

School Report Card - Hardy

Hardy (00100030)

Gerald V Carmody, School Principal

Mailing Address: 52 Lake Street

Arlington, MA 02474

Phone: (781) 316-3782

FAX: (781) 316-3717

Website: <http://www.arlington.k12.ma.us/>

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	7.5 %	4.9 %	8.8 %
Asian	12.9 %	7.3 %	4.7 %
Hispanic	2.7 %	2.5 %	11.5 %
Native American	0.0 %	0.1 %	0.3 %
White	76.9 %	85.2 %	74.6 %
Gender			
Male	46.3 %	50.4 %	51.5 %
Female	53.7 %	49.6 %	48.5 %
Selected Population Enrollment			
Limited English Proficiency	13.3 %	5.2 %	5.0 %
Low-income	7.1 %	8.4 %	27.1 %
Special Education	10.2 %	13.7 %	15.6 %
Migrant	0.0 %	0.0 %	0.2 %
TOTAL COUNT	294	4,425	980,842

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

Percent of teachers licensed: 99.48%

Percent of teachers in core academic subject areas who are Highly Qualified: 99.45%

Additional Teacher Information:

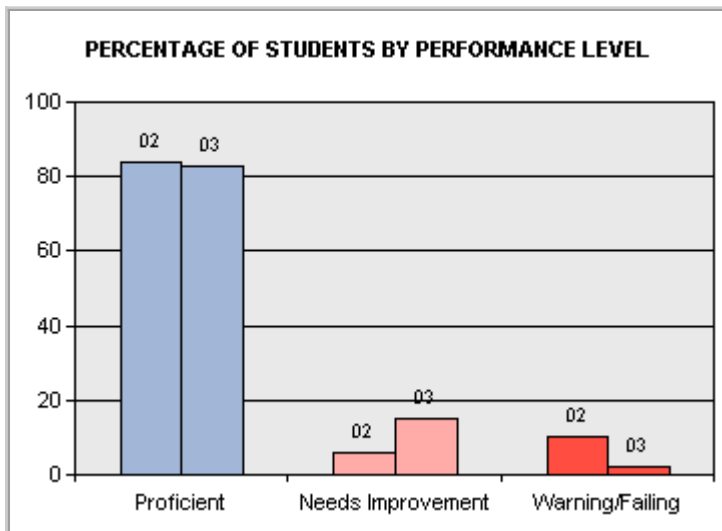
Any Arlington Public School teacher not currently holding a teacher's license is in the process of completing the licensure process or has a license pending.

School Report Card - Hardy

Grade 03 - Reading

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	10	100	NA	40	50	10
Limited English Proficient	3	100	NA			
GENDER						
Female	27	100	NA	81	19	
Male	25	100	NA	84	12	4
RACE/ETHNICITY						
African American/Black	6	100	NA			
Asian or Pacific Islander	5	100	NA			
Hispanic	1	100	NA			
White	40	100	NA	83	15	3
LOW INCOME	5	100	NA			
ALL STUDENTS						
2003	52	100	NA	83	15	2
2002	51	96	NA	84	6	10
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

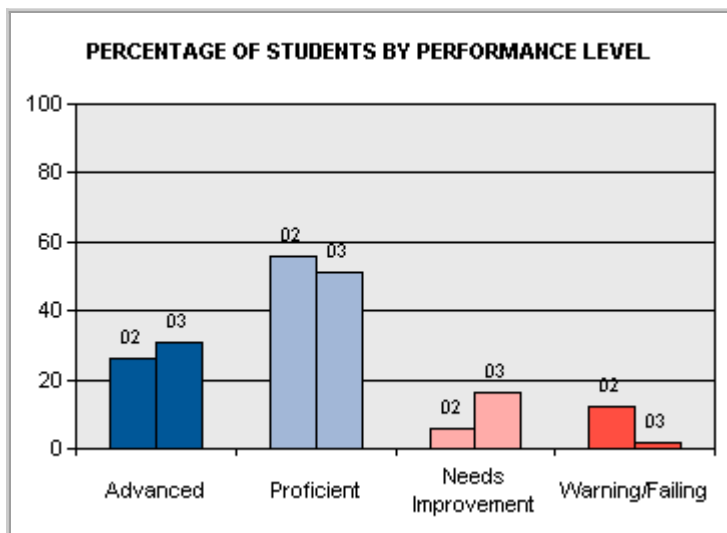
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



School Report Card - Hardy Grade 04 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	6	100				
Limited English Proficient	4	100				
GENDER						
Female	21	100	24	62	14	
Male	24	100	38	42	17	4
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	3	100				
Hispanic	2	100				
White	39	100	33	54	13	
LOW INCOME	4	100				
ALL STUDENTS						
2003	45	100	31	51	16	2
2002	34	97	26	56	6	12
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

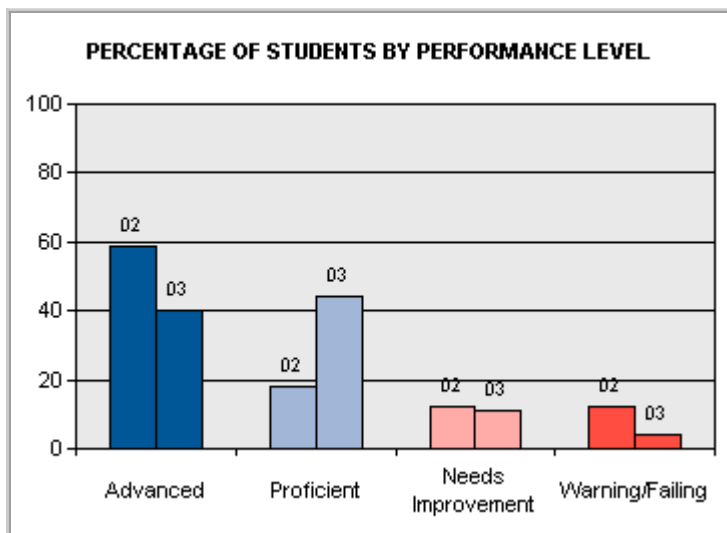
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School Report Card - Hardy Grade 04 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	6	100				
Limited English Proficient	4	100				
GENDER						
Female	21	100	29	48	19	5
Male	24	100	50	42	4	4
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	3	100				
Hispanic	2	100				
White	39	100	46	41	10	3
LOW INCOME						
	4	100				
ALL STUDENTS						
2003	45	100	40	44	11	4
2002	34	97	59	18	12	12
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 - Hardy 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	97	97	100	Yes	91	94.5	Yes	3.4	Yes	96.3	-0.2	Yes	Yes
Lim. English Prof.	7	7	-	-	7	-	-	-	-	-	-	-	-
Spec. Ed.	16	16	-	-	15	-	-	-	-	-	-	-	-
Free Lunch	9	9	-	-	8	-	-	-	-	-	-	-	-
Afr. Amer./Black	7	7	-	-	6	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	8	-	-	8	-	-	-	-	-	-	-	-
Hispanic	3	3	-	-	2	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	79	79	100	Yes	75	95.3	Yes	2.9	Yes	96.4	-0.2	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	45	45	100	Yes	42	95.8	Yes	11.7	Yes	96.3	-0.2	Yes	Yes
Lim. English Prof.	4	4	-	-	4	-	-	-	-	-	-	-	-
Spec. Ed.	6	6	-	-	5	-	-	-	-	-	-	-	-
Free Lunch	4	4	-	-	3	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	1	-	-	1	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	3	-	-	3	-	-	-	-	-	-	-	-
Hispanic	2	2	-	-	1	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	39	39	100	Yes	37	97.3	Yes	11.5	Yes	96.4	-0.2	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/>.