

School Report Card - Peirce

Peirce (00100045)

Marilyn E Flaherty, Principal Principal

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Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Grades Offered: K, 01, 02, 03, 04, 05

Percent of teachers licensed: 95%

Percent of core academic classes taught by highly qualified teachers: 95%

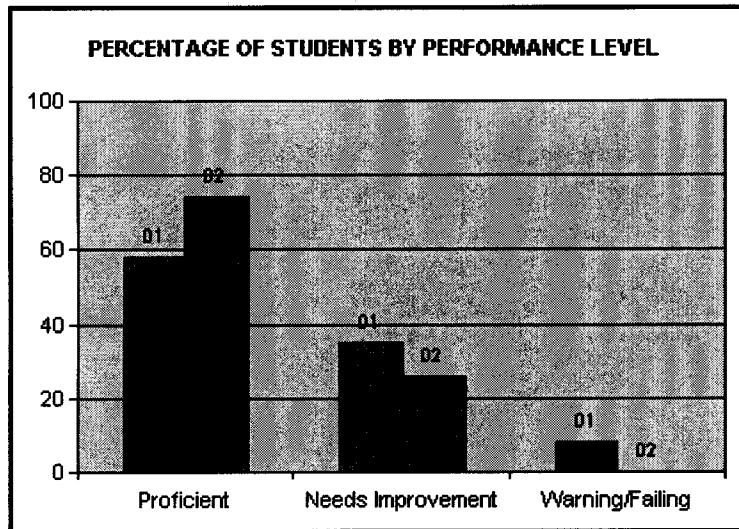
Additional Teacher Information:

Any Arlington Public School teacher not currently holding a teacher's license is in the process of completing the licensure process or has a license pending.

School Report Card - Peirce
Grade 03 - Reading

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	34	100	NA	79	21	0
Disabled	4	100				
GENDER						
Female	13	100	NA	77	23	0
Male	25	100	NA	72	28	0
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	1	100				
Mixed or Other	10	100	NA	80	20	0
White	25	100	NA	72	28	0
FREE LUNCH	3	100				
ALL STUDENTS						
2002	38	100	NA	74	26	0
2001	40	100	NA	58	35	8
DISTRICT						
2002	366	97	0	79	17	3
2001	312	98	0	83	13	4
STATE						
2002	74143	98	0	67	27	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



School Report Card - Peirce
Grade 04 - English Language Arts

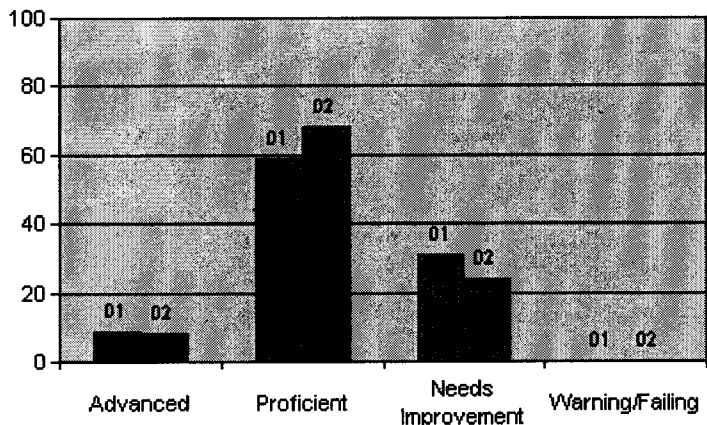
	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	31	97	10	68	23	0
Disabled	7	100				
Limited English Proficient			0	0	0	0
GENDER						
Female	22	100	5	68	27	0
Male	16	89	13	69	19	0
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Mixed or Other	4	80				
White	29	97	7	79	14	0
FREE LUNCH	8	80				
ALL STUDENTS						
2002	38	95	8	68	24	0
2001	32	100	9	59	31	0
DISTRICT						
2002	304	96	19	61	17	3
2001	341	98	21	55	21	4
STATE						
2002	75008	97	8	46	37	10

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Adequate Yearly Performance of School

Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
04	ELA	87.3	+ 1.8	90.0	Very High	On Target	Y	Y	Y	Y
04	MTH	77.6	+ 3.2	78.9	Moderate	Small School Analysis	Y	Y	Y	Y

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



School Report Card - Peirce
Grade 04 - Mathematics

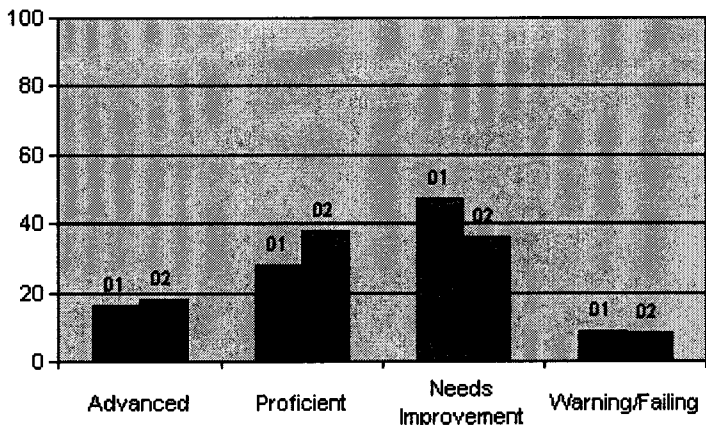
	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	32	100	16	38	38	9
Disabled	7	100				
Limited English Proficient			0	0	0	0
GENDER						
Female	22	100	14	32	41	14
Male	17	94	24	47	29	0
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Mixed or Other	4	80				
White	30	100	17	43	40	0
FREE LUNCH	9	90				
ALL STUDENTS						
2002	39	98	18	38	36	8
2001	32	100	16	28	47	9
DISTRICT						
2002	305	96	36	35	23	5
2001	343	98	28	36	28	8
STATE						
2002	75682	98	12	27	42	19

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Adequate Yearly Performance of School

Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
04	ELA	87.3	+ 1.8	90.0	Very High	On Target	Y	Y	Y	Y
04	MTH	77.6	+ 3.2	78.9	Moderate	Small School Analysis	Y	Y	Y	Y

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



Data Definitions

Enrollment

Limited English Proficient: are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income: An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

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

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percentage of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

MCAS Student Status:

Regular: Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities: Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient: They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Race/Ethnicity:

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

Eligible for F/RP Lunch:

Students eligible for free or reduced price lunch.

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Adequate Yearly Progress Performance (School)

Detailed information on the Department of Education's school performance rating process can be found on the Department website at <http://www.doe.mass.edu/ata/sda.html#sprp>.

Base PI - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

Imp. Target - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

Cycle II PI - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

Perf. Rating - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

Imp. Rating - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

AYP - A determination of whether the school has made "adequate yearly progress".