

2004-05 School Report Card - Arlington High

Arlington High (00100505)

Charles A Skidmore, Principal

Mailing Address: 869 Mass Avenue

Arlington, MA 02476-0002

Phone: (781) 316-3593

FAX: (781) 316-3504

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

Overview:

This report card contains information required by the federal No Child Left Behind act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

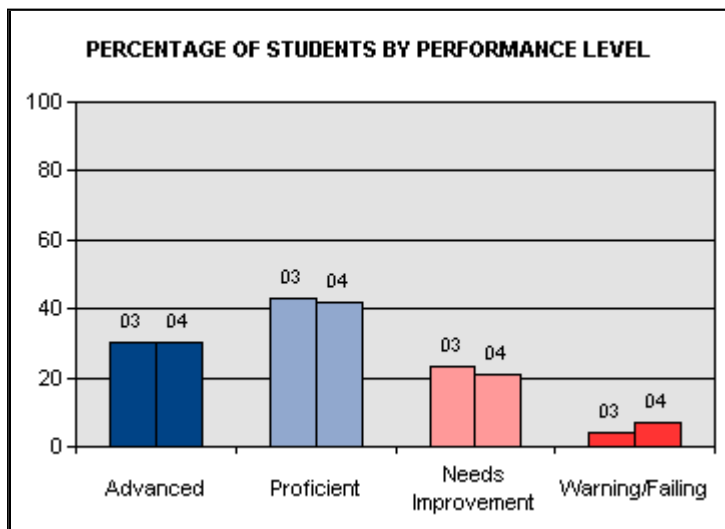
Enrollment - 2004-05				Teacher Data (2004-05)			
	School	District	State		School	District	State
Total Count	1,119	4,486	975,911	Total # of Teachers	85	314	73,394
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	90.8	97.2	93.9
African American	5.6	4.6	8.9	Total # of Teachers in Core Academic Areas	67	259	57,522
Asian	4.6	8.0	4.8	% of Core Academic Teachers Identified as Highly Qualified	88.6	95.8	93.0
Hispanic	2.8	3.0	11.8	Student/Teacher Ratio	13.3 to 1	14.3 to 1	13.3 to 1
Native American	0.0	0.2	0.3				
White	87.0	84.2	74.2				
Gender (%)				Additional Teacher Information			
Male	50.0	50.6	51.4	Any Arlington Public School teacher not currently holding a teachers license is in the process of completing the licensure process or has a license pending.			
Female	50.0	49.4	48.6				
Selected Populations (%)				Web Resources			
Limited English Proficiency	2.7	6.1	5.1	Massachusetts Department of Education: http://www.doe.mass.edu/			
Low-income	6.3	8.7	27.7	School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100505			
Special Education	13.9	13.6	15.9	Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIII/			
First Language Not English	6.1	9.3	14.0	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Migrant	0.0	0.0	0.1				

Grades Offered: 09, 10, 11, 12

**2004-05 School Report Card - Arlington High
Grade 10 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	230	98	36	47	16	2
Disabled	44	100	2	23	50	25
Limited English Proficient	7	54				
GENDER						
Female	131	95	34	39	21	7
Male	149	99	27	46	21	6
RACE/ETHNICITY						
African American/Black	18	100	6	28	33	33
Asian or Pacific Islander	12	80	25	42	17	17
Hispanic	5	83				
White	245	98	33	44	20	4
LOW INCOME	11	100	27	18	27	27
ALL STUDENTS						
2004	281	97	30	42	21	7
2003	261	100	30	43	23	4
DISTRICT						
2004	285	96	29	42	21	7
2003	267	100	30	42	23	5
STATE						
2004	69808	96	19	43	27	11
2003	69607	99	20	40	28	12

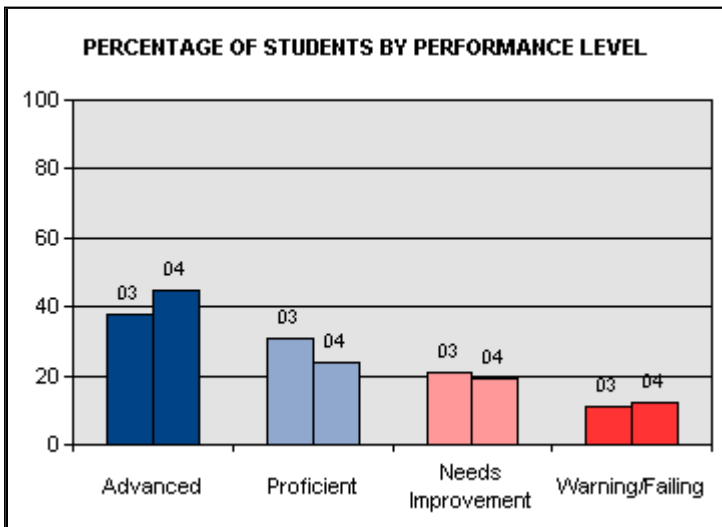
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - Arlington High
Grade 10 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	231	99	52	26	15	7
Disabled	44	100	14	18	34	34
Limited English Proficient	7	54				
GENDER						
Female	132	96	42	27	21	10
Male	149	99	48	22	17	13
RACE/ETHNICITY						
African American/Black	18	100	6	11	50	33
Asian or Pacific Islander	12	80	67	17	8	8
Hispanic	5	83				
White	246	98	48	26	16	11
LOW INCOME	11	100	36	18	27	18
ALL STUDENTS						
2004	282	97	45	24	19	12
2003	261	100	38	31	21	11
DISTRICT						
2004	287	97	44	24	19	13
2003	267	100	37	30	20	13
STATE						
2004	70293	97	29	28	28	15
2003	70263	100	24	27	28	21

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



**2004-05 School Report Card - Arlington High
2004 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	288	287	100	Yes	524	88.4	Yes	4.3	Yes	99	Yes	Yes
Lim. English Prof.	14	14	-	-	15	-	-	-	-	-	-	-
Spec. Ed.	44	44	100	Yes	83	65.4	No	6.6	Yes	91	Yes	Yes
Low Income	11	11	-	-	26	65.4	-	15.4	-	100	-	-
Afr. Amer./Black	18	18	-	-	28	63.4	-	14.1	-	90	-	-
Asian or Pacif. Isl.	15	15	-	-	26	81.7	-	-2.3	-	100	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	248	247	100	Yes	457	90.5	Yes	2.8	Yes	100	Yes	Yes

MATHEMATICS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	288	287	100	Yes	525	84.6	Yes	5.2	Yes	99	Yes	Yes
Lim. English Prof.	14	14	-	-	15	-	-	-	-	-	-	-
Spec. Ed.	44	44	100	Yes	83	59.3	No	10.8	Yes	91	Yes	Yes
Low Income	11	11	-	-	26	72.1	-	25.3	-	100	-	-
Afr. Amer./Black	18	18	-	-	28	54.5	-	15.2	-	90	-	-
Asian or Pacif. Isl.	15	15	-	-	26	96.2	-	11.6	-	100	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	248	247	100	Yes	458	85.9	Yes	3.2	Yes	100	Yes	Yes

Adequate Yearly Progress History								2004 Accountability Status	Cycle III Performance Rating	Cycle III Improvement Rating
	1999	2000	2001	2002	2003	2004				
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	High	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	High	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2004.

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.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a 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

Special Education: Students who have an Individualized Education Plan (IEP).

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.

Educator Quality - Educator information is as of October 1, 2004.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

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 possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level 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. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results

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.

Student Subgroup Definitions

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, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycle111/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review