



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

Thad Dingman, Principal
tdingman@arlington.k12.ma.us

November 2014

Dear Dallin Elementary School Parents and Guardians:

I am pleased to share an overview of our school's "report card". Report cards answer important questions about a school's overall performance and contain specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in the district and the state, and the progress made toward narrowing proficiency gaps for different groups of students.

In this report you will find the following important information about our school:

Student enrollment and teacher quality: This section of the report card provides information about the students and teachers in our school as compared to the district and the state.

Student assessment on MCAS and other tests: This section of the report shows how our students are performing on the Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the district and the state.

School and district accountability information: This section of the report contains three important pieces of information:

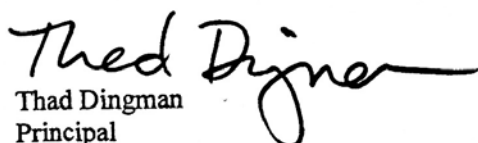
- **Accountability and Assistance Levels:** Schools and districts are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. Dallin has been placed into Level 1 because of meeting the goal for narrowing the achievement 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 91. This means that our school is performing higher than 91 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.

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 781-316-3730 or tdingman@arlington.k12.ma.us.

Sincerely,


Thad Dingman
Principal



2014 Massachusetts School Report Card Overview

CYRUS E DALLIN (00100025)

Arlington Public School District (00100000)
 Thad D Dingman, Principal
 Grades Served: K,01,02,03,04,05

185 Florence Avenue , Arlington, MA 02476
 Phone: 781.316.3722
 Website: <http://www.arlington.k12.ma.us>

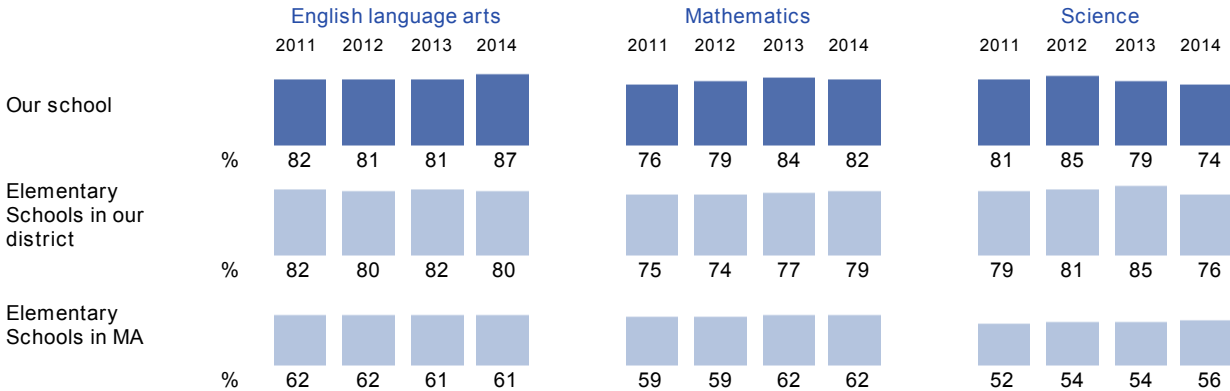
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

How is our school doing overall?

Accountability and assistance levels		School percentile										
Our school	Level 1 Meeting gap narrowing goals	School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below. 1 25 50 75 91 99 Lowest performing Highest performing										
Our district	Level 2 One or more schools in the district classified into Level 2											
Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance.		Overall progress in narrowing gaps Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.										
		<table> <tr> <td>All students</td> <td>Met Target</td> </tr> <tr> <td>High needs students</td> <td>Met Target</td> </tr> <tr> <td>Low income students</td> <td>-</td> </tr> <tr> <td>Students with disabilities</td> <td>-</td> </tr> <tr> <td>English language learners & former ELLs</td> <td>-</td> </tr> </table>	All students	Met Target	High needs students	Met Target	Low income students	-	Students with disabilities	-	English language learners & former ELLs	-
All students	Met Target											
High needs students	Met Target											
Low income students	-											
Students with disabilities	-											
English language learners & former ELLs	-											

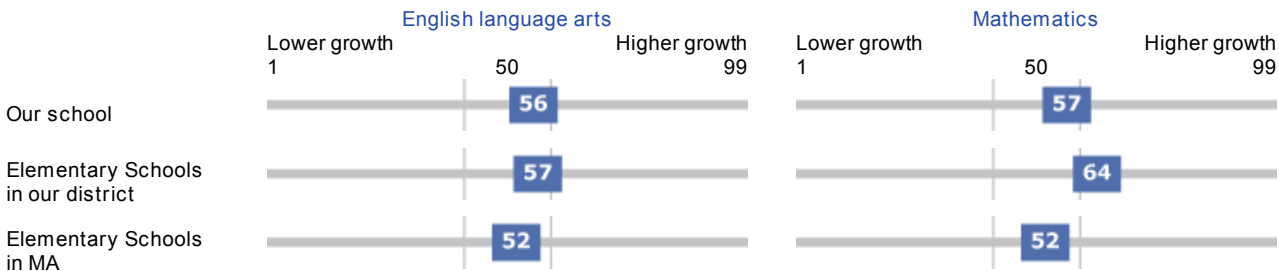
How does our school's achievement over time compare to the district and the state?

Percentage of students scoring proficient or above on Massachusetts Comprehensive Assessment System (MCAS), 2011-2014.



How does our school's growth compare to the district and the state?

Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2014 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

Total enrollment	Our school		Our district		Our state	
	467		5,020		955,739	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Low income students	23	4.9	290	10.6	140,695	38.9
Students with disabilities	60	12.8	307	11.3	55,453	15.3
English language learners	9	1.9	181	6.6	36,806	10.2

How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	29.5	172.9	25,177.3
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	96.1
Average class size (#)	-	-	-
Student : teacher ratio	15.8 to 1	15.8 to 1	14.4 to 1

How is our school doing on other important measures?

Attendance	Our school	Elementary Schools in our district	Elementary Schools in MA
Attendance rate (%)	96.9	96.5	95.7
Average days absent per student (#)	5.5	6.2	7.4
Discipline			
2013 In-school suspension rate (%)	0.0	0.1	0.4
2013 Out-of-school suspension rate (%)	0.0	0.2	1.5

High school completion	Our school	Our district	Our state
2012 5-year graduation rate (%)	-	90.2	87.5
2013 4-year graduation rate (%)	-	91.0	85.0
2013 annual dropout rate (%)	-	0.7	2.2
2012 graduates attending institutions of higher education* (%)	-	86.7	75.6
2014 12th graders taking 1+ Advanced Placement courses (%)	-	65.9	35.6
2014 Advanced Placement tests with scores of 3 or higher (%)	-	84.6	68.4
2014 SAT average score - Reading	-	571	508
2014 SAT average score - Writing	-	566	499
2014 SAT average score - Math	-	582	523
2013 MassCore** - Completing a rigorous course of study (%)	-	99.7	70.2

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English, math, & science, 3 years of history, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.
Published by the Massachusetts Department of Elementary and Secondary Education