


Hollis School District

Report Card 2009-2010

Hollis Primary School
Principal:
 Mrs. Elizabeth Allen
Assistant Principal:
 Mrs. Ruth Tuttle

Hollis Upper Elementary School
Principal:
 Mrs. Candice Fowler
Assistant Principal:
 Mrs. Katherine McBride



Hollis School Community

Dear Community Members,

We hope you find this document about the Hollis Schools' academic progress informational. It is important that you understand our schools' performance! After all, each of you contributes to the success of our students through your property taxes. The Department of Education calculates the cost per pupil for each district in the state of NH. The cost per pupil in Hollis is \$13,625.08. There are 62 NH school districts (out of 154 districts) who spend more than that.

What exactly does that get us? Please take a moment to review the NECAP data chart. You will notice in the area of reading that all but one of our grade levels have achieved proficiency levels ranking in the top ten in the state. In math, all grade levels but one are in the top 5 ranking for the state! NWEA data on the reverse side will show you the growth of our students from this past Fall (2009) to Winter (2010).

What impacts academic success?

Data driven lesson planning - Assessment tools such as NWEA, DRA, Aimsweb, DAR, math pre and post testing, and writing prompts are utilized to determine the best learning goals for each student.

Small class sizes contribute to the success as well. Teachers have the ability to meet more frequently with groups and individual students for direct instruction at the student's level when class sizes are kept small.

Sufficient staffing - Teachers, para-educators, special educators, reading specialists, and math support staff ensure that students receive the level of services they need to achieve success. Our schools provide specialized instruction, early intervening services, and differentiated instruction.

These are only some of the important factors and practices we employ in the Hollis School District.

Please check the full Hollis School District Report Card at <http://www.hollis.k12.nh.us> for an in-depth look at our data, detailed information on the various assessments, comparison to other NH schools and more. Click on the "Report Card" button and chose 2009-2010 Report Card.

School budget voting will take place on **March 15, 2010** at 7PM in the **HBMS Gym**. We hope that you will attend and give your support to our schools. Your support will ensure that our students have access to the resources they need to be successful academically.

Report Card Team

Mrs. Carol Mace
 Director of Curriculum and Instruction

Mrs. Candice Fowler
 Principal, HUES

Mrs. Susan Benz
 HSD School Board

Mr. Venu Rao

Mrs. Silvia Harper

Mrs. Michelle Choate

Mrs. Audrey Augun

Mrs. Anat Eshed
 Parents

Hollis NECAP Results

States are required by federal law to develop curriculum standards, assess whether students are proficient in certain areas based on these standards, and require specific interventions if schools do not perform within the defined criteria. The chart below provides information on the percent of Hollis students who are proficient at reading and mathematics. For this year's assessment, information in parentheses represents the number of higher proficiency scores obtained by other schools in NH. For example, 96% (3) means that Hollis scored the 3rd highest proficiency score in the State. The arrows on the diagonals follow the same group of students along the years.

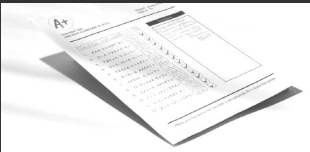
READING	2005	2006	2007	2008	2009
Grade 3	78%	81%	84%	97%	96% (3)
Grade 4	81%	83%	80%	75%	91% (7)
Grade 5	82%	85%	84%	85%	86% (12)
Grade 6	86%	94%	86%	92%	85% (10)
Grade 7					92% (5)

MATH	2005	2006	2007	2008	2009
Grade 3	85%	87%	89%	93%	92% (5)
Grade 4	84%	77%	79%	83%	91% (4)
Grade 5	85%	87%	80%	85%	84% (11)
Grade 6	91%	91%	88%	88%	88% (5)
Grade 7					85% (4)

Feedback, comments and questions with respect to this document can be e-mailed to:
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What are norms?

In 2008, NWEA used data from over 2.8 million students in many states to determine what is an average score. This information helps NWEA determine an individual student's percentile ranking in their age group.

What's in the graph?

- The bars in this graph show the number of students in either reading or mathematics in each performance category.
- The categories are shown above the percentile ranking text and group students' performance from very low to very high.
- The categories themselves are then grouped into overall performance definitions of: below grade level, on grade level and above grade level.

The curve drawn in the middle of the chart represents a "Bell" curve or normal distribution (not to scale). It shows the relative number of students in each place along the percentile ranking. Typically there are fewer students at both ends (very low and very high) and the most students are grouped in the middle.

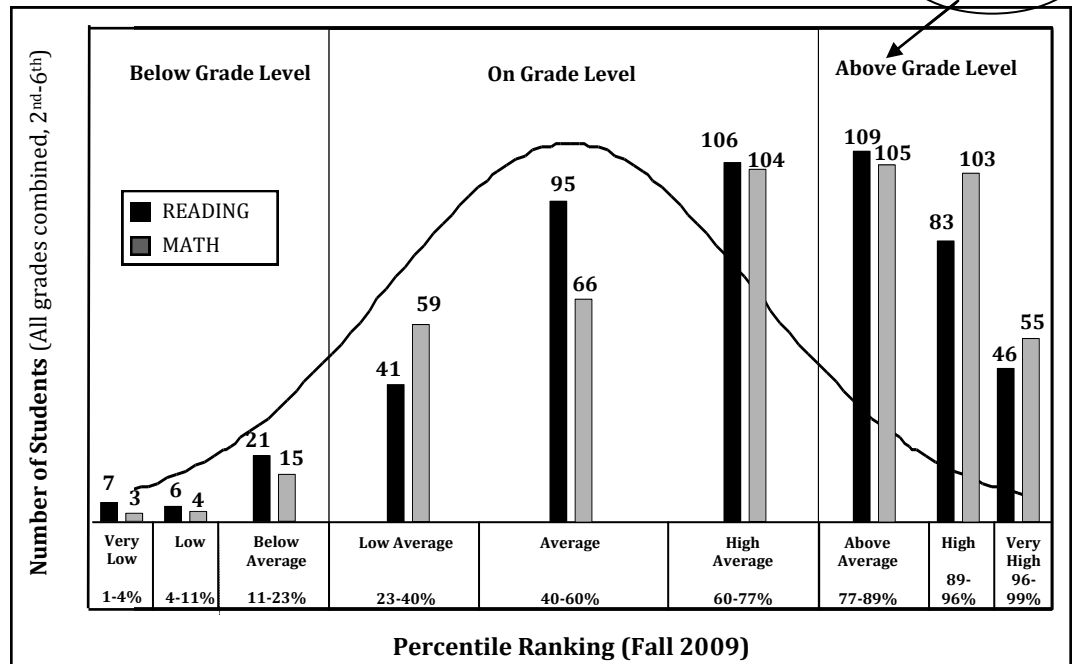
Hollis NWEA Result

Number of Hollis Elementary Schools students (in all grades combined) per various percentile ranking indicators on NWEA National norms (recent norms were obtained in 2008 and consisted of over 2.8 million students across the United States. The "Bell" curve represents these real national norms with total population average at the 50%ile). The data below is from this year's testing.

NWEA 2008 norms can be found at:

<http://www.nwea.org/assets/downloads/980/Normative%20Data%20Sheet v2.pdf>

Not assessed by NECAP



Hollis Students Performance Summary			
Number (percent) of students in grade level category			
READING			
Grade Level Indicator	Fall 2009	Winter 2010	Change
Below Grade Level	34 (6.6%)	23 (4.5%)	-11
On Grade Level	242 (47.1%)	222 (43.1%)	-20
Above Grade Level	238 (46.3%)	270 (52.4%)	+32

Hollis Students Performance Summary			
Number (percent) of students in grade level category			
MATHEMATICS			
Grade Level Indicators	Fall 2009	Winter 2010	Change
Below Grade Level	22 (4.3%)	13 (2.5%)	-9
On Grade Level	229 (44.6%)	203 (39.3%)	-26
Above Grade Level	263 (51.2%)	300 (58.1%)	+37

What is a "Bell" Curve?

Shaped as a bell, this distribution is commonly used in psychological measurements, and is found to describe the results of academic testing on large and diverse populations. One example is IQ testing.

What are the labels (average, high etc.)?

The verbal labels, typically used with a "Bell" curve, provide descriptions that correspond to the numerical performance data.