

## 2005-06 School Report Card - Brackett

### Brackett (00100010)

#### Martha A Batten, Principal

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#### Overview:

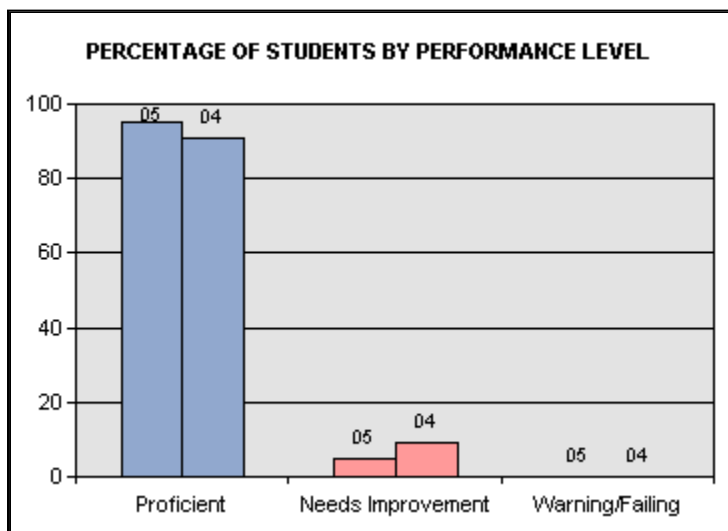
This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
<b>Total Count</b>	430	4,522	972,371	Total # of Teachers	26	331	73,593
<b>Race/Ethnicity (%)</b>				% of Teachers Licensed in Teaching Assignment	91.5	93.5	94.4
African American	0.2	4.3	8.3	Total # of Teachers in Core Academic Areas	24	286	62,301
Asian	8.6	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	94.1	94.6	93.7
Hispanic	2.6	4.0	12.9	Student/Teacher Ratio	16.6 to 1	13.6 to 1	13.2 to 1
Native American	0.0	0.1	0.3	<b>Additional Teacher Information</b>			
White	86.5	82.0	72.4	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.			
Native Hawaiian, Pacific Islander	0.0	0.1	0.1	<b>Web Resources</b>			
Multi-Ethnic	2.1	1.9	1.4	Massachusetts Department of Education: <a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>			
<b>Gender (%)</b>				School and District Profiles: <a href="http://profiles.doe.mass.edu/?orgcode=00100010">http://profiles.doe.mass.edu/?orgcode=00100010</a>			
Male	49.5	50.7	51.4	Adequate Yearly Progress (AYP) Information: <a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/">http://www.doe.mass.edu/sda/ayp/cycleIVmid/</a>			
Female	50.5	49.3	48.6	Massachusetts No Child Left Behind website: <a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>			
<b>Selected Populations (%)</b>							
Limited English Proficiency	4.9	5.5	5.3				
Low-income	4.0	10.8	28.2				
Special Education	6.3	15.5	16.5				
First Language Not English	7.4	9.9	14.3				
Migrant	0.0	0.0	0.1				
<b>Grades Offered:</b> K, 01, 02, 03, 04, 05							

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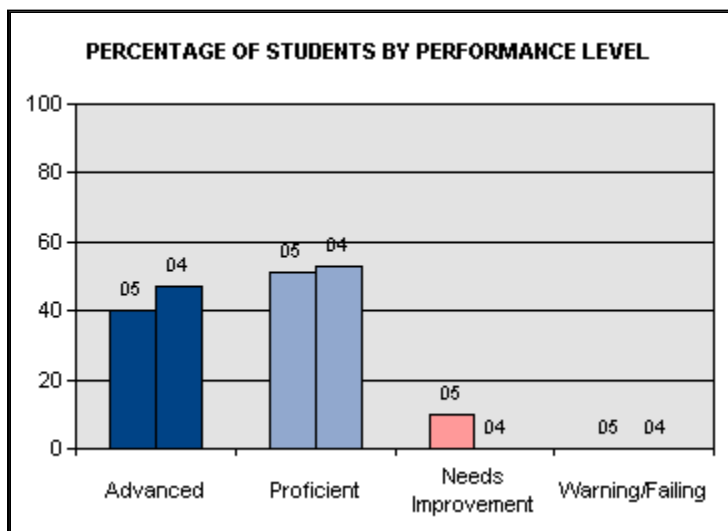
### GRADE LEVEL 3 - READING

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	62	95	NA	95	5	0
DISABLED	1	2	NA	-	-	-
LIMITED ENGLISH PROFICIENT	2	3	NA	-	-	-
<b>GENDER</b>						
FEMALE	37	57	NA	92	8	0
MALE	28	43	NA	100	0	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	4	6	NA	-	-	-
HISPANIC	0	0	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	61	94	NA	95	5	0
<b>LOW INCOME</b>	2	3	NA	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
<b>ALL STUDENT</b>						
2005	65	100	NA	95	5	0
2004	67	100	NA	91	9	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



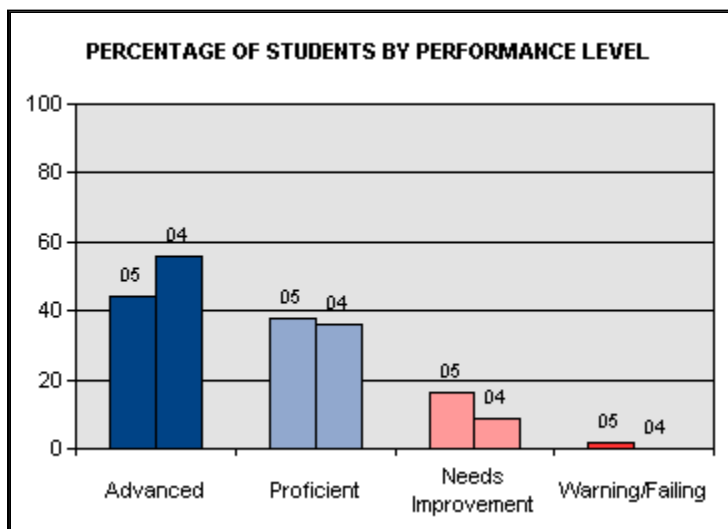
## 2005-06 School Report Card - Brackett GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	56	89	45	50	5	0
DISABLED	4	6	-	-	-	-
LIMITED ENGLISH PROFICIENT	3	5	-	-	-	-
<b>GENDER</b>						
FEMALE	33	52	45	45	9	0
MALE	30	48	33	57	10	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	6	10	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	57	90	37	54	9	0
<b>LOW INCOME</b>	2	3	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
<b>ALL STUDENT</b>						
2005	63	100	40	51	10	0
2004	45	100	47	53	0	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Brackett GRADE LEVEL 4 - MATHEMATICS

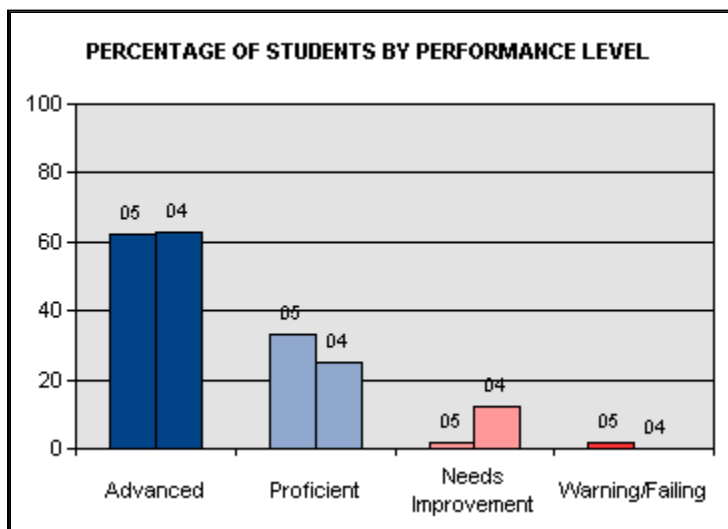
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	56	89	48	39	13	0
DISABLED	4	6	-	-	-	-
LIMITED ENGLISH PROFICIENT	3	5	-	-	-	-
<b>GENDER</b>						
FEMALE	33	52	42	36	21	0
MALE	30	48	47	40	10	3
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	6	10	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	57	90	42	40	16	2
<b>LOW INCOME</b>	2	3	-	-	-	-
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
<b>ALL STUDENT</b>						
2005	63	100	44	38	16	2
2004	45	100	56	36	9	0
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## 2005-06 School Report Card - Brackett

### GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	39	87	69	28	0	3
DISABLED	2	4	-	-	-	-
LIMITED ENGLISH PROFICIENT	4	9	-	-	-	-
<b>GENDER</b>						
FEMALE	24	53	58	38	0	4
MALE	21	47	67	29	5	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	1	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	4	9	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	40	89	63	35	0	3
<b>LOW INCOME</b>						
	2	4	-	-	-	-
<b>MIGRANT STUDENT</b>						
	0	0	-	-	-	-
<b>STATE</b>						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
<b>ALL STUDENT</b>						
2005	45	100	62	33	2	2
2004	51	100	63	25	12	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Brackett

### 2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
<b>Aggregate</b>	128	128	100	Yes	128	97.9	Yes	-0.8	Yes	96.2	-0.6	Yes	Yes
<b>Lim. English Prof.</b>	6	-	-	-	-	-	-	-	-	-	-	-	-
<b>Spec. Ed.</b>	5	-	-	-	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	4	-	-	-	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	10	10	-	-	10	-	-	-	-	-	-	-	-
<b>Hispanic</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>White</b>	118	118	100	Yes	118	97.9	Yes	-0.8	Yes	96.2	-0.6	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
<b>Aggregate</b>	63	63	100	Yes	63	93.7	Yes	-3.4	No	96.2	-0.6	Yes	Yes
<b>Lim. English Prof.</b>	3	-	-	-	-	-	-	-	-	-	-	-	-
<b>Spec. Ed.</b>	4	-	-	-	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	2	-	-	-	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	6	-	-	-	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>White</b>	57	57	100	Yes	57	93.4	Yes	-3.7	No	96.2	-0.6	Yes	Yes

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