

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Meeting
Thursday, October 23, 2025
6:30 PM***

In Person:

*Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room - 2nd Floor
Arlington, MA 02476*

Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

<https://us02web.zoom.us/j/86956181807>

For viewing on your Local Cable TV Station:

ACMi

6:30 p.m. Open Meeting (J. Thielman)

6:35 p.m. Land Acknowledgement (J. Thielman)

"We acknowledge that the Town of Arlington is located on the ancestral lands of the Massachusett Tribe, the tribe of Indigenous peoples from whom the Colony, Province, and Commonwealth have taken their names. We pay our respects to the ancestral bloodline of the Massachusett Tribe and their descendants who still inhabit historic Massachusett territories today."

6:40 p.m. Public Comment (J. Thielman)

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited

to speak at the next School Committee Regular Meeting.

7:00 p.m. AEA Representative

7:05 p.m. AHS Student Representative(s) to School Committee

7:10 p.m. SEPAC Report (E. McWhorter)

- *School Committee Update for 10 23 25*
- *SEPAC Survey - Full Report - 2024-2025 FINAL*

7:30 p.m. Outcomes Report (M. Ford Walker)

- *2025 Outcomes Report (Big Deck)*
- *2025 Arlington High (00100505) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Brackett (00100010) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Cyrus E Dallin (00100025) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Gibbs School (00100305) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Hardy (00100030) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 John A Bishop (00100005) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 M Norcross Stratton (00100055) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Ottoson Middle (00100410) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Peirce (00100045) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *2025 Thompson (00100050) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles*
- *Arlington-District Accountability*

8:00 p.m. First Read - Policy JJE - Student Fund-Raising Activities (P. Schlichtman)

- *First Read - Policy JJE - Student Fund-Raising Activities*

8:05 p.m. First Read - Policy File: FF - Policy for Special Dedications of School Facilities (P. Schlichtman)

- *First Read - Policy FF - Policy for Special Dedications of School Facilities*

8:10 p.m. Second read and possible vote, File LB - Relations with Other Schools and School Districts and File LBA - Middle School Pathway Exploration Policy (P. Schlichtman)

- *File LB - Relations with Other Schools and School Districts*
- *File LBA - Middle School Pathway Exploration Policy*

8:15 p.m. Superintendent Evaluation: Process Discussion and/or refer to Subcommittee (E. Homan)

8:25 p.m. Superintendent's Update (E. Homan)

- *Update on Administrative Hiring Searches*
- *Update on Competitive Grants Awarded*

- *Monthly Update on Enrollments / Class Sizes*
- *Strategic Plan update*

8:35 p.m. Open Meeting Law Complaint (J. Thielman)

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

- *Arlington School Committee OMI issued Oct 22 2025 (2)*

8:40 p.m. Consent Agenda (J. Thielman)

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**Warrant #: 26088, 10.14.25, \$1,103,090.30*

**Final Vote naming of AHS facilities: Principal's Room, Black Box Theater, and Wood Gym, Policy FF.*

8:50 p.m. Subcommittee/Liaison Reports/Announcements (J. Thielman)

Budget – K. Allison-Ampe, Chair

Community Relations – L. Gitelson, Chair

Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair

Facilities – J. Morgan, Chair

Policy & Procedures – P. Schlichtman, Chair

- Draft Policy Minutes, 10-20-2025

Arlington High School Building Committee, J. Thielman, Chair

Liaison Reports

Announcements

- School Committee Vacancy, File BBBE: Unexpired Term Fulfillment

Future Agenda Items

9:00 p.m. EXECUTIVE SESSION

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

9:00 p.m. Adjournment (J. Thielman)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jeff Thielman

Correspondence Received

- *Email to J. Thielman, J. Brazile, from P. Higgins, RE: Formal Open Meeting Law Complaint, October 22, 2025*
- *Email to School Committee from S. Ford, RE: 10.20.25 PRS 13577 Arlington PS LOC-CF Final, October 20, 2025*
- *Email to School Committee from League of Women Voters of Arlington October Bulletin, October 16, 2025*
- *Email to E. Diggins, from G. Carpenter, RE: Subcommittee Recordings, October 15, 2025*
- *Email to School Committee from R. Smith, RE: 2025 METCO Directors Association Conference, October 14, 2025*
- *Email to E. Homan/E.Diggins, from K. Roche, RE: Holiday October 13 clarification, October 9, 2025*
- *Email to E. Homan, from K. Novakowski, RE: Ottoson Bus, October 6, 2025*
- *Email to E. Homan, from J. Standish, RE: Religious Holidays, October 2, 2025*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location - Hybrid

Summary:

In Person:

Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room - 2nd Floor
Arlington, MA 02476

Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

<https://us02web.zoom.us/j/86956181807>

For viewing on your Local Cable TV Station:

ACMi



Town of Arlington, Massachusetts

6:30 p.m. Open Meeting (J. Thielman)



Town of Arlington, Massachusetts

6:35 p.m. Land Acknowledgement (J. Thielman)

Summary:

"We acknowledge that the Town of Arlington is located on the ancestral lands of the Massachusett Tribe, the tribe of Indigenous peoples from whom the Colony, Province, and Commonwealth have taken their names. We pay our respects to the ancestral bloodline of the Massachusett Tribe and their descendants who still inhabit historic Massachusett territories today."

ATTACHMENTS:

Type	File Name	Description
Policy	File_BEDL_-_Land_Acknowledgement.pdf	File BEDL - Land Acknowledgement

File: BEDL - LAND ACKNOWLEDGEMENT

On April 26, 2021, under Article 85, Arlington Town Meeting voted (222-1-2) to encourage all town entities to celebrate and recognize the heritage of the peoples indigenous to Massachusetts and Arlington by including a land acknowledgement at the beginning of the Town's public meetings.

The Arlington School Committee shall include at the beginning of its organizational meeting, at the beginning of its first regular meeting in October (or such other meeting date as is approximate to "Indigenous Peoples Day" per Title I, Article 6 of the Town Bylaws), and as part of graduation ceremonies, a land acknowledgement shall be read in a substantially similar form to the following:

"We acknowledge that the Town of Arlington is located on the ancestral lands of the Massachusett Tribe, the tribe of Indigenous peoples from whom the Colony, Province, and Commonwealth have taken their names. We pay our respects to the ancestral bloodline of the Massachusett Tribe and their descendants who still inhabit historic Massachusett territories today."

In addition, the Arlington School Committee encourages the reading of this land acknowledgement at other significant meetings and events.

Cross References:

[BDA](#) - School Committee Organizational Meeting

[BEA](#) - Regular School Committee Meetings

[BEDB](#) - Agenda Format/Preparation

Arlington Town Bylaws: Title I, Article 6

Arlington Public Schools

Adopted and Approved: 1-13-22



Town of Arlington, Massachusetts

6:40 p.m. Public Comment (J. Thielman)

Summary:

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.



Town of Arlington, Massachusetts

7:00 p.m. AEA Representative



Town of Arlington, Massachusetts

7:05 p.m. AHS Student Representative(s) to School Committee



Town of Arlington, Massachusetts

7:10 p.m. SEPAC Report (E. McWhorter)

Summary:

- School Committee Update for 10 23 25
- SEPAC Survey - Full Report - 2024-2025 FINAL

ATTACHMENTS:

	Type	File Name	Description
▢	Presentation	Updated_Version_-_SEPAC_SLIDES_-_10-23-2025.pdf	Updated Version - SEPAC SLIDES - 10-23-2025
▢	Presentation	SEPAC_Survey_-_Full_Report_-_2024-2025_FINAL.pdf	SEPAC Survey - Full Report - 2024-2025 FINAL

SEPAC Update

October 23, 2025

SEPAC Purpose: **Advise**, **Advocate**, **Guide**

According to the Federation for Children with Special Needs:

A SEPAC is an **advisory council**. They gather information from families and make recommendations that can be used by decision-makers and local leaders. A SEPAC's purpose is to **advise**, **advocate**, and **offer guidance**, not to decide policy.

An effective SEPAC can:

1. Help improve educational outcomes and well-being for all students, including those with disabilities.
2. Help identify unmet needs.
3. Help shape the development of programs, services and policies, as well as improve district culture.



Five-Year Strategic Plan

2023–2028

Vision: The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

Mission: The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

"The strategic plan identifies several 'Focal Groups' for whom the district will **track and monitor gaps in experiences and outcomes** related to academic achievement; attendance; student, family, and staff experience; and other metrics outlined in this plan.

Addressing these gaps will require **significant shifts in mindset, practice, and content, both for our staff and for members of the Arlington community**. If we establish a system that accounts for all needs, all students will benefit."



Five-Year Strategic Plan

2023–2028

Providing Context: Strategic Plan Year 3

Key Data Points

1. Academic achievement
2. Attendance
3. Student, family, and staff experience

Achievement Gap vs Student Growth Performance

Achievement Gap

- Asks:
 - What are the opportunity gaps that exist within the system that hinder a student's access to the kinds of experiences that are more accessible to their peers.
- How is this measured?
 - The strategic plan measures this by looking at the percentage of students meeting or exceeding MCAS Standards and data from experiential surveys

Student Growth Performance (SGP)

- Asks:
 - How much academic progress did a student or group of students make in one year, as measured by the MCAS tests, in relation to their *statewide* academic peers?
- How is this measured?
 - Comparing the MCAS scores of a student or group of students to students in the same grade statewide who received similar scores on the previous two years of MCAS assessments. For example, in spring 2024, a student's performance is compared to that of their academic peers who scored similarly on both the 2023 and 2022 MCAS tests

Understanding the difference

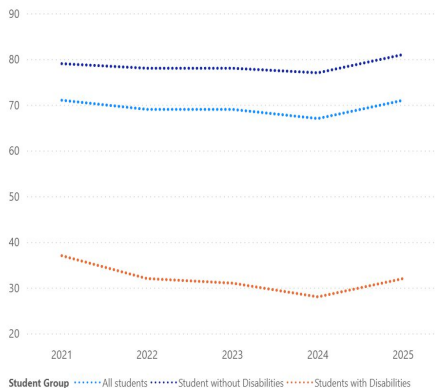
Q. If my district's student growth percentile is increasing, does that mean my district's percentage of students who are meeting or exceeding expectations is increasing?

A. Not necessarily. Achievement on the MCAS tests is *not* dependent on how other students across the state score. SGP, however, is calculated based on performance relative to academic peers across the state.

Meeting or exceeding expectations on ELA (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington

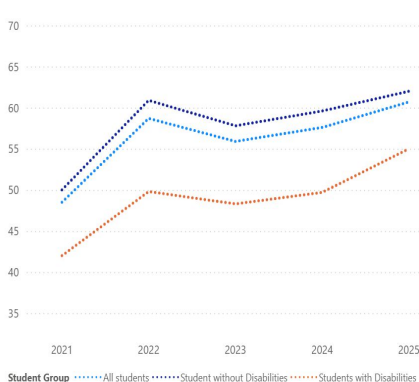


Student group	2021	2022	2023	2024	2025
All students					
Students Included	2,653	2,827	2,860	2,854	2,897
# Meeting/Exceeding	1,895	1,945	1,965	1,917	2,056
% Meeting/Exceeding	71.0	69.0	69.0	67.0	71.0
Student without Disabilities					
Students Included	2,166	2,257	2,279	2,282	2,324
# Meeting/Exceeding	1,714	1,761	1,785	1,759	1,871
% Meeting/Exceeding	79.0	78.0	78.0	77.0	81.0
Students with Disabilities					
Students Included	487	570	581	572	573
# Meeting/Exceeding	181	184	180	158	185
% Meeting/Exceeding	37.0	32.0	31.0	28.0	32.0

Average student growth percentiles (SGP) - ELA (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



Student group	2021	2022	2023	2024	2025
All students					
Students Included	1,621	2,087	2,251	2,269	2,295
Avg SGP	48.5	58.7	55.9	57.6	60.7
Student without Disabilities					
Students Included	1,325	1,672	1,799	1,817	1,853
Avg SGP	50.0	60.9	57.8	59.6	62.0
Students with Disabilities					
Students Included	296	415	452	452	442
Avg SGP	42.0	49.8	48.3	49.7	55.0

How are we (APS) doing compared to our goals?

Key Metrics

These are metrics that can serve as strong indicators of performance and are directly representative of successful execution of the initiative.

Outcome metrics are the indicators that will be tracked, whereas targets are the specific benchmarks to be achieved by specific deadlines.

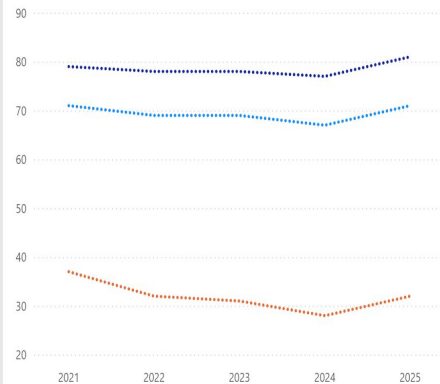
Key Metric	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>
Outcome Metric 1	For the academic achievement of students, specifically students with IEPs, students of color, multilingual learners (MLs), and students from low-income households, close the gap relative to their peers over 5 years, as measured by assessed subjects on state assessments such as MCAS and local assessments such as common curriculum assessments, benchmark assessments, or performance tasks. These groups are referred to as focal groups. The Arlington Public Schools' true goal is to eliminate opportunity and achievement gaps for all groups of students who experience them. We acknowledge that this takes time and considerable resources, and is impacted by factors both within and outside the control of the public school system. These metrics reflect our commitment to transforming the Arlington Public Schools into a system that eliminates opportunity gaps, thereby allowing all students to thrive, while pacing benchmarks to reflect ambitious and attainable progress .				
Annual Benchmark	Close gaps for focal groups compared to peers by 3 percentage points annually across subject areas. Close gaps for focal groups compared to peers by 4 percentage points annually for focus disciplinary areas: • ELA Grades 3-5 and Grade 10, • Math Grades 6-8 and Grade 10, • Science Grade 8 Maintain Student Growth Percentiles for focal groups and peers above 50% each year, with focal groups growing at a faster rate than peers to accelerate achievement.				

Academic Achievement for SWD: ELA & Math (Grades 3-8)

Meeting or exceeding expectations on ELA (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



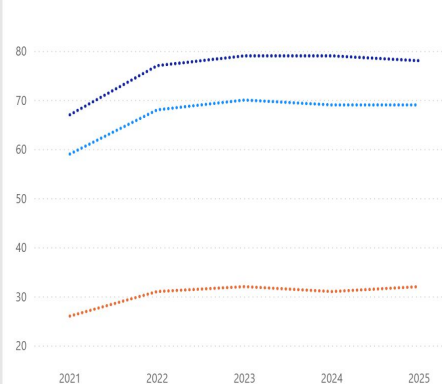
Student Group: All students, Student without Disabilities, Students with Disabilities

Student group	2021	2022	2023	2024	2025
All students					
Students Included	2,653	2,827	2,860	2,854	2,897
# Meeting/Exceeding	1,895	1,945	1,965	1,917	2,056
% Meeting/Exceeding	71.0	69.0	69.0	67.0	71.0
Student without Disabilities					
Students Included	2,166	2,257	2,279	2,282	2,324
# Meeting/Exceeding	1,714	1,761	1,785	1,759	1,871
% Meeting/Exceeding	79.0	78.0	78.0	77.0	81.0
Students with Disabilities					
Students Included	487	570	581	572	573
# Meeting/Exceeding	181	184	180	158	185
% Meeting/Exceeding	37.0	32.0	31.0	28.0	32.0

Meeting or exceeding expectations on Math (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



Student Group: All students, Student without Disabilities, Students with Disabilities

Student group	2021	2022	2023	2024	2025
All students					
Students Included	2,648	2,828	2,863	2,847	2,894
# Meeting/Exceeding	1,572	1,910	1,991	1,974	1,995
% Meeting/Exceeding	59.0	68.0	70.0	69.0	69.0
Student without Disabilities					
Students Included	2,163	2,257	2,283	2,281	2,321
# Meeting/Exceeding	1,445	1,731	1,805	1,796	1,810
% Meeting/Exceeding	67.0	77.0	79.0	79.0	78.0
Students with Disabilities					
Students Included	485	571	580	566	573
# Meeting/Exceeding	127	179	186	178	185
% Meeting/Exceeding	26.0	31.0	32.0	31.0	32.0

Changes in Achievement for SWDs:

- 2023-2024: -3%
- 2024-2025: +4%

Achievement Gap (Sw/oD - SWD)

- 2023: 47
- 2024: 49 ↑
- 2025: 49

Changes in Achievement for SWDs:

- 2023-2024: -1%
- 2024-2025: +1%

Achievement Gap (Sw/oD - SWD)

- 2023: 47
- 2024: 48 ↑
- 2025: 46 ↓

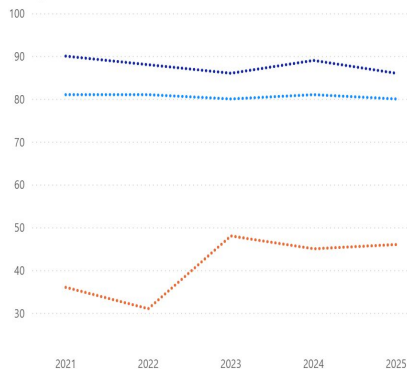
ELA & Math (Grade 10)

Meeting or exceeding expectations on ELA (Grade 10)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.



Arlington



Student Group: All students, Student without Disabilities, Students with Disabilities

Student group	2021	2022	2023	2024	2025
All students					
Students Included	346	364	377	391	429
# Meeting/Exceeding	281	295	300	318	345
% Meeting/Exceeding	81.0	81.0	80.0	81.0	80.0
Student without Disabilities					
Students Included	291	319	316	320	366
# Meeting/Exceeding	261	281	271	286	316
% Meeting/Exceeding	90.0	88.0	86.0	89.0	86.0
Students with Disabilities					
Students Included	55	45	61	71	63
# Meeting/Exceeding	20	14	29	32	29
% Meeting/Exceeding	36.0	31.0	48.0	45.0	46.0

Changes in Achievement for SWDs:
 2023-2024: -3%
 2024-2025: +1%

Achievement Gap (Sw/oD - SWD)

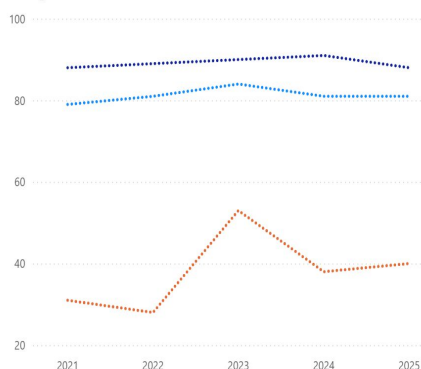
- 2023: 38
- 2024: 44 ↑
- 2025: 40 ↓

Meeting or exceeding expectations on Math (Grade 10)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.



Arlington



Student Group: All students, Student without Disabilities, Students with Disabilities

Student group	2021	2022	2023	2024	2025
All students					
Students Included	345	360	373	390	425
# Meeting/Exceeding	273	293	315	316	343
% Meeting/Exceeding	79.0	81.0	84.0	81.0	81.0
Student without Disabilities					
Students Included	290	314	313	318	362
# Meeting/Exceeding	256	280	283	289	318
% Meeting/Exceeding	88.0	89.0	90.0	91.0	88.0
Students with Disabilities					
Students Included	55	46	60	72	63
# Meeting/Exceeding	17	13	32	27	25
% Meeting/Exceeding	31.0	28.0	53.0	38.0	40.0

Changes in Achievement for SWDs:
 2023-2024: -15%
 2024-2025: +2%

Achievement Gap (Sw/oD - SWD)

- 2023: 37
- 2024: 53 ↑
- 2025: 48 ↓

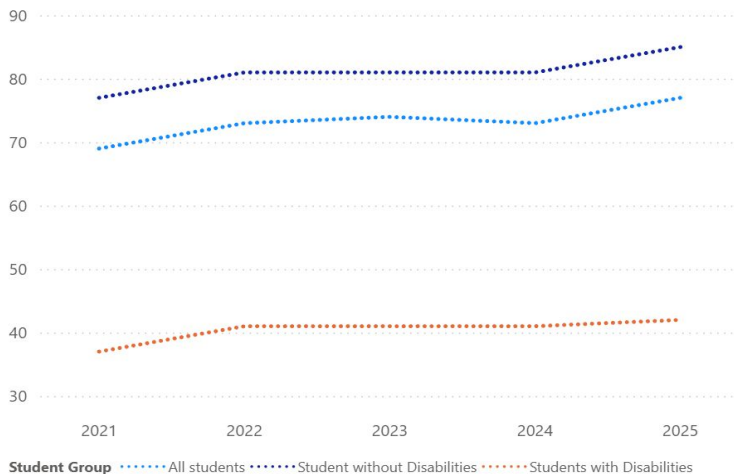
Science (Grades 5 & 8)

Meeting or exceeding expectations on Science (grades 5 and 8)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.



Arlington



Student group	2021	2022	2023	2024	2025
All students					
Students Included	756	925	921	958	962
# Meeting/Exceeding	521	672	677	699	737
% Meeting/Exceeding	69.0	73.0	74.0	73.0	77.0
Student without Disabilities					
Students Included	610	735	739	759	770
# Meeting/Exceeding	467	595	602	617	656
% Meeting/Exceeding	77.0	81.0	81.0	81.0	85.0
Students with Disabilities					
Students Included	146	190	182	199	192
# Meeting/Exceeding	54	77	75	82	81
% Meeting/Exceeding	37.0	41.0	41.0	41.0	42.0

Changes in Achievement for SWDs:

- 2023-2024: 0%
- 2024-2025: +1%

Achievement Gap (Sw/oD - SWD)

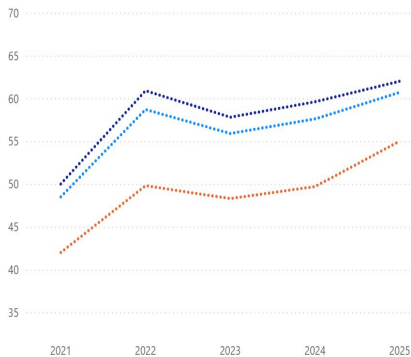
- 2023: 40
- 2024: 40
- 2025: 43 ↑

SGP Goal: > 50% and > % students without an IEP

Average student growth percentiles (SGP) - ELA (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



Student Group: All students, Student without Disabilities, Students with Disabilities

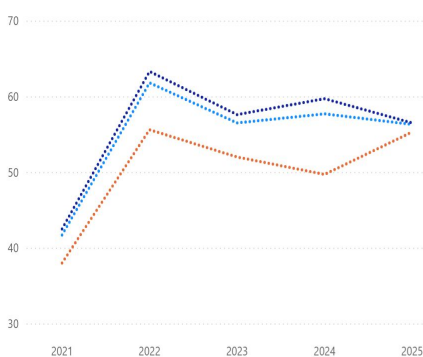
Student group	2021	2022	2023	2024	2025
All students					
Students Included	1,621	2,087	2,251	2,269	2,295
Avg SGP	48.5	58.7	55.9	57.6	60.7
Student without Disabilities					
Students Included	1,325	1,672	1,799	1,817	1,853
Avg SGP	50.0	60.9	57.8	59.6	62.0
Students with Disabilities					
Students Included	296	415	452	452	442
Avg SGP	42.0	49.8	48.3	49.7	55.0



Average student growth percentiles (SGP) - Math (Grades 3-8)

Suppression note: Blank or "-" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



Student Group: All students, Student without Disabilities, Students with Disabilities

Student group	2021	2022	2023	2024	2025
All students					
Students Included	1,622	2,088	2,248	2,280	2,298
Avg SGP	41.7	61.8	56.5	57.7	56.3
Student without Disabilities					
Students Included	1,327	1,672	1,798	1,832	1,861
Avg SGP	42.5	63.3	57.6	59.7	56.5
Students with Disabilities					
Students Included	295	416	450	448	437
Avg SGP	38.0	55.6	52.0	49.7	55.3



2023-2024: <50% and <peers
2024-2025: >50% and >peers

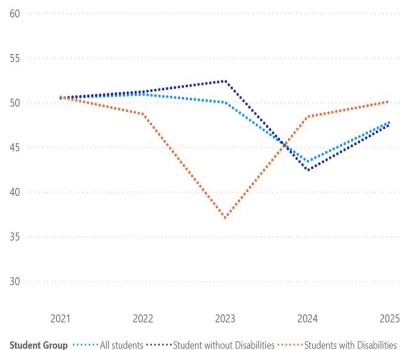
2023-2024: <50% and <peers
2024-2025: >50% and >peers

SGP Goal: > 50% and > % students without an IEP

Average student growth percentiles (SGP) - ELA (Grades 10)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington

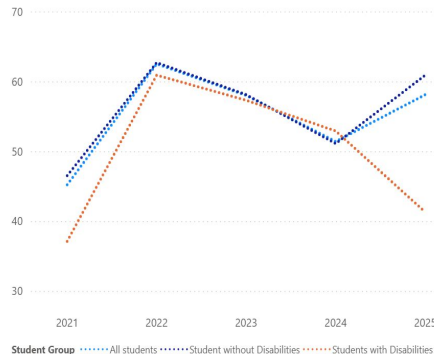


Student group	2021	2022	2023	2024	2025
All students					
Students Included	311	318	321	350	378
Avg SGP	50.5	50.9	50.0	43.4	47.8
Student without Disabilities					
Students Included	269	284	272	291	324
Avg SGP	50.5	51.2	52.4	42.4	47.5
Students with Disabilities					
Students Included	42	34	49	59	54
Avg SGP	50.6	48.7	37.1	48.4	50.1

Average student growth percentiles (SGP) - Math (Grades 10)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.

Arlington



Student group	2021	2022	2023	2024	2025
All students					
Students Included	310	315	323	347	378
Avg SGP	45.2	62.5	58.0	51.4	58.1
Student without Disabilities					
Students Included	268	279	274	288	325
Avg SGP	46.5	62.7	58.1	51.1	60.9
Students with Disabilities					
Students Included	42	36	49	59	53
Avg SGP	37.1	60.9	57.3	52.9	41.3

2023-2024: <50% and >peers
2024-2025: >50% and <peers

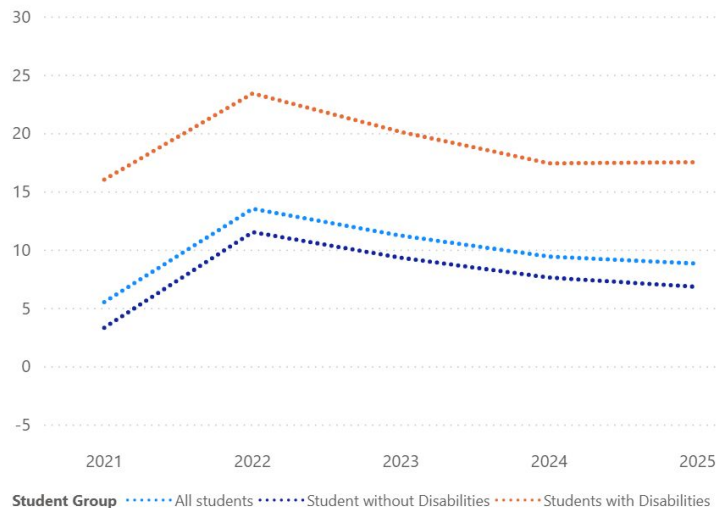
2023-2024: >50% and >peers
2024-2025: <50% and <peers

Chronically absent rate (% of students absent 10% or more each year)

Suppression note: Blank or "--" means data are suppressed if fewer than 10 students for assessment-related indicators and fewer than 6 students for others.



Arlington



Student group	2021	2022	2023	2024	2025
All students					
Students Included	5,914	6,105	6,154	6,143	6,265
# Chronically Absent	326	826	689	577	552
% Chronically Absent	5.5	13.5	11.2	9.4	8.8
Student without Disabilities					
Students Included	4,893	5,071	5,072	5,008	5,097
# Chronically Absent	163	584	472	379	348
% Chronically Absent	3.3	11.5	9.3	7.6	6.8
Students with Disabilities					
Students Included	1,021	1,034	1,082	1,135	1,168
# Chronically Absent	163	242	217	198	204
% Chronically Absent	16.0	23.4	20.1	17.4	17.5

Attendance Rate Gap (Sw/oD - SWD)

- 2023: 10.8
- 2024: 9.8
- 2025: 10.7

APS Strategic Plan Metric: *Each time a student fails a semester or is flagged for attendance, they have an assigned and tracked intervention/support implemented within two weeks.*

The success of the survey was a team effort!

Huge thanks goes out to the people who made the survey possible:

- **Arlington families** for participating in the survey
- **SEPAC Survey Subcommittee:**

Angel Cronin, Cheryl Miller, Courtney Marsh, Katell Guellec, Tunde Horvath, Kate Radville, and Alison Babeu

- **APS administration** for the dedicated email communications sharing through Superintendent and other newsletters

THANK
YOU

Why prioritize family experience?

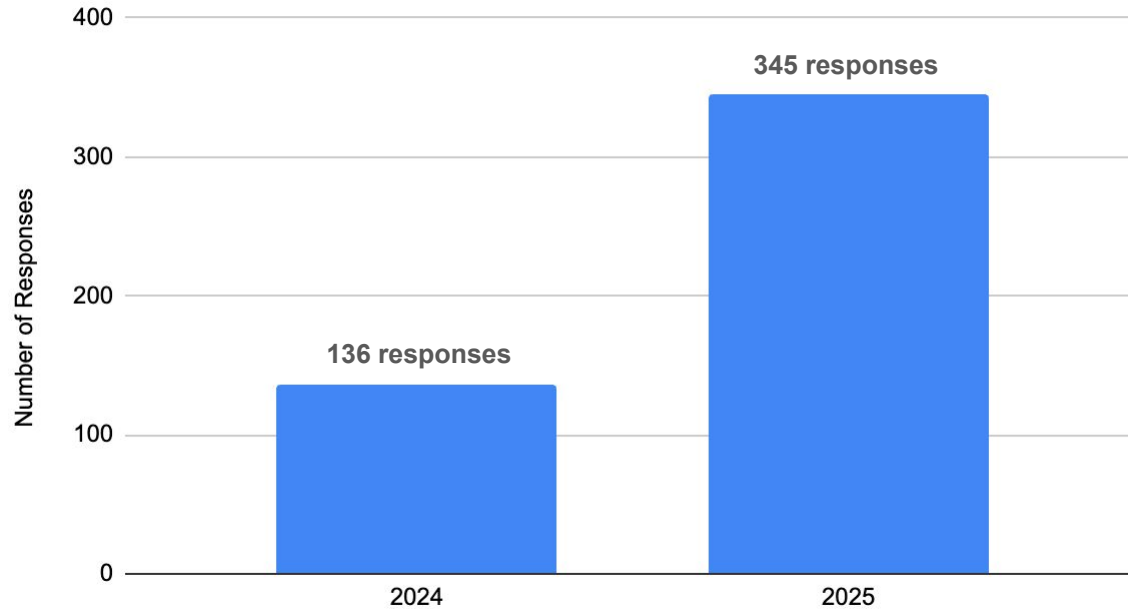
When we measure what stakeholders perceive and feel, we gain foresight into what students will achieve.

Parent perception data:

- 1. Predicts student results**
- 2. Gives early-warning diagnostics**
- 3. Pinpoints actionable issues**

Enormous Growth in Response Rates

Number of Responses



Who responded to the survey? **Everybody.**

Parents/ caregivers of:

- Students in *every grade and school* within APS
- Students *currently enrolled in APS* (approximately 80%) and attending school in *other settings* (e.g., private, homeschooling) (approximately 20%)
- Students with *IEPs* (67%), *504 plans* (15%), *both* IEPs and 504 plans (4%) and *neither an IEP nor a 504 plan* (14%)
- Students receiving supports under *every IEP eligibility category*

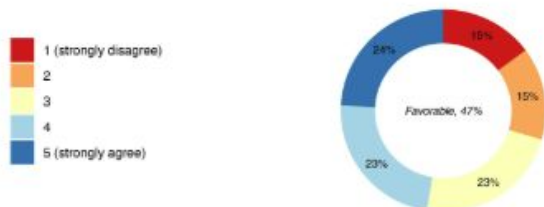
2024-2025

2023-2024

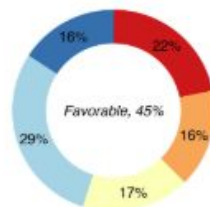
Family Experience

I feel I am included as an equal partner with teachers and other Arlington Schools professionals.

(n=331)



(n=133)

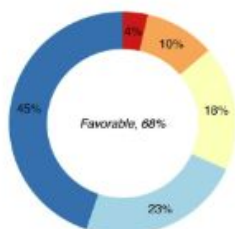


Communication & Collaboration

- **Strong relationships with specific teachers and staff (42%),** who were described as empathetic and communicative.
- **Feelings of caregivers as having an equal partnership with teachers, and Arlington Schools professionals** remaining essentially unchanged, with a 47% favorable rating in 2024–2025 vs. 45% in 2023–2024.
- **Communication and collaboration gaps (reported by 96% of open-ended responses),** including delayed or incomplete responses, unclear points of contact, and inconsistent information across schools.

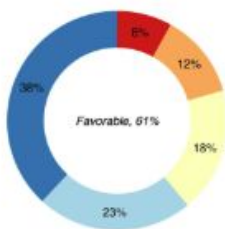
I know who to contact at APS with questions/concerns regarding my student's educational experience

(n=337)



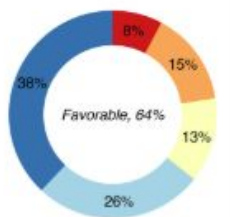
I feel comfortable contacting APS staff with questions/concerns regarding my student's educational experience

(n=336)



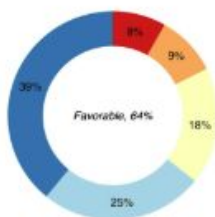
I know who to contact with questions/concerns regarding my student's IEP, and feel comfortable doing so.

(n=129)



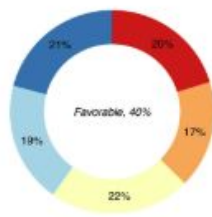
When I reach out to an APS staff member, I receive a reply or acknowledgement within 2 school working days

(n=330)



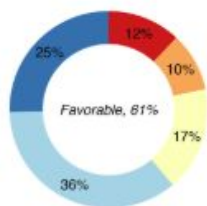
APS staff members inform me promptly about things I want to know (for example, changes in staffing, challenges in the classroom, etc.)

(n=326)



When I raise a question, problem, or concern, I get a response from the appropriate teacher or staff member.

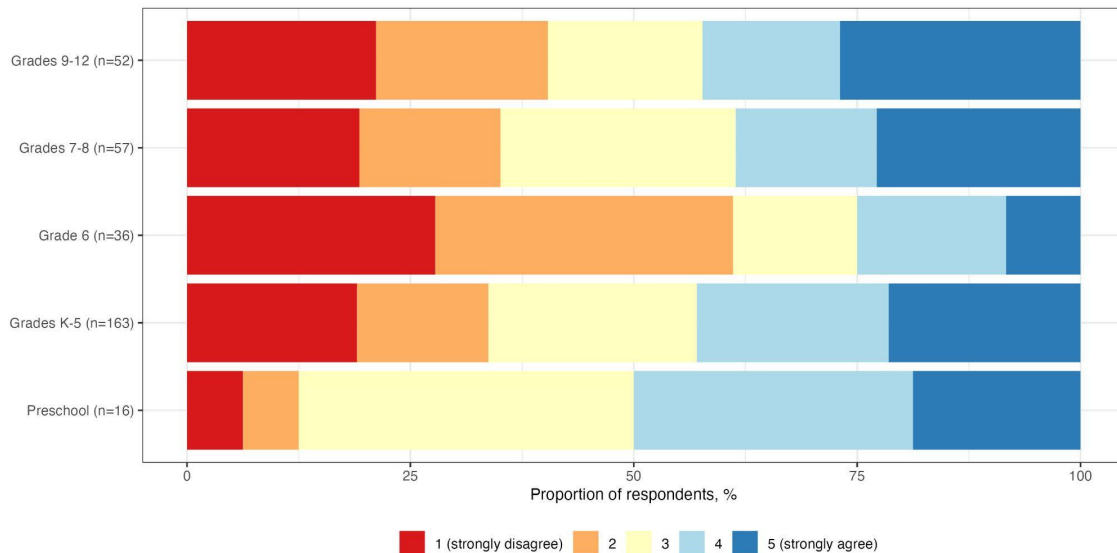
(n=134)



Opportunities

- Proactive communication
- Investments in points of transition with a particular focus on Gibbs
- Celebrating wins publicly (e.g., “Stars” with a focus on Special Education)
- Workshops and trainings for parents and staff that result in co-created protocols
- Ensure communication tools meet accessibility criteria

APS staff members inform me promptly about things I want to know (for example, changes in staffing, challenges in the classroom, etc.)



2024-2025

2023-2024

Overall, I feel the services my student receives are appropriate given their needs.

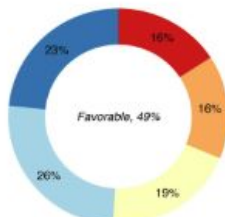
Family Experience

Service Delivery & Progress Monitoring

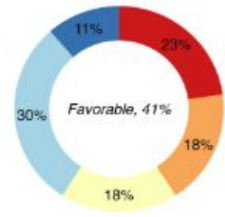
- **Positive experiences with targeted supports and services (62%),** especially targeted reading instruction (e.g., Orton Gillingham), counseling, and academic supports.
- **Inconsistent perception of IEP and 504 services (49% rated services appropriate for need, an improvement from 41% in 2023-2024),** and uncertainty about whether plans are followed with fidelity (64% favorable, not measured in 2023-2024).
- **Limited satisfaction with progress measurement (28%, no change from 2023-2024)** and progress itself (34%, not measured in 2023-2024), with caregivers citing unclear or inconsistent data on student growth.

1 (strongly disagree)
2
3
4
5 (strongly agree)

(n=329)



(n=132)

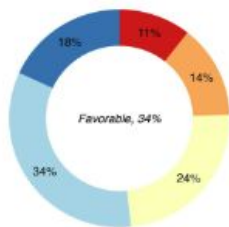


How satisfied are you with your student's progress?

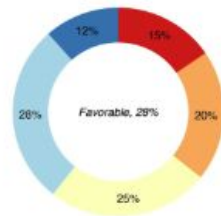
How satisfied are you with how your student's progress is measured?

I feel my student's rate of progress is measured effectively.

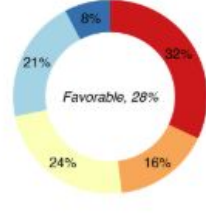
(n=331)



(n=330)



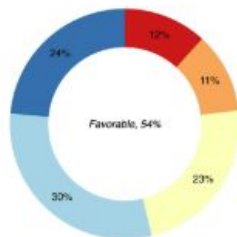
(n=131)



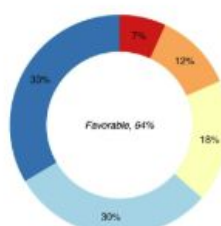
My student's current IEP/504 plan meets their needs (subset with current IEP or 504 plan)

My student's school follows their IEP/504 plan (subset with a current IEP or 504 plan)

(n=238)



(n=233)

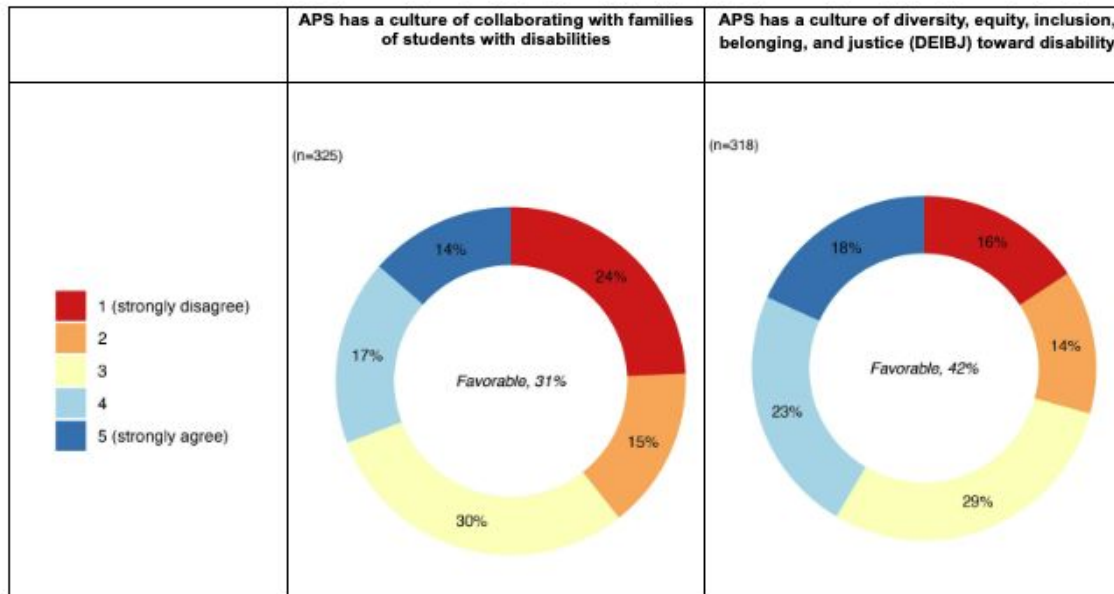


Opportunities

- Expanded understanding: This is about all APS not just SPED
 - Most students with IEPs and 504s spend the vast majority of their time in the general education environment
 - MTSS & DCAP will be critical
- Investments in Universal Design for Learning to ensure scaling with fidelity
 - Selection of new curricula that meet UDL standards
 - Training and appropriate supports for educators that create their own content to ensure it meets UDL standards
- Review of SPED services and progress monitoring approaches to ensure that what is working is replicated
- Include caregivers in the IEP goal writing training so teachers and parents are speaking the same language
 - Academic goals
 - Social Emotional and Behavioral goals
 - Executive Function goals

Culture & Equity

Family Experience



- **Student belonging and inclusion and APS culture:** 25% of open-ended responses identified this as an area of concern, not measured in 2023-2024, especially for neurodivergent students or those with social-emotional needs.

- **Perceived inequities in access:** 73% of survey participants reported using personal resources to secure appropriate services. These included private evaluations (96% of this group), using the assistance of an advocates (40%) or attorneys (13%). Qualitatively, caregivers reported a “negative experience requiring substantial personal resources with both monetary and non-monetary costs” in 20% of open-ended responses.



Four Holistic Student Support Domains

Students bring their whole selves to school and use their whole selves to learn, therefore MTSS uses an integrated and holistic approach to planning for students' strengths and needs.

The updated Massachusetts MTSS Blueprint prioritizes **four student domains**, which now include School Belonging and Health & Wellbeing. This reflects research over the past decade that has expanded MTSS beyond academics and behavior.^{16,47,48,49,50,51,52}

While they are described separately here, the four domains almost always intersect and work together to reinforce each other.

DOMAIN 1



School Belonging

All students feel a strong connection to their school community. School is a place where positive relationships flourish, every student is meaningfully engaged in school life (e.g., academic classes, extracurricular activities, etc.), and everyone feels safe, valued, and empowered to contribute their unique talents and perspectives.

DOMAIN 2



Academic Success

All students engage in grade-level instruction or beyond that is real-world, relevant, and interactive.

DOMAIN 3



Social, Emotional & Behavioral Development

All students develop the social-emotional skills they need to succeed in school and life, supported by positive, data-informed behavior support strategies.

DOMAIN 4



Health & Wellbeing

All students are supported holistically, which includes attention to their physical and mental wellbeing, so they can fully engage in learning. Support is delivered through school-based efforts and strategic coordination with families and community care providers.

Family Experience

Opportunities

- Investing in trusting relationships with families is an investment in MTSS
- Include caregivers in MTSS planning, implementation, and evaluation
- Ensuring that MTSS work diminishes inequity in access
- Explore panorama data for more insights

Group Name	Group Size	Additional Family Assistance	Cultural Awareness and Action	Family-School Communication	Learning Behaviors	School Climate	School Safety	Student Needs
All respondents	953	89	56	67	53	69	78	76
Does your child have an Individualized Education Program (IEP) or receive special education services?								
No	748	1	1	1	4	1	0	4
Yes	193	-5	-6	-1	-16	-5	-3	-15
Does your child have a 504 plan?								
Yes	125	2	2	1	-3	-4	-3	-7
No	801	-1	0	1	0	1	0	1

Panorama Survey Results 2024

Behind every data point is a child that is showing us they can grow.

The question isn't whether we can close these gaps - it's how quickly we choose to act.

Let's make year 3 the turning point.



2024-2025 SEPAC Survey Results

October 23, 2025

2025-2026 Board Members

Elizabeth McWhorter, Chair
Courtney Marsh, Secretary
Krasimira Petkov, Membership Officer
Ann Weissman, Webmaster

2024-2025 Board Members

Elizabeth McWhorter, Chair
Kate Radville, Co-Chair
Courtney Marsh, Secretary
Krasimira Petkov, Membership Officer
Ann Weissman, Webmaster

Executive Summary

This report discusses the findings of the fourth annual Special Education Parent Advisory Council (SEPAC) Survey, which was developed and distributed by SEPAC with the support of the Arlington Public School District administration. The purpose of this survey is to provide all Arlington stakeholders with a better understanding of parent/caregiver experiences with Special Education in the Arlington Public Schools. These data can provide actionable insight into areas of common experience among Arlington families who have students with disabilities. They also form a foundation for parent/caregiver advocacy as well as collaboration between the Arlington Public Schools and families as APS moves forward with its strategic plan.

There were 338 survey respondents this year, a 249% increase in respondents over the 2023-2024 academic year. The distributions of current grade level, eligibility status, and disability were:

- **Grade level:** Preschool (6%), kindergarten-5th grade (49%), 6th grade (11%), 7th-8th grade (17%), and 9th-12th grade / post-grade 12 (17%);
- **Eligibility status:** IEP (including students with both an IEP and 504 plan) (72%); 504 plan (15%); ineligible students with disabilities (12%).
- **Disability:** Seventy-four percent of respondents reported on their student's disability/condition in a free text format which allowed for a more granular response than the umbrella categories of disability defined by IDEA. The most common categories reported this year were ADHD (39%), Autism (23%), Anxiety (19%), and Dyslexia or Specific Learning Disability in Reading (18%).

2025 Survey: New Questions

In the fourth year of this annual survey, the survey was expanded to account for a broader range of experiences of caregivers who have a student with a disability in order to include not only those whose student has been found eligible for an IEP and currently enrolled in an in-district school, but rather all families who live in Arlington and have experiences with special education.

This year, new questions were added to attempt to better understand parent/caregiver perceptions related to culture and belonging.

Summary of Findings

The 2024–2025 SEPAC Survey represents the fourth consecutive year of data collection to understand the experiences of Arlington Public Schools (APS) parents and caregivers of students with disabilities. This year's participation increased significantly to **338 respondents**, more than doubling the previous year's response rate. Caregivers represented students across all grades and eligibility categories, including those with IEPs (72%), 504 plans (15%), and students not currently receiving formal services (12%).

Strengths

Overall, caregivers identified **many dedicated and caring educators, counselors, and specialists** as the greatest strengths of APS special education. Key positive themes include:

- **Positive experiences with targeted supports and services (62%)**, especially targeted reading instruction (e.g. Orton Gillingham), counseling, and academic supports.
- **Strong relationships with specific teachers and staff (42%)**, who were described as empathetic and communicative.

These results underscore that **when communication is strong, staff are consistent, and supports are individualized, families feel valued and students thrive.**

Areas for Growth

Despite clear bright spots, the survey also reveals **systemic challenges** and declining satisfaction in key areas, particularly as students move into middle and high school. The most prevalent concerns include:

- **Feelings of caregivers as having an equal partnership with teachers, and Arlington Schools professionals** remaining essentially unchanged, with a 47% favorable rating in 2024–2025 vs. 45% in 2023–2024.
- **Communication and collaboration gaps (reported by 96% of open-ended responses)**, including delayed or incomplete responses, unclear points of contact, and inconsistent information across schools.
- **Inconsistent delivery of IEP and 504 services (49% rated services appropriate for need; yet an improvement from 41% in 2023-2024)**, and uncertainty about whether plans are followed with fidelity (64% favorable, not measured in 2023-2024).
- **Limited satisfaction with progress measurement (28%, no change from 2023-2024)** and progress itself (34%, not measured in 2023-2024), with caregivers citing unclear or inconsistent data on student growth.
- **Concerns about student belonging and inclusion (25% of open-ended responses)**, especially for neurodivergent students or those with social-emotional needs.
- **Perceived inequities in access**, as 73% of 338 survey participants reported using at least one non-APS resource to secure appropriate services – e.g. private evaluations (96% of this group), using the assistance of an advocate (40%) or attorneys (13%). Qualitatively, many caregivers reported a “negative experience requiring substantial personal resources with both monetary and non-monetary costs” (20% of open-ended responses).

- **Low confidence in APS culture:** only 31% of caregivers agreed APS has a culture of collaborating with families of students with disabilities; while 42% felt APS fosters a culture of diversity, equity, inclusion, belonging, and justice (DEIBJ) toward disability.
- **APS is a low referral source for special education evaluations:** Requests for student evaluations are driven largely by families (58%); while 13% of respondents indicated that an APS educator or staff member initiated a special education referral.

Caregivers also expressed **fatigue from navigating complex systems**, inconsistent service quality across schools, and frustration with transition points—particularly from elementary to middle school.

Opportunities to Learn More

The 2024–2025 survey broadened its reach to include caregivers of students with disabilities who may not currently receive services. Building on this, **future surveys should aim to:**

- Capture more responses from caregivers of **high school and Ottoson students**, and from **racially and linguistically diverse families**.
- Explore the **relationship between staff consistency, communication practices, and family trust**.
- Examine **how perceptions of inclusion and belonging evolve over time**.
- Identify **effective communication models** rated highly by families to share districtwide.

Together, these findings provide actionable insight into both the successes and ongoing challenges within APS special education, offering a roadmap for strengthening collaboration, equity, and outcomes for students with disabilities and their families.

Table of Contents

Executive Summary.....	2
2025 Survey: New Questions.....	2
Summary of Findings.....	2
Strengths.....	3
Areas for Growth.....	3
Opportunities to Learn More.....	4
Table of Contents.....	5
Glossary / List of Abbreviations.....	6
Survey Administration and Overview.....	7
Analysis Methods.....	7
Contextual Information.....	8
Respondent Demographics, Disabilities and Conditions, and Current Services.....	9
Qualitative Data: Analysis of Responses to Open-Ended Questions.....	12
Evaluation and Identification.....	26
Communication/Collaboration and Service Delivery/Progress Monitoring.....	27
Communication / Collaboration - Current Year and Prior Year.....	27
Service Delivery / Progress Monitoring - Current Year and Prior Year.....	30
Current Year Breakdown by Grade Level.....	32
Current Year Breakdown by Current Services and IEP Eligibility Category.....	38
Culture.....	45
Future Survey Goals and Next Steps.....	48
About the Report Authors.....	49
Appendix.....	50

Glossary / List of Abbreviations

504 plan	A 504 Plan helps a child with special health care needs to fully participate in school. Usually, a 504 Plan is used by a general education student who is not eligible for special education services. A 504 Plan lists accommodations related to the child's disability and required by the child to participate in the general classroom setting and educational programs.
ADHD	Attention-deficit/hyperactivity disorder
APS	Arlington Public Schools
DESE	Massachusetts Department of Elementary and Secondary Education
FAPE	Free Appropriate Public Education. Under IDEA, a free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive. It includes children who are suspected of being a child with a disability (under section 300.8 of IDEA) and in need of special education, even though they are advancing from grade to grade.
IDEA	The Individuals with Disabilities Education Act
IEP	According to state and federal special education laws, all children who have been found eligible for special education must have an Individualized Education Program (IEP). If the school's educational team (including the parent/caregiver as a member) decides that the child's disability affects the way they learn, then the school must work with the parent/caregiver and other members of an evaluation team to develop the IEP. The IEP is a written plan that describes exactly what special educational services and accommodations the child will receive.
RADAR	Resource allocation and district action reports
SEPAC	A SEPAC is a Special Education Parent Advisory Council. Every public school district in Massachusetts is required to establish a SEPAC. Massachusetts state law assigns both an advisory and participatory function to SEPACs. Membership is offered to all parents of children with disabilities and other interested parties.
SLC	Supported learning center
SPED	Special education

Survey Administration and Overview

The survey was available to complete online and in English only. Parents/caregivers learned about the survey via email (if they were part of the SEPAC mailing list), social media, the superintendent's update, and school newsletters. Caregivers were encouraged to respond regardless of their child's enrollment status in APS; or whether or not the district had found their student eligible for an Individualized Education Plan (IEP) or a 504. Respondents with more than one child/student with potential special education needs were instructed to fill out one survey per child/student.

The 2024-2025 survey included 34 items across 8 domains:

- demographics (5 items);
- student's disability and current services (4 items);
- communication and parent/school partnership (7 items);
- progress and progress measurement (5 items);
- evaluation and identification (3 items);
- service delivery (3 items);
- culture (3 items); and
- SEPAC communication/feedback (4 items).

All items were optional; respondents were instructed to skip any questions that were not relevant to them or which they would prefer not to answer. See [Appendix Table 1](#) for a complete list of survey items and response options.

Data analysis was conducted April through October 2025.

Analysis Methods

Analysis of quantitative data: Descriptive statistics (frequency counts, percentages, number of missing observations) are presented for each survey item. Results are presented for all respondents overall and for key subgroups of interest (current grade level, current services and IEP eligibility category). Subgroup analyses should be interpreted with the context of sample sizes for those subgroups. For survey items that had a potential risk of identifying individuals (grade level, gender identity, race/ethnicity, category of disability), select groups were combined to avoid reporting on data with fewer than 6 students.

Analysis of qualitative data: A board member removed any potentially identifying information from open-ended responses prior to analysis. As part of the deidentification process, gendered terms such as daughter or son were edited to 'child' or 'student', and all pronouns were edited to they/them/their. Then, a team of two coders used a thematic analysis approach to code the data. Codes were then consolidated into themes – with the assistance of one other coder – which are presented in this report alongside deidentified example quotes. The frequencies of each theme are reported with the percentage calculated out of the denominator of respondents providing at least one open-ended response. Each theme reflects the responses of a minimum of 5% of respondents.

Contextual Information

Based on data available publicly from DESE, as of January 2025, there were a total of 6,113 students enrolled in Arlington Public Schools. These enrollment numbers include students enrolled at Menotomy Preschool ($n=100$), one of seven elementary schools (K-5th grade; $n=2,844$), Gibbs School (6th grade; $n=529$), Ottoson Middle School (7-8th grade, $n=963$), and Arlington High School (9-12th grade, $n=1,677$). A total of 1,089 students within the Arlington School *District* had disabilities (defined by having an Individualized Education Program [IEP]), of whom 1,036 were *enrolled* in Arlington Public Schools [[Reference 1](#)].

The three most common disability types among students with IEPs statewide and by district are available through RADAR. Using the most recently available data at the time of data analysis (2024-2025), the most common disabilities in Arlington School District were:

- Autism (22%),
- Specific Learning Disability (21%),
- Health* (19%).

The distribution of most common disabilities within Arlington closely matched the distribution in Massachusetts statewide, which were Specific Learning Disability (23%), Autism (17%), and Health* (15%). Some notable differences are observed when comparing these distributions to those of “Town Manager 12” districts (see table below). [[Reference 2](#)].

*The category, “Health” includes Attention Deficit Hyperactivity Disorder (ADHD)..

District	Most common	Second most common	Third most common
Arlington	Autism (22%)	SLD (19%)	Health (19%)
Belmont	SLD (24%)	Health (21%)	Autism (13%)
Brookline	Health (19%)	SLD (18%)	Autism (17%)
Medford	SLD (28%)	Autism (21%)	Health (19%)
Melrose	SLD (23%)	Autism (19%)	Communication (16%)
Milton	SLD (24%)	Health (19%)	Developmental Delay (17%)
Natick	SLD (22%)	Health (21%)	Autism (15%)
Needham	Health (22%)	SLD (22%)	Autism (13%)
North Andover	SLD (24%)	Autism (18%)	Developmental Delay (16%)
Reading	SLD (25%)	Health (22%)	Autism (15%)
Stoneham	SLD (23%)	Autism (20%)	Communication (16%)
Watertown	SLD (22%)	Autism (21%)	Health (18%)
Winchester	SLD (28%)	Health (20%)	Autism (15%)

Respondent Demographics, Disabilities and Conditions, and Current Services

There were 338 survey respondents. Student demographics are presented in **Table 1** and current services are presented in **Table 2**. Eighty-four percent of students attended school within APS and 16% had attended school outside of APS. At the time of survey completion (i.e., “currently”), 72% of students had an IEP, 15% had a 504 Plan, and 12% had neither. The survey respondents represent approximately 20% of caregivers of students attending school within APS with an IEP (~198/1,036); we cannot provide a precise response rate because the timing of the survey does not align with the timing of reporting to DESE. In general, response rates were higher (approximately 20%) among students with IEPs in earlier grade levels (kindergarten through 8th grade), and lower (approximately 10%) among students with IEPs in later grade levels (9th-12th grade). We cannot provide an estimate of the response rate for students with 504 plans, since the denominator is not publicly available. Similarly, we cannot provide an estimate of the response rate for students with disabilities but without a current IEP or 504 plan, since that denominator is unknown.

Table 1. Student demographics	N	n (%)
Grade level	336	
preschool		19 (5.7%)
K-5		166 (49%)
6		37 (11%)
7-8		58 (17%)
9-12 / post-grade 12		56 (17%)
Gender Identity (not mutually exclusive)	328	
Boy		201 (61%)
Girl		113 (34%)
Non-binary or Transgender		23 (7.0%)
Race/ethnicity (not mutually exclusive)	319	
Asian		33 (10%)
Black or African American		14 (4.4%)
Hispanic or Latinx		12 (3.8%)
White		289 (91%)
Other race ¹		7 (2.2%)
Multiple races		38 (12%)
Multilingual learner	330	20 (6.1%)
¹ Includes selections of 'American Indian or Alaskan Native' and 'Middle Eastern or North African'		

Table 2. Current school and services	N	n (%)
Location of current school	338	
APS		284 (84%)
non-APS ¹		54 (16%)
Current IEP or 504 plan	338	
Yes (IEP) ²		244 (72%)
Yes (504 plan)		52 (15%)
No		42 (12%)
Current SLC³	198	
No		109 (55%)
Yes		38 (19%)
I'm not sure		51 (26%)

¹Includes 40 students attending school outside of APS (includes private schools, funded in whole or in part by APS, funding not specified, or not funded by APS), n=40; Menotomy preschool, n=11; or other (homeschooling, out of school), n=3.
²Includes 12 students with both IEP and 504 plan
³Limited to APS K-12 students with IEP

Among students enrolled within APS and with an IEP, 19% (38/198) were reported by caregivers as being assigned to an SLC. **Figure 1** displays the IEP eligibility category among students with an IEP, as reported by caregivers. All eligibility categories were represented in the survey sample, with the three most common categories of Autism (31%), Specific learning disability (31%), and Health Impairment (23%).

Figure 1. Eligibility category for students with a current IEP (n=240). Percentages sum to more than 100% because students may be eligible under more than one category.

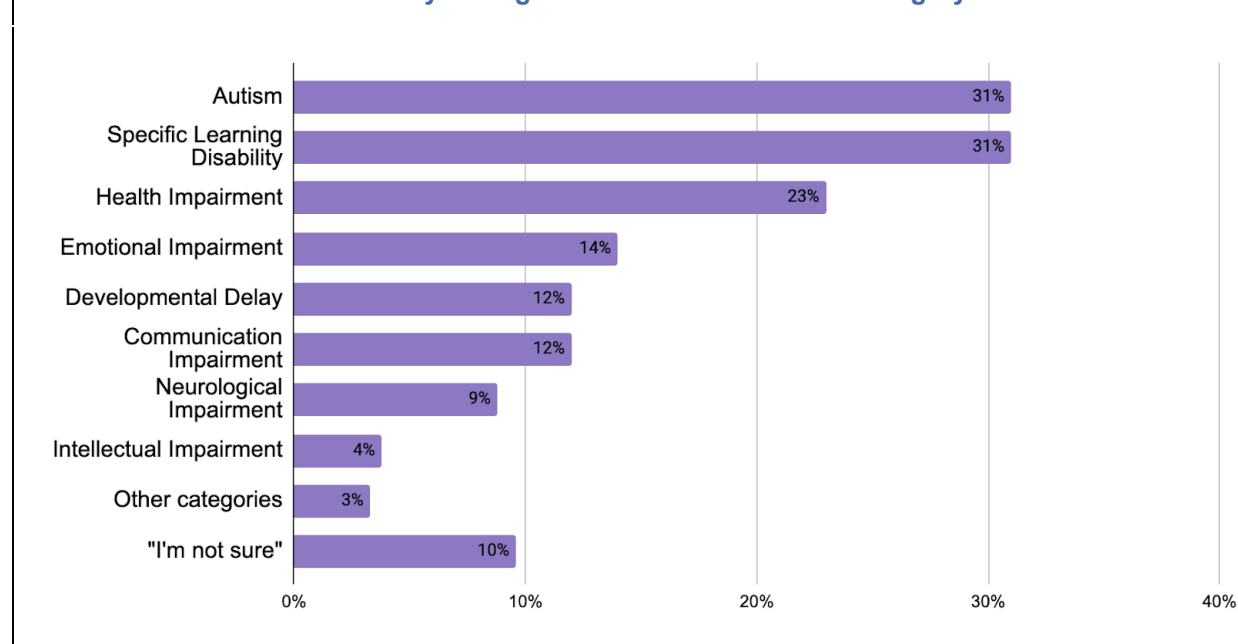
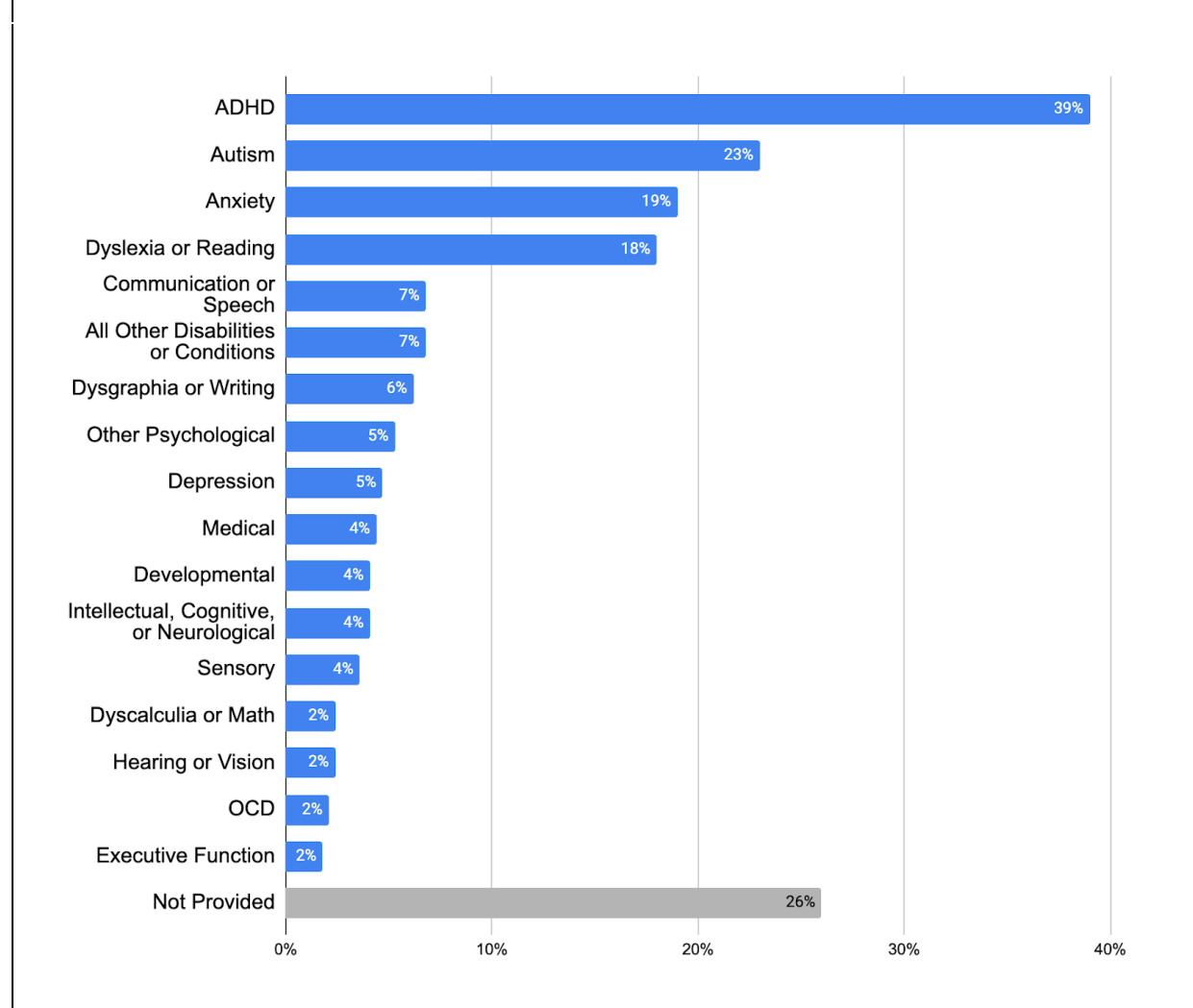


Figure 2 displays all disabilities/conditions (including those that are diagnosed or suspected) reported by caregivers. Consistent with the most common IEP eligibility categories, the disabilities/conditions that were among the most common to be reported were ADHD (38%), Autism (23%), and Dyslexia/Reading (18%). Anxiety was reported for 19% of students. These percentages are calculated out of the full sample of 338 respondents, even though 26% did not provide a response; some caregivers opted to leave this item blank due to privacy concerns.

Figure 2. Disability/condition reported by parent/caregiver for all students (n=338). Percentages sum to more than 100% because more than one disability/condition could be reported for the same student.



Qualitative Data: Analysis of Responses to Open-Ended Questions

Respondents had the opportunity to provide free-text responses to four open-ended questions:

1. Is there anything else you would like to share about communication? (149 respondents)
2. What supports have been most effective for your student's educational experience? (220 respondents)
3. What concerns do you have about your student's educational experience? (215 respondents)
4. Is there anything else you would like to share about progress? (151 respondents)

Two-hundred fifty-eight individuals provided at least one open-ended response across all four open-ended questions. Thematic analysis of the open-ended responses revealed 6 themes regarding positive experiences (**Table 3**), 16 themes regarding negative experiences (**Table 4**), and 3 themes regarding concerns about the future (**Table 5**). Counts indicate the total number of respondents who shared a comment that was coded with the associated theme. Percentages are calculated based on the total number of respondents who shared an open-ended quote ($n=258$). Counts and percentages within and between the three tables are not mutually exclusive. In other words, respondents may have shared comments corresponding to multiple themes.

Figure 3 provides a visual representation of experiences shared by at least 20% of respondents.

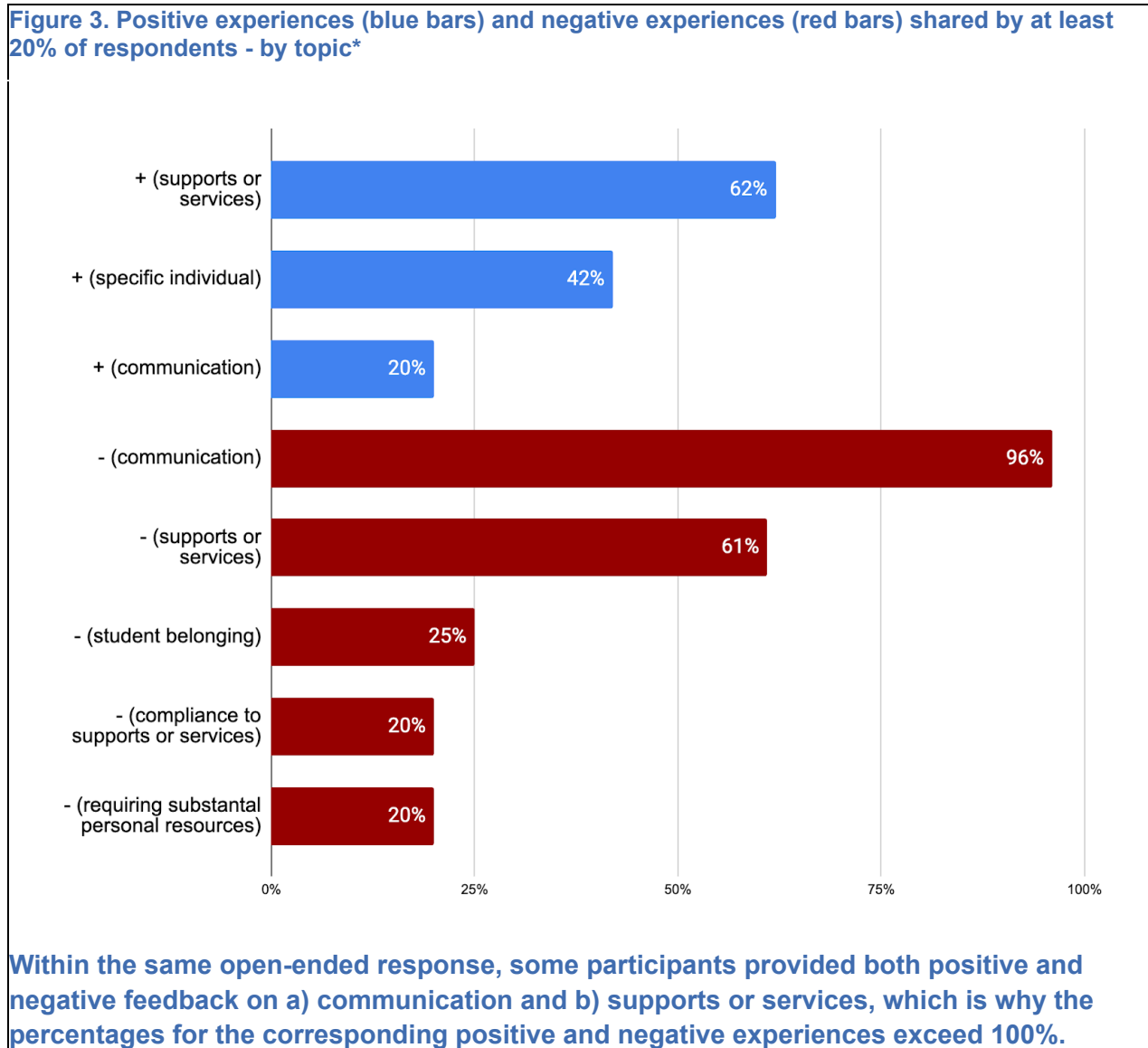


Table 3. Positive experiences and example quotes (up to 5)

Theme	Frequency (%)	Example Quote
(1) Positive experience with supports or services	161 (62%)	Behavior improvement.
		Social Worker and Guidance Counselor are great at AHS. Little support at the middle school level. Gibbs and Ottoson need improvement.
		Small group reading instruction
		More self-directed projects and freer choice of activities during "choice" and "quiet" times this year.
		SLC has been, at least in the last 2 years(out of 3) a positive experience for my child, which I credit their teacher for.
(2) Positive experience with specific individual	108 (42%)	The time 1:1 my student got with their principal teacher, small math specialist, ESL teacher and when my student had their sessions with Social Worker
		SLC has been, at least in the last 2 years (out of 3) a positive experience for my child, which I credit their teacher for.
		Weekly counseling sessions and ability to form relationship with a trusting adult. Communication from guidance counselor to home and a "point person" for parents to communicate with at the middle school.
		My student's teacher being empathetic and applying the accommodations in class to create a better learning environment.
		Again, this year is unique with an entirely new-to-us team who communicates and works with my child instead of against me and saying my child's attitude needs improvement. When teachers are skilled and care, they have an engaged participant. My concern is that we'll go back to the daily struggle next year when my child doesn't have a classroom teacher who is such a great match.
(3) Positive communication experience	52 (20%)	Classroom teachers are best at communicating. Special ed chair much slower to respond.
		Communication is fantastic and SO prompt!
		Open communication with teachers and liaisons who understand my child's learning style.
		Additional after school support 2-3 times per week has been absolutely essential for our child to get assignments completed. Having [redacted staff name] be the point person to communicate with teachers on our behalf has also been very positive. Last year, in 6th grade, I had to communicate directly with teachers, and it was a mess.
		I feel so much more supported as a parent of a child on an IEP at the high school level than at the middle school, which seems backwards as children are supposed to become more independent as they get older.

Table 3. Positive experiences and example quotes (up to 5)

(4) Positive experience with student progress	21 (8%)	Our child is a miracle who has made gains in all areas with the all SPED staff and teachers. This is a direct result of the team environment created at Dallin. It is clear that everyone on our child's team is in constant communication on what they are working on so each time our child receives services it is building upon the last (even across disciplines).
		It was me who suggested title 1 support for my child vs. their teachers. And now my child has made visible progress.
		...I'm happy with my child's academic progress, but their social and personal progress is actually more important to me. This seems to be less of a priority for the school.
		My student has made remarkable progress this year and we're grateful for their wonderful reading teachers!
		Even though my child has made great progress they are still quite behind but I think that is something that will always be there and they will just always need more time.
(5) Positive experience with specific school	21 (8%)	The Peirce SPED team is AWESOME and super collaborative.
		APS staff at Dallin have been fantastic with our family/[redacted student name]. I only rated the 'promptly informs' question at 3 because I don't know that I am always getting 'news' about [redacted student name] real time. I appreciate they have a lot to manage and I don't necessary expect daily check-ins, but would appreciate more frequent updates or check-ins about changes to staffing/scheduling or behavior/needs.
		[Redacted Menotomy staff name], the teachers, the providers, and the paras are all amazing about keeping lines of communication open. They're wonderful and I really hope the standard they've set will be met when we move up to kindergarten this fall.
		My child has been a standard learner so far and has not needed much extra assistance but the social work program at Brackett was awesome
		Communication at Hardy has been very good!
(6) Positive experience with student attending school elsewhere (non-APS)	20 (8%)	Has nothing to do with APS as we've gone fully private for school and services.
		The progress my child has made is because we have paid for outside tutors when they were in elementary school and put them in the Carroll School to address their needs.
		My student has made great progress this year because we teach my student at home
		Removing my child from APS after there was no progress over 4 years.

Table 3. Positive experiences and example quotes (up to 5)

		I am furious when I look at how much progress my child has made in an appropriate out of district placement, in light of how long my child stagnated regressed and failed to progress in APS. And how hard fought the placement was. I'm happy for my child now but it's really mind boggling and I hate to think how much their path through school was blocked by Arlington.
--	--	--

Table 4. Negative experiences and example quotes (up to 5)

Theme	Frequency (%)	Example Quote
(1) Negative communication experience	248 (96%)	My child was recently put on an IEP in the spring of 2024 (fifth grade year). My child was placed in [redacted learning community number] at Gibbs and, per my child's IEP, was supposed to receive inclusion support in class 50% of the time. At the beginning of the year, there was no one hired, and no one communicated with us. After four weeks of school, I had to ask directly if the services were being delivered and was told they were not. The new hire started [redacted date], which was a delay of almost 6 weeks at the beginning of the year. I felt like this was an unacceptable lack of communication for the required IEP support, especially at the beginning of the year in a new school.
		While the support staff at [redacted school name] is fantastic, the Principal/Assistant Principal response (and especially follow-up) rate, even when working directly with a parent, is notoriously bad in the [redacted school name] community.
		Woefully inadequate; draconian staff over rides; willfull deceit manipulation gaslighting
		Communication is often slow and incomplete. We often need to send 3 or 4 reminders for our questions to be answered and it can take up to 3 weeks to get an answer, which often is incomplete and doesn't address all of our questions. There is a lot of jargon used and as somebody without a special education background, I often feel like I don't understand all of the options available to my child and that I'm being offered services that are easiest for the district rather than best for my child. In particular, with a diagnosis of dyslexia, I asked repeatedly about the availability of the SLC for my child and what type of remediation was used (e.g. O-G or Wilson, etc). I received no information on the SLC and am still unclear about the remediation. Because of this uncertainty and my sense my child was not being properly served by the district, we hired a private certified O-G tutor for after school tutoring in our home and at our own expense.
		Assigned [redacted staff position] at AHS not knowledgeable about or responsive to my child's profile or IEP.
(2) Negative experience with supports or services	158 (61%)	School does not provide what is needed. We have to pay for it elsewhere.

Table 4. Negative experiences and example quotes (up to 5)

		My child is in a large group for their reading support, and students in the group have very different needs. Because of this, the support is not effective or impactful. Though my child seems to be making progress toward the goals on their IEP, my child is falling further behind their peers. The reading specialists are working hard, but have too many students to be able to adequately meet students needs and appropriately group them for interventions.
		The social aspects are a big concern for us. The class is too big and there's so many kids who need support but aren't getting it. The teachers can't do everything or be everywhere at once. I'm frustrated because there aren't enough adults and the class is too big, I think it's too chaotic for my child almost all the time, which also hinders my child's progress.
		I'm not sure what measuring progress is for my child. My child is a high performer who's ADHD, OCD, and social anxiety causes their school work to impede their mental health. We've had to communicate a lot with my child's teachers and social worker to let them know what we think is going on, which is not really an official measurement. Perhaps absences, lateness, late assignments, due to stress over schoolwork, or questionnaires on mental health, or teacher observations would be better indicators than grades.
		Our child is not able to take honors classes without losing in-class support. This feels extraordinarily discriminatory especially since APS has demonstrated ability and effectiveness of providing this option through 9th grade English.
(3) Negative experience of student belonging	64 (25%)	I am not sure how my student will handle a typical classroom size/environment with all of these visual and auditory distractions but I want them to have typical peers.
		I'm really worried about what happens next year. Will my student have an excellent gen ed teacher? Will my student feel safe and accepted?
		Support and time with peers. We would love to have my student attend after school and did not know they were eligible to apply to attend until 2 months ago. Giving my student more time to interact, and learn from peers on how to play, and communicate has been hugely beneficial for them.
		My student really needs more assistance making repairs with friends and building friendships. This is difficult to measure since it is not grade driven. It is a big struggle still.
		Periodic concern about whether my child is being asked to conform to a neurotypical standard rather than embraced in my child's full neurodivergence. Significant concern about my child's transition from 5th to Gibbs and whether my child's needs can be fully and appropriately met in that setting.

Table 4. Negative experiences and example quotes (up to 5)

(4) Negative experience with compliance to supports or services	51 (20%)	Appropriate supports have not been provided and the response has been just to push my child through and ignore IEP goals not being met or even addressed
		It took a year of fighting to get my child the excellent IEP they now have, and I spent hours basically writing it myself. I am gravely concerned about what will happen when my child gets to Gibbs.
		IEP was ignored, no special support, staff in turmoil.
		Data balanced with narrative is the key to decision making. While data was collected during my child's most recent evaluation, I don't believe it was analyzed effectively and transformed into actionable insights (i.e. IEP goals, personalized learning strategies, specific and measurable educational goals, etc.). Instead, I think the team not only made decisions weighted heavily on personal anecdote, but also, did not communicate a plan that collects data in the classroom in order to track progress and inform instruction.
		Accommodations are not always followed, leading to overload of work that impairs learning.
(5) Negative experience requiring substantial personal resources (both monetary and non-monetary costs)	50 (20%)	My only concern is that there is not a lot of guidance/reinforcement of the tools our child is learning to cope with their ADHD. We have to be on top of it or our child is pretty much on their own to manage everything, which is exactly where they have difficulty.
		When a teacher doesn't know to check in, even a little, my student(s) are totally left behind. As a parent, you then have to catch it through investigating your child's homework or (eek) test scores and try to remediate. There is almost ZERO proactive "your child is struggling".
		When we asked for supports like taking my child's phone away, or giving us access to real time information about my child's assignments, APS refused. My child then fell further behind, and APS refused to support the out of district placement we wanted, and after we sued, refused to negotiate with us in good faith (eg., wouldn't be in the room with us to discuss, only agreed to shuttle diplomacy with the mediator) and showed total disregard for our needs.
		District does not have my child's interests at heart. Supports offered when needs increased have been only offered after months of worsening and pressure from me as a parent to do something to adequately meet child's needs. Important parts of the IEP have been ignored. This has resulted in significant emotional harm to my child.
		Private tutoring outside of school which we are paying for currently.
(6) Negative experience with student progress	46 (18%)	That my student won't be able to meaningfully progress in school and continue to struggle. It has caused my student anxiety, depression and isolation.
		Summer slide.

Table 4. Negative experiences and example quotes (up to 5)

		I'm concerned that my student isn't being set up for success in higher grades when expectations will increase. There isn't an acknowledgement of where their greatest struggles are. The response tends to be that they need to improve but nothing to worry about; this reflects the typical APS attitude. I'm not sure I've ever been in an IEP meeting where a staff member or teacher has expressed true concerns. In the past, I have had teachers tell me their concerns offline but not in meetings, which really is a red flag. That my child does well enough to get by, but may not be living up to potential. The school never identified my child's dyslexia - I got my child outside testing. And I don't think they have or are sufficiently supported/ing my child's writing progress, which was/is very behind.
(7) Negative experience with progress measures	44 (17%)	I feel like it would be helpful to know more about how the whole class or grade is doing beyond just our student, at Hardy as a school. I think it could be anonymized data, but just a reference of how our kid(s) are in relation to other of their peers. Sometimes it is hard to grasp when we are told as parents that our kid is either behind or ahead "grade level" it feels disconnected a bit to what is going on with their own class specifically or even other classes at Hardy. Claims of readiness to graduate in June are not plausible and only vague evidence to support that claim has been provided. Available and necessary supports were offered too little too late, ruling harm to my child and their ability to access education. Other than academic grades in class there are no assessments to measure progress - and grades are deceiving in that quizzes at the high school often have few questions worth many points so my child can easily get a D with one question wrong, and some classes grade homework simply on completion which can inflate a grade. While we look at school psychologist assessment data when there is a formal evaluation, we've never had a team meeting where we actually looked at samples of my child's classwork together to determine progress, support and needs. That being said - on the positive the team has always brought in some teacher voices to the meeting to hear what evidence teachers' can share. Although this is anecdotal, it is something. I am increasingly finding the IEP progress reports to be completely unhelpful for middle school learning objectives. My student really needs more assistance making repairs with friends and building friendships. This is difficult to measure since it is not grade driven. It is a big struggle still.

Table 4. Negative experiences and example quotes (up to 5)

(8) Negative experience with specific individual	44 (17%)	...Our child was in a social support group last year and all parties involved agreed my child should continue with that. We received an email from the social worker on the first day of school and the 504 plan from the AP in October. Other than that we have not received any correspondence from them. Social group has not continued as discussed. We have not heard back from the social worker about why. Overall, [redacted school name] and Special Ed. Team have been beyond wonderful. However, chairperson for school seems a bit over their head/unprepared compared to their peers. Direct teachers, social work & support staff make the difference and offset the principal experience at [redacted elementary school name]. Communication from my child's teacher, aide, school SPED teacher and school SW are excellent (5/5). Where it hasn't always been as prompt or as immediately helpful is with the district level coordinator and/or team chair— though that has shown some improvement recently. My student was making progress but has recently backslided significantly and I raised concerns at our most recent team meeting and asked APS for additional resources, ideas or support and literally received no answer. I think the administrator was reading their email and didn't hear my question.
(9) Concerns regarding denial of FAPE	37 (14%)	As with my older child, I feel at Bishop, there is a push that by 4th grade to discontinue services for things like speech and OT EVEN IF THE STUDENTS STILL NEED THEM. My child has not been in school since July of last year. The district has not offered any tutoring during that time so my child will need to repeat this year. No real academic support or focus has left my child behind in so many areas and they refuse to provide OT. Very disappointed in our child being dropped and the school acting like we should celebrate and the school not acknowledging our child having dyslexia anymore. Our child is [a teenager] and has received services since [a very young age] for childhood apraxia of speech, processing disorders and dyslexia. Feel we are losing ground with not having a speech specialist at Ottoson as is specified by IEP.

Table 4. Negative experiences and example quotes (up to 5)

(10) Negative impacts on student emotions, confidence, and feelings about school	35 (14%)	In additional to emotional support, my child has some special educational needs (Verbal Comprehension 99th percentile, Neuropsych exam found him to be ranging from a 3rd grade- 6.8th grade level for various verbal/literacy subtests in the fall of 1st grade, while math subsets tested on grade level). My child frequently reports struggling with the pace of ELA because they are eager for new information, and to learn additional things and my child feels that they stay on the same topic (such as fossils or pollinators) for a very long time, which my child finds difficult. My child also struggles when the topic is not one of their interests at the moment, and may not want to focus on their less favored subjects. My childaccess is getting some emotional support related to this, but I also hope to make sure they remain challenged and engaged. I also worry that since some areas are easier for my child to understand and use, they can become used to school work being "easy" for them and then can struggle when things are actually new skills/difficult with frustration or shutting down. For example, my child thinks they are "bad" at math but really they appear to be on grade level. My child despises school but still attempts to go. One of my child's initial goals was to attend longer days (they have a shortened schedule) but instead we are at even shorter days (initially 1pm dismissal, now a 12pm dismissal). My child tries to get the work done but when they feel lonely and isolated from friends, it is hard for them to focus on academics (which my child is naturally strong at). My child is being bully for classmates and when my child did not have support 1:1 my child is behind to their progress. Some strategies did not work and they do not change for others to help my child to keep their Executive Functions and grow new ones. Our concerns include trying to find the right balance between support and independence, we want to make sure our child can reach their potential by providing them with the right amount of support, not too much or too little; this is an extremely difficult task. Additionally this year counseling has been more hindering than helpful and has even put our child's attendance at risk by making them uncomfortable. With severe ADHD, our student is nonetheless expected to track homework, proactively reach out to teachers when our student is struggling and request shorter assignments when needed (which our student never thinks of doing), and complete homework on their own at home--all of which our student's poor executive functions make extremely difficult to do. Because our student is very guarded this year about guidance/support from parents, a lot falls through the cracks.
(11) Low expectations or goals	33 (13%)	I'm concerned that my child's challenges and the school's lack of adequate response are setting my child up for failure when they start high school next year.

Table 4. Negative experiences and example quotes (up to 5)

		My child's high school team [SLC name redacted] is amazing and have truly worked with us for helping my child attend school, stay at school, and be successful. That being said, it took us having a meeting before 9th grade to emphasize everything that my child could do because Ottoson tried to shuffle them into "small group classes" where they wouldn't access the curriculum and it wasn't until we specifically asked why that was ok and that our child can do regular classwork that it changed. My child is in all gen ed classes and getting straight A's. That being said, my child is in co-taught classes so often their peers have more challenges than my child does and so my child is not necessarily as academically challenged as they would be in a non co-taught class (not just our perception- teachers and staff have confirmed this). I can also say that I feel the communication and quick responses are part the team my child has, but also a big part me being pushy to start with and establishing that we have "high" expectations and have no problem bothering them until a solution is created. We did also hire a lawyer but have not had to use [the lawyer].
		The academic experience has very little structure and rigor and doesn't even seem to meet DESE grade level guidelines.
		My child learning to read and write at the level my child should be at.
		Data balanced with narrative is the key to decision making. While data was collected during my child's most recent evaluation, I don't believe it was analyzed effectively and transformed into actionable insights (I.E. IEP goals, personalized learning strategies, specific and measurable educational goals, etc.). Instead, I think the team not only made decisions weighted heavily on personal anecdote, but also, did not communicate a plan that collects data in the classroom in order to track progress and inform instruction.
(12) Negative experience with specific school	24 (9%)	Middle school was terrible, personally and academically for my child.
		I feel so much more supported as a parent of a child on an IEP at the high school level than at the middle school, which seems backwards as children are supposed to become more independent as they get older.
		Additional after school support 2-3 times per week has been absolutely essential for our child to get assignments completed. Having [redacted staff name] be the point person to communicate with teachers on our behalf has also been very positive. Last year, in 6th grade, I had to communicate directly with teachers, and it was a mess.
		I'm referring to a specific APS Staff member, [redacted staff name]. In 6th grade, we did not have [this teacher], and our experience was abysmal, with little or no follow-through from administration and teachers. We often do not hear about substitute teachers, and they tend to assign work that is not conducive to learning for a child with ADHD.
		Dallin was not able to adequately provide support. Staff actually made things worse.

Table 4. Negative experiences and example quotes (up to 5)

(13) Negative experience with special education methodology	22 (9%)	When our usually A student was getting an F in one of their classes, we didn't receive any feedback or notification at all. I noticed it in PowerSchool & reached out to the teacher, who then responded, but that kind of change should have been communicated to us! Also, because assignments are almost entirely through google classroom, it is difficult for students to see & learn from comments or corrections to any assignment, making it more likely for the students to repeat these mistakes. There needs to be a way for students to receive correction & feedback on their work.
		The general ed emphasis on group work is challenging, and skills around polish editing and presentation do not seem to be taught directly.
		Time outs in a time out space and physical restraints are being used often with my child but this is not being tracked, reported, managed or discussed enough by the administration with us parents or with my child's team.
		Not all providers have OG training or use OG.
		I worry that even though my student's teacher is wonderful, too much of my student's day is spent in a desk or on a rug. Some of the specials do not seem to account for varied student needs when they structure class time.
(14) Transitions: negative experiences with transitions between schools and negative feelings about preparations for transitions	21 (8%)	My child has no ambition, my child has no idea what sort of accommodations they will need in the work force. My child can't find a job.
		My child came from therapeutic setting this year there was no social help, no bridge program offered for transition, learned of the program after the fact.
		...Significant concern about my child's transition from 5th to Gibbs and whether my child's needs can be fully and appropriately met in that setting.
		Incredibly difficult to identify the right contact(s) in transition from 5th to 6th. Actually, TOO MUCH information and TOO VERBOSE information created an opposite effect.
		We are concerned about our child's ability to succeed in larger school environments like Gibbs and Ottoson
(15) Negative experiences with Child Find	18 (7%)	...We really wanted our kid to have an IEP for exec functions around writing but the district denied it because the gen ed teacher was doing such a good job giving our kid specialized instruction.
		My student did poorly on the reading evaluation but not bad enough to receive services.
		It was me who suggested title 1 support for my child vs. their teachers. And now my child has made visible progress.

Table 4. Negative experiences and example quotes (up to 5)

		I worry that denial of an IEP for an autistic child, based on the fact that my student is making adequate academic progress, is setting the scene for bigger problems in the transition to middle school, where my student will not be in a self-contained classroom with a teacher who knows them so well and has the flexibility to make accommodations that are not guaranteed.
		I am concerned that my child will be left behind academically because they struggle with processing speed and working memory which will both affect them academically and emotionally. I am concerned that my child's learning disabilities weren't identified earlier.
		My child is being bully for classmates and when my child did not have support 1:1 my child is behind to their progress. Some strategies did not work and they do not change for others to help my child to keep their Executive Functions and grow new ones
		Bullying risk and fear of them getting mis-interpreted as disrespectful.
		Problems in the classroom with misgendering, bullying and exclusion, lack of academic challenge.
(16) Negative experiences with bullying	12 (5%)	No in-school support for social interactions, bullying.
		We had a bad experience this year with the school failing to be sufficiently proactive about communicating with us about some bullying our child is experiencing. That said, since we made them aware that we were displeased they have been much better....

Table 5. Themes regarding concerns for the future and example quotes (up to 5)

Theme	Frequency (%)	Example Quote
(1) Concerns about future progress	16 (6%)	Academic support not being good enough, for the increasingly challenging workload. Old school teachers (i.e. math teacher [redacted staff name]!!) not "getting" neurodiverse kids, setting kids back further.
		I worry that my child has never received enough of the direct instruction needed in reading and writing and will always be deficient in those areas. I worry about my child's EF skills and whether good habits can be built before my child is overwhelmed by classes/workload going forward. And I worry about the impact of my child's anxiety on their self-confidence and ability to push themselves (that my child will choose the "easier" path and therefore cut themselves off from opportunities).
		Slow but I think they're pushing appropriately - more concerned about what that pace means for how my child can progress in the future and how it will result in decreasing integration with peers (and then what?)
		As curriculum gets more challenging, whether my student will struggle more.
		Even though my child has made great progress they are still quite behind but I think that is something that will always be there and they will just always need more time

Table 5. Themes regarding concerns for the future and example quotes (up to 5)

(2) Concerns about future supports or services	16 (6%)	I am concerned as my child gets older they will start to refuse school due to being bored.
		That my child continues to build confidence and find their stride so perfectionism doesn't take over. It's been a struggle in the past. That my child can find extracurricular opportunities that are fun and engaging for them. Also my child at times conveys being bored or that they already know everything they learn. This is not 100% true but I want my child to be challenged enough to hold their interest.
		I'm concerned we'll still need some of these supports in kindergarten and have no way of contacting someone ahead of time to confirm if we'll be allowed to use them or if there is enough teacher support for them to provide this (or a reasonable expectation of how to prepare my kid to succeed in the classroom without these supports).
		I am not sure how my student will handle a typical classroom size/environment with all of these visual and auditory distractions but I want them to have typical peers.
		I am worried my student has not received enough directed instruction in the areas of reading, writing, and phonics. My student did start the new reading program this year, have not observed an impact yet though. I am also worried that my student is not supported enough in the social skills development piece. My student is also not well supported for their anxiety, my student finally qualified for a group counseling program because of their answers on the panorama survey, but the school has still not agreed to add 1:1 counseling to my student's IEP.
(3) Concerns about future impacts on student academic progress, emotions, confidence, and feelings about school	14 (5%)	I worry that denial of an IEP for an autistic child, based on the fact that my student is making adequate academic progress, is setting the scene for bigger problems in the transition to middle school, where my student will not be in a self-contained classroom with a teacher who knows them so well and has the flexibility to make accommodations that are not guaranteed.
		I'm concerned that my child's challenges and the school's lack of adequate response are setting my child up for failure when they start high school next year.
		I'm generally concerned my child will fall behind due to their behavior, but know that it's being addressed by my child's teachers and supporting staff.
		As curriculum gets more challenging, whether my student will struggle more.
		I am concerned that my child will be left behind academically because they struggle with processing speed and working memory which will both affect them academically and emotionally. I am concerned that my child's learning disabilities weren't identified earlier.

Evaluation and Identification

With respect to the caregivers' experiences with Special Education evaluation and identification of disabilities for their student, it was most common for a parent/guardian to ask APS to evaluate their student (58%) and for a neuropsychologist to identify the disability (28%). Full responses to these questions are displayed in **Figure 4** and **Figure 5**.

Of the 338 respondents to the survey, 247 (73%) reported using non-APS services to support them during the process of securing support for their child, all of which bring with them some level of financial burden to families. Of this pool of respondents, 40% of caregivers reported using the aid of an advocate and 13% reported using the aid of a lawyer (**Table 6**).

Figure 4. Who asked APS to evaluate your student? (n=321 respondents)

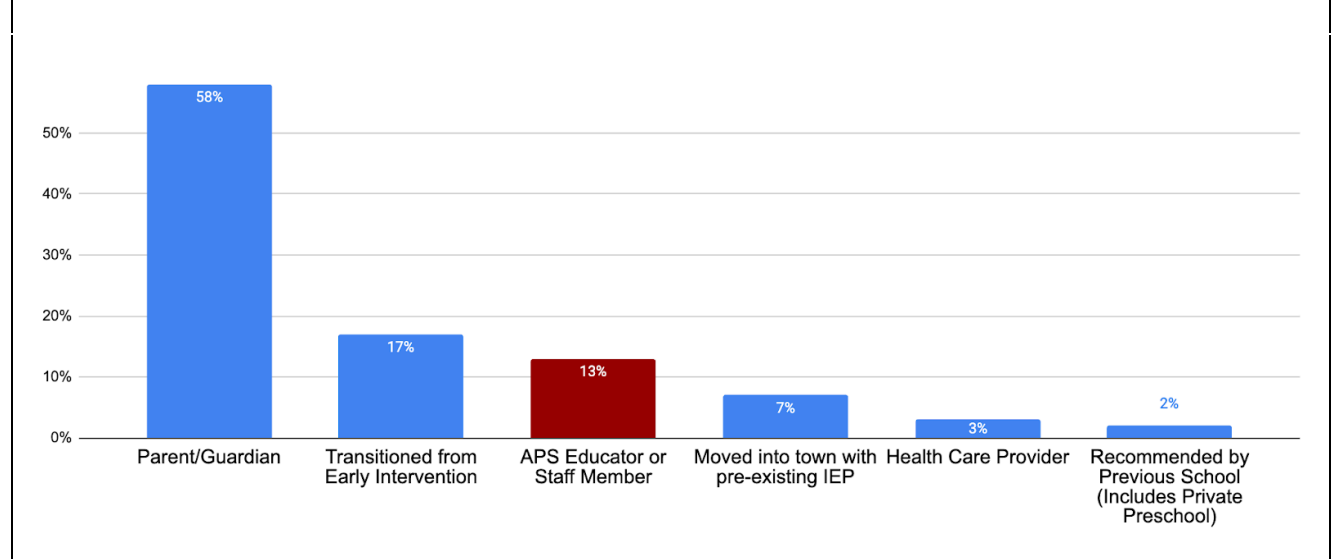


Figure 5. Who was the first to identify your student as having a disability (n=323 respondents)?

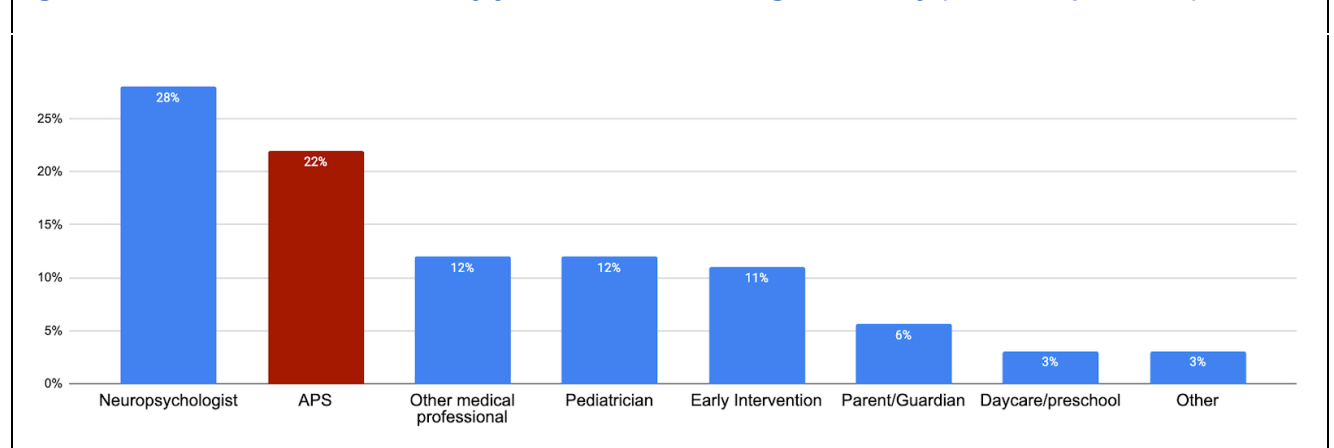


Table 6. Outside (non-APS) resources	N	n (%)
Any of the following outside (non-APS) resources used (not mutually exclusive)	247	
Report from private evaluation (neuropsychological, medical, developmental, etc.)		237 (96%)
Special education advocate		100 (40%)
Lawyer		32 (13%)

Communication/Collaboration and Service Delivery/Progress Monitoring

Communication / Collaboration - Current Year and Prior Year

Results to this set of items are presented side-by-side for the current year and prior year to provide additional context. However, results from the current and prior years should not be directly compared as respondents in the current year may not have participated in the prior year, and vice versa.

Responses to items on communication and collaboration are displayed in **Figures 6A, 6B, and 6C**. For the current year, the majority of respondents responded favorably regarding knowing who to contact (68%) and receiving a timely response (64%), but only 47% and 40%, respectively, responded favorably to feeling included as an equal partner; and being made promptly aware about “things I want to know”.

Figure 6A. Responses to item, “I feel I am included as an equal partner with teachers and other Arlington Schools Professionals”, current (2024-2025) and prior (2023-2024) years.

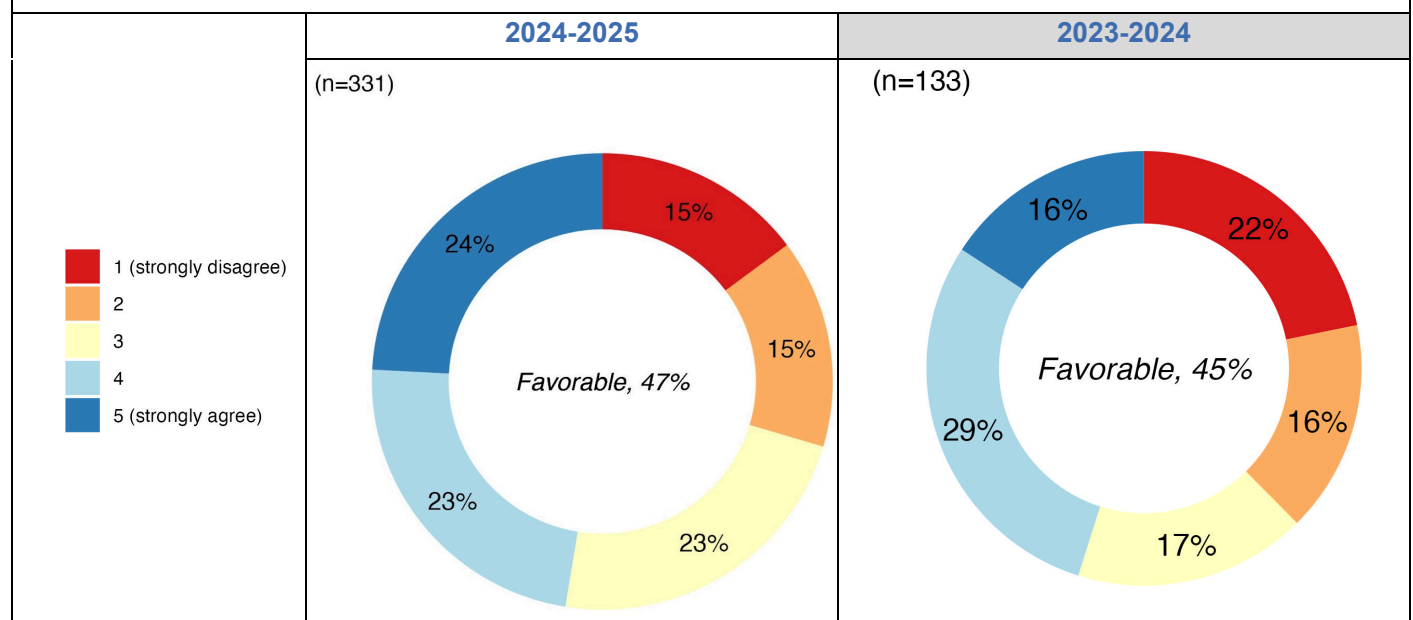


Figure 6B. Responses to items regarding contacting APS staff with questions/concerns, current (2024-2025) and prior (2023-2024) years.

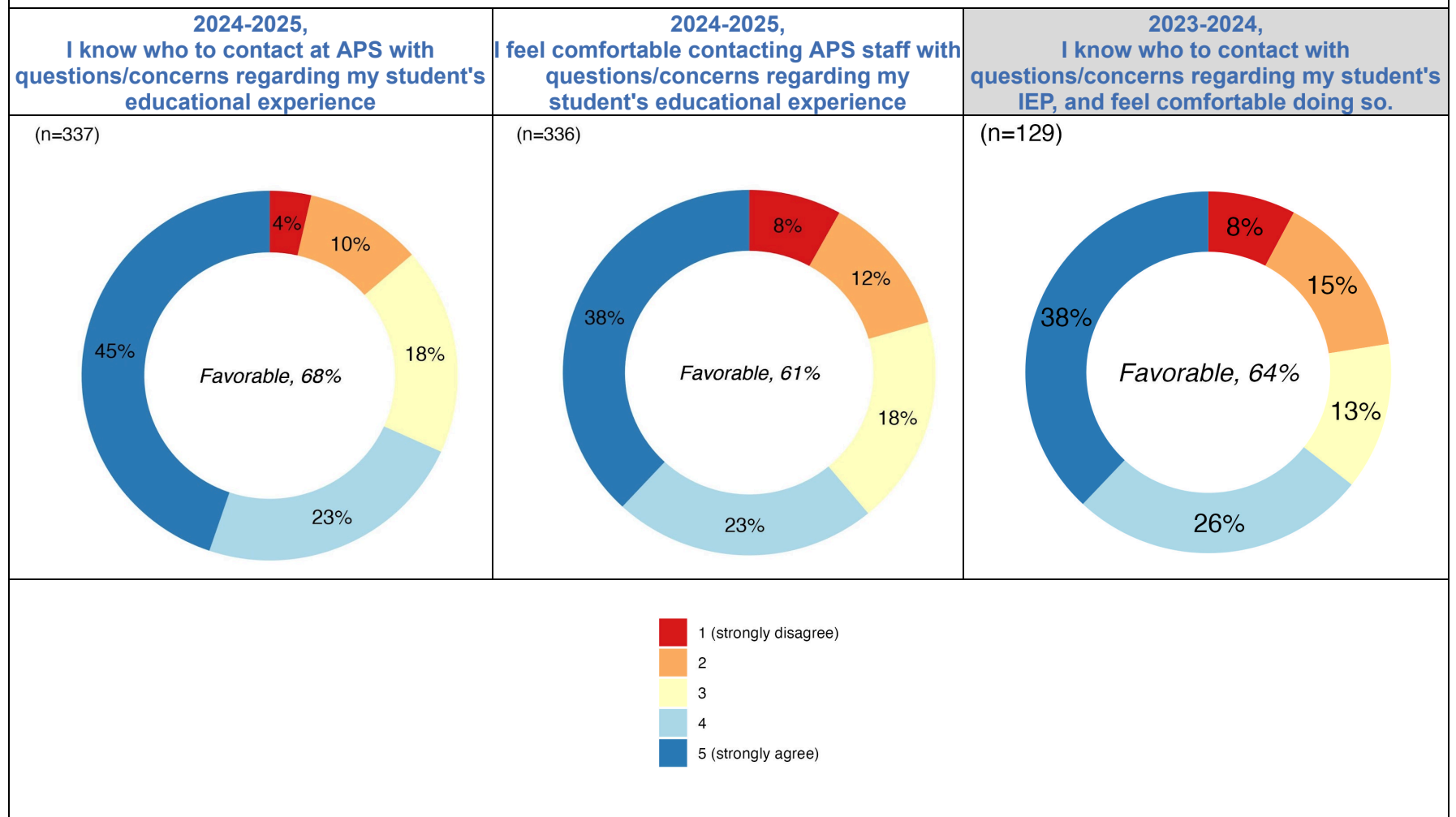
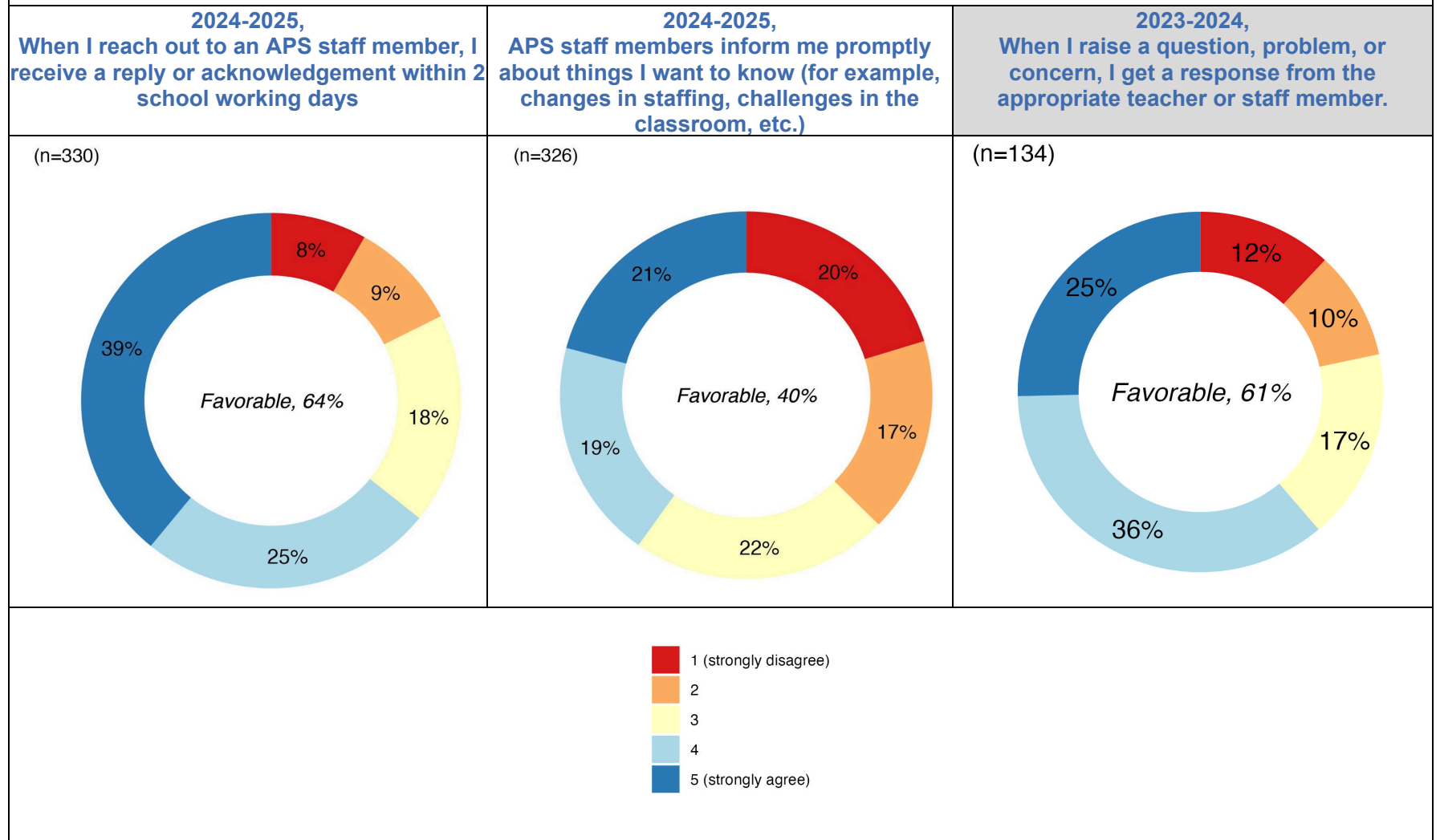


Figure 6C. Responses to items regarding responsiveness of APS staff, current (2024-2025) and prior (2023-2024) years.



Service Delivery / Progress Monitoring - Current Year and Prior Year

Responses to items on service delivery and progress monitoring are displayed in **Figures 7A, 7B, and 7C**. For the current year, a minority of respondents answered favorably regarding the appropriateness of service given needs (49%), their student's progress in general (34%), and progress measurement (28%). Among the subset of students with current IEP or 504 plans, 54% and 64%, respectively, responded favorably when asked if their student's IEP/504 plan meets their needs and if their student's school follows their IEP/504 plan.

Figure 7A. Responses to item, "Overall, I feel the services my student receives are appropriate given their needs.", current (2024-2025) and prior (2023-2024) years.

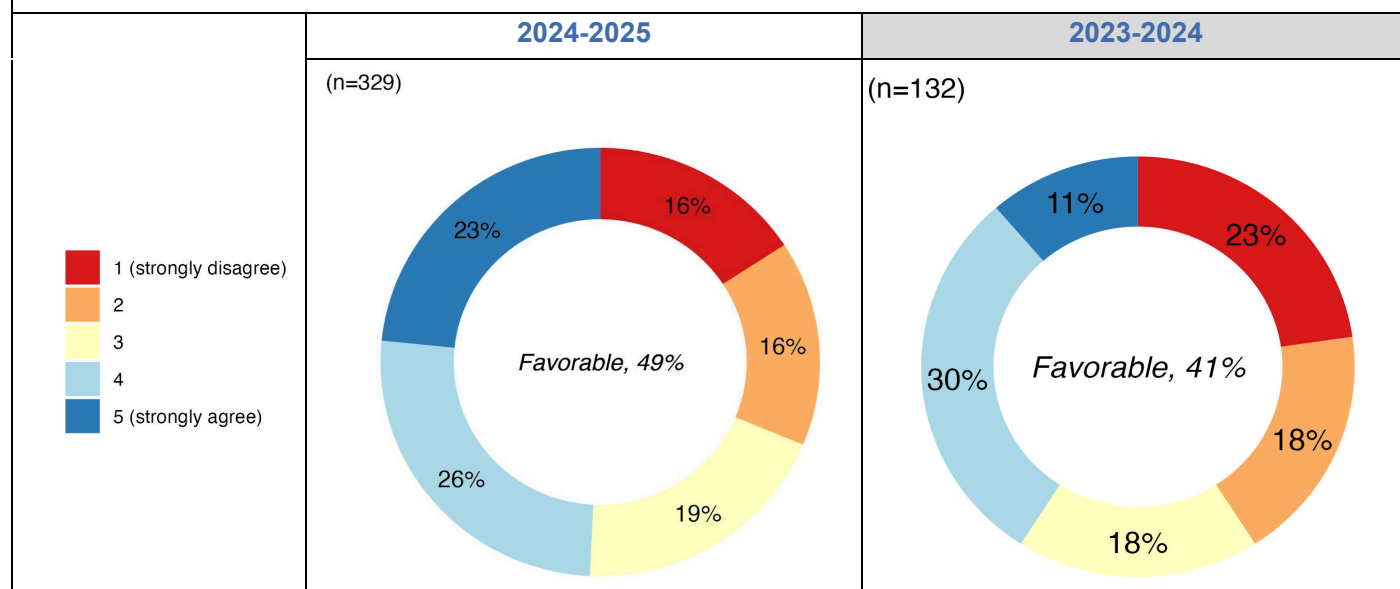


Figure 7B. For the subset with a current IEP or 504 plan, responses to item, "Overall, I feel the services my student receives are appropriate given their needs.", current year only (2024-2025).

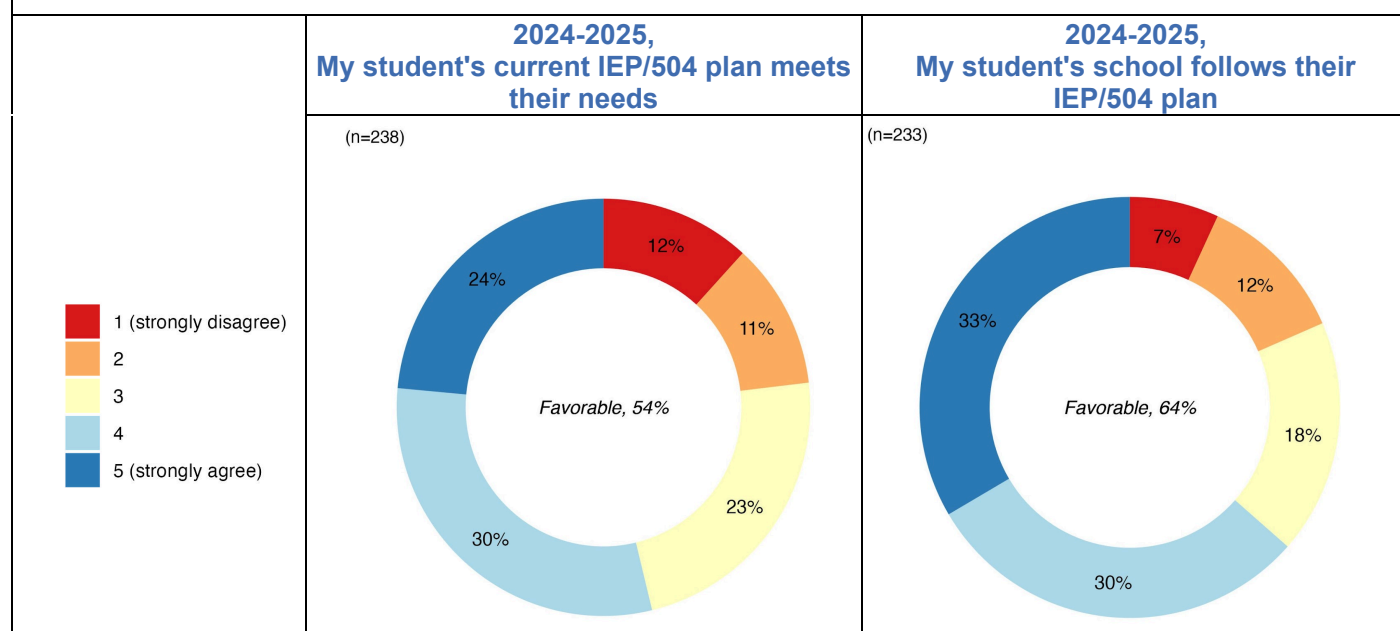
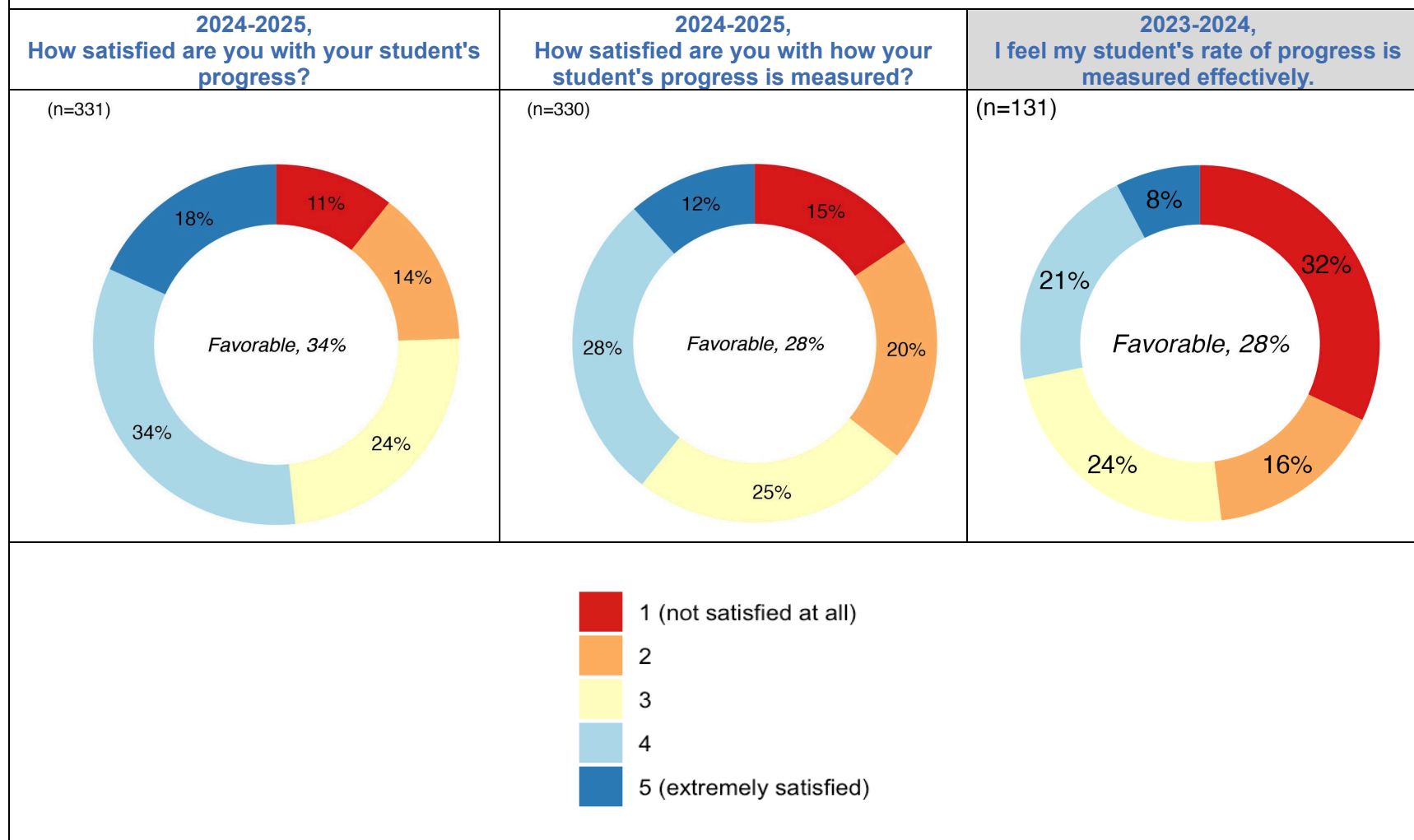


Figure 7C. Responses to items regarding satisfaction with progress, current (2024-2025) and prior (2023-2024) years.



Current Year Breakdown by Grade Level

Subgroup analyses by grade level are displayed for **communication and collaboration** (Figure 8) and for **service delivery and progress monitoring** (Figure 9).

- For **communication and collaboration**, we observe variability with the following notable observation: For several items, higher proportions of caregivers of students in 6th grade endorsing responses of “strongly disagree” or “disagree”.
- For **service delivery and progress monitoring**, we observe trends to suggest that caregivers experience a decrease in satisfaction with increasing grade level, as evidenced by lower proportions endorsing responses of “strongly agree” or “agree” – for the measures of:
 - Effective progress and progress measurement
 - Current IEP/504 plan meeting needs and being followed by school

Figure 8. Communication and Collaboration by Grade Level

Panel A. I feel I am included as an equal partner with teachers and other Arlington Schools professionals.

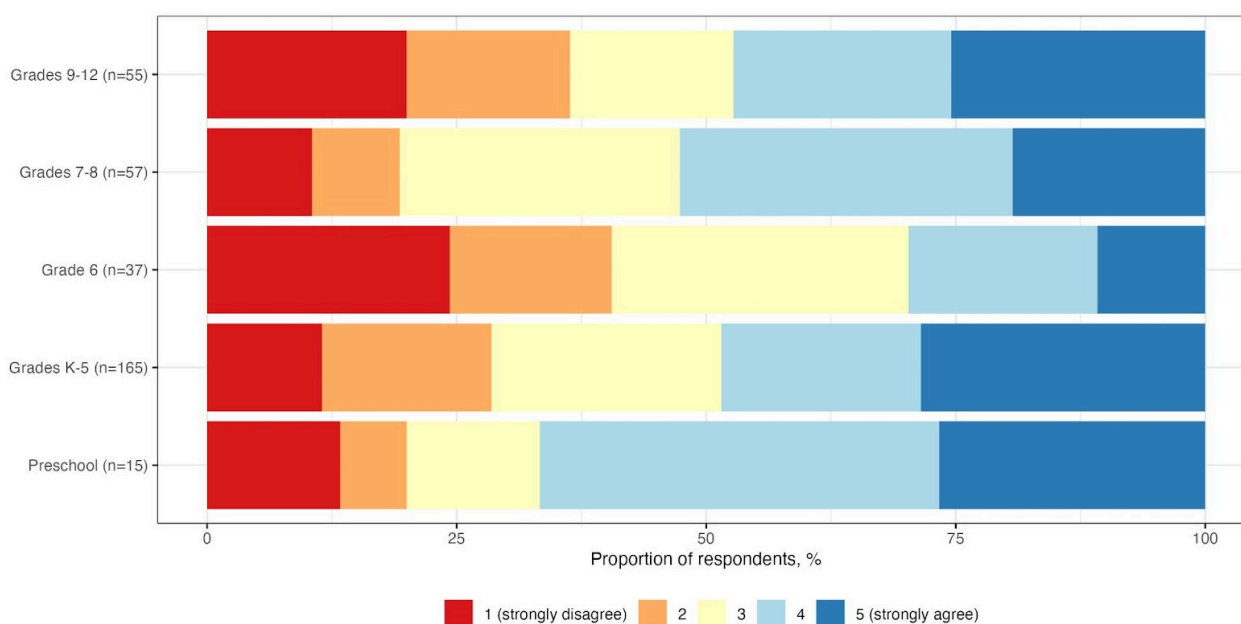


Figure 8. Communication and Collaboration by Grade Level

Panel B. I know who to contact at APS with questions/concerns regarding my student's educational experience

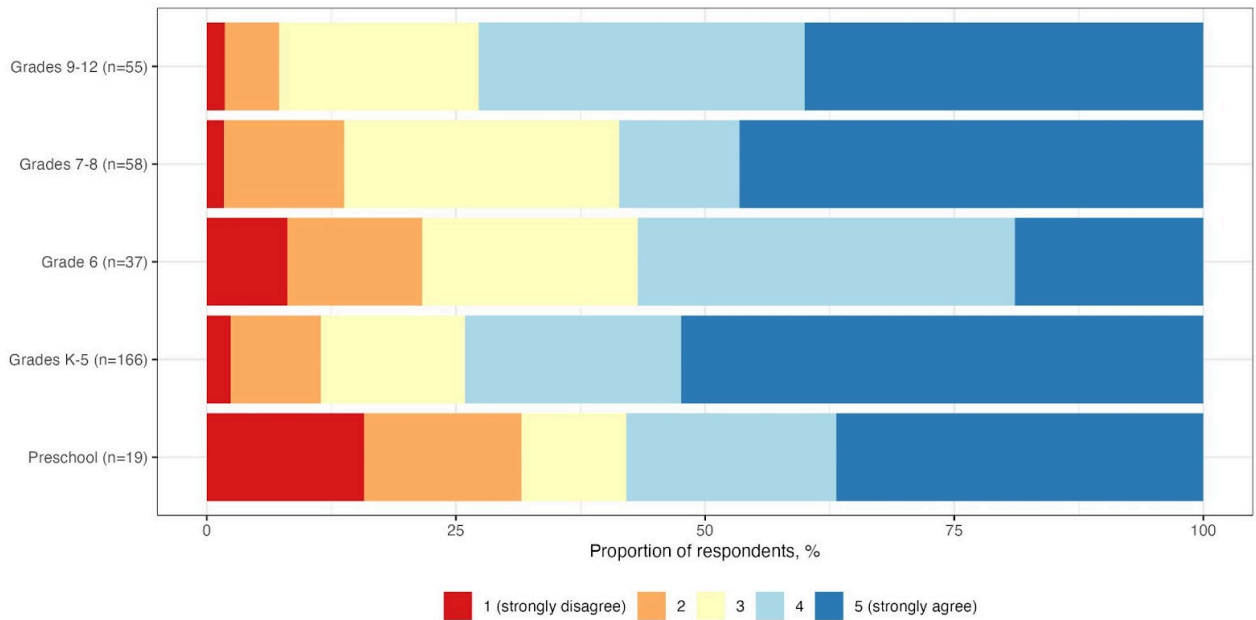


Figure 8. Communication and Collaboration by Grade Level

Panel C. I feel comfortable contacting APS staff with questions/concerns regarding my student's educational experience

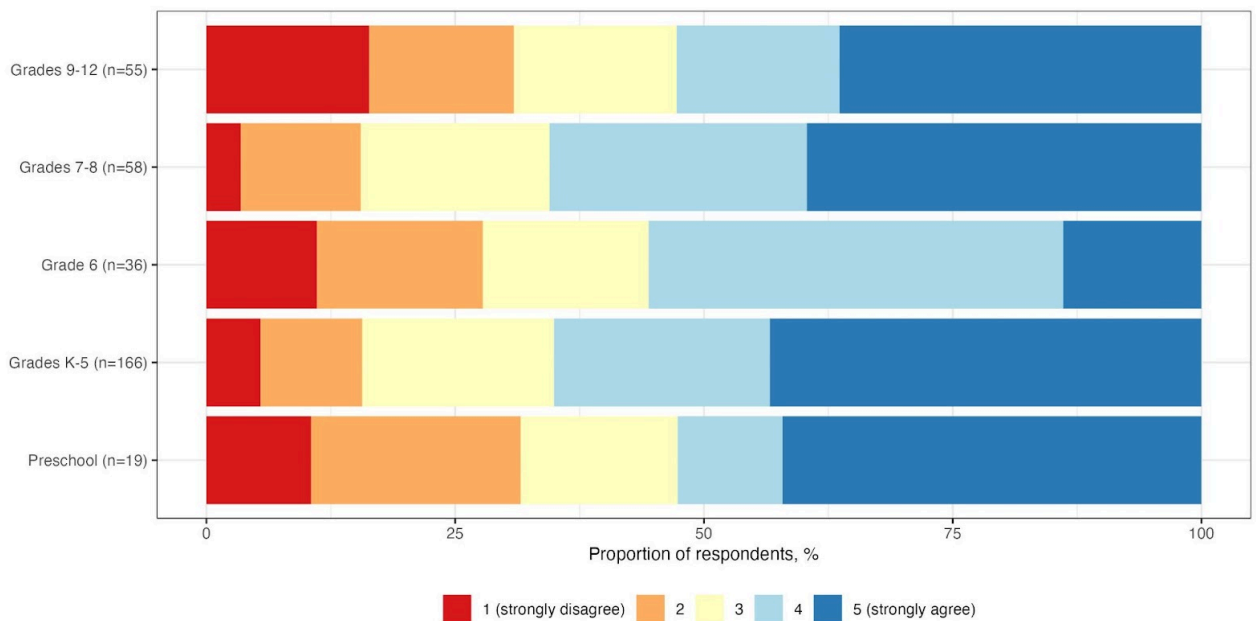
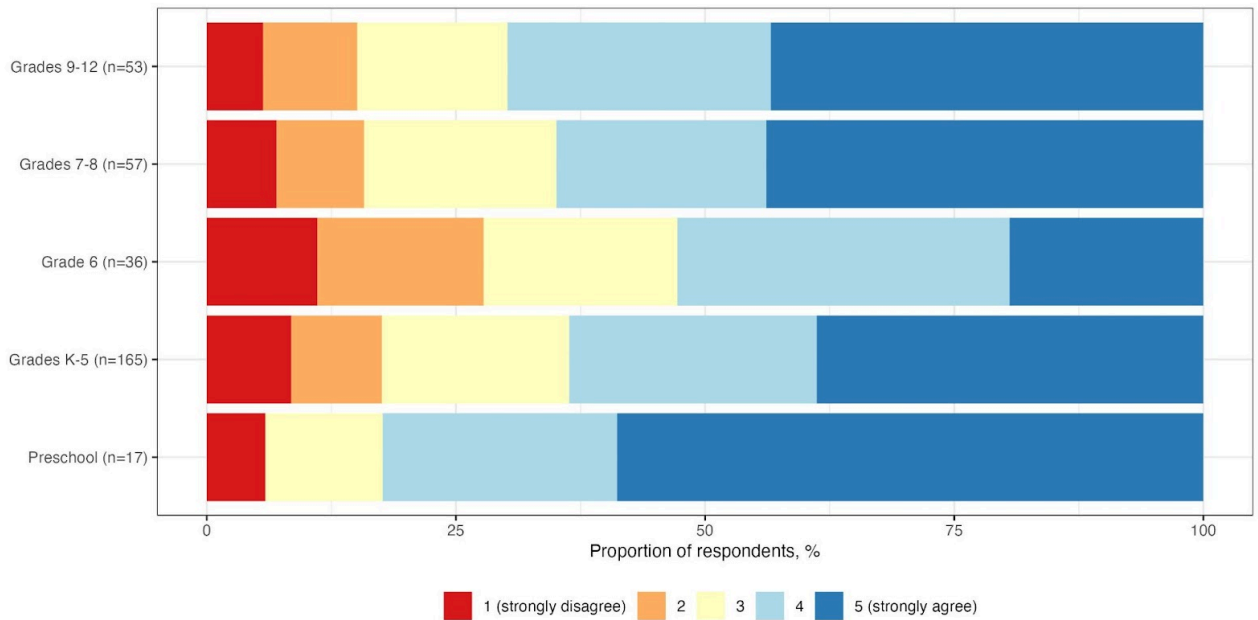


Figure 8. Communication and Collaboration by Grade Level

Panel D. When I reach out to an APS staff member, I receive a reply or acknowledgement within 2 school working days



1

Figure 8. Communication and Collaboration by Grade Level

Panel E. When I reach out to an APS staff member, I receive a reply that addresses my question or concern

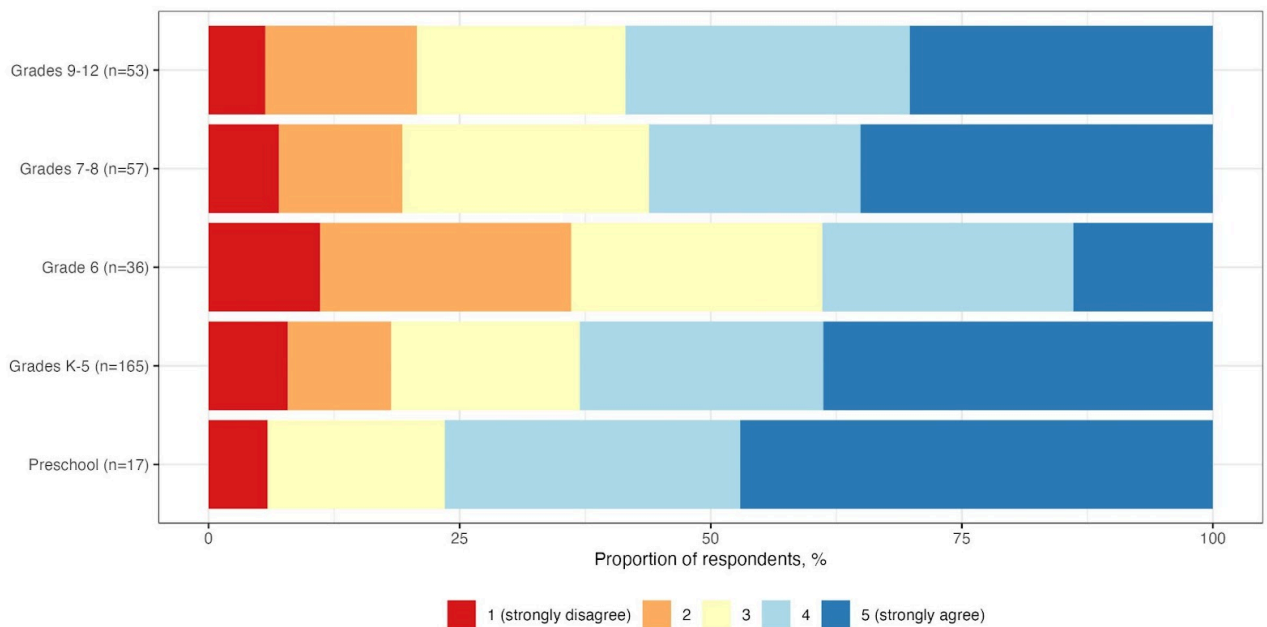


Figure 8. Communication and Collaboration by Grade Level

Panel F. APS staff members inform me promptly about things I want to know (for example, changes in staffing, challenges in the classroom, etc.)

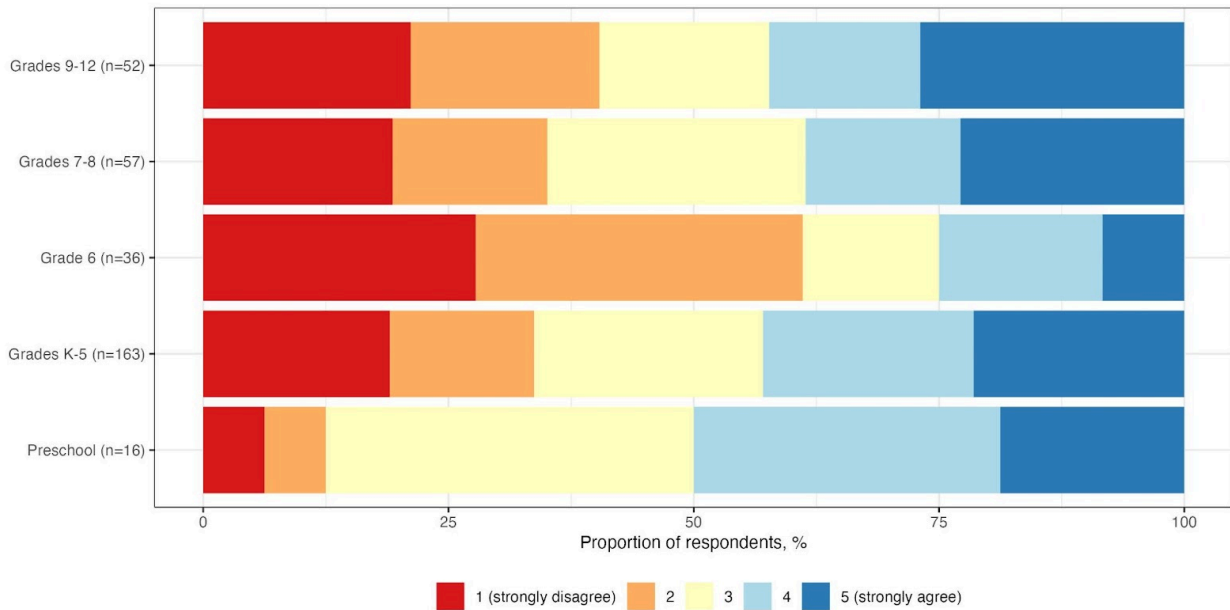


Figure 9. Service Delivery and Progress Monitoring by Grade Level

Panel A. Overall, I feel the services my student receives are appropriate given their needs.

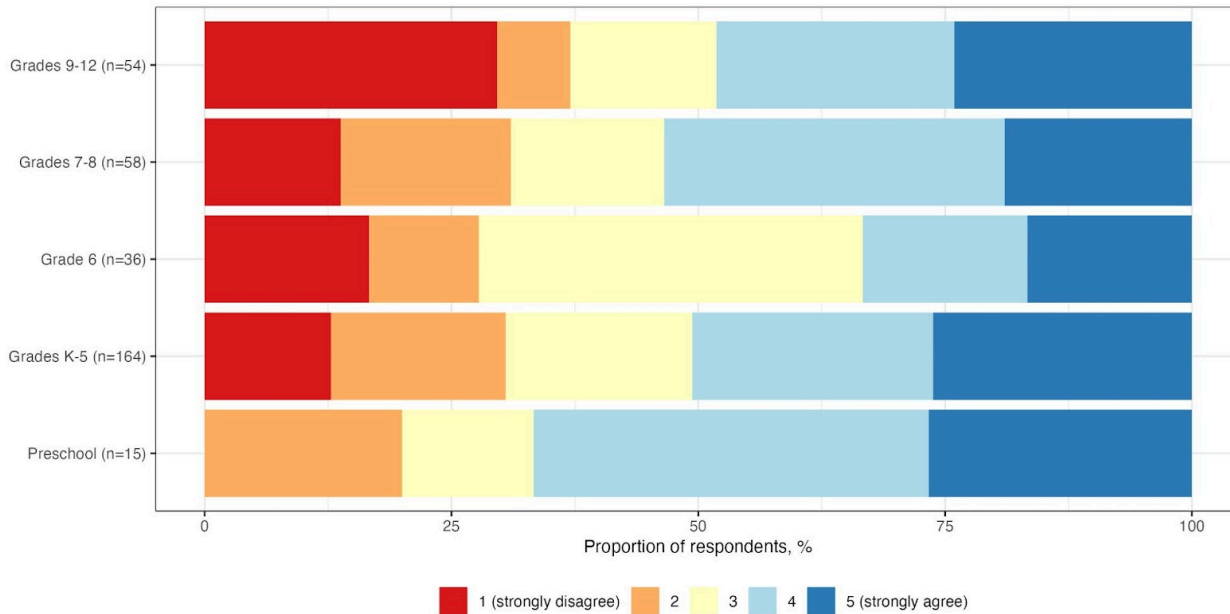


Figure 9. Service Delivery and Progress Monitoring by Grade Level

Panel B. How satisfied are you with your student's progress?

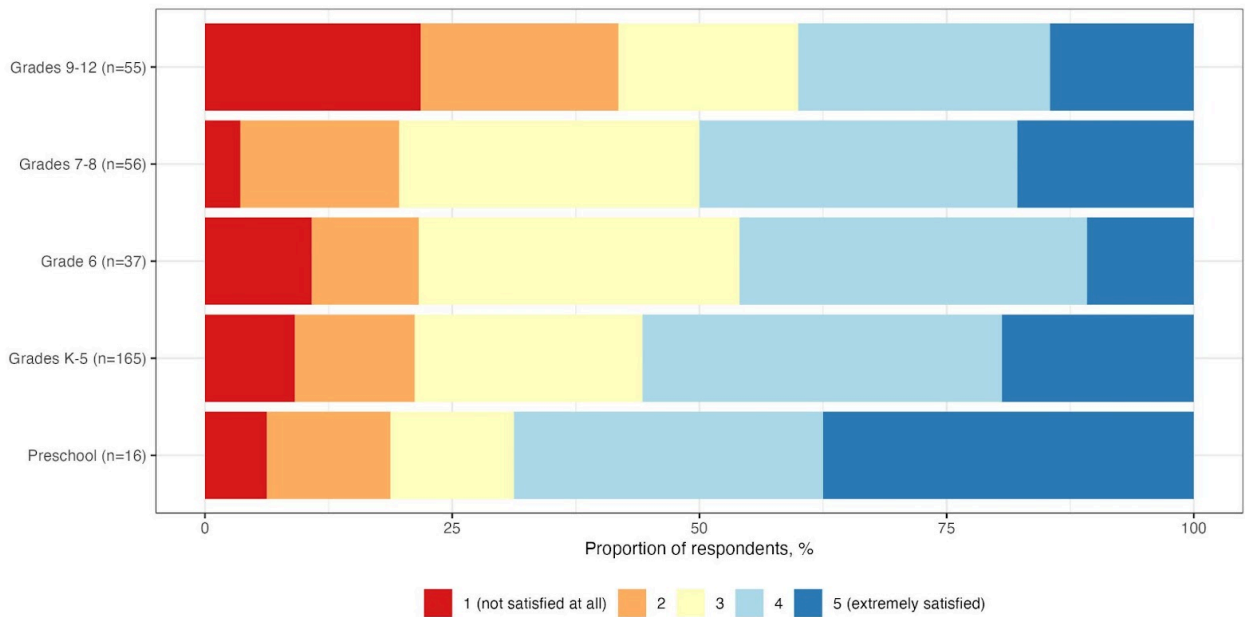


Figure 9. Service Delivery and Progress Monitoring by Grade Level

Panel C. How satisfied are you with how your student's progress is measured?

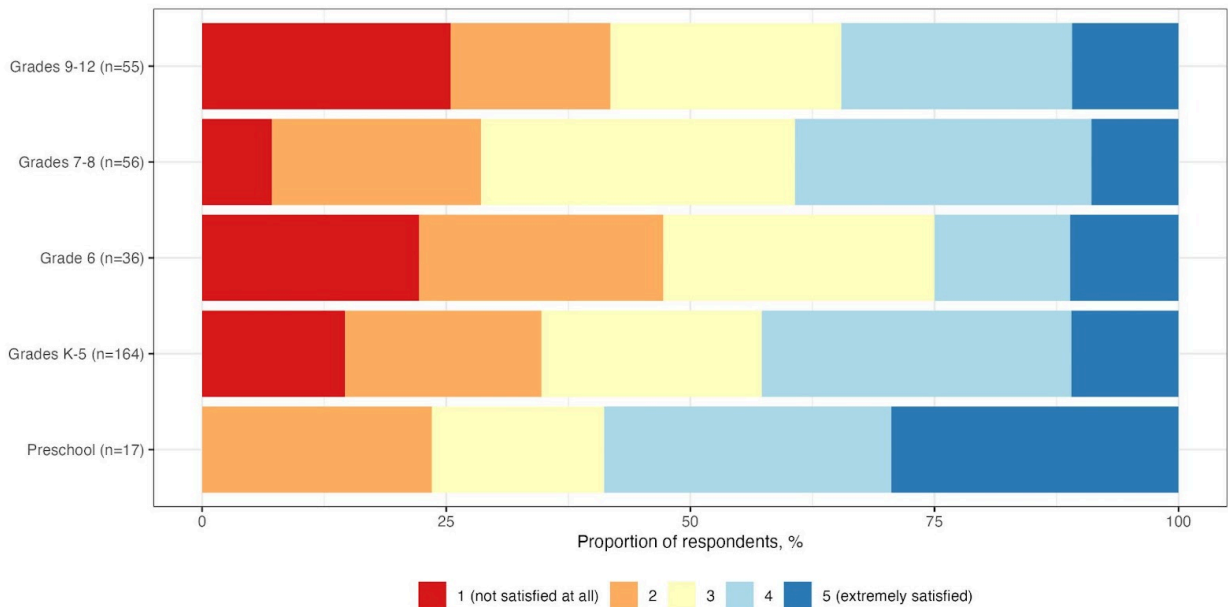


Figure 9. Service Delivery and Progress Monitoring by Grade Level

Panel E. My student's current IEP/504 plan meets their needs (subset with an IEP or 504 plan)

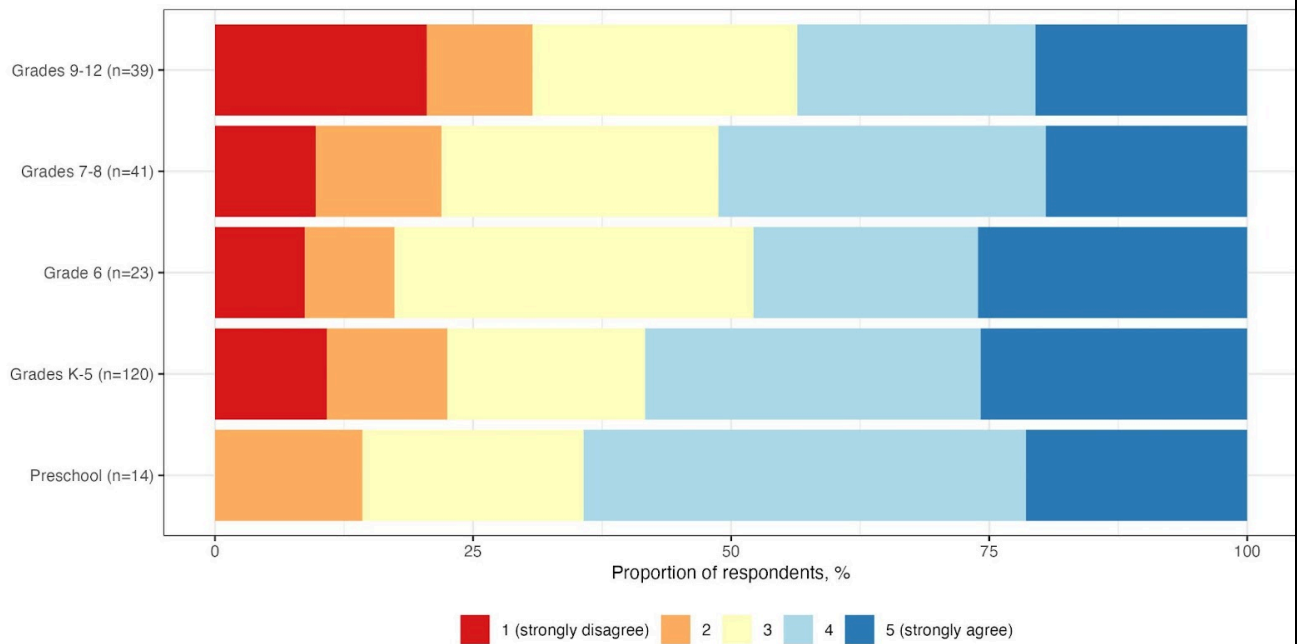
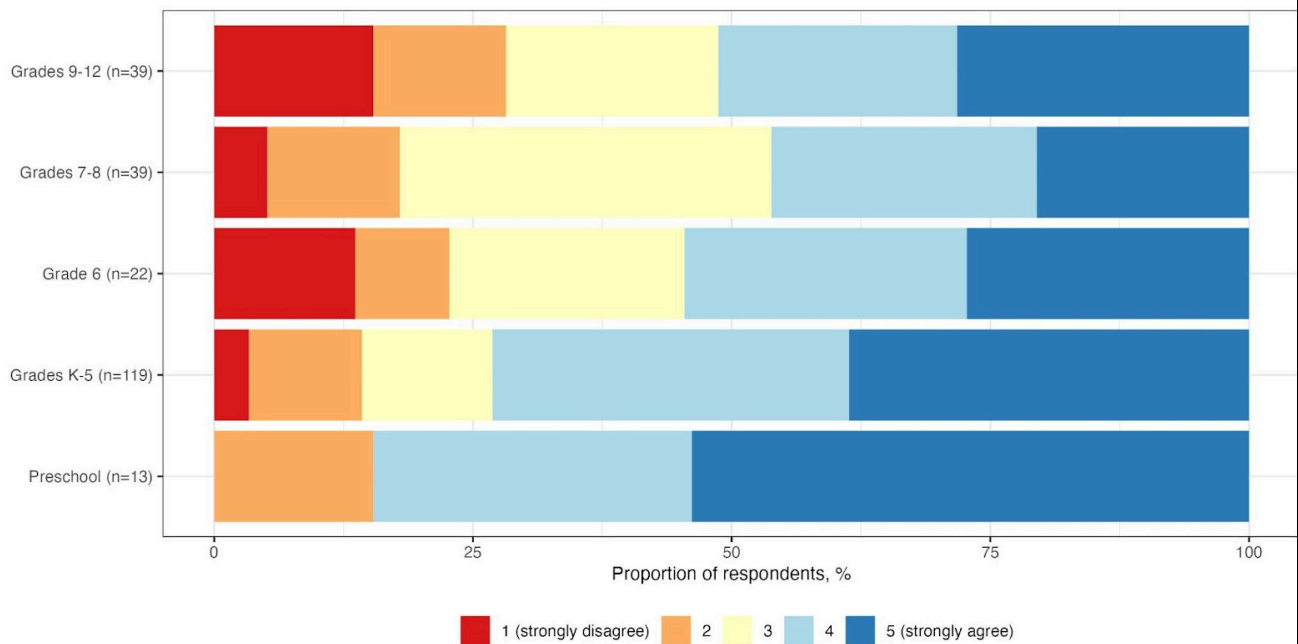


Figure 9. Service Delivery and Progress Monitoring by Grade Level

Panel F. My student's school follows their IEP/504 plan (subset with an IEP or 504 plan)



Current Year Breakdown by Current Services and IEP Eligibility Category

Detailed subgroup analyses by current services and IEP eligibility category for “**Communication and Collaboration**” and “**Service Delivery and Progress Monitoring**” are displayed in **Figure 11** and **Figure 12, respectively**. Responses are first separated by current services (first 3 bars, mutually exclusive); and then by IEP eligibility category (all other bars, not mutually exclusive).

We observe variability in responses by current services, with caregivers of students with a current IEP or 504 plan having more favorable experiences than those of students without. This result is not unexpected and is likely explained by several factors, including caregivers being early in the process (e.g., with students currently undergoing evaluation), and differences of opinion between caregivers and APS regarding service eligibility.

We also observe variability in responses by disability with the following notable observation:

- For several items, lower proportions of caregivers of students eligible for an IEP reported responses of “strongly agree” or “agree” for the following categories:
 - SLD
 - Health impairment
 - Emotional Impairment, and/or
 - Neurological Impairment

Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel A. I feel I am included as an equal partner with teachers and other Arlington Schools professionals.

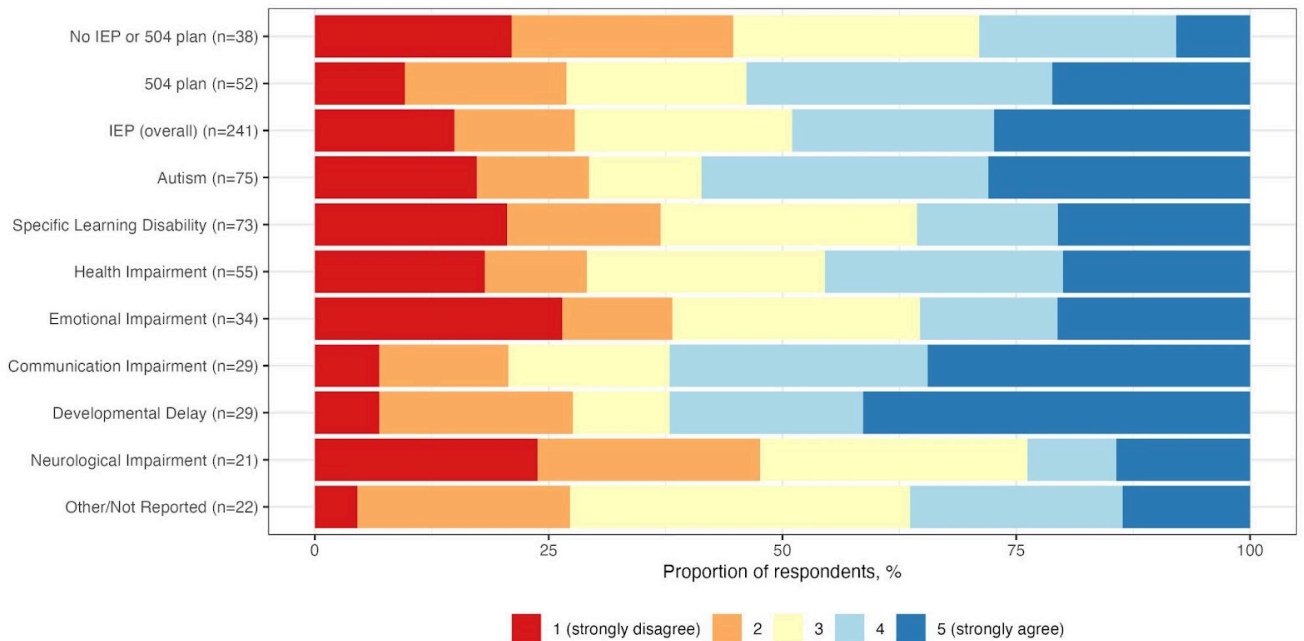


Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel B. I know who to contact at APS with questions/concerns regarding my student's educational experience

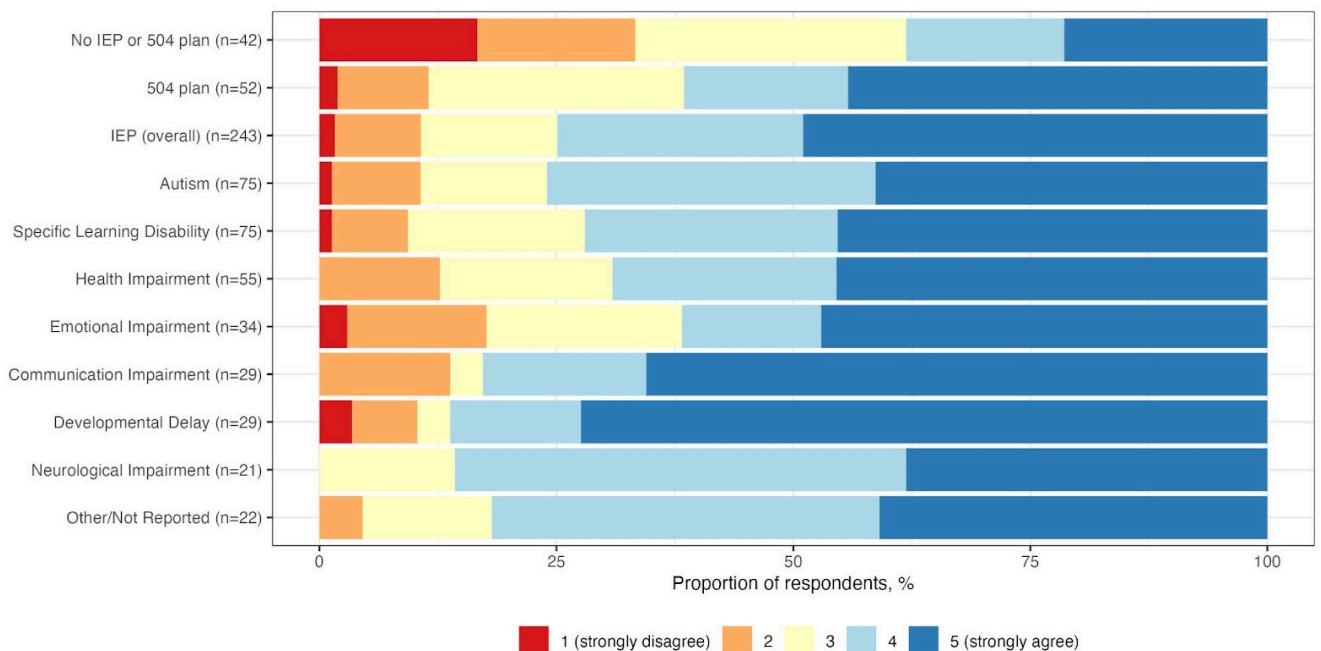


Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel C. I feel comfortable contacting APS staff with questions/concerns regarding my student's educational experience

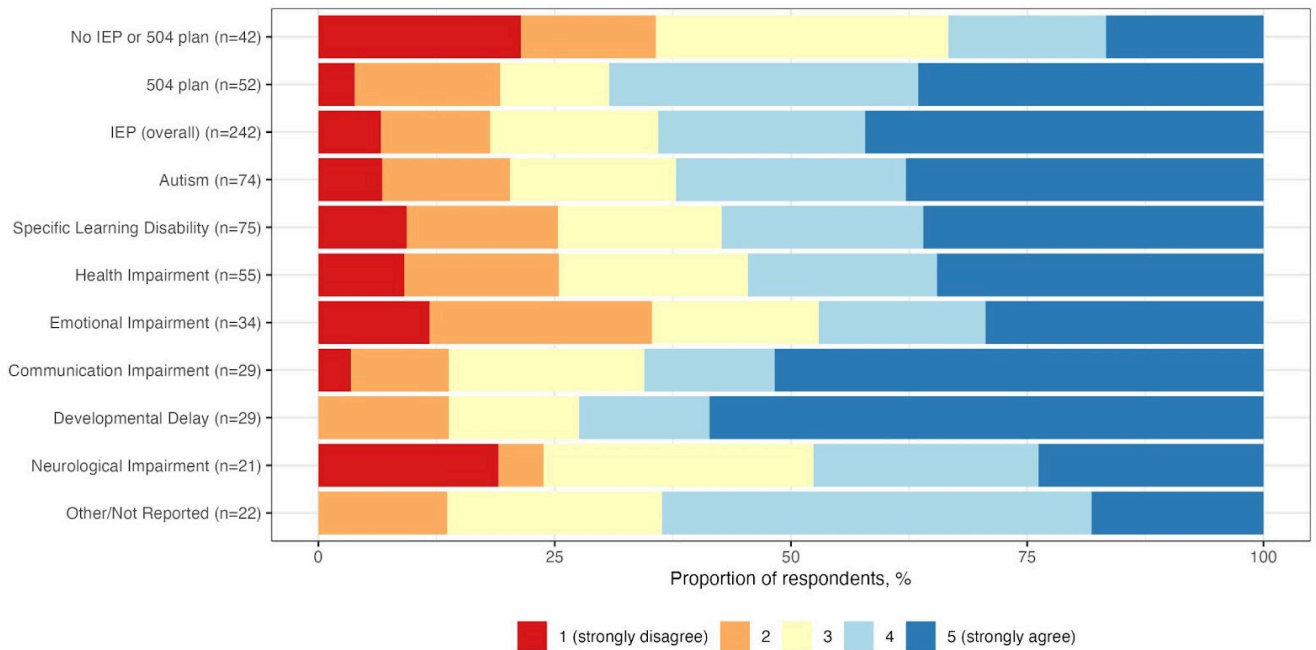


Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel D. When I reach out to an APS staff member, I receive a reply or acknowledgement within 2 school working days

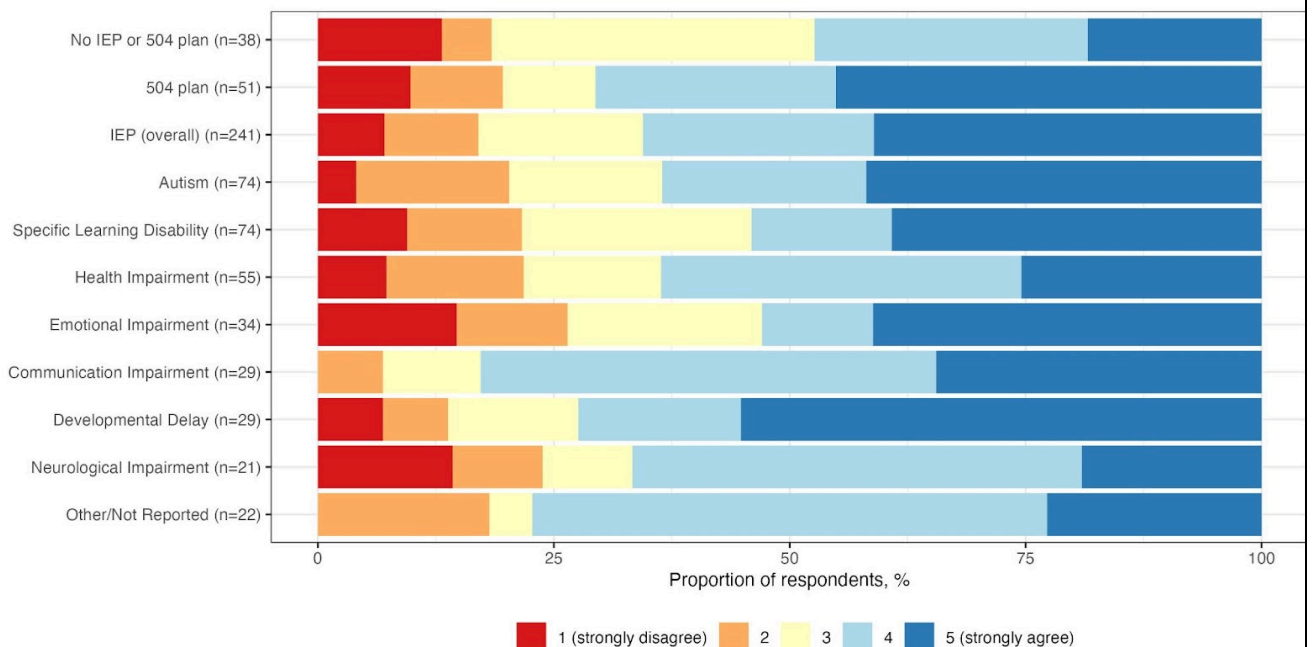


Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel E. When I reach out to an APS staff member, I receive a reply that addresses my question or concern

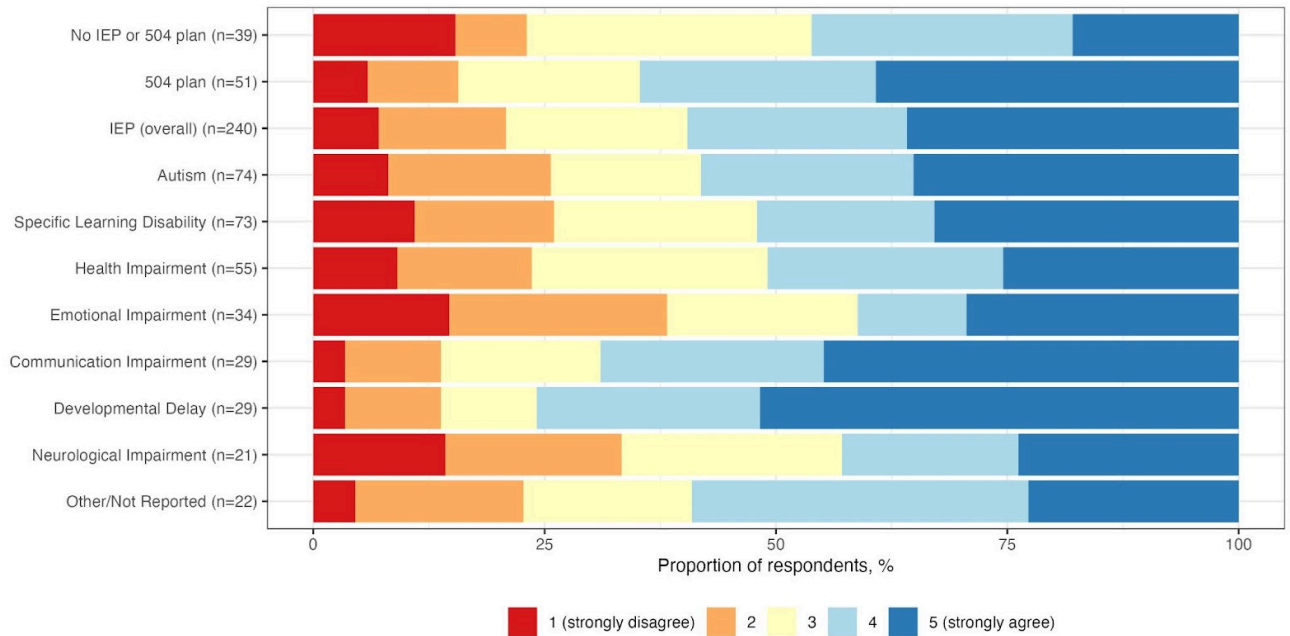


Figure 11. Communication and Collaboration by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel F. APS staff members inform. me promptly about things I want to know (for example, changes in staffing, challenges in the classroom, etc.)

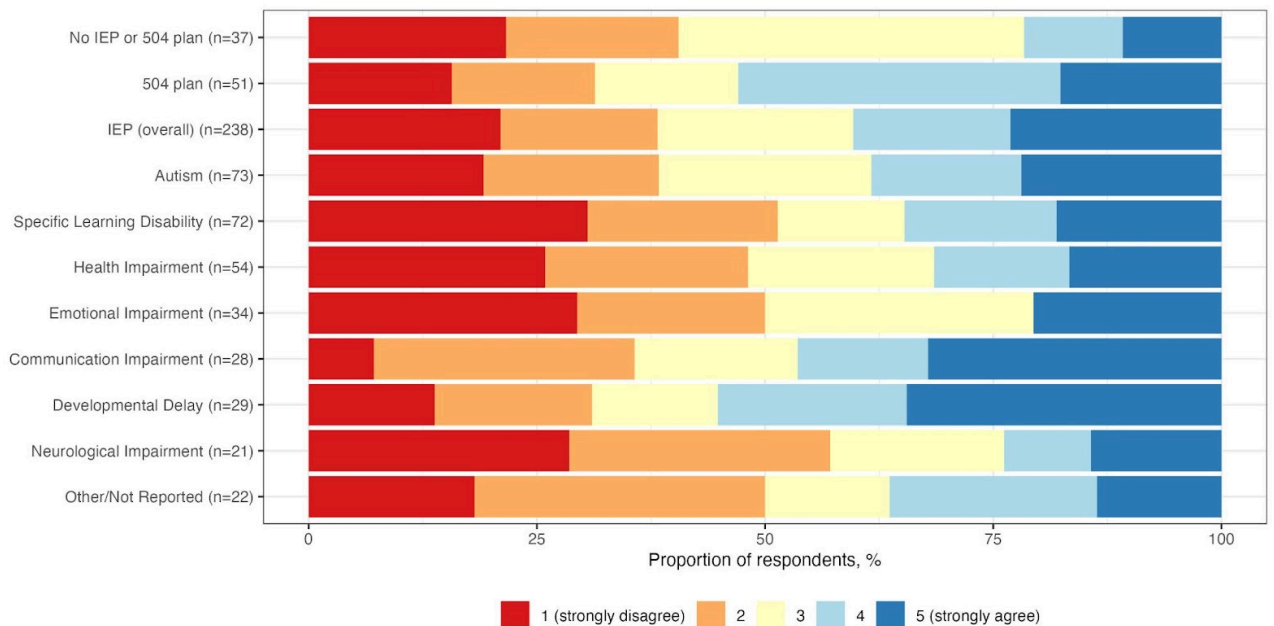


Figure 12. Service Delivery and Progress Monitoring by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel A. Overall, I feel the services my student receives are appropriate given their needs.

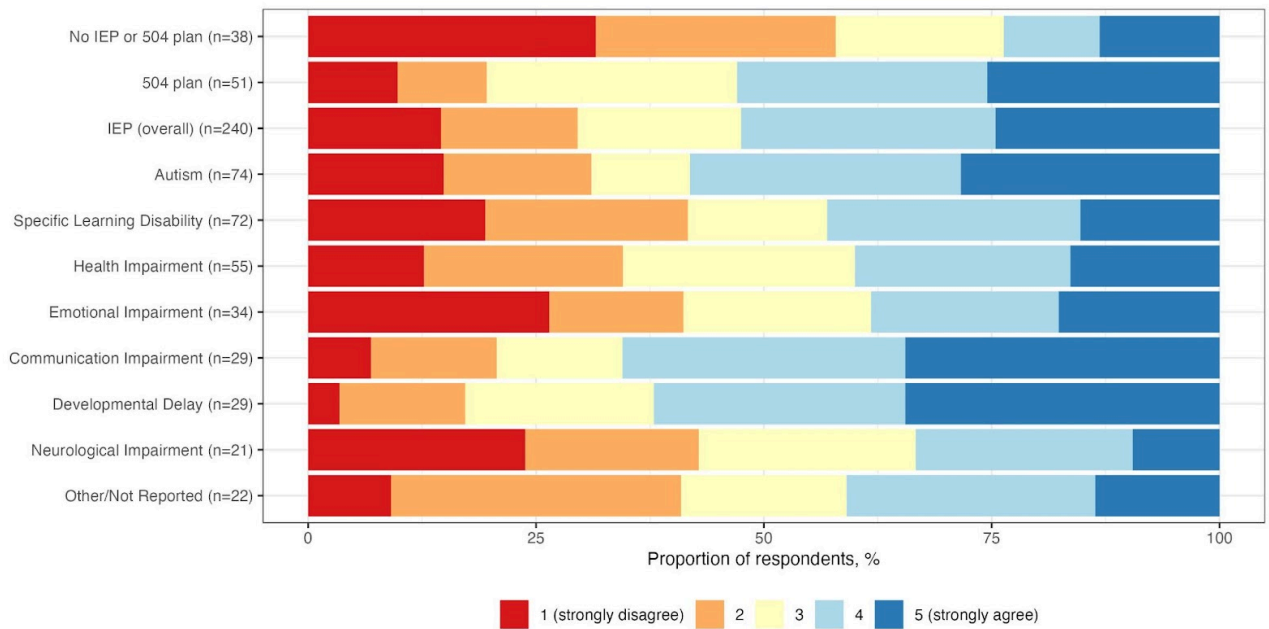


Figure 12. Service Delivery and Progress Monitoring by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel B. How satisfied are you with your student's progress?

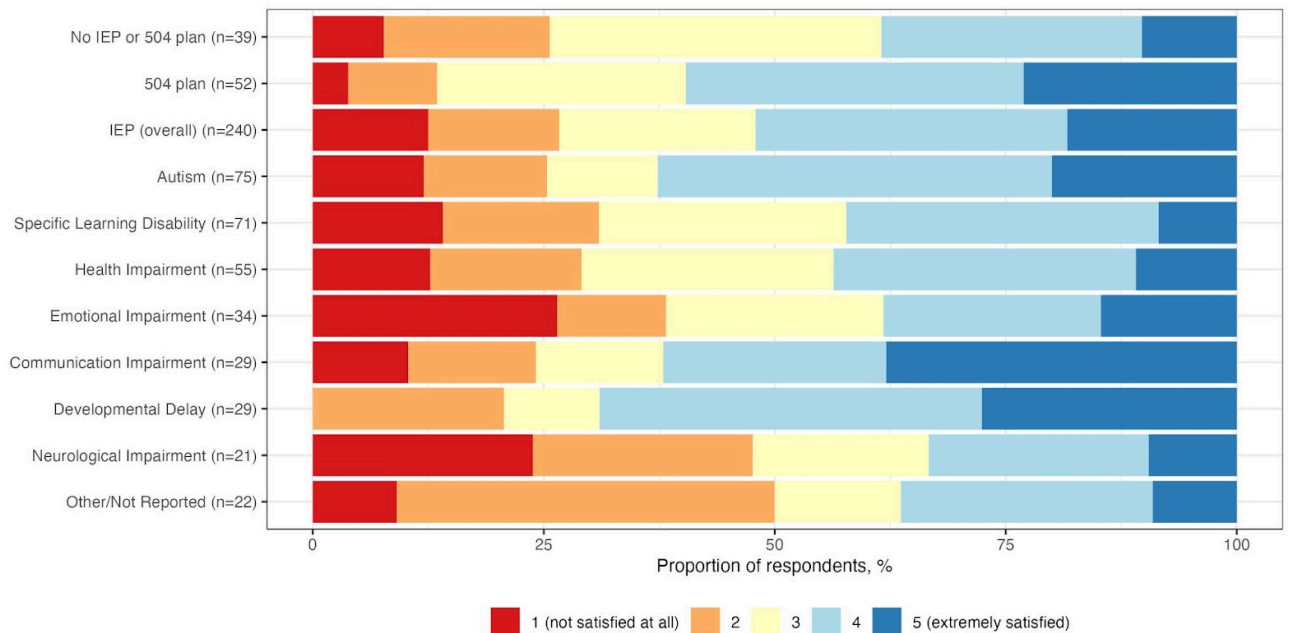


Figure 12. Service Delivery and Progress Monitoring by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel C. How satisfied are you with how your student's progress is measured?

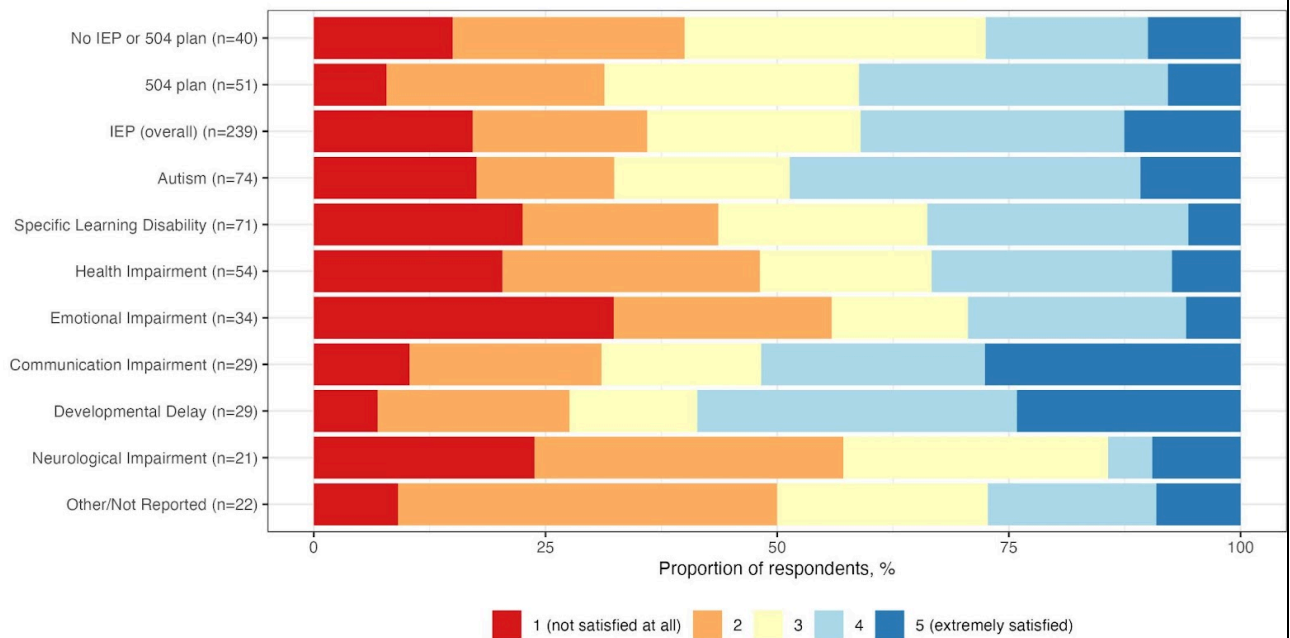


Figure 12. Service Delivery and Progress Monitoring by Current Services (first 2 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel D. My student's current IEP/504 plan meets their needs (subset with IEP or 504 plan)

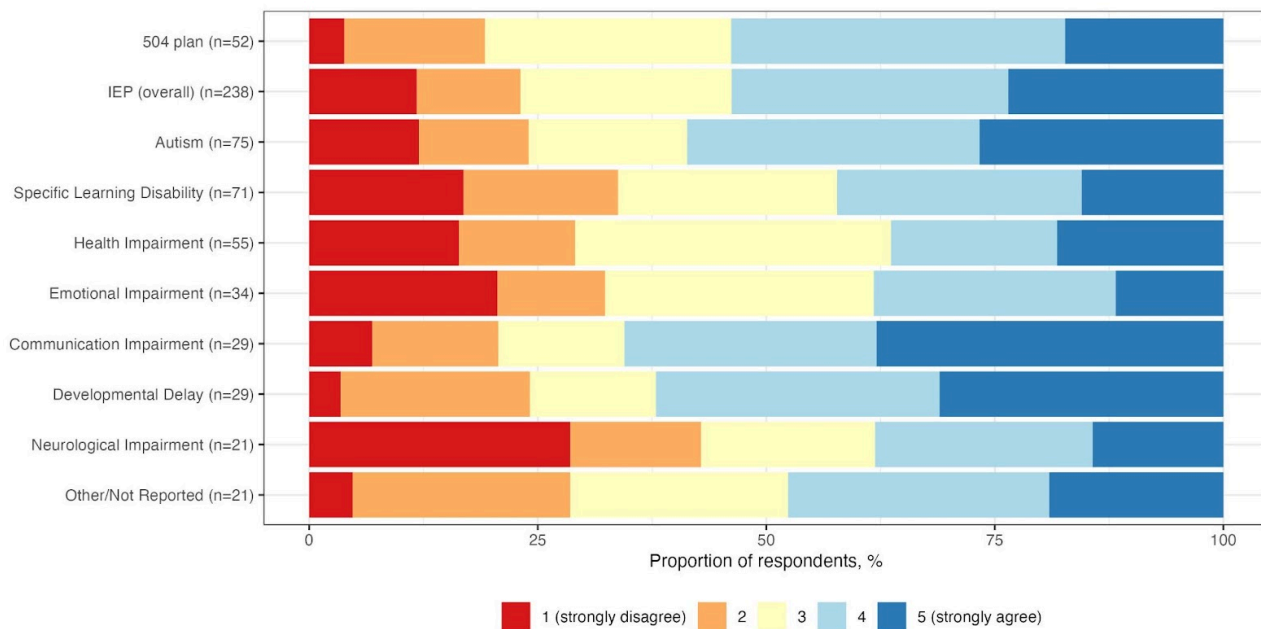
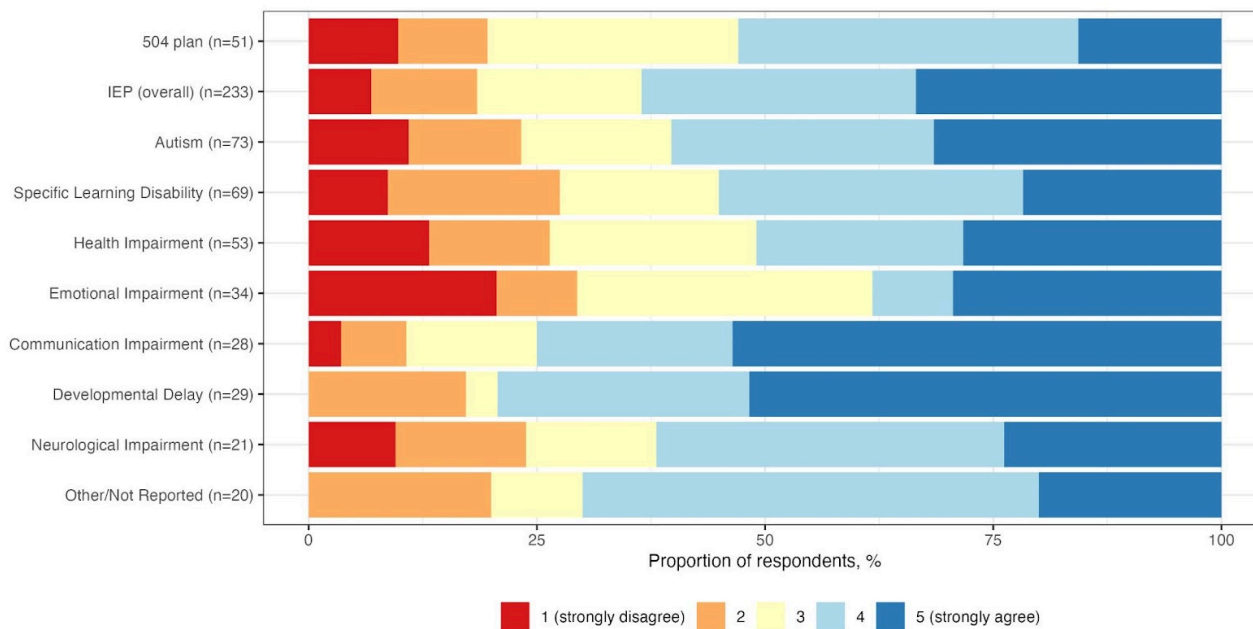


Figure 12. Service Delivery and Progress Monitoring by Current Services (first 2 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel E. My student's school follows their IEP/504 plan (subset with IEP or 504 plan)



Culture

Responses to items on culture (newly added for the current year) are displayed in **Figure 13**. A minority of respondents answered favorably regarding APS culture of **collaborating with families of students with disabilities (31%)** and **culture of DEIBJ toward disability (42%)**.

Subgroup analyses are displayed as follows:

- by grade level (**Figure 14**)
- by current services and IEP eligibility category are displayed in (**Figure 15**)

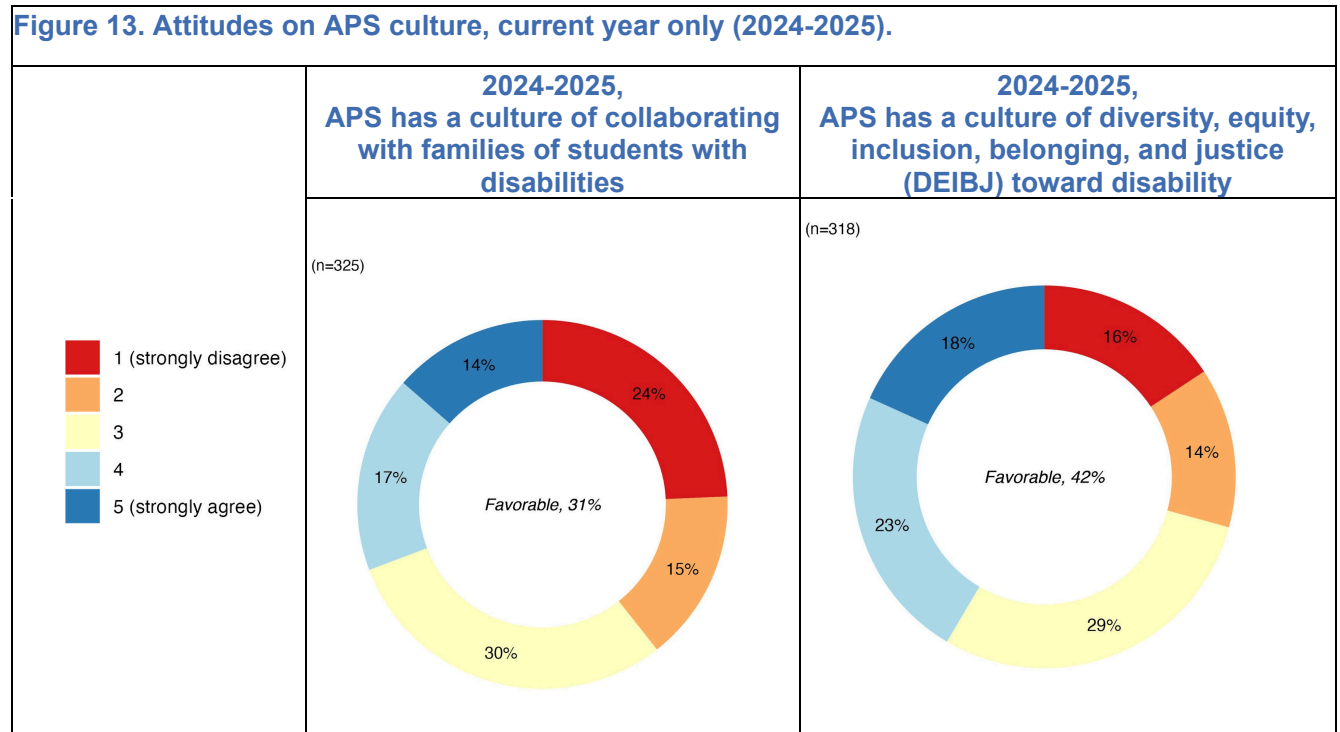


Figure 14. Attitudes on APS Culture about Disabilities by Grade Level

Panel A. APS has a culture of collaborating with families of students with disabilities

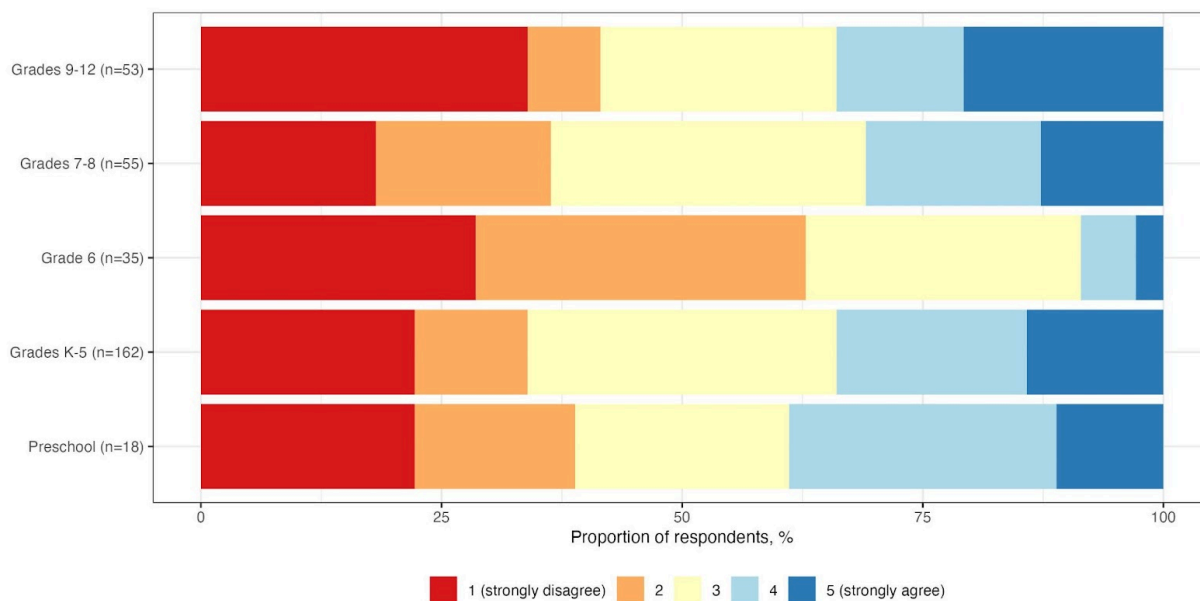


Figure 14. Attitudes on APS Culture about Disabilities by Grade Level

Panel B. APS has a culture of diversity, equity, inclusion, belonging, and justice (DEIBJ) toward disability

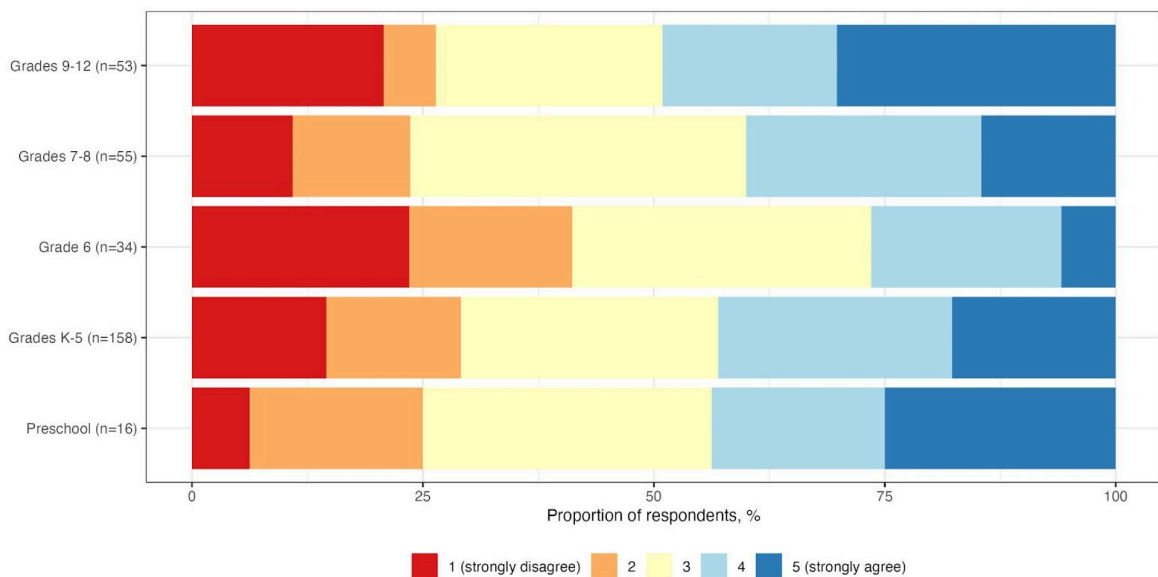


Figure 15. Attitudes on APS Culture about Disabilities by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel A. APS has a culture of collaborating with families of students with disabilities

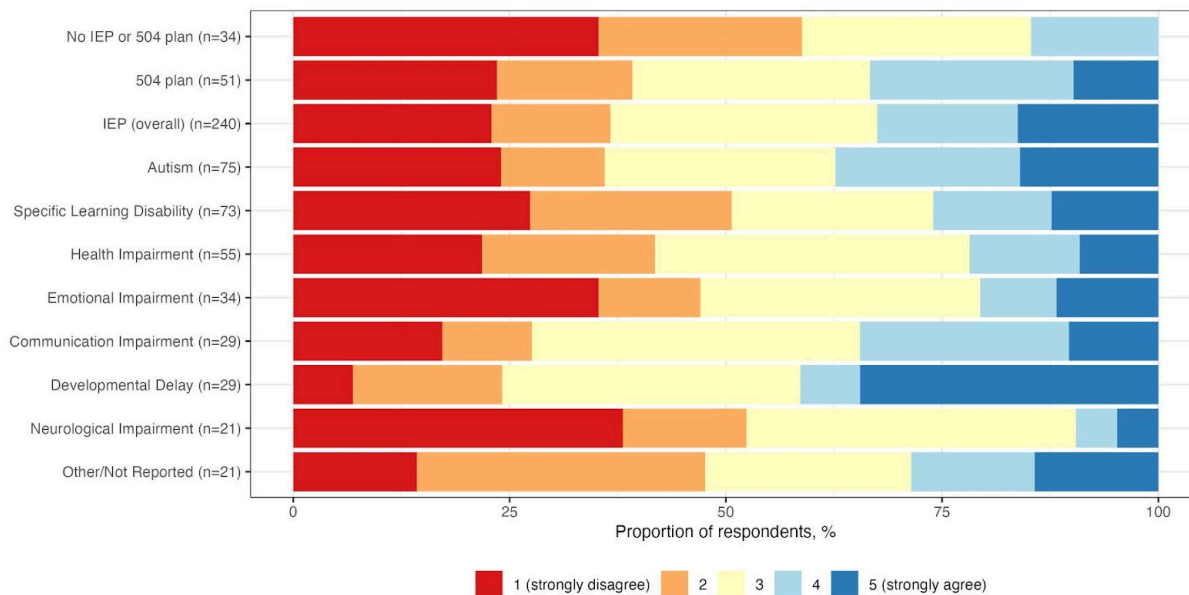
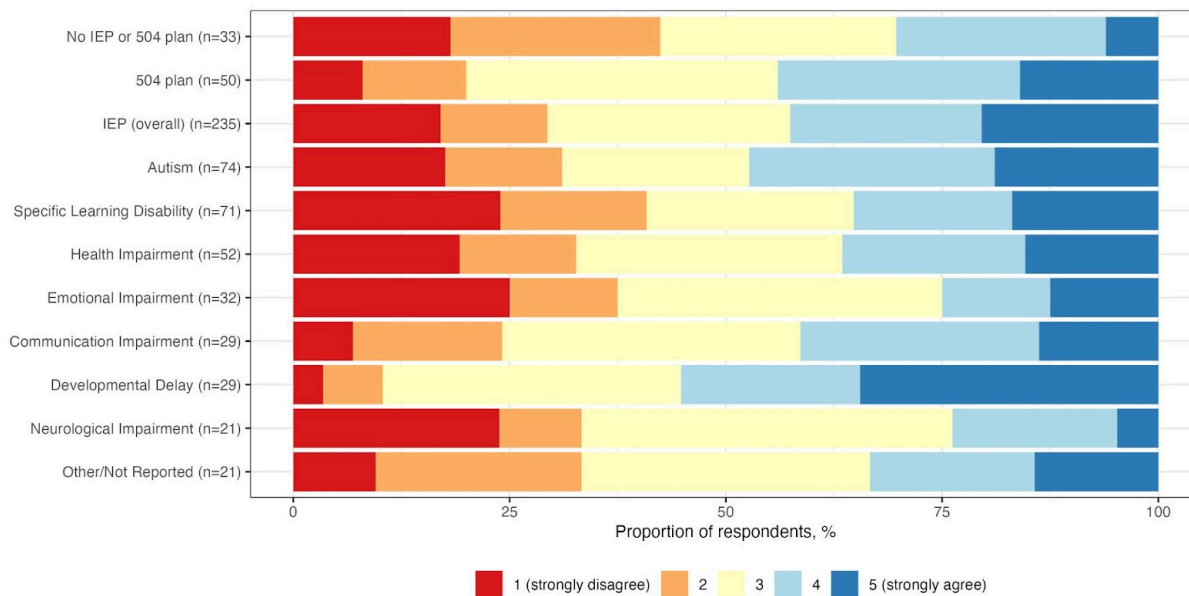


Figure 15. Attitudes on APS Culture about Disabilities by Current Services (first 3 bars, mutually exclusive) and by IEP eligibility category (all other bars, not mutually exclusive).

Panel B. APS has a culture of diversity, equity, inclusion, belonging, and justice (DEIBJ) toward disability



Future Survey Goals and Next Steps

1. **Expand the reach and use of the SEPAC Annual Survey.** This survey is only as effective as it is helpful to the operations and planning of the Arlington Public Schools. As such, SEPAC hopes to collaborate with the School Committee, Superintendent Dr. Elizabeth Homan, and Assistant Superintendent of Student Services, Alison Elmer to expand the reach of the survey and determine actionable next steps based on results that will support the successful implementation of the [District's Five-year Strategic Plan](#),

Expanding the reach of the survey to a broader range of caregivers of students with disabilities should include, but is not limited to:

- improved representation across racial and ethnic groups
 - increased survey participation from caregivers of students at Ottoson and Arlington High School.
 - better capturing the experiences of caregivers of students who have a disability but do not currently receive accommodations or direct services.
 - better capturing the experiences of caregivers of students undergoing a 3-year evaluation and/or transitioning off of an IEP or 504 plan.
2. **Design and implement a parent-informed system or database** for capturing specific, concrete, effective practices and tools that are serving students and families well. This will help all stakeholders identify best practices which are already being used in the district and create an opportunity for creative and collaborative idea sharing.
 3. Increase the number of in-person and virtual events in response to survey respondents' desire for more **community-building opportunities** and **education on topics** related to special education.
 4. Create the **SEPAC awards** to recognize outstanding in-district providers who have made a positive impact on APS students and families.

Questions About This Report

Questions related to specific data in this report should be directed to SEPAC Chair, Elizabeth McWhorter, (elizabeth.kidd.mcwhorter@gmail.com)

Acknowledgements

We would like to acknowledge and express our thanks to the parents and caregivers of students with disabilities for taking the time to complete the survey and share their input; and to the teachers, special educators, and support staff who are in classrooms with our children each day.

Public Dissemination of Report Findings

Summary results of the survey were shared at the October 23, 2025 School Committee meeting.

About the Report Authors

Data analysis and interpretation was conducted by the SEPAC Survey Subcommittee, which includes the following parent volunteers: Alison Babeu, Angel Cronin, Katell Guellec, Tunde Horvath, Courtney Marsh, Cheryl Miller, Kate Radville, and Ann Weissman. Quantitative data analyses were led by Angel Cronin, who holds a master of science degree in biostatistics and two decades of experience working as a statistician in medical research. Qualitative data analyses were led by Kate Radville, PhD, CCC-SLP, who is an educator, speech-language pathologist, and literacy specialist with training in quantitative, qualitative, and mixed methods research.

Appendix

Appendix Table 1. Items included in the 2024-2025 survey*

Domain	Item	Response options
Demographics	What grade level is your student?	(Mark only one) Preschool, K-2, 3-5, 6, 7-8, 9-12, post-grade 12
	Currently, where does your student attend school?	(Mark only one) [preschool, K-5] Menotomy Preschool, Bishop Elementary School, Brackett Elementary School, Dallin Elementary School, Hardy Elementary School, Pierce Elementary School, Stratton Elementary School, Thompson Elementary School, Out of district (includes private school); funded in whole or in part by APS; Out of district (includes private school); not funded by APS, Homeschooling, Other [6-12, post-grade 12] Arlington Public Schools (APS), Out of district (includes private school); funded in whole or in part by APS; Out of district (includes private school); not funded by APS, Homeschooling, Other
	What is your student's current gender identity?	(Check all that apply) Boy, girl, transgender, non-binary, other
	What is your student's racial/ethnic identity?	(Check all that apply) American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latinx, Middle Eastern or North African, Native Hawaiian or Pacific Islander, White, Other
	Is your student currently learning to speak English in addition to speaking another language?	(Mark only one) Yes, no, I'm not sure
Disability and current services	List out your student's disabilities/impairments. Examples include autism, attention deficit hyperactivity disorder (ADHD), blindness, and dyslexia. Include all suspected and diagnosed disabilities/impairments.	Free text
	Currently, does your student have an IEP or 504 plan?	(Mark only one) Yes - IEP only, yes - 504 plan only, yes - both IEP and 504 plan, no
	What is your student's eligibility category as recorded in their IEP? [for those with a current IEP]	(Check all that apply) Autism, Communication impairment, Developmental Delay, Emotional impairment, Health impairment, Intellectual impairment, Neurological impairment, Physical impairment, Sensory impairment - Hearing, Sensory impairment - Vision, Sensory impairment - Deaf-Blind, Specific Learning Disability, I'm not sure

Domain	Item	Response options
	Currently, is your student assigned to an SLC (supported learning center)? [for those with a current IEP]	(Mark only one) Yes, no, I'm not sure
Communication and parent/school partnership Please answer the following items related to your experience with APS, even if your student currently attends school elsewhere.	I know who to contact at APS with questions/concerns regarding my student's educational experience.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	I feel comfortable contacting APS staff with questions/concerns regarding my student's educational experience.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	When I reach out to an APS staff member, I receive a reply or acknowledgement within 2 school working days.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	When I reach out to an APS staff member, I receive a reply that addresses my question or concern.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	APS staff members inform me promptly about things I want to know (for example, changes in staffing, challenges in the classroom, etc.)	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	Is there anything else you would like to share about communication?	Free text
	I feel I am included as an equal partner with APS staff.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
Progress and progress measurement	How satisfied are you with your student's progress?	(Mark only one) 1 (not satisfied at all), 2, 3, 4, 5 (extremely satisfied)
	How satisfied are you with how your student's progress is measured?	(Mark only one) 1 (not satisfied at all), 2, 3, 4, 5 (extremely satisfied)
	Is there anything else you would like to share about your student's progress?	Free text
	What supports have been the most effective for your student's educational experience?	Free text
	What concerns do you have about your student's educational experience?	Free text
Evaluation and Identification	Who asked APS to evaluate your student for special education or related services?	(Mark only one) APS educator or staff member, health care provider, parent/guardian, my student transitioned from Early Intervention, my student moved into town with a pre-existing IEP, other
	Who was the first to identify your student as having a disability?	(Mark only one) APS, Early Intervention, neuropsychologist, pediatrician, other medical professional, other

Domain	Item	Response options
	Which outside (non-APS) resources have you used to help your student receive the supports they need?	(Check all that apply) Report from private evaluation (neuropsychologist, medical, developmental, etc.)
Service Delivery	Overall, I feel the supports my student receives from APS are appropriate given their needs.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	My student's current IEP/504 plan meets their needs	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	My student's school follows their IEP/504 plan	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
Culture	APS has a culture of collaborating with families of students with disabilities.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	APS has a culture of diversity, equity, inclusion, belonging, and justice (DEIBJ) toward disability.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
	It is more likely that a student in Arlington will receive the help they need at school if their family can pay for private evaluations, a special education advocate, or a lawyer.	(Mark only one) 1 (strongly disagree), 2, 3, 4, 5 (strongly agree)
SEPAC Communication and Feedback	What is the best way to communicate with you regarding SEPAC events/opportunities?	(Check all that apply) School newsletter/announcements, school district website, SEPAC website, email, Facebook/social media, other
	How has SEPAC been helpful to you?	Free text
	What supports would you like SEPAC to offer to families?	Free text
	What topics would you like to learn about through SEPAC?	Free text
Permission for use of free text	Your free text answers are extremely valuable, as they provide context for the data-based survey conclusions. They help SEPAC highlight bright spots and advise for change. A limited number of SEPAC survey subcommittee members (3) will have access to free text responses and only after they have been anonymized and separated from the full dataset in order to protect your and your student's privacy. You have the option to opt in or out below.	(Mark only one) Yes, it is OK for SEPAC to use my anonymized free text responses in the final report. No, please do not include my anonymized free text responses in the final report.
*The survey was created by the volunteer SEPAC survey subcommittee (2024-2025) based on similar surveys and feedback from the prior year, with input from Superintendent Dr. Elizabeth Homan.		



Town of Arlington, Massachusetts

7:30 p.m. Outcomes Report (M. Ford Walker)

Summary:

- 2025 Outcomes Report (Big Deck)
- 2025 Arlington High (00100505) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Brackett (00100010) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Cyrus E Dallin (00100025) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Gibbs School (00100305) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Hardy (00100030) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 John A Bishop (00100005) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 M Norcross Stratton (00100055) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Ottoson Middle (00100410) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Peirce (00100045) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- 2025 Thompson (00100050) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
- Arlington-District Accountability

ATTACHMENTS:

Type	File Name	Description
Report	2025_Arlington_High_(00100505)_Accountability_Data_Report_(SCHOOL)-_Massachusetts_Directory_Profiles.pdf	2025 Arlington High (00100505) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
Report	2025_Brackett_(00100010)_Accountability_Data_Report_(SCHOOL)-_Massachusetts_Directory_Profiles.pdf	2025 Brackett (00100010) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
Report	2025_Cyrus_E_Dallin_(00100025)_Accountability_Data_Report_(SCHOOL)-_Massachusetts_Directory_Profiles.pdf	2025 Cyrus E Dallin (00100025) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
Report	2025_Gibbs_School_(00100305)_Accountability_Data_Report_(SCHOOL)-_Massachusetts_Directory_Profiles.pdf	2025 Gibbs School (00100305) Accountability Data Report

		(SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_Hardy_(00100030)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 Hardy (00100030) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_John_A_Bishop_(00100005)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 John A Bishop (00100005) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_M_Norcross_Stratton_(00100055)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 M Norcross Stratton (00100055) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_Ottoson_Middle_(00100410)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 Ottoson Middle (00100410) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_Peirce_(00100045)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 Peirce (00100045) Accountability Data Report (SCHOOL) - Massachusetts Directory Profiles
▢ Report	2025_Thompson_(00100050)_Accountability_Data_Report_(SCHOOL)- _Massachusetts_Directory_Profiles.pdf	2025 Thompson (00100050) Accountability Data Report (SCHOOL) - Massachusetts Directory
▢ Report	Arlington-District_Accountability.pdf	Profiles Arlington- District Accountability

▢ Presentation FINAL_DECK_-_2025_Outcomes_Report_(Big_Deck)_-_10-23-2025.pdf

FINAL DECK
- 2025
Outcomes
Report (Big
Deck) - 10-
23-2025

2025 Official Embargoed Accountability Report - Arlington High

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL Arlington High (00100505)	GRADES SERVED 09,10,11,12
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Requiring assistance or intervention
Reason for classification In need of focused / targeted support Low participation rate: Hispanic or Latino	
Progress toward improvement targets	Accountability percentile
74% - Substantial progress toward targets	86

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
Overall progress toward improvement targets		
	2024	2025
Annual criterion-referenced target percentage	58%	84%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	74%	
	Substantial progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (High school grades)			Lowest Performing Students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	4	4	-
	Achievement total	12	12	40.0	10	12	67.5
Growth	English language arts growth	2	4	-	3	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	5	8	20.0	5	8	22.5
High school completion	Four-year cohort graduation rate	4	4	-	-	-	-
	Extended engagement rate	4	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	High school completion total	11	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	3	4	-	-	-	-
	Additional indicators total	7	8	10.0	3	4	10.0
Weighted total		8.9	10.0	-	8.2	10.3	-
Percentage of possible points		89%		-	80%		-
2025 Annual criterion-referenced target percentage		84%					

2024 Points awarded

2024 Progress toward improvement targets							
Indicator		All Students (High school grades)			Lowest Performing Students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	4	4	-	0	4	-
	Science achievement	4	4	-	0	4	-
	Achievement total	11	12	47.5	2	12	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	5	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	4	4	-	-	-	-
	Extended engagement rate	4	4	-	-	-	-
	Annual dropout rate	4	4	-	-	-	-
	High school completion total	12	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	3	4	-	-	-	-
	Additional indicators total	7	8	10.0	3	4	10.0
Weighted total		9.5	10.7	-	2.8	10.3	-
Percentage of possible points		89%		-	27%		-
2024 Annual criterion-referenced target percentage		58%					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Brackett

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL Brackett (00100010)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
------------------------	--

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
62% - Substantial progress toward targets	83

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	64%	60%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	62%	
	Substantial progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	7	12	67.5	4	8	67.5
Growth	English language arts growth	2	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	5	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		6.3	10.3	-	4.5	7.6	-
Percentage of possible points		61%		-	59%		-
2025 Annual criterion-referenced target percentage		60%					

2024 Points awarded

2024 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	3	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	7	12	67.5	5	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		6.5	10.3	-	4.9	7.6	-
Percentage of possible points		63%		-	65%		-
2024 Annual criterion-referenced target percentage		64%					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)

2025 Official Embargoed Accountability Report - Cyrus E Dallin

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL Cyrus E Dallin (00100025)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
------------------------	--

Reason for classification
School of Recognition

Progress toward improvement targets	Accountability percentile
85% - Meeting or exceeding targets	93

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	66%	98%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	85%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		10.1	10.3	-	7.4	7.6	-
Percentage of possible points		98%		-	97%		-
2025 Annual criterion-referenced target percentage		98%					

2024 Points awarded

2024 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	9	12	67.5	5	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	6	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	0	4	10.0
Weighted total		7.7	10.3	-	4.3	7.6	-
Percentage of possible points		75%		-	57%		-
2024 Annual criterion-referenced target percentage		66%					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Gibbs School

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL Gibbs School (00100305)	GRADES SERVED 06
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
-------------------------------	--

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
76% - Meeting or exceeding targets	89

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	510.3	512.8	2.5	514.0	506	4	Recovery Path: Exceeded Target
Lowest Performing	480.7	485.9	5.2	485.8	116	3	Path Forward: Met Target
High Needs	489.3	494.4	5.1	490.3	150	4	Recovery Path: Exceeded Target

English Learners and Former English Learners	488.2	494.2	6.0	491.4	39	4	Recovery Path: Exceeded Target
Low Income	488.1	492.7	4.6	490.5	56	4	Recovery Path: Exceeded Target
Students with Disabilities	484.8	490.3	5.5	487.2	90	4	Path Forward: Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	505.4	520.9	15.5	507.7	55	4	Recovery Path: Exceeded Target
Black or African American	-	-	-	-	20	-	-
Hispanic or Latino	495.6	500.7	5.1	498.1	36	4	Recovery Path: Exceeded Target
Multi-Race, Not Hispanic or Latino	513.0	511.3	-1.7	514.4	53	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	513.1	514.7	1.6	514.6	342	4	Path Forward: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	509.1	510.8	1.7	510.8	503	4	Recovery Path: Exceeded Target
Lowest Performing	485.3	487.3	2.0	490.4	116	2	Path Forward: Improved Below Target
High Needs	495.1	495.4	0.3	497.6	148	2	Path Forward: Improved Below Target
English Learners and Former English Learners	498.5	500.0	1.5	500.7	40	2	Recovery Path: Improved Below Target
Low Income	491.3	491.3	0.0	493.2	56	1	Recovery Path: No Change
Students with Disabilities	489.4	491.4	2.0	492.6	88	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	513.4	523.3	9.9	516.4	55	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	20	-	-
Hispanic or Latino	500.5	501.1	0.6	503.4	35	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	512.3	511.1	-1.2	513.8	54	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	509.9	511.3	1.4	511.6	339	4	Recovery Path: Exceeded Target

Science achievement - MCAS average composite scaled score - Non-high school						About the Data	
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	55.0	475	3	Typical Growth - High
Lowest Performing	54.0	116	3	Typical Growth - High
High Needs	51.7	135	3	Typical Growth - High
English Learners and Former English Learners	55.3	30	3	Typical Growth - High
Low Income	51.8	52	3	Typical Growth - High
Students with Disabilities	51.7	86	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	59.7	53	3	Typical Growth - High
Black or African American	-	19	-	-
Hispanic or Latino	59.0	30	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	51.7	48	3	Typical Growth - High
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	54.8	325	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	51.8	473	3	Typical Growth - High
Lowest Performing	57.1	116	3	Typical Growth - High
High Needs	51.5	134	3	Typical Growth - High
English Learners and Former English Learners	58.2	32	3	Typical Growth - High
Low Income	45.2	51	2	Typical Growth - Low
Students with Disabilities	53.0	84	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	55.8	53	3	Typical Growth - High
Black or African American	-	19	-	-
Hispanic or Latino	54.3	29	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	53.9	49	3	Typical Growth - High
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	50.5	323	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	8.5	6.9	-1.6	7.4	533	4	Exceeded Target
Lowest Performing	11.5	10.3	-1.2	8.2	116	2	Improved Below Target
High Needs	15.0	13.8	-1.2	12.9	167	2	Improved Below Target
English Learners and Former English Learners	11.6	10.4	-1.2	8.6	48	2	Improved Below Target
Low Income	22.6	21.2	-1.4	18.3	66	2	Improved Below Target
Students with Disabilities	15.7	12.8	-2.9	13.2	94	3	Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	6.1	5.2	-0.9	4.0	58	4	Exceeded Target
Black or African American	-	-	-	-	23	-	-
Hispanic or Latino	11.8	18.4	6.6	7.6	38	0	Declined
Multi-Race, Not Hispanic or Latino	7.8	3.5	-4.3	6.7	57	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	8.4	5.3	-3.1	7.2	357	4	Exceeded Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	521	515	99	Yes	1	522	513	98	Yes	1	0	-	-	-	-

Assessment participation - Student Group											About the Data				
Group	English language arts		Mathematics		Science		Overall								
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate				
High Needs	161	158	163	157	0	0	324	315	97	Yes	1				
English Learners and Former English Learners	47	46	47	47	0	0	94	93	99	Yes	1				
Low Income	62	60	62	60	0	0	124	120	97	Yes	1				
Students with Disabilities	91	90	93	89	0	0	184	179	97	Yes	1				
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-				
Asian	56	56	56	56	0	0	112	112	100	Yes	1				
Black or African American	22	22	22	22	0	0	44	44	100	Yes	1				
Hispanic or Latino	38	38	38	37	0	0	76	75	99	Yes	1				
Multi-Race, Not Hispanic or Latino	56	55	57	57	0	0	113	112	99	Yes	1				
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-				
White	349	344	349	341	0	0	698	685	98	Yes	1				

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Hardy

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Title I School
SCHOOL Hardy (00100030)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
-------------------------------	--

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
82% - Meeting or exceeding targets	88

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	507.9	507.6	-0.3	509.3	178	3	Path Forward: Met Target
Lowest Performing	481.0	485.1	4.1	485.1	26	3	Recovery Path: Met Target
High Needs	493.1	495.0	1.9	495.3	61	3	Recovery Path: Met Target
English Learners and Former English Learners	-	-	-	-	21	-	-

Low Income	492.7	491.0	-1.7	494.8	21	0	Path Forward: Declined
Students with Disabilities	486.6	490.9	4.3	489.0	41	4	Recovery Path: Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	24	-	-
Black or African American	-	-	-	-	7	-	-
Hispanic or Latino	-	-	-	-	14	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	17	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	509.6	508.2	-1.4	512.1	116	3	Recovery Path: Met Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	509.6	509.6	0.0	511.1	180	3	Path Forward: Met Target
Lowest Performing	480.8	483.0	2.2	485.2	26	2	Recovery Path: Improved Below Target
High Needs	493.8	494.5	0.7	496.3	64	2	Path Forward: Improved Below Target
English Learners and Former English Learners	-	-	-	-	23	-	-
Low Income	489.8	488.3	-1.5	492.2	21	0	Path Forward: Declined
Students with Disabilities	488.7	491.2	2.5	491.9	43	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	24	-	-
Black or African American	-	-	-	-	7	-	-
Hispanic or Latino	-	-	-	-	14	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	17	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	510.9	509.1	-1.8	512.6	118	3	Path Forward: Met Target

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	518.6	513.6	-5.0	520.8	54	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	15	-	-
High Needs	-	-	-	-	19	-	-
English Learners and Former English Learners	-	-	-	-	7	-	-
Low Income	-	-	-	-	6	-	-
Students with Disabilities	-	-	-	-	15	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	8	-	-
Black or African American	-	-	-	-	1	-	-
Hispanic or Latino	-	-	-	-	4	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	3	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	525.1	513.0	-12.1	527.3	38	4	Path Forward: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	53.6	106	3	Typical Growth - High
Lowest Performing	51.5	26	3	Typical Growth - High
High Needs	55.3	35	3	Typical Growth - High
English Learners and Former English Learners	-	11	-	-
Low Income	-	12	-	-
Students with Disabilities	48.3	26	2	Typical Growth - Low
American Indian or Alaska Native	-	-	-	-
Asian	-	13	-	-
Black or African American	-	3	-	-
Hispanic or Latino	-	5	-	-
Multi-Race, Not Hispanic or Latino	-	9	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	52.0	76	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	51.4	105	3	Typical Growth - High
Lowest Performing	52.7	26	3	Typical Growth - High
High Needs	56.3	34	3	Typical Growth - High
English Learners and Former English Learners	-	10	-	-
Low Income	-	12	-	-
Students with Disabilities	50.3	26	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	-	13	-	-
Black or African American	-	3	-	-
Hispanic or Latino	-	5	-	-
Multi-Race, Not Hispanic or Latino	-	9	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	50.8	75	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	11.2	8.8	-2.4	10.1	328	4	Exceeded Target
Lowest Performing	19.2	11.5	-7.7	15.9	26	4	Exceeded Target
High Needs	16.5	11.7	-4.8	14.4	120	4	Exceeded Target
English Learners and Former English Learners	-	-	-	-	42	-	-
Low Income	32.6	21.4	-11.2	28.3	42	4	Exceeded Target
Students with Disabilities	12.0	8.0	-4.0	9.5	75	4	Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	48	-	-
Black or African American	-	-	-	-	8	-	-
Hispanic or Latino	-	-	-	-	27	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	45	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	7.5	3.5	-4.0	6.3	200	4	Exceeded Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	193	187	97	Yes	1	193	189	98	Yes	1	57	56	98	Yes	1

Assessment participation - Student Group											About the Data				
Group	English language arts		Mathematics		Science		Overall								
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate				
High Needs	74	69	74	72	21	21	169	162	96	Yes	1				
English Learners and Former English Learners	29	27	29	29	9	9	67	65	97	Yes	1				
Low Income	26	25	26	25	7	7	59	57	97	Yes	1				
Students with Disabilities	47	43	47	45	15	15	109	103	97	Yes	2				
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-				
Asian	28	28	28	28	9	9	65	65	100	Yes	1				
Black or African American	8	8	8	8	1	1	17	-	-	-	-				
Hispanic or Latino	16	15	16	15	4	4	36	-	-	-	-				
Multi-Race, Not Hispanic or Latino	20	19	20	19	3	3	43	41	95	Yes	1				
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-				
White	121	117	121	119	40	39	282	275	98	Yes	1				

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - John A Bishop

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL John A Bishop (00100005)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
------------------------	--

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	97

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	88%	93%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	91%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	7	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	7	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		10.0	10.3	-	6.8	7.6	-
Percentage of possible points		97%		-	90%		-
2025 Annual criterion-referenced target percentage		93%					

2024 Points awarded

2024 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	7	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	7	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	1	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	1	4	10.0	0	4	10.0
Weighted total		9.1	9.6	-	6.1	7.6	-
Percentage of possible points		95%		-	80%		-
2024 Annual criterion-referenced target percentage		88%					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - M Norcross Stratton

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Title I School
SCHOOL M Norcross Stratton (00100055)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
-------------------------------	--

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	86

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	504.5	502.8	-1.7	505.9	240	0	Path Forward: Declined
Lowest Performing	477.6	480.3	2.7	482.7	35	2	Path Forward: Improved Below Target
High Needs	490.7	488.2	-2.5	493.0	76	0	Path Forward: Declined

English Learners and Former English Learners	492.6	494.1	1.5	495.0	32	2	Path Forward: Improved Below Target
Low Income	487.0	483.5	-3.5	489.1	31	0	Path Forward: Declined
Students with Disabilities	488.1	481.7	-6.4	490.5	43	0	Path Forward: Declined
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	505.2	508.0	2.8	507.9	45	3	Recovery Path: Met Target
Black or African American	-	-	-	-	7	-	-
Hispanic or Latino	-	-	-	-	16	-	-
Multi-Race, Not Hispanic or Latino	509.2	507.2	-2.0	510.6	24	3	Path Forward: Met Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	504.4	502.9	-1.5	505.9	148	0	Path Forward: Declined

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	510.4	507.3	-3.1	511.9	238	3	Path Forward: Met Target
Lowest Performing	475.6	481.7	6.1	480.7	35	4	Path Forward: Exceeded Target
High Needs	492.7	487.7	-5.0	495.2	74	0	Path Forward: Declined
English Learners and Former English Learners	496.9	494.2	-2.7	499.9	31	0	Path Forward: Declined
Low Income	489.6	484.2	-5.4	492.0	31	0	Path Forward: Declined
Students with Disabilities	486.8	481.0	-5.8	490.0	42	0	Path Forward: Declined
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	514.8	516.6	1.8	517.0	45	4	Recovery Path: Exceeded Target
Black or African American	-	-	-	-	7	-	-
Hispanic or Latino	-	-	-	-	16	-	-
Multi-Race, Not Hispanic or Latino	521.3	512.1	-9.2	522.8	24	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	509.1	505.9	-3.2	510.8	146	3	Path Forward: Met Target

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	515.9	509.7	-6.2	518.1	83	3	Path Forward: Met Target
Lowest Performing	-	-	-	-	18	-	-
High Needs	-	-	-	-	35	-	-
English Learners and Former English Learners	-	-	-	-	17	-	-
Low Income	-	-	-	-	12	-	-
Students with Disabilities	-	-	-	-	19	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Black or African American	-	-	-	-	1	-	-
Hispanic or Latino	-	-	-	-	7	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	12	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	516.3	508.5	-7.8	518.5	48	3	Path Forward: Met Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	52.7	148	3	Typical Growth - High
Lowest Performing	47.9	35	2	Typical Growth - Low
High Needs	46.4	47	2	Typical Growth - Low
English Learners and Former English Learners	45.1	23	2	Typical Growth - Low
Low Income	-	17	-	-
Students with Disabilities	43.4	26	2	Typical Growth - Low
American Indian or Alaska Native	-	-	-	-
Asian	55.1	30	3	Typical Growth - High
Black or African American	-	1	-	-
Hispanic or Latino	-	14	-	-
Multi-Race, Not Hispanic or Latino	-	14	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	52.6	89	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	56.3	148	3	Typical Growth - High
Lowest Performing	50.5	35	3	Typical Growth - High
High Needs	50.6	47	3	Typical Growth - High
English Learners and Former English Learners	49.6	24	2	Typical Growth - Low
Low Income	-	18	-	-
Students with Disabilities	52.7	25	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	61.3	30	4	Exceeded Typical Growth
Black or African American	-	1	-	-
Hispanic or Latino	-	14	-	-
Multi-Race, Not Hispanic or Latino	-	14	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	55.4	89	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	86.8	74.2	-12.6	89.0	31	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	86.8	74.2	-12.6	89.0	31	0	Declined
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	8.9	6.2	-2.7	7.8	387	4	Exceeded Target
Lowest Performing	16.2	14.3	-1.9	12.9	35	2	Improved Below Target
High Needs	14.1	12.6	-1.5	12.0	143	2	Improved Below Target
English Learners and Former English Learners	13.8	11.3	-2.5	10.8	71	3	Met Target
Low Income	20.0	20.0	0.0	15.7	60	1	No Change
Students with Disabilities	12.7	11.6	-1.1	10.2	69	2	Improved Below Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	11.8	6.4	-5.4	9.7	78	4	Exceeded Target
Black or African American	-	-	-	-	14	-	-
Hispanic or Latino	-	-	-	-	34	-	-
Multi-Race, Not Hispanic or Latino	12.5	10.0	-2.5	11.4	40	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	6.0	4.5	-1.5	4.8	221	4	Exceeded Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	247	245	99	Yes	1	246	243	99	Yes	1	84	83	99	Yes	1

Assessment participation - Student Group											About the Data				
Group	English language arts		Mathematics		Science		Overall								
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate				
High Needs	81	81	80	79	35	35	196	195	99	Yes	1				
English Learners and Former English Learners	37	37	36	36	17	17	90	90	100	Yes	1				
Low Income	31	31	31	31	12	12	74	74	100	Yes	1				
Students with Disabilities	43	43	43	42	19	19	105	104	99	Yes	1				
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-				
Asian	48	46	48	46	16	15	112	107	96	Yes	1				
Black or African American	7	7	7	7	1	1	15	-	-	-	-				
Hispanic or Latino	16	16	16	16	7	7	39	-	-	-	-				
Multi-Race, Not Hispanic or Latino	25	25	25	25	12	12	62	62	100	Yes	1				
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-				
White	151	151	150	149	48	48	349	348	100	Yes	1				

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Ottoson Middle

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Non-Title I School
SCHOOL Ottoson Middle (00100410)	GRADES SERVED 07,08
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
-------------------------------	--

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
89% - Meeting or exceeding targets	97

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	512.8	517.5	4.7	514.2	939	4	Path Forward: Exceeded Target
Lowest Performing	479.5	490.5	11.0	483.9	113	4	Recovery Path: Exceeded Target
High Needs	492.7	495.5	2.8	495.0	266	3	Recovery Path: Met Target

English Learners and Former English Learners	487.9	494.2	6.3	490.4	68	4	Recovery Path: Exceeded Target
Low Income	487.9	494.2	6.3	490.5	99	4	Recovery Path: Exceeded Target
Students with Disabilities	488.8	490.8	2.0	491.2	172	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	518.6	523.1	4.5	520.7	128	4	Path Forward: Exceeded Target
Black or African American	489.6	498.5	8.9	491.8	26	4	Path Forward: Exceeded Target
Hispanic or Latino	497.0	504.0	7.0	500.1	79	4	Recovery Path: Exceeded Target
Multi-Race, Not Hispanic or Latino	512.3	520.4	8.1	515.9	63	4	Recovery Path: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	514.4	518.6	4.2	515.9	643	4	Path Forward: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	513.4	513.9	0.5	514.9	935	4	Path Forward: Exceeded Target
Lowest Performing	485.6	488.7	3.1	490.4	113	3	Recovery Path: Met Target
High Needs	496.9	497.1	0.2	498.2	264	2	Recovery Path: Improved Below Target
English Learners and Former English Learners	500.2	497.7	-2.5	503.2	67	0	Path Forward: Declined
Low Income	492.9	494.0	1.1	495.5	99	2	Recovery Path: Improved Below Target
Students with Disabilities	491.6	492.9	1.3	494.8	171	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	525.6	523.2	-2.4	528.6	127	4	Path Forward: Exceeded Target
Black or African American	490.1	490.2	0.1	493.1	26	2	Path Forward: Improved Below Target
Hispanic or Latino	501.5	502.3	0.8	504.4	79	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	515.1	517.1	2.0	517.5	62	4	Recovery Path: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	513.1	514.1	1.0	514.8	641	4	Path Forward: Exceeded Target

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	512.8	512.9	0.1	514.7	481	4	Recovery Path: Exceeded Target
Lowest Performing	-	-	-	-	113	-	-
High Needs	496.9	495.9	-1.0	500.4	133	0	Path Forward: Declined
English Learners and Former English Learners	495.1	494.9	-0.2	499.3	30	3	Path Forward: Met Target
Low Income	486.8	490.5	3.7	489.2	48	4	Recovery Path: Exceeded Target
Students with Disabilities	495.3	493.0	-2.3	499.5	90	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	516.7	520.6	3.9	518.9	83	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	13	-	-
Hispanic or Latino	498.0	501.3	3.3	502.6	43	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	-	-	-	-	17	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	514.5	512.9	-1.6	516.0	325	4	Recovery Path: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	67.3	912	4	Exceeded Typical Growth
Lowest Performing	65.7	113	4	Exceeded Typical Growth
High Needs	60.9	255	4	Exceeded Typical Growth
English Learners and Former English Learners	69.6	62	4	Exceeded Typical Growth
Low Income	58.9	92	3	Typical Growth - High
Students with Disabilities	57.8	169	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	73.8	124	4	Exceeded Typical Growth
Black or African American	68.2	26	4	Exceeded Typical Growth
Hispanic or Latino	63.6	76	4	Exceeded Typical Growth
Multi-Race, Not Hispanic or Latino	71.8	60	4	Exceeded Typical Growth
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	65.9	626	4	Exceeded Typical Growth

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	59.0	911	3	Typical Growth - High
Lowest Performing	57.1	113	3	Typical Growth - High
High Needs	58.2	254	3	Typical Growth - High
English Learners and Former English Learners	58.2	63	3	Typical Growth - High
Low Income	58.6	93	3	Typical Growth - High
Students with Disabilities	58.5	166	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	61.7	124	4	Exceeded Typical Growth
Black or African American	58.0	25	3	Typical Growth - High
Hispanic or Latino	59.8	77	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	63.2	59	4	Exceeded Typical Growth
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	58.0	626	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	60.7	82.1	21.4	66.1	28	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	60.7	82.1	21.4	66.1	28	4	Exceeded Target
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	9.9	9.9	0.0	8.8	973	1	No Change
Lowest Performing	14.5	12.4	-2.1	11.2	113	2	Improved Below Target
High Needs	18.2	14.7	-3.5	16.1	292	4	Exceeded Target
English Learners and Former English Learners	14.1	12.9	-1.2	11.1	85	2	Improved Below Target
Low Income	25.9	19.1	-6.8	21.6	115	4	Exceeded Target
Students with Disabilities	20.3	15.8	-4.5	17.8	177	4	Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	8.3	6.7	-1.6	6.2	135	4	Exceeded Target
Black or African American	15.6	19.4	3.8	12.6	31	0	Declined
Hispanic or Latino	11.8	11.9	0.1	7.6	84	1	No Change
Multi-Race, Not Hispanic or Latino	8.0	10.8	2.8	6.9	65	0	Declined
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	9.9	9.7	-0.2	8.7	658	2	Improved Below Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	959	954	99	Yes	1	958	950	99	Yes	1	493	488	99	Yes	1

Assessment participation - Student Group											About the Data				
Group	English language arts		Mathematics		Science		Overall								
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate				
High Needs	283	281	282	279	142	140	707	700	99	Yes	1				
English Learners and Former English Learners	79	79	78	78	35	34	192	191	99	Yes	1				
Low Income	108	107	108	107	54	52	270	266	99	Yes	1				
Students with Disabilities	175	173	175	172	92	91	442	436	99	Yes	1				
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-				
Asian	133	133	132	132	85	85	350	350	100	Yes	1				
Black or African American	29	29	29	29	15	15	73	73	100	Yes	1				
Hispanic or Latino	81	81	81	81	45	44	207	206	100	Yes	1				
Multi-Race, Not Hispanic or Latino	64	64	63	63	18	18	145	145	100	Yes	1				
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-				
White	652	647	653	645	330	326	1,635	1,618	99	Yes	1				

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Peirce

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Title I School
SCHOOL Peirce (00100045)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Requiring assistance or intervention
-------------------------------	--------------------------------------

Reason for classification
In need of focused/targeted support Low participation rate: Students with Disabilities -High Needs

Progress toward improvement targets	Accountability percentile
86% - Meeting or exceeding targets	93

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	508.4	510.7	2.3	510.4	159	4	Path Forward: Exceeded Target
Lowest Performing	489.0	492.3	3.3	494.1	24	3	Path Forward: Met Target
High Needs	495.8	495.7	-0.1	498.7	54	3	Recovery Path: Met Target

English Learners and Former English Learners	-	-	-	-	19	-	-
Low Income	-	-	-	-	12	-	-
Students with Disabilities	488.5	491.0	2.5	491.5	36	3	Recovery Path: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	511.1	516.6	5.5	513.7	24	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	9	-	-
Hispanic or Latino	-	-	-	-	15	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	13	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	510.9	512.2	1.3	512.9	98	4	Path Forward: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	513.4	513.9	0.5	515.5	158	4	Path Forward: Exceeded Target
Lowest Performing	486.1	491.5	5.4	491.0	24	3	Recovery Path: Met Target
High Needs	499.3	498.6	-0.7	501.9	53	3	Path Forward: Met Target
English Learners and Former English Learners	-	-	-	-	18	-	-
Low Income	-	-	-	-	12	-	-
Students with Disabilities	489.1	493.5	4.4	492.6	36	4	Recovery Path: Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	528.7	524.8	-3.9	532.4	23	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	9	-	-
Hispanic or Latino	-	-	-	-	15	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	13	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	514.0	513.9	-0.1	516.1	98	4	Path Forward: Exceeded Target

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	515.8	529.2	13.4	518.5	50	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	11	-	-
High Needs	-	-	-	-	11	-	-
English Learners and Former English Learners	-	-	-	-	4	-	-
Low Income	-	-	-	-	3	-	-
Students with Disabilities	-	-	-	-	7	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	8	-	-
Black or African American	-	-	-	-	3	-	-
Hispanic or Latino	-	-	-	-	3	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	3	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	520.6	532.1	11.5	523.6	33	4	Path Forward: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	56.5	109	3	Typical Growth - High
Lowest Performing	51.4	24	3	Typical Growth - High
High Needs	48.1	36	2	Typical Growth - Low
English Learners and Former English Learners	-	14	-	-
Low Income	-	9	-	-
Students with Disabilities	50.8	24	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	-	15	-	-
Black or African American	-	7	-	-
Hispanic or Latino	-	8	-	-
Multi-Race, Not Hispanic or Latino	-	7	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	57.0	72	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	54.1	108	3	Typical Growth - High
Lowest Performing	57.4	24	3	Typical Growth - High
High Needs	51.6	36	3	Typical Growth - High
English Learners and Former English Learners	-	14	-	-
Low Income	-	9	-	-
Students with Disabilities	54.3	24	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	-	15	-	-
Black or African American	-	7	-	-
Hispanic or Latino	-	8	-	-
Multi-Race, Not Hispanic or Latino	-	7	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	53.8	71	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	71.4	75.0	3.6	73.6	24	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	5.7	9.0	3.3	4.4	278	0	Declined
Lowest Performing	14.8	16.7	1.9	11.3	24	0	Declined
High Needs	10.7	15.1	4.4	8.1	106	0	Declined
English Learners and Former English Learners	-	-	-	-	43	-	-
Low Income	-	-	-	-	30	-	-
Students with Disabilities	9.4	13.8	4.4	6.1	65	0	Declined
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	4.0	2.5	-1.5	1.1	40	4	Exceeded Target
Black or African American	-	-	-	-	12	-	-
Hispanic or Latino	-	-	-	-	31	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	21	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	3.3	8.0	4.7	1.9	174	0	Declined

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	170	167	98	Yes	1	169	166	98	Yes	1	55	52	95	Yes	1

Assessment participation - Student Group											About the Data				
Group	English language arts		Mathematics		Science		Overall								
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate				
High Needs	63	60	62	59	15	12	140	131	94	No	1				
English Learners and Former English Learners	23	23	22	22	5	5	50	50	100	Yes	1				
Low Income	14	14	14	14	3	3	31	-	-	-	-				
Students with Disabilities	41	38	41	38	10	7	92	83	90	No	1				
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-				
Asian	26	26	25	25	8	8	59	59	100	Yes	1				
Black or African American	9	9	9	9	3	3	21	-	-	-	-				
Hispanic or Latino	17	17	17	17	3	3	37	-	-	-	-				
Multi-Race, Not Hispanic or Latino	13	13	13	13	3	3	29	-	-	-	-				
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-				
White	105	102	105	102	38	35	248	239	96	Yes	1				

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Thompson

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Title I School
SCHOOL Thompson (00100050)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Requiring assistance or intervention
-------------------------------	--------------------------------------

Reason for classification
In need of focused/targeted support Low participation rate: Students with Disabilities -Hispanic or Latino

Progress toward improvement targets	Accountability percentile
86% - Meeting or exceeding targets	88

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	508.8	507.8	-1.0	511.7	253	3	Recovery Path: Met Target
Lowest Performing	479.1	489.9	10.8	484.8	37	4	Recovery Path: Exceeded Target
High Needs	494.4	495.1	0.7	497.2	116	2	Recovery Path: Improved Below Target

English Learners and Former English Learners	489.7	492.6	2.9	491.5	36	4	Recovery Path: Exceeded Target
Low Income	491.8	492.2	0.4	494.7	59	2	Recovery Path: Improved Below Target
Students with Disabilities	491.5	492.4	0.9	493.5	58	3	Recovery Path: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	503.9	499.9	-4.0	507.0	27	0	Recovery Path: Declined
Black or African American	-	-	-	-	12	-	-
Hispanic or Latino	498.5	498.5	0.0	501.1	23	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	510.5	510.7	0.2	511.9	27	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	513.3	510.9	-2.4	516.0	164	4	Recovery Path: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	509.2	504.7	-4.5	510.7	257	0	Path Forward: Declined
Lowest Performing	480.4	487.2	6.8	485.5	37	4	Path Forward: Exceeded Target
High Needs	496.1	495.1	-1.0	498.6	118	0	Path Forward: Declined
English Learners and Former English Learners	496.9	495.6	-1.3	499.9	37	0	Path Forward: Declined
Low Income	490.5	491.6	1.1	492.9	61	2	Path Forward: Improved Below Target
Students with Disabilities	495.4	491.8	-3.6	498.6	59	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	509.6	506.1	-3.5	512.6	28	3	Path Forward: Met Target
Black or African American	-	-	-	-	12	-	-
Hispanic or Latino	491.2	494.5	3.3	494.1	23	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	504.9	505.8	0.9	506.4	30	3	Path Forward: Met Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	514.7	507.0	-7.7	516.4	164	3	Path Forward: Met Target

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	513.9	509.5	-4.4	516.1	81	3	Path Forward: Met Target
Lowest Performing	-	-	-	-	17	-	-
High Needs	497.2	498.9	1.7	500.7	35	3	Path Forward: Met Target
English Learners and Former English Learners	-	-	-	-	8	-	-
Low Income	-	-	-	-	15	-	-
Students with Disabilities	-	-	-	-	18	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	7	-	-
Black or African American	-	-	-	-	5	-	-
Hispanic or Latino	-	-	-	-	4	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	12	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	514.8	513.1	-1.7	517.0	53	4	Path Forward: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	66.7	157	4	Exceeded Typical Growth
Lowest Performing	69.8	37	4	Exceeded Typical Growth
High Needs	64.9	69	4	Exceeded Typical Growth
English Learners and Former English Learners	67.0	25	4	Exceeded Typical Growth
Low Income	64.1	31	4	Exceeded Typical Growth
Students with Disabilities	63.5	35	4	Exceeded Typical Growth
American Indian or Alaska Native	-	-	-	-
Asian	66.1	20	4	Exceeded Typical Growth
Black or African American	-	8	-	-
Hispanic or Latino	-	16	-	-
Multi-Race, Not Hispanic or Latino	-	16	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	67.8	97	4	Exceeded Typical Growth

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	54.3	161	3	Typical Growth - High
Lowest Performing	60.7	37	4	Exceeded Typical Growth
High Needs	57.9	72	3	Typical Growth - High
English Learners and Former English Learners	68.4	26	4	Exceeded Typical Growth
Low Income	55.6	34	3	Typical Growth - High
Students with Disabilities	52.3	35	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	-	19	-	-
Black or African American	-	8	-	-
Hispanic or Latino	-	16	-	-
Multi-Race, Not Hispanic or Latino	-	18	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	50.0	100	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	80.0	77.1	-2.9	85.4	35	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	80.0	77.1	-2.9	85.4	35	1	No Change
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school	About the Data
---------------------------------------	----------------

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	17.1	11.9	-5.2	16.0	453	4	Exceeded Target
Lowest Performing	17.5	10.8	-6.7	14.2	37	4	Exceeded Target
High Needs	23.2	17.8	-5.4	21.1	185	4	Exceeded Target
English Learners and Former English Learners	23.6	12.5	-11.1	20.6	64	4	Exceeded Target
Low Income	31.4	24.3	-7.1	27.1	103	4	Exceeded Target
Students with Disabilities	20.2	20.7	0.5	17.7	82	1	No Change
American Indian or Alaska Native	-	-	-	-	1	-	-
Asian	18.2	9.5	-8.7	16.1	63	4	Exceeded Target
Black or African American	-	-	-	-	22	-	-
Hispanic or Latino	35.0	31.7	-3.3	30.8	41	2	Improved Below Target
Multi-Race, Not Hispanic or Latino	11.8	11.8	0.0	10.7	51	1	No Change
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	14.8	10.2	-4.6	13.6	275	4	Exceeded Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	275	263	96	Yes	1	274	267	97	Yes	1	92	87	95	Yes	1

Assessment participation - Student Group										About the Data	
Group	English language arts		Mathematics		Science		Overall				
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate
High Needs	132	124	131	126	43	39	306	289	95	Yes	2
English Learners and Former English Learners	43	42	43	43	11	11	97	96	99	Yes	1
Low Income	67	61	66	63	18	16	151	140	95	Yes	2
Students with Disabilities	64	59	64	60	22	18	150	137	91	No	1
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-
Asian	33	32	33	33	11	11	77	76	99	Yes	1
Black or African American	12	12	12	12	5	5	29	-	-	-	-
Hispanic or Latino	25	23	25	23	5	4	55	50	93	No	2
Multi-Race, Not Hispanic or Latino	31	27	31	30	14	12	76	69	95	Yes	2
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
White	174	169	173	169	57	55	404	393	97	Yes	1

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)



2025 Official Embargoed Accountability Report - Arlington

Organization Information	
DISTRICT NAME Arlington (00100000)	TITLE I STATUS Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention
-------------------------------	--

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
79% - Meeting or exceeding targets	-

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	SCHOOLS IN THIS DISTRICT
-----------------	-----------------------	----------------------------------	--------------------------

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	509.2	511.4	2.2	512.7	2,897	4	Recovery Path: Exceeded Target
Lowest Performing	481.4	487.8	6.4	488.1	558	3	Recovery Path: Met Target
High Needs	491.9	494.2	2.3	493.6	924	4	Recovery Path: Exceeded Target
English Learners and Former English Learners	490.8	494.7	3.9	492.9	263	4	Path Forward: Exceeded Target
Low Income	488.6	491.9	3.3	490.9	334	4	Recovery Path: Exceeded Target
Students with Disabilities	487.8	489.8	2.0	490.2	573	3	Recovery Path: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-

Asian	512.0	516.6	4.6	514.0	383	4	Recovery Path: Exceeded Target
Black or African American	486.2	488.3	2.1	488.6	94	3	Path Forward: Met Target
Hispanic or Latino	496.3	501.1	4.8	498.8	227	4	Recovery Path: Exceeded Target
Multi-Race, Not Hispanic or Latino	509.4	511.4	2.0	511.3	277	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	511.2	512.7	1.5	514.2	1,916	4	Recovery Path: Exceeded Target

English language arts achievement - MCAS average composite scaled score - High school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	516.9	516.4	-0.5	519.5	429	4	Path Forward: Exceeded Target
Lowest Performing	497.0	499.2	2.2	502.1	91	3	Path Forward: Met Target
High Needs	500.0	502.5	2.5	503.3	99	3	Path Forward: Met Target
English Learners and Former English Learners	-	-	-	-	14	-	-
Low Income	497.3	500.8	3.5	501.2	40	3	Path Forward: Met Target
Students with Disabilities	496.8	498.0	1.2	499.5	63	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	524.0	521.9	-2.1	529.0	42	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	15	-	-
Hispanic or Latino	507.2	507.3	0.1	510.4	40	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	523.1	518.5	-4.6	525.7	32	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-
White	517.6	517.9	0.3	520.2	297	4	Path Forward: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	510.4	510.4	0.0	512.3	2,894	4	Path Forward: Exceeded Target
Lowest Performing	483.3	487.5	4.2	487.0	558	3	Recovery Path: Met Target
High Needs	494.9	495.1	0.2	496.1	923	3	Recovery Path: Met Target
English Learners and Former English Learners	498.4	498.5	0.1	500.9	264	2	Path Forward: Improved Below Target
Low Income	490.1	491.2	1.1	492.5	336	2	Recovery Path: Improved Below Target
Students with Disabilities	489.9	490.5	0.6	491.5	573	3	Recovery Path: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	520.6	520.5	-0.1	523.5	382	4	Path Forward: Exceeded Target
Black or African American	484.4	483.9	-0.5	486.7	94	1	Path Forward: No Change
Hispanic or Latino	497.4	500.1	2.7	499.2	226	4	Recovery Path: Exceeded Target
Multi-Race, Not Hispanic or Latino	511.7	512.0	0.3	513.6	281	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	511.0	510.6	-0.4	512.8	1,911	4	Path Forward: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - High school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	521.1	520.5	-0.6	523.6	425	4	Path Forward: Exceeded Target
Lowest Performing	494.3	497.4	3.1	499.4	91	3	Path Forward: Met Target
High Needs	500.8	503.7	2.9	504.6	99	3	Path Forward: Met Target
English Learners and Former English Learners	-	-	-	-	15	-	-
Low Income	498.4	503.5	5.1	502.9	41	4	Path Forward: Exceeded Target
Students with Disabilities	495.5	494.6	-0.9	498.9	63	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	533.8	533.1	-0.7	538.0	42	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	15	-	-
Hispanic or Latino	510.9	506.7	-4.2	514.9	38	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	528.6	525.7	-2.9	531.1	32	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-

White	521.4	521.8	0.4	524.0	295	4	Path Forward: Exceeded Target
-------	-------	-------	-----	-------	-----	---	----------------------------------

Science achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	513.5	514.5	1.0	516.2	962	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	221	-	-
High Needs	497.5	498.5	1.0	500.5	296	3	Path Forward: Met Target
English Learners and Former English Learners	495.2	497.8	2.6	498.4	79	2	Path Forward: Improved Below Target
Low Income	490.0	493.6	3.6	493.3	100	3	Path Forward: Met Target
Students with Disabilities	495.8	495.6	-0.2	499.2	192	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	516.8	519.7	2.9	520.5	149	4	Path Forward: Exceeded Target
Black or African American	486.4	490.0	3.6	489.9	28	3	Path Forward: Met Target
Hispanic or Latino	498.8	501.1	2.3	501.5	73	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	514.9	519.9	5.0	517.6	78	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	515.6	515.2	-0.4	518.2	634	4	Path Forward: Exceeded Target

Science achievement - MCAS average composite scaled score - High school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	518.1	518.7	0.6	520.1	415	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	91	-	-
High Needs	497.2	503.4	6.2	499.2	94	4	Recovery Path: Exceeded Target
English Learners and Former English Learners	-	-	-	-	13	-	-
Low Income	494.0	499.2	5.2	497.2	37	4	Recovery Path: Exceeded Target
Students with Disabilities	493.2	496.8	3.6	496.3	61	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	531.1	529.7	-1.4	533.9	41	4	Path Forward: Exceeded Target
Black or African American	-	-	-	-	13	-	-
Hispanic or Latino	505.9	509.4	3.5	509.0	34	3	Path Forward: Met Target
Multi-Race, Not Hispanic or Latino	524.4	523.9	-0.5	526.4	29	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-
White	518.2	519.3	1.1	520.6	295	4	Recovery Path: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	60.7	2,295	4	Exceeded Typical Growth
Lowest Performing	58.6	556	3	Typical Growth - High
High Needs	56.9	689	3	Typical Growth - High
English Learners and Former English Learners	60.3	190	4	Exceeded Typical Growth
Low Income	54.8	241	3	Typical Growth - High
Students with Disabilities	55.0	442	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	68.2	300	4	Exceeded Typical Growth
Black or African American	56.2	70	3	Typical Growth - High
Hispanic or Latino	57.2	172	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	58.7	209	3	Typical Growth - High
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	60.1	1,544	4	Exceeded Typical Growth

English language arts growth - High school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	47.8	378	2	Typical Growth - Low
Lowest Performing	53.0	91	3	Typical Growth - High
High Needs	50.5	83	3	Typical Growth - High
English Learners and Former English Learners	-	11	-	-
Low Income	46.5	33	2	Typical Growth - Low
Students with Disabilities	50.1	54	3	Typical Growth - High
American Indian or Alaska Native	-	2	-	-
Asian	49.1	41	2	Typical Growth - Low
Black or African American	-	10	-	-
Hispanic or Latino	49.0	30	2	Typical Growth - Low
Multi-Race, Not Hispanic or Latino	44.4	25	2	Typical Growth - Low
Native Hawaiian or Other Pacific Islander	-	1	-	-
White	47.2	269	2	Typical Growth - Low

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	56.3	2,298	3	Typical Growth - High
Lowest Performing	58.5	556	3	Typical Growth - High
High Needs	55.8	693	3	Typical Growth - High
English Learners and Former English Learners	60.0	197	4	Exceeded Typical Growth
Low Income	53.4	246	3	Typical Growth - High
Students with Disabilities	55.3	437	3	Typical Growth - High
American Indian or Alaska Native	-	-	-	-
Asian	61.9	301	4	Exceeded Typical Growth
Black or African American	54.7	69	3	Typical Growth - High
Hispanic or Latino	57.8	172	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	56.1	211	3	Typical Growth - High
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	55.1	1,545	3	Typical Growth - High

Mathematics growth - High school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	58.1	378	3	Typical Growth - High
Lowest Performing	49.6	91	2	Typical Growth - Low
High Needs	50.6	84	3	Typical Growth - High
English Learners and Former English Learners	-	13	-	-
Low Income	59.2	33	3	Typical Growth - High
Students with Disabilities	41.3	53	2	Typical Growth - Low
American Indian or Alaska Native	-	2	-	-
Asian	60.4	41	4	Exceeded Typical Growth
Black or African American	-	10	-	-
Hispanic or Latino	55.0	28	3	Typical Growth - High
Multi-Race, Not Hispanic or Latino	55.0	25	3	Typical Growth - High
Native Hawaiian or Other Pacific Islander	-	1	-	-
White	59.1	271	3	Typical Growth - High

Four-year cohort graduation rate - High school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	95.6	95.0	-0.6	95.0	401	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	87.5	85.1	-2.4	91.8	121	0	Declined
English Learners and Former English Learners	-	-	-	-	14	-	-
Low Income	84.8	82.1	-2.7	89.4	78	0	Declined
Students with Disabilities	79.5	77.3	-2.2	85.6	66	0	Declined
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	100.0	97.9	-2.1	95.0	47	4	Exceeded Target
Black or African American	-	-	-	-	12	-	-
Hispanic or Latino	82.1	88.6	6.5	86.8	35	4	Exceeded Target
Multi-Race, Not Hispanic or Latino	91.7	95.7	4.0	93.7	23	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	96.8	96.5	-0.3	95.0	284	4	Exceeded Target

Extended engagement rate - High school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	98.2	98.4	0.2	95.0	385	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	95.8	96.1	0.3	95.0	128	4	Exceeded Target
English Learners and Former English Learners	-	-	-	-	6	-	-
Low Income	94.7	94.9	0.2	95.0	79	3	Met Target
Students with Disabilities	92.9	94.5	1.6	95.0	73	3	Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	97.3	100.0	2.7	95.0	36	4	Exceeded Target
Black or African American	-	-	-	-	16	-	-
Hispanic or Latino	95.0	89.3	-5.7	95.0	28	0	Declined
Multi-Race, Not Hispanic or Latino	95.2	100.0	4.8	95.0	24	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	98.6	98.9	0.3	95.0	281	4	Exceeded Target

Annual dropout rate - High school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	0.3	0.3	0.0	1.0	1,609	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	1.4	1.0	-0.4	1.3	395	4	Exceeded Target
English Learners and Former English Learners	-	-	-	-	29	-	-
Low Income	3.0	1.8	-1.2	2.7	168	4	Exceeded Target
Students with Disabilities	1.0	0.0	-1.0	1.0	242	4	Exceeded Target
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	0.0	0.0	0.0	1.0	170	4	Exceeded Target
Black or African American	-	-	-	-	52	-	-
Hispanic or Latino	0.8	0.7	-0.1	1.0	141	3	Met Target
Multi-Race, Not Hispanic or Latino	1.1	1.0	-0.1	1.0	103	3	Met Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	2	-	-
White	0.3	0.2	-0.1	1.0	1,139	4	Exceeded Target

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	78.0	76.5	-1.5	82.9	170	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	78.0	76.5	-1.5	82.9	170	1	No Change
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Progress toward attaining English language proficiency - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	56.0	60.9	4.9	58.1	23	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	9.2	8.0	-1.2	8.2	3,969	3	Met Target
Lowest Performing	13.4	10.9	-2.5	11.3	558	3	Met Target
High Needs	15.7	13.4	-2.3	13.9	1,310	3	Met Target
English Learners and Former English Learners	14.2	11.8	-2.4	11.7	423	3	Met Target
Low Income	24.5	20.5	-4.0	22.1	488	4	Exceeded Target
Students with Disabilities	15.4	13.4	-2.0	13.0	761	3	Met Target
American Indian or Alaska Native	-	-	-	-	1	-	-
Asian	10.8	6.9	-3.9	8.7	552	4	Exceeded Target
Black or African American	13.6	14.2	0.6	11.1	127	0	Declined
Hispanic or Latino	17.3	16.8	-0.5	14.4	327	2	Improved Below Target
Multi-Race, Not Hispanic or Latino	9.2	8.4	-0.8	8.2	417	3	Met Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	7.7	6.8	-0.9	6.5	2,545	3	Met Target

Chronic absenteeism - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	7.7	9.3	1.6	6.1	1,728	4	Exceeded Target
Lowest Performing	12.2	12.1	-0.1	6.9	91	3	Met Target
High Needs	18.2	20.6	2.4	15.3	461	0	Declined
English Learners and Former English Learners	-	-	-	-	88	-	-
Low Income	19.6	24.2	4.6	15.1	227	0	Declined
Students with Disabilities	22.1	25.5	3.4	18.6	271	0	Declined
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	5.3	7.1	1.8	2.5	170	4	Exceeded Target
Black or African American	-	-	-	-	61	-	-
Hispanic or Latino	13.6	16.5	2.9	9.2	170	0	Declined
Multi-Race, Not Hispanic or Latino	9.6	5.2	-4.4	8.0	115	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	4	-	-
White	7.0	8.5	1.5	5.2	1,206	4	Exceeded Target

Advanced coursework completion - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	83.8	86.7	2.9	87.2	821	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	53.9	64.5	10.6	59.6	214	4	Exceeded Target
English Learners and Former English Learners	-	-	-	-	30	-	-
Low Income	57.0	62.1	5.1	63.2	124	2	Improved Below Target
Students with Disabilities	46.4	57.4	11.0	53.5	122	4	Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	89.4	90.0	0.6	93.1	80	4	Exceeded Target
Black or African American	-	-	-	-	30	-	-
Hispanic or Latino	71.4	66.7	-4.7	78.2	90	0	Declined
Multi-Race, Not Hispanic or Latino	81.3	91.8	10.5	84.7	49	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-
White	85.7	89.8	4.1	89.3	571	4	Exceeded Target

Assessment participation - All students											About the Data				
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	3,416	3,366	99	Yes	1	3,413	3,360	98	Yes	1	1,434	1,400	98	Yes	1

Assessment participation - Student Group									About the Data		
Group	English language arts		Mathematics		Science		Overall				
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate
High Needs	1,093	1,063	1,092	1,063	426	408	2,611	2,534	97	Yes	1
English Learners and Former English Learners	324	317	321	320	110	106	755	743	98	Yes	1
Low Income	398	384	397	387	152	144	947	915	97	Yes	1
Students with Disabilities	659	638	662	638	269	256	1,590	1,532	96	Yes	1
American Indian or Alaska Native	2	2	2	2	2	2	6	-	-	-	-
Asian	443	440	441	439	198	196	1,082	1,075	99	Yes	1
Black or African American	115	114	115	114	45	43	275	271	99	Yes	1
Hispanic or Latino	280	272	280	269	122	113	682	654	96	Yes	1
Multi-Race, Not Hispanic or Latino	321	313	321	317	114	107	756	737	97	Yes	1
Native Hawaiian or Other Pacific Islander	1	1	1	1	1	1	3	-	-	-	-
White	2,254	2,224	2,253	2,218	952	938	5,459	5,380	99	Yes	1

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)

2025 Outcomes Report



Arlington Public Schools
Education That Empowers



APS Vision Statement

*The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of **belonging**, experience **growth** and **joy**, and are **empowered** to shape their own futures and contribute to a better world.*

APS Focal Groups



Arlington Public Schools
Education That Empowers

The strategic plan identifies several “Focal Groups” for whom the district will track and monitor gaps in experiences and outcomes related to academic achievement; attendance; student, family, and staff experience; and other metrics outlined in the strategic plan. These groups are:

- Students who have IEPs
- Students who identify as Black and/or Hispanic/ Latinx
- Students who identify as LGBTQIA+
- Students who are multilingual learners
- Students from low-income families



Arlington Public Schools
Education That Empowers

Quick Refresher - State Data

2025 Accountability Data Recap



Arlington Public Schools
Education That Empowers

Accountability Data for Districts and Schools are assembled from:

1. MCAS data from 2024 and 2025
2. Access data from 2024 and 2025
3. Chronic Absenteeism data from 2024 and 2025
4. Advanced Coursework completion data from 2024 and 2025
5. Four-year cohort graduation rate data from 2024 and 2025
6. Annual dropout rate from 2024 and 2025
7. Extended engagement rate data from 2023 and 2024

2025 Accountability Data Recap



Arlington Public Schools
Education That Empowers

Accountability reports include:

1. Detailed data for each accountability indicator
2. Indicator targets, as well as points for progress towards targets
3. Detailed assessment participation rates
4. School and student group accountability percentiles
5. Federal designations
6. Where applicable, other information related to low student group performance, low graduation rates, or **low assessment participation**

Scale of Point Assignment



Arlington Public Schools
Education That Empowers

Points assigned based on progress toward target for each indicator with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%

District Target Percentage



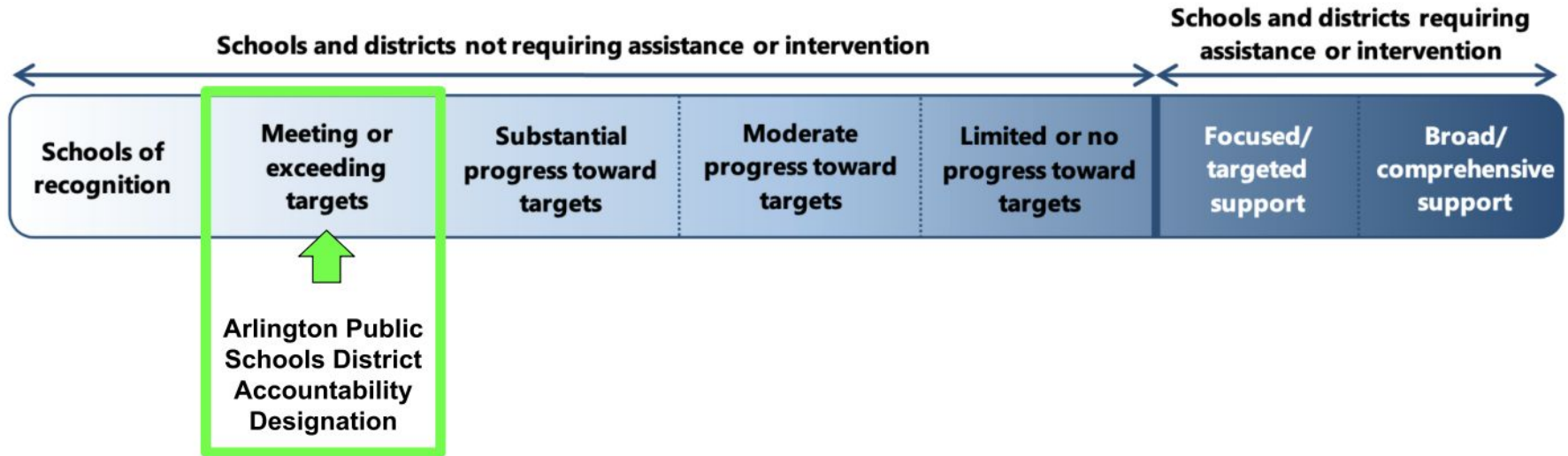
Arlington Public Schools
Education That Empowers

	2024	2025
Annual criterion-referenced target percentage	74%	83%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	79% Meeting or exceeding targets	

District Target Percentage



Arlington Public Schools
Education That Empowers



Accountability Designation Criteria



Arlington Public Schools
Education That Empowers

REASON/ POINTS	MCAS ACHIEVEMENT (ELA, MATH, SCIENCE), GRADES 3-8	STUDENT GROWTH (ELA, MATH), GRADES 4-8	PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY, GRADES 1-8	CHRONIC ABSENTEEISM RATE, GRADES 1-8
Exceeded Target (4 Points)	- Met scaled score of 90th percentile for all students in grades 3-8 statewide; or - Exceeded target by more than 0.5 scaled score points	Mean SGP of 60.0 or higher (reported as <i>Exceeded Typical Growth</i>)	- Met the 90th percentile making progress rate within difficulty index quartile; or - Exceeded making progress rate target by more than 3.0 percentage points	- Exceeded target by more than 0.5 percentage points; or - Met the chronic absenteeism rate of 90th percentile for all students statewide
Met Target (3 Points)	- Within +/- 0.5 scaled score points of target; or - Met scaled score of 90th percentile for the group in grades 3-8 statewide; or - Met scaled score of 80th percentile for all students in grades 3-8 statewide	Mean SGP of 50.0 to 59.9 (reported as <i>Typical Growth – High</i>)	- Met the 80th percentile making progress rate within difficulty index quartile; or - Within +/-3.0 percentage points of making progress rate target	- Within +/- 0.5 percentage points of the target; or - Met the chronic absenteeism rate of 80th percentile for all students statewide



Student Growth

Student Growth Percentiles (SGPs) provide a measure of the degree to which a student's achievement has changed from the prior year(s) to the current year, in comparison to other students in the same grade who performed similarly in the past. SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99.

- Mean SGP of 1-19 = Very Low Growth
- Mean SGP of 20-39 = Low Growth
- Mean SGP of 40-59 = Typical Growth
- Mean SGP of 60-79 = High Growth
- Mean SGP of 80-99 = Very High Growth



Arlington Public Schools
Education That Empowers

DATA DISPLAYS OVERVIEW

Data Sources



Arlington Public Schools
Education That Empowers

1. **District Accountability Data** - Understanding if we are meeting the state defined benchmarks
2. **MCAS Trend Data** - Achievement and growth year over year, for students who tested in that year
3. **MCAS Cohort Data** - NEW this year! Achievement and growth by student cohort, for all students who have tested in APS since 2021
4. **AP and Advanced Coursework Data** - Access to and performance in rigorous coursework

Year-Over-Year and Cohort Data



Arlington Public Schools
Education That Empowers

Throughout the presentation, we will show both year-over-year and cohort data for both achievement and growth. We will show this for *all students* and for students in *APS focal groups*.

- **Year-over-Year** data is showing changes for *different students* in each year; for example, it might show the achievement of all students in grades 3-5 over four years. These will be different students in the first year than in the fourth year, because of matriculation. Year-over-year data is best for assessing the effectiveness of the system and the impact of interventions on schools over longer spans of time, regardless of attrition or changes in the student population.
- **Cohort** data tracks a single cohort of students through multiple years. These visualizations *only* show students who are currently enrolled in APS, and shows their progress over the past several years of testing. There will be a gap in these data in years they did not take an MCAS test (for example, in 9th grade). Cohort data is best for assessing the impact of an intervention over time with a specific group of students, and is useful to triangulate against year-over-year trends. Cohort trends that track across subject areas may indicate something about the general student experience, for example, or could help to explain a dip or jump in year-over-year outcomes.

Achievement and Growth Measures



Arlington Public Schools
Education That Empowers

66% → Students Meeting/Exceeding
↑ +2% vs. previous year
↑ +26% vs. state average

508 → Average Scaled Score
↑ +1 vs. previous year
↑ +14 vs. state average

57.1 → Median SGP
↓ -1 vs. previous year
↑ +7 vs. state average

Arlington uses %Meeting/Exceeding as our measure for achievement. Our goal is to have as high of a percentage of students meeting or exceeding standards on MCAS as possible.

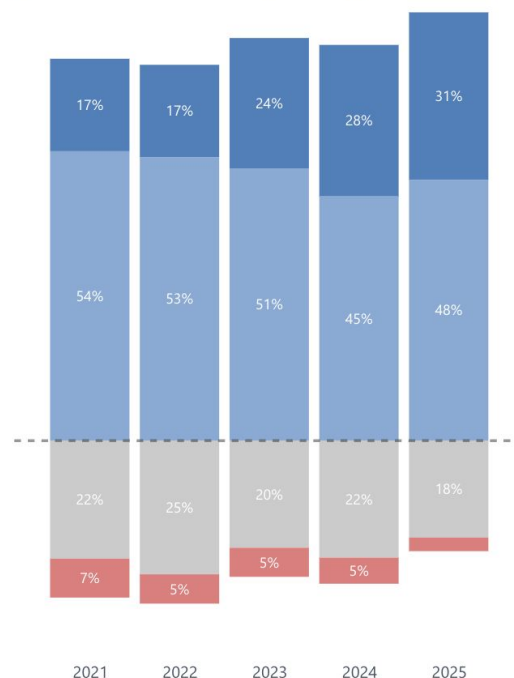
We provide information about the %M/E throughout this report using the metrics shown here, sometimes along with scaled scores (achievement) and Student Growth Percentiles (SGP).

Growth Percentiles are *always* relative to statewide growth in the cohort, and the statewide SGP is set at 50% (except in 2021)

These data are year-over-year.

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



State Comparison Graphs



Arlington Public Schools
Education That Empowers

% Meet/Exceed ▾ **Over Time - ELA**

● State ● Available Schools



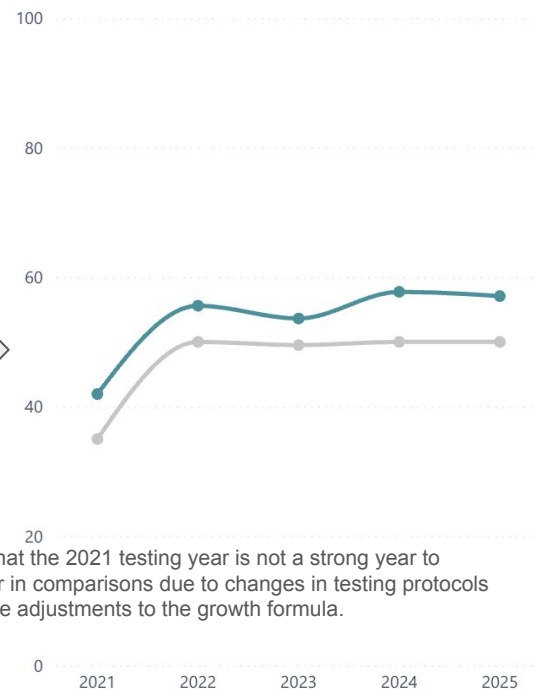
The graph on the left compares Arlington achievement in a subject area and selected grade(s) to state performance for the same subject and grade(s), year-over-year (different students in that grade in each testing year)

The graph on the right compares Arlington growth in a subject area and selected grade(s) to state growth for the same subject and grade(s), year-over-year (different students in that grade in each testing year)



Avg SGP ▾ **Over Time - ELA**

● State ● Available Schools



NOTE that the 2021 testing year is not a strong year to consider in comparisons due to changes in testing protocols and state adjustments to the growth formula.

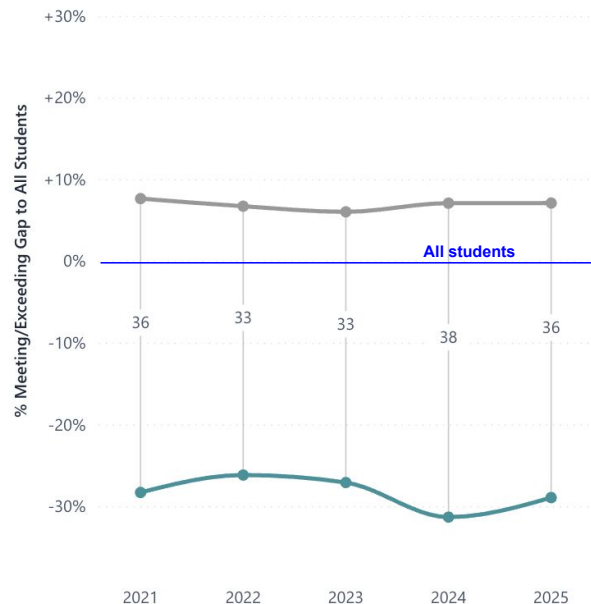
Tracking Achievement Gaps for Students in Our Focal Groups



Arlington Public Schools
Education That Empowers

% Meeting/Exceeding Gap for Students

● Other Students ● IEP



Arlington also reports on the progress of our focal groups. The graph to the left, along with %M/E graphs, are included for each focal group, at each grade band, in each subject area, where available and when the number of students is not less than 10.

This graph sets “all students” as a 0% baseline. We have marked this baseline on the graphs in this presentation.

The green line shows the focal group’s achievement relative to all students.

The grey line shows the achievement of students who are not in the focal group relative to all students.

The number between the grey and green lines represents the percentage points of “gap” between the achievement of students in the focal group and students who are not in that focal group.

These data are year-over-year.

Cohort Analysis

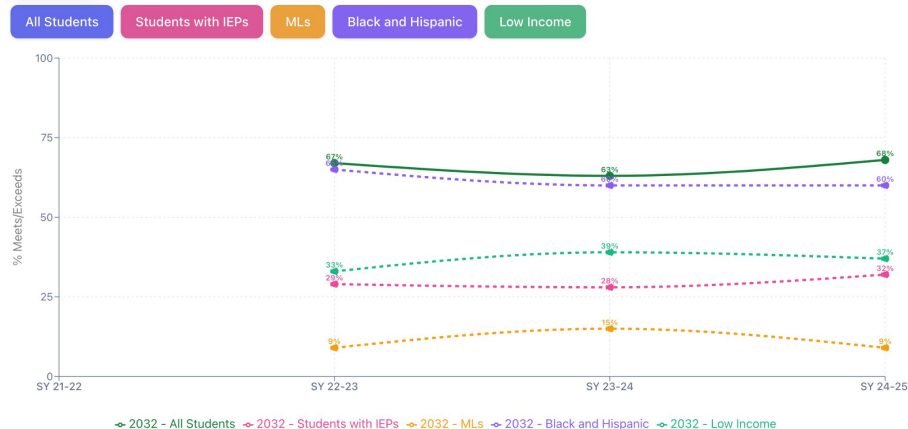
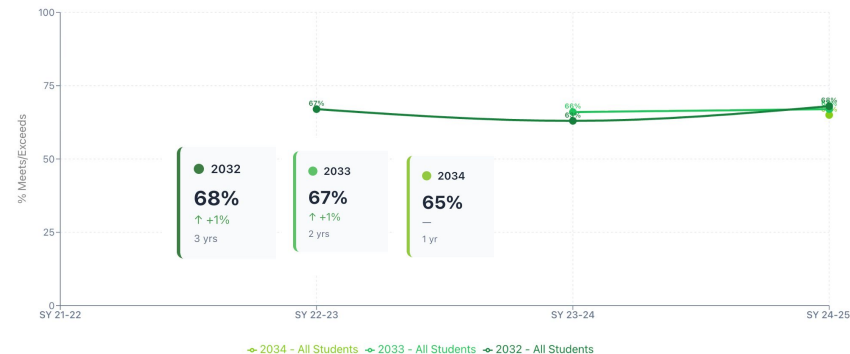


Arlington Public Schools
Education That Empowers

Throughout this report, we show cohort data like you see to the right.

The graph on the top shows the overall achievement (%M/E) for all students in the graduating classes of 2032-2034 (current 4th-6th grade students).

The graph on the bottom shows the performance of a single class (2032) over time. The bold line shows the achievement of “all students,” and the dotted lines show the achievement of focal groups.





Arlington Public Schools
Education That Empowers

SCHOOL ACCOUNTABILITY AND ENROLLMENT

School Accountability Designations



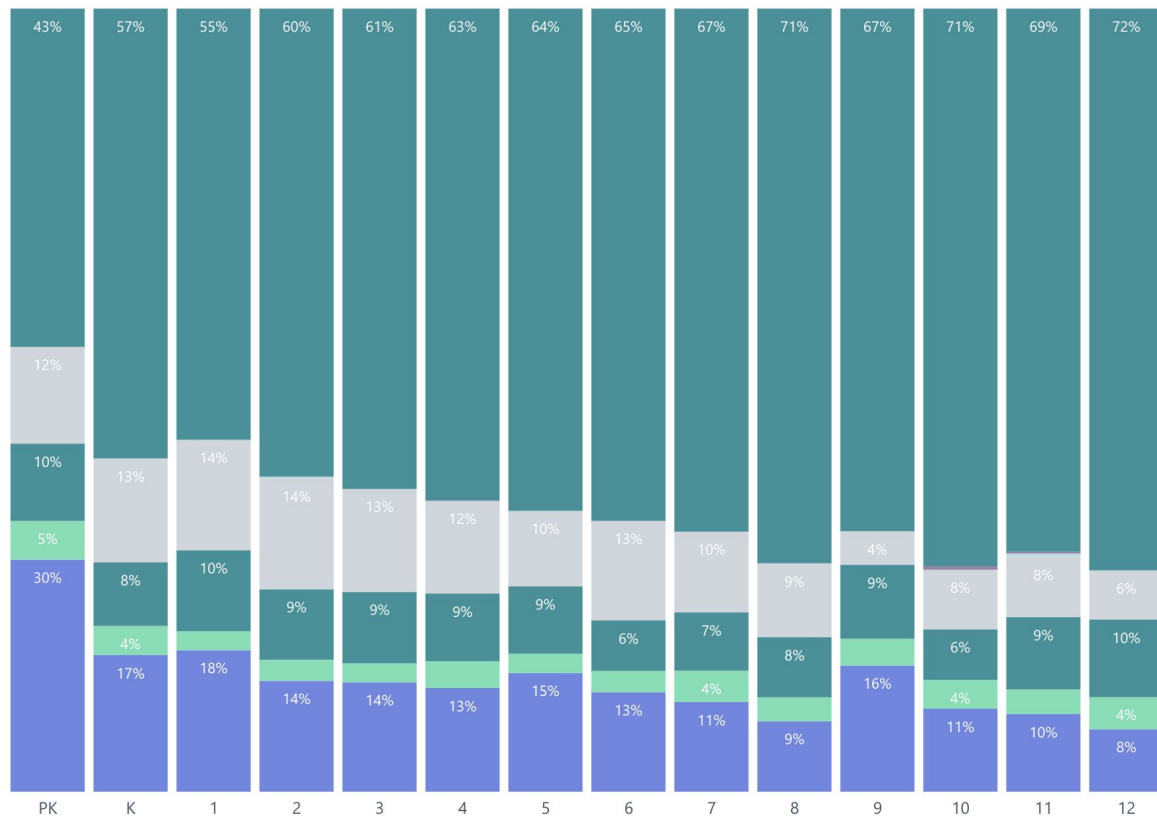
Arlington Public Schools
Education That Empowers

<u>School</u>	<u>Accountability Designation</u>	<u>Progress towards improvement targets 2024</u>	<u>School accountability percentile 2024</u>	<u>Progress towards improvement targets 2025</u>	<u>School accountability percentile 2025</u>
Arlington High	Requiring assistance or intervention	71%	84	74%	86
Brackett	Not requiring assistance or intervention	67%	88	62%	83
Cyrus E. Dallin	Not requiring assistance or intervention	71%	87	85%	93
Gibbs School	Not requiring assistance or intervention	73%	84	76%	89
Hardy	Not requiring assistance or intervention	88%	92	82%	88
John A. Bishop	Not requiring assistance or intervention	89%	96	91%	97
M Norcross Stratton	Not requiring assistance or intervention	63%	90	63%	87
Ottoson Middle	Not requiring assistance or intervention	90%	95	89%	97
Peirce	Requiring assistance or intervention	89%	92	86%	93
Thompson	Requiring assistance or intervention	91%	90	86%	88

School Enrollment and High Needs Testing Population

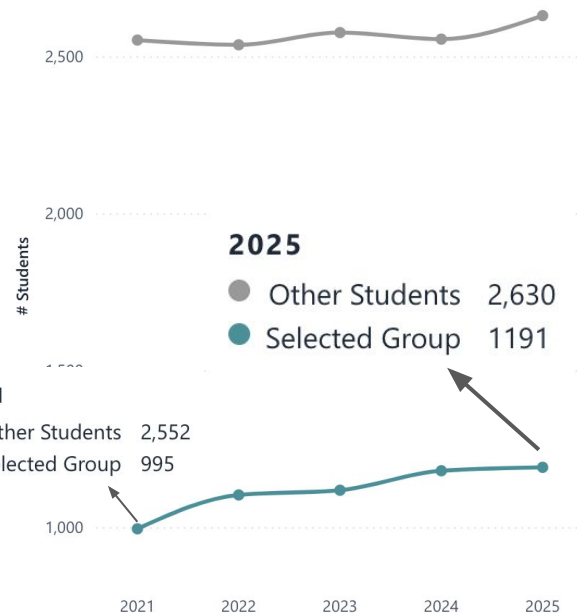
Race/Ethnicity Breakdown by Grade Level

Asian Black Latino Multi Native American Pacific Islander White



High Needs Students Tested Over Time - ELA

Other Students High Needs





Arlington Public Schools
Education That Empowers

ELEMENTARY OVERALL

Grades 3-5 ELA: Overall



% Meet/Exceed

Over Time - ELA

State Available Schools



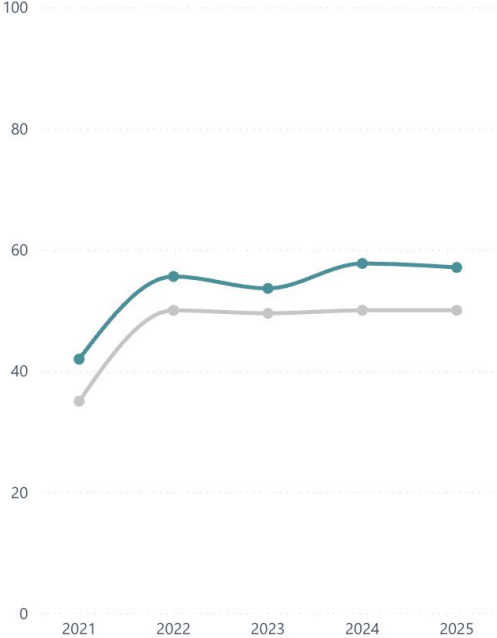
Growth v. State

Achievement v. State

Avg SGP

Over Time - ELA

State Available Schools



Students Meeting/Exceeding

66%



↑ +2% vs. previous year

↑ +26% vs. state average

Students Meeting/Exceeding

Avg Scaled Score

508



↑ +1 vs. previous year

↑ +14 vs. state average

Average Scaled Score

Median SGP

57.1



↓ -1 vs. previous year

↑ +7 vs. state average

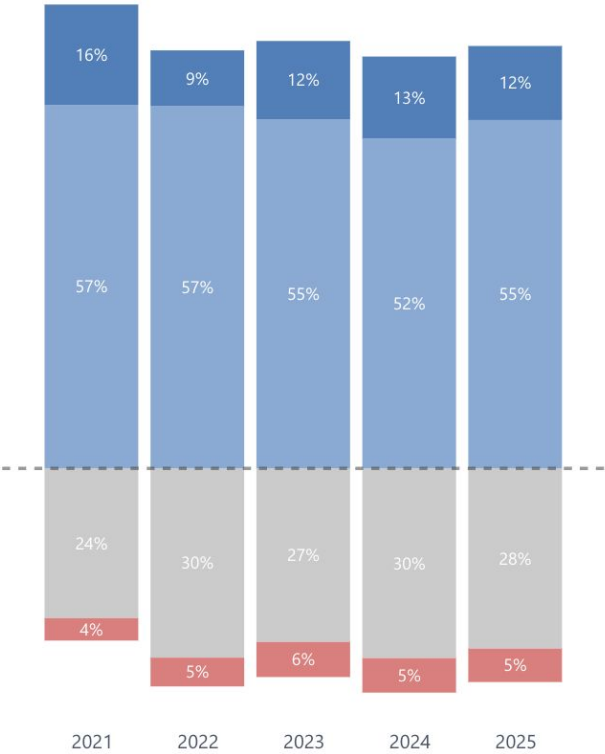
Avg SGP

Grades 3-5 ELA: Overall



Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



TM12/State Comparison: Achievement

Comparison to
Selected Districts

2021	2022	2023	2024	2025
4 of 12	5 of 12	4 of 12	4 of 12	5 of 12

Comparison to
State

Test Year	State Ranking
2021	22 of 320
2022	22 of 321
2023	20 of 320
2024	17 of 319
2025	26 of 320

TM12/State Comparison: Growth

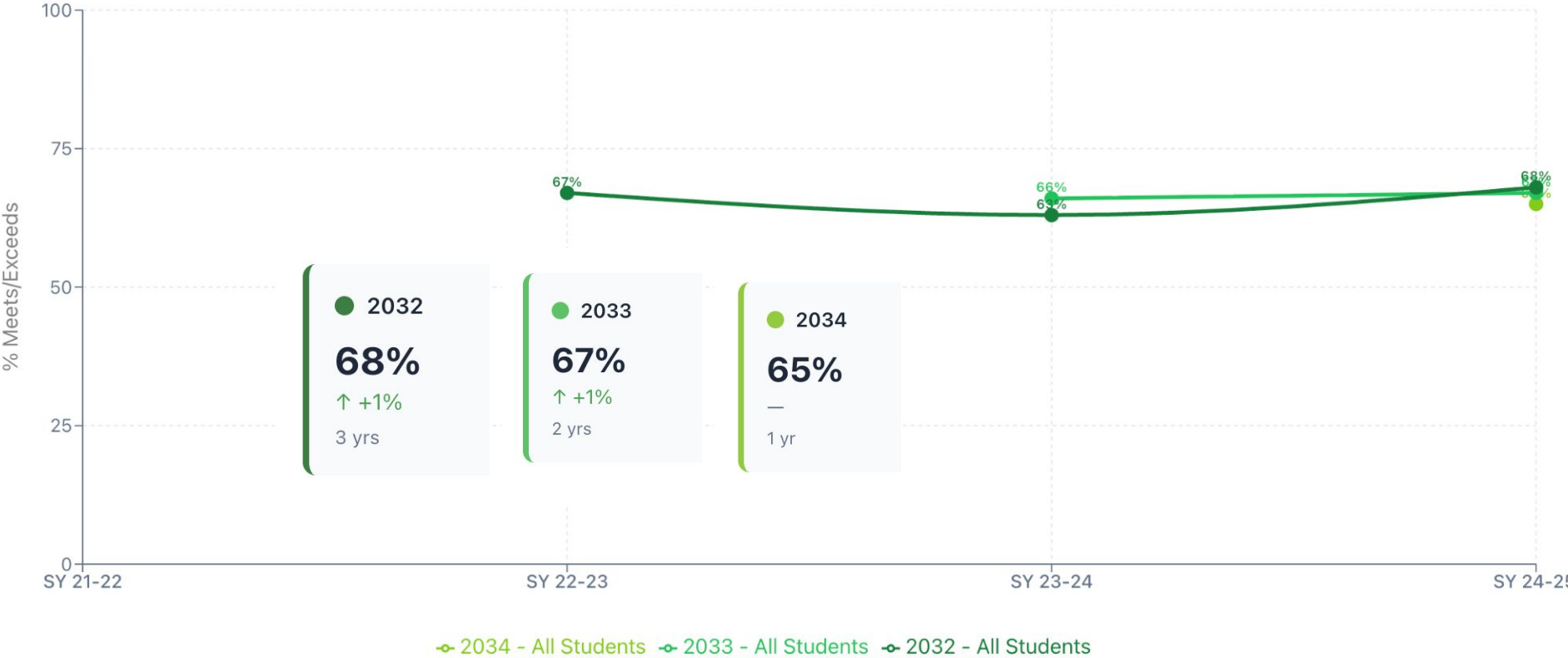
Comparison to
Selected Districts

2021	2022	2023	2024	2025
7 of 12	11 of 12	9 of 12	4 of 12	6 of 12

Comparison to
State

Test Year	State Ranking
2021	50 of 320
2022	53 of 321
2023	60 of 320
2024	24 of 319
2025	47 of 320

Elementary ELA: Cohort Trends



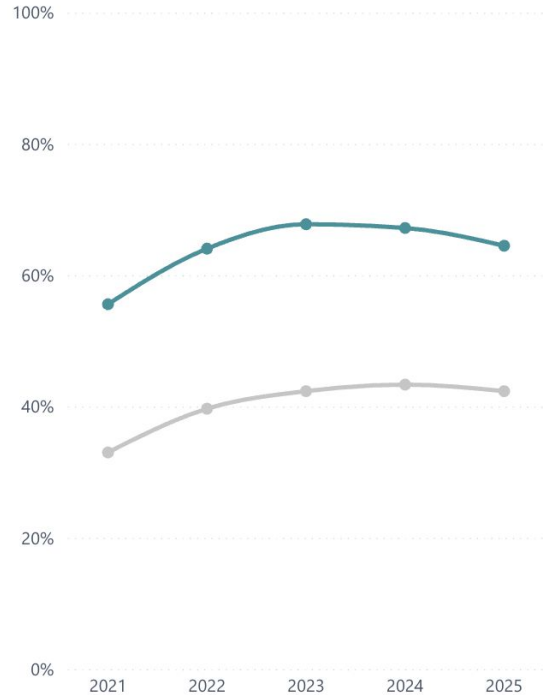


Grades 3-5 Math: Overall

% Meet/Exceed

Over Time - Math

State Available Schools



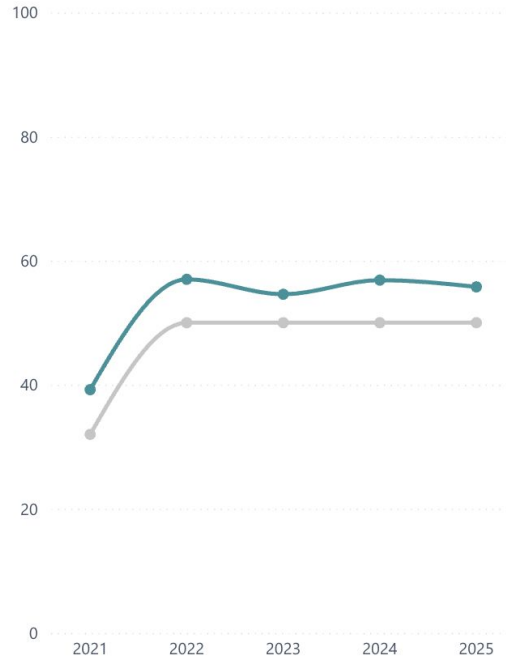
Growth v. State

Achievement v. State

Avg SGP

Over Time - Math

State Available Schools



65%

Students Meeting/Exceeding

Students Meeting/Exceeding

↓ -3% vs. previous year

↑ +23% vs. state average

508

Average Scaled Score

Avg Scaled Score

↓ -1 vs. previous year

↑ +13 vs. state average

55.8

Avg SGP

Median SGP

↓ -1 vs. previous year

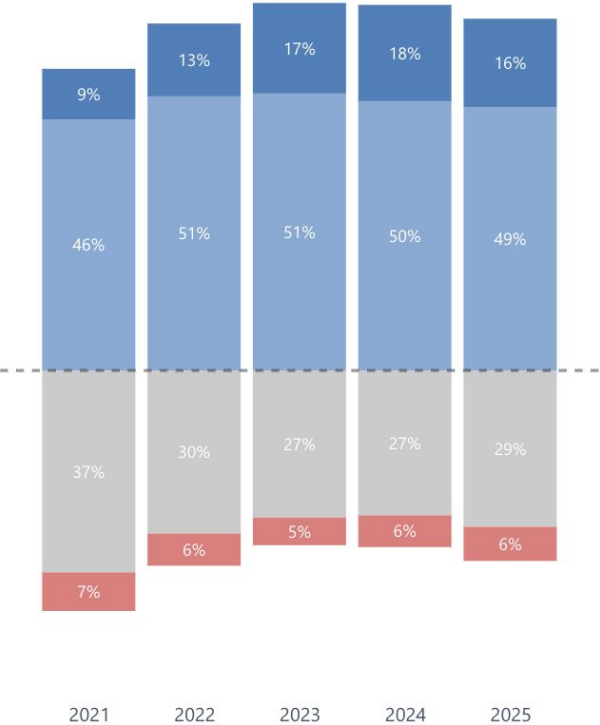
↑ +6 vs. state average

Grades 3-5 Math: Overall



Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



TM12/State Comparison: Achievement

Comparison to
Selected Districts

2021	2022	2023	2024	2025
7 of 12	5 of 12	3 of 12	6 of 12	7 of 12

Comparison to
State

Test Year	State Ranking
2021	43 of 320
2022	30 of 321
2023	22 of 320
2024	28 of 319
2025	40 of 320

TM12/State Comparison: Growth

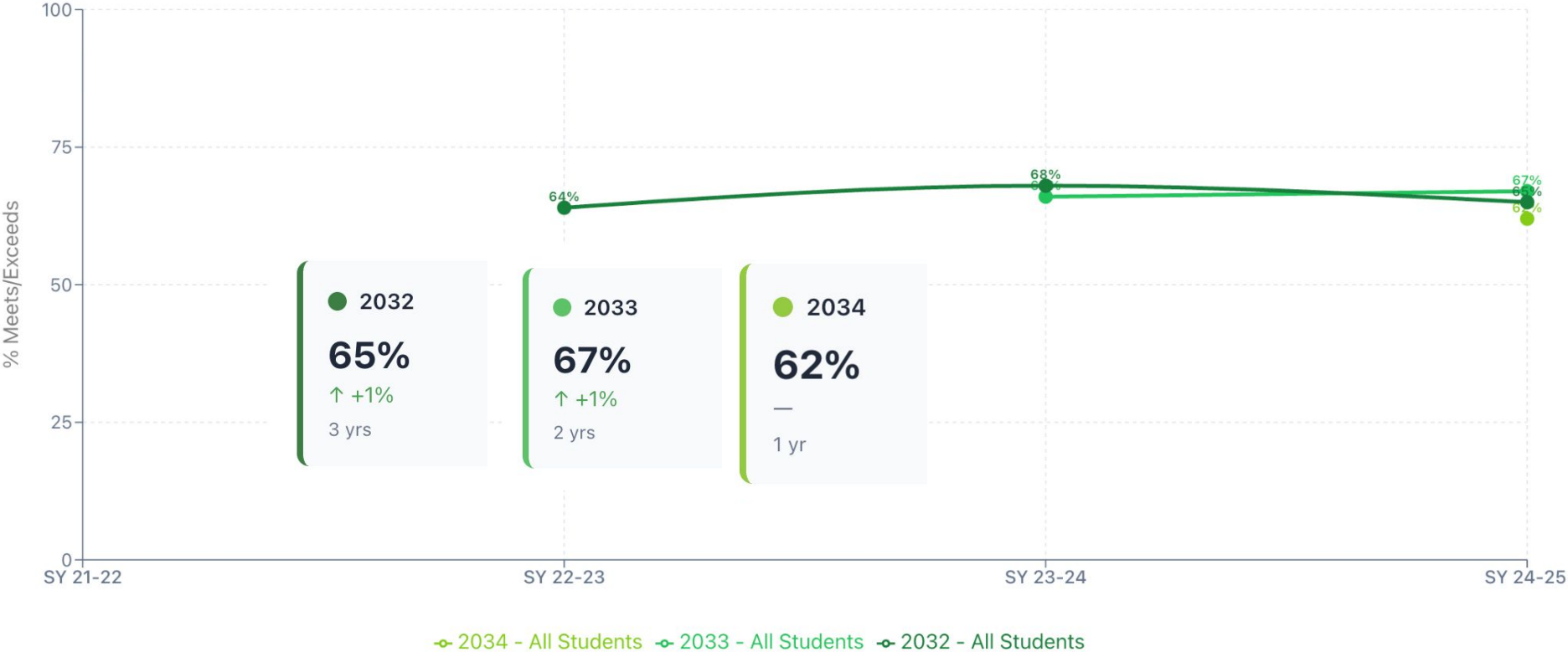
Comparison to
Selected Districts

2021	2022	2023	2024	2025
6 of 12	3 of 12	7 of 12	7 of 12	8 of 12

Comparison to
State

Test Year	State Ranking
2021	83 of 320
2022	49 of 321
2023	76 of 320
2024	65 of 319
2025	68 of 320

Elementary Math: Cohort Trends

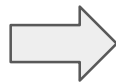


Grade 5 Science: Overall



Achievement v. State

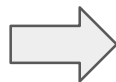
79%
Students Meeting/Exceeding



Students Meeting/Exceeding

↑ **+6%** vs. previous year
↑ **+33%** vs. state average

517
Average Scaled Score



Avg Scaled Score

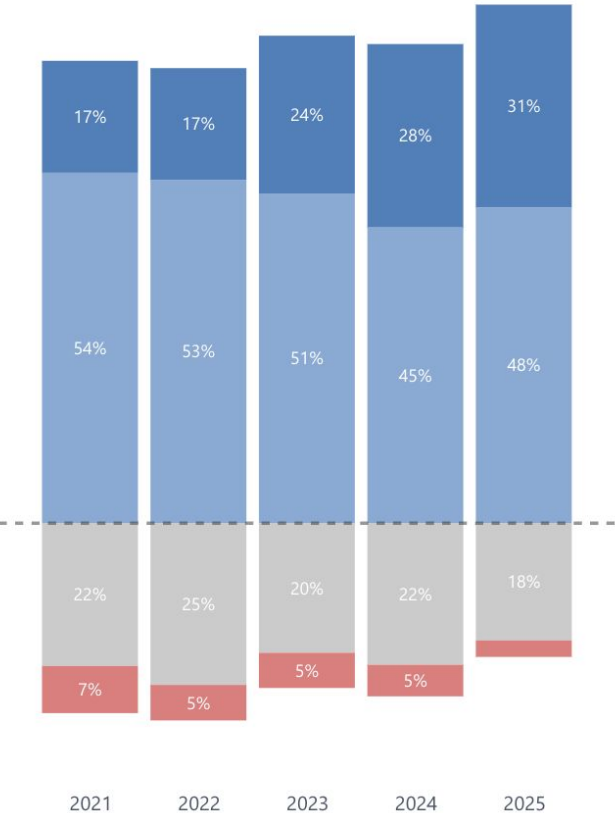
↑ **+3** vs. previous year
↑ **+22** vs. state average

Grade 5 Science: Overall



Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



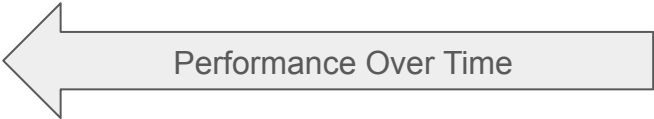
Comparison to
Selected Districts

TM12/State Comparison grade 5: Achievement

2021	2022	2023	2024	2025
5 of 12	4 of 12	3 of 12	4 of 12	2 of 12

Comparison to
State

Test Year	State Ranking
2021	21 of 316
2022	29 of 319
2023	13 of 316
2024	19 of 313
2025	14 of 318





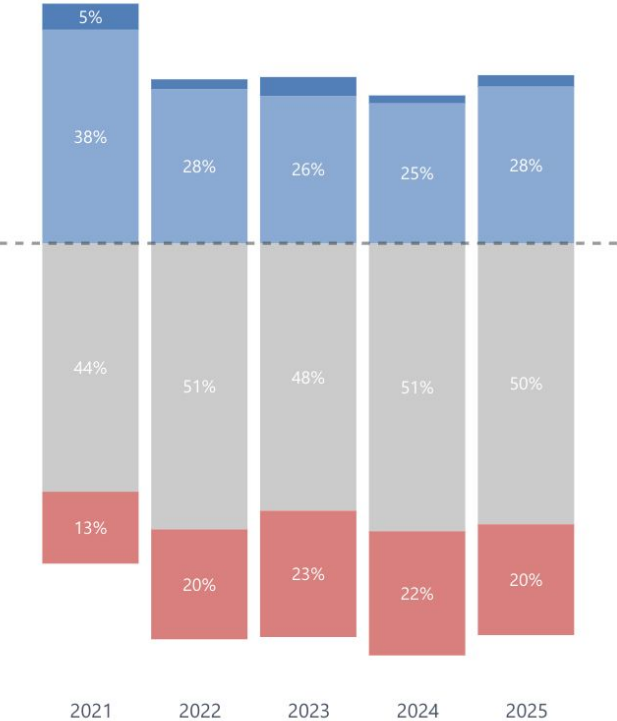
Arlington Public Schools
Education That Empowers

ELEMENTARY FOCAL GROUPS

Grades 3-5 ELA Students w/IEPs

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for IEP Students

● Other Students ● IEP



30%

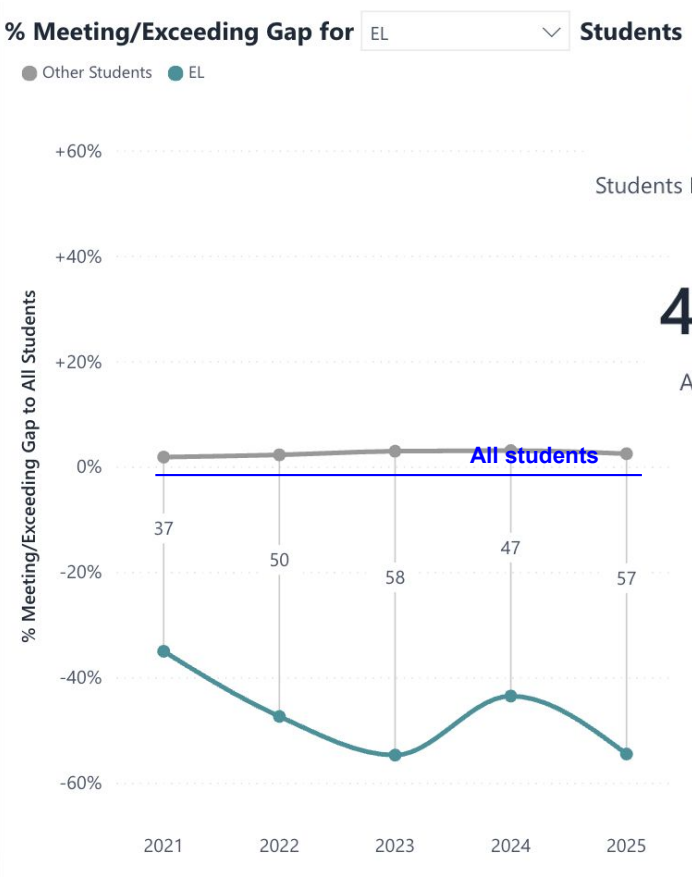
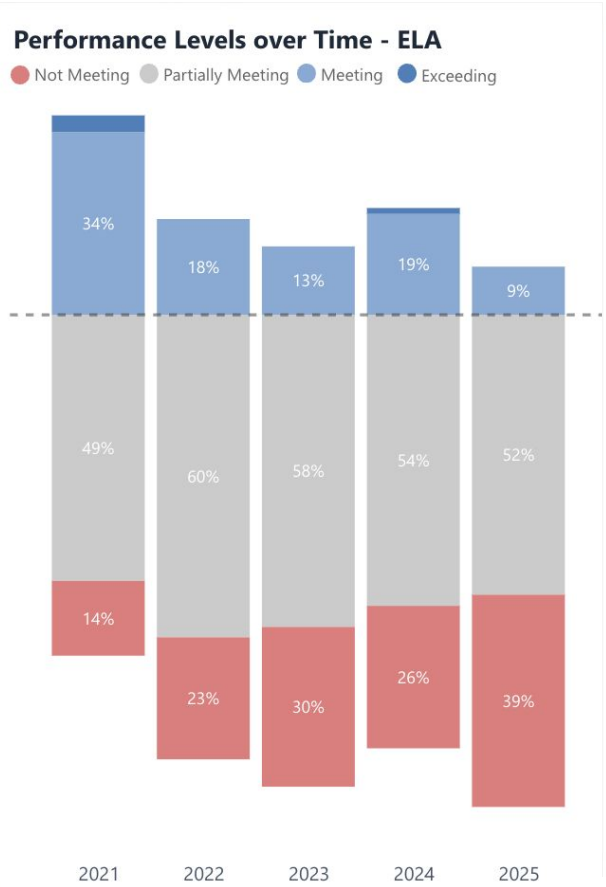
Students Meeting/Exceeding
↑ +4% vs. previous year

54.5

Avg SGP

Median SGP
↑ +6 vs. previous year

Grades 3-5 ELA MLL



9%

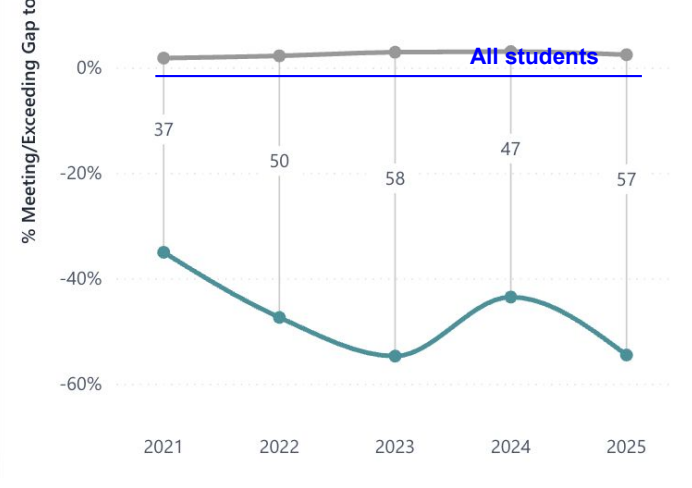
Students Meeting/Exceeding

↓ -11% vs. previous year

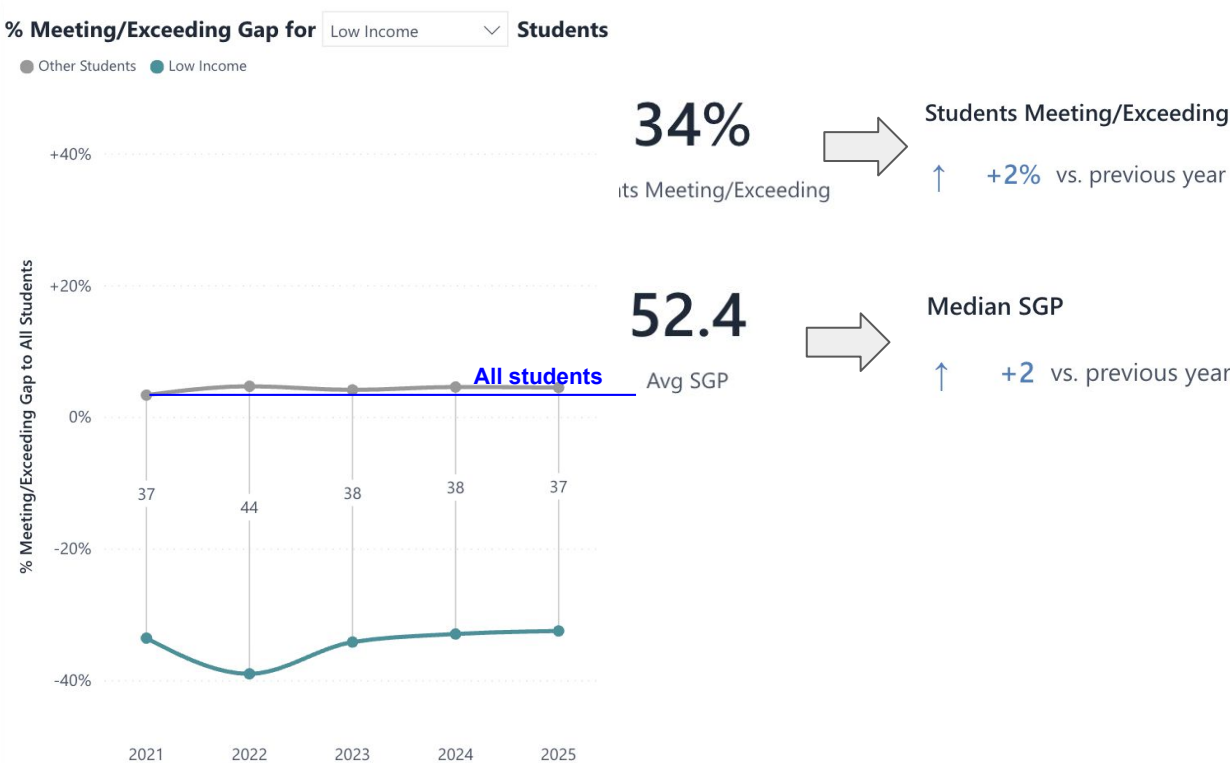
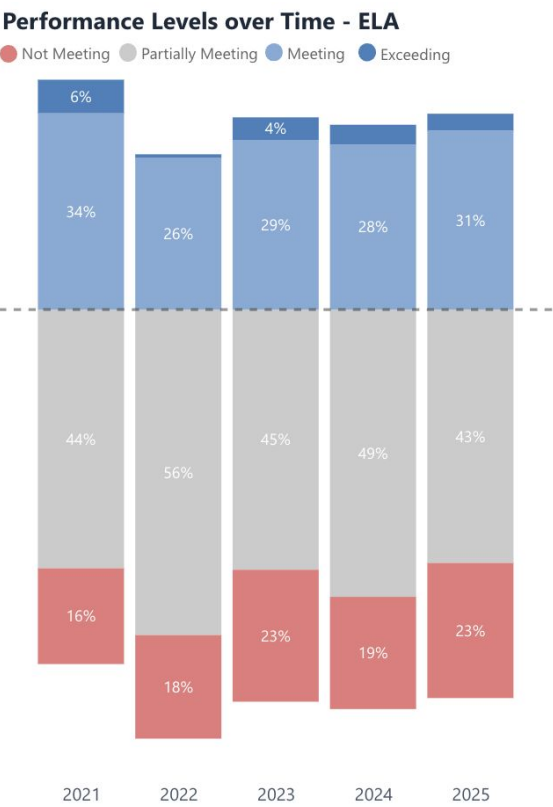
46.4

Avg SGP

↓ -3 vs. previous year



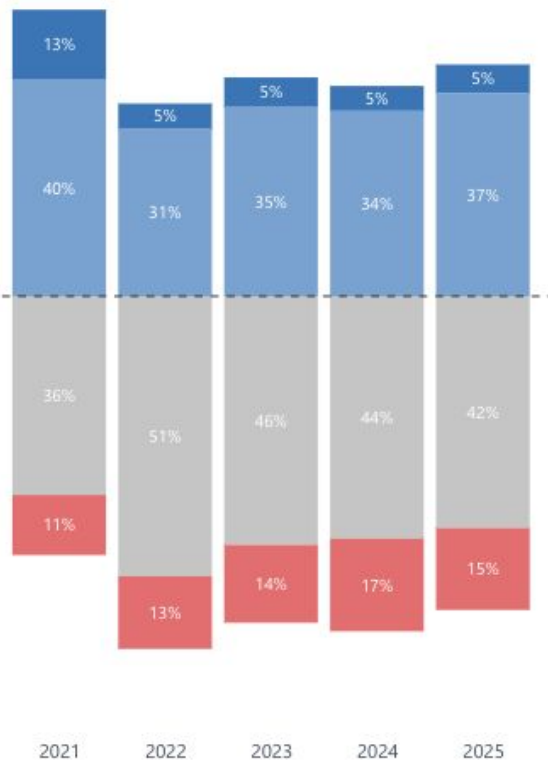
Grades 3-5 ELA Low-Income



Grade 3-5 ELA: Black and Hispanic

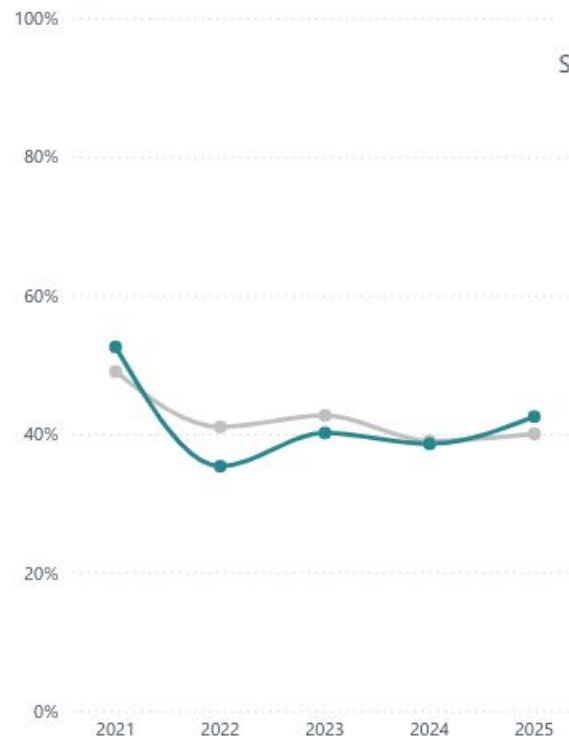
Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meet/Exceed Over Time - ELA

● State ● Available Schools



42% → ↑ +4% vs. previous year

Students Meeting/Exceeding

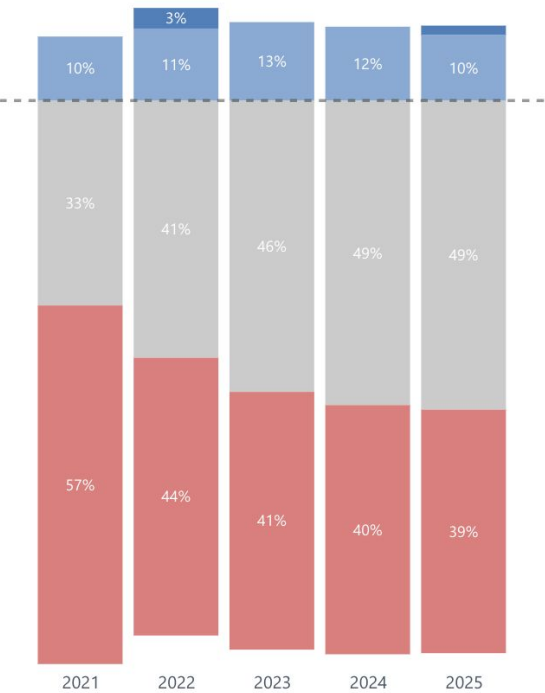
49.5 → ↓ -3 vs. previous year
Avg SGP

Arlington Black and Hispanic achievement compared to all students in the State

Grades 3-5 Math Students w/IEP

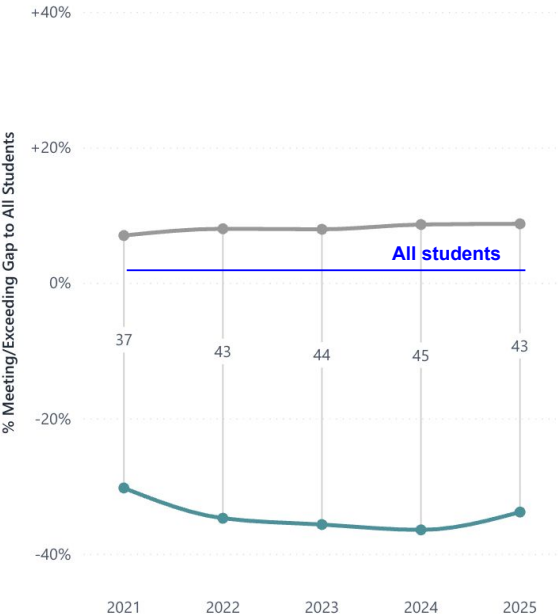
Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for IEP Students

● Other Students ● IEP



45.9

Avg SGP



Median SGP



+12 vs. previous year

12%



Students Meeting/Exceeding



0% vs. previous year

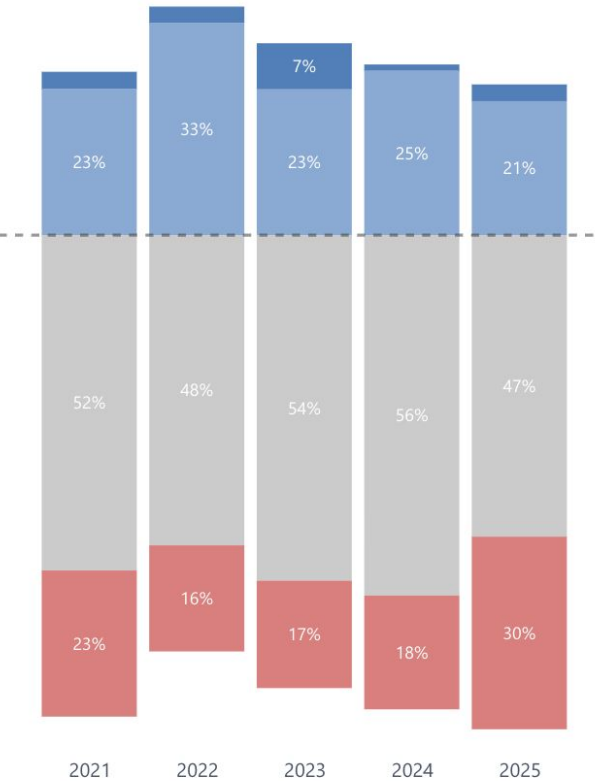
Students Meeting/Exceeding

Grades 3-5 Math MLL



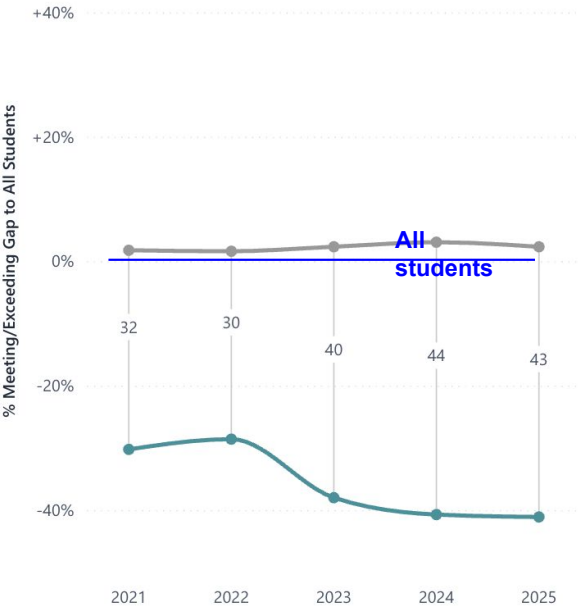
Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for Students

● Other Students ● EL



64.4 → Median SGP
Avg SGP ↑ **+15** vs. previous year

23% → Students Meeting/Exceeding
↓ **-3%** vs. previous year

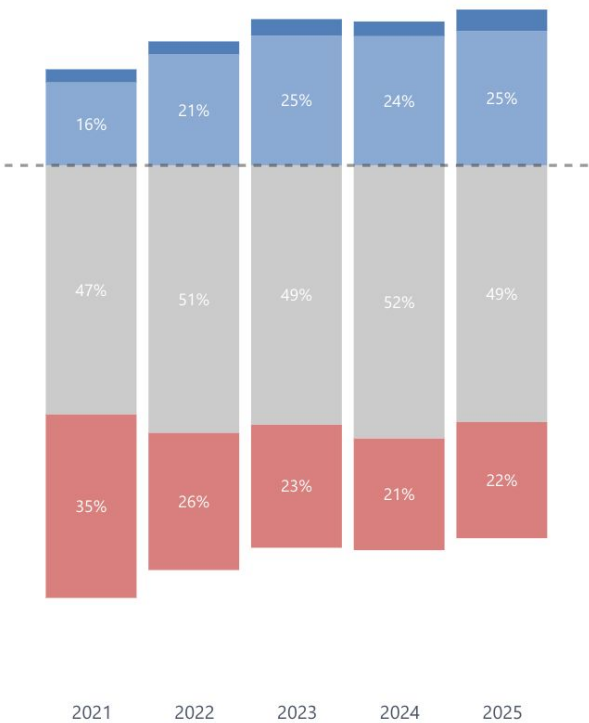
Students Meeting/Exceeding

Grades 3-5 Math Low-Income



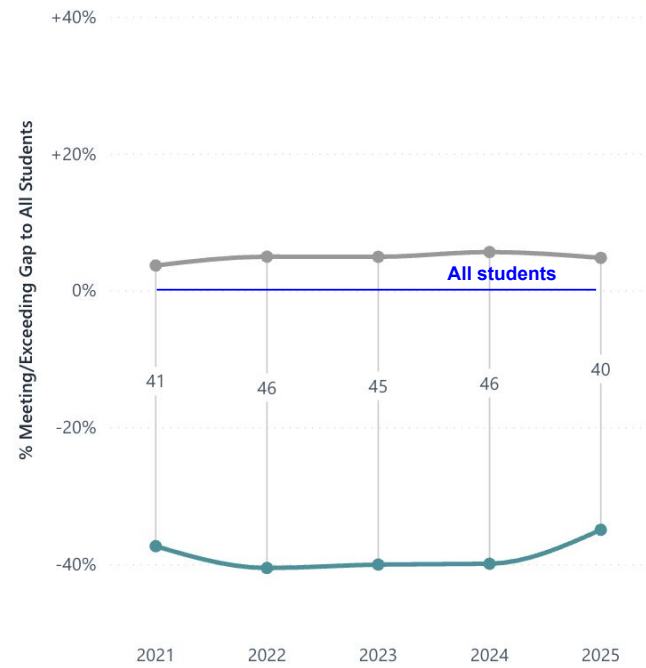
Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for Students

● Other Students ● Low Income



29%

Students Meeting/Exceeding

↑ +2% vs. previous year

52.8

Median SGP

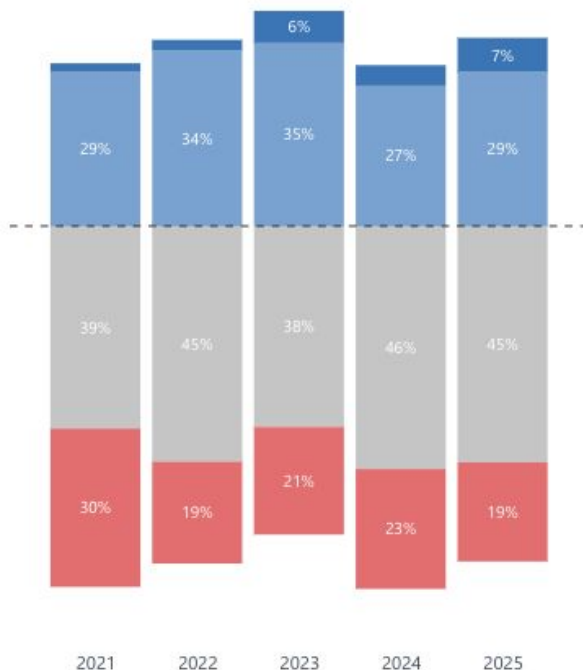
↑ +5 vs. previous year

Avg SGP

Grade 3-5 Math: Black and Hispanic

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meet/Exceed

Over Time - Math

● State ● Available Schools

100%

80%

60%

40%

20%

0%

2021

2022

2023

2024

2025

36%

Students Meeting/Exceeding

Students Meeting/Exceeding



+5% vs. previous year

55.7

Avg SGP

Median SGP



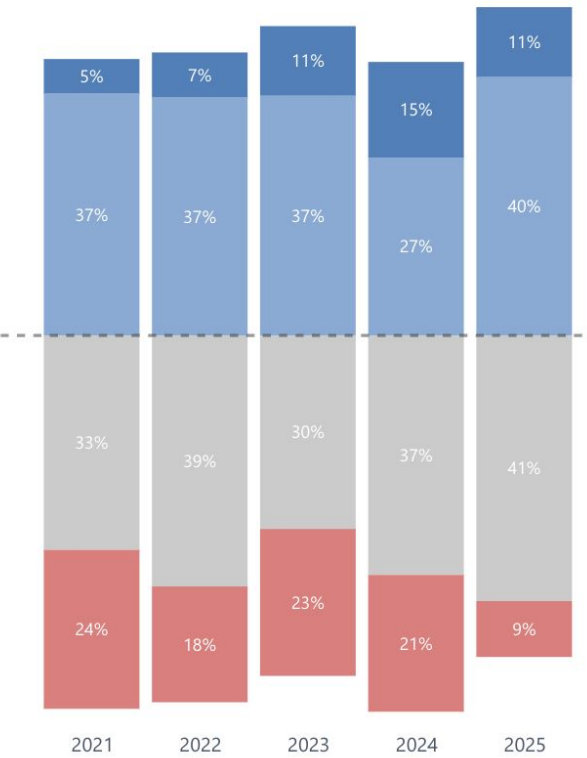
+6 vs. previous year

Arlington Black and Hispanic achievement compared to all students in the State

Grade 5 Science Students w/IEPs

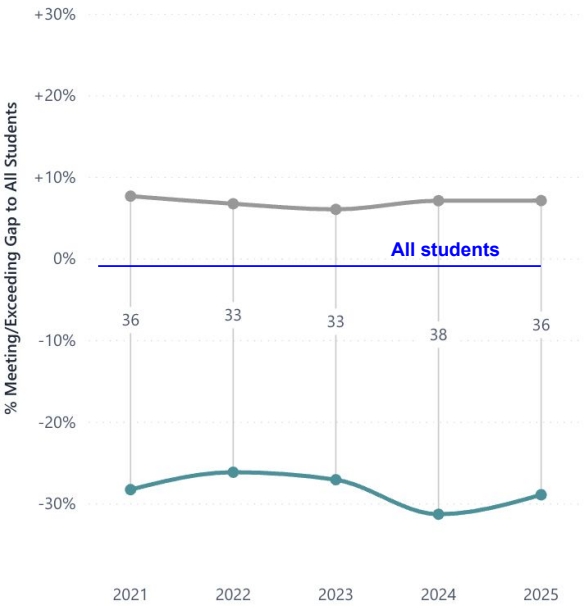
Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for Students

● Other Students ● IEP



Avg Scaled Score

501

Average Scaled Score

➡ +4 vs. previous year

Students Meeting/Exceeding

51%

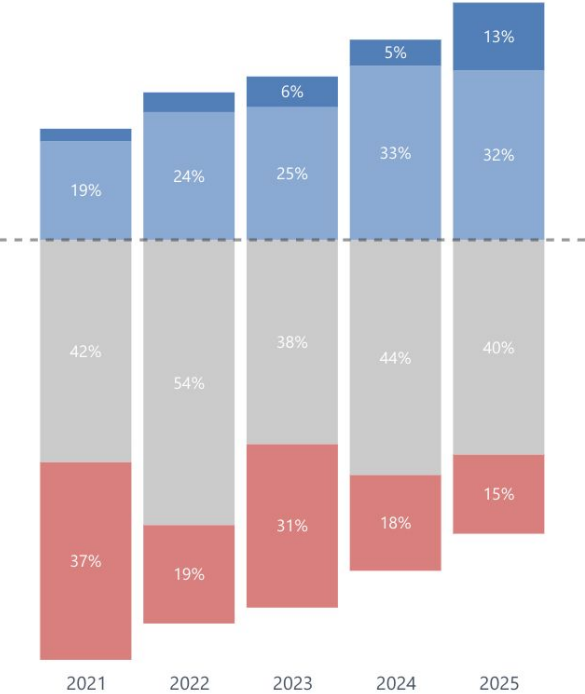
Students Meeting/Exceeding

⬆ +8% vs. previous year

Grade 5 Science Low-Income

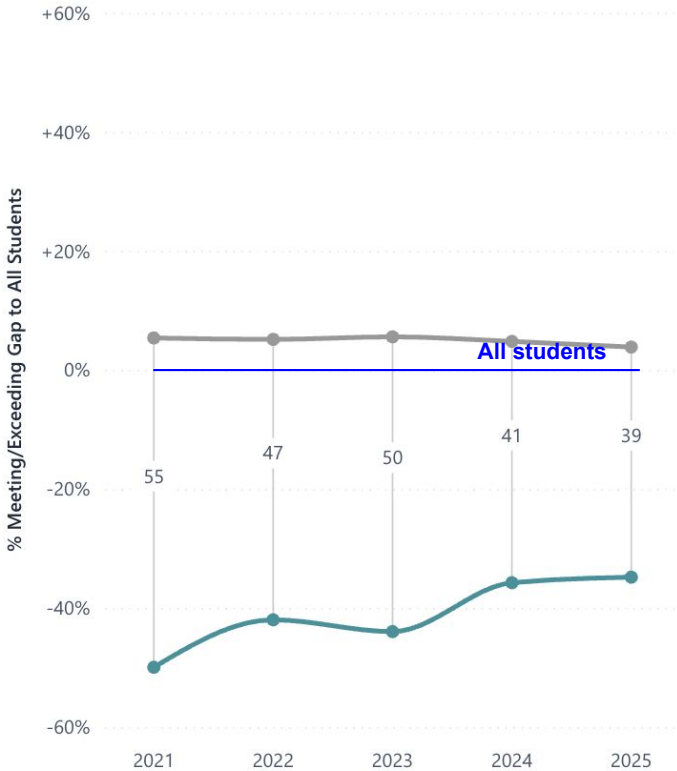
Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for Low Income Students

● Other Students ● Low Income



45% Students Meeting/Exceeding
↑ +7% vs. previous year

Students Meeting/Exceeding

500 Avg Scaled Score
↑ +7 vs. previous year

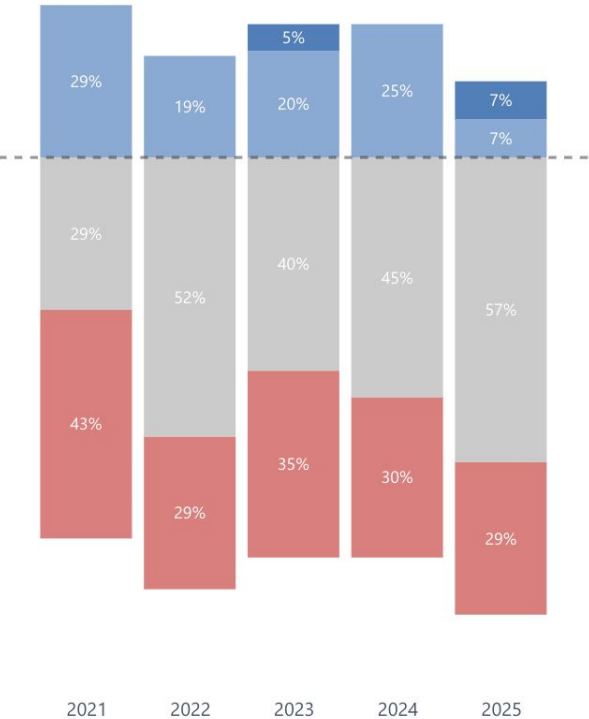
Average Scaled Score

Grade 5 Science MLL



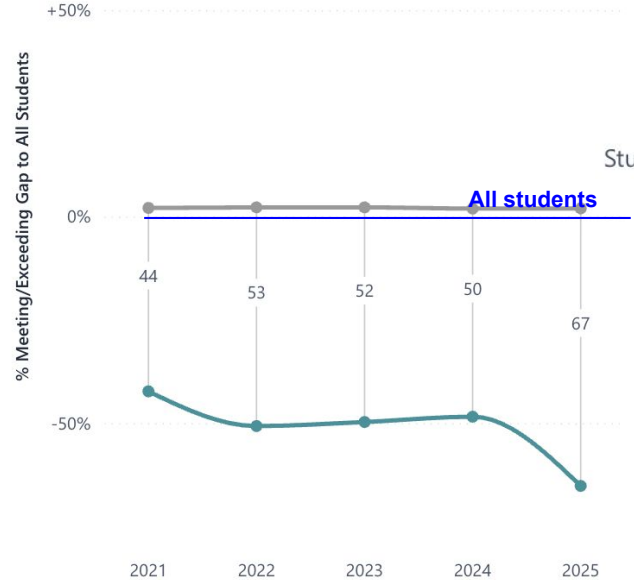
Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for EL Students

● Other Students ● EL



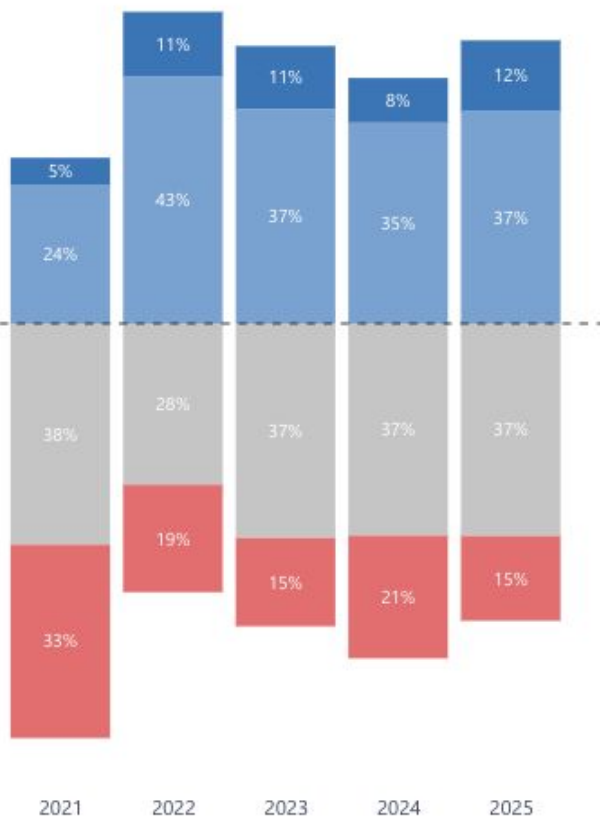
485 → Avg Scaled Score
Average Scaled Score
↑ +2 vs. previous year

14% → Students Meeting/Exceeding
Students Meeting/Exceeding
↓ -11% vs. previous year

Grade 3-5 Science: Black and Hispanic

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding

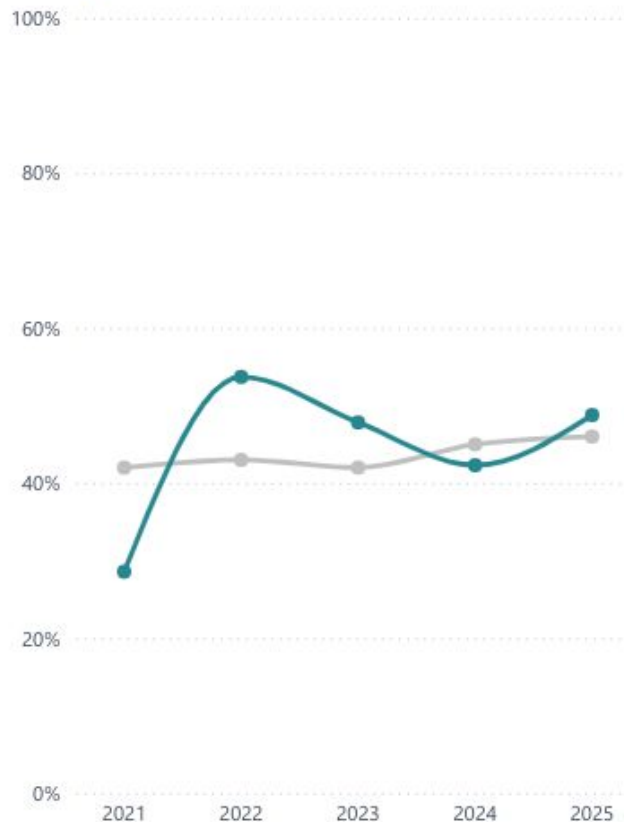


% Meet/Exceed



Over Time - Science

● State ● Available Schools



49%

Students Meeting/Exceeding

Arlington Black and Hispanic achievement compared to all students in the State

Elementary ELA: Focal Group Cohort Trends

All Students

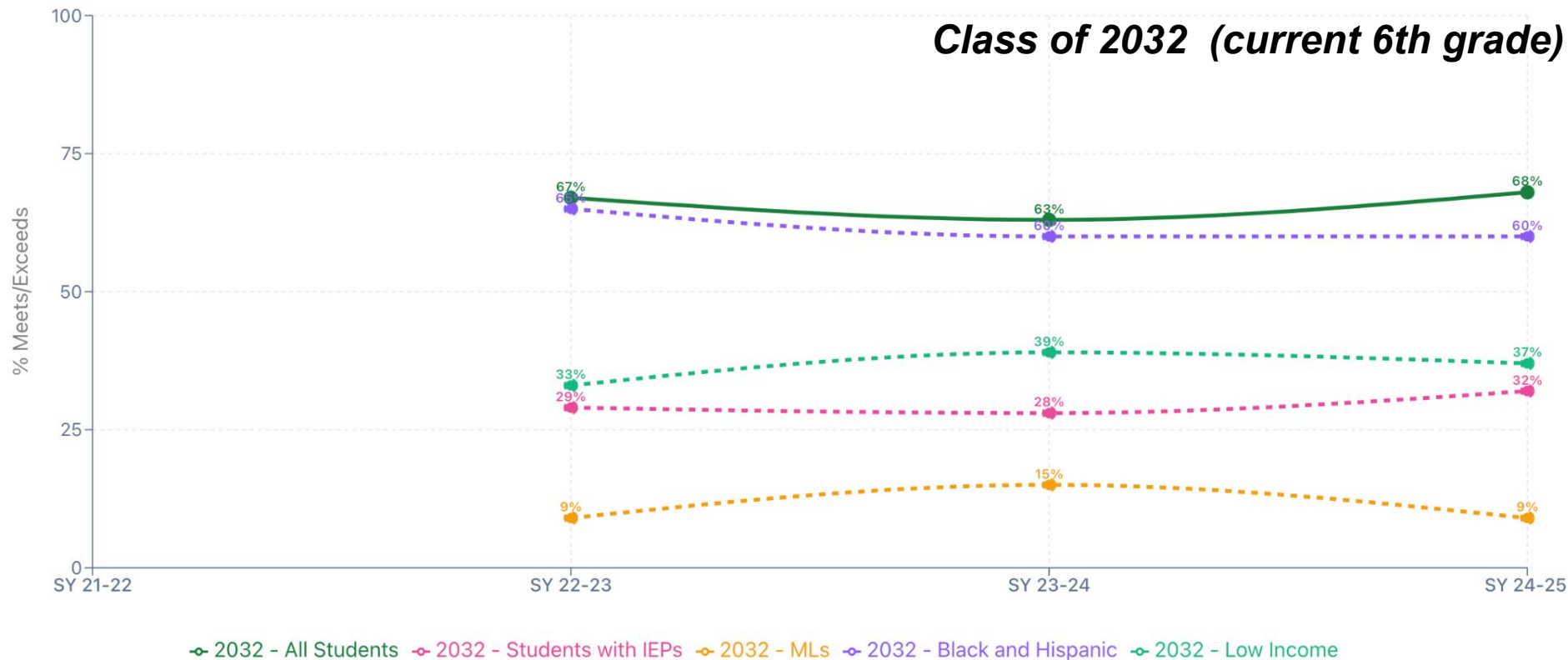
Students with IEPs

MLs

Black and Hispanic

Low Income

Class of 2032 (current 6th grade)



Elementary ELA: Focal Group Cohort Trends

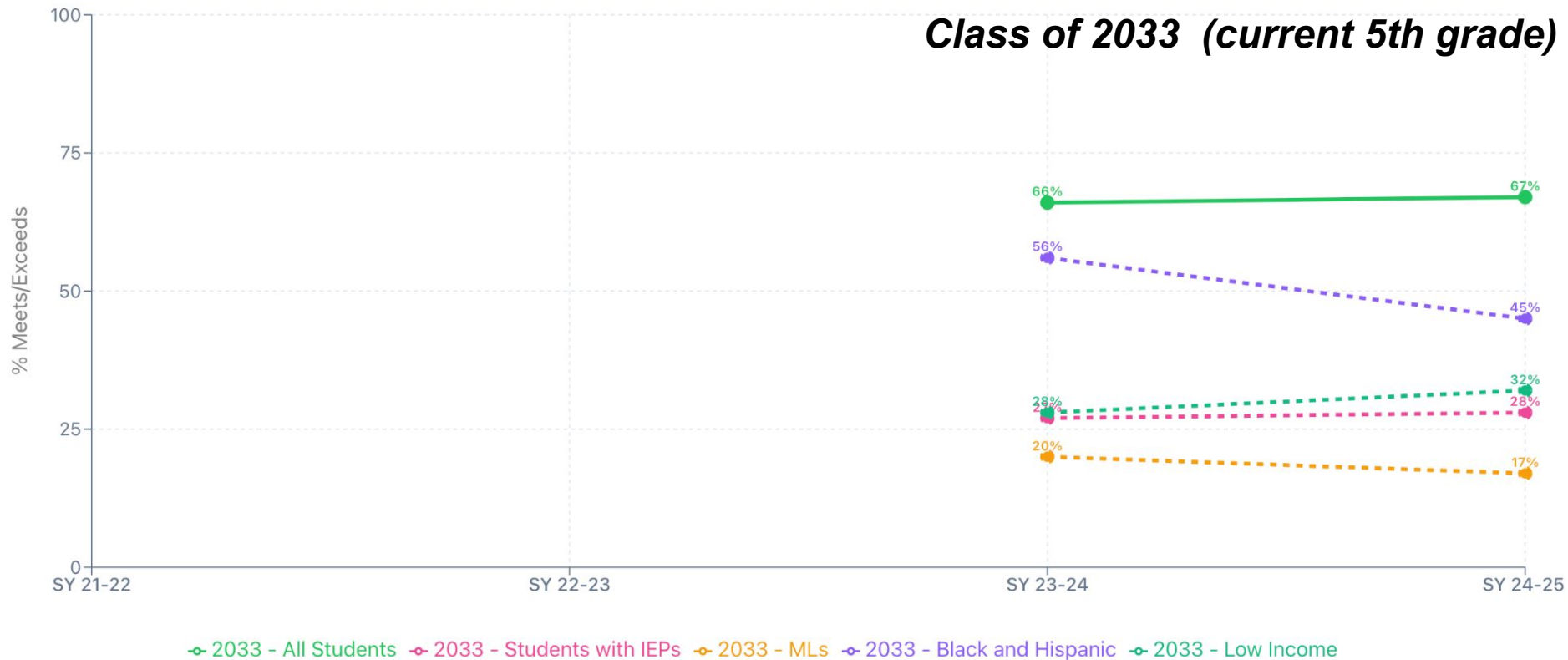
All Students

Students with IEPs

MLs

Black and Hispanic

Low Income



Elementary Math: Focal Group Cohort Trends

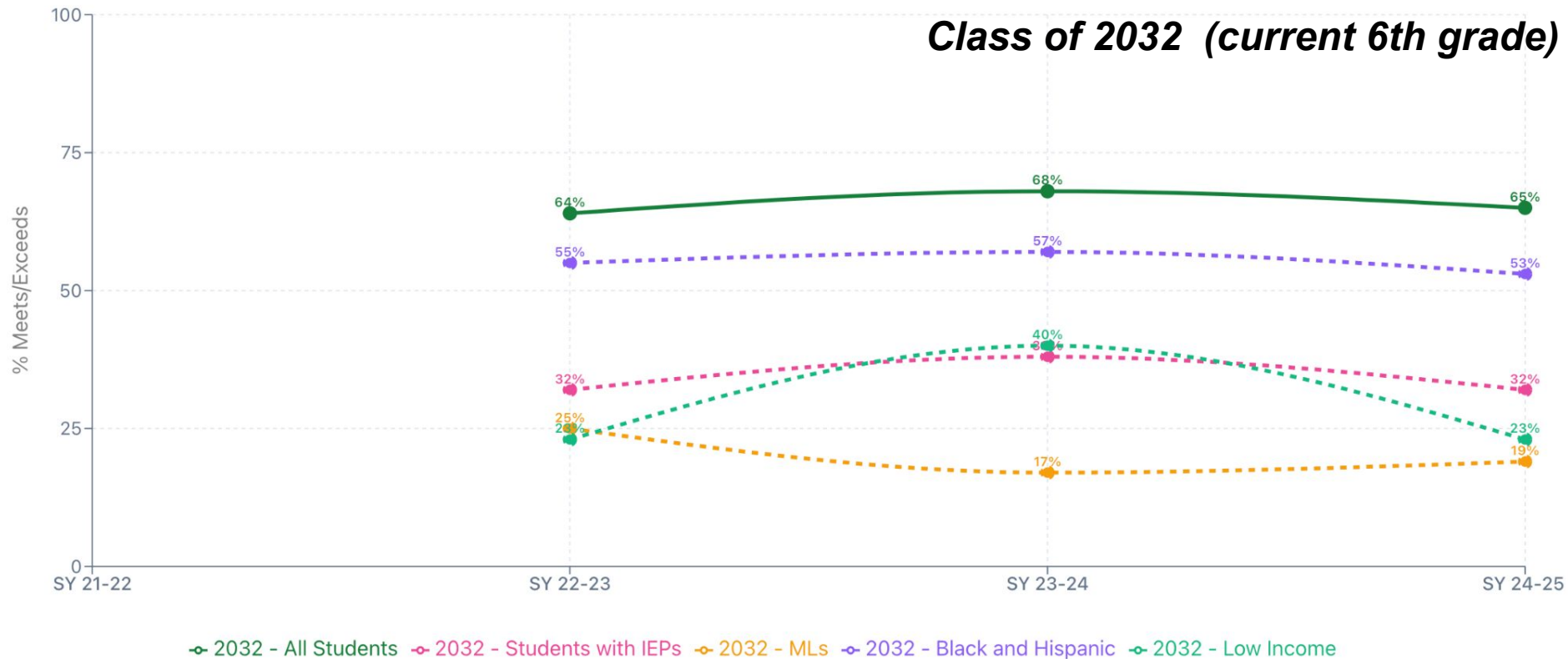
All Students

Students with IEPs

MLs

Black and Hispanic

Low Income



Elementary Math: Focal Group Cohort Trends

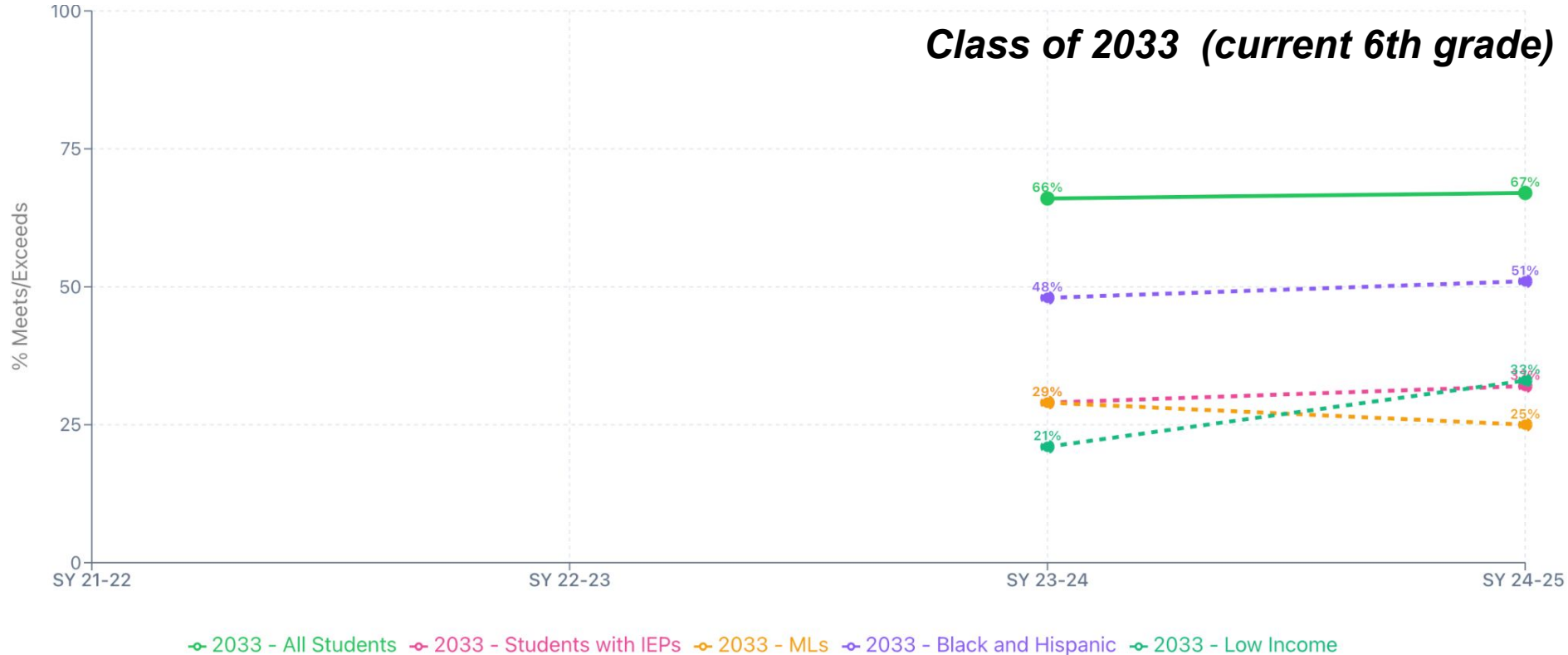
All Students

Students with IEPs

MLs

Black and Hispanic

Low Income





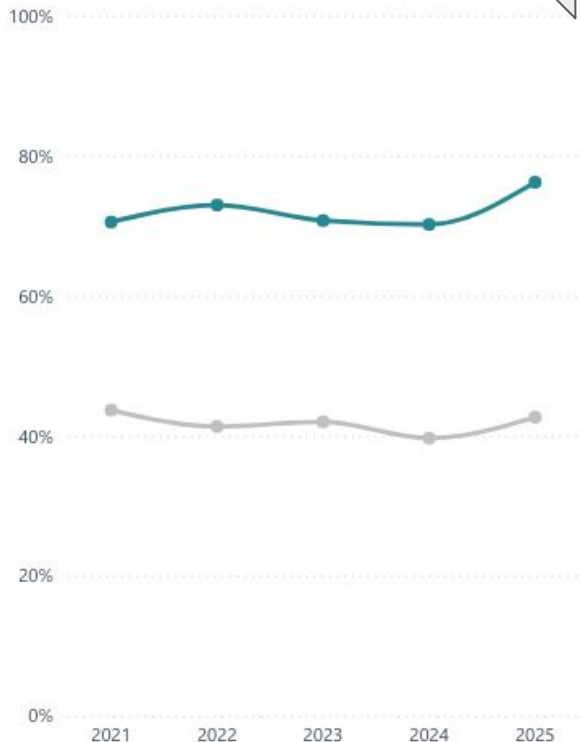
Arlington Public Schools
Education That Empowers

MIDDLE SCHOOL OVERALL

Grades 6-8 ELA: Overall

% Meet/Exceed ▾ Over Time - ELA

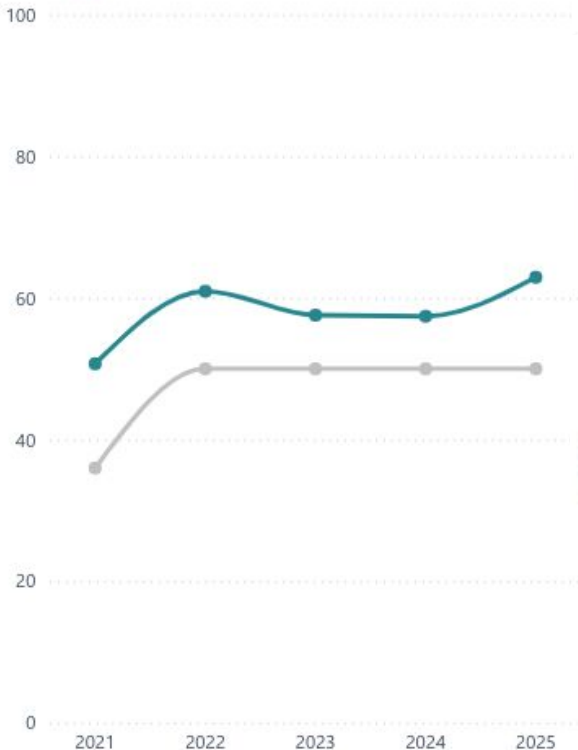
● State ● Available Schools



Achievement v. State

Avg SGP ▾ Over Time - ELA

● State ● Available Schools



Students Meeting/Exceeding

76%



↑ +6% vs. previous year

↑ +34% vs. state average

Avg Scaled Score

516



↑ +4 vs. previous year

↑ +22 vs. state average

Median SGP

62.9



↑ +6 vs. previous year

↑ +13 vs. state average

Growth v. State

Arlington Public Schools
Education That Empowers

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



2021	2022	2023	2024	2025
4 of 12	4 of 12	4 of 12	4 of 12	1 of 12

Comparison to State

Test Year	State Ranking
2021	23 of 340
2022	13 of 341
2023	25 of 340
2024	20 of 338
2025	10 of 334

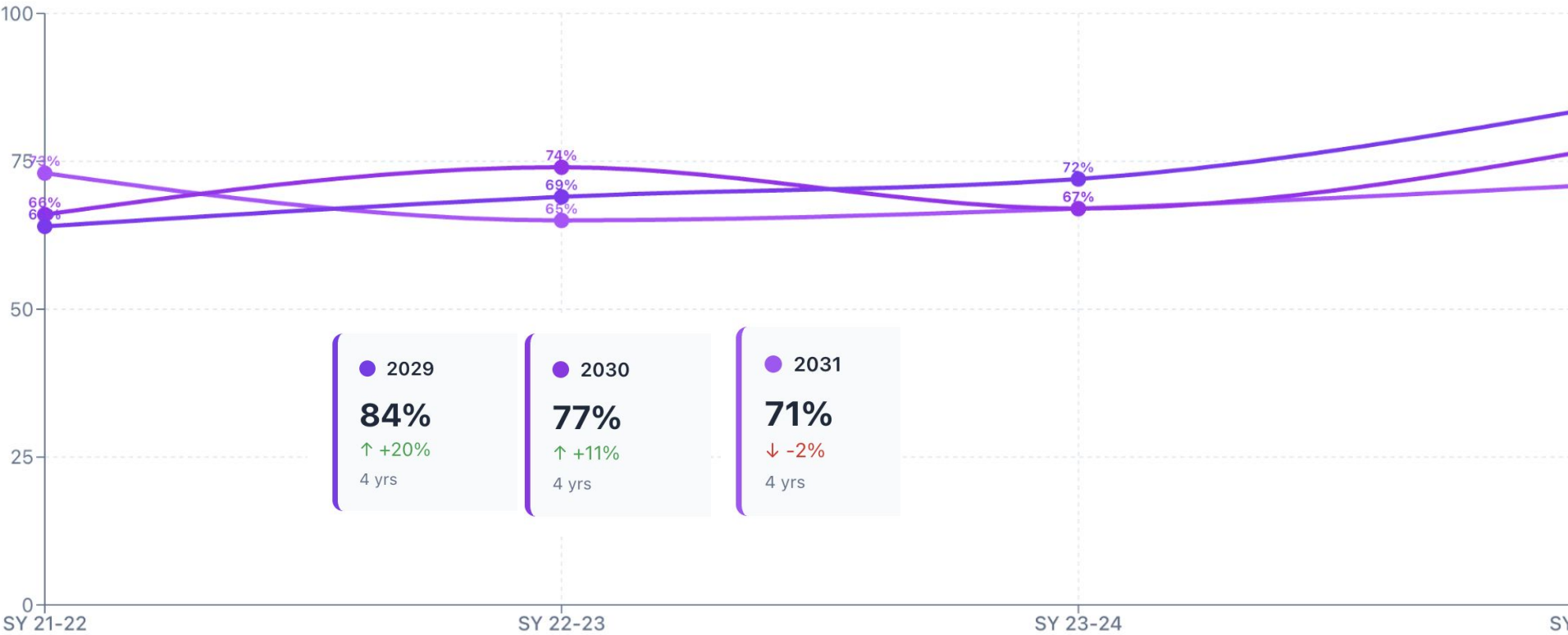
	2021	2022	2023	2024	2025
Comparison to Selected Districts	2 of 12	3 of 12	2 of 12	4 of 12	1 of 12

2021	2022	2023	2024	2025
2 of 12	3 of 12	2 of 12	4 of 12	1 of 12

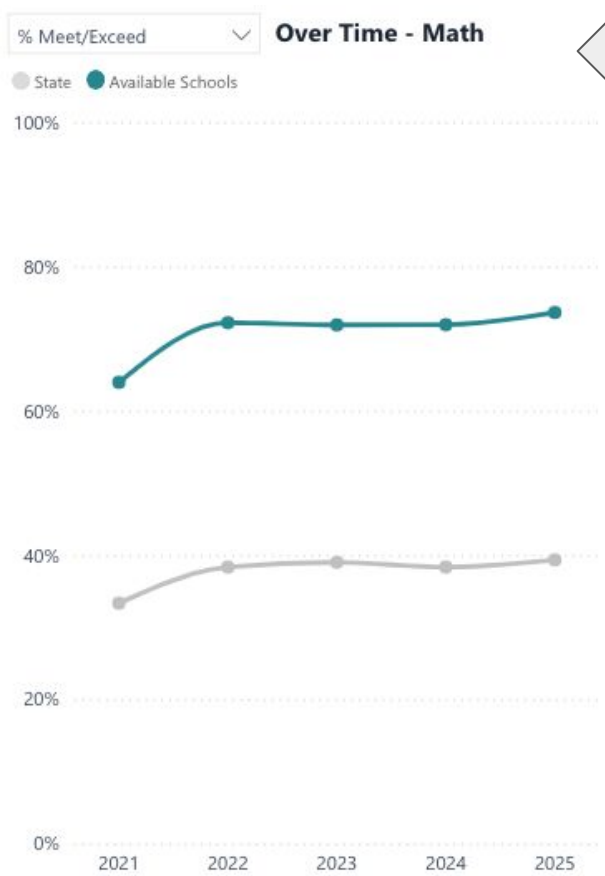
Comparison to State

Test Year	State Ranking
2021	13 of 340
2022	27 of 341
2023	34 of 340
2024	56 of 338
2025	18 of 334

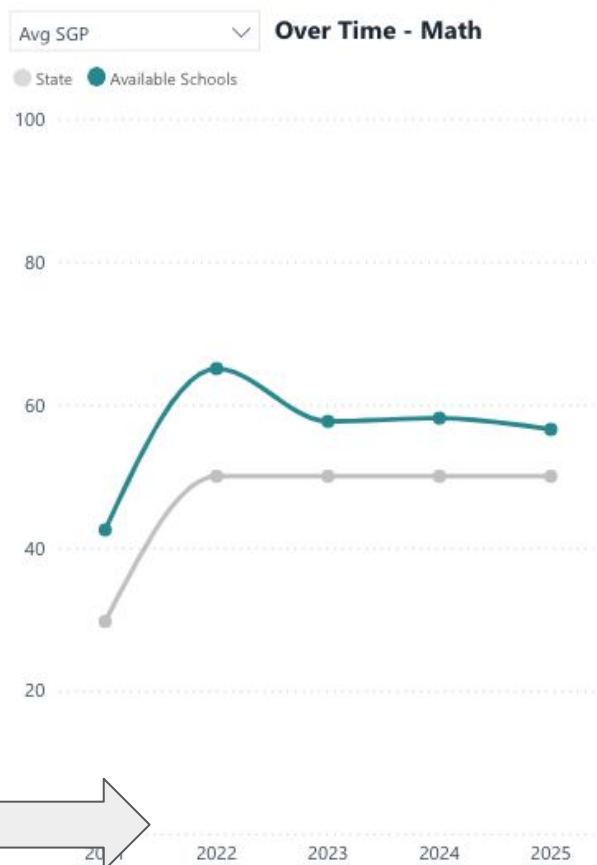
Middle School ELA: Achievement Cohort Trends



Grades 6-8 Math: Overall



Achievement v. State



Growth v. State

Students Meeting/Exceeding

74%

↑ +2% vs. previous year
↑ +34% vs. state average

Avg Scaled Score

513

↑ +1 vs. previous year
↑ +19 vs. state average

Median SGP

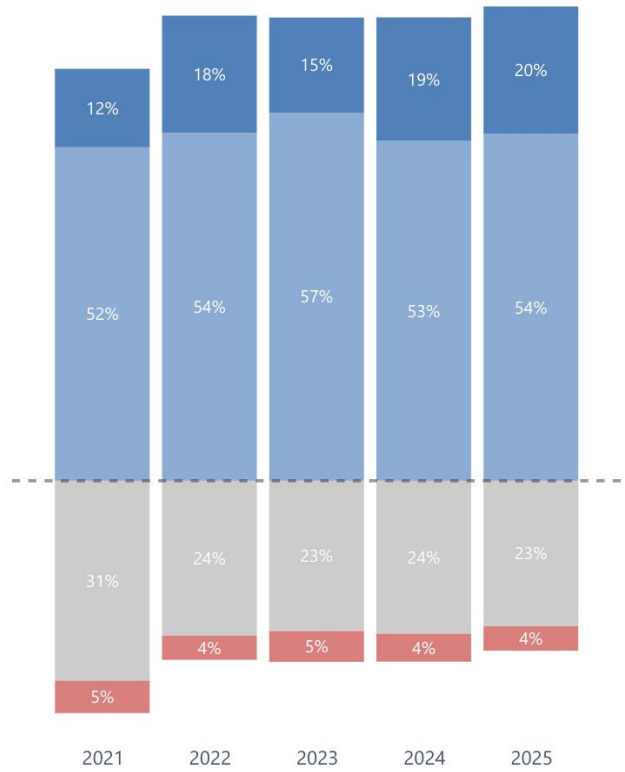
56.6

↓ -2 vs. previous year
↑ +7 vs. state average

Grades 6-8 Math: Overall

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



TM12/State Comparison grades 6-8: Achievement

Comparison to
Selected Districts

2021	2022	2023	2024	2025
4 of 12	4 of 12	5 of 12	5 of 12	5 of 12

Comparison to
State

Test Year	State Ranking
2021	36 of 393
2022	32 of 393
2023	28 of 393
2024	27 of 391
2025	27 of 389

TM12/State Comparison grades 6-8: Growth

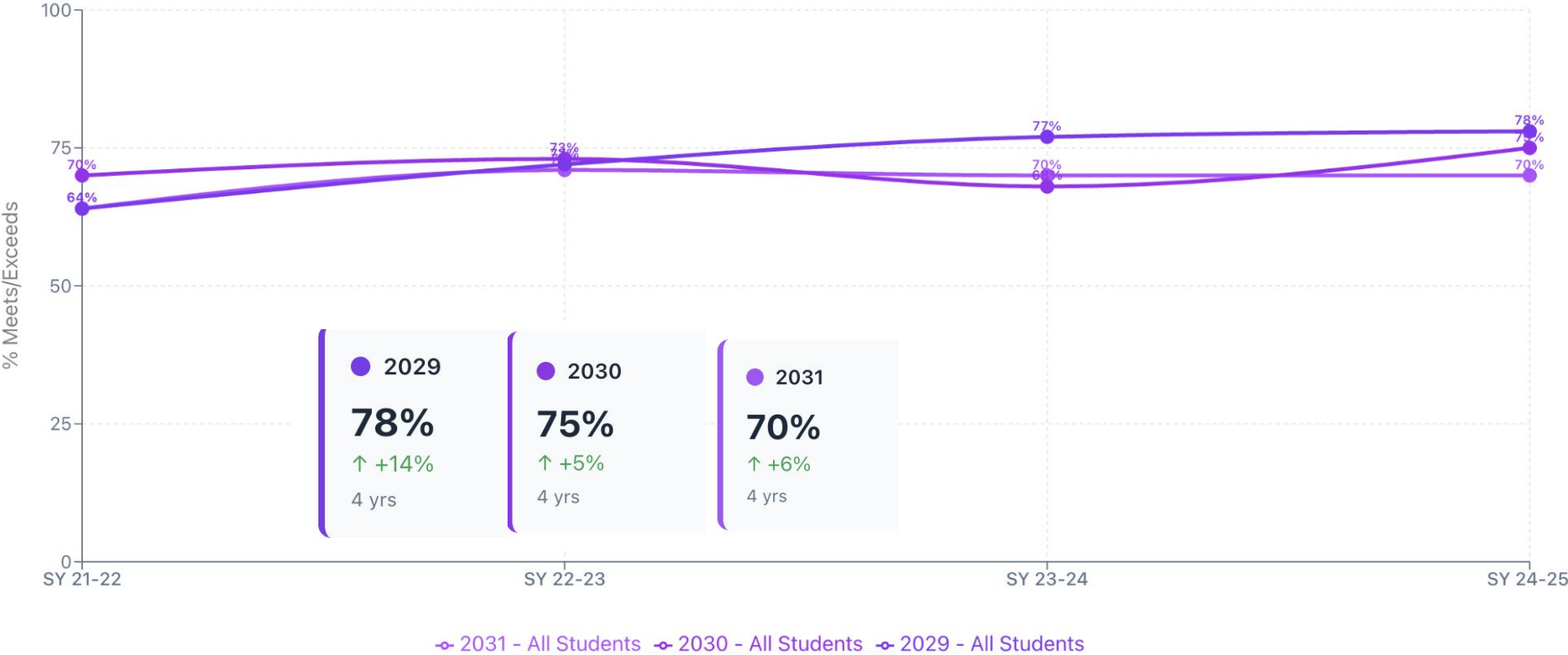
Comparison to
Selected Districts

2021	2022	2023	2024	2025
3 of 12	4 of 12	4 of 12	4 of 12	4 of 12

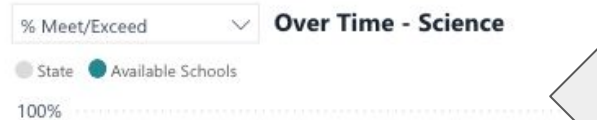
Comparison to
State

Test Year	State Ranking
2021	37 of 393
2022	17 of 393
2023	58 of 393
2024	63 of 391
2025	59 of 389

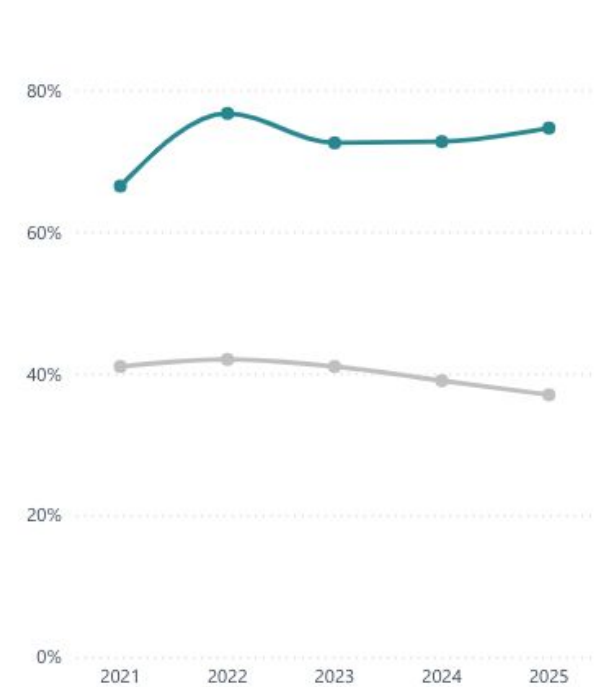
Middle School ELA: Achievement Cohort Trends



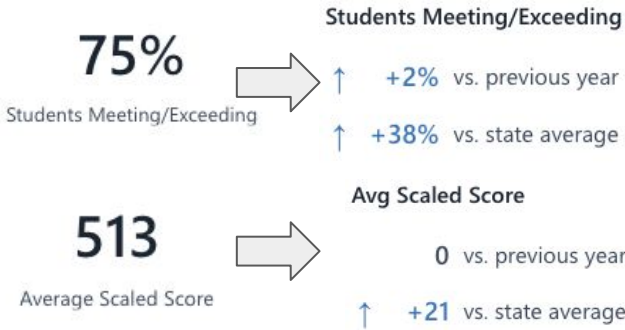
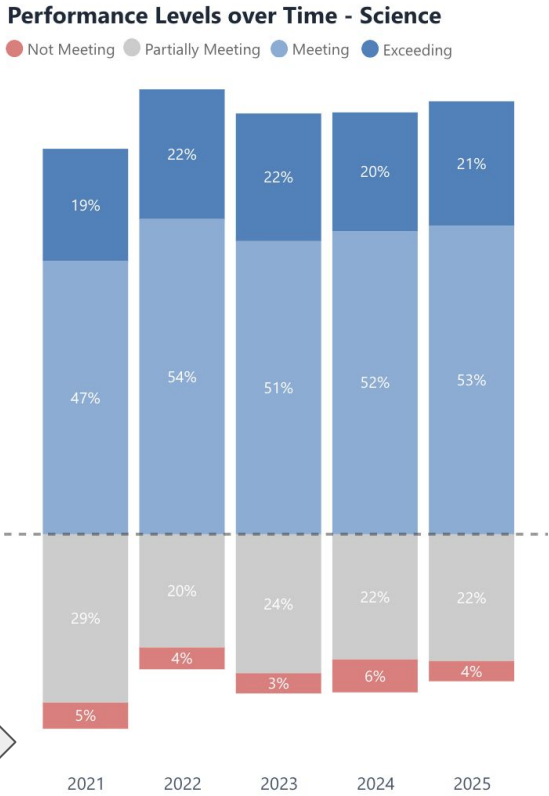
Grade 8 Science: Overall



Achievement v. State



Performance Over Time



TM12/State Comparison: Science Achievement

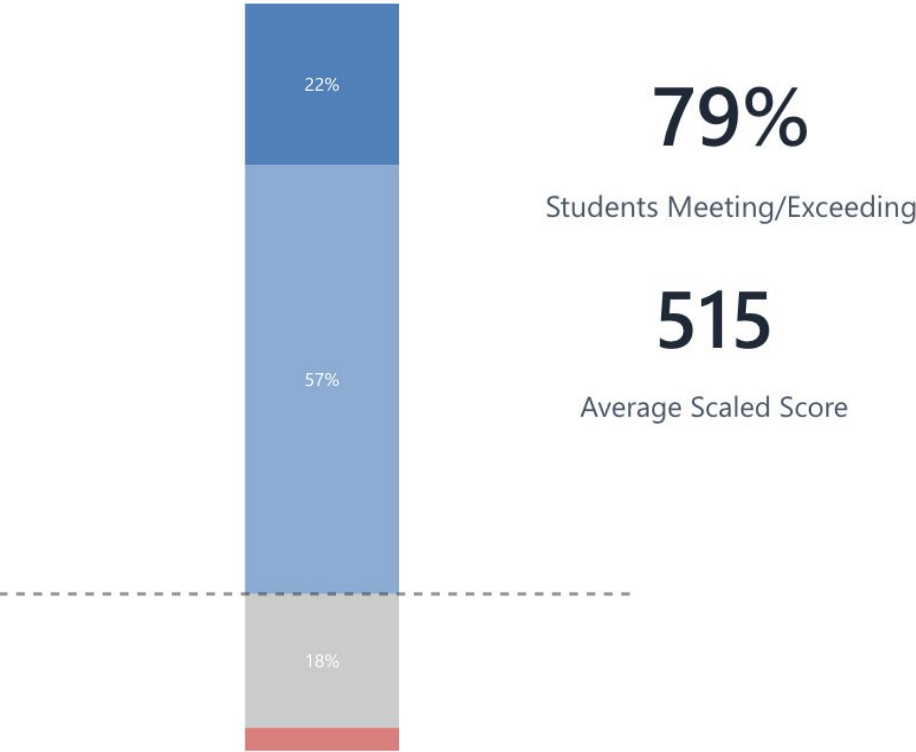
	2021	2022	2023	2024	2025
Comparison to Selected Districts	6 of 12	2 of 12	4 of 12	3 of 12	3 of 12

Test Year	State Ranking
2021	25 of 298
2022	7 of 301
2023	18 of 300
2024	13 of 300
2025	11 of 297

Grade 8 Civics: Overall

Performance Levels over Time - Civics

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding





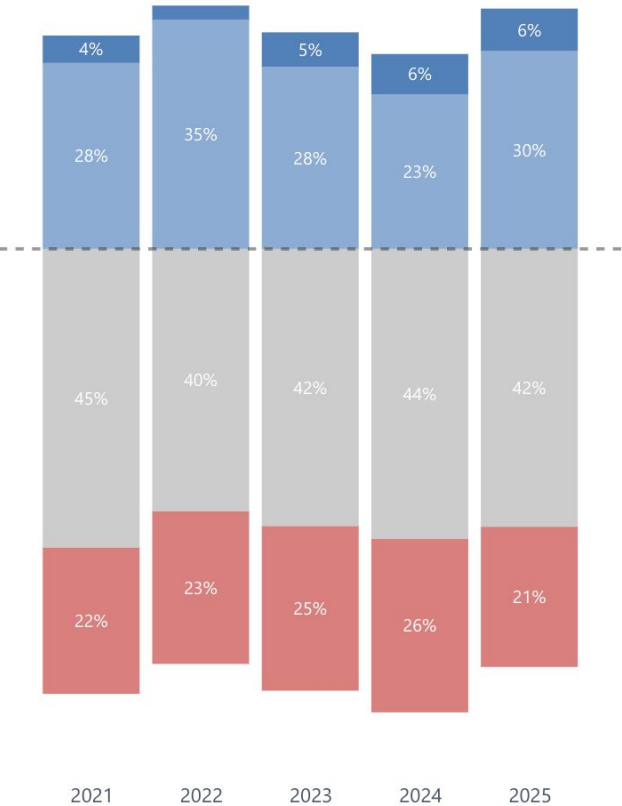
Arlington Public Schools
Education That Empowers

MIDDLE SCHOOL FOCAL GROUPS

Grade 6-8 ELA: Students w/ IEPs

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



37%

Students Meeting/Exceeding

↑ +7% vs. previous year

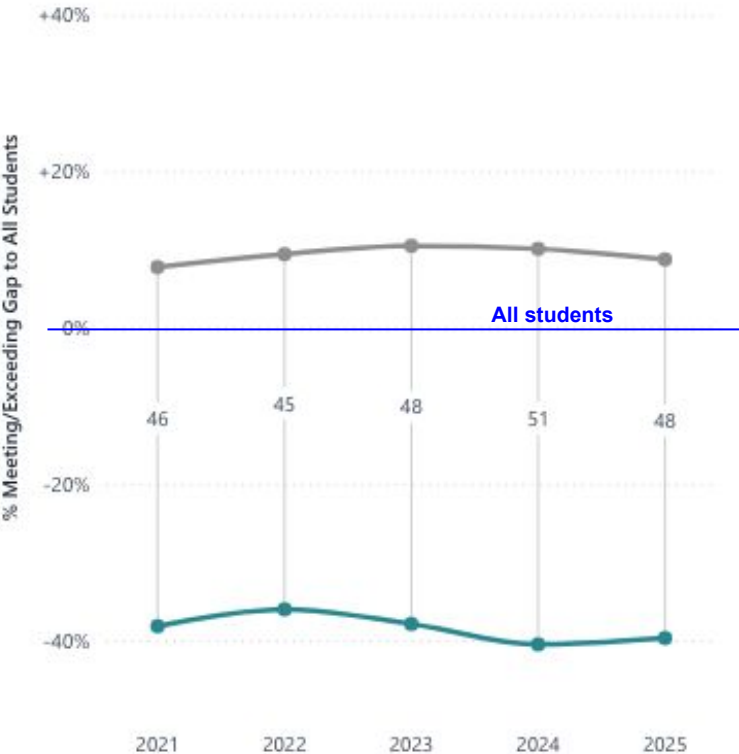
55.5

Avg SGP

↑ +5 vs. previous year

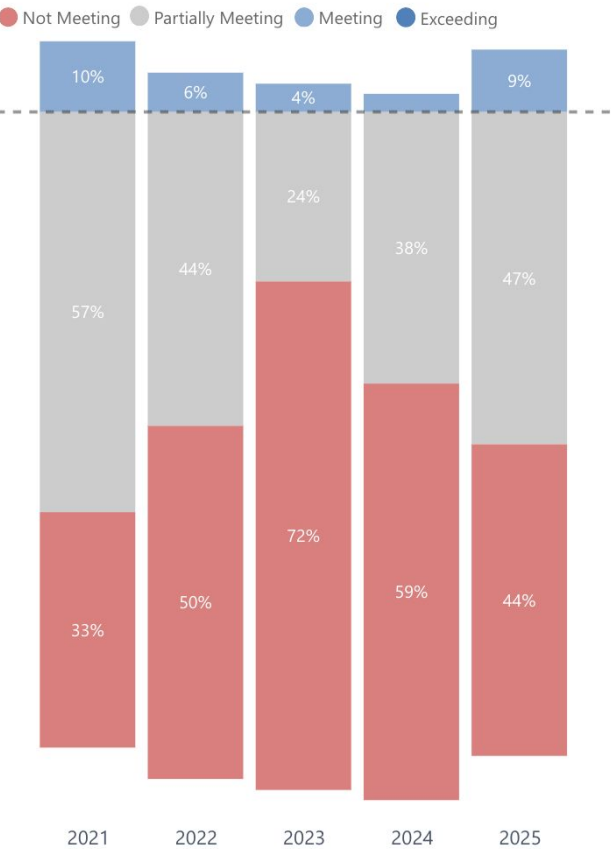
% Meeting/Exceeding Gap for IEP Students

● Other Students ● IEP



Grade 6-8 ELA: ML

Performance Levels over Time - ELA



9%

Students Meeting/Exceeding

↑ +6% vs. previous year

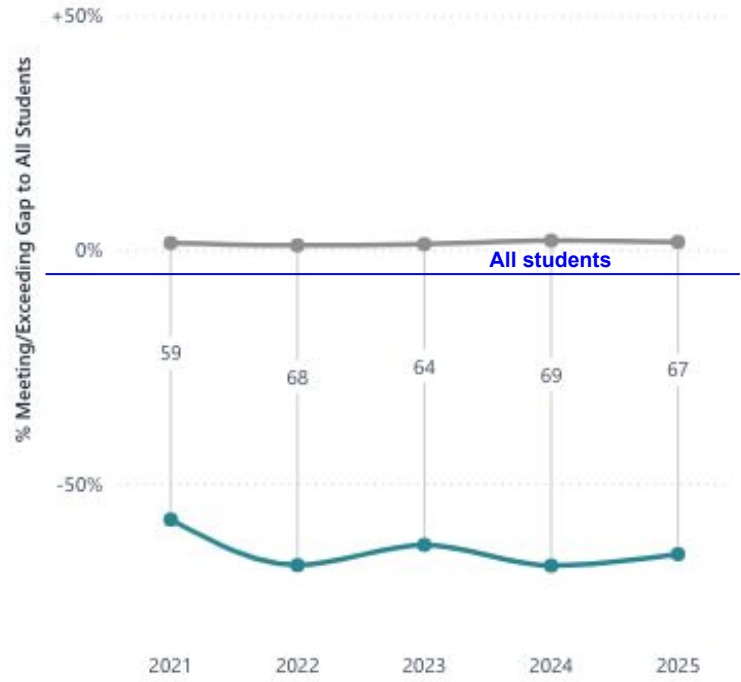
65.5

Avg SGP

↑ +16 vs. previous year

% Meeting/Exceeding Gap for EL Students

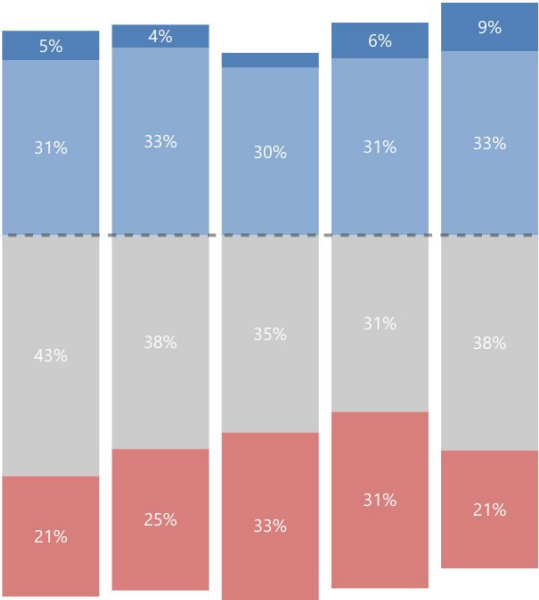
● Other Students ● EL



Grade 6-8 ELA: Low-Income

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



2021 2022 2023 2024 2025

41%

Students Meeting/Exceeding



+4% vs. previous year

55.2

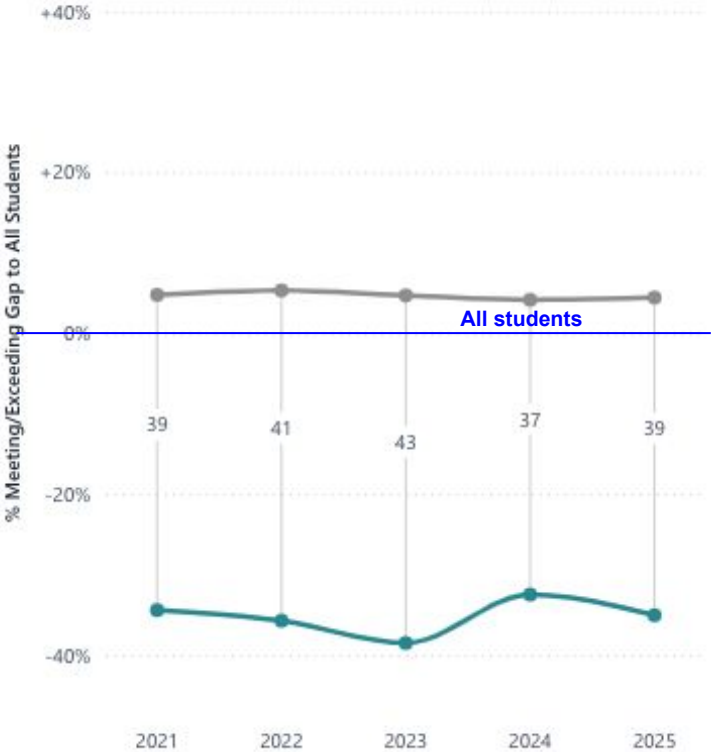
Avg SGP



+6 vs. previous year

% Meeting/Exceeding Gap for Low Income Students

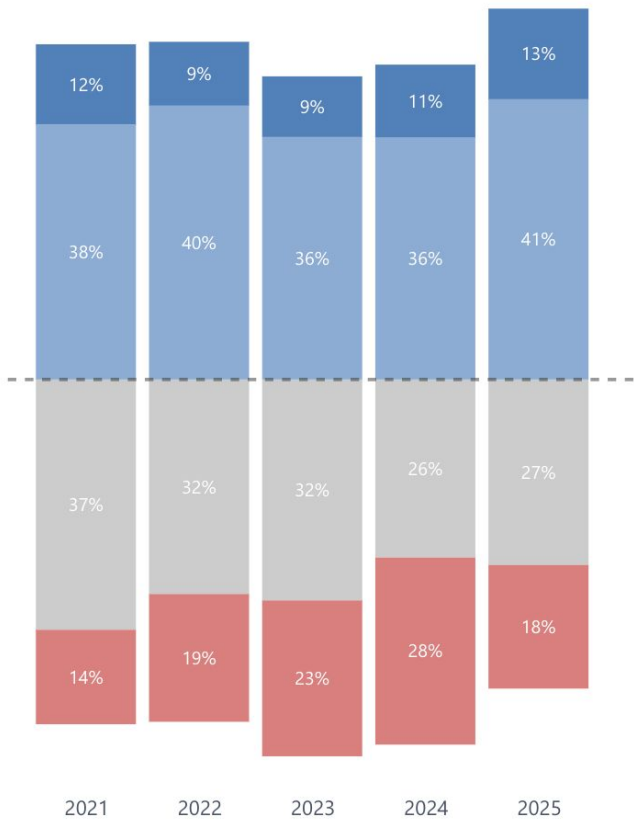
● Other Students ● Low Income



Grade 6-8 ELA: Black and Hispanic

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



55%

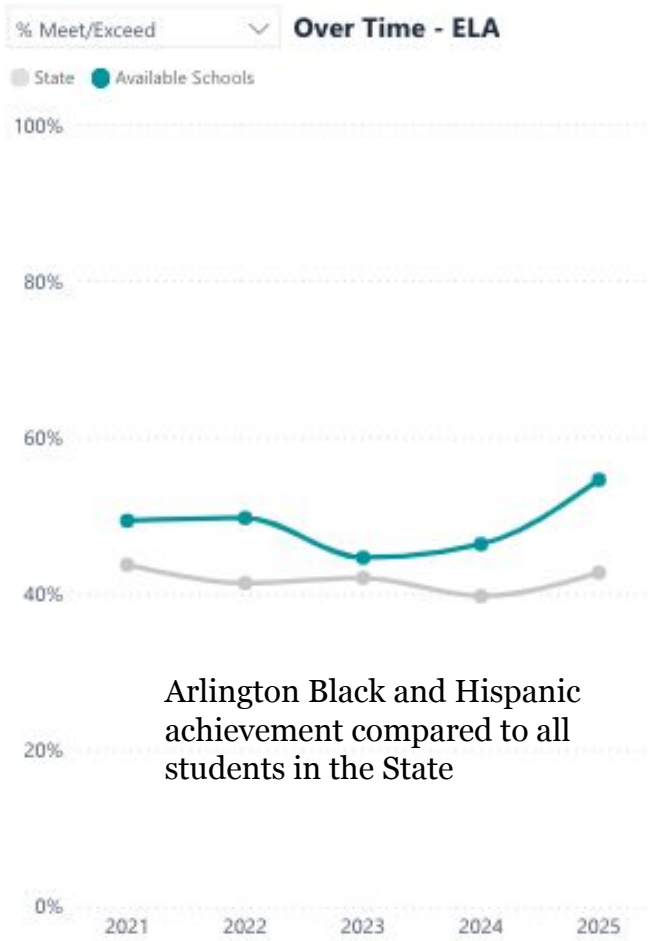
Students Meeting/Exceeding

↑ +8% vs. previous year

60.8

Avg SGP

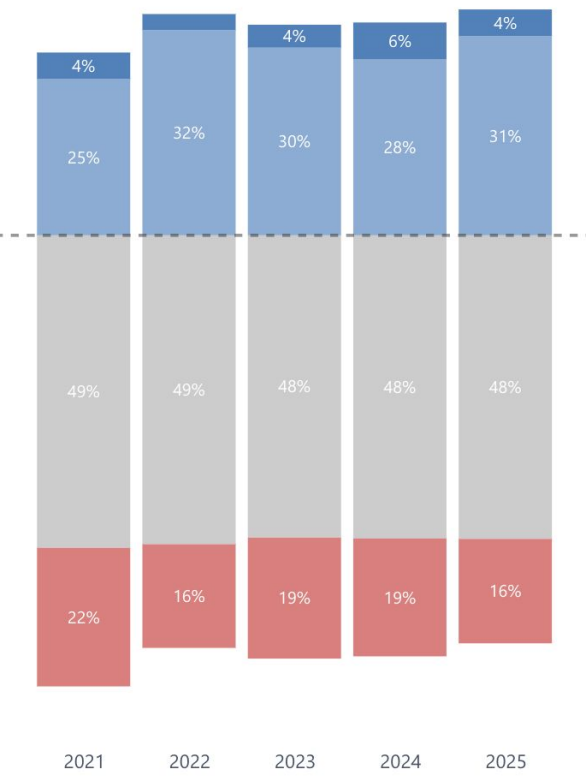
↑ +11 vs. previous year



Grade 6-8 Math: Students w/IEPs

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



36%

Students Meeting/Exceeding

↑ +2% vs. previous year

56.7

Avg SGP

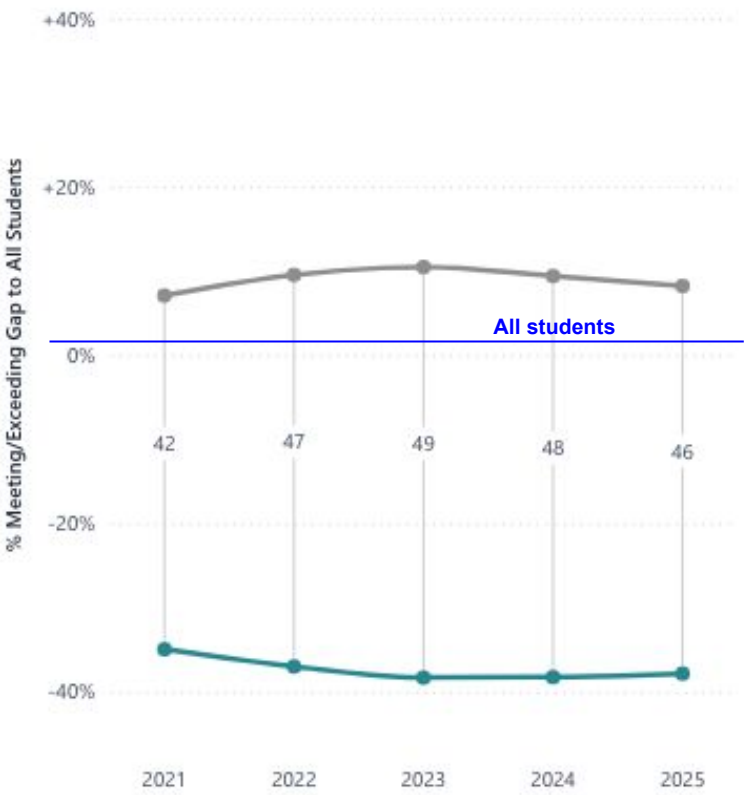
↑ +5 vs. previous year

% Meeting/Exceeding Gap for

IEP

 Students

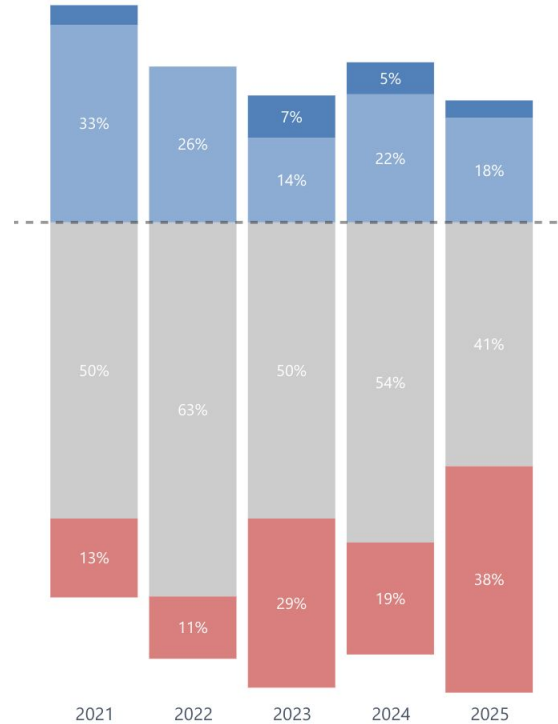
● Other Students ● IEP



Grades 6-8 Math: ML

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



482

Average Scaled Score



-6% vs. previous year

50.5

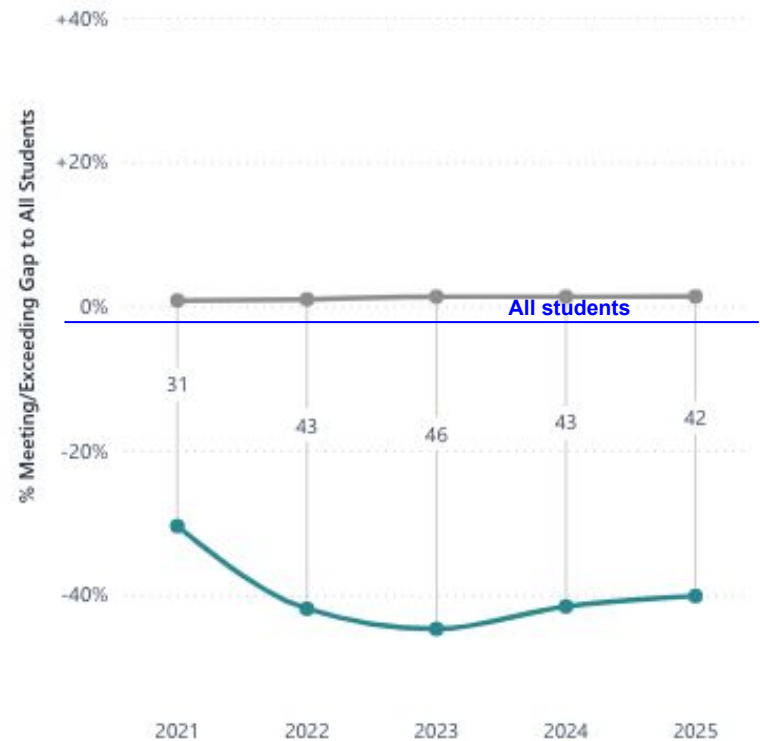
Avg SGP



-9 vs. previous year

% Meeting/Exceeding Gap for EL Students

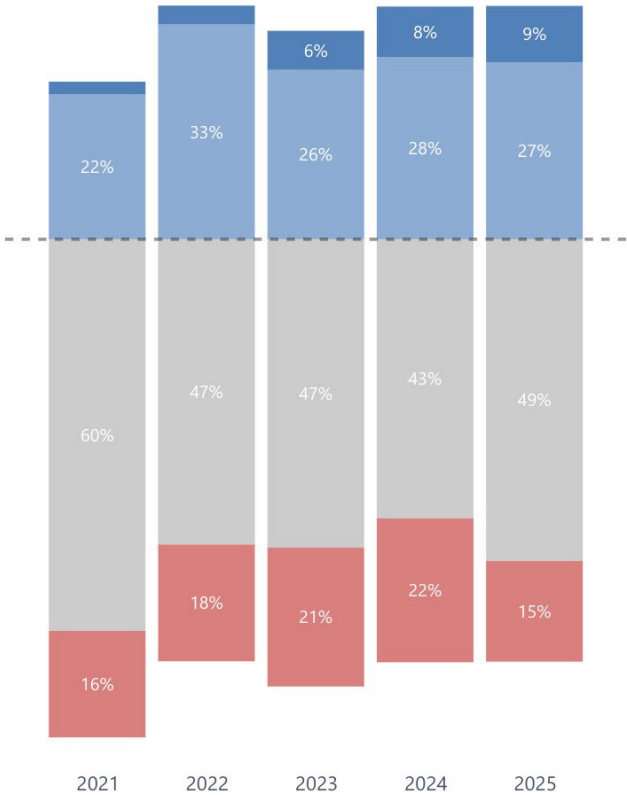
● Other Students ● EL



Grades 6-8 Math: Low-Income

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



36%

Students Meeting/Exceeding



0% vs. previous year

54.0

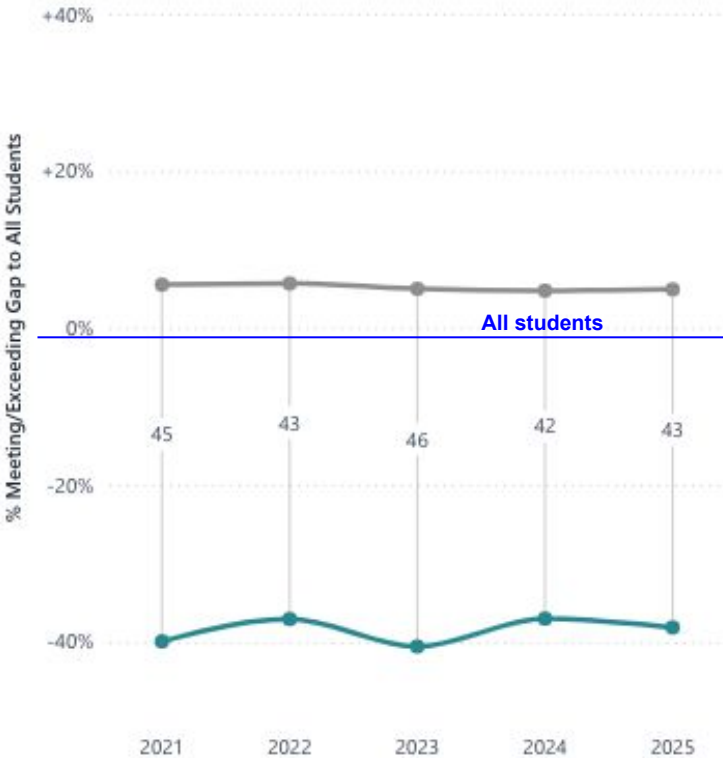
Avg SGP



+1 vs. previous year

% Meeting/Exceeding Gap for Low Income Students

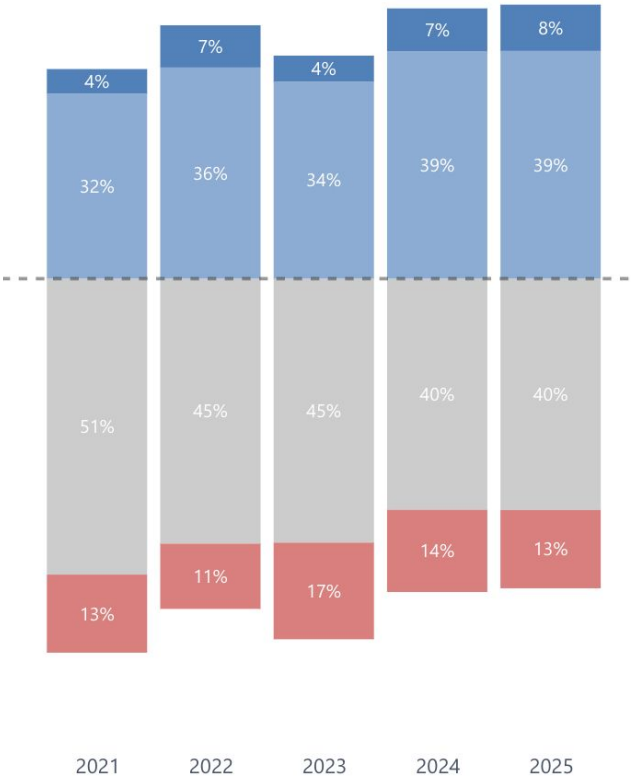
● Other Students ● Low Income



Grade 6-8 Math: Black and Hispanic

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



47%

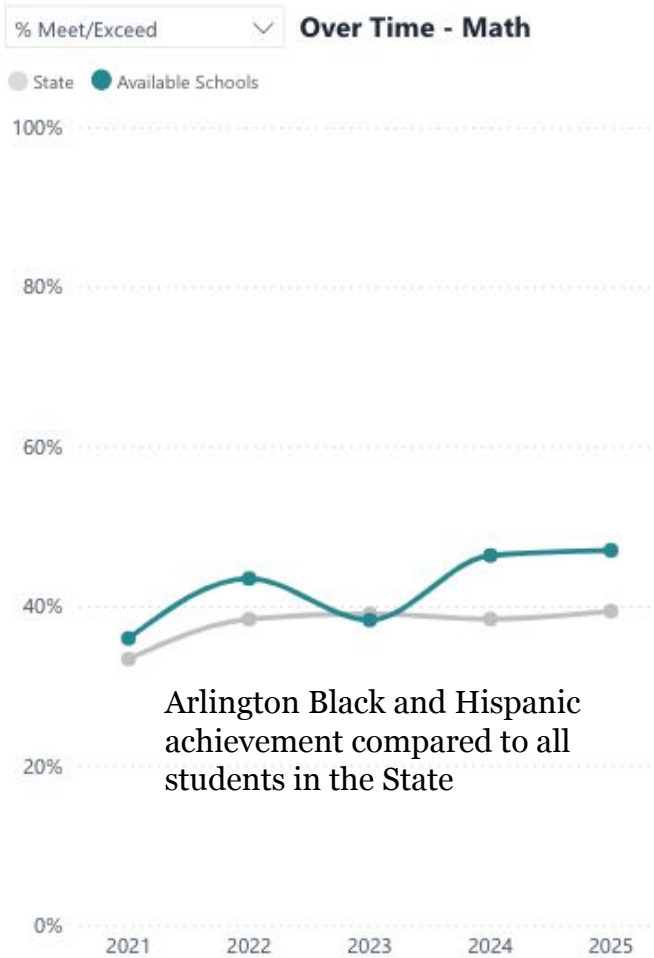
Students Meeting/Exceeding

↓ +1% vs. previous year

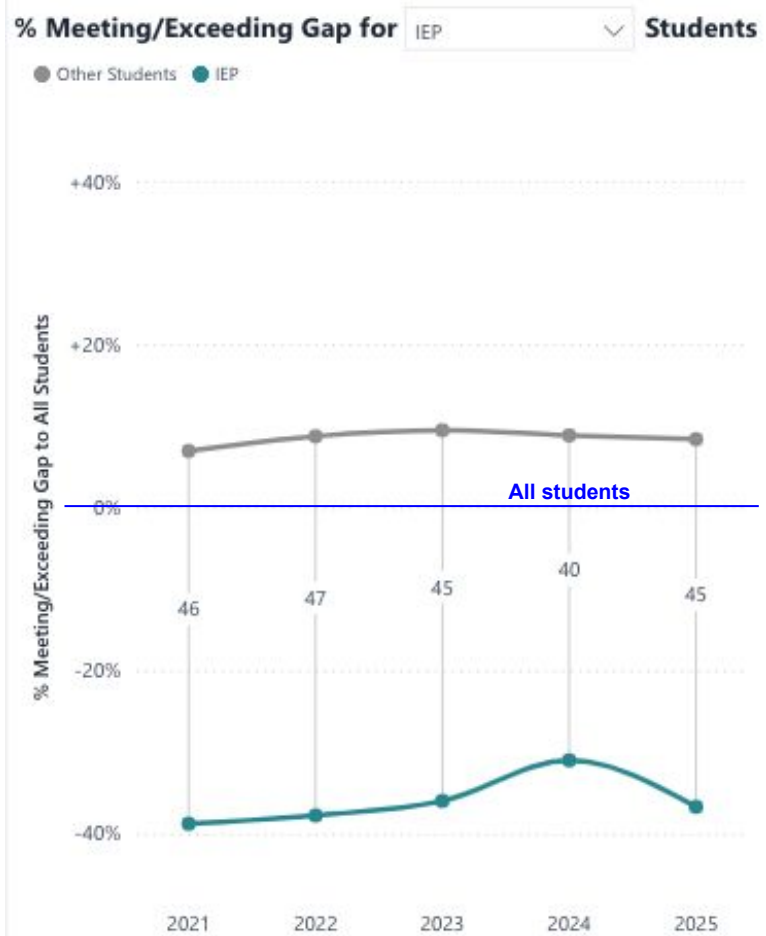
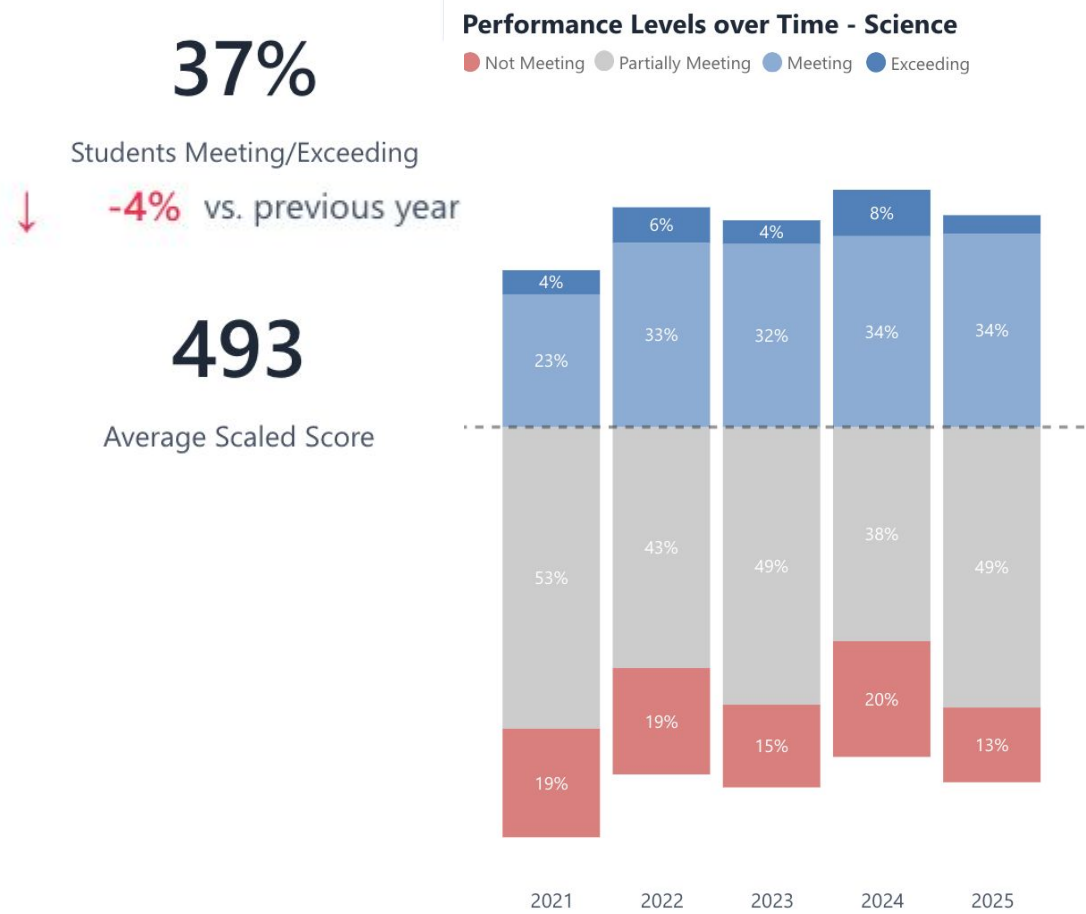
57.6

Avg SGP

↓ -3 vs. previous year



Grade 8 Science: Students w/IEPs



23%

Students Meeting/Exceeding

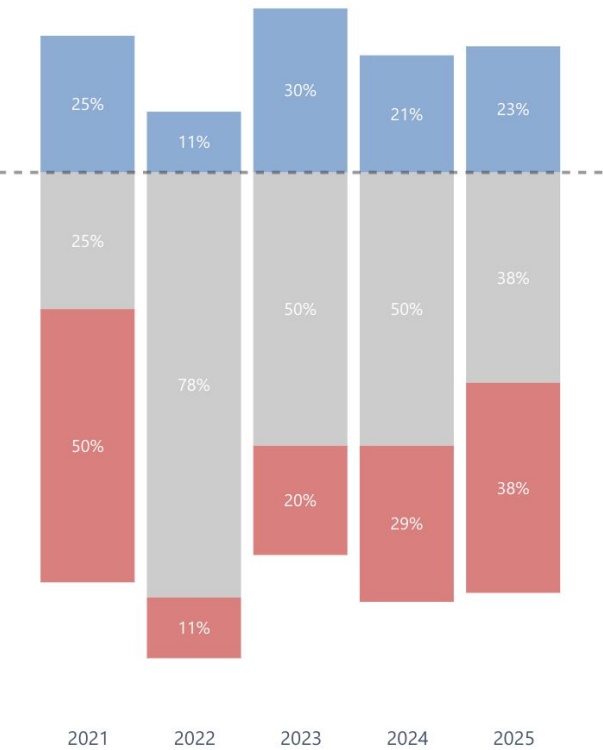
↑ +2% vs. previous year

481

Average Scaled Score

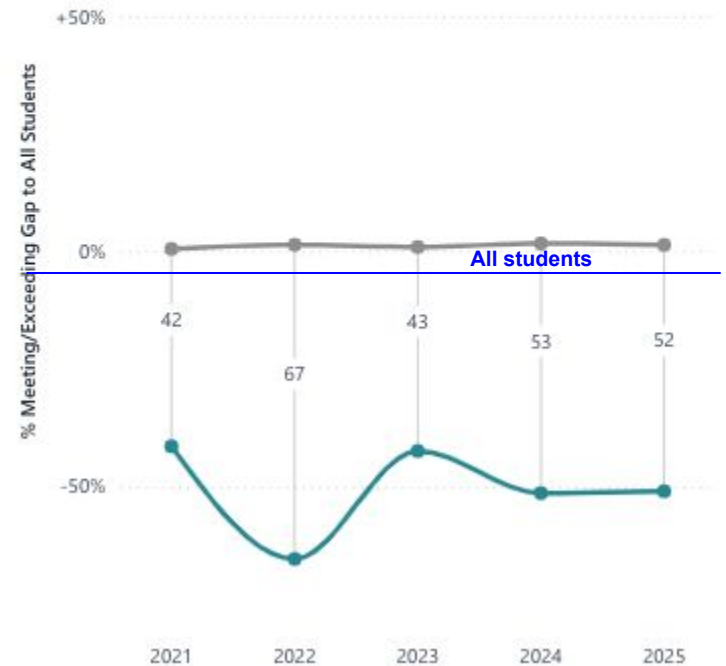
Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Meeting/Exceeding Gap for Students

● Other Students ● EL



Grade 8 Science: Low-Income

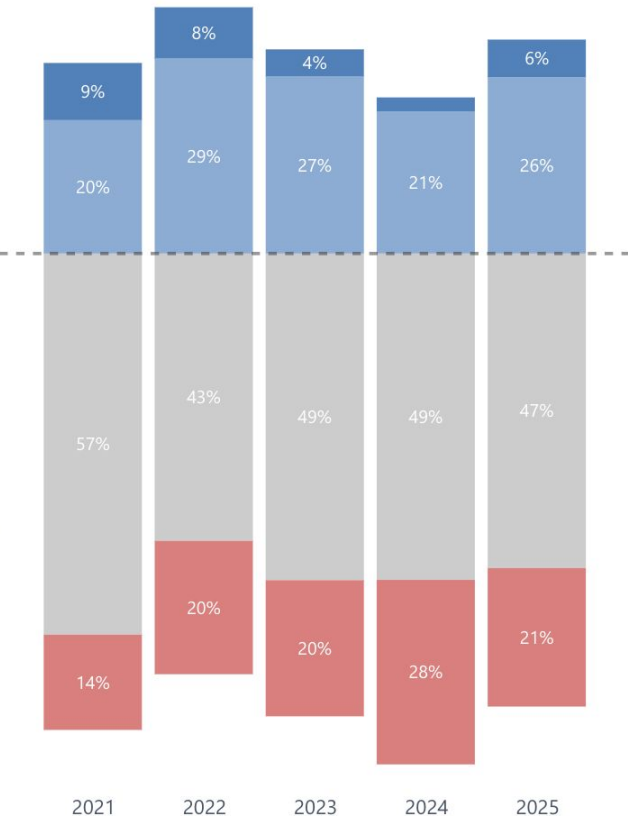


Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding

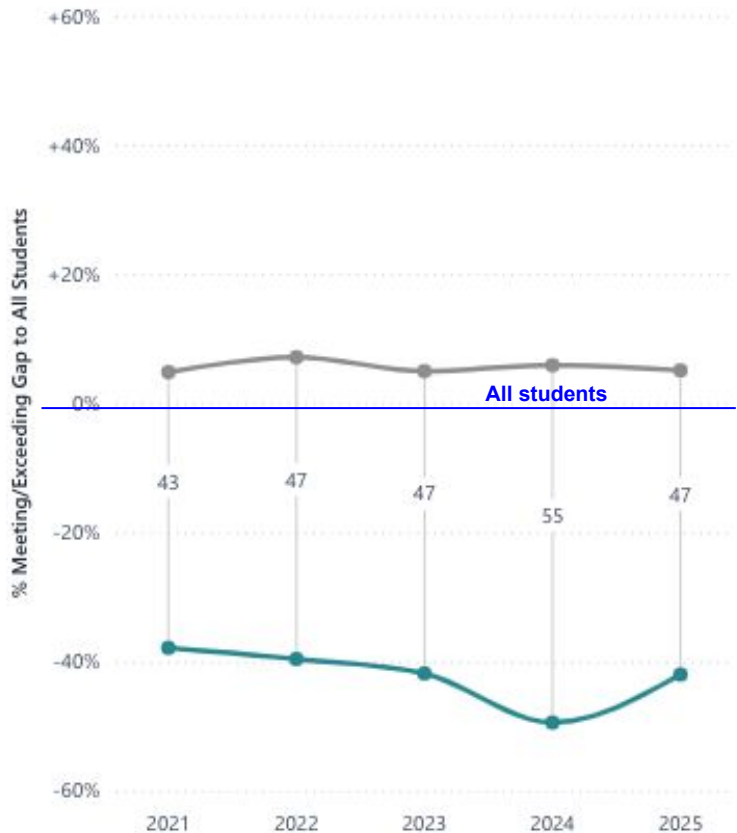
32%
Students Meeting/Exceeding
↑ +9% vs. previous year

489
Average Scaled Score
↑ +3 vs. previous year



% Meeting/Exceeding Gap for Low Income Students

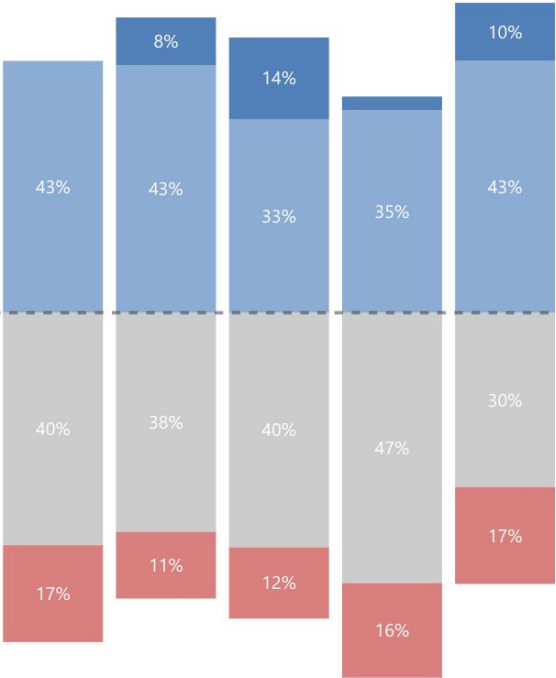
● Other Students ● Low Income



Grade 8 Science: Black and Hispanic

Performance Levels over Time - Science

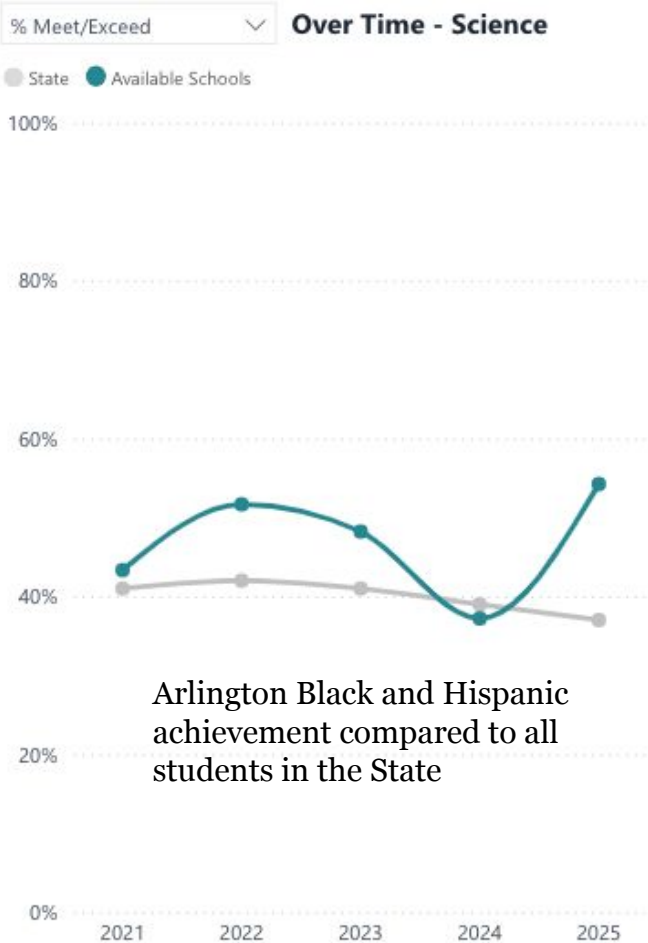
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



53%

Students Meeting/Exceeding

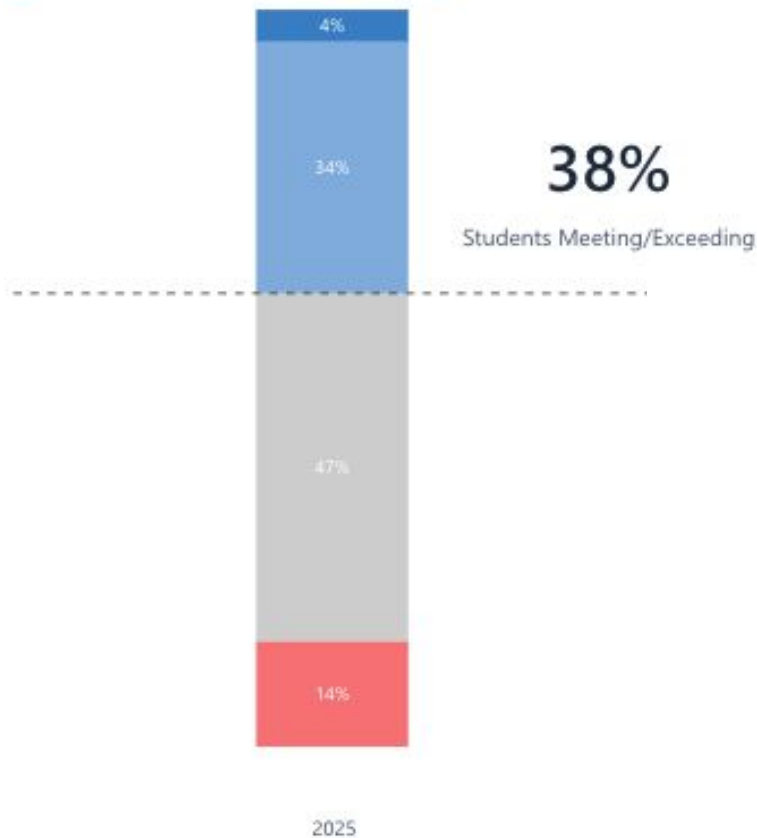
↑ +16% vs. previous year



Grade 8 Civics: Students w/IEPs

Performance Levels over Time - Civics

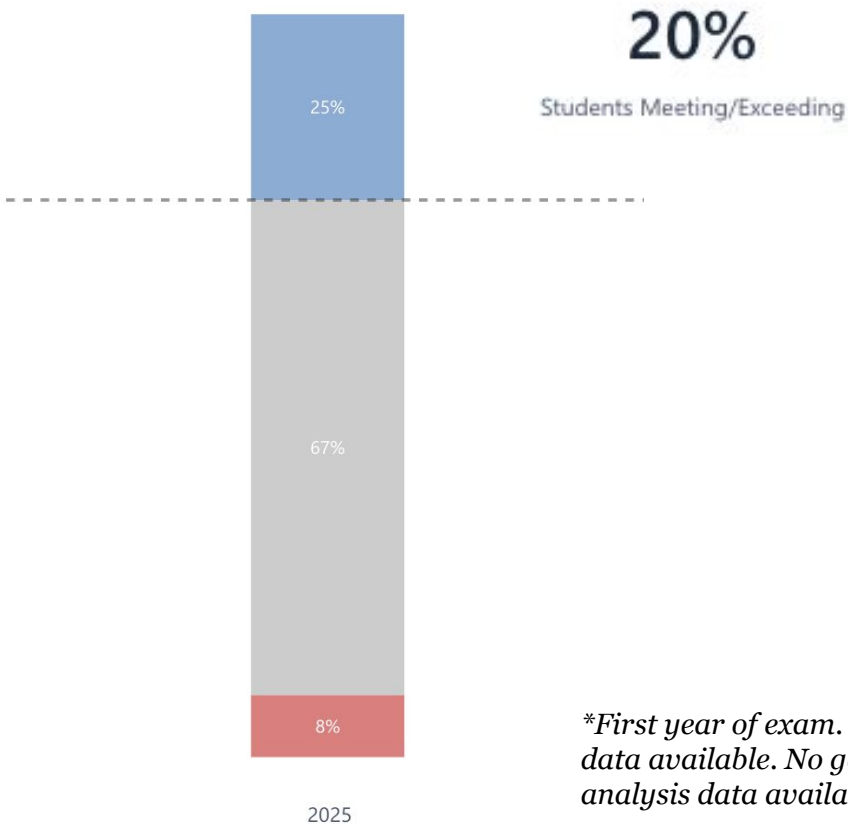
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Grade 8 Civics: ML

Performance Levels over Time - Civics

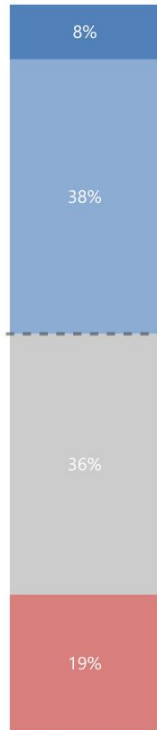
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



**First year of exam. No 2024 data available. No gap analysis data available.*

Performance Levels over Time - Civics

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



45%

Students Meeting/Exceeding

2025

Performance Levels over Time - Civics

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



58%

Students Meeting/Exceeding

2025

Middle School ELA: Focal Group Cohort Trends

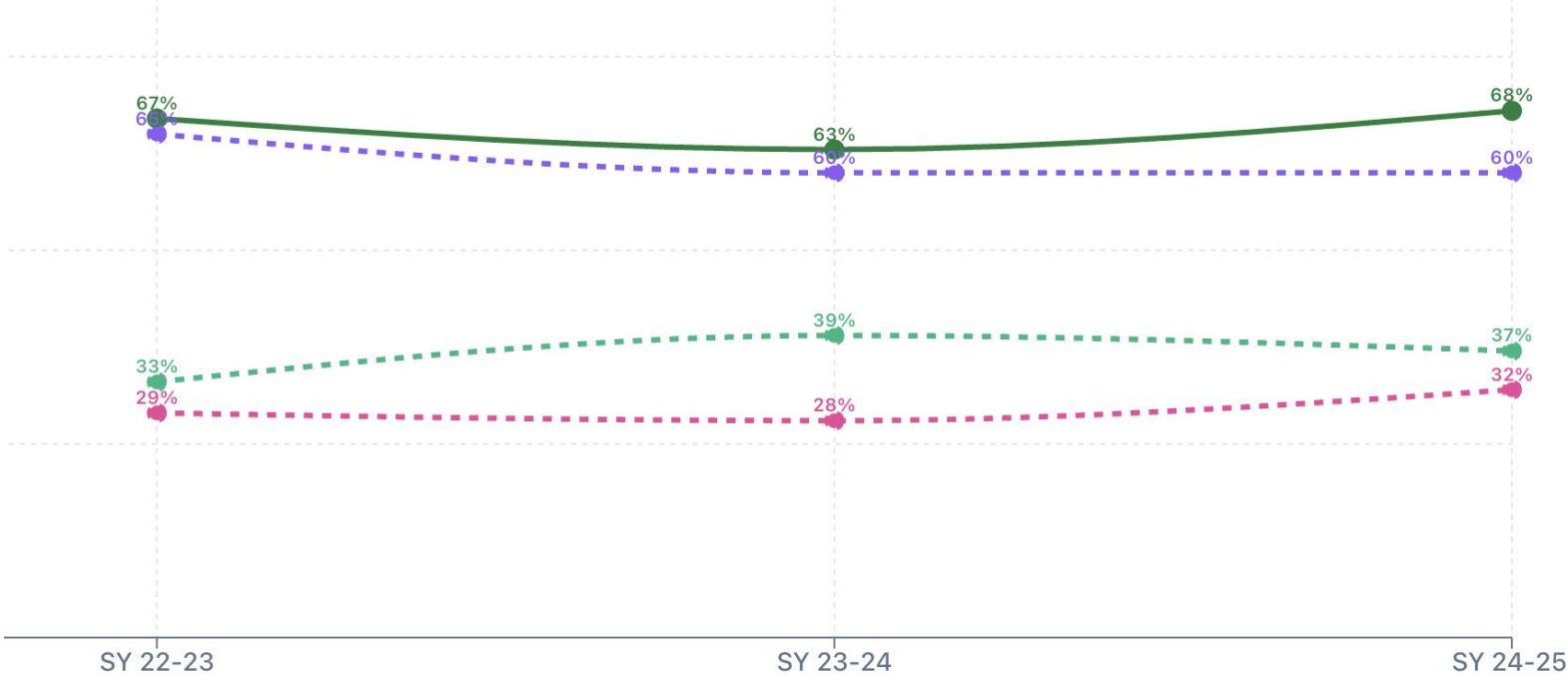
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2032 (current 6th grade)



Middle School ELA: Focal Group Cohort Trends

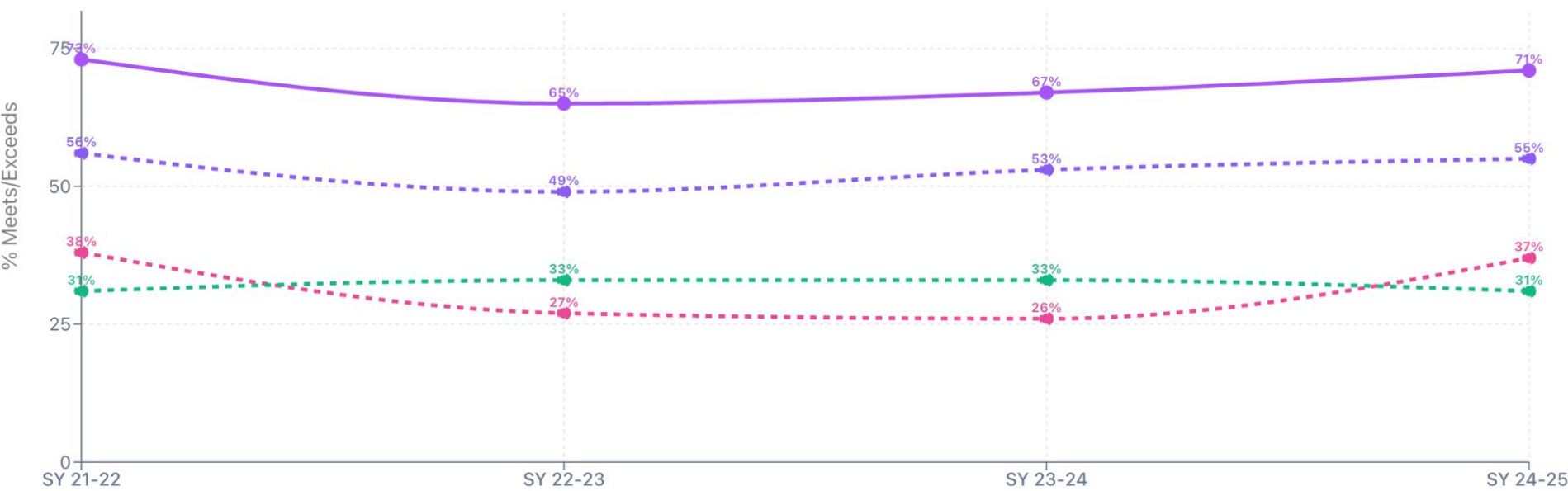
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2031 (current 7th grade)



Middle School ELA: Focal Group Cohort Trends

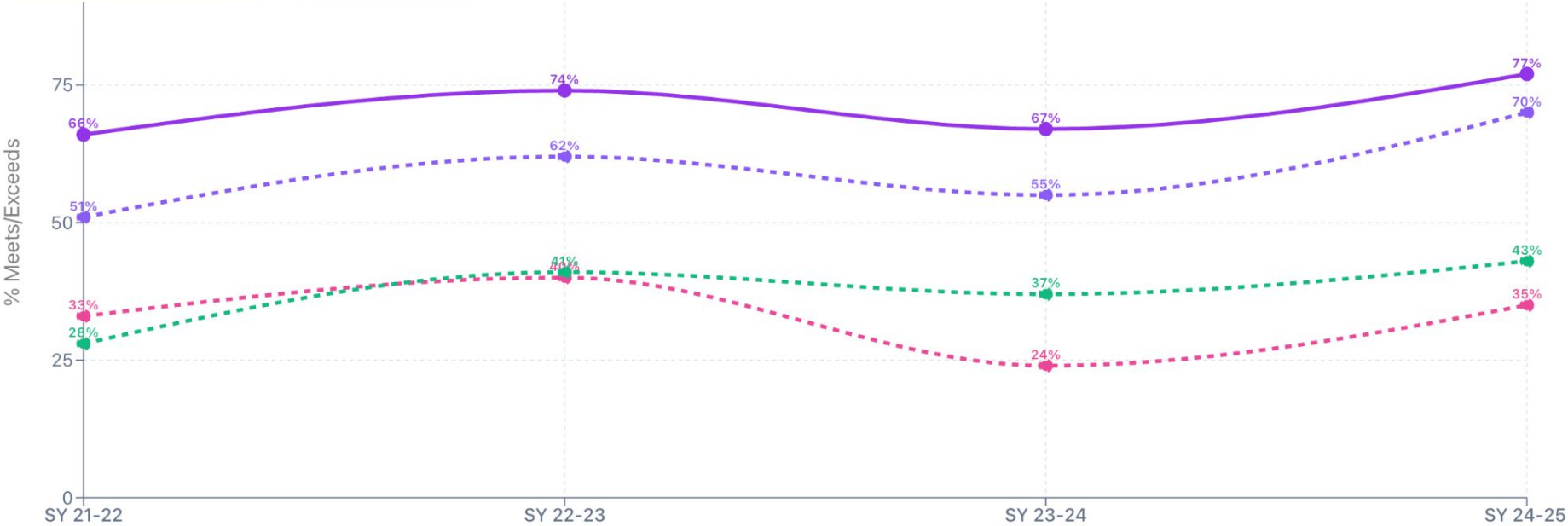
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2030 (current 8th grade)





Arlington Public Schools
Education That Empowers

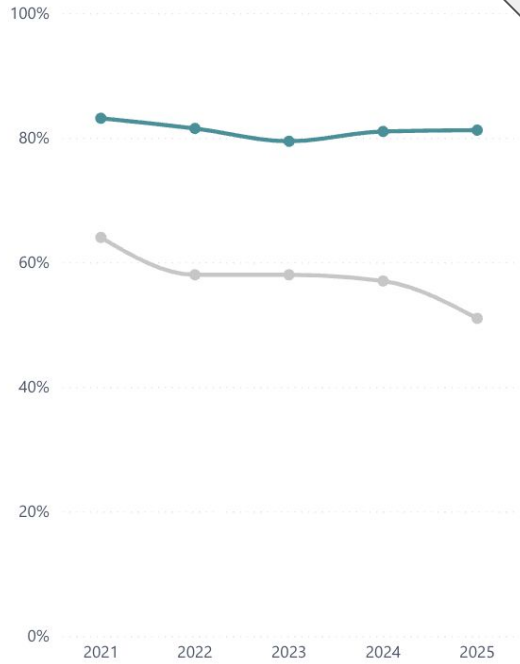
HIGH SCHOOL OVERALL

Grade 10 ELA: Overall

% Meet/Exceed

Over Time - ELA

State District

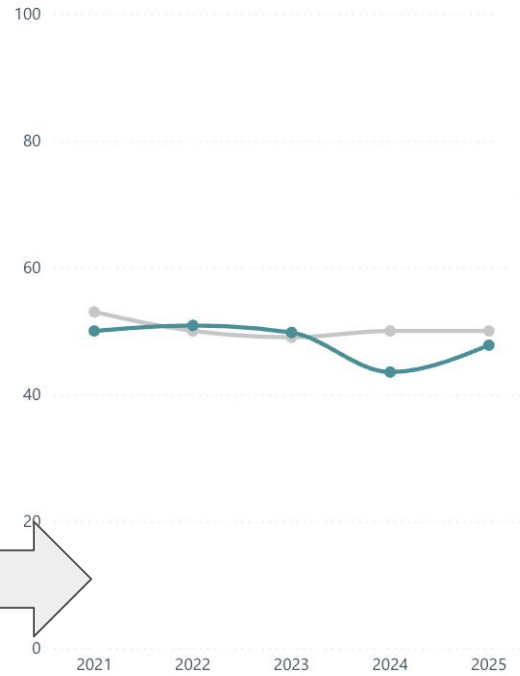


Achievement v. State

Avg SGP

Over Time - ELA

State District



Growth v. State

81%



Students Meeting/Exceeding



0% vs. previous year

Students Meeting/Exceeding



+30% vs. state average

517



Avg Scaled Score



0 vs. previous year

Average Scaled Score



+18 vs. state average

47.8



Median SGP



+4 vs. previous year

Avg SGP

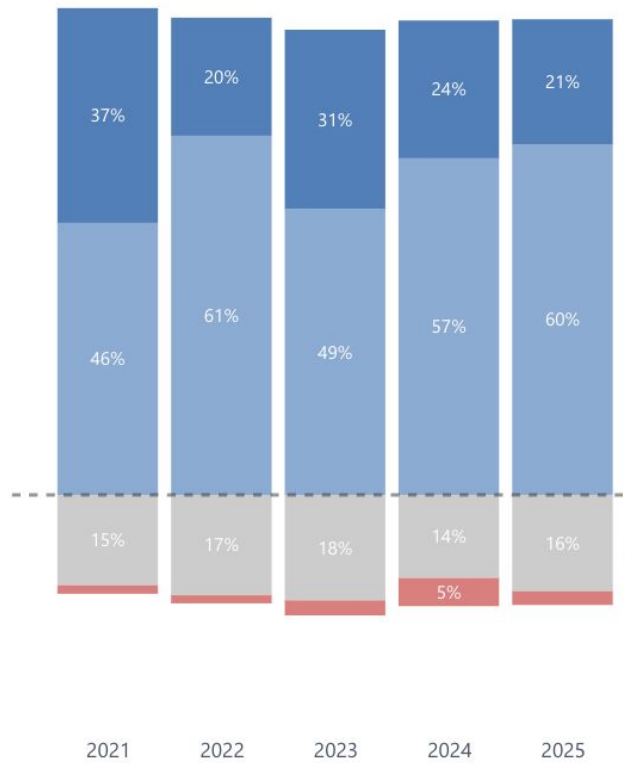


-2 vs. state average

Grade 10 ELA: Overall



Performance Levels over Time - ELA
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



TM12/State Comparison grade 10: Achievement

Comparison to Selected Districts	2021	2022	2023	2024	2025
	6 of 12	5 of 12	6 of 12	4 of 12	4 of 12
Comparison to State					

Test Year	State Ranking
2021	66 of 301
2022	27 of 301
2023	45 of 302
2024	32 of 303
2025	22 of 302

TM12/State Comparison grade 10: Growth

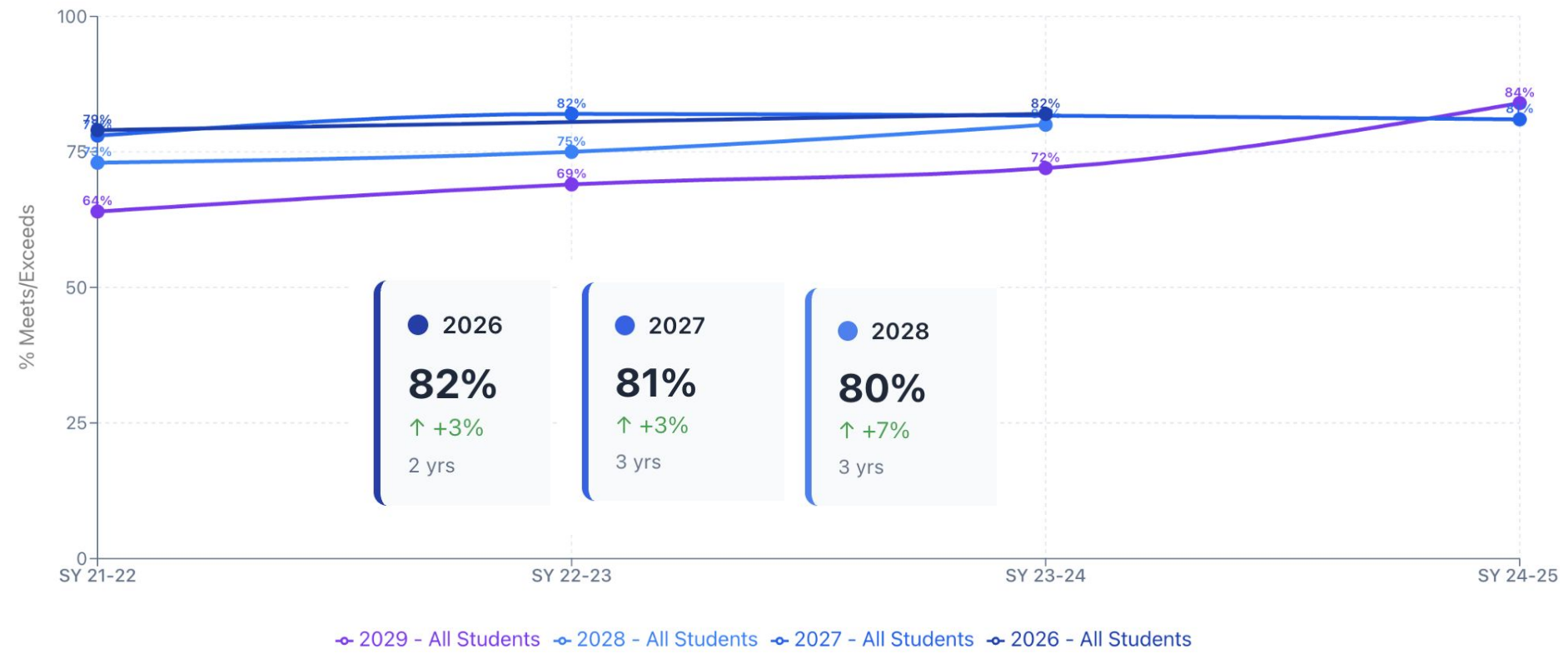
Comparison to Selected Districts	2021	2022	2023	2024	2025
	10 of 12	9 of 12	10 of 12	11 of 12	10 of 12
Comparison to State					

Test Year	State Ranking
2021	179 of 301
2022	138 of 301
2023	135 of 302
2024	245 of 303
2025	174 of 302

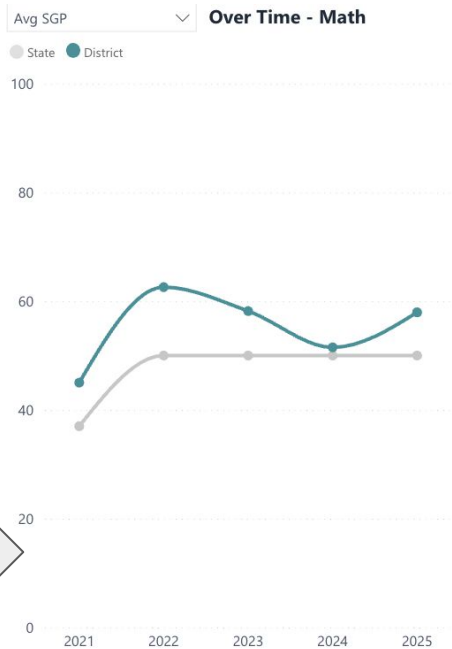
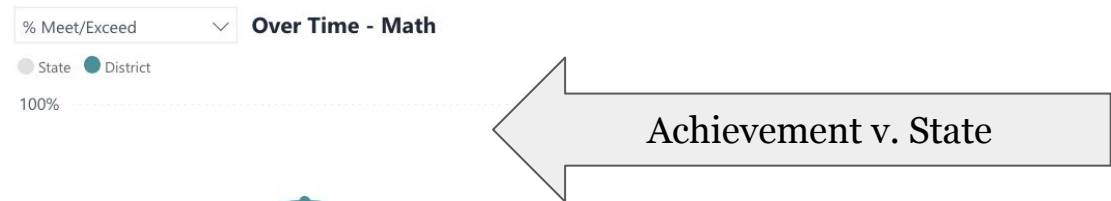


AHS ELA: Cohort Trends

- Improving or stable outcomes overall for all cohorts over the past four years.
- Strong improvement trajectory for incoming 9th grade class over the past several years, including strongest historical testing year for the full cohort in 8th grade ELA.



Grade 10 Math Overall



Students Meeting/Exceeding

81%

Students Meeting/Exceeding

↓ 0% vs. previous year

↑ +36% vs. state average

Avg Scaled Score

521

Average Scaled Score

0 vs. previous year

↑ +23 vs. state average

Median SGP

57.9

Avg SGP

↑ +6 vs. previous year

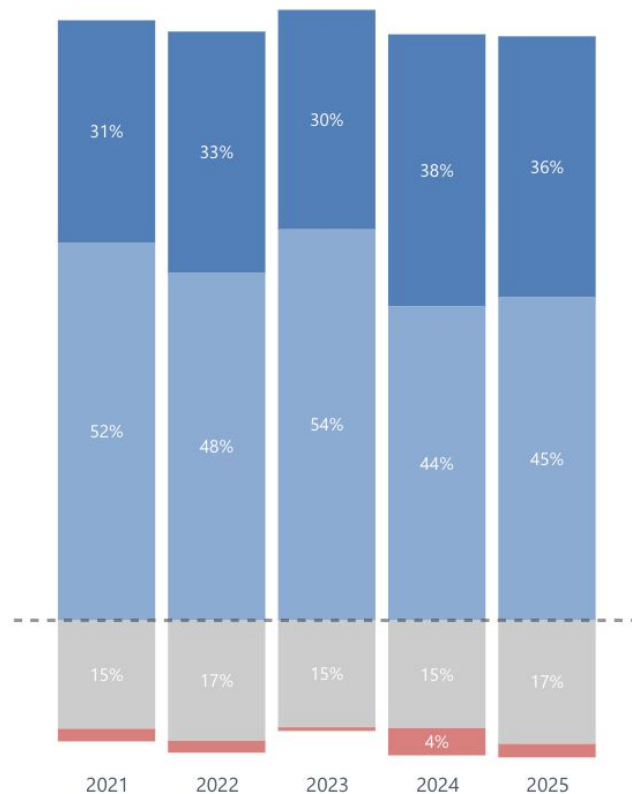
↑ +8 vs. state average

Growth v. State

Grade 10 Math: Overall

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



TM12/State Comparison Grade 10: Achievement

Comparison to Selected Districts	2021	2022	2023	2024	2025
	4 of 12	3 of 12	3 of 12	4 of 12	4 of 12
Comparison to State					

Test Year	State Ranking
2021	37 of 301
2022	15 of 300
2023	16 of 302
2024	22 of 303
2025	15 of 302

TM12/State Comparison grade 10: Growth

Comparison to Selected Districts	2021	2022	2023	2024	2025
	3 of 12	3 of 12	5 of 12	6 of 12	4 of 12
Comparison to State					

Test Year	State Ranking
2021	51 of 301
2022	22 of 300
2023	58 of 302
2024	147 of 303
2025	67 of 302



AHS Math: Cohort Trends

- Improving outcomes overall for all cohorts over the past four years.
- Strong improvement trajectory for incoming 9th grade class over the past several years.



Grade 10 Science: Overall

% Meet/Exceed ▾

Over Time - Science

● State ● District

100%

80%

60%

40%

20%

0%

2022

2023

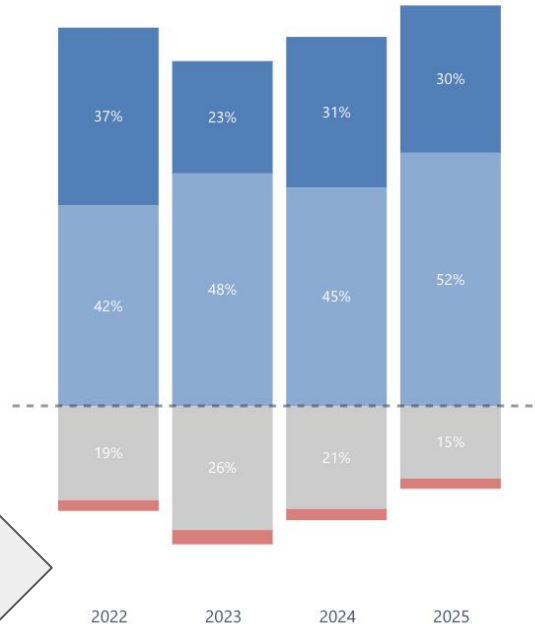
2024

2025

Achievement v. State

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



83%

Students Meeting/Exceeding

↑ +8% vs. previous year

↑ +37% vs. state average

TM12/State Comparison grade 10: Science

Comparison to
Selected Districts

2022	2023	2024	2025
9 of 12	7 of 12	5 of 12	5 of 12

Comparison to
State

Test Year State Ranking

2022	74 of 298
2023	40 of 300
2024	26 of 301
2025	11 of 298

Performance Over Time

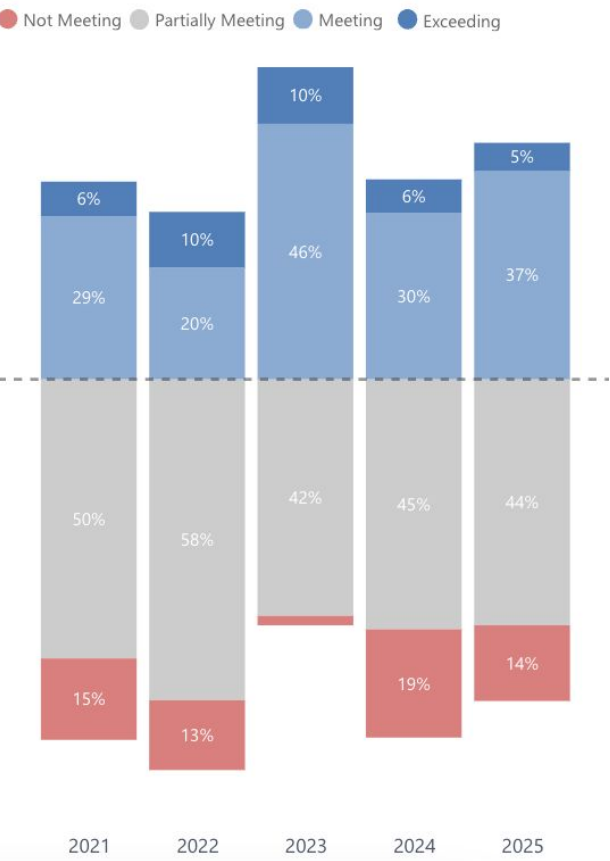


Arlington Public Schools
Education That Empowers

HIGH SCHOOL FOCAL GROUPS

Grade 10 Math: Students with IEPs

Performance Levels over Time - Math



42%

Students Meeting/Exceeding

↑ +7% vs. previous year

41.3

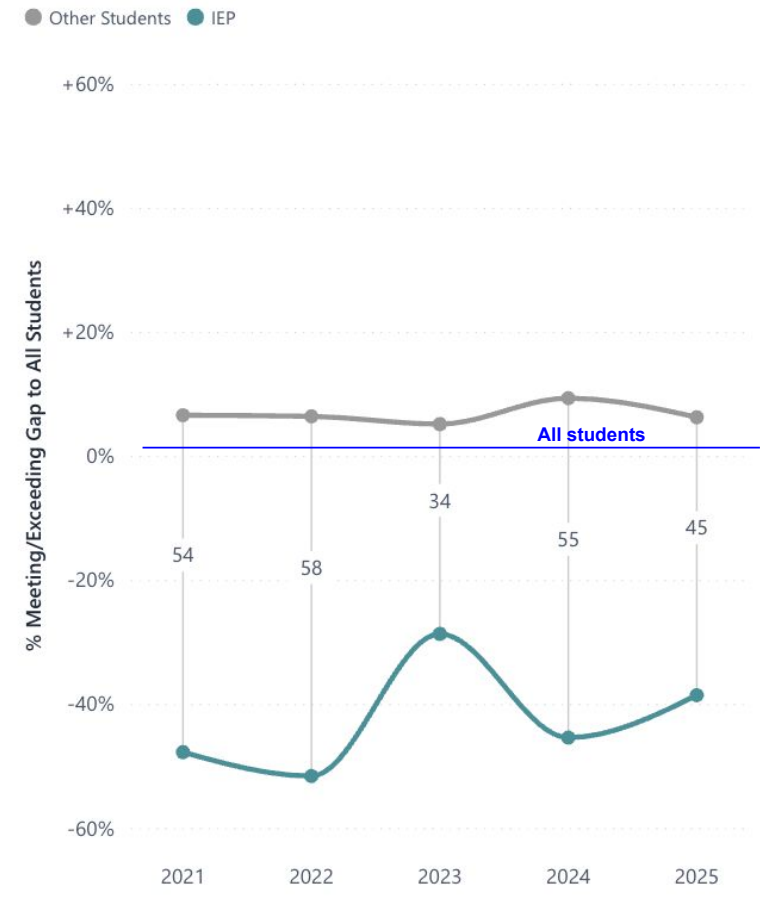
Avg SGP

↓ -12 vs. previous year

% Meeting/Exceeding Gap for

IEP

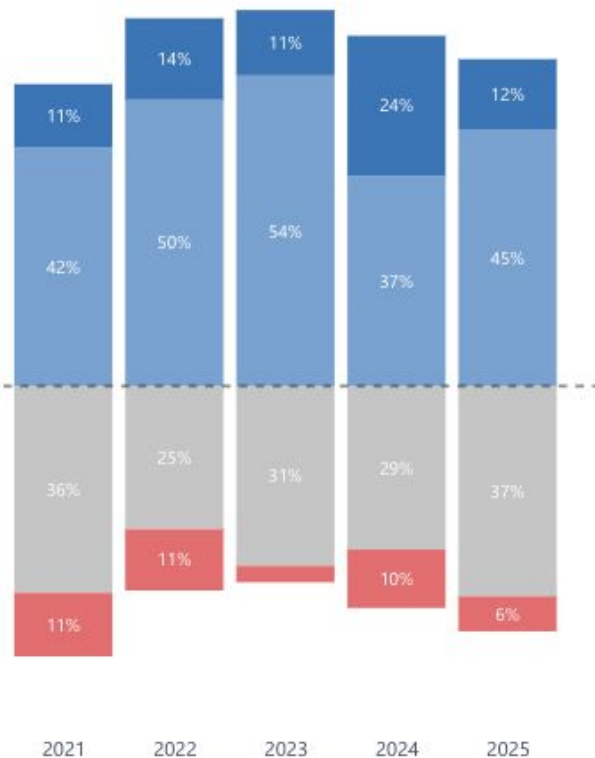
 Students



Grade 10 Math: Black and Hispanic

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



57%

Students Meeting/Exceeding

Students Meeting/Exceeding

↓ -4% vs. previous year

50.2

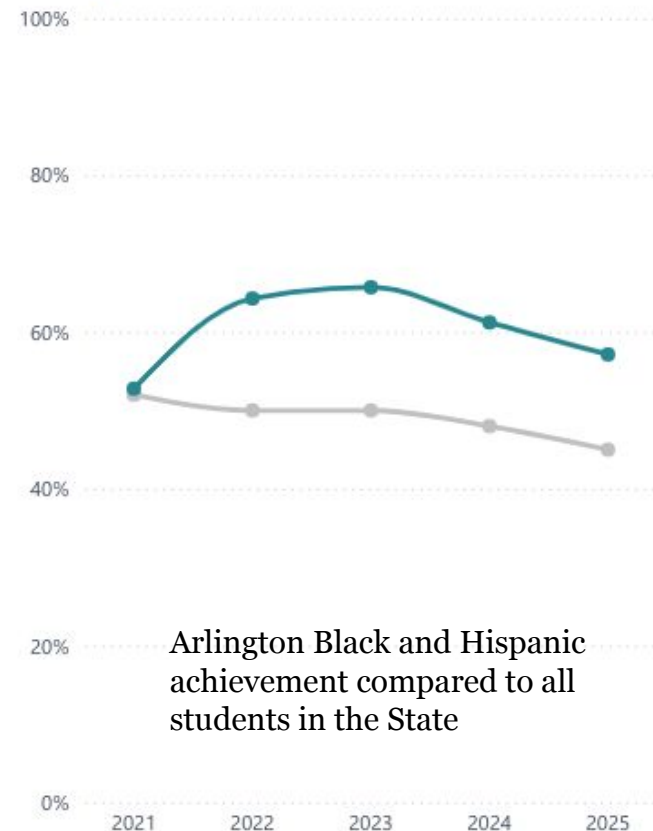
Avg SGP

Median SGP

↓ -3 vs. previous year

% Meet/Exceed Over Time - Math

● State ● Available Schools

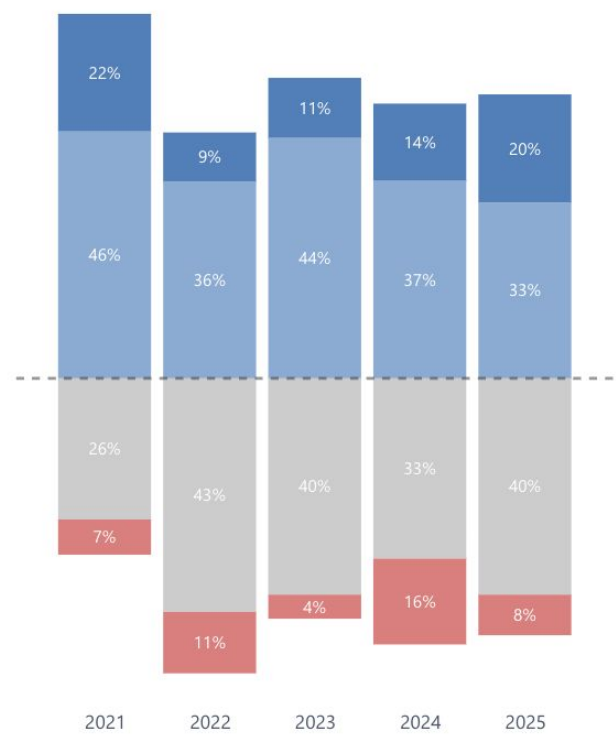


Arlington Black and Hispanic achievement compared to all students in the State

Grade 10 Math: Low Income

Performance Levels over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



59.1

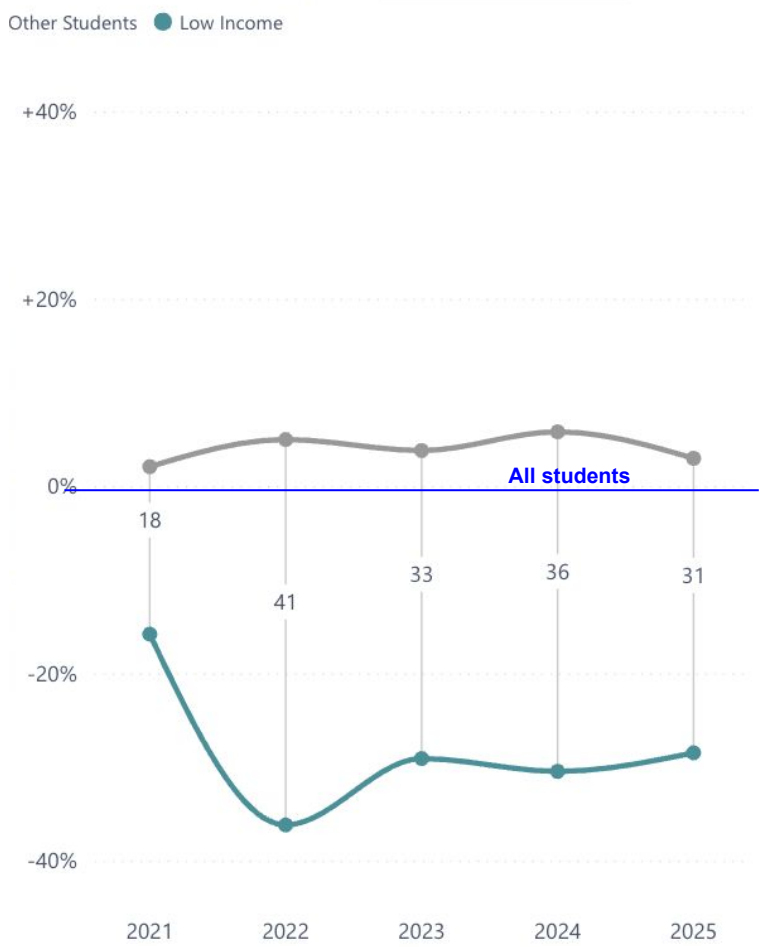
Avg SGP

↑ +7 vs. previous year

53%

Students Meeting/Exceeding

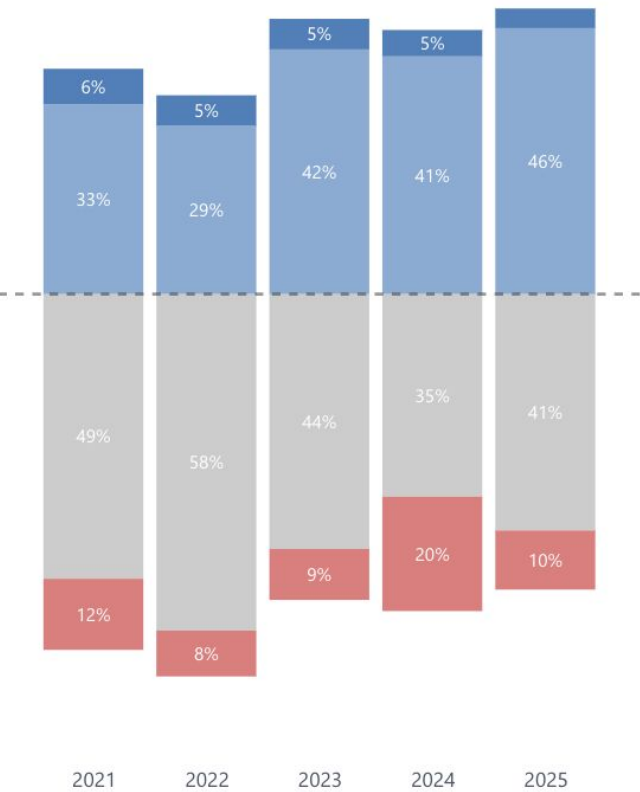
↑ +2% vs. previous year



Grade 10 ELA: Students w/IEPs

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



49%

Students Meeting/Exceeding

↑ +4% vs. previous year

50.1

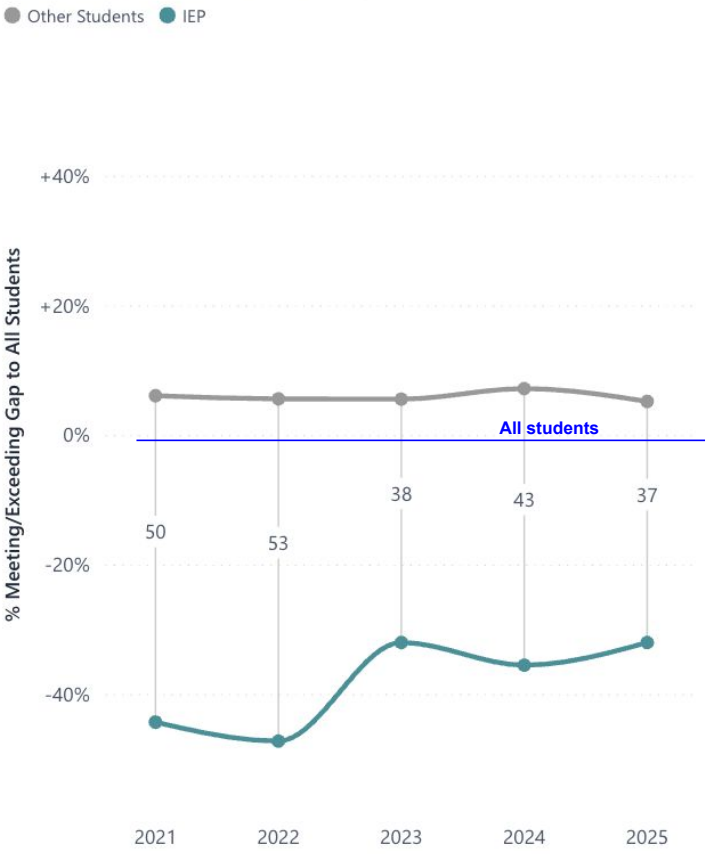
Avg SGP

↑ +2 vs. previous year

% Meeting/Exceeding Gap for

IEP

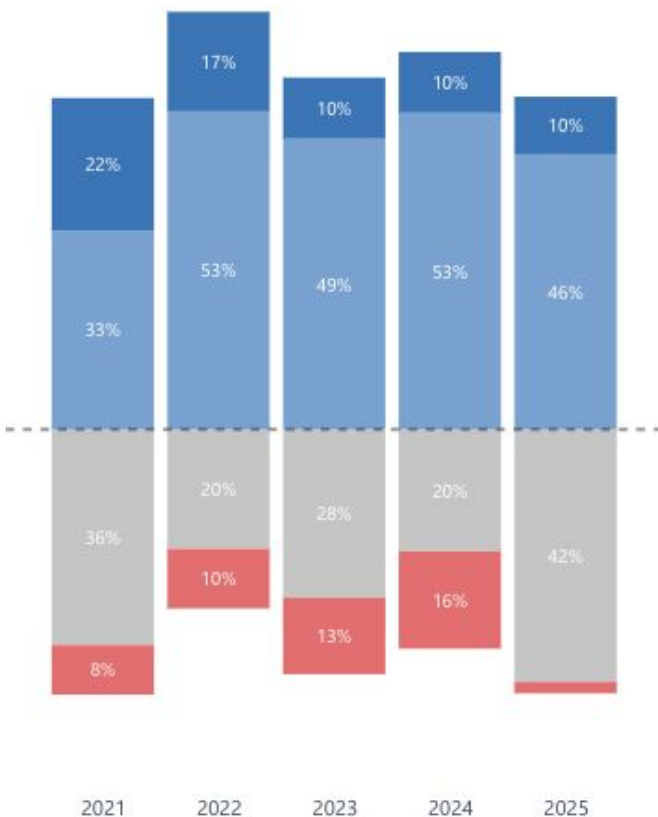
 Students



Grade 10 ELA: Black and Hispanic

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



56%

Students Meeting/Exceeding

Students Meeting/Exceeding

↓ -7% vs. previous year

51.9

Avg SGP

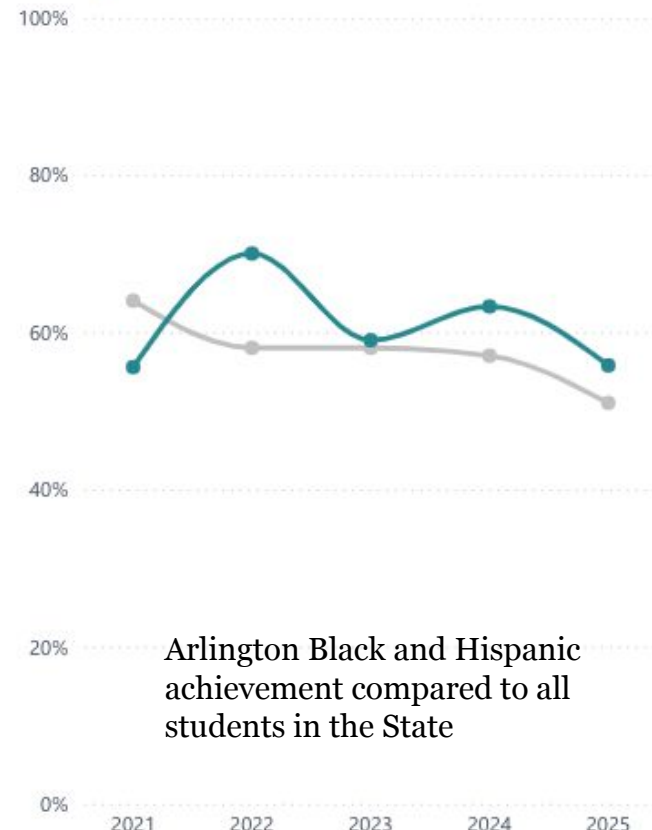
Median SGP

↑ +7 vs. previous year

% Meet/Exceed

Over Time - ELA

● State ● Available Schools

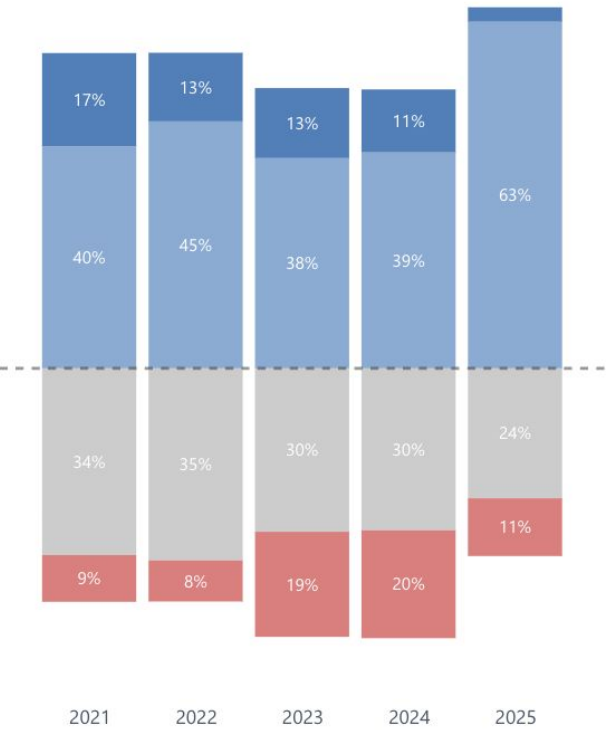


Arlington Black and Hispanic achievement compared to all students in the State

Grade 10 ELA: Low Income

Performance Levels over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



66%

Students Meeting/Exceeding

↑ +15% vs. previous year

46.5

Avg SGP

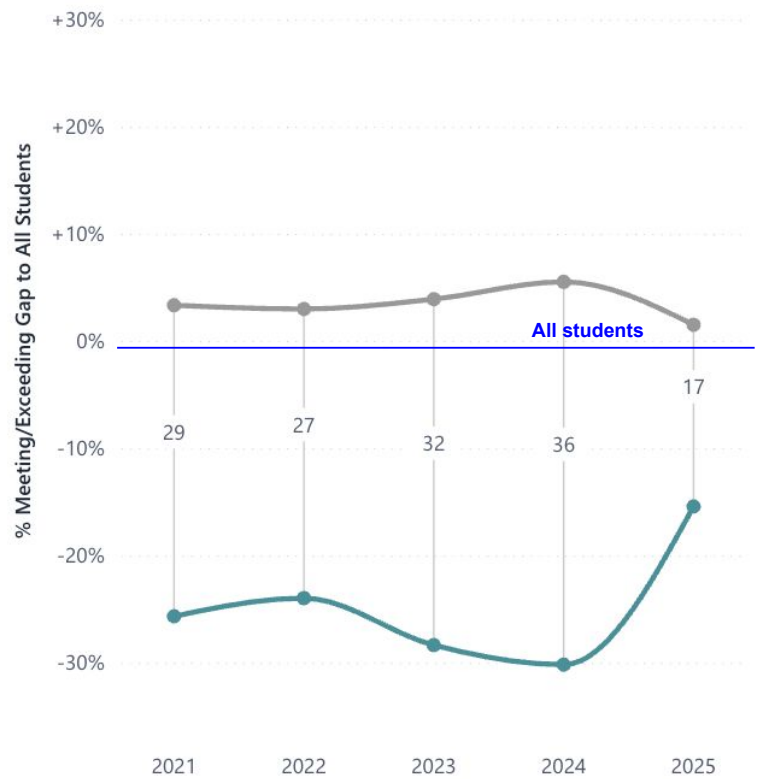
↓ -2 vs. previous year

% Meeting/Exceeding Gap for

Low Income

 Students

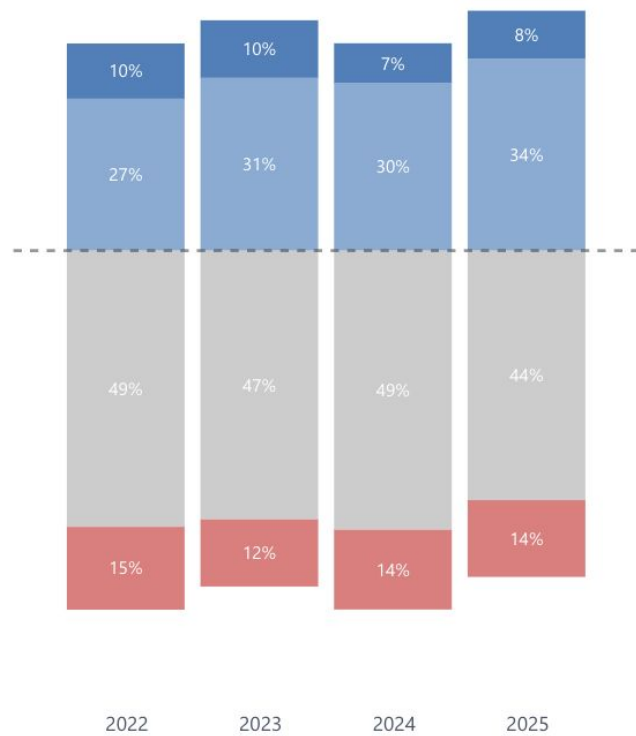
● Other Students ● Low Income



Grade 10 Science: Students w/IEPs

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



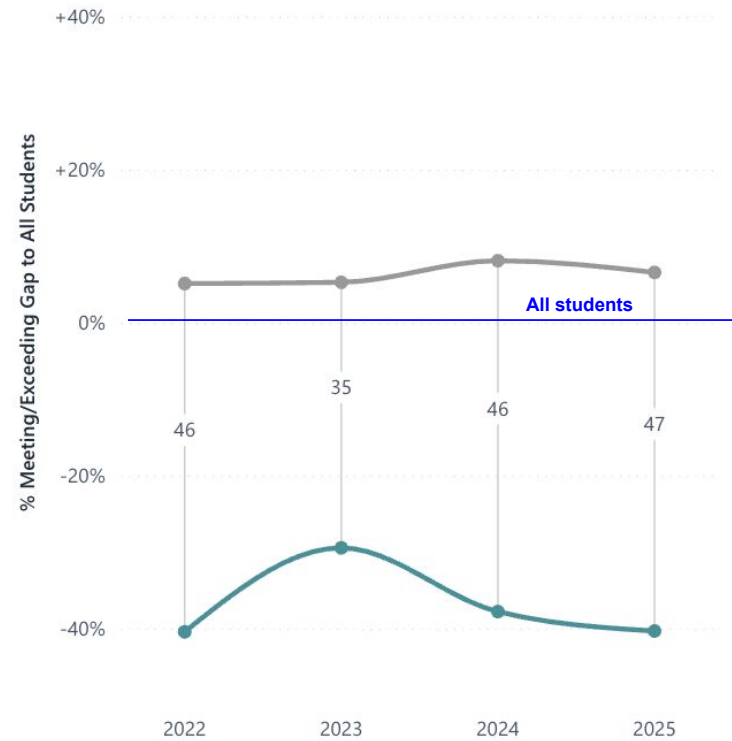
42%

Students Meeting/Exceeding

↑ +6% vs. previous year

% Meeting/Exceeding Gap for IEP Students

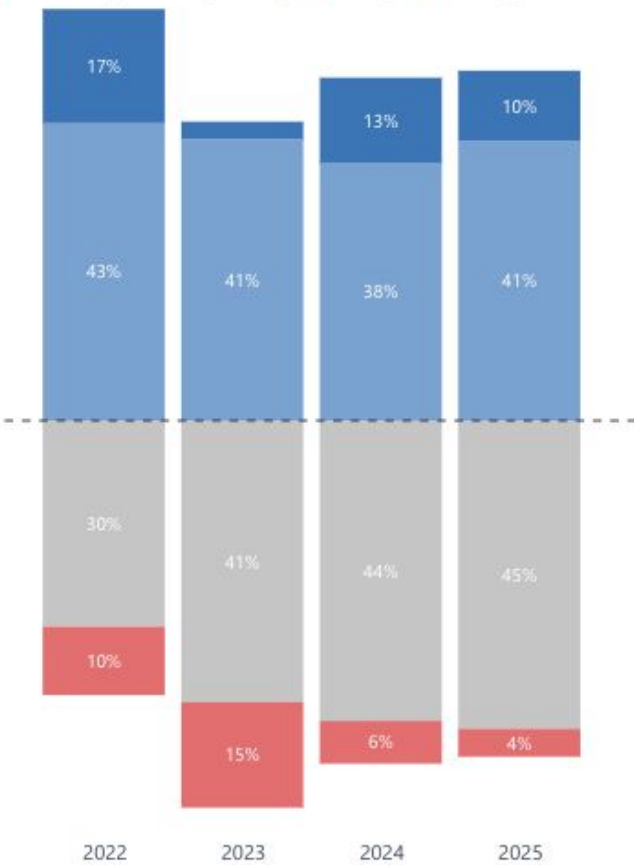
● Other Students ● IEP



Grade 10 Science: Black and Hispanic

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding

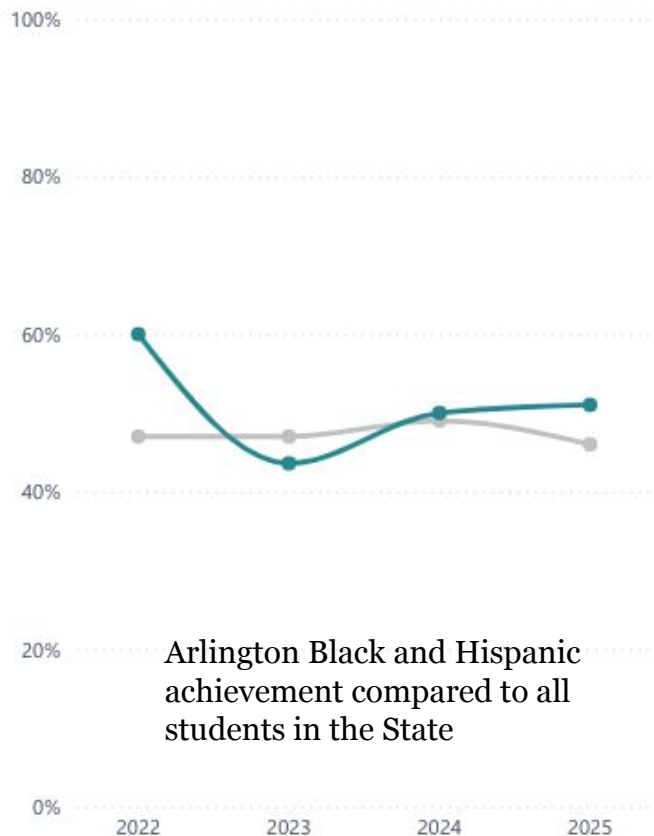


51%
Students Meeting/Exceeding

% Meet/Exceed

Over Time - Science

● State ● Available Schools

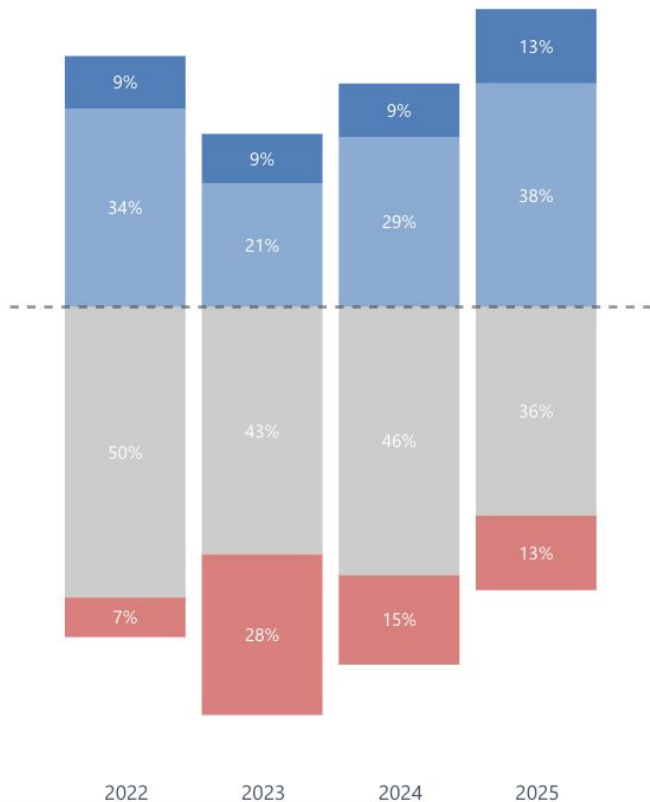


Arlington Black and Hispanic achievement compared to all students in the State

Grade 10 Science: Low Income

Performance Levels over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



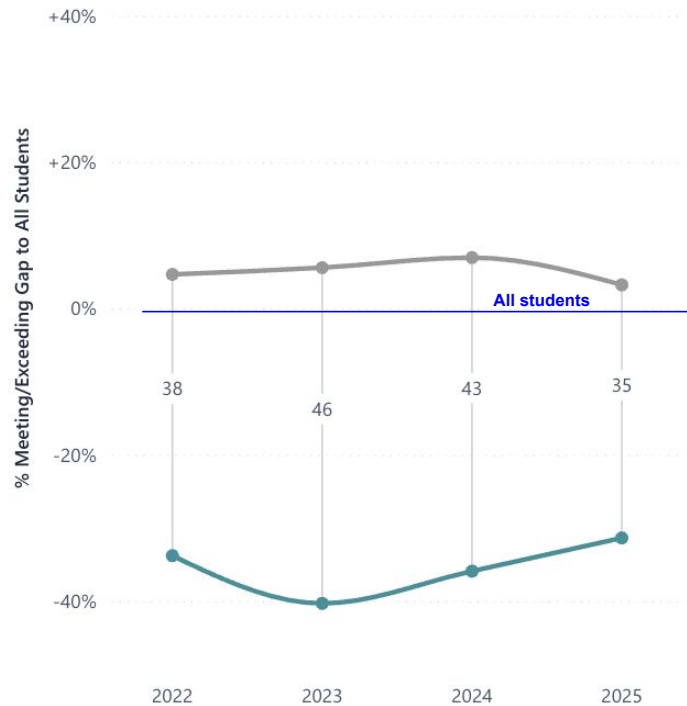
51%

Students Meeting/Exceeding

↑ +13% vs. previous year

% Meeting/Exceeding Gap for Low Income Students

● Other Students ● Low Income



Overall High School Math: Focal Group Cohort Trends

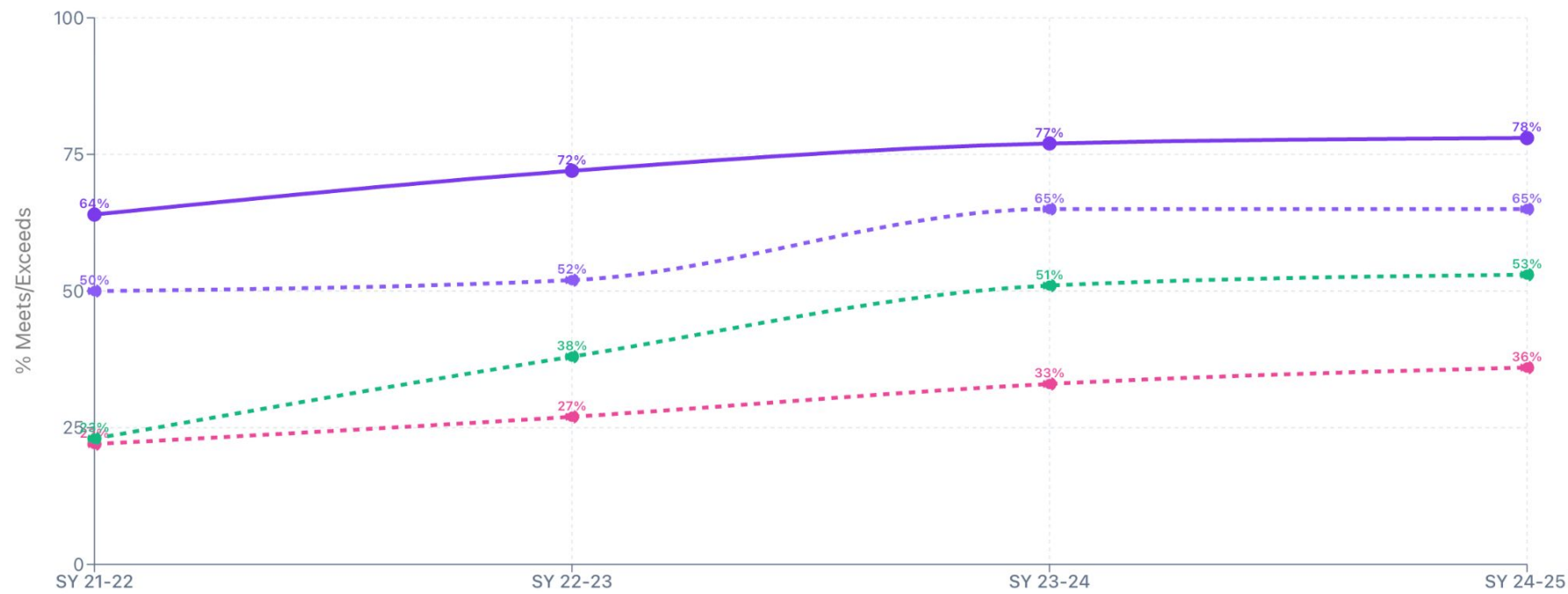
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2029 (current freshmen)



Overall High School Math: Focal Group Cohort Trends

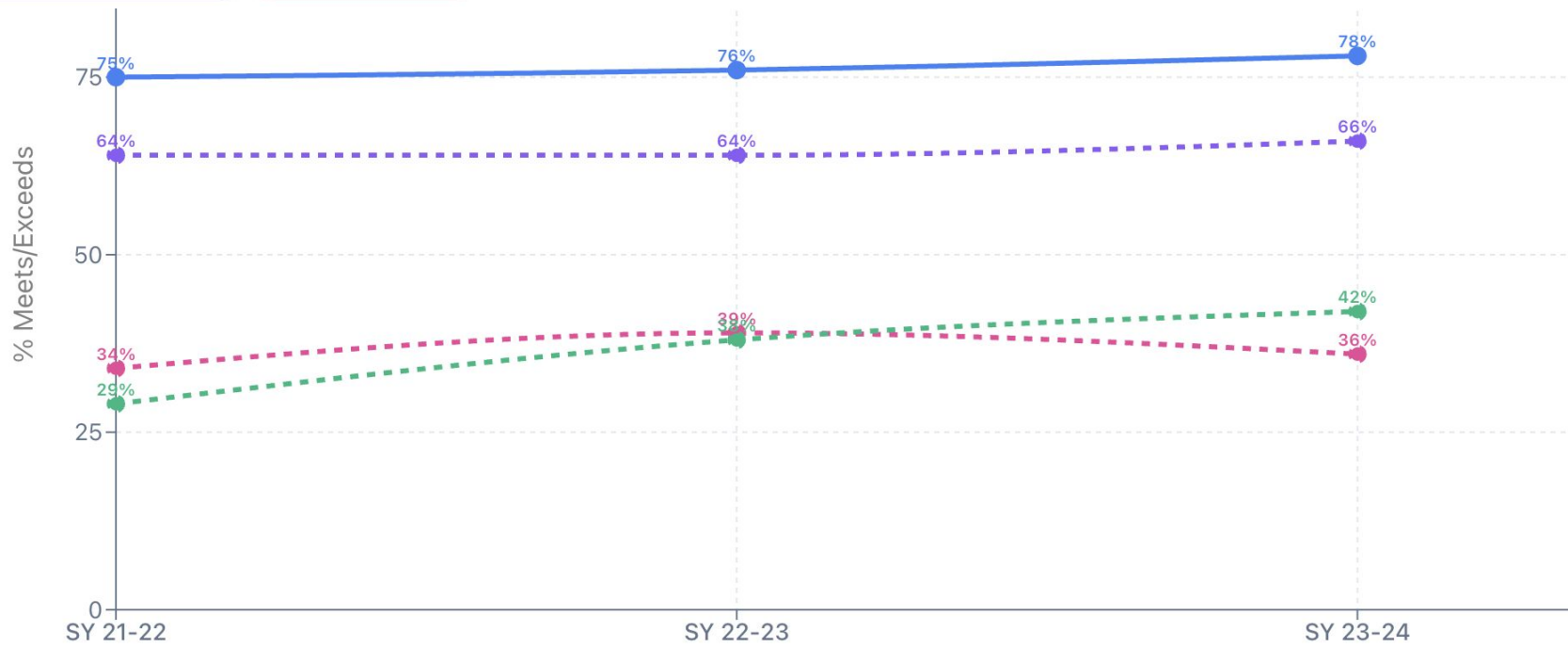
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2028 (current sophomores)



Overall High School Math: Focal Group Cohort Trends

All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2027 (current juniors)



Overall High School Math: Focal Group Cohort Trends

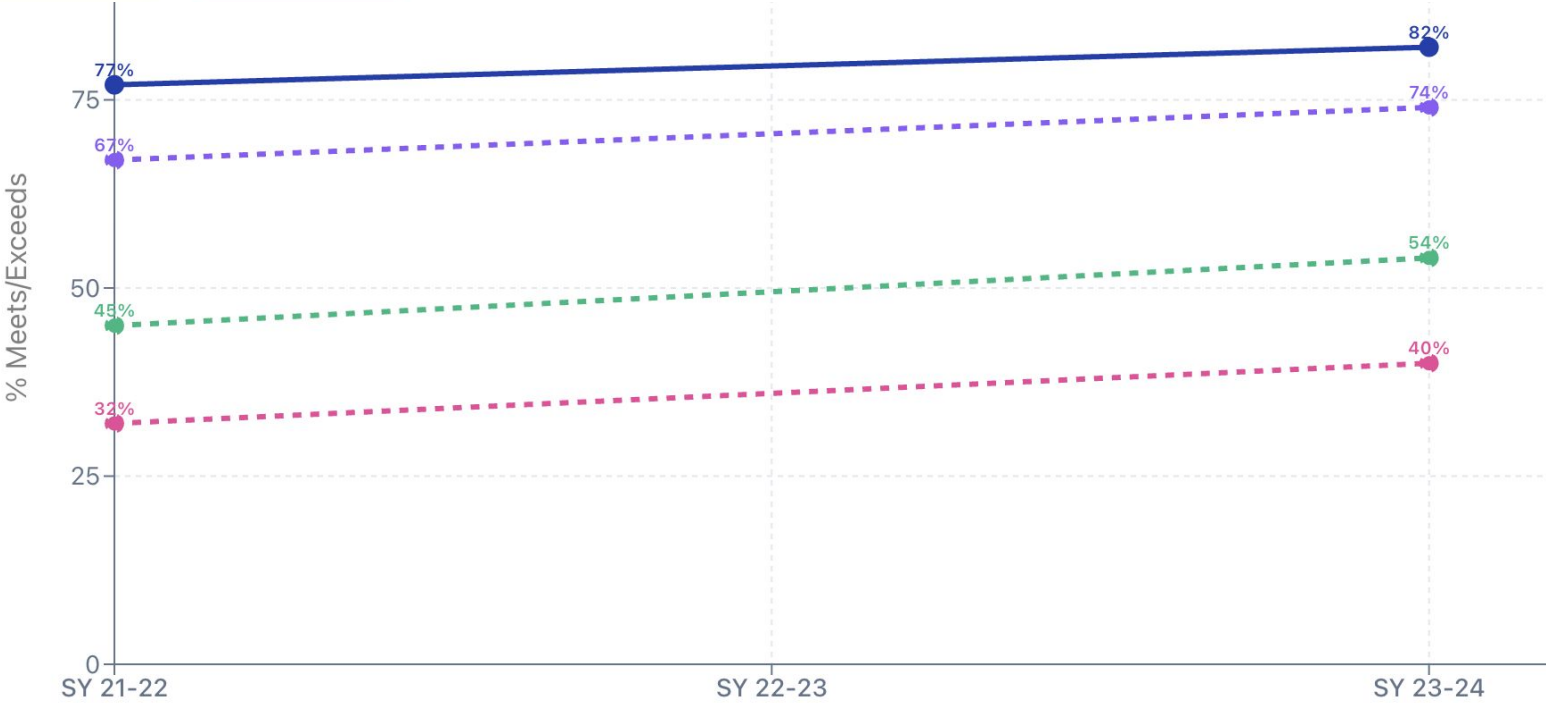
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2026 (current seniors)



Overall High School ELA: Focal Group Cohort Trends

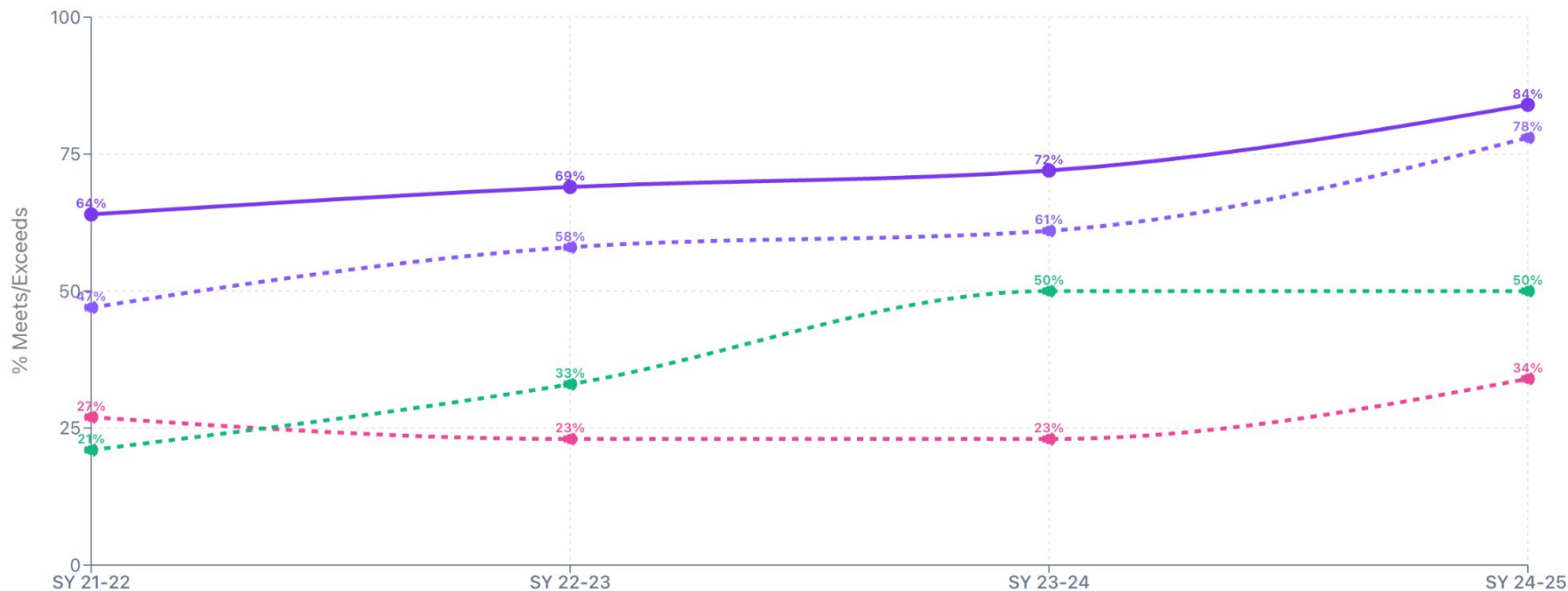
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2029 (current freshmen)



Overall High School ELA: Focal Group Cohort Trends

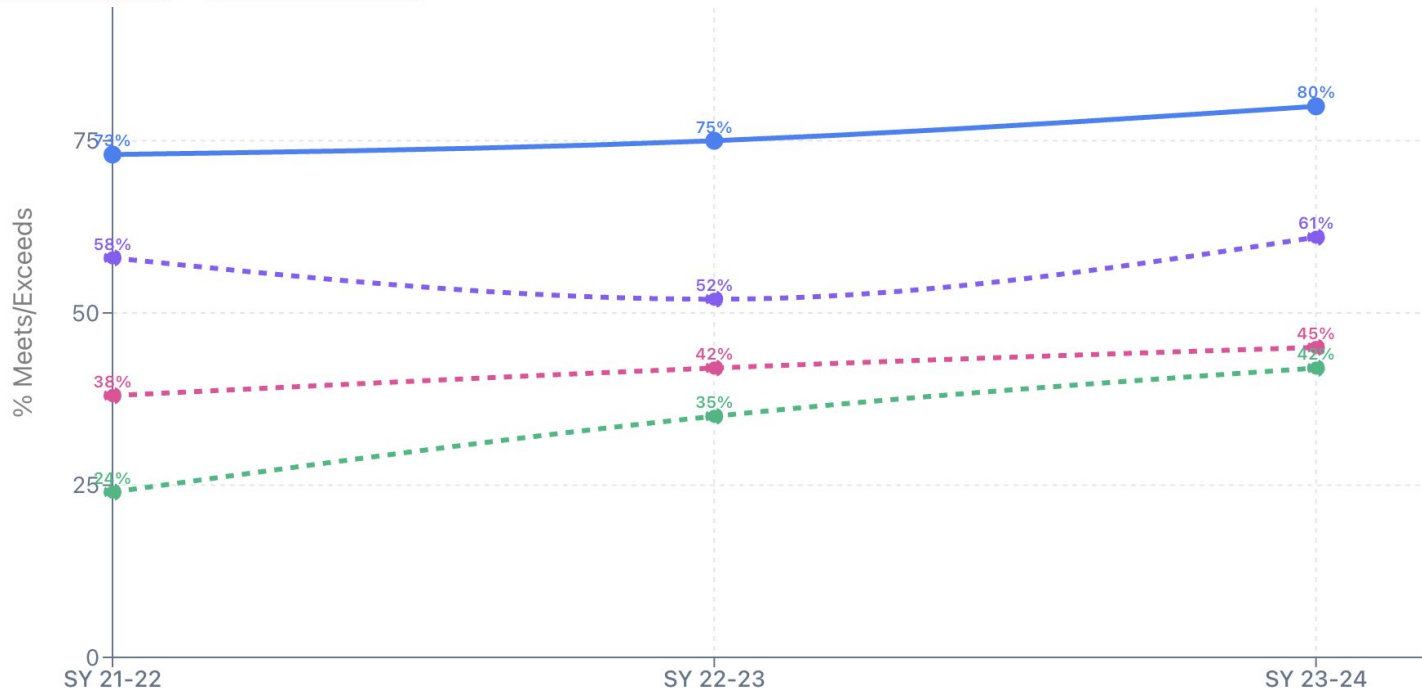
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2028 (current sophomores)



Overall High School ELA: Focal Group Cohort Trends

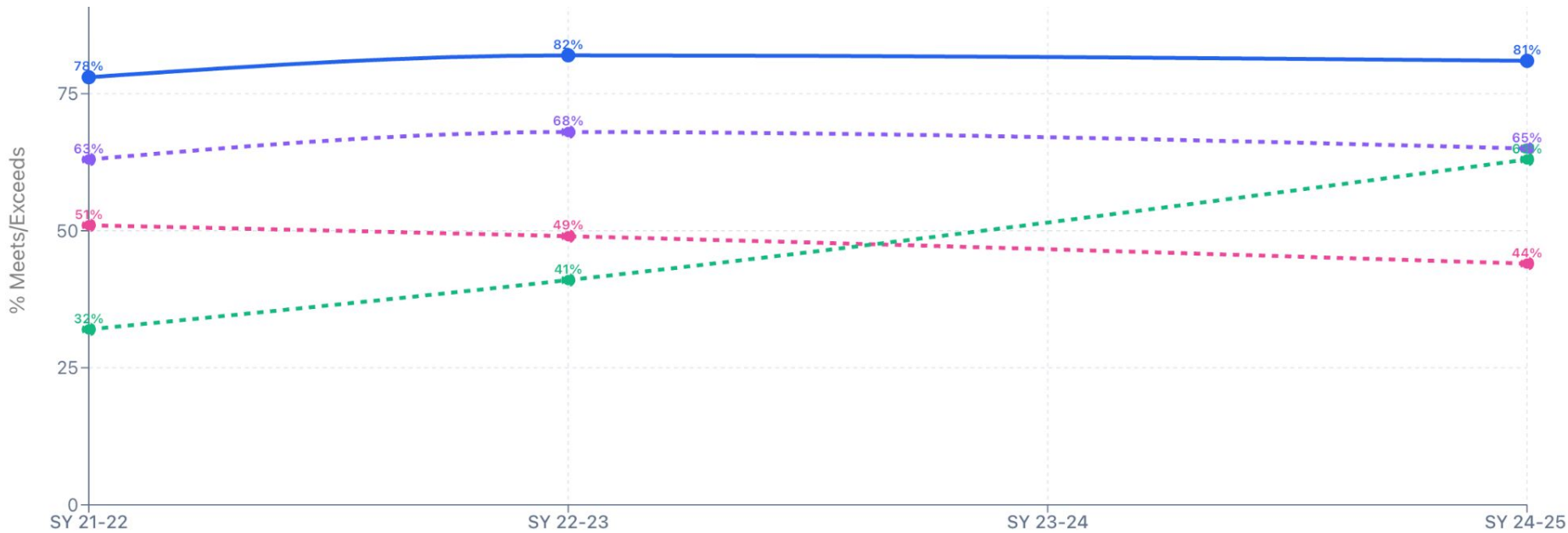
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2027 (current juniors)



Overall High School ELA: Focal Group Cohort Trends

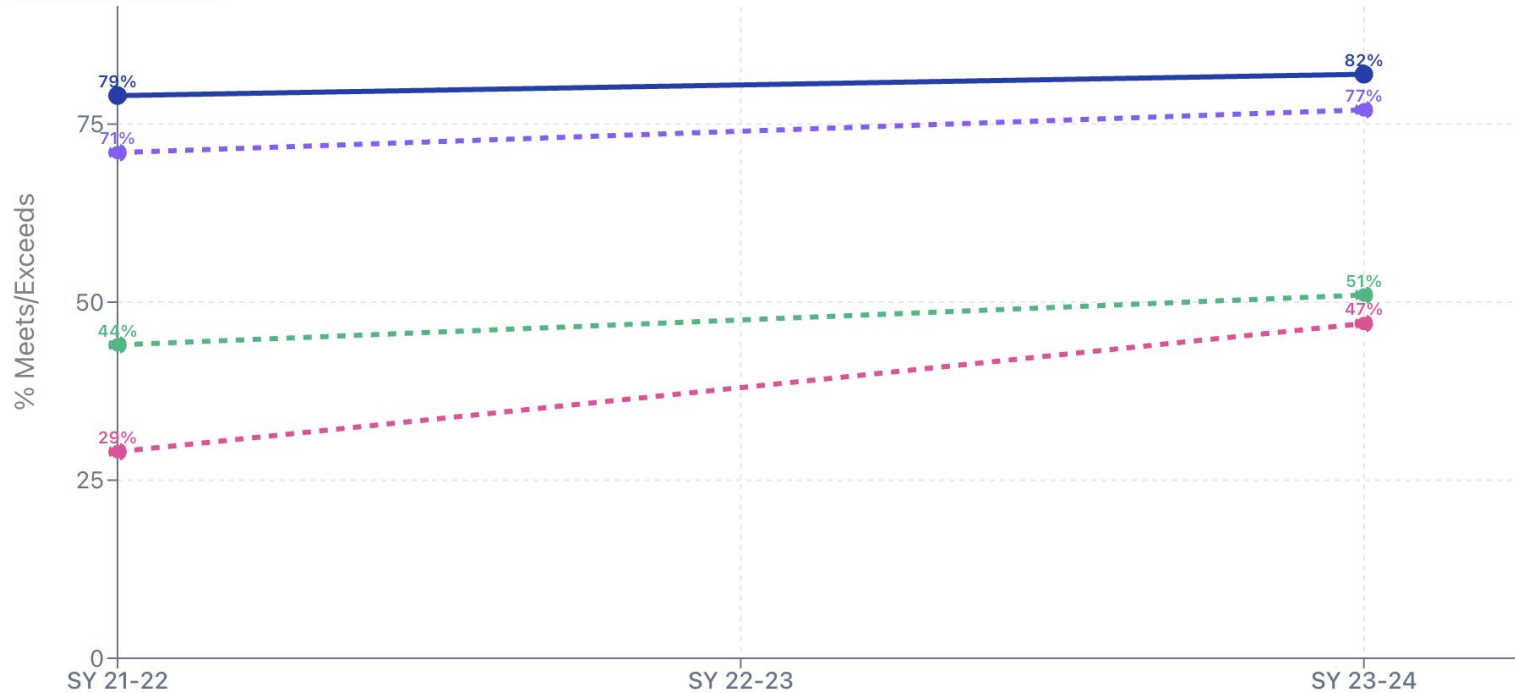
All Students

Students with IEPs

Black and Hispanic

Low Income

Class of 2026 (current seniors)





Arlington Public Schools
Education That Empowers

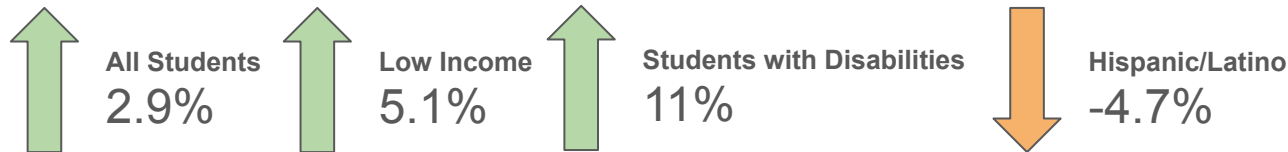
HIGH SCHOOL ADVANCED COURSEWORK

Advanced Coursework Completion



Arlington Public Schools
Education That Empowers

Advanced coursework completion - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	83.8	86.7	2.9	87.2	821	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	53.9	64.5	10.6	59.6	214	4	Exceeded Target
English Learners and Former English Learners	-	-	-	-	30	-	-
Low Income	57.0	62.1	5.1	63.2	124	2	Improved Below Target
Students with Disabilities	46.4	57.4	11.0	53.5	122	4	Exceeded Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	89.4	90.0	0.6	93.1	80	4	Exceeded Target
Black or African American	-	-	-	-	30	-	-
Hispanic or Latino	71.4	66.7	-4.7	78.2	90	0	Declined
Multi-Race, Not Hispanic or Latino	81.3	91.8	10.5	84.7	49	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	1	-	-
White	85.7	89.8	4.1	89.3	571	4	Exceeded Target



Advanced Coursework Completion and Postsecondary Enrollment

2023-24 Postsec by AP Enrollment

C2. Postsecondary Enrollment by AP Courses

	Enrolled in Postsecondary		
	Graduates	Enrolled	
	#	#	%
Completed 2+ AP Courses	279	221	79.2
Completed 1 AP Course	43	35	81.4
Did not complete AP Course	58	33	56.9



2018-19 Postsec by AP Enrollment

C2. Postsecondary Enrollment by AP Courses

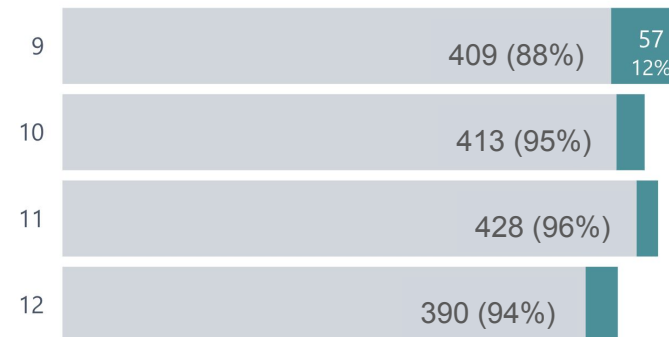
	Enrolled in postsecondary							
	Selected HS		Selected School(s)		District		State	
	Graduates		Enrolled		Enrolled		Enrolled	
	#	#	%	#	%	#	%	
Completed 2+ AP Courses	206	167	81.1	167	49.0	20,402	87.8	
Completed 1 AP Course	55	46	83.6	46	13.5	7,179	77.9	
Did not complete AP Course	80	55	68.8	60	17.6	18,626	52.1	

Honors/Advanced Coursework Enrollment, 2025-26 (current year)

Students in Advanced Courses by Grade Level

of students enrolled in at least one AP or Honors courses

● AP/Honors ● Standard





Arlington Public Schools
Education That Empowers

SCHOOL ATTENDANCE

Chronic Absenteeism - Non-High School



Arlington Public Schools
Education That Empowers

Chronic absenteeism - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	9.2	8.0	-1.2	8.2	3,969	3	Met Target
Lowest Performing	13.4	10.9	-2.5	11.3	558	3	Met Target
High Needs	15.7	13.4	-2.3	13.9	1,310	3	Met Target
English Learners and Former English Learners	14.2	11.8	-2.4	11.7	423	3	Met Target
Low Income	24.5	20.5	-4.0	22.1	488	4	Exceeded Target
Students with Disabilities	15.4	13.4	-2.0	13.0	761	3	Met Target
American Indian or Alaska Native	-	-	-	-	1	-	-
Asian	10.8	6.9	-3.9	8.7	552	4	Exceeded Target
Black or African American	13.6	14.2	0.6	11.1	127	0	Declined
Hispanic or Latino	17.3	16.8	-0.5	14.4	327	2	Improved Below Target
Multi-Race, Not Hispanic or Latino	9.2	8.4	-0.8	8.2	417	3	Met Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	7.7	6.8	-0.9	6.5	2,545	3	Met Target



All Students
-1.2%



MLs & FELs
-2.4%



Low Income
-4.0%



Students with
Disabilities
-2.0%



Black or African
American
.6%



Hispanic/Latino
-0.5%

Chronic Absenteeism - High School



Arlington Public Schools
Education That Empowers

Chronic absenteeism - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	7.7	9.3	1.6	6.1	1,728	4	Exceeded Target
Lowest Performing	12.2	12.1	-0.1	6.9	91	3	Met Target
High Needs	18.2	20.6	2.4	15.3	461	0	Declined
English Learners and Former English Learners	-	-	-	-	88	-	-
Low Income	19.6	24.2	4.6	15.1	227	0	Declined
Students with Disabilities	22.1	25.5	3.4	18.6	271	0	Declined
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	5.3	7.1	1.8	2.5	170	4	Exceeded Target
Black or African American	-	-	-	-	61	-	-
Hispanic or Latino	13.6	16.5	2.9	9.2	170	0	Declined
Multi-Race, Not Hispanic or Latino	9.6	5.2	-4.4	8.0	115	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	4	-	-
White	7.0	8.5	1.5	5.2	1,206	4	Exceeded Target



All Students
1.6%



Low Income
4.6%



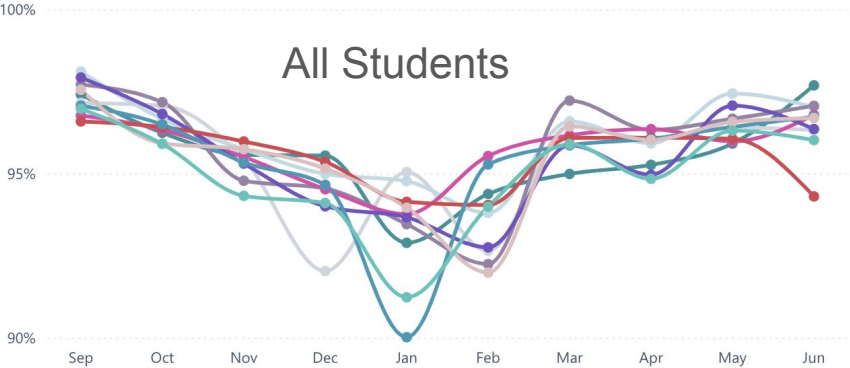
Students with
Disabilities
3.4%



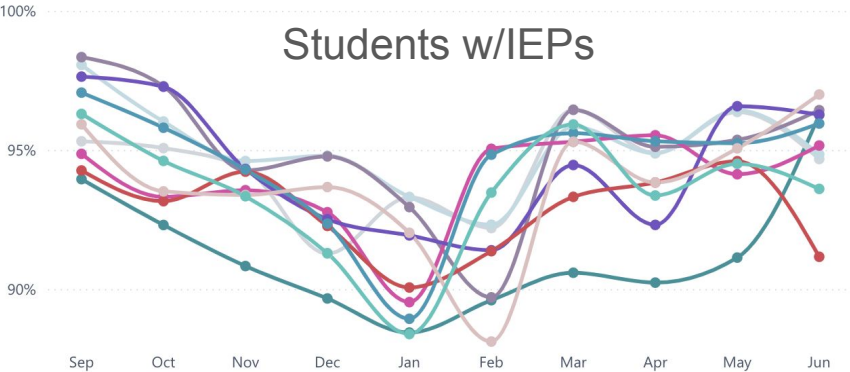
Hispanic/Latino
2.9%

School Attendance Trends

SY 24-25 Attendance by School

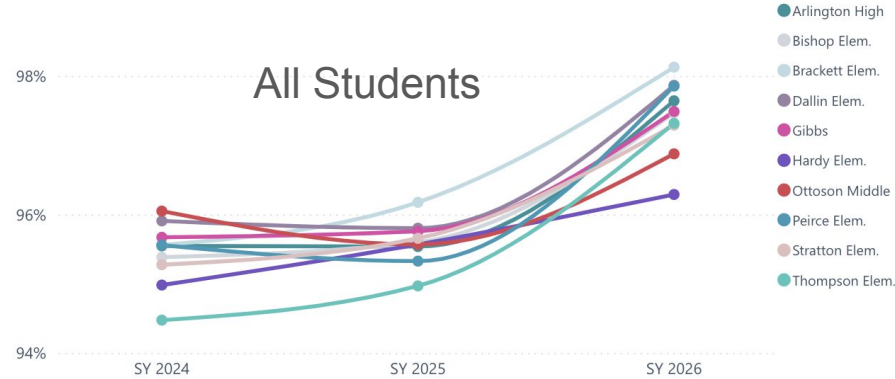


SY 24-25 Attendance by School

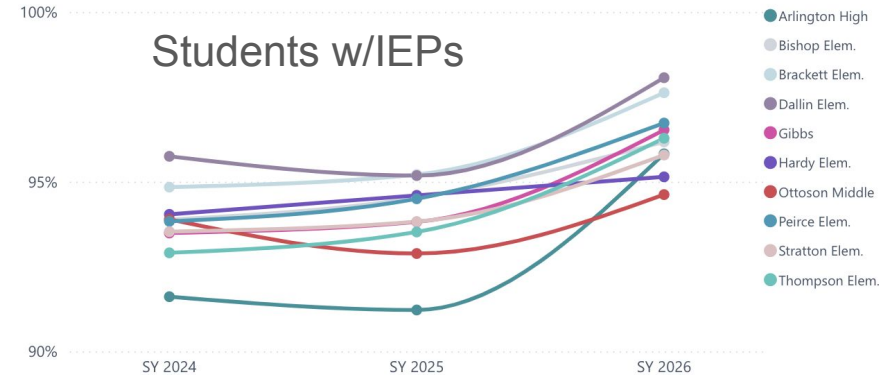


Arlington Public Schools
Education That Empowers

Year over Year Attendance by School



Year over Year Attendance by School



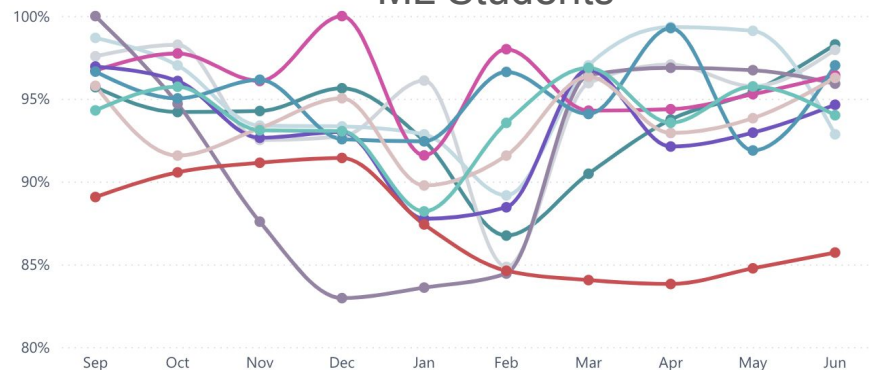
School Attendance Trends



Arlington Public Schools
Education That Empowers

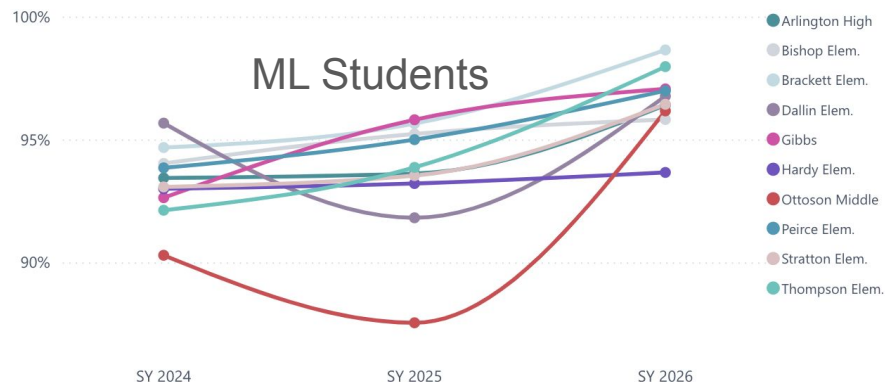
SY 24-25 Attendance by School

ML Students



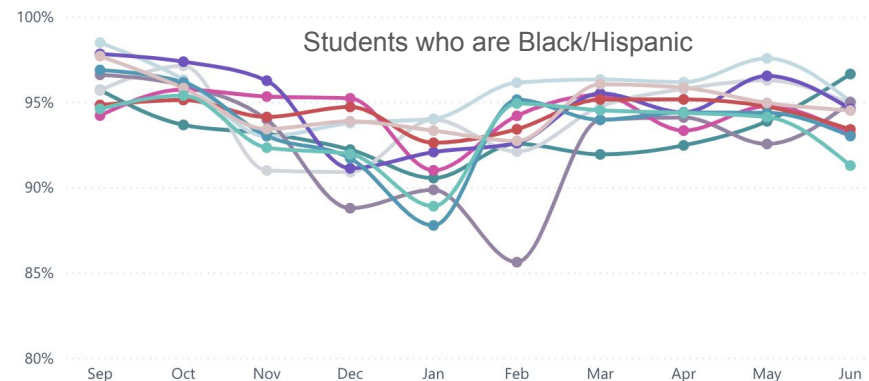
Year over Year Attendance by School

ML Students



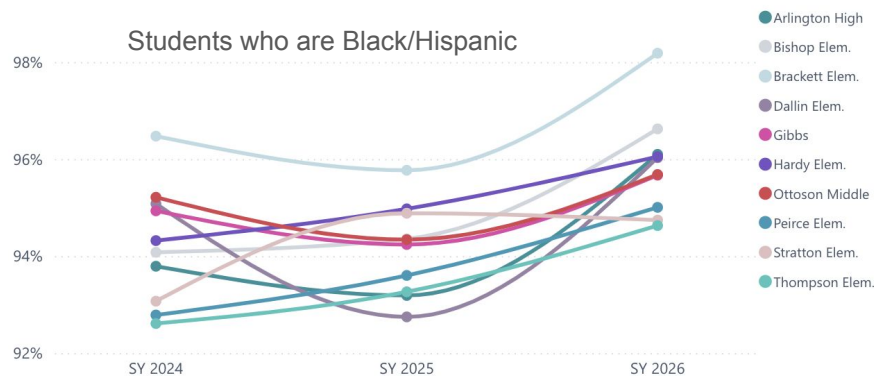
SY 24-25 Attendance by School

Students who are Black/Hispanic



Year over Year Attendance by School

Students who are Black/Hispanic





Arlington Public Schools
Education That Empowers

Takeaways

Takeaways



Arlington Public Schools
Education That Empowers

- APS is among only 13 communities statewide who have met or exceeded pre-pandemic achievement levels.
- APS students demonstrated high growth in both ELA and Math for grades 3-8.
- APS defied the state trend in ELA.
- APS outperformed the state in many areas.
- Student performance in Science.



Dallin Elementary School recognized as a *2025 Massachusetts School of Recognition by the Department of Elementary and Secondary Education*

- An honor awarded to 55 schools across the Commonwealth of MA
- Dallin is being recognized for exceptional student growth and student achievement.

Congratulations to the staff, students and families of Dallin Elementary School and to Principal Thad Dingman and Assistant Principal Sam Karustis and the leadership team at Dallin for your outstanding efforts and this recognition!

Arlington Efforts Over Time...

- Shifted to the Science of Reading.
- Full Implementation of new ELA Curriculum across K-5 (EL Education)
- Intentional focus on high-leverage instructional strategies to build continuity across learning communities
- Intentional focus on strengthening core practices
- Prioritized deepening instructional pedagogy
- Provided more opportunities for challenge by choice, more student agency
- More alignment of curriculum
- Instructional Leadership Teams
- Focus on Student Discourse
- Prioritized engagement with families

Arlington Efforts Over Time...

- More integrated hands-on deeper learning opportunities in Science. Science has a heavy focus on phenomena-based and task-based learning that feels more applicable to the kids.
- Intentionality around embedding Science and Social Studies into ELA.
- Valuing educators (new contracts, values-based approach to negotiations)
- Building alignment across disciplines, schools and the district
- Explicit time for leader professional development and planning across roles (Instructional Leadership, Equity, Observation/Feedback, etc.)
- Reintroduced Instructional Rounds

We will continue to work on and prioritize areas:

- Focal Groups
- Elementary Math
- MTSS
- APS Strategic Plan



Arlington Public Schools
Education That Empowers

APPENDIX

[Link to “Graduating Class Cohort Performance” \(Claude AI\)](#)

[Link to Focal Group Data Compiled](#)

2024-2025 Comparison: Grade 3-5 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	26	73%	510	62
EL	90	20%	483	49
High Needs	468	37%	492	52
IEP	279	27%	488	49
Low Income	173	32%	489	50

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	93	67%	509	56	-6%
EL	53	9%	477	46	-11%
High Needs	475	40%	494	56	3%
IEP	285	31%	490	54	4%
Low Income	163	36%	491	52	3%

2024-2025 Comparison: Grade 3-5 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
White	951	68%	509	58
Asian	197	67%	509	60
Multiracial	154	69%	508	58
Hispanic	100	48%	496	52
Black	51	22%	485	52

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
White	915	69%	508	57	1%
Asian	195	71%	512	66	4%
Multiracial	158	68%	509	54	-1%
Hispanic	107	52%	500	49	4%
Black	43	21%	486	51	-1%

2024-2025 Comparison: Grade 3-5 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	26	58%	510	56
EL	88	25%	488	50
High Needs	464	39%	494	51
IEP	276	31%	489	46
Low Income	173	28%	489	48

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	
EL	56	20%	483	64	-38%
504	93	62%	507	51	37%
High Needs	478	40%	495	55	2%
IEP	288	32%	490	53	0%
Low Income	165	31%	490	53	3%

2024-2025 Comparison: Grade 3-5 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
White	951	70%	510	56
Asian	194	81%	519	63
Multiracial	153	72%	511	58
Hispanic	100	39%	494	55
Black	51	16%	481	41

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	
White	916	67%	508	54	-3%
Asian	195	77%	519	65	-4%
Multiracial	161	70%	511	53	-2%
Hispanic	107	45%	499	57	6%
Black	43	16%	481	52	0%

2024-2025 Comparison: Grade 3-5 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	8	88%	521	
EL	16	25%	481	
High Needs	148	46%	499	
IEP	94	43%	497	
Low Income	61	38%	493	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	36	81%	517		-7%
EL	11	9%	480		-16%
High Needs	149	55%	503		9%
IEP	91	52%	501		9%
Low Income	45	47%	500		9%

2024-2025 Comparison: Grade 3-5 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
White	345	76%	517	
Asian	64	84%	517	
Multiracial	50	82%	516	
Hispanic	30	53%	501	
Black	22	27%	486	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
White	303	83%	518		7%
Asian	65	82%	519		-3%
Multiracial	59	86%	521		4%
Hispanic	29	59%	503		5%
Black	11	27%	491		0%

2024-2025 Comparison: Grade 6-8 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	76	76%	517	62
EL	39	3%	467	49
High Needs	426	37%	492	52
IEP	277	30%	487	50
Low Income	157	38%	488	49

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	124	82%	517	57	6%
EL	34	9%	472	66	6%
High Needs	423	43%	495	57	6%
IEP	262	37%	490	55	7%
Low Income	163	41%	493	55	4%

2024-2025 Comparison: Grade 6-8 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	177	73%	515	65
Black	45	42%	488	48
Hispanic	104	48%	496	50
Multiracial	97	69%	513	57
Other Race/Ethnicity	2	100%	513	53
White	960	73%	514	57

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	184	82%	522	69	9%
Black	48	48%	492	60	6%
Hispanic	117	57%	502	61	9%
Multiracial	118	76%	516	63	7%
Other Race/Ethnicity					
White	986	79%	517	62	6%

2024-2025 Comparison: Grade 6-8 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	75	80%	512	58
EL	37	27%	489	59
High Needs	421	42%	496	55
IEP	274	34%	491	52
Low Income	155	35%	492	53

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	122	77%	513	57	-3%
EL	34	21%	482	51	-6%
High Needs	420	42%	496	56	0%
IEP	260	36%	492	57	2%
Low Income	163	36%	493	54	0%

2024-2025 Comparison: Grade 6-8 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	176	84%	522	62
Black	44	32%	489	56
Hispanic	105	52%	501	62
Multiracial	97	76%	513	55
Other Race/Ethnicity	2	50%	509	42
White	958	73%	512	57

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	183	85%	523	60	1%
Black	48	27%	487	56	-5%
Hispanic	116	55%	502	58	3%
Multiracial	119	74%	514	60	-2%
Other Race/Ethnicity					
White	981	76%	513	55	3%

2024-2025 Comparison: Grade 8 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	35	74%	520	
EL	12	8%	479	
High Needs	144	42%	497	
IEP	98	42%	495	
Low Income	47	23%	486	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	46	83%	512		9%
EL	10	20%	476		12%
High Needs	137	41%	495		-1%
IEP	91	37%	493		-5%
Low Income	52	33%	489		10%

2024-2025 Comparison: Grade 8 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	49	80%	517	
Black	15	20%	488	
Hispanic	28	46%	496	
Multiracial	33	73%	514	
Other Race/Ethnicity	2	100%	512	
White	313	76%	514	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	83	83%	521		3%
Black	15	47%	492		27%
Hispanic	44	57%	500		11%
Multiracial	18	78%	519		5%
Other Race/Ethnicity					
White	325	76%	513		-0%

2024-2025 Comparison: Grade 8 Civics

2025:

Student Group	# Students	% M+E	Avg Score
504	46	91%	516
EL	10	20%	485
High Needs	138	45%	498
IEP	91	38%	494
Low Income	53	45%	495

Student Group	# Students	% M+E	Avg Score
White	325	81%	516
Asian	83	86%	521
Multiracial	18	83%	518
Hispanic	45	58%	504
Black	15	60%	498

2024-2025 Comparison: Grade 10 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
EL	7	0%	462	65
504	27	78%	517	40
High Needs	104	54%	500	47
IEP	64	47%	497	48
Low Income	58	52%	498	48

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
EL	2	0%	480	60	0%
504	35	80%	511	43	2%
High Needs	94	63%	504	51	9%
IEP	58	50%	500	50	3%
Low Income	38	66%	502	46	14%

2024-2025 Comparison: Grade 10 ELA

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	30	83%	524	44
Black	14	50%	501	40
Hispanic	34	71%	507	47
Multiracial	25	96%	523	44
Other Race/Ethnicity				
White	281	84%	518	43

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	42	88%	522	49	5%
Black	14	29%	490	65	-21%
Hispanic	38	66%	510	48	-5%
Multiracial	32	81%	518	44	-15%
Other Race/Ethn	3	100%	522	45	
White	295	85%	518	47	1%

2024-2025 Comparison: Grade 10 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	27	85%	523	53
EL	6	17%	482	49
High Needs	104	49%	501	54
IEP	65	37%	495	54
Low Income	58	50%	499	52

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP		M+E Change
504	31	71%	515	54		-14%
EL	3	0%	484	69		-17%
High Needs	93	57%	505	51		8%
IEP	57	44%	497	41		7%
Low Income	38	53%	506	59		3%

2024-2025 Comparison: Grade 10 Math

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	30	87%	534	58
Black	14	57%	500	43
Hispanic	34	65%	511	58
Multiracial	25	88%	529	61
Other Race/Ethnicity				
White	280	84%	522	50

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	42	88%	533	60	1%
Black	14	14%	486	41	-43%
Hispanic	35	74%	509	53	9%
Multiracial	32	88%	526	55	0%
Other Race/Ethn	3	67%	511	54	
White	293	85%	522	59	1%

2024-2025 Comparison: Grade 10 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
504	70	79%	521	
EL	33	15%	479	
High Needs	396	44%	497	
IEP	258	41%	495	
Low Income	165	35%	491	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
504	34	82%	515		4%
EL	3	0%	485		-15%
High Needs	93	57%	505		13%
IEP	58	43%	499		2%
Low Income	38	53%	500		18%

2024-2025 Comparison: Grade 10 Science

2024:

Student Group	# Students	% M+E	Avg Score	Median SGP
Asian	31	84%	529	
Black	14	50%	501	
Hispanic	33	52%	503	
Multiracial	25	92%	522	
Other Race/Ethnicity				
White	281	79%	518	

2025:

Student Group	# Students	% M+E	Avg Score	Median SGP	M+E Change
Asian	41	90%	530		6%
Black	13	8%	486		-42%
Hispanic	36	67%	510		15%
Multiracial	29	93%	524		1%
Other Race/Ethn	3	67%	509		
White	297	87%	519		8%



Town of Arlington, Massachusetts

8:00 p.m. First Read - Policy JJE - Student Fund-Raising Activities (P. Schlichtman)

Summary:

- First Read - Policy JJE - Student Fund-Raising Activities

ATTACHMENTS:

Type	File Name	Description
▯ First Reading	First_Read_-_Policy_JJE_-_Student_Fund-Raising_Activities.pdf	First Read - Policy JJE - Student Fund-Raising Activities

File: JJE - STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

Fundraising activities may not involve competitions among students. Individual students may not be rewarded with additional recess, snacks, activities or any type of prize for having raised larger amounts of funds or reaching fundraising goals.

Students and student groups are barred by state law and regulation from organizing raffles or games of chance, participating in sales of, or purchasing tickets of such games.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

LEGAL REFS.: MGL 271: 7A
 940 CMR 12.00

CROSS REFS.: [JP](#), Student Gifts and Solicitations
 [KHA](#), Public Solicitations in the Schools

SOURCE: MASC – Updated by the Arlington School Committee, November 00, 2025



Town of Arlington, Massachusetts

8:05 p.m. First Read - Policy File: FF - Policy for Special Dedications of School Facilities (P. Schlichtman)

Summary:

- First Read - Policy FF - Policy for Special Dedications of School Facilities

ATTACHMENTS:

Type	File Name	Description
▢ First Reading	First_Read_-_Policy_FF_-_ _Policy_for_Special_Dedications_of_School_Facilities.pdf	First Read - Policy FF - Policy for Special Dedications of School Facilities

File: FF - POLICY FOR SPECIAL DEDICATIONS OF SCHOOL FACILITIES

~~Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain.~~

~~From time to time the School Committee may choose to recognize outstanding service to the youth of Arlington by dedicating or naming an appropriate area (i.e. playground, library, gymnasium, auditorium etc.) in honor of some exceptional individual(s) who have unselfishly given their time and energy in promoting excellence in education.~~

~~At the request of the Superintendent or any individual School Committee member the Chairperson will place a dedication request on the agenda of a regular school committee meeting for discussion and a vote to refer via letter from the Chairperson such request to the Public Memorial Committee for an advisory opinion. The Chairperson will place such a proposal before the Committee as soon as the Committee has sufficient biographical and/or other data available to enable the full Committee to adequately reflect or deliberate a formal motion of dedication. Upon receipt of the Public Memorial Committee's advisory opinion or at least thirty days after the referral to the Public Memorial Committee, whichever is sooner, the Chairperson will again place the request on the agenda for a final vote.~~

~~If the School Committee approves a dedication, this will be followed as soon as possible by a formal dedication. The ceremony should encompass a presentation of an official proclamation and the placement of an appropriate plaque to commemorate the individuals' significant contribution to the Arlington Public Schools. A certain sensitivity and common sense must be reflected in the timing of any public recognition.~~

~~It is the policy of the School Committee that the names of existing structures or physical spaces under our jurisdiction will not be changed. Historical preservation and respect for our traditions are a key component in honoring our past.~~

The Arlington School Committee recognizes that it is traditional to designate spaces in school buildings with the names of important members of the educational community. The Arlington School Committee has the authority to name spaces under its jurisdiction . The school committee has established a policy to seek an advisory opinion from the Public Memorial Committee prior to any vote to name spaces under the jurisdiction of the school committee.

This policy is meant to provide procedural guidance for naming and commemorations of facilities and spaces under the jurisdiction of the Arlington Public Schools.

At the request of the Superintendent or any individual School Committee member the Chairperson will place a dedication request on the agenda of a regular school committee meeting for referral to a Superintendent's Advisory Panel on Naming and Memorials. This will be an ad-hoc panel with no more than 11 members. The Superintendent shall create and convene a panel as needed to review referrals from the school committee. Membership will vary based on the building and space under consideration. The panel would include a minimum of one representative from each of the following:

1. The Superintendent's Leadership Team
2. The School Committee, by vote of the school committee
3. A school administrator from the facility where the naming is under consideration.
4. One or two staff members from the facility where the naming is under consideration.
5. In the event of a naming of a space on the Arlington High School campus, a student representative, selected by the student government.
6. One or two parent/community members from the school, by vote of the School Council or School Committee, whichever is appropriate.

The advisory committee shall review the criteria for naming decisions, consult with the Arlington Public Memorial Committee, manage a process for receiving and reviewing proposals, and make recommendations to the School Committee.

Criteria for Names

The Arlington School Committee seeks to create an inclusive process and guidelines for making recommendations for naming facilities in ways that honor the legacy and values of the Arlington Public Schools.

As has been past practice, it is our intent to name spaces after members of the Arlington School Community who have made contributions to the education of students and the mission of the Arlington Public Schools. These would include staff, alumni, or Arlington educators.

This criteria allows for naming of spaces after living people, but this policy recommends that the committee not recommend to name spaces for people who are critically ill or until 3 years after their passing. This helps to allow for the community to process a death without creating conflict around the naming in the midst of grief.

When the Advisory Panel approves a recommendation, it shall be forwarded to the Public Memorial Committee for an advisory opinion. Upon receipt of the Public Memorial Committee's advisory opinion, or at least thirty days after the referral to the Public Memorial Committee, whichever is sooner, the Chairperson of the School Committee will again place the request on the agenda for a final vote. The agenda will contain sufficient biographical and/or other data available to enable the full Committee to adequately reflect or deliberate a formal motion of dedication.

If the School Committee approves a dedication or naming, this will be followed as soon as possible by a formal ceremony to recognize the dedication. The ceremony should encompass a presentation of an official proclamation and the placement of an appropriate plaque to commemorate the individuals' significant contribution to the Arlington Public Schools. A certain sensitivity and common sense must be reflected in the timing of any public recognition.

It is the policy of the School Committee that the names of existing structures or physical spaces under our jurisdiction should not be changed. Historical preservation and respect for our traditions are a key component in honoring our past.

References:

Title II, Article 4, Bylaws of the Town of Arlington

Amended and adopted by the Arlington School Committee, November 00, 2025



Town of Arlington, Massachusetts

8:10 p.m. Second read and possible vote, File LB - Relations with Other Schools and School Districts and File LBA - Middle School Pathway Exploration Policy (P. Schlichtman)

Summary:

- File LB - Relations with Other Schools and School Districts
- File LBA - Middle School Pathway Exploration Policy

ATTACHMENTS:

	Type	File Name	Description
▢	Second Reading	File_LB___File_LBA.pdf	File: LB - RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS File: LBA – MIDDLE SCHOOL PATHWAY EXPLORATION POLICY

File: LB - RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

Minuteman Regional Vocational-Technical School District

The Superintendent shall maintain a working relationship with the Superintendent of the Minuteman Regional Vocational-Technical School District for the purpose of making career opportunities information available to middle school students and their parent/guardians.

Arlington Public Schools

Amended by the Arlington School Committee: October 23, 2025

REF: File LBA – MIDDLE SCHOOL PATHWAY EXPLORATION POLICY

LEGAL REFS.: M.G.L. [40:4E](#); [71:48](#); [71:71D](#); [71B:4](#); [74:4](#) through [74:7A](#); [76:1](#)
[603 CMR 4.00](#)

File: LBA – MIDDLE SCHOOL PATHWAY EXPLORATION POLICY

Massachusetts state regulations require sending districts to maintain a districtwide Middle School Pathway Exploration Policy that documents how middle school students in the district are made aware of, and gain exposure to, career technical education (CTE) schools and programs available to them in their district, regional, agricultural, and other public high schools.

Collaboration

The Arlington Public Schools will collaborate with the Minuteman Regional Technical Vocational High School, and any other regional, agricultural, or public high schools eligible to enroll Arlington students, to inform students about such opportunities to them by:

- Ensuring that all eighth-grade students are invited to take part in a tour day during regular middle school hours as offered by a public high school to which Arlington students may apply.
- Ensuring that any middle school student absence for an opportunity to tour, during regular middle school hours, is excused without penalty.
- Ensuring that the Arlington Public Schools sets dates for middle school on-site presentations that will be shared on the public facing website for all middle school students that includes information about career technical education programs and careers, including presentations, as well as through mail, email, and on their public facing websites, by October 15 of each school year.

High School Pathway Options Available to Students

Student in Arlington have the option of applying for the seats available at the Minuteman Regional Vocational Technical High School. Minuteman is a “wall to wall” Career and Technical Education public school, where students can earn both a high school diploma and industry recognized credentials in alignment with a student’s secondary and post-secondary academic and career planning in the following areas:

- Advanced Manufacturing
- Automotive Technology
- Biotechnology
- Carpentry
- Computer Science and Cybersecurity
- Cosmetology
- Culinary Arts and Hospitality
- Design and Visual Communications
- Early Education and Teaching
- Electrical
- Engineering and Robotics
- Environmental Science
- Health Assisting
- Horticulture and Plant Sciences
- Metal Fabrication and Welding
- Multimedia Production
- Plumbing
- Veterinary Science

Providing records to CTE Schools and programs

If a request for information is sent with a signed parent release from the Minuteman Regional Vocational Technical High School, or from any regional, agricultural, or other public high school, the Arlington Public Schools will provide the requested information regarding attendance and discipline within ten school days to ensure that the student's application may be completed and processed in a timely manner.

Maintenance of Records

The Arlington Public Schools will maintain documentation of student participation in tours and other elements of this policy implementation such as sharing of contact information, MyCAP, and CTE access schedules. The Arlington Public Schools will provide this information to the Department of Elementary and Secondary Education upon request.

Arlington Public Schools

Adopted by the Arlington School Committee: October 23, 2025

REF: File: LB - RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

LEGAL REFS.: M.G.L. [40:4E](#); [71:48](#); [71:71D](#); [71B:4](#); [74:4](#) through [74:7A](#); [76:1](#)
[603 CMR 4.00](#)



Town of Arlington, Massachusetts

8:15 p.m. Superintendent Evaluation: Process Discussion and/or refer to Subcommittee (E. Homan)



Town of Arlington, Massachusetts

8:25 p.m. Superintendent's Update (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments / Class Sizes
- Strategic Plan update

ATTACHMENTS:

	Type	File Name	Description
▢	Enrollment/Class Sizes	2025-26_ENROLLMENT_REPORTS_-_10_23_25.pdf	2025-26 ENROLLMENT REPORTS - 10_23_25
▢	Backup Material	Community_Update_10_20_25_(1).pdf	Community Update 10_20_25 (1)
▢	Backup Material	Parent_Safety_Presentation.pdf	Parent Safety Presentation
▢	Backup Material	ILUG_Standard_Response_FAQ_(1).pdf	ILUG Standard Response FAQ (1)
▢	Backup Material	10.23.25_Superintendent_Updates_2025-26.pdf	10.23.25 Superintendent Updates 2025-26

ENROLLMENTS / Class Averages as of 10/23/25																																		
	OK	Sec	Ave	FY25	1	Sec	Ave	FY25	2	Sec	Ave	FY25	3	Sec	Ave	FY25	4	Sec	Ave	FY25	5	Sec	Ave	FY25	Secs	TOTAL: FY26	FY25	Diff.						
Bishop	57	3	19.0	61	64	3	21.3	54	56	3	18.7	61	60	3	20.0	69	72	3	24.0	66	67	3	22.3	64	18	BIS	376	375	1					
Brackett	54	3	18.0	54	56	3	18.7	66	63	3	21.0	82	83	4	20.8	54	55	3	18.3	73	69	3	23.0	65	19	BRA	380	394	-14					
Dallin	50	3	16.7	64	65	3	21.7	57	60	3	20.0	73	74	4	18.5	65	62	3	20.7	62	62	3	20.7	69	19	DAL	373	390	-17					
Hardy	76	4	19.0	61	66	3	22.0	62	64	3	21.3	69	65	3	21.7	77	83	4	20.8	57	61	3	20.3	56	20	HAR	415	382	33					
Peirce	50	3	16.7	46	47	2	23.5	37	42	2	21.0	67	71	3	23.7	49	54	3	18.0	63	63	3	21.0	56	16	PEI	327	318	9					
Stratton	64	3	21.3	68	68	4	17.0	75	78	4	19.5	56	54	3	18.0	87	81	4	20.3	76	76	4	19.0	86	22	STR	421	448	-27					
Thompson	79	4	19.8	92	88	4	22.0	83	82	4	20.5	89	87	4	21.8	95	91	4	22.8	90	90	4	22.5	88	24	THO	517	537	-20					
TOTALS:																							138		2809	2844	-35							
Totals:	430	23	18.7	446	454	22	20.6	434	445	22	20.2	497	494	24	20.6	496	498	24	20.8	487	488	23	21.2	484	138		2809	2844	-35					
Menotomy	PK											Program Enrollments														Secondary Programs:	MEN	81	100	Diff.				
	81																																	
Gibbs	6 LC	Ave											METCO	Elem			Gibbs	OMS	AHS	SLC TOTAL					A = Reach	GIBBS	481	529	-48					
	481	5	96.2											K-5	20	A	30	A	4	A	19	A	38	A						91	B = Summit			
Ottoson	7 LC	Ave											6-8	16	B	5	B	6	B	12	B	20	B	43					C = Compass	OTT	980	963	17	
	524	5	104.8	456	5	91.2											9-12	26	C	18	C	2	C	10	C	23	C	53						D = Language Based
AHS	9	10	11	12											Total	62	Total	61	Total	14	Total	48	Total	81	Total	204					AHS	1757	1677	80
	466	434	443	414																														
OOD	OK	1	2	3	4	5	6	7	8	9	10	11	12	12+														OOD	63	54	9			
	0	0	0	3	2	2	5	5	2	9	8	8	7	12																				
																								APS	6171	6167	4							
																								W/O PK	6090	6067	23							



Arlington Public Schools

Education That Empowers

10/20/25: FAMILY UPDATE

Dear Arlington Community,

Last week, we had the pleasure of sharing our new Standard Response Protocol (SRP) for emergency response and communication with members of our community in a community webinar. The webinar is now accessible [at this link](#). If you are prompted to provide a passcode, it is **3N6?6cTk**.

Although we experienced some audio challenges during the live session, we are pleased that the recording has clear audio. You can also [access the slides here](#).

During the presentation, we shared the five actions that are part of the new SRP, as well as some of the steps we have taken in partnership with the Arlington Police Department and Facilities teams to update door locks and communications infrastructure over the past year. The five actions in the SRP are outlined briefly [here](#).

Specific resources that we know will be of interest to community members as we implement our new protocols include our emergency communications protocol, a live and routinely updated Frequently Asked Questions (FAQ) doc, a form to submit your questions, and other public resources. These are linked below for your information:

- [APS Emergency Communications Protocol](#)
- [Standard Response Protocol FAQ](#) and [Form to Submit Questions](#)
- [Public Materials for APS SRP](#): Protocols, Slides, Communication Templates, and Signage

We are grateful for the support of so many Town agencies and committees for their role in ensuring our school buildings are safe and secure. These include the Arlington Police Department, Facilities Department, School Committee, and Capital Planning Committees, all of whom have dedicated or allocated time and resources to these efforts. Thank you also to families and educators for their partnership and attention to helping us implement these protocols.

Have a lovely week,

Dr. Elizabeth C. Homan

Superintendent, Arlington Public Schools





WELCOME!
We will get started in a few minutes.



Standard Response Protocol (SRP)

Cindy Sheridan-Curran
SRO Bryan White
Sgt. Scott Urquhart

A system of action-based, shared language used by students, staff, and first responders to ensure clear and consistent communication during a crisis.

5 ACTIONS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

EACH ACTION Is Always Followed by a Directive



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

EVERY ACTION

Has specific instructions



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



ACTION 1 - HOLD

“HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS!”

- Teachers- Sweep hallway for nearby students.
- All students and teachers remain in their classrooms until the hold is released
- If outside, stay outside
- Business as usual inside the classroom
- “The Hold is released, All Clear” – Said by public address

*During a **HOLD**, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside they remain outside.



ACTION 2 - SECURE

“SECURE, GET INSIDE, LOCK OUTSIDE DOORS”

- Called when there is a threat or hazard outside of the building.
- Secure uses the security of the physical facility to act as protection **NO ONE is allowed IN or OUT!**
- Locking all outside access points. Class or recess outside is immediately ordered into the building.
- Increased law enforcement presence

•THIS USUALLY COMES FROM THE POLICE!

During a **SECURE**, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building

****If a school in district is in a true lock down other schools could be placed in a **SECURE****

ACTION 3



LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT!

- Uses classroom and school Security actions to protect students and staff from the threat
- Locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make it seem unoccupied, and maintaining silence
- Do not be exposed to unnecessary risk
- Every individual teacher is responsible for their own classroom lockdown
- Students/faculty outside of classrooms should go into the nearest room

ANYONE CAN CALL A LOCKDOWN

- A “SAFE ZONE” should also be identified within the classroom that is out of sight of interior windows (if possible)
- Teachers and students do not open the door for anyone during a lockdown. First responders accompanied by admin staff will come get you.

CELL PHONE USE: PLEASE LIMIT USE TO PREVENT NETWORK CONGESTION AND THE SPREAD OF FALSE INFORMATION. STAFF AND STUDENTS STAYING OFF PHONES HELPS ENSURE CRITICAL COMMUNICATION CHANNELS REMAIN OPEN AND ACCURATE INFORMATION IS SHARED.



ACTION 4 - EVACUATE

- **Called when there is a need to move students/faculty from one location to another for safety reasons**
- **Teachers/students move quickly in orderly fashion**
- **If there is a violent/traumatic event there will almost always be an off site evacuation due to the school potentially being a crime scene**



ACTION 5 - SHELTER

- Called when specific protective actions are needed based on a threat or hazard**
- Drop, cover, hold**
- Get to high ground**

INSTRUCTION

FROM SCHOOL LEADER TO STAFF AND STUDENTS

“Hold - in Your Room or Area”.

“Secure - Get Inside, Lock Outside Doors, continue with classroom activity”.

“Lockdown - “Locks, Lights, Out of Sight”.

“Evacuate - *A location may be stated.*

“Shelter - *State the Hazard and the Safety Strategy.*

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

The five actions of the I Love U Guys Standard Response Protocol (SRP) are taught using calm, age-appropriate language and drills that promote comfort and confidence. We emphasize that these actions are about being prepared—not frightened—and we reassure students that many caring adults are always present to keep them safe.

Our goal is to ensure that the language and delivery of these lessons are consistent and supportive, so that children leave feeling informed, empowered, and emotionally secure.

Learning Our Safety Words... Just in Case

Lesson Plan on the I Love U Guys
Foundation Terms

K-8



We will practice some safety words so we'll know what to do in an emergency.

Just like practicing a game or reading a book, practicing safety will help us feel calm, safe and ready!



An emergency is when something happens that needs quick help or attention.

It might be a surprise, but there are always grown-ups here ready to help and keep everyone safe.

P A L

Pause



Stop what you're doing. Take a breath and stay calm.

Look for an Adult



Find a teacher or grown-up who can help.

Listen



Follow their directions to stay safe.



Antenna work completed and repeaters

installed in each school building to support new

Base Stations and Digital Two-Way Radios





BASE STATION in every building.
Can connect to every building.
Can connect directly to APD/AFD.



ADMINISTRATOR'S RADIO
Can connect to every building.
Can connect directly to APD/AFD.



OPERATIONAL RADIOS
for each building.

UPGRADING OUR WORK WITH



**A PROACTIVE EMERGENCY RESPONSE SYSTEM
available to our first responders and school administrators.**

Delivers detailed digital maps of our school buildings to first responders during emergencies.

DOOR LOCKS



DOOR LOCK MAGNETIC STRIP

Locking magnetic
strip prevents door
from locking

Suitable for school,
church, office
building, university
campus and home
door lock device



STEP:

Attach the magnet to
the striker plate on the
door frame.

Put the door handle
in the locked position



WARNING:

Only suitable for
magnetic metal doors
Do not use for fire
safety doors

MADE IN CHINA
glnh123@outlook.com





THANK YOU!

Form to submit
questions for FAQ:



ILUG FAQ:



APS Emergency Comms
Protocol:



Parent Info Folder:





ILUG Standard Response Protocol Procedures: Frequently Asked Questions (and our Answers)

Background:

In 2025, APS implemented new Standard Response Protocols from the *i love u guys Foundation*, an organization that uses research-based approaches to ensure school safety in any emergency situation, whether it involves one student or an entire community. The Frequently Asked Questions that follow are submitted by staff and families [on this form](#), and questions are categorized thematically for ease of navigation. We will add questions and answers periodically as new questions come in. Please check back for more information!

Table of Contents:

General Procedural Questions	2
Q: Should classroom doors to the hallway be locked, even if the room is empty?	2
Q: Is it helpful to add the local police department (APD) to our phone favorites for emergencies, or should we just call 911?	2
Q: How will emergency information be communicated during off-campus activities (e.g., PE walking or biking)?	2
Q: How are we handling any issues that may involve ICE?	2
Q: What's the expected method of communication to alert administrators immediately about an emergency or support need?	2
Q: How often are interior (including classroom) and external doors are checked for working, installed locking (from inside) mechanisms, by whom, and in what manner.	3
HOLD Questions	3
Q: During a "Hold" situation, should we notify administration if we have extra students?	3
LOCKDOWN Questions	3
Q: Are we still barricading rooms during a lockdown?	3
Q: Should there be locks on interior doors between adjacent classrooms?	4
Q: Can shades or covers be provided for the long windows in classroom doors?	4
Q: Will the gym receive new doors that can be locked without a key? What's the lockdown protocol in the gym?	4
Q: Will officers fully clear all rooms during a lockdown release, including inner offices?	4
Q: Are we still teaching students to barricade and "counter" intruders (the "C" in ALICE)?	4
Q: What should we do if a student has a medical emergency during a lockdown (e.g., passes out)?	5
EVACUATION Questions	5
Q: What evacuation plan is in place for students with disabilities?	5
Q: What if the only safe exit is a window, but the window no longer opens fully?	5
Q: Will classrooms receive materials to seal door edges in the event of a gas hazard?	5



General Procedural Questions

Q: Should classroom doors to the hallway be locked, even if the room is empty?

A: Yes. All doors leading to hallways should remain **shut and locked** at all times, including when classrooms are unoccupied.

Q: Is it helpful to add the local police department (APD) to our phone favorites for emergencies, or should we just call 911?

A: Technology has advanced in emergency response systems, and **911 is the most effective and efficient way to request help**. There's no longer a need to call the local police station directly.

Q: How will emergency information be communicated during off-campus activities (e.g., PE walking or biking)?

A: Emergency communication will be sent via radios, PA systems, and electronic alerts. If you are returning during a critical incident, law enforcement will direct you to a safe location.

Q: How are we handling any issues that may involve ICE?

A: Please refer to district guidance or consult with administration for protocols related to ICE involvement.

Q: What's the expected method of communication to alert administrators immediately about an emergency or support need?

A: Use radios if one has been issued to you or is readily available. Otherwise, use a cell phone or any other communication device available to call the front office of the building where you are located. **For emergencies requiring immediate police/fire response, call 911.**



Q: How often are interior (including classroom) and external doors are checked for working, installed locking (from inside) mechanisms, by whom, and in what manner.

A: The door locks to classrooms are tested several times per week, if not daily. Custodians lock the doors behind them after going through the school, or use their keys to access classrooms, as do our teachers and administrators. We're confident in the functioning of all of interior door locks, because we use and therefore test them every day.

Exterior door locks are also tested daily with staff, students, and families going in and out of the schools. When an exterior entry door isn't working, my office is notified immediately and it is treated as a safety threat (highest priority) by facilities. All of the other exterior doors (such as egress doors that aren't used for building entry) are heavy doors that close behind you and are locked at all times. When any exterior door doesn't close, or if they are breached when the building is locked down, they will set off an alarm that alerts the police department.

HOLD Questions

Q: During a "Hold" situation, should we notify administration if we have extra students?

A: Yes. After taking attendance, you should continue monitoring accountability. Notify administration if you have additional or missing students. Your building's response team will provide specific protocols for attendance tracking.

LOCKDOWN Questions

Q: Are we still barricading rooms during a lockdown?

A: Once the door is securely locked, additional measures such as placing furniture in front of the door can be helpful **if time allows**. However, the most critical actions are:

- **Locks** – Ensure doors are locked
- **Lights** – Turn off the lights
- **Out of Sight** – Move out of visibility from doors/windows.



The goal is to make it unclear to an intruder whether anyone is present behind the door.

Q: Should there be locks on interior doors between adjacent classrooms?

A: No. Building and fire codes prohibit locking doors between adjoining classrooms. If there is suspicious or violent activity in the neighboring room, you may use furniture to barricade the interior door.

Q: Can shades or covers be provided for the long windows in classroom doors?

A: Yes, when this is necessary to comply with “Locks, Lights, out of Sight,” the district can provide shades or covers for windows or classroom doors. However, the presence of windows in doors and walls is also a safety feature designed to protect both students and staff members. **Interior windows should NOT be covered except in an emergency.** Please speak with your building principal if you have concerns about your ability to implement the Lockdown protocol.

Q: Will the gym receive new doors that can be locked without a key? What’s the lockdown protocol in the gym?

A: Ideally, you should move behind a locked solid core door (e.g., PE office or storage closet), or evacuate to an external point out of the line of sight from the building. Gym doors should be kept locked during the day, using a wedge for functional student access. During lockdown, remove the wedge and close the door to secure the space.

Q: Will officers fully clear all rooms during a lockdown release, including inner offices?

A: Yes. Police will check and clear **every space**, including closets, restrooms, and inner offices.

Q: Are we still teaching students to barricade and “counter” intruders (the “C” in ALICE)?

A: The most important prevention is to **lock the door**. However, if an intruder gains access to your area, you may use **any means necessary** to defend yourself and your students. Note: ILUG research indicates **no intruder has breached a locked, solid core door** during a critical incident.



Q: What should we do if a student has a medical emergency during a lockdown (e.g., passes out)?

A: Call **911** and relay the emergency. Emergency responders will be dispatched appropriately.

EVACUATION Questions

Q: What evacuation plan is in place for students with disabilities?

A: APD and AFD are trained and prepared to evacuate individuals with mobility challenges. Staff will also be trained and provided with the necessary materials to support evacuation for these students. The district has purchased resources for programs that require accessible evacuation solutions (for example, a device to assist navigation of stairs) where they are needed. If you work or have a child with specialized needs and are unsure what the plan would be for maintaining student safety, please consult your building administrator.

Q: What if the only safe exit is a window, but the window no longer opens fully?

A: If necessary and no other safe exit is available, **you may break the window** to evacuate.

Q: Will classrooms receive materials to seal door edges in the event of a gas hazard?

A: In the case of a hazardous materials incident, we will follow the **EVACUATE** protocol and leave the building. Sealing materials are not part of the current plan.



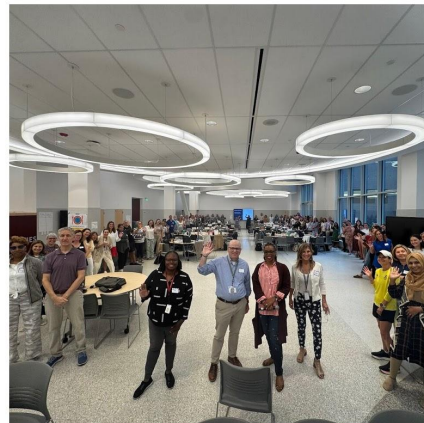
Arlington Public Schools
Education That Empowers

Superintendent's Update, 10/23/25



Arlington Public Schools
Education That Empowers

- JOIN US for an AHS Open House **this Saturday, October 25th, from 1pm-4pm!** We are excited to open up the High School to the public to show the incredible programming spaces and opportunities available to AHS students and the broader community in this beautiful facility. Self-guided tours will include opportunities to learn about the project and construction process, as well as the sustainability features of the new high school. We hope to see you there!
- **November Conferences** are around the corner! Families will receive notifications from schools and teachers to sign up for times. Conflicts happen! If you can't make designated conference times, you can reach out to your child's teacher to schedule an alternative conference time.
- **Stratton, Thompson, and Hardy** educators participated in the district MTSS Workshop with Dr. Homan and Dr. Ford Walker on Wednesday of this week.



Superintendent's Update, 10/23/25



Arlington Public Schools
Education That Empowers

- APS Family Forum on APS Standard Response Protocol took place on October 16th, we had about 50 families attend. All families received a link to the recording and additional resources, which are included in Novus materials.
- APS Leadership kicked off Instructional Rounds last week, with visits to Libraries and High School classrooms. Leadership workshops this year include legal topics on bullying and Title IX, navigating and using data platforms, and using data to develop instructional plans and interventions.
- APS Received a Competitive Preventing Hate Crimes Grant in the amount of \$20,000. Funds will support professional development at schools, Understanding our Differences programming, and opt-in workshops on Restorative Justice with Suffolk University.
- New Assistant Superintendent of Finance and Operations will start November 3rd.
- Enrollments

During instructional rounds, students at Bishop collaboratively problem-solved challenges that included early coding tasks and finding books by genre in the library with their peers





Town of Arlington, Massachusetts

8:35 p.m. Open Meeting Law Complaint (J. Thielman)

Summary:

- Arlington School Committee OMI issued Oct 22 2025 (2)

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Arlington_School_Committee_oml_issued_Oct_22_2025_(2).pdf	Arlington School Committee oml issued Oct 22 2025 (2)



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Patrick Last Name: Higgins

Address: P O Box 290 (all correspondence should be emailed to patrick@openmeetinglawenforcer.com)

City: Northport State: AL Zip Code: 35476

Phone Number: 5086743140 Ext.

Email: patrick@openmeetinglawenforcer.com

Organization or Media Affiliation (if any): Patrick Higgins and Associates

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☐ Individual

☒ Organization

☐ Media

Public Body that is the subject of this complaint:

☒ City/Town

☐ County

☐ Regional/District

☐ State

Name of Public Body (including city/town, county or region, if applicable): Arlington School Committee

Specific person(s), if any, you allege committed the violation: All members

Date of alleged violation: 10/23/25

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

The Arlington School Committee violated the open meeting law as follows:

1. By posting the agenda for their Oct 23, 2025 meeting in a location on their website that requires people login with a User Name and password to be able to read the agendas and minutes. See <https://www.arlingtonma.gov/Home/Components/Calendar/Event/37235/75?backlist=%2ftown-governance%2fboards-and-committees%2fschool-committee>

which then takes you to

<https://www.arlingtonma.gov/Admin/LogOn?ReturnUrl=%2fAdmin%2fComponents%2fCalendar%2fEvent%2fAdd%2f%3fnavid%3d76&navid=76> where you have to login.

Screen shot of these 2 pages are attached.

This municipality adopted their municipal website as the official posting location effective 10/22/2010!

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Remove the paywall that requires the general public to enter a user name and password to review legally posted agendas.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: 10/22/25



govAccess

Log In

Town of Arlington

govAccess

User Name

Password

[Forgot Your Password?](#)

LOG IN

School Committee Calendar

Font Size: [Share & Bookmark](#) [Feedback](#) [Print](#)

Arlington School Committee Regular Meeting - Hybrid

Date: 10/23/2025 6:30 PM

Location: Arlington Public Schools District Office or Via Zoom
[14 Mill Brook Drive, School Committee Room, 2nd Floor](#)
[ARLINGTON, Massachusetts 02476](#)

[Add to my Calendar](#)

For additional information on the Arlington School Committee, including its working groups, please [visit their website](#). Reference material for this meeting will be available 48 business hours prior to the meeting and may be viewed on the Committee's [Agendas and Minutes page](#).

In Person:

Arlington Public Schools District Office

14 Mill Brook Drive

School Committee Room - 2nd Floor



ARLINGTON, MA

I WANT TO...

TOWN GOVERNANCE

DEPARTMENTS

CONNECT



Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

<https://us02web.zoom.us/j/86956181807>

For viewing on your Local Cable TV Station:

ACMi

[Return to full list >>](#)

Free viewers are required for some of the attached documents.
They can be downloaded by clicking on the icons below.



[HOME](#) | [I WANT TO](#) | [TOWN GOVERNANCE](#) | [DEPARTMENTS](#) | [CONNECT](#) | [EMPLOYMENT](#) | [SITEMAP](#)

[Website Accessibility Statement, Privacy and Online Policies](#) | [Technical Issues/Submission Guidelines](#) | [Main Switchboard 781-316-3000](#)

Design by **GRANICUS** - Connecting People & Government





The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



Town of Arlington, Massachusetts

8:40 p.m. Consent Agenda (J. Thielman)

Summary:

*Warrant #: 26088, 10.14.25, \$1,103,090.30

*Final Vote naming of AHS facilities: Principal's Room, Black Box Theater, and Wood Gym, Policy FF.

ATTACHMENTS:

Type	File Name	Description
▢ Warrant	26088_School_Invoice_Warrant_10.14.2025.pdf	26088 School Invoice Warrant 10.14.2025
▢ Policy	File_FF_-_Policy_for_Special_Dedications_of_School_Facilities.pdf	Policy FF
▢ Backup Material	Public_Memorials_Committee_Advisory_Request_-_Google_Docs.pdf	Public Memorials Committee Advisory Request - Google Docs



STATEMENT MADE UNDER THE PENALTIES OF PERJURY

I/WE CERTIFY THAT THERE IS DUE TO THE VENDORS NAMED WITHIN THIS ACCOUNTS PAYABLE WARRANT THE AMOUNT SET AGAINST THEIR RESPECTIVE NAMES, IN PAYMENT FOR SERVICES PERFORMED TO DATE.

Warrant Number: 26088

Dated: 10.14.25

Amount: \$1,103,090.30

Elizabeth C Homan

Elizabeth C. Homan, PhD.
Superintendent of Schools

Jane P. Morgan – Chair
School Committee

Paul Schlichtman

Paul Schlichtman – Secretary
School Committee

Liz Exton
School Committee

Jeff Thielman

Jeff Thielman
School Committee

Francis Gorski
Chief Financial Officer

Laura Gitelson

Laura Gitelson – Vice Chair
School Committee

Kirsi Allison-Ampe

Kirsi Allison-Ampe, MD
School Committee

Leonard Kardon

Leonard Kardon
School Committee

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|TOWN OF ARLINGTON

|P 1
|apwarnt

DATE: 10/14/2025 WARRANT: 26088 AMOUNT: \$ 1,103,090.30

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS INDICATED.

TOWN MANAGER

DocuSigned by:
James Feeney 10/14/2025
10420207607D480...

COMPTROLLER

DocuSigned by:
ida cody 10/14/2025
C0A006A75DFB438...

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 2
 | apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
39400	ABCO RENTAL & STORAGE 1 53002509 582040	00000	260026	INV	10/14/2025	146219 90.00 90.00 Invoice Net	541346		
						CHECK TOTAL	90.00		-----
39400	ABCO RENTAL & STORAGE 1 03345302 520625 3300	00000	260250	INV	10/14/2025	146221 87.50 87.50 Invoice Net	541851		
						CHECK TOTAL	87.50		-----
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	260171	INV	10/14/2025	P33108-00 253.30 253.30 Invoice Net	540755		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	260171	INV	10/14/2025	P41350-00 572.95 572.95 Invoice Net	541413		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	260171	INV	10/14/2025	P42784-00 1,099.49 1,099.49 Invoice Net	541505		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	260171	INV	10/14/2025	P42230-00 546.81 546.81 Invoice Net	541506		
						CHECK TOTAL	2,472.55		-----
36541	ACTION AMBULANCE SERVI 1 03345322 520404 3300	00000	260867	INV	10/14/2025	5989 2,200.00 2,200.00 Invoice Net	541843		
						CHECK TOTAL	2,200.00		-----
70045	ACTION LOCK & KEY INC 1 03325202 520503 4220	00000	260591	INV	10/14/2025	38204027 264.00 264.00 Invoice Net	540604		
70045	ACTION LOCK & KEY INC 1 03325202 520503 4220	00000	260591	INV	10/14/2025	38209290 160.50 160.50 Invoice Net	540620		
70045	ACTION LOCK & KEY INC 1 03325202 520503 4220	00000	260591	INV	10/14/2025	38269051 105.60 105.60 Invoice Net	541099		
						CHECK TOTAL	530.10		-----
38339	AED SERVICE AMERICA IN 1 03992012 520520 3200	00000	261713	INV	10/14/2025	20454 11,674.00 11,674.00 Invoice Net	541489		
						CHECK TOTAL	11,674.00		-----

31978 AFTUCK LYNNE

1 12013805 520518 6200

00000 261894 INV 10/14/2025

YOUTH SUMM SM INSTRUC

Invoice Net

Reimb APS - SF25

139.17

139.17

541714

10/07/2025 14:44

izheng

|TOWN OF ARLINGTON

|DETAIL INVOICE LIST

|P 3

|apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	139.17		-----
43477	ALMOND, ERIN & STEVEN	00000	261071	INV	10/14/2025	REIMMILEAGE_SEPT2025	541880		
	1 03343102 520404 3300		TRANSP Tra	CTR CONTRA		535.43			
			Invoice Net			535.43			
43477	ALMOND, ERIN & STEVEN	00000	261008	INV	10/14/2025	SETTLEMENT_10.6.25	541881		
	1 03233062 520645 9300		SpEd Out o	OE TUITION		12,706.00			
			Invoice Net			12,706.00			
						CHECK TOTAL	13,241.43		-----
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1RGR-CT3P-VJFW	541349		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		93.51			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		25.43			
			Invoice Net			118.94			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1VY9-76DJ-6KKQ	541350		
	1 12013801 520523 6200		COMED ADMI	SM OFFICE		49.00			
			Invoice Net			49.00			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1RJJ-MXPJ-9F17	541351		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		104.40			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		28.39			
			Invoice Net			132.79			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	13MR-3VM6-41R3	541352		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		144.33			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		39.25			
			Invoice Net			183.58			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1DTV-HVVW-3PM3	541353		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		194.18			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		52.80			
			Invoice Net			246.98			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	11HQ-MWXM-3YH3	541354		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		38.13			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		10.37			
			Invoice Net			48.50			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1MMR-DTQ7-DLHK	541355		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		24.82			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		6.75			
			Invoice Net			31.57			
38648	AMAZON CAPITAL SERVICE	00001	255421	INV	10/14/2025	1W4H-K4DP-919F	541356		
	1 12013801 520518 6200		COMED ADMI	SM INSTRUC		38.57			
	2 12013801 520523 6200		COMED ADMI	SM OFFICE		10.49			

38648	AMAZON CAPITAL SERVICE	00001 255421 INV 10/14/2025	1 12013801 520518 6200	COMED ADMI SM INSTRUC	Invoice Net	49.06	1WPC-R4WK-NV93	541357
38648	AMAZON CAPITAL SERVICE	00001 261774 INV 10/14/2025	1 03030052 520604 4230	GIBBS Seco OE CAPITAL	Invoice Net	116.99	1YJT-1GVH-7V4K	541491

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 4
| apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001 261774 INV 10/14/2025	1 03030052 520604 4230	GIBBS Seco OE CAPITAL	Invoice Net	1TG9-YJXK-MKQD	541494		
						189.99			
						189.99			
						CHECK TOTAL	1,183.29		-----
32425	AMBIENT TEMPERATURE CO	00000 260828 INV 10/14/2025	1 03325202 520411 4220	FAC Facili CTR HVAC C	Invoice Net	130003257	540562		
						2,518.14			
						2,518.14			
32425	AMBIENT TEMPERATURE CO	00000 260828 INV 10/14/2025	1 03325202 520411 4220	FAC Facili CTR HVAC C	Invoice Net	130003332	541563		
						765.88			
						765.88			
32425	AMBIENT TEMPERATURE CO	00000 260828 INV 10/14/2025	1 03325202 520411 4220	FAC Facili CTR HVAC C	Invoice Net	130003361	541609		
						4,470.28			
						4,470.28			
						CHECK TOTAL	7,754.30		-----
1195	AMERICAN ALARM & COMMU	00000 260546 INV 10/14/2025	1 03325202 520418 4225	FAC Facili CTR SECURI	Invoice Net	1676090	540619		
						10,615.41			
						10,615.41			
						CHECK TOTAL	10,615.41		-----
40045	AMERIGAS PROPANE LP	00001 262116 INV 10/14/2025	1 03325202 520623 4120	FAC Facili OE NATURAL	Invoice Net	3181228098	541453		
						87.16			
						87.16			
						CHECK TOTAL	87.16		-----
39245	ANDALORO, LYNNE	00000 261536 INV 10/14/2025	1 03221222 520612 2354	C&I Profes OE GRADUAT	Invoice Net	V39245_42637ANDALORO	541378		
						312.00			
						312.00			
39245	ANDALORO, LYNNE	00000 261536 INV 10/14/2025	1 03221222 520612 2354	C&I Profes OE GRADUAT	Invoice Net	V39245_41492ANDALORO	541379		
						280.80			
						280.80			
						CHECK TOTAL	592.80		-----
33100	ANDCO INC	00000 261344 INV 10/14/2025	1 03345302 520621 3300	TRANSP Tra OE MOTOR V		215715	541510		
						332.23			

33100	ANDCO INC	1 03345302 520621 3300	Invoice Net		332.23	541544
			00000 261344 INV 10/14/2025	215836		
33100	ANDCO INC	1 03345302 520621 3300	TRANSP Tra OE MOTOR V		18.27	541547
			Invoice Net		18.27	
70197	APPLE INC.	1 03233012 520504 2455	00000 261344 INV 10/14/2025		215019	541548
			TRANSP Tra OE MOTOR V		232.85	
			Invoice Net		232.85	
			CHECK TOTAL		583.35	-----
			MC07143353			
			SpEd Speci SM COMPUTE		1,000.00	
			Invoice Net		1,000.00	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 5
|apwarnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,000.00		-----
41421	ARBITERSPORTS LLC 1 03256002 520402 3510	00000	261503	INV	10/14/2025	INV75794	541497		
						1,395.00			
						1,395.00			
						CHECK TOTAL	1,395.00		-----
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260065	INV	10/14/2025	AT_SEPT2025	541865		
						1,520.00			
						1,520.00			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260233	INV	10/14/2025	MS_SEPT2025	541866		
						537.50			
						537.50			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260063	INV	10/14/2025	AM_SEPT2025	541867		
						1,007.50			
						1,007.50			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260062	INV	10/14/2025	DL_SEPT2025	541869		
						717.50			
						717.50			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260059	INV	10/14/2025	BH_SEPT2025	541870		
						1,710.00			
						1,710.00			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260234	INV	10/14/2025	EG_SEPT2025	541872		
						803.75			
						803.75			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260058	INV	10/14/2025	AG_SEPT2025	541873		
						1,750.00			
						1,750.00			
						Invoice Net			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	260056	INV	10/14/2025	lc_sept2025	541874		
						1,372.50			
						1,372.50			
						Invoice Net			
29770	ARISE CONSULTING SERVI	00001	260055	INV	10/14/2025	RB_SEPT2025	541875		

1	03233012	520416	2320	SpEd Speci	CTR PROFES	1,180.00		
				Invoice Net		1,180.00		
29770	ARISE CONSULTING SERVI	00001	260232	INV	10/14/2025	EV_SEPT	541890	
1	03233012	520416	2320	SpEd Speci	CTR PROFES	1,280.00		
				Invoice Net		1,280.00		
CHECK TOTAL						11,878.75	-----	
1376	ARLINGTON COAL & LUMBE	00000	262086	INV	10/14/2025	1371027	541446	
1	53002516	582040		STRATTON S	INT RENOV	199.95		
				Invoice Net		199.95		
1376	ARLINGTON COAL & LUMBE	00000	262085	INV	10/14/2025	1368149	541449	
1	03325202	520503	4220	FAC Facili	SM CARPENT	59.67		
				Invoice Net		59.67		
1376	ARLINGTON COAL & LUMBE	00000	262085	INV	10/14/2025	1368141	541450	
1	03325202	520503	4220	FAC Facili	SM CARPENT	4.59		
				Invoice Net		4.59		

10/07/2025 14:44 |TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

|P 6
|apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1376	ARLINGTON COAL & LUMBE	00000	262085	INV	10/14/2025	1367951	541451		
1	03325202 520503 4220			FAC Facili	SM CARPENT	29.12			
				Invoice Net		29.12			
CHECK TOTAL						293.33	-----		
43624	ARTYUNOVA, ALINA	00000	261536	INV	10/14/2025	V43624_OL5630ARTYUNO	541011		
1	03221222 520612 2354			C&I Profes	OE GRADUAT	440.10			
				Invoice Net		440.10			
43624	ARTYUNOVA, ALINA	00000	261536	INV	10/14/2025	V43624_OL5238ARTYUNO	541013		
1	03221222 520612 2354			C&I Profes	OE GRADUAT	489.00			
				Invoice Net		489.00			
43624	ARTYUNOVA, ALINA	00000	261536	INV	10/14/2025	V43624_OL5636ARTYUNO	541088		
1	03221222 520612 2354			C&I Profes	OE GRADUAT	489.00			
				Invoice Net		489.00			
43624	ARTYUNOVA, ALINA	00000	261536	INV	10/14/2025	V43624_OL5622ARTYUNO	541090		
1	03221222 520612 2354			C&I Profes	OE GRADUAT	440.10			
				Invoice Net		440.10			
CHECK TOTAL						1,858.20	-----		
24394	AUDIOLOGY AND HEARING	00000	260053	INV	10/14/2025	44964	541512		
1	03233012 520416 2320			SpEd Speci	CTR PROFES	47.22			
2	03233012 520615 2420			SpEd Speci	OE INSTRUC	27.78			
				Invoice Net		75.00			
24394	AUDIOLOGY AND HEARING	00000	260053	INV	10/14/2025	44959	541513		
1	03233012 520416 2320			SpEd Speci	CTR PROFES	47.22			
2	03233012 520615 2420			SpEd Speci	OE INSTRUC	27.78			
				Invoice Net		75.00			
CHECK TOTAL						150.00	-----		

30796	AUTOMATED BUILDING SYS	00002	261191	INV	10/14/2025	SD19262	540565	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			312.86		
2	03325202 520411 4220	FAC Facili	CTR HVAC C			2,688.64		
		Invoice Net				3,001.50		
30796	AUTOMATED BUILDING SYS	00002	261935	INV	10/14/2025	SD19330	540566	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,390.00		
		Invoice Net				1,390.00		
		CHECK TOTAL				4,391.50		-----
21159	AXTMAN, GORDON	00000	261115	INV	10/14/2025	1102	541380	
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			2.86		
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			13.00		
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			28.60		
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			19.50		
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			2.60		
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			11.44		
		Invoice Net				78.00		
		CHECK TOTAL				78.00		-----

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 7
| aparrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
74780	B&H FOTO & ELECTRONICS	00002	261833	INV	10/14/2025	237395017	540668		
1	032221202 520605 2451	C&I Art	OE COMPUTE			51.38			
		Invoice Net				51.38			
74780	B&H FOTO & ELECTRONICS	00002	261833	INV	10/14/2025	237358249	540671		
1	032221202 520605 2451	C&I Art	OE COMPUTE			137.14			
		Invoice Net				137.14			
		CHECK TOTAL				188.52			-----
41791	B-SQUAD INC	00000	261884	INV	10/14/2025	BSQ-230213	541522		
1	03343092 520404 3300	TRANSP Tra	CTR CONTRA			5,000.00			
		Invoice Net				5,000.00			
41791	B-SQUAD INC	00000	261884	INV	10/14/2025	BSQ-230212	541523		
1	03343092 520404 3300	TRANSP Tra	CTR CONTRA			10,000.00			
		Invoice Net				10,000.00			
		CHECK TOTAL				15,000.00			-----
39652	BABCOCK, WILLIAM R	00000	261115	INV	10/14/2025	1031	541150		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			6.90			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			31.33			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			68.93			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			47.00			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			6.27			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			27.57			
		Invoice Net				188.00			

39652	BABCOCK, WILLIAM R	00000	261115	INV	10/14/2025	1105	541381
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		6.90	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		31.33	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		68.93	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		47.00	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		6.27	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		27.57	
		Invoice Net				188.00	
		CHECK	TOTAL			376.00	-----
70350	BARNES & NOBLE BOOKSEL	00005	256327	INV	10/14/2025	4659497	540708
1	11212025 520501 2356	HATE CRIME	SM	SUPPLIE		96.60	
		Invoice Net				96.60	
70350	BARNES & NOBLE BOOKSEL	00005	256327	INV	10/14/2025	4657683	540711
1	11212025 520501 2356	HATE CRIME	SM	SUPPLIE		91.14	
		Invoice Net				91.14	
70350	BARNES & NOBLE BOOKSEL	00005	256327	INV	10/14/2025	4659037	540713
1	11212025 520501 2356	HATE CRIME	SM	SUPPLIE		287.88	
		Invoice Net				287.88	
		CHECK	TOTAL			475.62	-----
22249	BEGIN, JOANNA	00000	261536	INV	10/14/2025	V22249_OL5572_JB	541200
1	03221222 520612 2354	C&I Profes	OE	GRADUAT		399.00	
		Invoice Net				399.00	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 8
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22249	BEGIN, JOANNA	00000	261536	INV	10/14/2025	V22249_OL5125_JB	541201		
1	03221222 520612 2354	C&I Profes	OE	GRADUAT		399.00			
		Invoice Net				399.00			
22249	BEGIN, JOANNA	00000	261536	INV	10/14/2025	V22249_OL5344_JB	541202		
1	03221222 520612 2354	C&I Profes	OE	GRADUAT		399.00			
		Invoice Net				399.00			
22249	BEGIN, JOANNA	00000	261536	INV	10/14/2025	V22249_OL5308_JB	541203		
1	03221222 520612 2354	C&I Profes	OE	GRADUAT		399.00			
		Invoice Net				399.00			
		CHECK	TOTAL			1,596.00			-----
39028	BELLON, LAUREN	00000	261070	INV	10/14/2025	REIMMILEAGE_AUG2025	541546		
1	03343102 520404 3300	TRANSP Tra	CTR	CONTRA		63.24			
		Invoice Net				63.24			
39028	BELLON, LAUREN	00000	261070	INV	10/14/2025	REIMMILEAGE_SEPT2025	541840		
1	03343102 520404 3300	TRANSP Tra	CTR	CONTRA		337.28			
		Invoice Net				337.28			
		CHECK	TOTAL			400.52			-----
43053	BENNETT, REBECCA	00000	261536	INV	10/14/2025	V43053_OL5612BENNETT	541204		

1	03221222	520612	2354	C&I Profes	OE GRADUAT	489.00		
				Invoice Net		489.00		
43053	BENNETT, REBECCA			00000	261536 INV 10/14/2025	V43053_OL5353	BENNETT	541205
1	03221222	520612	2354	C&I Profes	OE GRADUAT	489.00		
				Invoice Net		489.00		
43053	BENNETT, REBECCA			00000	261536 INV 10/14/2025	V43053_OL5568	BENNETT	541218
1	03221222	520612	2354	C&I Profes	OE GRADUAT	489.00		
				Invoice Net		489.00		
43053	BENNETT, REBECCA			00000	261536 INV 10/14/2025	V43053_OL5843	BENNETT	541219
1	03221222	520612	2354	C&I Profes	OE GRADUAT	489.00		
				Invoice Net		489.00		
CHECK TOTAL						1,956.00		-----
34781	BESSETTE, LIANNA K.			00000	261536 INV 10/14/2025	V34781_508LE	BESSETTE	541209
1	03221222	520612	2354	C&I Profes	OE GRADUAT	369.00		
				Invoice Net		369.00		
34781	BESSETTE, LIANNA K.			00000	261536 INV 10/14/2025	V34781_502LE	BESSETTE	541210
1	03221222	520612	2354	C&I Profes	OE GRADUAT	369.00		
				Invoice Net		369.00		
34781	BESSETTE, LIANNA K.			00000	261536 INV 10/14/2025	V34781_545LE	BESSETTE	541211
1	03221222	520612	2354	C&I Profes	OE GRADUAT	369.00		
				Invoice Net		369.00		
34781	BESSETTE, LIANNA K.			00000	261536 INV 10/14/2025	V34781_505LE	BESSETTE	541212
1	03221222	520612	2354	C&I Profes	OE GRADUAT	379.00		
				Invoice Net		379.00		
CHECK TOTAL						1,486.00		-----

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 9
| apwarnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
24170	THE CHILDREN'S CENTER	00001	260482	INV	10/14/2025	65858	541839		
	1 03233052 520645 9300	SpEd One t	OE TUITION			6,287.20			
	2 03233062 520645 9300	SpEd Out o	OE TUITION			10,343.40			
		Invoice Net				16,630.60			
CHECK TOTAL						16,630.60			-----
27545	L W BILLS COMPANY	00002	261930	INV	10/14/2025	7296	540563		
	1 53002507 585017	SCH FIRE A	ALARM SYST			497.28			
		Invoice Net				497.28			
27545	L W BILLS COMPANY	00002	261931	INV	10/14/2025	7324	540564		
	1 03325202 520405 4220	FAC Facili	CTR ELECTR			1,011.00			
		Invoice Net				1,011.00			
CHECK TOTAL						1,508.28			-----
27000	PRIMO BRANDS	00002	261297	INV	10/14/2025	05 8730196167	541710		
	1 12013801 520523 6200	COMED ADMI	SM OFFICE			39.17			

Invoice Net				CHECK TOTAL	39.17	39.17	-----
44463	BRADY INDUSTRIES LLC	00000	261826 INV 10/14/2025	10549560		540599	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	282.77			
2	03325212 520507 4110	FAC Custod	SM CUSTODI	1,704.73			
		Invoice Net		1,987.50			
44463	BRADY INDUSTRIES LLC	00000	261960 INV 10/14/2025	10545811		540600	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	763.60			
		Invoice Net		763.60			
44463	BRADY INDUSTRIES LLC	00000	261960 INV 10/14/2025	10335386		540602	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	4,390.83			
		Invoice Net		4,390.83			
44463	BRADY INDUSTRIES LLC	00000	261960 INV 10/14/2025	10515878		540603	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	1,248.75			
		Invoice Net		1,248.75			
44463	BRADY INDUSTRIES LLC	00000	262122 INV 10/14/2025	10335382		541458	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	4,390.83			
		Invoice Net		4,390.83			
44463	BRADY INDUSTRIES LLC	00000	262122 INV 10/14/2025	10393463		541459	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	4,062.90			
		Invoice Net		4,062.90			
44463	BRADY INDUSTRIES LLC	00000	262122 INV 10/14/2025	10599428		541460	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	968.04			
		Invoice Net		968.04			
44463	BRADY INDUSTRIES LLC	00000	262122 INV 10/14/2025	10599358		541461	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	93.00			
		Invoice Net		93.00			
44463	BRADY INDUSTRIES LLC	00000	262122 INV 10/14/2025	10599332		541462	
1	03325212 520507 4110	FAC Custod	SM CUSTODI	225.80			
		Invoice Net		225.80			

10/07/2025 14:44
izheng

TOWN OF ARLINGTON
DETAIL INVOICE LIST

P 10
apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	18,131.25		-----
43019	BRIDGING INDEPENDENT L	00000	260253 INV 10/14/2025			10162	541878		
1	03233012 520416 2320	SpEd Spec	CTR PROFES			4,325.00			
		Invoice Net				4,325.00			
						CHECK TOTAL	4,325.00		-----
43535	BROWN, TYRONE	00000	261115 INV 10/14/2025			1066	541151		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			3.16			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			14.33			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			31.53			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			21.50			

5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.87		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	12.61		
				Invoice Net		86.00		
				CHECK TOTAL		86.00		-----
71020	C.A.S.E. COLLABORATIVE	00001	260256	INV	10/14/2025	ST2509-0020	541835	
1	03233062	520645	9400	SpEd Out o	OE TUITION	11,883.87		
				Invoice Net		11,883.87		
				CHECK TOTAL		11,883.87		-----
70693	CAM OFFICE SERVICES, I	00000	261520	INV	10/14/2025	52180A	541121	
1	03140042	520525	2430	PEIRCE Ele	SM REPRO P	459.14		
				Invoice Net		459.14		
				CHECK TOTAL		459.14		-----
70701	CITY OF CAMBRIDGE	00005	261886	INV	10/14/2025	REIM_JUL&AUG_AB	541525	
1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	1,440.00		
				Invoice Net		1,440.00		
				CHECK TOTAL		1,440.00		-----
71159	CARDINAL CUSHING CENTE	00000	260494	INV	10/14/2025	92977	541837	
1	03233062	520645	9300	SpEd Out o	OE TUITION	27,064.20		
				Invoice Net		27,064.20		
				CHECK TOTAL		27,064.20		-----
43533	CARLSMITH, CHRISTOPHER	00000	261115	INV	10/14/2025	1091	541383	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	3.82		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	17.33		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	38.13		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	26.00		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	3.47		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	15.25		
				Invoice Net		104.00		
				CHECK TOTAL		104.00		-----

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 11
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
70762	CAROLINA BIOLOGICAL SU	00001	261739	INV	10/14/2025	53151395 RI	540681		
1	03221122	520518	2415	C&I Scienc	SM INSTRUC	184.78			
				Invoice Net		184.78			
70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	53156421 RI	540703		
1	03011122	520518	2415	AHS Scienc	SM INSTRUC	328.50			
				Invoice Net		328.50			
70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	53153385 RI	540717		
1	03011122	520518	2415	AHS Scienc	SM INSTRUC	270.56			

70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	270.56		
	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			53134149	RI	540718
						44.31		
70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	44.31		
	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			53137189	RI	540719
						147.42		
70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	147.42		
	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			53161031	RI	540941
						198.72		
70762	CAROLINA BIOLOGICAL SU	00001	261531	INV	10/14/2025	198.72		
	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			53157994	RI	540942
						40.68		
						40.68		
						CHECK TOTAL		1,214.97

28318	CHAN, WILLIAM	00000	261115	INV	10/14/2025	1098		541152
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			3.82		
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			17.33		
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			38.13		
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			26.00		
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			3.47		
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			15.25		
						104.00		
						CHECK TOTAL		104.00

43483	CHATTERBOXES LLC	00001	261885	INV	10/14/2025	33657		541877
	1 10102025 520651 2415	SPED 240	OE PROPORT			2,138.76		
						2,138.76		
						CHECK TOTAL		2,138.76

43383	CHRISTENSEN, JEANNETTE	00000	261897	INV	10/14/2025	REIM SF25		541722
	1 12013805 520518 6200	YOUTH SUMM	SM INSTRUC			381.58		
						381.58		
						CHECK TOTAL		381.58

41430	CIC INSULATION INC	00000	260786	INV	10/14/2025	2002		540631
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			2,250.00		
						2,250.00		
						CHECK TOTAL		2,250.00

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 12
|apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
20780	CINTAS CORP 016 1 03325202 520620 4220	00000 261989 INV 10/14/2025	FAC Facili	OE MISC MA		4238534771	540683		
						56.40			
20780	CINTAS CORP 016	00000 261989 INV 10/14/2025	Invoice Net			56.40	540685		
						4237820665			

	1	03325202	520620	4220	FAC Facili	OE MISC MA	59.51	
					Invoice Net		59.51	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237820606	540687
	1	03325202	520620	4220	FAC Facili	OE MISC MA	50.48	
					Invoice Net		50.48	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237820598	540690
	1	03325202	520620	4220	FAC Facili	OE MISC MA	55.36	
					Invoice Net		55.36	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237820589	540692
	1	03325202	520620	4220	FAC Facili	OE MISC MA	47.09	
					Invoice Net		47.09	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237116173	540695
	1	03325202	520620	4220	FAC Facili	OE MISC MA	62.46	
					Invoice Net		62.46	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237116081	540697
	1	03325202	520620	4220	FAC Facili	OE MISC MA	51.01	
					Invoice Net		51.01	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237116071	540701
	1	03325202	520620	4220	FAC Facili	OE MISC MA	192.99	
					Invoice Net		192.99	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4237116056	540702
	1	03325202	520620	4220	FAC Facili	OE MISC MA	66.39	
					Invoice Net		66.39	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4235496224	540704
	1	03325202	520620	4220	FAC Facili	OE MISC MA	76.29	
					Invoice Net		76.29	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4235496184	540707
	1	03325202	520620	4220	FAC Facili	OE MISC MA	56.40	
					Invoice Net		56.40	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4240770346	540710
	1	03325202	520620	4220	FAC Facili	OE MISC MA	115.01	
					Invoice Net		115.01	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4238534878	540712
	1	03325202	520620	4220	FAC Facili	OE MISC MA	76.29	
					Invoice Net		76.29	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4240035523	540722
	1	03325202	520620	4220	FAC Facili	OE MISC MA	66.39	
					Invoice Net		66.39	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4240035547	540723
	1	03325202	520620	4220	FAC Facili	OE MISC MA	51.01	
					Invoice Net		51.01	
20780	CINTAS CORP	016			00000	261989 INV 10/14/2025	4240035564	540724
	1	03325202	520620	4220	FAC Facili	OE MISC MA	62.46	
					Invoice Net		62.46	

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 13
| apwarrrt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
--------	--------------	---	----	------	----------	----------------	----------	---------	-------

20780	CINTAS CORP 016	00000	261989	INV	10/14/2025	4240770185	540725
	1 03325202 520620 4220	FAC Facili	OE MISC MA			55.36	
		Invoice Net				55.36	
20780	CINTAS CORP 016	00000	261989	INV	10/14/2025	4240770219	540726
	1 03325202 520620 4220	FAC Facili	OE MISC MA			34.20	
		Invoice Net				34.20	
20780	CINTAS CORP 016	00000	261989	INV	10/14/2025	4240770237	540727
	1 03325202 520620 4220	FAC Facili	OE MISC MA			50.48	
		Invoice Net				50.48	
CHECK TOTAL						1,285.58	-----
34159	JAMES M. DONAHER	00001	260067	INV	10/14/2025	22-3606	541515
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			138.36	
		Invoice Net				138.36	
34159	JAMES M. DONAHER	00001	260067	INV	10/14/2025	22-3597	541516
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			437.20	
		Invoice Net				437.20	
34159	JAMES M. DONAHER	00001	260067	INV	10/14/2025	22-3640	541848
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			349.08	
		Invoice Net				349.08	
34159	JAMES M. DONAHER	00001	260067	INV	10/14/2025	22-3646	541849
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			246.72	
		Invoice Net				246.72	
CHECK TOTAL						1,171.36	-----
16856	CITY PUMP & MOTOR SERV	00000	261920	INV	10/14/2025	30291	541254
	1 03325202 520517 4220	FAC Facili	SM HVAC SU			5,680.00	
		Invoice Net				5,680.00	
CHECK TOTAL						5,680.00	-----
70934	CLEARWAY SCHOOL	00000	260491	INV	10/14/2025	2025-2026-35	541602
	1 03233062 520645 9300	SpEd out o	OE TUITION			9,253.59	
		Invoice Net				9,253.59	
70934	CLEARWAY SCHOOL	00000	260490	INV	10/14/2025	2025-2025-36	541603
	1 03233062 520645 9300	SpEd out o	OE TUITION			9,573.06	
		Invoice Net				9,573.06	
CHECK TOTAL						18,826.65	-----
43382	COFFMAN SPECIALTIES CO	00000	260992	INV	10/14/2025	18520	540771
	1 12455 520624 3520	AHS CAFE	OE OTHER F			177.43	
		Invoice Net				177.43	
43382	COFFMAN SPECIALTIES CO	00000	260992	INV	10/14/2025	18548	541635
	1 12455 520624 3520	AHS CAFE	OE OTHER F			240.90	
		Invoice Net				240.90	
CHECK TOTAL						418.33	-----
2410	COLLINS OFFICE SYSTEMS	00000	261973	INV	10/14/2025	17833	540676

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	03305022 520510 1410	FINANCE Pa	SM EQUIPME			268.00			
		Invoice Net				268.00			
						CHECK TOTAL	268.00		-----
43617	CONNELLY, FRANCIS W	00000	261115	INV	10/14/2025	222	541153		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			4.29			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			19.50			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			42.90			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			29.25			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			3.90			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			17.16			
		Invoice Net				117.00			
						CHECK TOTAL	117.00		-----
22187	COSTIN, RICHARD	00000	261115	INV	10/14/2025	1096	541155		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			2.86			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			13.00			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			28.60			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			19.50			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			2.60			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			11.44			
		Invoice Net				78.00			
						CHECK TOTAL	78.00		-----
71088	COTTING SCHOOL INC	00000	260493	INV	10/14/2025	INV3028	541612		
1	03233062 520645 9300	SpEd out o	OE TUITION			15,269.70			
		Invoice Net				15,269.70			
71088	COTTING SCHOOL INC	00000	260492	INV	10/14/2025	INV3027	541614		
1	03233062 520645 9300	SpEd out o	OE TUITION			15,269.70			
		Invoice Net				15,269.70			
						CHECK TOTAL	30,539.40		-----
14626	CROSBY, MICHAEL	00000	261115	INV	10/14/2025	1087	541384		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			7.98			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			36.25			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			79.75			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			54.37			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			7.25			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			31.90			
		Invoice Net				217.50			
						CHECK TOTAL	217.50		-----
17924	CRYSTAL SPRINGS INC.	00000	260478	INV	10/14/2025	4031	541604		
1	03233062 520645 9300	SpEd out o	OE TUITION			36,903.00			
		Invoice Net				36,903.00			
						CHECK TOTAL	36,903.00		-----



CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
44016	CURRAN, JUSTINE 1 12013804 510102 6200	00000	255989	INV	10/14/2025	Paper weaving Spr25 140.00 140.00 CHECK TOTAL 140.00	541698		-----
2665	CUSTOM CHEMICAL 1 03325212 520507 4220	00000	260357	INV	10/14/2025	10058417 11,790.00 11,790.00 CHECK TOTAL 140.00	540605		-----
2665	CUSTOM CHEMICAL 1 03325212 520507 4220	00000	260088	INV	10/14/2025	10058415 3,255.20 3,255.20 CHECK TOTAL 17,021.90	540608		-----
2665	CUSTOM CHEMICAL 1 03325212 520507 4220	00000	260088	INV	10/14/2025	10058418 1,976.70 1,976.70 CHECK TOTAL 86.00	540609		-----
28175	DALEY, BRIAN 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	261115	INV	10/14/2025	1067 3.16 14.33 31.53 21.50 2.87 12.61 86.00 CHECK TOTAL 86.00	541156		-----
44669	CORBAT, SEBASTIAN 1 10005 520514	00001	261881	INV	10/14/2025	000660 1,187.50 1,187.50 CHECK TOTAL 1,187.50	540721		-----
42226	DELMONICO, PAUL A 1 12013802 510102 6200	00000	261895	INV	10/14/2025	Coffee 9-20-25 320.00 320.00 CHECK TOTAL 320.00	541717		-----
71246	DEMCO, INC. 1 14025 520506	00000	260738	INV	10/14/2025	7699065 6,325.65 6,325.65 CHECK TOTAL 6,325.65	541662		-----
36265	KRISTIN DEMING 1 03221222 520612 2354	00000	261536	INV	10/14/2025	V36265_587D_KDEMING 858.00 858.00 CHECK TOTAL 858.00	541207		-----
30560	NRG BUSINESS MARKETING	00002	260823	INV	10/14/2025	HS55069292	541492		

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 16
 | apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03325202 520623 4120	FAC Facili		OE NATURAL		190.56			
		Invoice Net				190.56			
30560	NRG BUSINESS MARKETING	00002	260823	INV	10/14/2025	HS55069529	541495		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		72.60			
		Invoice Net				72.60			
30560	NRG BUSINESS MARKETING	00002	260823	INV	10/14/2025	HS55070270	541496		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		85.01			
		Invoice Net				85.01			
				CHECK TOTAL		348.17			-----
42609	METROPOLITAN FOODS INC	00000	260528	INV	10/14/2025	574658	540715		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		5,741.96			
		Invoice Net				5,741.96			
42609	METROPOLITAN FOODS INC	00000	260528	INV	10/14/2025	548406	540716		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		3,739.74			
		Invoice Net				3,739.74			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	796650	540753		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		282.36			
		Invoice Net				282.36			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	796649	540754		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		252.18			
		Invoice Net				252.18			
42609	METROPOLITAN FOODS INC	00000	260528	INV	10/14/2025	796648	541478		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		72.38			
		Invoice Net				72.38			
42609	METROPOLITAN FOODS INC	00000	260435	INV	10/14/2025	812615	541715		
	1 03021042 520518 2415	OMS Family		SM INSTRUC		67.11			
		Invoice Net				67.11			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	807914	541716		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		454.35			
		Invoice Net				454.35			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	807915	541718		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		223.16			
		Invoice Net				223.16			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	807916	541720		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		48.02			
		Invoice Net				48.02			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	812614	541721		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		197.33			
		Invoice Net				197.33			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	819109	541817		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		224.17			
		Invoice Net				224.17			
42609	METROPOLITAN FOODS INC	00000	260433	INV	10/14/2025	819110	541818		
	1 03011042 520518 2415	AHS Family		SM INSTRUC		347.72			
		Invoice Net				347.72			
				CHECK TOTAL		11,650.48			-----

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 17
 | apwarnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71361	DUDDY, JAMES	00000	261115	INV	10/14/2025	1070	541157		
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			7.34			
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			33.33			
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			73.33			
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			50.00			
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			6.67			
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			29.33			
		Invoice Net				200.00			
				CHECK	TOTAL	200.00			-----
2908	DUDLEY AUTOMOTIVE SERV	00000	260229	INV	10/14/2025	34992	541545		
	1 03345302 520621 3300	TRANSP Tra	OE MOTOR V			624.16			
		Invoice Net				624.16			
				CHECK	TOTAL	624.16			-----
44814	DUNBAR, TIFFANY	00000	261536	INV	10/14/2025	V44814_42637_TDUNBAR	541206		
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			271.00			
		Invoice Net				271.00			
				CHECK	TOTAL	271.00			-----
30868	DYMEK, JOHANNA	00000	261883	INV	10/14/2025	REIMONDEMANDCOURSE	541623		
	1 03231222 520644 2356	SpEd Profe	OE TRAININ			300.00			
		Invoice Net				300.00			
				CHECK	TOTAL	300.00			-----
20468	ENGELSON, DAVID	00000	261115	INV	10/14/2025	1082	541158		
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			6.68			
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			30.33			
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			66.73			
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			45.50			
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			6.07			
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			26.69			
		Invoice Net				182.00			
				CHECK	TOTAL	182.00			-----
1847	EVERSOURCE	00192	260806	INV	10/14/2025	74018071113 09/16/25	540848		
	1 03325202 520628 4130	FAC Facili	OE POWER E			44,904.04			
		Invoice Net				44,904.04			
1847	EVERSOURCE	00192	260806	INV	10/14/2025	74010907538 09/30/25	541418		
	1 03325202 520628 4130	FAC Facili	OE POWER E			8.40			
		Invoice Net				8.40			
1847	EVERSOURCE	00192	260806	INV	10/14/2025	74010905466 09/30/25	541419		
	1 03325202 520628 4130	FAC Facili	OE POWER E			3.28			
		Invoice Net				3.28			
1847	EVERSOURCE	00192	260806	INV	10/14/2025	74010894678 09/30/25	541420		
	1 03325202 520628 4130	FAC Facili	OE POWER E			3.28			

Invoice Net 3.28

10/07/2025 14:44 | TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

| P 18
| apwarrrt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	44,919.00		-----
23564	LAZEL, INC. 1 03221122 520518 2415	00003	261627	INV	10/14/2025	CI-00284189 6,949.80 6,949.80 Invoice Net	540870		
						CHECK TOTAL	6,949.80		-----
33004	FW WEBB COMPANY 1 03325202 520517 4220	00001	261192	INV	10/14/2025	92727625 13.34 13.34 Invoice Net	541527		
33004	FW WEBB COMPANY 1 03325202 520517 4220	00001	261192	INV	10/14/2025	92746590 245.21 245.21 Invoice Net	541529		
						CHECK TOTAL	258.55		-----
44493	FAHEY, SHAUN 1 53002508 585092	00000	261961	INV	10/14/2025	25-165 271.37 271.37 Invoice Net	540606		
44493	FAHEY, SHAUN 1 53002508 585092	00000	261961	INV	10/14/2025	25-166 1,886.59 1,886.59 Invoice Net	540607		
44493	FAHEY, SHAUN 1 03325202 520405 4220	00000	261828	INV	10/14/2025	25-176 564.30 564.30 Invoice Net	541746		
						CHECK TOTAL	2,722.26		-----
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	261442	INV	10/14/2025	T711231 23.49 23.49 Invoice Net	540905		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	261442	INV	10/14/2025	T711230 282.40 282.40 Invoice Net	540906		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	261442	INV	10/14/2025	T715098 170.32 170.32 Invoice Net	541729		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	261442	INV	10/14/2025	T713839 117.16 117.16 Invoice Net	541749		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	261442	INV	10/14/2025	T713841 73.35 73.35 Invoice Net	541750		
21724	FANTINI BAKING CO., IN	00000	261442	INV	10/14/2025	T713840	541751		

1 10005 520514

21724 FANTINI BAKING CO., IN

1 10005 520514

SCHOOL FOO

00000 261442

SCHOOL FOO

SM FOOD SU

INV 10/14/2025

SM FOOD SU

362.50

362.50

713838

90.20

90.20

541752

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 19
|apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,119.42		-----
35740 FERRANTI,SIF		00000	261288	INV	10/14/2025	SHREWSBURY INSTITUTE	540882		
1 12223001 520601 1210		FOREIGN LA	OE OTHER E			400.00			
		Invoice Net				400.00			
						CHECK TOTAL	400.00		-----
36769 FISHER, DEAN H		00000	255994	INV	10/14/2025	Spr25 Drum	541775		
1 12013804 510102 6200		ADULT SPRN	PS TEACHER			400.00			
		Invoice Net				400.00			
						CHECK TOTAL	400.00		-----
71600 FLINN SCIENTIFIC, INC.		00001	261717	INV	10/14/2025	3186288	540720		
1 03221122 520518 2415		C&I Scienc	SM INSTRUC			1,888.77			
		Invoice Net				1,888.77			
71600 FLINN SCIENTIFIC, INC.		00001	261717	INV	10/14/2025	3191137	540766		
1 03221122 520518 2415		C&I Scienc	SM INSTRUC			682.67			
		Invoice Net				682.67			
71600 FLINN SCIENTIFIC, INC.		00001	261717	INV	10/14/2025	3195239	541625		
1 03221122 520518 2415		C&I Scienc	SM INSTRUC			537.95			
		Invoice Net				537.95			
						CHECK TOTAL	3,109.39		-----
42035 FLYNN, CAROLINE		00000	261536	INV	10/14/2025	V42035_826FLYNN,CARO	541761		
1 03221222 520612 2354		C&I Profes	OE GRADUAT			1,144.00			
		Invoice Net				1,144.00			
						CHECK TOTAL	1,144.00		-----
44815 FONTAINE, EMILY		00000	261536	INV	10/14/2025	V44815_979FONTAINE,E	541376		
1 03221222 520612 2354		C&I Profes	OE GRADUAT			567.00			
		Invoice Net				567.00			
44815 FONTAINE, EMILY		00000	261536	INV	10/14/2025	V44815_903FONTAINE,E	541377		
1 03221222 520612 2354		C&I Profes	OE GRADUAT			567.00			
		Invoice Net				567.00			
						CHECK TOTAL	1,134.00		-----
37984 FRANK, ROSA		00000	261536	INV	10/14/2025	V37984_6739_FRANKROS	541371		
1 03221222 520612 2354		C&I Profes	OE GRADUAT			858.00			

37984	FRANK, ROSA	1 03221222 520612 2354	Invoice Net			858.00	541372
			00000	261536	INV 10/14/2025	V37984_6636_FRANKROS	
			C&I Profes	OE GRADUAT	858.00		
			Invoice Net		858.00		
					CHECK TOTAL	1,716.00	
41357	FRESHPOINT CONNECTICUT	1 10005 520514	00000 261791 INV 10/14/2025			2257122640	540772
			SCHOOL FOO SM FOOD SU			537.13	
			Invoice Net			537.13	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 20
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS		R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257122642	540773		
			SCHOOL FOO		SM FOOD SU		218.72			
			Invoice Net				218.72			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257122643	540774		
			SCHOOL FOO		SM FOOD SU		1,508.00			
			Invoice Net				1,508.00			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257125497	540775		
			SCHOOL FOO		SM FOOD SU		814.25			
			Invoice Net				814.25			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257125496	540777		
			SCHOOL FOO		SM FOOD SU		303.07			
			Invoice Net				303.07			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257125499	540778		
			SCHOOL FOO		SM FOOD SU		1,398.85			
			Invoice Net				1,398.85			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257122644	541800		
			SCHOOL FOO		SM FOOD SU		498.81			
			Invoice Net				498.81			
41357	FRESHPOINT 1	CONNECTICUT 10005 520514	00000	261791	INV	10/14/2025	2257125498	541801		
			SCHOOL FOO		SM FOOD SU		529.01			
			Invoice Net				529.01			
							CHECK TOTAL	5,807.84		-----
44788	GATZ, EMILY 1	12013805 520518 6200	00000	261899	INV	10/14/2025	Reimb SF25	541725		
			YOUTH SUMM		SM INSTRUC		125.33			
			Invoice Net				125.33			
							CHECK TOTAL	125.33		-----
71736	THE MARGARET GIFFORD S 1	03233062 520645 9300	00000	260258	INV	10/14/2025	026592	541605		
			SpEd out o		OE TUITION		9,974.16			
			Invoice Net				9,974.16			
71736	THE MARGARET GIFFORD S 1	03233062 520645 9300	00000	260495	INV	10/14/2025	026593	541606		
			SpEd out o		OE TUITION		9,974.16			
			Invoice Net				9,974.16			

71736	THE MARGARET GIFFORD S	00000	260526	INV	10/14/2025	026591	541607
1	03233062 520645 9300	SpEd out o	OE TUITION			9,974.16	
		Invoice Net				9,974.16	
				CHECK	TOTAL	29,922.48	-----
43526	GOLD STAR FOODS INC	00001	261449	INV	10/14/2025	3132628	540903
1	10005 520514	SCHOOL FOO	SM FOOD SU			184.60	
		Invoice Net				184.60	
43526	GOLD STAR FOODS INC	00001	261449	INV	10/14/2025	3132961	540904
1	10005 520514	SCHOOL FOO	SM FOOD SU			46.15	
		Invoice Net				46.15	
43526	GOLD STAR FOODS INC	00001	261449	INV	10/14/2025	3132962	541802
1	10005 520514	SCHOOL FOO	SM FOOD SU			184.60	
		Invoice Net				184.60	

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 21
| apwarrrnt

CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 26088	10/14/2025			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43526	GOLD STAR FOODS INC	00001	261449	INV	10/14/2025	3134588	541803		
1	10005 520514	SCHOOL FOO	SM FOOD SU			147.68			
		Invoice Net				147.68			
43526	GOLD STAR FOODS INC	00001	261449	INV	10/14/2025	3134737	541804		
1	10005 520514	SCHOOL FOO	SM FOOD SU			46.15			
		Invoice Net				46.15			
				CHECK	TOTAL	609.18			-----
38269	GRACENOTES LLC	00001	261776	INV	10/14/2025	7YQT9K	540689		
1	03221172 520504 2455	C&I Music	SM COMPUTE			1,944.00			
		Invoice Net				1,944.00			
				CHECK	TOTAL	1,944.00			-----
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10626604	540899		
1	10005 520523	SCHOOL FOO	SM OFFICE			847.05			
		Invoice Net				847.05			
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10625654	540900		
1	10005 520523	SCHOOL FOO	SM OFFICE			1,304.38			
		Invoice Net				1,304.38			
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10625653	540901		
1	10005 520523	SCHOOL FOO	SM OFFICE			40.19			
		Invoice Net				40.19			
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10624882	540902		
1	10005 520523	SCHOOL FOO	SM OFFICE			1,279.67			
		Invoice Net				1,279.67			
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10652963	541805		
1	10005 520523	SCHOOL FOO	SM OFFICE			263.70			
		Invoice Net				263.70			
29688	H T BERRY COMPANY LLC	00001	261447	INV	10/14/2025	10677911	541808		
1	10005 520523	SCHOOL FOO	SM OFFICE			23.69			

29688	H T BERRY COMPANY LLC	1 10005 520523	Invoice Net	00001 261447 INV 10/14/2025	23.69			
			SCHOOL FOO SM OFFICE		10677914	541809		
			878.99					
29688	H T BERRY COMPANY LLC	1 10005 520523	Invoice Net	00001 261447 INV 10/14/2025	878.99			
			SCHOOL FOO SM OFFICE		10677918	541810		
			47.38					
29688	H T BERRY COMPANY LLC	1 10005 520523	Invoice Net	00001 261447 INV 10/14/2025	47.38			
			SCHOOL FOO SM OFFICE		10677921	541811		
			2,171.91					
29688	H T BERRY COMPANY LLC	1 10005 520523	Invoice Net	00001 261447 INV 10/14/2025	2,171.91			
			SCHOOL FOO SM OFFICE		10677927	541812		
			957.63					
29688	H T BERRY COMPANY LLC	1 10005 520523	Invoice Net	00001 261447 INV 10/14/2025	957.63			
			SCHOOL FOO SM OFFICE		10680017	541813		
			329.06					
			Invoice Net		329.06			
			CHECK TOTAL		8,143.65		-----	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 22
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33131	GLOBAL PAYMENTS, INC	00001	261162	INV	10/14/2025	HSSREC039664	540770		
	1 10005 520635	SCHOOL FOO	OE SOFTWARE			10,955.00			
		Invoice Net				10,955.00			
		CHECK TOTAL				10,955.00		-----	
38014	HINKLE, ROBERT	00000	261115	INV	10/14/2025	1086	541385		
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			7.97			
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			36.25			
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			79.75			
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			54.38			
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			7.25			
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			31.90			
		Invoice Net				217.50			
		CHECK TOTAL				217.50		-----	
40528	HD SUPPLY FACILITIES M	00001	261947	INV	10/14/2025	890117310	540567		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			200.72			
		Invoice Net				200.72			
40528	HD SUPPLY FACILITIES M	00001	261947	INV	10/14/2025	875183964	540568		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			99.65			
		Invoice Net				99.65			
40528	HD SUPPLY FACILITIES M	00001	261947	INV	10/14/2025	875183956	540569		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			59.67			
		Invoice Net				59.67			
40528	HD SUPPLY FACILITIES M	00001	261947	INV	10/14/2025	874957129	540570		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			14.27			

40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	Invoice Net		14.27	540571
				00001 261947 INV 10/14/2025		874957095	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	FAC Custod SM CUSTODI		199.50	540572
				Invoice Net		199.50	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025		874957087	540573
				FAC Custod SM CUSTODI		367.70	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	Invoice Net		367.70	540574
				00001 261947 INV 10/14/2025		874957079	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	FAC Custod SM CUSTODI		199.50	540575
				Invoice Net		199.50	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025		874957061	540576
				FAC Custod SM CUSTODI		4,665.45	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	Invoice Net		4,665.45	540577
				00001 261947 INV 10/14/2025		893016840	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	FAC Custod SM CUSTODI		80.64	540578
				Invoice Net		80.64	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025		893016832	540579
				FAC Custod SM CUSTODI		8.80	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	Invoice Net		8.80	540580
				00001 261947 INV 10/14/2025		893016824	
40528	HD	SUPPLY FACILITIES M	1 03325212 520507 4110	FAC Custod SM CUSTODI		154.88	540581
				Invoice Net		154.88	

10/07/2025 14:44
izheng

TOWN OF ARLINGTON

DETAIL INVOICE LIST

P 23

apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		893244665	540579		
						34.11			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		876505272	540580		
						30.88			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		876505264	540581		
						199.50			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		872915111	540582		
						39.90			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		827915129	540583		
						222.28			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		875183949	540584		
						108.80			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		874957103	540585		
						199.50			
40528	HD SUPPLY FACILITIES M	1 03325212 520507 4110	00001 261947 INV 10/14/2025	FAC Custod SM CUSTODI		874957111	540586		
						199.50			

1	03325212	520507	4110	FAC Custod	SM CUSTODI	715.21	
				Invoice Net		715.21	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285685	540587
1	03325212	520507	4110	FAC Custod	SM CUSTODI	85.62	
				Invoice Net		85.62	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285727	540588
1	03325212	520507	4110	FAC Custod	SM CUSTODI	111.08	
				Invoice Net		111.08	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285701	540590
1	03325212	520507	4110	FAC Custod	SM CUSTODI	76.80	
				Invoice Net		76.80	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285693	540591
1	03325212	520507	4110	FAC Custod	SM CUSTODI	102.60	
				Invoice Net		102.60	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285669	540592
1	03325212	520507	4110	FAC Custod	SM CUSTODI	198.24	
				Invoice Net		198.24	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	876285677	540593
1	03325212	520507	4110	FAC Custod	SM CUSTODI	495.12	
				Invoice Net		495.12	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	875411324	540594
1	03325212	520507	4110	FAC Custod	SM CUSTODI	435.34	
				Invoice Net		435.34	
40528	HD	SUPPLY FACILITIES	M	00001	261947 INV 10/14/2025	879227296	540595
1	03325212	520507	4110	FAC Custod	SM CUSTODI	114.77	
				Invoice Net		114.77	

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 24
| apwarrrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES	M	00001	261947 INV	10/14/2025	876066531	540596		
1	03325212 520507 4110		FAC Custod	SM CUSTODI		102.60			
			Invoice Net			102.60			
40528	HD SUPPLY FACILITIES	M	00001	261947 INV	10/14/2025	876066523	540597		
1	03325212 520507 4110		FAC Custod	SM CUSTODI		112.26			
			Invoice Net			112.26			
40528	HD SUPPLY FACILITIES	M	00001	261947 INV	10/14/2025	876066549	540598		
1	03325212 520507 4110		FAC Custod	SM CUSTODI		319.94			
			Invoice Net			319.94			
CHECK TOTAL						9,755.33			-----
40837	HOWE, PETER M		00000	261115 INV	10/14/2025	1103	541386		
1	03256042 520402 3510		ATHLETICS	CTR ATHLET		4.29			
2	03256052 520402 3510		ATHLETICS	CTR ATHLET		19.50			
3	03256062 520402 3510		ATHLETICS	CTR ATHLET		42.90			
4	03256142 520402 3510		ATHLETICS	CTR ATHLET		29.25			
5	03256162 520402 3510		ATHLETICS	CTR ATHLET		3.90			
6	03256182 520402 3510		ATHLETICS	CTR ATHLET		17.16			

Invoice Net				CHECK TOTAL	117.00	117.00	-----
37761	INTERSTATE FOOD EQUIPM	00000	261792 INV 10/14/2025	0859190		540919	
1	10005 520631	SCHOOL FOO	OE REPAIRS	5,537.49			
		Invoice Net		5,537.49			
				CHECK TOTAL	5,537.49		-----
73402	J. W. PEPPER & SON, IN	00004	261123 INV 10/14/2025	367845224		541107	
1	03021172 520518 2415	OMS Music	SM INSTRUC	115.00			
		Invoice Net		115.00			
73402	J. W. PEPPER & SON, IN	00004	261121 INV 10/14/2025	367805979		541108	
1	03221172 520518 2415	C&I Music	SM INSTRUC	90.50			
		Invoice Net		90.50			
				CHECK TOTAL	205.50		-----
44735	J R BALSAN INC	00000	261965 INV 10/14/2025	S102359117.001		540610	
1	03325202 520517 4220	FAC Facili	SM HVAC SU	29.82			
		Invoice Net		29.82			
44735	J R BALSAN INC	00000	261965 INV 10/14/2025	S102359119.001		540611	
1	03325202 520517 4220	FAC Facili	SM HVAC SU	77.35			
		Invoice Net		77.35			
44735	J R BALSAN INC	00000	261965 INV 10/14/2025	S102356266.001		540612	
1	03325202 520517 4220	FAC Facili	SM HVAC SU	631.16			
		Invoice Net		631.16			
				CHECK TOTAL	738.33		-----
19317	JUSTICE RESOURCE INSTI	00000	260242 INV 10/14/2025	12450226ARLKB		541585	
1	03233062 520645 9300	SpEd Out o	OE TUITION	1,514.48			
		Invoice Net		1,514.48			

10/07/2025 14:44 |TOWN OF ARLINGTON

izheng | DETAIL INVOICE LIST

|P 25

|apwarrnt

CASH ACCOUNT: 0000				104013	VENDOR 8304		WARRANT: 26088	10/14/2025		
VENDOR	G/L ACCOUNTS		R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
19317	JUSTICE RESOURCE INSTI		00000	260479	INV	10/14/2025	1207500226ARL	541618		
	1 03233062 520645 9300		SpEd out o		OE TUITION		2,565.35			
			Invoice Net				2,565.35			
19317	JUSTICE RESOURCE INSTI		00000	260999	INV	10/14/2025	120750226ARLFP	541619		
	1 03233062 520645 9300		SpEd out o		OE TUITION		2,565.35			
			Invoice Net				2,565.35			
						CHECK TOTAL	6,645.18			-----
3872	KAMCO SUPPLY CORP OF B		00004	235094	INV	10/14/2025	SI771708	540880		
	1 43002303 582027		CEILING		INTERIOR R		327.50			
			Invoice Net				327.50			
3872	KAMCO SUPPLY CORP OF B		00004	235604	INV	10/14/2025	SI771715	540883		
	1 43002303 582027		CEILING		INTERIOR R		521.43			
			Invoice Net				521.43			

				CHECK TOTAL	848.93	-----
43012	LAMBROPOULOS-GAETZ, KA	00000	261783 INV 10/14/2025	SEPT2025_LT	541514	
1	03233082 520416 2720	SpEd SPED	CTR PROFES	3,000.00		
		Invoice Net		3,000.00		
				CHECK TOTAL	3,000.00	-----
3892	KEANE FIRE & SAFETY	00000	261354 INV 10/14/2025	02091635	540621	
1	03325202 520405 4220	FAC Facili	CTR ELECTR	225.00		
		Invoice Net		225.00		
3892	KEANE FIRE & SAFETY	00000	261354 INV 10/14/2025	02091636	540622	
1	03325202 520405 4220	FAC Facili	CTR ELECTR	225.00		
		Invoice Net		225.00		
				CHECK TOTAL	450.00	-----
41336	KM EDUCATION LAW LLC	00000	260475 INV 10/14/2025	#770	540931	
1	03214002 520413 1430	ADMIN Scho	CTR LEGAL	7,430.00		
		Invoice Net		7,430.00		
41336	KM EDUCATION LAW LLC	00000	260400 INV 10/14/2025	789	541409	
1	03233012 520413 1430	SpEd Speci	CTR LEGAL	7,800.00		
		Invoice Net		7,800.00		
				CHECK TOTAL	15,230.00	-----
31132	KONICA MINOLTA BUSINES	00001	260544 INV 10/14/2025	504480356	541636	
1	03010052 520416 2420	AHS Second	CTR PROFES	236.71		
		Invoice Net		236.71		
31132	KONICA MINOLTA BUSINES	00001	260544 INV 10/14/2025	504480556	541637	
1	03010052 520416 2420	AHS Second	CTR PROFES	474.80		
		Invoice Net		474.80		
31132	KONICA MINOLTA BUSINES	00001	260544 INV 10/14/2025	504557226	541659	
1	03010052 520416 2420	AHS Second	CTR PROFES	52.50		
		Invoice Net		52.50		
31132	KONICA MINOLTA BUSINES	00001	260544 INV 10/14/2025	504556871	541660	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 26
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03010052 520416 2420	AHS Second		CTR PROFES		379.95			
		Invoice Net				379.95			
				CHECK TOTAL		1,143.96			-----
72363	LABBB COLLABORATIVE	00000	261887 INV 10/14/2025	260349	541511				
1	03233012 520416 2320	SpEd Speci	CTR PROFES	378.00					
		Invoice Net		378.00					
72363	LABBB COLLABORATIVE	00000	261887 INV 10/14/2025	260341	541517				
1	03233012 520416 2320	SpEd Speci	CTR PROFES	882.00					
		Invoice Net		882.00					

72363	LABBB COLLABORATIVE	00000	261888	INV	10/14/2025	260350	541534
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			561.00	
		Invoice Net				561.00	
72363	LABBB COLLABORATIVE	00000	261888	INV	10/14/2025	260335	541535
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			969.00	
		Invoice Net				969.00	
72363	LABBB COLLABORATIVE	00000	260869	INV	10/14/2025	260750	541540
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			43,092.84	
		Invoice Net				43,092.84	
72363	LABBB COLLABORATIVE	00000	261889	INV	10/14/2025	260684	541554
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			250.00	
		Invoice Net				250.00	
72363	LABBB COLLABORATIVE	00000	261889	INV	10/14/2025	260686.	541556
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			500.00	
		Invoice Net				500.00	
72363	LABBB COLLABORATIVE	00000	261889	INV	10/14/2025	260689.	541557
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			500.00	
		Invoice Net				500.00	
72363	LABBB COLLABORATIVE	00000	261889	INV	10/14/2025	260688.	541558
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			500.00	
		Invoice Net				500.00	
72363	LABBB COLLABORATIVE	00000	261890	INV	10/14/2025	260393	541559
1	03233072 520645 9400	SpEd SPED	OE TUITION			328.16	
		Invoice Net				328.16	
72363	LABBB COLLABORATIVE	00000	261890	INV	10/14/2025	260027	541561
1	03233072 520645 9400	SpEd SPED	OE TUITION			6,235.04	
		Invoice Net				6,235.04	
72363	LABBB COLLABORATIVE	00000	260497	INV	10/14/2025	260017	541589
1	03233072 520645 9400	SpEd SPED	OE TUITION			7,371.62	
		Invoice Net				7,371.62	
72363	LABBB COLLABORATIVE	00000	260497	INV	10/14/2025	260648	541591
1	03233052 520645 9300	SpEd one t	OE TUITION			277.00	
		Invoice Net				277.00	
72363	LABBB COLLABORATIVE	00000	260497	INV	10/14/2025	260684.	541601
1	03233052 520645 9300	SpEd one t	OE TUITION			1,108.00	
2	03233072 520645 9400	SpEd SPED	OE TUITION			867.50	
		Invoice Net				1,975.50	

10/07/2025 14:44 | TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

| P 27
| apwarrrt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	260497	INV	10/14/2025	260287	541620		
1	03233052 520645 9300	SpEd one t	OE TUITION			5,263.00			
		Invoice Net				5,263.00			
72363	LABBB COLLABORATIVE	00000	260497	INV	10/14/2025	260383	541621		
1	03233062 520645 9400	SpEd out o	OE TUITION			.10			
2	03233072 520645 9400	SpEd SPED	OE TUITION			387.88			

72363	LABBB COLLABORATIVE	00000	261891	INV	10/14/2025	387.98			
	1 03233072 520645 9400	SpEd	SPED	OE	TUITION	260016		541855	
		Invoice Net				7,371.62			
						7,371.62			
		CHECK	TOTAL			76,842.76		-----	
41709	LAKESHORE PARENT LLC	00001	261414	INV	10/14/2025	92059300		540877	
	1 03130042 520518 2415	HARDY	Elem	SM	INSTRUC	60.70			
		Invoice Net				60.70			
41709	LAKESHORE PARENT LLC	00001	261414	INV	10/14/2025	91867702		540878	
	1 03130042 520518 2415	HARDY	Elem	SM	INSTRUC	22.99			
		Invoice Net				22.99			
		CHECK	TOTAL			83.69		-----	
44733	LAMONT, KIERAN	00000	261898	INV	10/14/2025	TB25		541723	
	1 12013805 510201 6200	YOUTH	SUMM	CS	CLERICA	300.00			
		Invoice Net				300.00			
		CHECK	TOTAL			300.00		-----	
72376	LANDMARK SCHOOL INC	00001	260259	INV	10/14/2025	37149		541827	
	1 03233062 520645 9300	SpEd	Out o	OE	TUITION	10,793.38			
		Invoice Net				10,793.38			
72376	LANDMARK SCHOOL INC	00001	260510	INV	10/14/2025	39356		541828	
	1 03233062 520645 9300	SpEd	Out o	OE	TUITION	10,793.38			
		Invoice Net				10,793.38			
		CHECK	TOTAL			21,586.76		-----	
17168	LEARNING RESOURCES NET	00000	261893	INV	10/14/2025	25117		541712	
	1 12013801 520629 6200	COMED	ADMI	OE	PROFESS	595.00			
		Invoice Net				595.00			
		CHECK	TOTAL			595.00		-----	
35962	LEON, ALEXANDER	00000	261115	INV	10/14/2025	1034		541160	
	1 03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.84			
	2 03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33			
	3 03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33			
	4 03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50			
	5 03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67			
	6 03256182 520402 3510	ATHLETICS	CTR	ATHLET		7.33			
		Invoice Net				50.00			
35962	LEON, ALEXANDER	00000	261115	INV	10/14/2025	1064		541161	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 28
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03256042 520402 3510	ATHLETICS		CTR	ATHLET	1.84			
	2 03256052 520402 3510	ATHLETICS		CTR	ATHLET	8.33			

	3	03256062	520402	3510	ATHLETICS	CTR	ATHLET	18.33		
	4	03256142	520402	3510	ATHLETICS	CTR	ATHLET	12.50		
	5	03256162	520402	3510	ATHLETICS	CTR	ATHLET	1.67		
	6	03256182	520402	3510	ATHLETICS	CTR	ATHLET	7.33		
					Invoice Net			50.00		
35962	LEON, ALEXANDER			00000	261115	INV	10/14/2025	1073	541163	
	1	03256042	520402	3510	ATHLETICS	CTR	ATHLET	1.84		
	2	03256052	520402	3510	ATHLETICS	CTR	ATHLET	8.33		
	3	03256062	520402	3510	ATHLETICS	CTR	ATHLET	18.33		
	4	03256142	520402	3510	ATHLETICS	CTR	ATHLET	12.50		
	5	03256162	520402	3510	ATHLETICS	CTR	ATHLET	1.67		
	6	03256182	520402	3510	ATHLETICS	CTR	ATHLET	7.33		
					Invoice Net			50.00		
35962	LEON, ALEXANDER			00000	261115	INV	10/14/2025	1088	541387	
	1	03256042	520402	3510	ATHLETICS	CTR	ATHLET	1.84		
	2	03256052	520402	3510	ATHLETICS	CTR	ATHLET	8.33		
	3	03256062	520402	3510	ATHLETICS	CTR	ATHLET	18.33		
	4	03256142	520402	3510	ATHLETICS	CTR	ATHLET	12.50		
	5	03256162	520402	3510	ATHLETICS	CTR	ATHLET	1.67		
	6	03256182	520402	3510	ATHLETICS	CTR	ATHLET	7.33		
					Invoice Net			50.00		
					CHECK	TOTAL		200.00	-----	
26160	LEVIN, ANDREW			00000	261115	INV	10/14/2025	965	541165	
	1	03256042	520402	3510	ATHLETICS	CTR	ATHLET	2.86		
	2	03256052	520402	3510	ATHLETICS	CTR	ATHLET	13.00		
	3	03256062	520402	3510	ATHLETICS	CTR	ATHLET	28.60		
	4	03256142	520402	3510	ATHLETICS	CTR	ATHLET	19.50		
	5	03256162	520402	3510	ATHLETICS	CTR	ATHLET	2.60		
	6	03256182	520402	3510	ATHLETICS	CTR	ATHLET	11.44		
					Invoice Net			78.00		
26160	LEVIN, ANDREW			00000	261115	INV	10/14/2025	1077	541166	
	1	03256042	520402	3510	ATHLETICS	CTR	ATHLET	3.82		
	2	03256052	520402	3510	ATHLETICS	CTR	ATHLET	17.33		
	3	03256062	520402	3510	ATHLETICS	CTR	ATHLET	38.13		
	4	03256142	520402	3510	ATHLETICS	CTR	ATHLET	26.00		
	5	03256162	520402	3510	ATHLETICS	CTR	ATHLET	3.47		
	6	03256182	520402	3510	ATHLETICS	CTR	ATHLET	15.25		
					Invoice Net			104.00		
					CHECK	TOTAL		182.00	-----	
19234	LEXIA LEARNING SYSTEMS			00002	261570	INV	10/14/2025	CI-00325402	541658	
	1	03221022	520504	2455	C&I Englis	SM	COMPUTE	41.36		
					Invoice Net			41.36		
					CHECK	TOTAL		41.36	-----	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 29
|apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
--------	--------------	---	----	------	----------	----------------	----------	---------	-------

39742	LEXIKEET LEARNING LLC	00001	261084	INV	10/14/2025	ARLING-049	541882
1	03994102 520416 1230	C&F ENGAGE	CTR PROFES			2,115.50	
		Invoice Net				2,115.50	
				CHECK	TOTAL	2,115.50	-----
11448	MACKEY, BRUCE	00000	261115	INV	10/14/2025	1074	541167
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			3.82	
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			17.33	
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			38.13	
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			26.00	
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			3.47	
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			15.25	
		Invoice Net				104.00	
				CHECK	TOTAL	104.00	-----
4254	MAL'S TIRE COMPANY	00001	260339	INV	10/14/2025	4765	541853
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			1,000.00	
		Invoice Net				1,000.00	
				CHECK	TOTAL	1,000.00	-----
37783	MARCIA BRENNER ASSOCIA	00000	261617	INV	10/14/2025	INV-252802	541116
1	03031222 520508 2351	GIBBS Prof	SM EDUCATI			615.00	
		Invoice Net				615.00	
				CHECK	TOTAL	615.00	-----
29812	MARKET BASKET	00001	260515	INV	10/14/2025	TRX:396265	540752
1	03021042 520518 2415	OMS Family	SM INSTRUC			276.67	
		Invoice Net				276.67	
29812	MARKET BASKET	00001	260515	INV	10/14/2025	TRX:191829	541711
1	03021042 520518 2415	OMS Family	SM INSTRUC			63.73	
		Invoice Net				63.73	
29812	MARKET BASKET	00001	260515	INV	10/14/2025	TRX:368315	541713
1	03021042 520518 2415	OMS Family	SM INSTRUC			48.63	
		Invoice Net				48.63	
29812	MARKET BASKET	00001	260436	INV	10/14/2025	TRX:105905	541814
1	03011042 520518 2415	AHS Family	SM INSTRUC			353.80	
		Invoice Net				353.80	
				CHECK	TOTAL	742.83	-----
43078	MARTYS LOCAL INC	00000	261879	INV	10/14/2025	240013	540917
1	10005 520514	SCHOOL FOO	SM FOOD SU			955.16	
		Invoice Net				955.16	
				CHECK	TOTAL	955.16	-----
2447	COMMONWEALTH OF MASSAC	00001	262087	INV	10/14/2025	222040	541452
1	03325202 520403 4220	FAC Facili	CTR BOILER			150.00	
		Invoice Net				150.00	



CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	150.00		-----
39749	MASSIMI, JOHN	00000	261115	INV	10/14/2025	1083	541171		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	6.68			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	30.33			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	66.73			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	45.50			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	6.07			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	26.69			
				Invoice Net		182.00			
						CHECK TOTAL	182.00		-----
34178	COMMONWEALTH MAINTENAN	00000	261195	INV	10/14/2025	48775	541276		
	1 03325212 520507 4110			FAC Custod	SM CUSTODI	1,913.30			
				Invoice Net		1,913.30			
						CHECK TOTAL	1,913.30		-----
12897	THE MAY INSTITUTE INC.	00001	261068	INV	10/14/2025	11810974	541826		
	1 03233062 520645 9300			SpEd Out o	OE TUITION	14,241.57			
				Invoice Net		14,241.57			
						CHECK TOTAL	14,241.57		-----
39954	MAZZOLA, NADINE	00000	256014	INV	10/14/2025	Forrest Bath SPR25	541706		
	1 12013804 510102 6200			ADULT SPRN	PS TEACHER	225.00			
				Invoice Net		225.00			
						CHECK TOTAL	225.00		-----
43204	MCCARTHY, JENNIFER BRA	00000	261896	INV	10/14/2025	Brush Pen 9-17-25	541719		
	1 12013802 510102 6200			ADULT FALL	PS TEACHER	400.00			
				Invoice Net		400.00			
						CHECK TOTAL	400.00		-----
37642	MCKINLEY, ANDREW	00000	261115	INV	10/14/2025	1072	541172		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	7.97			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	36.25			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	79.75			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	54.38			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	7.25			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	31.90			
				Invoice Net		217.50			
						CHECK TOTAL	217.50		-----
22114	MCS DRAPERY SERVICE	00000	261924	INV	10/14/2025	200543	541426		
	1 43002505 585088			SCH WEATHE	WEATHERIZA	3,596.00			
				Invoice Net		3,596.00			
						CHECK TOTAL	3,596.00		-----

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 31
 | apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43171	MERRIMAC HEIGHTS ACADE 1 03233062 520645 9300	00000	260487	INV	10/14/2025	2025-09 10,060.26 10,060.26 Invoice Net	541824		
43171	MERRIMAC HEIGHTS ACADE 1 03233062 520645 9300	00000	260486	INV	10/14/2025	2025-09. 9,389.52 9,389.52 Invoice Net	541825		
				CHECK TOTAL		19,449.78			-----
43686	MERRIMACK VALLEY SUPER 1 03214012 520629 1210	00000	262063	INV	10/14/2025	2025-05 400.00 400.00 Invoice Net	540933		
				CHECK TOTAL		400.00			-----
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4081059.002 601.20 601.20 Invoice Net	540633		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4090159.001 548.58 548.58 Invoice Net	541063		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4073183.002 326.24 326.24 Invoice Net	541339		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4073183.001 2,227.62 2,227.62 Invoice Net	541340		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4083039.001 151.50 151.50 Invoice Net	541341		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4077631.002 74.84 74.84 Invoice Net	541342		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4053065.001 366.58 366.58 Invoice Net	541343		
74887	METROPOLITAN PIPE & SU 1 03325202 520524 4220	00000	261378	INV	10/14/2025	S4077631.001 374.20 374.20 Invoice Net	541367		
				CHECK TOTAL		4,670.76			-----
33590	MASSACHUSETTS GENL PHY 1 12285 520619 2210 2 13032513 520416 2440	00004	260955	INV	10/14/2025	CINV00069959 16,000.00 32,000.00 48,000.00 Invoice Net	540881		
				CHECK TOTAL		48,000.00			-----
16871	MHS MULTI-HEALTH SYSTE 1 03233012 520527 2720	00003	261779	INV	10/14/2025	SIP00564742 2,920.00 2,920.00 Invoice Net	541552		

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 32
 | apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,920.00		-----
27763	MOORE, ROBERT J	00000	261115	INV	10/14/2025	1071	541173		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	7.98			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	36.25			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	79.75			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	54.37			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	7.25			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	31.90			
				Invoice Net		217.50			
						CHECK TOTAL	217.50		-----
44442	MORCOS, DIANE	00000	261880	INV	10/14/2025	REIMMILEAGE_SEPT2025	540914		
	1 10005 520624			SCHOOL FOO	OE OTHER F	21.00			
				Invoice Net		21.00			
						CHECK TOTAL	21.00		-----
27767	MORRIS, DEIRDRE P	00000	256009	INV	10/14/2025	Mt Auburn 5-11-25	541705		
	1 12013804 510102 6200			ADULT SPRN	PS TEACHER	100.00			
				Invoice Net		100.00			
						CHECK TOTAL	100.00		-----
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	RW-1458	540728		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	1,078.00			
				Invoice Net		1,078.00			
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	TC-51091	540729		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	1,600.00			
				Invoice Net		1,600.00			
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	TC-51046	540730		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	600.00			
				Invoice Net		600.00			
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	J-42388	540731		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	600.00			
				Invoice Net		600.00			
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	J-42607	540733		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	1,000.00			
				Invoice Net		1,000.00			
38539	MOTION ELEVATOR CORP	00000	262007	INV	10/14/2025	J-42040	540734		
	1 03325202 520406 4220			FAC Facili	CTR ELEVAT	1,100.00			
				Invoice Net		1,100.00			
						CHECK TOTAL	5,978.00		-----
44810	NADORE, PHIL	00000	261115	INV	10/14/2025	1069	541175		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	12.84			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	58.33			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	128.33			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	87.50			



10/07/2025 14:44 | TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

| P 33
| apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	11.67			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	51.33			
				Invoice Net		350.00			
				CHECK TOTAL		350.00			-----
43247	NANDI, SOURAV					1 - Spr25	541709		
	1 12013804 510102 6200	00000	256037	INV	10/14/2025	60.00			
				ADULT SPRN	PS TEACHER	60.00			
				Invoice Net					
				CHECK TOTAL		60.00			-----
20455	NASHOBA LEARNING GROUP					031152	541823		
	1 03233062 520645 9300	00000	260480	INV	10/14/2025	6,948.90			
				SpEd out o	OE TUITION	6,948.90			
				Invoice Net					
				CHECK TOTAL		6,948.90			-----
24571	NATIONAL GRID					75760-25009 09/29/25	541225		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	1,343.88			
				FAC Facili	OE NATURAL	1,343.88			
				Invoice Net					
24571	NATIONAL GRID					71069-44000 09/29/25	541227		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	243.04			
				FAC Facili	OE NATURAL	243.04			
				Invoice Net					
24571	NATIONAL GRID					50645-80002 09/29/25	541228		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	330.52			
				FAC Facili	OE NATURAL	330.52			
				Invoice Net					
24571	NATIONAL GRID					88411-62005 09/29/25	541230		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	874.81			
				FAC Facili	OE NATURAL	874.81			
				Invoice Net					
24571	NATIONAL GRID					75935-00001 09/29/25	541232		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	780.39			
				FAC Facili	OE NATURAL	780.39			
				Invoice Net					
24571	NATIONAL GRID					01177-44000 09/26/25	541233		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	701.94			
				FAC Facili	OE NATURAL	701.94			
				Invoice Net					
24571	NATIONAL GRID					38711-25006 09/29/25	541235		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	238.32			
				FAC Facili	OE NATURAL	238.32			
				Invoice Net					
24571	NATIONAL GRID					88981-98008 09/29/25	541236		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	284.86			
				FAC Facili	OE NATURAL	284.86			
				Invoice Net					
24571	NATIONAL GRID					25881-05008 10/02/25	541562		
	1 03325202 520623 4120	00001	260817	INV	10/14/2025	166.37			
				FAC Facili	OE NATURAL	166.37			
				Invoice Net					
				CHECK TOTAL		4,964.13			-----

27452 NEE, MAUREEN
1 03221222 520612 2354

00000 261536 INV 10/14/2025
C&I Profes OE GRADUAT
Invoice Net

V27452_5124_NEE, MAUR
462.00
462.00

541244

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 34
|apwarnt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27452	NEE, MAUREEN 1 03221222 520612 2354	00000	261536	INV	10/14/2025	V27452_5116_NEE, MAUR 462.00 462.00 Invoice Net	541245		
						CHECK TOTAL 924.00			-----
44403	SEDGWICK, ROBERT 1 03233012 520416 2800	00000	260072	INV	10/14/2025	ARL1001 1,975.00 1,975.00 Invoice Net	541846		
						CHECK TOTAL 1,975.00			-----
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526208 159.86 159.86 Invoice Net	540756		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526209 382.14 382.14 Invoice Net	540757		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526201 303.48 303.48 Invoice Net	540758		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526205 159.86 159.86 Invoice Net	540759		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526210 192.34 192.34 Invoice Net	540760		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526202 222.28 222.28 Invoice Net	540762		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526203 287.24 287.24 Invoice Net	540763		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526206 192.34 192.34 Invoice Net	540764		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526204 254.76 254.76 Invoice Net	540768		
33157	NEW ENGLAND ICE CREAM 1 10005 520514	00001	261448	INV	10/14/2025	5632526207 631.82 631.82 Invoice Net	540769		

33157	NEW ENGLAND	ICE CREAM	00001	261448	INV	10/14/2025	5652526906	541669
1	10005	520514	SCHOOL FOO	SM FOOD SU			571.94	
			Invoice Net				571.94	
33157	NEW ENGLAND	ICE CREAM	00001	261448	INV	10/14/2025	5652526903	541672
1	10005	520514	SCHOOL FOO	SM FOOD SU			254.76	
			Invoice Net				254.76	
33157	NEW ENGLAND	ICE CREAM	00001	261448	INV	10/14/2025	5652526907	541674

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 35
 | apwarrrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 10005 520514		SCHOOL FOO	SM FOOD SU		207.31			
			Invoice Net			207.31			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526905	541675		
1	10005 520514		SCHOOL FOO	SM FOOD SU		287.24			
			Invoice Net			287.24			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526904	541677		
1	10005 520514		SCHOOL FOO	SM FOOD SU		159.86			
			Invoice Net			159.86			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526910	541679		
1	10005 520514		SCHOOL FOO	SM FOOD SU		207.31			
			Invoice Net			207.31			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526902	541681		
1	10005 520514		SCHOOL FOO	SM FOOD SU		176.10			
			Invoice Net			176.10			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526908	541682		
1	10005 520514		SCHOOL FOO	SM FOOD SU		382.14			
			Invoice Net			382.14			
33157	NEW ENGLAND ICE CREAM	00001	261448	INV	10/14/2025	5652526909	541684		
1	10005 520514		SCHOOL FOO	SM FOOD SU		159.86			
			Invoice Net			159.86			
			CHECK TOTAL			5,192.64			-----
24772	NEW ENGLAND ACADEMY,LL	00000	260484	INV	10/14/2025	ARL0825J	541582		
1	03233062 520645 9300		SpEd Out o	OE TUITION		3,937.32			
			Invoice Net			3,937.32			
24772	NEW ENGLAND ACADEMY,LL	00000	260484	INV	10/14/2025	ARL0925J	541822		
1	03233062 520645 9300		SpEd Out o	OE TUITION		9,187.08			
			Invoice Net			9,187.08			
			CHECK TOTAL			13,124.40			-----
17599	THE NEW ENGLAND CENTER	00002	261453	INV	10/14/2025	PSINV128792	541844		
1	03233012 520518 2415		SpEd Speci	SM INSTRUC		359.55			
			Invoice Net			359.55			
			CHECK TOTAL			359.55			-----
32461	NEW ENGLAND TRANSIT SA	00001	260235	INV	10/14/2025	01P166055	541542		

1	03345302	520621	3300	TRANSP Tra	OE MOTOR V	268.52			
				Invoice Net		268.52			
				CHECK	TOTAL	268.52		-----	
73227	NORTHSHORE EDUCATION C	00001	260705	INV	10/14/2025	2026000458	541819		
1	03233052	520645	9300	SpEd One t	OE TUITION	6,999.13			
				Invoice Net		6,999.13			
73227	NORTHSHORE EDUCATION C	00001	260511	INV	10/14/2025	2026000456	541820		
1	03233062	520645	9400	SpEd out o	OE TUITION	8,809.23			
				Invoice Net		8,809.23			
73227	NORTHSHORE EDUCATION C	00001	260705	INV	10/14/2025	2026000457	541821		

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 36
|apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03233062 520645 9400	SpEd Out o	OE TUITION			16,813.92			
		Invoice Net				16,813.92			
		CHECK	TOTAL			32,622.28		-----	
26908	NORTHEAST CUTLERY	00000	261444	INV	10/14/2025	150151	541727		
1	10005 520401	SCHOOL FOO	CTR CONTRA			52.00			
		Invoice Net				52.00			
26908	NORTHEAST CUTLERY	00000	261444	INV	10/14/2025	150212	541728		
1	10005 520401	SCHOOL FOO	CTR CONTRA			32.00			
		Invoice Net				32.00			
		CHECK	TOTAL			84.00		-----	
26067	NCS PEARSON, INC	00001	260880	INV	10/14/2025	28646228/2	541416		
1	12223001 520601 2415	FOREIGN LA	OE OTHER E			162.81			
		Invoice Net				162.81			
		CHECK	TOTAL			162.81		-----	
43540	PEKARSKY, DAVID	00000	261115	INV	10/14/2025	1101	541388		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			2.86			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			13.00			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			28.60			
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			19.50			
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			2.60			
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			11.44			
		Invoice Net				78.00			
		CHECK	TOTAL			78.00		-----	
25843	PETE'S TIRE BARN INC	00000	260231	INV	10/14/2025	828502	541537		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			830.12			
		Invoice Net				830.12			
25843	PETE'S TIRE BARN INC	00000	260231	INV	10/14/2025	828511	541539		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			1,401.24			

25843	PETE'S TIRE BARN INC	00000	260231	INV	10/14/2025	1,401.24		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			828589	541543	
		Invoice Net				885.50		
						885.50		
		CHECK TOTAL				3,116.86		-----
43510	PHELPS, ELIZABETH BASS	00000	261013	INV	10/14/2025	REIM_OL-5128	540945	
1	12223001 520601 1210	FOREIGN LA	OE OTHER E			489.00		
		Invoice Net				489.00		
		CHECK TOTAL				489.00		-----
44816	PIERCE, SIDONIE	00000	261536	INV	10/14/2025	V44816_41497_PIERCES	541241	
1	03221222 520612 2354	C&I Profes	OE GRADUAT			304.00		
		Invoice Net				304.00		
		CHECK TOTAL				304.00		-----

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 37
|apwarrnt

CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
19026	PIONEER DRAMA SERVICE	00001	261771	INV	10/14/2025	661424	540691		
1	12365520619 3520	OTTOSON DR	OE MISC EX			285.50			
		Invoice Net				285.50			
		CHECK TOTAL				285.50			-----
73471	PLAY TIME, INC.	00000	261733	INV	10/14/2025	5911	541414		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			111.73			
		Invoice Net				111.73			
73471	PLAY TIME, INC.	00000	261733	INV	10/14/2025	5909/5910	541667		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			239.83			
		Invoice Net				239.83			
		CHECK TOTAL				351.56			-----
31885	POWERSCHOOL GROUP	00007	262143	INV	10/14/2025	INV464197	541624		
1	03994102 520401 1230	C&F ENGAGE	CTR CONTRA			1,300.00			
		Invoice Net				1,300.00			
		CHECK TOTAL				1,300.00			-----
44605	PRO CITY FACILITIES SE	00000	262124	INV	10/14/2025	3619A	541463		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			18,373.00			
		Invoice Net				18,373.00			
		CHECK TOTAL				18,373.00			-----
42077	QBS MIDCO LLC	00000	261346	INV	10/14/2025	INV527846	541850		
1	03231222 520644 2356	SpEd Profe	OE TRAININ			899.00			
		Invoice Net				899.00			
42077	QBS MIDCO LLC	00000	261346	INV	10/14/2025	INV529159	541879		
1	03231222 520644 2356	SpEd Profe	OE TRAININ			78.00			

Invoice Net				78.00	
				CHECK TOTAL	977.00

5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		294006/1	540614
	1 03325202 520503 4220	FAC Facili SM CARPENT		14.99	
		Invoice Net		14.99	
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		293731/1	540615
	1 03325202 520503 4220	FAC Facili SM CARPENT		43.35	
		Invoice Net		43.35	
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		293926/1	540616
	1 03325202 520503 4220	FAC Facili SM CARPENT		.70	
		Invoice Net		.70	
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		293964/1	540617
	1 03325202 520503 4220	FAC Facili SM CARPENT		37.97	
		Invoice Net		37.97	
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		294116/1	540630
	1 03325202 520503 4220	FAC Facili SM CARPENT		2.76	
		Invoice Net		2.76	
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025		294070/1	540632

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 38
| apwarrrt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03325202 520503 4220	FAC Facili	SM CARPENT			33.99			
		Invoice Net				33.99			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				293776/1	540669		
	1 03325202 520503 4220	FAC Facili SM CARPENT				20.55			
		Invoice Net				20.55			
5801	R W SHATTUCK & CO INC	00001 261509 INV 10/14/2025				293981/1	540706		
	1 03221122 520518 2415	C&I Scienc SM INSTRUC				29.94			
		Invoice Net				29.94			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				177704/4	540815		
	1 03325202 520503 4220	FAC Facili SM CARPENT				7.29			
		Invoice Net				7.29			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				294142/1	540817		
	1 03325202 520503 4220	FAC Facili SM CARPENT				8.58			
		Invoice Net				8.58			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				294269/1	541066		
	1 03325202 520503 4220	FAC Facili SM CARPENT				16.99			
		Invoice Net				16.99			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				294268/1	541067		
	1 03325202 520503 4220	FAC Facili SM CARPENT				21.97			
		Invoice Net				21.97			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				294068/1	541071		
	1 03325202 520503 4220	FAC Facili SM CARPENT				8.99			
		Invoice Net				8.99			
5801	R W SHATTUCK & CO INC	00001 260366 INV 10/14/2025				294257/1	541073		

1	03325202	520503	4220	FAC Facili	SM	CARPENT	4.18	
				Invoice Net			4.18	
5801	R W SHATTUCK & CO INC	00001	261778	INV	10/14/2025		294396/1	541401
1	12325	520619	3520	DRAMA GUIL	OE	MISC EX	41.95	
				Invoice Net			41.95	
5801	R W SHATTUCK & CO INC	00001	261778	INV	10/14/2025		293752/1	541485
1	12325	520619	3520	DRAMA GUIL	OE	MISC EX	85.95	
				Invoice Net			85.95	
5801	R W SHATTUCK & CO INC	00001	261778	INV	10/14/2025		293916/1	541487
1	12325	520619	3520	DRAMA GUIL	OE	MISC EX	135.96	
				Invoice Net			135.96	
5801	R W SHATTUCK & CO INC	00001	261778	INV	10/14/2025		293858/1	541488
1	12325	520619	3520	DRAMA GUIL	OE	MISC EX	170.02	
				Invoice Net			170.02	
5801	R W SHATTUCK & CO INC	00001	260076	INV	10/14/2025		294371/1	541500
1	03010052	520522	2430	AHS Second	SM	MISC SU	13.58	
				Invoice Net			13.58	
5801	R W SHATTUCK & CO INC	00001	260366	INV	10/14/2025		294439/1	541530
1	03325202	520503	4220	FAC Facili	SM	CARPENT	75.99	
				Invoice Net			75.99	
5801	R W SHATTUCK & CO INC	00001	260366	INV	10/14/2025		294494/1	541643
1	03325202	520503	4220	FAC Facili	SM	CARPENT	13.99	
				Invoice Net			13.99	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 39
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	260366	INV	10/14/2025	294563/1	541747		
	1 03325202 520503 4220		FAC Facili	SM	CARPENT	45.48			
			Invoice Net			45.48			
				CHECK	TOTAL	835.17			-----
41267	RAZOR SPARROW LLC	00000	261748	INV	10/14/2025	INV-93105973	541484		
	1 03010052 520504 2455		AHS Second	SM	COMPUTE	799.00			
			Invoice Net			799.00			
				CHECK	TOTAL	799.00			-----
21124	RICHARDSON, KEVIN	00000	261536	INV	10/14/2025	V21124_5532RICHARDSO	541223		
	1 03221222 520612 2354		C&I Profes	OE	GRADUAT	489.00			
			Invoice Net			489.00			
21124	RICHARDSON, KEVIN	00000	261536	INV	10/14/2025	V21124_5027RICHARDSO	541226		
	1 03221222 520612 2354		C&I Profes	OE	GRADUAT	489.00			
			Invoice Net			489.00			
				CHECK	TOTAL	978.00			-----
11938	RICOH USA, INC.	00001	260886	INV	10/14/2025	5072090879	541663		
	1 03010052 520416 2420		AHS Second	CTR	PROFES	32.44			

11938	RICOH USA, INC.	00001	260803	INV	10/14/2025	32.44			
1	03305012 520511 7400	FINANCE Bu	SM EQUIPME			5072090929	541664		
		Invoice Net				15,866.46			
						15,866.46			
		CHECK TOTAL				15,898.90		-----	
43404	RISE & SHINE WINDOW CL	00000	261275	INV	10/14/2025	INV-50194	540984		
1	03325212 520416 4110	FAC Custod	CTR PROFES			1,825.00			
		Invoice Net				1,825.00			
43404	RISE & SHINE WINDOW CL	00000	261276	INV	10/14/2025	INV-50197	540991		
1	03325212 520416 4110	FAC Custod	CTR PROFES			4,720.00			
		Invoice Net				4,720.00			
		CHECK TOTAL				6,545.00		-----	
26119	RIVERSIDE COMMUNITY CA	00000	261657	INV	10/14/2025	21230	541117		
1	03222022 520508 2354	C&I Guidan	SM EDUCATI			500.00			
		Invoice Net				500.00			
		CHECK TOTAL				500.00		-----	
25978	RIVERVIEW SCHOOL	00000	260485	INV	10/14/2025	2025093000117	541615		
1	03233062 520645 9300	SpEd out o	OE TUITION			11,628.25			
		Invoice Net				11,628.25			
		CHECK TOTAL				11,628.25		-----	
33900	RUGGIERO, PATRICIA	00000	261115	INV	10/14/2025	1062	541176		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			7.97			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			36.25			

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 40
|apwarrrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			79.75			
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			54.38			
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			7.25			
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			31.90			
		Invoice Net				217.50			
		CHECK TOTAL				217.50		-----	
42229	SAMUELS, DEBRA G	00000	256034	INV	10/14/2025	winter/Spr2025	541777		
1	12013803 510102 6200	ADULT WNTR	PS TEACHER			570.00			
2	12013804 510102 6200	ADULT SPRN	PS TEACHER			510.00			
		Invoice Net				1,080.00			
		CHECK TOTAL				1,080.00		-----	
36073	SAYBROOKE MANAGEMENT L	00001	261816	INV	10/14/2025	23649	540655		
1	03325202 520415 4220	FAC Facili	CTR PLUMBI			8,809.00			
		Invoice Net				8,809.00			

36073	SAYBROOKE MANAGEMENT L	00001	261815	INV	10/14/2025
1	03325202 520415 4220	FAC Facili	CTR PLUMBI		
		Invoice Net			
16760	SCHOLASTIC, INC.	00011	261718	INV	10/14/2025
1	03221122 520528 2410	C&I Scienc	SM TEXTBOO		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	261757	INV	10/14/2025
1	03160042 520518 2415	THOMPSON E	SM INSTRUC		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	261766	INV	10/14/2025
1	03021202 520518 2415	OMS Art	SM INSTRUC		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	65000126	INV	10/14/2025
1	03120042 520523 2430	DALLIN Ele	SM OFFICE		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	65001326	INV	10/14/2025
1	03120042 520518 2415	DALLIN Ele	SM INSTRUC		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	65002326	INV	10/14/2025
1	03150042 520523 2430	STRATTON E	SM OFFICE		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	261756	INV	10/14/2025
1	03160042 520518 2415	THOMPSON E	SM INSTRUC		
		Invoice Net			
29370	SCHOOL SPECIALTY	00026	261845	INV	10/14/2025
1	03011202 520518 2415	AHS Art	SM INSTRUC		
		Invoice Net			

23787	540657
6,417.00	
6,417.00	
CHECK TOTAL	15,226.00

M7663471	541708
549.46	
549.46	
CHECK TOTAL	549.46

308104804356	540550
79.87	
79.87	
208136370648	540675
218.36	
218.36	
208135810876	540678
402.94	
402.94	
208135839305	540694
148.90	
148.90	
208136375647	540696
14.29	
14.29	
208136381224	540698
49.37	
49.37	
308104803456	540873
179.34	
179.34	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 41
|apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026	261765	INV	10/14/2025	208136384642	540875		
1	03120042 520518 2415	DALLIN Ele	SM INSTRUC			38.09			
		Invoice Net				38.09			
29370	SCHOOL SPECIALTY	00026	261840	INV	10/14/2025	308104803373	540885		
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			105.48			
		Invoice Net				105.48			
29370	SCHOOL SPECIALTY	00026	261522	INV	10/14/2025	308104810159	541118		
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			75.39			
		Invoice Net				75.39			
29370	SCHOOL SPECIALTY	00026	261844	INV	10/14/2025	308104805176	541120		
1	03140042 520523 2430	PEIRCE Ele	SM OFFICE			306.66			
		Invoice Net				306.66			

29370	SCHOOL SPECIALTY	00026	261755	INV	10/14/2025	308104804262	541125
1	03020052 520518 2415	OMS Second	SM INSTRUC			901.81	
		Invoice Net				901.81	
29370	SCHOOL SPECIALTY	00026	261050	INV	10/14/2025	308104803113	541404
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			2,124.23	
		Invoice Net				2,124.23	
29370	SCHOOL SPECIALTY	00026	261843	INV	10/14/2025	208136384354	541405
1	03140042 520518 2415	PEIRCE Ele	SM INSTRUC			33.15	
		Invoice Net				33.15	
29370	SCHOOL SPECIALTY	00026	261978	INV	10/14/2025	208136425143	541407
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			42.17	
		Invoice Net				42.17	
29370	SCHOOL SPECIALTY	00026	261050	INV	10/14/2025	208136408212	541408
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			5.58	
		Invoice Net				5.58	
29370	SCHOOL SPECIALTY	00026	261764	INV	10/14/2025	308104806409	541410
1	03221122 520518 2415	C&I Scienc	SM INSTRUC			983.29	
		Invoice Net				983.29	
29370	SCHOOL SPECIALTY	00026	261749	INV	10/14/2025	208136384964	541412
1	03100042 520518 2415	BISHOP Ele	SM INSTRUC			98.45	
		Invoice Net				98.45	
29370	SCHOOL SPECIALTY	00026	261386	INV	10/14/2025	308104810405	541629
1	03151122 520518 2455	INSTRUCT	SM INSTRUC			1,465.83	
		Invoice Net				1,465.83	
29370	SCHOOL SPECIALTY	00026	261387	INV	10/14/2025	308104810401	541630
1	03161122 520518 2455	INSTRUCT	SM INSTRUC			606.70	
		Invoice Net				606.70	
29370	SCHOOL SPECIALTY	00026	261388	INV	10/14/2025	308104810379	541631
1	03141122 520518 2455	INSTRUCT	SM INSTRUC			1,460.40	
		Invoice Net				1,460.40	
29370	SCHOOL SPECIALTY	00026	261389	INV	10/14/2025	308104810363	541632
1	03131122 520518 2455	INSTRUCTIO	SM INSTRUC			1,512.36	
		Invoice Net				1,512.36	
29370	SCHOOL SPECIALTY	00026	261390	INV	10/14/2025	308104810374	541633
1	03121122 520518 2455	INSTRUCT	SM INSTRUC			599.31	
		Invoice Net				599.31	

10/07/2025 14:44 |TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

|P 42
|apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026	261391	INV	10/14/2025	308104810378	541634		
1	03111122 520518 2455	INSTRUCT	SM INSTRUC			432.36			
		Invoice Net				432.36			
29370	SCHOOL SPECIALTY	00026	261842	INV	10/14/2025	208136375404	541656		
1	03140042 520518 2415	PEIRCE Ele	SM INSTRUC			52.84			
		Invoice Net				52.84			
29370	SCHOOL SPECIALTY	00026	261524	INV	10/14/2025	208136300176	541657		
1	03011122 520518 2415	AHS Scienc	SM INSTRUC			348.76			

29370	SCHOOL SPECIALTY	00026	261754	INV	10/14/2025	348.76		
1	03110042 520518 2415	BRACKETT E	SM INSTRUC			308104812284	541748	
		Invoice Net				2,556.20		
						2,556.20		
				CHECK	TOTAL	14,842.13		-----
73818	SCHOOLS FOR CHILDREN,	00000	261656	INV	10/14/2025	0000155348	541829	
1	03233062 520645 9300	SpEd out o	OE TUITION			13,517.49		
		Invoice Net				13,517.49		
73818	SCHOOLS FOR CHILDREN,	00000	260261	INV	10/14/2025	0000155347	541830	
1	03233062 520645 9300	SpEd out o	OE TUITION			13,517.49		
		Invoice Net				13,517.49		
				CHECK	TOTAL	27,034.98		-----
44411	CHIARA, STEPHEN J	00000	261010	INV	10/14/2025	2421	540871	
1	10022024 520642 2354	IMPROVING	OE TITLE I			525.00		
2	10022025 520643 2354	TITLE IIA	OE TITLE I			256.90		
3	10082025 520643 2354	TITLE IV A	OE TITLE I			268.10		
		Invoice Net				1,050.00		
				CHECK	TOTAL	1,050.00		-----
73852	SEEM COLLABORATIVE	00001	261892	INV	10/14/2025	96284	541580	
1	03233052 520645 9300	SpEd One t	OE TUITION			5,460.00		
2	03233072 520645 9400	SpEd SPED	OE TUITION			9,460.00		
		Invoice Net				14,920.00		
73852	SEEM COLLABORATIVE	00001	260527	INV	10/14/2025	96492	541860	
1	03233052 520645 9300	SpEd One t	OE TUITION			6,006.00		
2	03233062 520645 9400	SpEd out o	OE TUITION			10,021.00		
		Invoice Net				16,027.00		
73852	SEEM COLLABORATIVE	00001	261074	INV	10/14/2025	96490	541861	
1	03233062 520645 9400	SpEd out o	OE TUITION			10,021.00		
		Invoice Net				10,021.00		
73852	SEEM COLLABORATIVE	00001	260870	INV	10/14/2025	96491	541863	
1	03233062 520645 9400	SpEd out o	OE TUITION			11,858.00		
		Invoice Net				11,858.00		
				CHECK	TOTAL	52,826.00		-----
28807	SEVEN HILLS PEDIATRIC	00001	260243	INV	10/14/2025	15728	541616	
1	03233062 520645 9300	SpEd out o	OE TUITION			5,586.84		
		Invoice Net				5,586.84		

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 43
|apwarrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28807	SEVEN HILLS PEDIATRIC	00001	260244	INV	10/14/2025	15732	541617		
1	03233062 520645 9300	SpEd out o	OE TUITION			5,586.84			
		Invoice Net				5,586.84			
				CHECK	TOTAL	11,173.68			-----

73903	SHORE EDUCATIONAL COLL	00001	260513	INV	10/14/2025	2503738	541587	
1	03233072 520645 9400	SpEd	SPED	OE	TUITION	6,752.80		
		Invoice Net				6,752.80		
		CHECK	TOTAL			6,752.80	-----	
39561	THE SOCIETY FOR THE PR	00000	255995	INV	10/14/2025	May31, 2025 Gropius	541702	
1	12013804 510102 6200	ADULT	SPRN	PS	TEACHER	165.00		
		Invoice Net				165.00		
		CHECK	TOTAL			165.00	-----	
42421	SOUNDTRAP US INC	00001	261664	INV	10/14/2025	USIN102133	540680	
1	03221172 520504 2455	C&I	Music	SM	COMPUTE	9,621.00		
		Invoice Net				9,621.00		
		CHECK	TOTAL			9,621.00	-----	
43158	STELTER, SCOTT	00000	261289	INV	10/14/2025	OL-5313	540750	
1	03221222 520612 2354	C&I	Profes	OE	GRADUAT	858.00		
		Invoice Net				858.00		
43158	STELTER, SCOTT	00000	261536	INV	10/14/2025	V43158_530LE_STELTER	541238	
1	03221222 520612 2354	C&I	Profes	OE	GRADUAT	858.00		
		Invoice Net				858.00		
43158	STELTER, SCOTT	00000	261536	INV	10/14/2025	V43158_515LE_STELTER	541239	
1	03221222 520612 2354	C&I	Profes	OE	GRADUAT	858.00		
		Invoice Net				858.00		
43158	STELTER, SCOTT	00000	261536	INV	10/14/2025	V43158_608LE_STELTER	541240	
1	03221222 520612 2354	C&I	Profes	OE	GRADUAT	858.00		
		Invoice Net				858.00		
		CHECK	TOTAL			3,432.00	-----	
11354	STEVENS, ASHLEY	00000	261115	INV	10/14/2025	1075	541177	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		3.82		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		17.33		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		38.13		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		26.00		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		3.47		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		15.25		
		Invoice Net				104.00		
		CHECK	TOTAL			104.00	-----	
18977	STONE, ROGER	00000	261115	INV	10/14/2025	964	541178	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		2.86		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		13.00		

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

| P 44
| apwarrrnt

CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 26088	10/14/2025		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER CHECK

3	03256062	520402	3510	ATHLETICS	CTR ATHLET	28.60		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	19.50		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.60		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	11.44		
				Invoice Net		78.00		
18977	STONE, ROGER			00000	261115 INV 10/14/2025	1093	541181	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	2.86		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	13.00		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	28.60		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	19.50		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.60		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	11.44		
				Invoice Net		78.00		
18977	STONE, ROGER			00000	261115 INV 10/14/2025	1090	541389	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	3.82		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	17.33		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	38.13		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	26.00		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	3.47		
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	15.25		
				Invoice Net		104.00		
				CHECK	TOTAL	260.00	-----	
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56536	540935	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	199.87		
				Invoice Net		199.87		
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56535	540937	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	92.90		
				Invoice Net		92.90		
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56528	540938	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	127.93		
				Invoice Net		127.93		
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56524	540939	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	141.78		
				Invoice Net		141.78		
32432	AHOLD USA, INC.			00004	260995 INV 10/14/2025	55540	541415	
1	03010052	520514	2440	AHS Second	SM FOOD SU	43.34		
				Invoice Net		43.34		
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56529	541503	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	114.73		
				Invoice Net		114.73		
32432	AHOLD USA, INC.			00004	260432 INV 10/14/2025	56543	541726	
1	12113902	520514	3520	EXTEND DAY	SM FOOD SU	40.88		
				Invoice Net		40.88		
32432	AHOLD USA, INC.			00004	260437 INV 10/14/2025	56522	541815	
1	03011042	520518	2415	AHS Family	SM INSTRUC	293.73		
				Invoice Net		293.73		

10/07/2025 14:44 |TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

|P 45
|apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32432	AHOLD USA, INC. 1 03011042 520518 2415	00004	260437	INV	10/14/2025	56534 273.73 273.73 Invoice Net	541816		
				SM INSTRUC		CHECK TOTAL	1,328.89		-----
34895	DATAPRINT 1 12223001 520601 2415	00001	262066	INV	10/14/2025	156673 1,910.15 1,910.15 Invoice Net	540884		
				FOREIGN LA OE OTHER E		CHECK TOTAL	1,910.15		-----
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1467920 1,238.13 1,238.13 Invoice Net	540890		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1467919 7,183.36 7,183.36 Invoice Net	540891		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1467921 3,958.26 3,958.26 Invoice Net	540893		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1469076 3,652.00 3,652.00 Invoice Net	540894		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1464973 5,252.21 5,252.21 Invoice Net	540920		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1464975 10,157.45 10,157.45 Invoice Net	540922		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1464974 2,700.88 2,700.88 Invoice Net	540924		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1466729 8,378.81 8,378.81 Invoice Net	540925		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1466728 474.55 474.55 Invoice Net	540926		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1466727 5,662.08 5,662.08 Invoice Net	540928		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1466730 214.65 214.65 Invoice Net	540929		
22736	THURSTON FOODS, INC. 1 10005 520514	00000	261443	INV	10/14/2025	1464972 1,302.26 1,302.26 Invoice Net	541753		
22736	THURSTON FOODS, INC.	00000	261443	INV	10/14/2025	1466726	541754		



CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1	10005	520514		SCHOOL FOO	SM FOOD SU	1,719.26			
					Invoice Net		1,719.26			
22736	THURSTON	FOODS, INC.	00000	261443	INV	10/14/2025	1467922	541755		
	1	10005	520514		SCHOOL FOO	SM FOOD SU	2,339.98			
					Invoice Net		2,339.98			
22736	THURSTON	FOODS, INC.	00000	261443	INV	10/14/2025	1469641	541756		
	1	10005	520514		SCHOOL FOO	SM FOOD SU	7,148.43			
					Invoice Net		7,148.43			
22736	THURSTON	FOODS, INC.	00000	261443	INV	10/14/2025	1469639	541757		
	1	10005	520514		SCHOOL FOO	SM FOOD SU	911.50			
					Invoice Net		911.50			
22736	THURSTON	FOODS, INC.	00000	261443	INV	10/14/2025	1469640	541758		
	1	10005	520514		SCHOOL FOO	SM FOOD SU	2,950.72			
					Invoice Net		2,950.72			
					CHECK TOTAL		65,244.53			-----
42688	TRAMONTOZZI, ALDO		00000	261115	INV	10/14/2025	1078	541182		
	1	03256042	520402	3510	ATHLETICS	CTR ATHLET	3.82			
	2	03256052	520402	3510	ATHLETICS	CTR ATHLET	17.33			
	3	03256062	520402	3510	ATHLETICS	CTR ATHLET	38.13			
	4	03256142	520402	3510	ATHLETICS	CTR ATHLET	26.00			
	5	03256162	520402	3510	ATHLETICS	CTR ATHLET	3.47			
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET	15.25			
					Invoice Net		104.00			
					CHECK TOTAL		104.00			-----
10982	UNIVERSITY OF OREGON		00001	262064	INV	10/14/2025	INV00082361	540872		
	1	03214012	520504	1210	ADMIN Supe	SM COMPUTE	800.00			
					Invoice Net		800.00			
					CHECK TOTAL		800.00			-----
43192	VERNIER SOFTWARE & TEC		00000	261877	INV	10/14/2025	5532789	541626		
	1	03221122	520518	2415	C&I Scienc	SM INSTRUC	1,195.52			
	2	03221122	520654	2415	C&I Scienc	OE TARIFF	47.70			
					Invoice Net		1,243.22			
					CHECK TOTAL		1,243.22			-----
13181	W. B. MASON CO INC		00001	261619	INV	10/14/2025	256672997	540699		
	1	03010052	520522	2430	AHS Second	SM MISC SU	212.40			
	2	03010052	520523	2430	AHS Second	SM OFFICE	103.31			
					Invoice Net		315.71			
13181	W. B. MASON CO INC		00001	261104	INV	10/14/2025	256289724	540779		
	1	10005	520523		SCHOOL FOO	SM OFFICE	8.09			
					Invoice Net		8.09			
13181	W. B. MASON CO INC		00001	261104	INV	10/14/2025	256322954	540780		
	1	10005	520523		SCHOOL FOO	SM OFFICE	90.40			
					Invoice Net		90.40			

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 47
 | apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256679462 90.29 Invoice Net 90.29	540781		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	25679366 372.16 Invoice Net 372.16	540782		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256771737 51.69 Invoice Net 51.69	540783		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256705137 87.80 Invoice Net 87.80	540784		
13181	W. B. MASON CO INC 1 03130042 520523 2430	00001	261415	INV	10/14/2025	256969144 30.63 Invoice Net 30.63	540837		
13181	W. B. MASON CO INC 1 03130042 520523 2430	00001	261415	INV	10/14/2025	256668577 204.13 Invoice Net 204.13	540838		
13181	W. B. MASON CO INC 1 03130042 520523 2430	00001	261415	INV	10/14/2025	256532568 1,001.28 Invoice Net 1,001.28	540839		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256702657 180.58 Invoice Net 180.58	540886		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256679323 90.29 Invoice Net 90.29	540887		
13181	W. B. MASON CO INC 1 10005 520523	00001	261104	INV	10/14/2025	256809162 23.31 Invoice Net 23.31	540888		
13181	W. B. MASON CO INC 1 03221202 520518 2415	00001	261971	INV	10/14/2025	257107401 254.95 Invoice Net 254.95	540940		
13181	W. B. MASON CO INC 1 03030052 520518 2415	00001	261505	INV	10/14/2025	256702723 887.97 Invoice Net 887.97	541122		
13181	W. B. MASON CO INC 1 03020052 520604 4230	00001	261837	INV	10/14/2025	256870907 127.39 Invoice Net 127.39	541124		
13181	W. B. MASON CO INC 1 03150042 520518 2415	00001	261731	INV	10/14/2025	256835554 319.59 Invoice Net 319.59	541126		
13181	W. B. MASON CO INC 1 03110042 520525 2430	00001	261975	INV	10/14/2025	257134193 296.95 Invoice Net 296.95	541406		
13181	W. B. MASON CO INC 1 03160042 520525 2430	00001	262068	INV	10/14/2025	257189040 2,039.60 Invoice Net 2,039.60	541477		

10/07/2025 14:44 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 48
 | apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 26088 10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181	W. B. MASON CO INC								
1	03110042 520525 2430	00001	261975	INV	10/14/2025	257162496	541498		
			BRACKETT E	SM REPRO P		63.60			
			Invoice Net			63.60			
13181	W. B. MASON CO INC								
1	03221182 520518 2415	00001	261798	INV	10/14/2025	256870783	541499		
			C&I world	SM INSTRUC		98.97			
			Invoice Net			98.97			
13181	W. B. MASON CO INC								
1	03264022 520523 1230	00001	261743	INV	10/14/2025	256778800	541627		
			DIV EQUITY	SM OFFICE		94.11			
			Invoice Net			94.11			
13181	W. B. MASON CO INC								
1	03264022 520523 1230	00001	261743	INV	10/14/2025	256805994	541628		
			DIV EQUITY	SM OFFICE		14.96			
			Invoice Net			14.96			
13181	W. B. MASON CO INC								
1	03010052 520523 2430	00001	262070	INV	10/14/2025	257189082	541703		
			AHS Second	SM OFFICE		39.09			
			Invoice Net			39.09			
13181	W. B. MASON CO INC								
1	03010052 520523 2430	00001	261429	INV	10/14/2025	256533374	541771		
			AHS Second	SM OFFICE		125.43			
			Invoice Net			125.43			
13181	W. B. MASON CO INC								
1	03030052 520523 2430	00001	261513	INV	10/14/2025	256538131	541781		
			GIBBS Seco	SM OFFICE		223.01			
			Invoice Net			223.01			
13181	W. B. MASON CO INC								
1	03030052 520604 4230	00001	261745	INV	10/14/2025	257000047	541783		
			GIBBS Seco	OE CAPITAL		72.99			
			Invoice Net			72.99			
13181	W. B. MASON CO INC								
1	03030052 520518 2415	00001	261770	INV	10/14/2025	257000127	541786		
			GIBBS Seco	SM INSTRUC		61.73			
			Invoice Net			61.73			
13181	W. B. MASON CO INC								
1	03030052 520518 2415	00001	261770	INV	10/14/2025	256810364	541788		
			GIBBS Seco	SM INSTRUC		64.64			
			Invoice Net			64.64			
13181	W. B. MASON CO INC								
1	03030052 520604 4230	00001	261839	INV	10/14/2025	256840482	541789		
			GIBBS Seco	OE CAPITAL		105.83			
			Invoice Net			105.83			
13181	W. B. MASON CO INC								
1	03994102 520523 1230	00001	260882	INV	10/14/2025	256735542	541791		
			C&F ENGAGE	SM OFFICE		50.88			
			Invoice Net			50.88			
13181	W. B. MASON CO INC								
1	03994102 520523 1230	00001	260882	INV	10/14/2025	256770119	541792		
			C&F ENGAGE	SM OFFICE		52.77			
			Invoice Net			52.77			
13181	W. B. MASON CO INC								
1	03994102 520523 1230	00001	260882	INV	10/14/2025	256802474	541793		
			C&F ENGAGE	SM OFFICE		3.67			
			Invoice Net			3.67			
13181	W. B. MASON CO INC								
1	03994102 520523 1230	00001	260882	INV	10/14/2025	256701432	541794		
			C&F ENGAGE	SM OFFICE		648.97			
			Invoice Net			648.97			
13181	W. B. MASON CO INC								
		00001	260882	INV	10/14/2025	256415032	541795		

1 03994102 520523 1230 C&F ENGAGE SM OFFICE

68.50

Invoice Net

68.50

10/07/2025 14:44
izheng

TOWN OF ARLINGTON

DETAIL INVOICE LIST

P 49

apwarrrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181	W. B. MASON CO INC					256387952	541797		
1	03994102 520523 1230	00001	260882	INV	10/14/2025	124.01			
		C&F ENGAGE	SM OFFICE			124.01			
		Invoice Net				256356692	541798		
13181	W. B. MASON CO INC					259.25			
1	03994102 520523 1230	00001	260882	INV	10/14/2025	259.25			
		C&F ENGAGE	SM OFFICE						
		Invoice Net				CHECK TOTAL	8,645.22		-----
71823	W W GRAINGER, INC					9582336351	540613		
1	0119252 524000	00004	260980	INV	10/14/2025	93.65			
		FACILITIES	REPAIRS AN			93.65			
		Invoice Net				CHECK TOTAL	93.65		-----
15609	WALKER, INC					INV102971	541857		
1	03233062 520645 9300	00000	261007	INV	10/14/2025	8,357.58			
		SpEd Out o	OE TUITION			8,357.58			
		Invoice Net				INV102970	541858		
15609	WALKER, INC					8,357.58			
1	03233062 520645 9300	00000	260477	INV	10/14/2025	8,357.58			
		SpEd Out o	OE TUITION						
		Invoice Net				CHECK TOTAL	16,715.16		-----
44112	WALLACE, PATRICIA					V44112_7130WALLACE,P	541373		
1	03221222 520612 2354	00000	261536	INV	10/14/2025	420.00			
		C&I Profes	OE GRADUAT			420.00			
		Invoice Net				V44112_716YWALLACE,P	541374		
44112	WALLACE, PATRICIA					420.00			
1	03221222 520612 2354	00000	261536	INV	10/14/2025	420.00			
		C&I Profes	OE GRADUAT						
		Invoice Net				CHECK TOTAL	840.00		-----
39060	WEIN LIFE MANAGEMENT S					1394 SP25	541694		
1	12013804 510102 6200	00000	255771	INV	10/14/2025	70.00			
		ADULT SPRN	PS TEACHER			70.00			
		Invoice Net				1395 SPR25	541696		
39060	WEIN LIFE MANAGEMENT S					70.00			
1	12013804 510102 6200	00000	255771	INV	10/14/2025	70.00			
		ADULT SPRN	PS TEACHER						
		Invoice Net				CHECK TOTAL	140.00		-----
22821	WELCH, ROBERT H.					1006	541183		
1	03256042 520402 3510	00000	261115	INV	10/14/2025	6.90			
		ATHLETICS	CTR ATHLET			31.33			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			68.93			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET						
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			47.00			

	5	03256162	520402	3510	ATHLETICS	CTR ATHLET	6.27	
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET	27.57	
					Invoice Net		188.00	
22821	WELCH, ROBERT H.	00000	261115	INV	10/14/2025		1032	541185
	1	03256042	520402	3510	ATHLETICS	CTR ATHLET	6.90	

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

|P 50
|apwarrnt

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 26088

10/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	2	03256052	520402	3510	ATHLETICS	CTR ATHLET	31.33		
	3	03256062	520402	3510	ATHLETICS	CTR ATHLET	68.93		
	4	03256142	520402	3510	ATHLETICS	CTR ATHLET	47.00		
	5	03256162	520402	3510	ATHLETICS	CTR ATHLET	6.27		
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET	27.57		
					Invoice Net		188.00		
22821	WELCH, ROBERT H.	00000	261115	INV	10/14/2025	1106	541390		
	1	03256042	520402	3510	ATHLETICS	CTR ATHLET	6.90		
	2	03256052	520402	3510	ATHLETICS	CTR ATHLET	31.33		
	3	03256062	520402	3510	ATHLETICS	CTR ATHLET	68.93		
	4	03256142	520402	3510	ATHLETICS	CTR ATHLET	47.00		
	5	03256162	520402	3510	ATHLETICS	CTR ATHLET	6.27		
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET	27.57		
					Invoice Net		188.00		
					CHECK TOTAL	564.00			-----
74519	WEST MUSIC COMPANY	00001	261624	INV	10/14/2025	SI2557602	540682		
	1	03121172	520518	2415	DALLIN Mus	SM INSTRUC	1,368.50		
					Invoice Net		1,368.50		
74519	WEST MUSIC COMPANY	00001	261642	INV	10/14/2025	SI2557672	540684		
	1	03131172	520518	2415	HARDY Musi	SM INSTRUC	768.89		
					Invoice Net		768.89		
74519	WEST MUSIC COMPANY	00001	261642	INV	10/14/2025	SI2560239	540686		
	1	03131172	520518	2415	HARDY Musi	SM INSTRUC	809.99		
					Invoice Net		809.99		
74519	WEST MUSIC COMPANY	00001	261715	INV	10/14/2025	SI2559077	540688		
	1	03111172	520518	2415	BRACKETT M	SM INSTRUC	633.54		
					Invoice Net		633.54		
					CHECK TOTAL	3,580.92			-----
44693	THE WHIFFENPOOFS OF YA	00000	261772	INV	10/14/2025	24257	540693		
	1	03011172	520518	2415	AHS Music	SM INSTRUC	1,800.00		
					Invoice Net		1,800.00		
					CHECK TOTAL	1,800.00			-----
38710	WHITE, ADAM	00000	261069	INV	10/14/2025	REIMMILEAGE_SEPT25	541842		
	1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	249.98		
					Invoice Net		249.98		

				CHECK TOTAL	249.98	-----
20866	WILLOW HILL SCHOOL	00000	260481 INV 10/14/2025	EL-26-1	541856	
	1 03233062 520645 9300	SpEd Out o	OE TUITION	4,297.44		
		Invoice Net		4,297.44		
				CHECK TOTAL	4,297.44	-----
41959	WILLWERTH, CATHERINE	00000	261536 INV 10/14/2025	V41959_5572WILLWERTH	541229	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	338.97		
		Invoice Net		338.97		

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

|P 51
|apwarrrnt

CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2608810/14/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
41959	WILLWERTH, CATHERINE	00000	261536 INV 10/14/2025	V41959_5154WILLWERTH	541231				
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	338.97					
		Invoice Net		338.97					
41959	WILLWERTH, CATHERINE	00000	261536 INV 10/14/2025	V41959_5033WILLWERTH	541234				
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	338.97					
		Invoice Net		338.97					
41959	WILLWERTH, CATHERINE	00000	261536 INV 10/14/2025	V41959_5125WILLWERTH	541237				
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	338.97					
		Invoice Net		338.97					
				CHECK TOTAL	1,355.88	-----			
74560	WILSON LANGUAGE TRAINI	00003	261643 INV 10/14/2025	INV119128	540672				
	1 03221022 520518 2415	C&I Englis	SM INSTRUC	565.92					
		Invoice Net		565.92					
74560	WILSON LANGUAGE TRAINI	00003	261799 INV 10/14/2025	INV120285	540874				
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC	1,760.00					
		Invoice Net		1,760.00					
74560	WILSON LANGUAGE TRAINI	00003	262074 INV 10/14/2025	INV122082	541411				
	1 10022024 520642 2354	IMPROVING	OE TITLE I	700.00					
		Invoice Net		700.00					
				CHECK TOTAL	3,025.92	-----			
44513	WINDOW SERVICES INC	00000	260847 INV 10/14/2025	1233412	540559				
	1 53002511 582026	BRACKETT S	EXTERIOR R	19,751.69					
		Invoice Net		19,751.69					
44513	WINDOW SERVICES INC	00000	261962 INV 10/14/2025	1233413	540560				
	1 43002603 585025	EFFCY PROJ	ENERGY EFF	6,699.04					
		Invoice Net		6,699.04					
				CHECK TOTAL	26,450.73	-----			
34077	WINSTANLEY, MELISSA FR	00000	255993 INV 10/14/2025	Writing, SPR25	541699				
	1 12013804 510102 6200	ADULT SPRN	PS TEACHER	1,000.00					
		Invoice Net		1,000.00					
				CHECK TOTAL	1,000.00	-----			

=====	=====	=====	=====
590 INVOICES	WARRANT TOTAL	1,103,090.30	1,103,090.30
	CASH ACCOUNT BALANCE		138,851.71
=====	=====	=====	=====

10/07/2025 14:44 | TOWN OF ARLINGTON | P 52
 izheng | WARRANT SUMMARY | apwarrrnt

WARRANT: 26088 10/14/2025

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0001 0119252 FACILITIES EXPENSE	0001-1-192-192-0000-000000-0000-52-524000 REPAIRS AND MAINTENANC	93.65	526,097.75

CASH ACCOUNT 0000 104013	BALANCE 138,851.71	FUND TOTAL 93.65	

0003 03010052 AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520416	CTR PROFESSIONAL TECH	1,176.40	240,810.76
0003 03010052 AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520504	SM COMPUTER SOFTWARE	799.00	240,810.76
0003 03010052 AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520514	SM FOOD SUPPLIES	43.34	240,810.76
0003 03010052 AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520522	SM MISC SUPPLIES	225.98	240,810.76
0003 03010052 AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	267.83	240,810.76
0003 03011042 AHS Family and Con	0003-3-300-301-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	2,950.55	4,746.58
0003 03011122 AHS Science	0003-3-300-301-0004-003112-0001-02-520518	SM INSTRUCTIONAL MATER	1,378.95	313.61
0003 03011172 AHS Music	0003-3-300-301-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	1,800.00	57,441.56
0003 03011202 AHS Art	0003-3-300-301-0004-003120-0001-02-520518	SM INSTRUCTIONAL MATER	179.34	11,386.32
0003 03020052 OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	901.81	183,406.95
0003 03020052 OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520604	OE CAPITAL EQUIPMENT/F	127.39	183,406.95
0003 03021042 OMS Family and Con	0003-3-300-302-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	456.14	1,637.26
0003 03021172 OMS Music	0003-3-300-302-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	115.00	35,099.24
0003 03021202 OMS Art	0003-3-300-302-0004-003120-0001-02-520518	SM INSTRUCTIONAL MATER	218.36	-2,401.54
0003 03030052 GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	1,014.34	188,916.15
0003 03030052 GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	223.01	188,916.15
0003 03030052 GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520604	OE CAPITAL EQUIPMENT/F	485.80	188,916.15
0003 03031222 GIBBS Professional	0003-3-300-303-0004-003122-0001-02-520508	SM EDUCATIONAL SUPPLIE	615.00	9,323.24
0003 03100042 BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	98.45	50,439.40
0003 03110042 BRACKETT Elementar	0003-3-300-311-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	2,556.20	54,400.19
0003 03110042 BRACKETT Elementar	0003-3-300-311-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	360.55	54,400.19
0003 03111122 INSTRUCTIONAL MATE	0003-3-300-311-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	432.36	3,056.33
0003 03111172 BRACKETT Music	0003-3-300-311-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	633.54	3,000.58
0003 03120042 DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	186.99	56,609.14

0003 03120042 DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	402.94	56,609.14
0003 03121122 INSTRUCTIONAL MATE	0003-3-300-312-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	599.31	2,993.58
0003 03121172 DALLIN Music	0003-3-300-312-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	1,368.50	2,146.70
0003 03130042 HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	83.69	55,820.64
0003 03130042 HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	1,236.04	55,820.64
0003 03131122 INSTRUCTIONAL MION	0003-3-300-313-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	1,512.36	3,308.92
0003 03131172 HARDY Music	0003-3-300-313-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	1,578.88	1,839.60
0003 03140042 PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	85.99	57,049.62
0003 03140042 PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	306.66	57,049.62
0003 03140042 PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	459.14	57,049.62
0003 03141122 INSTRUCTIONAL MATE	0003-3-300-314-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	1,460.40	2,661.55
0003 03150042 STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	319.59	42,620.19
0003 03150042 STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	14.29	42,620.19
0003 03151122 INSTRUCTIONAL MATE	0003-3-300-315-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	1,465.83	1,642.01
0003 03160042 THOMPSON Elementar	0003-3-300-316-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	2,112.28	60,594.17
0003 03160042 THOMPSON Elementar	0003-3-300-316-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	2,039.60	60,594.17
0003 03161122 INSTRUCTIONAL MATE	0003-3-300-316-0003-003112-0000-02-520518	SM INSTRUCTIONAL MATER	606.70	2,716.01
0003 03214002 ADMIN School Commi	0003-3-300-321-0001-003400-0001-02-520413	CTR LEGAL SERVICES	7,430.00	27,376.64
0003 03214012 ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520504	SM COMPUTER SOFTWARE	800.00	43,051.54

10/07/2025 14:44 | TOWN OF ARLINGTON
izheng | WARRANT SUMMARY

| P 53
| apwarrnt

WARRANT: 26088 10/14/2025

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0003 03214012 ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520629	OE PROFESSIONAL AFFLIA	400.00 43,051.54
0003 03221022 C&I English/Langua	0003-3-300-322-0002-003102-0001-02-520504	SM COMPUTER SOFTWARE	41.36 138,375.24
0003 03221022 C&I English/Langua	0003-3-300-322-0002-003102-0001-02-520518	SM INSTRUCTIONAL MATER	565.92 138,375.24
0003 03221122 C&I Science	0003-3-300-322-0002-003112-0001-02-520518	SM INSTRUCTIONAL MATER	12,452.72 50,478.50
0003 03221122 C&I Science	0003-3-300-322-0002-003112-0001-02-520528	SM TEXTBOOKS BOOKS PER	549.46 50,478.50
0003 03221122 C&I Science	0003-3-300-322-0002-003112-0001-02-520654	OE TARIFF EXPENSES	47.70 50,478.50
0003 03221172 C&I Music	0003-3-300-322-0002-003117-0001-02-520504	SM COMPUTER SOFTWARE	11,565.00 24,306.08
0003 03221172 C&I Music	0003-3-300-322-0002-003117-0001-02-520518	SM INSTRUCTIONAL MATER	90.50 24,306.08
0003 03221182 C&I World Language	0003-3-300-322-0002-003118-0001-02-520518	SM INSTRUCTIONAL MATER	98.97 19,737.61
0003 03221202 C&I Art	0003-3-300-322-0002-003120-0001-02-520518	SM INSTRUCTIONAL MATER	254.95 19,076.10
0003 03221202 C&I Art	0003-3-300-322-0002-003120-0001-02-520605	OE COMPUTER EQUIPMENT	188.52 19,076.10
0003 03221222 C&I Professional D	0003-3-300-322-0002-003122-0001-02-520612	OE GRADUATE COURSE REI	20,445.88 42,873.31
0003 03222022 C&I Guidance	0003-3-300-322-0002-003202-0001-02-520508	SM EDUCATIONAL SUPPLIE	500.00 -7,026.58
0003 03231222 SpEd Professional	0003-3-300-323-0002-003122-0001-02-520644	OE TRAINING & EDUCATIO	1,277.00 -53,456.50
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520413	CTR LEGAL SERVICES	7,800.00 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	17,558.19 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	1,171.36 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	1,975.00 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520504	SM COMPUTER SOFTWARE	1,000.00 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520518	SM INSTRUCTIONAL MATER	359.55 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520527	SM TESTING MATERIALS	2,920.00 -1,626,575.03
0003 03233012 SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520615	OE INSTRUCTION EQUIPME	55.56 -1,626,575.03
0003 03233052 SpEd One to One As	0003-3-300-323-0005-003305-0002-02-520645	OE TUITION OTHER SCHOO	31,400.33 -1,626,575.03
0003 03233062 SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	319,151.23 -1,626,575.03
0003 03233062 SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	69,407.12 -1,626,575.03
0003 03233072 SpEd SPED summer p	0003-3-300-323-0005-003307-0002-02-520645	OE TUITION OTHER SCHOO	38,774.62 -1,626,575.03

0003	03233082	SpEd SPED testing	0003-3-300-323-0005-003308-0002-02-520416	CTR PROFESSIONAL TECH	3,000.00	-1,626,575.03
0003	03256002	ATHLETICS Athletic	0003-3-300-325-0004-003600-0001-02-520402	CTR ATHLETIC SERVICES	1,395.00	133,305.09
0003	03256042	ATHLETICS Athletic	0003-3-300-325-0004-003604-0001-02-520402	CTR ATHLETIC SERVICES	174.07	13,038.10
0003	03256052	ATHLETICS Athletic	0003-3-300-325-0004-003605-0001-02-520402	CTR ATHLETIC SERVICES	790.51	1,298.60
0003	03256062	ATHLETICS Athletic	0003-3-300-325-0004-003606-0001-02-520402	CTR ATHLETIC SERVICES	1,739.21	19,075.42
0003	03256142	ATHLETICS Athletic	0003-3-300-325-0004-003614-0001-02-520402	CTR ATHLETIC SERVICES	1,185.88	12,619.63
0003	03256162	ATHLETICS Athletic	0003-3-300-325-0004-003616-0001-02-520402	CTR ATHLETIC SERVICES	158.19	11,939.67
0003	03256182	ATHLETICS Athletic	0003-3-300-325-0004-003618-0001-02-520402	CTR ATHLETIC SERVICES	695.64	20,732.58
0003	03264022	DIVERSITY EQUITY A	0003-3-300-326-0002-003402-0000-02-520523	SM OFFICE SUPPLIES	109.07	6,696.75
0003	03305012	FINANCE Business O	0003-3-300-330-0001-003501-0001-02-520511	SM EQUIPMENT RENTAL	15,866.46	-21,350.36
0003	03305022	FINANCE Payroll	0003-3-300-330-0001-003502-0001-02-520510	SM EQUIPMENT MAINTENAN	268.00	1,084.58
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520403	CTR BOILER CONTRACTED	150.00	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520405	CTR ELECTRICAL SERVICE	2,025.30	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520406	CTR ELEVATOR MAINTENAN	5,978.00	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520411	CTR HVAC CONTRACTED SE	14,395.80	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520415	CTR PLUMBING SERVICES	15,226.00	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520418	CTR SECURITY SERVICES	10,615.41	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520503	SM CARPENTRY SUPPLIES	981.25	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520517	SM HVAC SUPPLIES	6,676.88	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520524	SM PLUMBING SUPPLIES	4,670.76	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520620	OE MISC MAINTENANCE SE	1,285.58	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520623	OE NATURAL GAS	5,399.46	227,091.93
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520628	OE POWER ELECTRICITY	44,919.00	227,091.93

10/07/2025 14:44 | TOWN OF ARLINGTON
izheng | WARRANT SUMMARY

| P 54
| apwarrnt

WARRANT: 26088 10/14/2025

FUND	ORG		ACCOUNT		AMOUNT	AVLB	BUDGET
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520416	CTR PROFESSIONAL TECH	6,545.00	397,987.87	
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520507	SM CUSTODIAL SUPPLIES	48,172.88	397,987.87	
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520507	SM CUSTODIAL SUPPLIES	17,021.90	397,987.87	
0003	03343092	TRANSP Transportat	0003-3-300-334-0005-003309-0002-02-520404	CTR CONTRACTED TRANSPO	15,000.00	-217,168.25	
0003	03343102	TRANSP Transportat	0003-3-300-334-0005-003310-0002-02-520404	CTR CONTRACTED TRANSPO	48,998.77	-417,260.88	
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520621	OE MOTOR VEHICLE REPAI	5,592.89	101,142.96	
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520625	OE OTHER PAYMENTS	87.50	101,142.96	
0003	03345322	TRANSP Transportat	0003-3-300-334-0008-003532-0001-02-520404	CTR CONTRACTED TRANSPO	2,200.00	-5,634.56	
0003	03992012	SYSTEM Health Serv	0003-3-300-399-0002-003201-0001-02-520520	SM MEDICAL SURGICAL SU	11,674.00	2,159.25	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520401	CTR CONTRACTED SERVICE	1,300.00	107,037.90	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520416	CTR PROFESSIONAL TECH	2,115.50	107,037.90	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520523	SM OFFICE SUPPLIES	1,208.05	107,037.90	

					878,801.43		
					FUND TOTAL		
CASH ACCOUNT	0000 104013	BALANCE	138,851.71				

1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401	CTR CONTRACTED SERVICE	84.00	131,326.00
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514	SM FOOD SUPPLIES	89,670.35	131,326.00
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520523	SM OFFICE SUPPLIES	9,138.26	131,326.00
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520624	OE OTHER FOOD EXPENSES	21.00	131,326.00
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520631	OE REPAIRS	5,537.49	131,326.00

1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520635	OE SOFTWARE EQUIPMENT	10,955.00	131,326.00

					FUND TOTAL	115,406.10
CASH ACCOUNT	0000	104013	BALANCE	138,851.71		
1002	10022024	IMPROVING EDUCATIO	1002-3-300-336-2024-003702-0003-00-520642	OE TITLE II ST AGNES T	1,225.00	.00
1002	10022025	IMPROVING EDUC QLT	1002-3-300-336-2025-003702-0003-00-520643	OE TITLE IIA-ARL CATHO	256.90	1,849.50

					FUND TOTAL	1,481.90
CASH ACCOUNT	0000	104013	BALANCE	138,851.71		
1008	10082025	TITLE IV A	1008-3-300-336-2025-003999-0003-00-520643	OE TITLE IIA-ARL CATHO	268.10	.00

					FUND TOTAL	268.10
CASH ACCOUNT	0000	104013	BALANCE	138,851.71		
1010	10102025	SPED 240(94-142) A	1010-3-300-323-2025-003301-0003-00-520651	OE PROPORTIONATE SHARE	2,138.76	-69,110.10

					FUND TOTAL	2,138.76
CASH ACCOUNT	0000	104013	BALANCE	138,851.71		
1121	11212025	HATE CRIMES PREVEN	1121-3-300-336-2025-003404-0005-00-520501	SM SUPPLIES AND MATERI	475.62	1,634.61

10/07/2025 14:44
izheng

| TOWN OF ARLINGTON
| WARRANT SUMMARY

| P 55
| apwarrrnt

WARRANT: 26088 10/14/2025

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET

					FUND TOTAL
CASH ACCOUNT	0000	104013	BALANCE	138,851.71	475.62
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520518	SM INSTRUCTIONAL MATER	650.43
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520523	SM OFFICE SUPPLIES	265.05
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520629	OE PROFESSIONAL AFFLIA	595.00
1201	12013802	COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-510102	PS TEACHER SALARIES	720.00
1201	12013803	COMM ED - ADULT ED	1201-3-300-343-0000-003803-0011-00-510102	PS TEACHER SALARIES	570.00
1201	12013804	COMM ED - ADULT ED	1201-3-300-343-0000-003804-0011-00-510102	PS TEACHER SALARIES	2,740.00
1201	12013805	COMM ED - YOUTH SU	1201-3-300-343-0000-003805-0011-00-510201	CS CLERICAL SALARIES	300.00
1201	12013805	COMM ED - YOUTH SU	1201-3-300-343-0000-003805-0011-00-520518	SM INSTRUCTIONAL MATER	646.08

					FUND TOTAL
CASH ACCOUNT	0000	104013	BALANCE	138,851.71	6,486.56
1211	12113902	CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520501	SM SUPPLIES AND MATERI	2,481.37

1211	12113902	CH71/47	EXTENDED D	1211-3-300-341-0000-003902-0011-00-520514	SM	FOOD	SUPPLIES	3,190.64	446,233.05
FUND TOTAL								5,672.01	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1222	12223001	FOREIGN LANGUAGES	1222-3-300-301-0000-003001-0009-00-520601	OE	OTHER	EXPENSES	889.00	-38,655.29	
1222	12223001	FOREIGN LANGUAGES	1222-3-300-301-0000-003001-0009-00-520601	OE	OTHER	EXPENSES	2,072.96	-562,019.12	
FUND TOTAL								2,961.96	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1228	12285	FRIENDS OF AHS	1228-3-300-301-0000-003005-0008-50-520619	OE	MISC	EXPENSES	16,000.00	96,232.66	
FUND TOTAL								16,000.00	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1232	12325	DRAMA GUILD	1232-3-300-322-0000-003106-0011-50-520619	OE	MISC	EXPENSES	433.88	14,573.00	
FUND TOTAL								433.88	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1236	12365	OTTOSON DRAMA REVO	1236-3-300-302-0000-003106-0011-50-520619	OE	MISC	EXPENSES	285.50	-68,372.90	
FUND TOTAL								285.50	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					

10/07/2025 14:44
izheng

|TOWN OF ARLINGTON
| WARRANT SUMMARY

|P 56
|apwarrnt

WARRANT: 26088			10/14/2025						
FUND	ORG	ACCOUNT		AMOUNT				AVLB	BUDGET
1245	12455	AHS CAFE	1245-3-300-301-0004-003005-0011-50-520624	OE	OTHER	FOOD	EXPENSES	418.33	28,311.76
FUND TOTAL								418.33	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1303	13032513	DISTRICT IMPROV GR	1303-3-300-321-2025-003401-0008-00-520416	CTR	PROFESSIONAL	TECH	32,000.00	.00	
FUND TOTAL								32,000.00	
CASH ACCOUNT	0000	104013	BALANCE	138,851.71					
1402	14025	BISHOP SCHOOL GIFT	1402-3-300-310-0000-003004-0008-50-520506	SM	CURRICULUM	SUPPLIES	6,325.65	.00	

CASH ACCOUNT 0000 104013	BALANCE	138,851.71	FUND TOTAL	6,325.65	
4023 43002303 ALL SCHOOLS-CEILIN	4023-3-300-300-2023-230034-0000-58-582027	INTERIOR REPAIRS		848.93	.00
CASH ACCOUNT 0000 104013	BALANCE	138,851.71	FUND TOTAL	848.93	
4025 43002505 SCHOOL WEATHERIZAT	4025-3-300-300-2025-250043-0000-58-585088	WEATHERIZATION PROJECT		3,596.00	2,228.65
CASH ACCOUNT 0000 104013	BALANCE	138,851.71	FUND TOTAL	3,596.00	
4026 43002603 ALL SCHOOLS - ENER	4026-3-300-300-2026-260052-0000-58-585025	ENERGY EFFICIENCY		6,699.04	8,948.45
CASH ACCOUNT 0000 104013	BALANCE	138,851.71	FUND TOTAL	6,699.04	
5025 53002507 ALL SCHOOLS - FIRE	5025-3-300-300-2025-250050-0000-58-585017	ALARM SYSTEM		497.28	.00
5025 53002508 ALL SCHOOLS - RTU	5025-3-300-300-2025-250051-0000-58-585092	RTU UPGRADES		2,157.96	203,671.74
5025 53002509 BISHOP SCHOOL - FR	5025-3-300-300-2025-250052-0000-58-582040	INTERIOR RENOVATION		90.00	89,983.68
5025 53002511 BRACKETT SCHOOL -	5025-3-300-300-2025-250054-0000-58-582026	EXTERIOR REPAIRS		19,751.69	41,296.96
5025 53002516 STRATTON SCHOOL MA	5025-3-300-300-2025-250059-0000-58-582040	INTERIOR RENOVATION		199.95	323,381.47
CASH ACCOUNT 0000 104013	BALANCE	138,851.71	FUND TOTAL	22,696.88	

=====	WARRANT SUMMARY TOTAL	1,103,090.30	=====
-------	-----------------------	--------------	-------

10/07/2025 14:44 |TOWN OF ARLINGTON |P 57
izheng | WARRANT SUMMARY |apwarrrnt

WARRANT: 26088	10/14/2025		
FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
	GRAND TOTAL	1,103,090.30	

File: FF - POLICY FOR SPECIAL DEDICATIONS OF SCHOOL FACILITIES

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain.

From time to time the School Committee may choose to recognize outstanding service to the youth of Arlington by dedicating or naming an appropriate area (i.e. playground, library, gymnasium, auditorium etc.) in honor of some exceptional individual(s) who have unselfishly given their time and energy in promoting excellence in education.

At the request of the Superintendent or any individual School Committee member the Chairperson will place a dedication request on the agenda of a regular school committee meeting for discussion and a vote to refer via letter from the Chairperson such request to the Public Memorial Committee for an advisory opinion. The Chairperson will place such a proposal before the Committee as soon as the Committee has sufficient biographical and/or other data available to enable the full Committee to adequately reflect or deliberate a formal motion of dedication. Upon receipt of the Public Memorial Committee's advisory opinion or at least thirty days after the referral to the Public Memorial Committee, whichever is sooner, the Chairperson will again place the request on the agenda for a final vote.

If the School Committee approves a dedication, this will be followed as soon as possible by a formal dedication. The ceremony should encompass a presentation of an official proclamation and the placement of an appropriate plaque to commemorate the individuals' significant contribution to the Arlington Public Schools. A certain sensitivity and common sense must be reflected in the timing of any public recognition.

It is the policy of the School Committee that the names of existing structures or physical spaces under our jurisdiction will not be changed. Historical preservation and respect for our traditions are a key component in honoring our past.

----- Forwarded message -----

From: **Jane Morgan** <jmorgan@arlington.k12.ma.us>
Date: Wed, Jun 18, 2025 at 12:30 PM
Subject: Public Memorials Committee Advisory Request
To: <ajsalipante@yahoo.com>
Cc: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

**To: Mr. Alexander Salipante, Chair
Arlington Public Memorials Committee**

**From: Jane Morgan, Chair, jmorgan@arlington.k12.ma.us
Arlington School Committee**

Date: June 18, 2025

Good morning Mr. Salipante,

Under Arlington School Committee ***Policy FF***, it is stated that the School Committee may choose to recognize outstanding service to the youth of Arlington by dedicating or naming an appropriate area in honor of some exceptional individual(s) who have unselfishly given their time and energy in promoting excellence in education. We recognize that this is an important matter and deserves thoughtful attention.

The Arlington School Committee met on Tuesday, June 17, 2025 and voted unanimously in favor of the three dedications below (in the new Arlington High School building) and therefore refer the dedications to the Public Memorial Committee for an advisory opinion. Please direct questions to Jane Morgan, Chair, Arlington School Committee, at the email address noted.

We would appreciate a response from the Public Memorials Committee before July 15, 2025 so that we can schedule a final vote during our one summer School Committee meeting.

Thank you.

Sincerely,

Jane Morgan

Chair, Arlington School Committee

Mary E. (Liz) McDonough - Wood Gym - Arlington High School

A pioneer in gender equity in athletics, Liz McDonough began her career in Arlington in the early 1970s, advocating for girls' sports during the implementation of Title IX and Chapter 622. She became Arlington's first Coordinator of Girls' Athletics in 1974, later serving as Director of Athletics for both girls' and boys' programs. A standout athlete, coach, and official, Liz also chaired multiple statewide committees for the MIAA and helped shape athletics policy across Massachusetts. Through decades of leadership and mentorship, she inspired generations of student-athletes and helped build a more inclusive, balanced athletic culture at Arlington High School.

Brian H. Rehrig - Black Box Theater - Arlington High School

Brian H. Rehrig was a beloved civic leader, arts advocate, and environmental steward whose decades of service helped shape Arlington and its schools. A longtime Town Meeting Member and AHS Building Committee member, he co-chaired the Performing Arts Subcommittee and championed the creation of the Black Box Theater. A gifted pianist, sound designer, and music director, Brian contributed to dozens of local productions and served for over 25 years on the board of Arlington Friends of the Drama. His life reflected the values of creativity, inclusion, and public service that define the mission of Arlington High School.

Charles A. Skidmore - Principal's Conference Room - Arlington High School

As principal of Arlington High School from 2004 to 2011, Charles Skidmore was a compassionate and student-centered leader who championed equity and academic opportunity for all students. He was known for his personal connection to the AHS community—attending events, writing individualized letters to students, and even teaching Spanish I while leading the school. Under his leadership, AHS received national academic recognition and expanded access to advanced coursework. His commitment to inclusive values, student success, and community engagement left a lasting legacy at AHS.

Jane P. Morgan
Arlington School Committee
jmorgan@arlington.k12.ma.us



Town of Arlington, Massachusetts

8:50 p.m. Subcommittee/Liaison Reports/Announcements (J. Thielman)

Summary:

Budget – K. Allison-Ampe, Chair
Community Relations – L. Gitelson, Chair
Curriculum, Instruction, Assessment & Accountability – L. Exton, Chair
Facilities – J. Morgan, Chair
Policy & Procedures – P. Schlichtman, Chair
- Draft Policy Minutes, 10-20-2025
Arlington High School Building Committee, J. Thielman, Chair

Liaison Reports

Announcements

- School Committee Vacancy, File BBBE: Unexpired Term Fulfillment

Future Agenda Items

ATTACHMENTS:

Type	File Name	Description
▢ Minutes	Policies_and_Procedures_DRAFT_Minutes_-_October_20__2025.pdf	Policies Minutes - 10-20-2025
▢ Policy	File_BBBE_-_Unexpired_Term_Fulfillment.pdf	File: BBBE - UNEXPIRED TERM FULFILLMENT

Arlington School Committee
Standing Subcommittee: Policies and Procedures

Monday, October 20, 2025
1:30 p.m.

Arlington Public Schools District Office
14 Mill Brook Drive
Second Floor, Superintendent's Office
Arlington, MA 02476

The meeting was conducted electronically (hybrid) on Zoom.

Draft Minutes

In attendance:

Paul Schlichtman, subcommittee chair

Laura Gitelson (remote), subcommittee member

Len Kardon (remote), subcommittee member

Elizabeth Homan, Superintendent

Rob Spiegel, Director of Human Resources

Stephanie Ford-Weems, 12 Lockeland Avenue, Arlington resident

The following notice was published in the agenda: There will be no Public Comment agenda item, but members of the public who wish to comment on individual agenda items are invited to comment as these items are considered. Members of the public participating remotely shall register with the Administrative Secretary of the School Committee no later than 10:00 a.m. on the day of the meeting. Members of the public who participate shall identify themselves with their name and address, and remote participants shall activate their cameras when participating in the meeting. The chair shall use relevant provisions of policy BEDH and BEDH-E to conduct the meeting.

1. Approval of Minutes: June 17, 2025

On a **motion** by Ms. Gitelson, seconded by Mr. Kardon, it was voted (3-0) to approve the minutes of June 17, 2025. **Roll Call:**

Laura Gitelson	Yes	Leonard Kardon	Yes
Paul Schlichtman	Yes		(3-0)

2. Review before second reading: File LB and LBA Relations With Other Schools and School Districts.

Files LB and LBA were presented to the school committee at its meeting of October 9, 2025. There was no further discussion under this agenda item.

On a **motion** by Ms. Gitelson, seconded by Mr. Kardon, it was voted (3-0) to recommend advancing to second reading and approval of revised Files LB and LBA . **Roll Call:**

Laura Gitelson	Yes	Leonard Kardon	Yes
Paul Schlichtman	Yes		(3-0)

3. Special Dedications of School Facilities: Files FF, FF-E, and FFA.

The chair and Superintendent Homan presented a draft of a revised File FF, looking to structure the process of special dedications throughout the district based on the model used for new spaces at the high school (File FF-E). The new policy would replace the current FF and FF-E. There was a brief discussion about retaining or eliminating File FFA, or incorporating it into the new FF. After the discussion, it was decided to retain FFA.

On a **motion** by Mr. Kardon, seconded by Ms. Gitelson, it was voted (3-0) to recommend advancing to first reading File FF as revised, and the deletion of File FF-E. **Roll Call:**

Laura Gitelson	Yes	Leonard Kardon	Yes
Paul Schlichtman	Yes		(3-0)

4. Community Use of School Facilities: File KF and KFE

The chair presented a package that contained Arlington's current policies (KF and KFE), as well as policies from other districts. The subcommittee liked the first paragraph of Burlington's KF, and suggested it be added to Arlington's policy. The superintendent asked that the option of her designee should be added to the approval process, as many requests are routine.

There was further discussion of KFE, and the grouping of various rentals. It was suggested that ACE (Community Education) should be in Group 4. There was also a discussion of how fees and custodial/energy costs should be incorporated into the rental. There was discussion of the possibility of establishing a fee based on a percentage of revenue for Group 4 rentals.

The superintendent will work with her staff to explore changes to the groupings in KFE, and the agenda item will be brought back at a future meeting.

5. Gifts and Solicitations by Staff – File GBEBC

The chair presented a suggested revision to current policy offered by MASC. There was a discussion pertaining to the acceptance of gifts and supplies, with a concern that trivial

donations similar to tissues for classrooms would be subject to committee approval. Mr. Kardon noted there are some internal conflicts between this policy and File KCD. The chair said he would ask MASC for guidance on the issue of small gifts for classrooms (such as tissues) and get a response before bringing this back to the subcommittee.

6. Student Fundraising Activities – File JJE

The chair presented a suggested revision to current policy offered by MASC. The revision would reflect that state law prohibits participation in raffles or games of chance. The MASC also contains a paragraph that prohibits rewards to individual students based on their success at fundraising. The superintendent requested that her designee could approve fundraising activities in the fourth paragraph.

On a **motion** by Ms. Gitelson, seconded by Mr. Kardon, it was voted (3-0) to recommend advancing to first reading File JJE as revised. **Roll Call:**

Laura Gitelson	Yes	Leonard Kardon	Yes
Paul Schlichtman	Yes		(3-0)

7. Future Agenda Items and Meeting Dates

Mr. Kardon reported that he has worked on a draft revision of the district's buffer zone policy, to consider the number of students receiving their second choice of school assignments. Mr. Kardon said he would share his draft with the superintendent and the subcommittee, and it will be placed on a future agenda. The chair noted that details of the buffer zone map have traditionally been the domain of the Community Relations subcommittee, and he said they will be included in further discussions.

8. Adjournment

On a **motion** by Ms. Gitelson, seconded by Mr. Kardon, it was voted (3-0) to adjourn at 2:20 p.m. **Roll Call:**

Laura Gitelson	Yes	Leonard Kardon	Yes
Paul Schlichtman	Yes		(3-0)

File: FF - POLICY FOR SPECIAL DEDICATIONS OF SCHOOL FACILITIES

~~Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain.~~

~~From time to time the School Committee may choose to recognize outstanding service to the youth of Arlington by dedicating or naming an appropriate area (i.e. playground, library, gymnasium, auditorium etc.) in honor of some exceptional individual(s) who have unselfishly given their time and energy in promoting excellence in education.~~

~~At the request of the Superintendent or any individual School Committee member the Chairperson will place a dedication request on the agenda of a regular school committee meeting for discussion and a vote to refer via letter from the Chairperson such request to the Public Memorial Committee for an advisory opinion. The Chairperson will place such a proposal before the Committee as soon as the Committee has sufficient biographical and/or other data available to enable the full Committee to adequately reflect or deliberate a formal motion of dedication. Upon receipt of the Public Memorial Committee's advisory opinion or at least thirty days after the referral to the Public Memorial Committee, whichever is sooner, the Chairperson will again place the request on the agenda for a final vote.~~

~~If the School Committee approves a dedication, this will be followed as soon as possible by a formal dedication. The ceremony should encompass a presentation of an official proclamation and the placement of an appropriate plaque to commemorate the individuals' significant contribution to the Arlington Public Schools. A certain sensitivity and common sense must be reflected in the timing of any public recognition.~~

~~It is the policy of the School Committee that the names of existing structures or physical spaces under our jurisdiction will not be changed. Historical preservation and respect for our traditions are a key component in honoring our past.~~

The Arlington School Committee recognizes that it is traditional to designate spaces in school buildings with the names of important members of the educational community. The Arlington School Committee has the authority to name spaces under its jurisdiction. The school committee has established a policy to seek an advisory opinion from the Public Memorial Committee prior to any vote to name spaces under the jurisdiction of the school committee.

This policy is meant to provide procedural guidance for naming and commemorations of facilities and spaces under the jurisdiction of the Arlington Public Schools.

At the request of the Superintendent or any individual School Committee member the Chairperson will place a dedication request on the agenda of a regular school committee meeting for referral to a Superintendent's Advisory Panel on Naming and Memorials. This will be an ad-hoc panel with no more than 11 members. The Superintendent shall create and convene a panel as needed to review referrals from the school committee. Membership will vary based on the building and space under consideration. The panel would include a minimum of one representative from each of the following:

1. The Superintendent's Leadership Team

2. The School Committee, by vote of the school committee
3. A school administrator from the facility where the naming is under consideration.
4. One or two staff members from the facility where the naming is under consideration.
5. In the event of a naming of a space on the Arlington High School campus, a student representative, selected by the student government.
6. One or two parent/community members from the school, by vote of the School Council or School Committee, whichever is appropriate.

The advisory committee shall review the criteria for naming decisions, consult with the Arlington Public Memorial Committee, manage a process for receiving and reviewing proposals, and make recommendations to the School Committee.

Criteria for Names

The Arlington School Committee seeks to create an inclusive process and guidelines for making recommendations for naming facilities in ways that honor the legacy and values of the Arlington Public Schools.

As has been past practice, it is our intent to name spaces after members of the Arlington School Community who have made contributions to the education of students and the mission of the Arlington Public Schools. These would include staff, alumni, or Arlington educators.

This criteria allows for naming of spaces after living people, but this policy recommends that the committee not recommend to name spaces for people who are critically ill or until 3 years after their passing. This helps to allow for the community to process a death without creating conflict around the naming in the midst of grief.

When the Advisory Panel approves a recommendation, it shall be forwarded to the Public Memorial Committee for an advisory opinion. Upon receipt of the Public Memorial Committee's advisory opinion, or at least thirty days after the referral to the Public Memorial Committee, whichever is sooner, the Chairperson of the School Committee will again place the request on the agenda for a final vote. The agenda will contain sufficient biographical and/or other data available to enable the full Committee to adequately reflect or deliberate a formal motion of dedication.

If the School Committee approves a dedication or naming, this will be followed as soon as possible by a formal ceremony to recognize the dedication. The ceremony should encompass a presentation of an official proclamation and the placement of an appropriate plaque to commemorate the individuals' significant contribution to the Arlington Public Schools. A certain sensitivity and common sense must be reflected in the timing of any public recognition.

It is the policy of the School Committee that the names of existing structures or physical spaces under our jurisdiction should not be changed. Historical preservation and respect for our traditions are a key component in honoring our past.

References:

Title II, Article 4, Bylaws of the Town of Arlington

Arlington Public Schools

Amended and adopted by the Arlington School Committee, November 00, 2025

File: JJE - STUDENT FUND-RAISING ACTIVITIES

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

Fundraising activities may not involve competitions among students. Individual students may not be rewarded with additional recess, snacks, activities or any type of prize for having raised larger amounts of funds or reaching fundraising goals.

Students and student groups are barred by state law and regulation from organizing raffles or games of chance, participating in sales of, or purchasing tickets of such games.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

LEGAL REFS.: MGL 271: 7A
 940 CMR 12.00

CROSS REFS.: [JP](#), Student Gifts and Solicitations
 [KHA](#), Public Solicitations in the Schools

SOURCE: MASC – Updated by the Arlington School Committee, November 00, 2025

File: BBBE - UNEXPIRED TERM FULFILLMENT

The Town Manager Act of Arlington provides that:

"When a vacancy occurs in the membership of the School Committee, the remaining members of the School Committee shall, after a one week's notice, fill such vacancy by ballot. A majority of the ballots of the members entitled to vote shall be necessary to such election. The person so appointed shall perform the duties of the office until the next annual election, at which the voters shall elect a member of the School Committee for the remainder of the un-expired term."

The School Committee shall by majority vote commence the process described below to fill the vacancy.

1. The School Committee shall inform the public through all available media, including the School Department's website, that a position on the School Committee is vacant. Per the Town Manager's Act, the opening shall be posted for one week.
2. The notice of vacancy shall invite all residents of the Town who are interested in serving to submit an application for membership on the Committee by a date certain. The notice shall include the date and time at which candidates can speak about their candidacy before an open meeting of the School Committee.
3. Said application shall include a statement of the candidate's reasons for serving on the Committee, a resume, and any other information the candidate wishes to present regarding his or her interest in serving on the School Committee.
4. All candidates for membership on the Committee shall be invited to an open meeting to make a case for their appointment, and each member of the School Committee may ask the candidates questions. The appearance of the candidates will be determined by lot prior to the first speaker. The order of the questions from School Committee members shall be by rotation. The Chair of the School Committee has the discretion to set an appropriate time limit for each candidate's presentation and for questioning by the School Committee.
5. Once all candidates have presented, the School Committee shall take a roll call vote to select the new member. Balloting shall continue until one candidate secures a majority. The candidate with the least amount of votes shall be excluded in the next round of balloting. Upon winning a majority, the new member shall begin service on the School Committee after taking the oath of office.



Town of Arlington, Massachusetts

9:00 p.m. EXECUTIVE SESSION

Summary:

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

ATTACHMENTS:

Type	File Name	Description
------	-----------	-------------



Town of Arlington, Massachusetts

9:00 p.m. Adjournment (J. Thielman)



Town of Arlington, Massachusetts

Submitted by Jeff Thielman



Town of Arlington, Massachusetts

Correspondence Received

Summary:

- Email to J. Thielman, J. Brazile, from P. Higgins, RE: Formal Open Meeting Law Complaint, October 22, 2025
- Email to School Committee from S. Ford, RE: 10.20.25 PRS 13577 Arlington PS LOC-CF Final, October 20, 2025
- Email to School Committee from League of Women Voters of Arlington October Bulletin, October 16, 2025
- Email to E. Diggins, from G. Carpenter, RE: Subcommittee Recordings, October 15, 2025
- Email to School Committee from R. Smith, RE: 2025 METCO Directors Association Conference, October 14, 2025
- Email to E. Homan/E.Diggins, from K. Roche, RE: Holiday October 13 clarification, October 9, 2025
- Email to E. Homan, from K. Novakowski, RE: Ottoson Bus, October 6, 2025
- Email to E. Homan, from J. Standish, RE: Religious Holidays, October 2, 2025