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Latinos in Massachusetts Public Schools: Boston

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A large, light blue geometric pattern in the top left corner, featuring a central square with four circles inside, surrounded by a jagged border and other geometric shapes.

Latinos in Massachusetts Public Schools

Boston

by Michael Berardino

April, 2015

THE MAURICIO GASTÓN INSTITUTE
FOR LATINO COMMUNITY DEVELOPMENT
AND PUBLIC POLICY

Boston

This report provides a snapshot of current educational outcomes for Latino students in the city of Boston. It is based on publicly available data from the Massachusetts Department of Elementary and Secondary Education (MADESE) that have been analyzed for the community by the Gastón Institute. Using the ethno-racial categories assigned by MADESE, the report focuses on demographic trends and the most recent educational outcomes of Latino students relative to other ethno-racial groups in the school district and to students statewide.¹ The report has four sections:

The first section illustrates the demographic shift occurring in the Boston Public Schools. Enrollment among Latino students has increased by 16% over the past ten years while the enrollment of all other ethno-racial groups has decreased. As a result, Latino students are now the largest ethno-racial group in the district.

The second section compares the performance of Latino students in Boston on the Massachusetts Comprehensive Assessment System (MCAS) tests with the performance of all students statewide and other ethno-racial groups in Boston. Latino students in Boston have made consistent improvements on the MCAS tests, but along with African-American/Black students remain the lowest performing ethno-racial groups in the district.

The third section shows Latino graduation, dropout, and college enrollment rates, relative to other students in the district and to all students statewide. Here too, while the data show improvement for Latino students, clear disparities persist between Latino and African-American/Black students on the one hand and White and Asian students on the other.

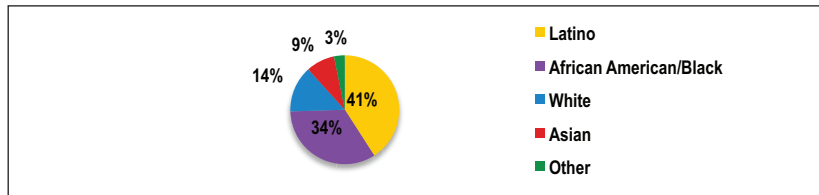
The fourth section compares outcomes and engagement variables at the ten high schools in Boston with the largest Latino student populations, showing drastic differences between the outcomes of Latino students at the three exam schools and at all other high schools.

Notes

¹ While analyzing and presenting the data using MADESE's ethno-racial categories, we use the term "Latino" rather than "Hispanic."

Demographics

Figure 1. Ethno-Racial Composition of Boston Public Schools, SY2015



Source: MADESE (n.d.). *Enrollment Data*.

Boston is the largest public school district in the state with 54,312 students in SY2015.² The vast majority (78%) of its students are classified as low-income, the tenth highest percentage among all school districts in the state.³ Almost half (47%) of students in Boston spoke a language other than English as their first language and 30% are classified as English Language Learners (ELLs), the tenth and third highest proportions among all districts in the state. As seen in Figure 1, Latino students are the largest student group in the district: the 22,234 Latino students constitute 41% of the total enrollment in Boston, the eleventh highest proportion in the state. African-American/Black students are the second largest ethno-racial group at 34%. White students make up 14% of the district, Asian students 9%, and all other ethno-racial groups together 3%. As seen in Figure 2 below, from SY2006 to SY2015 the overall number of students in the district decreased by 5%. The number of Latino students enrolled in the district increased by 16%, while the number of White students decreased by 4%, the number of Asian student decreased by 5%, and the number of African-American/Black students decreased by 26%. As a result of these enrollment changes, the proportion of Latino students increased by 8 percentage points over this time.

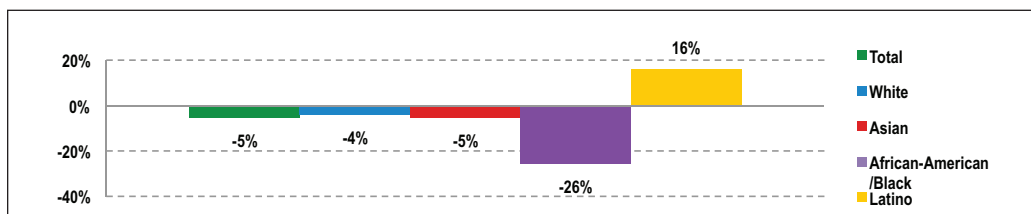
Forty-seven percent of Latino students in Boston are classified as English Language Learners (ELLs), as compared to 42% of Asian students, 18% of African-American/Black students, and 9% of White students. While specific information about the ancestry of the Latino students in Boston is not available, the US Census' American Community Survey estimates that 27% of Latinos in Boston are of Puerto Rican heritage, 27% of Dominican heritage, 11% of Salvadoran heritage, 7% of Colombian heritage, 6% of Mexican heritage, 5% of Guatemalan heritage, and 18% from other Latino heritage groups (ACS, 2014).⁴

² SY refers to the ending year of the school year. For example, SY2014 is the school year that began in September of 2013 and ended in June of 2014.

³ As compared to all non-Charter school districts

⁴ These ACS Latino estimate to does not include individuals of Brazilian heritage

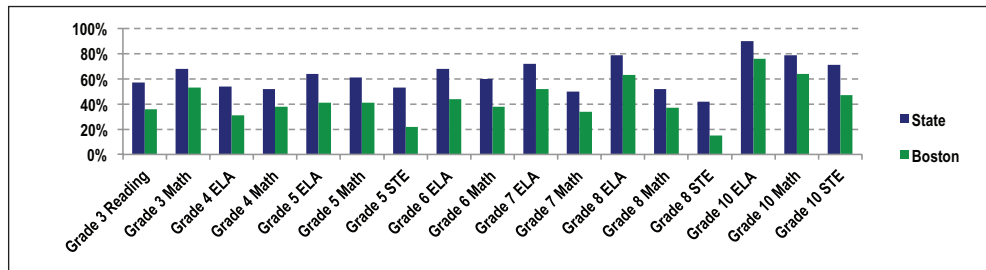
Figure 2: Change in Student Enrollment, Boston Public Schools, SY2006 to SY2015



Source: Author's calculations based on MADESE (n.d.). *Enrollment Data*.

II. MCAS Performance

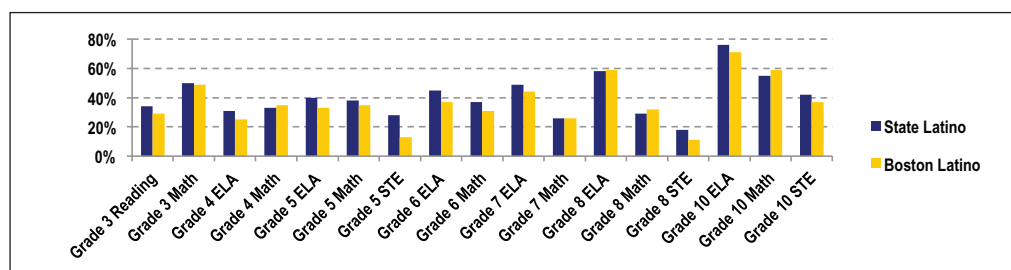
Figure 3: Percentage of All Students Scoring “Proficient” or Higher on MCAS Tests by Grade and Subject, SY2014



Source: MADESE (2014). *MCAS Tests of Spring 2014, Percent of Students at Each Achievement Level for Boston.*

As evidenced by Figure 3 above, Boston as a district performs below statewide averages on the standardized tests in the Massachusetts Comprehensive Assessment System (MCAS). Figure 3 shows the percentage of all students in Boston and all students statewide who scored “Proficient” or higher on the 2014 MCAS tests in English Language Arts (ELA), Math, and Science/Technology/Engineering (STE). As seen, the proficiency rates in Boston are substantially below the statewide rates across all grades. Figure 4 below compares the proficiency rates for Latino students in Boston to the proficiency rates for Latino students statewide, showing slightly lower performance for the most part while also showing four tests on which Latino students in Boston had a higher proficiency rate (Grade 4 Math, Grade 8 ELA, Grade 8 Math, and Grade 10 Math).

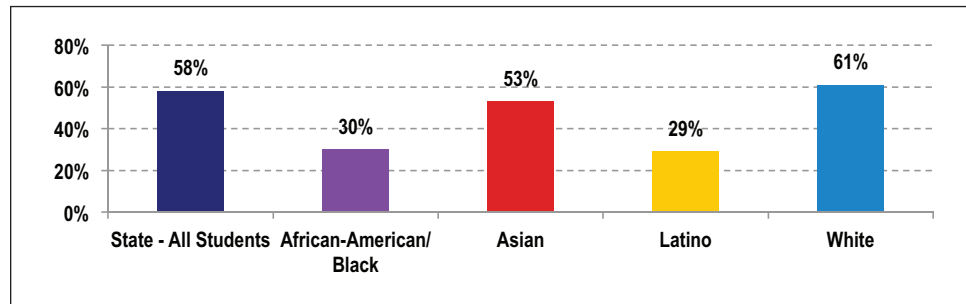
Figure 4: Percentage of Latino Students Scoring “Proficient” or Higher on MCAS Tests by Grade and Subject, SY2014



Source: MADESE (2014). *MCAS Tests of Spring 2014, Percent of Students at Each Achievement Level for Boston.*

The following section highlights the performance by Latino students in Boston on the Grade 3 Reading and Grade 10 ELA, Math, and STE tests, all important performance measures. Grade 3 Reading is considered an important measurement for academic preparation, because the end of third grade marks the time when students go from “learning how to read” to “learning from reading.” The Grade 10 MCAS tests are also important as a metric of preparation for participation in post-secondary education. Furthermore, all students in Massachusetts are required to pass the Grade 10 ELA, Math, and STE MCAS tests in order to qualify for a high school diploma. Test results for Latinos in Boston are compared to the results for other ethno-racial groups in Boston and for all students statewide.

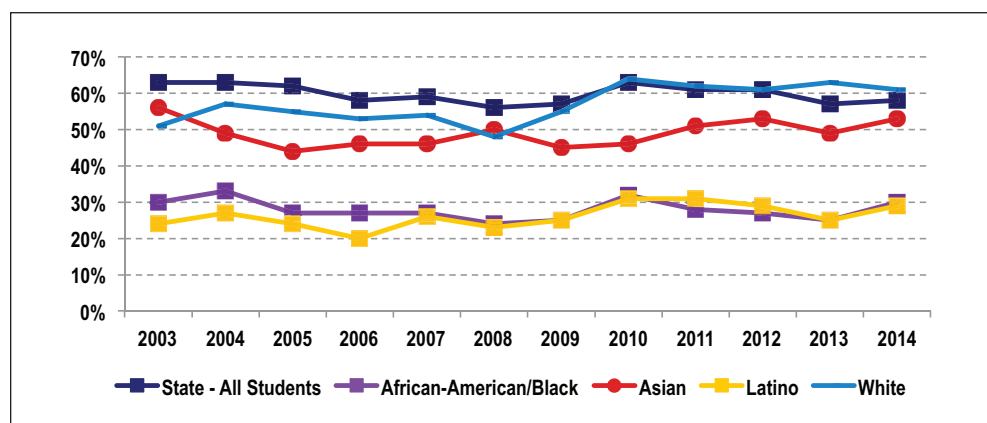
Figure 5: Percentage of Students Scoring “Proficient” or Higher on Grade 3 Reading MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

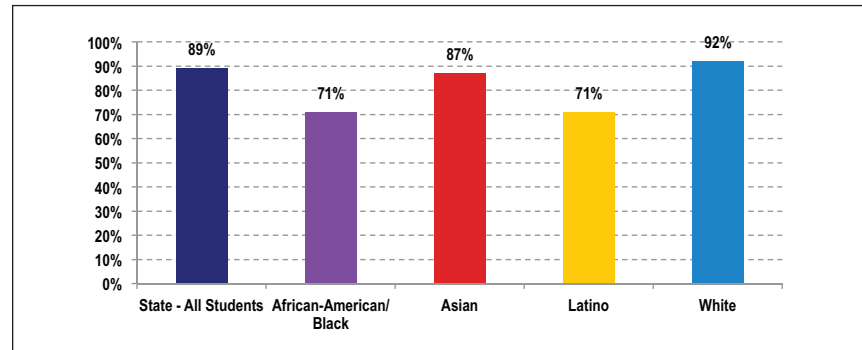
As seen in Figure 5 above, at 29%, Latino students had the lowest percentage of students performing at “Proficient” or higher on the Grade 3 Reading MCAS in SY2014 as compared to other ethno-racial groups in Boston. This proficiency rate was one percentage point below the rate for African-American/Black students in Boston, 24 points below the rate for Asian students, 32 points below the rate for White students, and 23 points below the rate for all students statewide. Figure 6 below illustrates that the proficiency rate for Latino students has increased slightly since SY2003. Over this time, Latino students eliminated the majority of the slight gap with African-American/Black students in the district, 25% of the gap with Asian students in the district, and 26% of the gap with all students statewide. However, over this same time, White students in Boston improved at a steeper trajectory, resulting in a 19% increase in the White-Latino gap.

Figure 6: Percentage of Students Scoring “Proficient” or Higher on Grade 3 Reading MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

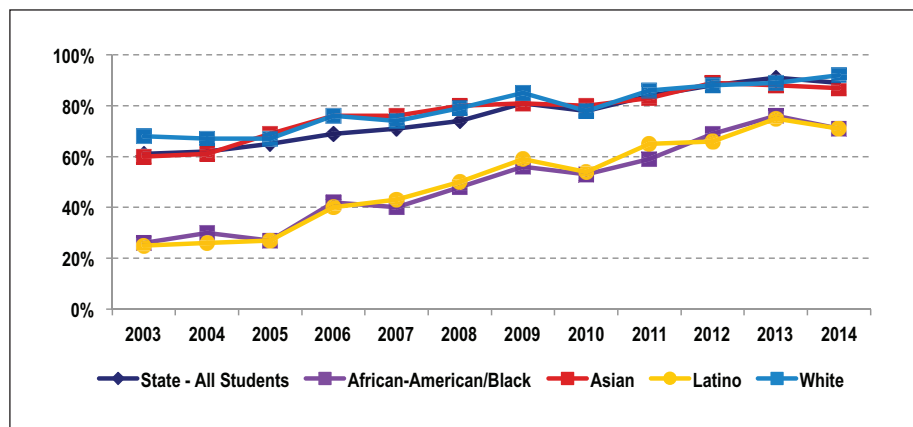
Figure 7: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*

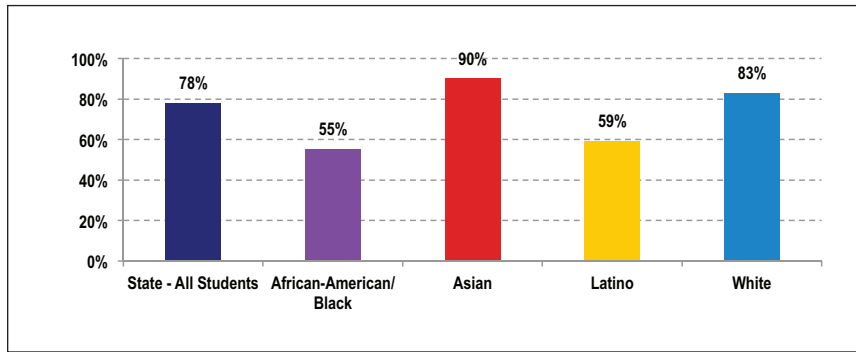
In SY2014, 71% of Latino students in Boston scored “Proficient” or higher on the Grade 10 ELA MCAS test. This proficiency rate was the same as for African-American/Black students in the district but 16 percentage points lower than the rate for Asian students in Boston, 21 points below the rate for White students in Boston, and 18 points below the statewide rate. As seen in Figure 8 below, despite a slight decrease from SY2013 to SY2014, the 71% pass rate for Latino students in the latter year was substantially higher than the 25% pass rate ten years earlier. In fact, from SY2003 to SY2014, Latino students eliminated 36% of the performance gap with White students in Boston, 54% of the gap with Asian students in the district, and 50% of the gap with all students statewide.

Figure 8: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*

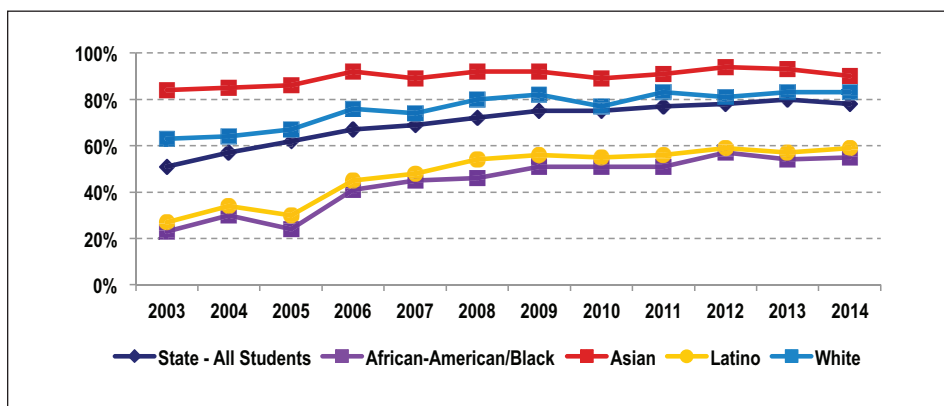
Figure 9: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

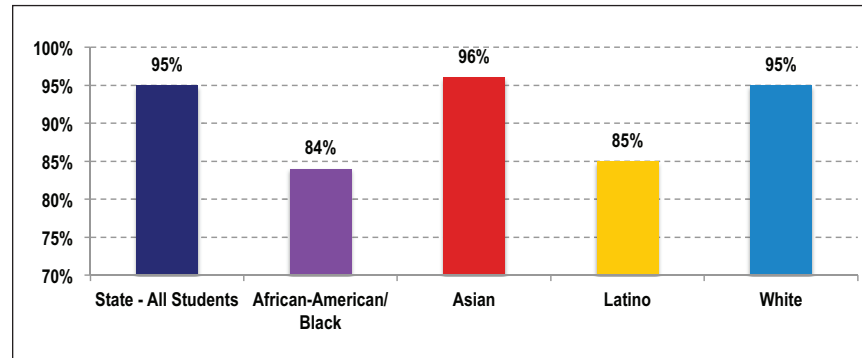
While 71% of Latino students in Boston passed the Grade 10 ELA test, only 59% passed the Grade 10 Math test in SY2014. As seen in Figure 9 above, this pass rate was four percentage points higher than the rate for African-American/Black students in the district, but 24 points below White students in the district, 31 points lower than Asian students in the district, and 19 points below the rate for all students statewide. However, Figure 10 below demonstrates large improvements in pass rates for Latino students in Boston from SY2003 to SY2014: the SY2014 pass rate was more than double the rate for SY2003 (59% compared to 27%). These improvements resulted in a 28% closure of the gap with Asian students in Boston, 33% of the gap with White students, and 21% of the gap with all students statewide.

Figure 10: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

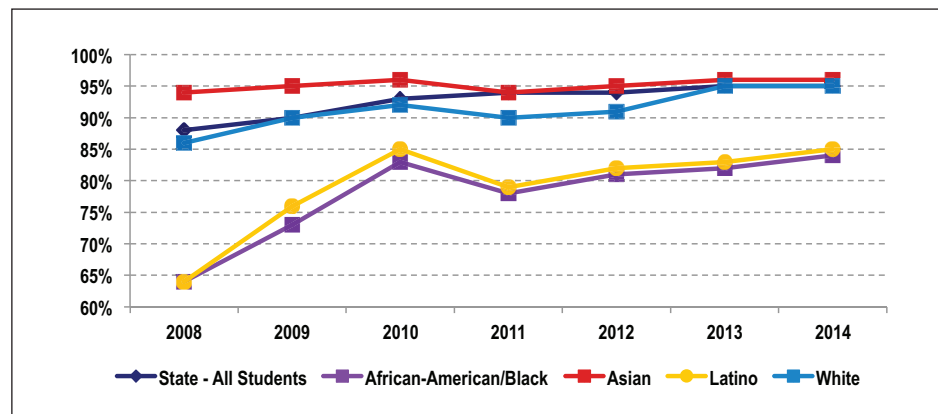
Figure 11: Percentage of Students Scoring “Needs Improvement” or Higher, Grade 10 STE MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

Figure 11 illustrates that in SY2014, Latino students in Boston had a pass rate of 85% on the Grade 10 Science, Technology, and Engineering MCAS tests (for the STE tests, passing requires a score of “Needs Improvement” or higher). The Latino rate is one percentage point higher than the rate for African-American/Black students in Boston, 10 points below the rate for White students, 11 points below the rate for Asian students in Boston, and 10 points lower than the rate for all students statewide. Figure 12 below shows that Latino students in Boston have made substantial progress on the STE tests since their introduction in SY2008, improving by 21 percentage points in only seven years. This improvement produced a remarkable narrowing of the gaps with other racial-ethnic groups: 55% of the gap with White students in Boston, 63% of the gap with Asian students in the district, and 58% of the gap with all students statewide.

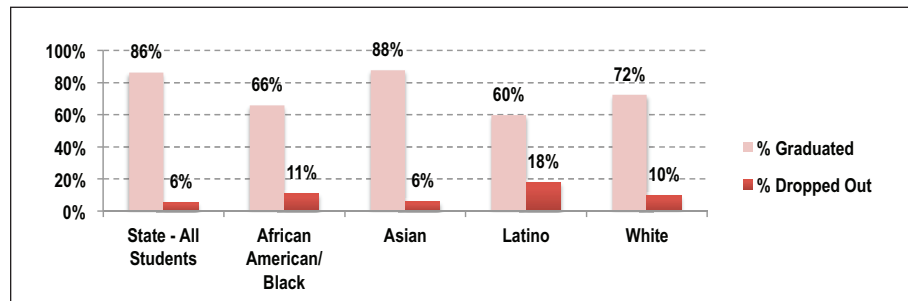
Figure 12: Percentage of Students Scoring “Needs Improvement” or Higher on Grade 10 STE MCAS by Race/Ethnicity, SY2008-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

III. Graduation Rate, Dropout Rate, and College Enrollment Rate

Figure 13: Four-Year Cohort Graduation Rate and Dropout Rate by Race/Ethnicity, SY2014

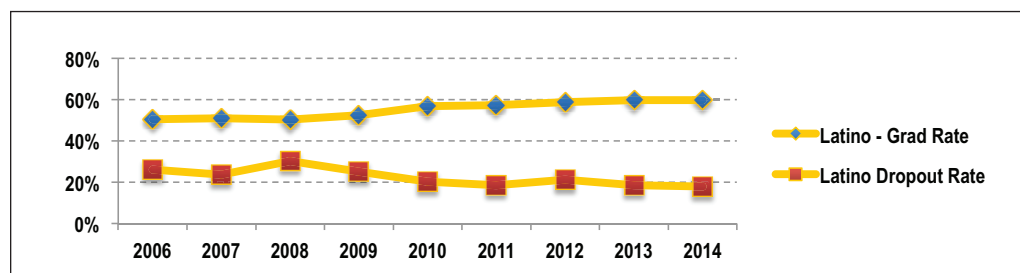


Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

In SY2014, the four-year cohort graduation rate for all students in Boston was 67% and the four-year dropout rate was 13%, as compared to a graduation rate of 86% and a dropout rate of 6% for all students statewide. As demonstrated in Figure 13 above, Boston particularly struggles to graduate Latino students within four years. Latino students in Boston have the lowest graduation rate at 60% and the highest dropout rate of 18% as compared to all other ethno-racial groups in the district. As seen in Figure 14 below, both rates have improved for Latino students in Boston: from SY2007 to SY2014, the graduation rate improved from 51% to 60% and the dropout rate decreased from 26% to 19%. Over this time, Latino students made improvements relative to White students in the district (closing 40% of the graduation gap and 27% of the dropout gap), to Asian students in the district (closing 13% of the graduation gap and 40% of the dropout gap), and with all students statewide (closing 10% of the graduation gap and 14% of the dropout gap), while the gaps with African-American/Black students remained unchanged.

A substantial portion of all students and specifically Latino students in Boston are still in school after four years of high school. In the class of 2013, 17% of all students in the district and 19% of Latino students in Boston were still in school after four years. With an extra year, the graduation rates increase. For example, the SY2013 five-year Latino cohort graduation rate is 6 points higher than the four-year graduation rate.

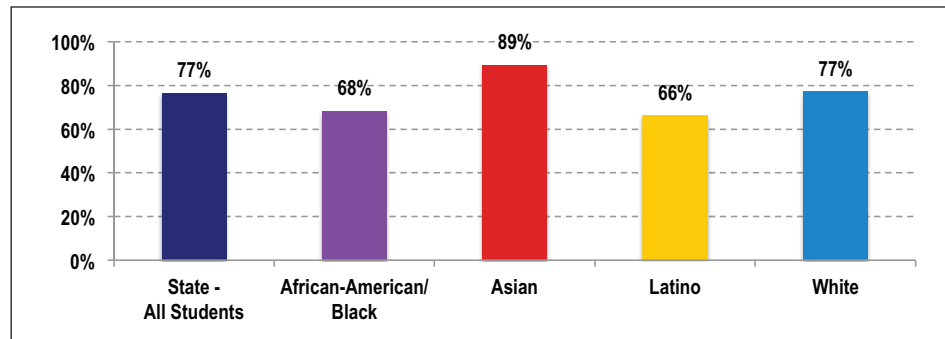
Figure 14: Four-Year Cohort Graduation Rate and Dropout Rate Boston Latino Students, SY2006-SY2014



Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

College Enrollment

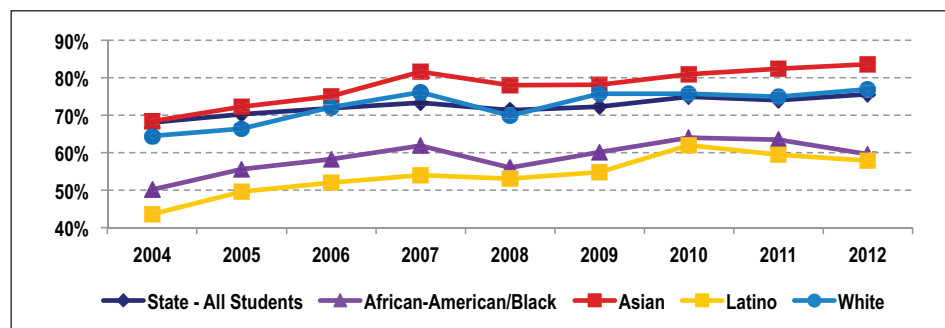
Figure 15: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2013



Source: MADESE (n.d.). 2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities.

Among all students in Boston who completed high school in SY2013, 72% enrolled in an institution of higher education within 16 months of completing high school, 5 percentage points lower than the rate for all students statewide. As shown in the figure above, among Latino students in Boston who completed high school in SY2013, 66% enrolled in an institution of higher education within 16 months of completing high school. This was 2 percentage points below the rate for African-American/Black students in Boston, 11 points below the rate for White students in Boston, 23 points below the rate for Asian students in Boston, and 11 points below the overall statewide rate. As seen in Figure 16 below, however, the 62% Latino college enrollment rate was an increase from 44% in SY2004; in those ten years, Latino students eliminated two-thirds of the slight gap with African-American/Black students in Boston, 67% of the gap with White students in Boston, 90% of the gap with White students in Boston, and 54% of the gap with all students statewide, while the gap with Asian students in the district remained unchanged.

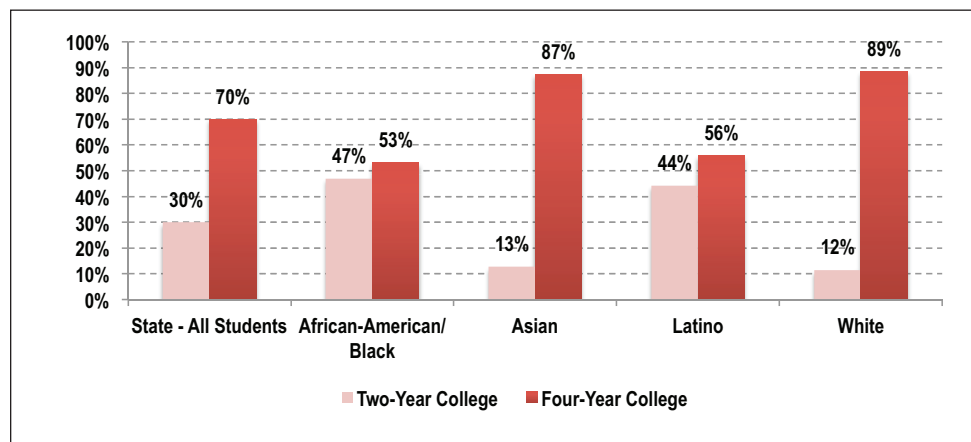
Figure 16: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2004-SY2013



Source: MADESE (n.d.). 2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities.

Beyond the disparities in college enrollment rates, there are also differences in the types of colleges attended. As seen in Figure 17 below, in SY2013, 44% of the Latino students in Boston enrolled in an institution of higher education were enrolled in two-year colleges. This was 3 points lower than the proportion for African-American/Black students but 31 points higher than the proportion of Asian students in Boston, 32 point higher than the proportion of White students in Boston, and 14 points higher than the statewide proportion. Two-year colleges offer great opportunities to students, but completion rates at two-year colleges are much lower than at four-year colleges and universities. According to the Chronicle of Higher Education (2013), only 11% of first-time Latino students at Massachusetts two-year public colleges graduate within three years as compared to the 44% of Latino students at Massachusetts four-year public colleges who graduate within six years.

Figure 17: Percentage of College Attendees Enrolling in Two-Year and Four-Year Colleges, SY2013



Source: MADESE (n.d.). *2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities*.

IV. Spotlight on Boston High Schools

There are 29 schools in the Boston Public Schools that serve Grades 9 through 12. There are wide differences between these schools in terms of school type, ethno-racial composition, population served, and student outcomes. The type of schools includes fifteen “traditional” schools, three exam schools (Boston Latin School, Boston Latin Academy, and O’Bryant School), nine pilot schools, and two Innovation Schools (a new two-bilingual high school and a vocational-technical high school). The mission and target population of the high schools differs widely; there are schools primarily serving older students (e.g., Boston Adult Academy), others primarily students with Individualized Education Plans (e.g., William McKinley), and schools geared toward ELLs (e.g., Boston International High School). There is also a wide range in the performance and accountability statuses of BPS high schools ranging from the highest performance level, Level 1 (e.g. Boston Latin School and New Mission High School) to Level 4 Schools (English High and Dorchester Academy). Level 4 schools are the state’s most struggling schools based on an analysis of four-year trends in absolute achievement, student growth, and improvement trends as measured by MCAS (MADESE, 2014).

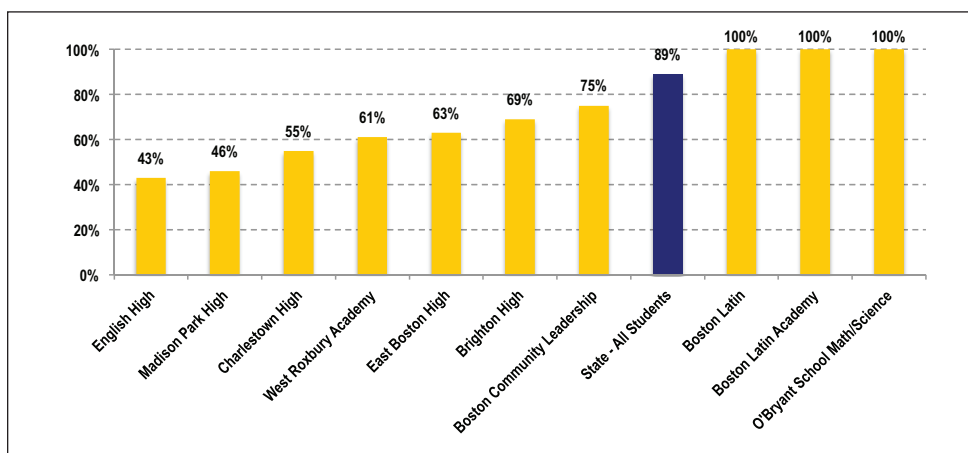
This report highlights the characteristics and academic performance of Latino students at the ten high schools with the largest Latino enrollments. As seen in Table 1, the characteristics of these ten schools differ greatly in terms of ethno-racial composition, percentage of ELLs, and percentage of SPED students. Specifically, the three exam schools serve a substantially lower proportion of ELLs and SPED students and their percentage of Latino students is below the overall district percentage of 41%.

Table 1: Characteristics of Select Boston High Schools, SY2015

SCHOOL	Total Enrollment	Latino Enrollment	% Latino	% ELL	% Low Income (SY2014)	% SPED	School Type	Accountability Level
Boston Community Leadership Academy	525	258	49%	20%	88%	22%	Pilot	Level 2
Boston Latin	2,439	288	12%	0%	33%	1%	Exam School	Level 1
Boston Latin Academy	1,723	364	21%	1%	60%	2%	Exam School	Level 1
Brighton High	974	416	43%	40%	88%	21%	Traditional	Level 3
Charlestown High	962	337	35%	37%	88%	24%	Traditional	Level 3
East Boston High	1,522	1,073	71%	39%	76%	16%	Traditional	Level 3
English High	559	288	52%	39%	87%	24%	Traditional	Level 4
Madison Park High	921	459	50%	28%	91%	40%	Vocational Technical	Level 3
O’Bryant School Math/ Science	1,415	419	30%	4%	78%	3%	Exam School	Level 2
West Roxbury Academy	579	233	40%	26%	86%	20%	Traditional	Insufficient Data

Source: MADESE (2015). *Enrollment Data*.

Figure 18: Percentage of Latino Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS, SY2014

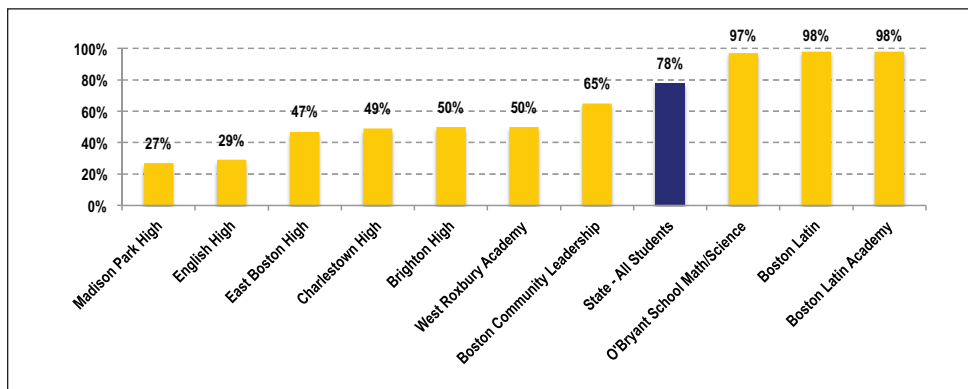


Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

As seen in Figure 18 above, the three exam schools had 100% proficiency rates on the Grade 10 ELA MCAS in SY2014, 11 points higher than the state proficiency rate. All other selected high schools had proficiency rates far below the state proficiency rate. English High had the third lowest and Madison Park the fourth lowest ELA pass rates among all Latino subgroups in all high schools in the state.

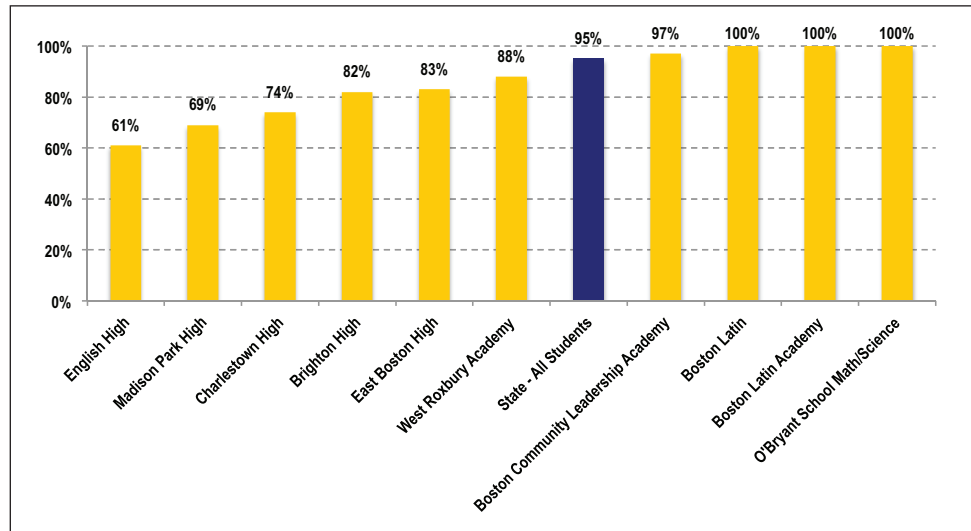
Similarly, as seen in Figure 19 below, Latino students at the three exam schools had near perfect pass rates on the Grade 10 Math MCAS in SY2014, far above the state proficiency rate. All of the other high schools had proficiency rates below the state proficiency rate. Madison Park had the eighth lowest and English high the tenth lowest pass rates among all Latino subgroups in all high schools in the state.

Figure 19: Percentage of Latino Students Scoring “Proficient” or Higher on Grade 10 Math MCAS, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

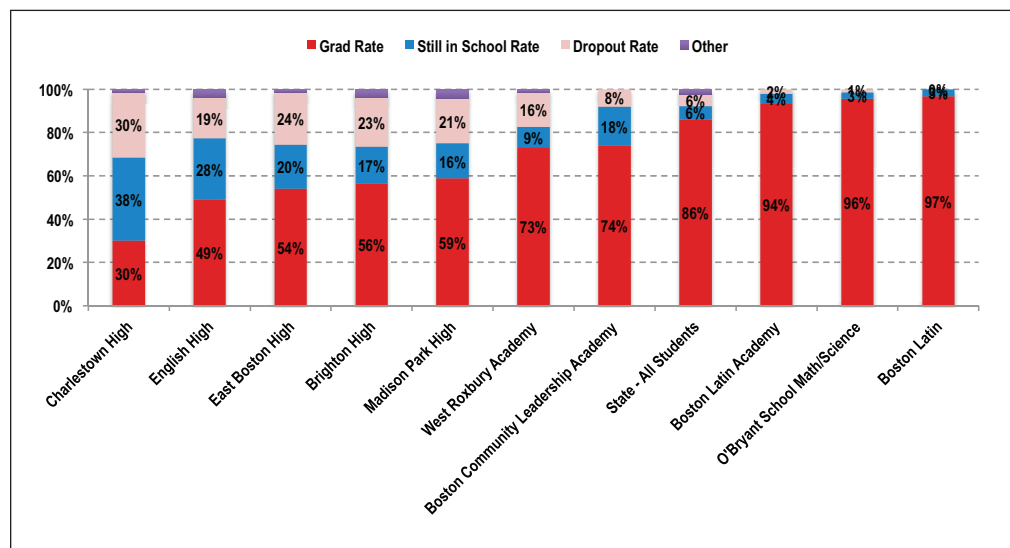
Figure 20: Percentage of Latino Students Scoring “Needs Improvement” or Higher, Grade 10 STE MCAS, SY2014



Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

As seen in Figure 20 above, the pass rates for Latino students at the three exams schools, as well as at Boston Community Leadership Academy, was higher than the state pass rate on the Grade 10 STE tests in SY2014. The pass rates for Latino students at the other high schools were lower than the state-wide average. Furthermore, among all Latino subgroups in all high schools in the state, the Latino pass rate at English High was the fourth lowest, the Latino pass rate at Madison Park sixth lowest, and the Latino pass rate at Charlestown High eleventh lowest.

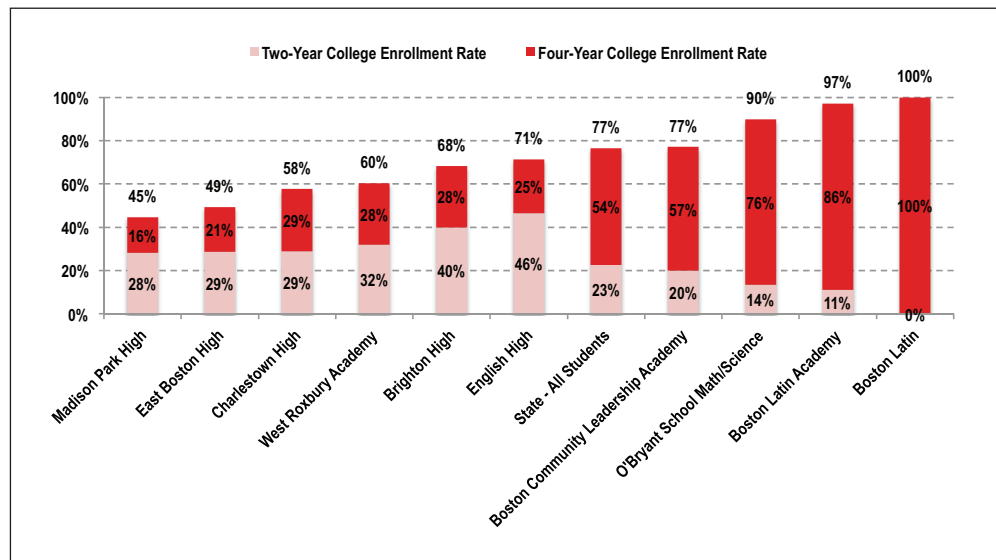
Figure 21: Four-Year Latino Cohort Graduation, Still-Enrolled, and Dropout Rates, Boston High Schools, SY2014



Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

Similar to the MCAS performance, there were wide disparities in high school completion rates between the ten highlighted high schools in SY2014. As seen in Figure 21 above, the three exam schools had high four-year graduation rates far above the state four-year graduation rate. On the other hand, the other seven schools had four-year Latino graduation rates far below the statewide graduation rate. Similarly, the dropout rate differed widely, ranging from less than 3% at the exam schools to higher than 20% at Madison Park, Brighton High, East Boston High, English High, and Charlestown High. As discussed previously, there are high proportions of Latino students still in school after four years. These rates are especially high at Charlestown High and English High; the ninth and twenty-second highest rates among all Latino subgroups in the state.

Figure 22: Percentage of Latino High School Graduates Enrolling in Two-Year and Four-Year Colleges within 16 Months of Completing High School, SY2013



Source: MADESE (n.d.). *2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities*.

As seen in Figure 22 above, there is a wide variance in college enrollment rates among Latino high school completers. One hundred percent of the Latino high school completers at Boston Latin and 97% of the Latino high school completers at Boston Latin Academy enrolled in an institution of higher education within 16 months of graduating as compared to 44% at Madison Park and 50% at East Boston High, the eighth and eleventh lowest Latino college enrollment rates among all high schools in the state.

Figure 22 also demonstrates the disparities in the types of colleges attended. One hundred percent of the Latino students who completed high school at Boston Latin in SY2013 enrolled in a four-year college; this compares to a low of 16% at Madison Park. Among the ten high schools with the largest Latino enrollments, English High had the highest proportion (46%) of Latino college enrollees who were at two-year as opposed to four-year colleges.

Sources

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Massachusetts Department of Elementary and Secondary Education. (2014). *Level 4 Districts and Schools*. Retrieved from <http://www.doe.mass.edu/apa/sss/turnaround/level4/>

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Appendix I:

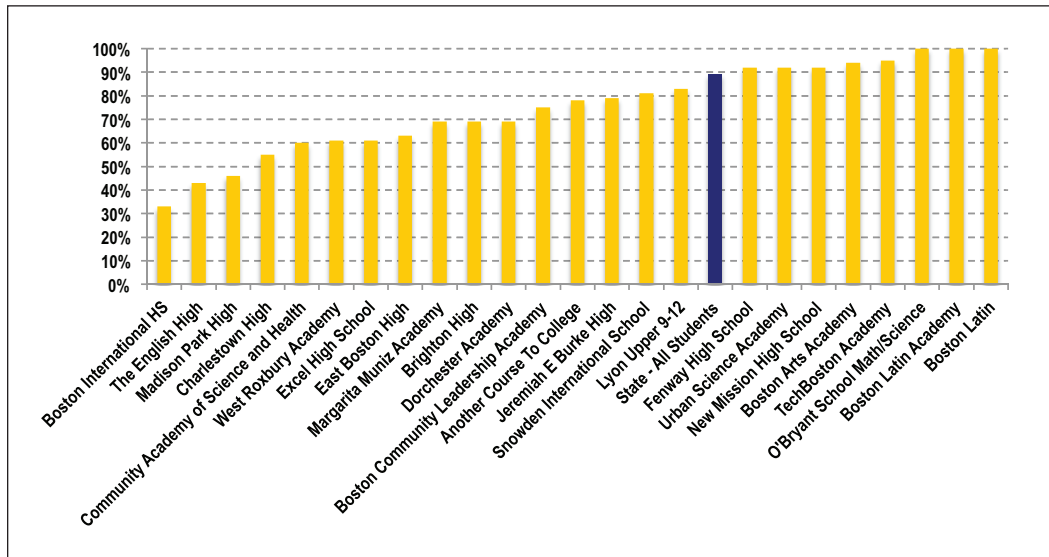
Information on Latino Student Outcomes at all Boston High Schools

Table A1: Characteristics of Boston High Schools, SY2015

SCHOOL	Enrollment	% Latino	% ELL	% Low Income (SY2014)	% SPED	School Type	Accountability Level
Another Course To College	236	36%	11%	88%	20%	Pilot	Level 3
Boston Adult Academy	191	33%	48%	77%	4%	Alternative - Serving Students Aged 19-22)	Insufficient Data
Boston Arts Academy	441	43%	5%	71%	14%	Pilot	Level 3
Boston Community Leadership Academy	525	49%	20%	88%	22%	Pilot	Level 2
Boston International HS	381	51%	84%	77%	4%	Traditional (Primarily Serving ELLs)	Level 1
Boston Latin	2,439	12%	0%	33%	1%	Exam School	Level 1
Boston Latin Academy	1,723	21%	1%	60%	2%	Exam School	Level 1
Brighton High	974	43%	40%	88%	21%	Traditional	Level 3
Charlestown High	962	35%	37%	88%	24%	Traditional	Level 3
Community Academy	62	16%	10%	82%	19%	Alternative High School	Insufficient Data
Community Academy of Science and Health	352	18%	38%	84%	23%	Traditional	Level 3
Dorchester Academy	382	22%	13%	83%	29%	Traditional	Level 4
East Boston High	1,522	71%	39%	76%	16%	Traditional	Level 3
English High	559	52%	39%	87%	24%	Traditional	Level 4
Excel High School	538	23%	27%	86%	27%	Traditional	Level 3
Fenway High School	328	49%	6%	75%	21%	Pilot	Level 1
Greater Egleston Community High School	202	52%	15%	91%	12%	Pilot (students age 17-22)	Insufficient Data
Jeremiah E Burke High	539	21%	30%	80%	15%	Traditional	Level 3
Boston - Lyon Upper 9-12	134	31%	9%	74%	38%	Pilot	Level 3
Madison Park High	921	50%	28%	91%	40%	Innovation/Vocational Technical	Level 3
Margarita Muniz Academy	229	90%	42%	92%	9%	Innovation/Two-Way Bilingual	Insufficient Data
New Mission High School	301	31%	6%	82%	14%	Pilot	Level 1
O'Bryant School Math/Science	1,415	30%	4%	78%	3%	Exam School	Level 2
Quincy Upper School	497	19%	14%	92%	19%	Pilot/International Baccalaureate	Level 3
Snowden International School	389	43%	10%	91%	23%	International Baccalaureate	Level 3
TechBoston Academy	985	20%	25%	90%	22%	Pilot (Grade 6-12)	Insufficient Data
Urban Science Academy	471	37%	9%	82%	22%	Traditional	Level 3
West Roxbury Academy	579	40%	26%	86%	20%	Traditional	Insufficient Data
William McKinley	381	33%	18%	94%	98%	Special Education Focus	Level 3

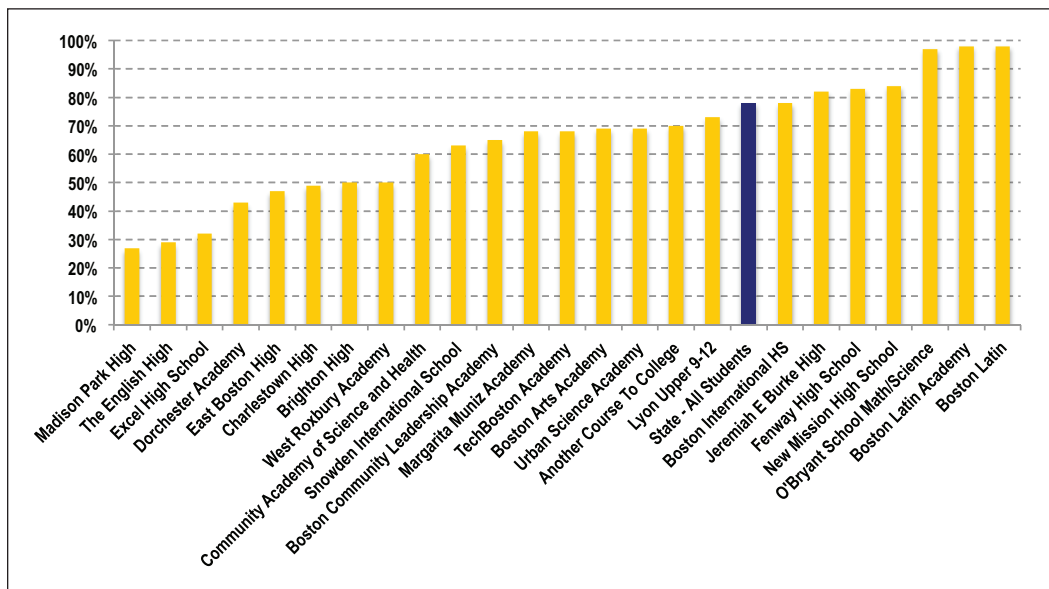
Source: MADESE (2015). *Enrollment Data*.

Figure A.1: Percentage of Latino Students Scoring “Proficient” or Higher, Grade 10 MCAS ELA, Boston High Schools, SY2014



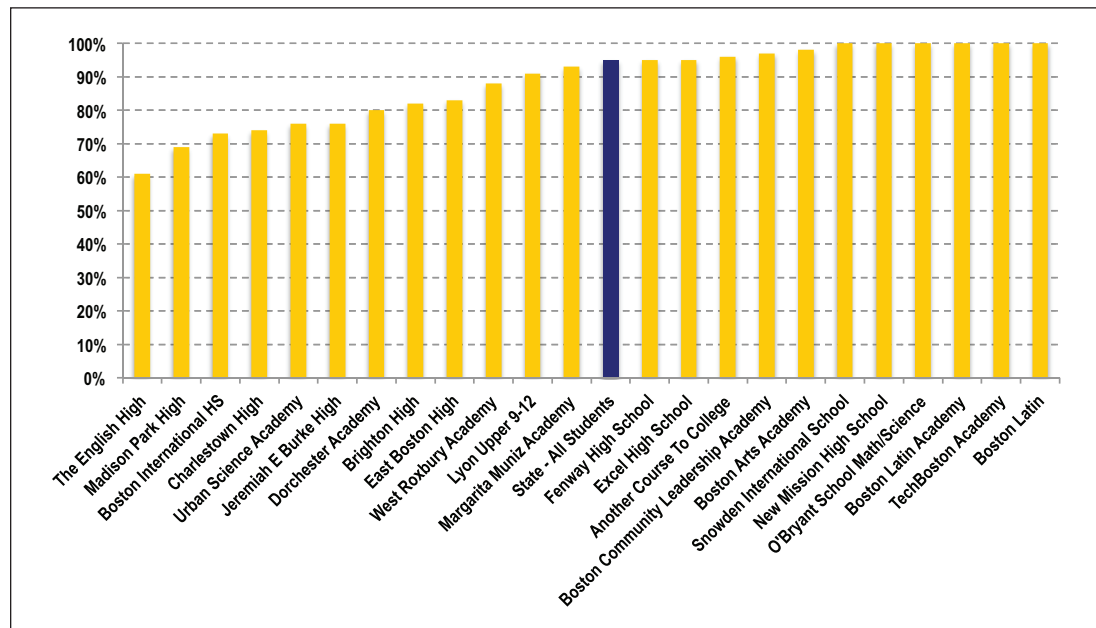
Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

Figure A2: Percentage of Latino Students Scoring “Proficient” or Higher, Grade 10 MCAS Math, Boston High Schools, SY2014



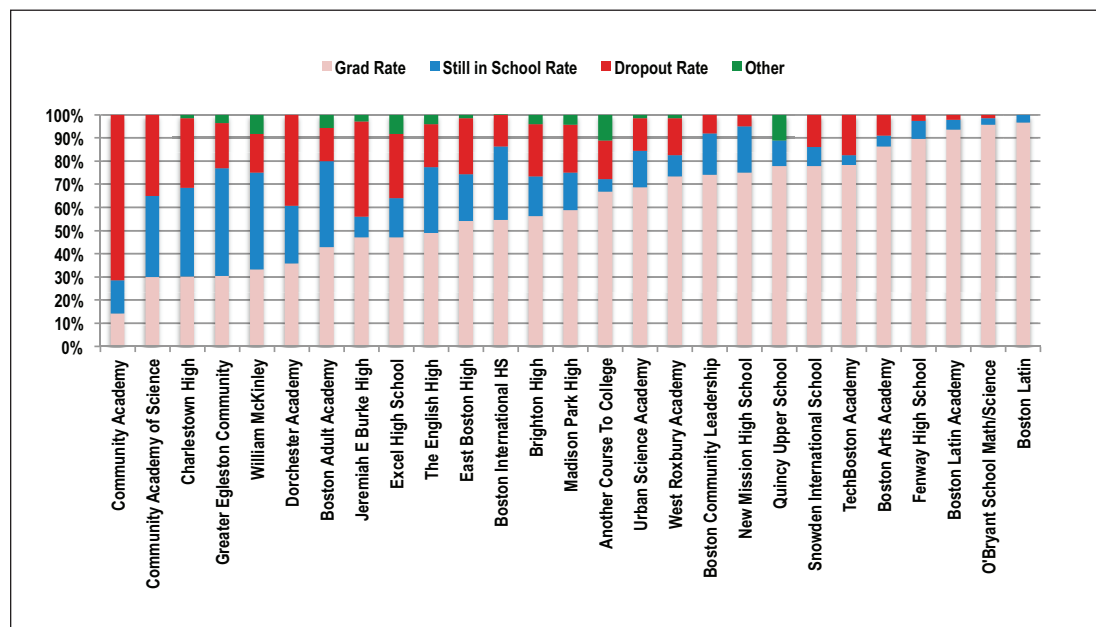
Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

Figure A3: Percentage of Latino Students Scoring “Needs Improvement” or Higher, Grade 10 STE Tests, Boston High Schools, SY2014



Source: MADESE (2014). 2014 MCAS Results by Subgroup by Grade and Subject.

Figure A4: Four-Year Latino Cohort Graduation, Still-Enrolled, and Dropout Rates, Boston High Schools, SY2014



Source: MADESE (n.d.). Cohort 2014 Graduation Rates.

Figure A5: Percentage of Latino High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2013



Source: MADESE (n.d.). 2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities.

The Mauricio Gastón Institute for Latino Community Development and Public Policy conducts research on and for the Latino population in New England. Our goal is to generate the information and analysis necessary to develop more inclusive public policy, and to improve Latino participation in the policy making process. As part of its effort to present vital information about Latinos to diverse audiences, the Gastón Institute has produced this series of demographic and educational profiles for selected cities and towns. Reports can be downloaded from www.gaston.umb.edu.

Latinos in Public Schools is a series of reports based on publicly available data from the Massachusetts Department of Elementary and Secondary Education (www.profiles.doe.mass.edu). The public school system in Massachusetts reflects the demographic shift in the diversity of the entire population. The total student enrollment has decreased over the past ten years, but during this period the state has witnessed a growing population of Latino students both in terms of overall enrollment and in proportion of total enrollment. Since the SY2006 school year, the number of Latino students in Massachusetts public schools has increased by 36% (from 125,436 to 171,096 students), rep-

resenting a jump from 13% to 18% in the proportion of all students). In contrast, during the same period the number of African-American/Black students has increased by 3%, while the number of White students has decreased by 14%. This growing Latino population in the state is experiencing an achievement gap as compared to White students. They face persistently lower pass rates on the Massachusetts Comprehensive Assessment System (MCAS), the state-required standardized tests. In addition, Latino students experience the highest dropout rate and lowest graduation rate as compared to other ethno-racial groups in the state. The growing Latino student population in many Massachusetts school districts presents these districts with a changing configuration of students and with new challenges and opportunities. We hope that this series of reports will be helpful, both to school officials and to the Latino communities of these cities and towns.

About the Author

Michael Berardino holds a M.S. in Public Policy from the University of Massachusetts Boston and is currently a Research Associate at the Gastón Institute and a doctoral candidate in Public Policy at UMass Boston's McCormack Graduate School of Policy and Global Studies. His research focuses on the impacts of language instruction and high-stakes testing policies on English Language Learners, with special attention to Latino student outcomes, school discipline, and civic engagement.