

University of Massachusetts Boston

ScholarWorks at UMass Boston

Gastón Institute Publications

Gastón Institute for Latino Community
Development and Public Policy Publications

4-1-2015

Latinos in Massachusetts Public Schools: Lynn

Michael Berardino

University of Massachusetts Boston, michael.berardino@umb.edu

Follow this and additional works at: https://scholarworks.umb.edu/gaston_pubs



Part of the [Demography, Population, and Ecology Commons](#), [Education Policy Commons](#), and the [Race and Ethnicity Commons](#)

Recommended Citation

Berardino, Michael, "Latinos in Massachusetts Public Schools: Lynn" (2015). *Gastón Institute Publications*. 200.

https://scholarworks.umb.edu/gaston_pubs/200

This Research Report is brought to you for free and open access by the Gastón Institute for Latino Community Development and Public Policy Publications at ScholarWorks at UMass Boston. It has been accepted for inclusion in Gastón Institute Publications by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact scholarworks@umb.edu.



Latinos in Massachusetts Public Schools

Lynn

by Michael Berardino, MS

April, 2015

THE MAURICIO GASTÓN INSTITUTE
FOR LATINO COMMUNITY DEVELOPMENT
AND PUBLIC POLICY

Lynn

This report provides a snapshot of current educational outcomes for Latino students in the city of Lynn. 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. The report has four sections:

The first section illustrates the demographic shift occurring in the Lynn Public Schools. Enrollment among Latino students has increased by 50% over the past ten years while the enrollment of all other ethno-racial groups has decreased, resulting in a larger proportion of Latino students.

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

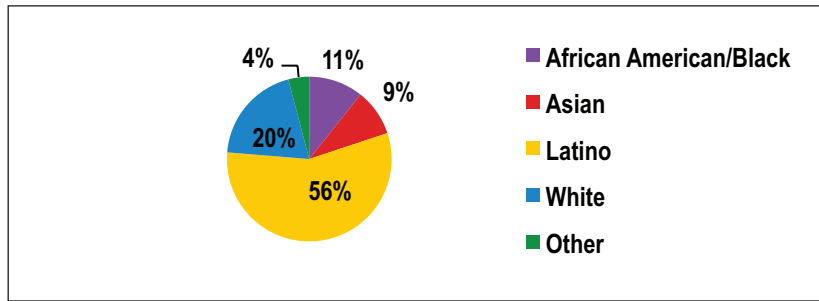
The fourth section compares outcomes and engagement variables at the three high schools in Lynn, showing disparate outcomes between Classical High School and Lynn English on the one hand and Lynn Vocational Technical Institute on the other, and between Latino students and student of other ethno-racial groups within each high school.

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 Lynn Public Schools, SY2015

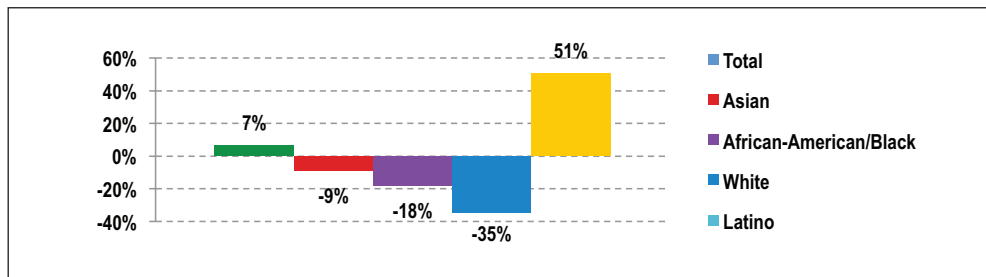


Source: MADESE (n.d.). *Enrollment Data*.

Lynn is the fifth largest public school district in the state with 14,871 students in SY2015. The vast majority (83%) of its students are classified as low-income, the fifth highest percentage among all school districts in the state. More than half (54%) of students in Lynn spoke a language other than English as their first language and 18% are classified as English Language Learners (ELLs), the fourth and ninth highest proportions among all districts in the state. As seen in Figure 1, Latino students are the largest student group in the district: the 8,387 Latino students constitute 56% of the total enrollment in Lynn, the fifth highest proportion in the state. White students make up 20% of the district, African-American/Black students 11%, Asian students 9%, and all other ethno-racial groups together 4%.

As seen in Figure 2 below, from SY2006 to SY2015, the overall number of students in the district increased by 7%. This was largely the result of a 51% increase in the number of Latino students in the district. Over this period, the number of Asian student decreased by 9%, the number of African-American/Black students by 18%, and the number of White students by 35%. As a result, Latino students went from 40% of the total enrollment to 56% over this time period. Twenty-seven percent of Latino students in Lynn are classified as English Language Learners (ELLs), as compared to 15% of Asian students and 10% of African-American/Black students. While specific information about the ancestry of the Latino students in Lynn is not available, the US Census' American Community Survey estimates that 38% of Latinos in Lynn are of Dominican heritage, 21% of Guatemalan heritage, 17% of Puerto Rican heritage, 10% of Salvadoran heritage, and 14% from other Latino heritage groups (ACS, 2014).

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



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

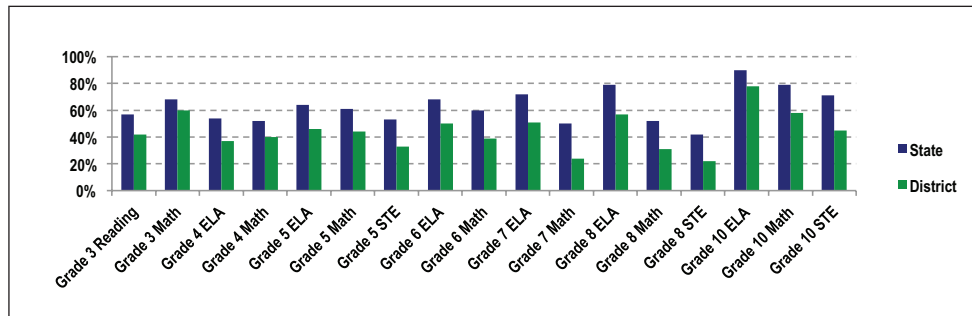
² SY refers to the ending year of the school year. For example SY2013 is the school year that began in September of 2012 and ends in June of 2013

³ This does not include independent charter schools, which are considered their own school districts.

⁴ The churn rate is the percentage of students who change schools during the school year.

II. MCAS Performance

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

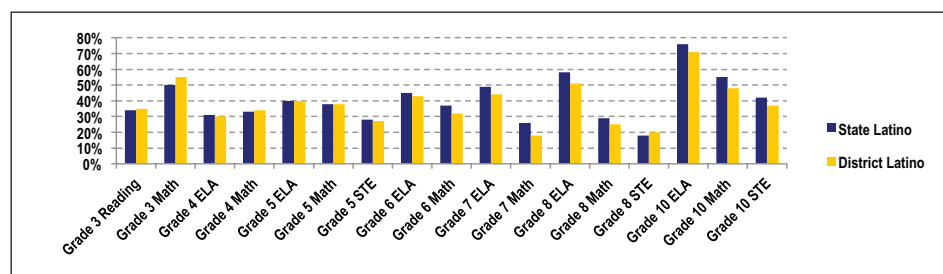


Source: MADESE (2014). *MCAS Tests of Spring 2014, Percent of Students at Each Achievement Level for Lynn.*

As evidenced by Figure 3 above, Lynn 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 Lynn 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 Lynn are below the statewide rates across all grades, most starkly in the middle school grades. Figure 4 below compares the proficiency rates for Latino students in Lynn to the proficiency rates for Latino students statewide, also showing performance gaps on tests in Grade 6 and higher, but much smaller ones. On some tests, especially in Grades 3 through 5, Latino students in Lynn have a slightly higher proficiency rate than Latino students statewide.

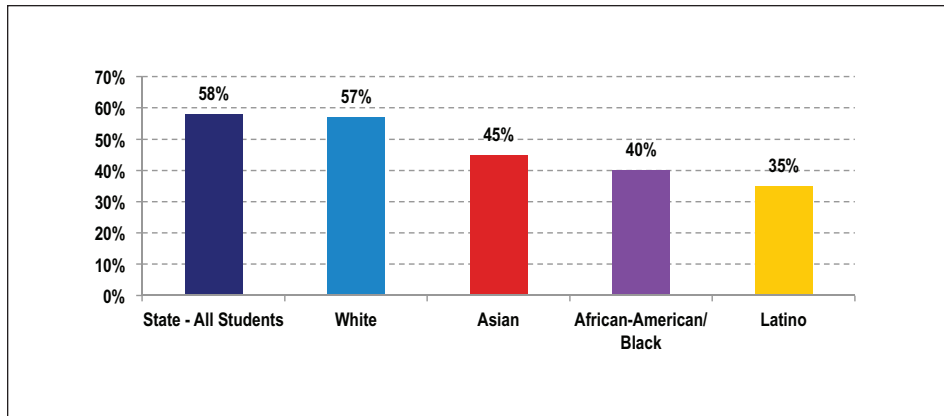
The following section highlights the performance by Latino students in Lynn on the Grade 3 Reading and Grade 10 ELA, Math, and STE tests, all important performance measures. Grade 3 Reading is considered an important measurement for academic preparation, because the end of third grade marks the time 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 Lynn are compared to the results for other ethno-racial groups in Lynn and for all students statewide.

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 Lynn.*

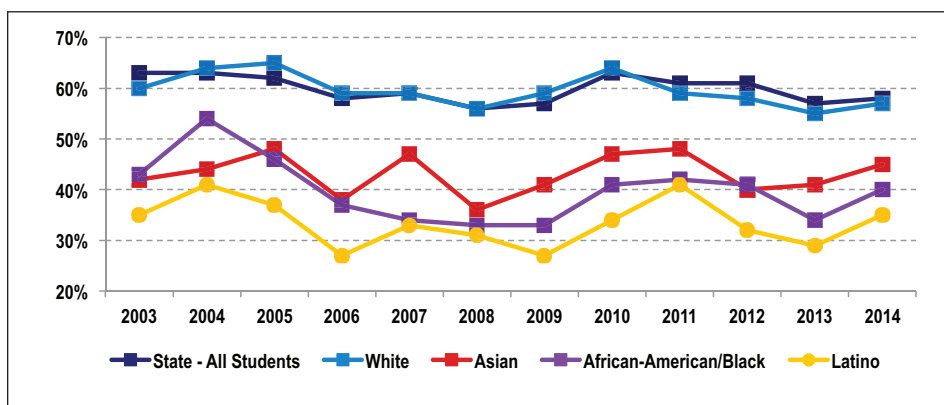
Figure 5: Percentage of Students Scoring “Proficient” or Higher on Grade 3 Reading MCAS by Race/Ethnicity, SY2014



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

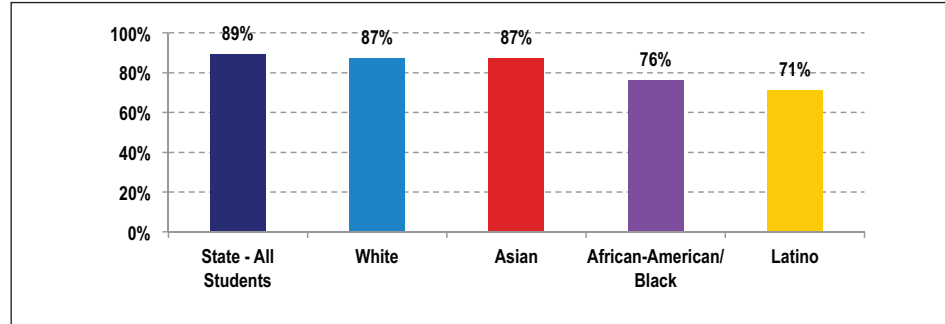
As seen in Figure 5 above, at 35%, Latino students have the lowest percentage of students performing at “Proficient” or higher on the Grade 3 Reading MCAS in SY2014 as compared to other ethno-racial groups in Lynn. This proficiency rate was 5 percentage points below the rate for African-American/Black students in Lynn, 10 points below the rate for Asian students, 22 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 fluctuated between highs of 41% in SY2004 and SY2011 and lows of 27% in SY2006 and SY2009; it returned in SY2014 to the same rate as in SY2003.

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*.

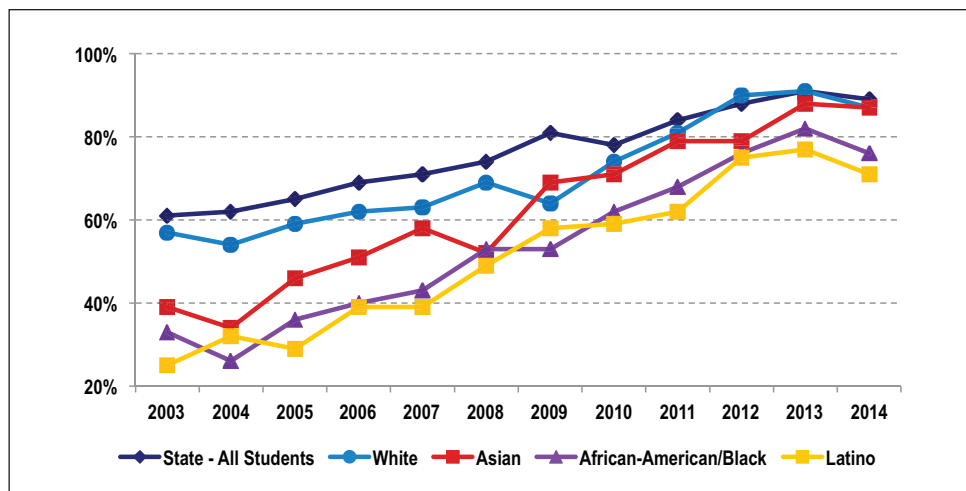
Figure 7: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2014



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

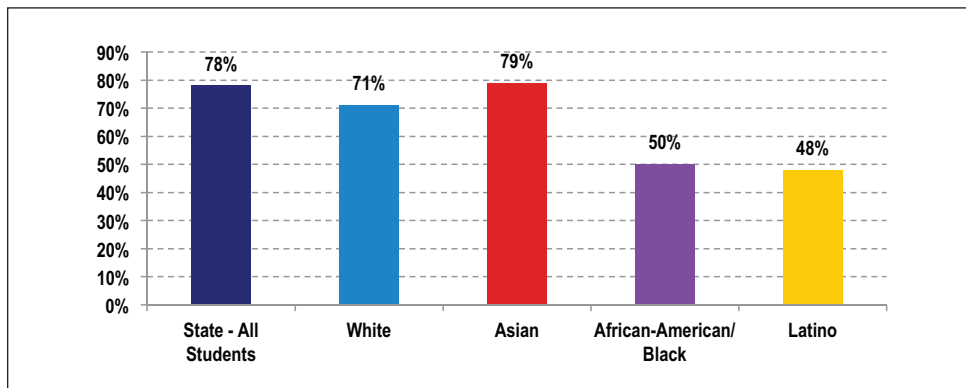
In SY2014, 71% of Latino students in Lynn scored “Proficient” or higher on the Grade 10 ELA MCAS test. This pass rate was 5 percentage points lower than the rate for African-American/Black students in Lynn, 16 points below the rate for both Asian and White students in Lynn, and 18 points below the pass rate statewide. 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 pass rate ten years earlier. In fact, from SY2003 to SY2014, Latino students eliminated 27% of the performance gap with White students in Lynn, 38% of the gap with African-American/Black students, and 50% of the gap with all students statewide. (Asian students improved at a higher trajectory, increasing the gap between Latino and Asian students by 14%.)

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*

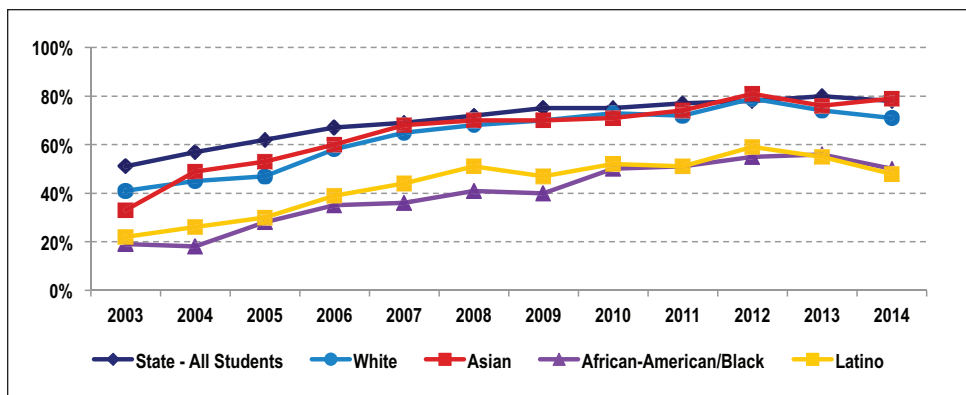
Figure 9: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2014



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

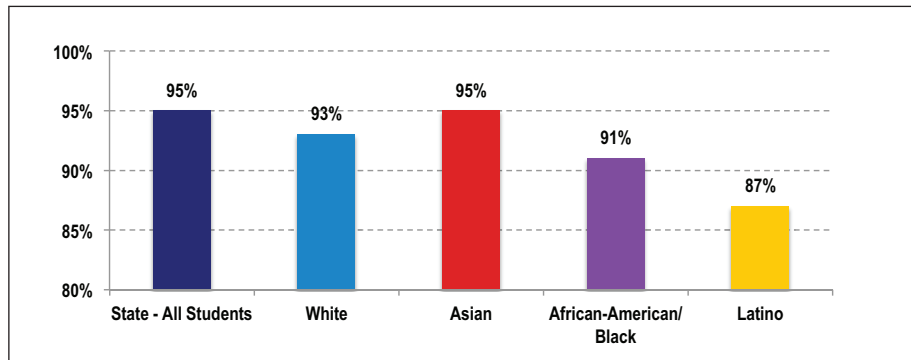
While 71% of Latino students in Lynn in SY2014 passed the Grade 10 ELA test, only 48% passed the Grade 10 Math test. As seen in Figure 9 above, this pass rate is 2 percentage points below the rate for African-American/Black students in the district, 23 points below White students in the district, 23 points below White students in the district, 31 points lower than Asian students in the district, and 30 points below the rate for all students statewide. However, Figure 10 below demonstrates large improvements in pass rates for Latino students in Lynn from SY2003 to SY2014: despite a dip in pass rates in SY 2013 and SY2014, the SY2014 pass rate was more than double the rate for SY2003 (48% compared to 22%). However during those 12 years the pass rates of all other groups improved at an even steeper trajectory, slightly increasing the performance gap with White and African-American/Black students in Lynn and all students statewide and nearly doubling the gap with Asian students in Lynn.

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*.

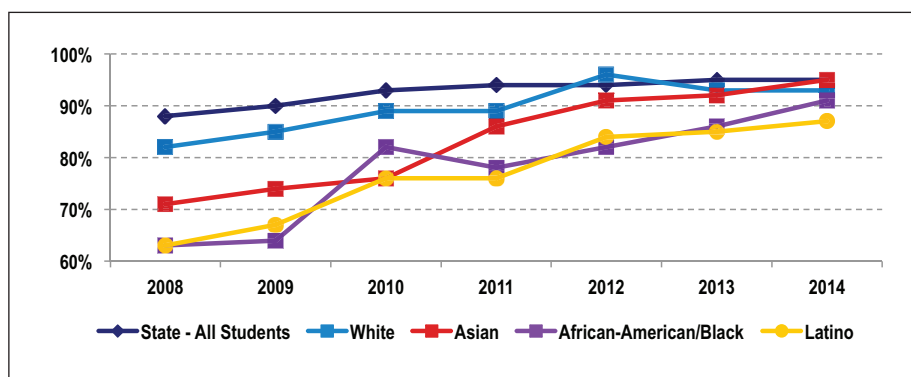
Figure 11: Percentage of Students Scoring “Needs Improvement” or Higher, Grade 10 STE MCAS by Race/Ethnicity, SY2014



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

Figure 11 illustrates that Latino students in Lynn have a pass rate of 87% on the Grade 10 Science, Technology, and Engineering MCAS tests (for the STE test, passing requires a score of “Needs Improvement” or higher). The Latino rate is 4 percentage points below the rate for African-American/Black students in Lynn, 6 points below the rate for White students, and 8 points below the rate for Asian students in Lynn and the rate for all students statewide. Figure 12 below shows that Latino students in Lynn have made substantial progress on the STE tests since their introduction in SY2008, improving by 24 percentage points in only seven years. This improvement resulted in closing a remarkable 68% of the gap with both White students in Lynn and with all students statewide. (The gap with Asian students remained unchanged over this period and the gap with African-American/Black students grew from zero points to 4 points.)

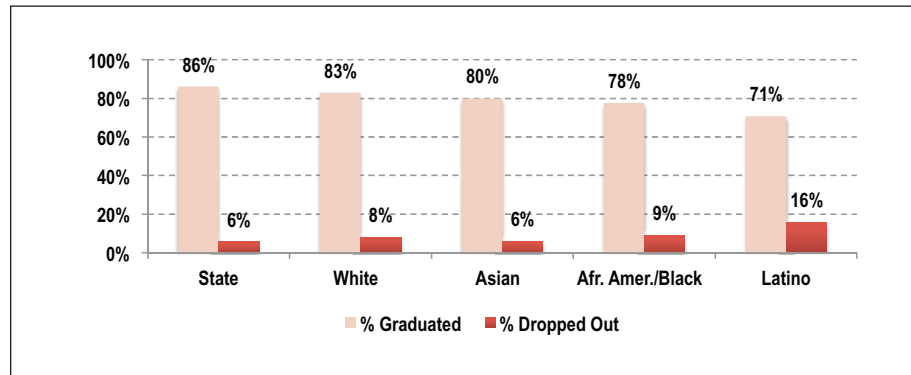
Figure 12: Percentage of Students Scoring “Needs Improvement” or Higher on Grade 10 STE MCAS by Race/Ethnicity, SY2008–SY2014



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



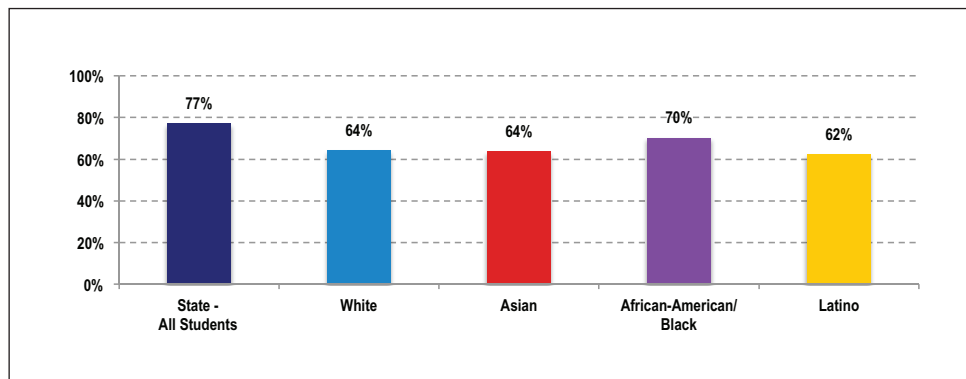
Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

In SY2014, the four-year cohort graduation rate for all students in Lynn was 76% and the four-year dropout rate was 12%, as compared to a graduation rate of 86% and a dropout rate of 6% for all students statewide. As demonstrated in Figure 13 above, as compared to other ethno-racial groups in the district. Latino students in Lynn have the lowest graduation rate at 71% and the highest dropout rate of 16%. Both rates have improved markedly for Latino students in Lynn: from SY2007 to SY2014, the graduation rate improved from 59% to 71% and the dropout rate decreased from 21% to 16%. However, over this same time, all other ethno-racial groups in Lynn, as well as all students statewide, improved their graduation and dropout rates even more rapidly, resulting in larger graduation and dropout gaps.

A substantial portion of students in Lynn are still in school after four years of high school. In the class of 2013, 8% of all students and Latino students in Lynn were still in school after four years. One explanation for this large proportion of students still in school after four years is the relatively low percentage of first-time ninth graders who are promoted to tenth grade. For instance, in SY2013, only 80% of first-time ninth graders in Lynn were promoted to tenth grade, much lower than the rate of 92% of all first-time ninth graders statewide. Considering the low proportion of students who proceed to tenth grade, if we expand the graduation rate to five years in high school we see increases in grad rates. The SY2013 district five-year graduation rate is 3 points higher than the four-year graduation rate and the Latino five-year grad rate is 4 points higher than four-year rate.

College Enrollment

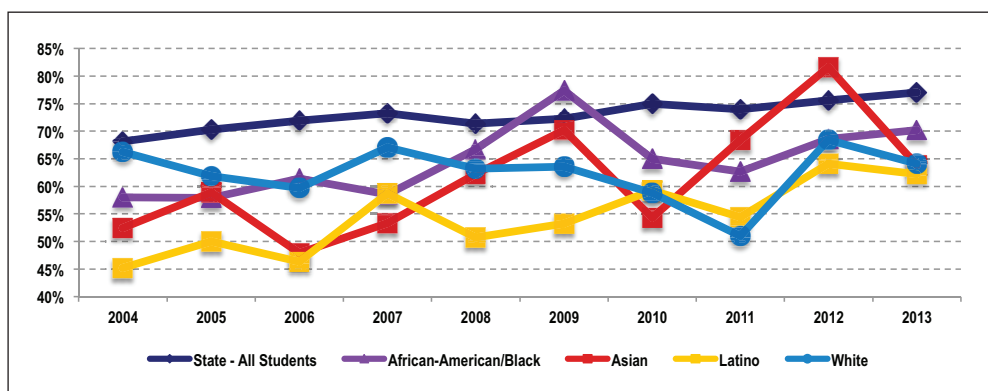
Figure 14: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2013



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

Among all students in Lynn who completed high school in SY2013, 64% enrolled in an institution of higher education within 16 months of completing high school, 13 percentage points lower than the rate for all students statewide. As shown in the figure above, among Latino students in Lynn who completed high school in SY2013, 62% enrolled in an institution of higher education within 16 months of completing high school. This was 2 percentage points below the rate for White and Asian students in Lynn, 8 points below the rate for African-American/Black students in Lynn, and 15 points below the overall statewide rate. As seen in Figure 15 below, however, the 62% Latino college enrollment rate was an increase from 45% in SY2004; in those ten years, Latino students eliminated 90% of the gap with White students in Lynn, 38% of the gap with African-American/Black students, 71% of the gap with Asian students, and 35% of the gap with all students statewide.

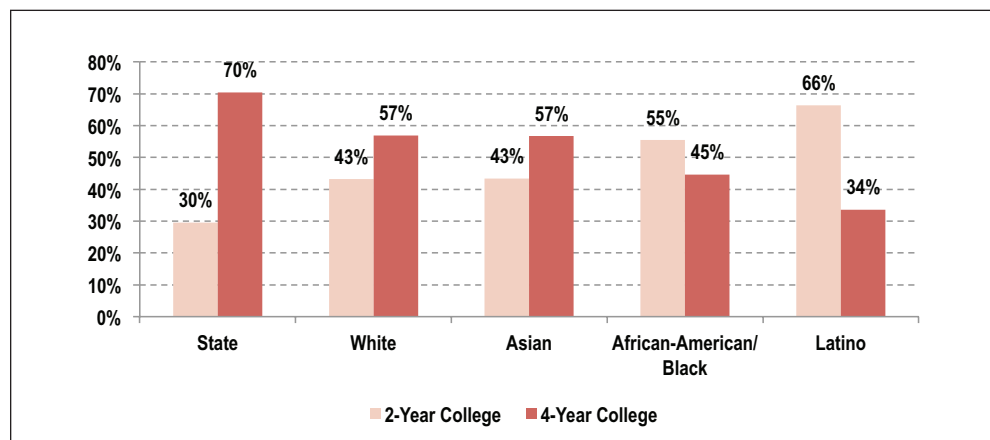
Figure 15: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2004-SY2013



Source: MADESE (n.d.). *2011-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities.*

Beyond the disparities in college enrollment rates, there is also a disparity in the types of colleges attended. As seen in Figure 16 below, in SY2013, 66% of the Latino students in Lynn enrolled in an institution of higher education are enrolled in two-year colleges, as compared to 43% for White and Asian students in the district, 55% of African-American/Black students in the district, and 30% of all college enrollees statewide. The Lynn Latino two-year college enrollment rate is lower than the rate for Latino students in Springfield (76%) and Holyoke (83%), but higher than the rate for Latino students statewide (58%), the rate for Latino students in Worcester (64%), and the rate for Latino students in Boston (44%). 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 16: 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 Lynn High Schools

The purpose of this section is to compare key educational outcomes at the three high schools in Lynn.

Table 1: Characteristics of Lynn High Schools, SY2015

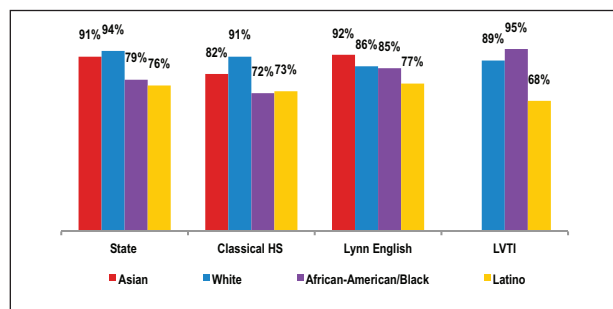
	Enroll- ment	% Latino	% Low Inc (SY2014)	% SPED	% ELL	High School Type	Accountability Level
Classical HS	1,611	49%	80%	15%	16%	Comprehensive	Level 2
Lynn English	1,616	56%	80%	12%	18%	Comprehensive	Level 3
LVTI	855	63%	87%	27%	14%	Technical- Vocational	Level 3

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

The three primary high schools in Lynn are Lynn Classical High School (Classical HS), Lynn English High School (Lynn English), and Lynn Vocational Technical Institute (LVTI). Classical HS and Lynn English have much larger enrollments: more than 1,600 in each as compared to 855 students at LVTI. Since SY2006, the enrollment at LVTI has decreased by 33%, while the enrollment at Classical HS and Lynn English has increased slightly. As seen in Table 1, the demographics of the schools also differ, with LVTI having the highest proportion of Latino students, low income students, and students with disabilities. Based on four-year MCAS trends, Classical HS is a Level 2 school, while both Lynn English and LVTI are Level 3 schools, signifying that they are among the lowest 20% of schools in the state including the lowest performing subgroups (MADESE, 2014).

The following section provides more detailed information on the performance and engagement of students in the three high schools, disaggregated by race/ethnicity. This section highlights the performance of Latino students at each high school, comparing Latino students at the three high schools, and Latino students to students of other ethno-racial groups within the same high school, focusing on MCAS scores, graduation rate, dropout rate, and suspension rate.

Figure 17: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2014

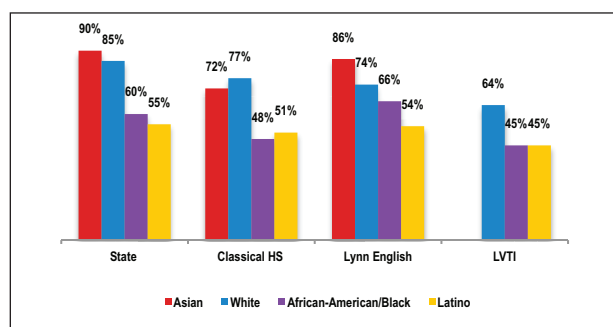


Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

Figure 17 shows Grade 10 ELA MCAS pass rates for SY2014. Latino students at Lynn English have a higher pass rate than Latino students at the other three high schools: 77%, which is 4 percentage points higher than at Classical and 9 points better than at LVTI.⁴ Latino students at Classical HS have a slightly higher pass rate than African-American/Black students, but otherwise Latino students are the lowest performing ethno-racial group at each high school.

⁴ There are insufficient numbers of Asian students at LVTI to report the pass rates for this subgroup.

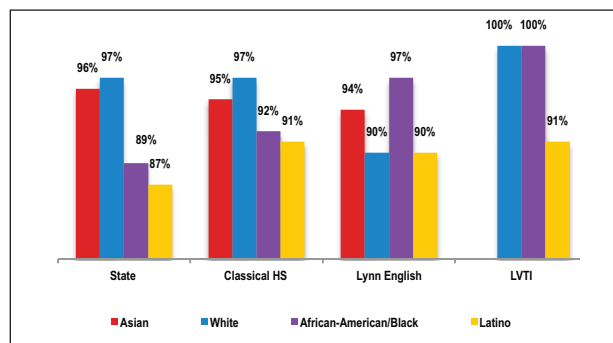
Figure 18: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2014



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

As seen earlier in the report, Latino students in Lynn struggle with the Grade 10 Math MCAS test. Figure 18 shows the Grade 10 Math Latino pass rates of 54% at Lynn English, 51% at Classical HS, and 45% at LVTI. As on the ELA tests, Latino and African-American/Black students lag behind Asian and White students in Lynn and the overall statewide average.

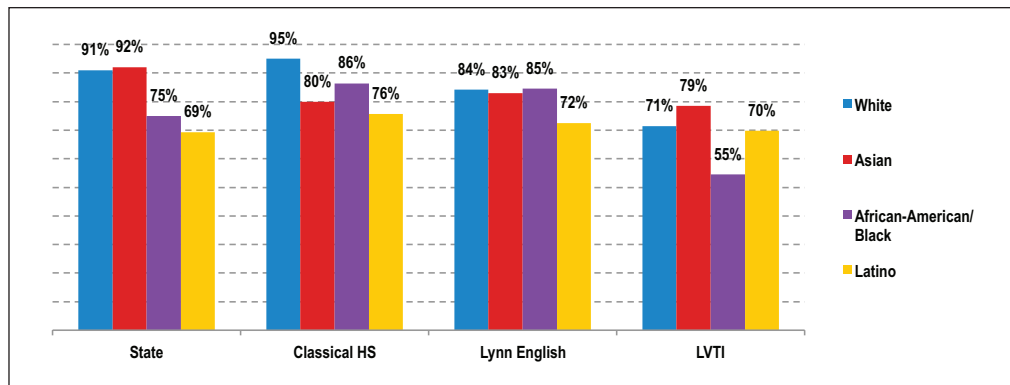
Figure 19: Percentage of Students Scoring “Needs Improvement” or Higher, Grade 10 STE MCAS by Race/Ethnicity, SY2014



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

Figure 19 shows that Latino students at three high schools have comparable pass rates on the Grade 10 STE tests, at approximately 90%. These pass rates are above the state Latino pass rate. However, at all three high school Latino students have low pass rates as compared to other ethno-racial groups.

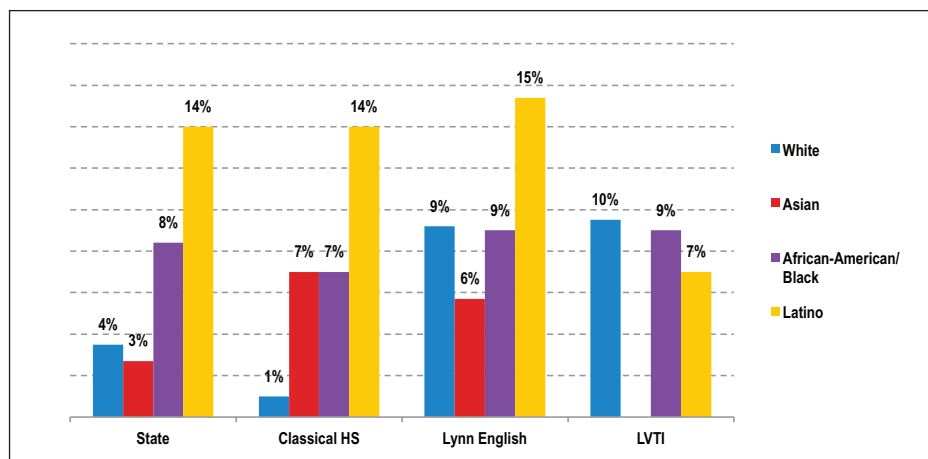
Figure 20: Four-Year Cohort Graduation Rate, State and Lynn High Schools, SY2014



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

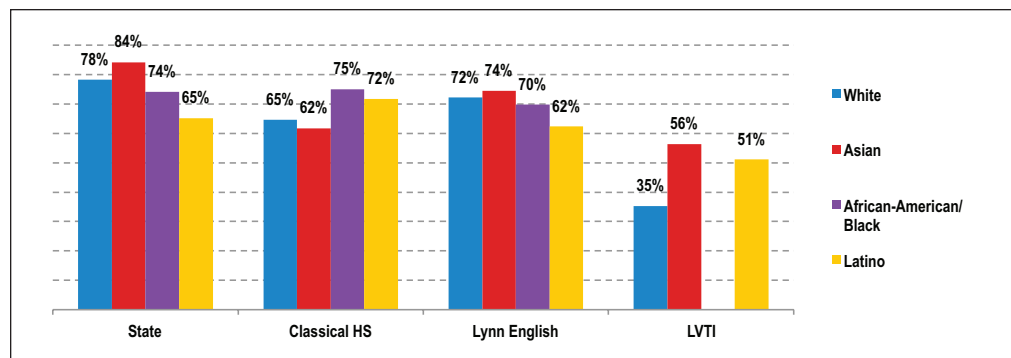
As seen in Figure 20 above, the SY2014 four-year cohort graduation rate for Latino students at each high school was lowest among all ethno-racial groups at that high school, with the exception of African-American/Black students at LVTI. Latino students at Classical HS had the highest four-year graduation rate among Latino students at 76%, but this rate was 19 points lower than the rate for White students at Classical HS. Of note, however, the graduation rate for Latino students at all three high schools was higher than the statewide Latino graduation rate. As seen in Figure 21 below, Latino students at Classical HS and Lynn English have dropout rates almost twice as high as all other ethno-racial groups at the same high schools. At LTVI, on the other hand, Latino students have a lower dropout rate than their White and African-American/Black classmates.

Figure 21: Four-Year Cohort Dropout Rate, State and Lynn High Schools, SY2014



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

Figure 22: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2013⁵

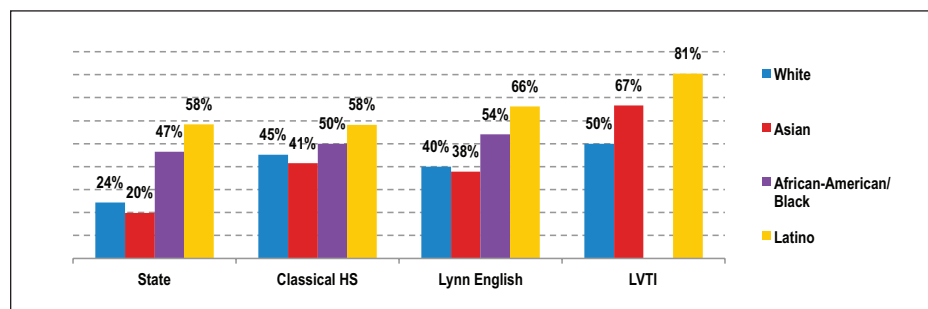


Source: MADESE (n.d.). *2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities*.

As seen in Figure 22 above, among the students who complete high school, there are substantial differences in college enrollment rates between students at Classical HS and Lynn English on the one hand and students at LVTI on the other. Among all high school completers at LVTI, only 52% enrolled in college within 16 months of completing high school, as compared to 69% of all students at Classical HS, 67% of students at Lynn English, and 77% of all students statewide. Seventy-two percent of Latino students at Classical HS enrolled in college, 10 points higher than the rate for Latino students at Lynn English, 21 points higher than the rate at LVTI, and 7 points higher than the statewide Latino rate. As discussed earlier, the majority of Latino college enrollees from Lynn are enrolled in two-year colleges. As seen in Figure 23 below, among Latino college enrollees, 58% at Classical HS, 66% at Lynn English, and 81% at LVTI enrolled in two-year colleges, the highest proportion among all ethno-racial groups at each high school.

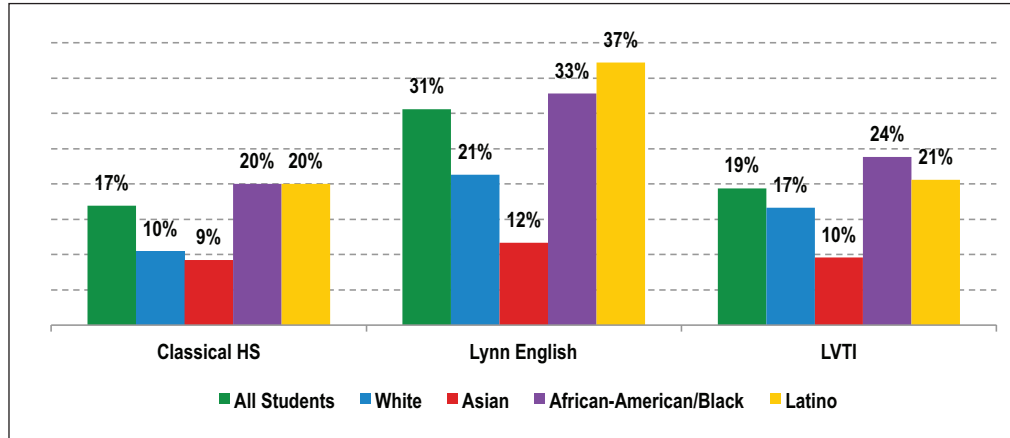
⁵ There are an insufficient number of African-American/Black high school graduates at LVTI to report on the college enrollments rates in SY2013.

Figure 23: Percentage of College Attendees Enrolling in Two-Year Colleges, SY2013



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

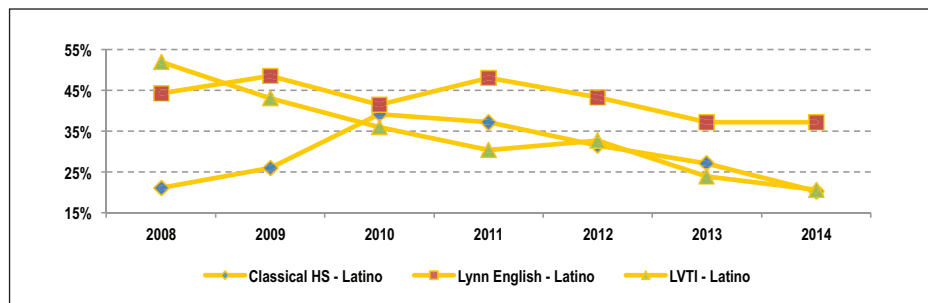
Figure 24: Annual Percentage of Students Receiving at Least One Out-of-School Suspension, SY2014



Source: MADESE (2014). *2013-14 Student Discipline Data Report – All Offenses*.

An additional area of concern is the disparity of out-of-school suspension rates at the high schools. Lynn as a district has a higher out-of-school suspension rate (12%) than the state rate (4%) for students in grades K-12, but there are substantial differences between Latino and African-American students on the one hand and White and Asian students on the other hand, as well as differences between the three high schools. The suspension rates are highest at Lynn English, where 31% of all students received at least one out-of-school suspension, as compared to 19% at LVTI and 17% at Classical HS. Latino students at Lynn English had a suspension rate of 33%, 9 points higher than the rate for Latino students at LVTI and 13 points higher than the rate for Latino students at Classical HS. Figure 24 also shows that within each high school Latino and African-American students have higher suspension rates than White and Asian students. As seen in Figure 25 below, the Latino suspension rates at all three high schools have been declining over recent years. At LVTI the rate decreased by 31 points since SY2008, while the rate at Classical HS decreased by 19 points since a high of 39% in SY2010, and the rate at Lynn English has decreased by 11 points since SY2011.

Figure 25: Annual Percentage of Latino Students Receiving at Least One Out-of-School Suspension, SY2008-2014



Source: MADESE (2014). *2013-14 Student Discipline Data Report – All Offenses*.

Sources

American Community Survey [ACS] (2014). U.S. Census Bureau, 2009-2013 5-Year American Community Survey. Lynn, MA.

Chronicle of Higher Education (n.d.). *College Completion – Massachusetts Public Colleges*. Retrieved from http://collegecompletion.chronicle.com/state/#state=ma§or=public_two

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

Suggested Citation

Berardino, Michael. “Latino Students in Massachusetts Public Schools – Lynn.” Gastón Institute for Latino Community Development and Public Policy, University of Massachusetts Boston: *Gastón Institute Publications*. April 2015.

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.