

# Triton Regional School District

Sandra J. Halloran, Ed.D Superintendent



2009-2010

## **Newbury Elementary**

School Improvement Plan

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# Triton Regional School District

## Newbury Elementary School

### School Improvement Planning Committee

#### 2009-2010

The following constitutes the membership of the School Improvement Planning Committee. Collectively we reviewed qualitative and quantitative data regarding our students, teachers, staff, community, and school. We then matched our needs and expectations to a plan that we think will help us meet both. As a result of our deliberations, the young people, their parents, teachers, and other staff will work collaboratively to build a learning organization.

*Principal:* Sylvia Jordan

*School:* Newbury Elementary School

*Assistant Principal:* Elizabeth Boulanger

#### PLANNING TEAM

***Pre-School:*** Mary Jo Lagana, Ann Remley

***Art:*** Amy Merluzzi

***Kindergarten:*** Nancy MacKinney, Jennifer Townsend, Carol Jakobsons

***Physical Education:*** Anna Molesso

***Grade 1:*** Michelle Soini, Kristin Mollineaux, Kelly Williamson, Robin Harper

***School Counselor:*** Kathleen deStadler

***Grade 2:*** Grace Ruhp, Brittany Williams, Mary Ann Fraser, Leah Peicott, Beth Lupa

***School Psychologist:*** Perry Hayden

***Grade 3:*** Pamela Winter, Maureen Dolphin, Jen Lapham, Marianne McParland, Katherine Pacenka

***Special Ed:*** Jessica Raymond, Bonnie Langendorfer, Liza Marcolini, Andrea True, Margot Vine, Cheryl Wotton

***Grade 4:*** Carol Towne, David Williams, Melissa Cassidy

***Occupation Therapists:*** Anne Jerome

***Grade 5:*** Heidi Dow, Amy Fremont-Smith, Ray Smoyer, Kellie Romanus

***Physical Therapist:*** Irene Kelley

***Grade 6:*** Alicia Chiasson, Nancy Nicholson, Gregg Dollas, Moriah Lucy

***Speech Therapists:*** Daryl Kwiatkowski, Jodi Gundrum

***Reading Recovery Teacher:*** Margot Ryan

***School Council:*** Sylvia Jordan, Gail Aponas, Eleanor Davis, Russ Osborn, David Taylor, Dr. George Port, Mary-Rita Visconti

***Literacy Specialist:*** Lisa Oliver

***Mathematics Specialist:*** Laura Paige

***Gifted/Talented Teacher:*** Donna Church

***Library Media Assistant:*** Elizabeth Valentine

***Technology Integration Specialist:*** Liz Raycroft

***Music:*** Laurie Peterson, Kevin Carubia, James Brauneck

# **Mission Statement**

Newbury Elementary School will provide students with an intellectually stimulating learning environment. Teachers will continue to seek professional development, and students will be encouraged to apply their individual talents, abilities, and natural curiosity. Students will acquire social and academic skills in the classroom, and become active life-long learners and productive citizens. Curriculum will be disseminated in a conceptual and skill-based manner. Students will learn responsibility, integrity, and independence through adult nurturing and role-modeling.

# Newbury Elementary School & Community Snapshot

Newbury Elementary, a school in the Triton Regional School District, is located at 63 Hanover Street in Newbury, Massachusetts. Its phone number is 978-465-5353 and its fax number 978-463-3070. The principal is Sylvia Jordan and the assistant principal is Elizabeth Boulanger. The school has pre-Kindergarten classes through sixth grade. In 2008-2009, there are approximately 671 students enrolled with the average class being 21 students. Our students regularly attend Triton Regional Middle School and then move on to Triton Regional High School. The faculty has an average teaching experience of 15 years. Seventy eight percent of the faculty has advanced degrees. All faculty members are highly qualified according to the federal No Child Left Behind Act. Fourteen percent of our students are receiving Special Education services. Three percent of our students receive Free/Reduced lunch and there are currently 3 ELL children.

Newbury's school colors are green and white. Our school is named for our town. The Town of Newbury (24.25 sq. miles of land area) is located in the northeastern portion of Essex County. Pawtucket Indians hunted and fished on Plum Island. The first colonial settlers were from the Wiltshire and Hampshire sections of England. In 1635, Reverend Thomas Parker from Wiltshire applied to the General Court for the liberty to settle and begin a plantation on land that is now Newbury. The proprietors made the land grants in such a way that 60% of the land was controlled by 10% of the population. By the early 1700s the town was dispersed into five parishes of which only the First Parish and Byfield Parish remain as part of Newbury. As the community grew, fishing and farming became an important industry, as did small scale shipbuilding, weaving, tanning and shoemaking. Byfield Parish, which was established in ca. 1702, at the intersection of Elm Street and Central Street, is separate from this village center. Byfield Village was the industrial core of the area due to its location at the headwaters of the Parker River. The river, a dam and fish ladder, mill buildings and some mill housing remain to tell of this 19th century history. In the late 18<sup>th</sup> century, Byfield Village emerged as a mill village with a factory producing machine made nails, a snuff factory, a chaise maker and some small ship building on the Parker River. Later the town began producing woolen goods. This in turn led to greater cotton fabric production and the establishment of a cooperage, machine made nail factory and scythe mill. In the late 18th and early 19th century, industry rivaled agricultural employment in the town. In 1844, James Steam Mills was established and in 1850 the railroads arrived in town. After the Civil War, much of the manufacturing initiative died as water power gave way to steam power. By the mid 1800s the Byfield Woolen Company was well established and the Byfield Snuff Company was growing with three mill sites. The economy of the town swung back to agriculture and by the end of the 19th century there was a big shift to dairying in Newbury. By 1905, dairy, poultry, and eggs became a significant business. Newbury hosts a number of New England's most important examples of Colonial architecture, one of which is the Tristan Coffin House, built in 1654. In the last part of the 20th century the population nearly tripled from about 2,500 residents in 1960 to about 6,500 in 2000. Today the town is divided into three villages each with its own distinct character: Byfield, Plum Island and Old Town. The town's population from the 2000 Census is 6,717 with 98.7 percent white. Thirty-seven percent of family households have children under 18 years old. Eighty-one percent of households live in owner occupied housing units. There are no public or subsidized housing units in the town.

Our school is fully supported by the community and parents. Our active PTA has monthly meetings and family events which occur regularly. The School Council meets once a month to determine the direction and policy for Newbury. Approximately one third of our parents are on our volunteer roster. Newbury Educational Collaborative is a non-profit foundation that raises money to support the vision and mission of the school that the regular budget cannot. Newbury also utilizes a math facts fluency program called Rocket Math in grades 2-6.

Newbury's math program from Kindergarten to fifth grade is Math Investigations with Glencoe Math for 6<sup>th</sup> grade. Our English language arts program is a balanced literacy model which includes Foundations and a phonics spelling program for grades Kindergarten to third grade. The staff is trained in and uses the Responsive Classroom approach to discipline and community building. Students participate in classes of art, music, library, physical education, and computer technology at least once a week. Band is a tuition based offering during the day. Other unique features of Newbury include full day tuition based Pre-Kindergarten and full day tuition based Kindergarten.

After school programming includes Children's Theater Workshop, choir, Spanish, French, sports intramurals, karate, chess, and other athletic and arts programming that are all tuition based. We offer, for fee, a before and after school child care program, Kid's Club. Late buses are offered three days a week for students who participate in after school programming.

Newbury Elementary is a dynamic school, engaged fully in the exciting opportunity of educating all students for achieving now and throughout their lives. Our school community is committed to children. Everything we do and say reinforces our belief that children should feel accepted, safe, listened to, and cared about. We acknowledge and support students' interests and perspectives. Every child is encouraged to go above the average and to reach for the stars.

# **Performance Improvement Targets**

## Performance Target: READING

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
Model and provide continued Professional Development around the components of the literacy block. To include: <ol style="list-style-type: none"> <li>a. Shared reading and writing</li> <li>b. Guided reading lessons</li> <li>c. The introduction of intervention blocks</li> <li>d. Assessment tools (DIBELS, running records, maze, etc.)</li> </ol>	Building based half-day in trimester and on-going in Camp Historic Newbury Days	Reading Specialist	Staff sign-in Administrative walk-throughs Lesson plans Peer observations
Create/Refine anchor books for each grade and share in vertical teams	January	Reading Specialist, teachers, Administration	Anchor Book Lesson Plans and binders
Use a guest reader/speaker or author visit once every two months in each grade level.	Every other month	Teachers	Calendar, Lesson Plans
Professional learning about progress monitoring tools such as DIBELS, MAZE, etc.	By January	Administration Teachers	Staff sign-ins
Continue to refine process of formal data meetings around DIBELS and DRA-2 benchmarks	3 times per year	Reading Specialist, Teachers, Jordan, Boulanger	Data Reports
Refine process of monthly grade level data meetings around progress monitoring data	Monthly	Reading Specialist, Teachers, Jordan, Boulanger	Data Reports
Teachers will preview and set the purpose for the administration of DIBELS and DRA2.	Fall	Teachers	Lesson plans
After the fall, administration, teachers will set individual goals with students and grade level goals will be posted	Fall	Teachers	Data walls
Review benchmark and progress monitoring information for each student at the beginning of the year	Fall	Jordan, Boulanger, Oliver, teachers	Meeting notes, student data

Data meetings will occur after every benchmark (Sept. Jan. May/June) and monthly progress monitoring meetings will occur for students not at benchmark	September, January, June	Jordan, Boulanger, Oliver, teachers	Meeting notes, student data
All interventions that take place will be recorded on data sheets	ongoing	Teachers, Oliver	Data sheets
All students who fall below the grade level benchmarks will receive intervention and be regularly progress monitored	ongoing	Teachers, Oliver	Intervention record sheets
Gain scores and growth rates will be analyzed during data meetings to help determine the efficacy of instruction and intervention	Data meetings	Jordan, Boulanger, Oliver, teachers	Data meeting notes, student achievement data
Students who fall below the DIBELS fall benchmark on ORF will have their booklets analyzed for errors. If five or more errors per minute are logged, then those students will be assessed with the Quick Phonics Screener.	Data meetings in fall	Oliver, teachers	DIBELS student achievement charts
The MAZE will be implemented next year with a focus on comprehension. This is a 3 minute assessment that is given to the whole class. The reading specialist will be doing this for all of the teachers.	Fall, mid-year, late spring	Oliver and assessment team	MAZE student records
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>▪ More opportunities for interactive storytelling</li> </ul>	Ongoing	Classroom teachers	Lesson Plans with the use of big books Observations
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>▪ Anchor books</li> <li>• Look for more Professional Development opportunities about Guided Reading</li> <li>• Create commonality of centers in all classes.</li> <li>• Create common centers for automaticity and nonsense words (CVC)</li> <li>• For lower performers, create centers or activities to help with initial sound fluency such as picture match</li> <li>• Curriculum compact Foundations for higher achievers</li> <li>• Team teaching with Lisa</li> </ul>	Professional Days Grade level meetings	Reading Specialist, classroom teachers	Anchor Book Lesson Plans  Professional Development sign in sheet  Centers; lesson plans



<p><b>Grade 1:</b></p> <ul style="list-style-type: none"> <li>• To continue DIBELS training for classroom teachers</li> <li>• Review Guided Reading</li> <li>• Create shared reading trajectories to teach reading strategies</li> <li>• Review anchor books trajectories to include vocabulary words and activities</li> <li>• For the first six weeks, explicitly teach reading strategies through anchor books and then begin anchor books centered around comprehension strategies</li> <li>• Infuse more phonemic awareness activities early in the year (ex.: poetry, rhyming, etc.)</li> <li>• Increase interactive writing and infuse into student generated parent newsletters; use Elkonin boxes</li> <li>• Infuse 6+1 Traits into anchor text units</li> <li>• Use fluency kits in Foundations and Florida activities to create centers and when those would be linked into the anchor text units</li> <li>• Overview trick words for the year early and then use them throughout writing and reading activities</li> <li>• Envision effective use of intervention block</li> </ul>	<p>Professional Development Days Grade Level Meetings</p>	<p>Teachers, Reading Specialist</p>	<p>Data Meetings Anchor Book Lesson Plans centers</p>
<p><b>Grade 2:</b></p> <ul style="list-style-type: none"> <li>• Improve on anchor book trajectory</li> <li>• Increase “partner reading” time to at least 15 minutes per day</li> <li>• Continue to analyze individual student reading errors to prescribe the proper instruction and intervention</li> <li>• Curriculum compact Foundations for higher achievers</li> <li>• Infuse 6+1 Traits into anchor text units</li> <li>• Overview trick words for the year early and then use them throughout writing and reading activities</li> <li>• Implement Junior Great Books</li> <li>• Explicitly teach fluency during guided reading</li> </ul>	<p>Ongoing during grade level meetings Professional Days Ongoing Ongoing</p>	<p>Teachers, Reading Specialist</p>	<p>Team Discussions Anchor Book trajectory Lesson plans</p>

<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>• At home book reports</li> <li>• Continue to create Anchor Books</li> <li>• Fluency work as a group/activities embedded in reading blocks (Great Leaps, partner reading, repeated reading, readers theater, etc.)</li> <li>• Junior Great Books</li> <li>• One non-fiction and one fiction reading and writing prompt</li> <li>• Weekly Reader</li> </ul>	3 times per year	Teachers	Student work Anchor books lesson plans
<p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>• DIBELS refresher</li> <li>• Professional Development in Guided Reading to enhance comprehension</li> <li>• Update genre anchor books with a focus on non-fiction texts</li> <li>• More paired reading time (30 minutes)</li> <li>• Expand Anchor Books</li> <li>• Questions/Answers Sp. Ed.</li> <li>• Buddy reading at least once a month</li> <li>• Administer lower levels DIBELS to at risk student and do phonic proficiency</li> <li>• Carry over syllable types from Foundations</li> </ul>	Ongoing during grade level meetings Professional Days	Teachers, Reading Specialist	Data Meetings Anchor Book lessons
<p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>• Increase development of teacher developed novel units for anchor books</li> <li>• Increase training in DIBELS assessment</li> <li>• Readers' Theater three times per year using content related materials-use whole grade as flexible grouping.</li> <li>• Create common reading schedule for entire grade</li> <li>• Independent reading log and summarization process</li> <li>• Anchor books with 5-6 reading group levels (teach across grade level) related to social studies content areas</li> </ul>	Ongoing during grade level meetings Professional Days	Teachers, Reading Specialist	Data Meetings Anchor Book lessons

<p><b>Grade 6:</b></p> <ul style="list-style-type: none"> <li>• Continue developing anchor books, book groups/units</li> <li>• Data meetings for DRA2 and DIBELS</li> <li>• More with independent reading: At home: students read from teacher generated: Log minutes (30 minutes x 5 = 150) and have parent sign Summary and vocabulary reading analysis every 2 weeks-reflection</li> <li>• Partner reading-30 minutes across all subjects</li> <li>• Vocabulary development and comprehension development with sticky notes</li> <li>• Flex-time: Target students at risk in reading</li> <li>• Reading groups-at risk students and smaller number. Do a separate small group lesson with Special Ed and IA in that group</li> </ul>	<p>Ongoing during grade level meetings Professional Development Days</p>	<p>Teachers, Reading Specialist</p>	<p>Data Meetings</p> <p>Anchor Book lessons</p> <p>Student reading logs</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>▪ Continue reading assessment and data analysis training for grades K-6</li> <li>▪ Professional Development for Foundations through Wilson's certified trainer</li> <li>▪ Continue Professional Development around the five components of reading and the effective scheduling of a literacy block</li> </ul>			

## Performance Target: WRITING

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
Writing folders preserves best student ELA prompt responses once a month with analysis of student growth in January and May	Begin October; Collection monthly; Analysis in January and May	Jordan, Boulanger, teachers	Writing folders
Implement 6+1 Traits including Professional Development and the use of common language and rubrics	Fall Professional Development Days; Grade level meetings	Reading Specialist, ELA Committee, Jordan, Boulanger	Lesson Plans Student writing samples Professional Development sign-in
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>• Weekly opportunities to foster writing through class discussions, games and music</li> </ul>	Weekly	Classroom Teachers	Observation Lesson Plans
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>• Develop and implement common writing prompts incorporating 6+1 Traits and rubrics</li> </ul>	Professional Development Days Grade level meetings	Kindergarten Teachers Reading Specialist	Lesson Plans Rubrics Writing samples
<b>Grade 1:</b> <ul style="list-style-type: none"> <li>▪ Integrate Lucy Calkins and 6+1 Writing Traits</li> <li>• Continue to revise timeline of writing units of study</li> </ul>	Fall and Ongoing	Reading Spec. Lit Team Grade levels classroom Teachers	Lesson Plans Writing Samples
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>• Implement 6+1 Traits</li> </ul>	Fall and Ongoing	Teachers Reading Specialist	Lesson Plans Writing Samples
<b>Grade 3:</b> <ul style="list-style-type: none"> <li>• Continue with image making books</li> </ul>	Spring	Art teacher/ Teachers/Parent volunteers	Integrating arts with language Study of Eric Carle Individual student books

<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Implement 6+1 Traits</li> <li>Improved student performance on MCAS long composition</li> </ul>	Fall and Ongoing	Grade 4 teachers	Lesson Plans Writing samples
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Common vocabulary program</li> <li>Research comprehensive spelling, grammar, and vocabulary program</li> </ul>	Fall and Ongoing	Teachers	Lesson Plans Writing samples
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Portfolio of work</li> </ul>	Ongoing	Teachers	Lesson Plans Writing samples
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Looking at student work two times monthly at each grade level will allow for the development of writing goals and professional development in conjunction with new ELA benchmarks for writing</li> <li>6+1 Writing Traits</li> </ul>	Camp Historic Newbury	Jordan, Boulanger, specialist, teachers	Student work samples Lesson Plans Professional Development sign in

## Performance Target: Mathematics

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
Beginning screening grades K-1 students for number identification, quantity discrimination, and missing number. Progress monitor low performers and provide interventions	Gr 1-Sept. K-November	Math Specialist Teachers Administrators	Data Meetings
Implement an intervention program (i.e. Mathletics)	October	Math Specialist	Bi-weekly check up
Begin school-wide math vocabulary in early Fall	Weekly beginning in October	Math Specialist, Math Committee	Publication and implementation of “Math Word of the Week”
Staff share best practices about building math vocabulary	October faculty mtg.; April faculty mtg.	Math Specialist, Math Committee	Revised Math Facts initiative Minutes of faculty meeting
Continue and refine Family Math Night	February	Math Specialist, Math Committee Classroom teachers	Math Night feedback and attendance
Build a bank of supplemental materials for mathematics and Investigations. Use part of each Camp Historic Newbury days to build these with the goal of creating a minimum of 2 units fully supplemented	Ongoing during Camp Historic Newbury Days	Math Specialist, teachers, Jordan, Boulanger	A compiled file of supplementary materials
Continue strengthening Rocket Math and begin to look at student scores in September, January, and June to create improvement targets to meet end of year benchmarks. Investigate and implement modification strategies.	Ongoing; Look at student scores in Sept., January and June	Math Specialist, Technology, classroom teachers	Progress monitoring data from Rocket Math
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>Monthly consults with math specialist in order to provide preschool children with opportunities to use terminology and vocabulary associated with math</li> </ul>	Once a month	Classroom Teachers Math Specialist  Classroom Teachers	Lesson Plans  Shoe in pictures, numbers and words.
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>Refine and implement a rubric to use for written math work that encourages self-assessment for pictures, numbers and words</li> <li>Include story problems daily in morning message.</li> <li>Increase practice time writing numbers using a variety of mediums.</li> <li>Explore materials to address “supplement” and “expand” as noted in the kindergarten mathematics curriculum map.</li> </ul>	Ongoing  End of February Weekly  Ongoing	Math Specialist Teachers	Published rubric Data Meetings, student work Show in pictures, numbers and words.

<p><b>Grade 1:</b></p> <ul style="list-style-type: none"> <li>• Revise grade level created math fact program</li> <li>• Continue to build and use math books in the library</li> <li>• Infuse story problems and Open Response template into instruction by the end of the first trimester.</li> <li>• Infuse and add appropriate materials as a team into Investigations Unit .</li> <li>• Begin an organized Math Facts program.</li> <li>• Create and use games and learning stations to address place value including base ten rods, Pico Fermi Bagel and guess the missing number.</li> <li>• Pre-Assessment: Regularly use end of unit assessments for pre-assessing units.</li> </ul>	<p>Begin in November and ongoing Ongoing End of November Ongoing</p> <p>Late January Ongoing</p> <p>Ongoing</p>	<p>Math Specialist Classroom Teachers</p>	<p>Published assessments</p> <p>Booklist</p>
<p><b>Grade 2:</b></p> <ul style="list-style-type: none"> <li>• Use Benchmark Assessments to improve and guide instruction</li> <li>• Improve organization for Open Response by using templates.</li> <li>• Increase emphasis on math vocabulary through word walls, glossaries, math journals and math word of the week.</li> <li>• Improve math writing through analysis of exemplars (student work).</li> <li>• Use benchmark tests to guide re-teaching.</li> <li>• Review test taking strategies emphasizing reading and answering all parts of the question.</li> </ul>	<p>Following each Benchmark Assessment 6 times October Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing</p>	<p>Teachers, Math Specialist</p>	<p>Re-teaching Lesson Plans Data Meetings</p>
<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>• Infuse multiplication earlier into Rocket Math</li> <li>• Infuse more multi-step problems into units.</li> <li>• Discuss and share strategies within the grade level team to use with students when teaching the traditional subtraction algorithm.</li> <li>• Redistribute math supplies so all of the classes have the same amount of supplies.</li> <li>• Continue to infuse math vocabulary into open response writing.</li> <li>• Introduce and use math writing template starting September.</li> </ul>	<p>November during “Things in Groups” unit</p> <p>Ongoing Ongoing</p> <p>Ongoing September</p>	<p>Teachers, Math Specialist</p>	<p>Rocket Math assessment and lesson plans</p>

<p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>Vocabulary: Infuse word of the week glossaries and word wall in daily instruction</li> <li>Begin estimating and rounding earlier in the year by incorporating them continually in morning work.</li> </ul>	<p>Fall and Ongoing</p> <p>Fall</p>	<p>Teachers Math Specialist</p>	<p>Word walls MCAS results Benchmarks Lesson Plans</p>
<p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>Continue to integrate computer/technology to tie in geometry/number sense</li> <li>Increase math instruction time</li> <li>Implement more in depth re-teaching after Benchmarks</li> <li>Add supplements to Rock Math for advanced students</li> </ul>	<p>Ongoing</p> <p>Ongoing Ongoing</p>	<p>Teachers, Technology Teacher, Math Specialist</p>	<p>MCAS Benchmarks Lesson Plans</p>
<p><b>Grade 6:</b></p> <ul style="list-style-type: none"> <li>Implement revised pacing guides, benchmarks, common assessments</li> <li>Incorporate technology into instruction</li> <li>Word wall math vocabulary</li> <li>Statistics Magazine</li> <li>Math Night, mentors and projects</li> <li>Plan across district with math teachers observations</li> <li>Organize additional mini-math units to be taught two times per trimester based on unit pre-assessments</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing Ongoing Ongoing</p>	<p>Teachers, Math Specialist</p>	<p>Common assessment data, re-teaching</p> <p>Spreadsheets/Excel on-line data bases, Power Point</p> <p>Common language in conjunction with MCAS tests</p> <p>Data analysis Showcase student work</p> <p>Common planning, re-teaching</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Investigations Orientation-1<sup>st</sup> year teachers</li> <li>End of unit/Benchmark assessments scoring/analysis and intervention</li> <li>Problem solving strategies (CGI)</li> <li>Vocabulary development in mathematics</li> <li>Intervention strategies and programs (IA), Mathletics, Early Numeracy and math facts</li> </ul>	<p>Summer Ongoing Professional Development days, Grade level meetings</p> <p>Summer and follow up Fall Professional Development days</p>	<p>S. Jordan Trainers Math Specialist Teachers</p> <p>Math Specialist, S. Jordan, E. Boulanger</p>	<p>Observations Benchmark Assessment Evaluation Data Meetings</p> <p>Professional Development sign in</p>



## Performance Target: Science\Technology

Objectives or Strategies/Action Steps	Timeline	Person (s) Responsible	Formative Evaluation/ Summative Evaluation
Implement district wide curriculum maps and assessments; work on essential questions	District Professional Development days	Science Committee	Curriculum maps
Re-allocate materials to support new parts of curriculum	District Professional Development days	Teachers, Administration Elementary Math/Science Coordinator	Materials in Science Lab Lesson Plans
Integrate technology into science instruction	Ongoing	Math/Science Coordinator, Jordan, Boulanger	Lesson Plans
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>• Consult with the school nurse and community resources to teach preschool children about nutrition</li> </ul>	Early fall	Teachers Nurse	Lesson Plans List of nutritious snacks
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>• Complete and implement assessments that demonstrate children’s understanding of non-fiction texts (either written, illustrated, or oral)</li> <li>• Implement revised curriculum maps</li> </ul>	Begin in fall  Ongoing	Teachers  Teachers	Evaluation tools  Lesson Plans
<b>Grade 1:</b> <ul style="list-style-type: none"> <li>• Use new pacing guides, benchmarks, and common assessments</li> <li>• Acquire non-fiction literature to support revised curriculum map</li> </ul>	Ongoing  Early fall	Teachers, Math/Science Coordinator, Jordan, Boulanger Jordan	Lesson Plans  Lesson Plans
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>• Implement new science benchmarks</li> <li>• Share best practices as a team</li> </ul>	Ongoing  Grade level meetings	Teachers, Science Coordinator, Jordan, Boulanger	Lesson Plans

<b>Grade 3:</b> <ul style="list-style-type: none"> <li>Rocks/minerals presentation Discovery Museum</li> </ul>	Spring	Teachers	Culminating presentation
<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Develop hands-on, differentiated projects for each unit of study</li> </ul>	Ongoing	Teachers	Student projects Lesson Plans
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Develop pretests for curriculum for differentiated curriculum</li> <li>Implement revised curriculum map</li> </ul>	Ongoing	Teachers	Lesson Plans Pretests
	Ongoing	Teachers	MCAS review
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Audubon Salt Marsh Project</li> <li>Joppa Flats (Exploring Plum Island program)</li> <li>Environmental Camp</li> <li>Enrichment Project</li> </ul>	October	Teachers	Student work
	May	Teachers	Student work
	November	Teachers, Jordan, Boulanger	Camp attendance
	Spring	Teachers	Student work, differentiate project proposals, application of chemistry knowledge
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>District Professional Development to address new curriculum maps and benchmarks</li> </ul>	Professional Development days	Science CRC	Staff development sign in sheets Lesson Plans

## Performance Target: Social Studies

- 90 percent of all students will pass social studies assessments of course requirements developed from Massachusetts Frameworks

Objectives or Strategies/Action Steps	Timeline	Person (s) Responsible	Formative Evaluation/ Summative Evaluation
Continue specialized school wide events such as Constitution Day, Camp Historic Newbury, National Geography Bee	Ongoing	Jordan, Boulanger, Kathleen Corcoran	Completion of units of study
Implement and adjust district wide curriculum maps and assessments: work on essential questions	District Professional Development days	CRC	Materials Maps and assessments
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>Make concrete connections to the students' global community with shoe drives</li> </ul>	Winter	Classroom Teachers	Shoe collection
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>Implement Caring, Assertiveness, Responsibility, Empathy, Success (CARES) in the classroom</li> <li>Use literature and activities centered around national holidays</li> </ul>	Fall and ongoing	Kindergarten Teachers	Lesson Plans
<b>Grade 1:</b> <ul style="list-style-type: none"> <li>Incorporate new literature into the curriculum maps</li> </ul>	Ongoing	Teachers	Books will be purchased by the end of the year
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>Implement new social studies curriculum map</li> <li>Share best practices as a team</li> </ul>	Ongoing	Teachers	Lesson Plans
<b>Grade 3:</b> <ul style="list-style-type: none"> <li>York Historical Society field trip</li> </ul>	Spring	Teachers Parent chaperones	Lesson Plans

<b>Grade 4:</b> <ul style="list-style-type: none"> <li>• Build literature collection to address Social Studies standards</li> <li>• Supplemental DVD's to address Social Studies standards</li> <li>• Build student portfolio throughout school year</li> <li>• Project-based oral presentations</li> </ul>	Ongoing	Teachers, Reading Specialist	Lesson Plans
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>• Develop common assessments for grade level</li> <li>• Implement revised curriculum maps</li> </ul>	Ongoing	Teachers	Common Assessments
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>• Volunteers to come in and share experiences of traveling to other continents</li> <li>• Constitution Day</li> <li>• Junior Scholastic Magazine</li> <li>• Align Camp Historic Newbury with Grade 6 Social Studies</li> </ul>	Ongoing	Teachers	Lesson plans, student work
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>• District Professional Development to address the implementation of curriculum maps</li> </ul>	September Weekly Ongoing	Teachers Teachers Teachers	Morning announcements Lesson Plans Lesson Plans
	Professional Development days	CRC	Professional Development sign in sheets

## Performance Target: Specials/Art, Music, Library, Technology, Physical Education

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
<b>Physical Education:</b> <ul style="list-style-type: none"> <li>• Continue to pilot additional cardio/pulmonary fitness activity with integrated assessment mechanism/documentation in AM</li> <li>• Pilot further integration of nutrition and MyPyramid.gov information into Physical Education curriculum</li> <li>• Field Day</li> </ul>	Ongoing  Ongoing  June	Physical education teacher	Lesson plans/ One grade level-portfolio
<b>Music:</b> <ul style="list-style-type: none"> <li>• Integration of classroom curriculum with music curriculum</li> <li>• Concerts winter and spring.</li> <li>• Work towards Arts Festival week for next year</li> </ul>	Ongoing  Ongoing	Music Teacher Classroom teachers	Lesson Plans
<b>Library/Media Department:</b> <ul style="list-style-type: none"> <li>• Establish a flexible model of library/media using another bank of library computers. This allows classes and individual students to be working at the same time.</li> <li>• I.D. fiction/nonfiction research, Atlas, Encyclopedia, Dictionary</li> <li>• Math Open House-Technology aspect of math as part of curriculum for parents and children to interact with</li> </ul>	Ongoing  Ongoing  Family Math Night	Technology Librarian  Library  Technology Math Specialist Teachers	One whole week with open classrooms to show interaction of arts and technology in curriculum Showcase of technology as an integral part of the curriculum
<b>Art:</b> <ul style="list-style-type: none"> <li>• District Arts Festival</li> <li>• Annual all school art exhibit</li> <li>• Enhance communication with parents through newsletter</li> </ul>	March April  Ongoing	Art teacher Art teacher Teachers Art teacher	Art exhibits  Newsletter

**Performance Target: Attendance/Truancy**

- 50 percent reduction in truancy/tardiness from 2008-2009 to 2009-2010

<b>Objectives or Strategies/Action Steps</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Formative/Summative Evaluation</b>
End of year recognition assembly and drawings for perfect attendance	June	Jordan, Boulanger, Stokes	Perfect attendance reports, certificates, newsletter
Violation of attendance policy letters sent as needed	As needed after 12 absences unless medically excused	Jordan, Boulanger	Letters

## Performance Target: Parental/Community Involvement

- Create an infrastructure for parent/community participation that promotes collaboration among stakeholders and empowers parents & community to become meaningfully involved as partners in the local school for the benefit of all children.

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
Parent volunteer recognition	June	Teachers, Jordan, Boulanger	Tokens of appreciation
Continue and expand "Brown Bag" parent volunteer system	Fall	Parents, Teachers, Leadership team	Project work completion
<b>Pre-K:</b> <ul style="list-style-type: none"> <li>• Monthly communication with parents focusing on playing games, book reading, developmental stages of children</li> </ul>	Monthly	Teachers	Communication piece
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>• Improve Power Point for parent information night</li> <li>• Make a home/school connection with a stuffed animal and journal to go home with each student for 2 to 3 days</li> </ul>	February/March Ongoing	Teachers	Completed PowerPoint Lesson Plans/journal
<b>Grade 1:</b> <ul style="list-style-type: none"> <li>• Poetry Day and Habitat Walk About for family members</li> <li>• Brown Bag for copying</li> <li>• Promote staff participation in PTA events</li> <li>• Continue having two family events</li> </ul>	Spring/Winter	Teachers	Lesson plans; student products, parent sign-ins Continue Continue Encourage all teachers to participate in PTA sanctioned functions Good parent turn-out at these events
<b>Grade 2:</b> <ul style="list-style-type: none"> <li>• Continue parent led Junior Great Books</li> </ul>	Ongoing	Teachers Parent led	Weekly groups
<b>Grade 3:</b> <ul style="list-style-type: none"> <li>• Image making author's event</li> <li>• Classroom newsletter</li> </ul>	Ongoing Ongoing	Parent volunteers Teachers Teachers	Lesson Plans, student work, calendar Newsletter
<b>Grade 4:</b> <ul style="list-style-type: none"> <li>• Parent Career shares, especially in scientific fields</li> <li>• Science Fair family evening</li> </ul>	Spring	Teachers, Parents	Calendar Lesson Plans

<b>Grade 5:</b> <ul style="list-style-type: none"> <li>• Continue updating individual web sites</li> </ul>	Ongoing	Teachers	Publication of newsletter and/or creation of Website
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>• Camp Information Night</li> <li>• Meet and Greet</li> <li>• Recognition Dance</li> <li>• Poetry Night</li> <li>• Chaperone field lessons</li> </ul>	Ongoing	Teachers, Parents	Calendar



## Performance Target: Promotion/Course Passing/School Completion Rates

Objectives or Strategies/Action Steps	Time Line	Person Responsible	Formative/ Summative Evaluation
Vertical Team Planning (used to facilitate communications between grade levels in order to increase the promotion rate)	On Professional Development days	Jordan, Boulanger teachers	Lesson plans
Daily Grade Level Team Planning time (used to facilitate communications between grade level team in order to increase the promotion rate)	Weekly	Jordan, Boulanger, and teachers	Calendar, report cards, student success plans
Intervention groups created for ELA and Mathematics using RTI model with data meetings	Ongoing	Teachers Math Specialist, ELA Specialist, Jordan, Boulanger	Schedule and Data meeting
Targeted MCAS tutoring for students (students receiving warning or needs improvement)	Early spring, after school	Jordan, Boulanger	Lesson plans Attendance rosters MCAS
Instructional Support Team (grade level representative teachers and special education teachers meet to discuss proposed interventions for students who are experiencing difficulties in school; use of Light's Scale for Retention)	Weekly	Boulanger and IST committee	IST minutes Calendar
Student Success Plans (plans for specific interventions for targeted low-achieving students as identified by MCAS)	Ongoing, Written in October	Teachers, Jordan	Student success plans

## Performance Target: STUDENT WELL-BEING

- All students will be taught community building skills, interpersonal problem solving and respect for all.
- 50% percent reduction in disciplinary infractions or behaviors that affect personal health and safety.
- Our goal is for no incidences (0%) of student-on-student assaults.

Objectives or Strategies/Action Steps	Time Line	Person (s) Responsible	Formative Evaluation/ Summative Evaluation
Implement Caring, Assertiveness, Responsibility, Empathy, Success (CARES)	Fall Ongoing	Kathleen de Stadler	Lesson Plans
Responsive Classroom training for new staff and follow up for veteran staff	Continuous	Jordan, teachers, whole school	Schedules, lesson plans, observations
Investigate school wide behavior plan proposal	Fall	Leadership Team, staff	Minutes
School wide exercise program (Fit and Lit)	Ongoing	Molesso	Calendar
Volunteer center set up with coffee and tea	Begin in fall	Jordan	Center
Stress healthy snacks to parents	Ongoing	Teachers, Administration	Handouts
Expand Enrichment After-School Programming & Kids Club	Daily and summer	Jordan, Kate Anderson, Carla Collins,	Rosters, flyers, newsletter
Improve communication and understanding between lunch monitors, staff, and students.	Ongoing	Lunch monitors, Jordan, Boulanger	Survey results
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Classroom Management Training for new hires</li> <li>• Child Abuse/Child Neglect Identification/Reporting Training for Teachers</li> <li>• Caring, Assertiveness, Responsibility, Empathy, Success (CARES)</li> </ul>	September September September	New teachers Sue Fallon deStadler, Principals, and DA office	Meeting agenda

# Newbury Elementary Data

## TRITON REGIONAL SCHOOL DISTRICT

### 3-YEAR COMPARISON: 2006—2008 MCAS Newbury Elementary School: Performance Level Results/Percentage of Students

#### GRADE 3 — Reading

Year	Above Proficient	Proficient	Need Improvement	Warning
2008	21	54	24	1
2007	12	48	30	10
2006	23	47	23	7

#### GRADE 3 — Mathematics

Year	Above Proficient	Proficient	Need Improvement	Warning
2008	40	42	13	5
2007	19	44	27	10
2006	5	61	24	11

#### GRADE 4 — English Language Arts

Year	Advanced	Proficient	Needs Improvement	Warning
2008	6	54	35	5
2007	22	53	20	5
2006	8	57	28	7

#### GRADE 4 — Mathematics

Year	Advanced	Proficient	Needs Improvement	Warning
2008	24	37	32	6

2007	14	40	36	9
2006	27	35	33	6

**GRADE 5 — English Language Arts**

Year	Advanced	Proficient	Need Improvement	Warning
2008	24	54	18	5
2007	13	55	28	4
2006	25	56	17	3

**GRADE 5 — Mathematics**

Year	Advanced	Proficient	Need Improvement	Warning
2008	29	40	23	8
2007	29	42	24	5
2006	33	38	24	6

**GRADE 5 — Science/Technology**

Year	Advanced	Proficient	Needs Improvement	Warning
2008	27	35	31	7
2007	31	39	22	8
2006	27	42	28	3

**GRADE 6 — English Language Art**

Year	Advanced	Proficient	Need Improvement	Warning
2008	49	45	3	2
2007	10	64	24	1
2006	16	71	13	0

**GRADE 6 — Mathematics**

Year	Advanced	Proficient	Needs Improvement	Warning
2008	29	45	21	5
2007	10	48	36	6
2006	19	42	28	11

**2006, 2007, 2008 MCAS Results by Student Status  
(Special Education, Title I, LEP) Gender, Race/Ethnicity, Low Income by Grade and Subject  
(English Language Arts and Mathematics)**

**Newbury Elementary School Grade Level 3 — Reading**

STUDENT STATUS	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Students with Disabilities	8	14	6	—	0	0	—	21	33	—	43	50	58	36	17
LEP/FLEP	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Title I	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
GENDER	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Female	48	38	38	25	13	16	54	47	58	19	29	26	2	11	0
Male	38	43	40	21	12	25	37	49	50	29	30	23	13	9	3
RACE/ETHNICITY	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
African American	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Pacific Islander	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	1	2	1	—	—	—	—	—	—	—	—	—	—	—	—
Native American	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
White	84	79	77	24	13	21	46	48	53	23	29	25	7	10	1
LOW INCOME	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08

Yes	4	5	6	25	0	0	25	0	67	50	40	33	0	60	0	
<b>Newbury Elementary School Grade Level 3 — Mathematics</b>																
STUDENT STATUS	Students Included Year & Number			Percent of Students at Each Performance Level by Year												
				Advanced			Proficient			Needs Improvement			Warning/Failure			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
Students with Disabilities	8	13	6	0	15	33	0	8	33	50	38	0	50	38	33	
LEP/FLEP	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—	
Title I	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—	
GENDER	Students Included Year & Number			Percent of Students at Each Performance Level by Year												
				Advanced			Proficient			Needs Improvement			Warning/Failure			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
Female	48	37	38	2	19	42	71	35	34	25	30	21	2	16	3	
Male	37	42	40	8	19	38	49	52	50	22	24	5	22	5	8	
RACE/ETHNICITY	Students Included Year & Number			Percent of Students at Each Performance Level by Year												
				Advanced			Proficient			Needs Improvement			Warning/Failure			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
African American	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—	
Asian or Pacific Islander	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—	
Hispanic	1	2	1	—	—	—	—	—	—	—	—	—	—	—	—	
Native American	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—	
White	83	77	77	5	19	40	63	44	42	22	26	13	11	10	5	
LOW INCOME	Students Included Year & Number			Percent of Students at Each Performance Level by Year												
				Advanced			Proficient			Needs Improvement			Warning/Failure			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
Yes	4	5	6	0	0	83	50	20	0	25	40	17	25	40	0	

**2006, 2007, 2008 MCAS Results by Student Status  
(Special Education, Title I, LEP) Gender, Race/Ethnicity, Low Income by Grade and Subject  
(English Language Arts and Mathematics)**

<b>Newbury Elementary School Grade Level 4 — English Language Arts</b>															
<b>STUDENT STATUS</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Students with Disabilities</b>	11	11	15	0	0	0	18	9	20	55	64	53	27	27	27
<b>LEP/FLEP</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Title I</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>GENDER</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Female</b>	47	49	37	11	29	5	57	61	51	23	8	41	9	2	3
<b>Male</b>	39	36	41	5	14	7	56	42	56	33	36	29	5	8	7
<b>RACE/ETHNICITY</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>African American</b>	0	1	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Asian or Pacific Islander</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Hispanic</b>	0	0	3	—	—	—	—	—	—	—	—	—	—	—	—
<b>Native American</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>White</b>	86	84	75	8	23	7	57	53	55	28	20	35	7	5	4
<b>LOW INCOME</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>



Yes	4	3	8	—	0	0	—	0	25	—	100	38	—	0	37
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**Newbury Elementary School Grade Level 4 — Mathematics**

STUDENT STATUS	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Students with Disabilities	11	11	15	0	0	7	18	9	27	64	27	53	18	64	13
LEP/FLEP	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Title I	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—

GENDER	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Female	47	49	37	28	18	22	28	39	41	38	37	27	6	6	11
Male	39	36	41	26	8	27	44	42	34	26	36	37	5	14	2

RACE/ETHNICITY	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
African American	0	1	0	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Pacific Islander	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	0	0	3	—	—	—	—	—	—	—	—	—	—	—	—
Native American	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
White	86	84	75	27	14	24	35	40	39	33	37	32	6	8	5

LOW INCOME	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Yes	4	3	8	—	0	0	—	33	13	—	66	63	—	0	25

**2006, 2007, 2008 MCAS Results by Student Status  
(Special Education, Title I, LEP) Gender, Race/Ethnicity, Low Income by Grade and Subject  
(English Language Arts and Mathematics)**

<b>Newbury Elementary School Grade Level 5 — English Language Arts</b>															
<b>STUDENT STATUS</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Students with Disabilities</b>	11	10	13	0	0	0	55	20	31	27	50	38	18	30	31
<b>LEP/FLEP</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Title I</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>GENDER</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>07</b>	<b>06</b>	<b>08</b>
<b>Female</b>	39	44	47	31	14	30	54	55	51	15	27	17	0	5	2
<b>Male</b>	33	39	37	18	13	16	58	56	57	18	28	19	6	3	8
<b>RACE/ETHNICITY</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>African American</b>	0	0	1	—	—	—	—	—	—	—	—	—	—	—	—
<b>Asian or Pacific Islander</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Hispanic</b>	1	1	1	—	—	—	—	—	—	—	—	—	—	—	—
<b>Native American</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>White</b>	71	82	82	25	13	24	55	56	55	17	27	17	3	4	4
<b>LOW INCOME</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>

Yes	3	2	5	—	—	0	—	—	50	—	—	50	—	—	0
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**Newbury Elementary School Grade Level 5 — Mathematics**

STUDENT STATUS	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Students with Disabilities	11	10	13	9	0	0	9	10	38	55	50	23	27	40	38
LEP/FLEP	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Title I	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—

GENDER	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Female	39	44	47	31	30	32	41	36	43	21	27	19	8	7	6
Male	33	39	37	36	28	24	33	49	38	27	21	27	3	3	11

RACE/ETHNICITY	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
African American	0	0	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Pacific Islander	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	1	1	1	—	—	—	—	—	—	—	—	—	—	—	—
Native American	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
White	71	82	82	32	29	29	38	43	41	24	23	23	6	5	6

LOW INCOME	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Yes	3	2	5	—	—	0	—	—	33	—	—	67	—	—	0

**2006, 2007, 2008 MCAS Results by Student Status  
(Special Education, Title I, LEP) Gender, Race/Ethnicity, Low Income by Grade and Subject  
(English Language Arts and Mathematics)**

<b>Newbury Elementary School Grade Level 6 — English Language Arts</b>															
<b>STUDENT STATUS</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Students with Disabilities</b>	7	11	12	—	0	17	—	55	50	—	36	17	—	9	17
<b>LEP/FLEP</b>	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Title I</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>GENDER</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Female</b>	33	37	45	18	16	49	73	65	44	9	19	4	0	0	2
<b>Male</b>	46	30	41	15	3	49	70	63	46	15	30	2	0	3	2
<b>RACE/ETHNICITY</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>African American</b>	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Asian or Pacific Islander</b>	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>Hispanic</b>	0	0	2	—	—	—	—	—	—	—	—	—	—	—	—
<b>Native American</b>	0	0	1	—	—	—	—	—	—	—	—	—	—	—	—
<b>White</b>	78	67	83	17	10	51	71	64	43	13	24	4	0	1	2
<b>LOW INCOME</b>	<b>Students Included Year &amp; Number</b>			<b>Percent of Students at Each Performance Level by Year</b>											
				<b>Advanced</b>			<b>Proficient</b>			<b>Needs Improvement</b>			<b>Warning/Failure</b>		
	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>Yes</b>	6	1	9	—	—	0	—	—	78	—	—	11	—	—	11

**Newbury Elementary School Grade Level 6 — Mathematics**

STUDENT STATUS	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Students with Disabilities	7	11	12	—	0	0	—	27	17	—	36	58	—	36	25
LEP/FLEP	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Title I	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
GENDER	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Female	33	37	45	18	11	29	48	49	44	21	32	20	12	8	7
Male	46	30	41	20	10	29	37	47	46	33	40	22	11	3	2
RACE/ETHNICITY	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
African American	0	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Pacific Islander	1	0	0	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	0	0	1	—	—	—	—	—	—	—	—	—	—	—	—
Native American	0	0	1	—	—	—	—	—	—	—	—	—	—	—	—
White	78	67	83	19	10	30	41	48	46	28	36	19	12	6	5
LOW INCOME	Students Included Year & Number			Percent of Students at Each Performance Level by Year											
				Advanced			Proficient			Needs Improvement			Warning/Failure		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
Yes	6	1	9	—	—	0	—	—	33	—	—	44	—	—	23

## Aggregate

	A	B	C	D	E	F	G	H	I	J	K
1		Newbury Elementary School Baseline Improvement Targets									
2		Percent of Students in Proficient and Advanced by School Year									
3											
4		Group or Subgroup: Aggregate									
5											
6		Grade	3		4		5		6		
7		Subject	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
8		2006 Actual	70%	66%	65%	62%	81%	71%	87%	61%	
9		2007 Actual	60%	63%	75%	54%	68%	71%	74%	58%	
10		2008 Actual	75%	82%	60%	61%	78%	69%	94%	74%	
11		2009	79%	85%	67%	68%	82%	74%	95%	78%	
12		2010	83%	88%	73%	74%	85%	79%	96%	83%	
13		2011	88%	91%	80%	81%	89%	85%	97%	87%	
14		2012	92%	94%	87%	87%	93%	90%	98%	91%	
15		2013	96%	97%	93%	94%	96%	95%	99%	96%	
16		2014	100%	100%	100%	100%	100%	100%	100%	100%	
17		Difference (2008 to 2014)	25%	18%	40%	39%	22%	31%	6%	26%	
18		Avg. Annual Increase	4.2%	3.0%	6.7%	6.5%	3.7%	5.2%	1.0%	4.3%	

19											
20		Group or Subgroup: Low Income									
21											
22		Grade	3	4	5	6					
23		Subject	ELA Math	ELA Math	ELA Math	ELA Math					
24		2006 Actual	50% 50%	N/A N/A	100% 99%	72% 43%					
25		2007 Actual	n/a n/a	n/a n/a	n/a n/a	n/a n/a					
26		2008 Actual	67% 67%	25% 13%	40% 60%	78% 33%					
27		2009	73% 73%	38% 28%	50% 67%	82% 44%					
28		2010	78% 78%	50% 42%	60% 73%	85% 55%					
29		2011	84% 84%	63% 57%	70% 80%	89% 67%					
30		2012	89% 89%	75% 71%	80% 87%	93% 78%					
31		2013	95% 95%	88% 86%	90% 93%	96% 89%					
32		2014	100% 100%	100% 100%	100% 100%	100% 100%					
33		Difference (2008 to 2014)	33% 33%	75% 87%	60% 40%	22% 67%					
34		Avg. Annual Increase	5.5% 5.5%	12.5% 14.5%	10.0% 6.7%	3.7% 11.2%					
35											
36		Newbury Elementary School Improvement Targets									
37											
38		Group or Subgroup: Students with Disabilities									
39											
40		Grade	3	4	5	6					
41		Subject	ELA Math	ELA Math	ELA Math	ELA Math					
42		2006 Actual	13% 0%	18% 18%	55% 18%	67% 22%					
43		2007 Actual	21% 23%	9% 9%	20% 10%	55% 27%					
44		2008 Actual	34% 34%	20% 34%	31% 38%	67% 17%					
45		2009	45% 45%	33% 45%	43% 48%	73% 31%					
46		2010	56% 56%	47% 56%	54% 59%	78% 45%					
47		2011	67% 67%	60% 67%	66% 69%	84% 59%					
48		2012	78% 78%	73% 78%	77% 79%	89% 72%					
49		2013	89% 89%	87% 89%	89% 90%	95% 86%					
50		2014	100% 100%	100% 100%	100% 100%	100% 100%					

51		Difference (2008 to 2014)	66%	66%	80%	66%	69%	62%	33%	83%	
52		Avg. Annual Increase	11.0%	11.0%	13.3%	11.0%	11.5%	10.3%	5.5%	13.8%	
53											
54		Group or Subgroup:	Gender/Female								
55											
56		Grade	3		4		5		6		
57		Subject	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
58		2006 Actual	79%	96%	68%	56%	85%	69%	91%	66%	
59		2007 Actual	60%	54%	90%	57%	69%	66%	81%	60%	
60		2008 Actual	74%	76%	56%	63%	81%	75%	93%	73%	
61		2009	78%	80%	63%	69%	84%	79%	94%	78%	
62		2010	83%	84%	71%	75%	87%	83%	95%	82%	
63		2011	87%	88%	78%	82%	91%	88%	97%	87%	
64		2012	91%	92%	85%	88%	94%	92%	98%	91%	
65		2013	96%	96%	93%	94%	97%	96%	99%	96%	
66		2014	100%	100%	100%	100%	100%	100%	100%	100%	
67		Difference (2008 to 2014)	26%	24%	44%	37%	19%	25%	7%	27%	
68		Avg. Annual Increase	4.3%	4.0%	7.3%	6.2%	3.2%	4.2%	1.2%	4.5%	
69											
70			Newbury Elementary School Improvement Targets								
71											
72		Group or Subgroup:	Gender/Male								
73											
74		Grade	3		4		5		6		
75		Subject	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
76		2006 Actual	58%	57%	61%	70%	76%	69%	85%	57%	
77		2007 Actual	61%	71%	56%	50%	69%	77%	66%	57%	
78		2008 Actual	75%	88%	63%	61%	73%	62%	95%	75%	
79		2009	79%	90%	69%	68%	78%	68%	96%	79%	
80		2010	83%	92%	75%	74%	82%	75%	97%	83%	
81		2011	88%	94%	82%	81%	87%	81%	98%	88%	
82		2012	92%	96%	88%	87%	91%	87%	98%	92%	



<b>83</b>		2013	96%	98%	94%	94%	96%	94%	99%	96%	
<b>84</b>		2014	100%	100%	100%	100%	100%	100%	100%	100%	
<b>85</b>		Difference (2008 to 2014)	25%	12%	37%	39%	27%	38%	5%	25%	
<b>86</b>		Avg. Annual Increase	4.2%	2.0%	6.2%	6.5%	4.5%	6.3%	0.8%	4.2%	