



# Hannah Elementary

## School Report Card

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**Report Card:**

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

**Mission Statement:**

The Beverly Public Schools, through the integration of home, school, and community, will enable each student to reach his or her full potential by developing intellectual, environmental, and citizenship skills as a result of an academically challenging and diverse education. The schools will foster in each student the ability to become a life-long learner, to respect the uniqueness of the individual, and to make a contribution to his or her community.

**Grades Offered:** K, 01, 02, 03, 04, 05

**Percent of teachers licensed:** 97%

**Percent of core academic classes taught by highly qualified teachers:** 95%

**Grade 03 – English Language Arts - Reading**

	Participation		% Students at Each Performance Level		
	#	%	P	NI	W/F
<b>STUDENT STATUS</b>					
Regular	57	100	74	25	2
Disabled	12	100	25	50	25
<b>GENDER</b>					
Female	38	100	68	26	5
Male	31	100	61	32	6
<b>RACE/ETHNICITY</b>					
African American/Black	2	100			
Asian or Pacific Islander	2	100			
Hispanic	2				
Mixed or Other	5	100			
White	58	100	64	29	7
<b>FREE LUNCH</b>	17	100	35	59	6
<b>ALL STUDENTS</b>					
2002	69	100	65	29	6
2001	67	99	64	34	1
<b>DISTRICT</b>					
2002	347	99	75	21	4
2001	385	99	72	24	4
<b>STATE</b>					
2002	74218	98	67	27	6

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

## "Redistricted" Data

As you know, the Beverly elementary schools experienced a redistricting of their student populations. A major reason for collecting and reporting performance data is to reflect the improvement of our school and district over time. Rather than use the results achieved in previous years of MCAS exams, school administrators actually took that data and performed a "hypothetical redistricting", i.e., reorganized the data for grade four as if the schools had been redistricted all along. We even reassigned students in district-wide programs to the schools where the programs exist today. We believe this provides a better basis of comparison for progress over time. We only did this for fourth grade scores since it is the scores from this grade that are used to measure Adequate Yearly Progress. Thus, what you see below reflects this "redistricted" performance at Hannah while the Grade 3 Reading scores on the first page are for students who actually attended our school.

### Grade 04 – English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>ALL STUDENTS (Redistricted)</b>						
2002	54	99	9	39	50	2
2001	46	99	9	61	26	4
<b>DISTRICT</b>						
2002	383	99	8	49	37	5
2001	366	97	8	53	35	5
<b>STATE</b>						
2002	75077	97	8	46	37	10

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

### Grade 04 – Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>ALL STUDENTS (Redistricted)</b>						
2002	55	100	15	29	47	9
2001	47	100	13	28	45	15
<b>DISTRICT</b>						
2002	383	99	15	26	44	14
2001	367	98	10	28	50	13
<b>STATE</b>						
2002	75758	98	12	27	42	19

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

Adequate Yearly Performance of School (Redistricted)										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
04	ELA	72.1	+ 4.0	82.5	High	Above Target	Y	Y	Y	Y
04	MTH	82.6	+ 2.5	74.8	Moderate	Declined	Y	Y	Y	Y

## **Parent Notification**

Regarding the professional qualifications of any student's classroom teacher(s), parents may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license or waiver through which the State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

## **Data Definitions**

### **Enrollment**

**Limited English Proficient:** are 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

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**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.

**Percentage 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.

### **MCAS Student Status**

**Regular:** Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities:** Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient:** They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

**Race/Ethnicity:**

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

**Eligible for F/RP Lunch:**

Students eligible for free or reduced price lunch.

**Performance Level Definitions**

(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.

### **Adequate Yearly Progress Performance (School)**

Detailed information on the Department of Education's school performance rating process can be found on the Department website at <http://www.doe.mass.edu/ata/sda.html#sprp>.

**Base PI** - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Imp. Target** - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

**Cycle II PI** - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Perf. Rating** - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

**Imp. Rating** - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

**AYP** - A determination of whether the school has made "adequate yearly progress".