

School Report Card - Cyrus E Dallin

Cyrus E Dallin (00100025)

Robert W Lynch, School 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 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

| Enrollment - 2004 | | | |
|---------------------------------------|--------|----------|---------|
| | School | District | State |
| Race/Ethnicity | | | |
| African American | 4.0 % | 4.9 % | 8.8 % |
| Asian | 9.1 % | 7.3 % | 4.7 % |
| Hispanic | 1.9 % | 2.5 % | 11.5 % |
| Native American | 0.5 % | 0.1 % | 0.3 % |
| White | 84.5 % | 85.2 % | 74.6 % |
| Gender | | | |
| Male | 48.8 % | 50.4 % | 51.5 % |
| Female | 51.2 % | 49.6 % | 48.5 % |
| Selected Population Enrollment | | | |
| Limited English Proficiency | 1.6 % | 5.2 % | 5.0 % |
| Low-income | 4.5 % | 8.4 % | 27.1 % |
| Special Education | 13.6 % | 13.7 % | 15.6 % |
| Migrant | 0.0 % | 0.0 % | 0.2 % |
| TOTAL COUNT | 375 | 4,425 | 980,842 |

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

Percent of teachers licensed: 100%

Percent of teachers in core academic subject areas who are Highly Qualified: 91.02%

Additional Teacher Information:

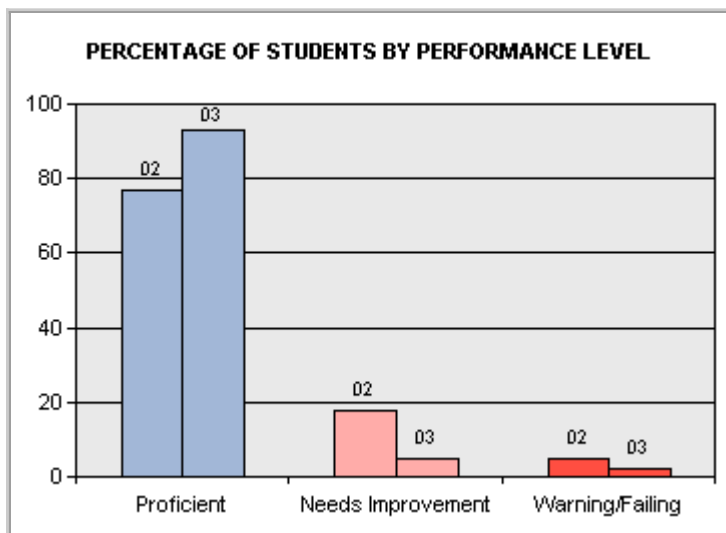
Any Arlington Public School teacher not currently holding a teacher's license is in the process of completing the licensure process or has a license pending.

School Report Card - Cyrus E Dallin

Grade 03 - Reading

| | Included in Results | | % Students at Each Performance Level | | | |
|----------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 7 | 100 | NA | | | |
| Limited English Proficient | 2 | 100 | NA | | | |
| GENDER | | | | | | |
| Female | 36 | 100 | NA | 94 | 6 | |
| Male | 24 | 100 | NA | 92 | 4 | 4 |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 4 | 100 | NA | | | |
| Asian or Pacific Islander | 4 | 100 | NA | | | |
| Hispanic | 1 | 100 | NA | | | |
| White | 51 | 100 | NA | 94 | 4 | 2 |
| LOW INCOME | 2 | 100 | NA | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 60 | 100 | NA | 93 | 5 | 2 |
| 2002 | 66 | 100 | NA | 77 | 18 | 5 |
| DISTRICT | | | | | | |
| 2003 | 367 | 100 | NA | 83 | 15 | 2 |
| 2002 | 366 | 97 | NA | 79 | 17 | 3 |
| STATE | | | | | | |
| 2003 | 74114 | 100 | NA | 62 | 30 | 7 |
| 2002 | 74143 | 98 | NA | 67 | 27 | 6 |

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

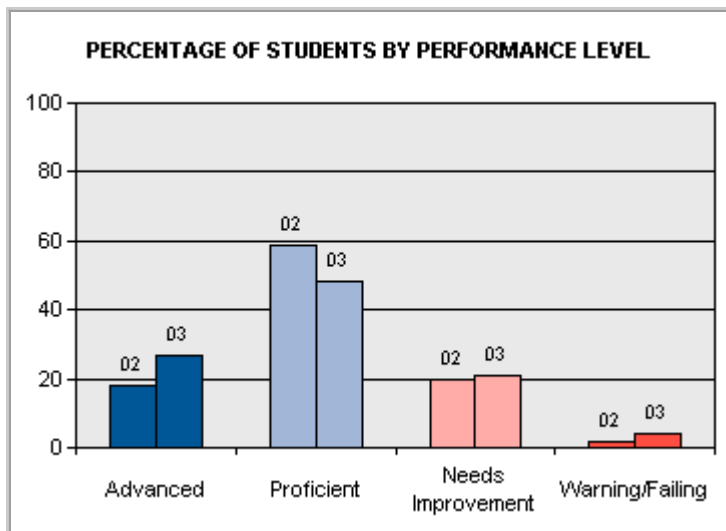


School Report Card - Cyrus E Dallin

Grade 04 - English Language Arts

| | Included in Results | | % Students at Each Performance Level | | | |
|----------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 21 | 100 | 5 | 38 | 43 | 14 |
| Limited English Proficient | 2 | 100 | | | | |
| GENDER | | | | | | |
| Female | 32 | 100 | 31 | 47 | 19 | 3 |
| Male | 36 | 100 | 25 | 53 | 17 | 6 |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 6 | 100 | | | | |
| Asian or Pacific Islander | 4 | 100 | | | | |
| Hispanic | 2 | 100 | | | | |
| Native American | 1 | 100 | | | | |
| White | 58 | 100 | 28 | 50 | 17 | 5 |
| LOW INCOME | 5 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 71 | 100 | 27 | 48 | 21 | 4 |
| 2002 | 49 | 96 | 18 | 59 | 20 | 2 |
| DISTRICT | | | | | | |
| 2003 | 356 | 99 | 22 | 54 | 21 | 2 |
| 2002 | 304 | 96 | 19 | 61 | 17 | 3 |
| STATE | | | | | | |
| 2003 | 75024 | 99 | 10 | 45 | 34 | 10 |
| 2002 | 75008 | 97 | 8 | 46 | 37 | 10 |

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

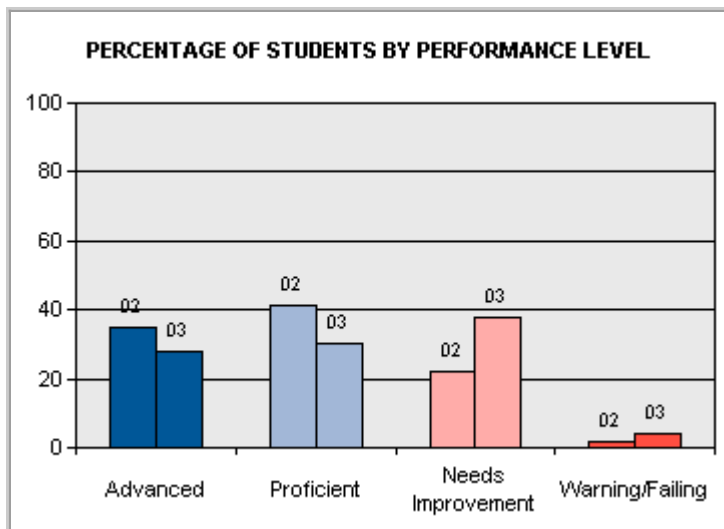


School Report Card - Cyrus E Dallin

Grade 04 - Mathematics

| | Included in Results | | % Students at Each Performance Level | | | |
|----------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 21 | 100 | 10 | 14 | 62 | 14 |
| Limited English Proficient | 2 | 100 | | | | |
| GENDER | | | | | | |
| Female | 32 | 100 | 31 | 28 | 41 | |
| Male | 36 | 100 | 28 | 33 | 39 | |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 6 | 100 | | | | |
| Asian or Pacific Islander | 4 | 100 | | | | |
| Hispanic | 2 | 100 | | | | |
| Native American | 1 | 100 | | | | |
| White | 58 | 100 | 31 | 31 | 33 | 5 |
| LOW INCOME | 5 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 71 | 100 | 28 | 30 | 38 | 4 |
| 2002 | 49 | 96 | 35 | 41 | 22 | 2 |
| DISTRICT | | | | | | |
| 2003 | 357 | 99 | 31 | 35 | 31 | 3 |
| 2002 | 305 | 96 | 36 | 35 | 23 | 5 |
| STATE | | | | | | |
| 2003 | 75339 | 100 | 12 | 28 | 43 | 16 |
| 2002 | 75682 | 98 | 12 | 27 | 42 | 19 |

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



School Report Card - Cyrus E Dallin Mid-Cycle AYP Report

| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | |
|-----------------------|---------------|----------|-----|------------|-------------|------|------------|-------------|------------|------------|--------|------------|----------|
| Student Group | Participation | | | | Performance | | | Improvement | | Attendance | | | AYP 2003 |
| | Enrolled | Assessed | % | Met Target | N | CPI | Met Target | CPI Change | Met Target | % | Change | Met Target | |
| Aggregate | 131 | 131 | 100 | Yes | 130 | 93.8 | Yes | 2.3 | Yes | 96.4 | -0.3 | Yes | Yes |
| Lim. English Prof. | 4 | 4 | - | - | 4 | - | - | - | - | - | - | - | - |
| Spec. Ed. | 28 | 28 | 100 | Yes | 28 | 81.3 | Yes | 1.6 | Yes | 96.7 | 0 | Yes | Yes |
| Free Lunch | 7 | 7 | - | - | 7 | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | 10 | 10 | - | - | 10 | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 8 | 8 | - | - | 8 | - | - | - | - | - | - | - | - |
| Hispanic | 3 | 3 | - | - | 3 | - | - | - | - | - | - | - | - |
| Native American | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - | - |
| White | 109 | 109 | 100 | Yes | 108 | 94.2 | Yes | 2.0 | Yes | 96.3 | -0.3 | Yes | Yes |

| MATHEMATICS | | | | | | | | | | | | | |
|----------------------|---------------|----------|-----|------------|-------------|------|------------|-------------|------------|------------|--------|------------|----------|
| Student Group | Participation | | | | Performance | | | Improvement | | Attendance | | | AYP 2003 |
| | Enrolled | Assessed | % | Met Target | N | CPI | Met Target | CPI Change | Met Target | % | Change | Met Target | |
| Aggregate | 71 | 71 | 100 | Yes | 71 | 83.5 | Yes | -0.7 | No | 96.4 | -0.3 | Yes | Yes |
| Lim. English Prof. | 2 | 2 | - | - | 2 | - | - | - | - | - | - | - | - |
| Spec. Ed. | 21 | 21 | 100 | Yes | 21 | 66.7 | Yes | -9.1 | No | 96.7 | 0 | Yes | Yes |
| Free Lunch | 5 | 5 | - | - | 5 | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | 6 | 6 | - | - | 6 | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 4 | 4 | - | - | 4 | - | - | - | - | - | - | - | - |
| Hispanic | 2 | 2 | - | - | 2 | - | - | - | - | - | - | - | - |
| Native American | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - | - |
| White | 58 | 58 | 100 | Yes | 58 | 84.5 | Yes | -1.3 | No | 96.3 | -0.3 | Yes | Yes |

| Adequate Yearly Progress History | | | | | | | | | | |
|----------------------------------|-----------------------|------|------|------|------|-------------|------|------|------|------|
| School | English Language Arts | | | | | Mathematics | | | | |
| | 1999 | 2000 | 2001 | 2002 | 2003 | 1999 | 2000 | 2001 | 2002 | 2003 |
| Aggregate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| All subgroups | N/A | N/A | N/A | N/A | Yes | N/A | N/A | N/A | N/A | Yes |

Data Definitions

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient:

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.

Percent 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.

Performance Level Definitions (MCAS):

(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.

Special Education:

Students who have an individualized Education Plan (IEP).

Adequate Yearly Progress Performance:

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/sprp/cycle11/>.