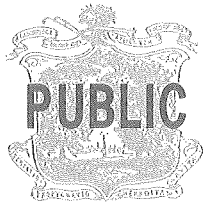


# ARLINGTON PUBLIC SCHOOLS



Office of the Superintendent  
Arlington High School  
P. O. Box 167  
869 Massachusetts Avenue  
Arlington, MA 02476-0002

Telephone  
(781) 316-3500  
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January 2013

Dear Menotomy Pre-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.

### **Part III: Accountability**

The third section of the report card contains Accountability information, but because of Menotomy's small size there is insufficient data on which to report accountability.

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 us at 781-316-3502.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Bodie".

Kathleen Bodie  
Superintendent of Schools

## 2012 Report Card - Menotomy Preschool

### Menotomy Preschool (00100038)

Mary F Villano, Principal

Mailing Address: 869 Massachusetts Avenue

Arlington, MA 02476

Phone: (781) 316-3593

FAX: (781) 316-3504

Website: <http://www.arlington.k12.ma.us>

### 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
<b>Total Count</b>	48	4,858	953,369
<b>Race/Ethnicity (%)</b>			
African American or Black	4.2	3.6	8.3
Asian	6.3	10.3	5.7
Hispanic or Latino	8.3	5.0	16.1
Multi-race, Non-Hispanic	0.0	3.6	2.5
Native American	0.0	0.1	0.2
Native Hawaiian or Pacific Islander	2.1	0.1	0.1
White	79.2	77.3	67.0
<b>Gender (%)</b>			
Male	58.3	49.6	51.3
Female	41.7	50.4	48.7
<b>Selected Populations (%)</b>			
English Language Learner	0.0	5.3	7.3
Low-Income	4.2	11.5	35.2
Students w/Disabilities	47.9	14.2	17.0
First Language Not English	0.0	12.5	16.7

### Enrollment (2011-12)

	School	District	State
Total # of Teachers	7.0	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	15	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	6.9 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)

PK

### 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**

Data Under Review or Fewer than 10 students were tested.

## 2012 Accountability Data - Menotomy Preschool

Accountability Information	
Accountability and Assistance Level	
<b>Insufficient data</b>	Insufficient data
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
<b>All students:</b>	-

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 - ■			
	On Target = 75 or higher - ■	Less progress	More progress	
All students				-
High needs				-
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				-









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	-	-	-	-	-	-	-
High needs		51.0	-	-	-	-	-	-	-
Low income		51.0	-	-	-	-	-	-	-
ELL and Former ELL		51.0	-	-	-	-	-	-	-
Students w/disabilities		51.0	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	-	-	-	-
Afr. Amer./Black		51.0	-	-	-	-	-	-	-
Hispanic/Latino		51.0	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	-	-	-	-	-	-	-

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	-	-	-	-	-	-	-
High needs		51.0	-	-	-	-	-	-	-
Low income		51.0	-	-	-	-	-	-	-
ELL and Former ELL		51.0	-	-	-	-	-	-	-
Students w/disabilities		51.0	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.		51.0	-	-	-	-	-	-	-
Asian		51.0	-	-	-	-	-	-	-
Afr. Amer./Black		51.0	-	-	-	-	-	-	-
Hispanic/Latino		51.0	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	-	-	-	-	-	-	-



# 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>.