

# Massachusetts School and District Profiles

## Arlington High

### 2008-2009 NCLB 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 (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

#### Enrollment and Educator Data (as of October 1, 2008)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>. **State educator data totals will be available once this information is collected from all schools and districts.**

**High Poverty Schools** are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

Enrollment - 2008-09			
	School	District	State
<b>Total Count</b>	1,132	4,654	958,910
<b>Race/Ethnicity (%)</b>			
African American or Black	5.3	3.6	8.2
Asian	7.9	9.5	5.1
Hispanic or Latino	4.5	4.6	14.3
Multi-race, Non-Hispanic	1.8	2.7	2.0
Native American	0.3	0.1	0.3
Native Hawaiian or Pacific Islander	0.3	0.1	0.1
White	80.0	79.4	69.9
<b>Gender (%)</b>			
Male	49.3	50.5	51.4
Female	50.7	49.5	48.6
<b>Selected Populations (%)</b>			
Limited English Proficiency	2.7	4.8	5.9
Low-Income	10.8	10.8	30.7
Special Education	15.7	15.4	17.1
First Language Not English	10.8	11.5	15.4

Educator Data - 2008-09			
	School	District	State
Total # of Teachers	82.1	336.7	70,132.3
Percentage of Teachers Licensed in Teaching Assignment	97.6	97.5	96.5
Total Number of Classes in Core Academic Areas	193	1,125	278,712
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	98.4	97.3	96.5
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	1.6	2.7	3.5
Student/Teacher Ratio	13.8 to 1	13.8 to 1	13.6 to 1

Grades Offered: 09, 10, 11, 12

### 2007 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percents of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **#** means that the estimated number of students rounds to zero.

Student Group	GRADE LEVEL 4 - READING											
	Avg. Scaled Score	Massachusetts					Avg. Scaled Score	National Public				
		% of Stud. at Each Perf. Level						% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9

African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

**GRADE LEVEL 4 - MATHEMATICS**

Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	252	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

**GRADE LEVEL 8 - READING**

Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

**GRADE LEVEL 8 - MATHEMATICS**

Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

**2007 Massachusetts NAEP Results**

*Participation Rates for Students with Disabilities and for Limited English Proficient Students*

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – Limited English Proficient	% of Students Excluded from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

**Arlington High:**

**2008 Adequate Yearly Progress (AYP) Data**

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	No Status	Very High	Met NCLB Goal
MATHEMATICS	No Status	Very High	Above Target

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.



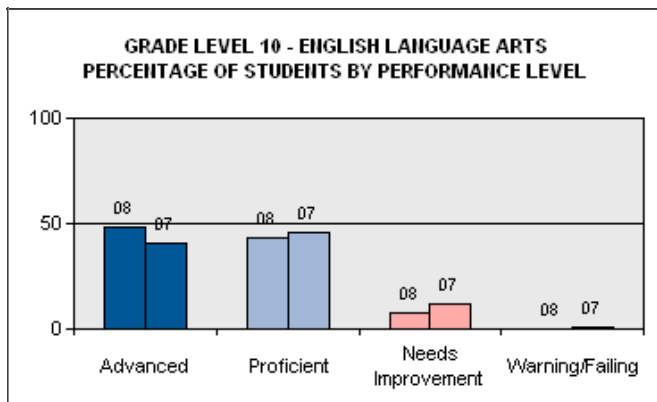
Low Income	20	19	-	-	19	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	15	15	-	-	14	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	24	23	-	-	20	95.0	-	-	-	-	-	-	-	-	-	-
Hispanic	11	11	-	-	10	-	-	-	-	-	-	-	-	-	-	-
Native American			-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	204	199	98	Yes	194	97.8	Yes	94.5	0.8	94.5-97.8	Yes	95.8	1.4	Yes	Yes	

Adequate Yearly Progress History											NCLB Accountability Status					
		2000	2001	2002	2003	2004	2005	2006	2007	2008						
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status					
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes						
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status					
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes						

## Arlington High: 2008 MCAS Data - By Grade, Subject and Subgroup

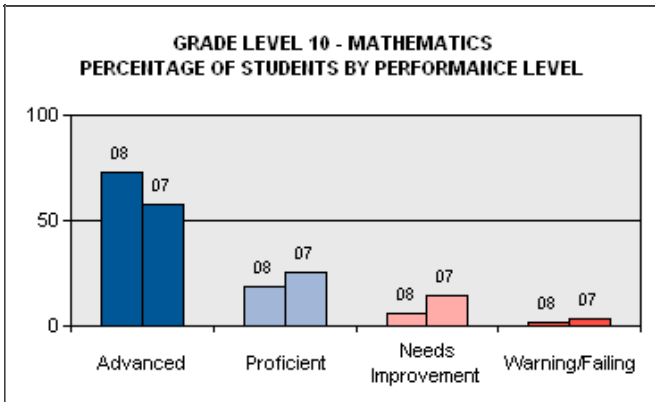
**Notes:** The results of Limited English Proficient (LEP) students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). AYP Participation rates show the number of students who participated in MCAS and MCAS Alternate Assessment (MCAS-Alt) tests divided by the number of students enrolled on the date the tests were administered.

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																								
Student Group	School								District								State							
	Stud. Incl.	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl.	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl.	AYP Part**	% of Stud. at Each Perf Lvl				CPI			
	#	%	A	P	NI	F	#	%	A	P	NI	F	#	%	A	P	NI	F	#					
<b>AYP Subgroups</b>																								
Stud. w/ Disab	40	100	10	63	25	3	91.3	52	96	10	52	21	17	88.0	11,433	94	3	32	46	20	73.1			
LEP/FLEP	14	100	0	71	29	0	91.1	16	100	0	63	38	0	89.1	3,325	94	4	24	49	23	64.7			
Low-Income	19	95	11	63	26	0	93.4	20	95	10	60	25	5	90.0	18,676	96	8	45	37	9	81.2			
African American/Black	13	93	8	54	38	0	90.4	14	94	7	50	36	7	91.1	6,002	96	8	47	36	9	82.3			
Asian	18	100	17	78	6	0	97.2	20	100	15	75	10	0	96.3	3,274	98	33	44	19	4	91.2			
Hispanic/Latino	10	100	50	40	10	0	97.5	11	100	45	45	9	0	97.7	8,471	95	7	42	40	11	78.3			
Native American			-	-	-	-	-			-	-	-	-	-	205	96	15	54	29	2	87.6			
White	197	99	53	40	6	1	98.1	211	98	50	39	7	4	96.8	52,316	98	27	53	17	3	93.1			
<b>Other Subgroups</b>																								
Male	108	99	32	56	10	1	96.5	116	98	31	54	11	3	95.5	36,139	97	18	52	25	5	88.4			
Female	135	99	61	33	7	0	98.3	146	99	57	33	7	3	97.3	35,295	98	29	50	18	3	92.2			
Title I			-	-	-	-	-			-	-	-	-	-	9,308	96	7	44	40	9	79.6			
Non-Title I	243	99	48	43	8	0	97.5	262	98	45	42	9	3	96.5	62,126	98	26	52	18	4	91.9			
Non-Low Income	224	99	51	42	7	0	97.9	242	98	48	41	7	3	97.0	52,758	98	29	53	15	3	93.5			
LEP			-	-	-	-	-			2	-	-	-	-	2,092	93	2	15	52	32	56.4			
FLEP	14	100	0	71	29	0	91.1	14	100	0	71	29	0	91.1	1,233	97	6	41	44	9	78.8			
1st Yr LEP*	2		-	-	-	-	-			3	-	-	-	-	376	94	-	-	-	-	-			
Migrant			-	-	-	-	-			-	-	-	-	-	5	-	-	-	-	-	-			
Native Hawaiian/ Pacific Islander	2		-	-	-	-	-			2	-	-	-	-	108	97	20	44	26	9	85.9			
Multi-race - Non-Hispanic/Latino	3		-	-	-	-	-			4	-	-	-	-	1,058	98	21	51	24	5	89.6			
<b>All Students</b>																								
2008	243	99	48	43	8	0	97.5	263	98	45	43	9	3	96.5	71,510	98	23	51	21	4	90.3			
2007	292	99	41	46	12	1	95.5	303	99	40	45	13	3	93.6	72,471	99	22	49	24	6	87.9			



**GRADE LEVEL 10 - MATHEMATICS**

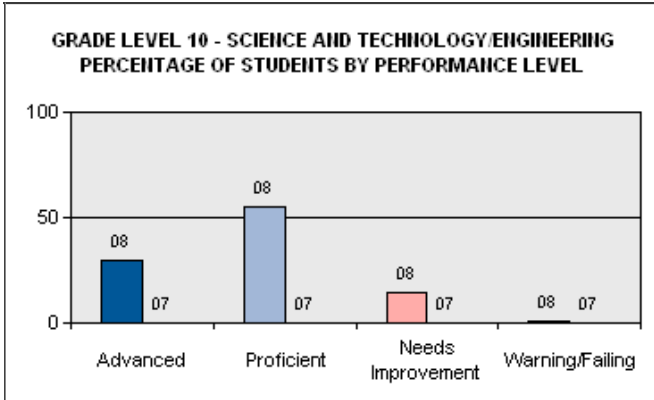
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	39	98	46	28	18	8	88.5	51	93	41	22	16	22	87.3	11,341	94	9	24	35	32	65.9
LEP/FLEP	14	100	43	29	21	7	85.7	15	94	40	33	20	7	86.7	3,325	95	18	21	31	30	65.5
Low-Income	19	95	37	21	37	5	84.2	19	90	37	21	37	5	84.2	18,468	96	22	29	30	18	75.2
African American/Black	14	100	14	29	50	7	78.6	15	100	13	27	47	13	80.0	5,946	95	20	28	33	19	73.3
Asian	18	100	78	17	0	6	95.8	19	95	74	21	0	5	96.1	3,279	99	65	20	11	4	93.3
Hispanic/Latino	10	100	50	40	10	0	95.0	11	100	55	36	9	0	95.5	8,381	94	19	27	32	23	71.3
Native American		-	-	-	-	-	-		-	-	-	-	-	-	204	95	31	34	24	11	82.0
White	194	97	78	18	3	2	97.8	208	96	74	17	4	5	96.9	52,120	98	48	30	16	6	90.3
<b>Other Subgroups</b>																					
Male	108	99	68	27	4	2	97.5	116	97	65	25	5	5	95.7	35,989	97	44	28	19	10	86.6
Female	133	97	77	12	8	2	95.5	143	97	74	13	8	5	95.8	35,093	98	42	29	20	8	86.9
Title I		-	-	-	-	-	-		-	-	-	-	-	-	9,191	95	22	29	31	18	74.7
Non-Title I	241	98	73	19	6	2	96.4	259	97	70	19	7	5	95.8	61,891	98	46	29	18	7	88.5
Non-Low Income	222	98	76	18	4	2	97.4	240	97	73	18	4	5	96.7	52,614	98	50	28	16	5	90.7
LEP		-	-	-	-	-	-	1	-	-	-	-	-	-	2,106	95	14	17	32	37	59.4
FLEP	14	100	43	29	21	7	85.7	14	100	43	29	21	7	85.7	1,219	96	26	27	30	17	75.9
1st Yr LEP*	2	-	-	-	-	-	-	3	-	-	-	-	-	-	397	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander	2	-	-	-	-	-	-	2	-	-	-	-	-	-	107	96	41	21	21	17	79.9
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	4	-	-	-	-	-	-	1,045	97	39	29	23	9	85.8
<b>All Students</b>																					
2008	241	98	73	19	6	2	96.4	259	97	70	19	7	5	95.8	71,166	97	43	29	19	9	86.7
2007	289	99	58	25	14	3	92.6	300	98	56	24	15	5	90.6	71,692	99	42	27	22	9	85.0



**GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING**

Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	33	94	9	58	30	3	87.9	42	89	7	50	26	17	87.5	10,787	93	2	19	43	37	58.6
LEP/FLEP	13	93	23	54	23	0	90.4	13	93	23	54	23	0	90.4	2,872	94	3	17	36	44	52.2
Low-Income	17	100	24	24	47	6	77.9	17	100	24	24	47	6	77.9	17,572	95	3	28	44	26	64.0
African American/Black	11	100	0	27	73	0	70.5	12	100	0	25	67	8	70.8	5,509	95	3	25	45	27	62.1
Asian	16	94	19	81	0	0	100.0	16	94	19	81	0	0	100.0	3,078	99	29	39	24	8	85.4
Hispanic/Latino	9	-	-	-	-	-	-	9	-	-	-	-	-	-	7,877	95	2	22	43	32	58.7
Native American		-	-	-	-	-	-		-	-	-	-	-	-	200	97	7	39	41	13	74.0
White	186	98	33	55	11	1	95.7	193	97	32	53	11	4	95.3	50,623	98	16	49	28	7	84.8
<b>Other Subgroups</b>																					
Male	99	99	37	47	14	1	94.9	103	96	36	47	15	3	94.7	34,591	97	14	43	30	12	80.1
Female	127	98	24	61	14	1	93.9	132	98	23	59	14	4	93.6	33,767	98	14	43	33	11	79.6
Title I		-	-	-	-	-	-		-	-	-	-	-	-	8,721	95	2	22	49	28	59.5

<b>Non-Title I</b>	226	98	30	55	14	1	94.4	235	97	29	54	14	3	94.0	59,637	98	16	46	29	9	82.8
<b>Non-Low Income</b>	209	98	31	57	11	0	95.7	218	97	29	56	11	3	95.3	50,786	98	18	48	27	7	85.3
<b>LEP</b>		-	-	-	-	-	-		-	-	-	-	-	-	1,676	93	1	11	31	56	44.0
<b>FLEP</b>	13	93	23	54	23	0	90.4	13	93	23	54	23	0	90.4	1,196	96	5	26	42	27	63.6
<b>1st Yr LEP*</b>		-	-	-	-	-	-		-	-	-	-	-	-		-	-	-	-	-	-
<b>Migrant</b>		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
<b>Native Hawaiian/ Pacific Islander</b>	1	-	-	-	-	-	-	1	-	-	-	-	-	-	87	98	11	32	40	16	73.3
<b>Multi-race - Non-Hispanic/Latino</b>	3	-	-	-	-	-	-	4	-	-	-	-	-	-	984	97	15	39	34	13	78.5
<b>All Students</b>																					
<b>2008</b>	226	98	30	55	14	1	94.4	235	97	29	54	14	3	94.0	68,358	97	14	43	31	12	79.8
<b>2007</b>		-	-	-	-	-	-		-	-	-	-	-	-		-	-	-	-	-	-



\* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2006 are included in state-level results; only students enrolled in the same district since October 2006 are included in district-level results; only students enrolled in the same school since October 2006 are included in school-level results.

## About the Data

### Enrollment and Educator Data

**Notes:**

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

### Student Groups (as of October 1, 2008)

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

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

**First Language Not English:** A student whose first language learned or used by the parent/guardian with the child is not English.

**Formerly Limited English Proficient (FLEP):** A student who has transitioned out of LEP status during the current school year or within the past two school years.

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

**Limited English Proficient (LEP):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**Low Income:** An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

**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.

**Multi-race, Non-Hispanic:** A person selecting more than one racial category and non-Hispanic.

**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.

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

**Special Education:** A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

**Title I:** Student receives Title I services.

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

## MCAS Data (Spring 2008 Results)

MCAS performance levels include Above Proficient (**P+**) in grade 3; Advanced (**A**) in grades 4-8 and 10; Proficient (**P**) in grades 3-8 and 10; Needs Improvement (**NI**) in grades 3-8 and 10; Warning (**W**) in grades 3-8; and Failing (**F**) in grade 10.

**Above Proficient:** Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

**Advanced:** Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**Proficient:** Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**Needs Improvement:** Students demonstrate a partial understanding of subject matter and solve some simple problems.

**Warning/Failing:** Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

## Accountability Data (2008)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of this school or district, please visit <http://profiles.doe.mass.edu/>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.