

**2008 SCHOOL REPORT CARD
OLD MILL POND
ELEMENTARY SCHOOL**



OCTOBER, 2008

Dear Parents and/or Guardians,

We are once again publishing our annual school "Report Card" as required by No Child Left Behind (NCLB), to share pertinent information compiled by the Department of Elementary and Secondary Education. This report card is specific to our school, however district-wide information regarding academic achievement and related information is available at the Superintendent's office, each school, and at the Palmer Public Library. Also, school and district profiles can be accessed through our website at www.palmerschools.org. Please feel free to contact me if you have any questions.

Sincerely yours,

Mary Lou Callahan
Principal

VISION:

The Palmer School System embraces lifelong learning through a learning-centered approach to education.

DISTRICT GOALS:

- To enhance teaching and learning and improve student achievement
- To provide and maintain a current and reliable technological system to support the learning process
- To increase community support for the Palmer Public Schools
- To upgrade and maintain the physical plants to provide safe, modern facilities for learning



MISSION STATEMENT

The mission of the Palmer Public Schools is to ensure the opportunity for all of the children of Palmer to participate in the benefits afforded by a well-planned, coordinated educational program and designed to serve their needs by: Providing a safe, secure and positive environment which fosters the growth of self-esteem through accomplishments in learning.

Assessing their educational requirements, recognizing the validity of varied learning styles, and providing appropriate programming for each student.

Preparing in our students a lifelong commitment to intellectual, physical, social, and emotional growth.

Encouraging our students to have a deep understanding of the principles of fair play and the rights of all responsible individuals within a democratic society.

To make the most of the educational opportunity afforded the student by the community, the student will demonstrate: The self-motivation and the self-discipline necessary for the pursuit of excellence.

His/her understanding of how to learn and applying that knowledge to the enhancement of his/her life and the lives of others.



OUR MISSION:

-Preparing our students for life and learning!



VALUES:

- A commitment to the shared vision
- An environment which is safe, supportive and accepting of intellectual risk taking
- The sharing of ideas and experiences
- The students belong to all of us



Grades @ OMP: PK, K, 1, 2, 3, and 4

Percent of teachers licensed: 98.0%

Percent of teachers in core academic subject areas who are Highly Qualified: 95.0%



District website @ <http://palmerschools.org>

MCAS RESULTS 2008:
Grade 3 – Reading

	Included in Results		% Students at Each Performance Level			
	#	%	P+	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	19	100	0	11	42	47
Low Income	49	100	0	27	49	24
White	116	100	7	40	38	16
Male	76	100	5	36	39	20
Female	53	100	9	42	40	9
Title I	16	100	0	0	44	56
Non-Title I	113	100	8	43	39	10
Non-Low Income	80	100	11	45	34	10
ALL STUDENTS						
2008	129	100	7	38	40	16
2007	144	100	13	45	32	10
DISTRICT						
2008	133	99	7	38	40	15
2007	151	100	13	44	33	11
STATE						
2008	70284	100	15	41	33	11
2007	71311	100	14	45	32	9

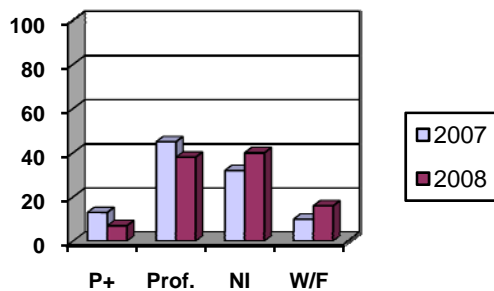
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

MCAS RESULTS 2008:
Grade 3 – Mathematics

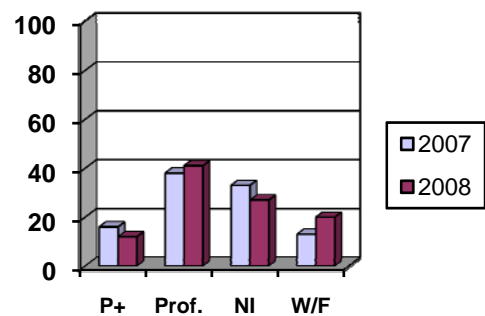
	Included in Results		% Students at Each Performance Level			
	#	%	P+	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	19	100	0	5	37	58
Low Income	49	100	6	22	33	39
White	115	100	12	43	26	19
Male	76	100	12	38	30	20
Female	52	100	12	46	23	19
Title I	16	100	0	6	38	56
Non-Title I	112	100	13	46	26	14
Non-Low Income	79	100	15	53	24	8
ALL STUDENTS						
2008	128	100	12	41	27	20
2007	144	100	16	38	33	13
DISTRICT						
2008	133	99	11	41	28	20
2007	151	100	16	36	32	15
STATE						
2008	70393	100	25	36	25	14
2007	71323	100	19	41	24	16

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



Percentage of Students by Performance Level



Performance Level Definitions (MCAS):

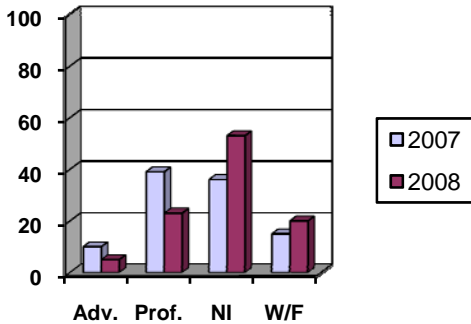
- (A) **Advanced** - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.
- (P) **Proficient** - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.
- (NI) **Needs Improvement** - Students demonstrate partial understanding of subject matter, and solve some simple problems.
- (W/F) **Warning/Failing** - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

MCAS RESULTS 2008:
Grade 4 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	22	100	0	5	36	59
Low Income	53	100	2	8	53	38
White	138	100	5	25	53	17
Male	76	100	4	13	54	29
Female	76	100	5	33	51	11
Title I	26	100	0	0	65	35
Non Title I	126	100	6	28	50	17
Non-Low Income	99	100	6	31	53	10
ALL STUDENTS						
2008	152	100	5	23	53	20
2007	137	100	10	39	36	15
DISTRICT						
2008	158	100	4	23	52	21
2007	143	100	10	38	37	15
STATE						
2008	71162	99	8	41	39	13
2007	70517	100	10	46	34	10

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

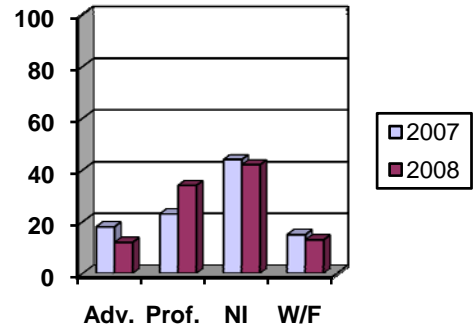


MCAS RESULTS 2008:
Grade 4 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	22	100	0	14	36	50
Low Income	52	100	4	25	44	27
White	137	100	13	34	40	12
Male	76	100	11	32	45	13
Female	75	100	13	36	39	12
Title I	25	100	0	8	68	24
Non-Title I	126	100	14	39	37	10
Non-Low Income	99	100	16	38	40	5
ALL STUDENTS						
2008	151	100	12	34	42	13
2007	137	100	18	23	44	15
DISTRICT						
2008	157	100	11	32	41	15
2007	143	100	17	22	45	16
STATE						
2008	71450	100	20	29	38	13
2007	70645	100	19	29	39	13

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



Enrollment (2007-2008)

	School	District	State
RACE			
White	90.3%	91.7%	70.8%
African-American	0.8%	1.3%	8.1%
Hispanic	2.8%	2.4%	13.9%
Asian	2.6%	1.9%	4.9%
Native American	0.1%	0.7%	0.1%
Native Hawaiian, Pacific Islander	1.3%	0.7%	0.3%
Multi-Race, Non-Hispanic	2.0%	1.3%	1.9%
GENDER			
Male	53.9%	51.9%	51.4%
Female	46.1%	48.1%	48.6%
SELECT POPULATION			
Limited Eng. Proficiency	0.0%	0.3%	5.8%
Low-income	34.1%	28.3%	29.5%
Special Education	16.7%	17.7%	16.9%
First Language Not English	0.0%	1.6%	15.1%
TOTAL COUNT	741	1,883	962,806

<p>School Administrators:</p> <p>Dr. Gerald Fournier <i>Superintendent of Schools</i> (413)-283-2650</p> <p>Old Mill Pond Elementary School</p> <p>Mrs. Mary Lou Callahan ~ <i>Principal</i> Mrs. Susan Farrell ~ <i>Assistant Principal</i> Phone: (413)-283-4300 FAX: (413)-283-2619</p>

Data Definitions:

Race/Ethnicity:

- African-American** - A person having origins in any of the black racial groups in Africa
- Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.
- Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- Native American** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.
- White** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient:

Defined as "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 the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent 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 hold a valid Massachusetts license 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.

Special Education:

Students who have an individualized Education Plan (IEP).

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycle111/>.

<p><u>Adequate Yearly Progress History:</u></p>
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Adequate Yearly Progress History											NCLB Accountability Status
	2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Improvement Year 2 - Subgroups
	All Subgroups	-	-	-	Yes	Yes	Yes	No	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	-	Yes	No	Yes	Yes	Yes	No	