

## 2005-06 School Report Card - Peirce

### Peirce (00100045)

#### Robert A Penta, Principal

Mailing Address: Park Avenue Ext  
Arlington, MA 02474  
Phone: (781) 316-3736  
FAX: (781) 316-3748  
Website: <http://www.arlington.k12.ma.us>

#### Overview:

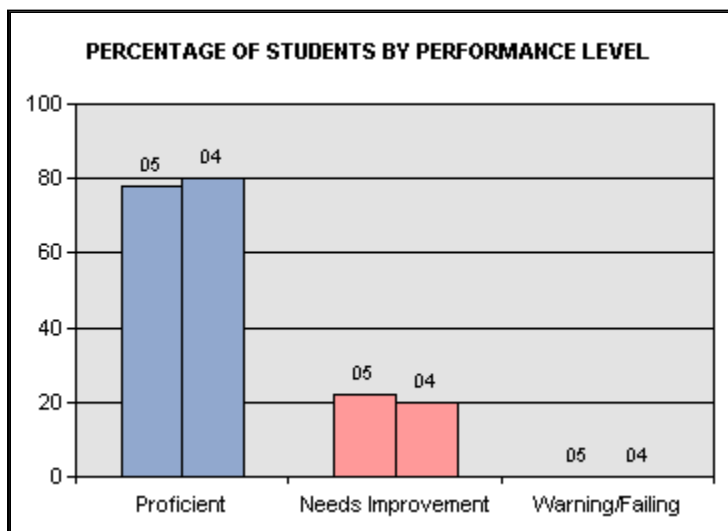
This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
<b>Total Count</b>	234	4,522	972,371	Total # of Teachers	16	331	73,593
<b>Race/Ethnicity (%)</b>				% of Teachers Licensed in Teaching Assignment	97.6	93.5	94.4
African American	3.0	4.3	8.3	Total # of Teachers in Core Academic Areas	15	286	62,301
Asian	11.1	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	97.3	94.6	93.7
Hispanic	8.1	4.0	12.9	Student/Teacher Ratio	14.3 to 1	13.6 to 1	13.2 to 1
Native American	0.0	0.1	0.3	<b>Additional Teacher Information</b>			
White	77.4	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	0.4	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=00100045">http://profiles.doe.mass.edu/?orgcode=00100045</a>			
Male	50.4	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	49.6	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	8.5	5.5	5.3				
Low-income	14.5	10.8	28.2				
Special Education	9.4	15.5	16.5				
First Language Not English	13.7	9.9	14.3				
Migrant	0.0	0.0	0.1				
<b>Grades Offered:</b> K, 01, 02, 03, 04, 05							

## 2005-06 School Report Card - Peirce

### GRADE LEVEL 3 - READING

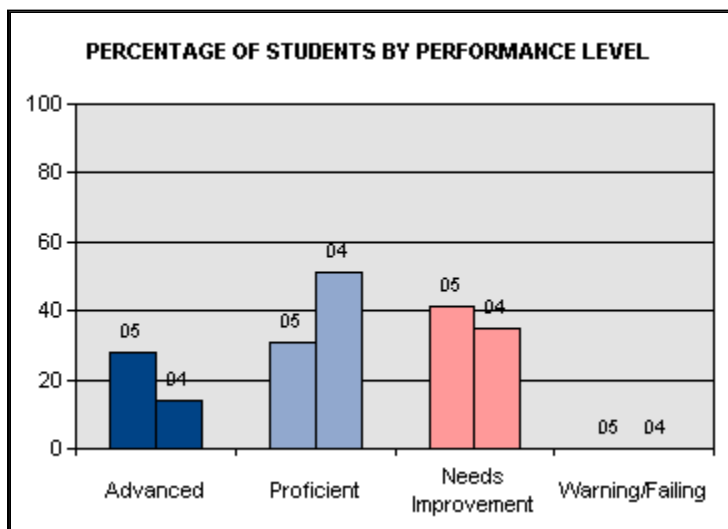
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	39	87	NA	85	15	0
DISABLED	5	11	NA	-	-	-
LIMITED ENGLISH PROFICIENT	1	2	NA	-	-	-
<b>GENDER</b>						
FEMALE	29	64	NA	79	21	0
MALE	16	36	NA	75	25	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	4	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	2	4	NA	-	-	-
HISPANIC	5	11	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	36	80	NA	83	17	0
<b>LOW INCOME</b>	6	13	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	45	100	NA	78	22	0
2004	30	100	NA	80	20	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Peirce

### GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

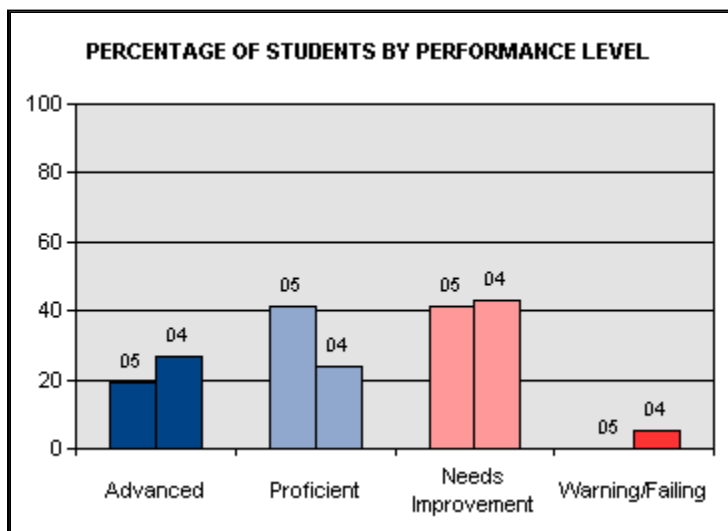
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	26	81	35	38	27	0
DISABLED	5	16	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	3	-	-	-	-
<b>GENDER</b>						
FEMALE	16	50	44	25	31	0
MALE	16	50	13	38	50	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	6	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	3	9	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	27	84	30	37	33	0
<b>LOW INCOME</b>						
	4	13	-	-	-	-
<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	32	100	28	31	41	0
2004	37	100	14	51	35	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Peirce

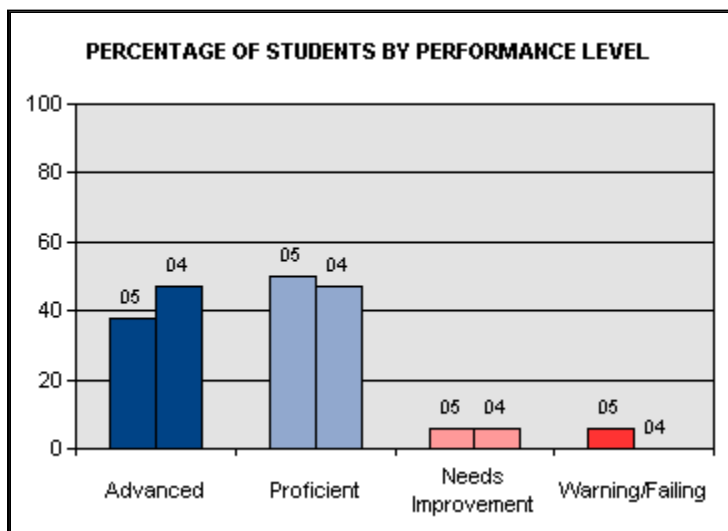
### GRADE LEVEL 4 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	26	81	23	42	35	0
DISABLED	5	16	-	-	-	-
LIMITED ENGLISH PROFICIENT	1	3	-	-	-	-
<b>GENDER</b>						
FEMALE	16	50	31	38	31	0
MALE	16	50	6	44	50	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	6	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	3	9	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	27	84	22	44	33	0
<b>LOW INCOME</b>	4	13	-	-	-	-
<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	32	100	19	41	41	0
2004	37	100	27	24	43	5
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



**2005-06 School Report Card - Peirce  
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	21	66	48	48	0	5
DISABLED	6	19	-	-	-	-
LIMITED ENGLISH PROFICIENT	5	16	-	-	-	-
<b>GENDER</b>						
FEMALE	13	41	15	77	0	8
MALE	19	59	53	32	11	5
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	3	9	-	-	-	-
ASIAN OR PACIFIC ISLANDER	1	3	-	-	-	-
HISPANIC	2	6	-	-	-	-
NATIVE AMERICAN	1	3	-	-	-	-
WHITE	25	78	44	44	8	4
<b>LOW INCOME</b>	11	34	18	64	9	9
<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	32	100	38	50	6	6
2004	32	100	47	47	6	0
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Peirce

### 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>	77	77	100	Yes	77	89.9	Yes	-1.3	No	96.2	0.1	Yes	Yes
<b>Lim. English Prof.</b>	4	-	-	-	-	-	-	-	-	-	-	-	-
<b>Spec. Ed.</b>	10	10	-	-	10	-	-	-	-	-	-	-	-
<b>Low Income</b>	10	10	-	-	10	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	4	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	2	-	-	-	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	8	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>White</b>	63	63	100	Yes	63	92.9	Yes	-0.6	No	96.4	0.1	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>	32	32	100	Yes	32	84.4	Yes	1.4	Yes	96.2	0.1	Yes	Yes
<b>Lim. English Prof.</b>	1	-	-	-	-	-	-	-	-	-	-	-	-
<b>Spec. Ed.</b>	5	-	-	-	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	4	-	-	-	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	2	-	-	-	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	3	-	-	-	-	-	-	-	-	-	-	-	-
<b>Native American</b>	0	-	-	-	-	-	-	-	-	-	-	-	-
<b>White</b>	27	27	-	-	27	88.9	-	-	-	96.4	0.1	-	-

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	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](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