

# ARLINGTON PUBLIC SCHOOLS

Special Education Office  
Arlington High School  
P. O. Box 167  
869 Massachusetts Avenue  
Arlington, MA 02476-0002

Telephone  
(781) 316-3530  
Fax  
(781) 316-3647

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Dear Menotomy Pre-school Parents and Guardians:

I am pleased to share an overview of Menotomy Pre-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.

**Assessment results:** This section of the report shows how our students are performing on Massachusetts Comprehensive Assessment System (MCAS) and/or Partnership for Assessment of Readiness for College and Careers (PARCC) tests as compared to the district and the state. This section of the overview does not contain information since Pre-school students do not take MCAS exams.

**School and district accountability information:** This section of the report card contains Accountability information, but because of Menotomy's small size there is insufficient data on which to report accountability.

To improve student achievement and close the achievement gap, the district has an inclusive in-district preschool program. Menotomy Preschool provides services to students identified with special education needs in an inclusive environment with typically developing general education students. We incorporate social emotional curricula with academic curricula to target student outcomes and support all children as they begin their school career.

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
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For more information about what we are doing to improve student achievement, please feel free to contact me at 781-316-3698 or [jschlenger@arlington.k12.ma.us](mailto:jschlenger@arlington.k12.ma.us).

Sincerely,



Joyce Schlenger  
Early Childhood Coordinator



# 2016 Massachusetts School Report Card Overview MENOTOMY PRESCHOOL (00100038)

Arlington Public School District (00100000)  
Joyce Schlenger, Principal  
Grades Served: PK

869 Massachusetts Avenue, Arlington, MA 02476  
Phone: 781.316.3698  
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
<b>Our school</b>	Insufficient data -	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.
<b>Our district</b>	<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; display: inline-block;">Level 2</div> One or more schools in the district classified into Level 2	<p>Lowest performing <span style="float: right;">Highest performing</span></p>
Most <b>schools</b> 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 <b>district</b> 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. More information is available here: <a href="http://www.mass.gov/ese/accountability">http://www.mass.gov/ese/accountability</a> .		<b>Overall progress in narrowing gaps</b> Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.
		<b>All students</b> - <b>High needs students</b> - <b>Economically disadvantaged</b> - <b>Students with disabilities</b> - <b>English language learners &amp; former ELLs</b> -

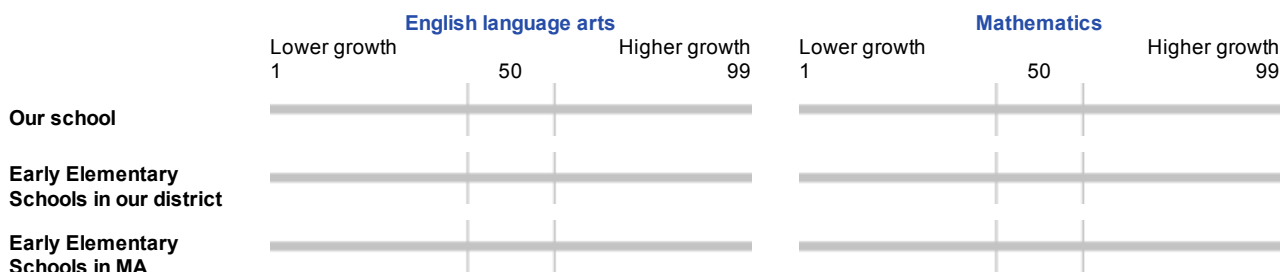
## How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.

	English language arts				Mathematics				Science			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
<b>Our school</b>	%	-	-	-	-	-	-	-	-	-	-	-
<b>Early Elementary Schools in our district</b>	%	-	-	-	-	-	-	-	-	-	-	-
<b>Early Elementary Schools in MA</b>	%	-	-	-	-	-	-	-	-	-	-	-

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

Transitional 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 2016 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	
	#	%	#	%	#	%
	56		5,304		953,429	
By high needs population	Our school		Early Elementary Schools in our district		Early Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	4	7.1	4	7.1	10,589	26.1
Students with disabilities	27	48.2	27	48.2	7,476	18.4
English language learners	0	0.0	0	0.0	3,400	8.4

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

General information	Our school		Early Elementary Schools in our district		Early Elementary Schools in MA	
	#	%	#	%	#	%
Teachers (#)	5.0		5.0		2,698.4	
Core academic classes taught by highly qualified teachers (%)	100.0		100.0		95.4	
Average class size (#)	14.4		14.4		18.0	
Student : teacher ratio	11.2 to 1		11.2 to 1		15.0 to 1	

## How is our school doing on other important measures?

Attendance	Our school		Early Elementary Schools in our district		Early Elementary Schools in MA	
	#	%	#	%	#	%
2016 Attendance rate (%)	94.8		94.8		94.9	
2016 Average days absent per student (#)	8.5		8.5		8.4	
2016 Chronic absenteeism rate (%)	11.1		11.1		13.0	

### Discipline

2016 In-school suspension rate (%)	-	0.0	0.1
2016 Out-of-school suspension rate (%)	-	0.0	0.2

### High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	94.1	88.5
2015 4-year graduation rate (%)	-	92.3	87.3
2015 annual dropout rate (%)	-	0.6	1.9
2014 graduates attending institutions of higher education* (%)	-	84.2	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	74.8	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	86.1	66.5
2016 SAT average score - Reading	-	581	509
2016 SAT average score - Writing	-	576	497
2016 SAT average score - Math	-	592	522
2015 MassCore** - Completing a rigorous course of study (%)	-	100.0	72.3

\*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, 3 years of history & lab-based science, 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