

2006-2007 Report Card - Fall Brook

Fall Brook (01530007)

Steven Mammone, Principal

Mailing Address: 25 DeCicco Drive

Leominster, MA 01453

Phone: (978) 534-7745

FAX: (978) 466-9825

Website: <http://www.leominster.mec.edu>

Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Fall Brook School, through its partnership with families and community, is committed to challenging each child to develop his or her unique potential. Each child shall be provided with a safe, welcoming and innovative environment that fosters its educational, social, emotional and physical potential. The Fall Brook community shall strive to make the school a place where every individual experiences a sense of belonging, and feeling of being valued and treated fairly by all.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	569	6,123	968,661	Total Number of Teachers	38	399	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.4	94.3	95.4
African American or Black	4.0	5.1	8.2	Total Number of Teachers in Core Academic Areas	35	341	60,604
Asian	2.1	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	96.0	95.1
Hispanic or Latino	25.8	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	4.1	4.9
Multi-race, Non-Hispanic	0.4	1.4	1.7	Student/Teacher Ratio	15.0 to 1	15.3 to 1	13.2 to 1
Native American	0.0	0.3	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.2				
White	67.7	67.8	71.5				
Gender (%)							
Male	52.2	52.2	51.4		All Schools	High Poverty Schools	Low Poverty Schools
Female	47.8	47.8	48.6	Percentage of Teachers Licensed in Area in Which Teaching	97.4	-	-
Selected Populations (%)				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	-	-
Limited English Proficiency	22.8	11.8	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	-	-
Low-Income	33.2	33.2	28.9				
Special Education	17.0	17.4	16.9				
First Language Not English	23.7	19.1	14.9				
Grades Offered: 01, 02, 03, 04							

Additional Teacher Information

Sheltered English Immersion programs, Title One Program, Intel – Teach to the Future Grant, Toyota-Teachers Investment in Mathematics Education Grant, Toshiba-Science and Math Grant, Climbing unit in Physical Ed., Parent Teacher Organization, Fall Brook PTO and Thomas Pecorelli Scholarships, Before and After School Child Care Program, MCAS Tutoring Program Grades 3 & 4, Wee Deliver—In School Postal System

Fall Brook AYP Data:

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	285	285	100	Yes	553	79.5	No	-1.6	No	96.7	0.2	Yes	No
Lim. English Prof.	54	54	100	Yes	93	60.5	No	3.1	No	95.8	0.8	Yes	No
Spec. Ed.	44	44	100	Yes	83	56.0	No	1.3	No	95.8	-0.1	Yes	No
Low Income	85	85	100	Yes	151	66.1	No	-0.3	No	95.8	0.5	Yes	No
Afr. Amer./Black	14	14	-	-	27	75.0	-	-	-	96.5	0.4	-	-
Asian or Pacif. Isl.	8	8	-	-	16	-	-	-	-	-	-	-	-
Hispanic	64	64	100	Yes	114	62.7	No	2.6	No	95.6	0.6	Yes	No
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	199	199	100	Yes	395	84.7	Yes	-3.1	No	97.0	0.2	Yes	Yes

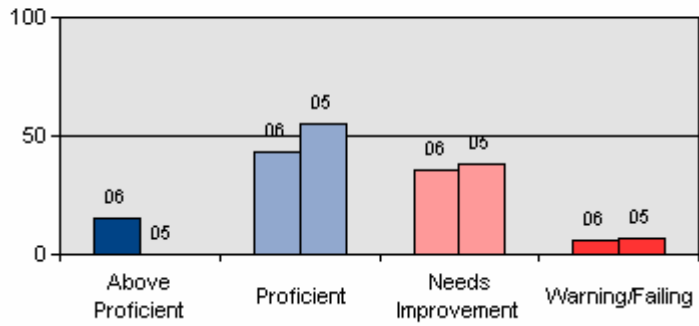
MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	285	285	100	Yes	277	73.1	Yes	-5.9	No	96.7	0.2	Yes	Yes
Lim. English Prof.	53	53	-	-	48	57.8	-	-	-	95.8	0.8	-	-
Spec. Ed.	44	44	-	-	43	47.7	-	-	-	95.8	-0.1	-	-
Low Income	84	84	-	-	73	61.3	-	-	-	95.8	0.5	-	-
Afr. Amer./Black	14	14	-	-	16	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	63	63	-	-	54	60.6	-	-	-	95.6	0.6	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	200	200	100	Yes	198	77.3	Yes	-8.4	No	97.0	0.2	Yes	Yes

Adequate Yearly Progress History										Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Identified for Improvement	
	All Subgroups	-	-	-	-	No	Yes	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes		

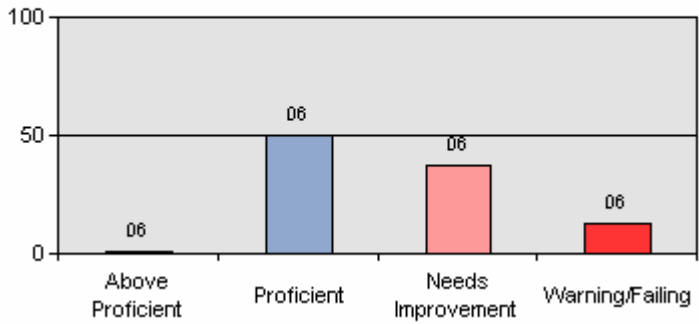
Web Resources for more detailed results:

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=01530007
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/

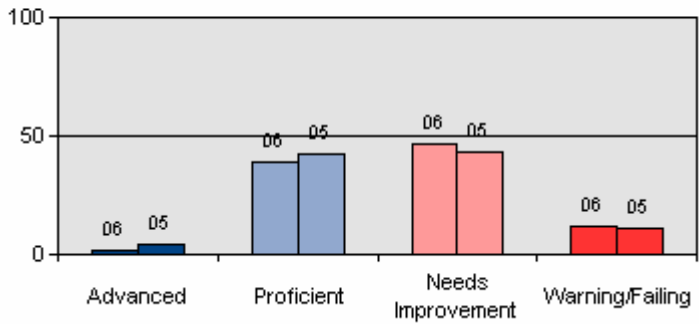
**GRADE LEVEL 3 - READING
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



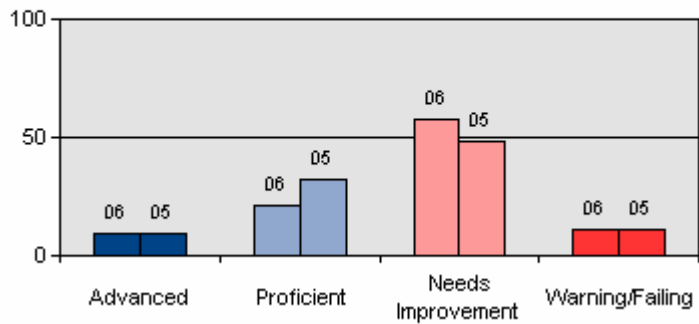
**GRADE LEVEL 3 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 4 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities:(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review