



## Thompson School

Karen Donato, Principal  
187 Everett Street  
Arlington, MA 02474  
781.316.3768

December 2016

Dear Thompson 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. You also have the right to request the following information about the qualifications of your child's classroom teachers:

- Whether your child's teacher is licensed in the grade levels and subject areas they teach
- Whether your child's teacher is teaching under an emergency license or waiver
- The college degree and major of your child's teacher
- Whether your child is provided services by paraprofessionals and, if so, their qualifications

**Student assessment on PARCC and other tests:** 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. Thompson 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 78. This means that our school is performing higher than 78 percent of the 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 ensuring that all students attain high levels of academic success in English Language Arts and Mathematics through teacher collaboration and supplemental instruction, and providing all staff with professional development in the area of Social/Emotional learning, differentiated instruction and technology. This year we have expanded our Title I services to support meeting the needs of all learners. We currently have a Title I Literacy Tutor, Title I Math Tutor, and Math Practice Guide. We have been able to offer after school and summer tutoring for targeted populations in both Math and English Language Arts. In addition, the staff is working closely with the Math Coach and Literacy Coach to expand their knowledge around and implementation of enriching activities within the classroom.

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 or to request information about the qualifications of your child's classroom teachers, please feel free to contact me at 781-316-3768 or [kdonato@arlington.k12.ma.us](mailto:kdonato@arlington.k12.ma.us).

Sincerely,



Karen Donato

Principal



# 2016 Massachusetts School Report Card Overview THOMPSON (00100050)

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

187 Everett Street, Arlington, MA 02474  
Phone: 781.316.3768  
Website: <http://www.arlington.k12.ma.us>

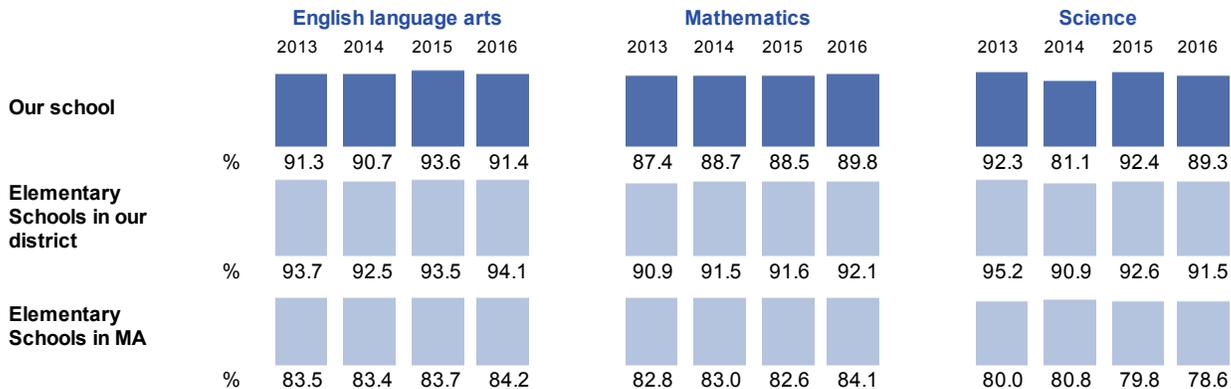
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's 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>	<b>Level 2</b> 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.  Lowest performing <span style="margin-left: 150px;">Highest performing</span>
<b>Our district</b>	<b>Level 2</b> One or more schools in the district classified into Level 2	
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> <span style="float: right;">Did Not Meet Target</span> <b>High needs students</b> <span style="float: right;">Did Not Meet Target</span> <b>Economically disadvantaged</b> <span style="float: right;">-</span> <b>Students with disabilities</b> <span style="float: right;">-</span> <b>English language learners &amp; former ELLs</b> <span style="float: right;">-</span>

## 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.)

