



Petersham Center School

Education at Its Best

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Dear Parent or Guardian:

We are pleased to enclose an overview of Petersham Center School's "report card", this report card answers important questions about a school's overall performance and contains specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in 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 your child's school:

Student enrollment and teacher quality:

This section of the report card provides information about the students and teachers in your child's school as compared to the State. If your child attends a school that receives federal Title I funds, you also have the right to request the following information about the qualifications of your child's classroom teachers. Whether your child's teacher is licensed in the grade levels and subject areas they teach

- Whether your child's teacher is teaching under an emergency license or waiver
- The college degree and major of your child's teacher
- Whether your child is provided services by paraprofessionals and, if so, their qualifications

Petersham Center School currently does not qualify for Title I Federal funding.

Student assessment on MCAS/PARCC and other tests:

This section of the report shows how students are performing on the Massachusetts Comprehensive Assessment System (MCAS) and Partnership for Assessment of Readiness for College and Career (PARCC) tests as compared to 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. Petersham Center School has been placed into Level 2 for 2016 because of not meeting gap narrowing goals for all students.
- **School Percentile:** A school percentile between 1 and 99 is reported for most schools. This number shows the overall performance of a school relative to other schools that serve the same or similar grades. Petersham Center School's percentile for 2016 is 37. This means that the school is performing higher than 37% percent of the middle school/high schools in the State.

- Progress and Performance Index (PPI): The PPI is a number that indicates the 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. Petersham Center's 2016 PPI for *all* students is 47.

To improve student achievement in our school, we offer intervention services for students in mathematics and English language arts (ELA). Students are homogeneously grouped for small instruction in order to target skills based on students' individual instructional needs; these services are provided by the classroom teacher and are in addition to core ELA and mathematics instruction presented to the whole class.

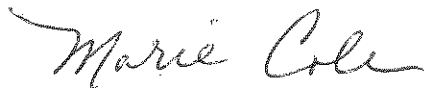
In addition, the school has a student support team that meets regularly to discuss the individual needs of students. Student supports are based on assessment results, classroom performance, and teacher recommendation. Student who are considered at risk receive supplemental supports in mathematics and English language arts (ELA) from interventionist and paraprofessionals; this support can be in the form of in-class support and/or supplemental classes depending on student needs and availability of resources.

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

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

For more information about our school's report card or to request information about the qualifications of your child's classroom teachers, please feel free to contact us at (978) 724-3363 or visit <http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=02340005&orgtypecode=6&> for additional information.

Sincerely,



Marie Cole
Director of Curriculum



2016 Massachusetts School Report Card Overview

PETERSHAM CENTER (02340005)

Petersham Public School District (02340000)
 Joanne Menard, Principal
 Grades Served: K,01,02,03,04,05,06

31 Spring Street PO Box 148, Petersham, MA 01366
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 Website:

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?

<p style="text-align: center;">Accountability and assistance levels</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Our school</td> <td style="width:30%; text-align: center; border: 1px solid black;">Level 2</td> <td style="width:55%;">Not meeting gap narrowing goals</td> </tr> <tr> <td>Our district</td> <td style="text-align: center; border: 1px solid black;">Level 2</td> <td>Not meeting gap narrowing goals</td> </tr> </table> <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: http://www.mass.gov/ese/accountability.</p>	Our school	Level 2	Not meeting gap narrowing goals	Our district	Level 2	Not meeting gap narrowing goals	<p style="text-align: center;">School percentile</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> <div style="text-align: center;"> <table style="margin: 0 auto;"> <tr> <td style="border-bottom: 1px solid black;">1</td> <td style="border-bottom: 1px solid black;">25</td> <td style="border-bottom: 1px solid black; background-color: #cccccc;">37</td> <td style="border-bottom: 1px solid black;">50</td> <td style="border-bottom: 1px solid black;">75</td> <td style="border-bottom: 1px solid black;">99</td> </tr> <tr> <td colspan="2">Lowest performing</td> <td></td> <td colspan="3">Highest performing</td> </tr> </table> </div> <p style="text-align: center;">Overall progress in narrowing gaps</p> <p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;">All students</td> <td style="text-align: right;">Did Not Meet Target</td> </tr> <tr> <td>High needs students</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Economically disadvantaged</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Students with disabilities</td> <td style="text-align: right;">-</td> </tr> <tr> <td>English language learners & former ELLs</td> <td style="text-align: right;">-</td> </tr> </table>	1	25	37	50	75	99	Lowest performing			Highest performing			All students	Did Not Meet Target	High needs students	-	Economically disadvantaged	-	Students with disabilities	-	English language learners & former ELLs	-
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<p>District determination of need for special education technical assistance or intervention</p> <div style="text-align: center; border: 1px solid black; padding: 5px; background-color: #cccccc;"> <p>Meets Requirements-At Risk (MRAR)</p> </div> <p>Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from Meets Requirements (Level 1 districts) to Needs Substantial Intervention (Level 5 districts). The determination level, which incorporates compliance measures also, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities.</p>																													

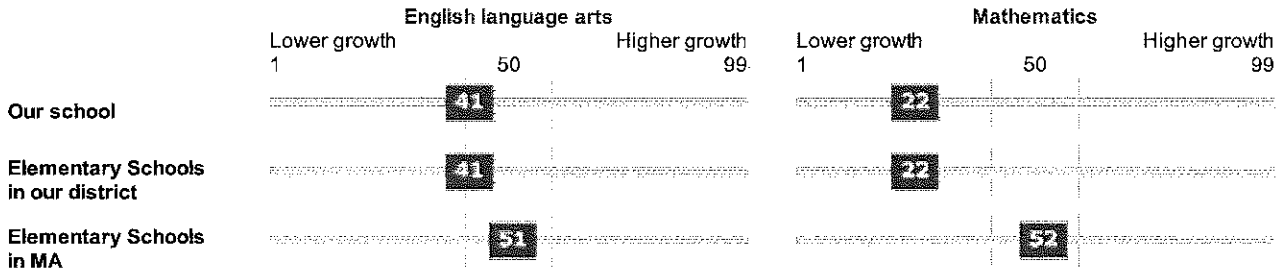
How does our school's achievement over time compare to the district and the state?

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.

	English language arts				Mathematics				Science			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Our school	93.5	92.1	86.4	85.7	77.8	75.8	76.1	68.8	-	-	-	-
Elementary Schools in our district	93.5	92.1	86.4	85.7	77.8	75.8	76.1	68.8	-	-	-	-
Elementary Schools in MA	83.5	83.4	83.7	84.2	82.8	83.0	82.6	84.1	80.0	80.8	79.8	78.6

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	
	#	%	#	%	#	%
	120		120		953,429	
By high needs population	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	17	14.2	17	14.2	105,033	29.7
Students with disabilities	20	16.7	20	16.7	54,668	15.4
English language learners	0	0.0	0	0.0	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 (#)	10.1	10.1	25,630.9
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	96.5
Average class size (#)	17.2	17.2	19.6
Student : teacher ratio	11.9 to 1	11.9 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 (%)	99.8	99.6	95.7
2016 Average days absent per student (#)	0.8	0.8	7.4
2016 Chronic absenteeism rate (%)	0.0	0.0	8.7

Discipline

2016 In-school suspension rate (%)	-	0.8	0.5
2016 Out-of-school suspension rate (%)	-	0.0	0.9

High school completion

	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	-	88.5
2015 4-year graduation rate (%)	-	-	87.3
2015 annual dropout rate (%)	-	0.0	1.9
2014 graduates attending institutions of higher education* (%)	-	-	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	-	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	-	66.5
2016 SAT average score - Reading	-	-	509
2016 SAT average score - Writing	-	-	497
2016 SAT average score - Math	-	-	522
2015 MassCore** - Completing a rigorous course of study (%)	-	-	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