

2005-06 School Report Card - Cyrus E Dallin

Cyrus E Dallin (00100025)

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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.

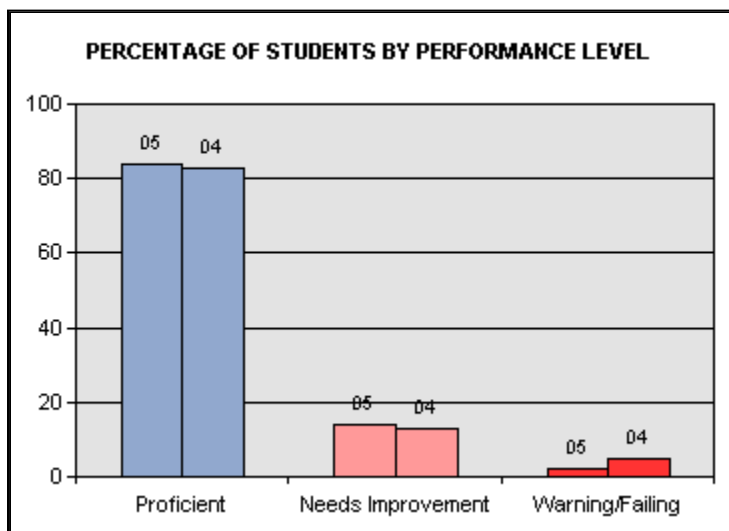
Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
Total Count	364	4,522	972,371	Total # of Teachers	25	331	73,593
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	92.9	93.5	94.4
African American	2.2	4.3	8.3	Total # of Teachers in Core Academic Areas	23	286	62,301
Asian	1.9	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	92.3	94.6	93.7
Hispanic	3.0	4.0	12.9	Student/Teacher Ratio	14.7 to 1	13.6 to 1	13.2 to 1
Native American	0.3	0.1	0.3	Additional Teacher Information			
White	84.1	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	0.3	0.1	0.1	Web Resources			
Multi-Ethnic	8.2	1.9	1.4	Massachusetts Department of Education: http://www.doe.mass.edu/			
Gender (%)				School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100025			
Male	51.4	50.7	51.4	Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/			
Female	48.6	49.3	48.6	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Selected Populations (%)							
Limited English Proficiency	1.9	5.5	5.3				
Low-income	4.7	10.8	28.2				
Special Education	15.7	15.5	16.5				
First Language Not English	4.7	9.9	14.3				
Migrant	0.0	0.0	0.1				

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

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GRADE LEVEL 3 - READING

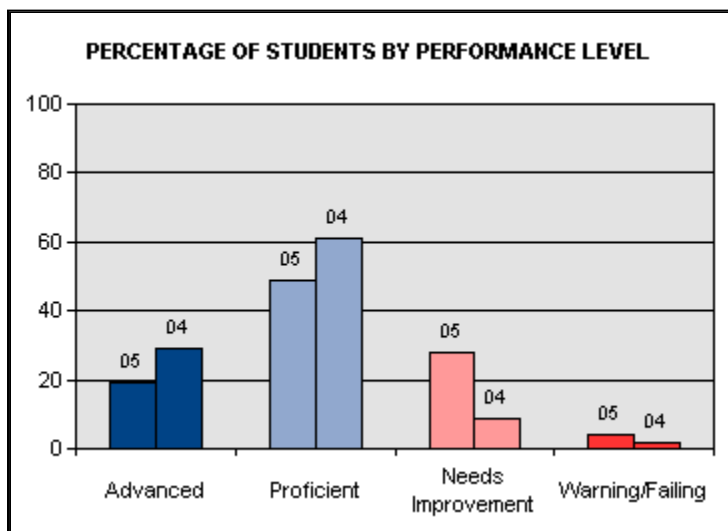
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	43	88	NA	86	12	2
DISABLED	6	12	NA	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	NA	-	-	-
GENDER						
FEMALE	26	53	NA	85	12	4
MALE	23	47	NA	83	17	0
RACE/ETHNICITY						
AFRICAN-AMERICAN	1	2	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	4	8	NA	-	-	-
HISPANIC	1	2	NA	-	-	-
NATIVE AMERICAN	1	2	NA	-	-	-
WHITE	42	86	NA	83	14	2
LOW INCOME	0	0	-	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	49	100	NA	84	14	2
2004	64	100	NA	83	13	5
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

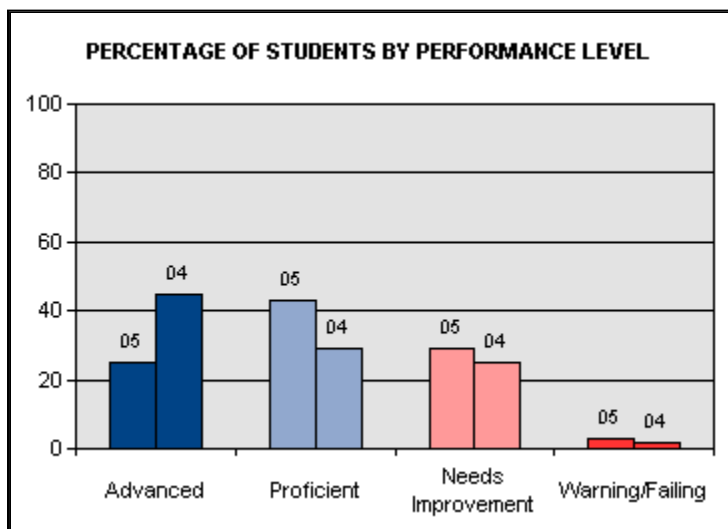
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	47	65	28	55	17	0
DISABLED	23	32	4	30	52	13
LIMITED ENGLISH PROFICIENT	2	3	-	-	-	-
GENDER						
FEMALE	37	51	24	49	22	5
MALE	35	49	14	49	34	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	4	6	-	-	-	-
HISPANIC	1	1	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	67	93	19	48	30	3
LOW INCOME	6	8	-	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	72	100	19	49	28	4
2004	56	100	29	61	9	2
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GRADE LEVEL 4 - MATHEMATICS

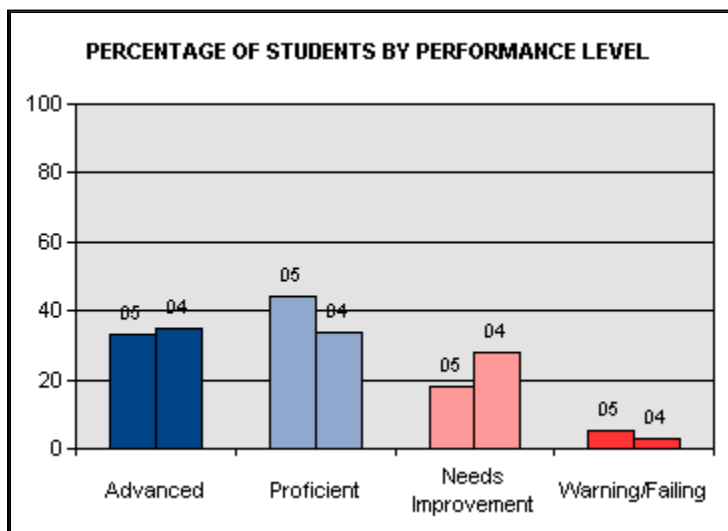
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	47	65	34	45	21	0
DISABLED	23	32	4	39	48	9
LIMITED ENGLISH PROFICIENT	2	3	-	-	-	-
GENDER						
FEMALE	37	51	22	49	27	3
MALE	35	49	29	37	31	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	0	0	-	-	-	-
ASIAN OR PACIFIC ISLANDER	4	6	-	-	-	-
HISPANIC	1	1	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	67	93	24	43	31	1
LOW INCOME	6	8	-	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	72	100	25	43	29	3
2004	56	100	45	29	25	2
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GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	47	77	38	49	13	0
DISABLED	14	23	14	29	36	21
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	35	57	31	54	14	0
MALE	26	43	35	31	23	12
RACE/ETHNICITY						
AFRICAN-AMERICAN	3	5	-	-	-	-
ASIAN OR PACIFIC ISLANDER	3	5	-	-	-	-
HISPANIC	1	2	-	-	-	-
NATIVE AMERICAN	1	2	-	-	-	-
WHITE	53	87	36	42	19	4
LOW INCOME						
	3	5	-	-	-	-
MIGRANT STUDENT						
	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	61	100	33	44	18	5
2004	68	100	35	34	28	3
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		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	121	121	100	Yes	118	90.5	Yes	-2.9	No	96.2	-0.5	Yes	Yes
Lim. English Prof.	3	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	26	26	-	-	25	72.0	-	-	-	95.5	-0.1	-	-
Low Income	6	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	109	109	100	Yes	107	90.0	Yes	-3.2	No	96.4	-0.3	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	
Aggregate	72	72	100	Yes	69	88.8	Yes	1.6	Yes	96.2	-0.5	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	20	20	-	-	19	-	-	-	-	-	-	-	-
Low Income	6	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	67	67	100	Yes	65	88.1	Yes	0.2	Yes	96.4	-0.3	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