

Addendum III
Focused Monitoring Data
Report

Rochester School District
Focused Monitoring Data Report
Quantitative Data

New England Common Assessment Program

- Reading & Mathematics District Percent Proficient
- Students with an Individual Education Plan versus All Other Students
- Spaulding High School 2007 – 2009 Group Comparison Chart
- Grade 11 Mathematics Results Spaulding High School vs. State of New Hampshire Results
- Mathematics NECAP Achievement versus Math Courses
- District 2010 Adequate Yearly Progress Results
- District Historical Adequate Yearly Progress Index Scores

Grade 10 (2009 – 2010) Data

- Demographic
- Northwest Evaluation Mathematics Measures of Academic Progress
- Grade 8 New England Common Assessment Program Data

Spaulding High School Mathematics Data 2009 – 2010

- Semester I Final Grade Distribution by Course
- Semester I Final Grade Distribution by Course/Level
- Semester I Percent of Students Passed/Failed by Course/Level
- Semester I Special Education Department Final Grade Distribution Skills Mathematics
- Semester I Special Education Department Skills Mathematics Percent Passed/Failed
- Semester II 10th Grade Course Enrollment vs. Semester I 11th Grade Course Enrollment

District Data Reports

- 90% Reading Goal
- Longevity Data Report

Qualitative Data

Focus Groups

- Spaulding High School Mathematics & Special Education Department Questions
- Rochester Middle School Mathematics & Special Education Department Questions
- Spaulding High School Student Questions
- Summary of Focus Groups

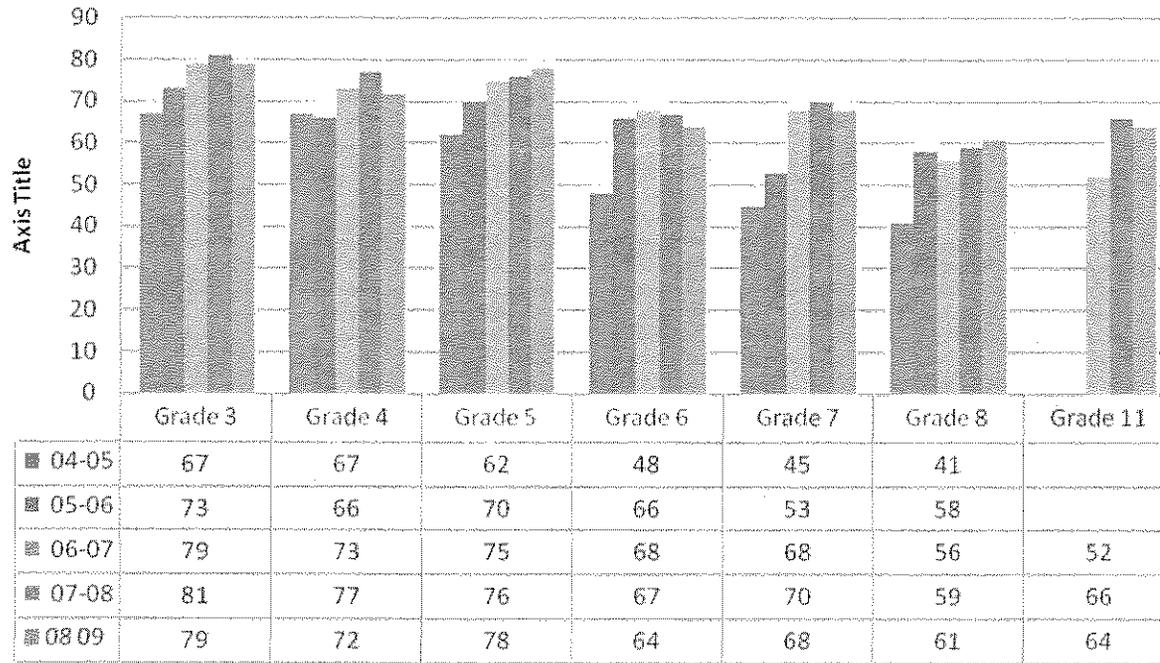
Surveys

- Instruction Survey
- Instruction Survey Results
- Grade 10 & Grade 11 Student Surveys
- Grade 10 & Grade 11 Student Survey Results

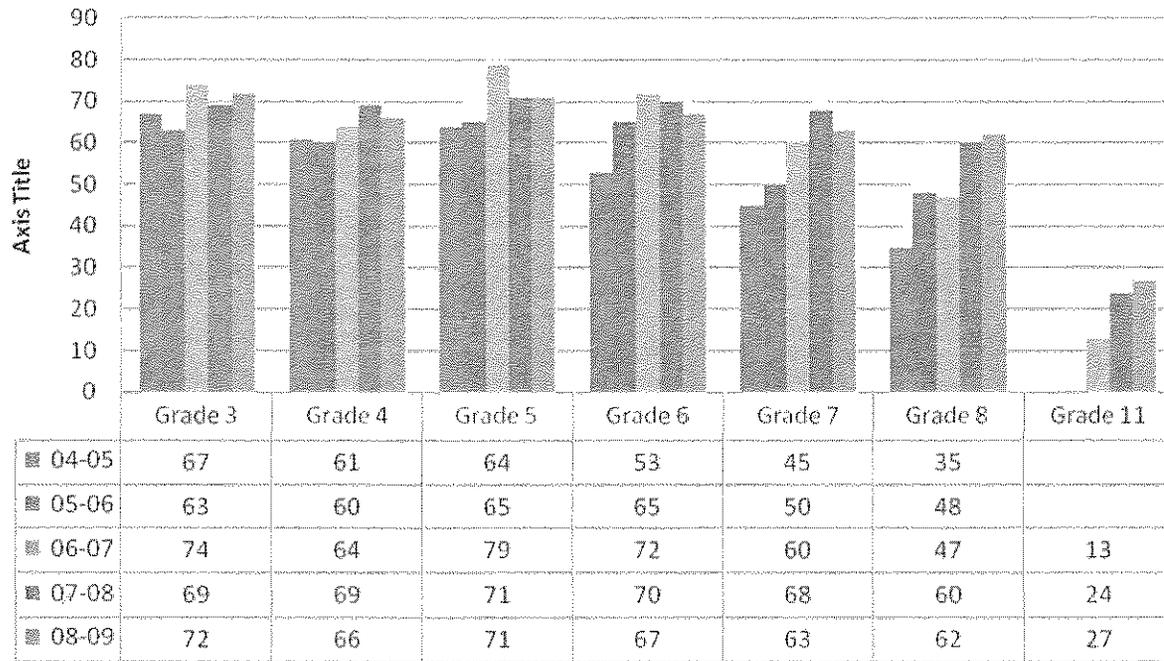
Quantitative Data

New England Common Assessment Program

Reading Percent Proficient



Math Percent Proficient



NECAP Reading Data Students with an IEP & All Other Students (Teaching Year)

		Grade 3 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2015	2005	70	72	30	28	23	23	77	77
2016	2006	78	66	22	34	14	20	86	81
2017	2007	57	63	44	37	11	18	89	82
2018	2008	58	60	41	40	9	17	90	83
2019	2009	56	58	43	42	12	13	88	87

		Grade 4 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2014	2005	80	74	21	26	20	24	79	76
2015	2006	69	72	32	29	23	20	77	79
2016	2007	68	67	31	33	14	19	87	81
2017	2008	57	65	43	35	16	18	85	82
2018	2009	65	64	34	36	19	17	82	82

		Grade 5 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2013	2005	76	77	24	24	31	26	69	74
2014	2006	82	70	19	31	16	21	84	79
2015	2007	64	69	37	31	14	21	86	79
2016	2008	62	67	37	33	14	17	86	83
2017	2009	62	62	37	39	11	14	89	86

		Grade 6 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2012	2005	89	78	11	22	44	27	56	73
2013	2006	74	71	26	29	21	20	79	80
2014	2007	88	68	13	32	18	19	82	81
2015	2008	81	68	19	33	22	19	78	81
2016	2009	75	67	25	33	24	16	74	84

		Grade 7 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2011	2005	95	78	5	22	49	27	51	74
2012	2006	88	77	12	24	35	25	65	75
2013	2007	75	67	24	32	17	17	83	83
2014	2008	77	65	24	36	18	15	82	85
2015	2009	81	63	19	36	20	15	81	84

		Grade 8 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2010	2005	89	80	11	20	54	31	46	70
2011	2006	86	78	14	21	32	26	68	74
2012	2007	88	76	12	24	32	25	68	75
2013	2008	89	70	11	30	29	22	71	78
2014	2009	85	66	15	35	26	16	74	83

		Grade 11 NECAP Reading Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
	2005								
	2006								
2009	2007	84	75	15	25	41	26	58	74
2010	2008	80	71	20	30	26	20	74	80
2011	2009	73	70	26	30	30	19	70	81

NECAP Mathematics Data Students with an IEP & All Other Students (Teaching Year)

		Grade 3 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2015	2005	65	64	35	36	24	28	76	72
2016	2006	77	62	22	38	25	26	74	74
2017	2007	53	58	47	43	19	23	81	77
2018	2008	67	60	32	40	22	24	78	76
2019	2009	55	56	46	44	23	19	78	81
		Grade 4 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2014	2005	76	70	24	30	30	30	70	70
2015	2006	68	67	33	33	30	29	70	72
2016	2007	67	66	32	34	26	27	73	73
2017	2008	63	61	36	39	22	21	78	79
2018	2009	69	60	31	40	26	20	74	79

		Grade 5 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2013	2005	64	73	36	27	31	31	70	69
2014	2006	82	70	19	30	22	27	78	74
2015	2007	62	66	38	34	23	25	77	75
2016	2008	62	62	37	37	21	20	79	79
2017	2009	61	61	39	39	21	19	79	81
		Grade 6 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2012	2005	83	79	17	22	40	32	60	69
2013	2006	72	72	29	28	24	25	77	75
2014	2007	79	72	20	27	15	24	86	76
2015	2008	80	71	20	29	18	24	81	77
2016	2009	68	68	33	32	21	21	79	80

		Grade 7 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2011	2005	96	84	5	17	50	33	50	67
2012	2006	86	80	14	20	39	31	61	70
2013	2007	75	77	24	23	28	29	71	70
2014	2008	88	76	11	24	19	27	81	73
2015	2009	86	75	14	25	24	26	76	74
		Grade 8 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	District Below	State Below	District Proficient	State Proficient	District Below	State Below	District Proficient	State Proficient
2010	2005	93	87	7	14	59	37	41	63
2011	2006	92	84	8	17	42	35	57	65
2012	2007	92	83	8	17	42	34	57	66
2013	2008	75	77	25	22	32	27	69	73
2014	2009	90	76	10	23	24	26	75	74

		Grade 11 NECAP Mathematics Data							
		Students with an IEP (Percent)				All Other Students (Percent)			
Class of	Year	SHS Below	State Below	SHS Proficient	State Proficient	SHS Below	State Below	SHS Proficient	State Proficient
	2005								
	2006								
2009	2007	99	96	2	4	85	68	15	31
2010	2008	100	95	0	4	73	63	28	37
2011	2009	96	95	4	<6	69	62	32	39

Spaulding High School
2007 - 2009 NECAP Group Comparison Chart
Percent Proficient or Above

Subject Area & Year	# Students	Whole Group	White	Special Ed.	Socio/Economics	Participation	Graduation Rate
Reading							
Reading 2007	404	52%	51%	15%	40%	Yes	Yes
Reading 2008	339	63%	64%	21%	52%	Yes	Yes
Reading 2009	373	68%	68%	34%	56%	Yes	Yes
Math							
Math 2007	401	13%	13%	2%	8%	Yes	Yes
Math 2008	337	23%	23%	0%	10%	Yes	Yes
Math 2009	369	27%	28%	4%	19%	Yes	Yes
Writing							
Writing 2007	400	17%	17%	2%	12%	N/A	N/A
Writing 2008	332	31%	32%	4%	18%	N/A	N/A
Writing 2009	344	51%	51%	26%	38%	N/A	N/A

Grade 11 Mathematics NECAP Results					
Teaching Year					
Year	Level	1	2	3	4
2007	SHS	56%	31%	13%	0%
		87%		13%	
	STATE	45%	28%	26%	2%
		73%		28%	
2008	SHS	45%	31%	23%	1%
		76%		24%	
	STATE	38%	30%	30%	2%
		68%		32%	
2009	SHS	40%	32%	26%	1%
		72%		27%	
	STATE	38%	29%	31%	2%
		67%		33%	

Spaulding High School Mathematics NECAP Achievement versus Mathematics Courses

2009 SHS Math NECAP Grade 11 Index Scores	
Index Score	Total
0	5
1a	40
1b	72
2a	45
2b	61
3	91
4	8
Total	322

COURSE KEY			
Skills	Skills Math	Geo B E	Geometry B Enriched
Math C	Fundamental Math C	Alg 2	Algebra 2 Standard
Alg 1A	Algebra 1 A Standard	Alge 2 E	Algebra 2 Enriched
Alg 1A E	Algebra 1 A Enriched	Trig E	Trigonometry Enriched
Alg 1B	Algebra 1 B Standard	Trig H	Trigonometry Honors
Alg 1B E	Algebra 1 B Enriched	Adv E	Advanced Math Enriched
Geo A	Geometry A Standard		
Geo B	Geometry B Standard		

2009 Math NECAP Index Scores Grade 11 versus S1 (2009-2010) Math Courses Enrolled															
Index Score	Skills	Math C	Alg 1A	Alg 1A E	Alg 1B	Alg 1BE	Geo A	Geo B	Geo BE	Alg 2	Alg 2E	Trig E	Trig H	Adv E	Total
0							3	1							4
1a	1	2					10	3		2	1				19
1b		1	3	0	1	1	7	10	1	11	1	1			37
2a							2	4	3	13	3	2			27
2b							1	3	1	15	2	13			35
3							1	1		3	2	30	17	13	67
4													2	2	4
Total	1	3	3	0	1	1	24	22	5	44	9	46	19	15	193

Spaulding High School Mathematics NECAP Achievement versus Mathematics Courses

COURSE KEY			
Alt Math	Alternative Math	MC 1B	Math Connections 1B
BC FM	Bud Carlson Fundamental Math	MC 2A	Math Connections 2A
BC MC 1A	Bud Carlson Math Connections 1A	MC 2B	Math Connections 2B
SS MC 2A	Summer School Math Connections 2A	Alg 1A E	Algebra 1A Enriched
SS MC 2B	Summer School Math Connections 2B	Geo E	Geometry Enriched
SS Alg 1	Summer School Algebra 1	Alg 2 E	Algebra 2 Enriched
EB MC 1B	E-Block Math Connections 1B	Trig E	Trigonometry Enriched
MC 1A	Math Connections 1A		

2009 Math NECAP Index Scores Grade 11 versus Last Math Credit Earned																
(These students were not enrolled in math class S1 of 2009-2010)																
Index Score	Alt Math	BC FM	BC MC1A	SSMC 2A	SSMC2 B	SS Alg 1	EBMC1 B	MC 1A	MC 1B	MC 2A	MC 2B	Alg 1A E	Geo E	Alg 2E	Trig E	Total
0	1															
1a		2	1	1			1		4	5	2			1		17
1b					1	1			1	14	9	1	1	2		30
2a										5	7	1	1	5		19
2b										3	4		4	7	3	21
3											1		2	14	5	22
4																0
Total	1	2	1	1	1	1	1	0	5	27	23	2	8	29	8	109

Groups		Rochester School District 2010 AYP Results							
		Chamberlain				East Rochester			
		Reading		Math		Reading		Math	
		Target: 91.0		Target: 88.0		Target: 91.0		Target: 88.0	
		AYP	Index Score	AYP	Index Score	AYP	Index Score	AYP	Index Score
Whole School		No	87	No	82.7	Yes (CI)	87.9	Yes (CI)	85.7
Hispanic/Latino		Yes (CI)	90.9	Yes (CI)	81.8	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*
	White	No	86.1	No	82.2	Yes (CI)	87.6	Yes (CI)	84.6
Economically Disadvantaged		No	79.6	No	74.7	Yes (SH)	84.1	Yes (SH)	79.4
Educational Disability		No	72.1	No	69.3	No	60.6	No	57.2
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*

Groups		Rochester School District 2010 AYP Results							
		Gonic				Maple			
		Reading		Math		Reading		Math	
		Target: 91.0		Target: 88.0		Target: 91.0		Target: 88.0	
		AYP	Index Score	AYP	Index Score	AYP	Index Score	AYP	Index Score
Whole School		Yes (CI)	90.1	Yes	88.4	Yes	92.6	Yes (CI)	83
Hispanic/Latino		*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*
	White	Yes (CI)	90.7	Yes	88.8	Yes	92.6	Yes (CI)	83
Economically Disadvantaged		Yes (CI)	85.6	Yes (CI)	82.6	Yes	93.3	Yes (CI)	81.1
Educational Disability		No	76	No	73.7	*	*	*	*
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*

Groups		Rochester School District 2010 AYP Results							
		McClelland				Nancy Loud			
		Reading		Math		Reading		Math	
		Target: 91.0		Target: 88.0		Target: 91.0		Target: 88.0	
		AYP	Index Score	AYP	Index Score	AYP	Index Score	AYP	Index Score
Whole School		Yes	93.1	Yes	91.8	Yes	91.3	Yes (CI)	87.5
Hispanic/Latino		Yes	98.9	Yes	97.8	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*
	White	Yes	92.5	Yes	91.3	Yes	91.3	Yes (CI)	87.5
Economically Disadvantaged		Yes (CI)	89.9	Yes (CI)	87.4	Yes	92.3	Yes (CI)	84.6
Educational Disability		No	81.7	Yes (CI)	82.2	*	*	*	*
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*

Groups		Rochester School District 2010 AYP Results							
		School Street				William Allen			
		Reading		Math		Reading		Math	
		Target: 91.0		Target: 88.0		Target: 91.0		Target: 88.0	
		AYP	Index Score	AYP	Index Score	AYP	Index Score	AYP	Index Score
Whole School		Yes (CI)	89	Yes	90.6	Yes (CI)	88.5	No	83.6
Hispanic/Latino		*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*
	White	Yes (CI)	89.3	Yes	90.2	Yes (CI)	89.3	Yes (CI)	84.5
Economically Disadvantaged		Yes (CI)	83.6	Yes (CI)	87.9	No	82.2	Yes (SH)	76.7
Educational Disability		No	70.9	Yes	90.9	No	64.2	No	55.4
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*

Groups		Rochester School District			
		2010 AYP Results			
		Rochester Middle School			
		Reading		Math	
		Target: 91.0		Target: 88.0	
		AYP	Index Score	AYP	Index Score
Whole School		No	87.9	No	82.7
Hispanic/Latino		*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*
	Asian/Pacific Islander	Yes	93.3	Yes	93.3
	Black or African American	Yes (CI)	89.2	Yes (CI)	83.1
	White	No	87.8	No	82.4
Economically Disadvantaged		No	82.6	No	76
Educational Disability		No	64.8	No	51.8
Non- or Limited-English Proficient		*	*	*	*

Groups		Rochester School District 2010 AYP Results							
		Bud Carlson Academy				Spaulding High School			
		Reading		Math		Reading		Math	
		Target: 89.0		Target: 72.0		Target: 89.0		Target: 72.0	
		AYP	Index Score	AYP	Index Score	AYP	Index Score	AYP	Index Score
Whole School		No	47.8	No	15.6	Yes	89.1	Yes (SH)	65.7
Hispanic/Latino		*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*
	White	No	48.8	No	16.3	Yes	89.2	Yes (SH)	65.6
Economically Disadvantaged		Yes (SH*)	44.6	Yes (SH*)	16.9	Yes (CI)	85.2	Yes (SH)	59.8
Educational Disability		*	*	*	*	Yes (SH)	71.7	Yes (SH)	40.9
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*

Yes Group meets the requirements.

No Group does not meet the requirements.

Yes (CI) Group is within the confidence interval width to meet the index target.

Yes (SH) Group meets the requirements under Safe Harbor.

Yes

(SH*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.

* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Chamberlain School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		84.1	83.8	88.7	88.2	87	83.6	83.5	87.1	83.7	82.7
Hispanic/Latino		*	*	*	*	90.9	*	*	*	*	81.8
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	83.6	83.9	89.5	87.9	86.1	83.1	83.8	88.2	83.3	82.2
Economically Disadvantaged		78.4	77.6	83.2	83.6	79.6	76.4	76.1	83	76.8	74.7
Educational Disability		60.5	60	69.5	73.3	72.1	64.9	61.6	71.7	64.7	69.3
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		East Rochester School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		80.1	83.1	85.2	87.6	87.9	77.7	78.6	82.5	83.2	85.7
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	80.1	82.5	84.9	87.3	87.6	78.2	78.2	82	82.2	84.6
Economically Disadvantaged		69.2	75.3	78.6	80.5	84.1	69.8	71.3	74.5	77	79.4
Educational Disability		56.3	52.3	57.6	60.4	60.6	52.5	50.2	58.4	54.2	57.2
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Gonic									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		83	85.6	92.2	91.9	90.1	82.4	82.3	89.4	89.6	88.4
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	83.4	86	92.2	91.9	90.7	82	81.8	89.4	89.4	88.8
Economically Disadvantaged		78.3	78.2	87.9	90	85.6	75.7	73.8	83.4	85.2	82.6
Educational Disability		53.1	58.1	74.3	75	76	60	54.4	71.4	71.4	73.7
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Maple Street School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		77.8	88.1	90	85.7	92.6	86.7	85.9	87.7	78.9	83
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	78.4	87.7	89.2	84.2	92.6	86.4	86.2	86.7	76.5	83
Economically Disadvantaged		71.1	84.7	*	81.5	93.3	81.1	81.2	*	74.5	81.1
Educational Disability		*	*	*	*	*	*	*	*	*	*
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		McClelland									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		83.7	88.1	92.2	94.8	93.1	83.5	85.5	91.4	91.7	91.8
Hispanic/Latino		*	*	*	*	98.9	*	*	*	*	97.8
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	84.8	88.8	92.3	94.9	92.5	84.4	86.4	91.6	91.6	91.3
Economically Disadvantaged		68.8	76.1	84.6	91.4	89.9	71.1	71.8	84.6	87.3	87.4
Educational Disability		57.2	61.1	64.1	85.6	81.7	58.9	57.4	60.7	76.3	82.2
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Nancy Loud School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		86.9	87.5	90.4	93.5	91.3	85	83.8	83.8	82	87.5
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	
	Black or African American	*	*	*	*	*	*	*	*	*	
	White	86.7	87.3	90.2	93.5	91.3	84.7	83.5	83.8	82	87.5
Economically Disadvantaged		81.3	72.9	81.3	97.6	92.3	78.8	74.1	77.3	80	84.6
Educational Disability		65	58.2	*	*	*	68.3	56.4	*	*	*
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		School Street School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		85.7	82.8	83.4	95	89	83.5	81.1	83.1	95.8	90.6
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	86.5	83.8	82.9	94.9	89.3	84.2	81.5	83.2	95.7	90.2
Economically Disadvantaged		83.6	76.8	79	93.3	83.6	78.5	76.3	78.5	96.7	87.9
Educational Disability		69.2	59	51.8	89.2	70.9	67.7	63	62.4	95.4	90.9
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		William Allen									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		83.6	88	88.9	88.9	88.5	82.2	85.7	85.8	84	83.6
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*
	Black or African American	*	*	*	*	*	*	*	*	*	*
	White	83.6	87.9	88.9	89	89.3	82.2	85.8	86.6	84.9	84.5
Economically Disadvantaged		74.3	80.2	84.3	82.5	82.2	72.6	78.8	80	73.8	76.7
Educational Disability		62	67.4	68	63	64.2	58.3	63.9	69.8	57.7	55.4
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Rochester Middle School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School		76.8	81.5	84.8	87.7	87.9	70	72.4	77.9	83.6	82.7
Hispanic/Latino		*	*	*	*	*	*	*	*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
	Asian/Pacific Islander	*	88.3	92.5	90.8	93.3	*	78.3	90	89.2	93.3
	Black or African American	*	*	85	*	89.2	*	*	58.3	*	83.1
	White	76.9	81.5	84.6	87.8	87.8	70.2	72.5	78	83.6	82.4
Economically Disadvantaged		67.8	72.1	75	81.8	82.6	58.4	59.7	66.4	75.7	76
Educational Disability		53.4	55.3	60.8	65.5	64.8	37.9	40.5	48.9	54.5	51.8
Non- or Limited-English Proficient		*	*	*	*	*	*	*	*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Spaulding High School									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School				80.9	86.5	89.1			51.1	59.9	65.7
Hispanic/Latino				*	*	*			*	*	*
Non-Hispanic Latino	American Indian or Alaskan Native			*	*	*			*	*	*
	Asian/Pacific Islander			*	*	*			*	*	*
	Black or African American			*	*	*			*	*	*
	White			80.6	87.1	89.2			51.6	60.4	65.6
Economically Disadvantaged				75.7	78.1	85.2			43.5	45	59.8
Educational Disability				56.1	61.2	71.7			28.5	27.8	40.9
Non- or Limited-English Proficient				*	*	*			*	*	*

Rochester School District Historical Adequate Yearly Progress Index Scores

Groups		Bud Carlson Academy									
		Reading Index Scores					Mathematics Index Scores				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Whole School					*	47.8				*	15.6
Hispanic/Latino					*	*				*	*
Non-Hispanic Latino	American Indian or Alaskan Native				*	*				*	*
	Asian/Pacific Islander				*	*				*	*
	Black or African American				*	*				*	*
	White				*	48.8				*	16.3
Economically Disadvantaged					*	44.6				*	16.9
Educational Disability					*	*				*	*
Non- or Limited-English Proficient					*	*				*	*

Grade 10 (2009-2010) Data

Grade 10 (2009 – 2010) Demographic Data

10th Grade Class	
Males	205
Females	165
Total	370

10th Grade Class	
Rochester	314
Wakefield	55
Other	2
Total**	371

10th Grade Special Education Students	
Disability	Number of Students
SLD	34
SP	3
OHI	5
MD	2
MR	4
ED	2
Total	50
4 Students are on Alt. Portfolios	

10th Grade Special Education Students	
Males	35
Females	15
Total	50

10th Grade Special Education Students	
Rochester	38
Wakefield	9
Other	
Total**	47

10th Grade SES	
Special Education	24
All Other	108
Total	132

2007-2008 8th Grade SES Data	
Rochester	108
Wakefield	
Total**	

10th Grade ELL	
Total	1

Grade 10 (2009 – 2010)
Northwest Evaluation Association
Mathematics Measures of Academic Progress

10th Grade (2009 – 2010)

NWEA Mathematics MAP Data - May 2009
 Number of Students

Percentile	< 10	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100	Total
Whole	20	33	37	32	39	31	36	30	43	50	351
SPED	17	14	6	2	4	1	1	1	0	0	46
SES	15	17	16	16	16	11	11	10	8	5	125

10th Grade (2009 – 2010)

NWEA Mathematics MAP Data

Relative to 40th Percentile

	Below	Above	Total
Whole	34.76%	65.24%	100.00%
SPED	84.78%	15.22%	100.00%
SES	51.20%	48.80%	100.00%

10th Grade (2009 – 2010)											
NWEA Mathematics MAP Data - May 2009											
SES Students (Number of Students)											
Percentile	< 10	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100	Total
SES	15	17	16	16	16	11	11	10	8	5	125
SPED	12	9	3	0	2	0	0	1	0	0	27
Non-SPED	3	8	13	16	14	11	11	9	8	5	98

10th Grade			
NWEA Mathematics MAP Data			
Relative			
to 40th Percentile SES Students			
	Below	Above	Total
SES	51.20%	48.80%	100.00%
SPED	88.89%	11.11%	100.00%
Non-SPED	40.82%	59.18%	100.00%

Grade 10 (2009 – 2010) 8th Grade Mathematics NECAP Index Scores

10th Grade 8th Grade Math NECAP Index Scores									
Index Score	0	1a	1b	2a	2b	3	4	None	Total
Whole	4	21	37	32	50	121	44	2	311
SPED	3	11	7	6	2	3	0	2	34

10th Grade 8th Grade Math NECAP			
	Below	Above	Total
Whole	46.30%	53.05%	99.36%
SPED	85.29%	8.82%	94.12%

Index Score	Range
0	800
1a	801 - 827
1b	828 - 833
2a	834 - 836
3	840 - 851
4	852 - 880

Spaulding High School
Mathematics Data 2009-2010

2009 - 2010 Mathematics Department Semester 1 Final Grade Distribution

Course/Grade Range	90-100	89-80	79-70	69-60	59-50	Below 50	I	W	WF	Total	Percent
Advanced Math Enriched	8	15	12	1	2	1	0	3	1	43	4.02%
Algebra 1 Honors	10	15	3	1	0	0	0	0	0	29	2.71%
Algebra 1A	14	43	40	12	10	23	1	2	7	152	14.21%
Algebra 1A Enriched	17	33	45	12	4	10	2	2	0	125	11.68%
Algebra 1B	0	2	8	2	4	30	5	0	12	63	5.89%
Algebra 1B Enriched	19	41	22	2	3	1	0	5	0	93	8.69%
Algebra 2	7	20	27	5	2	2	0	0	2	65	6.07%
Algebra 2 Enriched	14	29	6	2	1	1	0	2	0	55	5.14%
Algebra 2 Honors	10	11	5	0	0	0	0	1	1	28	2.62%
Calculus AP	5	7	0	0	0	0	0	0	0	12	1.12%
Calculus Enriched	0	10	8	0	1	0	0	1	0	20	1.87%
Geometry A	18	39	54	9	10	7	2	2	4	145	13.55%
Geometry B	9	5	8	0	4	1	0	3	4	34	3.18%
Geometry Enriched	15	22	18	2	0	3	0	0	2	62	5.79%
Math A	7	13	13	2	3	4	0	2	1	45	4.21%
Math C	1	5	9	2	3	0	0	0	0	20	1.87%
Trigonometry Enriched	8	20	26	2	1	1	0	1	0	59	5.51%
Trigonometry Honors	9	6	5	0	0	0	0	0	0	20	1.87%
Total Enrolled in Mathematics Courses Semester 1										1070	100.00%

2009 - 2010 Mathematics Department Semester 1 Final Grade Distribution by Level

Course/Grade Range	90-100	89-80	79-70	69-60	59-50	Below 50	I	W	WF	Total	Percent
Standard											
Math A	7	13	13	2	3	4	0	2	1	45	4.21%
Math C	1	5	9	2	3	0	0	0	0	20	1.87%
Algebra 1A	14	43	40	12	10	23	1	2	7	152	14.22%
Algebra 1B	0	2	8	2	4	30	5	0	12	63	5.89%
Geometry A	18	39	54	9	10	7	2	2	4	145	13.56%
Geometry B	9	5	8	0	4	1	0	3	4	34	3.18%
Algebra 2	7	20	27	5	2	2	0	0	2	65	6.08%
Total	56	127	159	32	36	67	8	9	30	524	49.02%
Enriched											
Algebra 1A Enriched	17	33	45	12	4	10	2	2	0	125	11.69%
Algebra 1B Enriched	19	41	22	2	3	1	0	5	0	93	8.70%
Geometry Enriched	15	22	18	2	0	3	0	0	2	62	5.80%
Algebra 2 Enriched	14	29	6	2	1	1	0	2	0	55	5.14%
Trigonometry Enriched	8	20	26	2	1	1	0	1	0	59	5.52%
Advanced Math Enriched	8	15	12	1	2	1	0	3	1	43	4.02%
Calculus Enriched	0	10	8	0	1	0	0	1	0	20	1.78%
Total	81	170	137	21	12	17	2	14	3	457	42.66%
Honors											
Algebra 1 Honors	10	15	3	1	0	0	0	0	0	29	2.71%
Algebra 2 Honors	10	11	5	0	0	0	0	1	1	28	2.62%
Trigonometry Honors	9	6	5	0	0	0	0	0	0	20	1.87%
Calculus AP	5	7	0	0	0	0	0	0	0	12	1.12%
Total	34	39	13	1	0	0	0	1	1	89	8.33%

**2009 - 2010 Mathematics Department Semester 1
Percent Passed/Percent Failed by Level**

Standard	Passed	Percent Passed	Failed (Includes WF)	Percent Failed	Total
Math A	33	76.74%	10	23.26%	43
Math C	15	75.00%	5	25.00%	20
Algebra 1A	97	65.10%	52	34.90%	149
Algebra 1B	10	17.24%	48	82.76%	58
Geometry A	111	78.72%	30	21.28%	141
Geometry B	22	70.97%	9	29.03%	31
Algebra 2	54	83.08%	11	16.92%	65
Total	342	67.46%	165	32.54%	507
Enriched	Passed	Percent Passed	Failed (Includes WF)	Percent Failed	Total
Algebra 1A Enriched	95	78.51%	26	21.49%	121
Algebra 1B Enriched	82	93.18%	6	6.82%	88
Geometry Enriched	55	88.71%	7	11.29%	62
Algebra 2 Enriched	49	92.45%	4	7.55%	53
Trigonometry Enriched	54	93.10%	4	6.90%	58
Advanced Math Enriched	35	87.50%	5	12.50%	40
Calculus Enriched	18	94.74%	1	5.26%	19
Total	388	87.98%	53	12.02%	441
Honors	Passed	Percent Passed	Failed (Includes WF)	Percent Failed	Total
Algebra 1 Honors	28	96.55%	1	3.45%	29
Algebra 2 Honors	26	96.30%	1	3.70%	27
Trigonometry Honors	20	100.00%	0	0.00%	20
Calculus AP	12	100.00%	0	0.00%	12
Total	86	97.73%	2	2.27%	88

2009 - 2010 Special Education Department Semester 1 Final Grade Distribution Skills Math

Course/Grade Range	90-100	89-80	79-70	69-60	59-50	Below 50	I	W	WF	Total
Skills Math	8	11	5	0	0	1	0	1	0	26

2009 - 2010 Mathematics Department Semester 1

Percent Passed/Percent Failed

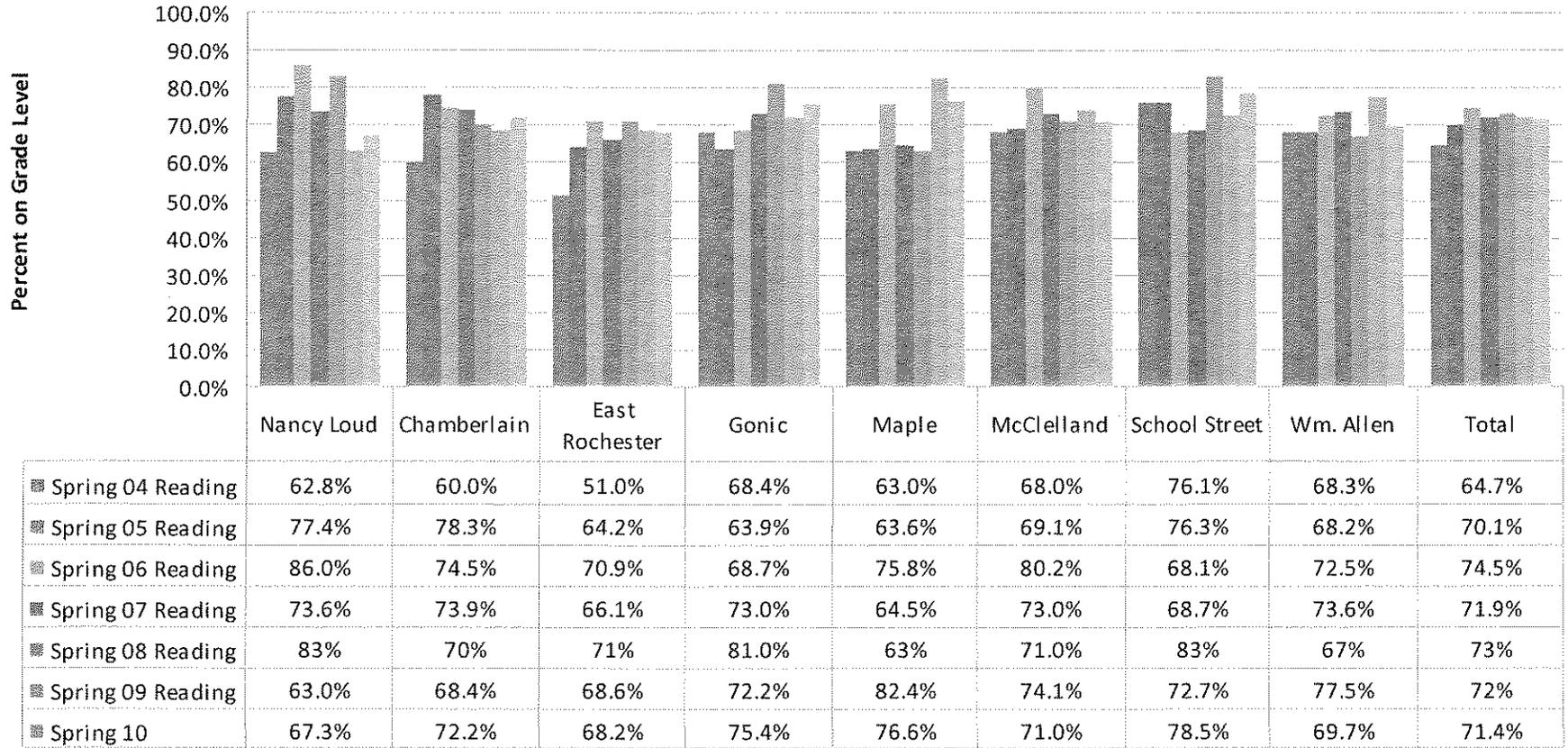
Standard	Passed	Percent Passed	Failed (Includes WF)	Percent Failed	Total
Skills	24	96.00%	1	4.00%	25

**2009 - 2010 School Year
S2 10th Grade Math Classes & S1 11th Grade Math Classes**

Courses	Current 10th Grade Students S2 Math Classes	Current 11th Grade Students S1 Math Classes
Skills Math	6	1
Math A	0	0
Math B	5	0
Math C	0	3
Algebra 1A	0	3
Algebra 1 A Enriched	0	0
Algebra 1 Honors	0	0
Algebra 1 B	31	5
Algebra 1 B Enriched	4	1
Geometry A	33	28
Geometry A Enriched	17	0
Geometry Honors	1	0
Geometry B	67	21
Geometry B Enriched	0	6
Algebra 2	2	46
Algebra 2 Enriched	65	9
Algebra 2 Honors	0	0
Trigonometry	1	0
Trigonometry Enriched	35	47
Trigonometry Honors	0	19
Advanced Math Enriched	0	15
Advanced Math Honors	0	0
Calculus Enriched	0	0
AP Calculus Honors	0	0
Total	267	204
Current Enrollment	363	365
Difference	96	161

District Data Reports

90% Reading Goal History



**Longevity Data Report
Instruction Committee**

August 20, 2009

Report by Kent Hemingway, Assistant Superintendent

- 388 Students registered in Infinite Campus as 12th graders in 08-09
- 48 Wakefield students
- 184 Rochester students registered as 2nd graders in 98-99 and as 12th graders in 08-09
- 55% PERCENTAGE OF STUDENTS REGISTERED IN ROCHESTER IN BOTH YEARS**

Qualitative Data

Focus Groups

Spaulding High School Mathematics & Special Education Teacher Focus Group Questions

Background

Question 1: How many years have you been teaching?

Question 2: What certification(s) do you hold?

Question 3: What training has prepared you to teach math to struggling students?

Question 4: How are you assigned to the classes that you teach?

Question 5: What is the average number of students in a class?

Students

Question 6: Are there any support staff assigned to your class(es)? If yes, how many? What role does that person have in the classroom setting?

Question 7: Describe the profile of the students in your classes.

Question 8: What challenges do you face in working with your students?

Question 9: Given the students that you teach, in your opinion what is the highest math level they can achieve?

Curriculum/Competencies & Materials

Question 10: Do the classes that you teach have a list of competencies that students are to achieve?

Question 11: If yes, what role did you play in developing these competencies?

Question 12: What materials do you use to teach math?

Question 13: Do you think that you have the right materials to teach the competencies? Why or why not?

Instruction & Assessment (Data)

Question 14: Describe your teaching style.

Question 15: What instructional practices do you use to engage students?

Question 16: What student data do you have access to?

Question 17: What role does the use of student data have in your class(es)?

Homework/Grading

Question 18: What type and how often do you assign homework?

Question 19: If a student fails the class, do they have opportunities to improve? How?

Collaboration

Question 20: How often and when do you collaborate with fellow teachers?

Question 21: What is the focus of your collaboration?

Culture

Question 22: What do you like about the culture at Spaulding High School?

Question 23: What would you change about the culture of Spaulding High School? Why?

Professional Development

Question 24: What type of training do you need to meet the needs of your students? When?

Rochester Middle School Mathematics & Special Education Teacher Focus Group Questions

Background

Question 1: How many years have you been teaching?

Question 2: What certification(s) do you hold?

Question 3: What training has prepared you to teach math to struggling students?

Question 4: How are you assigned to the classes that you teach?

Question 5: What is the average number of students in a class?

Students

Question 6: Are there any support staff assigned to your class(es)? If yes, how many? What role does that person have in the classroom setting?

Question 7: Describe the profile of the students in your classes.

Question 8: What challenges do you face in working with your students?

Question 9: Given the students that you teach, in your opinion what is the highest math level they can achieve?

Curriculum/Competencies & Materials

Question 10: Do the classes that you teach have a list of essential outcomes that students are to achieve?

Question 11: If yes, what role did you play in developing these essential outcomes?

Question 12: What materials do you use to teach math?

Question 13: Do you think that you have the right materials to teach the essential outcomes? Why or why not?

Instruction & Assessment (Data)

Question 14: Describe your teaching style.

Question 15: What instructional practices do you use to engage students?

Question 16: What student data do you have access to?

Question 17: What role does the use of student data have in your class(es)?

Homework/Grading

Question 18: What type and how often do you assign homework?

Question 19: If a student fails the class, do they have opportunities to improve? How?

Collaboration

Question 20: How often and when do you collaborate with fellow teachers?

Question 21: What is the focus of your collaboration?

Culture

Question 22: What do you like about the culture at Rochester Middle School?

Question 23: What would you change about the culture of Rochester Middle School? Why?

Professional Development

Question 24: What type of training do you need to meet the needs of your students? When?

Spaulding High School Student Focus Group Questions

1. What math class are you currently in?
2. Do you like math? Why or why not?
3. Do you find math easy or difficult? (Are there things that are easier for you than others such as solving equations versus word problems?)
4. How is your math class taught? (Groups/teacher directed/independent work with help/pairs etc.)
5. Do you get homework? How do you practice the skills and lessons?
6. In your class, do all students participate? Is everyone engaged? Are there distractions?
7. What are your strengths in math?
8. What are your weaknesses in math?
9. What materials does your math teacher use on a regular basis?
10. Are there things that your teacher does that make it easy or hard for you to learn math?
11. What level of math do you think is the highest that you could achieve if you tried your hardest?
12. Do you have strong basic skills in math? If so, how and when did you learn them?
13. Is there anything that could be done to help you learn math in a better or more make it more interesting?

Summary of Focus Groups

The qualitative data received from the Spaulding High School and Rochester Middle School Mathematics and Special Education Departments Focus Groups and the Spaulding High School Student Focus Groups provided important feedback to the Focused Monitoring Leadership and Achievement Teams. This direct feedback helped to inform the strategies and activities of the Action Plan.

Both the Spaulding High School and Rochester Middle School Mathematics and Special Education Departments Focus Groups reflected a student-centered approach to teaching and a strong desire to help ALL students achieve. The Rochester Middle School Focus Group highlighted the Professional Learning Communities in place at RMS as a strength. Participants indicated that the Professional Learning Communities provide time for collaboration and focus on student learning. The Spaulding High School Focus Group indicated a need for greater department collaboration, curricula revisions and support for using varied instructional strategies to meet the diverse needs of their students.

The Spaulding High School Student Focus Groups shared that “the best” teachers are the ones that are excited about the content and a relationship with a teacher allows students to connect with the teacher. Other important feedback shared by the participating students was that teaching something the same way does not help them learn concepts they are struggling with; the students expressed a need for concepts to be approached in a different manner. The majority of the students expressed that they felt prepared for high school math. However, they indicated that they did not feel the math they were learning was important/useful to their futures or that the entire class time was always used effectively.

Surveys

Spaulding High School 130 Wakefield Street, Rochester, NH 03867 Generated on 04/26/2019 04:16:51 PM	Survey Response Summary Report Survey: Classroom Instruction- Number of Responses: 20
------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

1. What department are you in?		Total Responses	Percent of Total
a.	Math	14	70.00%
b.	Special Education	6	30.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

2. How many years have you been teaching?		Total Responses	Percent of Total
a.	1 to 5	4	20.00%
b.	6 to 10	6	30.00%
c.	11 to 15	4	20.00%
d.	15 +	5	25.00%
Total Not Answered:		1	5.00%
Total Respondents:		19	95.00%

3. How long have you been teaching at Spaulding?		Total Responses	Percent of Total
a.	1 to 5	10	50.00%
b.	5 to 10	5	25.00%
c.	11 to 15	2	10.00%
d.	15 +	3	15.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

4. How many years have you been teaching at Spaulding?		Total Responses	Percent of Total
a.	1 to 5	10	50.00%
b.	5 to 10	5	25.00%
c.	11 to 15	2	10.00%
d.	15+	3	15.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

5. What certification(s) do you hold?		Total Responses	Percent of Total
a.	Math	13	65.00%
b.	Special Education	5	25.00%
c.	Other	2	10.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

6. What is the average number of students in your math classes?		Total Responses	Percent of Total
a.	10-15	2	10.00%
b.	15-20	3	15.00%
c.	20-25	9	45.00%
d.	25+	1	5.00%
e.	Does not apply	5	25.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

Survey Response Summary Report cont.
 Survey Dates: 02/08/2010 12:00 AM to 02/08/2010 12:00 AM
 Generated at: 04/26/2010 04:16:51 PM

Spaulding High School
 04/26/2010 04:16:51 PM

7. Copy of What is the average number of students in		Total Responses	Percent of Total
a.	10-15	0	0.00%
b.	15-20	0	0.00%
c.	20-25	0	0.00%
d.	25+	0	0.00%
e.	Does not apply	0	0.00%
		Total Not Answered:	20
		Total Respondents:	0
			100.00%
			0.00%

8. Do you teach using essential outcomes or competencies to drive instruction?		Total Responses	Percent of Total
a.	yes	10	50.00%
b.	no	10	50.00%
		Total Not Answered:	0
		Total Respondents:	20
			100.00%
			0.00%

9. If you do teach using competencies, do most students seem to be able to achieve them?		Total Responses	Percent of Total
a.	yes	5	25.00%
b.	no	7	35.00%
c.	does not apply	8	40.00%
		Total Not Answered:	0
		Total Respondents:	20
			100.00%
			0.00%

10. Do you think that you have the right materials to teach the competencies or essential outcomes?		Total Responses	Percent of Total
a.	yes	6	30.00%
b.	no	9	45.00%
c.	does not apply	5	25.00%
		Total Not Answered:	0
		Total Respondents:	20
			100.00%
			0.00%

11. How many nights a week do you assign homework on average?		Total Responses	Percent of Total
a.	0	1	5.00%
b.	1	4	20.00%
c.	2	0	0.00%
d.	3	2	10.00%
e.	4	7	35.00%
f.	does not apply	6	30.00%
		Total Not Answered:	0
		Total Respondents:	20
			100.00%
			0.00%

12. How many times per month do you collaborate with fellow teachers to improve student achievement?		Total Responses	Percent of Total
a.	0	0	0.00%
b.	1	2	10.00%
c.	2	4	20.00%
d.	3	0	0.00%
e.	4	0	0.00%
f.	5	0	0.00%
g.	5+	1	5.00%
h.	Other	10	50.00%
		Total Not Answered:	3
		Total Respondents:	20
			15.00%
			0.00%
			100.00%

Survey Response Summary Report cont.
 Survey Dates: 02/08/2010 12:00 AM to 02/08/2010 12:00 AM
 Generated at: 04/26/2010 04:16:51 PM

Spaulding High School -
 04/26/2010 04:16:51 PM

13. Do you feel that you have the proper training to teach struggling readers?		
	Total Responses	Percent of Total
a. yes	5	25.00%
b. no	12	60.00%
c. could use more	3	15.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

14. Do you know the difference between summative and formative assessment?		
	Total Responses	Percent of Total
a. yes	20	100.00%
b. no	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

15. How often do you use the traditional take notes and lecture format of class?		
	Total Responses	Percent of Total
a. Seldom or Never	7	35.00%
b. Frequently	8	40.00%
c. Almost always	1	5.00%
d. Does not apply	4	20.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

16. Do you give time for students to discuss what they've learned in class with each other?		
	Total Responses	Percent of Total
a. Seldom or Never	0	0.00%
b. Frequently	10	50.00%
c. Almost Always	8	40.00%
d. Does not apply	2	10.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

Do you provide transitions so that students have a chance to get out of their seats and stretch?		
	Total Responses	Percent of Total
a. Seldom or Never	4	20.00%
b. Frequently	7	35.00%
c. Almost Always	6	30.00%
d. Does not apply	3	15.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

18. How often do you use the smartboard for class notes?		
	Total Responses	Percent of Total
a. Seldom or Never	2	10.00%
b. Frequently	3	15.00%
c. Almost Always	7	35.00%
d. Does not apply	8	40.00%
Total Not Answered:	0	0.00%
Total Respondents:	20	100.00%

Survey Response Summary Report cont.
 Survey Dates: 02/08/2010 12:00 AM to 02/08/2010 12:00 AM
 Generated at: 04/26/2010 04:16:51 PM

Spaulding High School - ...
 04/26/2010 04:16:51 PM

19. When a student is not paying attention do you cue them to get back on track?		Total Responses	Percent of Total
a.	Seldom or Never	0	0.00%
b.	Frequently	7	35.00%
c.	Almost Always	13	65.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

20. Does student data have a role in your class(es)?		Total Responses	Percent of Total
a.	Seldom or Never	8	40.00%
b.	Frequently	10	50.00%
c.	Almost Always	2	10.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

21. Do you pre-assess your students for reading comprehension		Total Responses	Percent of Total
a.	Seldom or Never	14	70.00%
b.	Frequently	2	10.00%
c.	Almost Always	4	20.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

22. Do you feel that excellent classroom management is crucial for student learning to occur?		Total Responses	Percent of Total
a.	Absolutely	16	80.00%
b.	Partially	3	15.00%
c.	No	1	5.00%
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

Survey Response Summary Report cont.
 Survey Dates: 02/08/2010 12:00 AM to 02/08/2010 12:00 AM
 Generated at: 04/26/2010 04:16:51 PM

Spaulding High School --- 08-09
 04/26/2010 04:16:51 PM

23. Please put a check next to the instructional practices that characterize your teaching			
	Total Responses	Percent of Total	
a. Lecture	13	65.00%	
b. Workbooks	2	10.00%	
c. Worksheets	17	85.00%	
d. Use the textbook as a reference	12	60.00%	
e. Use the textbook as the curriculum	7	35.00%	
f. Rote memorization	9	45.00%	
g. Ability Grouping	7	35.00%	
h. Multiple Choice tests	5	25.00%	
i. Whole-class read-alouds	6	30.00%	
j. Round-robin Reading	11	55.00%	
k. Individual seatwork	17	85.00%	
l. Group Work	16	80.00%	
m. Assigning Homework	13	65.00%	
n. Modeling Skills	15	75.00%	
o. Drills	5	25.00%	
p. Using Manipulatives	10	50.00%	
q. Integrating technology	15	75.00%	
r. Real-world applications	17	85.00%	
s. Content-area reading practice	4	20.00%	
t. Using multiple intelligences	12	60.00%	
u. Asking recall questions	17	85.00%	
v. Work at the overhead	7	35.00%	
w. Formative Assessment	17	85.00%	
x. Summative assessment	16	80.00%	
y. Use material other than text or it's supplements	16	80.00%	
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

24. Please put a check next to the instructional practices that characterize your teaching			
	Total Responses	Percent of Total	
a. Application of skills or processes	17	85.00%	
b. Giving feedback on assignments	18	90.00%	
c. Using rubrics	8	40.00%	
d. Reflective writing or journals	4	20.00%	
e. Analysis of charts, diagrams, or graphs	15	75.00%	
f. Using pre-assessments to plan instruction	6	40.00%	
g. Students working in pairs or small groups	18	90.00%	
h. Integration of multiple subjects	8	40.00%	
i. Using student interests to generate lessons	11	55.00%	
j. Giving time to process teacher questions	17	85.00%	
k. Using graphic organizers	11	55.00%	
l. Assigning work as consequence for poor behavior	0	0.00%	
m. Assigning extra-credit for reward	1	5.00%	
n. Ending class with a review	10	50.00%	
o. Use the textbook publisher's tests or assessments	4	20.00%	
p. Identifying similarities and differences	13	65.00%	
q. students write summaries about what they learned	4	20.00%	
r. Reinforcing effort and providing recognition	17	85.00%	
s. Using cues, questions, and advanced organizers	13	65.00%	
Total Not Answered:		0	0.00%
Total Respondents:		20	100.00%

4. Do you find math easy or difficult (circle your answer)? Yes No

Are there things that are easier for you than others such as solving equations versus word problems?

5. Please rate how important you feel math is to impacting your future.

5	4	3	2	1
Very		Important		Not
Important				Important

6. Describe how math classes at SHS are taught.

7. How do you learn math best?

8. Describe what the "perfect" math class would look like for you (include thoughts on the schedule).

9. Next fall you will take the NECAP test. Please share any thoughts and ideas that the school could do to help prepare you academically to do your best work.

10. If the school offered a summer math camp to help students prepare for the NECAP, would you attend (circle your answer)?

Yes

No

What would motivate you to attend and how would you like the camp to look?

Please share the following additional information with us.

11. Do you use the learning labs (circle your answer)?

Yes

No

If yes, for which subjects.

12. Are you planning to take the SAT (circle your answer)? Yes No

13. Did you take the PSAT (circle your answer)? Yes No

14. What do you plan to do after graduating from high school? Please share school and career plans.

Thank you for taking the time to assist us. Your input is greatly appreciated and valued!

Grade 11 Student Survey

Please complete the table below.		
Level	Number of Schools Attended	Where Did You Attend School(s)
Elementary		
Middle		
High		

This past fall you took the NECAP test. Please answer the following questions relative to that experience.

1. Please rate your effort on the NECAP.

5	4	3	2	1
Best		Average		No effort

2. Please explain your answer to number 1.

3. Did you feel the schedule allowed you to do your best work on all parts of the NECAP (circle your answer)?

No Yes

4. Did you feel you had enough time to complete the NECAP (circle your answer)? Yes No

5. Please share your thoughts on what the ideal schedule would look like to take the NECAP.

6. Please rate how academically prepared you felt to take the NECAP.

Math

5	4	3	2	1
Extremely		Prepared		Not Prepared
Well Prepared				At All

Reading

5	4	3	2	1
Extremely		Prepared		Not Prepared
Well Prepared				At All

Writing

5	4	3	2	1
Extremely		Prepared		Not Prepared
Well Prepared				At All

7. What did you think and do when you received your scores on the NECAP?

The questions below ask you to reflect on your experiences relative to mathematics.

8. Please share what math classes you have taken during your high school career (include any you are currently enrolled in).

9. What math class was most beneficial to you?

10. Do you like math (circle your answer)? Yes No

11. Do you find math easy or difficult (circle your answer)? Yes No

Are there things that are easier for you than others such as solving equations versus word problems?

12. Please rate how important you feel math is to impacting your future.

5	4	3	2	1
Very		Important		Not
Important				Important

13. Describe how math classes at SHS are taught.

14. How do you learn math best?

15. Describe what the “perfect” math class would look like for you (include thoughts on the schedule).

Please share the following additional information with us.

16. Do you use the learning labs (circle your answer)? Yes
No

If yes, for which subjects.

17. Are you planning to take the SAT (circle your answer)? Yes No

18. Did you take the PSAT (circle your answer)? Yes No

19. What do you plan to do after graduating from high school? Please share school and career plans.

Thank you for taking the time to assist us. Your input is greatly appreciated and valued!

**Grade 10 Student Survey
Summary of Results
221 Surveys Returned**

Number of Schools Attended					
	1	2	3	4	5
Elementary	112	39	19	6	4
Middle	163	20	4	0	0
High	146	9	3	0	0

3. Do you like math?	
Yes	No
92	123
10. If the school offered a summer math camp to help students prepare for the NECAP, would you attend?	
Yes	No
15	187
11. Do you use the learning labs?	
Yes	No
37	170
12. Are you planning to take the SAT?	
Yes	No
180	21
13. Did you take the PSAT?	
Yes	No
54	148

5. Please rate how important you feel math is to impacting your future.				
5	4	3	2	1
Very Important		Important		Not Important
35	60	80	36	7

Grade 11 Student Survey
Summary of Results
200 Surveys Returned

Number of Schools Attended				
	1	2	3	4
Elementary	93	48	11	4
Middle	132	20	1	1
High	144	15	3	0

<i>1. Please rate your effort on the NECAP</i>				
5 Best	4	3 Average	2	1 No Effort
59	77	51	6	5

<i>6. Please rate how academically prepared you felt to take the NECAP?</i>				
Math				
5 Extremely Well Prepared	4	3 Prepared	2	1 Not Prepared At All
26	57	66	37	11
Reading				
5 Extremely Well Prepared	4	3 Prepared	2	1 Not Prepared At All
42	73	61	17	5
Writing				
5 Extremely Well Prepared	4	3 Prepared	2	1 Not Prepared At All
41	74	58	16	6

<i>12. Please rate how important you feel math is to impacting your future.</i>				
5 Very Important	4	3 Important	2	1 Not Important
59	77	51	6	5

Grade 11 Student Survey
 Summary of Results (continued)
 200 Surveys Returned

3. Did you feel the schedule allowed you to do your best work on all parts of the NECAP?	
Yes	No
164	31
4. Did you feel you had enough time to complete the NECAP?	
Yes	No
178	17
10. Do you like math?	
Yes	No
84	98
16. Do you use the learning labs?	
Yes	No
47	141
17. Are you planning to take the SAT?	
Yes	No
154	32
18. Did you take the PSAT?	
Yes	No
98	91