

Hollis School District Report Card 2007-2008

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The mission of the Hollis School District's Report Card team is to develop a measurement system for evaluating the success of the Hollis District's schools: Hollis Primary School and Hollis Upper Elementary School.

Our purpose is to communicate to the public the level of success of the Hollis School District in areas that are important for performance. These areas include but are not limited to reporting on how well Hollis School District students are doing academically. We will provide data to the School Board, school administrators, teachers and staff to support goal setting and budget planning. The Report Card team has both short and long term goals.

This Report Card reflects the short term goal which is to focus on a snapshot of students' performance that can be compared to next year's data. In this report, various aspects of the North-West Evaluation Association (NWEA) and the New England Common Assessment Program (NECAP) testing results will be presented in the context of building the frameworks for future reporting.

In the long term, the team will develop a set of comprehensive and balanced measures for the Hollis District. Some of these measures will also include information on programs, additional learning opportunities, statistics on students and staff, financial data, and feedback from staff, students and the community. We will provide annual reports to the community on our district's progress in a clear and easy to understand manner.

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

sau41@sau41.k12.nh.us



Hollis School Community

Hollis Primary School

Principal:

Dr. Gail Paludi

Assistant Principal:

Mrs. Deborah Trotter

Hollis Upper Elementary School

Principal:

Mrs. Carol Thibaudeau

Assistant Principal:

Mrs. Candice Fowler



Mrs. Levasseur's first grade class

Report Card Team

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Mrs. Carol Mace—SAU41 Director of Curriculum and Instruction

Dr. Gail Paludi—Principal, Hollis Primary School

Mrs. Candice Fowler—Assistant Principal, Hollis Upper Elementary School

Mrs. Susan Benz—Hollis School Board

Mrs. Maura Loftus—Community Representative

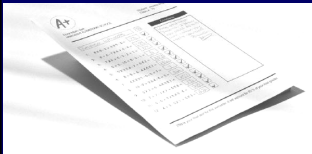
Ms. Katherine Jansen—Community Representative

Mrs. Karen Cramton—Community Representative

Dr. Anat Eshed—Community Representative

Introduction

State and District Assessment



What is a GLE?

GLE stands for "Grade Level Expectation". It is the information, concepts and skills that the state of NH requires a student to have at a particular grade.

Performance on a single test is only one snapshot in time. The Hollis School District utilizes several methods of assessment to understand how we're doing with the curriculum, teaching, and students' performance.

NECAP (New England Common Assessment Program) - Statewide Assessment

The NECAP has been given to all public school students in NH since 2005. The test is standardized and is designed to annually test students on the NH Grade Level Expectations (GLEs). Students in grades 3 through 8, are tested in reading and mathematics, while writing tests are currently given in grades 5, 8 and 11. In the Spring of 2008 students in grades 4, 8, and 11 will be tested in science.

Raw test scores are scaled from zero to 80, and the state considers the student to be proficient if their scaled score is 40 or above. The state reports each student's scaled score, information about district and state averages, and on individual's proficiency category. These categories, as defined by the state, are: Substantially Below Proficient, Below Proficient, Proficient and Proficient with Distinction.

The Hollis School District uses NECAP data to guide decisions for improving curriculum and instruction.

NWEA (Northwest Evaluation Association) - District Wide Assessment

NWEA is a new district wide assessment and has been administered to students in grades 2-6 for the first time this school year. Students in grades 3-6 took the test in September 2007 and students in grade 2 took the test in December 2007.

NWEA is a computerized, adaptive test, where the students encounter higher level tasks as they answer questions correctly. As a result, a student may be exposed to material or concepts that are *not* typically taught at their current grade level.

NWEA data is designed to be used by the classroom teacher to provide instruction to meet a student's individual needs.

NECAP, NWEA as well as ongoing classroom assessments are being used as complimentary pieces of information to determine and address students' needs and to guide changes in curriculum and instruction.

For more information

NECAP: <http://www.ed.state.nh.us/Education/doe/organization/curriculum/NECAP/NECAP.htm>

NH Grade Level Expectations: <http://www.ed.state.nh.us/Education/doe/organization/curriculum/Curriculum.htm>

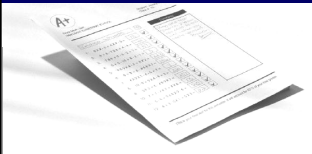
NWEA: <http://www.nwea.org/>

Hollis School District Assessment Comparison (NECAP-NWEA)

	NECAP—State Wide	NWEA—District Wide
Subjects	<ul style="list-style-type: none"> Reading (grades 3-6) Mathematics (grades 3-6) Writing (grade 5) Science (grade 4—beginning Spring 2008) 	<ul style="list-style-type: none"> Reading (grades 2-6) Mathematics (grades 2-6)
Test Information	<ul style="list-style-type: none"> paper & pencil multiple choice and open response tests to state's GLEs (ceiling items) no norms available (norms are explained on page 6) 	<ul style="list-style-type: none"> computer (no written response) multiple choice only adaptive to student's performance nationally normed (norms are explained on page 6)
Frequency	<ul style="list-style-type: none"> once a year (Fall or Spring—science) 	<ul style="list-style-type: none"> twice a year (Fall and Spring)
Reports	<ul style="list-style-type: none"> scores reported months after test taken 	<ul style="list-style-type: none"> teachers receive information immediately
Data is used for	<ul style="list-style-type: none"> making decisions with respect to improvement of curriculum and instruction 	<ul style="list-style-type: none"> differentiating instruction for each student

Academic Performance NECAP

Comparison to NH Population—Percentile Ranking



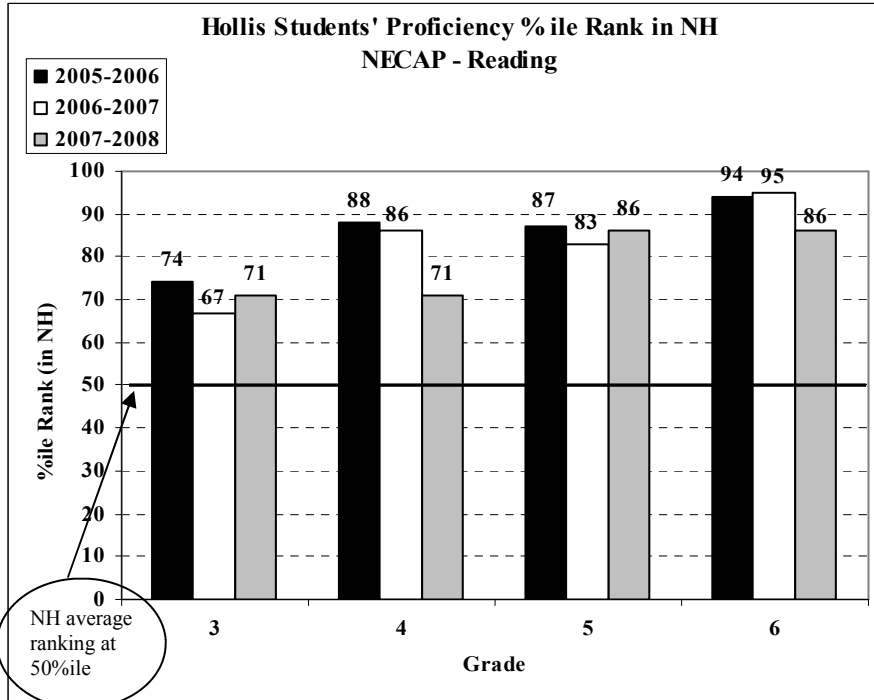
What is percentile?

A percentile (%ile) ranks how a student is doing relative to others. A rank of 90%ile means that the performance is better than 90% of the rest of the scores in the same group of students.

Example: On the 2006-2007 reading test (grade 5 bar cluster, white bar), Hollis 5th graders performed better than 83% of NH 5th graders in other schools.

What's in the data?

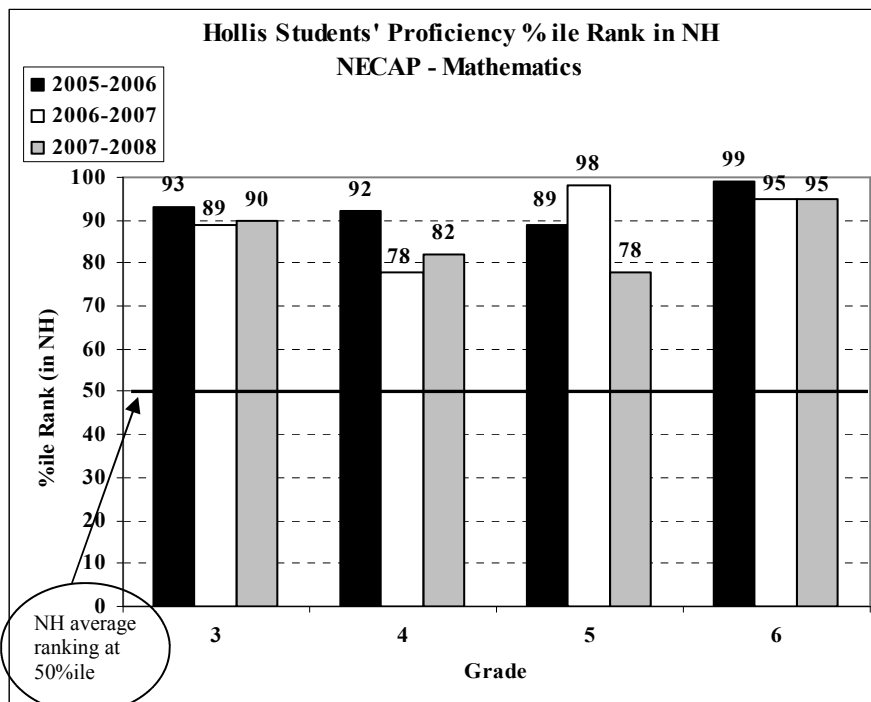
The graphs and table are the %ile ranks of each grade's proficiency achievement in the past three years, relative to NH schools. It provides information with respect to "how are Hollis students doing relative to other NH students on this measure". The bars in the graphs (black, white and gray) are grouped by a certain grade in different years and **not** by the same group of students in different years. This can be used to identify strengths and weaknesses in curriculum and instruction at a specific grade level, independent of the group of students.



The benefits of comparative analysis:

Looking at results relative to other NH students who took the same test truly helps remove factors such as difficult test items in a given year or grade. This may provide a better picture of relative strengths and weaknesses in curriculum and instruction.

NECAP data is used by the district to make decisions with respect to changes in curriculum and instruction.



NECAP -Writing Grade 5

Year	%ile Rank
05-06	86%ile
06-07	78%ile
07-08	57%ile

Writing tests are taken in the 5th and 8th and 11th grades.

Academic Performance and Growth NECAP

Grade Level Proficiency

What is reported in the table?

READING

Starting from the far left, this table shows:

- The grade and years that the test was given
- The total number of Hollis students and then in parentheses, the percentage of Hollis students in each category
- The categories are: Below Proficient, Borderline and Proficient.

The borderline section takes into account students who are proficient as well as students who are close to being proficient. Both groups are at risk of performing below proficiency.

What is reported in the table?

WRITING

Similar to the reading tables information included is:

- The grade and years that the test was given
- The total number of Hollis students and percentage in each category (below proficient, borderline and proficient)

READING		Number (%) of students per proficiency label		
Grade	Year	Below Proficient Score < 37	Borderline 37 ≤ Score ≤ 43	Proficient Score > 43
3	05-06	19 (13%)	23 (16%)	101 (71%)
	06-07	16 (15%)	13 (12%)	81 (74%)
	07-08	11 (9%)	23 (18%)	94 (73%)
4	05-06	22 (15%)	24 (16%)	101 (69%)
	06-07	20 (14%)	17 (12%)	109 (75%)
	07-08	16 (14%)	28 (24%)	71 (62%)
5	05-06	14 (11%)	22 (17%)	91 (72%)
	06-07	17 (12%)	14 (10%)	114 (79%)
	07-08	17 (11%)	38 (25%)	95 (63%)
6	05-06	8 (6%)	26 (21%)	92 (73%)
	06-07	6 (5%)	6 (5%)	116 (91%)
	07-08	14 (10%)	24 (17%)	107 (74%)

3rd graders of 05-06 became 4th graders in 06-07 and are now (07-08) 5th graders.

The arrows and the ovals show this group of students.

Similarly we can follow other groups of students.

Reading the data

1. **By grade level:** the data above is grouped to show performance of same grade level (not the same group of students) over years (for example how are our third graders doing every year). This may help identify strengths and weaknesses in curriculum/instruction at a certain grade relative to other grades and relative to the level of GLEs for this grade, and plan accordingly.
2. **By following the same group of students over the years (looking at trends):** An example of following the same group of students is shown above: grade 3 students in 05-06 became grade 4 students on 06-07 and are grade 5 students this year (07-08). The benefit of looking at trends is the ability to monitor changes in the same group of students, and to help verify, for example, if changes in curriculum or instruction identified to meet the needs of a specific group of students, are effective for this same group over the years. However, since the data above include students who transition in and out of the district annually (in some cases it may exceed 10% of the grade population), trends may not be accurate in some cases. In the future, the district will have tools to provide accurate data with respect to following the same group of students.

WRITING		Number (%) of students per proficiency label		
Grade	Year	Below Proficient Score < 37	Borderline 37 ≤ Score ≤ 43	Proficient Score > 43
5	05-06	28 (22%)	36 (28%)	63 (50%)
	06-07	46 (32%)	18 (13%)	79 (55%)
	07-08	51 (34%)	30 (20%)	69 (46%)

Because the writing test is only given to 5th graders, we can not show how the information for the same group of students changes over time.

Academic Performance and Growth NECAP

Grade Level Proficiency

What is reported in the table?

MATHEMATICS

Starting from the far left, this table shows:

- The grade and years that the test was given
- The total number of Hollis students and then in parentheses, the percentage of Hollis students in each category
- The categories are: Below Proficient, Borderline and Proficient.

The borderline section takes into account students who are proficient as well as students who are close to being proficient. Both groups are at risk of performing below proficiency.

MATHEMATICS		Number (%) of students per proficiency label		
Grade	Year	Below Proficient Score < 37	Borderline 37 ≤ Score ≤ 43	Proficient Score > 43
3	05-06	13 (9%)	24 (16%)	110 (75%)
	06-07	11 (10%)	22 (20%)	78 (70%)
	07-08	11 (9%)	19 (15%)	98 (77%)
4	05-06	20 (14%)	27 (18%)	100 (68%)
	06-07	16 (11%)	30 (20%)	101 (69%)
	07-08	16 (14%)	19 (17%)	80 (70%)
5	05-06	14 (11%)	11 (9%)	102 (80%)
	06-07	16 (11%)	15 (10%)	114 (79%)
	07-08	20 (13%)	24 (16%)	106 (71%)
6	05-06	5 (4%)	18 (14%)	103 (82%)
	06-07	9 (7%)	9 (7%)	110 (86%)
	07-08	14 (10%)	10 (7%)	122 (84%)

4th graders of 05-06 became 5th graders in 06-07 and are now (07-08) 6th graders.

The arrows and the ovals show this group of students.

Similarly we can follow other groups of students.

Reading the data

1. **By grade level:** the data above is grouped to show performance of same grade level (not the same group of students) over years (for example how are our third graders doing every year). This may help identify strengths and weaknesses in curriculum/instruction at a certain grade relative to other grades and relative to the level of GLEs for this grade, and plan accordingly.
2. **By following the same group of students over the years (looking at trends):** An example of following the same group of students is shown above: grade 4 students in 05-06 became grade 5 students on 06-07 and are grade 6 students this year (07-08). The benefit of looking at trends is the ability to monitor changes in the same group of students, and to help verify, for example, if changes in curriculum or instruction identified to meet the needs of a specific group of students, are effective for this same group over the years. However, since the data above include students who transition in and out of the district annually (in some cases it may exceed 10% of the grade population), trends may not be accurate in some cases. In the future, the district will have tools to provide accurate data with respect to following the same group of students.



Mrs. Annand's Preschool class try to "measure up"



Characters from Mr. Ward's 3rd grade play

Academic Performance

NWEA

Comparison to National Performance

What are norms?

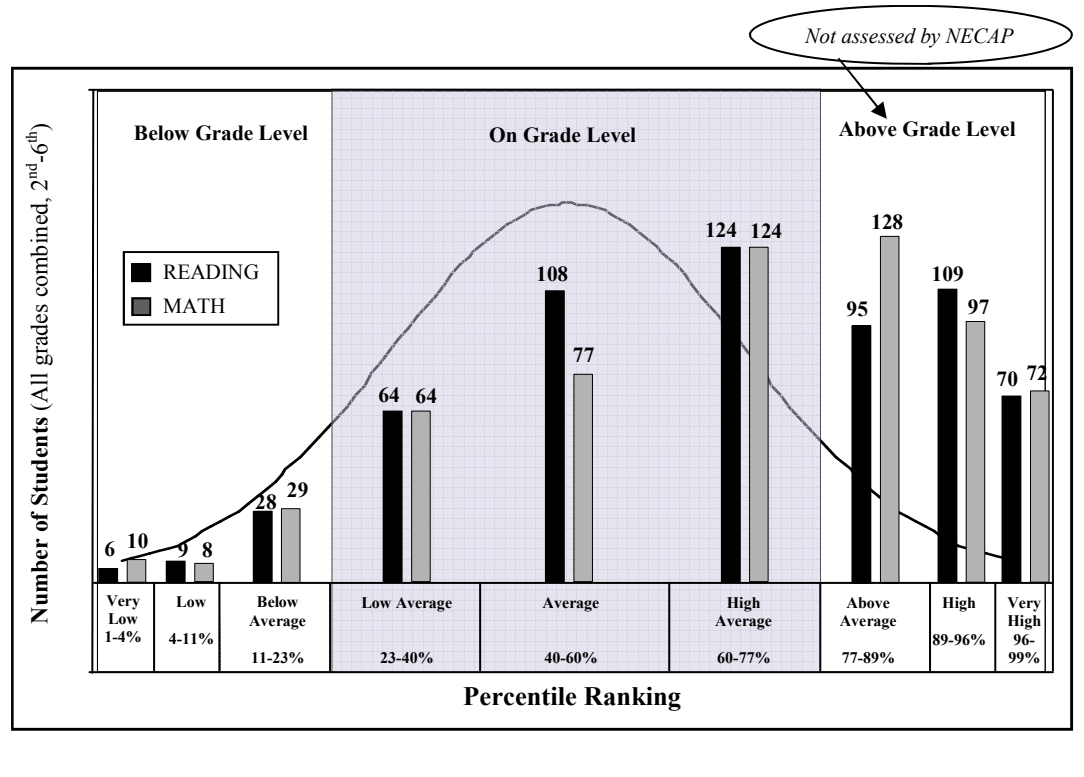
In 2005, NWEA used data from over 3 million students in many states to determine what is an average score. This information helps NWEA determine an individual student's percentile ranking in their age group.

What's in the data?

- 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, at 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.

Number of Hollis Elementary Schools students (in all grades combined) per various percentile ranking indicators on NWEA National Norms (Norms obtained in 2005 and consisted of over 3 million students across the United States. The "Bell" curve represents these real national norms with total population average at the 50%ile).



Hollis Students Performance Summary

Number (percent) of students in grade level category
NWEA, 2007

Grade Level Indicator	Reading	Mathematics
	number (%)	number (%)
Below Grade Level	43 (7%)	47 (8%)
On Grade Level	296 (48%)	265 (44%)
Above Grade Level	274 (45%)	297 (49%)

NWEA data is used to help the teacher determine what material the student is ready to learn.

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, used with the "Bell" curve, provide a commonly used means of labeling the quality of numerical performance data.

Hollis Average Grade Level Percentile Ranking, Fall 2007

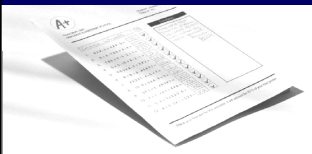
NWEA National average is 50%ile

Grade	Reading	Mathematics
2	69%ile	68%ile
3	60%ile	65%ile
4	67%ile	68%ile
5	69%ile	65%ile
6	72%ile	74%ile

Academic Performance

NWEA

Distribution of Hollis Performers in each Grade



What's in the data?

The numbers in the tables are the number of students for each grade level performing at a certain category.

For example, there are 24 students in grade 6 who perform at the average range (40-60%ile), and therefore are considered to be performing at grade level.

This data allows us to look at the profile of Hollis performers and is helpful for determining the needs of our unique groups of students.

READING, Fall 2007							
%ile	Performance Indicator	Grade Level Indicator	Grade				
			2	3	4	5	6
1%-4%	Very Low	Below Grade Level	0	0	1	4	1
4%-11%	Low		3	3	1	0	2
11%-23%	Below Average		1	15	4	5	3
23%-40%	Low Average	On Grade Level	11	18	16	9	10
40%-60%	Average		16	23	15	30	24
60%-77%	High Average		18	21	23	31	31
77%-89%	Above Average	Above Grade Level	14	13	24	23	21
89%-96%	High		15	18	14	30	32
96%-99%	Very High		12	12	12	16	18

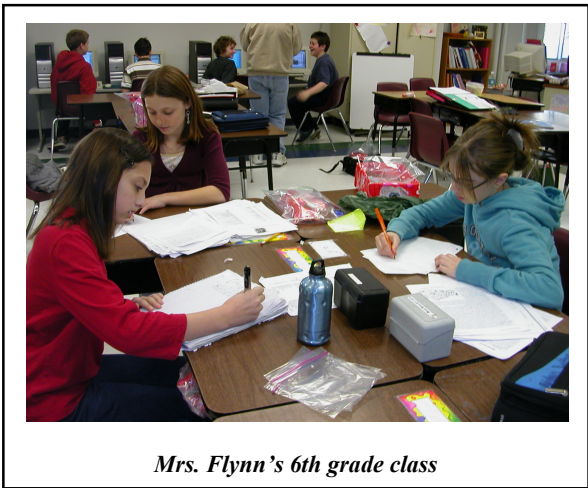
Above Grade level performance is not assessed by NECAP

MATHEMATICS, Fall 2007							
%ile	Performance Indicator	Grade Level Indicator	Grade				
			2	3	4	5	6
1%-4%	Very Low	Below Grade Level	0	4	2	2	2
4%-11%	Low		0	0	2	2	4
11%-23%	Below Average		2	7	6	13	1
23%-40%	Low Average	On Grade Level	13	16	10	16	9
40%-60%	Average		11	15	13	20	18
60%-77%	High Average		22	29	21	27	25
77%-89%	Above Average	Above Grade Level	22	27	20	27	32
89%-96%	High		8	11	22	26	30
96%-99%	Very High		11	14	12	14	21

Above Grade level performance is not assessed by NECAP

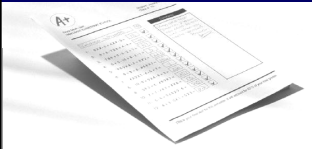
Second round of NWEA testing will be administered in the Spring of 2008.

This information will enable Hollis School District to monitor students progress in the areas tested. Future District's "Report Cards" will include data showing changes (growth) in students' performance.



Mrs. Flynn's 6th grade class

Other Data



Staff and Class Size Information

* Not all staff listed here are full time employees

All (100%) staff, teaching core content areas as defined by the No Child Left Behind (NCLB) law, are Highly Qualified Teachers (HQT).

All other staff have current credentials (certifications, license) for the positions they hold.

What is a Highly Qualified Teacher (HQT)?

A highly qualified teacher is a teacher with full certification, a bachelor's degree and demonstrated competence in core subject knowledge and teaching.

What are the core areas under NCLB?

Core subjects include English, reading or language arts, mathematics, science, foreign language, art, history and geography.

*** Factors considered in the Hollis School District's recommended class size are:

- Educationally sound student:teacher ratio
- Physical size of the classroom

Taken from: HSD Educational Specification Document (March 1994)

Positions	HPS*	HUES*
Professional Staff		
Classroom Teachers	22	19
Administrators		
Principal	1	1
Assistant Principal/Special Education Coordinator	1	1
Specialists		
Art, music, physical education, computer, foreign language, environmental science, media generalist (library) and band	7	8
Other Professional Staff		
Guidance counselor, reading specialists, reading recovery teachers, speech/language pathologists, special educators, psychologists, nurses, certified occupational therapy assistant (COTA), preschool coordinator (administrative position)	15	9
Support Staff		
Para-Educators	28	18
Secretaries and office staff, instructional assistants, library/media assistants, custodian and food service workers	12	12
Shared Positions for HPS and HUES		
<u>Administration:</u> Curriculum administrators (math/science, language arts/social studies), director of maintenance, technology coordinator	9	
<u>Staff:</u> math support teacher, occupational therapist, special education secretary, ESL (English as Second Language) tutor, food service manager		



Enrollment and Class Size Information								
<i>TOTAL ENROLLMENT: 795 students (pre K: 22 students, K-6: 771 students, 2 out of district)</i>								
Grade →	K	1	2	3	4	5	6	
Maximum Recommended by NH Department of Education	25	25	25	30	30	30	30	
***Hollis School District's Recommended Maximum	18	18	20	20	23	23	23	
Hollis Average Class Size (2007-2008)	16	16	18	18	22	21	24	
Number of Classes	4	6	5	7	5	7	6	
Total number of students (as of October 2007)	64	95	90	123	109	148	142	