

# 2007-2008 NCLB Report Card - Steward Elementary

## Steward Elementary (02980010)

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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 Topsfield Elementary Schools pursue educational excellence by providing the opportunity for every individual in its community of learners to reach his or her full intellectual, social, moral creative, and physical potential.

### Educator Data - 2007-08

	School	District
Total # of Teachers	32	54
Percentage of Teachers Licensed in Teaching Assignment	100.0	98.2
Total Number of Classes in Core Academic Areas	143	237
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0
Student/Teacher Ratio	12.3 to 1	12.8 to 1

**Steward Elementary:  
2007 Adequate Yearly Progress (AYP) Data**

	<b>NCLB Accountability Status</b>	Performance Rating	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	On Target
<b>MATHEMATICS</b>	No Status	Very High	On Target

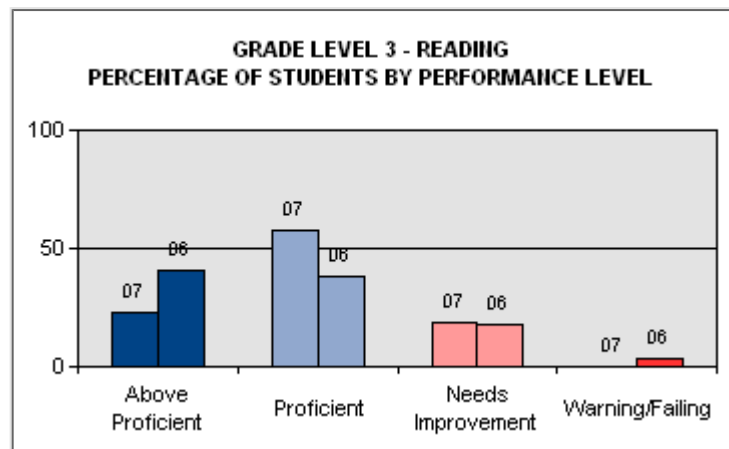
To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	<b>(A) Participation</b>		<b>(B) Performance</b>		<b>(C) Improvement</b>		<b>(D) Attendance</b>		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)?		
<b>ENGLISH LANGUAGE ARTS</b>	<b>MetTarget</b>	<b>Actual</b>	<b>MetTarget(85.4)</b>	<b>Actual</b>	<b>MetTarget</b>	<b>Change from 2006</b>	<b>MetTarget</b>	<b>Actual</b>	
<b>Aggregate</b>	Yes	100	Yes	94.2	Yes	1.7	Yes	96.2	Yes
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	100	Yes	93.9	Yes	1.3	Yes	96.2	Yes
<b>MATHEMATICS</b>	<b>MetTarget</b>	<b>Actual</b>	<b>MetTarget(76.5)</b>	<b>Actual</b>	<b>MetTarget</b>	<b>Change from 2006</b>	<b>MetTarget</b>	<b>Actual</b>	<b>AYP 2007</b>
<b>Aggregate</b>	Yes	100	Yes	92.3	Yes	2.1	Yes	96.2	Yes
<b>Lim. English Prof.</b>	-	-	-	-	-	-	-	-	-
<b>Special Education</b>	-	-	-	-	-	-	-	-	-
<b>Low Income</b>	-	-	-	-	-	-	-	-	-
<b>Afr. Amer./Black</b>	-	-	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	-	-	-	-	-	-	-	-	-
<b>Hispanic</b>	-	-	-	-	-	-	-	-	-
<b>Native American</b>	-	-	-	-	-	-	-	-	-
<b>White</b>	Yes	100	Yes	92.3	Yes	2.0	Yes	96.2	Yes

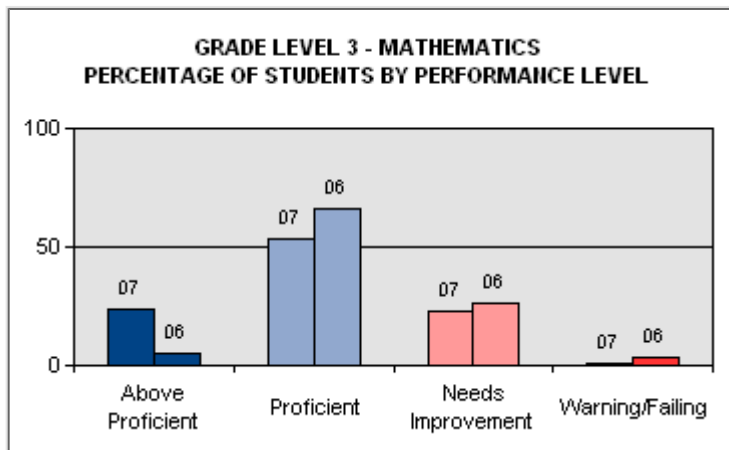


**Steward Elementary:  
2007 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 3 - READING																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	P+	P	NI	W	#	%	P+	P	NI	W	#	%	P+	P	NI	W	CPI		
<b>AYP Subgroups</b>																					
Stud. w/ Disab	15	100	7	53	40	0	85.0	16	100	6	50	38	6	85.9	12390	100	3	24	44	29	67.5
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6712	100	4	25	46	25	64.9
Low-Income	1	-	-	-	-	-	-	1	-	-	-	-	-	-	22293	100	4	32	46	18	71.7
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	5577	100	5	31	47	18	71.5
Asian	2	-	-	-	-	-	-	2	-	-	-	-	-	-	3456	100	20	44	28	8	85.5
Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9641	100	4	28	46	22	68.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	204	100	6	40	45	10	78.3
White	95	100	22	58	20	0	93.9	96	100	22	57	20	1	94.0	50888	100	16	50	28	6	87.7
<b>Other Subgroups</b>																					
Male	50	100	14	66	20	0	94.0	50	100	14	66	20	0	94.0	36704	100	12	44	33	10	82.1
Female	49	100	33	49	18	0	94.4	50	100	32	48	18	2	94.5	34577	100	16	46	30	7	85.1
Title I	1	-	-	-	-	-	-	1	-	-	-	-	-	-	23029	100	5	33	45	17	72.5
Non-Title I	98	100	23	57	19	0	94.1	99	100	23	57	19	1	94.2	48252	100	18	51	26	5	88.8
Non-Low Income	98	100	23	57	19	0	94.1	99	100	23	57	19	1	94.2	48988	100	18	51	26	5	88.9
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4799	100	2	20	48	30	60.3
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1913	100	8	36	42	13	76.3
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	540	96	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	21	100	5	57	33	5	81.0
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	166	100	14	48	32	7	86.1
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1349	100	13	45	33	9	83.0
<b>All Students</b>																					
2007	99	100	23	58	19	0	94.2	100	100	23	57	19	1	94.3	71311	100	14	45	32	9	83.5
2006	97	100	41	38	18	3	92.5	97	100	41	38	18	3	92.5	70751	100	18	40	34	8	83.4



GRADE LEVEL 3 - MATHEMATICS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part**	% of Stud. at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	15	100	13	53	33	0	85.0	16	100	13	50	31	6	84.4	12365	100	5	23	30	42	62.1
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6710	100	7	28	29	36	63.1
Low-Income	1	-	-	-	-	-	-	1	-	-	-	-	-	-	22299	100	7	31	31	31	66.8
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	5575	100	6	29	32	33	64.6
Asian	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3454	100	31	39	18	11	86.1
Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9648	100	7	28	31	35	63.6
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	202	99	10	41	29	20	74.5
White	94	100	24	52	22	1	92.3	95	100	24	52	22	2	92.1	50892	100	22	45	22	11	84.8
<b>Other Subgroups</b>																					
Male	49	100	27	45	29	0	91.8	49	100	27	45	29	0	91.8	36728	100	20	40	24	16	80.6
Female	48	100	21	60	17	2	92.7	49	100	20	59	16	4	92.3	34561	100	18	42	25	16	80.0
Title I	1	-	-	-	-	-	-	1	-	-	-	-	-	-	23033	100	8	32	31	29	67.8
Non-Title I	96	100	24	53	22	1	92.4	97	100	24	53	22	2	92.3	48256	100	24	45	21	10	86.3
Non-Low Income	96	100	24	53	22	1	92.4	97	100	24	53	22	2	92.3	48990	100	24	46	21	9	86.5
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4805	100	5	25	30	40	59.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1905	100	14	34	27	25	72.5
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	573	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	21	100	5	48	24	24	72.6
Native Hawaiian/ Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	167	100	25	38	25	13	83.5
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1351	100	18	39	25	17	78.9
<b>All Students</b>																					
2007	97	100	24	53	23	1	92.3	98	100	23	52	22	2	92.1	71323	100	19	41	24	16	80.3
2006	97	100	5	66	26	3	90.2	97	100	5	66	26	3	90.2	70741	100	4	48	32	16	78.0



\* **Note:** The Above Proficient standard in grade 3 Mathematics was reset in 2007 to better discriminate student performance in the top reporting category. Therefore, comparisons should not be made between the percent Above Proficient in 2006 and 2007. However, comparisons may be drawn between the combined percent of students scoring Proficient and Above Proficient in 2006 and 2007.

## 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](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

**III1-S** - Identified for Improvement Year 1 - Subgroups  
**III1-A** - Identified for Improvement Year 1  
**II2-S** - Identified for Improvement Year 2 - Subgroups  
**II2-A** - Identified for Improvement Year 2  
**CA-S** - Identified for Corrective Action - Subgroups  
**CA-A** - Identified for Corrective Action  
**RST1-S** - Identified for Restructuring Year 1 - Subgroups  
**RST1-A** - Identified for Restructuring Year 1  
**RST2-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=>