



# 2016 Massachusetts School Report Card Overview LEICESTER MEMORIAL ELEMENTARY (01510005)

Leicester Public School District (01510000) 11 Memorial School Dr, Leicester, MA 01524  
 Tina Boss, Principal  
 Grades Served: 03,04,05  
 Phone: 508.892.7048  
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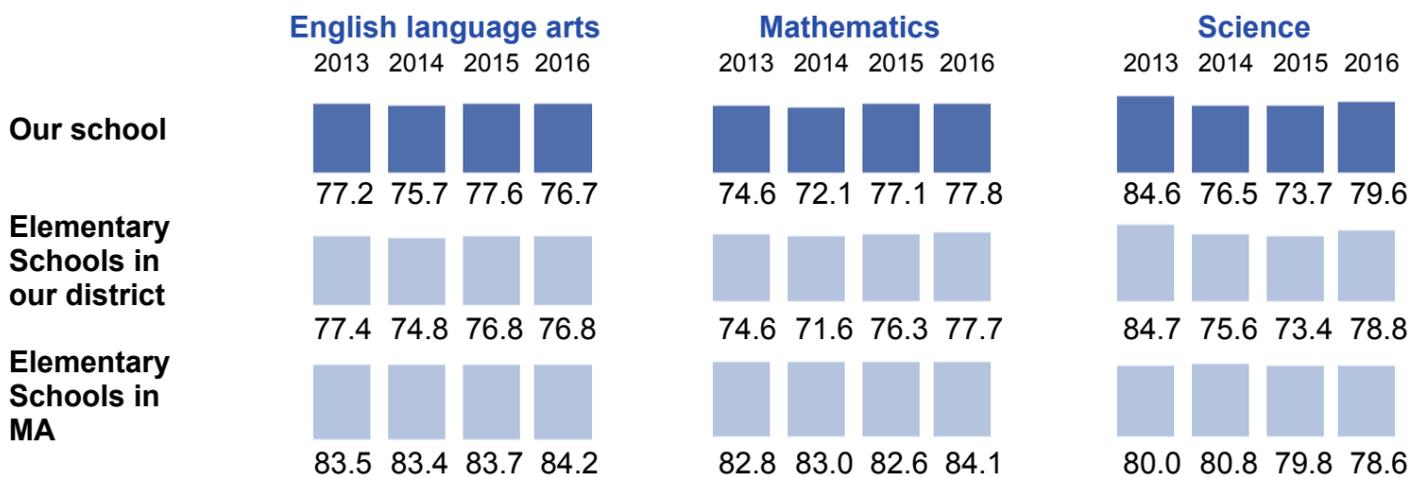
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

## How is our school doing overall?

Accountability and assistance levels		School percentile										
<b>Our school</b>	<b>Level 3</b> Among lowest performing 20% of schools	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. 1 25 50 75 99 Lowest performing Highest performing										
<b>Our district</b>	<b>Level 3</b> One or more schools in the district classified into Level 3											
Most <b>schools</b> 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 <b>district</b> is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <a href="http://www.mass.gov/ese/accountability">http://www.mass.gov/ese/accountability</a>		<b>Overall progress in narrowing gaps</b> Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.										
		<table border="0"> <tr> <td><b>All students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>High needs students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>Economically disadvantaged</b></td> <td>-</td> </tr> <tr> <td><b>Students with disabilities</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>English language learners &amp; former ELLs</b></td> <td>-</td> </tr> </table>	<b>All students</b>	Did Not Meet Target	<b>High needs students</b>	Did Not Meet Target	<b>Economically disadvantaged</b>	-	<b>Students with disabilities</b>	Did Not Meet Target	<b>English language learners &amp; former ELLs</b>	-
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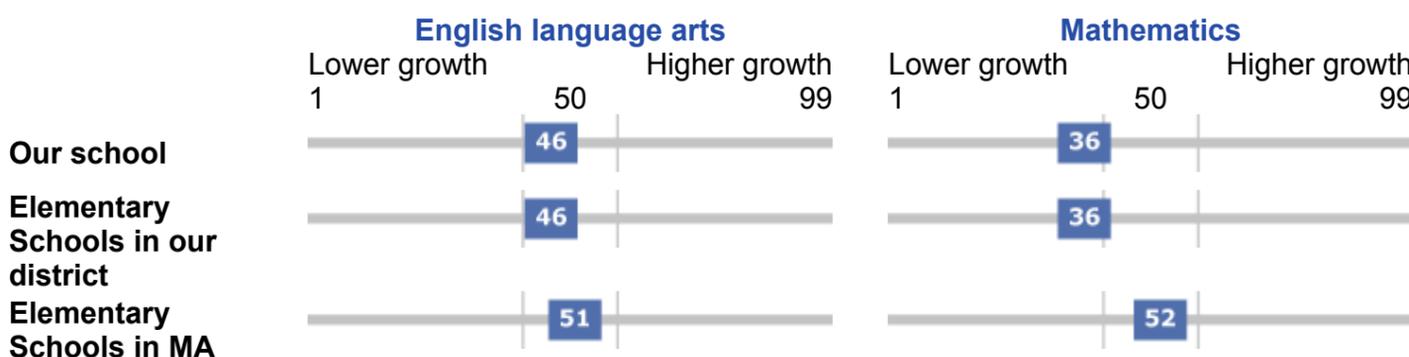
## How does our school's achievement over time compare to the district and the state?

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



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

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





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

Total enrollment	Our school	Our district	Our state
	361	1,604	953,429

	Our school		Elementary Schools in our district		Elementary Schools in MA	
	#	%	#	%	#	%
Economically disadvantaged students	72	19.9	72	19.9	105,033	29.7
Students with disabilities	55	15.2	55	15.2	54,668	15.4
English language learners	9	2.5	9	2.5	41,225	11.6

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

General information	Our school	Elementary Schools in our district	Elementary Schools in MA
Teachers (#)	21.1	21.1	25,630.9
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	96.5
Average class size (#)	22.3	22.3	19.6
Student : teacher ratio	17.1 to 1	17.1 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 (%)	98.1	98.1	95.7
2016 Average days absent per student (#)	3.4	3.4	7.4
2016 Chronic absenteeism rate (%)	0.5	0.5	8.7

Discipline	Our school	Elementary Schools in our district	Elementary Schools in MA
2016 In-school suspension rate (%)	1.1	1.1	0.5
2016 Out-of-school suspension rate (%)	1.1	1.1	0.9

High school completion	Our school	Our district	Our state
2014 5-year graduation rate (%)	-	91.9	88.5
2015 4-year graduation rate (%)	-	86.2	87.3
2015 annual dropout rate (%)	-	1.6	1.9
2014 graduates attending institutions of higher education* (%)	-	74.4	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	-	45.8	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	-	57.2	66.5
2016 SAT average score - Reading	-	524	509
2016 SAT average score - Writing	-	513	497
2016 SAT average score - Math	-	529	522
2015 MassCore** - Completing a rigorous course of study (%)	-	99.0	72.3

\*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

\*\*MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

## What else should you know about our school?

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

Published by the Massachusetts Department of Elementary and Secondary Education



# Leicester Memorial School

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TINA BOSS

Principal

JOANNE FORSYTHE

Assistant Principal

December 22, 2016

Dear Parent or Guardian:

Enclosed is an overview of Memorial School's state "report card." Report cards answer important questions about a school's overall performance and contain specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in the district and the state, and the progress made toward narrowing proficiency gaps for different groups of students.

In this report you will find the following important information about our school:

**Student enrollment and teacher quality:** This section of the report card provides information about the students and teachers in our school as compared to the district and the state. Memorial School is a school that receives federal Title I funds. Because of that, you have the right to request information about the qualifications of your child's classroom teacher.

**Assessment results:** This section of the report shows how our students are performing on the PARCC, (Partnership for Assessment of Readiness for College and Careers) and Science MCAS (Massachusetts Comprehensive Assessment System) tests as compared to the district and the state.

**School and district accountability information:** This section of the report contains three important pieces of information:

- Accountability and Assistance Levels
- School Percentiles
- Progress and Performance Index (PPI)

At Leicester Memorial School, we are engaged in a continuous cycle of reflection and improvement. In order to meet the changing needs of our learners, Memorial School has strengthened some existing practices as well as introduced some new strategies. To achieve this goal, we are implementing a two-pronged approach to address both academic and social-emotional needs.

Staff at Memorial School has received in depth training and worked hard over the summer to launch our Positive Behavior Intervention and Supports (PBIS) initiative. "Classroom management and preventive school discipline must be integrated and work together with effective academic instruction in a positive and safe school climate to maximize success for all students." (PBIS.org) This initial work allowed our school community to start the year by building a positive learning environment through a lot of modeling, communication, and shared expectations. Ongoing training is planned for the school year to ensure that staff has the support they need to maintain a positive and safe school climate for our students.

The necessary complement to PBIS is a strong academic instructional model. We have analyzed our mathematics and English Language Arts instructional resources and determined that we have the right resources in place. These resources are current and aligned with the content standards in each area. Understanding that each student in every classroom has diverse learning needs, we are implementing a workshop instructional model in both mathematics and English Language Arts which will allow our teachers to differentiate small group lessons to meet individual student needs. Through this model, the teacher can maintain a common curriculum, while adapting instructional techniques and content to improve student learning outcomes. We are supporting teachers as they engage with this new model through ongoing training.

To meet the needs of our most at risk students, we continue to build on our robust intervention system. Students who are at the most risk of not meeting grade-level standards are given additional small group targeted instruction during the workshop models and their progress towards meeting grade-level standards is monitored bi-weekly.

We look forward to the positive impact that these initiatives will have in order to turn around our performance on state testing and ensure that all of our students succeed.

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 508-892-7048.

Sincerely,

Tina Boss, Principal