

2005-06 School Report Card - Hardy

Hardy (00100030)

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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	295	4,522	972,371	Total # of Teachers	23	331	73,593
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	94.0	93.5	94.4
African American	4.1	4.3	8.3	Total # of Teachers in Core Academic Areas	20	286	62,301
Asian	16.6	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	98.0	94.6	93.7
Hispanic	4.4	4.0	12.9	Student/Teacher Ratio	12.6 to 1	13.6 to 1	13.2 to 1
Native American	0.0	0.1	0.3				
White	73.6	82.0	72.4				
Native Hawaiian, Pacific Islander	0.0	0.1	0.1				
Multi-Ethnic	1.4	1.9	1.4				
Gender (%)							
Male	46.8	50.7	51.4				
Female	53.2	49.3	48.6				
Selected Populations (%)							
Limited English Proficiency	11.5	5.5	5.3				
Low-income	11.2	10.8	28.2				
Special Education	11.9	15.5	16.5				
First Language Not English	16.6	9.9	14.3				
Migrant	0.0	0.0	0.1				

Additional Teacher Information

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.

Web Resources

Massachusetts Department of Education:
<http://www.doe.mass.edu/>

School and District Profiles:
<http://profiles.doe.mass.edu/?orgcode=00100030>

Adequate Yearly Progress (AYP) Information:
<http://www.doe.mass.edu/sda/ayp/cycleIVmid/>

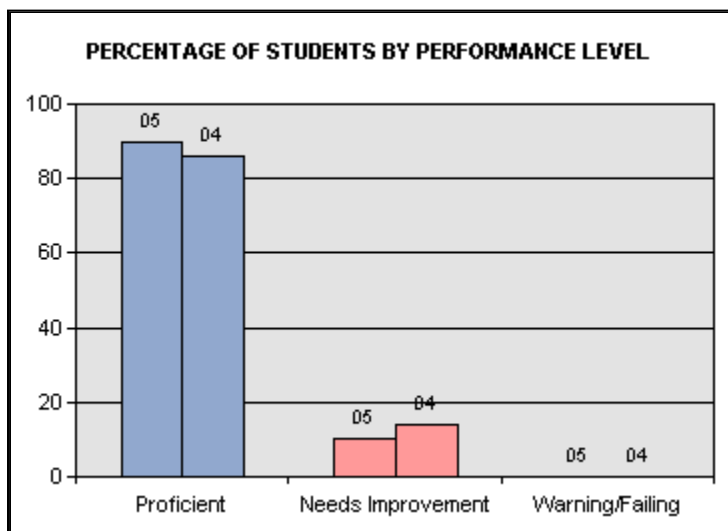
Massachusetts No Child Left Behind website:
<http://www.doe.mass.edu/nclb/>

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

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GRADE LEVEL 3 - READING

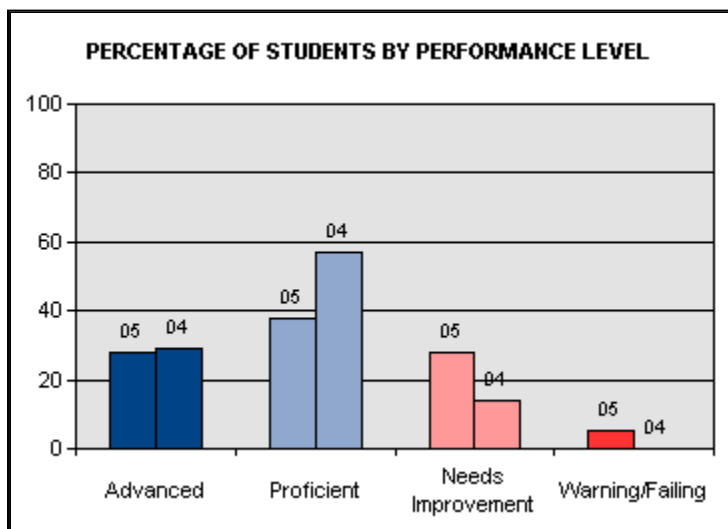
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	43	74	NA	95	5	0
DISABLED	6	10	NA	-	-	-
LIMITED ENGLISH PROFICIENT	9	16	NA	-	-	-
GENDER						
FEMALE	32	55	NA	94	6	0
MALE	26	45	NA	85	15	0
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	9	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	10	17	NA	90	10	0
HISPANIC	3	5	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	40	69	NA	93	8	0
LOW INCOME	5	9	NA	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	58	100	NA	90	10	0
2004	43	100	NA	86	14	0
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

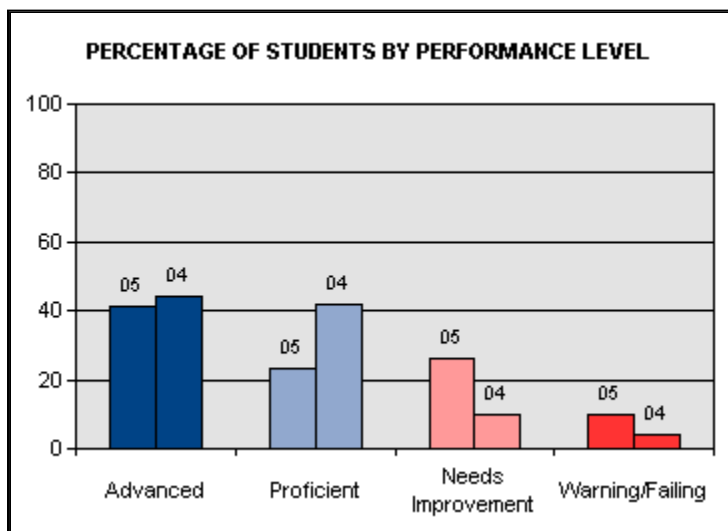
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	32	82	34	44	22	0
DISABLED	6	15	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	3	-	-	-	-
GENDER						
FEMALE	22	56	32	41	23	5
MALE	17	44	24	35	35	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	13	-	-	-	-
ASIAN OR PACIFIC ISLANDER	5	13	-	-	-	-
HISPANIC	3	8	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	26	67	31	42	23	4
LOW INCOME						
	9	23	-	-	-	-
MIGRANT STUDENT						
	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	39	100	28	38	28	5
2004	49	100	29	57	14	0
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GRADE LEVEL 4 - MATHEMATICS

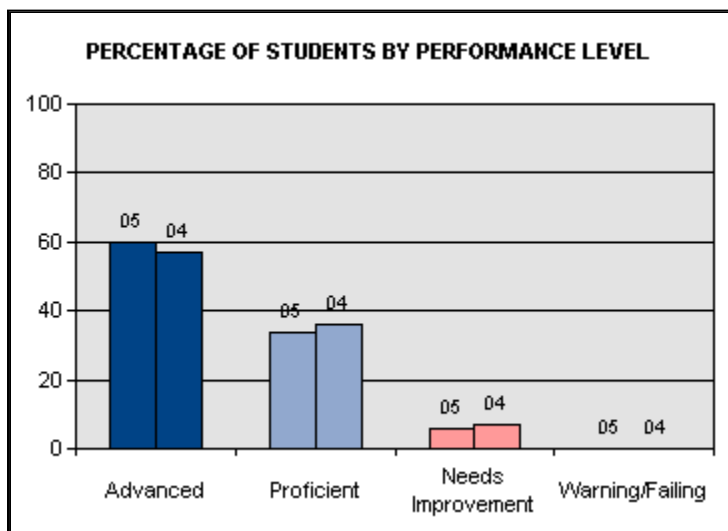
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	32	82	47	28	25	0
DISABLED	6	15	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	3	-	-	-	-
GENDER						
FEMALE	22	56	41	27	27	5
MALE	17	44	41	18	24	18
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	13	-	-	-	-
ASIAN OR PACIFIC ISLANDER	5	13	-	-	-	-
HISPANIC	3	8	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	26	67	46	31	19	4
LOW INCOME	9	23	-	-	-	-
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	39	100	41	23	26	10
2004	50	100	44	42	10	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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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	39	78	72	26	3	0
DISABLED	8	16	-	-	-	-
LIMITED ENGLISH PROFICIENT	3	6	-	-	-	-
GENDER						
FEMALE	29	58	62	38	0	0
MALE	21	42	57	29	14	0
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	12	-	-	-	-
ASIAN OR PACIFIC ISLANDER	7	14	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	37	74	59	32	8	0
LOW INCOME						
	3	6	-	-	-	-
MIGRANT STUDENT						
	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	50	100	60	34	6	0
2004	44	100	57	36	7	0
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	97	97	100	Yes	95	93.4	Yes	-2.0	No	96.4	0	Yes	Yes
Lim. English Prof.	16	16	-	-	15	-	-	-	-	-	-	-	-
Spec. Ed.	12	12	-	-	11	-	-	-	-	-	-	-	-
Low Income	14	14	-	-	13	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	14	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	66	66	100	Yes	66	93.6	Yes	-1.5	No	96.3	0	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	39	39	100	Yes	38	81.6	Yes	-14.2	No	96.4	0	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	6	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	9	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	5	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	26	26	-	-	26	88.5	-	-	-	96.3	0	-	-

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	N/A	N/A	

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