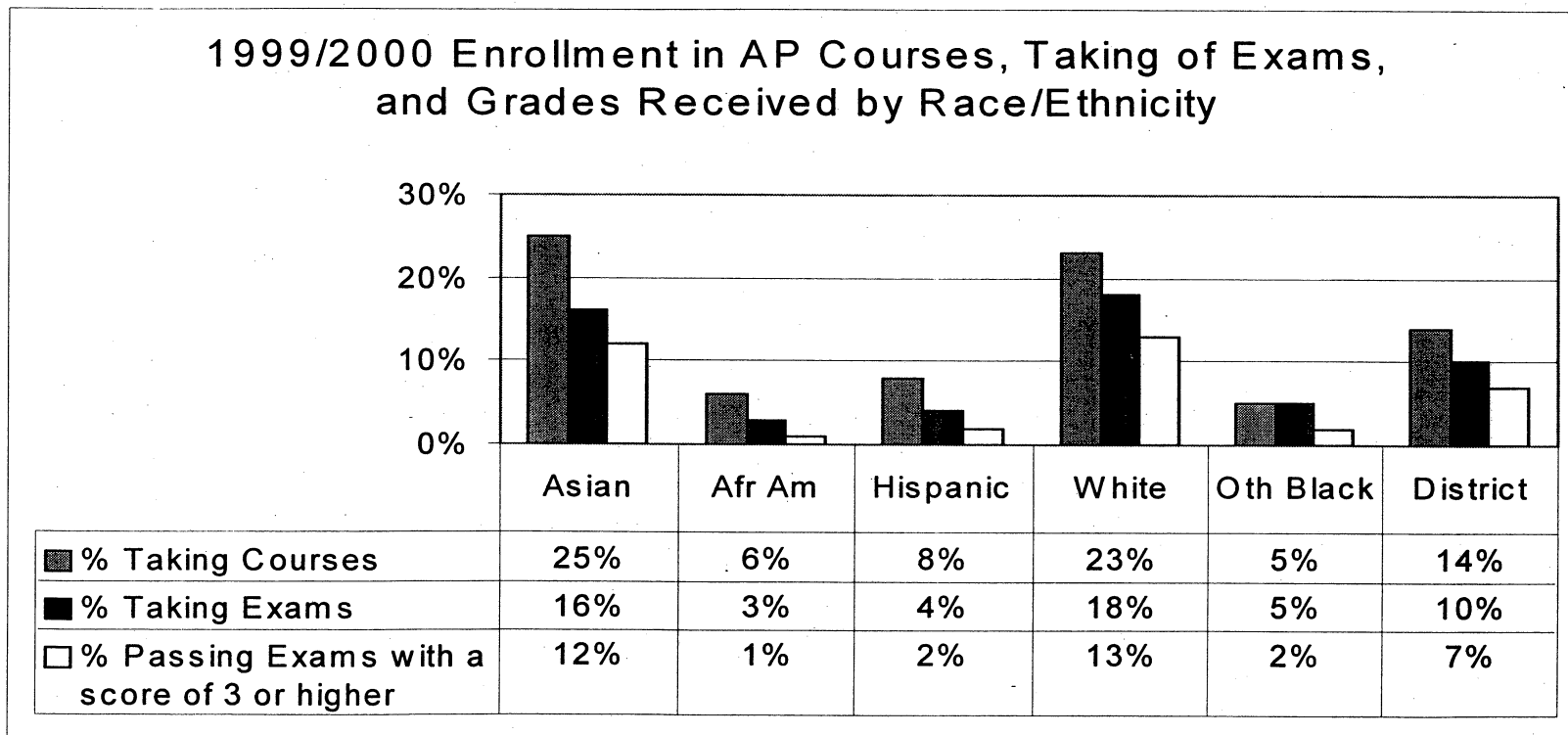
Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Tenth	7	5	2	2	0	1	4	0	1	0	0	2
Eleventh	138	77	61	15	17	11	89	6	8	6	1	30
Twelfth	133	62	71	19	12	10	82	9	12	3	2	29
Total	278	144	134	36	29	22	175	15	21	9	3	61
% District	14%	15%	14%	25%	6%	8%	23%	5%	6%	3%	2%	10%

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Tenth	1%	2%	1%	5%	0%	1%	2%	0%	1%	0%	0%	1%
Eleventh	26%	29%	22%	36%	11%	13%	45%	10%	8%	5%	2%	17%
Twelfth	27%	26%	27%	62%	10%	14%	39%	12%	14%	4%	4%	17%

Note that in grades 11 and 12 over 25% or one quarter of the students are enrolled in an AP course. Note the difference in the racial subgroups however.

Advanced Placement Exams

- 200 students (72% of those enrolled in AP courses) took 380 Advanced Placement Exams.
- Of the 380 exams taken, 245 (65%) were passed with a score of 3 or greater by 138 students (48% of those taking AP courses).
- **By Race/Ethnicity – percentage taking courses, exams, and scores greater or equal to 3**



Advanced Placement Exams – Numbers & Percentages of Students Taking Exams and Passing with scores of 3 or greater

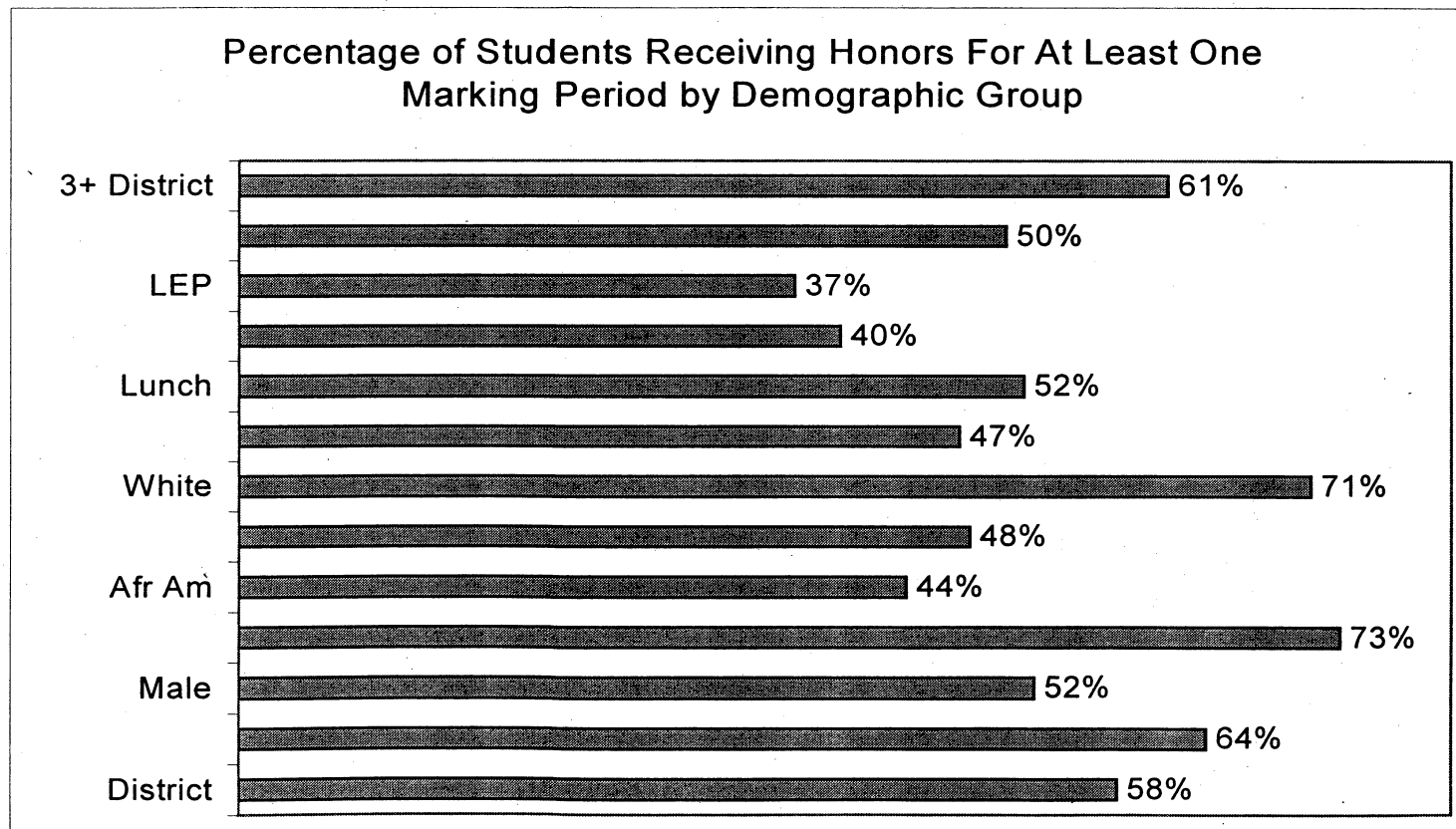
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3 Yrs Dist
Taking Exams	200	103	97	24	14	11	138	13	12	7		39	180
District	10%	11%	9%	16%	3%	4%	18%	5%	3%	2%	0%	6%	12%
Passing 3 +	138	70	68	17	5	7	103	6	5	3	0	25	124
District	7%	7%	7%	12%	1%	2%	13%	2%	1%	1%	0%	4%	8%

Another way of reading the data provided is as follows: among the 278 students in grades 10 – 12 who enrolled in AP classes, 138 (50%) passed an AP exam with 3 points, which may allow them to by-pass this course requirement during their first year of college. Note that among the 175 White students who took an AP class, 103 passed an exam for a rate of 59%. Among the 29 African American students who took an AP course, only 5 students (17%) passed an exam with 3 points or better. Among the 22 Hispanic students who took an AP course, 7 (32%) passed an exam with 3 points or better.

Honors

- 1146 students (58%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year.
- 528 students (27%) received some honors (1st, 2nd, or regular) for every marking period.

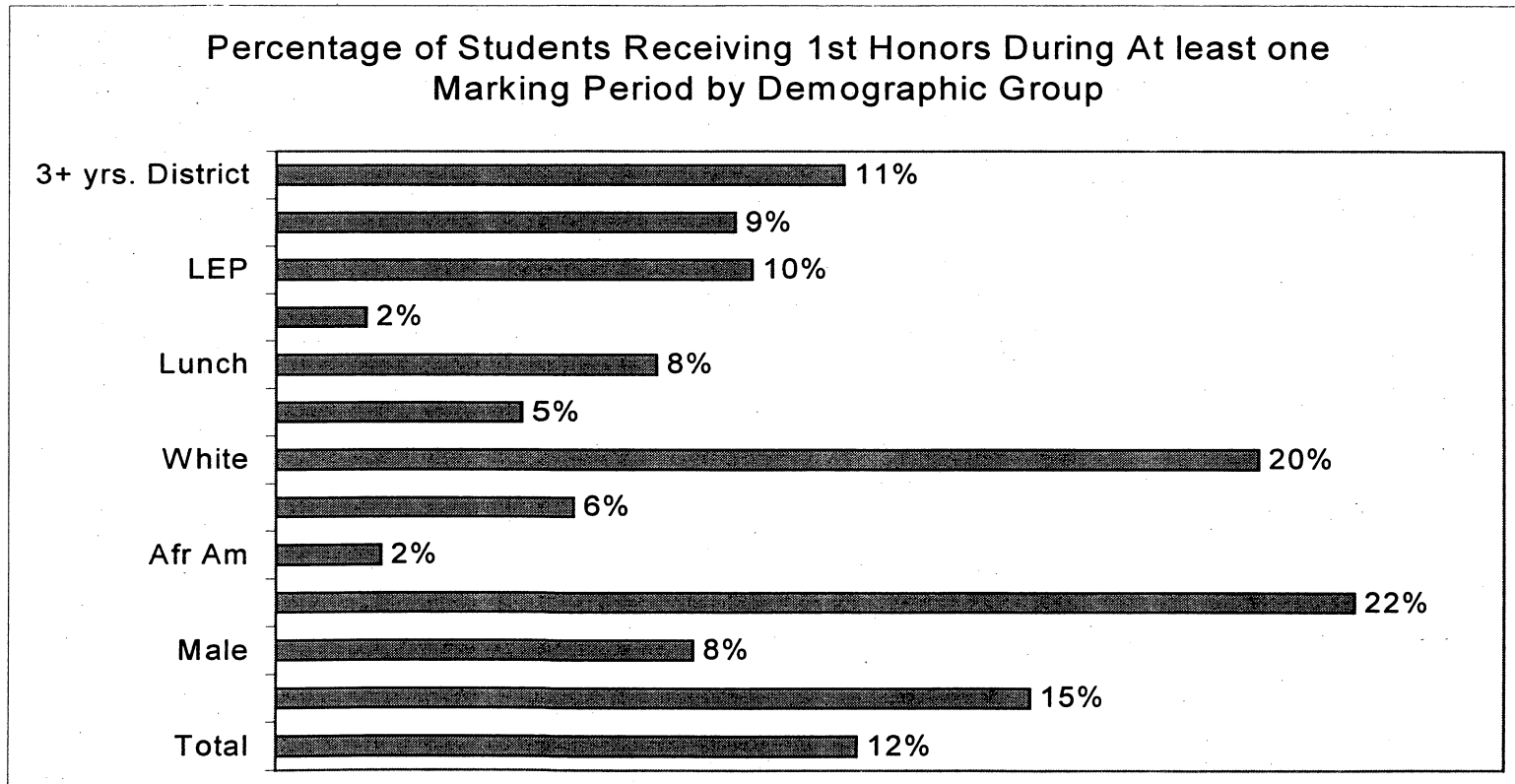
Among the racial subgroups of students, White students received honors during at least one marking period at a rate that exceeded African American students by 61%, exceeded Hispanic students by 48% and exceeded Other Black students by 51%.



1st Honors

- 232 students (12%) received 1st honors for at least one marking period during the year
- 53 students (3%) received 1st honors during every marking period.

Among the racial subgroups of students, White students received 1st honors during at least one marking period at a rate that was 10 times that of African American students (1000%), 3 times that of Hispanic students (300%) and 4 times that of Other Black students (400%).



Honors (1st, 2nd, Regular) During At Least One Marking Period – Number & Percentage

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	286	143	143	26	52	37	145	26	53	50	12	83	251
Tenth	268	157	111	27	52	37	127	23	46	32	17	66	206
Eleventh	290	162	128	24	51	36	147	30	43	33	19	87	235
Twelfth	299	147	152	29	51	34	130	54	53	36	28	101	262
Total	1143	609	534	106	206	144	549	133	195	151	76	337	954
% District	58%	64%	52%	73%	44%	48%	71%	47%	52%	40%	37%	50%	61%

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	56%	60%	53%	67%	40%	48%	73%	42%	46%	45%	26%	49%	63%
Tenth	50%	59%	42%	64%	37%	43%	64%	37%	45%	29%	28%	38%	53%
Eleventh	60%	69%	51%	83%	50%	49%	71%	41%	51%	39%	36%	54%	62%
Twelfth	66%	68%	64%	81%	54%	54%	75%	65%	71%	47%	58%	62%	67%

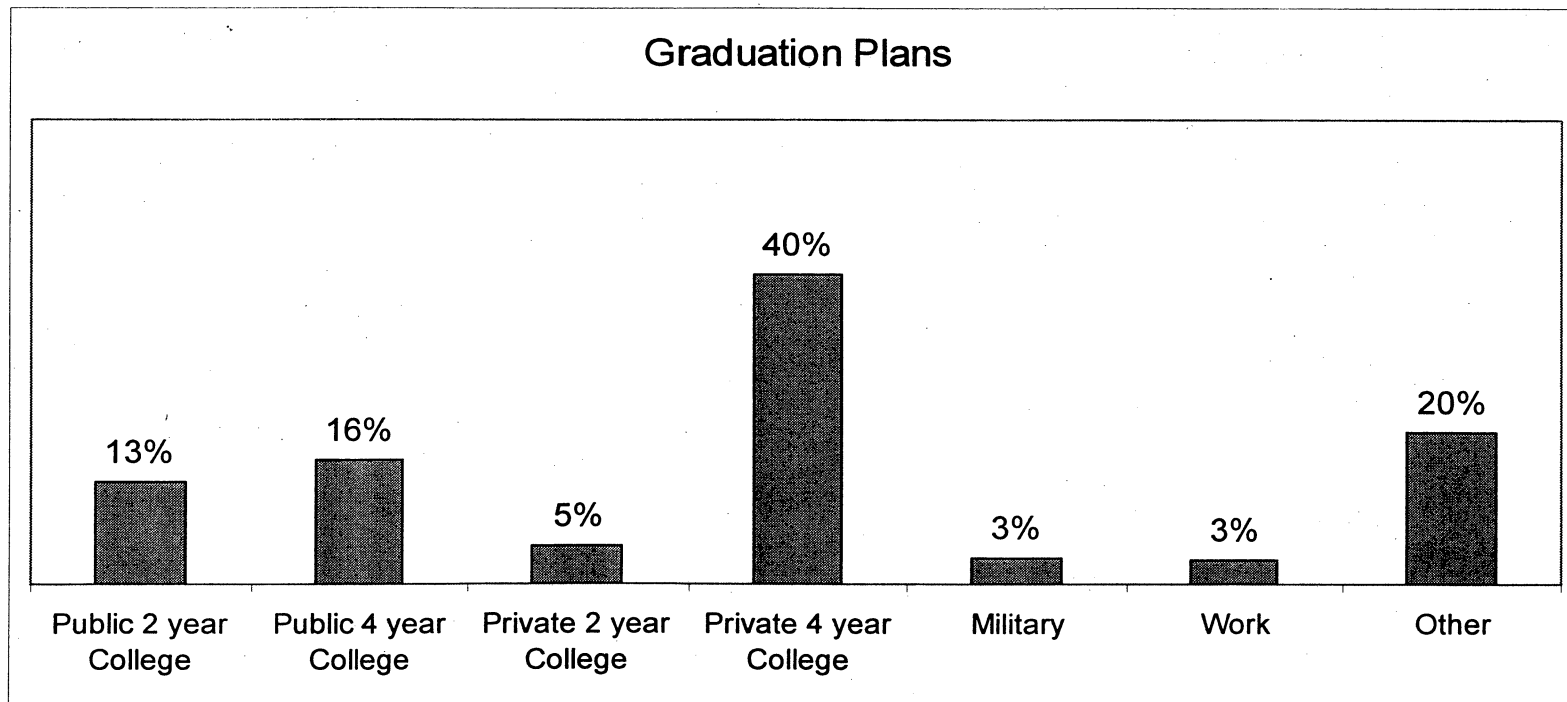
1st Honors – During At Least One Marking Period - Number & Percentage

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	73	47	26	12	4	8	46	3	9	5	6	20	58
Tenth	46	28	18	8	1	6	29	1	8	0	9	14	28
Eleventh	56	41	15	5	1	3	40	6	7	1	4	18	45
Twelfth	57	30	27	7	4	1	40	4	5	1	1	10	48
Total	232	146	86	32	10	18	155	14	29	7	20	62	179
% District	12%	15%	8%	22%	2%	6%	20%	5%	8%	2%	10%	9%	11%

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	14%	20%	10%	31%	3%	10%	23%	5%	8%	5%	13%	12%	15%
Tenth	9%	11%	7%	19%	1%	7%	15%	2%	8%	0%	15%	8%	7%
Eleventh	12%	17%	6%	17%	1%	4%	19%	8%	8%	1%	8%	11%	12%
Twelfth	13%	14%	11%	19%	4%	2%	23%	5%	7%	1%	2%	6%	12%

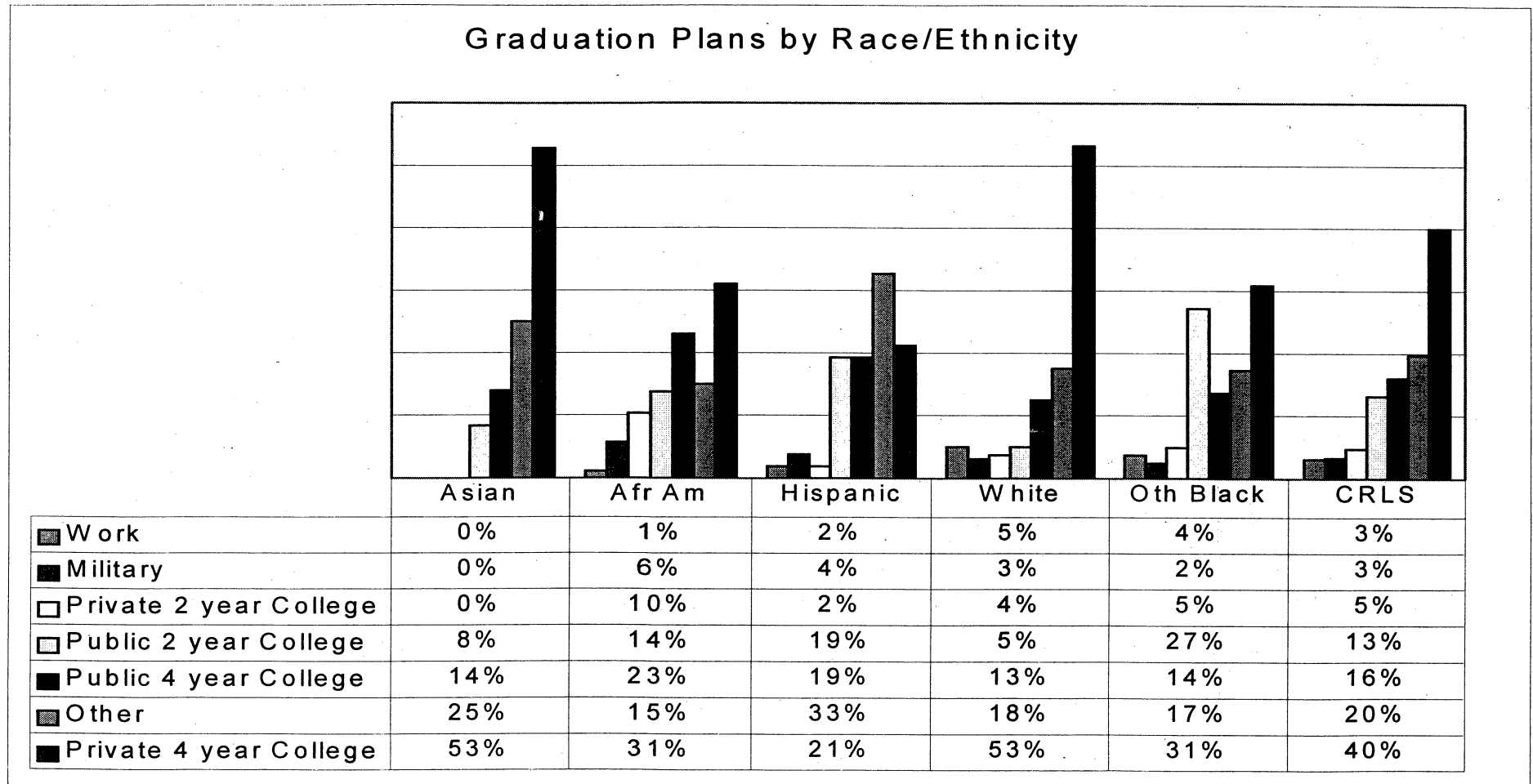
Graduation Plans

- 309 students (74%) reported that they planned to go to college after graduating from high school.
- Most students planned on attending a 4-year private college (40%), followed by a 4-year public college (16%), a 2-year public college (13%) and a 2-year private college (5%).



• **Graduation Plans by Race/Ethnicity**

Among the racial subgroups of students, 54% of African American students plan on going to a four year college and 24% plan on a two year college. Among Hispanic students, 40% plan on a four year college and 21% plan on a two year. Among White students, 66% plan on a four year college and 9% plan on a two year college. These plans indicate that White students plan on a four year college program at a rate that is 22% higher than African American students and 65% greater than Hispanic students and 46% higher than Other Black students.



Graduation Plans – Number and Percentage

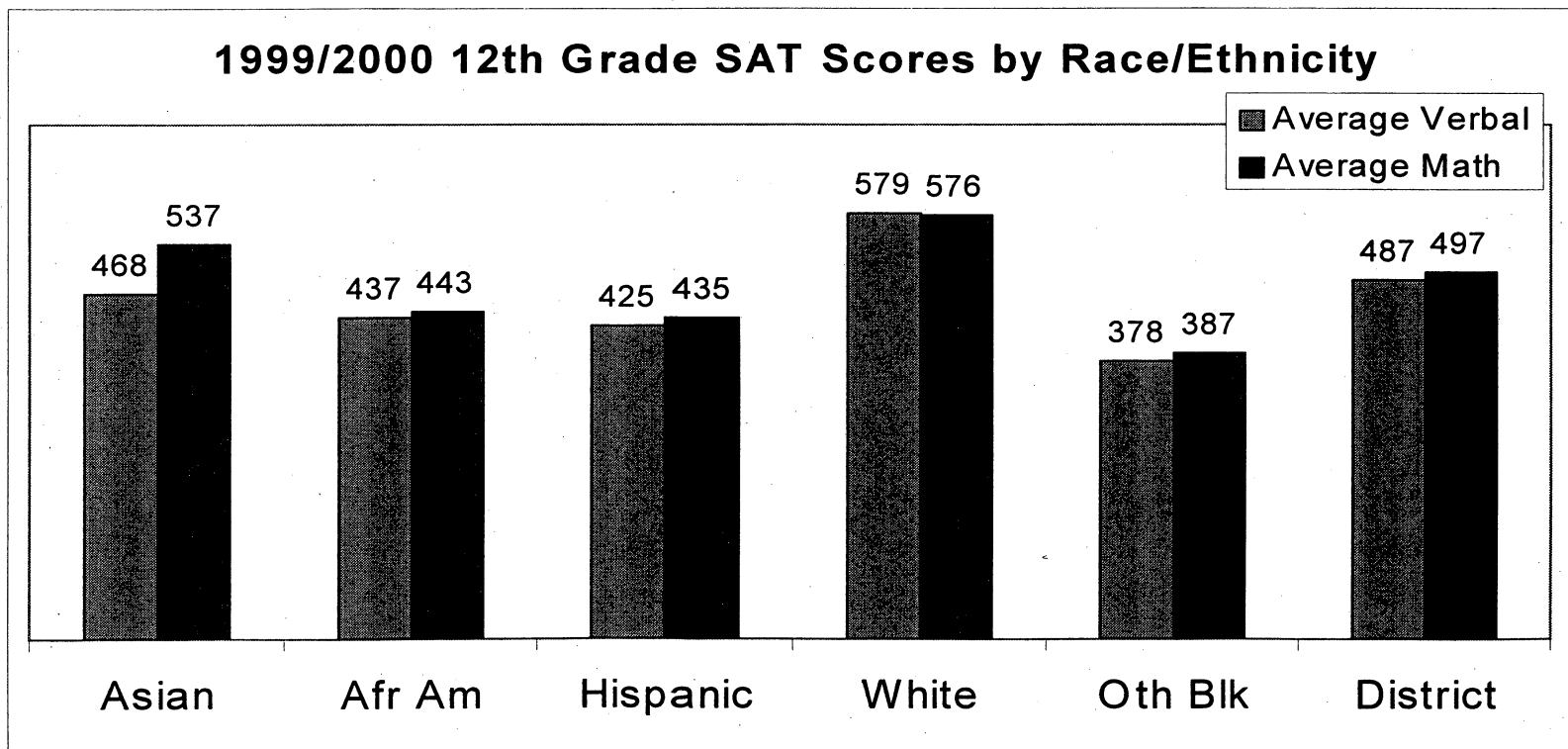
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Public 2 year College	55	25	30	3	12	10	8	22	15	14	11	25
Public 4 year College	67	36	31	5	20	10	20	11	12	7	2	51
Private 2 year College	20	13	7		9	1	6	4	3	8	3	14
Private 4 year College	167	78	89	19	27	11	85	25	18	12	3	122
Military	14	1	13	0	5	2	5	2	1	2	3	10
Work	13	4	9	0	1	1	8	3	3	6	3	7
Other	82	45	37	9	13	17	28	14	18	12	24	39
Total	418	202	216	36	87	52	160	81	70	61	49	268

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Public 2 year College	13%	12%	14%	8%	14%	19%	5%	27%	21%	23%	22%	9%
Public 4 year College	16%	18%	14%	14%	23%	19%	13%	14%	17%	11%	4%	19%
Private 2 year College	5%	6%	3%	0%	10%	2%	4%	5%	4%	13%	6%	5%
Private 4 year College	40%	39%	41%	53%	31%	21%	53%	31%	26%	20%	6%	46%
Military	3%	0%	6%	0%	6%	4%	3%	2%	1%	3%	6%	4%
Work	3%	2%	4%	0%	1%	2%	5%	4%	4%	10%	6%	3%
Other	20%	22%	17%	25%	15%	33%	18%	17%	26%	20%	49%	15%

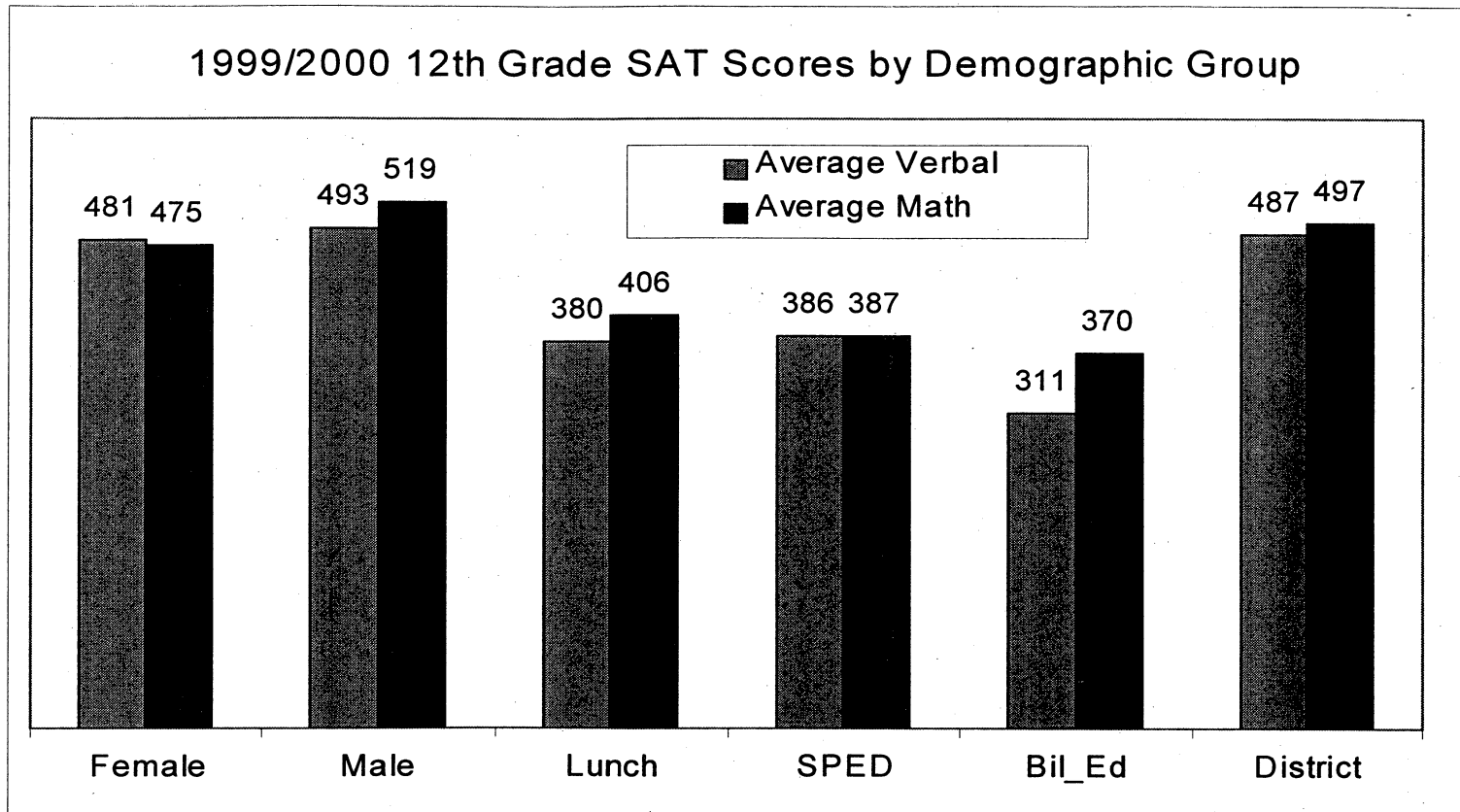
SAT Scores

- 312 12th grade students (69%) took the SAT in 1999/2000.
- The average Verbal SAT score was 487 and the average Math SAT score was 497.
- **SAT Performance by Race/Ethnicity**

White students scored on average 32% higher than African American students on the Verbal and 22% higher on the Math SAT. White students also scored similarly higher than Hispanic and Other Black students on both tests of the SAT.



- **12th Grade Results by Demographic Group**



Fall 1999 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings

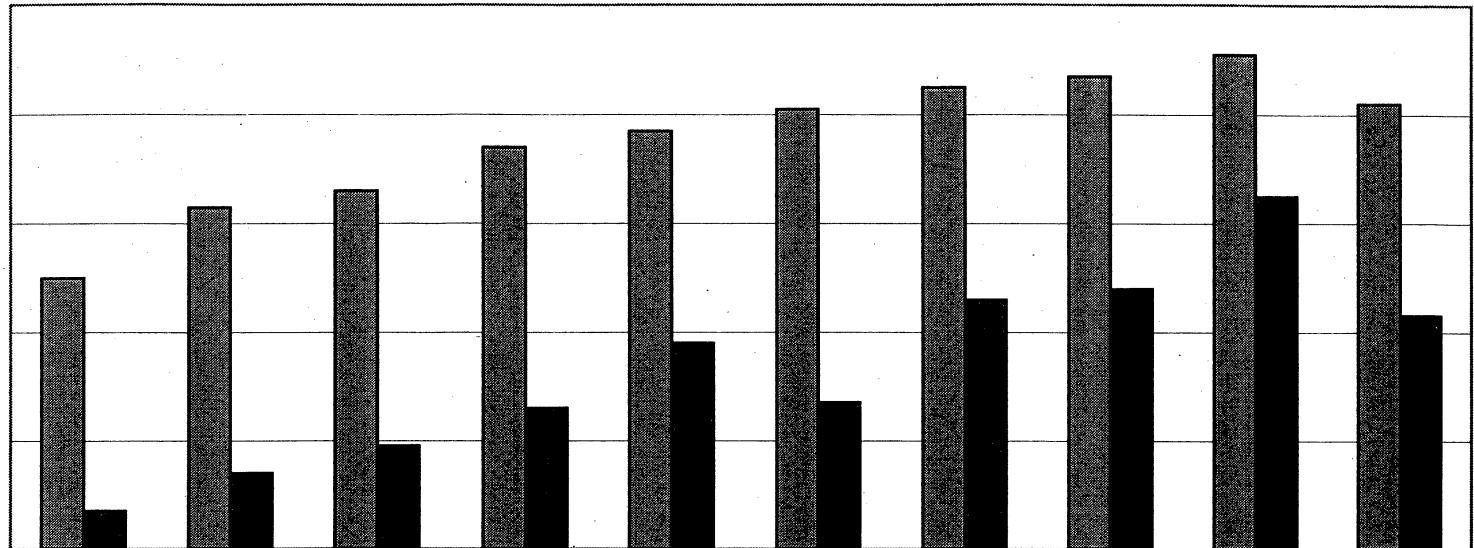
1999 Stanford 9 - Total Reading - GRADE 9

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	82%	87%	77%	85%	74%	81%	91%	63%	66%	50%
Proficient & Above	43%	48%	38%	46%	26%	27%	65%	14%	19%	7%
Average NPR	45	48	43	42	35	39	59	27	29	22

1999 Stanford 9 - Total Reading - GRADE 10

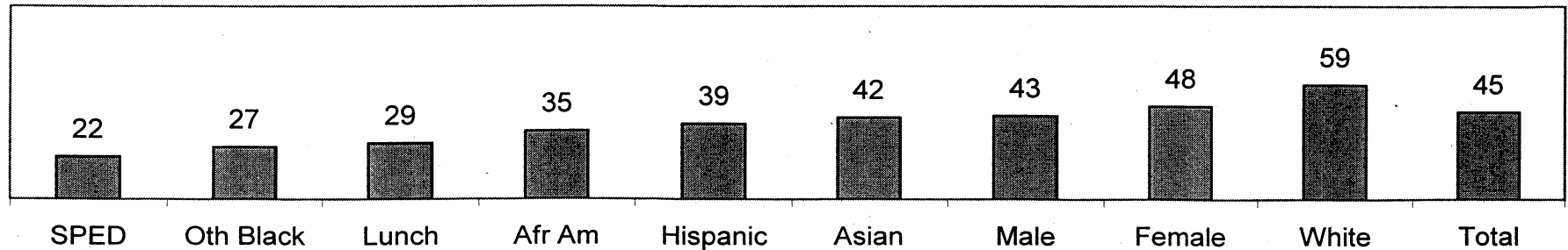
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	74%	81%	67%	78%	68%	67%	87%	53%	63%	39%
Proficient & Above	33%	38%	28%	33%	16%	17%	60%	3%	16%	3%
Average NPR	47	51	43	47	35	34	66	25	35	21

1999 Stanford 9 - Grade 9 - Total Reading Performance Standards

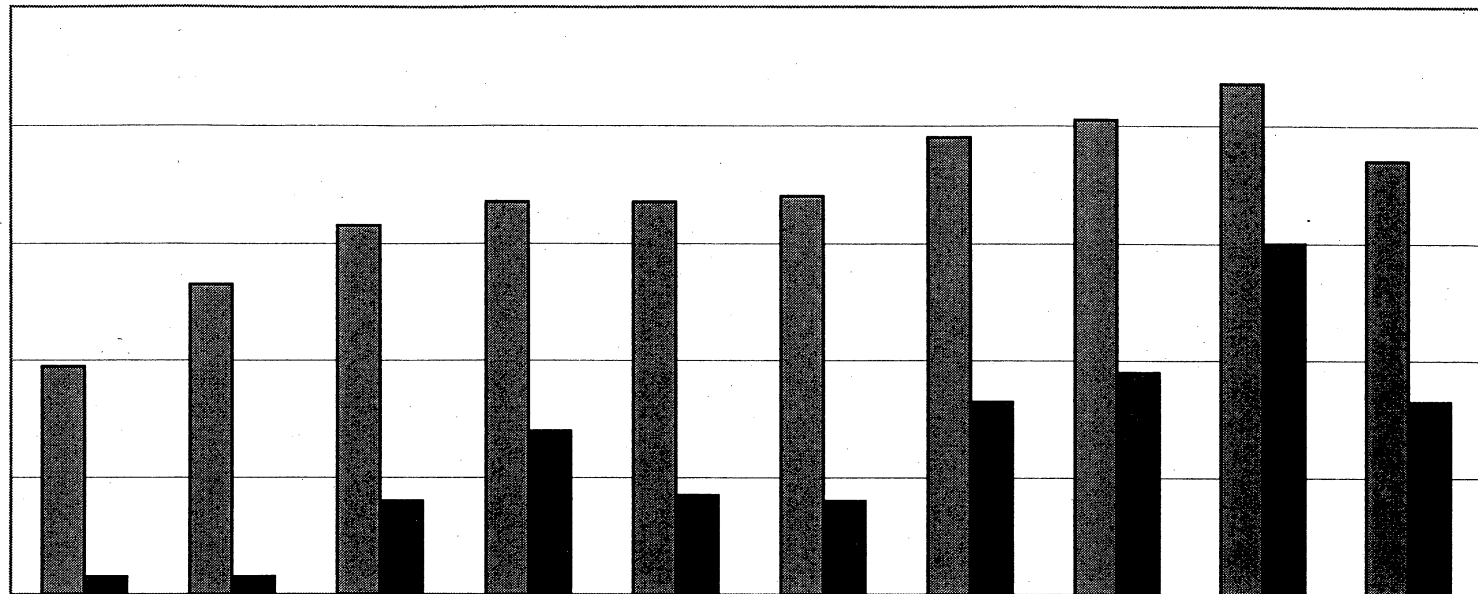


	SPED	Oth Black	Lunch	Afr Am	Male	Hispanic	Asian	Female	White	Total
Basic & Above	50%	63%	66%	74%	77%	81%	85%	87%	91%	82%
Proficient & Above	7%	14%	19%	26%	38%	27%	46%	48%	65%	43%

1999 Stanford 9 - Grade 9 - Total Reading Average NPR

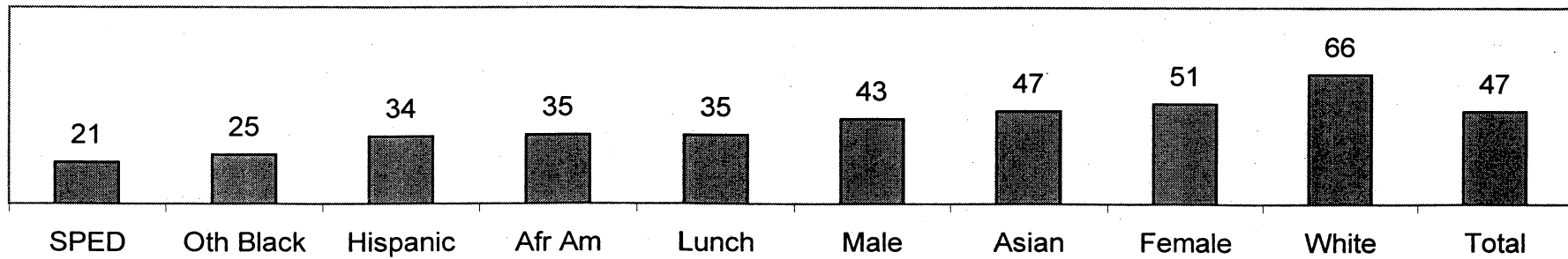


1999 Stanford 9 - Grade 10 - Total Reading Performance Standards



	SPED	Oth Black	Lunch	Male	Hispanic	Afr Am	Asian	Female	White	Total
Basic & Above	39%	53%	63%	67%	67%	68%	78%	81%	87%	74%
Proficient & Above	3%	3%	16%	28%	17%	16%	33%	38%	60%	33%

1999 Stanford 9 - Grade 10 - Total Reading Average NPR



Spring 2000 MCAS Results – 10th grade

A more complete report of MCAS results will be provided upon receipt of the electronic data file from the MA Department of Education.

English Language Arts

CPS Absent = 139 (27%)

Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	328	173	53%	87	27%	51	16%	17	5%
CPS Published by DOE (incl absent)	467	312	67%	87	19%	51	11%	17	4%
Statewide			34%		30%		29%		7%

Math

CPS Absent = 149 (29%)

Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	330	208	63%	51	15%	42	13%	29	9%
CPS Published by DOE (incl absent)	479	357	75%	51	11%	42	9%	29	6%
Statewide			45%		22%		18%		15%

Science

CPS Absent = 159 (33%)

Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	320	202	63%	80	25%	32	10%	6	2%
CPS Published by DOE (incl absent)	479	361	75%	80	17%	32	7%	6	1%
Statewide			37%		37%		23%		3%

Elementary School (K-5) Profiles

1999/2000

Agassiz Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	131	49%	48%
Male	137	51%	52%
Native American	3	1%	1%
Asian	55	21%	13%
African American	43	16%	23%
Hispanic	22	8%	14%
White	119	44%	40%
Other Black	26	10%	10%
Free Lunch	78	29%	47%
SPED	35	13%	20%
LEP	21	8%	15%
Born Outside US	50	19%	16%
1st Lang. Not English	78	29%	34%
3+ Years in District	122	78%	87%
Data missing	112 students		1482 students
Kindergartners	57	21%	19%
First graders	42	16%	15%
Second graders	41	15%	16%
Third graders	47	18%	15%
Fourth graders	40	15%	15%
Fifth graders	41	15%	16%
Ungraded	0	0%	2%
In District Suspension	0	0%	.1%
In School Suspension	5	2%	.6%
Out of School Suspension	3	1%	.8%
Retentions	1	.4%	2.0%

Number of Absences

	Minimum	Maximum	Median
Agassiz	0	43	6.0
District	0	149	5.0

Agassiz Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=40)	31	76%	70%
1st Graders – Writing at Grade Level (n=40)	26	65%	46%
2nd Graders – Reading at Grade Level (DRA) (n=37)	36	97%	85%
2nd Graders – Writing at Grade Level (n=37)	19	51%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	%	District	School	District
Third	39	35	90%	90%	26	67%	51%	65	55
Fourth	36	33	92%	88%	28	78%	57%	64	53
Fifth	37	37	100%	85%	26	70%	49%	65	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	228	226	231
Math	235	231	235
Science / Tech	236	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	228	234	226
Math	235	236	228
Science / Tech	236	240	237

Cambridgeport Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	109	50%	48%
Male	108	50%	52%
Native American	3	1%	1%
Asian	19	9%	13%
African American	53	24%	23%
Hispanic	21	10%	14%
White	112	52%	40%
Other Black	9	4%	10%
Free Lunch	44	20%	47%
SPED	28	13%	20%
LEP	3	1%	15%
Born Outside US	25	12%	16%
1st Lang. Not English	33	15%	34%
3+ Years in District	133	94%	87%
Data missing	76 students		1482 students
Kindergartners	38	18%	19%
First graders	32	15%	15%
Second graders	38	18%	16%
Third graders	38	18%	15%
Fourth graders	28	13%	15%
Fifth graders	43	20%	16%
Ungraded	0	0%	2%
In District Suspension	0	0%	.1%
In School Suspension	1	0%	.6%
Out of School Suspension	0	.4%	.8%
Retentions	2	.9%	2.0%

Number of Absences

	Minimum	Maximum	Median
Cambridgeport	0	74	6.0
District	0	149	5.0

Cambridgeport Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=30)	29	97%	70%
1st Graders – Writing at Grade Level (n=27)	22	82%	46%
2nd Graders – Reading at Grade Level (DRA) (n=37)	34	92%	85%
2nd Graders – Writing at Grade Level (n=37)	21	57%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	%	District	School	District
Third	36	35	97%	90%	27	75%	51%	68	55
Fourth	24	24	100%	88%	22	92%	57%	76	53
Fifth	39	37	95%	85%	29	74%	49%	66	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	236	226	231
Math	246	231	235
Science / Tech	244	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	236	236	237
Math	246	246	244
Science / Tech	244	242	244

Fitzgerald Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	108	51%	48%
Male	105	49%	52%
Native American			1%
Asian	30	14%	13%
African American	48	23%	23%
Hispanic	15	7%	14%
White	85	40%	40%
Other Black	35	16%	10%
Free Lunch	106	57%	47%
SPED	62	29%	20%
LEP	22	10%	15%
Born Outside US	30	14%	16%
1st Lang. Not English	60	28%	34%
3+ Years in District	92	71%	87%
Data missing	84 students		1482 students
Kindergartners	29	14%	19%
First graders	40	19%	15%
Second graders	32	15%	16%
Third graders	31	15%	15%
Fourth graders	28	13%	15%
Fifth graders	27	13%	16%
Ungraded	0		2%
In District Suspension	0	0%	.1%
In School Suspension	0	0%	.6%
Out of School Suspension	0	0%	.8%
Retentions	1	.5	2.0%

Number of Absences

	Minimum	Maximum	Median
Fitzgerald	0	52	4.0
District	0	149	5.0

Fitzgerald Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=30)	22	73%	70%
1st Graders – Writing at Grade Level (n=24)	11	46%	46%
2nd Graders – Reading at Grade Level (DRA) (n=28)	17	61%	85%
2nd Graders – Writing at Grade Level (n=28)	9	32%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above	Percent	District	Proficient & Above	%	District	NPR	District
Third	27	26	96%	90%	9	33%	51%	47	55
Fourth	28	22	79%	88%	10	36%	57%	38	53
Fifth	20	19	90%	85%	10	50%	49%	50	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	226	226	231
Math	230	231	235
Science / Tech	231	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	226	231	230
Math	230	234	233
Science / Tech	231	236	234

Fletcher Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	62	43%	48%
Male	81	57%	52%
Native American	1	.7%	1%
Asian	4	3%	13%
African American	52	36%	23%
Hispanic	22	15%	14%
White	49	34%	40%
Other Black	15	11%	10%
Free Lunch	102	71%	47%
SPED	33	23%	20%
LEP	7	5%	15%
Born Outside US	7	5%	16%
1st Lang. Not English	29	20%	34%
3+ Years in District	69	85%	87%
Data missing	62 students		1482 students
Kindergartners	28	20%	19%
First graders	27	19%	15%
Second graders	19	13%	16%
Third graders	22	15%	15%
Fourth graders	21	15%	15%
Fifth graders	26	18%	16%
Ungraded			2%
In District Suspension	0	0%	.1%
In School Suspension	0	0%	.6%
Out of School Suspension	1	.7%	.8%
Retentions	1	.7%	2.0%

Number of Absences

	Minimum	Maximum	Median
Fletcher	0	149	11
District	0	149	5.0

Fletcher Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=26)	17	65%	70%
1st Graders – Writing at Grade Level (n=18)	10	56%	46%
2nd Graders – Reading at Grade Level (DRA) (n=17)	12	71%	85%
2nd Graders – Writing at Grade Level (n=17)	2	12%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	40	33	83%	90%	7	18%	51%	36	55
Fourth	20	17	85%	88%	7	35%	57%	40	53
Fifth	25	16	64%	85%	11	34%	49%	45	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	221	226	231
Math	222	231	235
Science / Tech	226	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	221	225	227
Math	222	221	224
Science / Tech	226	229	232

Graham & Parks Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	114	45%	48%
Male	138	55%	52%
Native American	3	1%	1%
Asian	22	9%	13%
African American	38	15%	23%
Hispanic	15	6%	14%
White	104	41%	40%
Other Black	70	28%	10%
Free Lunch	86	34%	47%
SPED	64	25%	20%
LEP	55	22%	15%
Born Outside US	45	18%	16%
1st Lang. Not English	97	39%	34%
3+ Years in District	146	91%	87%
Data missing	92 students		1482 students
Kindergartners	48	19%	19%
First graders	36	14%	15%
Second graders	43	17%	16%
Third graders	35	14%	15%
Fourth graders	42	17%	15%
Fifth graders	48	19%	16%
Ungraded			2%
In District Suspension	0		.1%
In School Suspension	3	1%	.6%
Out of School Suspension	3	1%	.8%
Retentions	13	5.2%	2.0%

Number of Absences

	Minimum	Maximum	Median
Graham & Parks	0	52	6.0
District	0	149	5.0

Graham & Parks Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=34)	21	62%	70%
1st Graders – Writing at Grade Level (n=29)	15	52%	46%
2nd Graders – Reading at Grade Level (DRA) (n=41)	37	90%	85%
2nd Graders – Writing at Grade Level (n=41)	28	68%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	28	27	96%	90%	23	82%	51%	73	55
Fourth	37	35	95%	88%	25	68%	57%	66	53
Fifth	39	35	90%	85%	23	59%	49%	59	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	230	226	231
Math	241	231	235
Science / Tech	241	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	230	232	227
Math	241	241	233
Science / Tech	241	241	233

Haggerty Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	99	50%	48%
Male	101	50%	52%
Native American	2	1%	1%
Asian	21	11%	13%
African American	53	27%	23%
Hispanic	10	5%	14%
White	102	51%	40%
Other Black	12	6%	10%
Free Lunch	51	26%	47%
SPED	58	29%	20%
LEP	0	0%	15%
Born Outside US	14	7%	16%
1st Lang. Not English	30	15%	34%
3+ Years in District	115	98%	87%
Data missing	82 students		1482 students
Kindergartners	45	23%	19%
First graders	30	15%	15%
Second graders	30	15%	16%
Third graders	41	21%	15%
Fourth graders	25	13%	15%
Fifth graders	24	12%	16%
Ungraded	0	0%	2%
In District Suspension	0	0%	.1%
In School Suspension	1	.5%	.6%
Out of School Suspension	3	1.5%	.8%
Retentions	0	0%	2.0%

Number of Absences

	Minimum	Maximum	Median
Haggerty	0	87	6.0
District	0	149	5.0

Haggerty Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=29)	27	93%	70%
1st Graders – Writing at Grade Level (n=27)	21	78%	46%
2nd Graders – Reading at Grade Level (DRA) (n=30)	27	90%	85%
2nd Graders – Writing at Grade Level (n=30)	10	33%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	36	34	94%	90%	21	58%	51%	60	55
Fourth	24	21	88%	88%	15	63%	57%	60	53
Fifth	25	23	92%	85%	8	32%	49%	41	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	229	226	231
Math	234	231	235
Science / Tech	239	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	229	226	227
Math	234	229	226
Science / Tech	239	237	229

Harrington Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	194	48%	48%
Male	210	52%	52%
Native American	2	.5%	1%
Asian	18	5%	13%
African American	89	22%	23%
Hispanic	48	12%	14%
White	195	48%	40%
Other Black	52	13%	10%
Free Lunch	254	65%	47%
SPED	99	25%	20%
LEP	113	28%	15%
Born Outside US	79	20%	16%
1st Lang. Not English	198	49%	34%
3+ Years in District	193	79%	87%
Data missing	159 students		1482 students
Kindergartners	75	19%	19%
First graders	57	14%	15%
Second graders	69	17%	16%
Third graders	52	13%	15%
Fourth graders	60	15%	15%
Fifth graders	76	19%	16%
Ungraded			2%
In District Suspension	1	.2%	.1%
In School Suspension	3	.7%	.6%
Out of School Suspension	13	3.2%	.8%
Retentions	18	4.6%	2.0%

Number of Absences

	Minimum	Maximum	Median
Harrington	0	67	6.0
District	0	149	5.0

Harrington Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=51)	36	71%	70%
1st Graders – Writing at Grade Level (n=45)	32	71%	46%
2nd Graders – Reading at Grade Level (DRA) (n=52)	41	79%	85%
2nd Graders – Writing at Grade Level (n=52)	14	27%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	43	32	74%	90%	12	28%	51%	40	55
Fourth	40	33	83%	88%	13	33%	57%	36	53
Fifth	59	40	68%	85%	12	20%	49%	29	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	224	226	231
Math	226	231	235
Science / Tech	230	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	224	222	223
Math	226	219	220
Science / Tech	230	225	224

Kennedy Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	171	50%	48%
Male	173	50%	52%
Native American	2	.6%	1%
Asian	12	4%	13%
African American	55	16%	23%
Hispanic	155	45%	14%
White	107	31%	40%
Other Black	12	4%	10%
Free Lunch	227	66%	47%
SPED	63	18%	20%
LEP	111	32%	15%
Born Outside US	52	15%	16%
1st Lang. Not English	176	51%	34%
3+ Years in District	176	85%	87%
Data missing	136 students		1482 students
Kindergartners	72	21%	19%
First graders	45	13%	15%
Second graders	61	18%	16%
Third graders	48	14%	15%
Fourth graders	54	16%	15%
Fifth graders	49	14%	16%
Ungraded	15	4%	2%
In District Suspension	1	.3%	.1%
In School Suspension	1	.3%	.6%
Out of School Suspension	1	.3%	.8%
Retentions	1	.3%	2.0%

Number of Absences

	Minimum	Maximum	Median
Kennedy	0	86	7.0
District	0	149	5.0

Kennedy Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=49)	22	45%	70%
1st Graders – Writing at Grade Level (n=40)	9	23%	46%
2nd Graders – Reading at Grade Level (DRA) (n=49)	36	74%	85%
2nd Graders – Writing at Grade Level (n=50)	15	30%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	36	35	97%	90%	9	25%	51%	46	55
Fourth	41	31	76%	88%	10	24%	57%	32	53
Fifth	34	29	85%	85%	15	44%	49%	41	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	225	226	231
Math	229	231	235
Science / Tech	229	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	225	227	223
Math	229	230	231
Science / Tech	229	232	227

King Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	120	54%	48%
Male	102	46%	52%
Native American	1	.5%	1%
Asian	62	28%	13%
African American	59	27%	23%
Hispanic	18	8%	14%
White	62	28%	40%
Other Black	20	9%	10%
Free Lunch	144	65%	47%
SPED	55	25%	20%
LEP	63	28%	15%
Born Outside US	65	29%	16%
1st Lang. Not English	105	47%	34%
3+ Years in District	88	69%	87%
Data missing	94 students		1482 students
Kindergartners	46	21%	19%
First graders	38	17%	15%
Second graders	31	14%	16%
Third graders	37	17%	15%
Fourth graders	35	16%	15%
Fifth graders	22	10%	16%
Ungraded	13	6%	2%
In District Suspension	0	0%	.1%
In School Suspension	0	0%	.6%
Out of School Suspension	0	0%	.8%
Retentions	8	3.6%	2.0%

Number of Absences

	Minimum	Maximum	Median
King	0	46	6.0
District	0	149	5.0

King Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=31)	21	68%	70%
1st Graders – Writing at Grade Level (n=26)	12	46%	46%
2nd Graders – Reading at Grade Level (DRA) (n=26)	23	89%	85%
2nd Graders – Writing at Grade Level (n=26)	18	69%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	29	24	83%	90%	9	31%	51%	44	55
Fourth	28	24	86%	88%	14	50%	57%	43	53
Fifth	20	15	75%	85%	6	30%	49%	41	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	225	226	231
Math	228	231	235
Science / Tech	231	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	225	225	229
Math	228	236	239
Science / Tech	231	227	231

King Open Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	117	48%	48%
Male	126	52%	52%
Native American	1	.4%	1%
Asian	31	13%	13%
African American	64	26%	23%
Hispanic	13	5%	14%
White	122	50%	40%
Other Black	12	5%	10%
Free Lunch	62	26%	47%
SPED	40	17%	20%
LEP	11	5%	15%
Born Outside US	36	15%	16%
1st Lang. Not English	36	15%	34%
3+ Years in District	134	92%	87%
Data missing	97 students		1482 students
Kindergartners	51	21%	19%
First graders	36	15%	15%
Second graders	48	20%	16%
Third graders	36	15%	15%
Fourth graders	36	15%	15%
Fifth graders	36	15%	16%
Ungraded	0		2%
In District Suspension	1	.4%	.1%
In School Suspension	3	1.2%	.6%
Out of School Suspension	0	0%	.8%
Retentions	22	9.1%	2.0%

Number of Absences

	Minimum	Maximum	Median
King Open	0	32	3.0
District	0	149	5.0

King Open Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=35)	25	71%	70%
1st Graders – Writing at Grade Level (n=33)	10	30%	46%
2nd Graders – Reading at Grade Level (DRA) (n=47)	40	85%	85%
2nd Graders – Writing at Grade Level (n=47)	19	40%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	32	31	97%	90%	26	81%	51%	71	55
Fourth	34	32	94%	88%	31	91%	57%	75	53
Fifth	31	30	97%	85%	24	77%	49%	67	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	219	226	231
Math	224	231	235
Science / Tech	226	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	219	232	232
Math	224	240	236
Science / Tech	226	214	242

Longfellow Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	109	44%	48%
Male	137	56%	52%
Native American	1	.4%	1%
Asian	16	7%	13%
African American	50	20%	23%
Hispanic	92	37%	14%
White	67	27%	40%
Other Black	20	8%	10%
Free Lunch	146	59%	47%
SPED	50	20%	20%
LEP	55	22%	15%
Born Outside US	34	14%	16%
1st Lang. Not English	124	50%	34%
3+ Years in District	131	85%	87%
Data missing	91 students		1482 students
Kindergartners	44	18%	19%
First graders	34	14%	15%
Second graders	41	17%	16%
Third graders	30	12%	15%
Fourth graders	34	14%	15%
Fifth graders	47	19%	16%
Ungraded	16	7%	2%
In District Suspension	0		.1%
In School Suspension	1	.4%	.6%
Out of School Suspension	5	2.0%	.8%
Retentions	8	3.3%	2.0%

Number of Absences

	Minimum	Maximum	Median
Longfellow	0	56	8.0
District	0	149	5.0

Longfellow Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=31)	13	42%	70%
1st Graders – Writing at Grade Level (n=30)	10	33%	46%
2nd Graders – Reading at Grade Level (DRA) (n=41)	28	68%	85%
2nd Graders – Writing at Grade Level (n=41)	13	32%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	32	25	78%	90%	9	28%	51%	42	55
Fourth	28	23	82%	88%	11	39%	57%	40	53
Fifth	38	35	92%	85%	14	37%	49%	43	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	221	226	231
Math	224	231	235
Science / Tech	226	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	221	227	229
Math	224	228	237
Science / Tech	226	230	237

Maynard Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
<i>Female</i>	70	49%	48%
<i>Male</i>	73	51%	52%
<i>Native American</i>	1	.7%	1%
<i>Asian</i>	2	1%	13%
<i>African American</i>	53	37%	23%
<i>Hispanic</i>	35	25%	14%
<i>White</i>	32	22%	40%
<i>Other Black</i>	20	14%	10%
<i>Free Lunch</i>	90	63%	47%
<i>SPED</i>	34	24%	20%
<i>LEP</i>	1	.7%	15%
<i>Born Outside US</i>	4	3%	16%
<i>1st Lang. Not English</i>	40	28%	34%
<i>3+ Years in District</i>	95	98%	87%
Data missing	46 students		1482 students
<i>Kindergartners</i>	22	15%	19%
<i>First graders</i>	23	16%	15%
<i>Second graders</i>	18	13%	16%
<i>Third graders</i>	27	19%	15%
<i>Fourth graders</i>	22	15%	15%
<i>Fifth graders</i>	31	22%	16%
<i>Ungraded</i>			2%
<i>In District Suspension</i>	0	0%	.1%
<i>In School Suspension</i>	0	0%	.6%
<i>Out of School Suspension</i>	0	0%	.8%
<i>Retentions</i>	0	0%	2.0%

Number of Absences

	Minimum	Maximum	Median
<i>Maynard</i>	0	49	5.0
<i>District</i>	0	149	5.0

Maynard Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=20)	4	20%	70%
1st Graders – Writing at Grade Level (n=18)	5	28%	46%
2nd Graders – Reading at Grade Level (DRA) (n=17)	13	77%	85%
2nd Graders – Writing at Grade Level (n=17)	4	24%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	23	14	61%	90%	7	30%	51%	36	55
Fourth	22	17	77%	88%	6	27%	57%	34	53
Fifth	29	19	65%	85%	4	14%	49%	23	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	222	226	231
Math	220	231	235
Science / Tech	229	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	222	219	219
Math	220	225	214
Science / Tech	229	224	220

Morse Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	131	48%	48%
Male	143	52%	52%
Native American			1%
Asian	79	29%	13%
African American	58	21%	23%
Hispanic	24	9%	14%
White	98	36%	40%
Other Black	15	6%	10%
Free Lunch	117	43%	47%
SPED	44	16%	20%
LEP	66	24%	15%
Born Outside US	61	22%	16%
1st Lang. Not English	101	37%	34%
3+ Years in District	128	82%	87%
Data missing	117 students		1482 students
Kindergartners	62	23%	19%
First graders	44	16%	15%
Second graders	49	18%	16%
Third graders	38	14%	15%
Fourth graders	49	18%	15%
Fifth graders	27	10%	16%
Ungraded	5	2%	2%
In District Suspension	0	0%	.1%
In School Suspension	1	.4%	.6%
Out of School Suspension	0	0%	.8%
Retentions	0	0%	2.0%

Number of Absences

	Minimum	Maximum	Median
Morse	0	100	6.5
District	0	149	5.0

Morse Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n= 43)	37	86%	70%
1st Graders – Writing at Grade Level (n=35)	10	29%	46%
2nd Graders – Reading at Grade Level (DRA) (n=46)	42	91%	85%
2nd Graders – Writing at Grade Level (n=46)	16	35%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	35	31	89%	90%	16	46%	51%	54	55
Fourth	42	38	90%	88%	26	62%	57%	54	53
Fifth	22	18	82%	85%	11	50%	49%	49	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	228	226	231
Math	237	231	235
Science / Tech	237	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	228	233	233
Math	237	238	240
Science / Tech	237	236	243

Peabody Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	133	45%	48%
Male	163	55%	52%
Native American	7	2%	1%
Asian	68	23%	13%
African American	48	16%	23%
Hispanic	16	5%	14%
White	134	45%	40%
Other Black	23	8%	10%
Free Lunch	95	32%	47%
SPED	62	21%	20%
LEP	13	4%	15%
Born Outside US	46	16%	16%
1st Lang. Not English	85	29%	34%
3+ Years in District	171	94%	87%
Data missing	114 students		1482 students
Kindergartners	58	20%	19%
First graders	45	15%	15%
Second graders	44	15%	16%
Third graders	41	14%	15%
Fourth graders	39	13%	15%
Fifth graders	48	16%	16%
Ungraded	21	7%	2%
In District Suspension	1	.3%	.1%
In School Suspension	1	.3%	.6%
Out of School Suspension	2	.7%	.8%
Retentions	0	0%	2.0%

Number of Absences

	Minimum	Maximum	Median
Peabody	0	70	6.0
District	0	149	5.0

Peabody Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=42)	34	81%	70%
1st Graders – Writing at Grade Level (n=35)	12	34%	46%
2nd Graders – Reading at Grade Level (DRA) (n=42)	38	91%	85%
2nd Graders – Writing at Grade Level (n=42)	12	29%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	35	34	97%	90%	24	69%	51%	68	55
Fourth	38	38	100%	88%	30	79%	57%	68	53
Fifth	45	43	96%	85%	33	73%	49%	62	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	227	226	231
Math	231	231	235
Science / Tech	239	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	227	234	232
Math	231	236	238
Science / Tech	239	241	236

Tobin Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
Female	178	47%	48%
Male	199	53%	52%
Native American	1	.3%	1%
Asian	46	12%	13%
African American	119	32%	23%
Hispanic	33	9%	14%
White	136	36%	40%
Other Black	42	11%	10%
Free Lunch	176	47%	47%
SPED	44	12%	20%
LEP	34	9%	15%
Born Outside US	56	15%	16%
1st Lang. Not English	99	26%	34%
3+ Years in District	225	89%	87%
Data missing	124 students		1482 students
Kindergartners	54	14%	19%
First graders	59	16%	15%
Second graders	58	15%	16%
Third graders	62	16%	15%
Fourth graders	66	18%	15%
Fifth graders	67	18%	16%
Ungraded	11	3%	2%
In District Suspension	0	0%	.1%
In School Suspension	1	.3%	.6%
Out of School Suspension	0	0%	.8%
Retentions	0	0%	2.0%

Number of Absences

	Minimum	Maximum	Median
Tobin	0	18	0
District	0	149	5.0

Tobin Testing Profile 1999/2000

Early Literacy Assessment - Spring 2000

	Number	Percent	District
1st Graders – Reading at Grade Level (DRA) (n=52)	41	79%	70%
1st Graders – Writing at Grade Level (n=45)	14	31%	46%
2nd Graders – Reading at Grade Level (DRA) (n=53)	49	93%	85%
2nd Graders – Writing at Grade Level (n=51)	22	43%	40%

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Third	59	56	95%	90%	34	58%	51%	60	55
Fourth	63	58	92%	88%	40	63%	57%	57	53
Fifth	57	45	79%	85%	30	53%	49%	48	48

MCAS – Spring 2000 – Average Scale Score

Fourth Grade	School	District	State
English Language Arts	226	226	231
Math	230	231	235
Science / Tech	236	234	241

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Fourth Grade	2000	1999	1998
English Language Arts	226	228	232
Math	230	227	233
Science / Tech	236	233	238

New Fletcher Maynard Academy Elementary School (K-5) Profile 1999/2000

	Number	Percent	District
<i>Female</i>	132	46%	48%
<i>Male</i>	154	54%	52%
<i>Native American</i>	2	.7%	1%
<i>Asian</i>	6	2.1%	13%
<i>African American</i>	105	37%	23%
<i>Hispanic</i>	57	20%	14%
<i>White</i>	81	28%	40%
<i>Other Black</i>	35	12%	10%
<i>Free Lunch</i>	192	67%	47%
<i>SPED</i>	67	23%	20%
<i>LEP</i>	8	3%	15%
<i>Born Outside US</i>	11	4%	16%
<i>1st Lang. Not English</i>	69	24%	34%
<i>3+ Years in District</i>	164	92%	87%
Data missing	108 students		1482 students
<i>Kindergartners</i>	50	18%	19%
<i>First graders</i>	50	18%	15%
<i>Second graders</i>	37	13%	16%
<i>Third graders</i>	49	17%	15%
<i>Fourth graders</i>	43	15%	15%
<i>Fifth graders</i>	57	20%	16%
<i>Ungraded</i>			2%
<i>In District Suspension</i>	0	0%	.1%
<i>In School Suspension</i>	0	0%	.6%
<i>Out of School Suspension</i>	1	.3%	.8%
<i>Retentions</i>	1	.3%	2.0%

Number of Absences

	Minimum	Maximum	Median
<i>New School</i>	0	149	8.0
<i>District</i>	0	149	5.0

Middle School (6-8) Profiles

1999/2000

Agassiz Middle School Profile 1999/2000

	Number	Percent	District
Female	41	42%	50%
Male	57	58%	50%
Native American	1	1%	.4%
Asian	11	11%	8%
African American	22	22%	22%
Hispanic	9	9%	15%
White	41	42%	41%
Other Black	14	14%	13%
Free Lunch	41	41%	46%
SPED	23	23.5%	27%
LEP	10	10%	10%
Born Outside US	33	34%	19%
1st Lang. Not English	28	29%	34%
3+ Years in District	67	93%	85%
Data missing	8 students		71 students
Sixth graders	32	33%	33%
Seventh graders	30	31%	32%
Eighth graders	36	36%	33%
Ungraded	0		2%
In District Suspension	1	1%	1.9%
In School Suspension	7	7.1%	1.7%
Out of School Suspension	8	8.2%	3.0%
Retentions	1	1%	.1%
Dropouts from CRLS	1	1.8%	2.5%

Number of Absences

	Minimum	Maximum	Median
Agassiz	0	49	7
District	0	71	5

Agassiz Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	29	25	86%	87%	12	41%	45%	52	53
Seventh	26	25	96%	90%	16	62%	49%	62	54
Eighth	28	26	93%	84%	18	64%	42%	61	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	26	93%	75%
Pass Algebra Class	28	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	239	230	242
Math	231	221	232
Science / Tech	232	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	239	235	241
Math	231	234	234
Science / Tech	232	227	237

Cambridgeport Middle School Profile 1999/2000

	Number	Percent	District
Female	34	54%	50%
Male	29	46%	50%
Native American			.4%
Asian	8	13%	8%
African American	15	24%	22%
Hispanic	6	10%	15%
White	30	48%	41%
Other Black	4	6%	13%
Free Lunch	17	27%	46%
SPED	12	19%	27%
LEP	1	2%	10%
Born Outside US	9	14%	19%
1st Lang. Not English	9	14%	34%
3+ Years in District	58	92%	85%
Data missing			71 students
Sixth graders	26	41%	33%
Seventh graders	24	38%	32%
Eighth graders	13	21%	33%
Ungraded			2%
In District Suspension	0		1.9%
In School Suspension	1	1.6%	1.7%
Out of School Suspension	3	4.8%	3.0%
Retentions	0		.1%
Dropouts from CRLS	0		2.5%

Number of Absences

	Minimum	Maximum	Median
Cambridgeport	0	32	5
District	0	71	5

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	25	23	92%	87%	18	72%	45%	68	53
Seventh	22	20	91%	90%	18	82%	49%	77	54
Eighth	11	9	82%	84%	5	45%	42%	47	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	21	100%	75%
Pass Algebra Class	21	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	225	230	242
Math	211	221	232
Science / Tech	205	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	225	226	
Math	211	229	
Science / Tech	205	222	

Fitzgerald Middle School Profile 1999/2000

	Number	Percent	District
Female	41	47%	50%
Male	47	53%	50%
Native American			.4%
Asian	10	11%	8%
African American	20	23%	22%
Hispanic	9	10%	15%
White	32	36%	41%
Other Black	17	19%	13%
Free Lunch	64	73%	46%
SPED	21	24%	27%
LEP	1	1%	10%
Born Outside US	15	17%	19%
1st Lang. Not English	30	34%	34%
3+ Years in District	77	88%	85%
Data missing	2 students		71 students
Sixth graders	27	31%	33%
Seventh graders	29	33%	32%
Eighth graders	32	36%	33%
Ungraded			2%
In District Suspension	3	3.4%	1.9%
In School Suspension	3	3.4%	1.7%
Out of School Suspension	1	1.1%	3.0%
Retention	0		.1%
Dropouts from CRLS	2	3.8%	2.5%

Number of Absences

	Minimum	Maximum	Median
Fitzgerald	0	65	7
District	0	71	5

Fitzgerald Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	25	25	100%	87%	10	40%	45%	58	53
Seventh	26	25	96%	90%	13	50%	49%	53	54
Eighth	30	21	70%	84%	7	23%	42%	34	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	13	54%	75%
Pass Algebra Class	24	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	230	230	242
Math	220	221	232
Science / Tech	215	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	230	239	235
Math	220	217	216
Science / Tech	215	211	218

Fletcher Middle School Profile 1999/2000

	Number	Percent	District
Female	36	50%	50%
Male	36	50%	50%
Native American	0		.4%
Asian	0		8%
African American	28	39%	22%
Hispanic	12	17%	15%
White	26	36%	41%
Other Black	6	8%	13%
Free Lunch	40	56%	46%
SPED	31	43%	27%
LEP	1	1%	10%
Born Outside US	3	4%	19%
1st Lang. Not English	16	22%	34%
3+ Years in District	65	90%	85%
Data missing	7 students		71 students
Sixth graders	16	22%	33%
Seventh graders	15	21%	32%
Eighth graders	41	57%	33%
Ungraded	0		2%
In District Suspension	1	1.4%	1.9%
In School Suspension	1	1.4%	1.7%
Out of School Suspension	0	0%	3.0%
Dropouts from CRLS	3	4.9%	2.5%

Number of Absences

	Minimum	Maximum	Median
Fletcher	0	40	11
District	0	71	5

Fletcher Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	15	12	80%	87%	4	27%	45%	35	53
Seventh	13	13	100%	90%	3	23%	49%	36	54
Eighth	40	33	83%	84%	7	18%	42%	36	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	7	54%	75%
Pass Algebra Class	Not reported		96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	230	230	242
Math	210	221	232
Science / Tech	214	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	230	232	227
Math	210	214	209
Science / Tech	214	210	210

Graham & Parks Middle School Profile 1999/2000

	Number	Percent	District
Female	74	55%	50%
Male	61	45%	50%
Native American	1	1%	.4%
Asian	7	5%	8%
African American	12	9%	22%
Hispanic	9	7%	15%
White	61	45%	41%
Other Black	45	33%	13%
Free Lunch	48	36%	46%
SPED	41	30%	27%
LEP	31	23%	10%
Born Outside US	39	29%	19%
1st Lang. Not English	52	39%	34%
3+ Years in District	109	87%	85%
Data missing	9 students		71 students
Sixth graders	42	31%	33%
Seventh graders	45	33%	32%
Eighth graders	48	36%	33%
Ungraded			2%
In District Suspension	1	.7%	1.9%
In School Suspension	8	5.9%	1.7%
Out of School Suspension	3	4.8%	3.0%
Retention	0		.1%
Dropouts from CRLS	0		2.5%

Number of Absences

	Minimum	Maximum	Median
Graham & Parks	0	42	4
District	0	71	5

Graham & Parks Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	38	28	90%	87%	21	68%	45%	67	53
Seventh	38	38	100%	90%	28	74%	49%	72	54
Eighth	39	36	92%	84%	28	72%	42%	69	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	41	95%	75%
Pass Algebra Class	42	98%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	215	230	242
Math	214	221	232
Science / Tech	210	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	215	241	237
Math	214	241	235
Science / Tech	210	232	228

Haggerty Middle School Profile 1999/2000

	Number	Percent	District
Female	15	48%	50%
Male	16	52%	50%
Native American			.4%
Asian	2	7%	8%
African American	9	29%	22%
Hispanic	2	7%	15%
White	9	29%	41%
Other Black	9	29%	13%
Free Lunch	14	45%	46%
SPED	14	45%	27%
LEP	0		10%
Born Outside US	4	13%	19%
1st Lang. Not English	10	32%	34%
3+ Years in District	29	97%	85%
Data missing	1 student		71 students
Sixth graders	12	39%	33%
Seventh graders	19	61%	32%
Eighth graders			33%
Ungraded			2%
In District Suspension	0		1.9%
In School Suspension	1	3.2%	1.7%
Out of School Suspension	3	9.6%	3.0%
Retention	0		.1%
Dropouts from CRLS	0		2.5%

Number of Absences

	Minimum	Maximum	Median
Haggerty	0	41	12
District	0	71	5

Haggerty Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	12	11	95%	87%	3	25%	45%	47	53
Seventh	24	20	83%	90%	7	29%	49%	37	54
Eighth				84%			42%		49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	Not taken		75%
Pass Algebra Class	No record		96%

Harrington Middle School Profile 1999/2000

	Number	Percent	District
Female	106	53%	50%
Male	93	47%	50%
Native American			.4%
Asian	9	5%	8%
African American	31	16%	22%
Hispanic	23	12%	15%
White	94	47%	41%
Other Black	42	21%	13%
Free Lunch	124	62%	46%
SPED	45	23%	27%
LEP	35	18%	10%
Born Outside US	57	29%	19%
1st Lang. Not English	77	39%	34%
3+ Years in District	163	86%	85%
Data missing	9 students		71 students
Sixth graders	74	37%	33%
Seventh graders	65	33%	32%
Eighth graders	59	30%	33%
Ungraded	1	.5%	2%
In District Suspension	1	.5%	1.9%
In School Suspension	1	.5%	1.7%
Out of School Suspension	9	4.5%	3.0%
Retention	0		.1%
Dropouts from CRLS	6	4.2%	2.5%

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Number of Absences

	Minimum	Maximum	Median
Harrington	0	43	5
District	0	71	5

Harrington Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	55	40	73%	87%	7	13%	45%	32	53
Seventh	52	37	71%	90%	11	21%	49%	32	54
Eighth	51	32	63%	84%	8	16%	42%	27	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	23	41%	75%
Pass Algebra Class	51	90%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	226	230	242
Math	212	221	232
Science / Tech	207	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	226	231	227
Math	212	218	210
Science / Tech	207	209	208

Kennedy Middle School Profile 1999/2000

	Number	Percent	District
Female	105	50%	50%
Male	106	50%	50%
Native American	0	.4%	.4%
Asian	7	3%	8%
African American	38	18%	22%
Hispanic	93	44%	15%
White	59	28%	41%
Other Black	14	7%	13%
Free Lunch	142	67%	46%
SPED	68	32%	27%
LEP	63	30%	10%
Born Outside US	39	19%	19%
1st Lang. Not English	105	50%	34%
3+ Years in District	186	88%	85%
Data missing	10 students		71 students
Sixth graders	54	26%	33%
Seventh graders	70	33%	32%
Eighth graders	65	31%	33%
Ungraded	22	10%	2%
In District Suspension	9	4.7%	1.9%
In School Suspension	1	.5%	1.7%
Out of School Suspension	7	3.6%	3.0%
Retention	0		.1%
Dropouts from CRLS	4	2.5%	2.5%

Number of Absences

	Minimum	Maximum	Median
Kennedy	0	71	7
District	0	71	5

Kennedy Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	48	42	88%	87%	14	29%	45%	42	53
Seventh	64	59	92%	90%	17	27%	49%	43	54
Eighth	65	53	82%	84%	19	29%	42%	43	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	38	61%	75%
Pass Algebra Class	59	94%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	229	230	242
Math	214	221	232
Science / Tech	210	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	229	225	230
Math	214	209	213
Science / Tech	210	207	212

King Middle School Profile 1999/2000

	Number	Percent	District
Female	40	58%	50%
Male	29	42%	50%
Native American			.4%
Asian	11	16%	8%
African American	20	29%	22%
Hispanic	9	13%	15%
White	18	26%	41%
Other Black	11	16%	13%
Free Lunch	46	67%	46%
SPED	29	42%	27%
LEP	10	15%	10%
Born Outside US	18	26%	19%
1st Lang. Not English	32	46%	34%
3+ Years in District	53	82%	85%
Data missing	4 students		71 students
Sixth graders	22	32%	33%
Seventh graders	22	32%	32%
Eighth graders	22	32%	33%
Ungraded	3	4%	2%
In District Suspension	2	2.9%	1.9%
In School Suspension	0		1.7%
Out of School Suspension	2	2.9%	3.0%
Retention	0		.1%
Dropouts from CRLS	2	3.0%	2.5%

Number of Absences

	Minimum	Maximum	Median
King	0	42	6
District	0	71	5

King Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	19	13	68%	87%	4	21%	45%	32	53
Seventh	19	18	95%	90%	7	37%	49%	43	54
Eighth	15	12	80%	84%	6	40%	42%	43	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	13	68%	75%
Pass Algebra Class	19	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	229	230	242
Math	216	221	232
Science / Tech	216	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	229	232	231
Math	216	221	217
Science / Tech	216	213	216

King Open Middle School Profile 1999/2000

	Number	Percent	District
Female	55	53%	50%
Male	49	47%	50%
Native American	1	1%	.4%
Asian	13	13%	8%
African American	28	27%	22%
Hispanic	14	14%	15%
White	44	42%	41%
Other Black	4	4%	13%
Free Lunch	26	25%	46%
SPED	26	25%	27%
LEP	7	7%	10%
Born Outside US	13	13%	19%
1st Lang. Not English	20	19%	34%
3+ Years in District	88	85%	85%
Data missing	1 student		71 students
Sixth graders	33	32%	33%
Seventh graders	36	35%	32%
Eighth graders	35	34%	33%
Ungraded			2%
In District Suspension	3	2.9%	1.9%
In School Suspension	3	2.9%	1.7%
Out of School Suspension	1	1.0%	3.0%
Retention	0		.1%
Dropouts from CRLS	2	2.9%	2.5%

Number of Absences

	Minimum	Maximum	Median
King Open	0	20	3
District	0	71	5

King Open Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	30	28	93%	87%	22	73%	45%	72	53
Seventh	33	31	94%	90%	21	64%	49%	64	54
Eighth	31	27	87%	84%	17	55%	42%	59	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	30	88%	75%
Pass Algebra Class	Not reported		96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	215	230	242
Math	212	221	232
Science / Tech	207	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	215	240	245
Math	212	237	242
Science / Tech	207	228	240

Longfellow Middle School Profile 1999/2000

	Number	Percent	District
Female	99	47%	50%
Male	113	53%	50%
Native American	1	.5%	.4%
Asian	23	11%	8%
African American	27	13%	22%
Hispanic	37	18%	15%
White	109	51%	41%
Other Black	15	7%	13%
Free Lunch	68	32%	46%
SPED	34	16%	27%
LEP	3	1.4%	10%
Born Outside US	33	16%	19%
1st Lang. Not English	69	33%	34%
3+ Years in District	193	94%	85%
Data missing	6 students		71 students
Sixth graders	65	31%	33%
Seventh graders	71	34%	32%
Eighth graders	75	35%	33%
Ungraded	1	.5%	2%
In District Suspension	1	.5%	1.9%
In School Suspension			1.7%
Out of School Suspension	5	2.4%	3.0%
Retention	1	.5%	.1%
Dropouts from CRLS	4	2.9%	2.5%

Number of Absences

	Minimum	Maximum	Median
Longfellow	0	53	5.5
District	0	71	5

Longfellow Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	61	57	93%	87%	40	66%	45%	67	53
Seventh	66	60	91%	90%	46	70%	49%	68	54
Eighth	74	65	88%	84%	45	61%	42%	60	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	49	72%	75%
Pass Algebra Class	64	94%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	236	230	242
Math	232	221	232
Science / Tech	231	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	236	244	245
Math	232	237	243
Science / Tech	231	231	235

Maynard Middle School Profile 1999/2000

	Number	Percent	District
Female	11	46%	50%
Male	13	54%	50%
Native American	0	0%	.4%
Asian	0	0%	8%
African American	8	33%	22%
Hispanic	6	25%	15%
White	5	21%	41%
Other Black	5	21%	13%
Free Lunch	9	38%	46%
SPED	9	38%	27%
LEP	0	0%	10%
Born Outside US	2	8%	19%
1st Lang. Not English	6	25%	34%
3+ Years in District	23	96%	85%
Data missing	0		71 students
Sixth graders	24	100%	33%
Seventh graders	0		32%
Eighth graders	0		33%
Ungraded	0		2%
In District Suspension	0	0%	1.9%
In School Suspension	0	0%	1.7%
Out of School Suspension	0	0%	3.0%
Dropouts from CRLS	N/A		2.5%

Number of Absences

	Minimum	Maximum	Median
Maynard	3	42	15.5
District	0	71	5

Maynard Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	26	16	62%	87%	2	7%	45%	23	53
Seventh				90%			49%		54
Eighth				84%			42%		49

Morse Middle School Profile 1999/2000

	Number	Percent	District
Female	35	49%	50%
Male	36	51%	50%
Native American			.4%
Asian	8	11%	8%
African American	18	25%	22%
Hispanic	5	7%	15%
White	30	42%	41%
Other Black	10	14%	13%
Free Lunch	28	39%	46%
SPED	20	28%	27%
LEP	6	9%	10%
Born Outside US	14	20%	19%
1st Lang. Not English	17	24%	34%
3+ Years in District	57	84%	85%
Data missing	3 students		71 students
Sixth graders	23	32%	33%
Seventh graders	25	35%	32%
Eighth graders	23	32%	33%
Ungraded			2%
In District Suspension	0		1.9%
In School Suspension	0		1.7%
Out of School Suspension	1	1.4%	3.0%
Retention	0		.1%
Dropouts from CRLS	1	1.9%	2.5%

Number of Absences

	Minimum	Maximum	Median
Morse	0	29	7
District	0	71	5

Morse Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	21	18	86%	87%	10	48%	45%	55	53
Seventh	21	19	90%	90%	10	48%	49%	57	54
Eighth	21	19	90%	84%	9	43%	42%	51	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	20	95%	75%
Pass Algebra Class	23	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	236	230	242
Math	227	221	232
Science / Tech	230	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	236	239	238
Math	227	226	233
Science / Tech	230	232	225

Peabody Middle School Profile 1999/2000

	Number	Percent	District
Female	65	53%	50%
Male	58	47%	50%
Native American	1	.8%	.4%
Asian	19	15%	8%
African American	22	18%	22%
Hispanic	8	7%	15%
White	62	50%	41%
Other Black	11	9%	13%
Free Lunch	29	24%	46%
SPED	32	26%	27%
LEP	2	2%	10%
Born Outside US	23	19%	19%
1st Lang. Not English	33	27%	34%
3+ Years in District	107	96%	85%
Data missing	11 students		71 students
Sixth graders	44	36%	33%
Seventh graders	41	33%	32%
Eighth graders	37	30%	33%
Ungraded	1	.8%	2%
In District Suspension	3	2.4%	1.9%
In School Suspension	1	.8%	1.7%
Out of School Suspension	6	4.9%	3.0%
Retention	0		.1%
Dropouts from CRLS	1	1.2%	2.5%

Number of Absences

	Minimum	Maximum	Median
Peabody	0	29	7
District	0	71	5

Peabody Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	41	40	98%	87%	24	59%	45%	63	53
Seventh	38	35	92%	90%	26	68%	49%	63	54
Eighth	36	33	92%	84%	18	50%	42%	58	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	32	84%	75%
Pass Algebra Class	37	97%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	239	230	242
Math	234	221	232
Science / Tech	224	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	239	240	240
Math	234	239	235
Science / Tech	224	222	227

Tobin Middle School Profile 1999/2000

	Number	Percent	District
Female	81	46%	50%
Male	97	55%	50%
Native American	1	.6%	.4%
Asian	9	5%	8%
African American	66	37%	22%
Hispanic	15	8%	15%
White	69	39%	41%
Other Black	18	10%	13%
Free Lunch	71	40%	46%
SPED	50	28%	27%
LEP	1	.6%	10%
Born Outside US	17	10%	19%
1st Lang. Not English	29	16%	34%
3+ Years in District	155	89%	85%
Data missing	3 students		71 students
Sixth graders	65	37%	33%
Seventh graders	48	27%	32%
Eighth graders	62	35%	33%
Ungraded	3	2%	2%
In District Suspension	7	3.9%	1.9%
In School Suspension	3	1.7%	1.7%
Out of School Suspension	4	2.2%	3.0%
Retention	0		.1%
Dropouts from CRLS	4	2.4%	2.5%

Number of Absences

	Minimum	Maximum	Median
Tobin	0	12	0
District	0	71	5

Tobin Middle School Testing Profile 1999/2000

Stanford 9 – Total Reading - Fall 1999

Grade	# Taking	Basic & Above			Proficient & Above			NPR	
		#	Percent	District	#	Percent	District	School	District
Sixth	57	54	95%	87%	30	53%	45%	58	53
Seventh	44	38	86%	90%	17	39%	49%	44	54
Eighth	59	52	88%	84%	23	39%	42%	46	49

Algebra part I Exam - Spring 2000

	Number	Percent	District
Pass Algebra part I Exam	40	89%	75%
Pass Algebra Class	45	100%	96%

MCAS – Spring 2000 – Average Scale Score

Eighth Grade	School	District	State
English Language Arts	234	230	242
Math	226	221	232
Science / Tech	223	218	232

MCAS – Spring 2000 compared with Spring 1999 & Spring 1998

Eighth Grade	2000	1999	1998
English Language Arts	234	236	236
Math	226	231	226
Science / Tech	223	223	223

New School Middle School Profile 1999/2000

	Number	Percent	District
Female	47	49%	50%
Male	49	51%	50%
Native American	0		.4%
Asian	0		8%
African American	36	38%	22%
Hispanic	18	19%	15%
White	31	32%	41%
Other Black	11	12%	13%
Free Lunch	49	51%	46%
SPED	40	42%	27%
LEP	1	1%	10%
Born Outside US	5	5%	19%
1st Lang. Not English	22	23%	34%
3+ Years in District	88	92%	85%
Data missing			71 students
Sixth graders	40	42%	33%
Seventh graders	15	16%	32%
Eighth graders	41	43%	33%
Ungraded			2%
In District Suspension			1.9%
In School Suspension	1	.8%	1.7%
Out of School Suspension			3.0%
Retention	0		.1%
Dropouts from CRLS	N/A		2.5%

Number of Absences

	Minimum	Maximum	Median
New School	0	42	12.5
District	0	71	5

CRLS House Profiles

1999/2000

House A Profile 1999/2000

	Number	Percent	District
Female	194	51%	48%
Male	189	49%	52%
Native American	0		0%
Asian	38	10%	7%
African American	98	26%	24%
Hispanic	38	10%	15%
White	176	46%	39%
Other Black	33	9%	14%
Free Lunch	61	16%	19%
SPED	57	15%	19%
Bilingual Education	0		11%
1st Lang. Not English	80	21%	34%
3+ Years in District	351	96%	85%
Data missing	16 students		144 students
Ninth Grade	104	27%	26%
Tenth Grade	93	24%	27%
Eleventh Grade	94	25%	25%
Twelfth Grade	92	24%	23%
In School Suspension	39	10%	9%
Out of School Suspension	15	4%	9%
1 or more Course Failures	97	26%	39%
3 or more Course Failures	20	5%	13%
Dropouts	4	1%	2.5%
Honors at least One MP	301	79%	58%
1st Honors at least One MP	56	15%	12%
Taking AP Courses	93	24%	14%
Scoring 3+ on AP Exams	73	19%	7%
Plan to Attend College	86	99%	74%
Average SAT Verbal Score	535		487
Average SAT Math Score	541		497

Number of Absences

	Minimum	Maximum	Median
House A	0	76	7
District	0	113	9

Academy Profile 1999/2000

	Number	Percent	District
Female	232	47%	48%
Male	259	53%	52%
Native American	1	.2%	0%
Asian	57	12%	7%
African American	50	10%	24%
Hispanic	97	20%	15%
White	158	32%	39%
Other Black	128	26%	14%
Free Lunch	165	34%	19%
SPED	54	11%	19%
Bilingual Education	208	42%	11%
1st Lang. Not English	287	59%	34%
3+ Years in District	277	67%	85%
Data missing	77 students		144 students
Ninth Grade	124	25%	26%
Tenth Grade	127	26%	27%
Eleventh Grade	122	25%	25%
Twelfth Grade	118	24%	23%
In School Suspension	73	15%	9%
Out of School Suspension	62	13%	9%
1 or more Course Failures	194	41%	39%
3 or more Course Failures	63	13%	13%
Dropouts	16	3%	2.5%
Honors at least One MP	279	57%	58%
1st Honors at least One MP	86	18%	12%
Taking AP Courses	58	12%	14%
Scoring 3+ on AP Exams	43	9%	7%
Plan to Attend College	57	50%	74%
Average SAT Verbal Score	455		487
Average SAT Math Score	481		497

Number of Absences

	Minimum	Maximum	Median
House A	0	52	7
District	0	113	9

Fundamental Profile 1999/2000

	Number	Percent	District
Female	183	50%	48%
Male	182	50%	52%
Native American	0		0%
Asian	18	5%	7%
African American	111	30%	24%
Hispanic	57	16%	15%
White	133	36%	39%
Other Black	46	13%	14%
Free Lunch	64	18%	19%
SPED	78	21%	19%
Bilingual Education	0		11%
1 st Lang. Not English	121	33%	34%
3+ Years in District	333	95%	85%
Data missing	14 students		144 students
Ninth Grade	101	28%	26%
Tenth Grade	99	27%	27%
Eleventh Grade	90	25%	25%
Twelfth Grade	75	21%	23%
In School Suspension	38	10%	9%
Out of School Suspension	43	12%	9%
1 or more Course Failures	155	43%	39%
3 or more Course Failures	44	12%	13%
Dropouts	4	1%	2.5%
Honors at least One MP	170	47%	58%
1 st Honors at least One MP	18	5%	12%
Taking AP Courses	29	8%	14%
Scoring 3+ on AP Exams	11	3%	7%
Plan to Attend College	59	73%	74%
Average SAT Verbal Score	441		487
Average SAT Math Score	449		497

Number of Absences

	Minimum	Maximum	Median
House A	0	82	12
District	0	113	9

Leadership Profile 1999/2000

	Number	Percent	District
Female	167	47%	48%
Male	190	53%	52%
Native American	0		0%
Asian	15	4%	7%
African American	115	32%	24%
Hispanic	52	15%	15%
White	131	37%	39%
Other Black	44	12%	14%
Free Lunch	55	15%	19%
SPED	100	28%	19%
Bilingual Education	0		11%
1st Lang. Not English	87	24%	34%
3+ Years in District	271	80%	85%
Data missing	17 students		144 students
Ninth Grade	93	26%	26%
Tenth Grade	109	31%	27%
Eleventh Grade	81	23%	25%
Twelfth Grade	74	21%	23%
In School Suspension	9	3%	9%
Out of School Suspension	27	8%	9%
1 or more Course Failures	169	49%	39%
3 or more Course Failures	75	22%	13%
Dropouts	19	5%	2.5%
Honors at least One MP	155	43%	58%
1st Honors at least One MP	22	6%	12%
Taking AP Courses	39	11%	14%
Scoring 3+ on AP Exams	19	4%	7%
Plan to Attend College	47	65%	74%
Average SAT Verbal Score	456		487
Average SAT Math Score	468		497

Number of Absences

	Minimum	Maximum	Median
House A	0	113	13
District	0	113	9

Pilot Profile 1999/2000

	Number	Percent	District
Female	137	55%	48%
Male	113	45%	52%
Native American	3	1.2%	0%
Asian	16	6%	7%
African American	56	22%	24%
Hispanic	28	11%	15%
White	131	52%	39%
Other Black	16	6%	14%
Free Lunch	9	4%	19%
SPED	35	14%	19%
Bilingual Education	0		11%
1st Lang. Not English	48	19%	34%
3+ Years in District	223	94%	85%
Data missing	12 students		144 students
Ninth Grade	73	29%	26%
Tenth Grade	61	24%	27%
Eleventh Grade	59	24%	25%
Twelfth Grade	57	23%	23%
In School Suspension	9	4%	9%
Out of School Suspension	9	4%	9%
1 or more Course Failures	68	28%	39%
3 or more Course Failures	14	6%	13%
Dropouts	3	1%	2.5%
Honors at least One MP	192	77%	58%
1st Honors at least One MP	46	18%	12%
Taking AP Courses	58	24%	14%
Scoring 3+ on AP Exams	41	16%	7%
Plan to Attend College	46	79%	74%
Average SAT Verbal Score	553		487
Average SAT Math Score	554		497

Number of Absences

	Minimum	Maximum	Median
House A	0	67	9
District	0	113	9

RSTA Profile 1999/2000

	Number	Percent	District
Female	24	25%	48%
Male	74	76%	52%
Native American	0		0%
Asian	0		7%
African American	32	33%	24%
Hispanic	18	18%	15%
White	34	35%	39%
Other Black	14	14%	14%
Free Lunch	23	24%	19%
SPED	46	47%	19%
Bilingual Education	0		11%
1 st Lang. Not English	33	34%	34%
3+ Years in District	83	90%	85%
Data missing	5 students		144 students
Ninth Grade	11	11%	26%
Tenth Grade	31	32%	27%
Eleventh Grade	25	26%	25%
Twelfth Grade	31	32%	23%
In School Suspension	8	8%	9%
Out of School Suspension	15	15%	9%
1 or more Course Failures	52	59%	39%
3 or more Course Failures	26	30%	13%
Dropouts	5	5%	2.5%
Honors at least One MP	36	37%	58%
1 st Honors at least One MP	3	3%	12%
Taking AP Courses	1	1%	14%
Scoring 3+ on AP Exams	1	1%	7%
Plan to Attend College	13	57%	74%
Average SAT Verbal Score	336		487
Average SAT Math Score	343		497

Number of Absences

	Minimum	Maximum	Median
House A	0	110	18
District	0	113	9



21.

CITY OF CAMBRIDGE • EXECUTIVE DEPARTMENT

Robert W. Healy, City Manager Richard C. Rossi, Deputy City Manager

April 23, 2001

To The Honorable, The City Council:

Please find attached a response to Council Order No. 6, dated 3/19/01, which requested a presentation on the Student Data Report, received from Superintendent of Schools Bobbie D'Alessandro.

Very truly yours,

A handwritten signature in black ink, appearing to read "Robert W. Healy". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Robert W. Healy
City Manager

RWH/mec
Attachment



1735

Consent Agenda #21

Presentation on the Student Data
Report.

In City Council April 23, 2001

ORDER ADOPTED as
amended. Referred
to Presentation
Scheduled for
April 30, 2001 or
May 7, 2001.