



The Northbridge Public Schools

Town of Northbridge

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

Amy McKinstry, Superintendent of Schools
Jill Healy, Director of Curriculum

Melissa Walker, Director of Business and Finance
Greg Rosenthal, Director of Pupil Personnel Services

January 28, 2020

Dear Families:

Every year, each public school and school district in Massachusetts receives a report card. Just as your child's report card shows how they are doing in different subjects, the school's report card is designed to show families how our school is doing in different areas. A link to our school's report card is available at <http://reportcards.doe.mass.edu/2019/02140001>

The report card includes multiple measures of a school's performance – more than just MCAS scores. It represents a new way of looking at school performance, by providing information on student achievement, teacher qualifications, student learning opportunities, and more.

Report cards are designed to be useful tools for everyone connected to our school. Families can use the information to have meaningful conversations with us about what the school is doing well and where there is room for improvement. Community and education leaders can use the information to better understand how to support students and our school.

You will notice on our report card that we are exceeding with retaining highly qualified, licensed teachers as well as maintaining appropriate student attendance rates in comparison to the state. To improve student achievement in our school, we believe in providing the highest quality education for every student. To meet this goal, this year we continue to implement a three-tiered approach to instruction. This process is known nationally as Response to Intervention or RTI. Teachers use a Universal Screener three times a year to determine which students are in need of additional skill-based instruction. Students needing additional instruction/intervention are monitored regularly to ensure the intervention is working. Each year we make adjustments to the model based on MCAS and other assessment data.

In addition, we are working to improve student attendance and increase parent/community involvement and encourage you to become involved in helping us improve our school. We see parents as critical partners in the success of our students and school, and we are grateful for your continued support. 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

Finally, 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, and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you have questions about our school's report card, would like to become involved in school improvement activities, or would like to request information about the qualifications of your child's classroom teacher, please contact us at (508) 234-8161. To see our district's report card or to search for other schools' report cards, visit reportcards.doe.mass.edu.

Sincerely,

Karlene Ross
Principal

2019 School Report Card

Families and communities are critical partners to a school's success. Just as a student's report card shows how they are performing, the school report card shows how a school is performing in multiple areas. It shows the school's strengths and the challenges that need to be addressed to ensure the school is meeting the needs of all students.

W Edward Balmer

Northbridge

Principal

Karlene K Ross

Grades Served

02,03,04

Website

<https://www.nps.org/balmer-elementary-school>

Address

21 Crescent Street,
Whitinsville, MA 01588

Phone

508-234-8161

Title I Status

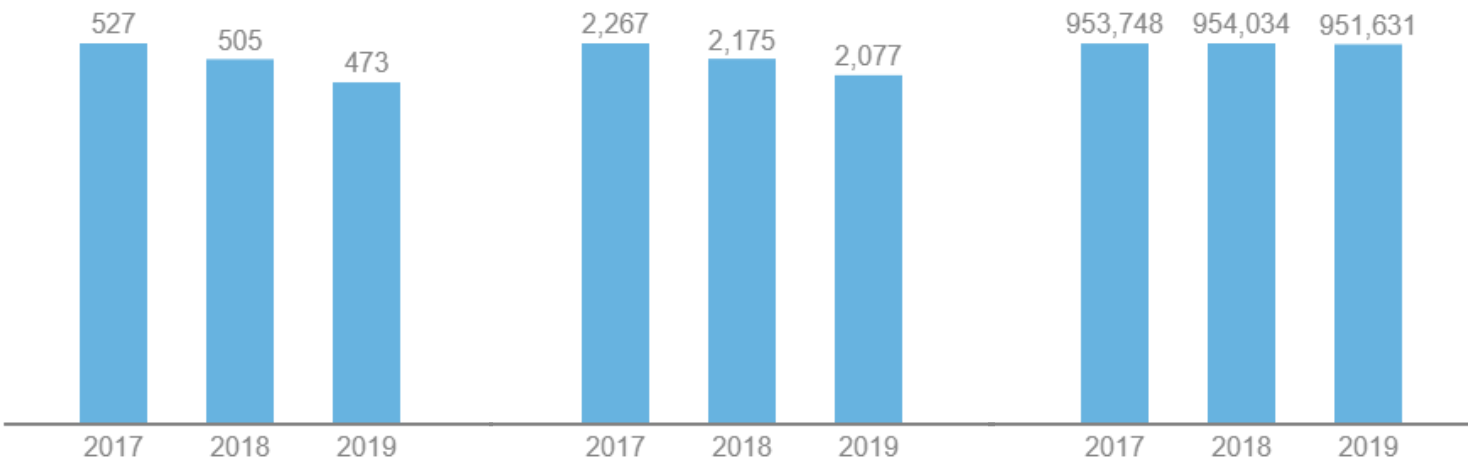
Title I School

► Who are our students and teachers?

Students

Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.



Our School

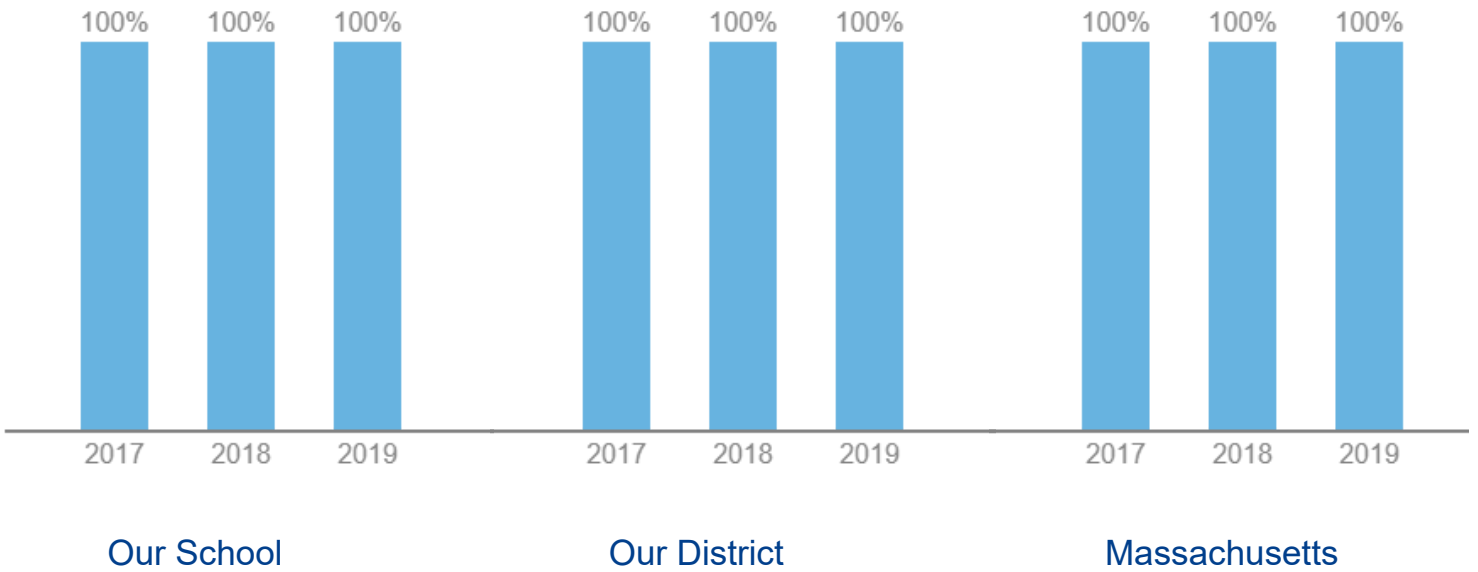
Our District

Massachusetts

Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students ▼



[View more detailed enrollment data](#)

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

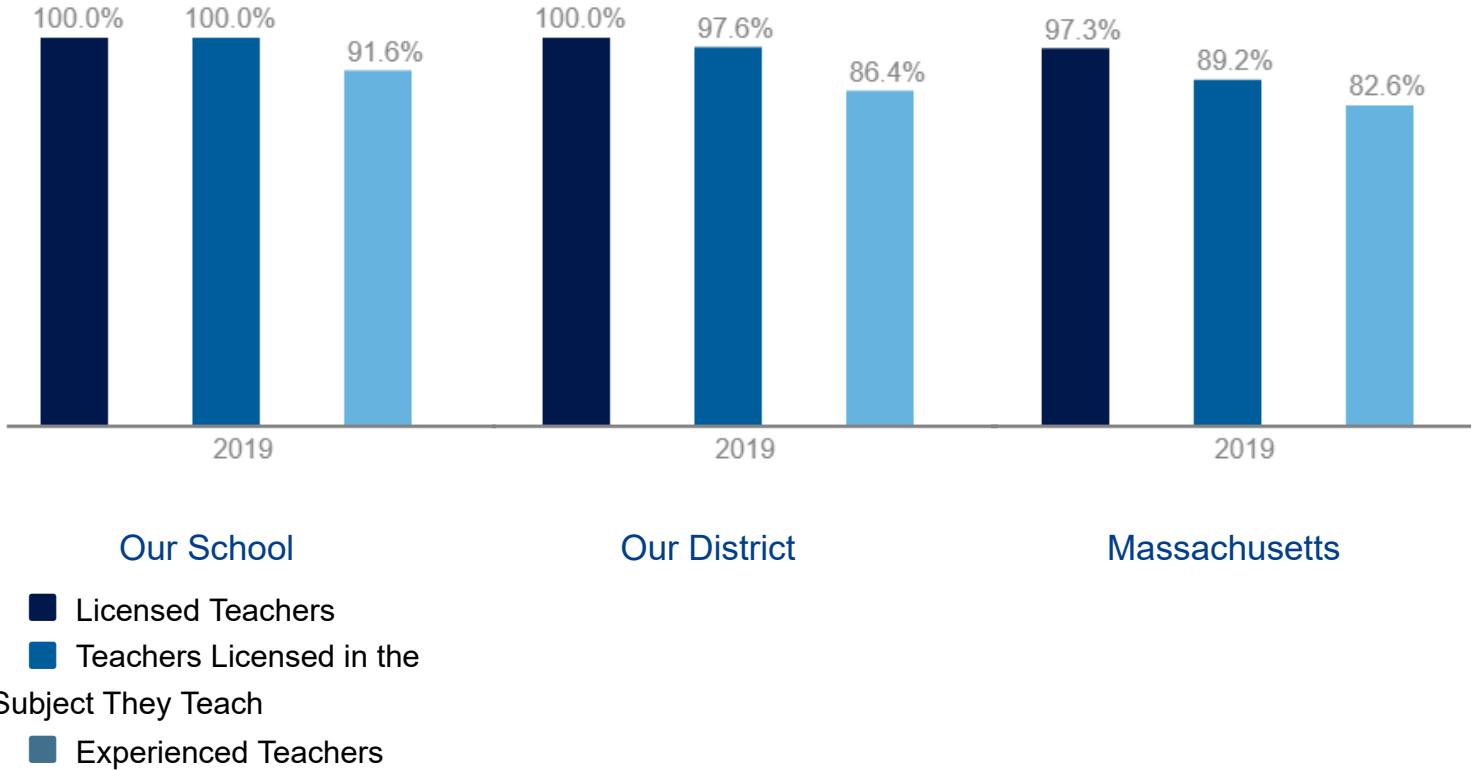
Our School : 35.6

Our District : 164.8

Massachusetts : 73,878.0

Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher’s license.



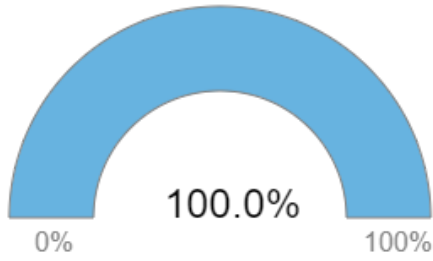
[View more detailed teacher data](#)

► What academic opportunities are available to our students?

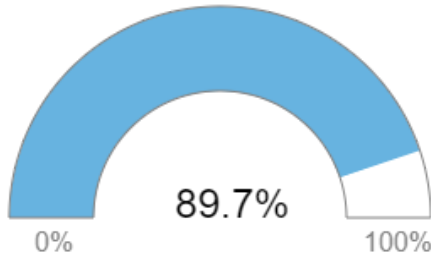
Access to Broad and Challenging Coursework

Access to the Arts

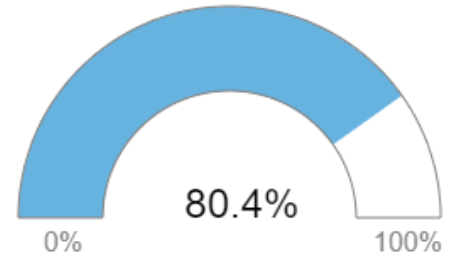
The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.



Our School



Our District

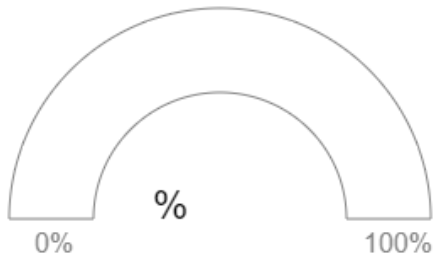


Massachusetts

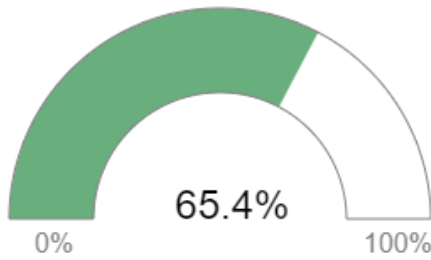
[View more detailed arts data](#)

Advanced Coursework Completion

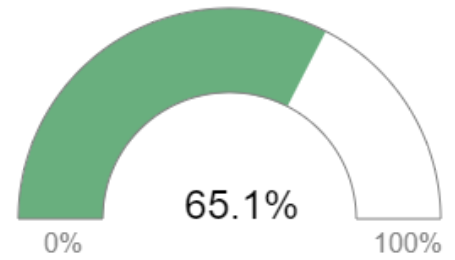
The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Our School



Our District

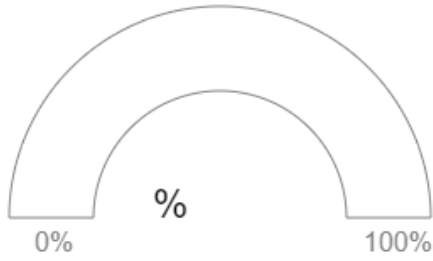


Massachusetts

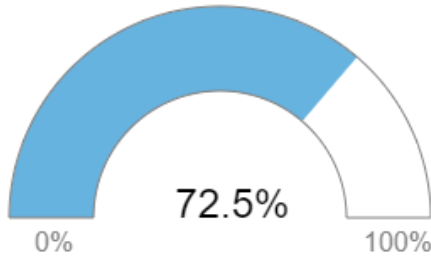
[View more detailed advanced coursework data](#)

Grade 9 Course-Passing

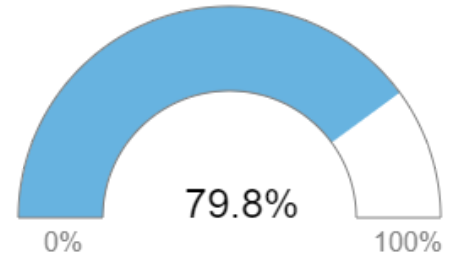
The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.



Our School



Our District

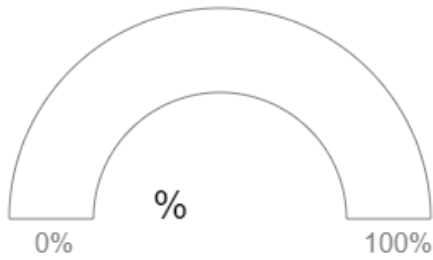


Massachusetts

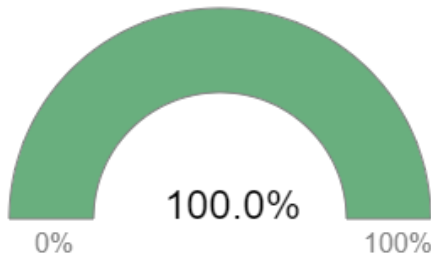
[View more detailed grade 9 course-passing data](#)

MassCore Completion

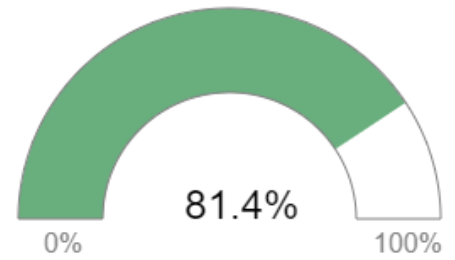
The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses.



Our School



Our District



Massachusetts

[View more detailed MassCore data](#)

► What do student attendance and discipline look like at our school?

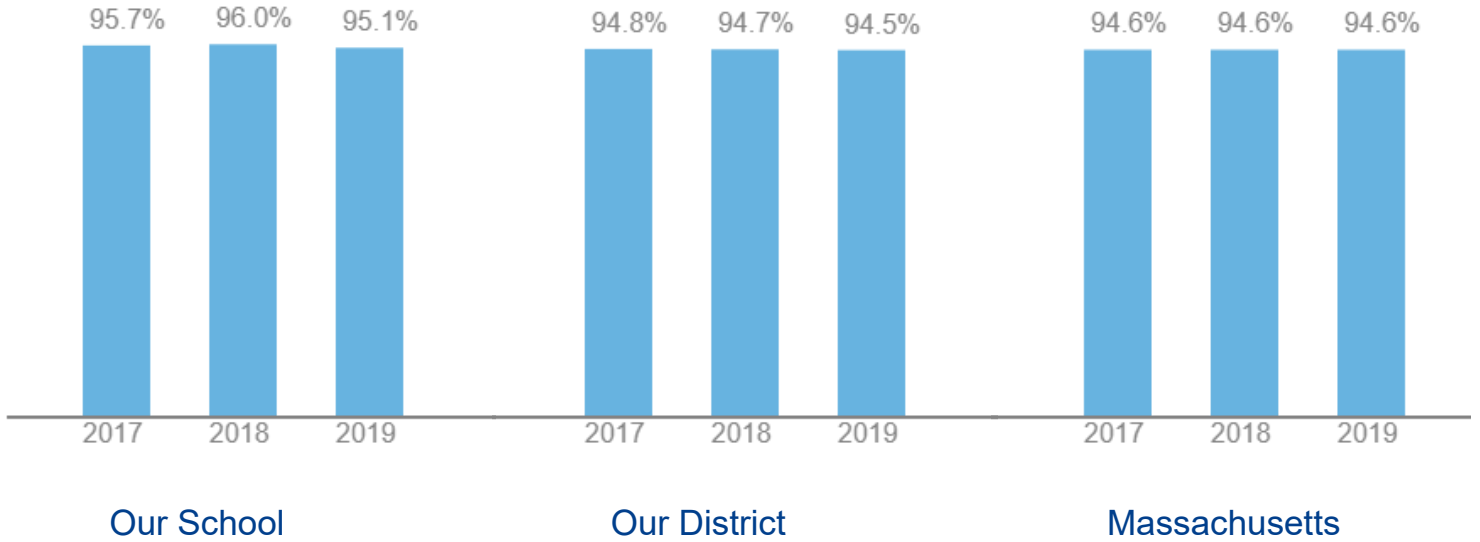
Student Attendance and Discipline

All Students ▼

Attendance

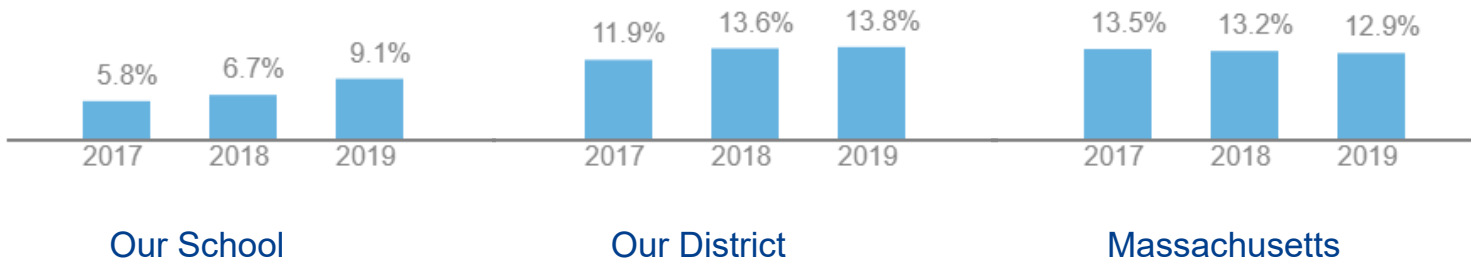
ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.



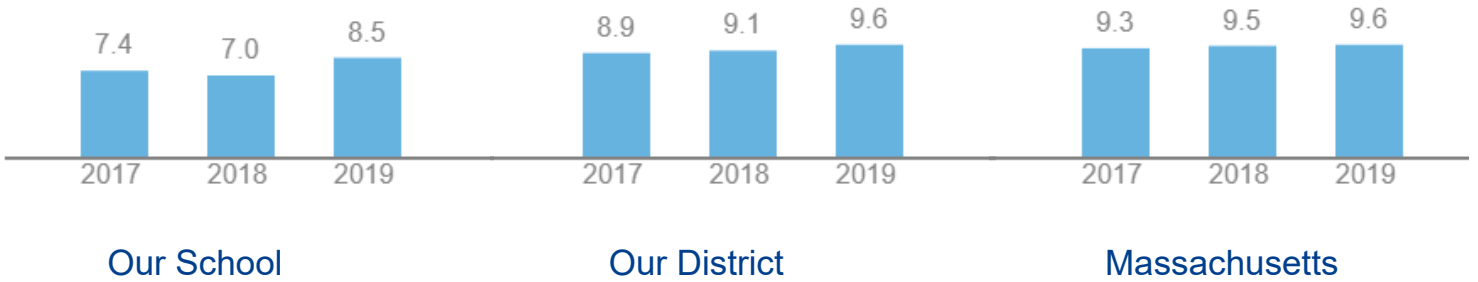
CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.



Average Number of Days Absent

The average number of days of school that a student misses in a school year.

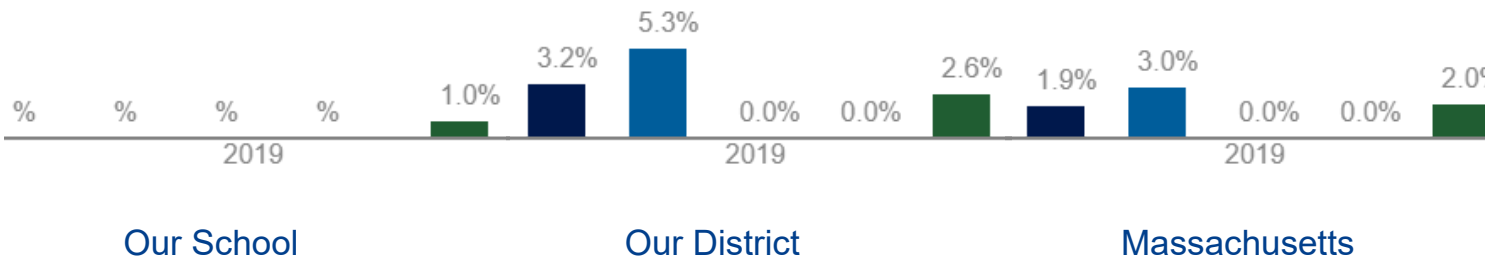


[View more detailed attendance data](#)

Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school), expelled, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. Incidences of violence include harassment, bullying, and other behavior.



- In-School Suspensions
- Out-of-School Suspensions
- Expulsions
- School-Based Arrests

— School Based Incidents

■ Incidences of Violence

[View more detailed discipline data](#) | [View Federal Civil Rights Data Collection data](#)

► How prepared are our students for success after high school?

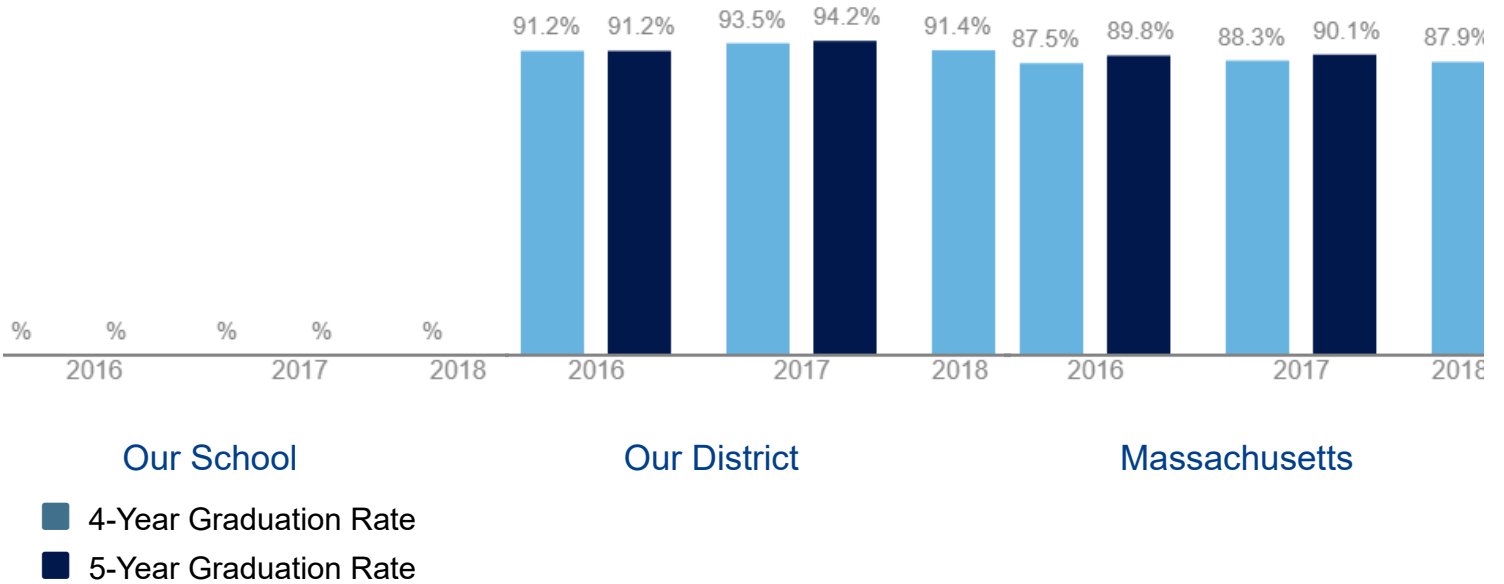
High School Outcomes

All Students ▼

High School Completion

Graduation Rates

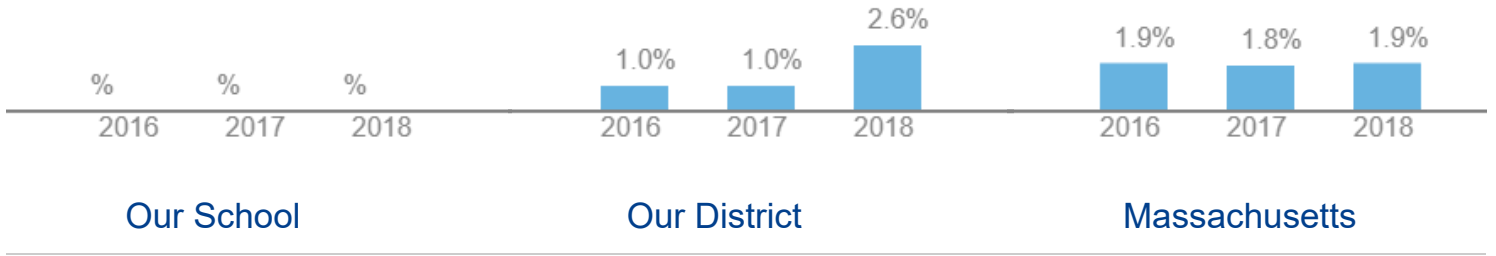
The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.



[View more detailed graduation data](#)

Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.

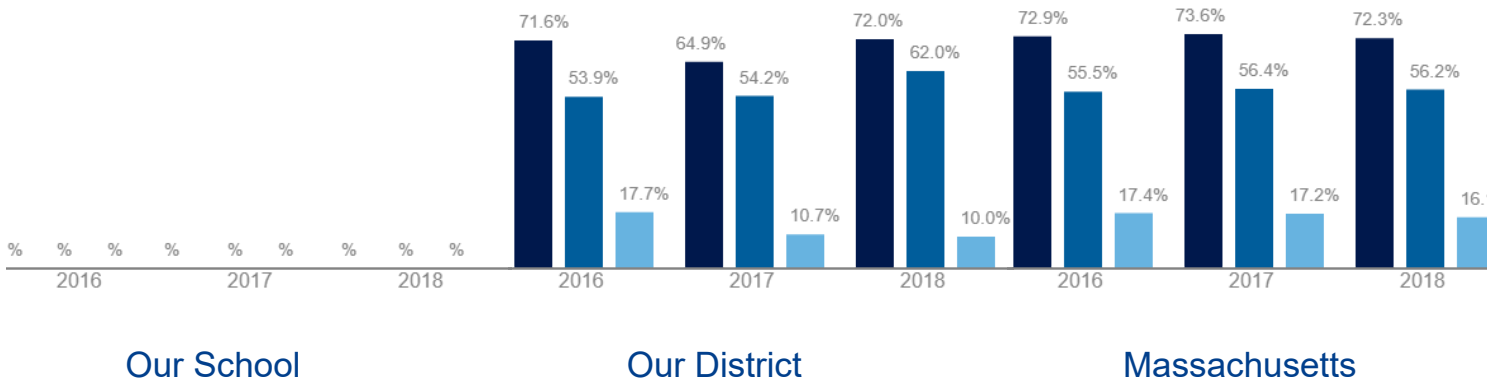


[View more detailed dropout data](#)

Post-Secondary Enrollment

College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.



- Any Post-Secondary Institution
- 4-Year Institution
- 2-Year Institution

[View more detailed post-secondary enrollment data](#)

► How do our students perform on state tests?

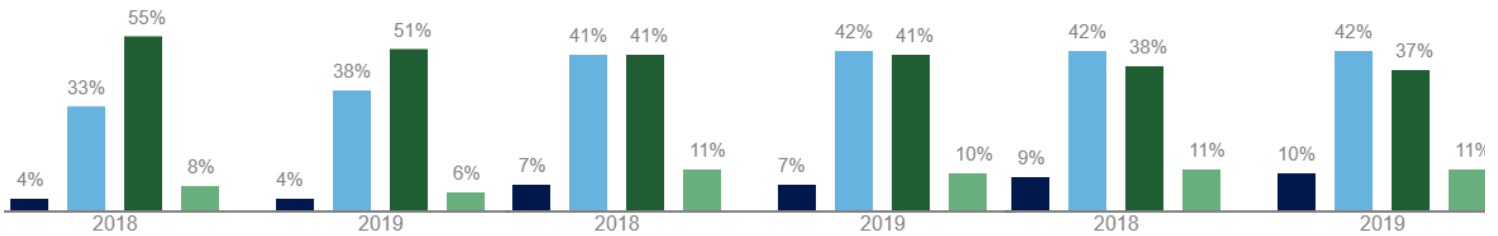
Student Performance on MCAS

Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

All Students ▼

ENGLISH LANGUAGE ARTS (GRADES 03-08)



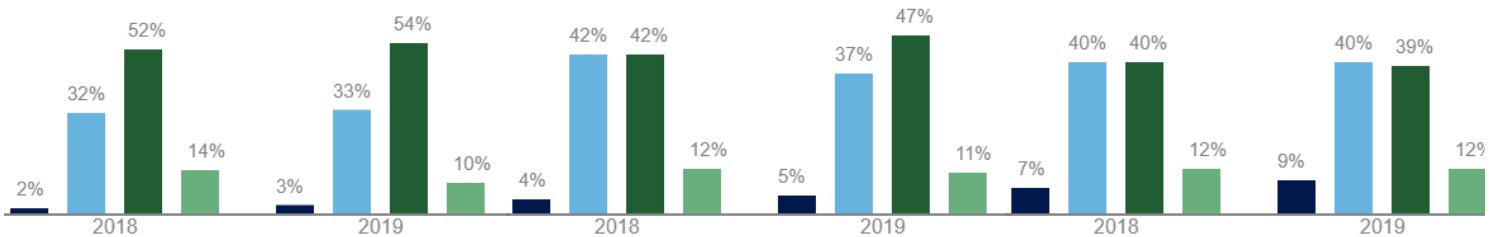
Our School

Our District

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

MATHEMATICS (GRADES 03-08)



Our School

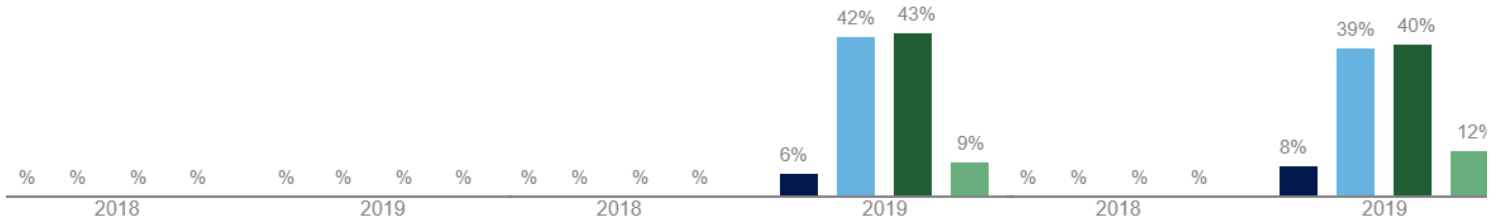
Our District

Massachusetts

- Exceeding Expectations

- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Science (Grade 05 and 08)



Our School

Our District

Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

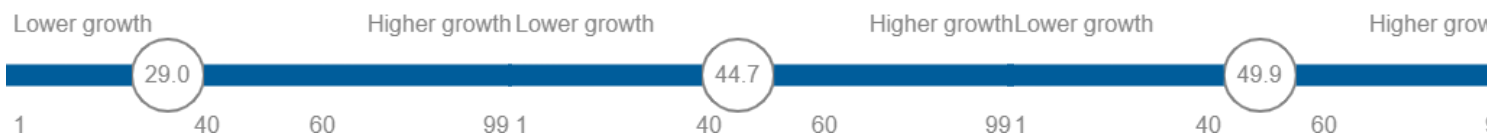
[View more detailed achievement data](#) | [View Massachusetts NAEP data](#) | [View ACCESS for ELLs data](#)

Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students ▼

ENGLISH LANGUAGE ARTS (GRADES 03-08)

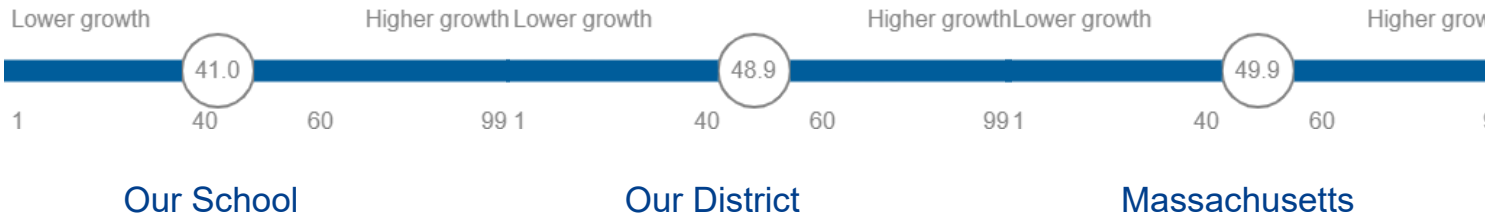


Our School

Our District

Massachusetts

MATHEMATICS (GRADES 03-08)



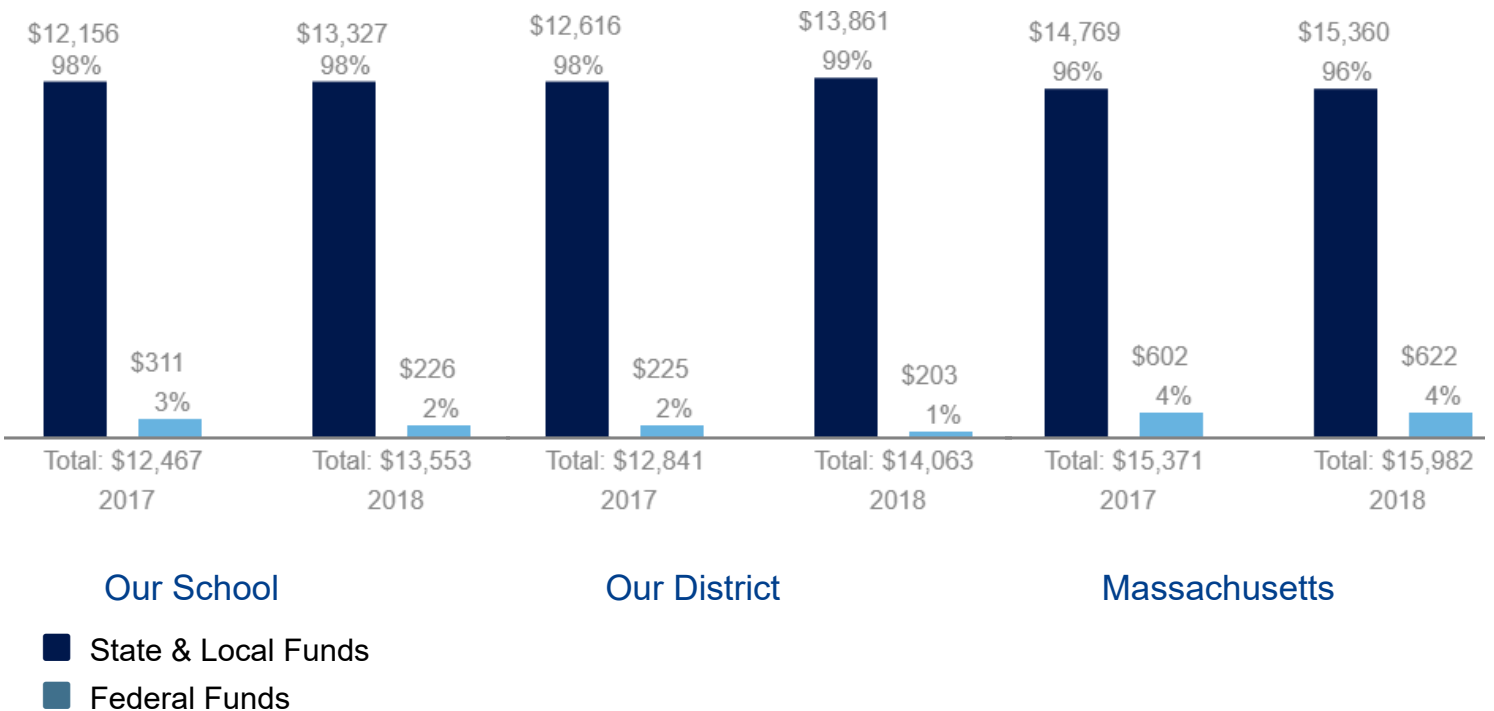
[View more detailed student growth data](#)

► How much does our school spend per student?

Finance

Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.



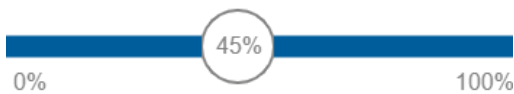
[View more detailed school per pupil spending data](#) | [View more detailed district per pupil spending data](#)

► How is our school doing in the state's accountability system?
Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets

Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.



Our school is making moderate progress toward targets for most accountability measures.

Accountability Percentile

Accountability percentiles (1-99) indicate how a school is performing overall compared to other schools that administer similar MCAS tests. They are calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing.



Overall, our school performs better than 14% of elementary and middle schools statewide.

Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



[View more detailed accountability data](#) |
[View accountability lists](#) | [Learn more about the accountability system](#)

[View our 2018 report card](#)