

2007-2008 NCLB Report Card - Cambridge Rindge and Latin

Cambridge Rindge and Latin (00490506)

Chris Saheed, Principal

Mailing Address: 459 Broadway
 Cambridge, MA 02138
 Phone: (617) 349-6632
 FAX: (617) 349-6749

Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Our mission is to provide quality education to every student thru rigorous/comprehensive/personalized teaching & learning. Working w/families & community, we maintain a nurturing/respectful & safe environment where educators/students hold themselves to high standards. We value academic excellence/creativity/ diversity/perseverance/collaboration & responsible decision-making. We prepare lifelong learners who participate responsibly & productively in a global, democratic society.

Enrollment - 2007-08			
	School	District	State
Total Count	1,541	5,682	962,766
Race/Ethnicity (%)			
African American or Black	39.7	35.0	8.1
Asian	8.4	11.2	4.9
Hispanic or Latino	13.7	14.1	13.9
Multi-race, Non-Hispanic	1.5	2.5	1.9
Native American	0.5	0.6	0.3
Native Hawaiian or Pacific Islander	0.1	0.1	0.1
White	36.1	36.6	70.8
Gender (%)			
Male	51.7	51.6	51.4
Female	48.3	48.4	48.6
Selected Populations (%)			
Limited English Proficiency	3.9	6.6	5.8
Low-Income	43.8	44.9	29.5
Special Education	17.7	21.8	16.9
First Language Not English	30.1	28.6	15.1

Grades Offered:	09, 10, 11, 12
------------------------	----------------

Educator Data - 2007-08		
	School	District
Total # of Teachers	175	521
Percentage of Teachers Licensed in Teaching Assignment	92.2	94.9
Total Number of Classes in Core Academic Areas	323	1,871
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	86.1	93.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	13.9	6.2
Student/Teacher Ratio	8.8 to 1	10.9 to 1

Cambridge Rindge and Latin: 2007 Adequate Yearly Progress (AYP) Data

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	High	No Change
MATHEMATICS	No Status	High	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget(85.4)	Actual	MetTarget	Change from 2006	MetTarget	Actual	
Aggregate	Yes	100	Yes	86.8	No	-0.7	Yes	87.4	Yes
Lim. English Prof.	-	-	-	59.3	-	-	-	-	-
Special Education	Yes	100	No	68.1	No	-2.4	Yes	86.7	No
Low Income	Yes	100	No	80.0	No	-3.0	Yes	84.3	No
Afr. Amer./Black	Yes	100	No	80.6	No	-2.4	Yes	83.3	No
Asian or Pacif. Isl.	-	-	-	89.3	-	-	-	-	-
Hispanic	Yes	100	No	82.0	No	-0.2	Yes	86.6	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	94.4	Yes	0.7	Yes	91.2	Yes
MATHEMATICS	MetTarget	Actual	MetTarget(76.5)	Actual	MetTarget	Change from 2006	MetTarget	Actual	AYP 2007
Aggregate	Yes	99	Yes	86.2	Yes	3.5	Yes	87.4	Yes
Lim. English Prof.	-	-	-	70.2	-	-	-	-	-
Special Education	Yes	98	No	72.4	Yes	6.3	Yes	86.7	Yes
Low Income	Yes	99	Yes	80.5	Yes	3.6	Yes	84.3	Yes
Afr. Amer./Black	Yes	99	Yes	78.4	No	0.1	Yes	83.3	Yes
Asian or Pacif. Isl.	-	-	-	93.6	-	-	-	-	-
Hispanic	Yes	98	Yes	80.6	Yes	3.4	Yes	86.6	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	94.4	Yes	6.0	Yes	91.2	Yes

**Cambridge Rindge and Latin:
AYP Data Detail**

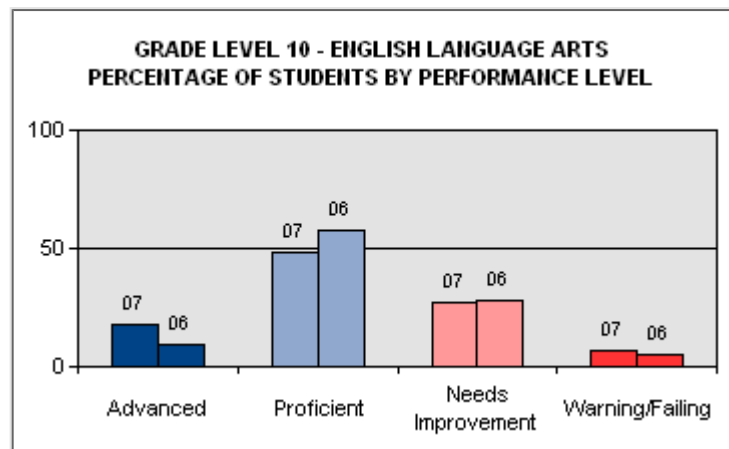
ENGLISH LANGUAGE ARTS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	366	366	100	Yes	348	86.8	Yes	87.5	1.6	87.5-91.6	No	87.4	Yes	Yes
Lim. English Prof.	39	39	-	-	27	59.3	-	-	-	-	-	-	-	-
Special Education	61	61	100	Yes	58	68.1	No	70.5	3.7	70.5-78.7	No	86.7	Yes	No
Low Income	137	137	100	Yes	124	80.0	No	83.0	2.1	83.0-87.6	No	84.3	Yes	No
Afr. Amer./Black	142	142	100	Yes	134	80.6	No	83.0	2.1	83.0-87.6	No	83.3	Yes	No
Asian or Pacif. Isl.	36	36	-	-	35	89.3	-	-	-	-	-	-	-	-
Hispanic	55	55	100	Yes	50	82.0	No	82.2	2.2	82.2-88.9	No	86.6	Yes	No
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-
White	130	130	100	Yes	126	94.4	Yes	93.7	0.8	93.7-97.0	Yes	91.2	Yes	Yes

MATHEMATICS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	368	366	99	Yes	345	86.2	Yes	82.7	2.2	82.7-87.4	Yes	87.4	Yes	Yes
Lim. English Prof.	39	39	-	-	26	70.2	-	-	-	-	-	-	-	-
Special Education	61	60	98	Yes	57	72.4	No	66.1	4.2	66.1-74.8	Yes	86.7	Yes	Yes
Low Income	138	137	99	Yes	123	80.5	Yes	76.9	2.9	77.3-82.3	Yes	84.3	Yes	Yes
Afr. Amer./Black	144	143	99	Yes	133	78.4	Yes	78.3	2.7	78.5-83.5	No	83.3	Yes	Yes
Asian or Pacif. Isl.	36	36	-	-	35	93.6	-	-	-	-	-	-	-	-
Hispanic	55	54	98	Yes	49	80.6	Yes	77.2	2.9	77.2-84.6	Yes	86.6	Yes	Yes
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-
White	129	129	100	Yes	125	94.4	Yes	88.4	1.5	88.4-92.4	Yes	91.2	Yes	Yes

Adequate Yearly Progress History											NCLB Accountability Status
	1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	-	-	No	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	No	No	Yes	Yes	

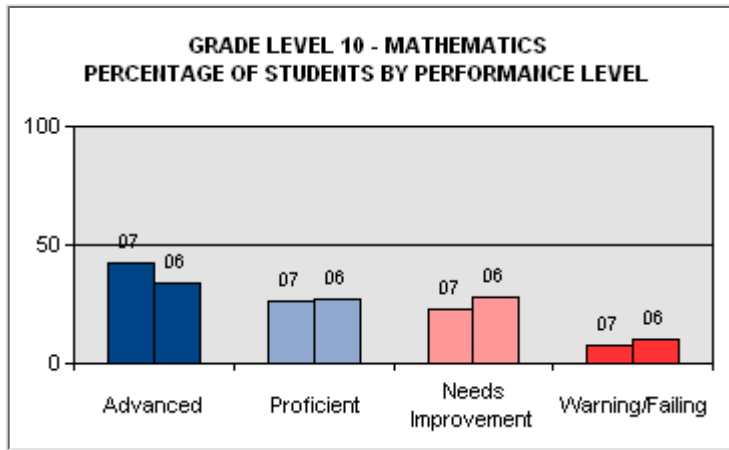
**Cambridge Rindge and Latin:
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	58	100	0	19	52	29	68.1	72	97	0	18	49	33	66.7	11465	98	2	28	47	23	68.6
LEP/FLEP	27	100	0	26	52	22	59.3	29	100	0	24	55	21	59.5	3502	99	2	20	47	31	58.8
Low-Income	124	100	8	43	40	9	80.0	130	100	8	44	39	9	80.0	18294	99	7	41	40	13	76.9
African American/Black	131	100	5	45	41	9	80.9	137	99	4	44	41	11	79.7	6053	99	6	40	41	12	76.8
Asian	33	100	21	58	15	6	88.6	33	100	21	58	15	6	88.6	3297	100	31	43	21	5	89.5
Hispanic/Latino	50	100	6	52	34	8	82.0	56	98	5	50	34	11	79.5	8494	99	6	37	41	16	73.5
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	187	99	13	49	32	6	84.8
White	126	100	36	48	11	5	94.4	134	100	34	48	13	6	94.0	53315	100	25	52	19	3	91.5
Other Subgroups																					
Male	180	100	16	48	29	8	85.3	191	100	15	46	29	10	84.2	36768	99	16	50	27	7	85.8
Female	168	100	21	48	25	6	88.4	177	99	20	47	26	6	87.6	35596	99	28	48	20	4	90.3
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9596	99	5	39	43	13	75.4
Non-Title I	348	100	18	48	27	7	86.8	368	99	17	47	27	8	85.8	62768	99	24	50	21	5	89.9
Non-Low Income	224	100	24	50	20	6	90.5	238	99	23	48	21	8	89.0	54070	100	27	51	18	3	91.7
LEP	12	100	0	17	50	33	50.0	14	100	0	14	57	29	51.8	2258	98	1	12	46	42	50.5
FLEP	15	100	0	33	53	13	66.7	15	100	0	33	53	13	66.7	1244	99	5	34	49	12	73.8
1st Yr LEP*	9	-	-	-	-	-	-	10	100	-	-	-	-	-	455	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	118	99	19	47	20	14	83.9
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	5	-	-	-	-	-	-	900	99	24	46	24	5	88.5
All Students																					
2007	348	100	18	48	27	7	86.8	368	99	17	47	27	8	85.8	72471	99	22	49	24	6	87.9
2006	367	99	9	58	28	5	87.5	394	99	8	55	29	7	85.5	73351	99	16	53	24	7	86.8



GRADE LEVEL 10 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	57	98	5	25	46	25	72.4	71	97	4	28	37	31	71.1	11241	98	9	22	37	32	63.9
LEP/FLEP	26	100	19	23	42	15	70.2	29	100	17	24	45	14	69.8	3422	98	16	18	34	32	62.6
Low-Income	123	99	27	32	31	11	80.5	130	99	25	34	31	10	80.8	17910	98	21	26	33	19	72.9
African American/Black	130	99	24	28	37	12	78.8	139	99	22	29	35	14	77.9	5945	98	19	26	35	20	71.5
Asian	33	100	64	21	12	3	93.2	33	100	64	21	12	3	93.2	3258	99	64	18	13	5	91.9
Hispanic/Latino	49	98	29	31	31	10	80.6	55	97	25	31	29	15	77.3	8279	98	18	24	34	24	68.9
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	183	96	32	22	33	12	77.9
White	125	100	62	24	10	5	94.4	132	100	59	26	9	6	94.5	52917	99	46	29	19	6	88.8
Other Subgroups																					
Male	179	100	42	27	23	8	86.2	190	100	39	27	22	12	84.6	36328	99	42	27	21	10	84.6
Female	166	99	43	25	23	8	86.3	178	98	40	28	24	8	85.8	35272	99	42	28	22	8	85.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9351	98	20	25	35	20	71.8
Non-Title I	345	99	42	26	23	8	86.2	368	99	40	27	23	10	85.2	62249	99	45	28	20	8	87.1
Non-Low Income	222	100	51	23	19	7	89.4	238	99	48	24	18	10	87.6	53690	99	48	28	18	6	89.1
LEP	12	100	25	25	25	25	70.8	15	100	20	27	33	20	70.0	2213	98	11	16	34	39	57.0
FLEP	14	100	14	21	57	7	69.6	14	100	14	21	57	7	69.6	1209	99	24	23	35	19	72.8
1st Yr LEP*	9	-	-	-	-	-	-	10	100	-	-	-	-	-	462	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	116	99	33	28	23	16	81.9
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	6	-	-	-	-	-	-	902	99	39	28	23	10	84.0
All Students																					
2007	345	99	42	26	23	8	86.2	368	99	40	27	23	10	85.2	71692	99	42	27	22	9	85.0
2006	368	99	34	27	28	10	82.7	398	99	32	27	27	13	80.7	72738	99	40	27	21	12	83.2



About the Data

Student Groups (as of October 1, 2007)

African American or Black

A person having origins in any of the black racial groups of Africa.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Limited English Proficient (LEP)

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

Low Income

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Special Education

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English

A student whose first language learned or used by the parent/guardian with the child is not English.

Migrant

An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient

A student who has transitioned out of LEP status during the current school year or within the past two school years.

Title I

Student receives Title I services.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are teaching

The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)

Percentage of core academic classes taught by highly-qualified teachers

The percentage of core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

High-Poverty Schools

Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools

Schools in the top quartile statewide by low-income percentage.

MCAS Data (Spring 2007 Results)

Above Proficient (P+) | (Grade 3)

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced (A) | (Grades 4-8, 10)

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (P) | (Grades 3-8, 10)

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) | (Grades 3-8, 10)

Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

* The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).

** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

III1-S - Identified for Improvement Year 1 - Subgroups
III1-A - Identified for Improvement Year 1
II2-S - Identified for Improvement Year 2 - Subgroups
II2-A - Identified for Improvement Year 2
CA-S - Identified for Corrective Action - Subgroups
CA-A - Identified for Corrective Action
RST1-S - Identified for Restructuring Year 1 - Subgroups
RST1-A - Identified for Restructuring Year 1
RST2-A - Identified for Restructuring Year 2
UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html>

Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=>