



## North Middlesex Regional School District

45 Main Street, Pepperell, MA 01463

Joan Landers  
Superintendent of School

Nancy Milligan  
Assistant Superintendent of Schools

Dear Parent or Guardian:

November 30, 2016

We are pleased to enclose Ashby Elementary School's "report card". Report cards answer important questions about a school's overall performance and contain specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in the district and the state, and the progress made toward narrowing proficiency gaps for different groups of students. In this report you will find the following important information about our school:

- **Student enrollment and teacher quality:** This section of the report card provides information about the students and teachers in our school as compared to the district and the state.
- **Student assessment on MCAS and other tests:** This section of the report shows how our students are performing on the Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the district and the state.
- **School and district accountability information:** This section of the report contains three important pieces of information:
  - **Accountability and Assistance Levels:** Schools and districts are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. Our school has been designated as Level 2 for not meeting gap narrowing goals for the following subgroups: all students.
  - **School Percentiles:** A school percentile between 1 and 99 is reported for most schools. This number shows the overall performance of our school relative to other schools that serve the same or similar grades.
    - Our school percentile is 52. This means that our school is performing higher than 52 percent of the elementary schools in the state.
  - **Progress and Performance Index (PPI):** The PPI is a number that indicates our school's progress toward narrowing proficiency gaps, or, in other words, helping *all* students reach proficiency and be prepared for success after high school. Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. For a group of students to be considered to be making sufficient progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

To continue to improve student achievement at our school, we are carefully analyzing our student performance data, ensuring that our daily instruction meets the individual needs of students and providing more support to teachers as we implement the Massachusetts State Frameworks incorporating the Common Core State Standards.

We encourage you to become involved in helping us improve our school. Some of the ways you can become involved are:

- Supporting your child's learning at home
- Attending parent-teacher meetings and other family workshops
- Serving as a volunteer in our school or district
- Encouraging other parents to become involved

You may find the complete report card for your building at: <http://profiles.doe.mass.edu/>.

For more information about our school's report card, please do not hesitate to contact me.

Sincerely,  
  
Mrs. Cromwell-Gapp, M.Ed., CAGS



# 2016 Massachusetts School Report Card Overview

## ASHBY ELEMENTARY (07350010)

North Middlesex Public School District (07350000)  
 Anne M Cromwell, Principal  
 Grades Served: K,01,02,03,04

911 Main Street, Ashby, MA 01431  
 Phone: 978.386.7266  
 Website: <http://aes.nmrtd.org>

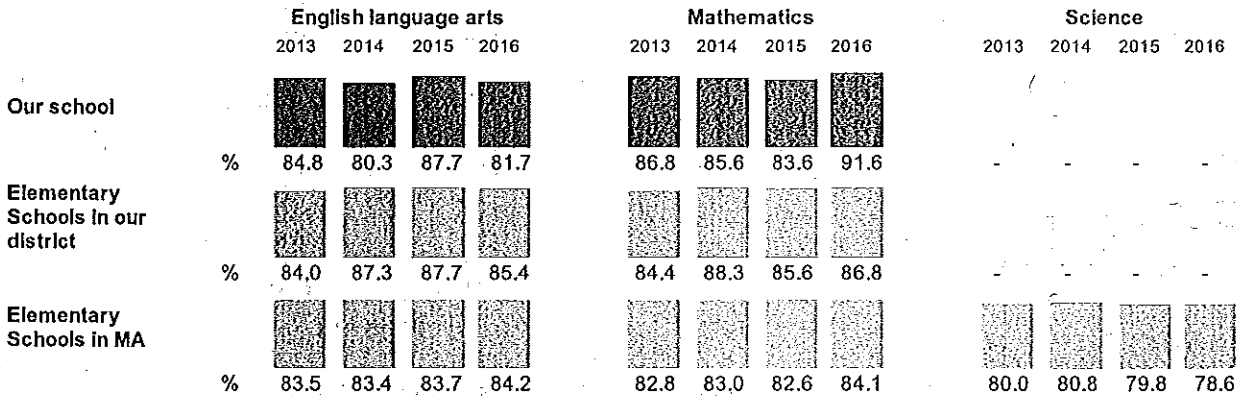
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

### How is our school doing overall?

Accountability and assistance levels		School percentile										
Our school	<p><b>Level 2</b> Not meeting gap narrowing goals</p>	<p>School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below.</p> <p>1 25 50 75 99</p> <p>Lowest performing Highest performing</p> <p>Overall progress in narrowing gaps</p> <p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <table border="0"> <tr> <td>All students</td> <td>Did Not Meet Target</td> </tr> <tr> <td>High needs students</td> <td>-</td> </tr> <tr> <td>Economically disadvantaged</td> <td>-</td> </tr> <tr> <td>Students with disabilities</td> <td>-</td> </tr> <tr> <td>English language learners &amp; former ELLs</td> <td>-</td> </tr> </table>	All students	Did Not Meet Target	High needs students	-	Economically disadvantaged	-	Students with disabilities	-	English language learners & former ELLs	-
All students	Did Not Meet Target											
High needs students	-											
Economically disadvantaged	-											
Students with disabilities	-											
English language learners & former ELLs	-											
Our district	<p><b>Level 2</b> One or more schools in the district classified into Level 2</p> <p>Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <a href="http://www.mass.gov/ese/accountability">http://www.mass.gov/ese/accountability</a>.</p>											

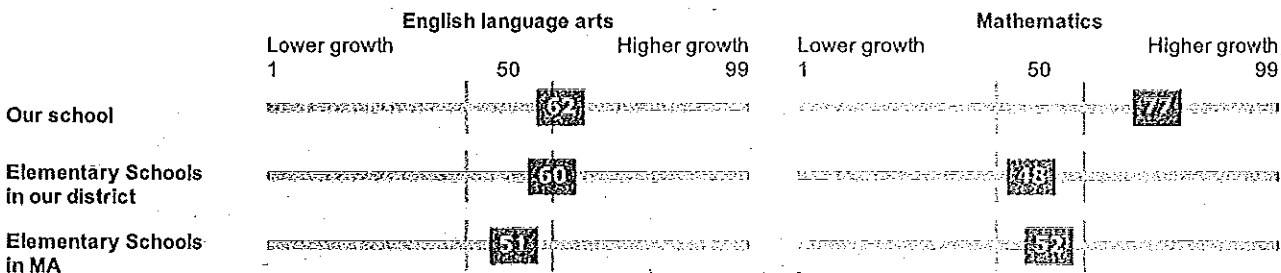
### How does our school's achievement over time compare to the district and the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.



### How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)



**How does our school's enrollment compare to the district and the state?**

Total enrollment	Our school		Our district		Our state	
	#	%	#	%	#	%
	200		3,197		953,429	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	47	23.5	247	20.1	105,033	29.7
Students with disabilities	52	26.0	232	18.8	54,668	15.4
English language learners	0	0.0	18	1.5	41,225	11.6

**How do our school's teachers and classrooms compare to the district and the state?**

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	19.9	98.0	25,630.9
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	96.5
Average class size (#)	13.9	21.0	19.6
Student : teacher ratio	10.0 to 1	12.6 to 1	13.9 to 1

**How is our school doing on other important measures?**

Attendance	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 Attendance rate (%)	95.3	95.9	95.7
2016 Average days absent per student (#)	8.0	7.0	7.4
2016 Chronic absenteeism rate (%)	6.6	5.9	8.7

Discipline	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 In-school suspension rate (%)	-	0.0	0.5
2016 Out-of-school suspension rate (%)	-	0.2	0.9

High school completion	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	93.9	88.5
2015 4-year graduation rate (%)	-	94.0	87.3
2015 annual dropout rate (%)	-	1.1	1.9
2014 graduates attending institutions of higher education* (%)	-	83.3	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	60.1	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	64.4	66.5
2016 SAT average score - Reading	-	520	509
2016 SAT average score - Writing	-	498	497
2016 SAT average score - Math	-	535	522
2015 MassCore** - Completing a rigorous course of study (%)	-	99.1	72.3

\*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma  
 \*\*MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

**What else should you know about our school?**

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page. Published by the Massachusetts Department of Elementary and Secondary Education