

ARLINGTON HIGH SCHOOL

869 Massachusetts Avenue
Arlington, MA 02476-4701
(781) 316-3591
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Mary H. Villano
Principal

January 2013

Dear Arlington High School Parents and Guardians:

I am pleased to announce the posting of our school "report card". Please see it below. It contains information about student enrollment and teacher qualifications, student achievement, accountability, how our school is performing relative to other schools, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Part I: Student Enrollment and Teacher Qualifications

The first section of the report card provides information about the students and teachers in our school as compared to the district and the state.

Part II: Student Achievement

The second section of the report card shows how Massachusetts students are performing on the National Assessment of Educational Progress, a test that allows you to compare the performance of Massachusetts students to students across the nation or in other states. You can also see how our school performed on the Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the district and the state.

Part III: Accountability

The third section of the report card contains three important pieces of information:

- **Accountability and Assistance Levels:** Schools and districts are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. AHS has been placed into Level 2 because of not fully meeting the goal for narrowing the achievement gap.
- **School Percentiles:** A school percentile between 1 and 99 is reported for most schools. This number shows the overall performance of our school relative to other schools that serve the same or similar grades. Our school percentile is 87. This means that our school is performing higher than 87 percent of the high schools in the state.
- **Progress and Performance Index (PPI):** The PPI is a number that indicates our school's progress toward narrowing proficiency gaps, or, in other words, helping *all* students reach proficiency and be prepared for success after high school. Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. For a group of students to be considered to be making sufficient progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

To improve student achievement in our school, we are implementing our school improvement plan, which includes continued analysis of data to improve strategies for student achievement at all levels, especially in English Language Arts, Math and Science. We will also focus on reducing the achievement gap by identifying and implementing additional support for high needs students within the classrooms, in academic support classes, and programmatically (learning center, Bridges Program, tutoring). You can view the School Improvement Plan on the AHS website.


We encourage you to become involved in helping us improve our school. Some of the ways you can become involved are:

Encouraging your child's learning at home

- Attending parent-teacher meetings and other special meetings
- Serving as a volunteer in our school or district
- Encouraging other parents to become involved

For more information about what we are doing to improve student achievement, please feel free to contact me at 781-316-3591 or mwillano@arlington.k12.ma.us.

Sincerely,


Mary Villano
Principal

An Equal Opportunity School System with a High Commitment to Diversity

2012 Report Card - Arlington High

Arlington High (00100505)

Mary F Villano, Principal

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Overview:

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2011-12 School Year)

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: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

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.

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

	School	District	State
Total Count	1,218	4,858	953,369
Race/Ethnicity (%)			
African American or Black	4.6	3.6	8.3
Asian	8.3	10.3	5.7
Hispanic or Latino	4.9	5.0	16.1
Multi-race, Non-Hispanic	2.4	3.6	2.5
Native American	0.2	0.1	0.2
Native Hawaiian or Pacific Islander	0.1	0.1	0.1
White	79.6	77.3	67.0
Gender (%)			
Male	49.2	49.6	51.3
Female	50.8	50.4	48.7
Selected Populations (%)			
English Language Learner	2.5	5.3	7.3
Low-Income	11.5	11.5	35.2
Students w/Disabilities	11.6	14.2	17.0
First Language Not English	10.6	12.5	16.7

Enrollment (2011-12)

	School	District	State
Total # of Teachers	79.1	329.0	69,341.9
Percentage of Teachers Licensed in Teaching Assignment	99.2	99.0	97.8
Total Number of Classes in Core Academic Areas	415	1,570	339,887
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	99.3	99.0	97.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.7	1.0	2.2
Student/Teacher Ratio	15.4 to 1	14.8 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.3	1.0

Educator Data (2011-12)

09, 10, 11, 12

Grades Offered:

2011 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percentages 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.

GRADE LEVEL 4 - 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	237	16	50	83	17	100	220	7	32	66	34	100
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

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	253	13	58	93	7	100	240	6	40	82	18	100
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

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	275	6	46	84	16	100	264	3	32	75	25	100
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22
White	282	8	53	91	9	73	272	4	41	84	16	54
Low-Income	257	1	25	70	30	32	251	1	18	63	37	48

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	299	15	51	86	14	100	283	8	34	72	28	100
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

Participation Rates for Students with Disabilities and for English Language Learner 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 – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

2012 MCAS Results by Subgroup by Grade and Subject

* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

* **NOTE:** Performance level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated SGP is less than 20.

* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

Data Last Updated on September 27, 2012

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	35	100	23	63	14	0	95.7	43.0	30	44	94	20	64	14	2	95.5	44.0	34	11,604	95	8	52	28	12	85.8	45.0	9,139
ELL and Former ELL	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	3,909	95	4	43	40	13	77.0	59.0	2,001
Low income	28	93	32	54	14	0	95.5	50.0	23	30	91	30	53	13	3	95.8	50.0	23	22,743	97	17	60	19	5	91.3	45.0	18,051
High needs	55	95	33	56	11	0	96.8	47.0	45	64	92	30	58	11	2	96.5	47.0	49	29,799	96	16	60	19	6	91.0	46.0	23,738
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	5,944	96	16	60	19	5	91.4	48.0	4,484
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	163	97	26	53	17	4	93.3	44.0	131
Asian	21	100	71	29	0	0	100.0	N/A	19	21	100	71	29	0	0	100.0	N/A	19	3,739	98	50	40	8	2	96.3	57.0	3,139
Hispanic/Latino	14	93	50	36	14	0	96.4	N/A	12	15	94	53	33	13	0	96.7	N/A	12	8,992	96	14	57	22	6	88.8	45.0	6,774
Multi-race, Non-Hisp./Lat.	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,392	97	38	51	9	2	96.1	48.0	1,219
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89	99	30	49	16	4	92.4	49.0	72
White	222	98	68	30	1	0	99.7	49.0	209	231	97	66	32	2	0	99.5	49.0	213	48,732	98	43	50	5	2	97.7	51.0	44,051
Male	125	98	62	34	4	0	98.8	55.5	114	131	98	60	35	5	1	98.5	55.5	116	35,032	98	32	54	11	3	95.0	52.0	30,051
Female	146	97	71	28	1	0	99.8	50.5	138	150	96	70	29	1	0	99.8	50.5	140	34,022	98	43	48	7	2	96.7	49.0	29,833
ELL	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	2,868	94	1	34	49	16	71.3	54.0	1,124
All Students																											
2012	271	97	67	31	2	0	99.4	51.5	252	281	97	65	32	2	0	99.2	52.0	256	69,059	98	37	51	9	3	95.8	50.0	59,870
2011	294	98	62	34	3	1	98.6	62.0	272	306	98	60	35	3	1	98.4	62.0	276	69,532	98	33	51	13	3	93.9	50.0	60,697

GRADE LEVEL 10 - MATHEMATICS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	33	94	24	33	39	3	83.3	36.0	28	45	92	18	31	14	29	79.4	36.0	32	11,646	95	13	28	32	27	71.4	47.0	9,093
ELL and Former ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,969	96	19	23	30	29	67.5	59.0	2,023
Low income	27	90	41	33	22	4	88.9	49.5	22	32	91	34	31	25	9	85.2	49.5	22	22,698	97	30	32	25	14	81.3	47.0	18,006
High needs	54	93	37	35	26	2	88.9	47.0	43	67	92	30	33	31	6	84.7	47.0	47	29,790	97	27	32	26	15	80.4	48.0	23,668
Afr. Amer./Black	10	100	30	40	30	0	92.5	N/A	8	11	100	27	36	36	0	88.6	N/A	8	5,941	97	28	31	26	14	80.5	52.0	4,494
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	162	98	37	28	21	14	82.6	44.0	131
Asian	21	100	81	19	0	0	100.0	N/A	19	21	100	81	19	0	0	100.0	N/A	19	3,763	99	74	16	7	3	95.4	65.0	3,142
Hispanic/Latino	14	93	50	36	14	0	92.9	N/A	12	15	94	53	33	13	0	93.3	N/A	12	9,002	96	25	30	26	18	76.7	47.0	6,783
Multi-race, Non-Hisp./Lat.	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,396	97	48	30	16	6	89.9	47.0	1,228
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89	99	45	16	27	12	81.7	57.0	72
White	222	98	71	22	7	0	97.4	56.0	209	235	97	67	22	9	2	95.9	56.0	213	48,654	98	56	28	12	4	93.2	50.0	43,966
Male	125	98	66	25	8	1	97.0	55.5	114	132	98	64	24	10	2	95.8	56.0	116	35,031	98	49	28	15	8	89.0	48.0	30,063
Female	147	97	71	22	7	0	97.4	54.5	138	155	97	68	22	10	1	95.8	53.5	140	33,979	98	52	29	14	6	91.0	52.0	29,764
ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	2,917	96	13	19	33	35	61.6	56.0	1,141
All Students																											
2012	272	98	69	23	7	0	97.2	55.0	252	287	97	66	23	10	1	95.8	55.0	256	69,015	98	50	28	15	7	90.0	50.0	59,816
2011	298	99	74	19	6	1	97.4	55.0	278	310	99	72	19	7	2	96.3	55.0	282	69,342	98	48	29	16	7	89.4	50.0	60,599

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GRADE LEVEL 10 - SCIENCE AND TECH/ENG																											
Student Group	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I	F	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	34	100	15	24	53	9	72.8	N/A	N/A	39	95	13	26	49	13	72.4	N/A	N/A	11,665	98	5	27	47	22	68.8	N/A	N/A
ELL and Former ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	3,304	98	4	22	48	26	61.8	N/A	N/A
Low income	27	100	15	52	33	0	86.1	N/A	N/A	28	100	14	50	32	4	85.7	N/A	N/A	22,172	99	9	39	41	11	76.2	N/A	N/A
High needs	53	100	17	40	38	6	81.6	N/A	N/A	58	97	16	40	36	9	80.6	N/A	N/A	29,089	98	8	38	42	12	76.0	N/A	N/A
Afr. Amer./Black	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	5,668	99	7	38	43	13	74.7	N/A	N/A
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	160	97	14	44	34	8	81.7	N/A	N/A
Asian	21	100	43	52	5	0	98.8	N/A	N/A	21	100	43	52	5	0	98.8	N/A	N/A	3,570	99	43	37	16	4	91.5	N/A	N/A
Hispanic/Latino	14	100	36	50	14	0	94.6	N/A	N/A	14	100	36	50	14	0	94.6	N/A	N/A	8,664	98	6	32	46	16	70.8	N/A	N/A
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,380	99	24	45	26	5	87.0	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	88	99	16	40	33	11	81.3	N/A	N/A
White	222	100	51	32	15	1	93.9	N/A	N/A	227	99	50	32	15	2	93.4	N/A	N/A	48,026	99	29	48	20	3	91.1	N/A	N/A
Male	122	100	55	29	16	0	94.5	N/A	N/A	126	99	53	29	17	2	93.5	N/A	N/A	34,473	99	25	44	25	6	86.9	N/A	N/A
Female	146	100	44	40	14	2	93.7	N/A	N/A	147	99	44	40	14	2	93.7	N/A	N/A	33,083	99	24	45	26	5	87.1	N/A	N/A
ELL	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2,279	97	2	15	50	34	55.2	N/A	N/A
All Students																											
2012	268	100	49	35	15	1	94.0	N/A	N/A	273	99	48	35	15	2	93.6	N/A	N/A	67,556	99	24	45	25	6	87.0	N/A	N/A
2011	278	100	36	47	15	1	93.5	N/A	N/A	283	100	35	47	16	2	93.2	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A

* Note: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2014 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 2010 are included in state-level results; only students enrolled in the same district since October 2010 are included in district-level results; only students enrolled in the same school since October 2010 are included in school-level results.

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ALL GRADES - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	35	100	23	63	14	0	95.7	43.0	30	426	99	8	41	34	17	80.5	47.0	299	91,757	98	3	28	38	32	67.3	43.0	66,785
ELL and Former ELL	-	-	-	-	-	-	-	-	-	138	97	14	46	28	12	81.5	59.0	90	45,367	99	4	30	40	26	66.2	51.0	29,933
Low income	28	93	32	54	14	0	95.5	50.0	23	308	97	16	43	30	10	83.0	50.0	230	180,261	99	7	43	34	16	76.7	45.0	137,185
High needs	55	95	33	56	11	0	96.8	47.0	45	697	98	14	45	29	12	84.3	51.0	500	235,216	99	6	42	34	17	76.5	46.0	177,719
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	85	98	12	53	25	11	85.0	53.0	69	41,346	99	7	43	34	17	76.5	47.0	31,098
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,184	99	10	49	29	12	82.0	47.0	897
Asian	21	100	71	29	0	0	100.0	N/A	19	236	98	41	46	11	3	94.8	65.0	188	27,788	99	30	47	17	6	90.2	59.0	21,439
Hispanic/Latino	14	93	50	36	14	0	96.4	N/A	12	123	99	20	43	28	8	83.9	46.0	91	74,705	99	6	39	35	20	73.5	46.0	55,322
Multi-race, Non-Hisp./Lat.	5	-	-	-	-	-	-	-	-	79	100	41	42	16	1	93.0	61.0	60	12,765	99	19	49	23	9	86.3	50.0	9,784
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	539	99	17	48	23	12	84.9	52.0	406
White	222	98	68	30	1	0	99.7	49.0	209	1,995	99	39	48	10	3	95.6	53.0	1,565	339,049	99	22	54	18	5	90.6	51.0	276,785
Male	125	98	62	34	4	0	98.8	55.5	114	1,273	99	29	53	14	4	93.6	50.0	993	254,654	99	14	50	25	11	84.4	48.0	200,808
Female	146	97	71	28	1	0	99.8	50.5	138	1,250	99	46	42	10	2	95.4	57.0	984	242,830	99	24	51	19	6	89.2	52.0	194,978
ELL	-	-	-	-	-	-	-	-	-	97	95	9	42	36	12	78.1	56.5	60	31,048	98	1	21	44	34	58.6	49.0	18,640
All Students																											
2012	271	97	67	31	2	0	99.4	51.5	252	2,523	99	37	48	12	3	94.5	54.0	1,977	497,549	99	19	50	22	9	86.7	50.0	395,772
2011	294	98	62	34	3	1	98.6	62.0	272	2,540	99	36	51	11	3	95.2	59.0	2,006	497,258	99	17	52	23	8	87.2	50.0	396,182

2012 Accountability Data - Arlington High




Accountability Information	
Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
All students:	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■	Less progress	More progress	
All students				84 Met Target
High needs				67 Did Not Meet Target
Low income				-
ELL and Former ELL				-
Students w/disabilities				63 Did Not Meet Target
Amer. Ind. or Alaska Nat.				-
Asian				-
Afr. Amer./Black				-
Hispanic/Latino				-
Multi-race, Non-Hisp./Lat.				-
Nat. Haw. or Pacif. Isl.				-
White				92 Met Target

**Arlington High:
Accountability Data Detail**

2012 English Language Arts Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		99.3	98.6	0.8	98.7	99.4	86	271	100	Above Target
High needs		97.0	94.0	2.8	94.5	96.8	79	55	100	Above Target
Low income		-	-	-	-	-	-	28	-	-
ELL and Former ELL		-	-	-	-	-	-	4	-	-
Students w/disabilities		98.6	97.1	-1.4	97.3	95.7	80	35	25	No Change
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	21	-	-
Afr. Amer./Black		-	-	-	-	-	-	9	-	-
Hispanic/Latino		-	-	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		99.7	99.3	0.4	99.4	99.7	90	222	100	Above Target

2012 Mathematics Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		98.7	97.4	-0.2	97.6	97.2	83	272	75	On Target
High needs		95.1	90.2	-1.3	91.0	88.9	74	54	25	No Change
Low income		-	-	-	-	-	-	27	-	-
ELL and Former ELL		-	-	-	-	-	-	5	-	-
Students w/disabilities		95.6	91.2	-7.9	91.9	83.3	73	33	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	21	-	-
Afr. Amer./Black		-	-	-	-	-	-	10	-	-
Hispanic/Latino		-	-	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		98.9	97.8	-0.4	98.0	97.4	79	222	75	On Target

2012 Science Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
High needs		89.7	79.3	2.3	81.0	81.6	55	53	75	On Target
Low income		-	-	-	-	-	-	27	-	-
ELL and Former ELL		-	-	-	-	-	-	2	-	-
Students w/disabilities		88.8	77.5	-4.7	79.4	72.8	53	34	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	21	-	-
Afr. Amer./Black		-	-	-	-	-	-	7	-	-
Hispanic/Latino		-	-	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		97.3	94.6	-0.7	95.1	93.9	60	222	75	On Target

2012 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	62.2	66.8	271	0	0.7	0.0	271	25
High needs	21.0	32.7	55	25	3.2	0.0	55	25
Low income	-	-	28	-	-	-	28	-
ELL and Former ELL	-	-	4	-	-	-	4	-
Students w/disabilities	17.6	22.9	35	25	0.0	0.0	35	25
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	21	-	-	-	21	-
Afr. Amer./Black	-	-	9	-	-	-	9	-
Hispanic/Latino	-	-	14	-	-	-	14	-
Multi-race, Non-Hisp./Lat.	-	-	5	-	-	-	5	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	64.8	68.5	222	0	0.4	0.0	222	25

2012 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	73.8	69.1	272	0	1.0	0.4	272	25
High needs	39.3	37.0	54	0	3.3	1.9	54	25
Low income	-	-	27	-	-	-	27	-
ELL and Former ELL	-	-	5	-	-	-	5	-
Students w/disabilities	41.2	24.2	33	0	2.9	3.0	33	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	21	-	-	-	21	-
Afr. Amer./Black	-	-	10	-	-	-	10	-
Hispanic/Latino	-	-	14	-	-	-	14	-
Multi-race, Non-Hisp./Lat.	-	-	5	-	-	-	5	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	75.0	70.7	222	0	0.8	0.5	222	25

2012 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	36.1	48.9	268	25	1.1	1.1	268	0
High needs	11.5	17.0	53	25	5.8	5.7	53	0
Low income	-	-	27	-	-	-	27	-
ELL and Former ELL	-	-	2	-	-	-	2	-
Students w/disabilities	13.3	14.7	34	25	6.7	8.8	34	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	21	-	-	-	21	-
Afr. Amer./Black	-	-	7	-	-	-	7	-
Hispanic/Latino	-	-	14	-	-	-	14	-
Multi-race, Non-Hisp./Lat.	-	-	4	-	-	-	4	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	37.0	51.4	222	25	0.4	1.4	222	0

2012 English Language Arts Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	62.0	-10.5	51.5	252	Yes	75	On Target
High needs		51.0	60.0	-13.0	47.0	45	Yes	75	On Target
Low income		51.0	-	-	-	23	-	-	-
ELL and Former ELL		51.0	-	-	-	-	-	-	-
Students w/disabilities		51.0	66.0	-23.0	43.0	30	No	50	Below Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	19	-	-	-
Afr. Amer./Black		51.0	-	-	-	8	-	-	-
Hispanic/Latino		51.0	-	-	-	12	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	4	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	62.0	-13.0	49.0	209	Yes	75	On Target

2012 Mathematics Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	55.0	0.0	55.0	252	No	75	On Target
High needs		51.0	74.5	-27.5	47.0	43	No	50	Below Target
Low income		51.0	-	-	-	22	-	-	-
ELL and Former ELL		51.0	-	-	-	-	-	-	-
Students w/disabilities		51.0	-	-	-	28	-	-	-
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	19	-	-	-
Afr. Amer./Black		51.0	-	-	-	8	-	-	-
Hispanic/Latino		51.0	-	-	-	12	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	4	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	55.5	0.5	56.0	209	No	75	On Target

2011 4-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		90.0	95.3	0.1	75.0	95.4	304	100	Above Target
High needs		90.0	89.7	4.2	75.0	93.9	99	75	On Target
Low income		90.0	-	-	75.0	-	52	-	-
ELL and Former ELL		90.0	-	-	75.0	-	4	-	-
Students w/disabilities		90.0	90.4	3.4	75.0	93.8	64	75	On Target
Amer. Ind. or Alaska Nat.		90.0	-	-	75.0	-	1	-	-
Asian		90.0	-	-	75.0	-	21	-	-
Afr. Amer./Black		90.0	-	-	75.0	-	15	-	-
Hispanic/Latino		90.0	-	-	75.0	-	13	-	-
Multi-race, Non-Hisp./Lat.		90.0	-	-	75.0	-	1	-	-
Nat. Haw. or Pacif. Isl.		90.0	-	-	75.0	-	-	-	-
White		90.0	97.2	-0.4	75.0	96.8	253	100	Above Target

2010 5-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2009 Rate (Baseline)	Change	Annual Target	Cohort Graduation Rate	N	PPI Points	Rating
All Students		95.0	94.0	1.6	80.0	95.6	274	100	Above Target
High needs		95.0	88.8	2.2	80.0	91.0	78	75	On Target
Low income		95.0	-	-	80.0	-	38	-	-
ELL and Former ELL		95.0	-	-	80.0	-	6	-	-
Students w/disabilities		95.0	91.1	1.2	80.0	92.3	52	75	On Target
Amer. Ind. or Alaska Nat.		95.0	-	-	80.0	-	-	-	-
Asian		95.0	-	-	80.0	-	25	-	-
Afr. Amer./Black		95.0	-	-	80.0	-	17	-	-
Hispanic/Latino		95.0	-	-	80.0	-	13	-	-
Multi-race, Non-Hisp./Lat.		95.0	-	-	80.0	-	3	-	-
Nat. Haw. or Pacif. Isl.		95.0	-	-	80.0	-	2	-	-
White		95.0	95.1	2.6	80.0	97.7	214	100	Above Target

2011 Annual Dropout Rate										
	0 2 4 6 8 10 12 14 16 18 20	6 Year Goal	2010 Rate (Baseline)	Change	Annual Target	Annual Dropout Rate	Percentile in Grade Span	N	PPI Points	Rating
High needs		1.1	2.2	0.0	2.0	2.2	58	273	25	No Change
Low income		-	-	-	-	-	-	144	-	-
ELL and Former ELL		-	-	-	-	-	-	23	-	-
Students w/disabilities		1.1	2.3	0.4	2.1	1.9	58	156	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	3	-	-
Asian		-	-	-	-	-	-	98	-	-
Afr. Amer./Black		-	-	-	-	-	-	53	-	-
Hispanic/Latino		-	-	-	-	-	-	50	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	25	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		0.3	0.5	-0.1	0.5	0.6	75	967	75	On Target

2012 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	281	274	98	Yes	283	277	98	Yes	268	268	100	Yes
High needs	60	57	95	Yes	62	58	94	No	53	53	100	Yes
Low income	31	-	-	-	33	-	-	-	27	-	-	-
ELL and Former ELL	7	-	-	-	7	-	-	-	2	-	-	-
Students w/disabilities	36	36	100	Yes	37	35	95	Yes	34	34	100	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	21	-	-	-	21	-	-	-	21	-	-	-
Afr. Amer./Black	10	-	-	-	11	-	-	-	7	-	-	-
Hispanic/Latino	16	-	-	-	16	-	-	-	14	-	-	-
Multi-race, Non-Hisp./Lat.	5	-	-	-	5	-	-	-	4	-	-	-
Nat. Haw. or Pacif. Isl.	0	-	-	-	0	-	-	-	-	-	-	-
White	229	224	98	Yes	230	225	98	Yes	222	222	100	Yes

About the Data

Enrollment and Educator Data

Notes:

The total number 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 ESEA. 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 ESEA-defined core subject areas they are teaching.

The waiver data included in this 2012 report card reflects only academic waivers issued during the 2011-2012 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

Student Groups (2011-12 School Year)

African American/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.

Former ELL: A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

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

English Language Learner (ELL): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

High needs: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

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/Latino: A person selecting more than one racial category and non-Hispanic.

American Indian or Alaska Native: 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 Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

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

MCAS Data (Spring 2012 Results)

MCAS performance levels include Advanced (A) in grades 3-8 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.

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.

CPI: Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring

Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group are proficient.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

Accountability Data (2012)

Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

For a detailed profile of Massachusetts, please visit <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

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