District Improvement Plan

Cambridge Public Schools

159 Thorndike Street
Cambridge, MA 02141

www.cpsd.us

2006-2008

Cambridge Public Schools
School Committee Members
2006-2007

Kenneth E. Reeves, Mayor and Chair of the School Committee
Alfred B. Fantini, Vice Chair
Joseph G. Grassi
Richard Harding, Jr.
Patricia M. Nolan
Luc Schuster
Nancy Walser

Administration:

Superintendent: Dr. Thomas Fowler-Finn
Deputy Superintendent: Dr. Carolyn L. Turk
Chief Operating Officer: James Maloney
Chief Financial Officer: James Conry
Executive Director of Human Resources: Barbara J. Allen
Executive Director of Special Education: Aida M. Ramos
Executive Director of Student Achievement & Accountability: Maryann MacDonald
Director of Student Achievement & Curriculum Development: Barbara Van Sickle
Director of Public Information: Justin Martin
Legal Counsel: Maureen MacFarlane

Additional support provided by the Office of Student Achievement & Accountability:
Mary Grassi, Title 1 Coordinator
Dr. Kathleen Ivins, Assessment Specialist
Marie F. Bernard, Secretary

Requirements
for
District Improvement Plan

The CPS District Improvement Plan addresses both the CPS District Goals adopted by the Cambridge School Committee, June 27, 2006 and the requirements of the Massachusetts Department of Education as stated in the following statute:

> For the purposes of improving the performance of school districts and individual public schools and the efficacy and equity of state and federal programs and for the purposes of reducing the amount of paperwork to relieve the administrative burden on local districts, each district shall file with the commissioner once in each 3 year period a comprehensive, 3 year district improvement plan. The plan shall be developed and submitted in a manner and form prescribed by the department of education.
>
> The plan shall, to the extent feasible, be designed to fulfill all planning requirements of state and federal education laws, and shall include, but not be limited to: (a) an analysis of student and subgroup achievement gaps in core subjects; (b) identification of specific improvement objectives; (c) a description of the strategic initiatives the district will undertake to achieve its improvement objectives; and (d) performance benchmarks and processes for evaluating the effect of district improvement initiatives. Also the plan shall describe the professional development activities that will support each district improvement initiative and the teacher induction and mentoring activities that will be undertaken to support successful implementation of the district's improvement efforts.
>
> *M.G.L.c. 69, sec. 1I.*

CPS District Improvement Plan

2006-2008

Table of Contents

	Page Numbers
Overview	**1 -5**
CPS Mission/ Goal Statements	**6 -7**
Data Summary 2006-2007	**8 -29**
Demographic Profile	
• Enrollment indicators	
• Teacher qualification data	
Achievement Profile	
• Summary of CPS Benchmark Information	
• Adequate Yearly Progress (AYP) profile	
Summary of Accomplishments 2006-07	**30 -35**
Goal Related Action Steps	**36 - 45**
Professional Development Plan	**46 - 52**
District Curriculum Accommodation Plan	**53 - 57**
New Teacher Induction Program	**58- 63**
Appendices	**64 - 101**
• MCAS Results by Subgroups/ Annual Comparisons	64 - 80
• Composite Proficiency Index (CPI)- District Results 2006	81 - 87
• MCAS Improvement Targets 2006 – 2008	88
• Summary of Accountability Status of CPS Schools	89- 93
• CPS Plan to Respond to School & District Actions required to Respond to Federal & State AYP Status Designations	94- 101

DISTRICT IMPROVEMENT PLAN

INTRODUCTION

In June 2006, Superintendent Thomas Fowler-Finn and the Cambridge School Committee established four major goals for the Cambridge Public Schools. These four goals continue to guide the improvement efforts of the Cambridge Public Schools. They include:

- Goal 1: Raise achievement levels for all students and close the achievement gap.
- Goal 2: Establish a system for longitudinal assessment of student progress.
- Goal 3: Develop a strategic plan for education to guide decision making for the next 3 to 5 year period.
- Goal 4: Nurture and grow partnerships with area art, academic, science, and youth organizations.

To assist us in realizing these goals, the District Improvement Plan spells out specific strategies to be undertaken in action plans for each of the four goals. The action plans include measures of progress that will be used to ensure that progress is being made. The responsibilities of individual departments are also laid out in this document.

The District Improvement Plan is data-driven and results oriented. It identifies specific areas of weakness in student achievement and subgroups of students in need of further support in the areas of English Language Arts and Mathematics. The plan is informed by district data from MCAS and the CPS Benchmarks of Student Achievement K-12. The data included in this plan is from the 2005-2006 school year. The plan will be updated to reflect the data from the 2006-2007 school year in the Fall of 2007.

Professional development needed to support the implementation of the District Improvement Plan is included in the document. The CPS Professional Development Plan is based on the identified needs of the district and individual schools in English Language Arts and Mathematics. It offers researched-based strategies to increase teachers' skills and improve outcomes for students.

In order to streamline mandated documentation, the Massachusetts Department of Education (DOE) recommends a consolidated district improvement planning format that includes the following:

- District Professional Development Plan
- District Curriculum Accommodation Plan
- Student Success Plan information
- New Teacher Induction Plan

These documents are included in the plan.

The District Improvement Plan outlines the focus and direction of work of the Cambridge Public Schools over the next year. It is our intent that this document:

- Highlight the areas of focus for the current school year
- Guide the actions of all staff for the school years 2006-2008
- Encourage collaboration among individual schools and departments

Our improvement efforts are summarized in the Statement of Goals endorsed by our Superintendent and School Committee:

The School Committee and Superintendent have jointly developed goals for the Cambridge Public Schools that are accompanied by measures of progress. The goals are intended to provide improvement targets and guidance for teaching/learning, student achievement, and school district operations. The goals are focused on the challenges of providing a creative and rewarding high quality education, increasing achievement for all students, closing the achievement gap, and surpassing state and federal requirements.

The goals will be carried out through a creative approach based upon:

- excellence in teaching
- high standards of performance for all staff and all students
- a diverse workforce fully engaged with students
- supportive and demanding professional development for all staff
- a culture of learning that requires of students full engagement, authentic assessment, citizenship development, active appreciation of the arts, and full participation in the CRLS community and the city.

Parents and community partnerships are vital to accomplishing these goals, and the Cambridge Public Schools are determined to reach out further than ever before, well beyond the doors of the school on behalf of a better education. It takes a committed staff and community to help students develop as thinkers, doers, appreciators, enjoyers, and contributing citizens of their school, community, and society.

Cambridge Public Schools

District Improvement Plan

2006-2008

BUILDING ON EDUCATIONAL PROGRESS

The Cambridge Public Schools have continued to show steady progress in 2006-07, building on foundations laid over the past few years and focusing resources on high priority goals. Our work on the goals adopted by the School Committee, particularly on elevating achievement for all students and closing the achievement gap, is progressing as evidenced by numerous measures. These include broad scale improvements in the measures of "Passing" and "Proficient/Advanced" across schools and the school system on MCAS results, significant increase in achievement by subgroups of students enabling our schools to meet the requirements of federally mandated "Adequate Yearly Progress", tremendous improvement in the graduation rate, documentation of 92% of our students going on to post-secondary education, and various awards/ honors.

For the first time since the inception of MCAS and No Child Left Behind Act of 2001 (NCLB) the Cambridge Public School student populations (Grades 3-12) of Asian, Hispanic, African American, and White students outscored each of their state counterparts. This noteworthy outcome is another sign that the efforts of teachers, principals, district staff and parents are yielding results.

Cambridge's improvements drew public praise this fall from the Massachusetts Commissioner of Education who named CRLS among the ***three most improved high schools in the state***. The state Educational Management Audit Council (EMAC) officially recognized our progress as Dr. Rappa announced that CPS had been removed from the "Watch List" and stated to the School Committee at the public meeting "This progress has not been seen anywhere else in the state nor in EMAC records of prior reviews." CRLS now ranks first in high school achievement amongst the state DOE's official grouping of 22 urban school systems with the exception of the one urban system with fewer that 30% of its students on free/reduced lunch (CRLS = 47% low income students). In 2007, Ninety-nine percent (99%) of Cambridge Rindge and Latin students passed MCAS, and 97% graduated. The subgroup achievement gaps in MCAS passing rates and dropout rates within CRLS were virtually closed. Recognition for this accomplishment was awarded to CRLS by the prestigious Schott Foundation who notified the Cambridge Public Schools that "we have selected CRLS for commendation in the ***Schott Awards for Excellence of African-American Male Students***." The foundation went on to say that they are "very pleased to be able to commend the school's outstanding record with male non-Hispanic Black students and the steady improvement it has demonstrated in this regard." CRLS was the only high school in Massachusetts to be so honored.

CRLS seniors set high goals for themselves as one out of every four graduates gained admission to one of the top 100 colleges and universities in the US (10% of the class to Ivy League schools). The new SAT courses created a demand greater than the seats available and the Advanced Placement exam scores rose. Students distinguished themselves in other ways too as a group from CRLS went to the Arctic Circle on an Earthwatch Expedition sponsored by the school system; the girls' JV Crew team won the state title; RSTA students worked with MIT to build cars that run on

environmentally friendly vegetable oil, illustrating one of over 100 partnerships with Harvard and MIT; performances at drama events were the "talk of the town."

The progress of the schools to make the NCLB "Adequate Yearly Progress" demonstrates additional accomplishments. In fact, of the 46 state measures across all Cambridge schools, including all subgroups (racial groups, SPED, ELL, etc.), 32 measures exceeded the test score requirements versus only 23 of 58 in 2005-06. These individual school results yielded an improvement of the AYP status for the entire school district.

The highly respected and valued two year "Elmore project" became known as the Cambridge Leadership Network (CLN). This work in classrooms across the school system with our principals, system-wide leadership team, and Dr. Richard Elmore of Harvard University is enormously important in advancing our instructional program. The presentation of this work to the School Committee punctuated the progress made by the members of the CLN over the last year and a half. The Network is planning for the continuation of the work next year on our own and requires funding only for periodic consultation with Dr. Elmore and a stipend for a facilitator. In general, the CPS budget represents our plan to build on the remarkable progress we have been making. The executive summary will capsulate many of the individual plans woven together to ensure progress in the forthcoming school years.

BUILDING ON FINANCIAL PROGRESS

The children of the City of Cambridge and staff are fortunate to learn and work in a school system so well supported by the School Committee, City Manager, the City Council, and the taxpayers. We are working with a 3.5% tax levy increase yielding a 1.86% overall bottom line increase in the budget for FY 2007-08. While this marks the first time in two decades that the bottom line of the school budget has increased less than 2% for 3 straight years, our school system is receiving the support necessary to get results, make great progress, and enjoy financial support and stability uncommonly good in the tightening fiscal realities of recent years across the state.

Consequently the initiation of new programs will be limited and flexibility in budgeting greatly reduced. We must be disciplined in our expenditures not only this year but in anticipation of an even more challenging budget circumstance in the following year. We propose continuing to level fund Capital Projects ($580,000) and contributions to the Debt Stabilization Fund ($450,000) to maintain and improve essential school building infrastructure.

SIGNIFICANT FY07-08 INITIATIVES AND IMPROVEMENTS

Reading/Writing/Language Arts – An increasingly larger percentage of students are reading at grade level by the third grade. This momentum will be encouraged by the expansion of the Literacy Collaborative to the K-2 and 3-5 levels in all schools, some of which are now in training for full implementation next year. We have also worked closely with Lesley University to enter into grades 6-8 next year to elevate instruction and rigor through the support of the university with the help of three part-time teachers, training, materials, and fees. In all of our reviews of student progress we recognize that the middle school instruction must be strongly addressed to increase the rigor of our middle school program. Our research and observations point directly to the need for this last addition. CRLS also will be adding part-time coaching assistance through the internal redesign of current teaching positions.

Mathematics – Two schools piloted the new TERC K-5 Investigations program in SY 2006-07 in preparation for full implementation in all schools in 2007-08. Inservice continues to be necessary for the revised CMP2 curriculum at middle school as well as for the new Investigations program plus the replacement of math coaches previously hired through expiring grant funds and a training consultant associated with the pilot stages of development. The new math programs have many staff excited because the instructional materials fully address what have been felt to be inadequacies in the prior materials and the need to differentiate instruction for the purposes of closing the achievement gap. CRLS will redeploy staff for a part-time math coach and ensure a full year mathematics options for 9th and 10th graders who require additional instruction while at the same time allowing for advanced and rigorous math course work for students ready for the challenge.

Special Education – As is true across the country, we are experiencing an increase in students diagnosed in the autism spectrum and are planning two new special education classrooms for these students. This addition will also require staff in speech/language and occupational/physical therapy, all of whom will work within the pre-school to grade 2 developmental levels. A second functional academics special education classroom will be necessary at CRLS based upon projected enrollment. Two Ombudspersons for special education have also been included in the 2007-08 budget to enable improved communications and assist parents in expediently accessing services for students. A new Director of Special Education has been hired, and we anticipate completing next year another survey of the parents and a new strategic plan for special education programming and services.

Tobin Montessori School – Tremendous parental interest has developed for the opening of this new program in September 2007. Research, journals, and reports of success across the nation herald the implementation of this exciting venture, already proving to be a popular choice in the lottery. Furniture and materials have been ordered and summer and school year training are scheduled. The Montessori Resource Teacher has been hired as well as the new teachers for the 3,4 and 5 year old classes.

After School Programming – The Cambridge Public Schools have added significant programming after school, over the summer, and during the vacation periods over the past few years. These programs demand supervisory attention and leadership, especially to provide a well coordinated experience in partnership with the city and other providers. Coincidental with our needs, the city grant for after school programs expired and the 2007-08 budget provides the support necessary to continue the previously funded grant position of Program Manager for Out-of-School Programs. The Manager will administer the remaining grants and funding as well as work with the school system to develop and enhance our programs.

Science – The Cambridge Science Initiative has evolved, as have our efforts to improve the science curriculum and instruction. We anticipate continued funding of middle school science camps, academically challenging student projects such as the research courses and support for our growing work with the Broad Institute. Activity with the Broad Institute has been rejuvenated with the arrival of a new director, and we anticipate participating in high school research, mentorships, and unique projects through a grant won by the Institute. Finally, we have added two more schools to the City Sprouts programming in which students learn first hand about nutrition, critical issues in production of food so prominent in the news these days, and the science of plants and plant growth.

Inservice Priorities – Plans for inservice continue to respond to the ongoing needs for excellent instruction in every classroom. Already mentioned are the mathematics and Literacy Collaborative program advancements at every level of instruction. In addition, state mandates require 90 hours of inservice for all teachers of regular education who instruct English language Learners included in the regular classrooms. This is a huge undertaking that must be accelerated. The Cambridge Leadership Network (CLN) was previously discussed and is at the heart of the instructional core of our school system. The leaders of the Cambridge Public Schools are rightfully modeling growth and development activities expected of all employees.

Technology advancements also require additional inservice. We plan to focus efforts with our school based technology assistants and librarians as potential technology team resources not yet fully developed. With additional training we believe these important contributors can become greater resources to regular classroom teachers. We are also pursuing library interns with local colleges to work in our larger elementary schools on an ongoing basis and for the benefit of both the intern and the elementary students. Technology inservice will also need to be well planned for staff and parents as we implement Edline, a software program that provides for teacher to parent and parent to teacher communication of homework, student progress, and collaboration on behalf of student achievement. The addition of Edline and the addition of new technology as well as current needs in the schools, require the addition of a Technology Network Technician position at the district level on call to schools.

Another priority is inservice instruction for our teachers of physical education to enable them to increase expertise and effectiveness in health education instruction. We have had great success and recognition with our health/nutrition programs, and this inservice, particularly for middle school instruction, is seen as crucial.

Visual Performing Arts – Major redesign of the middle school music program will result in the elimination of the general music classes and offer to all 7th and 8th grade students participation in a choral ensemble and/or instrumental music at each school. As an extension to this school-based program, students will have the opportunity to participate in citywide choral ensemble and/or instrumental performances. Also, 5th and 6th grade programs will be redesigned to introduce 5th grade students to a variety of instruments and choose one to focus on in 6th grade. Musical instruments were purchased from FY06-07 end-of-year balances.

High School Advancements – Excitement and accomplishments abound at the high school level. The High School Extension Program has adopted new software that will become fully implemented in 2007-2008. HSEP graduation statistics increased from 82% of HSEP seniors graduating in 2006 to 93% in 2007.

RSTA reallocated equipment funding for the 2007/08 budget to support the Chapter 74 application and approval of the new Media Technology program. RSTA is also scheduling staff resources to initiate a new Science and Engineering Exploratory program for entering 9th graders. This new program recognizes the national demand for engineers and the opportunities for student careers.

CRLS is redesigning teaching positions (based upon retirements) to support the planned expansion of the AVID Program to grade 12. As a result of AVID it is expected that AP classes will receive a few additional minority student enrollees next year with more to follow. Also included in the redesign will be the establishment for the first time of part-time teacher coaches in five academic disciplines. This is an important step forward in a change of culture at CRLS and promises to yield instructional benefits over the coming years as an ongoing inservice program in the classrooms. Also exciting are the possibilities for students in the conversion of a teacher position to the music department. The principal intends to build a strong orchestra and band program with this new position as one of the key elements.

CRLS Civics Education – Finally, CRLS intends to redesign a position to create a full time "academic internship/11-12 grade pathways position" to support internships, community service with diplomas of distinction, and community as well as college partnerships (including dual enrollment). In addition, we are excited about working with the National Black College Alliance in a project to create a new generation of civic leaders and the National Hispanic Institute in a project designed to yield more four year college applicants through civic leadership projects.

CONCLUSION

This District Improvement Plan makes significant advances in education by taking many of our programs to the next level—steps forward in high standards and quality—huge steps forward built on the momentum of progress over the last few years. The redesign of the middle school music program, the redesign at CRLS of the culture, music, and civics education, and the new Tobin Montessori program are visible, exciting, and provocative. Less visible but equally exciting and provocative are the Cambridge Leadership Network, the new core instructional materials K-8, and the newly designed middle school curriculum in conjunction with Lesley University.

We are building on progress in an aggressive effort to increase the competence and success of the students in the Cambridge Public Schools.

Cambridge Public Schools

Statement of Goals

2006 – 2007

The School Committee and Superintendent have jointly developed goals for the Cambridge Public Schools that are accompanied by measures of progress. The goals are intended to provide improvement targets and guidance for teaching/learning, student achievement, and school district operations. The goals are focused on the challenges of providing a creative and rewarding high quality education, increasing achievement for all students, closing the achievement gap, and surpassing state and federal requirements.

The goals will be carried out through a creative approach based upon:

- excellence in teaching
- high standards of performance for all staff and all students
- a diverse workforce fully engaged with students
- supportive and demanding professional development for all staff
- a culture of learning that requires of students full engagement, authentic assessment, citizenship development, active appreciation of the arts, and full participation in the CRLS community and the city.

Parents and community partnerships are vital to accomplishing these goals, and the Cambridge Public Schools are determined to reach out further than ever before, well beyond the doors of the school on behalf of a better education. It takes a committed staff and community to help students develop as thinkers, doers, appreciators, enjoyers, and contributing citizens of their school, community, and society.

2006 – 2007 Goals Statements

Goal 1: Raise achievement levels for all students and close the achievement gap

A. District wide performance on English Language Arts (ELA) and Mathematics Math) MCAS (state tests) will increase over a two year cycle.
   1. District student achievement will increase at a rate greater than the state.
   2. District subgroup student achievement will increase greater than state subgroups.
   3. The district Adequate Yearly Progress (AYP) results will continue to improve within the forthcoming two year cycle in the aggregate and in each subgroup in both ELA and Math.

B. All students will read at grade level by third grade.
   1. The percentage of students reaching the grade level benchmark on the 3rd grade literacy assessment will increase.
   2. From the fall assessment in the second grade to the spring assessment in third grade, students will demonstrate growth commensurate with that period of time.

C. All schools will make AYP
   1. School AYP results will continue to improve within the forthcoming two year cycle in ELA and Math in the aggregate and in subgroups.
   2. All School Improvement Plans will include attendance objectives and measurable MCAS improvement targets for the aggregate and subgroups.

D. All CRLS students will graduate
   1. The percentage of seniors who have met all requirements for graduation will continue to increase.
   2. All students (98% to 100%) enrolled as of September of their junior year will either pass MCAS or submit a successful portfolio on time for graduation in their senior year.
   3. The percentage of 10th grade students achieving Competency Diploma (CD) status (passing both the ELA and Math MCAS) will continue to increase.
   4. Prior to the conclusion of the 2007 – 2008 school year all 8th grade students, and succeeding classes of 8th graders, will represent their work through an exit portfolio.
   5. The district results of 8th grade students will continue to increase annually in both ELA and Math MCAS. The 8th grade results from this year's MCAS tests will serve as the baseline.

Goal 2: Establish a system for longitudinal assessment of student progress

A. Design and implement a system to determine individual student growth over time
   1. During the 2006 – 07 school year, develop the structure and reporting process of the system.
   2. Implement the new system on a pilot basis in 07-08 school year.
   3. Prepare for full implementation and use in the 08-09 school year.

Goal 3: Develop a strategic plan for education to guide decision making for the next 3 to 5 year period.

1. Articulate an educational plan of effective instruction, grade structure, model programs, policies, and parent/community engagement.
2. Utilize information and outcomes garnered from a survey and study of community focus groups and parents (known as the marketing study).
3. Align the facility inventory needs and the outcomes of the Capital Needs Assessment Study to insure support of educational goals.

Goal 4: Nurture and grow partnerships with area art, academic, science, and youth organizations.

1. Create an inventory of current partnerships.
2. Assess the breadth, depth, and impact of each partnership.
3. Develop proposals for improvements and future collaborations.

NOTE: *MCAS student achievement results are for the forthcoming two year cycle and are measured by the Composite Performance Index (CPI) that measures progress toward proficiency as determined by the Massachusetts Department of Education. Changes in the tests, the passing scores, the grade levels tested, and/ or other state/ federal actions will require a renegotiation of this document.*

Adopted by the Cambridge School Committee 6/27/06

Cambridge Public Schools

DATA SUMMARY

Demographic and Achievement Profiles

2006- 2007

The pages that follow detail the district's demographic profile and data summary including:

- Demographic Information
- Teacher Qualification Data
- Summary of CPS Benchmark Information

A summary of MCAS Data and AYP Information for 2006 is included in the Appendix of this document.

The district's data will be updated when MCAS results for the 2006- 2007school year are received in the fall of 2007.

NCLB 2006-2007 Report Card – Cambridge

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

Enrollment - 2006-07		
	District	State
Total Count	5,599	968,661
Race/Ethnicity (%)		
African American or Black	36.0	8.2
Asian	11.0	4.8
Hispanic or Latino	14.7	13.3
Multi-race, Non-Hispanic	1.8	1.7
Native American	0.6	0.3
Native Hawaiian or Pacific Islander	0.1	0.2
White	35.7	71.5
Gender (%)		
Male	51.9	51.4
Female	48.1	48.6
Selected Populations (%)		
Limited English Proficiency	6.9	5.6
Low-Income	42.7	28.9
Special Education	22.4	16.9
First Language Not English	30.0	14.9

Grades Offered:	PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Educator Data - 2006-07		
	District	State
Total # of Teachers	595	73,176
Percentage of Teachers Licensed in Teaching Assignment	93.0	95.4
Total Number of Teachers in Core Academic Areas	424	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	93.5	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	6.5	4.9
Student/Teacher Ratio	9.4 to 1	13.2 to 1

	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	93.0	96.5	-
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	93.5	95.2	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	6.5	4.8	-

Summary of CPS Benchmarks of Student Achievement 2005-2006

The Cambridge Public Schools (CPS) Benchmarks were developed by principals and central office administrators from standards derived through state testing programs, TIMSS (Trends in International Mathematics and Science Study), the use of standards in other states, and accepted research from experts in the field of education. The benchmark documents are a result of a review of this body of knowledge tempered by the experience of CPS administrators, teachers, and school councils. They will serve as an accountability tool for schools and the district. In addition, the benchmarks will help the community to understand overall student achievement and progress in closing the achievement gap in our city's schools.

The CPS Benchmarks are comprehensive including primary and secondary indicators of achievement. Primary indicators are those set by the federal government's No Child Left Behind (NCLB) Act. Primary indicators include a standard of proficiency in English Language Arts (ELA) and Mathematics as measured by MCAS, the Massachusetts state testing program. Secondary indicators include additional academic assessments as well as measures of school climate, family participation / satisfaction, assessments of English Language Learners, Cambridge Rindge and Latin (CRLS) graduation indicators, and competencies for Rindge School of Technical Arts (RSTA).

Benchmarks are determined for individual schools and the district and are organized by grade levels K-5, 6-8 and 9-12. They are also determined for subgroups of students in order to measure the extent to which the school/ district has addressed the achievement gap. Students are categorized into subgroups as defined by the NCLB legislation.

Benchmark reports are used in assessing student outcomes in each school and overall progress of the school district. Individual school benchmarks are used by the school in annual school improvement planning and by the superintendent as one piece of the evaluation of principals. The district uses district benchmarks to measure: progress in overall student achievement, the extent to which progress is made in closing the achievement gap among subgroups of students, the efficacy of existing programs, and the need for revisions in the district improvement plan.

Categories in the benchmarks include academic achievement data, school climate, course enrollment, grades and graduation requirements. These indicators include:

Academic Achievement Data

- MCAS (3-10) including alternate MCAS assessments for special education students
- Early Literacy Assessment in reading and writing (K-2)
- Literacy Collaborative Reading Assessment (3-5)
- Report card grades (6-12)
- Course failure rates (6-12)
- SAT
- PSAT
- AP (Advanced Placement course enrollment and exam pass rates)

School Climate Information

- Discipline report
- Attendance
- Effective School Battery results (teachers K-12, students 6-12)
- Parent participation in Student Conferences (K-8) 2005-2006
- Student participation in school sponsored extra curricula activities (9-12)
- Staff participation as advisors, sponsors, coaches in extra curricula activities (9-12)

Assessments for English Language Learners

- MELA-O (English Proficiency testing for English Language Learners) K-2
- MEPA R/W (Massachusetts English Proficiency Assessment in Reading and Writing for ELL students)

RSTA Indicators

- RSTA field placement
- Career certification (RSTA)

Graduation Indicators CRLS

- MCAS Competency Determination
- Graduation rate
- Dropout rate

The subgroups are those defined by NCLB legislation and are the same as those reported on schools' Adequate Yearly Progress (AYP) reports. They include:

- African American
- Asian
- Hispanic
- White
- Multi-Race, Non-Hispanic (this category is included in CPS data & will be reported in MCAS data as of 2007)
- Students receiving Free/ Reduced Lunch
- Special Education
- LEP (Limited English Proficient)

How is this information connected to district and school improvement planning?

The benchmark data is used by the district and schools as a part of on-going improvement planning. Each school is responsible for summarizing overall achievement, showing progress in closing the achievement gap, and identifying specific areas of concern and focus. This information becomes part of the district/school's improvement plan. Each year the data is updated, progress is reviewed and School Improvement Plans are updated as part of a continuous improvement cycle.

The following pages include a summary of highlights from the district Benchmark Reports. As in the case of the schools, the district will incorporate this information into its revised District Improvement Plan for the upcoming school year.

CPS ELEMENTARY BENCHMARKS OF STUDENT ACHIEVEMENT

Grades Kindergarten – 5

Highlights 2005-2006

Academic Indicators

MCAS

MCAS data is reported by the Composite Performance Index (CPI). This index is used to determine how close a school/ district is to getting all students to proficiency, a CPI index of 100.

English/Language Arts (ELA) Grades 3 & 4

- The CPI for **Grade 3 Reading** increased by 4.3 points from the prior year while the state decreased by -1.7 points. Third grade reading results are at Benchmark 4 with a CPI of 82.8. The state is also at Benchmark 4 with a CPI of 83.4.
- The CPI for **Grade 4 English Language Arts** increased by 1.4 points while the state increased by .3 points. Grade 4 English Language Arts results are at Benchmark 3 with a CPI of 72.9. The state is also at Benchmark 3 with a CPI of 78.8. It should be noted that the grade 4 ELA differs from the grade 3 test in that it includes writing as well as reading.

Student Subgroups

- There was an increase in the CPI for **Grade 3 Reading** for African American, Asian, White, Free/ Reduced (F/R) Lunch and Limited English Proficient (LEP) students. In fact, each of these student subgroups as well as Hispanic students outperformed the state subgroup performance.
- There was an increase in the CPI for **Grade 4 English Language Arts** for African American, Hispanic and White students. Hispanic and White subgroups outperformed the state subgroups.

Areas of Focus

- The performance of Special Education students in **Grade 3 Reading** decreased from 2005 and was lower than the state.
- The performance of African American, Hispanic, F/R Lunch, and LEP students in **Grade 3 Reading** increased from 2005-06. This improvement must continue to accelerate in order to meet the standard of excellence (a CPI of 90-100).
- The performance of Special Education and students receiving Free/ Reduced lunch in **Grade 4 ELA** decreased from 2005 and is a focus across the entire district and at each school.

Mathematics Grade 4

- The CPI for **Grade 4 Math** increased by 8.2 points from the prior year while the state decreased by -.3 points. The performance of grade 4 students is above the state. Both are at Benchmark 3.

Student Subgroups

- There was an increase in the CPI for **Grade 4 Math** for all subgroups except Asian students. In fact, all student subgroups outperformed the state.

Area of Focus

- We are continuing to make Mathematics a priority in order to accelerate progress.

CPS Literacy Assessments

Early Literacy Assessment Reading and Writing K-2

- 81% of the students in grades K-2 met the ELA grade level benchmark in reading. This was an increase of 10% from the prior year.
- 65% of the students in grades K-2 met the ELA grade level benchmark in writing. This was a decrease of 5% and was due in part to a change in the scoring of the writing samples.

Student Subgroups

- In K-2 ELA Reading Assessment, there was an increase in the percentage of students reading at the benchmark for all subgroups.

Areas of Focus

- In the K-2 ELA Reading Assessment, the performance of Special Education students remained in Benchmark 1 with approximately 50% of students reading at the benchmark.
- In the K-2 ELA Writing Assessment, both African American and Special Education students are below Benchmark 1 with less than 50% writing at the ELA grade level benchmark.
- We are currently reviewing each Individual Education Plan (IEP) and individual student improvement plans to address this concern.

Reading Grade 3

- Two indicators are being used to measure reading progress at grade 3: the percentage of students passing the Grade 3 MCAS and the percentage of students meeting the Literacy Collaborative Reading Assessment benchmark. The Literacy Collaborative Reading Assessment is a diagnostic tool for reading instruction and is also used to determine independent reading levels based upon a high standard. 93% of all grade 3 students passed the 2006 MCAS exam. This was a 5% increase from the previous year.
- 64% of all grade 3 students met the more rigorous Literacy Collaborative Assessment benchmark. This assessment was administered for the first time in 2005-2006.

Student Subgroups

- For Grade 3 Reading, Asian, Hispanic, White and F/R lunch students achieved Benchmark 4 with over 90% of students from these subgroups passing the Grade 3 MCAS.
- 88% of African American students passed the Grade 3 MCAS, placing this subgroup at Benchmark 3. At the state level, 85% of African American students passed the Grade 3 MCAS.

Areas of Focus

- For Grade 3 Reading, 75% of Special Education and 75% of Limited English Proficient students passed the Grade 3 MCAS, placing their performance at Benchmark 1. At the state level, 75% of Special Education and 71% of Limited English Proficient students passed the Grade 3 MCAS.
- On the Grade 3 Literacy Collaborative Reading Assessment, 48% of African American, 30% of Special Education, and 32% of students reached the grade 3 benchmark, ranking these subgroups at Benchmark 1 or Below Benchmark 1.
- We are currently reviewing individual IEPs and student improvement plans to continue to accelerate the progress of these subgroups of students.

Literacy Collaborative Assessment Grades 3-5

- This assessment was given for the first time in 2005-2006. 67% of students met the benchmark in grades 3 through 5.

Student Subgroups

- On the Grades 3-5 Literacy Collaborative Reading Assessment, 84% of White students were reading at the benchmark, achieving Benchmark 4.

Areas of Focus

- On the Grades 3-5 Literacy Collaborative Reading Assessments, 49% of African American, 39% of Special Education, and 41% of LEP students reached the benchmark, ranking these subgroups at Benchmark 1 or Below Benchmark 1. There is a focused effort at the district and school level to accelerate progress of these identified subgroups of students in collaboration with university partners.

School Climate Indicators

Discipline

- The percent of suspensions remains the same as in the previous year (1.9%) at the Standard of Excellence defined as *no more than 5% of students having one or more suspensions*.

Area of Focus

- While all subgroups met the standard of excellence for discipline, Special Education and African American students got suspended more often than other subgroups.

Attendance

- Attendance rate remains the same from the prior year at 95%

Student Subgroups

- All subgroups maintained at least 95% attendance.

Effective School Battery (School Climate Survey)

Teachers

- The Effective School Battery was given to teachers in grades K-8 in the spring of 2005. It will be given again in the spring of 2007 to all teachers in grades K-8 and included in individual school reports in 2007-08.

Parent/ Guardian Participation in Student Conferences

- The 2005-06 school year was the first year that data was collected on the percent of parents attending student conferences. 77% of parent/ guardians attended conferences in the fall and spring.

District Kindergarten – Grade 5 *Change from 2005-2006*						
			2005	**2006**	**+**	**-**
Academic Indicators	**MCAS Reading Grade 3**	Aggregate	**78.5**	**82.8**	+	
		African/ Am	**68.1**	**75.2**	+	
		Asian	**86.3**	**87.7**	+	
		Hispanic	**73.5**	**73.3**		-
		White	**89.5**	**91.2**	+	
		F/R Lunch	**69.7**	**75.8**	+	
		SPED	**65.6**	**63.6**		-
		LEP	**45.8**	**72.7**	+	
	MCAS ELA Grade 4	Aggregate	**71.5**	**72.9**	+	
		African/ Am	**60.8**	**61.8**	+	
		Asian	**90.3**	**79.6**		-
		Hispanic	**61.9**	**72.7**	+	
		White	**82.1**	**84.1**	+	
		F/R Lunch	**61.4**	**60.7**		-
		SPED	**54.8**	**53.1**		-
		LEP		**55.8**		
	MCAS Math Grade 4	Aggregate	**66.1**	**74.3**	+	
		African/ Am	**52.6**	**64.4**	+	
		Asian	**85.7**	**85.2**		-
		Hispanic	**59.8**	**71.2**	+	
		White	**78.4**	**84.1**	+	
		F/R Lunch	**55.6**	**65.1**	+	
		SPED	**49.1**	**64.0**	+	
		LEP		**63.4**		
	Early Reading K-2	Aggregate	**71%**	**81%**	+	
		African/ Am	**58%**	**71%**	+	
		Asian	**79%**	**93%**	+	
		Hispanic	**62%**	**73%**	+	
		White	**78%**	**88%**	+	
		F/R Lunch	**60%**	**71%**	+	
		SPED	**41%**	**52%**	+	
		LEP	**42%**	**70%**	+	
	Early Writing* K-2	Aggregate	**70%**	**65%**		-
		African/ Am	**57%**	**47%**		-
		Asian	**82%**	**79%**		-
		Hispanic	**67%**	**57%**		-
		White	**80%**	**75%**		-
		F/R Lunch	**61%**	**53%**		-
		SPED	**41%**	**32%**		-
		LEP	**50%**	**55%**	+	
	3rd Grade MCAS Reading	Aggregate	**88%**	**93%**	+	
		African/Am	**81%**	**88%**	+	
		Asian	**94%**	**96%**	+	
		Hispanic	**87%**	**91%**	+	
		White	**95%**	**98%**	+	
		Free/Pay Lunch	**85%**	**90%**	+	
		SPED	**73%**	**75%**	+	
		LEP	**54%**	**75%**	+	

District Kindergarten – Grade 5 *Change from 2005-2006*						
			2005	**2006**	**+**	**-**
Climate Indicators	**Discipline suspensions**	Aggregate	**1.9%**	**1.9%**		
		African/ Am	**2.6%**	**3.9%**		-
		Asian	**0.3%**	**0%**	+	
		Hispanic	**1.2%**	**1.5%**		-
		White	**0.8%**	**0.9%**		-
		F/R Lunch	**2.4%**	**2.6%**		-
		SPED	**4.9%**	**5.2%**		-
		LEP	**0.8%**	**0.3%**	+	
	Attendance	Aggregate	**95%**	**95%**		
		African/ Am	**95.3%**	**95.8%**	+	
		Asian	**94.8%**	**94.5%**		-
		Hispanic	**93.8%**	**94.8%**	+	
		White	**94.7%**	**95.2%**	+	
		F/R Lunch	**94.6%**	**94.9%**	+	
		SPED	**94.4%**	**95.2%**	+	
		LEP	**94.1%**	**94.7%**	+	
	Parent/ Guardian Participation in student conferences**	Aggregate	**NA**	**77%**		

December 2006

* *It should be noted that the district scores for Early Writing decreased in 2006. This was due, in part, to a change in the writing rubric used by the K-2 teachers in scoring writing samples. The k-2 teachers now use the same 6 Trait Writing Rubric used in grades 3-10.This rubric is more rigorous that the previous rubric.*

** *This was the first time that parent participation in 2 conferences per year was collected by the MIS department. As with any new data collection, the reporting by each school clerk was inconsistent. This issue is being addressed by MIS and individual school principals in 2007.*

CPS MIDDLE SCHOOL BENCHMARKS OF STUDENT ACHIEVEMENT

Grades 6-8

Highlights 2005-2006

Academic Indicators

MCAS

Grade 7 ELA

- The CPI for **Grade 7 ELA** decreased by 2.9 points from the prior year while the state decreased by -1.9 points. However, grade 7 ELA results remain at Benchmark 4 with a CPI of 79.8, the second highest CPI in elementary school results. The state is also at Benchmark 4 with a CPI of 84.5.

Student Subgroups

- There was an increase in the CPI for students receiving free/ reduced lunch over the previous year. This is significant due to the fact that scores overall declined for grade 7.

Grade 6 & 8 Mathematics

- The CPI for **Grade 6 Math** increased by 3.8 points from the prior year while the state decreased by -.3 points. The performance of grade 6 is at Benchmark 2 with a CPI of 66.5; the state is at Benchmark 3 with a CPI of 70.5.
- The CPI for **Grade 8 Math** increased by 3.1 points from the prior year while the state increased by 1.7 points. The performance of grade 8 is at Benchmark 2 with a CPI of 62.6; the state is at Benchmark 2 with a CPI of 66.3.

Student Subgroups

- There was an increase in the CPI for **Grade 6 Math** for all subgroups except Asian students. All CPS student subgroups outperformed the state subgroups.
- There was an increase in the CPI for **Grade 8 Math** for all subgroups except Hispanic students. All CPS student subgroups outperformed the state subgroups.

Areas of Focus

- While the performance of Special Education students in Grade 6 Math increased and was higher than the state subgroup, the performance of this subgroup is still below Benchmark 1.
- While Hispanic and Special Education students outperformed the state subgroups in Grade 8 Math, these subgroups are both below Benchmark 1.

Grades 7- & 8

- 39% of 7th and 8th grade students received an A or a B in the 4 core subject areas. This percent is down 10% from the prior year but still at the Standard of Excellence.
- 14% of 7th and 8th grade students received a C or below in the 4 core subject areas. This percent remained the same as the prior year
- 1% of 7th and 8th grade students failed 2 or more courses. This is a decrease of 2% from the prior year.

Student Subgroups

- There was a higher % of SPED and Hispanic students with grades of C or below in the 4 core areas.

Area of Focus

- Student success on report card grades must be addressed at the school and classroom levels.

School Climate Indicators

Discipline

- There was a decline in the overall percentage of students being suspended from 12.1% to 9.7%

Student Subgroups

- There was a higher % of African American and Special Education students suspended from the prior year. In 2005-06, 15.4% African American students were suspended as compared to 14.5% in 2004-05. For Special Education students, 19.7% were suspended in 2005-06 as compared to 15.1% in 2004-05. Both subgroups are below Benchmark 1.

Attendance

- The attendance rate increased by 1% to 96%. This is a large increase considering the high attendance rate of students in grades 6-8.

Student Subgroups

- All subgroups maintained at least 95% attendance.

Effective School Battery (School Climate Survey)

Teachers

- The Effective School Battery was given to teachers in grades K-8 in the spring of 2005. It will be given again in the spring of 2007 and included in individual school reports in 2007-08.

Effective School Battery (School Climate Survey)

Students

- The Effective School Battery was given to students in grades 6-8 in the spring of 2005. It will be given again in the spring of 2007 and included in individual school reports in 2007-08.

Parent/ Guardian Participation in Student Conferences

- This was the first year that data was collected on the percent of parents attending student conferences. 64% of parent/ guardians attended conferences in the fall and spring.

Areas of Focus

- Suspension rates for identified subgroups of students and parent attendance at conferences warrant attention.

District Grade 6 - 8 *Change from 2005-2006*						
			2005	**2006**	**+**	**-**
Academic Indicators	**MCAS ELA Grade 7**	Aggregate	**82.7**	**79.8**		-
		African/ Am	**74.1**	**71.5**		-
		Asian	**93.4**	**91.9**		-
		Hispanic	**81.3**	**79.0**		-
		White	**90.5**	**87.7**		-
		F/R Lunch	**73.1**	**75.0**	+	
		SPED	**67.1**	**63.5**		-
		LEP		**59.0**		
	MCAS Math Grade 6	Aggregate	**62.7**	**66.5**	+	
		African/ Am	**51.4**	**55.3**	+	
		Asian	**85.3**	**85.1**		-
		Hispanic	**52.5**	**59.5**	+	
		White	**77.4**	**76.6**		-
		F/R Lunch	**54.0**	**55.0**	+	
		SPED	**45.8**	**47.7**	+	
		LEP	**36.4**	**59.7**	+	
	MCAS Math Grade 8	Aggregate	**59.5**	**62.6**	+	
		African/ Am	**46.3**	**51.0**	+	
		Asian	**80.1**	**85.4**	+	
		Hispanic	**50.8**	**48.4**		-
		White	**76.0**	**75.0**		-
		F/R Lunch	**49.1**	**50.1**	+	
		SPED	**41.2**	**45.0**	+	
		LEP	**46.7**	**53.7**	+	
	% of students with Grades A/B in 4 Core subjects* Gr. 7&8	Aggregate	**49%**	**39%**		-
		African/ Am	**33%**	**27%**		-
		Asian	**84%**	**68%**		-
		Hispanic	**37%**	**29%**		-
		White	**62%**	**51%**		-
		F/R Lunch	**34%**	**26%**		-
		SPED	**23%**	**20%**		-
		LEP		**19%**		
	% of students with Grades C or below in 4 Core subjects Gr. 7&8	Aggregate	**14%**	**14%**		
		African/ Am	**20%**	**19%**	+	
		Asian	**3%**	**2%**	+	
		Hispanic	**19%**	**23%**		-
		White	**9%**	**7%**	+	
		F/R Lunch	**20%**	**18%**	+	
		SPED	**29%**	**28%**	+	
		LEP		**11%**		
	% of students failing 2 or more Core subjects Gr. 7&8	Aggregate	**3%**	**1%**	+	
		African/Am	**4%**	**2%**	+	
		Asian	**2%**	**0%**	+	
		Hispanic	**2%**	**2%**		
		White	**4%**	**1%**	+	
		F/R Lunch	**5%**	**2%**	+	
		SPED	**5%**	**3%**	+	
		LEP		**0%**		

District Grades 6 - 8 *Change from 2005-2006*						
			2005	**2006**	**+**	**-**
Climate Indicators	**Discipline suspensions**	Aggregate	**12.1%**	**9.7%**	+	
		African/ Am	**14.5%**	**16.4%**		-
		Asian	**1.9%**	**3.7%**		-
		Hispanic	**9.2%**	**12.9%**		-
		White	**4.5%**	**3.2%**	+	
		F/R Lunch	**13%**	**12.5%**	+	
		SPED	**15.1%**	**19.7%**		-
		LEP	**8.2%**	**5%**	+	
	Attendance	Aggregate	**95%**	**96%**	+	
		African/ Am	**95.3%**	**95.8%**	+	
		Asian	**96.8%**	**96.2%**		-
		Hispanic	**94.4%**	**95.5%**	+	
		White	**94.6%**	**95.4%**	+	
		F/R Lunch	**94.8%**	**95.5%**	+	
		SPED	**94.7%**	**94.6%**		-
		LEP	**96.5%**	**95.9%**		-
	Parent/ Guardian Participation in student conferences**	Aggregate		**64%**		

December 2006

** This is the 2nd year that grades have been reported. In some cases the percentages have fluctuated because of conversations re: aligning grades to standards. This continues to be a conversation among middle school teachers/ administrators across the district.*

*** This was the first time that parent participation in 2 conferences per year was collected by the MIS department. As with any new data collection, the reporting by each school clerk was inconsistent. This issue is being addressed by MIS and individual school principals in 2007.*

CRLS/ HSEP BENCHMARKS OF STUDENT ACHIEVEMENT

Grades 9-12

Highlights 2005-2006

Academic Indicators

MCAS

MCAS data is reported by the Composite Performance Index (CPI). This index is used to determine how close a school/ district is to getting all students to proficiency, a CPI index of 100.

English/Language Arts (ELA) & Math

- The CPI for **Grade 10 English Language Arts** increased by 13.9 points from the prior year while the state increased by 3.7 points. The grade 10 ELA results are at Benchmark 4 with a CPI of 87.5. The state is also at Benchmark 4 with a CPI of 86.7.
- The CPI for **Grade 10 Math** increased by 16.4 points while the state increased by 4.4 points. Grade 10 Math results are at Benchmark 4 with a CPI of 82.7. The state is also at Benchmark 4 with a CPI of 83.2.

Student Subgroups

- There was an increase in the CPI for **Grade 10 ELA** for all subgroups. Each of the student subgroups outperformed the state's corresponding subgroups in English Language Arts.
- There was an increase in the CPI for **Grade 10 Math** for all subgroups except Asian students. Each of the student subgroups, including Asians, outperformed the state's corresponding subgroups.

Areas of Focus

- The performance of Special Education students in **Grade 10 Math,** while increasing greatly from the previous year, is at Benchmark 2.

SAT, PSAT & AP EXAMS

SAT

- 76% percent of the graduating senior class took an SAT exam. This was a 4% increase from the previous year, and this level of participation met the Standard of Excellence Benchmark.
- The average combined Verbal & Math SAT Score was 993, a slight decrease from the previous year's average of 996.
- The mean score for CPS seniors in the top 10th of their class was 1314, while students in the top 10th of their class statewide scored 1222 and nationwide 1184.

PSAT

- 54% percent of the sophomore class took the PSAT exam. This was a 27% increase or twice as many test takers from the previous year. This level of participation is at Benchmark 1.
- The mean school index was 128 points, a decrease from the previous year's mean of 141 points.

AP Courses & Exams

- 36% of the 11th and 12th grade students were enrolled in AP courses last year. This was an increase of 2% from the previous year.
- 73% of the students taking AP exams passed at least one of those exams. This was a 10% increase from last year when 63% of the students taking AP courses passed at least one of those exams.

Student Subgroups

- The average combined Verbal & Math SAT score for White students was 1145, which met the Standard of Excellence.
- African American, Asian, White, and non F/R Lunch students met the Standard of Excellence for SAT Participation, with over 75% of these students taking SAT exams.
- Asian students met the Standard of Excellence for percentage of 11th & 12th graders enrolled in AP courses, with 62% of Asian students enrolled in AP courses.
- White students met the Standard of Excellence for passing AP exams, with 80% of students passing at least one exam.

Areas of Focus

- Special Education, African American & F/R Lunch students had combined Math & Verbal SAT scores that placed them at Benchmark 1 and below Benchmark 1 for Special Education students.
- African-American, Hispanic, Free/Reduced Fee Lunch, SPED and LEP students had below benchmark participation on the PSAT, meaning that less than 50% of these subgroups took PSAT exams.
- The percentage of African American, SPED and LEP students taking AP courses was below Benchmark 1 meaning that less than 20% of these subgroups were enrolled in an AP course.

GRADUATION

MCAS CD (competency determination) STATUS

- 98% of the senior class had passed both the 10th grade ELA and Math MCAS exams by the end of the senior year. This was a 7% increase from the previous year, and a 13% increase from two years ago.

Graduation Rate

- 95% of the senior class received a diploma at the June Graduation ceremony. This was an 8% increase from the previous year, and a 15% increase from two years ago.

Course Enrollment for Graduating Seniors

- 50% of the graduating seniors completed 4 years of Math, an increase of 10% from the previous year and a ranking of Benchmark 4.
- 52% of the graduating seniors completed 3 years of a foreign language, a 7% increase from the previous year and a ranking of Benchmark 4.
- 55% of the RSTA graduates majored in a technical program meeting the Standard of Excellence.

Dropout Rate

- The dropout rate for the 2004/2005 academic year at CRLS was 1.3%. This was a decrease from the previous year of 0.1%, and a 0.4% decrease from two years before. The Massachusetts Department of Education publishes the preceding year's dropout rate in March of the following school year. The 2005/2006 dropout rate was

2.7%. This was the first year that the state included summer dropouts (students that did not reenroll at CRLS in the fall of 2006-07).

Student Subgroups

- Over 95% of all 12th grade African American, Asian, Hispanic, White, and F/R Lunch students passed both MCAS exams before the end of their senior year.
- 94% of all African American seniors graduated last year, an increase of 13% from the previous year.
- 54% of African American and 54% of White graduates completed 4 years of Math last year meeting the district's Benchmark 4.
- 51% of Hispanic and 63% of White graduates completed 3 years of a foreign language last year meeting the district's Benchmark 4 for this indicator.

Areas of Focus

- The percentage of Limited English Proficient students receiving CD status increased dramatically last year. This subgroup's performance is at Benchmark 2, warranting further attention to accelerate progress for more students to pass both exams.
- SPED and LEP students continue to graduate at lower rates than the other subgroups. Ranked at Benchmark 2, less than 90% of these students graduated in June.
- SPED and LEP graduates were less likely to have completed 4 years of Math and 3 years of a foreign language than other subgroups. They ranked at or below Benchmark 1 on these two indicators.

GRADES

- The percentage of students with a GPA greater than A- increased slightly to 15% last year from 14% in the previous year.
- The percentage of students with a GPA lower than C- decreased to 19% from 21% in the previous year.
- The percentage of students failing two or more courses also decreased by 2% to 11% last year.

Student Subgroups

- White and Asian students met the Standard of Excellence. More than 25% of these students have a GPA greater than A-.

Areas of Focus

- African American, Special Education and F/R Lunch students were less likely to have a GPA greater than A- than other groups. This warrants attention.
- 38% of Special Education students had a GPA of C- or below, and 19% of these students had failed two or more courses last year. This warrants attention.

School Climate Indicators

Attendance

- The 2005-06 attendance rate increased by 3% to 94%.

Discipline

- There was a decline in the overall percentage of students having more than one infraction from 47% to 38%.

Effective School Battery (School Climate Survey)

Teachers

- Teachers rated 88% of the categories average or above.
- This was a 13% increase over the results of the 2004 climate survey, ranking the results at Benchmark 3.

Effective School Battery (School Climate Survey)

Students

- Students rated 89% of the categories average or above.
- This was a 1% increase over the results of the 2004 climate survey, ranking the student results at Benchmark 3.
- Students continued to rate safety as HIGH at CRLS. Other areas of improvement included; Student Involvement in Extra-Curricula Activities, Positive Self Concept, School Effort, School Rewards, Avoiding the Use of Grades as a Sanction, and Morale.

Student & Staff Participation in School Sponsored Extra Curricular Activities

- There was a decline in the percentage of students participating in activities from 49% to 45% last year.
- There was an increase in staff participation from 20% of the staff to 31% of the staff.

Student Subgroups

- Special Education (92%) and Hispanic (93%) student attendance were lower than other subgroups.
- Special Education students were more likely to commit infractions than other students; 58% of Special Education students committed one or more infractions.

Cambridge:
AYP History and 2006-07 Accountability Status

ENGLISH LANGUAGE ARTS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	No	Afr Am -SpecEd -LowInc -F/LEP -	No Status
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	Yes	Afr Am -SpecEd -LowInc -Hisp -	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	No	No		
	All Subgroups	Yes	Yes	No	No		

MATHEMATICS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes		Identified for Improvement - Subgroups
	All Subgroups	-	-	-	Yes		
Grades 6-8	Aggregate	-	-	-	No	Afr Am -SpecEd -LowInc -Hisp -	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	No	Yes		
	All Subgroups	No	No	No	No		

Summary Information for Cambridge Public Schools District AYP (Adequate Yearly Progress) Report 2006

- As of 2006, the Department of Education has revised the way that it determines Adequate Yearly Progress ratings for districts.
- The district accountability status is based on the adequate yearly progress of three grade spans: grades 3-5, grades 6-8, and grades 9-12. Districts need to make AYP in at least one of these grade spans in both the aggregate and the subgroups.
- In 2006, Cambridge made AYP for the aggregate and subgroups in both ELA and Math.

English Language Arts AYP Ratings

	Grades 3-5	Grade 6-8	Grade 9-12
Aggregate	**No**	**Yes**	**Yes**
Subgroups	**No**	**No**	**Yes**

- Cambridge made AYP in ELA because there is at least one YES in each category (aggregate & subgroups) in the 3 grade spans. In fact, Cambridge exceeds the minimum requirement in the aggregate.

Math AYP Ratings

	Grades 3-5	Grade 6-8	Grade 9-12
Aggregate	**Yes**	**No**	**Yes**
Subgroups	**Yes**	**No**	**Yes**

- Cambridge made AYP in Math because there is at least one YES in each category (aggregate & subgroups) in the 3 grade spans. In fact, Cambridge exceeds the minimum requirement for both the aggregate and subgroups.

However, because a district, like a school, needs to make Adequate Yearly Progress for two years before it can be removed from the list, Cambridge Continues to be labeled as a district **Identified for Improvement in Subgroups in Math (Yr. 2).**

Cambridge:
2006 AYP Data - English Language Arts By Grade Span

ENGLISH LANGUAGE ARTS													
Student Group	**2006**				**Cycle IV (2005 & 2006) Data**					**2006**			**AYP 2006**
	Participation				**Performance**			**Improvement**		**Attendance/CD**			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1278	1273	100	Yes	1689	76.5	No	0.5	No	95.5	0.2	Yes	No
Lim. English Prof.	205	205	100	Yes	232	62.5	No	-3.4	No	95.5	0.4	Yes	No
Spec. Ed.	331	330	100	Yes	407	60.0	No	-1.7	No	94.8	0.1	Yes	No
Low Income	597	594	99	Yes	803	67.0	No	-1.4	No	95.2	0.0	Yes	No
Afr. Amer./Black	489	486	99	Yes	640	66.4	No	-1.7	No	95.8	0.0	Yes	No
Asian or Pacif. Isl.	147	147	100	Yes	189	85.7	Yes	-1.0	No	95.1	-0.7	Yes	Yes
Hispanic	187	187	100	Yes	254	70.7	No	6.2	Yes	95.1	0.6	Yes	Yes
Native American	9	9	-	-	14	-	-	-	-	-	-	-	-
White	445	443	100	Yes	591	86.7	Yes	1.6	Yes	95.3	0.2	Yes	Yes
Grades 6-8													
Aggregate	1194	1184	99	Yes	800	81.4	Yes	0.5	No	95.3	0.2	Yes	Yes
Lim. English Prof.	108	107	-	-	55	63.6	-	-	-	95.6	0.1	-	-
Spec. Ed.	363	359	99	Yes	255	64.9	No	-0.7	No	94.0	-0.8	Yes	No
Low Income	570	566	99	Yes	373	74.1	No	-2.1	No	95.4	0.6	Yes	No
Afr. Amer./Black	473	470	99	Yes	329	72.9	No	-1.1	No	95.5	0.1	Yes	No
Asian or Pacif. Isl.	114	112	-	-	64	93.4	-	-	-	96.2	-0.6	-	-
Hispanic	183	180	98	Yes	128	80.3	No	0.3	No	94.9	0.8	Yes	No
Native American	8	-	-	-	-	-	-	-	-	-	-	-	-
White	414	412	100	Yes	275	89.2	Yes	2.2	Yes	95.2	0.6	Yes	Yes
Grades 9-12													
Aggregate	403	399	99	Yes	857	79.3	No	6.9	Yes	96	-	Yes	Yes
Lim. English Prof.	45	45	100	Yes	83	63.3	No	13.3	Yes	90	-	Yes	Yes
Spec. Ed.	81	80	99	Yes	200	59.0	No	6.9	Yes/SH	86	-	Yes	Yes
Low Income	152	150	99	Yes	301	72.3	No	11.5	Yes	96	-	Yes	Yes
Afr. Amer./Black	176	173	98	Yes	369	73.9	No	9.9	Yes	94	-	Yes	Yes
Asian or Pacif. Isl.	26	26	-	-	64	86.3	-	-	-	98	-	-	-
Hispanic	49	49	100	Yes	122	69.3	No	3.9	Yes/SH	92	-	Yes	Yes
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	150	149	99	Yes	296	88.6	Yes	3.9	Yes	99	-	Yes	Yes

Cambridge:
2006 AYP Data - Mathematics By Grade Span

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance/CD			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1278	1277	100	Yes	847	70.2	Yes	6.1	Yes	95.5	0.2	Yes	Yes
Lim. English Prof.	205	205	100	Yes	101	56.2	No	-0.6	Yes/SH	95.5	0.4	Yes	Yes
Spec. Ed.	328	328	100	Yes	219	56.6	No	7.0	Yes/SH	94.8	0.1	Yes	Yes
Low Income	596	596	100	Yes	405	59.9	No	4.8	Yes/SH	95.2	0.0	Yes	Yes
Afr. Amer./Black	490	490	100	Yes	338	58.7	No	6.9	Yes/SH	95.8	0.0	Yes	Yes
Asian or Pacif. Isl.	147	146	-	-	84	85.4	-	-	-	95.1	-0.7	-	-
Hispanic	185	185	100	Yes	128	65.4	No	11.9	Yes	95.1	0.6	Yes	Yes
Native American	9	-	-	-	-	-	-	-	-	-	-	-	-
White	446	446	100	Yes	290	80.9	Yes	4.9	Yes	95.3	0.2	Yes	Yes
Grades 6-8													
Aggregate	1199	1194	100	Yes	1688	62.8	No	4.8	No	95.3	0.2	Yes	No
Lim. English Prof.	112	111	99	Yes	115	49.6	No	-1.6	Yes/SH	95.6	0.1	Yes	Yes
Spec. Ed.	364	361	99	Yes	500	45.4	No	5.5	No	94.0	-0.8	Yes	No
Low Income	573	570	99	Yes	809	52.3	No	5.5	No	95.4	0.6	Yes	No
Afr. Amer./Black	477	476	100	Yes	708	50.9	No	5.5	No	95.5	0.1	Yes	No
Asian or Pacif. Isl.	115	114	99	Yes	141	84.0	Yes	6.0	Yes	96.2	-0.6	Yes	Yes
Hispanic	183	182	99	Yes	244	52.4	No	6.6	No	94.9	0.8	Yes	No
Native American	8	8	-	-	14	-	-	-	-	-	-	-	-
White	414	412	100	Yes	580	76.4	Yes	4.5	Yes	95.2	0.6	Yes	Yes
Grades 9-12													
Aggregate	406	403	99	Yes	865	73.2	Yes	5.5	Yes	96	-	Yes	Yes
Lim. English Prof.	45	45	100	Yes	82	62.5	No	10.8	Yes	90	-	Yes	Yes
Spec. Ed.	85	85	100	Yes	207	52.4	No	7.1	Yes/SH	86	-	Yes	Yes
Low Income	152	150	99	Yes	301	67.4	No	7.1	Yes	96	-	Yes	Yes
Afr. Amer./Black	178	175	98	Yes	373	68.1	No	9.1	Yes	94	-	Yes	Yes
Asian or Pacif. Isl.	26	26	-	-	64	85.5	-	-	-	98	-	-	-
Hispanic	50	50	100	Yes	123	60.2	No	4.4	Yes/SH	92	-	Yes	Yes
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	151	151	100	Yes	300	82.0	Yes	2.1	Yes	99	-	Yes	Yes

Cambridge:
2006 AYP Data - All Grades

ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	2875	2856	99	Yes	3346	78.4	No	2.0	No	94.7	1.4	Yes	No
Lim. English Prof.	358	357	100	Yes	370	62.8	No	-0.6	Yes/SH	95.2	1.9	Yes	Yes
Spec. Ed.	775	769	99	Yes	862	61.2	No	0.5	No	93.4	1.2	Yes	No
Low Income	1319	1310	99	Yes	1477	69.9	No	0.7	Yes/SH	94.8	1.0	Yes	Yes
Afr. Amer./Black	1138	1129	99	Yes	1338	70.0	No	1.4	No	94.9	1.3	Yes	No
Asian or Pacif. Isl.	287	285	99	Yes	317	87.4	Yes	2.4	Yes	95.4	0.5	Yes	Yes
Hispanic	419	416	99	Yes	504	72.8	No	4.4	Yes	94.1	2.4	Yes	Yes
Native American	18	18	-	-	22	85.2	-	-	-	94.9	2.4	-	-
White	1009	1004	100	Yes	1162	87.8	Yes	2.3	Yes	94.6	1.4	Yes	Yes

MATHEMATICS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	2883	2874	100	Yes	3400	67.3	No	5.5	Yes/SH	94.7	1.4	Yes	Yes
Lim. English Prof.	362	361	100	Yes	298	55.4	No	2.5	Yes/SH	95.2	1.9	Yes	Yes
Spec. Ed.	777	774	100	Yes	926	49.6	No	6.4	No	93.4	1.2	Yes	No
Low Income	1321	1316	100	Yes	1515	57.3	No	6.1	Yes/SH	94.8	1.0	Yes	Yes
Afr. Amer./Black	1145	1141	100	Yes	1419	57.3	No	7.1	Yes/SH	94.9	1.3	Yes	Yes
Asian or Pacif. Isl.	288	286	99	Yes	289	84.8	Yes	4.3	Yes	95.4	0.5	Yes	Yes
Hispanic	418	417	100	Yes	495	57.7	No	7.5	Yes/SH	94.1	2.4	Yes	Yes
Native American	18	18	-	-	26	79.8	-	-	-	94.9	2.4	-	-
White	1011	1009	100	Yes	1170	79.0	Yes	4.3	Yes	94.6	1.4	Yes	Yes

Cambridge Public Schools

SUMMARY OF ACCOMPLISHMENTS

with respect to CPS District Goals

2006-2007

Goal 1: Raise achievement levels for all students and close the achievement gap

A. District wide performance on English Language Arts (ELA) and Mathematics (Math) MCAS (state tests) will increase over a two year cycle.

1. District student achievement will increase at a rate greater than the state.
2. District subgroup student achievement will increase greater than state subgroups.
3. The district Adequate Yearly Progress (AYP) results will continue to improve within the forthcoming two year cycle in the aggregate and in each subgroup in both ELA and Math.

Results 2006-07

1. District student achievement increased at a rate greater then the state as measured by CPI in 2006 with the exception of Grade 7 ELA. At grade 10 in both ELA and Math, the rate of positive change for CRLS was 4 times that of the State. (See Appendix for data).

2. For African American students, the average CPI for Cambridge improved at a **greater rate** than the State CPI for all exams. (See Appendix for data).

   For Hispanic students, the average CPI for Cambridge improved at a **greater rate** than the State CPI for all exams, except on the 8th Grade Math exam. (See Appendix for data).

   For White students, the average CPI for Cambridge improved at a **greater rate** than the State CPI on all exams, with the exception of exams taken in the middle grades (Grade 6 Math, Grade 7 ELA, & Grade 8 Math). (See Appendix for data).

   For Low Income (Free/Reduced Fee Lunch) students, the average CPI for Cambridge improved at a **greater rate** than the State CPI on all exams, with the exception of the Grade 4 ELA exam. (See Appendix for data).

   For SPED students, the average CPI for Cambridge improved at a **greater rate** than the State CPI on all exams, with the exception of all of the ELA exams (grades 3, 4, and 7) and the Grade 5 Science.

3. The district made AYP (adequate yearly progress) in both ELA and Math in 2006; however, because a district/school must make AYP two years in a row before its accountability status can change, the district is still Identified for Improvement for subgroups in Math. In 2006, the district continued to improve the average CPI for all subgroups in both ELA and Math. *NOTE*: *The one exception was a decrease in the performance of Asian students in ELA. in 2006.*

ELA

	CPI			05-06 CPI
	2004	2005	2006	
Aggregate	76.4	76.7	80.5	78.4
LEP	63.4	57.9	66.5	62.8
SPED	60.6	60.5	62.0	61.2
Lunch	69.2	67	73.0	69.9
Black	68.6	67.8	72.6	70
Asian	85	88.4	86.4	87.4
Hispanic	68.4	69.5	76.6	72.8
White	85.4	86.8	89.3	87.8

MATH

	CPI			05-06 CPI
	2004	2005	2006	
Aggregate	61.7	64	71.3	67.3
LEP	52.9	46.2	64.3	55.4
SPED	43.2	46.3	53.9	49.6
Lunch	51.2	54.3	61.0	57.3
Black	50.2	53.2	62.2	57.3
Asian	80.5	83.7	86.4	84.8
Hispanic	50.2	52.8	63.2	57.7
White	74.6	77.6	80.9	79.0

B. All students will read at grade level by third grade.

1. The percentage of students reaching the grade level benchmark on the 3rd grade literacy assessment will increase.

2. From the fall assessment in the second grade to the spring assessment in third grade, students will demonstrate growth commensurate with that period of time.

Results 2006-07

1. In the spring of 2006, the percentage of students reaching the grade level benchmark was measured for the first time. In the spring of 2007, we will be able to determine whether the percentage of students reaching grade level will increase. For the annual CPS benchmark report, we also used the percentage of students passing the Grade 3 Reading MCAS exam to determine ability to read at grade level. In 2005, 88% of all 3rd grade students passed the MCAS exam and in 2006, 93% of all grade 3 students passed.

2. Beginning with second grade students in the Fall of 2005, we began to track reading growth over time. This spring when the 2007 3rd grade reading benchmarks are collected, we will be able to see whether these students have shown growth commensurate with that time period.

C. All schools will make AYP

1. School AYP results will continue to improve within the forthcoming two year cycle in ELA and Math in the aggregate and in subgroups.

2. All School Improvement Plans will include attendance objectives and measurable MCAS improvement targets for the aggregate and subgroups.

Results 2006-07

1. See summary of AYP progress. (see Appendix pages 89-93).

2. All School Improvement Plans now include attendance objectives and measurable improvement targets for the aggregate and subgroups. Attendance data is reported in CPS annual Benchmarks for the aggregate and for subgroups of students

D. All CRLS students will graduate

1. The percentage of seniors who have met all requirements for graduation will continue to increase.

2. All students (98% to 100%) enrolled as of September of their junior year will either pass MCAS or submit a successful portfolio on time for graduation in their senior year.

3. The percentage of 10th grade students achieving Competency Diploma (CD) status (passing both the ELA and Math MCAS) will continue to increase.

4. Prior to the conclusion of the 2007 – 2008 school year all 8th grade students, and succeeding classes of 8th graders, will represent their work through an exit portfolio.

5. The district results of 8th grade students will continue to increase annually in both ELA and Math MCAS. The 8th grade results from this year's MCAS tests will serve as the baseline.

Results 2006-07

1. The percentage of seniors meeting all graduation requirements continued to increase in 2007 with 97% of all seniors graduating (CRLS & HSEP) as compared with 2006 with 95% of all seniors graduating in 2006,comparison with 2005 when 87% of all seniors graduating in 2005, and 80% of all seniors in 2004.

2. As of May 15, 2007, 99% of all CRLS and HSEP graduating class of 2007 have passed the MCAS exams or submitted portfolios that were accepted by the DOE.

3. In June 2006, 98% of CRLS/ HSEP graduates passed the MCAS exams or submitted successful portfolios.

4. In **2004**, **65%** of 10th graders passed both tests; in **2005**, **69%** of 10th graders passed both tests; and in **2006**, **85%** of 10th graders passed both tests at CRLS.
MCAS results for grade 10 will be released next fall.

5. As of June 2007, 5 of the 11 schools housing middle school programs have implemented exit portfolios with their 8th grade students. The remaining schools will implement portfolios in 2007-08.

6. The 2006 average CPI for 8th grade ELA was 85.7. The average CPI for math was 62.6. This data will serve as baseline for further improvement. The CPI for Math increased from 60.1 to 62.6, an increase of 2.5 points from the prior year. The state increased 1.6 points from the prior year. ELA was not tested in grade 8 prior to 2006.

Goal 2: Establish a system for longitudinal assessment of student progress

A. Design and implement a system to determine individual student growth over time

a. During the 2006 – 07 school year, develop the structure and reporting process of the system.

b. Implement the new system on a pilot basis in 07-08 school year.

c. Prepare for full implementation and use in the 08-09 school year.

Results 2006-07

1. E-scholar provided CPS team with a sample individual historical profile for review. This profile included testing, attendance, discipline, and grades along with demographic data for individual students from 2003-2004 school year to 2006-07.

2. The team also reviewed individual historical MCAS reports that can be generated by Testwiz starting with MCAS exams taken in 2002 through 2006.

3.Principals and the administrative leadership team reviewed the samples profiles and provided feedback for improvement.

4. Starting in the 2007-2008 school year, principals will be given access to the E-scholar data warehouse and they will begin using the aforementioned reports.

5. The team will meet with principals periodically over the 2007-08 school year to provide feedback on the usefulness of the system.

Goal 3: Develop a strategic plan for education to guide decision making for the next 3 to 5 year period.

1. Articulate an educational plan of effective instruction, grade structure, model programs, policies, and parent/community engagement.

2. Utilize information and outcomes garnered from a survey and study of community focus groups and parents (known as the marketing study).

3. Align the facility inventory needs and the outcomes of the Capital Needs Assessment Study to insure support of educational goals.

Results 2006-07

1. The educational plan is being developed in conjunction with the work of the Middle School Task Force, the substance of the Cambridge Leadership Network (Elmore Project), and the Marketing Communications Plan generated through the work of the school administration and the Public Information Officer that emphasizes parent/community engagement as an important component. These pieces will be reviewed and reformed once we take into account the results of the marketing study. Other initiatives that are either in development or ready for review include: the District Technology Plan, the Visual and Performing Arts Plan, the Special Education Strategic Plan and the review of the School Choice Plan. We are also in discussions with a nonprofit agency to continue to expand the family outreach network. The Naviance software, the Edline software package, and additional parent surveys will also be helpful in this effort.

2. *Engage an opinion survey firm to conduct survey of current, past and potential future parents to determine parent satisfaction levels and concerns*
The public opinion survey firm of Opinion Dynamics was engaged to conduct a series of focus groups with various parent constituencies as well as to develop and conduct an overall opinion/marketing survey of current parents of CPS students, parents that had withdrawn their children from CPS and registrants for kindergarten for the 2007-08 school year.

School Committee and Administration to review results of opinion survey
The findings of the survey were formally presented to School Committee at the June 5, 2007 meeting. Administration will review findings and the analysis of parent responses prepared by survey firm. A series of responses to findings will be incorporated into the strategic plan for presentation to the School Committee during the 2007-08 school year.

Implement desired changes as a result of the marketing survey findings
Approved changes will be implemented as approved by the School Committee (if approval is necessary) during the 2007-08 and 2008-09 school years.

3.*Present capital needs assessment study to School Committee for their review*
The capital needs assessment was presented to the School Committee Buildings and Grounds Committee in February of 2007.

Hold School Committee review meetings to prioritize capital needs of various school buildings
The School Committee Buildings and Grounds Committee has been holding meetings to review capital project needs. Early focus has been on the War Memorial and High School projects.

Develop updated capital plan
Working with the Buildings and Grounds Committee a revised capital plan will be presented to the School Committee in conjunction with the 2008-09 budget process.

Goal 4: Nurture and grow partnerships with area art, academic, science, and youth organizations.

1. Create an inventory of current partnerships.
2. Assess the breadth, depth, and impact of each partnership.
3. Develop proposals for improvements and future collaborations.

Results 2006-07

The response to this goal is well on its way to completion, but with over 300 partnerships there is more work to do. Summaries of School-Community Partnerships for 2006-07 and Civic Participation K-12 was given to the School Committee in May 2007 for review and feedback.

Cambridge Public Schools

GOAL RELATED

ACTION STEPS

2007-2008

Goal 1: Raise achievement levels for all students and close the achievement gap

A. District wide performance on English Language Arts (ELA) and Mathematics (Math) MCAS (state tests) will increase over a two year cycle.

1. District student achievement will increase at a rate greater than the state.
2. District subgroup student achievement will increase greater than state subgroups.
3. The district Adequate Yearly Progress (AYP) results will continue to improve within the forthcoming two year cycle in the aggregate and in each subgroup in both ELA and Math.

Action Steps	**Person/ department responsible for implementation**
1. The district will implement consistent ELA and Math curricula in all schools Kindergarten through Grade 12. Specifically, CPS will implement the Literacy Collaborative Program K-5, the second edition of TERC Investigations in grades K-5, the CMP2 curriculum in grades 6-8, and a newly developed year long math program in grades 9 and 10. District administrators will work with Lesley University to train middle school literacy coaches starting in August 2007 and continuing throughout the 2007-08 school year.	Principals/ Asst. Principals CRLS Leadership team Office of Student Achievement and Curriculum Development
2. The district will implement a consistent social/behavioral curriculum, Responsive Classroom and/or Open Circle K-5 and Responsive Design Grades 6-8 to assure a positive climate for rich academic learning.	Principals/ Asst. Principals Teachers K-8 Deputy Superintendent Office of Student Achievement and Curriculum Development
3. The district will publish and use the CPS Benchmarks of Student Achievement to measure student progress in ELA and Math using MCAS and other performance indicators. Benchmarks will indicate achievement for the aggregate and for student subgroups and will be used by schools in their School Improvement Plans.	Office of Student Achievement & Accountability MIS Department
4. CPS Benchmarks of Student Achievement will be utilized in the evaluations of school district and individual school's progress as well as in the effectiveness of school system leadership.	Office of Student Achievement & Accountability MIS Department
5. All School Improvement Plans will include improvement targets and action plans for accelerating student achievement for the aggregate and for identified student subgroups.	Principals/ Asst. Principals Office of Student Achievement & Accountability Offices of Special Education & Bilingual Education

6. School Improvement Plans will be used in the evaluation of principal effectiveness.	Superintendent Deputy Superintendent Principals Office of Student Achievement & Accountability
7. Principals and district administrators will further develop their skills in supporting teachers in implementing exemplary ELA and Math curricula through their continuing work in the Cambridge Leadership Network.	Superintendent Deputy Superintendent Principals Instructional Division
8. CPS administrators will take on the leadership of the Cambridge Leadership Network in continuing the work started with Dr. Elmore with a renewed focus on improving achievement through school visits and monthly sessions on curriculum and instruction.	Superintendent Deputy Superintendent Principals Instructional Division ELA/Math Coordinators
8. Teachers will improve their classroom teaching through coaching support provided by ELA and Math coaches. Additionally, the core of Instructional Coaches at CRLS will support teachers to improve teaching and learning across all content areas.	Office of Student Achievement and Curriculum Development Curriculum Coordinators Principals, Asst Principals and CRLS Leadership team
9. Administrators and teachers will use longitudinal assessment data to identify trends in achievement and progress for individual students through the use of Test Wiz and the CPS Data Warehouse.	Office of Student Achievement and Curriculum Development Curriculum Coordinators Principals, Asst Principals and CRLS Leadership team

Outcome measured by:	**Data Source**
MCAS Performance Level reports 2007 - 2008	DOE
MCAS Subgroup level performance level reports 2007- 2008	DOE
AYP report – comparison of Composite Performance Indices 2006 - 2008	DOE
CPS Annual Benchmark Report	CPS Benchmark Report

Goal 1: Raise achievement levels for all students and close the achievement gap

B. All students will read at grade level by third grade.

1. The percentage of students reaching the grade level benchmark on the 3rd grade literacy assessment will increase.

2. From the fall assessment in the second grade to the spring assessment in third grade, students will demonstrate growth commensurate with that period of time.

Action Steps	**Person/ department responsible for implementation**
1. District administrators and school principals will ensure implementation of the Literacy Collaborative K-6 in all schools by completing implementation of the program and conducting program evaluation of schools currently implementing the program in 2007-08. Additionally, 4 middle school literacy coaches will be trained at Lesley University.	Principals Office of Student Achievement and Curriculum Development ELA & Title 1 Coordinators Lesley University
2. District administrators and school principals will increase the implementation of Leveled Literacy Instruction (LLI) in grades K-2 by training LLI teachers to support small groups of targeted students in grades K-2. The district, in collaboration with Lesley University, will pilot Leveled Literacy Instruction LLI for grades 3-5 in 2007-08.	Principals Office of Student Achievement and Curriculum Development ELA & Title 1 Coordinators Lesley University
3. Each school will implement "progress monitoring" of each student's reading progress three times per year in grades K-5. Student progress will be reviewed after each CPS assessment cycle and will be facilitated by the school principal/ assistant principal. The district will pilot a K-8 Benchmark Assessment System in ELA to create longitudinal records of individual student's reading progress.	Principals Office of Student Achievement and Curriculum Development ELA District Team
4. District administrators will support the implementation and evaluate the oral language curriculum implemented in Junior Kindergarten (JK) classrooms. The JK staff developers will work with the district math coach to articulate a K-2 math program for all JK classrooms.	Principals and teachers in schools implementing the Jr. K Program Office of Student Achievement and Curriculum Development ELA District Team Harvard University

Outcome measured by:	**Data Source**
1. Developmental Reading Assessments (Benchmark texts) Spring 2006 to Spring 2007	Benchmark Text Assessment Summary Report
2. Fall 2005 second grade reading assessments in comparison with Spring 07 third grade assessments	CPS Reading Assessment Summary Report

Goal 1: Raise achievement levels for all students and close the achievement gap

C. All schools will make AYP

1. School AYP results will continue to improve within the forthcoming two year cycle in ELA and Math in the aggregate and in subgroups.

2. All School Improvement Plans will include attendance objectives and measurable MCAS improvement targets for the aggregate and subgroups.

Strategies	**Person/ department responsible for implementation**
1. The district will improve AYP status across the system by implementing a comprehensive approach designed to address the AYP status of each school (document entitled *CPS School & District Actions Required to Respond to Federal & State AYP Status Designations* included in Appendix) The district will partner with Lesley University in designing a plan of support in ELA instruction for the CPS schools in corrective action.	Deputy Superintendent Office of Student Achievement, Accountability & Curriculum Office of Special Education, Bilingual Education and Title 1 Principals/ Asst. principals
2. Principals and their teachers will target improvements in AYP for the aggregate and for identified subgroups of students in writing specific strategies in their School Improvement Plans.	Principals/ Asst. principals Office of Student Achievement, Accountability & Curriculum Office of Special Education, Bilingual Education and Title 1
3. All schools will increase attendance rates for the aggregate and student subgroups through specific strategies identified in each school's School Improvement Plan.	Principals/ Asst. principals Office of Student Achievement & Accountability
4. All curriculum departments will use MCAS/ AYP data in determining prioritized support to schools. The ELA and Math coordinators along with their instructional coaches will work with the schools in greatest need in these respective areas and design a tailored plan of support in collaboration with the schools' principals.	Office of Student Achievement, Accountability & Curriculum Office of Special Education, Bilingual Education and Title 1 Principals/ Asst. principals

Outcome measured by:	**Data Source**
MCAS Comparison of 2006, 2007, and 2008 AYP reports	Adequate Yearly Progress reports from DOE
Evaluation of School Improvement Plans for 2007	Annual review of School Improvement Plans by Office of Student Achievement & Accountability and Superintendent

Goal 1: Raise achievement levels for all students and close the achievement gap

D. All CRLS students will graduate

1. The percentage of seniors who have met all requirements for graduation will continue to increase.

2. All students (98% to 100%) enrolled as of September of their junior year will either pass MCAS or submit a successful portfolio on time for graduation in their senior year.

3. The percentage of 10th grade students achieving Competency Diploma (CD) status (passing both the ELA and Math MCAS) will continue to increase.

4. Prior to the conclusion of the 2007 – 2008 school year all 8th grade students, and succeeding classes of 8th graders, will represent their work through an exit portfolio.

5. The district results of 8th grade students will continue to increase annually in both ELA and Math MCAS. The 8th grade results from this year's MCAS tests will serve as the baseline.

Strategies	**Person/ department responsible for implementation**
1. CRLS Leadership Team with the Guidance Department will ensure that all students are on track to graduate and that students and their families are informed of students' graduation status at pre-established checkpoints during the school year. In cases where students are not "on track" to graduate, students will be referred for specific recommendations and interventions. The CRLS Leadership Team and Guidance Department will be responsible for oversight and monitoring of this process.	CRLS Leadership Team CRLS Guidance Department
2. CRLS will ensure that any student who has not yet passed MCAS as of September of their junior year will be matched with an appropriate program of support. Each student's success rate will be monitored by the Dean of Curriculum, Guidance Counselor, and MCAS Coordinator through the students' Individual Student Success Plan.	Deans of Curriculum Guidance counselors MCAS coordinator
3. CRLS will implement year-long math courses for 9th and 10th grade students in order to fully support them in passing their competency determination requirement in grade 10.	CRLS Math department Deans of Curriculum
4. READ 180 will be implemented at CRLS for students who are struggling in reading in order to fully support them in passing their competency determination requirement in grade 10.	ELA Coordinator Coordinator of Educational Technology CRLS Deans of Curriculum
5. Beginning in 2007, schools who have not yet begun to implement 8th grade exit portfolios will begin implementation in the 2007-08 school year. Schools will be supported in this work by the CPS Middle School Program Developer and Curriculum Coordinators.	Principals/ Asst. Principals Middle School teams CPS Middle School Program Developer

6. Teachers will increase their math knowledge and teaching ability through the support of the district middle grades math coach. The district math coach will train all teachers in the newly revised CMP2 curriculum in grades 7 and 8, provide additional support to those schools with the lowest MCAS performance, and serve as a liaison between the elementary math program and the high school program.	Math Coordinator Middle School Math Coach CPS Teachers in grades 6-8 CRLS Instructional Math Coach
7. The English Language Arts Department will collaborate with Lesley University in developing a rigorous literacy program in the middle grades to be implemented in 2007-08.	ELA Coordinator Middle School ELA Coach

Outcome measured by:	**Data Source**
1. CRLS Graduation Rate	CRLS Graduation Report
2. Competency Determination (CD) Rates at Grade 11 & Grade 12	CRLS MCAS Center DOE annual report
3. AYP reports	DOE
4. Collection of portfolio data from elementary schools	School Summary report of portfolio presentations
5. Performance level reports -8th grade MCAS	DOE

Goal 2: Establish a system for longitudinal assessment of student progress

A. Design and implement a system to determine individual student growth over time

1.During the 2006 – 07 school year, develop the structure and reporting process of the system.

2. Implement the new system on a pilot basis in 07-08 school year.

3. Prepare for full implementation and use in the 08-09 school year.

Strategies	**Person/ department responsible for implementation**
1. The MIS department will work with the E Scholar data warehouse to provide administrators, principals, and teachers access to an individual student's data history so that student progress can be assessed longitudinally.	MIS Department
2. MIS will present possible systems of longitudinal assessment to the Principals' Leadership Team for review and feedback prior to pilot implementation in 2007-08 school year.	MIS Department Office of Student Achievement, Accountability, Curriculum
3. Pilot of longitudinal assessment will be implemented in all schools during the 2007-08 school year.	MIS Department Office of Student Achievement, Accountability, Curriculum

Outcome measured by:	**Data Source**
1. Development of Individual Student Historical Profile by Data Warehouse.	MIS through EScholar
2. Individual Student Historical Profile model will be reviewed by Leadership Team and principals in 2006-07 to be implemented in 2007-08	MIS Department Office of Student Achievement, Accountability, Curriculum
3. Pilot of longitudinal assessment will be implemented in all schools during the 2007-08 school year.	MIS Department Office of Student Achievement, Accountability, Curriculum
4. Effectiveness of pilot will be evaluated throughout the 2007-08 school year. A review of the pilot will be issued in summer 2008.	MIS Department Office of Student Achievement, Accountability, Curriculum

Goal 3: Develop a strategic plan for education to guide decision making for the next 3 to 5 year period.

1. Articulate an educational plan of effective instruction, grade structure, model programs, policies, and parent/community engagement.

2. Utilize information and outcomes garnered from a survey and study of community focus groups and parents (known as the marketing study).

3. Align the facility inventory needs and the outcomes of the Capital Needs Assessment Study to insure support of educational goals.

Strategies	**Person/ department responsible for implementation**
1. Review the current status of the Middle School Task Force recommendations, the Marketing Communications Plan, the Marketing Survey, the Cambridge Leadership Network (Elmore Project), and the progress on Edline and Naviance software to make recommendations for next steps in educational planning.. Other initiatives that are either in development or ready for review include: the District Technology Plan, the Visual and Performing Arts Plan, the Special Education Strategic Plan and the review of the School Choice Plan	Superintendent Deputy Superintendent CPS Leadership Team Principals
2.a. School Committee and Administration to review results of opinion survey b. Implement desired changes as a result of the marketing survey findings	Chief Operating Officer
3. (a) Present capital needs assessment study to School Committee for their review (b) Hold School Committee review meetings to prioritize capital needs of various school buildings (c) Develop updated capital plan	Chief Operating Officer

Outcome measured by:	**Data Source**
1. Plans for increased effective instruction, grade structure, model programs, policies, and parent/community engagement will be presented to the School Committee for adoption during the 2007-08 school year.	CPS Leadership Team
2. Development of an action plan that reviews parent responses to survey and incorporates recorded changes as determined by Administration and School Committee into the various programs and departments of Cambridge Public Schools.	CPS Leadership Team Cambridge School Committee

Goal 4: Nurture and grow partnerships with area art, academic, science, and youth organizations.

1. Create an inventory of current partnerships.

2. Assess the breadth, depth, and impact of each partnership.

3. Develop proposals for improvements and future collaborations.

Strategies	**Person/ department responsible for implementation**
1. An inventory of current partnerships with area art, academic, science and youth organizations was developed during the 2006-07 school year.	Deputy Superintendent Principals Curriculum Coordinators Office of Student Achievement & Curriculum
2. An assessment of each partnership will be completed with respect to the breadth, depth and impact in 2007-08.	Deputy Superintendent Instructional Division Principals
3. Review of current partnerships will include recommendations for improvements and future collaborations.	Deputy Superintendent

Outcome measured by:	**Data Source**
1. Completed inventory of current partnerships with area art, academic, science and youth organizations	Inventory of Current Partnerships
2. Completed assessment of current partnerships and determination of areas targeted for improvement.	Assessment of current partnerships
3. Implementation of recommendations for improvements and future collaborations in the 2007-08 school year and continuing into the 2008-09 school year.	

Cambridge Public Schools

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

2007-2008

Professional Development Plan
Reading and Language Arts

An increasingly larger percentage of students are reading at grade level by the third grade. This momentum will be encouraged by the expansion of the Literacy Collaborative to the K-2 and 3-5 levels in all schools, some of which are now in training for full implementation next year. There will be Literacy Coaches at every school working with teachers to improve instruction.We have also worked closely with Lesley University to enter into grades 6-8 next year to elevate instruction and rigor through the support of the university with the help of three part-time teachers, training, materials, and fees. In all of our reviews of student progress we recognize that the middle school instruction must be strongly addressed to increase the rigor of our middle school program. Our research and observations point directly to the need for this last addition. CRLS also will be adding part-time coaching assistance through the internal redesign of current teaching positions.

The following chart summarizes the level of Literacy Collaborative Implementation in each of our elementary schools:

CPS Literacy Collaboration Implementation Grid
2007-2008

	Grades K - 2					Grades 3 -5				
School	Phase 1: *Team training*	Phase 2: *Literacy Coordinator Training*	Phase 3: *Field Year*	Phase 4: *Professional Development*	Phase 5: *Independent Implementation*	Phase 1: *Team training*	Phase 2: *Literacy Coordinator Training*	Phase 3: *Field Year*	Phase 4: *Professional Development*	Phase 5: *Independent Implementation*
Amigos		*							*	
Baldwin					*					*
C'Port					*				*	
Fletcher Maynard		*								*
Graham & Parks			*				*			
Haggerty	*								*	
Kennedy-Longfellow				*						*
King					*				*	
King Open		*							*	
Morse			*				*2008-09			
Peabody				*				*		
Tobin				*			*			

Training Dates 2007-2008:

Primary Literacy Coordinators
July 30-August 10, 2007
October 1-5, 2007
January 7-11, 2008
March 3-7, 2008
April 28-May 2, 2008
June 23-27, 2008
July 14-17, 2008

Intermediate and Middle School Coordinators
August 6-17, 2007
October 14-19, 2007
January 14-18, 2008
March 10-14, 2008
May 5-9, 2008
June 9-13, 2008
July 7-10, 2008

The following schools will be training a middle grades Literacy Coordinator in 2007-08: Cambridgeport, King, Peabody, Kathy Greeley (district). The Fletcher Maynard Academy has a trained Literacy Coordinator for middle school.

Professional Development Plan
Mathematics

Two schools piloted the new TERC K-5 Investigations program in SY 2006-07 in preparation for full implementation in all schools in 2007-08. Inservice continues to be necessary for the revised CMP2 curriculum at middle school as well as for the new Investigations program plus the replacement of math coaches previously hired through expiring grant funds and a training consultant associated with the pilot stages of development. Professional development will continue to be supported through district and school-based coaches.

The new math programs have many staff excited because the instructional materials fully address what have been felt to be inadequacies in the prior materials and the need to differentiate instruction for the purposes of closing the achievement gap. CRLS will redeploy staff for a part-time math coach and ensure a full year mathematics options for 9th and 10th graders who require additional instruction while at the same time allowing for advanced and rigorous math course work for students ready for the challenge. The Math Department is piloting the Center for Mathematics Education (CME) 9th grade Algebra I and 10th grade Geometry course through EDC.

The following charts summarize the dates for the 2007-08 for the Investigations training:

K-5 Math Professional Development: *Investigations* 2nd Edition Unit Trainings

Session	Date	Time	Intended Audience	Topic
1 and 2	June 19 – 20	8:30 – 2:30	K -5 Classroom teachers, ELL, & SPED *Principals invited to attend*	*Investigations* 2nd Edition Unit Training
3	August 29	8:30 – 3:30	K–5 Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training
4	Sept. 18 (K-1) Sept. 19 (2) Sept. 20 (4-5) Sept. 27 (3)	1:00 – 5:00	K–5Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training
5	Oct. 18 (3) Oct. 23 (K-1) Oct. 24 (2) Oct. 25 (4-5)	1:00 – 5:00	K–5 Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training
6	Nov. 15 (3) Nov. 27 (K-1) Nov. 28 (2) Nov. 29 (4-5)	1:00 – 5:00	K–5 Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training
7	Jan. 8 (K-1) Jan. 9 (2) Jan. 10 (4-5) Jan. 17 (3)	1:00 – 5:00	K–5 Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training
8	March 4 (K-1) March 5 (2) March 6 (4-5) March 13 (3)	1:00 – 5:00	K–5 Classroom Teachers, ELL, & SPED	*Investigations* 2nd Edition Unit Training

Additional Professional Development Opportunities for Paraprofessionals*

Session	Date	Time	Intended Audience	Topic
1	September 25 Early Release*	12:00-3:00	Paraprofessionals	*Relearning to Teach Arithmetic*
2	October 17 Early Release*	12:00-3:00	Paraprofessionals	*Relearning to Teach Arithmetic*
3	November 8 Early Release*	12:00-3:00	Paraprofessionals	*Relearning to Teach Arithmetic*
4	March 11*	3:30-5:30	Paraprofessionals	*Relearning to Teach Arithmetic*

Additional Professional Development Opportunities for Classroom Teachers, ELL, & SPED

Session	Date	Time	Intended Audience	Topic
1	September 26	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*
2	October 10	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*
3	November 14	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*
4	January 30	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*
5	March 26	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*
6	April 9	3:30 – 5:30	K – 5 Classroom Teachers, ELL, SPED	*Relearning to Teach Arithmetic*

Professional Development for CPS Teachers and Staff
June 2007- August 2007

Summary includes district PD and does not include PD done at individual K-8 schools

June 2007 Trainings	Number of Teachers	Grade Levels	Dates	Description of Workshop
Elementary Schools				
Investigations Second Edition (TERC)	215	JK-5	June 19,20	The teachers in grades JK through 5 engaged with representatives from Scott Foresman, along with CPS district and school based math coaches to learn about the new math materials and to begin work on the first unit of study by grade level for implementation in September.
Chemical Interactions Curriculum	12	7	June 20-21	The 7th grade teachers participated in a two day session with the staff developer from Delta publishers to explore this new standards based chemical interactions curriculum to be implemented in September.
Comprehensive School Reform Grant (CSR): *Number Sense and Operations*	50	K-5	June 25-28	Teachers from the Amigos, Tobin and King Schools, all participants in the CSR Grant, led by our math coaches and CSR consultants, explored the concepts of Number Sense and Operations to improve their own content knowledge and teaching skills in these areas.
New Teacher Induction Program (NTIP) Mentor Teacher Orientation	13	K-12	June 25-26	Thirteen teachers have been selected and participated in Mentor Teacher training to better support the new teachers to whom they have been assigned.
Humanities/ English Language Arts/ Social Studies Discussion	23	6-8	June 21	Middle School Language Arts, Humanities and Social Studies teachers, along with principals, key curriculum coordinators and other district leaders, gathered to begin conversations on the articulation of curriculum that is exemplary by Middle School Task Force standards and effectively supportive of the reading, writing, and social studies content skills of our middle school learners. As a result of the meeting 18 people have volunteered to participate in on-going discussion to these ends.

Professional Development for CPS Teachers and Staff
June 2007- August 2007

Summary includes district PD and does not include PD done at individual K-8 schools

June 2007 Trainings	Number of Teachers	Grade Levels	Dates	Description of Workshop
Montessori Training Tobin Teachers	18 Includes teachers, specialists and paraprofessionals	All staff	July 29 & 30	Overview of Montessori Program
Montessori Training	3	Ages 3,4,5 teachers	July 2 - 28	In depth teacher training in Montessori program, curriculum and instruction
Montessori Training Tobin Administrators	Prin. Asst. Prin..	K-8	June 25 - 29	In depth overview of Montessori Program and curriculum
Training in the use Performance Assessment for English Language Learners	5	4-5	June 18 - 29	SEI and Two-Way Teachers will trained on using and enhancing Performance Assessments for the Hampton and Brown Avenues Series.
Portuguese Assessment of Basic Education Training	6	K-7	June 22 & 29	Training in the Use of Portuguese Achievement Assessments for the OLA Program
Professional Development Grade 6-12 *Trainings designed for middle and high school teachers to work collaboratively*				
Smartboard Training and CMP2 Integration	35	6-12	June 19-21	A collaborative session with middle and high school math, science and technology teachers was designed to strengthen current understandings of Smartboard technology, as well as to use the technology in the creation of lessons integrating CMP2 and science curriculum content to be shared by teachers.
AVID	21	6-12	June 25-29	Teams of administrators & teachers from 3 elementary schools (Fletcher Maynard, Kennedy-Longfellow and Peabody)attended the AVID Summer Institute in Chicago along with Kathy Greeley, AVID District Director.
Minority Student Achievement Network (MSAN) Conference, Eugene, Oregon	3	6-12	June 24-26	Two teachers from CRLS and the CPS Out of School Time Coordinator attended the Minority Student Achievement Network Conference in Eugene, Oregon entitled "Opening Doors and Raising the Roof Building Equitable Classrooms." These participants will continue the MSAN work with CPS teachers and students in the fall.

Professional Development for CPS Teachers and Staff
June 2007- August 2007

Professional Development Grade 9-12

June – August 2007 Trainings	Hours	Dates/ Times
Administering and Learning from the MELA-O to Best Serve ELL Students	10	6-25 & 6-26 8:30-2:30
CRLS School-wide Writing Strategies Inquiry Group	20	6-25-6-29 9:00-1:00
Learning to Facilitate Collaborative Inquiry (for instructional coaches and others)	10	6-25 & 6-26 8:30-2:30
CRLS Assessment: Looking at the Big Picture	10	6-27 & 6-28 8:30-12:00 6-29 9:00-12:00
Mapping the CRLS English Language Arts Curriculum	10.5	6-19 – 6-21 8:30-12:00
Beginning to Conceptualize the CRLS Math 2 Course	20	6-19 & 6-20 8:00-4:00 6-21 8:00 3:00
Core Assessments in Science (Physics, Chemistry, Biology)	12	6-19 – 6-21 8:30-12:30
Preparing to Implement the CRLS Instructional Coaching Model	10	8-21 8:30-11:30 8-22 9:30- 2:30 8-27 8:30-11:30
Preparing to Implement AVID Year 3	10	Week of August 20 TBD

Cambridge Public Schools

DISTRICT

CURRICULUM ACCOMMODATION PLAN

2007-2008

CPS District Curriculum Accommodation Plan (DCAP)
2007-2008

DOE Requirements/Recommendations	District Curriculum Accommodation Plan
Assistance to regular *(and English language acquisition programs)* education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;	Based on documented needs a staff development program was designed with attention to accommodating instruction to students' diverse learning and programmatic needs, to include the following items among others: • School-based TATs can access support from district behaviorist in terms of: Observation (classroom or individual student) Positive Behavior Intervention Plans (classroom/individual student) Modeling Access to training on Inclusion Strategies by in-house inclusion specialists (classroom/curriculum accommodations for reading/math) Community Mental Health Counseling Groups Social Skills Curriculum Social Workers/Adjustment Counselors: Small Group and/or Individual Counseling ART Teams (Administrative Response Teams) District Assistive Technology Specialists (classroom observations) Psychiatric Interns Hospital/School/Transition Team Outreach/Counselors • Specialized training for Structured English Immersion (SEI), ESL teacher regular education teachers, tutors, and former transitional bilingual teache on instructional strategies for English Language Learners • Alignment of curricula with the Framework for Benchmarks and Outcomes for English Language Learners in MA by Bilingual and English Language Acquisition Department staff • Creation of Learning Expectations for all ESL K-12 courses, as well as adaptation of benchmarks and outcomes for the beginning ESL levels • ESL Certification Endorsement, and optional Masters, in Instructional Technology through U Mass Applied Linguistics Dept. • Training in differentiated instruction • Training mainstream and new teachers in the administration of the MELA-O Assessment Protocol • Training in the use of technology, Humanities by Collaborative Design teams • Study Group of teachers to establish links between the Cambridge SSALD (local assessment) with the Massachusetts mandated MELA-O Assessment Protocol and the LAS R&W • Observing and Analyzing Teaching (RBT) • Study Groups for the development of appropriate placement assessment and exit tests for new ESL course sequence in grades 9-12 • Develop course sequence/ curricula for grades 10-12 in Interpretation and Translation for the Bilingual Health Professions (Teacher training included) • Training in the Kurzweil Program to support accommodations for ELL students and students on IEPs

Support services that are available to students through the regular education program *(and English language acquisition programs)*, including services to address the needs of students whose behavior may interfere with learning;	• Alternative school programs for chronically failing middle and high school students in regular education programs, *Extension School, Challenge Prep* • Work Force collaboration with Cambridge Housing Authority in after school and summer programming • Amistad Middle School After School Programs in the AMIGOS School, OLA Program, King Ni Hao Program, Graham & Parks SEI Program, with the focus on English Language Arts and Math • Amistad High School After School Program, MCAS and SAT Prep, ESL and MATH support • Community Service Program for high school bilingual students, *City Links Program.* • Title 1, 21" Century, and Academic Support programs in various schools. • District Behavior Specialist
Direct and systematic instruction in reading for all students;	• Students in grades K-2 are administered Early Literacy Assessment to identify early reading and writing strengths and weaknesses. • All teachers K-2 have been trained in the administration of running records • Students in grades K, I and 2 are taught using Fountas Pinnell phonics-based reading instruction and participate in guided reading groups. • Students, on IEPs, receive Wilson Reading instruction to correct language-based weaknesses. • Students in 7 elementary schools are part of the Literacy Collaborative K-2 • Lexia Program • Phonemic Awareness Training • Students in 6 schools are part -of the Literacy Collaborative in Grades 3-5 • One school is piloting the Literacy Collaborative in the middle grades.6-8 • Middle school programs also employ specific reading programs such as "Mosaic of Thought." • Some teachers in grades 4-8 administer the DRA • Implementation of SPELLS Summer Discovery Academies of English Language Arts for English Language Learners: Grades 6-8 at MIT and Grades 9-12 at CRLS • Training by Hampton Brown on using Avenues/High Points for reading instruction for English Language Learners • Training by Hampton Brown on using English at Your Command for integrated writing instruction for English Language Learners

Encouragement of teacher mentoring and collaboration	• An induction Program for new teachers provides for pre-service program, assignment of a trained mentor, release time to participate in peer observation, meetings with Support Team established in each building and meeting with district Induction Program coordinator Support for National Board Certified teachers • Support for classroom teachers through literacy and math coaches • Harvard mentoring program for CRLS teachers • *Training of all bilingual and ESL teachers in charge on the determination of AYP annually for sub-groups of Limited English Proficient Students and other DOE data collection* • Collaboration between the 8th Grade Teachers and CRLS teachers to facilitate the transition and orientation to of all 8th grade students entering the 9th grade at CRLS • Harvard Kindergarten Vocabulary Project for an integrated group of K teachers to focus on the analytical aspects of vocabulary instruction
Encouragement of parental involvement in their children's education.	• District Informational meetings with all site councils • Reporting of student progress to parents, including parental involvement in review of and progress on Individual Student Success Plans for students failing the MCAS. • District and -school MCAS report cards mailed to families to allow parents to. make informed discussion regarding their children's education. • Parent Compacts, parent training sessions, and an annual meeting involve parents in their children's education at Title I schools. • Parent Involvement policy in all Title I schools • Implementation of Parent Forums for parents of LEP students at CRLS • ESL Classes for Parents of High School Students • English as a Second Language Classes for Parents of Middle School LEP Students • Spanish as a Second Language evening classes for Parents of students in the Amigos School • Computer Literacy for parents of English Language Learners in the AMIGOS and King Schools • Chinese Cultural Workshop for parents of students in the Ni Hao Mandarin/English Program • Fall and Spring Breakfast Meetings with parents of all students in SEI and ESL programs to distribute the Individual Students Profiles discussing students' progress, results of assessments and program options • Mid-Year mailing of Progress Reports to parents of all students in SEI and ESL programs

Individual Student Success Plans

Individual Student Success Plans (ISSP) are developed for every student who receives a score of warning/ failing on MCAS.

District ISSP templates as well as a summary of the number of students on Individual Success Plans are kept in the Office of Student Achievement and Accountability by grade and by school. The individual plans are kept on file and reviewed at the school level.

A summary of the district data including the number of student requiring Student Success Plans will be updated when the MCAS 2005-06 data is received in the fall of 2007.

Cambridge Public Schools

NEW TEACHER INDUCTION PROGRAM

2007-2008

Welcome!

We're glad you chose to be a teacher in the Cambridge Public School District (CPSD). The Office of Teaching and Learning (OTL) provides multi-faceted and multi-leveled support programs for new teachers. **The New Teacher Induction Program (NTIP)** is the Department of Education approved- program, established to guide this support during your first three years with us.

The Cambridge School Committee's commitment to excellent instruction in every classroom and CPSD's **Teacher Performance Standards** will frame all professional development for this program. The expectation is that you will participate in all aspects of the program. You will be exposed to the collective wisdom of peers, veteran teachers and educational leaders.

Please accept my best wishes for a wonderful academic year. We are pleased that you chose to work with our educators and families to successfully educate all our children.

Frances Cooper-Berry
Lead Teacher-Induction Program

INTRODUCTION TO THE PROGRAM

The Office of Teaching and Learning has established the NTIP to provide a sequential path of professional growth for all new teachers, as prescribed by the Massachusetts Department of Education. The three main objectives of NTIP:

- *Set Clear Expectations*
- *Provide Ongoing Professional Development and Support, and*
- *Demonstrate professional growth*

COMPONENTS OF THE PROGRAM

The New Teacher Induction Program includes the following components:

- *An Orientation program* prior to school opening in which district and school personnel meet with new teachers to discuss school, district, and state requirements.
- *A School-based Support Team* for new teachers with "Initial" licenses to guarantee ongoing resources for advice and clarifying expectations.
- *A Mentor* will be assigned to new teacher participating in the NTIP. The mentor and new teacher will engage in regular classroom observations and discussions.
- *Classes and Activities* will be held by OTL staff and other district personnel.
- *Teacher Portfolios* will be used to demonstrate professional growth.

EDUCATION AND TRAINING

The New Teacher Induction Program sponsors no-cost courses designed to facilitate new teachers to obtain professional licensure and/or graduate degrees. New teachers select the course appropriate to their background and need. Those opting for college credit pay a nominal tuition fee.

NTIP Seminar in the first year is designed to facilitate new teachers establishing effective professional communities with one another. It provides a firm foundation in curriculum and lesson planning, effective teaching techniques, assessment and classroom management

Studying Skillful Teaching I in the second year focuses on instruction to expand teaching repertoires, problem-solving and observation skills. Studying Skillful Teaching-I provides

insight into CPSD's Evaluation and Professional Growth Cycle. *The Skillful Teacher* (Saphier and Gower) is the basic text and is provided to participants.

Differentiated Instruction is offered for experienced teachers upon completion of the NTIP Seminar. This course covers research and theories on Differentiated Instruction and on finding successful pathways of learning for all.

Workshops and Courses are offered for new and experienced teachers to assist them in the development of portfolios to demonstrate professional growth.

SCHOOL-BASED SUPPORT

School Support Team, is the basis for a collegial learning community at the building level. It is comprised of a mentor, administrator, NTIP coordinator, and others designated by the principal. This team is set up, per DOE regulations, to foster the sustained professional growth of the new teachers related to teacher performance standards.

- **Mentors** provide a one-on-one relationship with an experienced teacher by which new teachers can reflect on and improve his/her own practice
- **Curriculum Coordinators** are always available to discuss particular content areas, resources pertinent to those areas, and relevant teaching practices.
- **Principals** provide in-school orientation for all new teachers at the start of the school year, and subsequently evaluate their progress throughout the year. In addition, they serve as important supervisory and informational linkages.

August 2007

Dear Colleague:

Welcome to the Cambridge Public Schools (CPS). The principals, administrators, teachers, parents, and community members of the district celebrate your decision to join us in our efforts to provide a quality education and promote high achievement for all students. Whether new to the profession or new to Cambridge, we extend our best wishes for a successful school year.

In Cambridge we believe that the induction of new teachers is a shared responsibility. Our entire school community is committed to ensure that your introduction to Cambridge Public Schools will respond to your needs and be a rewarding experience. The New Teacher Induction Program (NTIP) Handbook has been developed to provide general information and resources to facilitate your first few weeks in the classroom and to orient you to the district. Likewise, the New Teacher Induction Program is intended to introduce you to faculty and staff, provide an overview of resources and departments, and offerings designed to enhance teacher growth and development. For those of you with "Initial" or "Preliminary" licenses, the New Teacher Induction Program is designed to fulfill Department of Education (DOE) licensure requirements. The expectation is that you will participate fully based on licensure requirements and/or your needs. Besides the New Teacher Orientation, professional development opportunities, such as New Teacher Seminar, Curriculum Seminars, and mentor support have been set up. You will be apprised of any additional school-based induction activities and mentor support by your principal or dean.

Professional educators who work with our students each day are our greatest resource. We recognize that each of you bring unique skills and experiences to your work and have distinct needs. The New Teacher Induction Program has been established to respond to you and your needs with an array of services. We hope you will find the program helpful and will use the resources offered. We also hope that you will not hesitate to reach out to your peers, mentor, principal or dean, curriculum coordinators, and administrators if you have questions, concerns, or a specific need.

Teaching is an exciting vocation, one that demands passion, commitment, and courage. We appreciate your decision to undertake this challenging endeavor and look forward to working with you.

Sincerely,

Carolyn L. Turk
Deputy Superintendent, Teaching and Learning Programs

Frances Cooper-Berry
Lead Teacher, Induction

New Teacher Induction Program

Orientation

Cambridge Rindge & Latin School
Media Cafeteria
August 21 & 22, 2007

DAY 1 - August 21, 2007

8:30 - 9:00 AM	**Fellowship/NTIP Information Fair**
9:00 - 9:15	**Introduction and Greetings** Honorable Kenneth E. Reeves, *Mayor, City of Cambridge* Dr. Thomas Fowler-Finn, *Superintendent of Schools*
9:15 – 9:30	**Overview of Orientation** Frances Cooper-Berry, *NTIP*
9:30 – 10:00	**Looking Ahead…New Teacher supports for 07-08 school year** **(1) New Teacher Professional Development Options** **(2) New Teacher Induction Program Seminar** *Barbara Van Sickle, Student Achievement and Accountability* *Frances Cooper-Berry, NTIP*
10:00 – 10:30	**Working in Cambridge: Our Schools, Families, and Community** Justin Martin, Director, Public Information Office
10:30 – 11:30	**Working in CPS** *NTIP mentors*
11:30 – 12:30 PM	**Lunch** *NTIP mentors*
12:30 – 2:00	**Classroom Management: Intervention Strategies** *Chris DeYeso, Teacher-In-Charge, SPED* *Richard Whitehead*
2:00 – 3:00 PM	**Introduction to CTA and MTA,** Jack Haverty, *President, Cambridge Teachers Association* George Luse, Consultant, Massachusetts Teachers Association

New Teacher Induction Program

Orientation

Cambridge Rindge & Latin School
Media Cafeteria
August 21 & 22, 2007

DAY 2 - August 22, 2007

8:30 – 9:00 AM **Sign In/Coffee**

9:00 **Concurrent Curriculum Sessions**
Curriculum Coordinators & Instructional Coaches

K-5	6-8	9-12	SPED	RSTA
▪ ELA	▪ Science	▪ ELA	▪ Psychologists	▪ Culinary Arts
▪ Math	▪ World Language	▪ Math		▪ Health Occupations
▪ Science	▪ Math	▪ Science		
	▪ ELA	▪ Social Studies		

12:30 – 1:00 Lunch (on your own)

1:00 – 3:00 **Introduction to Responsive Classroom and Responsive Design for Middle School approaches: *Building community and enhancing achievement in CPS***

APPENDIX

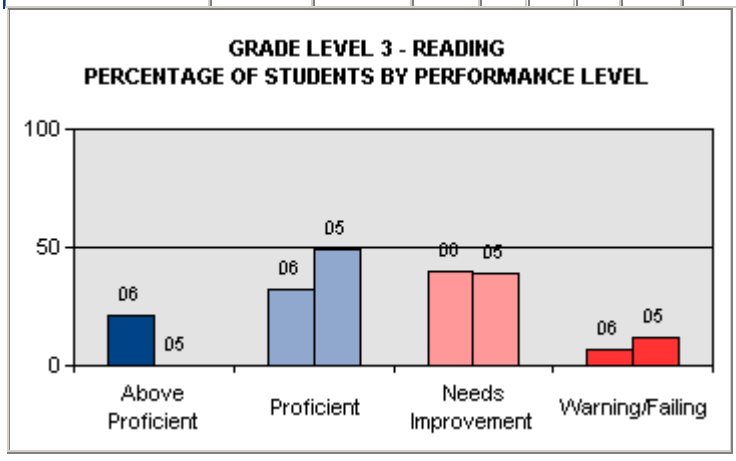
* MCAS Results by Subgroups/ Annual Comparisons

* Summary of CPS MCAS Data
  - Composite Proficiency Index- District Results 2006
  - MCAS Improvement Targets 2006 -2008
  - Summary of Accountability Status of CPS Schools

* CPS School and District Actions Required to respond to Federal & State AYP Status Designations

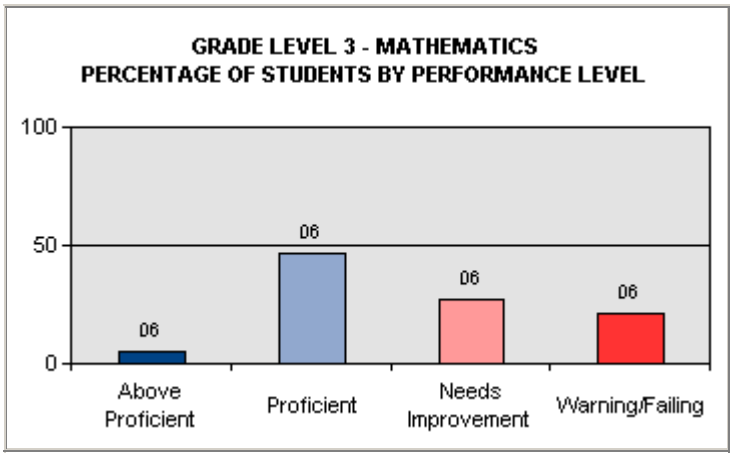
2006 MCAS Data - By Grade, Subject and Subgroup

GRADE LEVEL 3 - READING														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	104	99	4	16	55	25	64.7	11819	100	5	24	47	25	69.4
LEP/FLEP	75	100	7	23	57	13	72.7	6371	100	5	22	49	24	64.5
Low Income	192	99	9	27	54	10	75.8	21670	100	7	28	48	17	71.3
African American/Black	143	99	8	29	51	12	75.2	5921	100	7	29	49	15	72.0
Asian or Pacific Islander	53	100	26	38	32	4	87.7	3611	100	22	40	32	7	84.8
Hispanic	58	100	2	26	64	9	73.3	8689	100	5	24	50	22	66.6
Native American	4	-	-	-	-	-	-	283	100	11	38	38	13	79.5
White	163	99	36	37	24	2	91.3	52023	100	21	45	29	5	87.5
Other Subgroups														
Male	192	99	20	34	39	7	82.7	36301	100	16	40	35	9	82.1
Female	229	100	22	31	41	7	82.9	34278	100	21	41	32	7	84.8
Title I	223	100	17	31	44	8	81.3	23562	100	8	30	48	15	72.6
Non-Title I	198	99	26	34	35	6	84.5	47017	100	23	46	27	5	88.9
Non-Low Income	229	100	31	38	28	3	88.6	48909	100	23	46	27	4	88.8
LEP	24	100	-	8	67	25	59.4	4627	100	3	17	51	29	59.4
FLEP	51	100	10	29	53	8	78.9	1745	100	12	34	43	10	78.0
1st Yr LEP*	17	100	-	-	-	-	-	517	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	62	100	5	23	47	26	61.3
All Students														
2006	422	99	21	32	40	7	82.8	70751	100	18	40	34	8	83.4
2005	421	-	N/A	49	39	12	78.7	71445	-	N/A	62	31	7	85.2



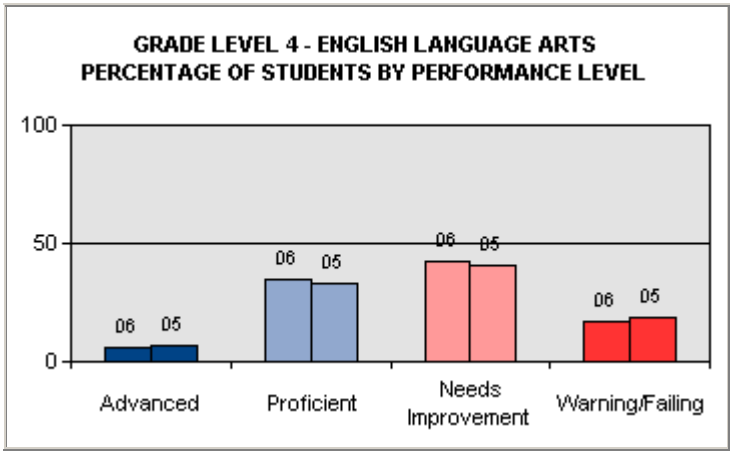
GRADE LEVEL 3 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	105	100	-	25	23	52	56.0	11827	100	1	22	36	41	61.5
LEP/FLEP	75	100	1	29	36	33	62.7	6372	100	2	28	34	36	61.6
Low Income	195	100	3	32	30	34	64.1	21666	100	1	30	38	31	64.4
African American/Black	146	100	1	32	35	32	63.4	5921	100	1	28	39	32	63.0
Asian or Pacific Islander	53	100	11	60	19	9	86.8	3618	100	8	55	26	11	83.7
Hispanic	58	100	2	24	43	31	63.4	8693	100	1	25	37	37	60.1
Native American	4	-	-	-	-	-	-	282	100	2	43	38	18	75.8
White	163	100	8	64	17	12	87.0	52037	100	5	53	31	11	82.3
Other Subgroups														
Male	194	100	6	45	26	23	74.6	36317	100	4	48	31	16	78.5
Female	230	100	4	48	27	20	76.2	34290	100	4	47	33	16	77.5
Title I	223	100	5	47	27	21	76.2	23563	100	2	32	38	28	66.2
Non-Title I	201	100	5	46	27	21	74.6	47044	100	5	56	29	10	84.0
Non-Low Income	229	100	7	59	24	10	85.2	48941	100	5	56	29	9	84.0
LEP	24	100	-	17	29	54	49.0	4635	100	1	23	35	42	57.4
FLEP	51	100	2	35	39	24	69.1	1738	100	4	42	32	22	72.7
1st Yr LEP*	17	100	-	-	-	-	-	539	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	62	100	-	24	34	42	57.3
All Students														
2006	425	100	5	47	27	21	75.5	70741	100	4	48	32	16	78.0
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



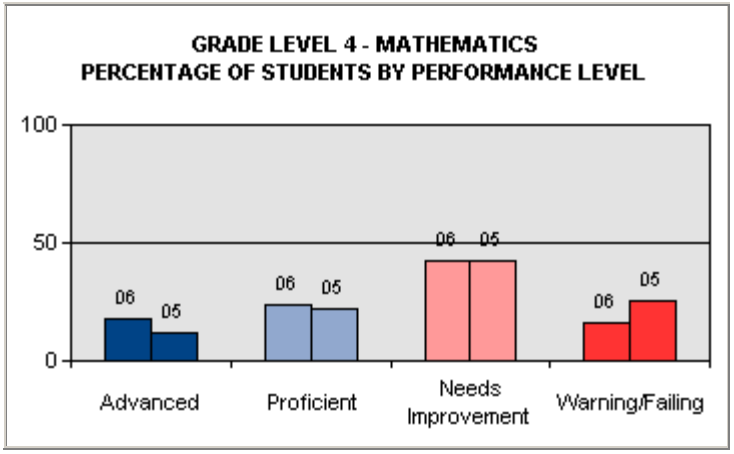
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	98	100	1	9	48	42	53.1	12698	100	1	15	48	36	59.8
LEP/FLEP	56	100	2	16	50	32	55.8	6182	100	2	20	46	31	60.1
Low Income	175	100	2	20	49	29	60.7	21707	100	2	25	49	24	65.5
African American/Black	157	100	3	20	50	27	61.8	6115	100	2	25	49	24	65.1
Asian or Pacific Islander	49	100	10	35	47	8	79.6	3675	100	14	43	33	9	82.2
Hispanic	66	100	5	35	45	15	72.7	8608	100	2	22	48	29	62.2
Native American	3	-	-	-	-	-	-	225	100	4	33	47	16	73.4
White	126	99	8	54	29	9	84.1	52519	100	9	47	37	7	82.9
Other Subgroups														
Male	218	100	3	27	50	21	67.0	36664	100	5	38	43	14	75.7
Female	183	99	9	45	34	13	79.9	34518	100	11	46	35	9	82.2
Title I	208	100	6	31	46	17	70.6	23263	100	3	26	50	21	66.9
Non-Title I	193	100	6	39	38	17	75.4	47919	100	10	49	34	7	84.6
Non-Low Income	226	100	8	46	38	8	82.3	49475	100	10	49	34	6	84.7
LEP	17	100	-	29	24	47	54.4	4051	100	1	13	46	40	53.1
FLEP	39	100	3	10	62	26	56.4	2131	100	5	34	46	15	73.3
1st Yr LEP*	16	100	-	-	-	-	-	507	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	83	99	1	24	49	25	62.3
All Students														
2006	401	100	6	35	42	17	72.9	71277	100	8	42	39	12	78.8
2005	445	-	7	33	41	19	71.6	72618	-	10	40	40	10	78.5



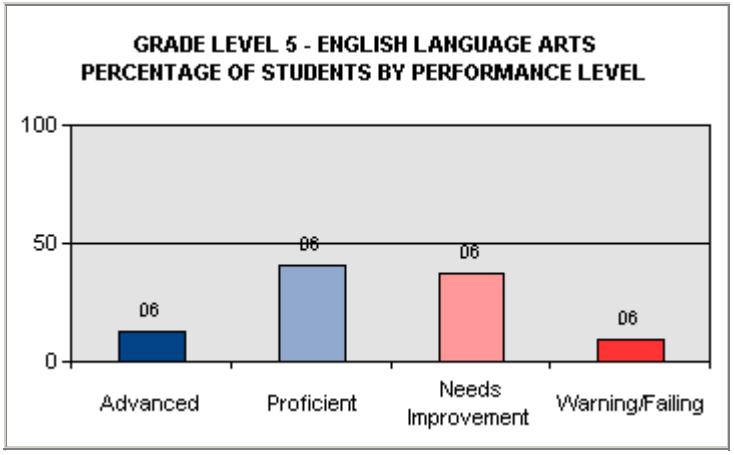
GRADE LEVEL 4 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	98	100	6	14	45	35	64.0	12729	100	3	12	46	39	57.1
LEP/FLEP	56	100	9	25	32	34	63.4	6200	100	7	15	46	32	58.2
Low Income	175	100	11	17	47	25	65.1	21764	100	6	15	51	28	60.3
African American/Black	158	100	6	20	50	25	64.4	6127	100	4	14	52	30	57.9
Asian or Pacific Islander	49	100	29	31	35	6	85.2	3682	100	28	29	34	9	81.8
Hispanic	66	100	18	23	44	15	71.2	8644	100	5	13	49	33	57.0
Native American	3	-	-	-	-	-	-	226	100	9	22	50	18	69.9
White	127	100	30	27	34	9	84.1	52633	100	17	28	44	10	77.2
Other Subgroups														
Male	220	100	15	21	46	18	72.5	36766	100	15	25	45	15	73.8
Female	183	100	22	27	38	14	76.5	34586	100	15	25	45	15	72.8
Title I	209	100	21	19	44	16	72.0	23325	100	7	17	51	26	61.7
Non-Title I	194	100	16	28	40	16	76.8	48027	100	19	29	42	10	79.0
Non-Low Income	228	100	24	29	39	9	81.4	49588	100	19	30	42	9	79.1
LEP	17	100	24	24	12	41	66.2	4069	100	4	11	45	39	52.6
FLEP	39	100	3	26	41	31	62.2	2131	100	13	22	47	19	69.0
1st Yr LEP*	16	100	-	-	-	-	-	522	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	83	100	4	14	52	30	57.8
All Students														
2006	403	100	18	24	42	16	74.3	71417	100	15	25	45	15	73.3
2005	444	-	12	22	42	25	66.4	72668	-	14	27	45	15	73.7



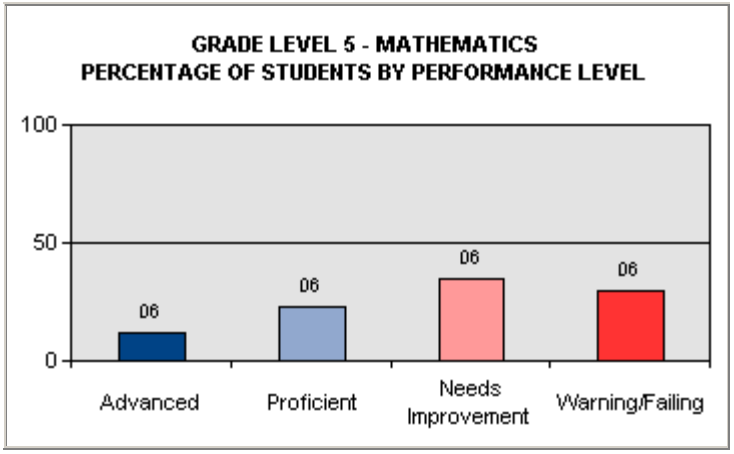
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	128	100	2	16	58	23	62.3	13499	100	2	22	47	28	65.6
LEP/FLEP	30	100	-	17	50	33	55.8	5666	100	3	22	46	29	62.0
Low Income	197	100	5	34	50	11	74.5	22215	100	4	30	47	18	70.4
African American/Black	171	99	2	32	53	13	71.5	6595	100	5	30	47	18	71.0
Asian or Pacific Islander	33	100	21	52	24	3	88.6	3605	100	22	43	27	8	85.6
Hispanic	55	100	11	38	40	11	78.2	8659	100	3	25	48	24	65.6
Native American	2	-	-	-	-	-	-	248	99	10	42	40	9	80.5
White	145	100	26	49	19	6	90.0	53473	100	18	50	27	5	88.1
Other Subgroups														
Male	216	100	9	38	40	12	77.5	37428	100	11	44	34	10	81.8
Female	190	100	18	43	33	6	83.7	35195	100	20	45	28	7	85.8
Title I	218	100	11	39	41	9	78.8	22319	100	5	32	46	17	71.6
Non-Title I	188	100	16	43	31	10	82.3	50304	100	20	50	25	5	89.1
Non-Low Income	209	100	21	47	24	8	86.0	50408	100	20	51	24	4	89.6
LEP	11	100	-	-	55	45	45.5	2966	100	1	12	44	43	51.3
FLEP	19	100	-	26	47	26	61.8	2700	100	6	33	47	14	73.8
1st Yr LEP*	11	100	-	-	-	-	-	569	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	77	100	4	29	45	22	67.5
All Students														
2006	406	100	13	41	37	9	80.4	72714	100	15	44	31	9	83.7
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



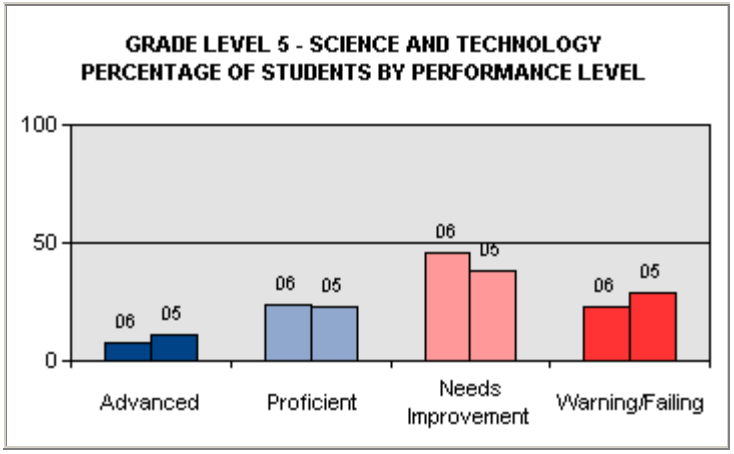
GRADE LEVEL 5 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	125	100	1	14	28	57	49.4	13530	100	3	11	31	55	49.5
LEP/FLEP	30	100	-	13	33	53	50.0	5669	100	7	15	32	46	52.4
Low Income	196	100	4	18	38	40	55.0	22245	100	6	16	37	42	54.3
African American/Black	171	100	2	11	43	45	50.0	6617	100	4	14	37	44	52.4
Asian or Pacific Islander	32	97	38	34	22	6	86.7	3608	100	32	28	27	13	80.8
Hispanic	53	100	2	36	32	30	66.5	8672	100	4	14	34	48	50.4
Native American	2	-	-	-	-	-	-	247	99	9	28	37	27	66.0
White	147	100	21	32	29	18	76.9	53548	100	19	29	34	17	75.0
Other Subgroups														
Male	216	100	12	25	31	32	65.7	37473	100	17	26	34	23	70.7
Female	189	99	11	21	40	28	64.0	35265	100	16	26	35	23	69.7
Title I	218	100	9	27	35	29	65.4	22358	100	7	18	37	39	56.3
Non-Title I	187	99	14	20	35	31	64.4	50380	100	21	30	33	16	76.4
Non-Low Income	209	100	19	29	32	21	74.3	50493	100	22	31	33	15	77.2
LEP	11	100	-	-	45	55	43.2	2969	100	3	10	28	59	43.5
FLEP	19	100	-	21	26	53	53.9	2700	100	10	21	36	32	62.2
1st Yr LEP*	11	100	-	-	-	-	-	593	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	3	19	30	49	51.7
All Students														
2006	405	100	12	23	35	30	64.9	72798	100	17	26	34	23	70.2
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



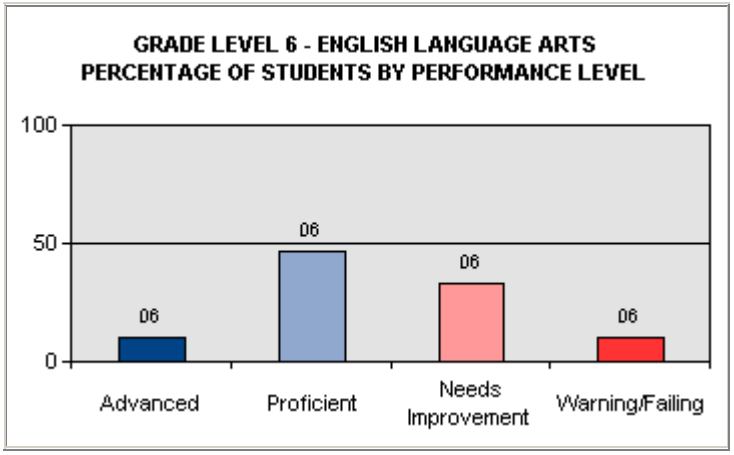
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	123	98	2	11	45	42	52.4	13526	100	5	18	48	30	63.6
LEP/FLEP	30	100	-	-	43	57	44.2	5669	100	3	15	46	36	55.3
Low Income	195	100	1	14	54	31	55.9	22236	100	5	20	51	24	62.9
African American/Black	170	99	1	9	55	36	52.6	6615	100	4	18	52	27	60.2
Asian or Pacific Islander	32	97	13	28	53	6	78.1	3607	100	23	33	36	9	80.5
Hispanic	53	100	-	32	43	25	66.0	8668	100	3	16	50	31	57.8
Native American	2	-	-	-	-	-	-	247	99	9	33	47	11	74.8
White	146	99	18	37	35	10	78.9	53526	100	20	38	36	6	83.3
Other Subgroups														
Male	215	100	9	24	43	23	66.7	37459	100	17	33	38	11	78.7
Female	188	99	6	23	49	22	65.4	35250	100	16	32	41	11	77.2
Title I	217	100	6	18	55	20	65.0	22347	100	5	21	51	23	64.0
Non-Title I	186	99	9	30	35	26	67.5	50362	100	22	38	34	6	84.2
Non-Low Income	208	99	14	33	38	15	75.7	50473	100	22	39	34	5	84.7
LEP	11	100	-	-	36	64	38.6	2969	100	1	9	43	47	47.9
FLEP	19	100	-	-	47	53	47.4	2700	100	5	21	51	23	63.5
1st Yr LEP*	11	100	-	-	-	-	-	591	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	4	26	43	27	62.8
All Students														
2006	403	99	8	24	46	23	66.1	72769	100	17	33	39	11	78.0
2005	426	-	11	23	38	29	65.6	73206	-	16	35	38	12	78.1



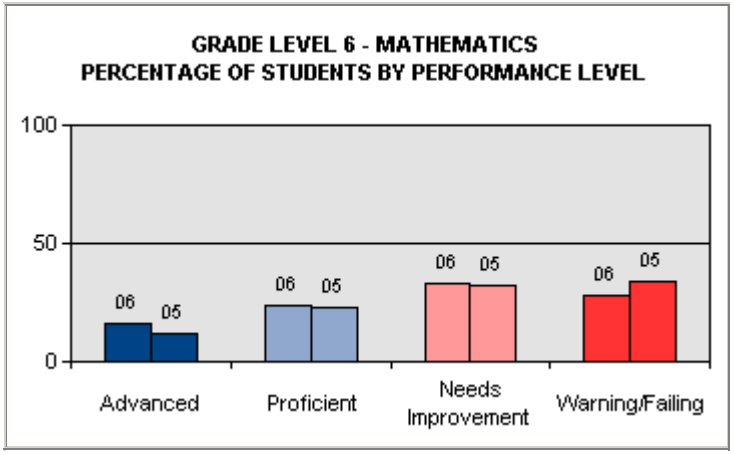
GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	109	99	1	22	47	30	60.3	13122	99	1	25	46	28	65.7
LEP/FLEP	30	98	7	30	40	23	67.5	4626	100	1	23	44	31	59.7
Low Income	203	99	1	37	48	13	72.9	22442	100	2	36	45	17	71.5
African American/Black	156	99	2	37	47	15	73.4	6582	100	3	37	44	16	72.3
Asian or Pacific Islander	37	98	22	65	11	3	93.9	3468	100	18	52	24	6	87.3
Hispanic	50	100	4	42	44	10	76.5	8789	100	2	31	45	22	67.0
Native American	5	-	-	-	-	-	-	227	100	5	45	40	9	79.8
White	140	100	18	54	21	7	86.8	54159	100	12	60	23	5	89.2
Other Subgroups														
Male	198	100	9	41	37	13	76.4	37910	100	7	53	30	10	82.8
Female	191	98	12	53	29	7	85.7	35359	100	13	55	25	6	87.2
Title I	217	99	5	49	35	10	80.1	20486	100	3	37	44	16	72.4
Non-Title I	172	100	16	44	30	10	82.1	52783	100	13	60	22	5	89.8
Non-Low Income	186	99	19	57	17	7	89.8	50827	100	14	62	21	4	90.9
LEP	18	97	-	22	44	33	56.9	2800	100	1	13	44	43	50.7
FLEP	12	100	17	42	33	8	83.3	1826	100	3	38	45	14	73.5
1st Yr LEP*	11	100	-	-	-	-	-	519	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	85	100	4	16	51	29	61.2
All Students														
2006	389	99	10	47	33	10	81.0	73382	100	10	54	28	8	84.9
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



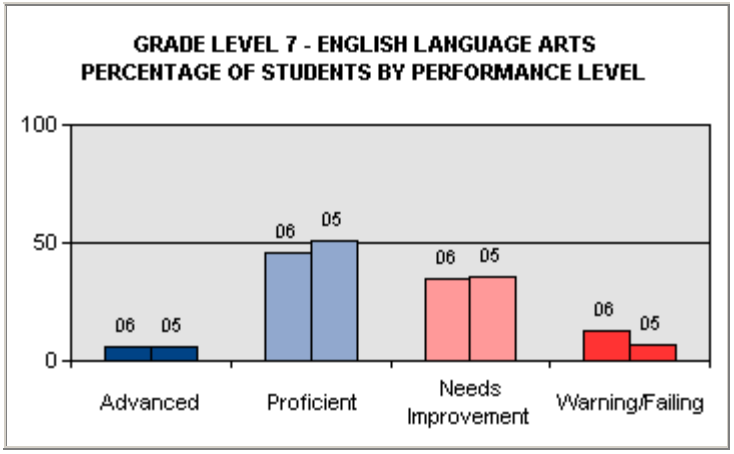
GRADE LEVEL 6 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	109	99	1	12	33	54	47.7	13176	100	2	11	27	60	47.0
LEP/FLEP	31	98	6	23	39	32	59.7	4655	100	5	13	27	56	47.0
Low Income	205	100	5	20	35	40	55.0	22481	100	5	17	32	46	53.0
African American/Black	159	100	6	16	39	40	55.3	6604	100	5	16	32	48	51.3
Asian or Pacific Islander	37	98	35	32	22	11	85.1	3469	100	32	30	22	15	80.7
Hispanic	50	100	8	22	34	36	59.5	8811	100	4	14	30	53	48.7
Native American	5	-	-	-	-	-	-	232	100	9	21	31	38	59.3
White	141	100	24	31	28	17	76.6	54254	100	19	33	30	18	75.8
Other Subgroups														
Male	200	100	20	20	31	30	66.5	38001	100	17	29	29	25	71.0
Female	193	99	11	28	35	26	66.6	35413	100	16	29	30	25	70.1
Title I	220	100	14	28	31	28	66.6	20516	100	6	18	32	44	54.2
Non-Title I	173	100	18	19	35	28	66.5	52898	100	21	33	28	18	76.9
Non-Low Income	188	100	27	29	30	14	79.1	50933	100	22	34	28	16	78.3
LEP	19	97	5	11	53	32	55.3	2829	100	3	8	23	66	39.7
FLEP	12	100	8	42	17	33	66.7	1826	100	9	20	32	39	58.2
1st Yr LEP*	11	100	-	-	-	-	-	530	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	87	100	3	15	29	53	47.7
All Students														
2006	393	100	16	24	33	28	66.5	73470	100	17	29	29	25	70.5
2005	431	-	12	23	32	34	62.7	74721	-	17	29	30	23	71.1



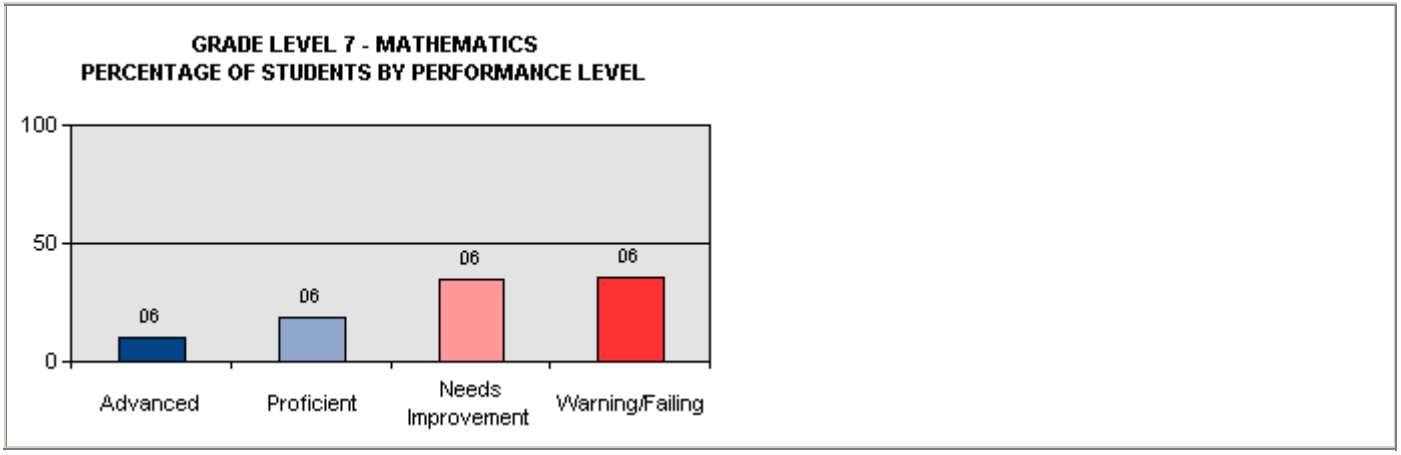
GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	131	98	-	19	53	28	63.5	13161	99	1	24	43	32	63.8
LEP/FLEP	25	100	-	28	32	40	59.0	4353	99	2	24	39	36	58.3
Low Income	179	100	2	40	43	15	75.0	22434	99	2	39	39	20	71.8
African American/Black	156	100	3	33	47	17	71.5	6857	100	3	40	39	18	72.4
Asian or Pacific Islander	31	100	10	74	10	6	91.9	3364	100	17	53	22	8	86.6
Hispanic	63	97	6	44	37	13	79.0	9066	99	2	33	40	25	67.2
Native American	3	-	-	-	-	-	-	243	99	5	53	30	11	82.9
White	118	99	9	58	24	9	87.7	54838	100	12	60	22	6	88.9
Other Subgroups														
Male	194	99	4	45	38	13	79.0	38526	100	7	53	29	12	81.9
Female	178	99	8	47	31	13	80.6	35874	100	14	57	23	7	87.5
Title I	216	100	5	44	38	14	77.7	16903	100	3	39	39	19	72.3
Non-Title I	156	98	8	50	31	12	82.7	57497	100	12	59	22	6	88.3
Non-Low Income	193	98	10	52	27	11	84.2	51966	100	14	62	20	5	90.2
LEP	13	100	-	23	31	46	53.8	2655	100	0	15	36	49	49.4
FLEP	12	100	-	33	33	33	64.6	1698	99	3	38	42	17	72.3
1st Yr LEP*	7	-	-	-	-	-	-	505	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	81	99	2	20	48	30	59.9
All Students														
2006	372	99	6	46	35	13	79.8	74509	100	10	55	26	9	84.6
2005	428	-	6	51	36	7	82.8	76402	-	10	57	27	7	86.3



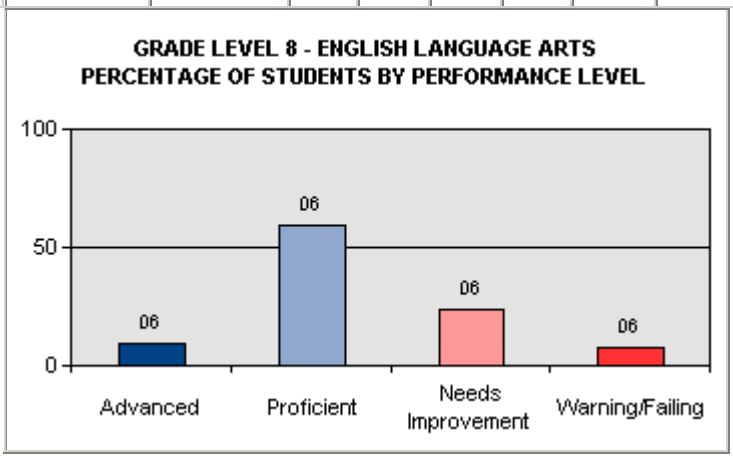
GRADE LEVEL 7 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	132	99	1	8	30	62	42.0	13227	99	1	8	26	65	42.5
LEP/FLEP	25	100	8	8	28	56	40.0	4373	99	4	10	26	60	43.1
Low Income	178	99	6	12	38	44	50.3	22486	100	3	14	33	49	48.8
African American/Black	156	100	3	12	35	51	46.0	6877	100	2	12	35	51	46.8
Asian or Pacific Islander	31	100	26	29	39	6	80.6	3387	100	28	30	26	16	78.3
Hispanic	65	99	5	12	40	43	48.8	9101	100	2	11	30	57	44.5
Native American	3	-	-	-	-	-	-	240	100	5	23	37	35	59.3
White	116	98	18	29	32	21	74.1	54943	100	14	32	33	20	72.1
Other Subgroups														
Male	195	99	12	19	36	33	61.3	38644	100	13	27	32	28	66.8
Female	177	99	8	18	34	40	55.6	35938	100	12	28	34	27	66.6
Title I	216	100	6	17	37	40	54.3	16947	100	3	14	34	49	48.8
Non-Title I	156	98	15	22	33	31	64.6	57635	100	15	32	32	21	71.9
Non-Low Income	194	99	14	25	32	28	66.2	52096	100	16	33	32	18	74.4
LEP	14	100	7	7	36	50	42.9	2676	100	2	7	22	69	37.7
FLEP	11	100	9	9	18	64	36.4	1697	99	6	15	32	46	51.7
1st Yr LEP*	7	-	-	-	-	-	-	532	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	82	100	2	5	32	61	40.5
All Students														
2006	372	99	10	19	35	36	58.6	74647	100	12	28	33	28	66.6
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



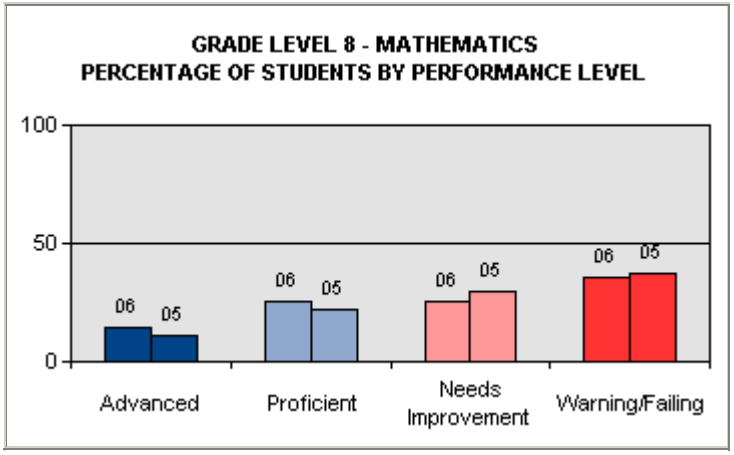
GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	119	99	-	39	39	22	70.6	13092	99	1	34	39	27	69.1
LEP/FLEP	24	100	-	38	46	17	67.7	3968	99	1	28	37	35	59.8
Low Income	168	99	3	52	33	12	79.5	22681	99	3	48	33	16	76.7
African American/Black	150	99	4	51	31	14	77.8	6935	99	3	50	33	14	78.2
Asian or Pacific Islander	34	97	26	62	9	3	94.1	3423	99	20	56	18	6	89.2
Hispanic	63	98	-	56	38	6	83.3	9294	99	2	42	35	21	72.1
Native American	0	-	-	-	-	-	-	245	99	7	60	25	9	84.3
White	147	99	14	69	14	3	92.9	56141	100	14	67	14	4	92.3
Other Subgroups														
Male	209	100	6	57	26	11	82.3	39207	100	8	62	21	9	86.0
Female	185	98	12	62	22	4	89.6	36866	100	17	62	16	5	91.0
Title I	237	99	8	55	30	8	82.9	16931	99	3	49	33	15	77.4
Non-Title I	157	99	11	66	15	8	90.0	59142	100	14	66	15	5	91.6
Non-Low Income	226	99	13	65	17	5	90.4	53392	100	16	68	13	4	93.4
LEP	14	100	-	36	36	29	60.7	2578	99	0	17	37	45	51.1
FLEP	10	100	-	40	60	-	77.5	1390	100	2	47	36	15	76.0
1st Yr LEP*	11	100	-	-	-	-	-	432	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	89	100	7	38	30	25	70.2
All Students														
2006	394	99	9	59	24	8	85.7	76243	100	12	62	19	7	88.3
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-



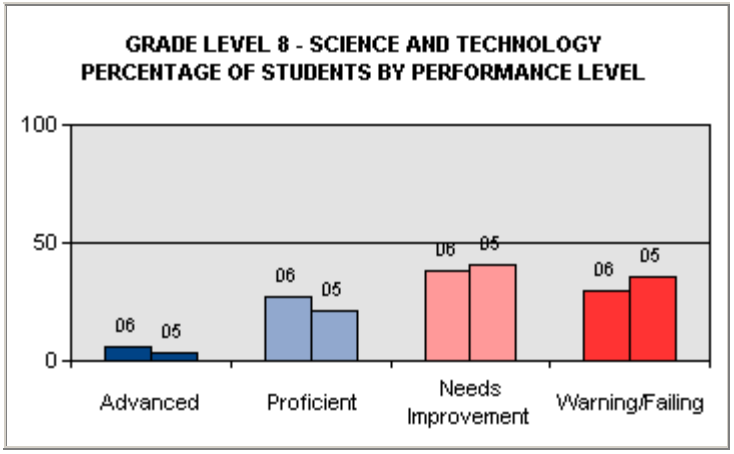
GRADE LEVEL 8 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	120	99	1	13	25	61	45.0	13141	99	1	7	24	68	41.6
LEP/FLEP	27	100	7	22	19	52	53.7	3982	99	3	10	23	65	40.7
Low Income	171	99	4	18	29	50	50.1	22748	99	3	14	31	52	48.4
African American/Black	153	99	1	20	33	46	51.0	6947	99	3	14	30	54	47.0
Asian or Pacific Islander	36	100	33	44	8	14	85.4	3432	100	27	32	24	18	77.7
Hispanic	63	100	3	13	32	52	48.4	9317	99	3	12	29	57	45.0
Native American	0	-	-	-	-	-	-	247	99	6	23	34	37	59.9
White	148	100	26	31	19	24	75.0	56213	100	14	32	32	22	71.6
Other Subgroups														
Male	211	100	17	23	23	36	62.7	39283	100	12	27	30	30	65.5
Female	189	99	10	28	28	35	62.4	36912	100	13	28	32	27	67.2
Title I	237	100	9	24	27	40	58.8	16987	99	3	15	31	51	48.5
Non-Title I	163	99	21	27	22	30	68.1	59208	100	15	32	31	22	71.4
Non-Low Income	229	100	21	31	23	25	71.8	53447	100	16	34	31	19	73.9
LEP	17	100	6	24	12	59	50.0	2602	99	1	8	18	73	35.5
FLEP	10	100	10	20	30	40	60.0	1380	99	5	15	30	50	50.6
1st Yr LEP*	11	100	-	-	-	-	-	449	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	90	99	7	19	20	54	50.3
All Students														
2006	400	100	14	25	25	36	62.6	76276	100	12	28	31	29	66.3
2005	464	-	11	22	30	37	60.1	76857	-	13	26	30	30	64.7



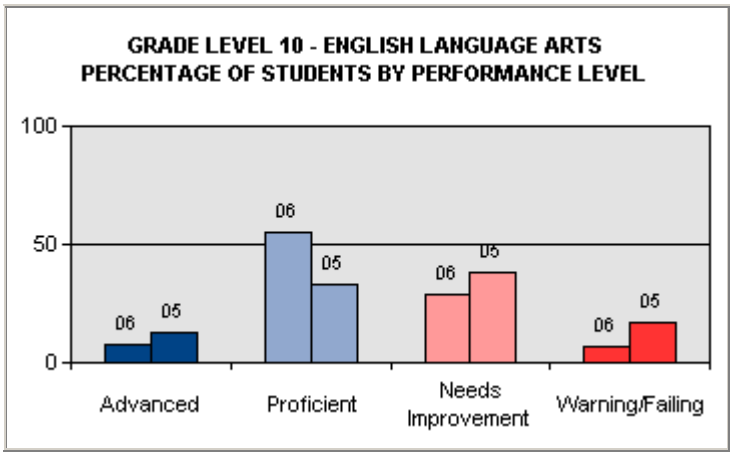
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	120	99	-	10	38	53	47.3	13127	99	0	7	33	59	45.4
LEP/FLEP	27	100	-	7	26	67	40.7	3967	99	0	4	26	70	36.8
Low Income	171	99	1	15	41	43	51.3	22724	99	0	9	40	50	46.6
African American/Black	153	99	1	14	38	47	49.0	6938	99	0	8	37	55	44.2
Asian or Pacific Islander	36	100	8	50	25	17	77.8	3431	100	8	31	39	23	69.3
Hispanic	63	100	-	21	46	33	57.5	9304	99	0	7	35	57	42.5
Native American	0	-	-	-	-	-	-	246	99	2	22	45	32	58.9
White	148	100	12	36	36	15	76.4	56195	100	5	34	45	17	71.9
Other Subgroups														
Male	211	100	6	27	39	28	64.0	39264	100	4	29	42	26	66.0
Female	189	99	5	26	36	33	62.0	36888	100	4	27	44	25	65.2
Title I	237	100	5	22	41	32	59.9	16963	99	1	10	39	50	46.3
Non-Title I	163	99	7	34	33	27	67.6	59189	100	5	33	44	18	71.1
Non-Low Income	229	100	9	35	35	21	71.8	53428	100	5	36	44	15	73.7
LEP	17	100	-	6	29	65	39.7	2593	99	0	3	20	78	32.6
FLEP	10	100	-	10	20	70	42.5	1374	99	0	8	37	54	44.6
1st Yr LEP*	11	100	-	-	-	-	-	448	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	90	99	1	9	32	58	44.7
All Students														
2006	400	100	6	27	38	30	63.1	76234	100	4	28	43	25	65.6
2005	464	-	3	21	41	36	57.4	76686	-	4	29	41	26	64.9



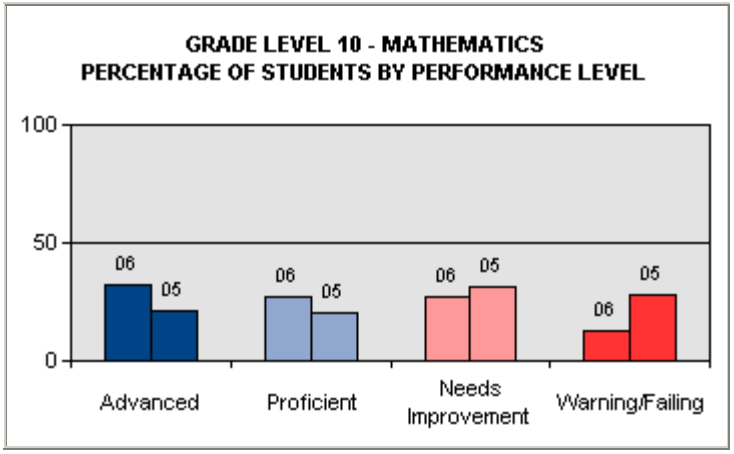
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups														
Stud. w/ Disab	80	99	1	23	49	28	66.6	11632	99	1	28	46	25	66.7
LEP/FLEP	40	100	5	50	30	15	78.1	3427	99	2	23	42	33	58.4
Low Income	147	99	4	48	41	7	82.5	17421	99	5	41	40	15	74.6
African American/Black	172	98	3	49	39	9	81.3	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	24	100	13	58	29	-	89.6	3338	100	24	49	21	6	88.2
Hispanic	48	100	6	48	35	10	82.3	7563	99	3	36	41	20	70.2
Native American	1	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	148	99	15	64	17	5	91.0	55630	99	18	57	20	4	90.3
Other Subgroups														
Male	195	99	7	54	30	9	85.0	37042	99	11	53	28	8	84.4
Female	198	99	10	56	29	5	86.2	36141	99	20	54	20	5	89.3
Title I	1	-	-	-	-	-	-	9502	99	3	40	42	15	73.3
Non-Title I	392	99	8	55	29	7	85.7	63681	99	17	56	22	5	88.9
Non-Low Income	246	99	11	59	23	7	87.5	55762	99	19	58	20	4	90.7
LEP	20	100	5	40	30	25	66.3	2108	99	1	13	42	45	49.1
FLEP	20	100	5	60	30	5	90.0	1319	99	4	38	42	16	73.2
1st Yr LEP*	5	-	-	-	-	-	-	416	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
All Students														
2006	394	99	8	55	29	7	85.5	73351	99	16	53	24	7	86.8
2005	463	-	13	33	38	17	74.0	70950	-	23	43	26	9	84.8



GRADE LEVEL 10 - MATHEMATICS

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups														
Stud. w/ Disab	85	100	2	25	32	41	62.1	11517	98	9	21	32	38	61.8
LEP/FLEP	40	100	25	25	30	20	75.0	3379	98	17	18	28	37	60.6
Low Income	147	99	18	31	36	14	76.7	17106	98	19	25	31	26	69.2
African American/Black	174	98	20	29	34	17	76.1	6329	98	16	24	34	26	68.0
Asian or Pacific Islander	24	100	67	8	17	8	88.5	3325	99	63	17	14	7	90.1
Hispanic	49	100	12	35	39	14	76.0	7410	98	14	22	32	32	63.5
Native American	1	-	-	-	-	-	-	210	98	29	30	30	11	81.0
White	150	100	47	25	17	10	86.2	55338	99	45	28	19	8	87.3
Other Subgroups														
Male	200	100	32	28	26	15	80.9	36787	99	40	26	20	13	82.9
Female	198	99	33	27	28	12	80.6	35855	99	39	27	22	11	83.6
Title I	0	-	-	-	-	-	-	9375	98	19	23	31	27	68.1
Non-Title I	398	99	32	27	27	13	80.7	63267	99	43	27	20	10	85.5
Non-Low Income	251	100	40	25	22	13	83.1	55536	99	46	27	18	8	87.6
LEP	20	100	15	15	40	30	61.3	2078	98	12	14	27	46	53.9
FLEP	20	100	35	35	20	10	88.8	1301	99	24	23	30	24	71.3
1st Yr LEP*	5	-	-	-	-	-	-	425	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
All Students														
2006	398	99	32	27	27	13	80.7	72738	99	40	27	21	12	83.2
2005	467	-	21	20	31	28	66.9	71044	-	35	27	24	13	80.6



Cambridge Public Schools

Summary of MCAS Data

English Language Arts and Mathematics

Composite Proficiency Index (CPI) Results

2006

The attached information is a summary of data from the 2005-2006 administration of MCAS. The data is reported by the Composite Performance Index (CPI). This index is calculated from the MCAS scores of all students and indicates how close a school/ district is to reaching a level of proficiency for all students, a CPI of 100.

The data provided shows the progress of CPS from 2005-2006 including state comparisons. It also reports the performance of CPS students by subgroups in comparison to the state. This data will be updated when the MCAS 2006-07 results are received in the fall of 2007.

CPS Aggregate 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	78.7	82.8	+4.1
STATE	85.2	83.4	-1.8

4th Grade ELA

	2005	2006	CHANGE
CPS	71.6	72.9	+1.3
STATE	78.5	78.8	+0.3

4th Grade Math

	2005	2006	CHANGE
CPS	66.4	74.3	+7.9
STATE	73.7	73.3	-0.4

5th Grade Science

	2005	2006	CHANGE
CPS	65.6	66.1	+0.5
STATE	78.1	78.0	-0.1

6th Grade Math

	2005	2006	CHANGE
CPS	62.7	66.5	+3.8
STATE	71.1	70.5	-0.6

7th Grade ELA

	2005	2006	CHANGE
CPS	82.8	79.8	-3.0
STATE	86.3	84.6	-1.7

8th Grade Math

	2005	2006	CHANGE
CPS	60.1	62.6	+2.5
STATE	64.7	66.3	+1.6

8th Grade Science

	2005	2006	CHANGE
CPS	57.4	63.1	+5.7
STATE	64.9	65.6	+0.7

10th Grade ELA*

	2005	2006	CHANGE
CRLS	75.4	87.5	+12.1
STATE	84.8	86.8	+2.0

10th Grade Math*

	2005	2006	CHANGE
CRLS	68.0	82.7	+14.7
STATE	80.6	83.2	+2.6

***** Grade 10 results include CRLS and HSEP students.

African American/Black 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	68.1	75.2	+7.1
STATE	73.0	72.0	-1.0

4th Grade ELA

	2005	2006	CHANGE
CPS	60.8	61.8	+1.0
STATE	65.2	65.1	+0.1

4th Grade Math

	2005	2006	CHANGE
CPS	52.6	64.4	+11.8
STATE	56.3	57.9	+1.6

5th Grade Science

	2005	2006	CHANGE
CPS	51.0	52.6	+1.6
STATE	59.5	60.2	+0.7

6th Grade Math

	2005	2006	CHANGE
CPS	51.4	55.3	+3.9
STATE	52.0	51.3	-0.7

7th Grade ELA

	2005	2006	CHANGE
CPS	74.1	71.5	-2.6
STATE	75.3	72.4	-2.9

8th Grade Math

	2005	2006	CHANGE
CPS	46.3	51.0	+4.7
STATE	44.6	47.0	+2.4

8th Grade Science

	2005	2006	CHANGE
CPS	43.7	49.0	+5.3
STATE	42.8	44.2	+1.4

10th Grade ELA*

	2005	2006	CHANGE
CRLS	66.6	83.0	+16.4
STATE	66.4	75.7	+9.3

10th Grade Math*

	2005	2006	CHANGE
CRLS	59.2	78.3	+19.1
STATE	57.0	68.0	+11.0

***** Grade 10 results include CRLS and HSEP students.

Hispanic 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	73.5	73.3	-0.2
STATE	67.5	66.6	-0.9

4th Grade ELA

	2005	2006	CHANGE
CPS	61.9	72.7	+10.8
STATE	60.5	62.2	+1.7

4th Grade Math

	2005	2006	CHANGE
CPS	59.8	71.2	+11.4
STATE	54.9	57.0	+2.1

5th Grade Science

	2005	2006	CHANGE
CPS	52.7	66	+13.3
STATE	56.9	57.8	+0.9

6th Grade Math

	2005	2006	CHANGE
CPS	52.5	59.5	+7.0
STATE	48.9	48.7	-0.2

7th Grade ELA

	2005	2006	CHANGE
CPS	81.3	79.0	-2.3
STATE	70.4	67.2	-3.2

8th Grade Math

	2005	2006	CHANGE
CPS	50.8	48.4	-2.4
STATE	41.9	45.0	+3.1

8th Grade Science

	2005	2006	CHANGE
CPS	47.5	56.7	+9.2
STATE	40.0	42.5	+2.5

10th Grade ELA*

	2005	2006	CHANGE
CRLS	59.9	82.2	+22.3
STATE	61.1	70.2	+9.1

10th Grade Math*

	2005	2006	CHANGE
CRLS	48.6	77.2	+28.6
STATE	55.6	63.5	+7.9

***** Grade 10 results include CRLS and HSEP students.

White 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	89.5	91.3	+1.8
STATE	89.4	87.5	-1.9

4th Grade ELA

	2005	2006	CHANGE
CPS	82.1	84.1	+2.0
STATE	82.8	82.9	+0.1

4th Grade Math

	2005	2006	CHANGE
CPS	78.4	84.1	+5.7
STATE	78.2	77.2	-1.0

5th Grade Science

	2005	2006	CHANGE
CPS	78.0	78.9	+0.9
STATE	83.6	83.3	-0.3

6th Grade Math

	2005	2006	CHANGE
CPS	77.4	76.6	-0.8
STATE	76.3	75.8	-0.5

7th Grade ELA

	2005	2006	CHANGE
CPS	90.5	87.7	-2.8
STATE	90.3	88.9	-1.4

8th Grade Math

	2005	2006	CHANGE
CPS	76.0	75.0	-1.0
STATE	69.8	71.6	+1.8

8th Grade Science

	2005	2006	CHANGE
CPS	75.0	76.4	+1.4
STATE	71.0	71.9	+0.9

10th Grade ELA*

	2005	2006	CHANGE
CRLS	86.1	93.7	+7.6
STATE	87.8	90.3	+2.5

10th Grade Math*

	2005	2006	CHANGE
CRLS	78.4	88.4	+10.0
STATE	83.9	87.3	+3.4

***** Grade 10 results include CRLS and HSEP students.

Low Income 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	69.7	75.8	+6.1
STATE	72.9	71.3	-1.6

4th Grade ELA

	2005	2006	CHANGE
CPS	61.4	60.7	-0.7
STATE	64.7	65.5	+0.8

4th Grade Math

	2005	2006	CHANGE
CPS	55.6	65.1	+9.5
STATE	58.8	60.3	+1.5

5th Grade Science

	2005	2006	CHANGE
CPS	49.9	55.9	+6.0
STATE	62.0	62.9	+0.9

6th Grade Math

	2005	2006	CHANGE
CPS	54.0	55.0	+1.0
STATE	53.7	53.0	-0.7

7th Grade ELA

	2005	2006	CHANGE
CPS	73.1	75	+1.9
STATE	74.2	71.8	-2.4

8th Grade Math

	2005	2006	CHANGE
CPS	49.1	50.1	+1.0
STATE	46.2	48.4	+2.2

8th Grade Science

	2005	2006	CHANGE
CPS	46.8	51.0	+4.2
STATE	45.6	46.6	+1.0

10th Grade ELA*

	2005	2006	CHANGE
CRLS	61.0	83.0	+22.0
STATE	66.3	74.6	+8.3

10th Grade Math*

	2005	2006	CHANGE
CRLS	56.3	76.9	+20.6
STATE	61.0	69.2	+8.2

***** Grade 10 results include CRLS and HSEP students.

Students with Disabilities 2006 Final MCAS Results
Average CPI compared with State from 2005 to 2006

3rd Grade Reading

	2005	2006	CHANGE
CPS	65.5	64.7	-1.8
STATE	71.0	69.4	-1.6

4th Grade ELA

	2005	2006	CHANGE
CPS	54.8	53.1	-1.7
STATE	59.4	59.8	+0.4

4th Grade Math

	2005	2006	CHANGE
CPS	49.1	64	+14.9
STATE	54.3	57.1	+2.8

5th Grade Science

	2005	2006	CHANGE
CPS	51.1	52.4	+1.3
STATE	61.7	63.6	+1.9

6th Grade Math

	2005	2006	CHANGE
CPS	45.8	47.7	+1.9
STATE	46.5	47.0	+0.5

7th Grade ELA

	2005	2006	CHANGE
CPS	67.1	63.5	-3.6
STATE	67.0	63.8	-3.2

8th Grade Math

	2005	2006	CHANGE
CPS	41.2	45	+3.8
STATE	37.9	41.6	+3.7

8th Grade Science

	2005	2006	CHANGE
CPS	41.0	46.9	+5.9
STATE	42.4	45.3	+2.9

10th Grade ELA*

	2005	2006	CHANGE
CRLS	51.6	70.5	+18.9
STATE	60.4	66.7	+6.3

10th Grade Math*

	2005	2006	CHANGE
CRLS	42.7	66.1	+23.4
STATE	56.2	61.8	+5.6

***** Grade 10 results include CRLS and HSEP students.

MCAS AYP Improvement Targets
2006, 2007, 2008

ELA

	CPI			State Target 2006 – 80.5			
	2004	2005	2006	2006 Target	2006 CPI	2007 Target	2008 Target
Aggregate	76.4	76.7	80.5	**81.1**	78.4	**82.0**	**83.8**
LEP	63.4	57.9	66.5	**70.7**	62.8	**69.0**	**72.1**
SPED	60.6	60.5	62.0	**68.6**	61.2	**67.7**	**70.9**
Lunch	69.2	67	73.0	**75.4**	69.9	**74.9**	**77.4**
Black	68.6	67.8	72.6	**74.9**	70	**75.0**	**77.5**
Asian	85	88.4	86.4	**88.0**	87.4	**89.5**	**90.6**
Hispanic	68.4	69.5	76.6	**74.7**	72.8	**77.4**	**79.6**
White	85.4	86.8	89.3	**88.4**	87.8	**89.8**	**90.9**

MATH

	CPI			State Target 2006 – 68.7			
	2004	2005	2006	2006 Target	2006 CPI	2007 Target	2008 Target
Aggregate	61.7	64	71.3	**69.4**	67.3	**72.8**	**75.5**
LEP	52.9	46.2	64.3	**62.3**	55.4	**62.9**	**66.6**
SPED	43.2	46.3	53.9	**54.6**	49.6	**58.0**	**62.2**
Lunch	51.2	54.3	61.0	**61.0**	57.3	**64.5**	**68.0**
Black	50.2	53.2	62.2	**60.2**	57.3	**64.5**	**68.0**
Asian	80.5	83.7	86.4	**84.4**	84.8	**87.3**	**88.6**
Hispanic	50.2	52.8	63.2	**60.2**	57.7	**64.8**	**68.3**
White	74.6	77.6	80.9	**79.8**	79.0	**82.5**	**84.3**

Cambridge Public Schools

Summary of Adequate Yearly Progress (AYP)

Accountability Status

English Language Arts and Mathematics

2006

The attached information is a summary of data from the 2006 administration of MCAS. The data is reported by the Composite Performance Index (CPI). This index is calculated from the MCAS scores of all students and indicates how close a school/ district is to reaching a level of proficiency for all students, a CPI of 100.

The information includes:

- An overall summary of AYP ratings for 2005 and 2006
- A summary of the status of CPS schools
- The accountability status of CPS schools in Need of Improvement, Corrective Action, and Restructuring
- The CPS Plan for *School & District Actions Required to respond to Federal and State Status Designations*

Summary of AYP Status of CPS Schools

AYP (Adequate Yearly Progress) Determinations

	Yes	No
2005	**23**	**25**
2006	**32**	**14**

- AYP progress is measured by a ***Composite Performance Index*** (CPI)
- The CPI calculates how close each school & district is to reaching 100% proficiency
- Targets are established for the ***aggregate*** and potentially for ***8 subgroups*** *in each grade level tested*

  Student Subgroups* include:
  - Students with Disabilities
  - LEP/ FLEP
  - Low Income
  - African American/ Black
  - Asian or Pacific Islander
  - Hispanic
  - Native American
  - White

  ** A subgroup must have 40 students to be counted as a subgroup for AYP*

- In 2006 there were ***46 categories*** (aggregate + subgroups) identified throughout our schools that are required to make AYP

Summary of 2006 AYP Status of CPS Schools

School			AYP Status 2005	AYP Status 2006
Amigos	ELA	Aggregate	Yes	Yes
		All Subgroups	No	Yes
	Math	Aggregate	Yes	Yes
		All Subgroups	No	Yes
Baldwin	ELA	Aggregate	Yes	Yes
		All Subgroups	No	Yes
	Math	Aggregate	Yes	Yes
		All Subgroups	Yes	Yes
C'Port	ELA	Aggregate	Yes	Yes
		All Subgroups	Yes	-
	Math	Aggregate	Yes	Yes
		All Subgroups	Yes	-
Fletcher Maynard	ELA	Aggregate	No	Yes
		All Subgroups	No	Yes
	Math	Aggregate	Yes	No
		All Subgroups	Yes	Yes
Graham & Parks	ELA	Aggregate	Yes	Yes
		All Subgroups	No	No
	Math	Aggregate	Yes	Yes
		All Subgroups	Yes	Yes
Haggerty	ELA	Aggregate	Yes	No
		All Subgroups	-	-
	Math	Aggregate	Yes	Yes
		All Subgroups	-	-
Kennedy-Longfellow	ELA	Aggregate	No	Yes
		All Subgroups	No	Yes
	Math	Aggregate	No	Yes
		All Subgroups	No	No
King	ELA	Aggregate	Yes	Yes
		All Subgroups	-	-
	Math	Aggregate	No	No
		All Subgroups	-	-
King Open	ELA	Aggregate	No	Yes
		All Subgroups	No	Yes
	Math	Aggregate	No	No
		All Subgroups	No	No
Morse	ELA	Aggregate	No	No
		All Subgroups	No	No
	Math	Aggregate	No	Yes
		All Subgroups	No	No
Peabody	ELA	Aggregate	Yes	Yes
		All Subgroups	Yes	Yes
	Math	Aggregate	Yes	No
		All Subgroups	Yes	No
Tobin	ELA	Aggregate	No	No
		All Subgroups	Yes	No
	Math	Aggregate	No	Yes
		All Subgroups	No	Yes
CRLS	ELA	Aggregate	Yes	Yes
		All Subgroups	No	Yes
	Math	Aggregate	No	Yes
		All Subgroups	No	Yes
	Totals		***2005*** **Yes= 23 No= 25**	***2006*** **Yes = 32 No=14**

Data released by the Massachusetts Department of Education – October 2006

Summary of 2006 AYP
Accountability Status of CPS Schools
in Need of Improvement, Corrective Action, Restructuring

School	Accountability Status	ELA / Mathematics Aggregate or Subgroups	Required Actions		
			Letter informing families	Offer choice	Supplemental service
Amigos*	**Improvement Year 1**	**ELA subgroups** made AYP in 2006 but school needs to make AYP 2 years in a row to be removed from the list - made improvement target	**Y**	**Y**	**N**
King*	**Improvement Year 1**	**Math aggregate**	**Y**	**Y**	**N**
King Open*	**Improvement Year 2**	**ELA aggregate** made AYP in 2006 but school needs to make AYP 2 years in a row to be removed from the list - made improvement target	**Y**	**Y**	**Y**
	Corrective Action	**Math aggregate**	**Y**	**Y**	**Y**
Kennedy-Longfellow*	**Corrective Action**	**Math subgroups**	**Y**	**Y**	**Y**
Morse*	**Improvement Year 1**	**ELA aggregate & subgroups**	**Y**	**Y**	**Y**
	Corrective Action	**Math subgroups**	**Y**	**Y**	**Y**
Peabody*	**Improvement Year 2**	**Math subgroups**	**Y**	**Y**	**Y**
Tobin*	**Improvement Year 1**	**ELA aggregate**	**Y**	**Y**	**Y**
	Restructuring Year 1	**Math** made AYP in 2006, but needs 2 years in a row to be removed from the list	**Y**	**Y**	**Y**
Graham & Parks	**Improvement Year 1**	**ELA subgroups**	**Y**	**N**	**N**
CRLS	**Improvement Year 2**	**ELA subgroups** made AYP in 2006, but needs 2 years in a row to be removed from the list	**Y**	**N**	**N**
	Improvement Year 2	**Math subgroups** made AYP in 2006, but needs 2 years in a row to be removed from the list	**Y**	**N**	**N**

*** Title 1 school**

All schools must review / revise School Improvement Plans based on new MCAS data and provide professional development in identified areas.

Cambridge
2006 Schools Identified for Improvement

		English Language Arts							Mathematics						
School	Students	2001	2002	2003	2004	2005	2006	Status	2001	2002	2003	2004	2005	2006	Status
Amigos School	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	II-S	Yes	Yes	No	Yes	Yes	Yes	
	All Subgroups	N/A	N/A	Yes	No	No	Yes		N/A	N/A	No	Yes	No	Yes	
Cambridge Rindge and Latin	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	II-S	Yes	Yes	Yes	Yes	No	Yes	II-S
	All Subgroups	N/A	N/A	No	No	No	Yes		N/A	N/A	No	No	No	Yes	
Graham and Parks	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	II-S	Yes	Yes	No	Yes	Yes	Yes	
	All Subgroups	N/A	N/A	Yes	Yes	No	No		N/A	N/A	No	Yes	Yes	Yes	
John M Tobin	Aggregate	No	No	Yes	Yes	No	No	II-A	No	No	No	No	No	Yes	RST
	All Subgroups	N/A	N/A	Yes	Yes	Yes	No		N/A	N/A	Yes	No	No	Yes	
Kennedy-Longfellow	Aggregate	Yes	Yes	Yes	Yes	No	Yes		Yes	Yes	Yes	No	No	Yes	CA-S
	All Subgroups	N/A	N/A	Yes	Yes	No	Yes		N/A	N/A	No	No	No	No	
King Open	Aggregate	No	No	No	Yes	No	Yes	II-A	No	No	No	Yes	No	No	CA-A
	All Subgroups	N/A	N/A	No	Yes	No	Yes		N/A	N/A	No	Yes	No	No	
Martin Luther King, Jr.	Aggregate	Yes	Yes	No	Yes	Yes	Yes		Yes	Yes	Yes	Yes	No	No	II-A
	All Subgroups	N/A	N/A	No	N/A	N/A	N/A		N/A	N/A	Yes	Yes	N/A	N/A	
Morse	Aggregate	Yes	Yes	Yes	Yes	No	No	II-A	Yes	Yes	No	Yes	No	Yes	CA-S
	All Subgroups	N/A	N/A	Yes	Yes	No	No		N/A	N/A	No	No	No	No	
Peabody	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	No	II-S
	All Subgroups	N/A	N/A	No	Yes	Yes	Yes		N/A	N/A	No	No	Yes	No	

Cambridge Public Schools

CPS School & District Actions Required to Respond to Federal & State AYP Status Designations

Table of Contents

CPS Technical Assistance Statement **……...….01**

SCHOOL IMPROVEMENT PLANNING ACTION STEPS:

CPS Status:

A. ***Expectations for All Schools***.……..…..01

NCLB Status:

B. *School Identified for Improvement***……..**02

NCLB Status:

C. *School in Corrective Action***……..……..…….…...**04

NCLB Status:

D. *School in Restructuring***……...……...…..…**07

CPS TECHNICAL ASSISTANCE STATEMENT

CPS is committed to ensure that schools receive assistance that addresses all areas of instructional improvement as the schools develop, revise, and implement individual School Improvement Plans (SIP). Technical assistance will be provided in all aspects of the teaching & learning experience including, General Education, Special Education, Bilingual & English Language Acquisition, Curriculum & Instruction, Student Achievement & Accountability, Human Resources, and Financial Operations. The Superintendent may regularly review the CPS Interventions/Action Steps document, and make revisions, additions, deletions, or other modifications as he/she deems appropriate.

A. CPS Status: ***Expectations for All Schools***

SCHOOL IMPROVEMENT PLANNING ACTION STEPS:

1. Schools are expected to conduct an annual progress review of school-based CPS Benchmarks.
2. Building principals are expected to visit classrooms and provide feedback to staff as a means to support appropriate curriculum design, delivery, alignment to the state frameworks, implementation of the CPS Learning Expectations, quality of instruction and classroom management and use of assessment to inform instruction.
3. Teachers are expected to develop unique Individual Student Success Plans (ISSP) for each student in *"warning"*, a copy of which shall be maintained by the principal. An academic focus in the unique ISSP will specify the instruction helpful to the student including the CPS after-school academic program.
4. Elementary school-based extended instruction with an academic focus (mathematics and language arts) will be offered for elementary school students. Parents/families of students who score an MCAS performance level of *"warning"* will receive a letter requiring student attendance in summer school and the after school academic program.
5. CPS Periodic Assessments are administered to students in each classroom gr. 2-10.
6. CPS Periodic Assessment data for each child and classroom will be reviewed and analyzed by teachers at team and/or grade level meetings attended by the

principal/assistant principal after each administration of the assessment. (minutes of each meeting to be maintained by the principal/designee)

7. Schools are expected to make use of TestWiz data by school, classroom, and student to analyze MCAS data and confirm/ revise areas of need addressing achievement and performance of all areas (individual, student) not making AYP. A comparison will be made to district and state performance outcomes and MCAS results in regards to the grade as a whole, each classroom, and each student.
8. Presentation of school-wide Test Wiz data analysis results should be shared with staff, families, and the School Council.
9. The entire school is expected to participate in the state Performance Improvement Mapping (PIM) process.
10. Schools are to revise individual School Improvement Plans (SIP) to confirm alignment with school's Professional Development Plan, Curriculum Accommodation Plan and when appropriate, requirements for Title 1 school wide programs.
11. Building administrators will conduct periodic reviews (every 8 weeks) of the implementation of SIP goals and objectives. This review is to include professional development activities. Changes in the plan must be submitted to the Superintendent for approval.
12. The building principal will work with the Office of Special Education to examine special education law and policy, definitions of disability, and the IEP team process. In addition, school staff is expected to identify and implement strategies and tools to provide access to curriculum and instruction for students with a wide range of disabilities.

B. NCLB Status: ***School Identified for Improvement***

N.B.: It is to be understood that Section B ***encompasses all action steps outlined in*** Section A***.***

SCHOOL IMPROVEMENT PLANNING ACTION STEPS:

1. The principal will receive assistance from district administrators to implement progress monitoring on a regular schedule to evaluate the progress of each classroom and student in reading, writing and mathematics.
2. The principal will engage the staff in a curriculum alignment process to identify the relationships and connections among curriculum content standards, CPS Learning Expectations, and state/national curriculum frameworks. A report on steps necessary to improve alignment will be presented by the principal to the Superintendent/designee by November 30th .
3. Lesson plans must include specific objectives and the state standard covered.
4. A weekly homework communications plan, including but not limited to, events, curriculum topics covered in class, and out-of-school time academic expectations will be developed & implemented by the school.

5. School staff will be required to participate in professional development offered by CPS unless excused by the Superintendent/designee.
6. The school-based plan for professional development will specifically address the reason(s) the school is not making adequate progress. The plan will take into consideration both faculty and School Council members. Directors of the Offices of: Bilingual & English Language Acquisition, Special Education and Title I will help the principal identify and obtain specific professional development opportunities related to the determined needs of a specific school. In addition, each department's leadership team will provide follow-up to the professional development activities to ensure full implementation.
7. School-based funds must be reallocated by the principal to support professional development designed to address the specific issues underlying the school's inability to make AYP unless the Superintendent grants special permission.
8. Schools will be required to implement programs, and textbooks/instructional materials approved by the Superintendent and/or designee.
9. There will be a review of Individual Student Success Plans (ISSP) through Teacher Assistance Teams (TAT) for every student in *"warning"*. Such meetings shall take into account the Individual Education Plan (IEP) process and must include the parent/guardian and focus on areas that are preventing the student from progressing. These meetings should continue through Corrective Action and Restructuring on an annual basis.
10. Evaluations of teachers, in addition to overall pedagogy, must include the subject area(s) involved in the reason for the school's inability to make AYP. As one of the components of the evaluations of teachers in other subject areas some consideration must be given to address what is being done by each and every teacher to help students develop greater proficiency in the AYP areas so identified.
11. A Communications Plan will be developed by the principal for approval by the Superintendent/designee & implemented to include the principal meeting routinely with staff and parents. Technical assistance will be made available from district administration.
12. The Instructional Division (SAA, OCD, OSE, OTL) will assist the principal as needed in a required review every 8 weeks of the implementation of SIP goals and objectives.
13. The School Improvement Plan (SIP) and Professional Development Plan (PDP) budgets will be prepared by the Principal, reviewed, approved, and/or amended by the designated Senior Administrator, and transmitted to the SAA Office for approval and processing, in the same way as all other budget oversight.
14. A team of principals within the district will be made available to the principal of a school identified for Improvement [Year II] for school visits and consultation. The composition of the team will be requested by the Principal and approved by the Superintendent.
15. The Principal of a school in Need of Improvement will prepare the school budget request with assistance from the School Council and staff, and will submit the budget request to a designated Senior Administrator in the Instructional Division, who will meet with the Principal to review the request.

The Chief Financial Officer will assist the designated Senior Administrator and Principal in reviewing the budget during the annual budget process.

16. Once the budget has been adopted by the School Committee, all personnel P101 forms and budget reallocation requests shall be submitted to the same designated Senior Administrator for review and approval, before processing by financial and human resources offices.
17. Grant budgets that allocate funds to a school in Need of Improvement will be subject to the same review and approval by a Senior Administrator.
18. Regular Financial Reports issued for a school in Need of Improvement will also be transmitted to the designated Senior Administrator, and will be reviewed by the Chief Financial Officer on a regular basis to assist the Principal as needed.

C. NCLB Status: *School in Corrective Action*

N.B.: It is to be understood that *Section C* **encompasses all action steps outlined in** *Sections A&B.*

The Massachusetts Department of Education requires that the Superintendent address the following Corrective Actions:

a. *Curriculum and Professional Development* **–** Institute a new curriculum relevant to the school's low performance that is grounded in scientifically based research and provide appropriate professional development to support its implementation for all relevant staff.
b. *Extended Time* – Extend the length of the school year or school day.
c. *Staffing* – Replace the school staff who are deemed relevant to the school not making adequate progress.
d. *Management Authority* – Significantly decrease management authority at the school.
e. *School Structure* – Restructure the internal organization of the school.
f. *Expert Assistance in Planning and Implementation* – Appoint one or more outside experts to advise the school (a) how to revise and strengthen the improvement plan it created while in school improvement status; and (b) how to address the specific issues underlying the school's continued inability to make AYP.

The Superintendent/designee will implement the state's requirements as appropriate. The implementation of the requirements will include but not be limited to the following:

SCHOOL IMPROVEMENT PLANNING ACTION STEPS:

1. All funds, unless expressly approved by the Superintendent/designee, must be allocated toward those areas that are relevant to the specific issues underlying the school's inability to make AYP.
2. Teachers will ensure that each student knows well, and their parent(s)/guardian(s) have been well informed of, the objectives for improvement established for that student.

3. Principals will oversee mandatory staff participation in professional development unless expressly exempted by the Superintendent/designee. The mandatory time required for professional development represents all time including both the base pool of thirty-five (35) hours per year and the thirty (30) hours of mandatory staff development and/or training identified for schools impacted by mergers, consolidations or major program initiatives.
4. CPS Periodic Assessment data for each child and classroom will be reviewed and analyzed by teachers at team and/or grade level meetings attended by the principal/assistant principal after each administration of the assessment. (minutes of each meeting to be maintained by the principal/designee) A Central Office team will participate in each review process for any school identified in Corrective Action.
5. The Superintendent/designee shall consult with the Principal and Directors of the Offices of: Curriculum Development, Student Achievement & Accountability, Bilingual & English Language Acquisition, Special Education, and Title I to ensure that all children have access to the general curriculum and that the following actions related to professional development are implemented by the building principal:
    a. The principal will propose to the Superintendent the professional development plan. The Superintendent/designee will be responsible for approving and/or amending the plan.
    b. A review of the use of adaptive technology and appropriate accommodations and modifications will be considered in the structure of the curriculum.
    c. The Superintendent/designee will contract with outside experts as appropriate using funds available from the district, Title I, and the school's SIP and/or other per pupil allocations to intervene directly at the school and classroom level. The purpose of the intervention is to assist the school in making AYP.
6. A review will be conducted by the Superintendent and or designee on faithfulness of implementation of required programs and instruction relevant to the specific issues underlying the school's inability to make AYP.
7. All program requests or proposals will be expected to demonstrate a match with district goals/objectives as determined by the Superintendent/designee.
8. A review of teachers' schedules by the Superintendent/designee will take place to ensure that the appropriate teaching & learning time allotments and pacing are occurring.
9. Lesson plans, including documentation of state frameworks and standards will be reviewed and approved weekly by the principal.
10. Quarterly reports designed to document what is being done relevant to the specific issues underlying the school's inability to make AYP will be made to the School Council and sent home to all families (translations provided as appropriate). The Superintendent/designee will review and approve these communications prior to dissemination.
11. Consideration will be given to the restructure of the internal structure of the school, the grade and/or departmental organization of the school, and the length/schedule of the school day. The impact of these considerations will, to the extent necessary, be negotiated with the CTA.

12. The Office of Student Achievement & Accountability will work with the school principal and staff in a review of the steps of Performance Improvement Mapping (PIM) to reanalyze alignment of the School Improvement Plan goals and objectives with prioritized weaknesses and causes established in the school's original PIM process.
13. Reviews of the School Improvement Plan by the Instructional Division (SAA, OCD, OSE, OTL) will be conducted with administrators/ teachers every 4 weeks.
14. District staff will work with school-based staff to establish a 4-week cycle system to chart and evaluate the progress of each student in reading, writing and mathematics.
15. Principals' evaluations will reflect the ongoing success of the academic progress of the students in each classroom particularly as that progress is relevant to the classroom and/or school not making AYP.
16. The Superintendent will take action as he/she deems necessary regarding the contract of the principal and the replacement of school staff who are deemed relevant to the specific issues underlying the school's inability to make AYP. The impact of these considerations will, to the extent necessary, be negotiated with the CTA.
17. In order to create the greatest likelihood that the students and school will progress satisfactorily to make AYP:
    a. A credential review will be performed of existing teachers. Any teacher under waiver who has not obtained Massachusetts certification/licensure appropriate to the position by December 31st may be notified on January 15th that his/her employment contract will not be renewed.
    b. Projected teacher vacancies will be given priority posting and be posted by February 28th in advance of budget finalization.
    c. Teacher selection will be targeted towards specific school needs and be overseen by the Executive Director of Student Achievement & Accountability (SAA) and Executive Director for Human Resources.
    d. Pre-screening of teacher applicant credentials and selection for interviews will be conducted by the Principal, Executive Directors for Student Achievement & Accountability, Curriculum Development, and Human Resources. The Teacher Interview Committee will be composed of the Executive Directors for Human Resources, Student Achievement & Accountability, Curriculum Development, the Principal and a School Council Co-Chair/parent designee.
    e. Teacher hiring recommendations will be made jointly by the Principal and the Executive Director of Student Achievement & Accountability.
18. The Principal of a school in Corrective Action or Restructuring will prepare the school budget request with assistance from the School Council and staff, and will submit the budget request to a designated Senior Administrator in the Instructional Division, who will meet with the Principal to review the request. Approval of the Instructional Division will be required for all expenditures before submission to financial offices for processing. The Chief Financial Officer will assist the designated Senior Administrator and Principal in reviewing the budget.

19. Once the budget has been adopted by the School Committee, all requisitions, personnel P101 forms and budget reallocation requests, shall be submitted to the same designated Senior Administrator for review and approval, before processing by financial and human resources offices.
20. The School Improvement Plan (SIP) and Professional Development Plan (PDP) budgets will be prepared by the Principal, reviewed and approved by the designated Senior Administrator, and transmitted to the SAA Office for approval and processing, in the same way as all other budget oversight.
21. Grant budgets and requisitions that allocate funds to a school in Corrective Action or Restructuring will be subject to the same review and approval by a Senior Administrator.
22. Regular Financial Reports issued for a school in Corrective Action or Restructuring will also be transmitted to the designated Senior Administrator, and will be reviewed by the Chief Financial Officer on a regular basis to assist the Principal as needed.

D. NCLB Status: *School in Restructuring*

N.B.: It is to be understood that *Section D* **encompasses all action steps outlined in** *Sections A,B & C.*

SCHOOL IMPROVEMENT PLANNING ACTION STEPS

1. A separate communication plan shall be developed for each school in this phase including but not limited to monthly reports designed to document what is being done to foster academic improvement. The communication plan will be disseminated to the School Council and sent home to all families (translations provided as appropriate).
2. A visiting team established by the Superintendent will make determinations as to what instructional changes need to be made, unless other actions determined by DOE require reconsideration of this step.
3. The Superintendent shall prepare the school for the implementation of a panel review and take action consistent with the results of the panel review. The preparation process will include inquiry related to the DOE's two (2) guiding questions for review panelists:
    a. Does the school under review appear to have a sound plan for improving student performance?
    b. Do the conditions appear to be in place for successful implementation of the school's improvement plan?