

2004-05 School Report Card - Cyrus E Dallin

Cyrus E Dallin (00100025)

John B Chicarello, Acting Principal

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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.

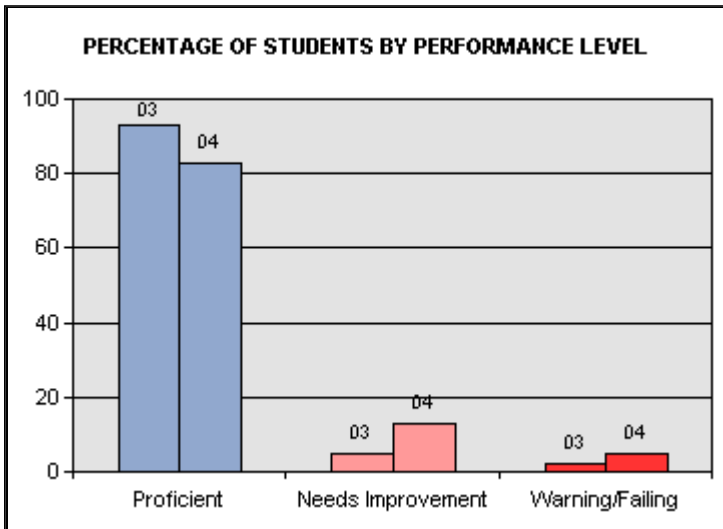
Enrollment - 2004-05				Teacher Data (2004-05)			
	School	District	State		School	District	State
Total Count	350	4,486	975,911	Total # of Teachers	23	314	73,394
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	99.4	97.2	93.9
African American	2.6	4.6	8.9	Total # of Teachers in Core Academic Areas	22	259	57,522
Asian	8.9	8.0	4.8	% of Core Academic Teachers Identified as Highly Qualified	99.4	95.8	93.0
Hispanic	2.0	3.0	11.8	Student/Teacher Ratio	15.0 to 1	14.3 to 1	13.3 to 1
Native American	0.9	0.2	0.3	Additional Teacher Information			
White	85.7	84.2	74.2	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.			
Gender (%)				Web Resources			
Male	49.7	50.6	51.4	Massachusetts Department of Education: http://www.doe.mass.edu/			
Female	50.3	49.4	48.6	School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100025			
Selected Populations (%)				Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIII/			
Limited English Proficiency	1.4	6.1	5.1	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Low-income	4.0	8.7	27.7				
Special Education	12.9	13.6	15.9				
First Language Not English	2.9	9.3	14.0				
Migrant	0.0	0.0	0.1				

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

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Grade 03 - Reading

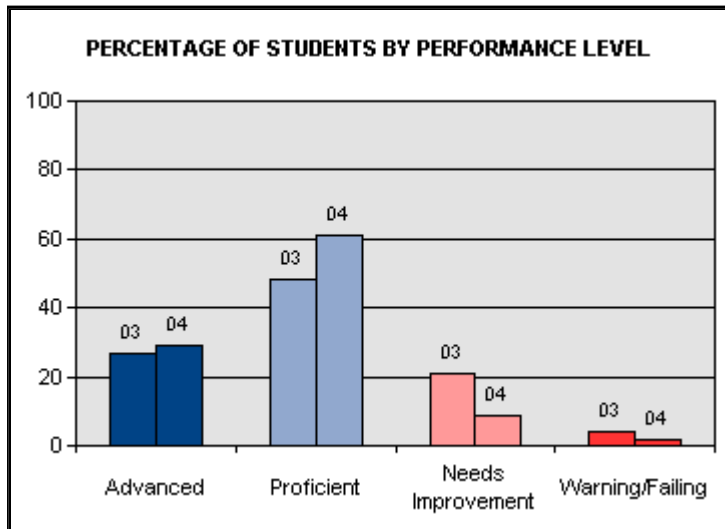
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	51	100	NA	90	8	2
Disabled	12	100	NA	50	33	17
Limited English Proficient	1	100	NA			
GENDER						
Female	33	100	NA	79	18	3
Male	31	100	NA	87	6	6
RACE/ETHNICITY						
Asian or Pacific Islander	5	100	NA			
White	59	100	NA	81	14	5
LOW INCOME	3	100	NA			
ALL STUDENTS						
2004	64	100	NA	83	13	5
2003	60	100	NA	93	5	2
DISTRICT						
2004	365	99	NA	83	16	1
2003	367	100	NA	83	15	2
STATE						
2004	73332	99	NA	63	30	7
2003	74114	100	NA	62	30	7

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



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Grade 04 - English Language Arts

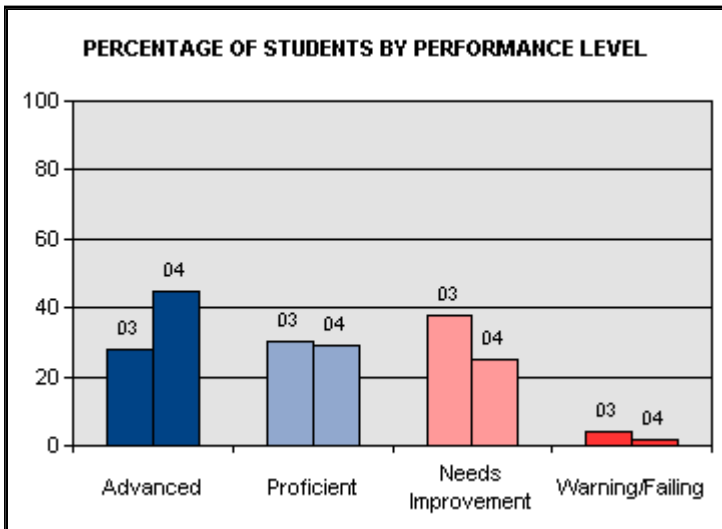
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	45	100	36	60	4	0
Disabled	11	100	0	64	27	9
GENDER						
Female	31	100	42	58	0	0
Male	25	100	12	64	20	4
RACE/ETHNICITY						
African American/Black	4	100				
Asian or Pacific Islander	4	100				
Hispanic	1	100				
White	47	100	28	62	9	2
LOW INCOME	3	100				
ALL STUDENTS						
2004	56	100	29	61	9	2
2003	71	100	27	48	21	4
DISTRICT						
2004	355	98	24	56	18	1
2003	356	99	22	54	21	2
STATE						
2004	73111	98	11	45	35	9
2003	75024	99	10	45	34	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



2004-05 School Report Card - Cyrus E Dallin
Grade 04 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	45	100	51	31	18	0
Disabled	11	100	18	18	55	9
GENDER						
Female	31	100	52	29	19	0
Male	25	100	36	28	32	4
RACE/ETHNICITY						
African American/Black	4	100				
Asian or Pacific Islander	4	100				
Hispanic	1	100				
White	47	100	47	28	23	2
LOW INCOME	3	100				
ALL STUDENTS						
2004	56	100	45	29	25	2
2003	71	100	28	30	38	4
DISTRICT						
2004	357	99	33	34	29	4
2003	357	99	31	35	31	3
STATE						
2004	73323	99	14	28	44	14
2003	75339	100	12	28	43	16

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



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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		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	120	120	100	Yes	250	93.4	Yes	1.9	Yes	96.7	0.3	Yes	Yes
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	19	19	-	-	47	76.1	-	-3.6	-	95.6	-1.1	-	-
Low Income	6	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	106	106	100	Yes	214	93.2	Yes	1.0	Yes	96.7	0.4	Yes	Yes

MATHEMATICS													
Student Group	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	56	56	100	Yes	127	87.2	Yes	3.0	Yes	96.7	0.3	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	9	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	3	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	47	47	100	Yes	105	87.9	Yes	2.1	Yes	96.7	0.4	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	Very 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