

2005-06 School Report Card - Arlington High

Arlington High (00100505)

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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.

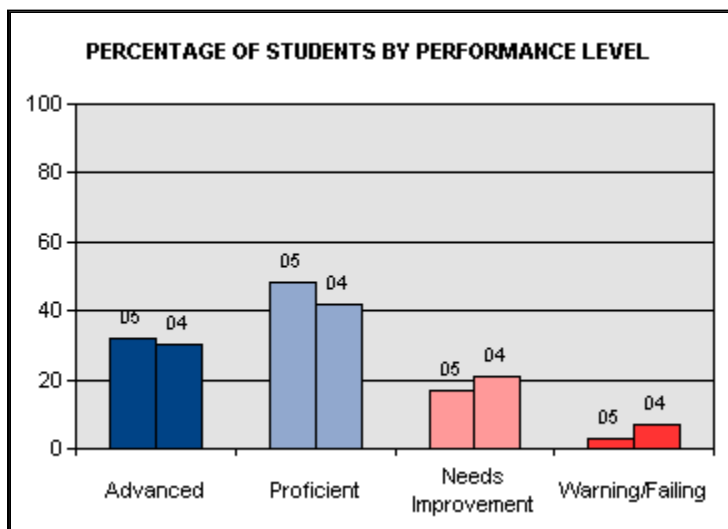
Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
Total Count	1,165	4,522	972,371	Total # of Teachers	91	331	73,593
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	89.7	93.5	94.4
African American	6.2	4.3	8.3	Total # of Teachers in Core Academic Areas	76	286	62,301
Asian	5.2	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	91.8	94.6	93.7
Hispanic	3.3	4.0	12.9	Student/Teacher Ratio	12.8 to 1	13.6 to 1	13.2 to 1
Native American	0.0	0.1	0.3	Additional Teacher Information			
White	83.9	82.0	72.4	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.			
Native Hawaiian, Pacific Islander	0.2	0.1	0.1	Web Resources			
Multi-Ethnic	1.3	1.9	1.4	Massachusetts Department of Education: http://www.doe.mass.edu/			
Gender (%)				School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100505			
Male	52.5	50.7	51.4	Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/			
Female	47.5	49.3	48.6	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Selected Populations (%)							
Limited English Proficiency	3.3	5.5	5.3				
Low-income	10.5	10.8	28.2				
Special Education	16.0	15.5	16.5				
First Language Not English	8.2	9.9	14.3				
Migrant	0.0	0.0	0.1				

Grades Offered: 09, 10, 11, 12

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GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

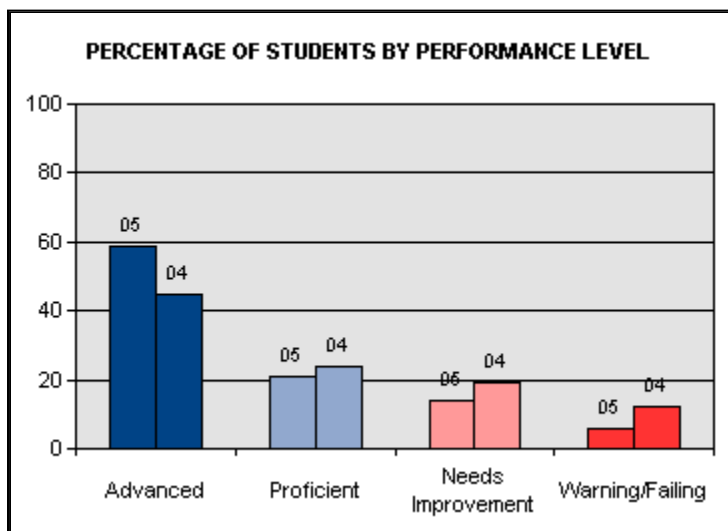
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	228	80	37	52	10	0
DISABLED	50	18	12	32	44	12
LIMITED ENGLISH PROFICIENT	6	2	-	-	-	-
GENDER						
FEMALE	141	50	41	42	14	3
MALE	142	50	24	54	20	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	12	4	17	42	25	17
ASIAN OR PACIFIC ISLANDER	7	2	-	-	-	-
HISPANIC	10	4	10	20	60	10
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	255	90	34	49	15	2
LOW INCOME	22	8	9	32	41	18
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72036	100	23	42	25	10
2004	69808	100	19	43	27	11
ALL STUDENT						
2005	284	100	32	48	17	3
2004	281	100	30	42	21	7
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 10 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	228	80	67	21	10	3
DISABLED	50	18	26	26	30	18
LIMITED ENGLISH PROFICIENT	6	2	-	-	-	-
GENDER						
FEMALE	141	50	62	17	15	6
MALE	142	50	56	25	13	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	12	4	25	17	42	17
ASIAN OR PACIFIC ISLANDER	7	2	-	-	-	-
HISPANIC	10	4	10	30	30	30
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	255	90	62	21	12	5
LOW INCOME	22	8	18	18	36	27
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72141	100	35	27	24	15
2004	70293	100	29	28	28	15
ALL STUDENT						
2005	284	100	59	21	14	6
2004	282	100	45	24	19	12
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	285	284	100	Yes	277	92.1	Yes	3.7	Yes	99	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	50	50	100	Yes	47	75.0	No	9.6	Yes	97	Yes	Yes
Low Income	22	22	-	-	19	-	-	-	-	-	-	-
Afr. Amer./Black	12	12	-	-	11	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	-	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	8	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	256	255	100	Yes	251	93.5	Yes	3.0	Yes	99	Yes	Yes

MATHEMATICS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	285	284	100	Yes	277	91.2	Yes	6.6	Yes	99	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	50	50	100	Yes	47	76.1	Yes	16.8	Yes	97	Yes	Yes
Low Income	22	22	-	-	19	-	-	-	-	-	-	-
Afr. Amer./Black	12	12	-	-	11	-	-	-	-	-	-	-
Asian or Pacif. Isl.	7	-	-	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	8	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	256	255	100	Yes	251	92.6	Yes	6.7	Yes	99	Yes	Yes

Adequate Yearly Progress History									Accountability Status
	1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

Race/Ethnicity:

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

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

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

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

Multi-racial. A person selecting more than one racial category and non-Hispanic.

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, 2005.

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- Spring 2005 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.

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/cycleIVmid/>.

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