

2007-2008 NCLB Report Card - Waterford Street

Waterford Street (01030020)

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Overview:

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

Mission Statement:

The Waterford Street School staff works cooperatively with both the students and their families. There are high expectations for student achievement and the staff is committed to helping all students meet the curriculum standards. The Waterford Street School recognizes that the early school years are a time for children to discover how to learn and to build an inner excitement for continued success and greater explorations.

Enrollment - 2007-08			
	School	District	State
Total Count	478	2,914	962,766
Race/Ethnicity (%)			
African American or Black	6.3	4.2	8.1
Asian	2.3	2.3	4.9
Hispanic or Latino	11.9	8.9	13.9
Multi-race, Non-Hispanic	1.3	0.8	1.9
Native American	0.0	0.4	0.3
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	78.2	83.3	70.8
Gender (%)			
Male	49.6	51.5	51.4
Female	50.4	48.5	48.6
Selected Populations (%)			
Limited English Proficiency	5.2	3.7	5.8
Low-Income	44.8	34.8	29.5
Special Education	19.2	17.0	16.9
First Language Not English	5.4	6.3	15.1

Educator Data - 2007-08		
	School	District
Total # of Teachers	27	181
Percentage of Teachers Licensed in Teaching Assignment	100.0	96.2
Total Number of Classes in Core Academic Areas	163	951
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	96.9	95.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	3.1	4.7
Student/Teacher Ratio	17.9 to 1	16.1 to 1

Grades Offered: PK, K, 01, 02

**Waterford Street:
2007 Adequate Yearly Progress (AYP) Data**

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Moderate	Declined
MATHEMATICS	No Status	Low	Declined

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	MetTarget	Actual	MetTarget(85.4)	Actual	MetTarget	Change from 2006	MetTarget	Actual	
Aggregate	Yes	100	No	76.5	No	-10.8	Yes	94.6	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	64.6	-	-	-	-	-
Low Income	-	-	-	68.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	78.8	No	-9.2	Yes	95.0	No
MATHEMATICS	MetTarget	Actual	MetTarget(76.5)	Actual	MetTarget	Change from 2006	MetTarget	Actual	AYP 2007
Aggregate	Yes	100	No	69.1	No	-11.9	Yes	94.6	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	45.8	-	-	-	-	-
Low Income	-	-	-	55.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	71.2	No	-11.2	Yes	95.0	No

**Waterford Street:
2007 MCAS Data - By Grade, Subject and Subgroup**

Data Under Review or Fewer than 10 students were tested.

About the Data

Student Groups (as of October 1, 2007)

African American or Black

A person having origins in any of the black racial groups of Africa.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic

A person selecting more than one racial category and non-Hispanic.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Limited English Proficient (LEP)

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

Low Income

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Special Education

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English

A student whose first language learned or used by the parent/guardian with the child is not English.

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 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.

Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are 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 core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highly-qualified teachers, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

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 Data (Spring 2007 Results)

Above Proficient (P+) | (Grade 3)

Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced (A) | (Grades 4-8, 10)

Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient (P) | (Grades 3-8, 10)

Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) | (Grades 3-8, 10)

Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing (W/F) | (Grades 3-8, 10)

Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

Notes:

- * The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).
- ** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the *School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports* posted at <http://www.doe.mass.edu/sda/ayp/2007> for details.

Accountability Data (2007)

Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

No Status - No Accountability Status

III-S - Identified for Improvement Year 1 - Subgroups

III-A - Identified for Improvement Year 1

II-S - Identified for Improvement Year 2 - Subgroups

II-A - Identified for Improvement Year 2

CA-S - Identified for Corrective Action - Subgroups

CA-A - Identified for Corrective Action

RST-S - Identified for Restructuring Year 1 - Subgroups

RST-A - Identified for Restructuring Year 1

RST-A - Identified for Restructuring Year 2

UR - Status Under Review

For More Information

Information for Parents on NCLB Requirements

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

Department of Elementary and Secondary Education Home Page

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

Detailed Profile of this School or District

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