



Cyrus E. Dallin Elementary School
185 Florence Avenue
Arlington, Ma 02476
781-316-3730

Dr. Eileen Woods, Interim Principal
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January 11, 2013

Dear Dallin Elementary 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, and 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. Dallin has been placed into Level 1 because of 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 90. This means that our school is performing higher than 90 percent of the elementary 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 engaging Dallin staff in an in-depth understanding of the alignment of the Arlington Public Schools curriculum with the Common Core Curriculum Standards in English Language Arts, Literacy and Mathematics, and to teach students effective strategies with which to engage in open response and short answer questions in Mathematics.

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

- Engage in your child's learning and achievement.
- Build a supportive partnership with your child's teacher
- Volunteer in our school and support curriculum initiatives.
- Be a positive role model and a life long learner

For more information about what we are doing to improve student achievement, please feel free to contact me at 781-316-3730 or ewoods@arlington.k12.ma.us.

Regards,

Dr. Eileen Woods
Interim Principal

2012 Report Card - Cyrus E Dallin

Cyrus E Dallin (00100025)

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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	436	4,858	953,369
Race/Ethnicity (%)			
African American or Black	1.6	3.6	8.3
Asian	9.6	10.3	5.7
Hispanic or Latino	3.2	5.0	16.1
Multi-race, Non-Hispanic	5.5	3.6	2.5
Native American	0.0	0.1	0.2
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	80.0	77.3	67.0
Gender (%)			
Male	47.0	49.6	51.3
Female	53.0	50.4	48.7
Selected Populations (%)			
English Language Learner	1.8	5.3	7.3
Low-Income Students	5.0	11.5	35.2
w/Disabilities	11.7	14.2	17.0
First Language Not English	5.0	12.5	16.7

Enrollment (2011-12)

	School	District	State
Total # of Teachers	24.5	329.0	69,341.9
Percentage of Teachers Licensed in Teaching Assignment	100.0	99.0	97.8
Total Number of Classes in Core Academic Areas	145	1,570	339,887
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.0	97.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	1.0	2.2
Student/Teacher Ratio	17.8 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)

K, 01, 02, 03, 04, 05

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 3 - READING																											
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	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	9	-	-	-	-	-	-	-	69	100	7	38	38	17	75.4	N/A	N/A	12,826	99	3	21	44	32	64.7	N/A	N/A	
ELL and Former ELL	-	-	-	-	-	-	-	-	27	100	15	41	30	15	79.6	N/A	N/A	8,829	99	5	29	45	21	67.5	N/A	N/A	
Low income	2	-	-	-	-	-	-	-	44	100	11	36	39	14	77.3	N/A	N/A	26,462	100	5	35	43	17	73.3	N/A	N/A	
High needs	10	100	10	80	10	0	97.5	N/A	N/A	112	100	12	41	36	12	80.1	N/A	N/A	34,739	99	6	34	43	17	73.6	N/A	N/A
Afr. Amer./Black	1	-	-	-	-	-	-	-	12	100	25	25	33	17	77.1	N/A	N/A	5,596	99	5	33	44	18	71.8	N/A	N/A	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	191	100	10	42	35	13	78.5	N/A	N/A	
Asian	6	-	-	-	-	-	-	-	32	100	28	56	13	3	94.5	N/A	N/A	4,367	100	23	46	24	6	87.6	N/A	N/A	
Hispanic/Latino	2	-	-	-	-	-	-	-	23	100	13	17	48	22	67.4	N/A	N/A	11,533	100	5	31	44	20	70.4	N/A	N/A	
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	-	-	-	16	100	31	50	19	0	95.3	N/A	N/A	2,241	100	17	47	28	8	85.2	N/A	N/A	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	74	99	9	39	34	18	78.4	N/A	N/A	
White	57	100	30	58	12	0	96.1	N/A	N/A	340	100	33	51	14	1	94.6	N/A	N/A	46,686	100	18	51	25	5	88.6	N/A	N/A
Male	35	100	31	60	9	0	97.9	N/A	N/A	214	100	25	52	19	4	91.2	N/A	N/A	36,257	100	12	45	32	11	82.1	N/A	N/A
Female	34	100	26	56	18	0	94.1	N/A	N/A	209	100	37	46	15	2	94.0	N/A	N/A	34,444	100	19	47	27	7	86.2	N/A	N/A
ELL	-	-	-	-	-	-	-	-	21	100	10	43	33	14	78.6	N/A	N/A	6,480	99	2	22	49	27	61.6	N/A	N/A	
All Students																											
2012	69	100	29	58	13	0	96.0	N/A	N/A	423	100	31	49	17	3	92.6	N/A	N/A	70,709	100	15	46	30	9	84.1	N/A	N/A
2011	62	100	16	58	23	3	91.5	N/A	N/A	392	100	22	59	16	3	93.4	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A

GRADE LEVEL 3 - 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	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	8	-	-	-	-	-	-	-	68	99	12	22	40	26	65.8	N/A	N/A	12,810	99	7	19	31	43	60.2	N/A	N/A	
ELL and Former ELL	-	-	-	-	-	-	-	-	26	100	19	35	23	23	72.1	N/A	N/A	8,861	100	14	26	31	29	66.5	N/A	N/A	
Low income	2	-	-	-	-	-	-	-	44	100	16	25	41	18	72.2	N/A	N/A	26,473	100	13	28	33	26	68.8	N/A	N/A	
High needs	9	-	-	-	-	-	-	-	110	99	17	26	37	19	72.0	N/A	N/A	34,761	100	13	28	32	26	69.4	N/A	N/A	
Afr. Amer./Black	1	-	-	-	-	-	-	-	12	100	25	17	50	8	75.0	N/A	N/A	5,611	100	12	26	32	31	65.6	N/A	N/A	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	189	99	15	34	31	19	72.6	N/A	N/A	
Asian	6	-	-	-	-	-	-	-	31	100	58	29	10	3	92.7	N/A	N/A	4,373	100	47	32	15	6	90.3	N/A	N/A	
Hispanic/Latino	2	-	-	-	-	-	-	-	23	100	9	22	30	39	60.9	N/A	N/A	11,561	100	11	26	34	29	66.1	N/A	N/A	
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	-	-	-	16	100	44	31	25	0	90.6	N/A	N/A	2,243	100	30	32	24	14	80.9	N/A	N/A	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	74	100	16	35	26	23	75.3	N/A	N/A	
White	56	98	41	32	25	2	89.3	N/A	N/A	339	100	35	35	25	5	88.2	N/A	N/A	46,691	100	31	37	23	10	85.5	N/A	N/A
Male	34	97	47	38	12	3	92.6	N/A	N/A	212	100	33	36	25	6	87.0	N/A	N/A	36,300	100	27	33	24	15	80.9	N/A	N/A
Female	34	100	38	26	35	0	87.5	N/A	N/A	209	100	38	30	25	7	86.5	N/A	N/A	34,454	100	27	34	25	14	80.8	N/A	N/A
ELL	-	-	-	-	-	-	-	-	20	100	20	30	25	25	70.0	N/A	N/A	6,514	100	9	23	33	35	61.0	N/A	N/A	
All Students																											
2012	68	99	43	32	24	1	90.1	N/A	N/A	421	100	36	33	25	6	86.8	N/A	N/A	70,763	100	27	34	25	14	80.9	N/A	N/A
2011	62	100	11	69	15	5	92.7	N/A	N/A	391	100	20	59	17	3	92.6	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A

GRADE LEVEL 4 - 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	NIW			#	%	A	P	NIW			#	%	A	P	NIW								
Subgroups																											
Students w/disabilities	9	-	-	-	-	-	-	68	99	4	31	38	26	70.2	42.0	56	13,277	99	1	17	38	44	57.6	37.0	11,371		
ELL and Former ELL	1	-	-	-	-	-	-	29	100	14	41	31	14	77.6	56.5	22	8,236	99	3	26	39	32	61.5	47.0	7,287		
Low income	3	-	-	-	-	-	-	54	98	13	37	37	13	78.2	53.0	47	26,074	99	4	31	40	25	67.3	42.0	23,876		
High needs	11	100	9	27	55	9	72.7	N/A	11	118	99	11	39	33	17	77.8	50.0	99	34,432	99	4	30	40	26	67.4	43.0	31,242
Afr. Amer./Black		-	-	-	-	-	-	-	-	10	100	10	50	20	20	80.0	N/A	9	5,704	99	4	28	40	28	64.8	41.0	5,135
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	162	99	6	38	34	23	72.4	43.0	153	
Asian	3	-	-	-	-	-	-	-	-	40	100	35	43	20	3	91.9	67.5	34	4,180	99	22	47	23	9	86.2	62.0	3,874
Hispanic/Latino	1	-	-	-	-	-	-	-	-	21	100	14	43	38	5	82.1	N/A	18	11,148	99	4	29	40	28	65.0	43.0	10,130
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	12	100	33	33	25	8	81.3	N/A	12	2,037	99	14	44	29	13	81.0	50.0	1,919
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	70	100	9	41	30	20	74.3	54.0	63
White	52	100	21	50	27	2	88.5	41.0	51	302	100	25	53	16	5	91.6	61.0	288	46,942	100	15	49	27	9	84.8	51.0	44,861
Male	29	100	17	48	34	0	87.1	34.0	29	211	100	15	55	23	7	87.7	54.0	198	35,925	99	8	42	33	17	76.6	44.0	33,585
Female	31	100	29	48	19	3	90.3	50.5	30	176	100	38	45	14	3	93.6	66.0	165	34,330	100	17	46	26	10	83.5	55.0	32,556
ELL		-	-	-	-	-	-	-	-	22	100	9	36	41	14	73.9	N/A	16	5,873	99	1	19	41	38	55.3	46.0	5,019
All Students																											
2012	60	100	23	48	27	2	88.8	41.0	59	387	100	26	51	19	5	90.4	60.0	363	70,264	100	13	44	30	14	80.0	50.0	66,141
2011	64	100	11	67	19	3	92.6	56.0	62	430	100	20	56	21	4	90.9	61.0	396	70,920	100	10	43	35	12	79.4	51.0	66,573

GRADE LEVEL 4 - 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	NIW			#	%	A	P	NIW			#	%	A	P	NIW								
Subgroups																											
Students w/disabilities	9	-	-	-	-	-	-	69	100	4	29	39	28	71.0	48.0	55	13,321	99	3	15	43	39	60.0	40.0	11,437		
ELL and Former ELL	1	-	-	-	-	-	-	29	100	31	21	31	17	77.6	60.0	21	8,293	100	6	23	44	26	64.7	46.0	7,352		
Low income	3	-	-	-	-	-	-	55	100	13	33	42	13	78.6	47.0	47	26,159	100	6	25	47	23	67.6	43.0	23,988		
High needs	11	100	18	36	18	27	72.7	N/A	11	119	100	13	31	37	18	76.5	48.0	98	34,553	100	6	24	46	23	67.9	43.0	31,402
Afr. Amer./Black		-	-	-	-	-	-	-	-	10	100	20	10	60	10	70.0	N/A	9	5,715	100	4	20	49	27	62.7	41.0	5,144
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	163	100	9	33	44	15	74.1	40.0	153	
Asian	3	-	-	-	-	-	-	-	-	40	100	50	38	8	5	93.8	80.5	34	4,194	100	33	37	23	6	89.0	62.0	3,893
Hispanic/Latino	1	-	-	-	-	-	-	-	-	21	100	14	43	29	14	84.5	N/A	17	11,202	100	5	23	46	25	65.9	44.0	10,189
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	-	-	-	-	12	100	33	25	33	8	81.3	N/A	12	2,043	100	17	33	38	12	78.7	49.0	1,930
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	71	100	17	23	48	13	72.9	49.5	64
White	52	100	35	50	12	4	93.3	78.0	51	303	100	32	44	19	5	90.7	67.0	288	47,016	100	18	40	33	8	83.6	51.0	44,944
Male	29	100	38	41	17	3	91.4	75.0	29	212	100	30	43	20	7	89.0	61.0	198	36,030	100	15	35	36	14	78.7	49.0	33,721
Female	31	100	35	52	6	6	92.7	81.0	30	176	100	36	40	20	5	90.6	68.0	164	34,387	100	17	36	36	11	79.8	51.0	32,602
ELL		-	-	-	-	-	-	-	-	22	100	27	18	36	18	75.0	N/A	15	5,919	100	3	19	47	31	59.6	45.0	5,067
All Students																											
2012	60	100	37	47	12	5	92.1	78.0	59	388	100	32	41	20	6	89.8	66.0	362	70,425	100	16	35	36	12	79.2	50.0	66,323
2011	64	100	22	48	27	3	89.5	57.5	62	432	100	27	38	30	5	87.0	60.0	395	71,101	100	15	32	42	11	78.4	50.0	66,629

GRADE LEVEL 5 - 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	8	-	-	-	-	-	-	-	67	100	1	30	48	21	76.9	46.0	56	13,781	99	2	19	41	39	60.5	43.0	11,723	
ELL and Former ELL	-	-	-	-	-	-	-	-	26	100	8	42	35	15	76.0	65.0	25	7,270	99	5	25	42	29	63.1	49.0	6,323	
Low income	4	-	-	-	-	-	-	-	52	100	17	35	38	10	81.3	60.5	46	26,571	100	6	34	39	20	71.3	45.0	24,185	
High needs	11	100	9	36	36	18	84.1	N/A	10	117	100	10	38	38	15	81.4	51.0	103	34,848	100	6	33	40	22	70.8	46.0	31,467
Afr. Amer./Black	1	-	-	-	-	-	-	-	20	100	5	45	30	20	78.8	N/A	18	5,896	100	7	33	40	21	70.8	47.0	5,293	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	161	100	7	43	41	9	79.3	48.0	151	
Asian	9	-	-	-	-	-	-	-	51	100	25	53	18	4	90.7	64.5	48	4,097	100	27	43	22	8	86.7	57.0	3,842	
Hispanic/Latino	2	-	-	-	-	-	-	-	24	100	17	42	38	4	84.4	45.0	23	10,907	99	6	30	40	24	67.9	45.0	9,761	
Multi-race, Non-Hisp./Lat.	7	-	-	-	-	-	-	-	26	100	50	31	19	0	93.3	66.0	25	2,082	100	17	44	28	11	82.9	52.0	1,962	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	88	99	17	47	23	14	84.1	59.0	77	
White	44	100	20	59	16	5	93.8	52.0	43	293	100	38	48	11	3	95.5	57.0	280	48,160	100	20	49	24	7	86.9	51.0	45,984
Male	28	100	11	68	14	7	92.9	35.0	27	200	100	28	55	13	5	94.0	52.0	188	36,624	100	12	43	31	14	80.0	49.0	34,100
Female	35	100	34	51	14	0	96.4	65.0	35	216	100	40	40	17	3	92.7	60.0	207	34,788	100	21	45	25	8	85.2	51.0	32,979
ELL	-	-	-	-	-	-	-	-	20	100	0	40	45	15	72.5	N/A	19	4,927	99	2	17	45	37	55.3	46.0	4,096	
All Students																											
2012	63	100	24	59	14	3	94.8	54.0	62	416	100	34	47	15	4	93.3	57.0	395	71,423	100	17	44	28	11	82.5	50.0	67,079
2011	64	100	45	50	5	0	98.8	66.0	63	362	99	40	48	10	2	95.7	57.0	341	71,394	100	17	50	24	9	86.0	50.0	66,967

GRADE LEVEL 5 - 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	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	8	-	-	-	-	-	-	-	67	100	4	16	45	34	66.4	50.0	56	13,785	99	5	15	30	51	54.6	40.0	11,811	
ELL and Former ELL	-	-	-	-	-	-	-	-	26	100	23	35	27	15	77.9	60.0	25	7,296	100	11	22	32	35	61.7	51.0	6,366	
Low income	4	-	-	-	-	-	-	-	51	98	14	39	29	18	79.9	56.5	46	26,582	100	11	25	34	30	65.5	45.0	24,261	
High needs	11	100	0	36	36	27	75.0	N/A	10	116	99	14	29	34	22	75.9	55.0	103	34,888	100	11	24	33	32	65.3	45.0	31,608
Afr. Amer./Black	1	-	-	-	-	-	-	-	20	100	5	35	25	35	66.3	N/A	19	5,900	100	8	23	36	33	62.3	49.0	5,317	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	161	100	21	27	31	21	72.7	48.0	153	
Asian	9	-	-	-	-	-	-	-	51	100	47	27	22	4	89.7	67.0	48	4,103	100	48	27	16	8	88.7	64.0	3,857	
Hispanic/Latino	2	-	-	-	-	-	-	-	24	100	33	29	33	4	84.4	68.0	23	10,934	100	9	23	34	34	62.7	45.0	9,807	
Multi-race, Non-Hisp./Lat.	7	-	-	-	-	-	-	-	25	100	44	36	12	8	91.0	53.0	25	2,088	100	25	30	26	19	76.6	50.0	1,959	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	89	100	31	27	25	17	80.9	49.5	78	
White	44	100	30	48	14	9	90.3	56.0	43	292	100	49	34	11	6	93.5	65.0	279	48,182	100	29	35	24	12	83.2	50.0	46,089
Male	28	100	36	43	14	7	92.9	54.0	27	199	100	47	34	12	7	92.6	62.0	188	36,668	100	25	31	25	19	77.8	48.0	34,237
Female	35	100	37	43	14	6	91.4	62.0	35	215	100	44	32	17	7	89.5	65.0	207	34,810	100	25	32	27	15	79.1	52.0	33,031
ELL	-	-	-	-	-	-	-	-	20	100	15	35	35	15	75.0	N/A	19	4,954	100	6	18	33	43	55.2	51.0	4,135	
All Students																											
2012	63	100	37	43	14	6	92.1	58.0	62	414	100	45	33	15	7	91.0	64.0	395	71,484	100	25	32	26	17	78.4	50.0	67,268
2011	64	100	52	27	22	0	91.4	39.0	63	362	99	49	30	18	3	91.8	59.0	341	71,463	100	25	34	26	15	79.8	50.0	66,986

GRADE LEVEL 5 - 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	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	
Subgroups																													
Students w/disabilities	8	-	-	-	-	-	-	-	67	100	9	28	45	18	78.4	N/A	N/A	13,742	99	5	14	41	40	59.0	N/A	N/A			
ELL and Former ELL	-	-	-	-	-	-	-	-	26	100	35	27	27	12	82.7	N/A	N/A	7,282	99	4	14	42	40	53.7	N/A	N/A			
Low income	4	-	-	-	-	-	-	-	51	98	25	24	39	12	81.4	N/A	N/A	26,531	99	7	21	44	28	63.5	N/A	N/A			
High needs	11	100	18	27	36	18	77.3	N/A	N/A	116	99	22	29	35	13	82.8	N/A	N/A	34,811	99	8	21	44	27	64.5	N/A	N/A		
Afr. Amer./Black	1	-	-	-	-	-	-	-	20	100	5	40	30	25	76.3	N/A	N/A	5,881	99	5	17	45	33	58.8	N/A	N/A			
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	160	99	16	22	46	16	72.3	N/A	N/A			
Asian	9	-	-	-	-	-	-	-	51	100	49	27	22	2	91.7	N/A	N/A	4,100	100	31	29	28	11	82.0	N/A	N/A			
Hispanic/Latino	2	-	-	-	-	-	-	-	24	100	33	29	38	0	87.5	N/A	N/A	10,914	100	6	17	44	33	59.4	N/A	N/A			
Multi-race, Non-Hisp./Lat.	7	-	-	-	-	-	-	-	25	100	56	28	16	0	95.0	N/A	N/A	2,086	100	22	29	35	14	77.6	N/A	N/A			
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	89	100	25	25	35	16	78.1	N/A	N/A			
White	44	100	43	41	11	5	94.3	N/A	N/A	292	100	55	30	12	3	95.4	N/A	N/A	48,116	100	26	35	31	8	84.0	N/A	N/A		
Male	28	100	50	39	4	7	96.4	N/A	N/A	199	100	51	31	13	5	94.0	N/A	N/A	36,607	100	22	30	33	15	77.7	N/A	N/A		
Female	35	100	46	34	20	0	92.9	N/A	N/A	215	100	50	29	19	2	93.0	N/A	N/A	34,760	100	21	31	34	13	78.0	N/A	N/A		
ELL	-	-	-	-	-	-	-	-	20	100	20	35	30	15	80.0	N/A	N/A	4,946	99	2	8	40	50	46.5	N/A	N/A			
All Students																													
2012	63	100	48	37	13	3	94.4	N/A	N/A	414	100	50	30	16	4	93.5	N/A	N/A	71,373	100	22	30	34	14	77.8	N/A	N/A		
2011	64	100	28	53	19	0	94.1	N/A	N/A	363	100	37	40	20	2	92.6	N/A	N/A	71,382	100	14	36	36	15	77.0	N/A	N/A		

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	W	
Subgroups																													
Students w/disabilities	26	100	8	42	38	12	81.7	N/A	16	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	1	-	-	-	-	-	-	-	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	9	-	-	-	-	-	-	-	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	32	100	9	47	34	9	84.4	59.0	21	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	2	-	-	-	-	-	-	-	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	18	100	22	67	11	0	97.2	N/A	12	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	5	-	-	-	-	-	-	-	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.	14	100	43	43	14	0	94.6	N/A	11	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	153	100	24	56	18	2	92.8	42.5	94	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	92	100	21	59	18	2	92.9	34.5	56	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	100	100	30	52	17	1	93.8	63.0	65	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	192	100	26	55	18	2	93.4	50.0	121	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	190	100	24	58	15	2	94.3	59.0	125	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 - Cyrus E Dallin

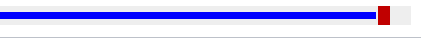
Accountability Information	
Accountability and Assistance Level	
Level 1	Meeting gap narrowing goals
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
All students:	<div style="display: flex; justify-content: space-between; width: 100%;"> Lowest performing Highest performing </div>

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				91 Met Target
High needs				76 Met Target
Low income				-
ELL and Former ELL				-
Students w/disabilities				-
Amer. Ind. or Alaska Nat.				-
Asian				-
Afr. Amer./Black				-
Hispanic/Latino				-
Multi-race, Non-Hisp./Lat.				-
Nat. Haw. or Pacif. Isl.				-
White				90 Met Target

**Cyrus E Dallin:
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		97.2	94.3	-0.9	94.8	93.4	89	192	75	On Target
High needs		90.0	80.0	4.4	81.7	84.4	91	32	100	Above Target
Low income		-	-	-	-	-	-	9	-	-
ELL and Former ELL		-	-	-	-	-	-	1	-	-
Students w/disabilities		-	-	-	-	-	-	26	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	18	-	-
Afr. Amer./Black		-	-	-	-	-	-	2	-	-
Hispanic/Latino		-	-	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		97.1	94.1	-1.3	94.6	92.8	80	153	75	On 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		95.6	91.2	0.2	91.9	91.4	86	191	75	On Target
High needs		89.0	77.9	0.3	79.7	78.2	79	31	50	Improved Below Target
Low income		-	-	-	-	-	-	9	-	-
ELL and Former ELL		-	-	-	-	-	-	1	-	-
Students w/disabilities		-	-	-	-	-	-	25	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	18	-	-
Afr. Amer./Black		-	-	-	-	-	-	2	-	-
Hispanic/Latino		-	-	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		95.7	91.3	-0.3	92.0	91.0	80	152	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		-	-	-	-	-	-	11	-	-
Low income		-	-	-	-	-	-	4	-	-
ELL and Former ELL		-	-	-	-	-	-	-	-	-
Students w/disabilities		-	-	-	-	-	-	8	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	9	-	-
Afr. Amer./Black		-	-	-	-	-	-	1	-	-
Hispanic/Latino		-	-	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		97.6	95.2	-0.9	95.6	94.3	88	44	100	Above 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	24.2	25.5	192	0	1.1	1.0	192	0
High needs	2.9	9.4	32	25	5.7	6.3	32	0
Low income	-	-	9	-	-	-	9	-
ELL and Former ELL	-	-	1	-	-	-	1	-
Students w/disabilities	-	-	26	-	-	-	26	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	18	-	-	-	18	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	-	-	5	-	-	-	5	-
Multi-race, Non-Hisp./Lat.	-	-	14	-	-	-	14	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	25.6	24.2	153	0	1.3	1.3	153	0

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	28.4	38.7	191	25	1.6	3.7	191	0
High needs	8.6	16.1	31	25	8.6	16.1	31	0
Low income	-	-	9	-	-	-	9	-
ELL and Former ELL	-	-	1	-	-	-	1	-
Students w/disabilities	-	-	25	-	-	-	25	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	18	-	-	-	18	-
Afr. Amer./Black	-	-	2	-	-	-	2	-
Hispanic/Latino	-	-	5	-	-	-	5	-
Multi-race, Non-Hisp./Lat.	-	-	14	-	-	-	14	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	26.9	35.5	152	25	1.3	3.9	152	0

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	28.1	47.6	63	25	0.0	1.6	63	0
High needs	-	-	11	-	-	-	11	-
Low income	-	-	4	-	-	-	4	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	8	-	-	-	8	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	9	-	-	-	9	-
Afr. Amer./Black	-	-	1	-	-	-	1	-
Hispanic/Latino	-	-	2	-	-	-	2	-
Multi-race, Non-Hisp./Lat.	-	-	7	-	-	-	7	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	26.3	43.2	44	25	0.0	2.3	44	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	59.0	-9.0	50.0	121	No	50	Below Target
High needs		51.0	-	-	-	21	-	-	-
Low income		51.0	-	-	-	6	-	-	-
ELL and Former ELL		51.0	-	-	-	1	-	-	-
Students w/disabilities		51.0	-	-	-	16	-	-	-
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	12	-	-	-
Afr. Amer./Black		51.0	-	-	-	1	-	-	-
Hispanic/Latino		51.0	-	-	-	3	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	11	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	59.0	-16.5	42.5	94	No	50	Below 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	49.0	17.0	66.0	121	No	100	Above Target
High needs		51.0	-	-	-	21	-	-	-
Low income		51.0	-	-	-	6	-	-	-
ELL and Former ELL		51.0	-	-	-	1	-	-	-
Students w/disabilities		51.0	-	-	-	16	-	-	-
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	12	-	-	-
Afr. Amer./Black		51.0	-	-	-	1	-	-	-
Hispanic/Latino		51.0	-	-	-	3	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	11	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	41.5	25.0	66.5	94	No	100	Above 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	194	194	100	Yes	194	193	99	Yes	63	63	100	Yes
High needs	33	33	100	Yes	33	32	97	Yes	11	-	-	-
Low income	10	-	-	-	10	-	-	-	4	-	-	-
ELL and Former ELL	2	-	-	-	2	-	-	-	-	-	-	-
Students w/disabilities	26	-	-	-	26	-	-	-	8	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	19	-	-	-	19	-	-	-	9	-	-	-
Afr. Amer./Black	2	-	-	-	2	-	-	-	1	-	-	-
Hispanic/Latino	5	-	-	-	5	-	-	-	2	-	-	-
Multi-race, Non-Hisp./Lat.	14	-	-	-	14	-	-	-	7	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	154	154	100	Yes	154	153	99	Yes	44	44	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>.