

2006-2007 Report Card - Northwest

Northwest (01530030)

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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:

The Northwest School community strives to provide each child with a safe, stimulating learning environment. Our goal is to encourage academic, social and emotional growth through added emphasis on literacy, integrated technology, improved mathematical reasoning capabilities and increased communication skills. We encourage parents to join our efforts to instill social responsibility and a respectful appreciation of individual differences and cultural diversity.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	647	6,123	968,661	Total Number of Teachers	41	399	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	97.6	94.3	95.4
African American or Black	6.3	5.1	8.2	Total Number of Teachers in Core Academic Areas	38	341	60,604
Asian	3.7	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.4	96.0	95.1
Hispanic or Latino	22.7	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.6	4.1	4.9
Multi-race, Non-Hispanic	0.8	1.4	1.7	Student/Teacher Ratio	15.7 to 1	15.3 to 1	13.2 to 1
Native American	0.8	0.3	0.3				
Native Hawaiian or Pacific Islander	0.2	0.1	0.2				
White	65.5	67.8	71.5				
Gender (%)							
Male	54.1	52.2	51.4		All Schools	High Poverty Schools	Low Poverty Schools
Female	45.9	47.8	48.6	Percentage of Teachers Licensed in Area in Which Teaching	97.6	-	-
Selected Populations (%)				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.4	-	-
Limited English Proficiency	16.2	11.8	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.6	-	-
Low-Income	43.9	33.2	28.9				
Special Education	16.7	17.4	16.9				
First Language Not English	19.8	19.1	14.9				
Grades Offered: K, 01, 02, 03, 04							

Northwest 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	287	287	100	Yes	569	74.6	No	-2.7	No	96.4	0.2	Yes	No
Lim. English Prof.	63	63	100	Yes	111	53.6	No	1.5	No	96.0	-0.1	Yes	No
Spec. Ed.	51	51	100	Yes	86	48.8	No	-7.2	No	96.5	1.5	Yes	No
Low Income	133	133	100	Yes	250	65.3	No	-4.4	No	95.9	0.2	Yes	No
Afr. Amer./Black	20	20	-	-	35	70.7	-	-	-	96.9	-0.8	-	-
Asian or Pacif. Isl.	16	16	-	-	30	62.5	-	-	-	97.6	-0.6	-	-
Hispanic	80	80	100	Yes	130	63.5	No	-0.5	No	95.6	0.4	Yes	No
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	170	170	100	Yes	372	79.8	No	-2.5	No	96.6	0.4	Yes	No

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	290	290	100	Yes	301	65.9	No	-1.8	No	96.4	0.2	Yes	No
Lim. English Prof.	65	65	-	-	56	48.2	-	-	-	96.0	-0.1	-	-
Spec. Ed.	51	51	-	-	35	41.4	-	-	-	96.5	1.5	-	-
Low Income	136	136	100	Yes	131	55.9	No	-2.0	No	95.9	0.2	Yes	No
Afr. Amer./Black	20	20	-	-	15	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	16	16	-	-	17	-	-	-	-	-	-	-	-
Hispanic	83	83	-	-	67	55.2	-	-	-	95.6	0.4	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	170	170	100	Yes	201	70.5	Yes	-2.1	No	96.6	0.4	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	Corrective Action - Subgroups	
	All Subgroups	-	-	-	-	No	No	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Identified for Improvement	
	All Subgroups	-	-	-	-	Yes	Yes	No	No		

Web Resources for greater detail:

Massachusetts Department of Education

<http://www.doe.mass.edu/>

School and District Profiles

<http://profiles.doe.mass.edu/?orgcode=01530030>

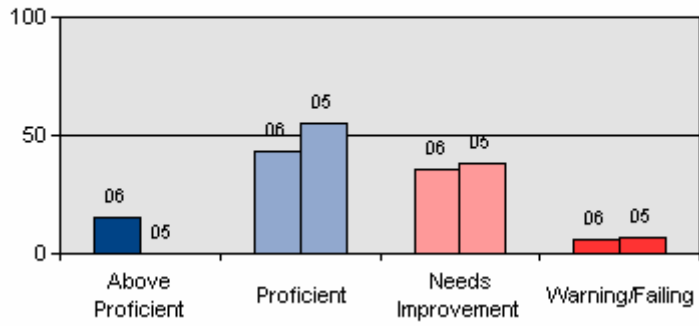
Adequate Yearly Progress (AYP) Information

<http://www.doe.mass.edu/sda/ayp/cycleIV>

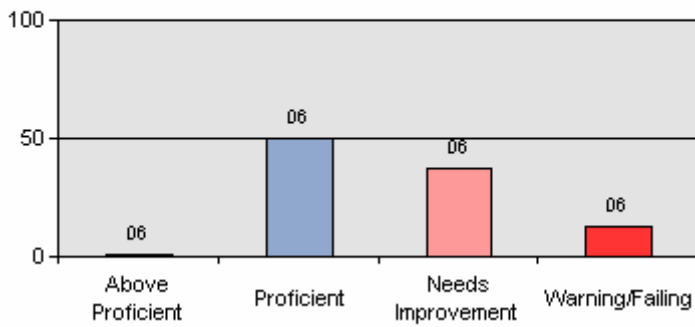
Massachusetts No Child Left Behind website

<http://www.doe.mass.edu/nclb/>

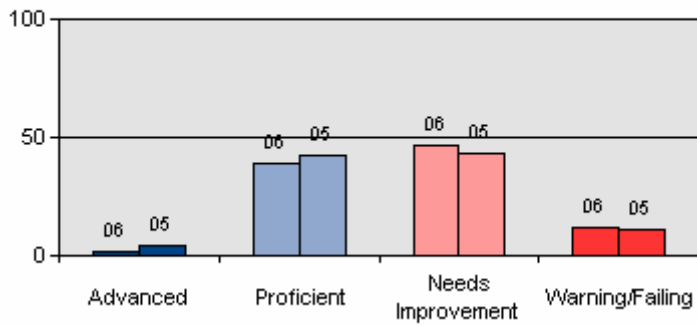
**GRADE LEVEL 3 - READING
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



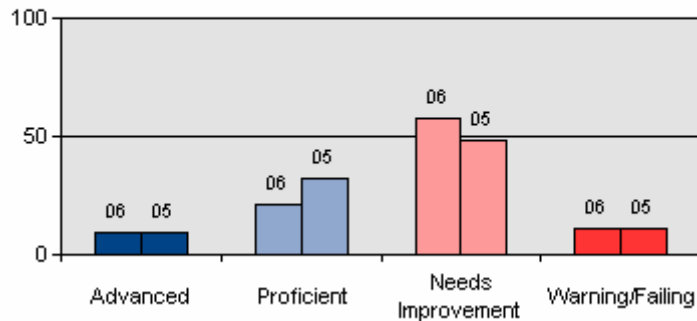
**GRADE LEVEL 3 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**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