



Peirce School

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Arlington Public Schools
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An Equal Opportunity School System with a High Commitment to Diversity

December 2016

Dear Peirce 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 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.

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.

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. Peirce 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 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 increasing support to our high needs students through continued math and reading intervention. In math, we will use the "iReady" program to gather baseline data for students in grades 3 - 5, and utilize the data to plan for appropriate intervention. In reading we will continue to utilize our interventionist and coach to improve reading instruction in the classroom, and to plan intervention for high needs students. We are also expanding our understanding of "Growth Mindset" across our school, by using a program called "Mindmaker" with staff. This initiative will include helping students expand their own mindset about effort and ability.

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 781-316-3737 or khartley@arlington.k12.ma.us.

Sincerely,

A handwritten signature in cursive script that reads "Karen Hartley". The signature is written in black ink and is positioned above the printed name and title.

Karen Hartley
Principal



2016 Massachusetts School Report Card Overview

PEIRCE (00100045)

Arlington Public School District (00100000)
 Karen I Hartley, Principal
 Grades Served: K,01,02,03,04,05

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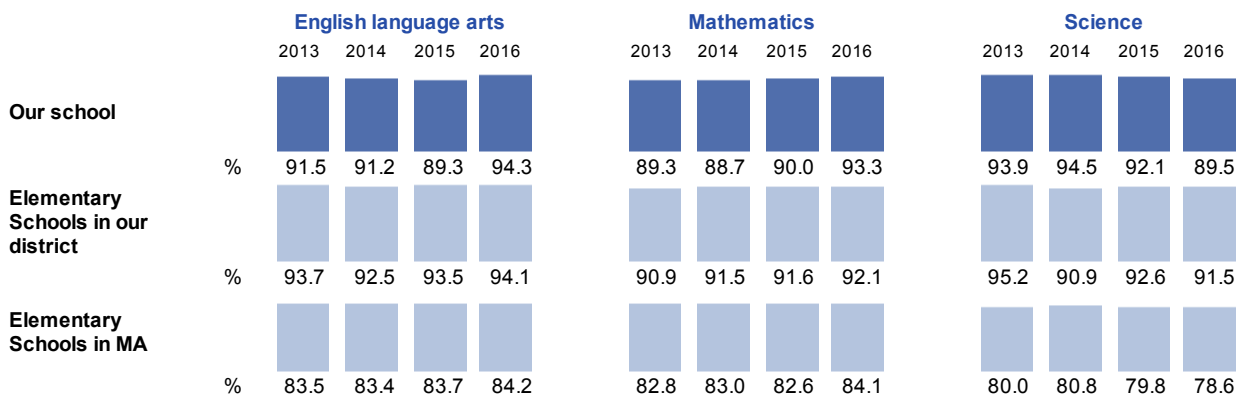
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's 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 2 Not 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 90 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. More information is available here: http://www.mass.gov/ese/accountability .		Overall progress in narrowing gaps Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.										
		<table border="0"> <tr> <td>All students</td> <td>Met Target</td> </tr> <tr> <td>High needs students</td> <td>Did Not Meet Target</td> </tr> <tr> <td>Economically disadvantaged</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	Did Not Meet Target	Economically disadvantaged	-	Students with disabilities	-	English language learners & former ELLs	-
All students	Met Target											
High needs students	Did Not Meet Target											
Economically disadvantaged	-											
Students with disabilities	-											
English language learners & former ELLs	-											

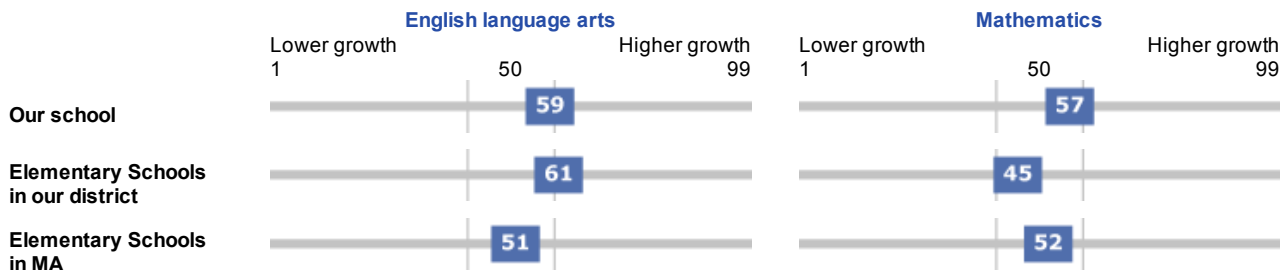
How does our school's achievement over time compare to the district and the state?

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.



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	
	#	%	#	%	#	%
	261		5,304		953,429	
By high needs population						
			Elementary Schools in our district		Elementary Schools in MA	
Economically disadvantaged students	20	7.7	212	7.4	105,033	29.7
Students with disabilities	34	13.0	327	11.4	54,668	15.4
English language learners	25	9.6	184	6.4	41,225	11.6

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 (#)	16.5		189.5		25,630.9	
Core academic classes taught by highly qualified teachers (%)	100.0		100.0		96.5	
Average class size (#)	22.0		19.9		19.6	
Student : teacher ratio	15.8 to 1		15.1 to 1		13.9 to 1	

How is our school doing on other important measures?

Attendance	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
2016 Attendance rate (%)	96.7		96.5		95.7	
2016 Average days absent per student (#)	5.9		6.1		7.4	
2016 Chronic absenteeism rate (%)	4.9		4.7		8.7	

Discipline

2016 In-school suspension rate (%)	-	0.0	0.5
2016 Out-of-school suspension rate (%)	-	0.0	0.9

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