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To: Mayor E. Denise Simmons and the Cambridge School Committee
 Fr: David Murphy
 Date: 10-7-24

Re: Response to inquiries related to CPS MCAS Achievement Data

Recently CPS was in receipt of requests for information pertaining to the district’s historical MCAS data. In response to these inquiries, I directed our team to expend a reasonable period of time to review public information at our disposal in response to factual questions. As we have (and will continue to discuss) every data point is attached to important context that is critical to drawing reasonable conclusions. Some of the subparts to the five questions we received do not have specific publicly available information to consult or share. Therefore to determine accurate responses would require a significant amount of additional work on the part of our staff. Those staff members are in fact currently busy analyzing our most recent MCAS data for the purpose of devising responsive strategies and the public presentations we will use to keep the committee and the community informed. For that reason, I have limited our responses to the factual points of interest included below.

All that said, I do believe there are clear inferences and conclusions to be derived from the data we have produced in response to four of the five inquiries we received. If you have any questions, please do not hesitate to contact me.

- 1. 10th grade MCAS pass rates at CRLS since the MCAS was first used as a graduation requirement? Total number but also broken out by Race/Ethnicity, EL status, SPED status?**

[See attached PDF](#)

- 2. How many students in Cambridge have not received a diploma for failure to pass the MCAS graduation requirement in the past 10 years (please provide total graduation class size for each year and the number of students who did not pass)? Also provide demographic breakdown.**

Year	Certificate of Attainment	Number of IEPs	Male	Female	White	Black	Asian	Hispanic	Class Size
2024	4	3	2	2	0	3	1	0	443
2023	0	0	0	0	0	0	0	0	454
2022	3	3	2	1	0	3	0	0	463
2021	2	0	2	0	1	1	0	0	450
2020	8	3	3	5	0	3	2	3	494
2019	3	2	2	1	0	2	0	1	469
2018	2	2	2	0	1	1	0	0	479
2017	5	5	2	3	1	0	1	3	454

2016	2	1	1	1	0	2	0	0	444
2015	1	0	0	1	0	1	0	0	430
2014	2	0	0	2	0	2	0	0	381
2013	5	2	2	3	0	3	2	0	391

3. Can you provide me with the graduation and drop out rates for CRLS from 1993 to 2023 each year? (I assume they have markedly improved since 1993.)

Year	Graduation Rate	Dropout Rate
2023	91.5%	0.8%
2022	92.3%	0.9%
2021	90.8%	1.1%
2020	89.2%	1.0%
2019	87.5%	1.9%
2018	87.8%	1.9%
2017	89.7%	1.3%
2016	88.8%	0.5%
2015	91.5%	1.0%
2014	88.0%	1.3%
2013	82.5%	1.5%
2012	83.2%	2.2%
2011	82.7%	1.8%
2010	85.2%	1.7%
2009	86.7%	1.3%
2008	88.3%	1.6%
2007	87.5%	
2006	84.5%	

4. Can you provide me with a synopsis of what CRLS does to assist any students who do not pass the MCAS in 10th grade?

Students will have opportunities to take MCAS subject tests they did not pass on retest dates in their 11th and 12th grade years. Students who have yet to meet MCAS Science requirements in either Physics or Biology are offered MCAS prep sessions in the two weeks leading up to retest dates. Students will continue to be enrolled in ELA and Math courses throughout their 4 years at CRLS. Teachers will be notified that a student still needs support in meeting MCAS requirements. Students will have in-class opportunities to build skills as identified in individual MCAS student score reports. Academic support programming is offered for students in advance of MCAS retests, including:

- Enrollment in the CRLS Academic Support classes
- After school MCAS support sessions specifically designed for multilingual learners.
- Collaborating with Cambridge School Volunteers to match students with an individual tutor for before school or after school tutoring support
- CRLS students in need of support are encouraged to connect to [practice test and additional resources](#) available on the CRLS website.
- Math and ELA department teams offered February and April break week skill building session opportunities for students to review MCAS materials for test and retests

5. Do we have any records of what happened to students who did not receive a diploma?

We do not have a specific public document that is responsive to this request at this time, but there are any number of efforts and initiatives that are devoted to each year to ensure all students have post-secondary transition plans to position them for success.