New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process

SAU 42 Nashua
Focused Monitoring
Summary Report
2009-2010

New Hampshire Department of Education

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Special Education Program Approval and Improvement Process

Focused Monitoring Districts

SAU 42 Nashua Summary Report

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Date of Report
June 30, 2010

Essential Questions for Nashua School District

1. What are the contributing factors to the achievement gap between students with disabilities and their non-disable peers, and how may this gap be narrowed?
2. What are the contributing factors to the achievement differential among other student demographic factors including poverty, first language (ELL), race/ethnicity and gender and how may this difference be narrowed?

Background and Overview
Nashua's approach to Focused Monitoring (FM) includes:

1. Expanding the FM essential question to include all students and all subgroups in the district, rather than just focusing on identified students
2. Viewing the FM process as an opportunity to improve and develop the district's systems and capacity for continuous improvement, rather than as a one-shot attempt.

Because of the size and complexity of the Nashua School District it was decided to focus on having the 12 elementary schools go through the FM process during the 2009-2010 school year with implementation of the resulting action plans and monitoring of the implementations in 2010-2011. The five secondary schools will go through the FM process and create their action plans in the 2010-2011 school year.

As part of the Nashua DINI plan developed each school developed a school data team that participated in a two-year professional development program facilitated by TERC (Technical Education Research Centers). The TERC data protocols were based on Nancy Love's "Using Data/Getting Results: A Practical Guide for School Improvement in Mathematics and Science". As a result, in most cases the FM process used this year was able to use and build upon existing school data team expertise and experience. In some cases the school-based work of the data teams had not been fully realized and FM was used as a mechanism to provide additional professional development to school data teams. The handout below was used to orient school data teams and explain how the FM work relates to the TERC protocols already in place.

Nashua School District Focused Monitoring Data Analysis Protocols: Improving Student Learning Through The Use Of Data

Background
Focused Monitoring, as used in the Nashua School District, refers to the systemic process of:

- Analyzing students' learning and academic success/achievement in various areas of the curriculum
- Analyzing students' learning and academic success/achievement both in the aggregate and in a variety of student subgroups

- Identifying potential causes of "student learning problems" and the identification of a "root cause"(or causes) of the student learning problem
- Investigating and prioritizing potential solutions to the student learning problem(s)
- Developing an action plan to implement changes that address the student learning problem
- Implementing the action and evaluating its success at improving students' learning and academic success in the targeted areas.

Root cause(s) is/are "the deepest underlying cause or causes that the school can control or impact that, if addressed, will cause a significant improvement in under-performing students on key student achievement indicators".

To understand is to grasp meaning … To grasp the meaning of a thing, event, or situation is to see it in its relations to other things: to note how it operates, what consequences follow from it, what causes it, what uses it can be put to... Things gain meaning when used as a means to bring about consequences... the relation of means to consequences is the center at the heart of all understanding. –*John Dewey*

The Role of Building Data Teams

The use of data to guide and inform school improvement is an exercise in inquiry. That inquiry seeks to understand, explain and respond to findings about student learning and achievement.

Inquiry is investigative, collaborative, and involves a set of principles and a dialogue. A dialogue is different from a discussion. In a discussion the intent is to make a decision—literally to "kill choice". In a dialogue the intent is not to jump to a quick decision, but rather to seek shared meaning of a complex situation, such as student learning or achievement. That meaning then serves as the starting point for improving student learning.

Inquiry about student learning also relies heavily on the rigorous use of data. There are a variety of types of data, including:

- Aggregate data (data that represents the entire group)
- Disaggregated data (data that represents one or more subgroups)
- Content strand data (data about student results in a content strand)
- Individual item data (data from one assessment item, question or task
- Individual student data.

"Dialogue comes from the Greek word dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through' - it doesn't mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present." –*Bohm, 1996*

"*Data have NO meaning. They are simply data* (Love, 2002)." What gives meaning to data are relevant comparisons. Typically, this involves comparing results of one group with those of another group, or comparing current results with prior results for the same group.

School improvement data is typically mapped to standards or outcomes—the desired outcomes of

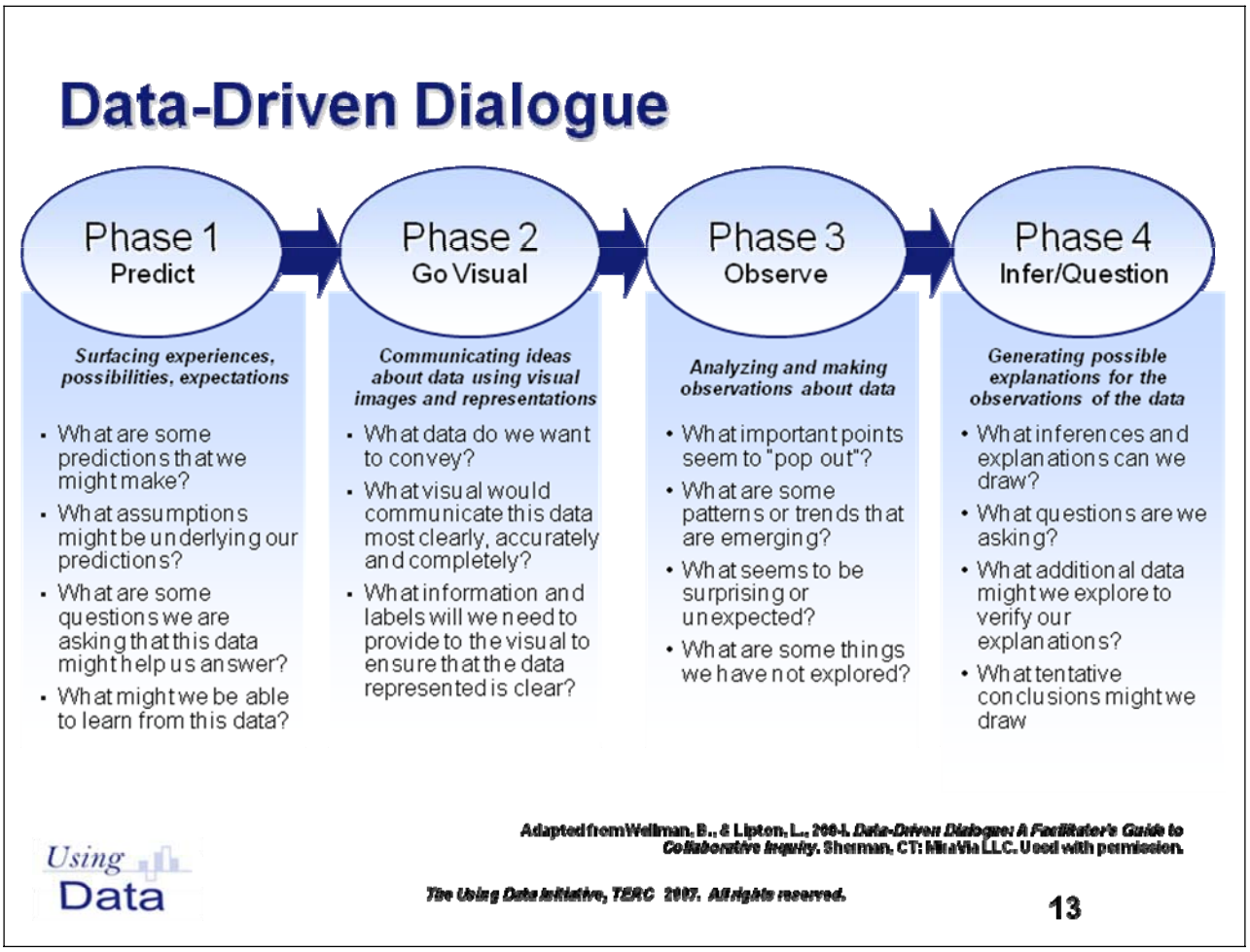
teaching and learning. By mapping assessment results to standards those results can indicate progress, or lack of progress, towards the achievement of educational goals.

Norms of Collaborative Inquiry

1. Use multiple measures and multiple data sources where possible.
2. Separate fact from inference.
3. Pay attention to the process.
4. Emphasize both strengths and weaknesses.
5. Develop shared and common meaning.
6. Involve multiple voices and perspectives.
7. Keep the focus on improvement, not blame.
8. Provide adequate time for dialogue.
9. *Don't use* data to:
    - Punish (e.g., administrators, teachers, students, etc.),
    - Blame students or their circumstances
    - Jump to conclusions or quick fixes.

Inquiry Question Sequence (adapted from Love, 2002)

1. What are our academic strengths and weakness?
    - As measured by NECAP results as well as other academic indicators
2. To what extent do performance gaps exist among racial, gender, ability, special education, and SES groups in our school(s)?
    - This includes both current and historical data
3. To what extent do some students (poor, minority, English language learners, girls, etc.) have less opportunity to learn than others?
    - Including such factors as attendance, teacher qualifications, experience and/or effectiveness, class size, instructional time, etc.
4. To what extent do student aspirations and teacher expectations impact student learning and academic success?
5. How good is our written curriculum?
6. How well aligned are our core resources with the state standards and district educational goals?
7. How well aligned is our instruction with state standards and district educational goals?
8. How well is our assessment and evaluation aligned with state standards and district educational goals?
9. How well does our professional development support ongoing implementation of curriculum and instruction?



Focused Monitoring Structure: Leadership Team, School Achievement Teams, the Focused Monitoring Coordinator Position, and the Curriculum and Professional Development Council (CPDC)

Focused Monitoring Leadership Team (FMLT)

The FMLT consists of:

1. Dr. Eric Schroeder, Director of Special Education
2. Dr. Brian Cochrane, Director of Accountability and Assessment
3. Ron Boisvert (0.6 FTE) and Bill Pimley (0.2 FTE) who combine to fulfill the Focused Monitoring Coordinator position for the Nashua School District.

The FMLT:

- Coordinates the FM process in the district
- Aggregates and disaggregates the data for most meetings
- Works with building administration to develop data team capability, where appropriate
- Arranges meeting dates and agendas
- Develops the data sets and the data analysis protocols
- Facilitates school team meetings

- Reports the results of the FM process to the Curriculum and Professional Development Council (CPDC) and to the NHDOE.

School Achievement Teams

The school-based teams included principals, assistant principals, school data team members (2-3 teachers), SPED teachers, and the school reading teacher. The exact size of the school team was determined in conjunction with the principal and based on the specific situation in the school. For example, some schools chose to have larger teams to allow for broader input, to expose more teachers to the data systems and analysis protocols, or to increase teacher buy-in for the implementation of the impending action plans.

The Focused Monitoring Coordinator(s)

The Focused Monitoring Coordinators performed several functions. They performed much of the data analysis. They also developed specific reports and reporting formats that allows schools and teachers to more effectively and efficiently analyze data to identify achievement gaps in support of the two essential questions for the Focused Monitoring process.

Curriculum and Professional Development Council

The CPDC's membership includes:

- Dr. Althea Sheaff, Executive Director of Curriculum and Instruction (chair)
- Dr. Eric Schroeder, Director of Special Education
- Dr. Brian Cochrane, Director of Accountability and Assessment
- Kathleen Drolet, Curriculum Supervisor
- Robert Cioppa, Supervisor of ELL
- Marshall Derry, Director of CTE
- Michelle Papanicolau, Director of Adult Education
- Pat Burns: Director of Title I
- Scott Insinga, Acting Director of Athletics and Wellness
- Diane Vienneau, Peer Coach
- Paula Papanicolau, Peer Coach
- Jan Martin, Chief School Psychologist
- Rosalyn Berrocales, Parent

The CPDC oversees curriculum and professional development related activities and initiatives within the Nashua School District. Specifically, its charge is:

- To develop a Curriculum Management Plan that is submitted to the Board of Education for Board review and approval
- To advise in the coordination and continuity of curriculum planning and professional development in grades K-12
- To assist in providing for continuous and systematic evaluation of the curriculum, instructional materials, and assessments
- To encourage and seek out innovative and creative curriculum related projects in collaboration with Curriculum Supervisors

- To serve as a clearinghouse for new curriculum and professional development ideas in collaboration with the Curriculum Supervisors
- To assist in communication among staff members about matters of curriculum, instruction, assessment and professional development
- To function as an advisory council submitting recommendation to the Superintendent or designee for further consideration
- To render suggestions to the Superintendent or designee relative to all curriculum, instructional and assessment matters.

The CPDC also currently serves as the district monitoring group for the District in Need of Improvement (DINI) plan as well as the district Corrective Action Plan. Thus, the CPDC is the appropriate body to oversee and provide feedback to the Focused Monitoring process. Suggested actions resulting from the Focused Monitoring Process will be forwarded by the CPDC to the Superintendent or designee.

Technical Assistance

Technical assistance from the New Hampshire Department of Education was provided by Dr. Richard Ayers and Jane Bergeron-Beaulieu.

3. Focused Monitoring Activities

Focused Monitoring Overview

Focused Monitored, as used in the Nashua School District, refers to the systemic process of:

- Analyzing students' learning and academic success/achievement in various areas of the curriculum
- Analyzing students' learning and academic success/achievement both in the aggregate and in a variety of student subgroups
- Identifying potential causes of "student learning problems" and the identification of a "root cause"(or causes) of the student learning problem
- Investigating and prioritizing potential solutions to the student learning problem(s)
- Developing an action plan to implement changes that address the student learning problem
- Implementing the action and evaluating its success at improving students' learning and academic success in the targeted areas.

Root Cause

Root cause(s) is/are "the deepest underlying cause or causes that the school can control or impact that, if addressed, will cause a significant improvement in under-performing students on key student achievement indicators".

Focused Monitoring Question Sequence

1. What are some of the **key indicators** of student academic success at our school?
2. Based on these indicators, what are the school's **strengths and weaknesses** with respect to student achievement?
3. To what extent do **performance gaps** exist among racial/ethnic, gender, Special Education (SPED), Limited English Proficiency (LEP), and socioeconomic status (SES) groups in our school on these key indicators?
4. What are the potential root causes for the performance gaps?
5. Which root causes will we try to address as part of our building action plan for 2010-2011?

Role of Building Data Teams in Nashua's Focused Monitoring Process

The building data teams, augmented by additional school staff as necessary, play a critical role in the Focused Monitoring process. Supported by the external Focused Monitoring team members (Brian Cochrane, Eric Schroeder, Bill Pimley & Ron Boisvert), the data team and the school administration have joint responsibility for achievement of the Focused Monitoring goals. The primary tasks of the data team in Focused Monitoring are:

- Identifying appropriate data sources to investigate student achievement levels
- Analyzing student achievement data for the purposes of:
    - identifying areas of academic strength and weakness
    - identifying achievement gaps (especially between identified and non-identified student populations)

- identifying potential causes for achievement gaps
- Investigating potential achievement gap cause(s) to identify root cause(s)
- Identifying 2-3 actions items designed to address root cause(s) of achievement gap(s)
- Developing a detailed action plan to implement the action item
- Monitoring the implementation and success of the action plan, modifying where necessary to close achievement gap(s)

Data Analyses Conducted

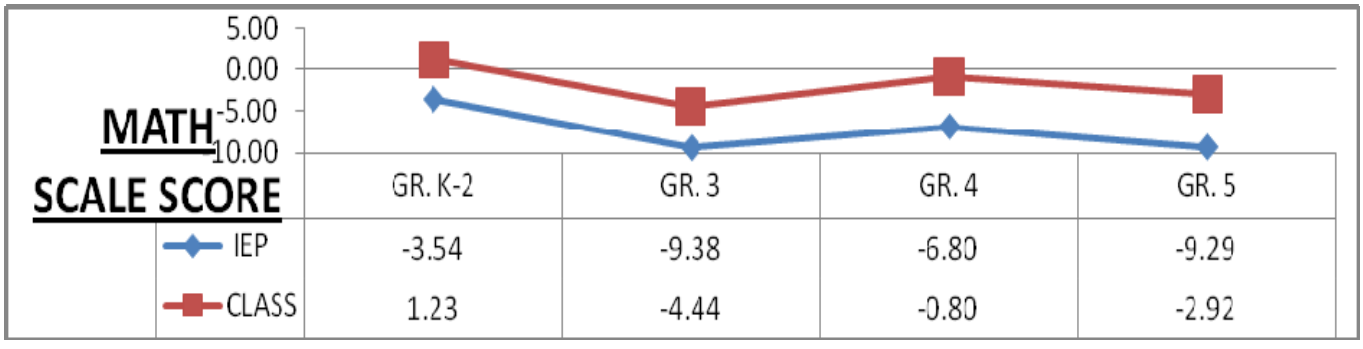
NECAP data analysis was conducted for each of the 12 elementary schools in reading and mathematics for each of the following categories:

- Aggregate school data
- Grade level data
- Gender
- Ethnicity
- Longitudinal data (school over time, grade level over time, and grade level cohorts over time)
- IEP status
- Individual student growth for students with IEPs by: (a) school, (b) school grade level and (c) instructional year
- LEP status
- SES status
- Strand data (school, grade level and IEP status).

To view a sample school NECAP Data report, please see Appendix 1. To view a sample school SPED data report please see Appendix 2. To view a sample elementary Math benchmark assessment report, please see Appendix 3. To view a sample elementary Reading benchmark assessment report, please see Appendix 4.

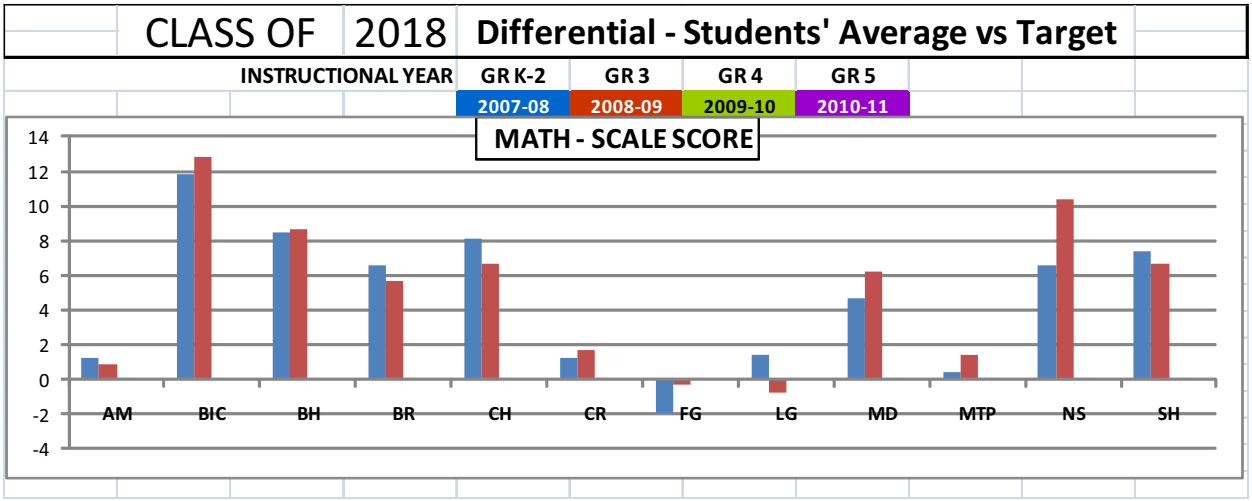
Summary of Building/District Findings

1. School and school grade level increases and decreases in SPED student achievement in Reading and Math, as measured by NECAP results over time, showed great correspondence with the results for the general population.



	GR. K-2	GR. 3	GR. 4	GR. 5
IEP	-3.54	-9.38	-6.80	-9.29
CLASS	1.23	-4.44	-0.80	-2.92

2. Grade level NECAP achievement showed a great deal of variability within individual schools. The instructional grade levels associated with significant and sustained growth varied considerably from school-to-school.



3. Grade 6 testing year NECAP results with SPED students show an increase in the number and percentage of students who score a zero on the NECAP and also in the number of students who show significant achievement decreases (a loss of 10 or more points) in NECAP results year-to-year.

4. Teacher turnover showed significantly more impact on instructional grade level Math achievement results than it did in Reading. School level differences in the scope of the impact were significant.

5. Improvement in NECAP math achievement tended to occur in grade levels where:
    - Teacher collaboration was perceived to be relatively high
    - Fidelity to the Everyday Math program was relatively high
    - Teacher turnover was low
    - Teachers tended to make better use of student achievement data
    - Teachers tended to use the entire EDM program more consistently, including the student activities and differentiation resources.

    These schools also tended to be non-Title I schools, with a stronger student population and typically more ability to provide math assistance at home.

4. IEP Review Summary

Special Education Compliance Component of NHDOE Focused Monitoring Process

NASHUA SCHOOL DISTRICT

NHDOE Focused Monitoring Compliance and IEP Review

Date of Report June 25, 2010

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education compliance with required special education processes. This includes, the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the elementary and middle schools on January 26, 27, 2010 and February 17, 2010. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
    - Special Education Policy and Procedures
    - Special Education staff qualifications
    - Program descriptions
- Review of all district Special Education programming
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools

- Review of parent feedback collected through the Focused Monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

SUMMARY OF FINDINGS:

IEP and Compliance Review: Conducted on January 26-27, 2010 (Elementary Schools) and February 16-17, 2010 (Middle Schools)

As part of the compliance component of Focused Monitoring, the NHDOE consultants and visiting team members worked in collaboration with the Nashua School District to conduct reviews of student IEPs, (elementary and middle school levels) The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process. Additionally, as part of the Focused Monitoring Process, a complete review of special education policy and procedure was conducted as well as and a random review of student records for those children placed outside of the district.

As required by the IEP review process, general and special educators in the Nashua Elementary and Middle Schools were provided with a collaborative opportunity to review 33 IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 3-5)

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM THE IEP REVIEW PROCESS CONDUCTED IN THE Nashua School District, Elementary and Middle Schools:

Building/District Summary of IEP Review Process

Total Number of IEPs Reviewed: 33

Number Preschool: 0, Preschool reviews will be conducted during the 2010-11 school year.

Number Elementary School: 24

Number Middle School: 9

Number High School, Age 16+: 0 **Number High School, Age below 16**: 0 High School IEPs will be reviewed during the 2010-11 school year.

Conclusions/Patterns Trends Identified Through IEP Review Process: (Elementary and Middle Schools)

How has this process informed future plans for improving the writing of student IEPs?

- Student profiles would benefit from more comprehensive descriptions of student performance and include data that is connected to the present levels of performance and the general education curriculum.
- There is a need to further support communication and collaboration between general and special educator within each of the schools, and across the district.
- In writing annual IEP goals, state and district assessment data could be utilized more fully to ensure that IEPs are aligned to the general education curriculum and that assessment tools used to monitor IEPs are those used by the district.
- Transition planning and communication between the elementary and middle schools could be strengthened.
- Student IEPs can be better developed through the use of multiple measures in determining present levels of performance.
- IEPs should be written to ensure that general education teachers are able to monitor progress in the general education setting.
- There is a need for professional development for all staff in the writing of IEPs that include well constructed Present Levels of Performance, measurable annual goals with clear

benchmarks or objectives that are aligned to the general curriculum and understandable to teachers, parents and students.

Describe how individual student performance information is conveyed from grade to grade/school to school:

- The sending and receiving teachers have informal conversations and share written communication.
- There is planned communication between sending receiving case managers.
- Whenever possible, representatives from the current team meet with the receiving team.
- Elementary students have the opportunity to visit the middle schools.
- There are informal processes in place where teachers work with one another.
- Transitions are not consistently documented and while there are reported successes in transitioning students, there would be a benefit to ensuring that processes are consistently used by all staff in all schools.

How will the district further explore the factors that have impacted poor scores for individual students on state assessments?

- Continue to ensure that appropriate accommodations are provided to students for test taking.
- Consider planning pre-conference with child/parent for students who are considered "high risk" in order to stress the importance of assessments and connections to improved learning.
- Consider administering assessments in smaller groups, in shorter time frames with improved proctoring from staff.
- Continue the use of data teams in each of the elementary schools focusing upon GLEs and essential learning aligned with NWEA and NECAPs.
- Consider setting school wide student achievement goals that are carefully monitored.
- Align IEPs and classroom instruction.
- Continue professional development for all staff in access to and analysis of data.

Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

1. The staff are starting to use data to write IEPs and to monitor student progress.
2. There is a sense of collaboration between general and special educators.
3. Most all educators are taking an active role in IEP development and welcome in put and participation from families.
4. The culture and climate in the elementary schools is child centered.
5. The staff and administrators are skilled and take pride in their work and respect and support one another.
6. There is ample professional development made available to staff, and offerings are comprehensive, ongoing, and well integrated.
7. The use of the RTII Model (Response to Intervention and Instruction) is emerging.
8. The district provides access to technology for all staff and students.

Suggestions:

1. Provide additional professional development in writing comprehensive IEPs.
2. Continue to focus upon the RTII model with particular emphasis on mathematics with strong interventions for all students.
3. Provide direction and assistance to all staff and administration in better understanding the use of accommodations and modifications in both instruction and assessment.
4. Reference NECAP and NWEA results in IEPs as data points.
5. Develop a systemic approach for soliciting parent and student input for developing IEPs.

Findings of Non-Compliance Identified as a Result of the NHDOE Compliance and IEP Review Visit:

As a result of the 33 IEPS that were selected for the IEP Reviews the following Findings of Non-Compliance were identified:

ED 1109.01 Elements of IEP

CFR 300.320 IEP Goals, Objectives and Benchmarks

Annual goals were not measurable or consistently aligned to present levels of performance.

Additionally, it was noted that the newly adopted IEP document/template currently used by the district needs a comprehensive review to insure that the template is in full compliance with state and federal special education rules and regulations.

ED 1109. 06 Monitoring and Annual Evaluation of IEPs

Several of the teams conducting the IEP reviews in the elementary and middle schools noted that progress monitoring was not consistently documented, nor were there consistently developed processes to ensure that general educators are involved in monitoring the progress of students with disabilities. Additionally, it was noted that due to the new software system and report cards generated, students with significant disabilities are not able to be provided with the report cards that are utilized for the general education population.

ED 1104.01 Special Education Process

Based on the IEP reviews, along with compliance data provided by the NHDOE, Bureau of Special Education, the Nashua School District must refine the oversight and implementation of the special education process at the building level to ensure compliance in all areas.

Please Note: *These Findings of Non-compliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.*

District Wide Commendations:

- The availability and access to student data and the formation of data teams in each building is commended.
- The district provides comprehensive professional development opportunities.
- The RTII system of tiered support in the area of literacy continues to emerge and have positive impact upon student learning.
- The attention to strategically developing data teams and data profiles for each building is evident.
- There are hard working, dedicated and skilled staff and administration throughout the district.

- The conscientious attention to individual students is recognized.
- Staff is open to professional learning and participates in a variety of offerings provided by the school district.

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, to include Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs. As a result of the review of the compliance application, it became evident that the district needs to work to conduct a thorough review of the program information in NHSEIS, and work with the NHDOE Bureau of Special Education to ensure that all program information for the elementary and middle schools is accurately reflected.

Out of District File Review

Based on the random review of 6 student files for children with disabilities placed out of district, (elementary and middle school level), there were no Findings of Non-compliance identified. The out of district coordinator does an outstanding job of monitoring the special education process and monitoring the programs for students with disabilities who are placed out of district.

Students with Disabilities Attending Charter Schools:

The district reports that there are currently no students with disabilities attending a charter school.

Requests for Approval of New Programs and/or Changes to Existing Programs:

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. As such, the NHDOE worked with the Nashua School District in the review of the request for approval of the addition of 2 new preschool classes, Nashua Early Education Programs (NEEP) located at Bicentennial and New Searles Schools. Based on the application and the visit to the programs it was determined that the preschool programs meet all compliance requirements and it will be suggested that the programs be granted full approval from the NHDOE, Bureau of Special Education.

Conclusions:

The Nashua School District's Focused Monitoring IEP Review for the elementary and middle schools found the special education staff and classroom teachers to be working hard to implement sound programming for students with disabilities. The district promotes a culture that allows individual buildings to explore innovative instructional and support strategies for all students and particularly students with disabilities. This was evident in nearly all school settings and is strategically based upon

the informed use of data on student performance that is generated in a logical and systemic fashion throughout the district. The district is committed to providing quality services to all students in the least restrictive environment and is conscientiously working to insure that all educational settings represent this district aim.

PLEASE NOTE: THIS SECTION WILL COMPLETED WITH THE ASSISTANCE OF THE NEW SPECIAL EDUCATION DIRECTOR AND WILL BE COMPLETED BY JULY 30, 2010

Corrective Action Plan

SAU#:	NAME OF SCHOOL DISTRICT:	SUPERINTENDENT/EXECUTIVE DIRECTOR:
SPECIAL EDUCATION DIRECTOR:		DATE OF PLAN:

THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY Insert Report Date + 1 yr. here

FINDINGS OF NON-COMPLIANCE: Findings of non-compliance are defined as deficiencies that have been identified through the Focused Monitoring Review Process, which are in violation of state and federal Special Education rules and regulations.

FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.) ***Please note:*** *Findings re: individual students must be benchmarked in the first quarter.*				For Use By Technical Assistant At Follow Up Visit: Date of follow up visit (or date of acceptance of evidence submitted to indicate correction): **Note as Met, In Process or Not Met**
				6/09	9/09	12/09	3/10	

ED 1109.01 Elements of IEP CFR 300.320 IEP Goals, Objectives and Benchmarks Annual goals were not measurable or consistently aligned to present levels of performance. Additionally, it was noted that the newly adopted IEP document/template currently used by the district needs a comprehensive review to insure that the template is in full compliance with state and federal special education rules and regulations.								
ED 1109. 06 Monitoring and Annual Evaluation of IEPs Several of the teams conducting the IEP reviews in the elementary and middle schools noted that progress monitoring was not consistently documented, nor were there consistently developed processes to ensure that general educators are involved in monitoring the progress of students with disabilities. Additionally, it was noted that due to the new software system and report cards generated, students with significant disabilities are not able to be provided with the report cards that are utilized for the general education population.								
ED 1104.01 Special Education Process Based on the IEP reviews, along with compliance data provided by the NHDOE, Bureau of Special Education, the Nashua School District must refine								

the oversight and implementation of the special education process at the building level to ensure compliance in all areas.								

5. Action Plan: NASHUA SCHOOL DISTRICT 2010-2011 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL #1: Student elementary math achievement, as measured by the percentage of students scoring proficient or above on NECAP and district benchmark assessments, will improve on aggregate and within the SPED, ELL and low-SES subgroups.

OBJECTIVE #1: Develop, implement, and use the results of district End-of-Year (EOY) math assessments at grades 2-5 for program improvement purposes.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	**When**	**What & by whom**	**When**
Develop & implement EOY benchmark math assessments to provide teachers and schools better and more frequent data to determine program effectiveness and Modify instruction	Salary for Focused Monitoring coordinator (grant funded), substitute coverage for teacher work groups (provided by schools)	Director of Assessment, Focused Monitoring Coordinator(s), and grade level teacher work groups.	March 2010-July 2010	Brian Cochrane for development and implementation of assessments, and Elementary school principals for use of data	Fall 2010	Brian Cochrane, Ron Boisvert and Bill Pimley reviewing school-based findings and recommendations	Fall 2010

OBJECTIVE #2: Development and implementation of the district mid-year math assessments at grades 2-5.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	**When**	**What & by whom**	**When**
				Production and use of assessments			
Develop & implement mid-year benchmark math assessments	Monitoring coordinator (grant funded), substitute coverage for teacher work groups (provided by schools)	Director of Assessment, Focused Monitoring Coordinator(s), math curriculum supervisor, and grade level teacher work groups.	Sept. 2010-January 2011	Brian Cochrane for development and implementation of assessments, and Elementary school principals for use of data	Winter 2011	Brian Cochrane, Ron Boisvert and Bill Pimley reviewing school-based findings and recommendations; Elementary school principals for school-level work	June 2011

OBJECTIVE #3: Perform a self-study on existing K-6 math curriculum and instruction (Everyday Math) and make recommendations for strengthening math curriculum, instruction and support.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	**When**	**What & by whom**	**When**
Everyday Math lesson mapping/analysis	Math curriculum supervisor, teacher teams (either school-based or district)	Math curriculum supervisor and elementary teacher teams	October-December 2010	Mapping reports and analyses will go to Dr. Althea Sheaff, Assistant Superintendent	December 2010	Effectiveness will be determined by the report's ability to inform district and school level action regarding math instruction and eventually math achievement. Dr. Althea Sheaff and Dr. Brian Cochrane responsible.	June 2011

Additional Action Plan Detail

1. Map/Analyze Everyday Math lessons based on the following criteria:
    - The lesson addresses math skills and concepts at the Beginning (B), Developing (D) or Secure (S) level
    - The lesson maps primarily below, at or above the relevant NH GLE strand
    - The lesson's effectiveness based on past experience
    - The lesson's associated math activities (based on EDM resources)
    - The lesson's associated differentiation opportunities (based on EDM resources)
    - Potential supplemental resources

MEASURABLE STUDENT LEARNING GOAL #2: Increase the effectiveness of testing accommodations procedures for grade 6 students during NECAP testing to give more valid achievement measures for all students.

OBJECTIVE #1: Develop and implement accommodations procedures that better meet the testing needs of middle school students. .

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	**When**	**What & by whom**	**When**
Compilation of Grade 5 student accommodations and forwarding them to the appropriate Middle School	None	Brian Cochrane, K-8 Principals	June-Oct. 2010	Brian Cochrane, spot testing of accommodations and review of testing schedules. Elementary school principals for sending of accommodations. Middle school principals for implementation of NECAP accommodations.	Sept.-Oct. 2010	Brian Cochrane to review SPED NECAP results in January 2011	Winter 2011

APPENDICES

Appendix 1: Sample School NECAP Data Report

This report was generated for all 12 Nashua School District Elementary schools as part of the data analysis. It examines student performance in Reading and Math in a variety of ways including aggregate data, data disaggregated by NCLB subgroups, disaggregation by grade level instructional year, and strand data.

N E W S E A R L E S

Fall - Beginning of Grade NECAP Tests

Students in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10

Disaggregated Reading/Math Results

DISTRICT FOCUS MONITORING

School: **New Searles Elementary**

District: Nashua
State: New Hampshire
Code: 042-371-21935

NASHUA School District
Gateway to the Future

CLASS OF 2014

CLASS OF 2015

CLASS OF 2016

CLASS OF 2017

Fall - Beginning of Grade NECAP Tests

Students in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10

Disaggregated Reading/Math Results

School: New Searles Elementary
District: Nashua
State: New Hampshire
Code: 042-371-21935

NASHUA School District — Gateway to the Future

REPORTING CATEGORIES	READING			2017 (present Gr. 5)	MATHEMATICS			2017 (present Gr. 5)
	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2014	Class of 2015	Class of 2016	Class of 2017
TOTAL TREND GRADES 3-4-5-6	Trending DOWN -7 WEAKNESS ALERT ↓	Trending DOWN -7 WEAKNESS ALERT ↓	Trending UP 8 STRENGTH ↑	Trending Level 2 FLATLINE =	Trending UP 4 FLATLINE =	Trending DOWN -14 WEAKNESS ALERT ↓	Trending UP 6 STRENGTH ↑	Trending UP 11 STRENGTH ↑
Gender					**Gender**			
MALE	Trending DOWN -18 WEAKNESS ALERT ↓	Trending Level -2 FLATLINE =	Trending UP 12 STRENGTH ↑	Trending UP 3 FLATLINE =	Trending DOWN -8 WEAKNESS ALERT ↓	Trending DOWN -15 WEAKNESS ALERT ↓	Trending UP 11 STRENGTH ↑	Trending UP 17 STRENGTH ↑
FEMALE	Trending UP 4 FLATLINE =	Trending DOWN -12 WEAKNESS ALERT ↓	Trending UP 5 STRENGTH ↑	Trending UP 3 FLATLINE =	Trending UP 14 STRENGTH ↑	Trending DOWN -9 WEAKNESS ALERT ↓	Trending Level 2 FLATLINE =	Trending UP 5 STRENGTH ↑
Primary Race/Ethnicity					**Primary Race/Ethnicity**			
ASIAN								Trending Level 0 FLATLINE =
BLACK/ AFRICAN AMERICAN								
HISPANIC/ or LATINO								
WHITE (NON-HISPANIC)	Trending Level 0 FLATLINE =	Trending DOWN -5 WEAKNESS ALERT ↓	Trending UP 8 STRENGTH ↑	Trending Level 2 FLATLINE =	Trending UP 10 STRENGTH ↑	Trending DOWN -13 WEAKNESS ALERT ↓	Trending UP 6 STRENGTH ↑	Trending UP 10 STRENGTH ↑
IEP					**IEP**			
STUDENTS WITH IEP	Trending DOWN -18 WEAKNESS ALERT ↓	Trending Level 0 FLATLINE =		Trending Level 0 FLATLINE =	Trending UP 37 STRENGTH ↑	Trending Level 0 FLATLINE =		Trending Level 0 FLATLINE =
ALL OTHER STUDENTS	Trending Level -1 FLATLINE =	Trending DOWN -3 FLATLINE =	Trending Level 0 FLATLINE =	Trending UP 4 FLATLINE =	Trending Level -2 FLATLINE =	Trending DOWN -12 WEAKNESS ALERT ↓	Trending Level 0 FLATLINE =	Trending UP 9 STRENGTH ↑
SES					**SES**			
ECONOMICALLY DISADVANTAGED		Trending DOWN -31 WEAKNESS ALERT ↓	Trending UP 30 STRENGTH ↑	Trending DOWN -5 WEAKNESS ALERT ↓		Trending UP 16 STRENGTH ↑	Trending UP 30 STRENGTH ↑	Trending UP 20 STRENGTH ↑
ALL OTHER STUDENTS	Trending Level 0 FLATLINE =	Trending UP 4 FLATLINE =	Trending Level 0 FLATLINE =	Trending UP 4 FLATLINE =	Trending UP 6 STRENGTH ↑	Trending DOWN -10 WEAKNESS ALERT ↓	Trending Level -1 FLATLINE =	Trending UP 8 STRENGTH ↑

New Searles

READING - NECAP Strength and Weakness Summary

CLASS OF 2014 2015 2016 2017 2018 2019

GRADE	Testing Year	Instructional Year	School						Male						Female						IEP						SES					
			2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	3	2	2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019	
	4	3	2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018	
	5	4	2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017	
	6	5	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016	

GRADE	Testing		Asian						Black						Hispanic						White					
			2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	3	2	2015	2016	2017	2018	2019		2015	2016	2017	2019	2019		2015	2016	2017	2019	2019		2015	2016	2017	2019	2019	
	4	3	2014	2015	2016	2017	2018		2014	2015	2016	2018	2018		2014	2015	2016	2018	2018		2014	2015	2016	2018	2018	
	5	4	2013	2014	2015	2016	2017		2013	2014	2015	2017	2017		2013	2014	2015	2017	2017		2013	2014	2015	2017	2017	
	6	5	2012	2013	2014	2015	2016		2012	2013	2014	2016	2016		2012	2013	2014	2016	2016		2012	2013	2014	2016	2016	

CATEGORY	COLOR CODE	DEFINED
STRENGTH	(D+S+Y+)	POSITIVE 5% vs District, State, Previous Year
STRONG GROWTH	(D+S+)	POSITIVE 5% vs District, State
FLATLINE	(D+ S/D S/D S+)	Flat - pos/neg 4% vs District, State, Previous Year

CATEGORY	COLOR CODE	DEFINED
STRENGTH	(D+S-/D-S+)	NEGATIVE 5% vs District and/or State
STRONG GROWTH	(D-S-Y-)	NEGATIVE 5% vs District, State, Previous Year
FLATLINE	NO REPORT	Numbers of Student less than 11

READING - CLASS OF 2014 - STRENGTH:

Instructional Year:

Grade 3: - SCHOOL MALE WHITE
Grade 4: - SCHOOL MALE FEMALE WHITE IEP
Grade 5: - WHITE IEP

READING - CLASS OF 2014 - WEAKNESS:

Instructional Year:

Grade 3: -
Grade 4: -
Grade 5: - SES

READING - CLASS OF 2015 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE FEMALE WHITE
Grade 3: - SCHOOL MALE
Grade 4: - SCHOOL MALE FEMALE IEP SES
Grade 5: - MALE

READING - CLASS OF 2015 - WEAKNESS:

Instructional Year:

Grade 2: -
Grade 3: -
Grade 4: -
Grade 5: -

READING - CLASS OF 2016 - STRENGTH:

Instructional Year:

Grade 2: -
Grade 3: - SCHOOL MALE FEMALE SES
Grade 4: - SCHOOL MALE WHITE SES
Grade 5: - SCHOOL MALE WHITE SES

READING - CLASS OF 2016 - WEAKNESS:

Instructional Year:

Grade 2: -
Grade 3: -
Grade 4: -
Grade 5: -

READING - CLASS OF 2017 (present Gr. 5) - STRENGTH:

Instructional Year:

Grade 2: -
Grade 3: - SCHOOL FEMALE
Grade 4: -
Grade 5: -

READING - CLASS OF 2017 (present Gr. 5) - WEAKNESS:

Instructional Year:

Grade 2: - IEP
Grade 3: -
Grade 4: - SES
Grade 5: -

READING - CLASS OF 2018 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE FEMALE WHITE
Grade 3: - SCHOOL MALE FEMALE WHITE SES
Grade 4: -
Grade 5: -

READING - CLASS OF 2018 - WEAKNESS:

Instructional Year:

Grade 2: -
Grade 3: -
Grade 4: -
Grade 5: -

READING - CLASS OF 2019 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE FEMALE WHITE
Grade 3: -
Grade 4: -
Grade 5: -

READING - CLASS OF 2019 - WEAKNESS:

Instructional Year:

Grade 2: -
Grade 3: -
Grade 4: -
Grade 5: -

New Searles NECAP READING DATA

NECAP READING DATA OVERVIEW REPORT (2017 - present Gr. 5)

TOTAL % READING 2014 PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-7	New Searles			
WEAKNESS ALERT			82	90	75
District		District			
Trending Level	0		67	69	67
State		State			
Trending UP	4		69	72	73

TOTAL % READING 2015 PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-7	New Searles			
WEAKNESS ALERT			84	78	84	77
District		District			
Trending Level	-2	73	73	74	71
State		State			
Trending UP	3	71	72	71	74

TOTAL % READING 2016 PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	8	New Searles			
STRENGTH		75	81	83	83
District		District			
Trending DOWN	-4	72	73	72	68
State		State			
Trending Level	1	75	74	76	76

TOTAL % READING 2017 PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	2	New Searles			
FLATLINE			76	81	78
District		District			
Trending Level	1	75	76	76	
State		State			
Trending Level	2	77	75	79	

% MALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-18	New Searles			
WEAKNESS ALERT			89	95	71
District		District			
Trending Level	1		60	65	61
State		State			
Trending UP	4		64	69	68

% MALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-2	New Searles			
FLATLINE			77	80	79	75
District		District			
Trending DOWN	-3	68	69	69	65
State		State			
Trending Level	1	67	68	66	68

% MALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	12	New Searles			
STRENGTH		73	76	85	85
District		District			
Trending DOWN	-5	70	70	67	65
State		State			
Trending Level	0	71	70	71	71

% MALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	3	New Searles			
FLATLINE			73	77	76
District		District			
Trending Level	1	74	73	75	
State		State			
Trending Level	0	73	71	73	

% FEMALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE			74	86	78
District		District			
Trending Level	-2		74	74	72
State		State			
Trending UP	3		75	75	78

% FEMALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-12	New Searles			
WEAKNESS ALERT			90	77	88	78
District		District			
Trending Level	-1	77	76	78	76
State		State			
Trending UP	4	75	77	77	79

% FEMALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	5	New Searles			
STRENGTH		76	84	82	81
District		District			
Trending DOWN	-3	76	77	76	73
State		State			
Trending Level	0	80	78	79	80

% FEMALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	3	New Searles			
FLATLINE			78	86	81
District		District			
Trending Level	0	77	77	77	
State		State			
Trending UP	3	81	80	84	

% ASIAN PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending UP	16		72	87	88
State		State			
Trending UP	8		68	77	76

% ASIAN PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending UP	4	82	91	83	86
State		State			
Trending Level	2	78	81	80	80

% ASIAN PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending UP	7	86	94	95	93
State		State			
Trending Level	1	83	84	82	84

% ASIAN PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending Level	1	92	90	93	
State		State			
Trending Level	1	84	83	85	

% BLACK PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending UP	11		44	50	55
State		State			
Trending UP	4		45	51	49

% BLACK PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending Level	-2	62	71	71	60
State		State			
Trending UP	7	48	54	52	55

% BLACK PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending DOWN	-8	59	64	52	51
State		State			
Trending DOWN	-3	56	57	55	53

% BLACK PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending DOWN	-3	71	64	68	
State		State			
Trending UP	3	61	58	64	

% HISPANIC PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending Level	0		37	40	37
State		State			
Trending UP	4		42	49	46

% HISPANIC PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending Level	0	52	49	53	52
State		State			
Trending UP	6	48	50	55	54

% HISPANIC PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending DOWN	-7	49	49	42	42
State		State			
Trending Level	-1	55	54	51	54

% HISPANIC PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending DOWN	-6	60	54	54	
State		State			
Trending UP	8	55	57	63	

% WHITE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			80	92	80
District		District			
Trending Level	-2		73	74	71
State		State			
Trending UP	3		71	73	74

% WHITE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-5	New Searles			
WEAKNESS ALERT			81	79	81	76
District		District			
Trending Level	-2	76	76	77	74
State		State			
Trending Level	2	72	73	72	74

% WHITE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	8	New Searles			
STRENGTH		75	82	86	83
District		District			
Trending DOWN	-4	78	78	77	74
State		State			
Trending Level	0	76	75	76	76

% WHITE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	2	New Searles			
FLATLINE			73	78	75
District		District			
Trending UP	4	76	78	80	
State		State			
Trending Level	2	77	76	79	

% IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-18	New Searles			
WEAKNESS ALERT			0	73	55
District		District			
Trending DOWN	-3		29	34	26
State		State			
Trending UP	6		26	31	32

% IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			0	0	55	0
District		District			
Trending UP	5	31	26	26	36
State		State			
Trending UP	5	28	29	32	33

% IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0	0
District		District			
Trending DOWN	-9	38	44	36	29
State		State			
Trending Level	-1	34	33	33	33

% IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			30	0	0
District		District			
Trending DOWN	-12	41	39	29	
State		State			
Trending DOWN	-4	37	35	33	

% NON-IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-1	New Searles			
FLATLINE			84	97	83
District		District			
Trending Level	2		73	76	75
State		State			
Trending UP	5		76	79	81

% NON-IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-3	New Searles			
FLATLINE			88	84	83	85
District		District			
Trending Level	0	76	78	75	76
State		State			
Trending UP	4	77	79	81	81

% NON-IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			86	90	85	86
District		District			
Trending Level	0	77	78	76	77
State		State			
Trending UP	3	81	81	81	84

% NON-IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE			82	88	86
District		District			
Trending Level	-2	79	81	77	
State		State			
Trending Level	2	82	82	84	

% SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending Level	-1		45	50	44
State		State			
Trending UP	3		49	52	52

% SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-31	New Searles			
WEAKNESS ALERT			0	81	66	50
District		District			
Trending DOWN	-4	57	56	60	53
State		State			
Trending Level	2	52	53	54	54

% SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	30	New Searles			
STRENGTH		50	62	73	80
District		District			
Trending DOWN	-3	53	56	54	50
State		State			
Trending Level	-2	58	55	57	56

% SES PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-5	New Searles			
WEAKNESS ALERT			58	60	53
District		District			
Trending Level	1	61	59	62	
State		State			
Trending UP	4	59	58	63	

% NON-SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			84	94	84
District		District			
Trending Level	1		77	80	78
State		State			
Trending UP	3		75	77	78

% NON-SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE			82	82	89	86
District		District			
Trending Level	-1	80	81	81	79
State		State			
Trending Level	2	76	78	75	78

% NON-SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			83	88	87	83
District		District			
Trending DOWN	-4	83	83	82	79
State		State			
Trending Level	0	81	79	80	81

% NON-SES PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE			82	88	86
District		District			
Trending Level	2	81	84	83	
State		State			
Trending Level	2	81	79	83	

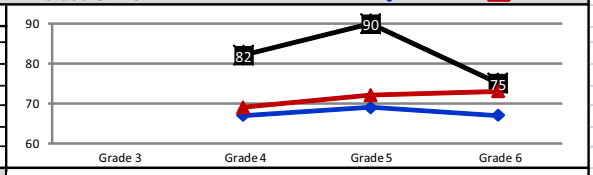
New Searles NECAP READING DATA

Class of 2014

SCHOOL District State

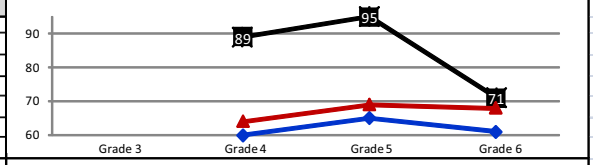
TOTAL % READING PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-7	New Searles			
WEAKNESS ALERT			82	90	75
District		District			
Trending Level	0		67	69	67
State		State			
Trending UP	4		69	72	73



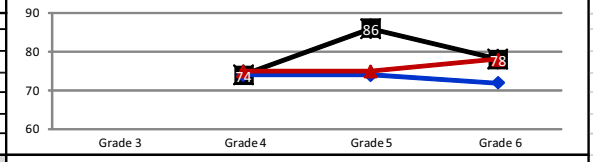
% MALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-18	New Searles			
WEAKNESS ALERT			89	95	71
District		District			
Trending Level	1		60	65	61
State		State			
Trending UP	4		64	69	68



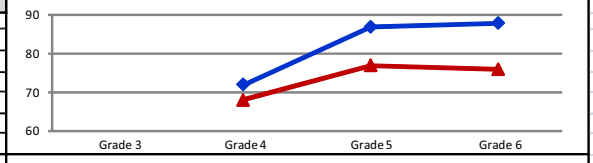
% FEMALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE			74	86	78
District		District			
Trending Level	-2		74	74	72
State		State			
Trending UP	3		75	75	78



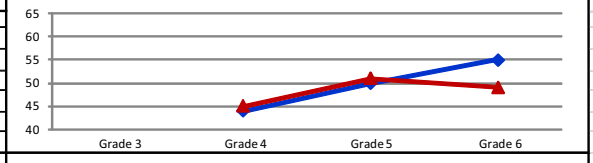
% ASIAN PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending UP	16		72	87	88
State		State			
Trending UP	8		68	77	76



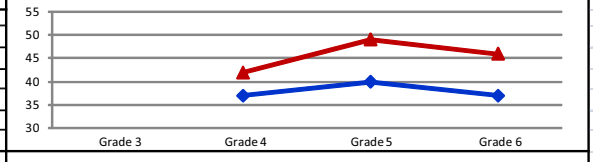
% BLACK PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending UP	11		44	50	55
State		State			
Trending UP	4		45	51	49



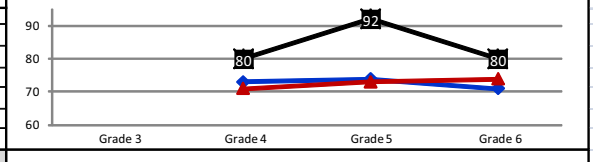
% HISPANIC PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending Level	0		37	40	37
State		State			
Trending UP	4		42	49	46



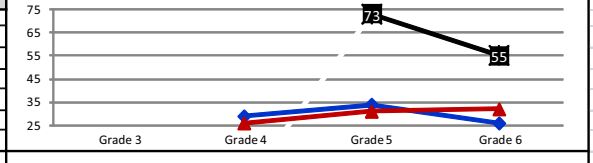
% WHITE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			80	92	80
District		District			
Trending Level	-2		73	74	71
State		State			
Trending UP	3		71	73	74



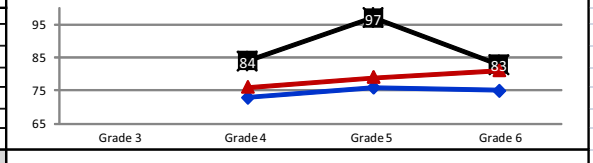
% IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-18	New Searles			
WEAKNESS ALERT			0	73	55
District		District			
Trending DOWN	-3		29	34	26
State		State			
Trending UP	6		26	31	32



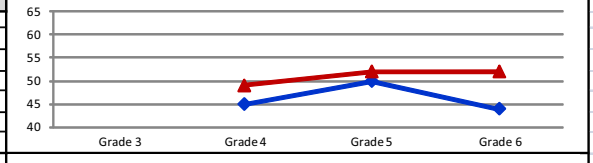
% NON-IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-1	New Searles			
FLATLINE			84	97	83
District		District			
Trending Level	2		73	76	75
State		State			
Trending UP	5		76	79	81



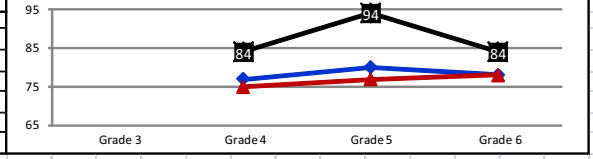
% SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	0	0
District		District			
Trending Level	-1		45	50	44
State		State			
Trending UP	3		49	52	52



% NON-SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE			84	94	84
District		District			
Trending Level	1		77	80	78
State		State			
Trending UP	3		75	77	78



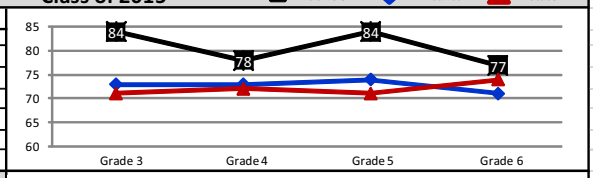
New Searles NECAP READING DATA

Class of 2015

SCHOOL District State

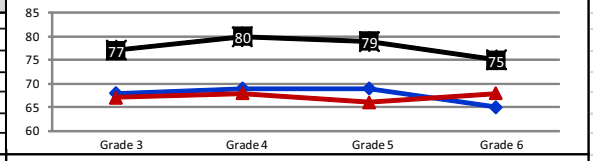
TOTAL % READING PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-7	New Searles			
WEAKNESS ALERT		84	78	84	77
District		District			
Trending DOWN	-2	73	73	74	71
State		State			
Trending UP	3	71	72	71	74



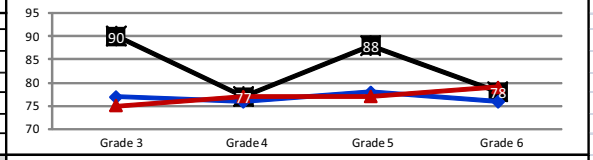
% MALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-2	New Searles			
FLATLINE		77	80	79	75
District		District			
Trending DOWN	-3	68	69	69	65
State		State			
Trending Level	1	67	68	66	68



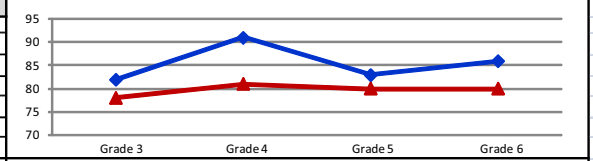
% FEMALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-12	New Searles			
WEAKNESS ALERT		90	77	88	78
District		District			
Trending Level	-1	77	76	78	76
State		State			
Trending UP	4	75	77	77	79



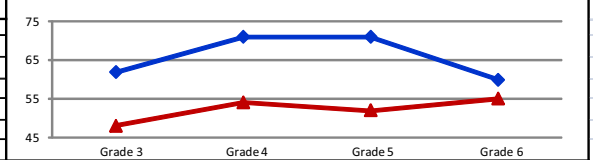
% ASIAN PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	4	82	91	83	86
State		State			
Trending UP	2	78	81	80	80



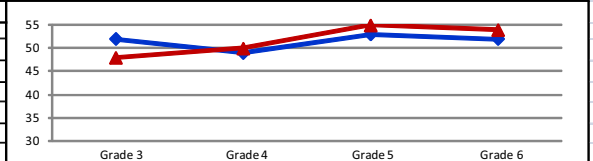
% BLACK PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-2	62	71	71	60
State		State			
Trending UP	7	48	54	52	55



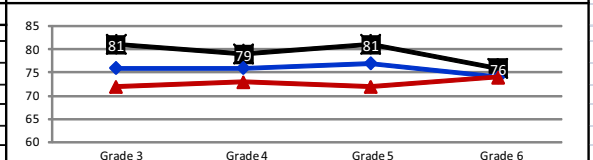
% HISPANIC PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending Level	0	52	49	53	52
State		State			
Trending UP	6	48	50	55	54



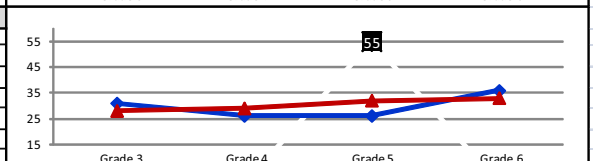
% WHITE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-5	New Searles			
WEAKNESS ALERT		81	79	81	76
District		District			
Trending DOWN	-2	76	76	77	74
State		State			
Trending UP	2	72	73	72	74



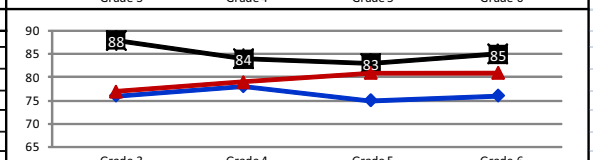
% IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		0	0	55	0
District		District			
Trending UP	5	31	26	26	36
State		State			
Trending UP	5	28	29	32	33



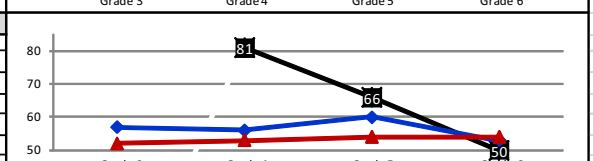
% NON-IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-3	New Searles			
FLATLINE		88	84	83	85
District		District			
Trending Level	0	76	78	75	76
State		State			
Trending UP	4	77	79	81	81



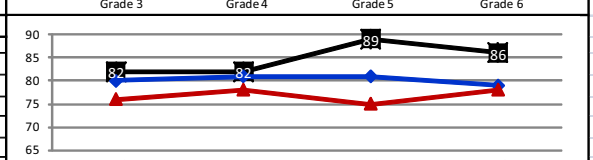
% SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-31	New Searles			
WEAKNESS ALERT		0	81	66	50
District		District			
Trending DOWN	-4	57	56	60	53
State		State			
Trending UP	2	52	53	54	54



% NON-SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE		82	82	89	86
District		District			
Trending Level	-1	80	81	81	79
State		State			
Trending UP	2	76	78	75	78



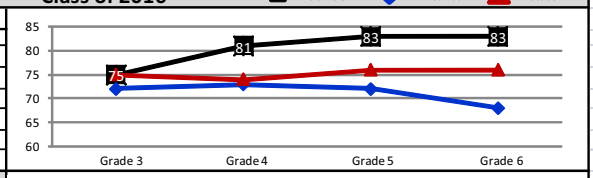
New Searles NECAP READING DATA

Class of 2016

SCHOOL District State

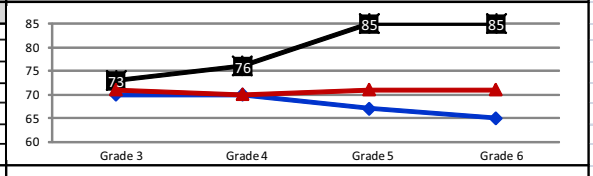
TOTAL % READING PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	8	New Searles			
STRENGTH		75	81	83	83
District		District			
Trending DOWN	-4	72	73	72	68
State		State			
Trending Level	1	75	74	76	76



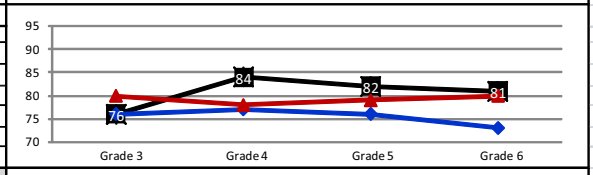
% MALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	12	New Searles			
STRENGTH		73	76	85	85
District		District			
Trending DOWN	-5	70	70	67	65
State		State			
Trending Level	0	71	70	71	71



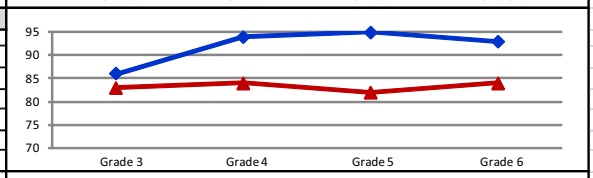
% FEMALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	5	New Searles			
STRENGTH		76	84	82	81
District		District			
Trending DOWN	-3	76	77	76	73
State		State			
Trending Level	0	80	78	79	80



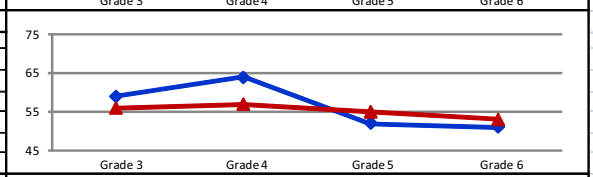
% ASIAN PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	7	86	94	95	93
State		State			
Trending Level	1	83	84	82	84



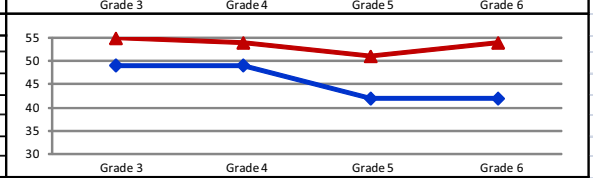
% BLACK PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-8	59	64	52	51
State		State			
Trending DOWN	-3	56	57	55	53



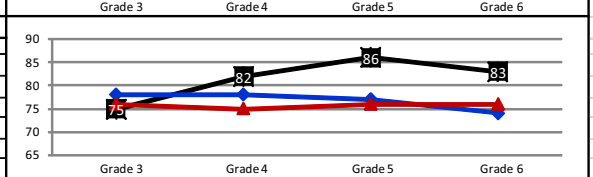
% HISPANIC PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-7	49	49	42	42
State		State			
Trending Level	-1	55	54	51	54



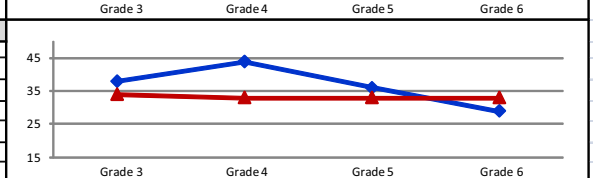
% WHITE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	8	New Searles			
STRENGTH		75	82	86	83
District		District			
Trending DOWN	-4	78	78	77	74
State		State			
Trending Level	0	76	75	76	76



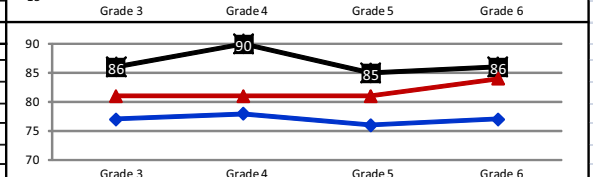
% IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-9	38	44	36	29
State		State			
Trending Level	-1	34	33	33	33



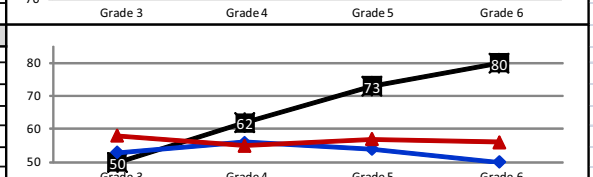
% NON-IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		86	90	85	86
District		District			
Trending Level	0	77	78	76	77
State		State			
Trending UP	3	81	81	81	84



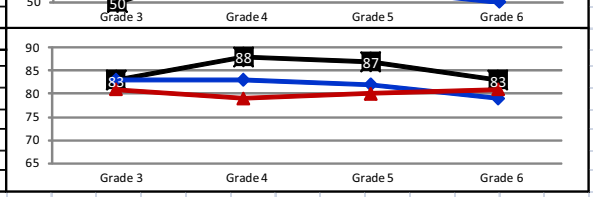
% SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	30	New Searles			
STRENGTH		50	62	73	80
District		District			
Trending DOWN	-3	53	56	54	50
State		State			
Trending DOWN	-2	58	55	57	56



% NON-SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		83	88	87	83
District		District			
Trending DOWN	-4	83	83	82	79
State		State			
Trending Level	0	81	79	80	81

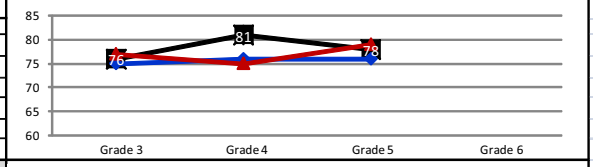


New Searles NECAP READING DATA

Class of 2017 (present Gr. 5) — SCHOOL / District / State

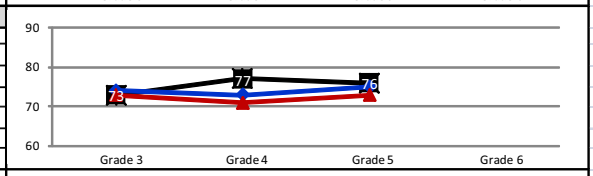
TOTAL % READING PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**2**	New Searles			
FLATLINE		**76**	**81**	**78**	
District		District			
Trending Level	1	75	76	76	
State		State			
Trending UP	2	77	75	79	



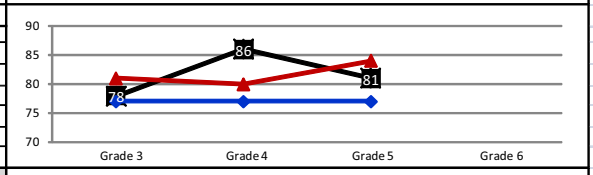
% MALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**3**	New Searles			
FLATLINE		**73**	**77**	**76**	
District		District			
Trending Level	1	74	73	75	
State		State			
Trending Level	0	73	71	73	



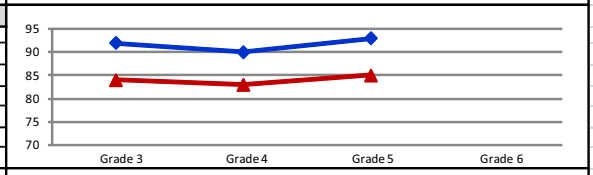
% FEMALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**3**	New Searles			
FLATLINE		**78**	**86**	**81**	
District		District			
Trending Level	0	77	77	77	
State		State			
Trending UP	3	81	80	84	



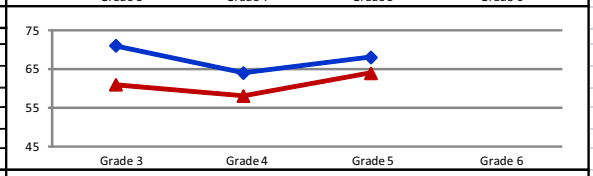
% ASIAN PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
			0	**0**	
District		District			
Trending Level	1	92	90	93	
State		State			
Trending Level	1	84	83	85	



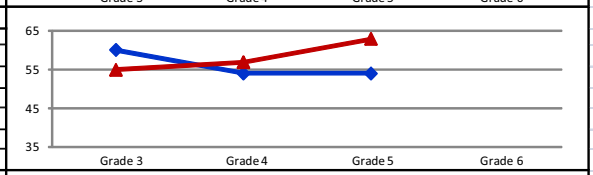
% BLACK PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	**0**	**0**	
District		District			
Trending DOWN	-3	71	64	68	
State		State			
Trending UP	3	61	58	64	



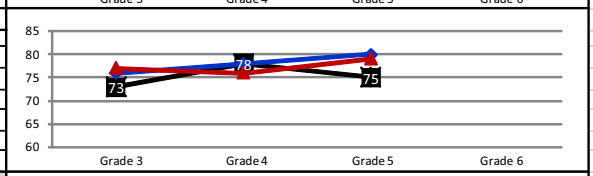
% HISPANIC PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	**0**	**0**	
District		District			
Trending DOWN	-6	60	54	54	
State		State			
Trending UP	8	55	57	63	



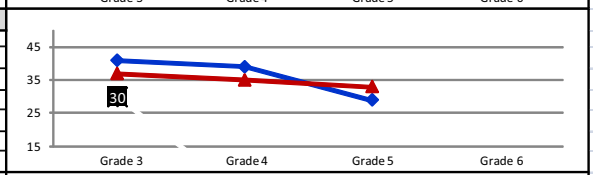
% WHITE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**2**	New Searles			
FLATLINE		**73**	**78**	**75**	
District		District			
Trending UP	4	76	78	80	
State		State			
Trending UP	2	77	76	79	



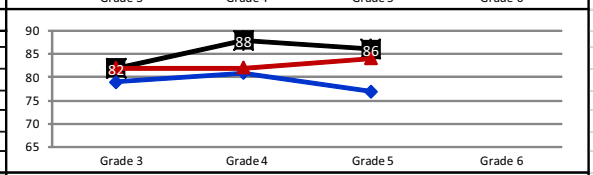
% IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
	0	New Searles			
FLATLINE		**30**	**0**	**0**	
District		District			
Trending DOWN	-12	41	39	29	
State		State			
Trending DOWN	-4	37	35	33	



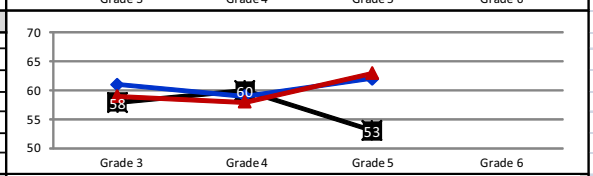
% NON-IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**4**	New Searles			
FLATLINE		**82**	**88**	**86**	
District		District			
Trending DOWN	-2	79	81	77	
State		State			
Trending UP	2	82	82	84	



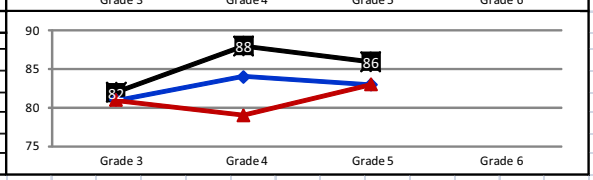
% SES PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	**-5**	New Searles			
WEAKNESS ALERT		**58**	**60**	**53**	
District		District			
Trending Level	1	61	59	62	
State		State			
Trending UP	4	59	58	63	



% NON-SES PROFICENT

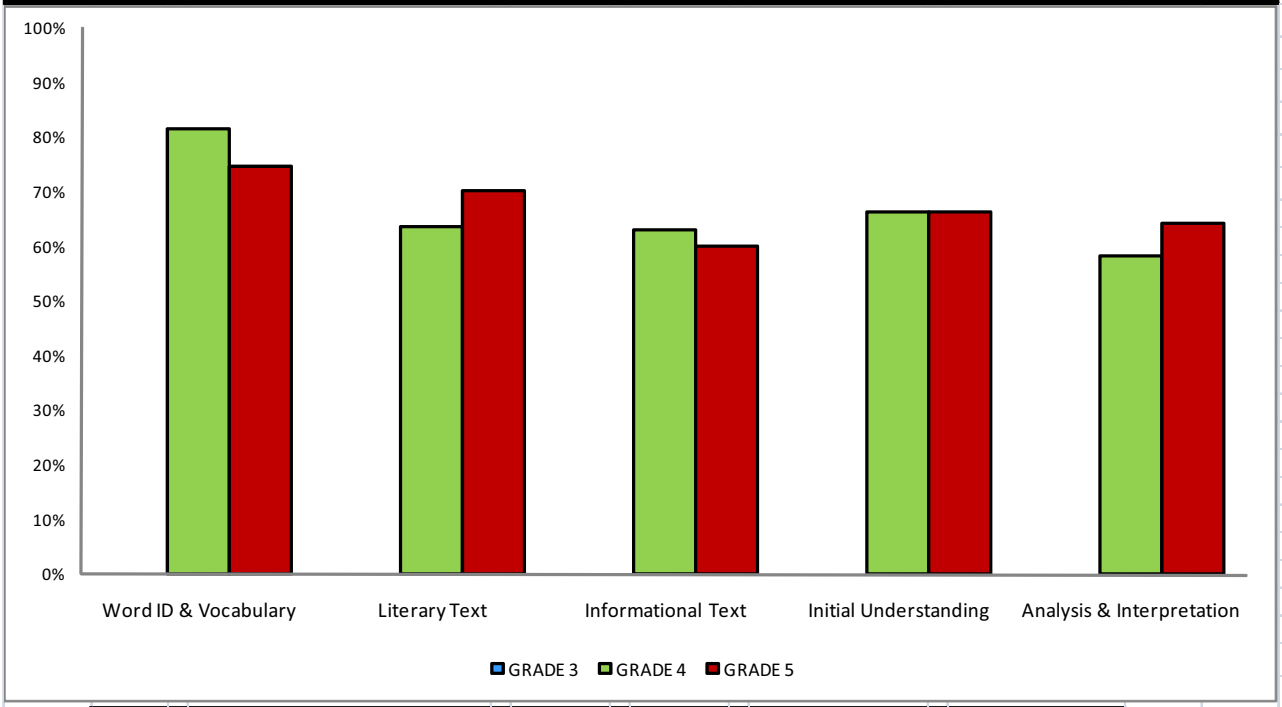
Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**4**	New Searles			
FLATLINE		**82**	**88**	**86**	
District		District			
Trending UP	2	81	84	83	
State		State			
Trending UP	2	81	79	83	



New Searles

NECAP READING STRANDS

CLASS OF 2014



2004-05

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**					0.00%
2	**Literary Text**					0.00%
3	**Informational Text**					0.00%
4	**Initial Understanding**					0.00%
5	**Analysis and Interpretation**					0.00%

2005-06

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	20	6	78.49%	81.79%	3.30%
2	**Literary Text**	16	8	56.96%	63.69%	6.73%
3	**Informational Text**	16	1	57.40%	63.10%	5.70%
4	**Initial Understanding**	20	6	60.45%	66.43%	5.98%
5	**Analysis and Interpretation**	12	3	51.75%	58.33%	6.58%

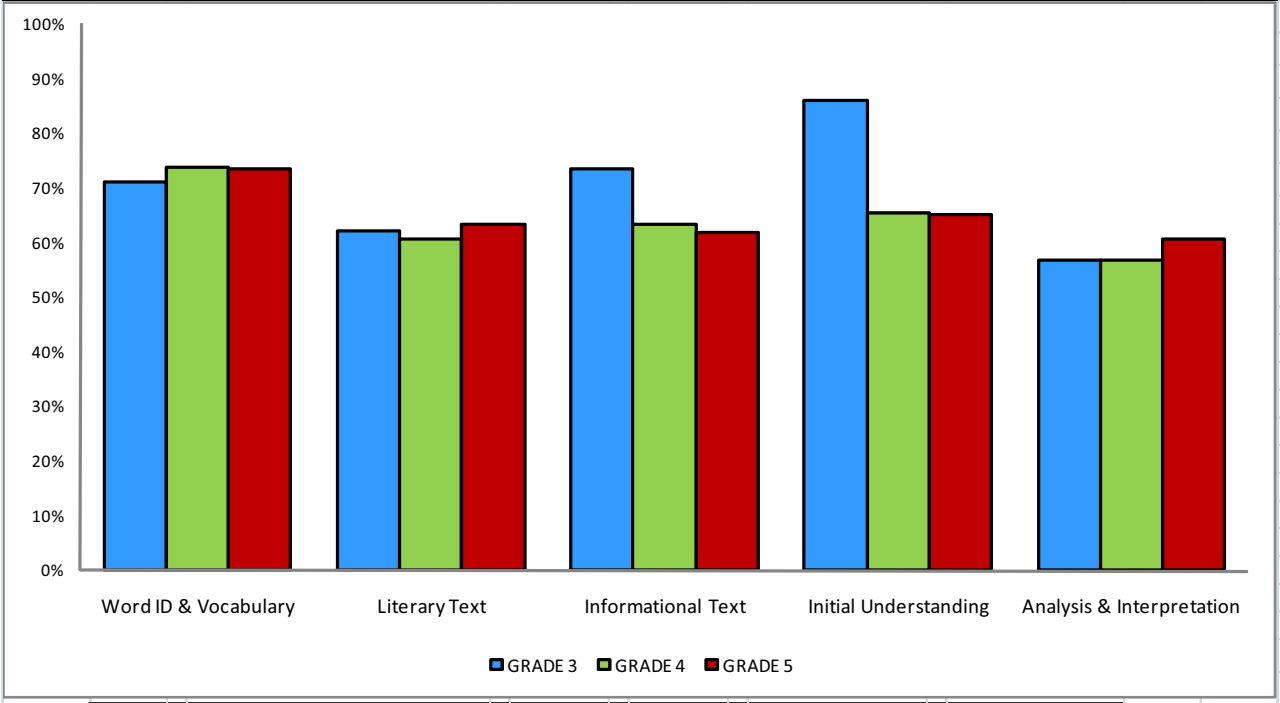
2006-07

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	10	7	71.64%	74.77%	3.13%
2	**Literary Text**	22	1	59.84%	70.25%	10.41%
3	**Informational Text**	20	7	50.49%	60.11%	9.62%
4	**Initial Understanding**	22	5	57.13%	66.43%	9.30%
5	**Analysis and Interpretation**	20	3	53.47%	64.32%	10.85%

New Searles

NECAP READING STRANDS

CLASS OF 2015



2005-06

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	20	6	64.89%	71.25%	6.36%
2	**Literary Text**	16	4	58.43%	62.22%	3.79%
3	**Informational Text**	16	5	63.22%	73.44%	10.22%
4	**Initial Understanding**	12	4	77.90%	86.17%	8.27%
5	**Analysis and Interpretation**	20	5	50.59%	56.82%	6.23%

2006-07

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	20	6	73.78%	73.75%	-0.03%
2	**Literary Text**	14	4	59.58%	60.71%	1.13%
3	**Informational Text**	18	5	62.22%	63.35%	1.13%
4	**Initial Understanding**	20	5	64.85%	65.38%	0.53%
5	**Analysis and Interpretation**	12	4	54.77%	56.89%	2.12%

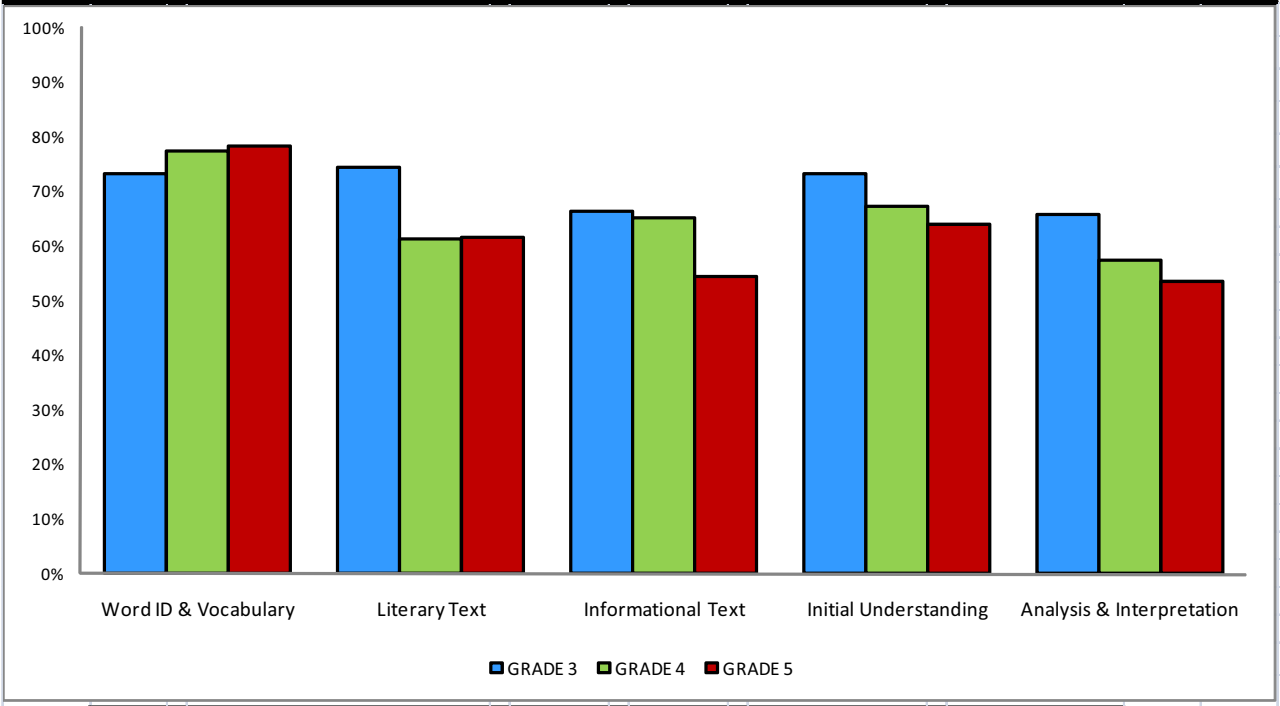
2007-08

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	9	5	71.80%	73.64%	1.84%
2	**Literary Text**	22	5	55.93%	63.46%	7.53%
3	**Informational Text**	21	5	53.28%	62.00%	8.72%
4	**Initial Understanding**	19	6	60.16%	65.22%	5.06%
5	**Analysis and Interpretation**	24	4	50.26%	60.78%	10.52%

New Searles

NECAP READING STRANDS

CLASS OF 2016



2006-07

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	19	6	71.57%	73.25%	1.68%
2	**Literary Text**	16	1	72.81%	74.62%	1.81%
3	**Informational Text**	17	8	64.86%	66.27%	1.41%
4	**Initial Understanding**	20	5	72.27%	73.27%	1.00%
5	**Analysis and Interpretation**	13	4	63.24%	65.78%	2.54%

2007-08

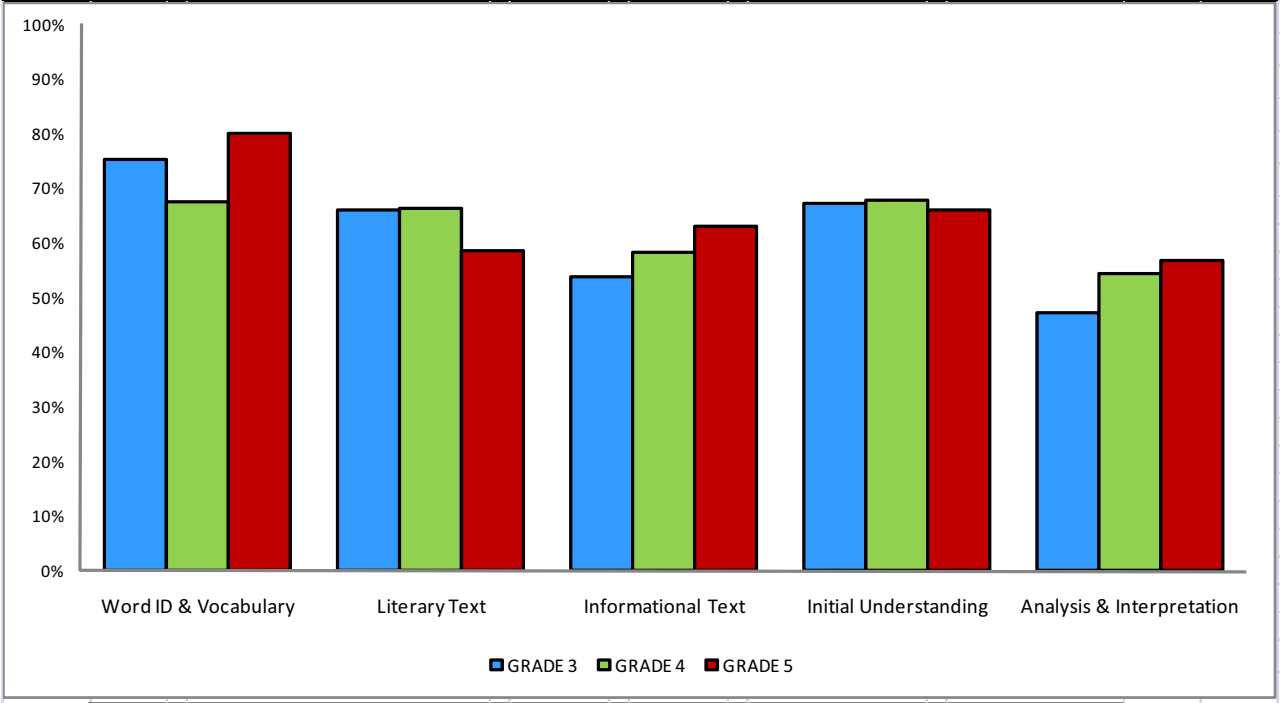
Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	18	6	75.39%	77.32%	1.93%
2	**Literary Text**	17	8	60.61%	61.46%	0.85%
3	**Informational Text**	17	1	63.53%	65.19%	1.66%
4	**Initial Understanding**	20	6	64.57%	67.45%	2.88%
5	**Analysis and Interpretation**	14	3	58.51%	57.43%	-1.08%

2008-09

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	10	5	75.77%	78.30%	2.53%
2	**Literary Text**	21	9	54.29%	61.64%	7.35%
3	**Informational Text**	21	1	50.27%	54.45%	4.18%
4	**Initial Understanding**	18	5	60.88%	64.05%	3.17%
5	**Analysis and Interpretation**	24	5	45.83%	53.54%	7.71%

New Searles — NECAP READING STRANDS

CLASS OF 2017 (present Grade 5)



2007-08

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score New Searles	Differential School vs State
1	**Word ID and Vocabulary**	22	7	75.03%	75.25%	0.22%
2	**Literary Text**	15	7	68.67%	66.09%	-2.58%
3	**Informational Text**	15	1	55.28%	53.99%	-1.29%
4	**Initial Understanding**	19	6	69.48%	67.38%	-2.10%
5	**Analysis and Interpretation**	11	2	49.00%	47.36%	-1.64%

2008-09

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score New Searles	Differential School vs State
1	**Word ID and Vocabulary**	19	7	68.82%	67.74%	-1.08%
2	**Literary Text**	17	8	60.61%	66.40%	5.79%
3	**Informational Text**	17	1	63.53%	58.27%	-5.26%
4	**Initial Understanding**	19	5	68.84%	67.99%	-0.85%
5	**Analysis and Interpretation**	14	3	55.59%	54.37%	-1.22%

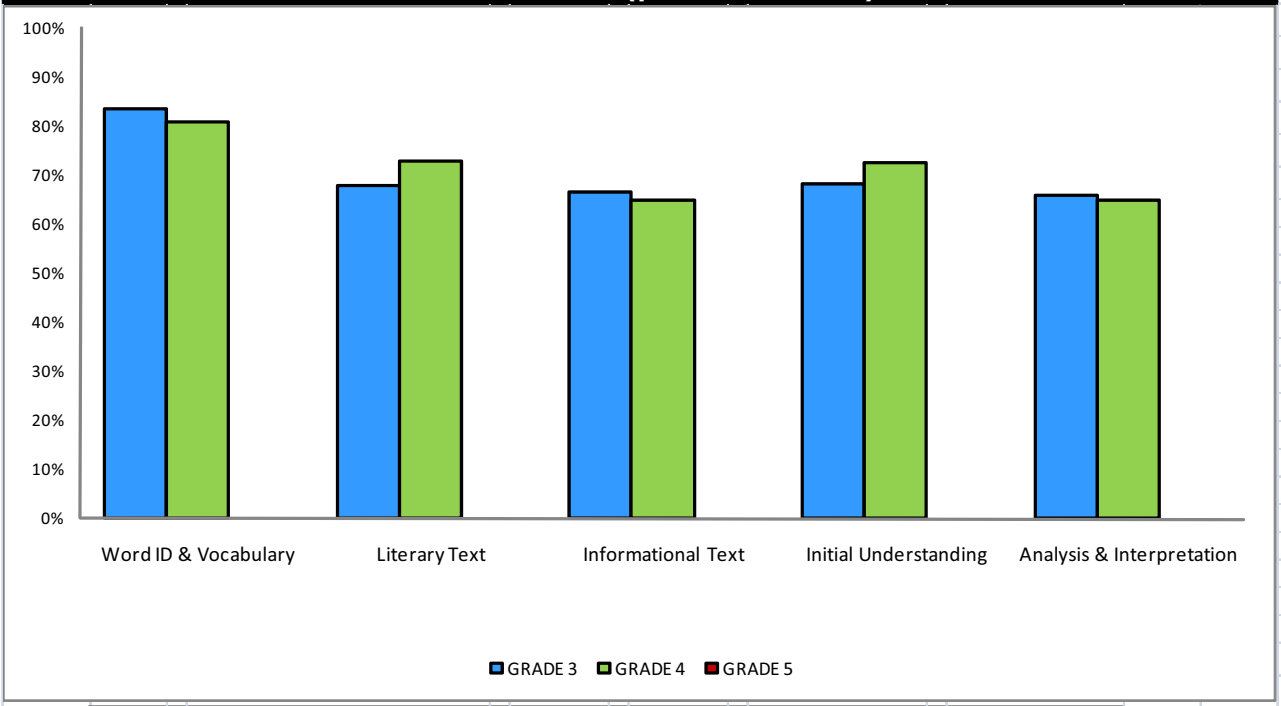
2009-10

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score New Searles	Differential School vs State
1	**Word ID and Vocabulary**	10	5	79.99%	80.26%	0.27%
2	**Literary Text**	21	5	57.76%	58.73%	0.97%
3	**Informational Text**	21	5	58.75%	63.13%	4.38%
4	**Initial Understanding**	18	6	61.96%	66.24%	4.28%
5	**Analysis and Interpretation**	24	4	55.48%	56.94%	1.46%

New Searles

NECAP READING STRANDS

CLASS OF 2018 (present Grade 4)



2008-09

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	20	5	75.35%	83.71%	8.36%
2	**Literary Text**	16	5	63.65%	68.09%	4.44%
3	**Informational Text**	16	5	62.64%	66.57%	3.93%
4	**Initial Understanding**	19	5	64.92%	68.26%	3.34%
5	**Analysis and Interpretation**	13	5	60.56%	65.97%	5.41%

2009-10

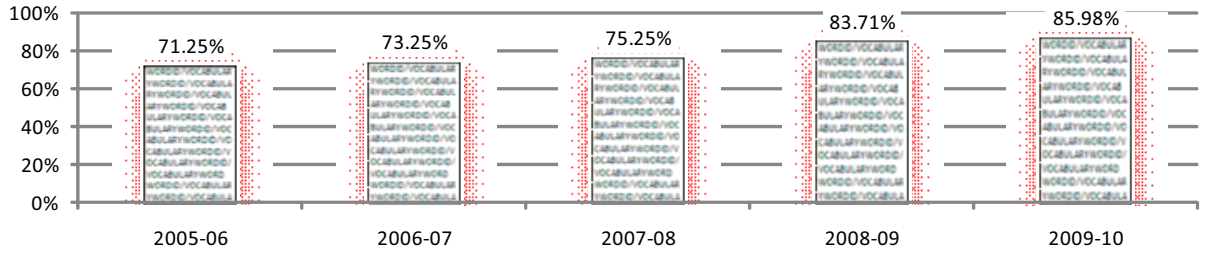
Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**	18	7	75.67%	80.85%	5.18%
2	**Literary Text**	18	4	70.16%	73.05%	2.89%
3	**Informational Text**	16	4	57.71%	65.11%	7.40%
4	**Initial Understanding**	19	5	67.89%	72.66%	4.77%
5	**Analysis and Interpretation**	15	3	59.75%	65.07%	5.32%

2010-11

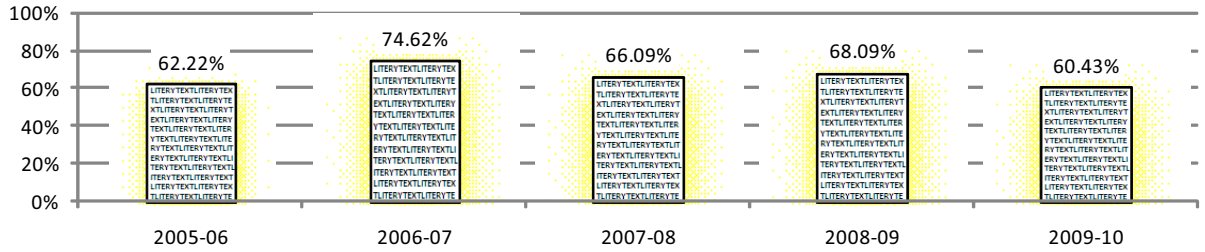
Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Word ID and Vocabulary**					0.00%
2	**Literary Text**					0.00%
3	**Informational Text**					0.00%
4	**Initial Understanding**					0.00%
5	**Analysis and Interpretation**					0.00%

New Searles	GRADE 3	NECAP READING STRANDS

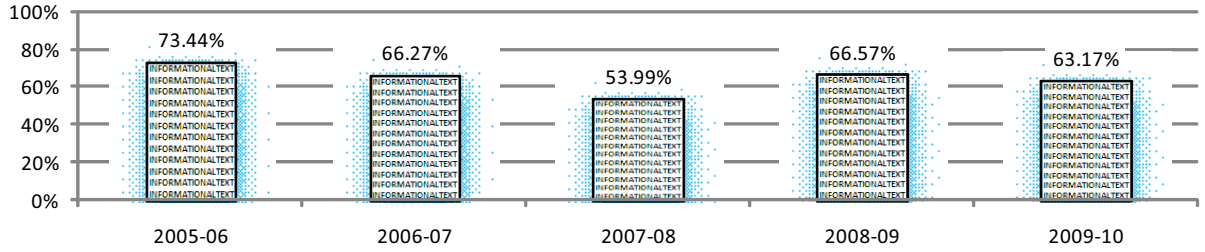
Word ID and Vocabulary



Literary Text

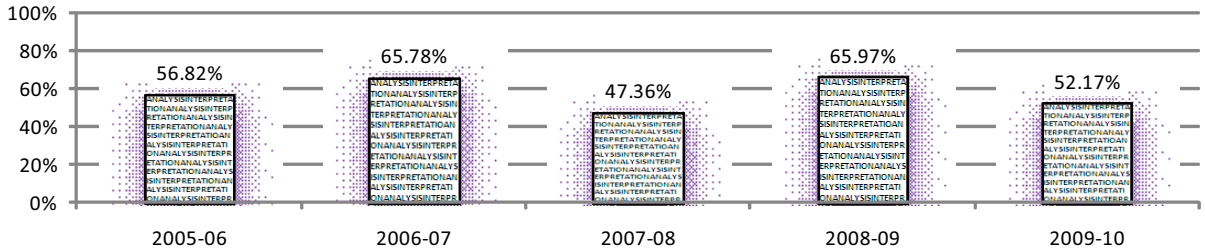


Informational Text



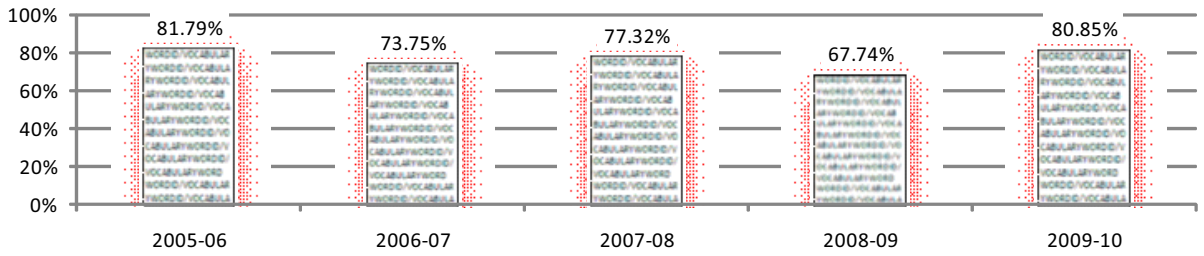
Initial Understanding

Analysis and Interpretation



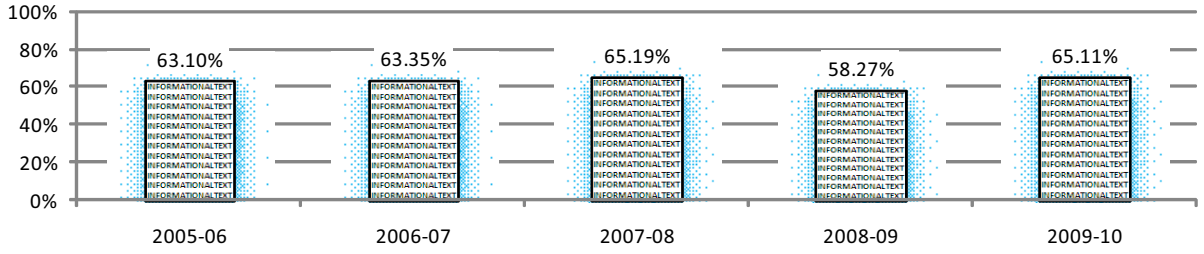
New Searles	GRADE 4	NECAP READING STRANDS

Word ID and Vocabulary



Literary Text

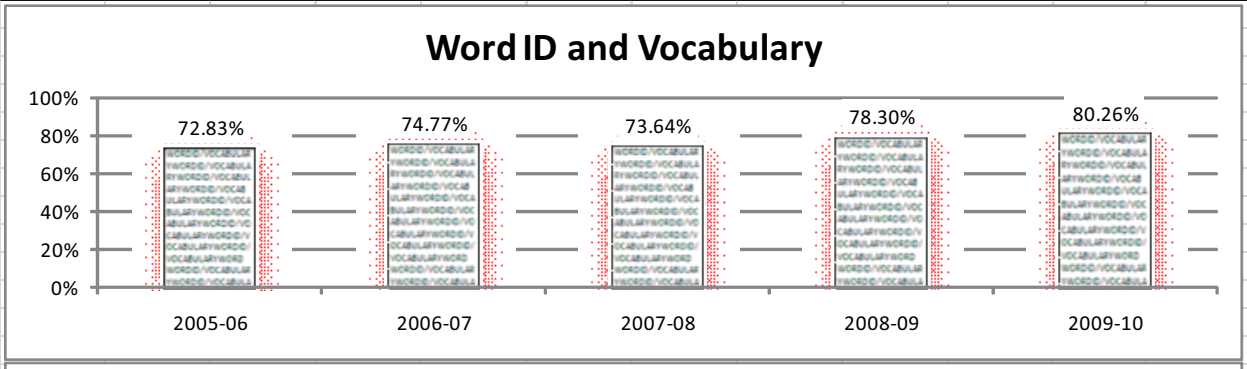
Informational Text

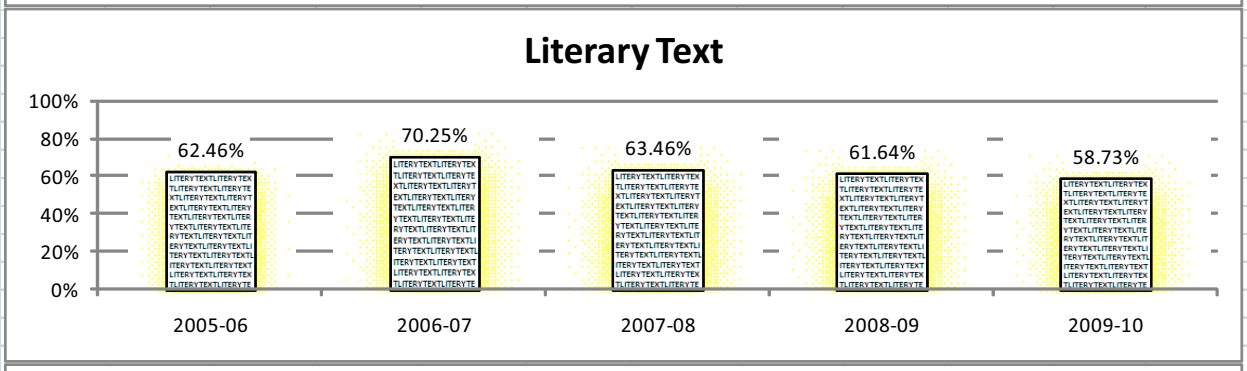


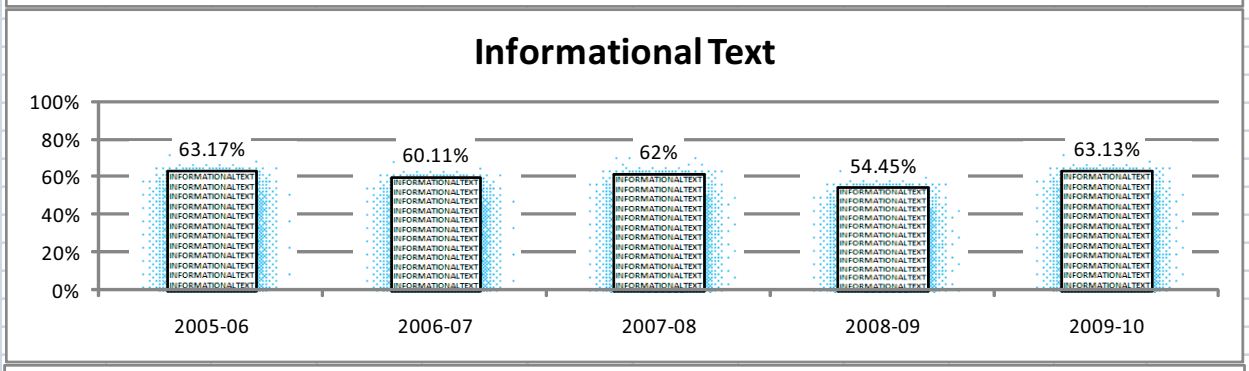
Initial Understanding

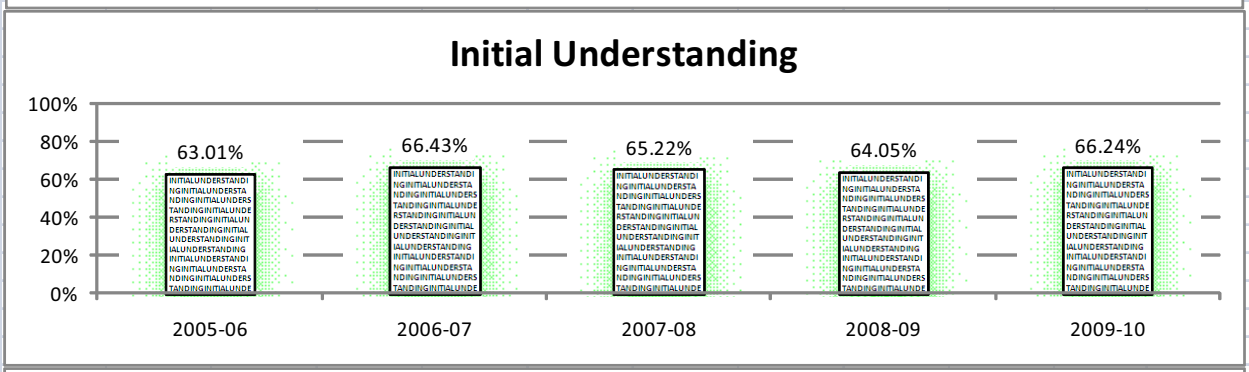
Analysis and Interpretation

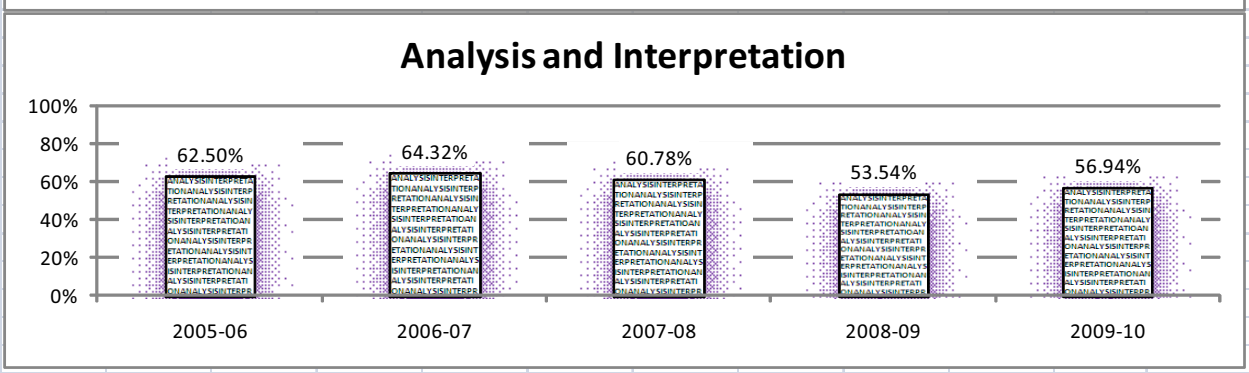
New Searles	GRADE 5	NECAP READING STRANDS











New Searles

MATHEMATICS - NECAP Strength and Weakness Summary

CLASS OF 2014 2015 2016 2017 2018 2019

GRADE	Testing Year	Instructional Year	School						Male						Female						IEP						SES					
			2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
3	3	2	2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019		2015	2016	2017	2018	2019	
4	4	3	2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018		2014	2015	2016	2017	2018	
5	5	4	2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		2013	2014	2015	2016	2017	
6	6	5	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016	

GRADE	Testing		Asian						Black						Hispanic						White					
			2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
3	2		2015	2016	2017	2018	2019		2015	2016	2017	2019	2019		2015	2016	2017	2019	2019		2015	2016	2017	2019	2019	
4	3		2014	2015	2016	2017	2018		2014	2015	2016	2018	2018		2014	2015	2016	2018	2018		2014	2015	2016	2018	2018	
5	4		2013	2014	2015	2016	2017		2013	2014	2015	2017	2017		2013	2014	2015	2017	2017		2013	2014	2015	2017	2017	
6	5		2012	2013	2014	2015	2016		2012	2013	2014	2016	2016		2012	2013	2014	2016	2016		2012	2013	2014	2016	2016	

CATEGORY	COLOR CODE	DEFINED
STRENGTH	(D+S+Y+)	POSITIVE 5% vs District, State, Previous Year
STRONG GROWTH	(D+S+)	POSITIVE 5% vs District, State
FLATLINE	(D+ S/D S/D S+)	Flat - pos/neg 4% vs District, State, Previous Year

CATEGORY	COLOR CODE	DEFINED
STRENGTH	(D+S-/D-S+)	NEGATIVE 5% vs District and/or State
STRONG GROWTH	(D-S-Y-)	NEGATIVE 5% vs District, State, Previous Year
FLATLINE	NO REPORT	Numbers of Student less than 11

MATHEMATICS - CLASS OF 2014 - STRENGTH:

Instructional Year:

Grade 3: - SCHOOL MALE

Grade 4: - MALE

Grade 5: - SCHOOL MALE IEP

MATHEMATICS - CLASS OF 2014 - WEAKNESS:

Instructional Year:

Grade 3: -

Grade 4: -

Grade 5: - SES

MATHEMATICS - CLASS OF 2015 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE FEMALE WHITE

Grade 3: - MALE

Grade 4: - IEP

Grade 5: - MALE SES

MATHEMATICS - CLASS OF 2015 - WEAKNESS:

Instructional Year:

Grade 2: -

Grade 3: -

Grade 4: - SES

Grade 5: -

MATHEMATICS - CLASS OF 2016 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE

Grade 3: - MALE

Grade 4: - SES

Grade 5: - SCHOOL MALE WHITE SES

MATHEMATICS - CLASS OF 2016 - WEAKNESS:

Instructional Year:

Grade 2: -

Grade 3: -

Grade 4: -

Grade 5: -

MATHEMATICS - CLASS OF 2017 - STRENGTH:

Instructional Year:

Grade 2: -

Grade 3: -

Grade 4: - SCHOOL SES

Grade 5: -

MATHEMATICS - CLASS OF 2017 - WEAKNESS:

Instructional Year:

Grade 2: - MALE WHITE IEP

Grade 3: - WHITE SES

Grade 4: -

Grade 5: -

MATHEMATICS - CLASS OF 2018 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL MALE

Grade 3: - SCHOOL MALE FEMALE WHITE SES

Grade 4: -

Grade 5: -

MATHEMATICS - CLASS OF 2018 - WEAKNESS:

Instructional Year:

Grade 2: -

Grade 3: -

Grade 4: -

Grade 5: -

MATHEMATICS - CLASS OF 2019 - STRENGTH:

Instructional Year:

Grade 2: - SCHOOL FEMALE WHITE

Grade 3: -

Grade 4: -

Grade 5: -

MATHEMATICS - CLASS OF 2019 - WEAKNESS:

Instructional Year:

Grade 2: -

Grade 3: -

Grade 4: -

Grade 5: -

New Searles NECAP MATH DATA

NECAP MATH DATA OVERVIEW REPORT (2017 - present Gr. 5)

TOTAL % MATH 2014 PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	4	New Searles			
FLATLINE		71	71	75	
District		District			
Trending UP	5	65	70	70	
State		State			
Trending UP	3	65	67	68	

TOTAL % MATH 2015 PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-14	New Searles			
WEAKNESS ALERT		86	71	71	72
District		District			
Trending DOWN	-6	74	70	69	68
State		State			
Trending Level	1	68	66	69	69

TOTAL % MATH 2016 PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	6	New Searles			
STRENGTH		75	70	69	81
District		District			
Trending DOWN	-3	68	64	69	65
State		State			
Trending UP	3	69	68	73	72

TOTAL % Math 2017 PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	11	New Searles			
STRENGTH		69	65	80	
District		District			
Trending Level	0	72	67	72	
State		State			
Trending Level	2	73	73	75	

% MALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-8	New Searles			
WEAKNESS ALERT		85	81	77	
District		District			
Trending UP	4	64	71	68	
State		State			
Trending UP	3	65	67	68	

% MALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-15	New Searles			
WEAKNESS ALERT		91	75	71	76
District		District			
Trending DOWN	-8	77	70	71	69
State		State			
Trending Level	0	69	68	70	69

% MALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	11	New Searles			
STRENGTH		79	81	75	90
District		District			
Trending DOWN	-3	71	66	70	68
State		State			
Trending Level	2	71	69	73	73

% MALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	17	New Searles			
STRENGTH		63	67	80	
District		District			
Trending Level	1	75	70	76	
State		State			
Trending Level	0	74	74	74	

% FEMALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	14	New Searles			
STRENGTH		58	62	72	
District		District			
Trending UP	4	67	69	71	
State		State			
Trending UP	3	64	66	67	

% FEMALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-9	New Searles			
WEAKNESS ALERT		80	68	71	71
District		District			
Trending DOWN	-5	71	69	67	66
State		State			
Trending UP	3	65	64	67	68

% FEMALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	2	New Searles			
FLATLINE		72	60	65	74
District		District			
Trending DOWN	-3	66	61	69	63
State		State			
Trending UP	4	68	66	73	72

% FEMALE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	5	New Searles			
STRENGTH		74	63	79	
District		District			
Trending Level	-1	69	63	68	
State		State			
Trending UP	3	72	73	75	

% ASIAN PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending UP	7	84	93	91	
State		State			
Trending UP	5	72	74	77	

% ASIAN PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	6	87	87	89	93
State		State			
Trending UP	3	79	80	81	82

% ASIAN PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	9	85	88	95	94
State		State			
Trending UP	3	78	78	82	81

% ASIAN PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		67	0	0	
District		District			
Trending Level	0	90	89	90	
State		State			
Trending Level	2	81	82	83	

% BLACK PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending UP	15	48	54	63	
State		State			
Trending Level	-2	42	40	40	

% BLACK PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-7	55	60	53	48
State		State			
Trending Level	-2	41	38	44	39

% BLACK PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-9	51	39	37	42
State		State			
Trending Level	0	45	41	46	45

% BLACK PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending UP	9	67	44	76	
State		State			
Trending Level	1	52	49	53	

% HISPANIC PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending Level	2	40	46	42	
State		State			
Trending Level	2	38	44	40	

% HISPANIC PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-21	58	49	51	37
State		State			
Trending DOWN	-4	46	44	49	42

% HISPANIC PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-7	42	36	45	35
State		State			
Trending Level	-1	48	44	54	47

% HISPANIC PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending DOWN	-8	52	45	44	
State		State			
Trending UP	8	47	51	55	

% WHITE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	10	New Searles			
STRENGTH		67	71	77	
District		District			
Trending UP	3	70	73	73	
State		State			
Trending UP	3	66	69	69	

% WHITE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-13	New Searles			
WEAKNESS ALERT		86	71	72	73
District		District			
Trending DOWN	-3	77	72	72	74
State		State			
Trending Level	1	69	67	69	70

% WHITE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	6	New Searles			
STRENGTH		75	71	70	81
District		District			
Trending Level	-2	74	70	75	72
State		State			
Trending UP	3	71	69	74	74

% WHITE PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	10	New Searles			
STRENGTH		68	62	78	
District		District			
Trending Level	1	75	70	76	
State		State			
Trending Level	1	74	75	75	

% IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	37	New Searles			
STRENGTH		0	27	64	
District		District			
Trending Level	0	33	40	33	
State		State			
Trending DOWN	-3	30	30	27	

% IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		0	0	64	0
District		District			
Trending DOWN	-16	53	37	33	37
State		State			
Trending DOWN	-7	36	33	27	29

% IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-11	42	43	37	31
State		State			
Trending DOWN	-6	38	34	29	32

% IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		20	0	0	
District		District			
Trending DOWN	-16	47	39	31	
State		State			
Trending DOWN	-11	43	39	32	

% NON-IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-2	New Searles			
FLATLINE		80	87	78	
District		District			
Trending UP	6	71	74	77	
State		State			
Trending UP	6	70	74	76	

% NON-IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-12	New Searles			
WEAKNESS ALERT		88	76	78	76
District		District			
Trending DOWN	-3	76	74	77	73
State		State			
Trending UP	5	72	72	76	77

% NON-IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		84	77	76	84
District		District			
Trending Level	1	72	67	73	73
State		State			
Trending UP	6	74	73	77	80

% NON-IEP PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	9	New Searles			
STRENGTH		75	71	84	
District		District			
Trending DOWN	-3	76	71	73	
State		State			
Trending UP	3	77	79	80	

% SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	
District		District			
Trending UP	5	44	52	49	
State		State			
Trending UP	4	43	46	47	

% SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	16	New Searles			
STRENGTH		0	0	41	57
District		District			
Trending DOWN	-12	59	58	54	47
State		State			
Trending Level	0	49	47	49	49

% SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	30	New Searles			
STRENGTH		50	38	64	80
District		District			
Trending DOWN	-5	47	42	52	42
State		State			
Trending Level	2	50	47	55	52

% SES PROFICENT

Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	20	New Searles			
STRENGTH		53	35	73	
District		District			
Trending Level	-1	57	48	56	
State		State			
Trending Level	2	56	57	58	

% NON-SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	6	New Searles			
STRENGTH		75	76	81	
District		District			
Trending UP	5	75	79	80	
State		State			
Trending Level	2	71	72	73	

% NON-SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-10	New Searles			
WEAKNESS ALERT		88	75	80	78
District		District			
Trending Level	-2	81	77	77	79
State		State			
Trending Level	1	73	72	73	74

% NON-SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-1	New Searles			
FLATLINE		82	82	70	81
District		District			
Trending Level	-2	80	75	79	78
State		State			
Trending Level	2	76	73	78	78

% NON-SES PROFICENT

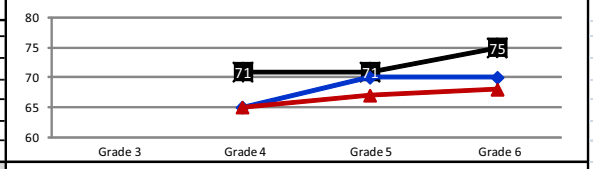
Class of 2017		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	8	New Searles			
STRENGTH		73	74	81	
District		District			
Trending Level	0	81	77	81	
State		State			
Trending UP	3	77	78	80	

New Searles NECAP Math DATA

Class of 2014 — SCHOOL / District / State

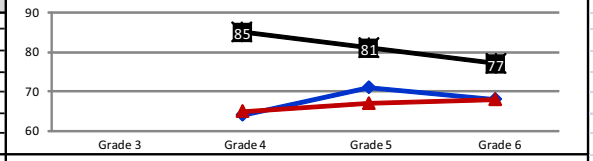
TOTAL % MATH PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**4**		New Searles		
FLATLINE			**71**	**71**	**75**
District			District		
Trending UP	5		65	70	70
State			State		
Trending UP	3		65	67	68



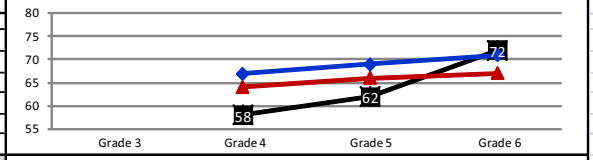
% MALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	**-8**		New Searles		
WEAKNESS ALERT			**85**	**81**	**77**
District			District		
Trending UP	4		64	71	68
State			State		
Trending UP	3		65	67	68



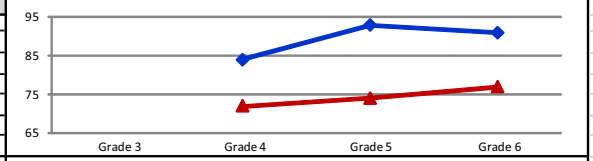
% FEMALE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**14**		New Searles		
STRENGTH			**58**	**62**	**72**
District			District		
Trending UP	4		67	69	71
State			State		
Trending UP	3		64	66	67



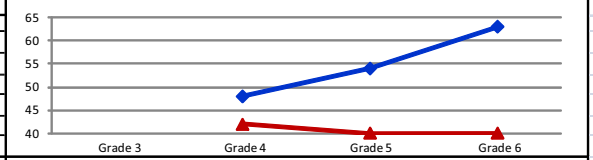
% ASIAN PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
			New Searles		
			0	**0**	**0**
District			District		
Trending UP	7		84	93	91
State			State		
Trending UP	5		72	74	77



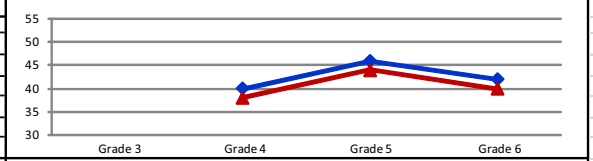
% BLACK PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
			New Searles		
			0	**0**	**0**
District			District		
Trending UP	15		48	54	63
State			State		
Trending DOWN	-2		42	40	40



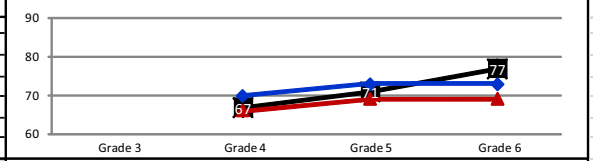
% HISPANIC PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
			New Searles		
			0	**0**	**0**
District			District		
Trending UP	2		40	46	42
State			State		
Trending UP	2		38	44	40



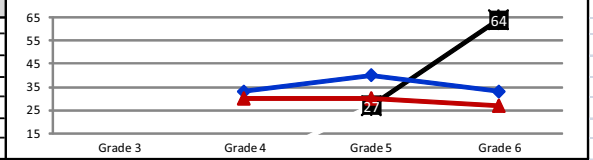
% WHITE PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**10**		New Searles		
STRENGTH			**67**	**71**	**77**
District			District		
Trending UP	3		70	73	73
State			State		
Trending UP	3		66	69	69



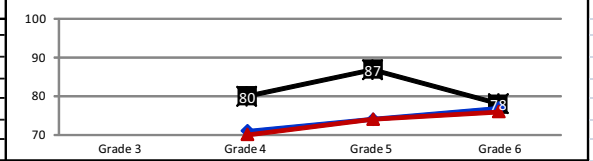
% IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**37**		New Searles		
STRENGTH			**0**	**27**	**64**
District			District		
Trending Level	0		33	40	33
State			State		
Trending DOWN	-3		30	30	27



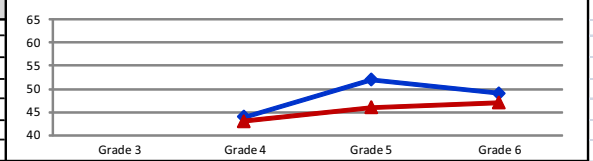
% NON-IEP PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	**-2**		New Searles		
FLATLINE			**80**	**87**	**78**
District			District		
Trending UP	6		71	74	77
State			State		
Trending UP	6		70	74	76



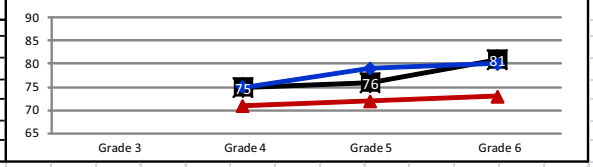
% SES READING PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
			New Searles		
			0	**0**	**0**
District			District		
Trending UP	5		44	52	49
State			State		
Trending UP	4		43	46	47



% NON-SES PROFICENT

Class of 2014		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**6**		New Searles		
STRENGTH			**75**	**76**	**81**
District			District		
Trending UP	5		75	79	80
State			State		
Trending UP	2		71	72	73



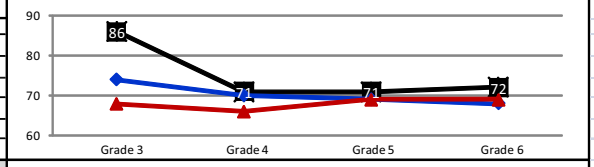
New Searles — NECAP MATH DATA

Class of 2015

SCHOOL — District — State

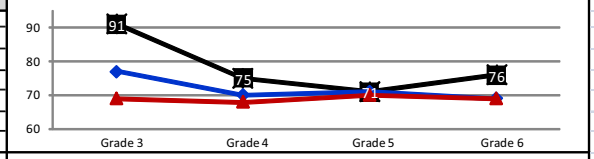
TOTAL % MATH PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-14	New Searles			
WEAKNESS ALERT		86	71	71	72
District		District			
Trending DOWN	-6	74	70	69	68
State		State			
Trending Level	1	68	66	69	69



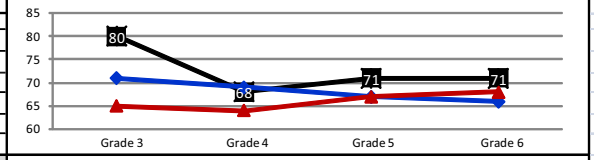
% MALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-15	New Searles			
WEAKNESS ALERT		91	75	71	76
District		District			
Trending DOWN	-8	77	70	71	69
State		State			
Trending Level	0	69	68	70	69



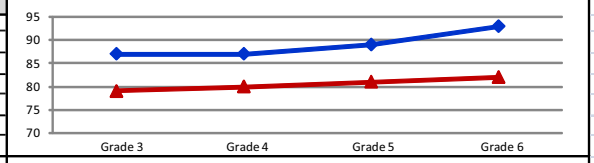
% FEMALE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-9	New Searles			
WEAKNESS ALERT		80	68	71	71
District		District			
Trending DOWN	-5	71	69	67	66
State		State			
Trending UP	3	65	64	67	68



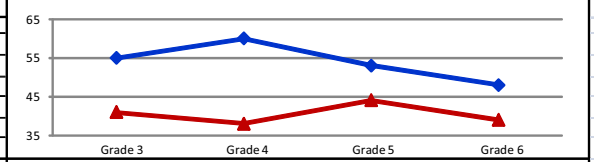
% ASIAN PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	6	87	87	89	93
State		State			
Trending UP	3	79	80	81	82



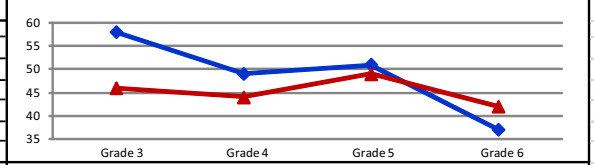
% BLACK PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-7	55	60	53	48
State		State			
Trending DOWN	-2	41	38	44	39



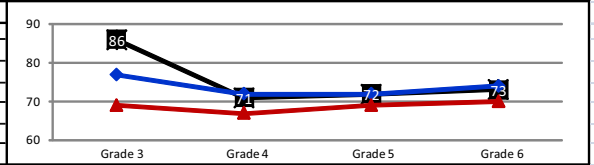
% HISPANIC PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-21	58	49	51	37
State		State			
Trending DOWN	-4	46	44	49	42



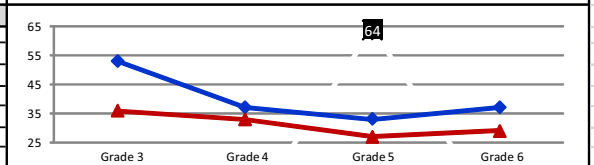
% WHITE PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-13	New Searles			
WEAKNESS ALERT		86	71	72	73
District		District			
Trending DOWN	-3	77	72	72	74
State		State			
Trending Level	1	69	67	69	70



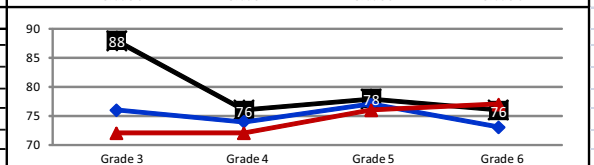
% IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		0	0	64	0
District		District			
Trending DOWN	-16	53	37	33	37
State		State			
Trending DOWN	-7	36	33	27	29



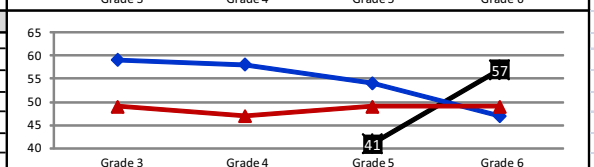
% NON-IEP PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-12	New Searles			
WEAKNESS ALERT		88	76	78	76
District		District			
Trending DOWN	-3	76	74	77	73
State		State			
Trending UP	5	72	72	76	77



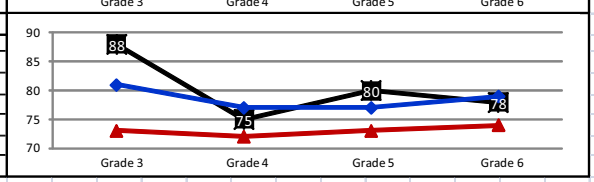
% SES READING PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	16	New Searles			
STRENGTH		0	0	41	57
District		District			
Trending DOWN	-12	59	58	54	47
State		State			
Trending Level	0	49	47	49	49



% NON-SES PROFICENT

Class of 2015		Gr 3	Gr 4	Gr 5	Gr 6
Trending DOWN	-10	New Searles			
WEAKNESS ALERT		88	75	80	78
District		District			
Trending DOWN	-2	81	77	77	79
State		State			
Trending Level	1	73	72	73	74



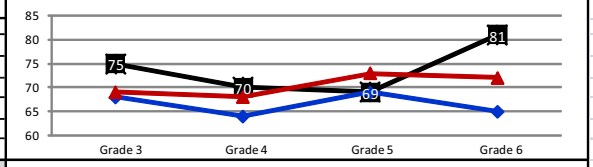
New Searles NECAP MATH DATA

Class of 2016

SCHOOL — District — State

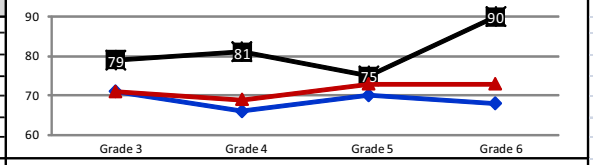
TOTAL % MATH PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	6	New Searles			
STRENGTH		75	70	69	81
District		District			
Trending DOWN	-3	68	64	69	65
State		State			
Trending UP	3	69	68	73	72



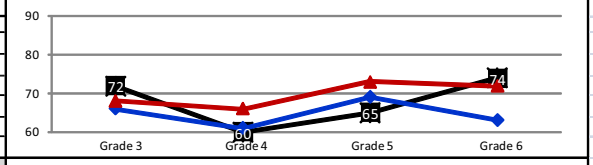
% MALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	11	New Searles			
STRENGTH		79	81	75	90
District		District			
Trending DOWN	-3	71	66	70	68
State		State			
Trending UP	2	71	69	73	73



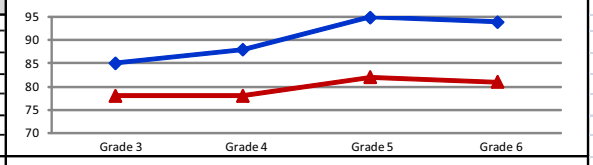
% FEMALE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	2	New Searles			
FLATLINE		72	60	65	74
District		District			
Trending DOWN	-3	66	61	69	63
State		State			
Trending UP	4	68	66	73	72



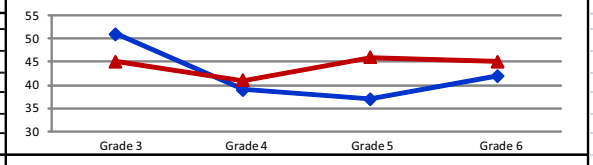
% ASIAN PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending UP	9	85	88	95	94
State		State			
Trending UP	3	78	78	82	81



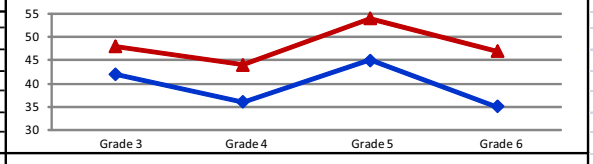
% BLACK PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-9	51	39	37	42
State		State			
Trending Level	0	45	41	46	45



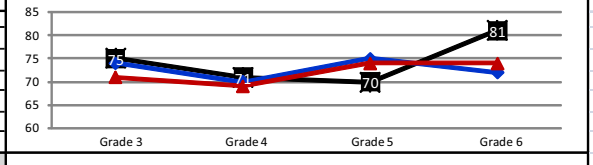
% HISPANIC PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-7	42	36	45	35
State		State			
Trending Level	-1	48	44	54	47



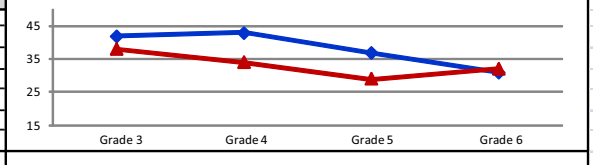
% WHITE PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	6	New Searles			
STRENGTH		75	71	70	81
District		District			
Trending DOWN	-2	74	70	75	72
State		State			
Trending UP	3	71	69	74	74



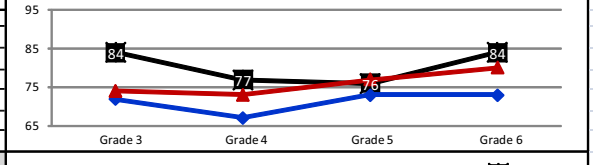
% IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	0	0	0
District		District			
Trending DOWN	-11	42	43	37	31
State		State			
Trending DOWN	-6	38	34	29	32



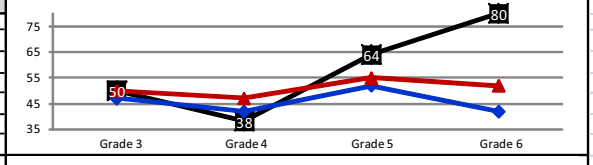
% NON-IEP PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	0	New Searles			
FLATLINE		84	77	76	84
District		District			
Trending Level	1	72	67	73	73
State		State			
Trending UP	6	74	73	77	80



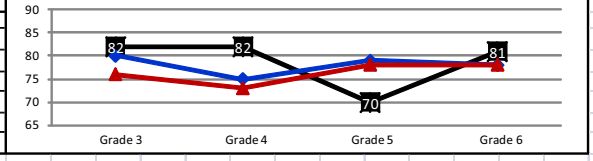
% SES READING PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	30	New Searles			
STRENGTH		50	38	64	80
District		District			
Trending DOWN	-5	47	42	52	42
State		State			
Trending UP	2	50	47	55	52



% NON-SES PROFICENT

Class of 2016		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	-1	New Searles			
FLATLINE		82	82	70	81
District		District			
Trending DOWN	-2	80	75	79	78
State		State			
Trending UP	2	76	73	78	78

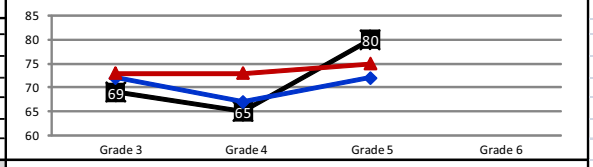


New Searles NECAP MATH DATA

Class of 2017 (present Gr. 5) — SCHOOL / District / State

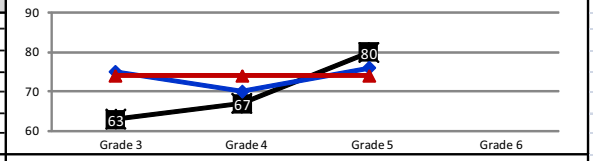
TOTAL % MATH PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**11**	New Searles			
STRENGTH		**69**	**65**	**80**	
District		District			
Trending Level	0	72	67	72	
State		State			
Trending UP	2	73	73	75	



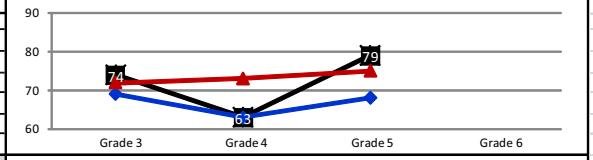
% MALE PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**17**	New Searles			
STRENGTH		**63**	**67**	**80**	
District		District			
Trending Level	1	75	70	76	
State		State			
Trending Level	0	74	74	74	



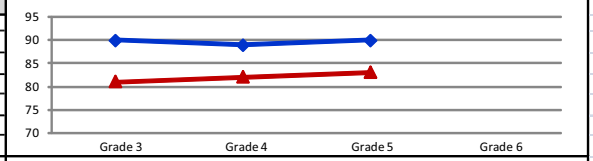
% FEMALE PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**5**	New Searles			
STRENGTH		**74**	**63**	**79**	
District		District			
Trending Level	-1	69	63	68	
State		State			
Trending UP	3	72	73	75	



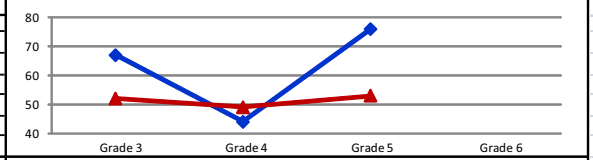
% ASIAN PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending Level	**0**	New Searles			
FLATLINE		**67**	**0**	**0**	
District		District			
Trending Level	0	90	89	90	
State		State			
Trending UP	2	81	82	83	



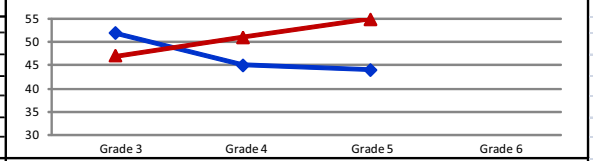
% BLACK PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	**0**	**0**	
District		District			
Trending UP	9	67	44	76	
State		State			
Trending Level	1	52	49	53	



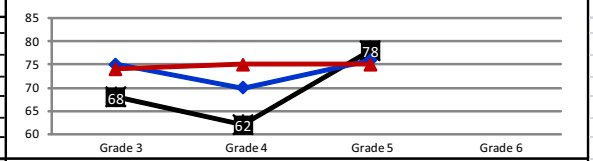
% HISPANIC PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
		New Searles			
		0	**0**	**0**	
District		District			
Trending DOWN	-8	52	45	44	
State		State			
Trending UP	8	47	51	55	



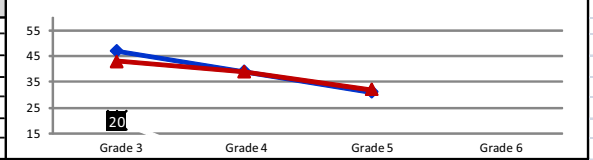
% WHITE PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**10**	New Searles			
STRENGTH		**68**	**62**	**78**	
District		District			
Trending Level	1	75	70	76	
State		State			
Trending Level	1	74	75	75	



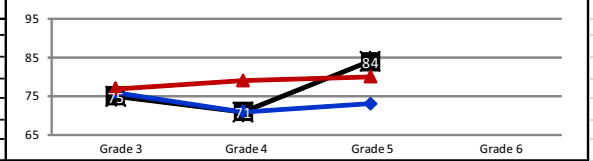
% IEP PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
	0	New Searles			
FLATLINE		**20**	**0**	**0**	
District		District			
Trending DOWN	-16	47	39	31	
State		State			
Trending DOWN	-11	43	39	32	



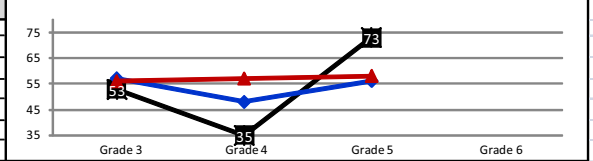
% NON-IEP PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**9**	New Searles			
STRENGTH		**75**	**71**	**84**	
District		District			
Trending DOWN	-3	76	71	73	
State		State			
Trending UP	3	77	79	80	



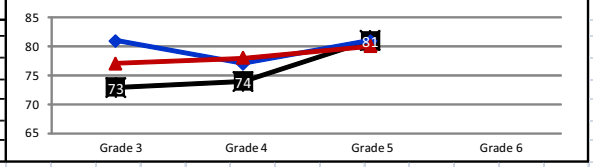
% SES READING PROFICENT

Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**20**	New Searles			
STRENGTH		**53**	**35**	**73**	
District		District			
Trending Level	-1	57	48	56	
State		State			
Trending UP	2	56	57	58	



% NON-SES PROFICENT

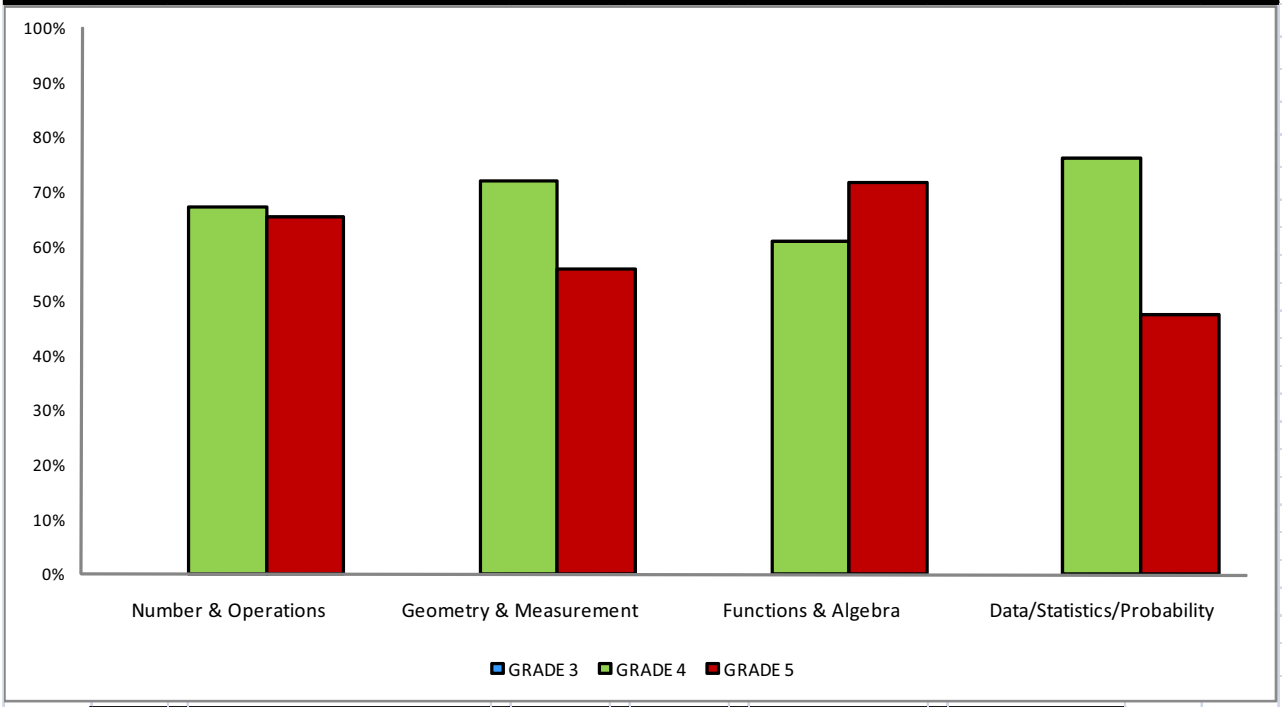
Class of 2017 (present Gr. 5)		Gr 3	Gr 4	Gr 5	Gr 6
Trending UP	**8**	New Searles			
STRENGTH		**73**	**74**	**81**	
District		District			
Trending Level	0	81	77	81	
State		State			
Trending UP	3	77	78	80	



New Searles

NECAP MATH STRANDS

CLASS OF 2014



2004-05

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**					0.00%
2	**Geometry and Measurement**					0.00%
3	**Functions and Algebra**					0.00%
4	**Data, Statistics, and Probability**					0.00%

2005-06

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	32	8	61.10%	67.19%	6.09%
2	**Geometry and Measurement**	13	6	64.23%	71.98%	7.75%
3	**Functions and Algebra**	10	3	56.46%	61.19%	4.73%
4	**Data, Statistics, and Probability**	10	3	73.45%	76.19%	2.74%

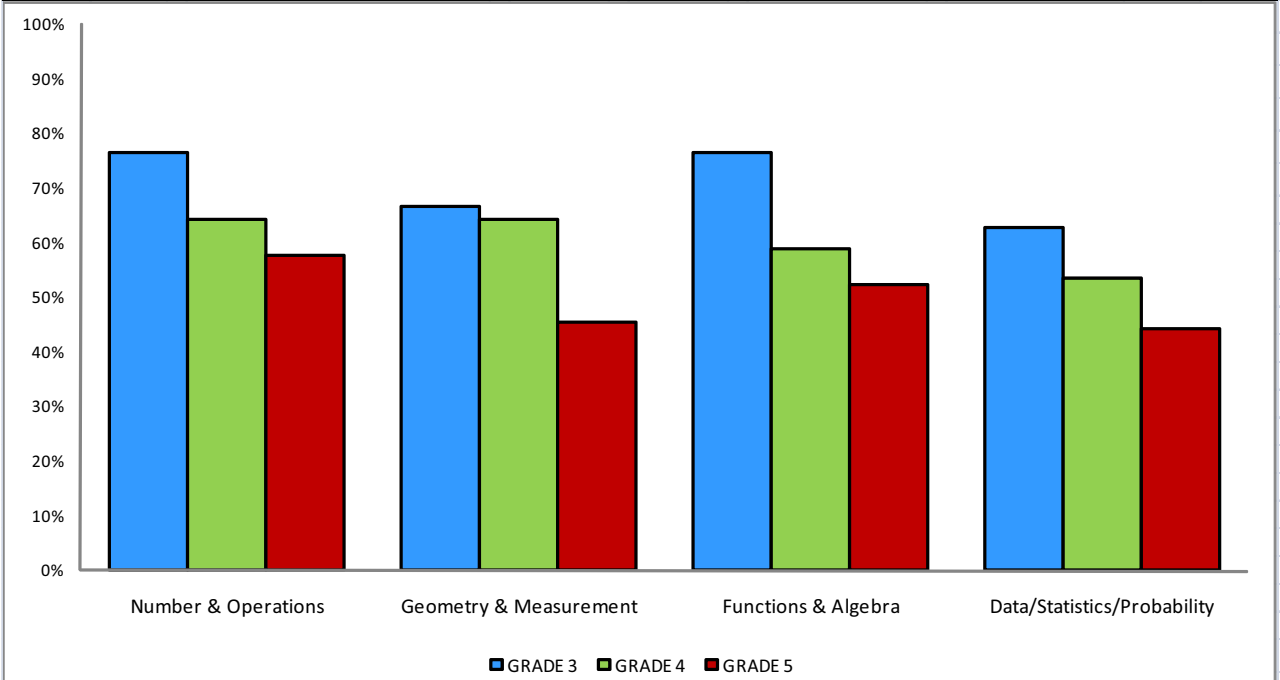
2006-07

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	30	10	57.41%	65.53%	8.12%
2	**Geometry and Measurement**	14	4	45.79%	56.01%	10.22%
3	**Functions and Algebra**	12	2	64.46%	71.78%	7.32%
4	**Data, Statistics, and Probability**	10	3	41.16%	47.73%	6.57%

New Searles

NECAP MATH STRANDS

CLASS OF 2015



2005-06

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	35	9	66.16%	76.56%	10.40%
2	**Geometry and Measurement**	10	3	60.82%	66.59%	5.77%
3	**Functions and Algebra**	10	4	68.80%	76.59%	7.79%
4	**Data, Statistics, and Probability**	10	4	62.68%	62.73%	0.05%

2006-07

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	32	8	63.85%	64.30%	0.45%
2	**Geometry and Measurement**	13	5	63.37%	64.35%	0.98%
3	**Functions and Algebra**	10	3	60.91%	59.04%	-1.87%
4	**Data, Statistics, and Probability**	10	4	59.38%	53.65%	-5.73%

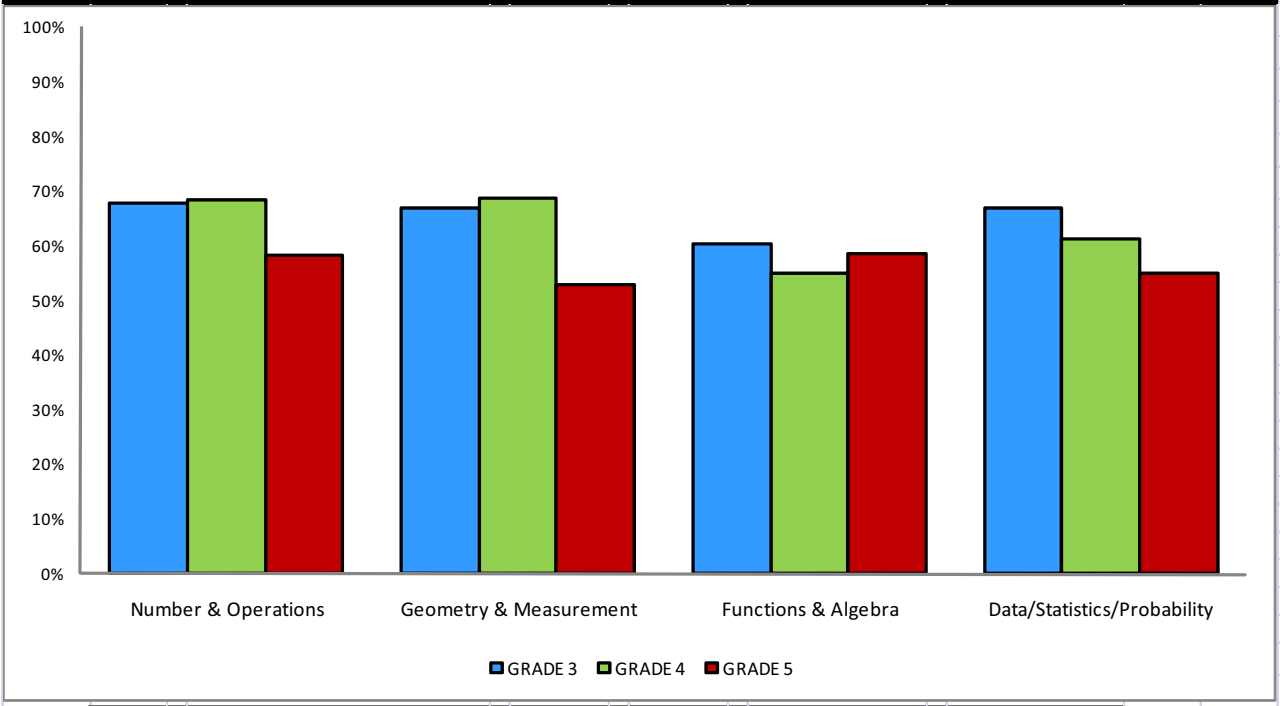
2007-08

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	30	7	55.54%	57.84%	2.30%
2	**Geometry and Measurement**	13	4	44.69%	45.55%	0.86%
3	**Functions and Algebra**	13	4	54.28%	52.34%	-1.94%
4	**Data, Statistics, and Probability**	10	4	46.92%	44.31%	-2.61%

New Searles

NECAP MATH STRANDS

CLASS OF 2016



2006-07

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	35	9	67.28%	67.81%	0.53%
2	**Geometry and Measurement**	10	4	65.78%	67.14%	1.36%
3	**Functions and Algebra**	10	3	61.88%	60.41%	-1.47%
4	**Data, Statistics, and Probability**	10	4	64.39%	67.14%	2.75%

2007-08

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	32	9	66.02%	68.56%	2.54%
2	**Geometry and Measurement**	13	4	67.20%	68.76%	1.56%
3	**Functions and Algebra**	10	3	59.56%	55.10%	-4.46%
4	**Data, Statistics, and Probability**	10	4	62.94%	61.43%	-1.51%

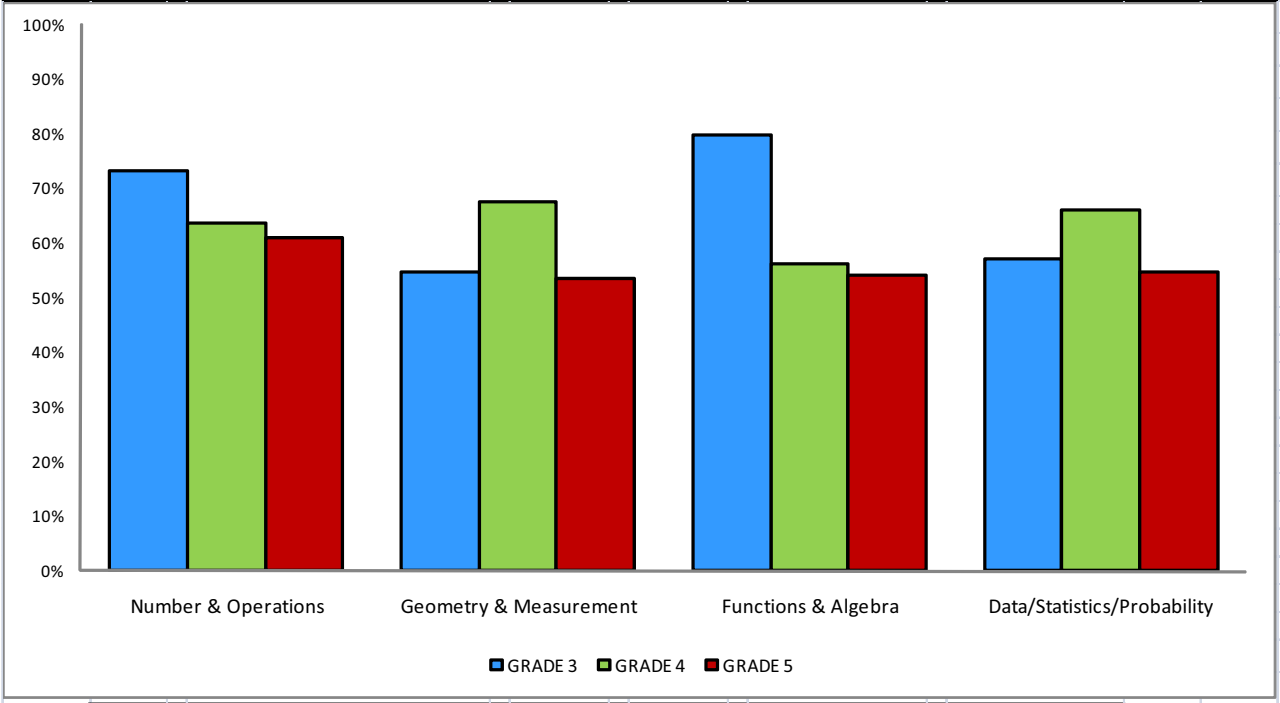
2008-09

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	30	7	59.80%	58.49%	-1.31%
2	**Geometry and Measurement**	13	7	60.15%	53.12%	-7.03%
3	**Functions and Algebra**	13	3	59.15%	58.64%	-0.51%
4	**Data, Statistics, and Probability**	10	2	54.60%	55.09%	0.49%

New Searles

NECAP MATH STRANDS

CLASS OF 2017 (present Grade 5)



2007-08

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	35	10	73.17%	73.30%	0.13%
2	**Geometry and Measurement**	10	3	61.66%	54.81%	-6.85%
3	**Functions and Algebra**	10	4	76.79%	79.88%	3.09%
4	**Data, Statistics, and Probability**	10	3	63.55%	57.16%	-6.39%

2008-09

Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	32	8	67.29%	63.60%	-3.69%
2	**Geometry and Measurement**	13	4	69.72%	67.51%	-2.21%
3	**Functions and Algebra**	10	4	62.17%	56.24%	-5.93%
4	**Data, Statistics, and Probability**	10	4	74.10%	66.12%	-7.98%

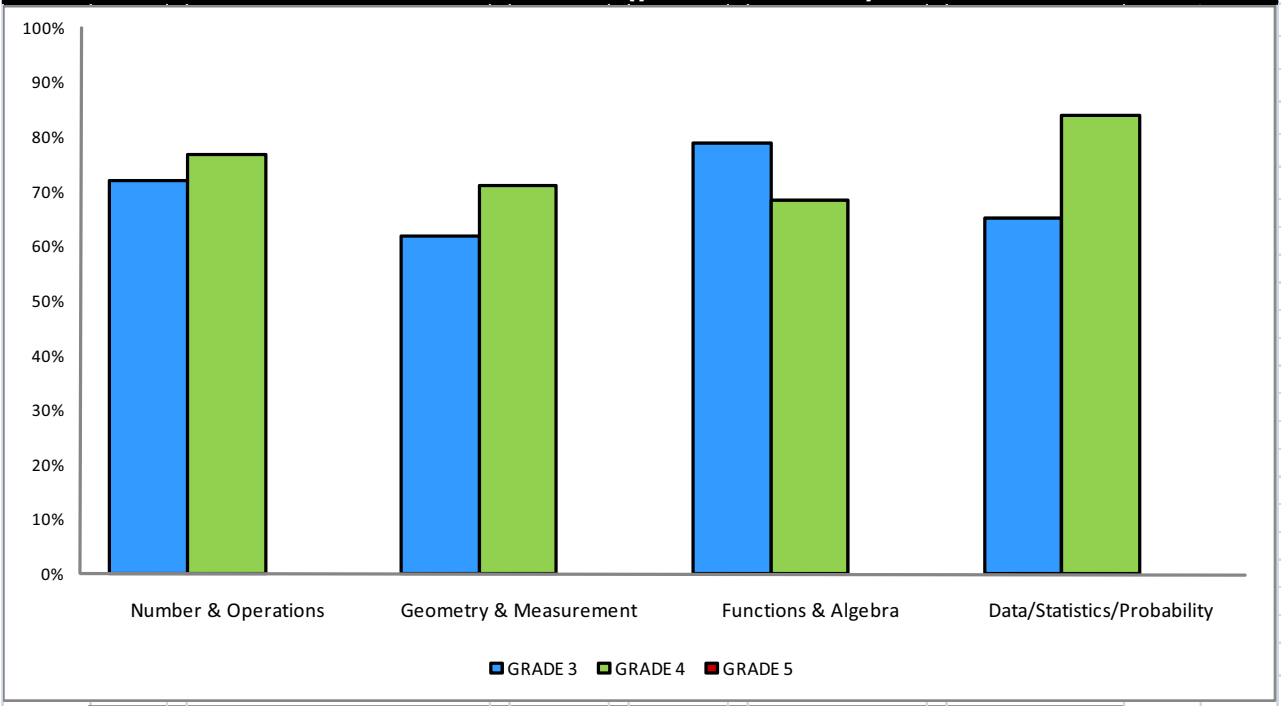
2009-10

Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	30	7	61.24%	61.11%	-0.13%
2	**Geometry and Measurement**	13	4	55.32%	53.56%	-1.76%
3	**Functions and Algebra**	13	4	57.26%	54.23%	-3.03%
4	**Data, Statistics, and Probability**	10	4	52.84%	54.69%	1.85%

New Searles

NECAP MATH STRANDS

CLASS OF 2018 (present Grade 4)



2008-09

Strand #	GRADE 3 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	35	10	66.64%	72.16%	5.52%
2	**Geometry and Measurement**	10	4	63.22%	61.82%	-1.40%
3	**Functions and Algebra**	10	3	75.21%	79.09%	3.88%
4	**Data, Statistics, and Probability**	10	3	65.02%	65.15%	0.13%

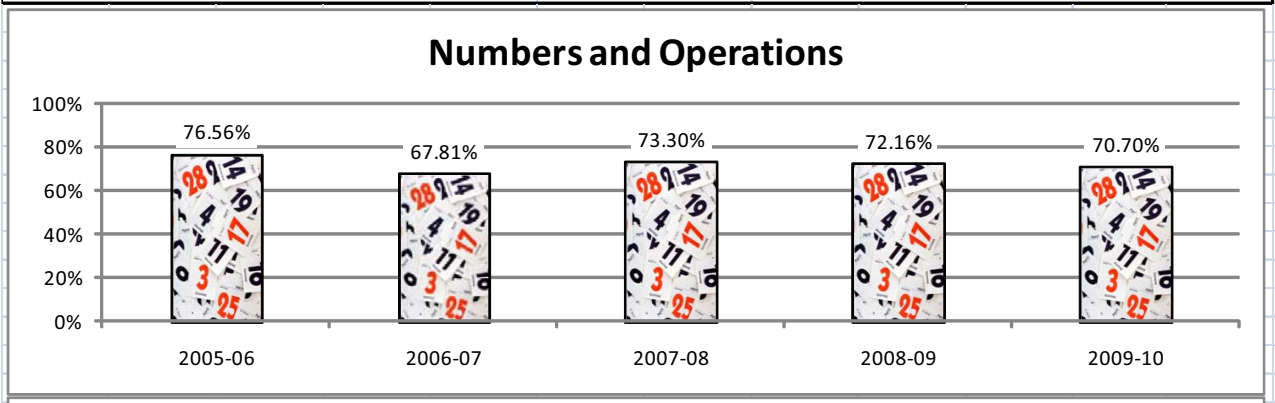
2009-10

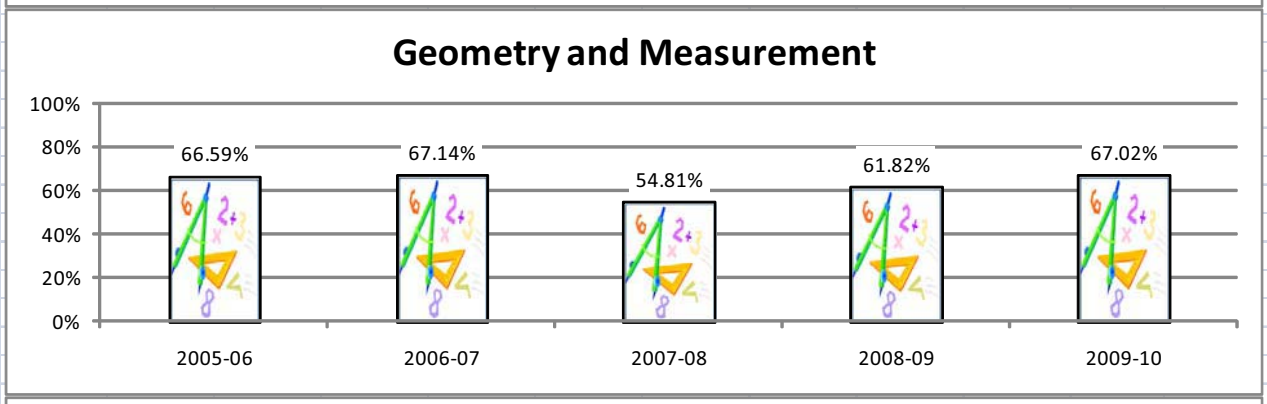
Strand #	GRADE 4 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**	32	8	71.63%	76.87%	5.24%
2	**Geometry and Measurement**	13	4	64.81%	71.18%	6.37%
3	**Functions and Algebra**	10	4	60.69%	68.51%	7.82%
4	**Data, Statistics, and Probability**	10	4	74.21%	84.03%	9.82%

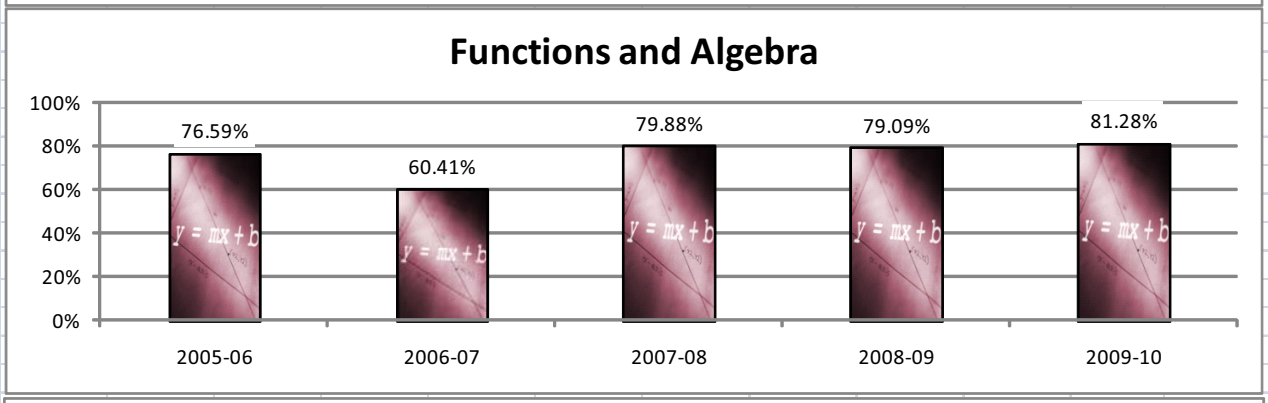
2010-11

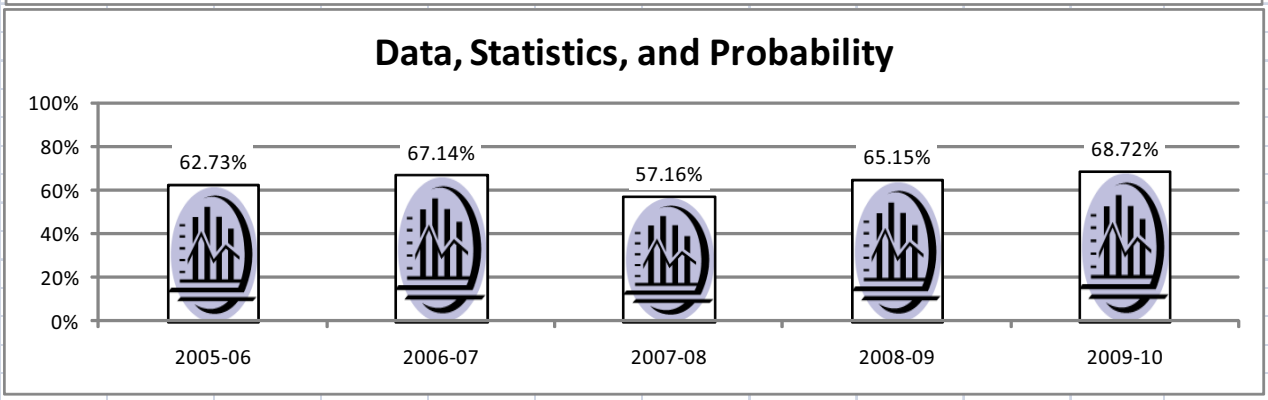
Strand #	GRADE 5 Item	Max Score	Number of Questions	Percent of Max Score State Average	Percent of Max Score **New Searles**	Differential School vs State
1	**Numbers and Operations**					0.00%
2	**Geometry and Measurement**					0.00%
3	**Functions and Algebra**					0.00%
4	**Data, Statistics, and Probability**					0.00%

New Searles	GRADE 3	NECAP MATH STRANDS

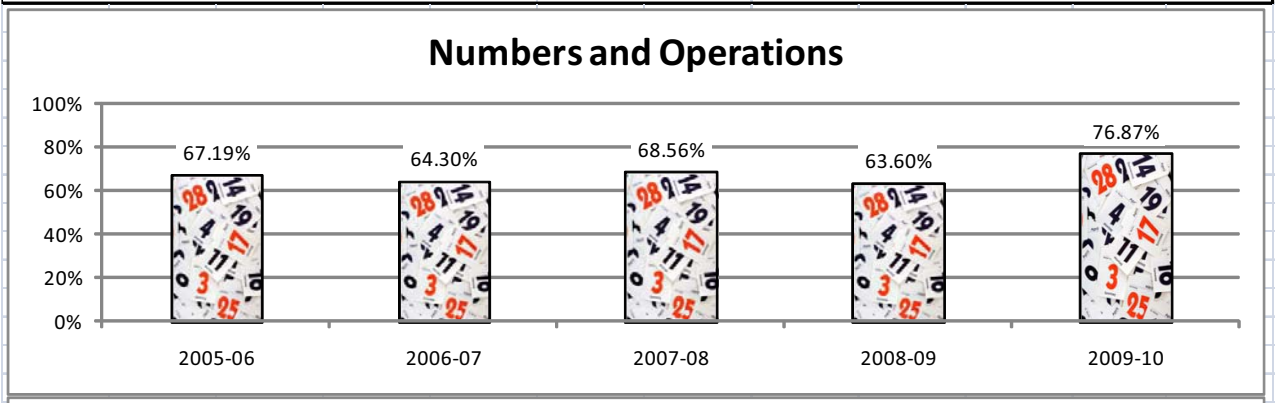


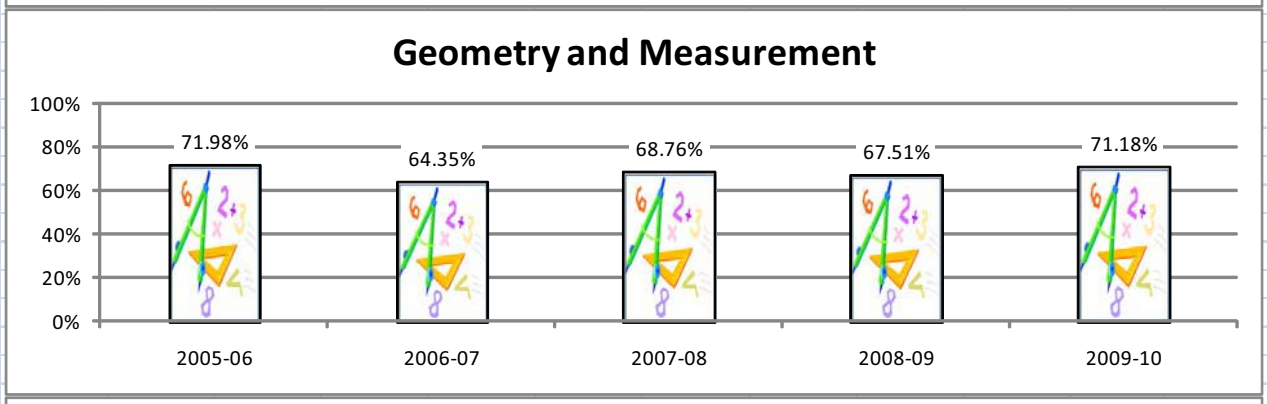


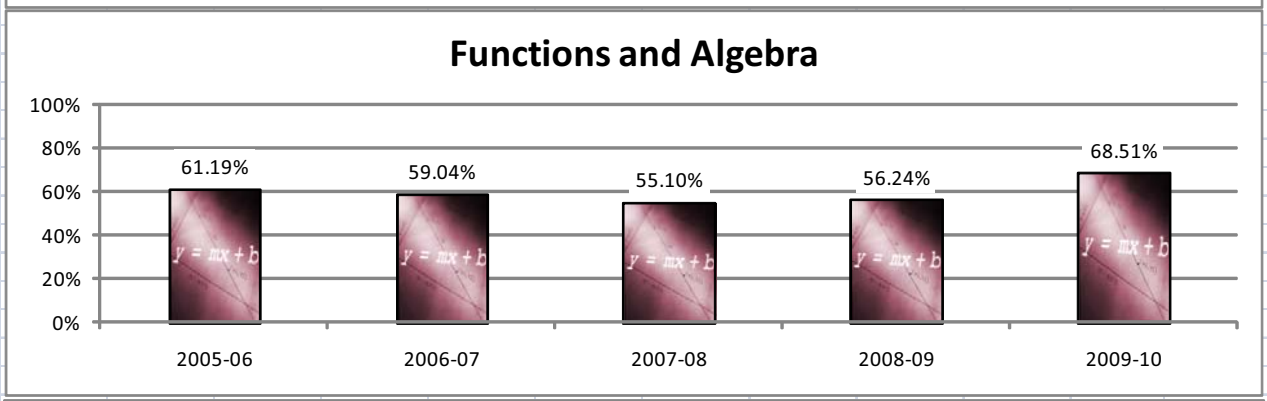


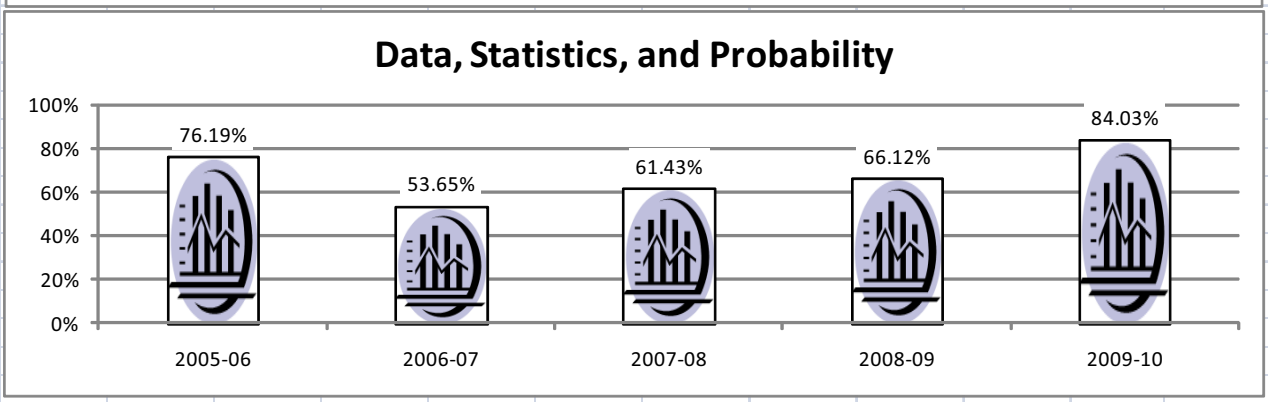


New Searles	GRADE 4	NECAP MATH STRANDS

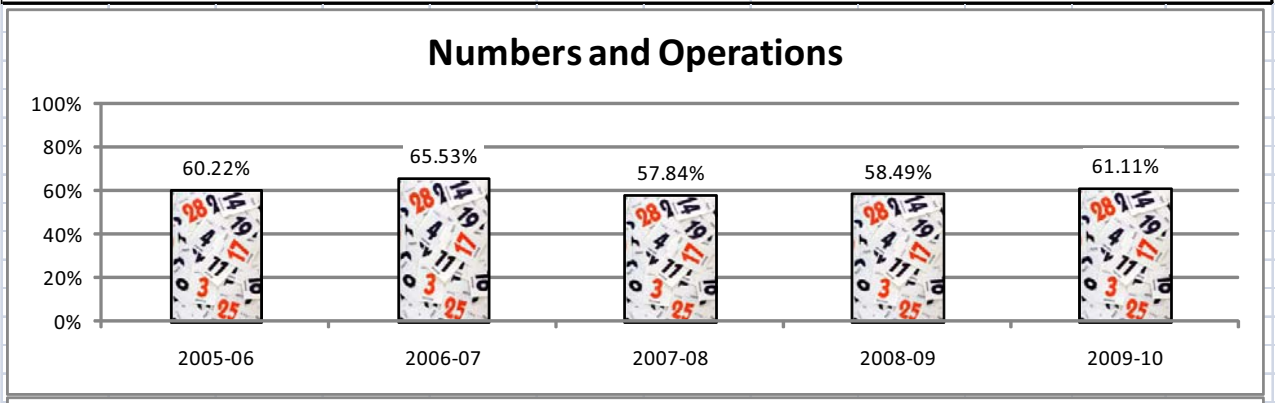


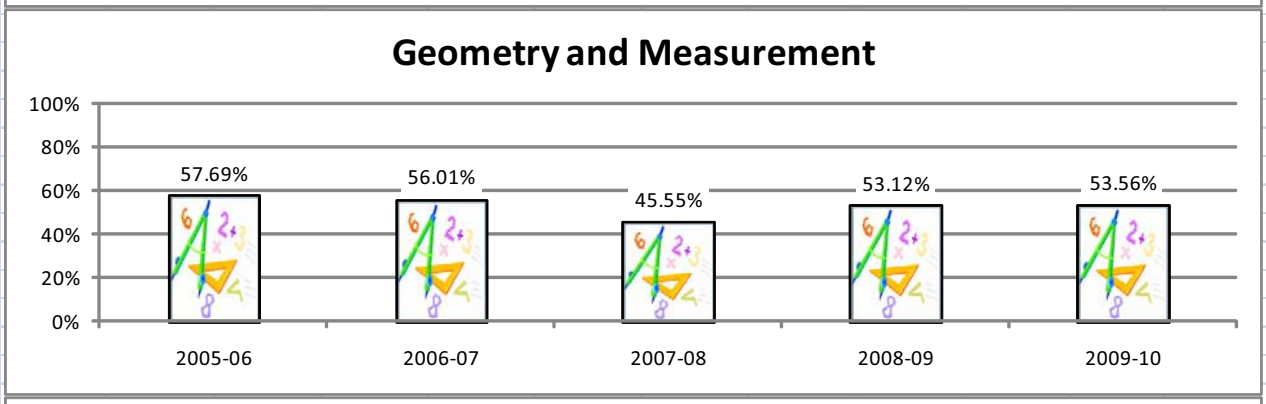


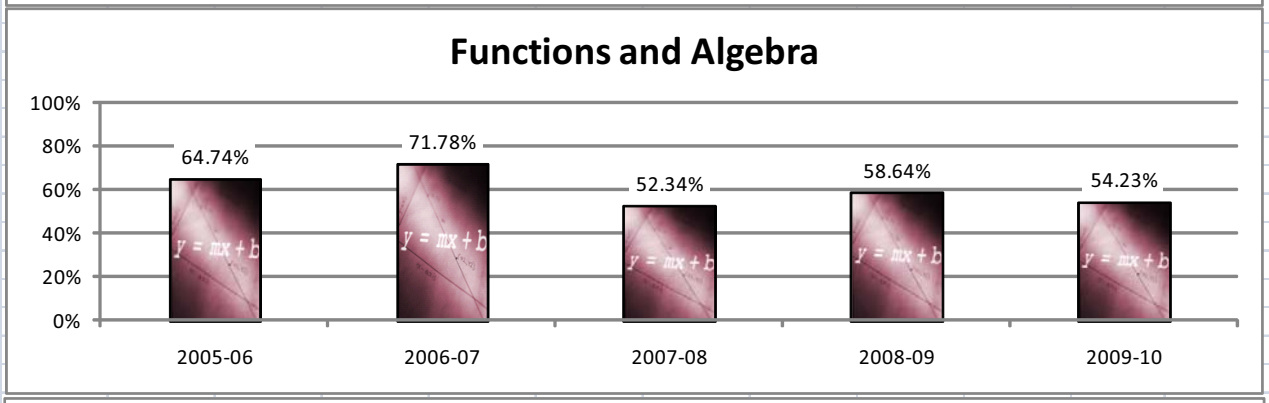


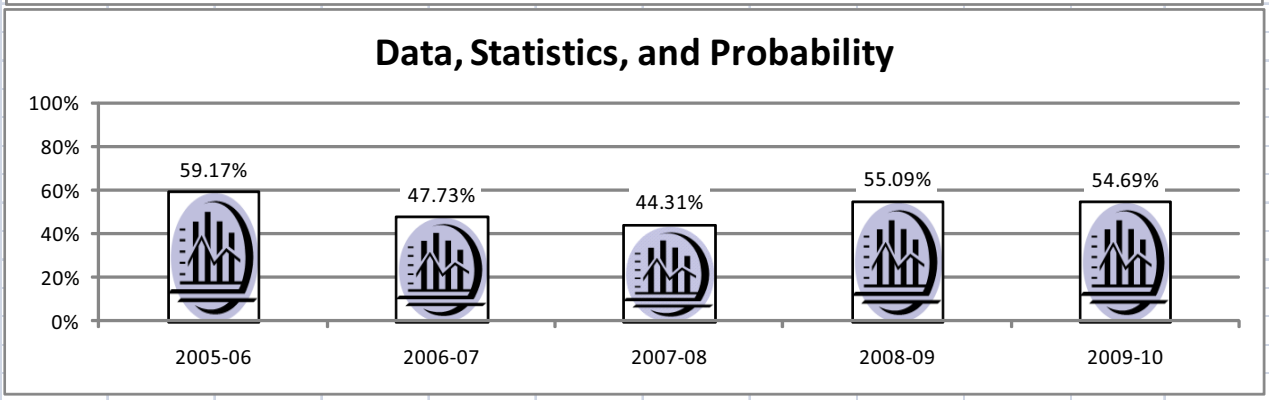


New Searles	GRADE 5	NECAP MATH STRANDS









Appendix 2: Sample School SPED Data Report

This report was generated for all 12 Nashua School District Elementary schools as part of the data analysis. It examines student growth in Reading and Math as measured by consecutive annual NECAP results for all SPED students for whom this data is available in the school. The first report includes all data for 2005-2009. The second and third reports represent the two most recent instructional year results and show the average annual growth as well as breaking student growth out by instructional grade level.

2005-2009 SPED GROWTH REPORT NEW SEARLES ELEMENTARY

Yr	GR	rptStudID	Gender	Ethnic	LEP	IEP	SES	WV	TL	TI	LI	LA	Rea Tot	Rea Sc Sc	Reading Change	Rea AL	GM	NO	FA	DP	Mat Sc Sc	Math Change	Mat AL
2006	3	7933124070	F	6		1	1	13	13	12	16	9	38	347		3	5	15	6	9	338		2
2007	4	7933124070	F	6	0	1	1	12	12	14	17	9	38	448	**1**	3	4	16	3	5	433	**-5**	2
2008	5	7933124070	F	6	0	1	1	8	15	14	11	18	37	555	**7**	3	21	4	10	7	547	**14**	3
2009	6	7933124070	F	6	0	0	1	7	18	15	19	14	40	657	**2**	3	10	8	5	5	641	**-6**	3
2007	3	2947556054	M	6	0	1	0	5	0	1	1	0	6	300		1	5	8	2	1	320		1
2008	4	2947556054	M	6	0	1	0	3	2	2	3	1	7	406	**6**	1	5	4	1	3	417	**-3**	1
2009	5	2947556054	M	6	0	1	0	3	3	4	3	4	10	517	**11**	1	5	3	4	1	524	**7**	1
2005	5	7448135052	M	6		1		8	14	12	16	10	34	550		3	6	16	7	2	543		3
2006	6	7448135052	M	6		1		9	7	15	12	10	31	643	**-7**	3	5	7	3	1	630	**-13**	1
2005	3	1433359055	M	6				5	2	4	1	5	11	323		1	4	19	6	3	336		2
2006	4	1433359055	M	6		1		5	5	8	10	3	18	428	**5**	1	4	11	5	3	429	**-7**	1
2007	5	1433359055	M	6	0	1	0	1	11	8	9	10	20	533	**5**	2	4	17	4	0	538	**9**	2
2008	6	1433359055	M	6	0	1	0	2	11	10	10	11	23	633	**0**	2	16	4	6	5	643	**5**	3
2005	5	5346132095	F	6		1		7	9	6	8	7	22	534		2	5	13	8	5	543		3
2006	6	5346132095	F	6		1		8	15	15	13	17	38	653	**19**	3	7	15	7	3	643	**0**	3
2008	3	2836441017	M	6	0	1	0	19	13	13	17	9	45	360		4	31	8	10	9	358		4
2009	4	2836441017	M	6	0	1	0	17	16	12	17	11	45	462	**2**	4	30	11	9	9	462	**4**	4
2007	3	5238235012	M	6	0	1	0	6	5	4	7	2	15	322		1	6	21	5	3	336		2
2008	4	5238235012	M	6	0	1	0	5	4	5	5	4	14	422	**0**	1	16	8	5	6	437	**1**	2
2009	5	5238235012	M	6	0	1	0	6	4	11	8	7	21	532	**10**	2	11	8	4	6	539	**2**	2
2005	4	7242404518	M	6		1		13	10	10	12	8	33	442		3	11	23	6	9	450		3
2006	5	7242404518	M	6		1		8	15	13	16	12	36	552	**10**	3	8	20	8	4	548	**-2**	3
2007	6	7242404518	M	6	0	1	0	7	17	12	14	15	36	653	**1**	3	7	14	7	9	647	**-1**	3
2005	5	1927255331	F	6		1		6	9	7	11	5	22	534		2	3	7	5	4	534		2
2006	6	1927255331	F	6		1		7	12	10	9	13	29	640	**6**	3	3	5	2	3	627	**-7**	1
2007	5	8333209333	F	3	0	1	1	7	10	12	11	11	29	543		3	2	10	7	3	535		2
2008	6	8333209333	F	3	0	1	1	7	10	9	11	8	26	636	**-7**	2	6	3	3	2	628	**-7**	1
2006	5	1227531387	M	6		1	1	8	12	13	11	14	33	548		3	3	13	7	5	539		2
2007	6	1227531387	M	6	0	1	1	8	16	14	14	16	38	657	**9**	3	6	15	7	6	645	**6**	3
2005	4	7749259082	F	6		1		16	13	13	18	8	42	455		3	7	17	3	5	436		2
2006	5	7749259082	F	6		1		7	13	16	13	16	36	552	**-3**	3	3	10	5	1	532	**-4**	1
2007	3	2822131739	F	6	0	1	0	6	2	2	3	1	10	312		1	3	6	3	1	315		1
2008	4	2822131739	F	6	0	1	0	5	1	5	4	2	11	417	**5**	1	8	3	1	1	417	**2**	1
2009	5	2822131739	F	6	0	1	0	4	1	5	3	3	10	517	**0**	1	6	1	1	0	513	**-4**	1
2006	5	5548105750	F	6		1	1	2	11	5	8	8	18	531		2	2	13	5	1	534		2
2007	6	5548105750	F	6	0	1	1	6	7	10	10	7	23	634	**3**	2	6	5	3	2	630	**-4**	1
2008	3	1233458244	M	6	0	1	0	5	2	2	1	3	9	313		1	16	6	6	4	335		2
2009	4	1233458244	M	6	0	1	0	16	15	11	17	9	42	455	**42**	3	30	13	10	9	470	**35**	4
2006	6	3945102348	F	6		1	1	6	4	2	3	3	12	619		1	1	4	2	0	609		1
2005	3	1825558342	M	6		1		10	8	9	8	9	27	339		2	5	13	2	4	331		1
2006	4	1825558342	M	6				14	10	9	11	8	33	443	**4**	3	4	14	3	3	430	**-1**	1
2007	3	2935213339	M	6	0	1	0	13	8	10	12	6	31	341		3	6	27	8	7	346		3
2008	4	2935213339	M	6	0	1	0	13	9	8	12	5	30	440	**-1**	3	23	10	5	7	445	**-1**	3
2009	5	2935213339	M	6	0	0	0	4	11	13	13	11	28	540	**0**	3	22	9	7	5	549	**4**	3

2005-2009 SPED GROWTH REPORT NEW SEARLES ELEMENTARY (CON'T)

2008	3	1244138933	M	6	0	1	1	11	7	8	8	7	26	336		2	17	5	7	7	338		2
2009	4	1244138933	M	6	0	1	1	10	12	6	10	8	28	437	**1**	2	15	4	3	7	430	**-8**	1
2007	4	4244455736	M	6	0	0	0	14	11	14	15	10	39	450		3	11	31	10	10	469		4
2008	5	4244455736	M	6	0	1	0	10	13	12	13	12	35	553	**3**	3	26	10	10	6	554	**-15**	4
2009	6	4244455736	M	6	0	1	0	9	19	15	17	17	43	664	**11**	4	21	16	12	9	665	**11**	4
2005	5	2637556751	M	6		1		5	13	11	13	11	29	543		3	5	15	8	3	543		3
2006	6	2637556751	M	6				9	9	11	11	9	29	640	**-3**	3	6	14	5	1	639	**-4**	2
2005	4	6739135752	F	6				14	8	8	12	4	30	438		2	8	14	2	4	433		2
2006	5	6739135752	F	6		1		5	14	6	9	11	25	538	**0**	2	3	12	6	3	537	**4**	2
2007	6	6739135752	F	6	0	1	0	4	13	13	13	13	30	643	**5**	3	4	5	2	2	625	**-12**	1
2006	3	3228159754	M	6		1		11	9	7	10	6	27	337		2	8	23	9	7	347		3
2007	4	3228159754	M	6	0	1	0	12	7	9	8	8	28	437	**0**	2	10	25	6	4	446	**-1**	3
2008	5	3228159754	M	6	0	0	0	3	10	7	7	10	20	534	**-3**	2	19	5	3	3	539	**-7**	2
2007	3	8537333347	M	6	0	1	1	10	6	4	7	3	20	329		1	5	19	6	2	334		2
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2009	5	8537333347	M	6	0	1	1	5	7	9	8	8	21	532	**13**	2	11	5	3	1	532	**-1**	1
2005	4	8529125064	F	6		1		15	12	8	13	7	35	444		3	7	16	3	5	435		2
2006	5	8529125064	F	6		1		3	17	10	16	11	30	544	**0**	3	0	8	6	1	528	**-7**	1
2007	3	3623134082	F	6	0	1	1	15	8	8	13	3	31	341		3	5	14	4	2	329		1
2008	4	3623134082	F	6	0	1	1	8	8	9	13	4	25	435	**-6**	2	14	4	6	4	432	**3**	2
2009	5	3623134082	F	6	0	1	1	4	8	14	8	14	26	538	**3**	2	13	3	7	7	540	**8**	3
2007	3	1229333085	F	6	0	1	1	9	1	2	3	0	12	317		1	4	9	2	1	320		1
2008	4	1229333085	F	6	0	1	1	6	8	5	8	5	19	429	**12**	1	9	3	2	2	421	**1**	1
2009	5	1229333085	F	6	0	1	1	3	6	5	4	7	14	523	**-6**	1	7	1	4	3	527	**6**	1
2006	3	7249324026	F	6		1	1	7	9	6	11	4	22	332		2	8	31	8	9	356		4
2007	4	7249324026	F	6	0	1	1	8	5	8	9	4	21	430	**-2**	1	10	22	6	4	444	**-12**	3
2008	5	7249324026	F	6	0	1	1	6	6	4	8	2	16	529	**-1**	1	9	9	5	6	539	**-5**	2
2005	4	8321452026	M	6		1	1	6	4	4	6	2	14	420		1	9	15	4	8	439		2
2006	5	8321452026	M	6		1	1	6	13	10	13	10	29	543	**23**	3	5	14	9	5	543	**4**	3
2007	6	8321452026	M	6	0	1	1	5	10	7	8	9	22	632	**-11**	2	8	14	5	3	642	**-1**	3
2008	3	1322333732	M	6	0	1	1	12	11	7	11	7	30	340		3	17	6	9	4	338		2
2009	4	1322333732	M	6	0	0	1	11	12	8	13	7	31	440	**0**	3	22	7	4	8	441	**3**	3
2005	5	4628543351	M	6		1		3	10	10	12	8	23	536		2	7	14	8	4	545		3
2006	6	4628543351	M	6		1		4	7	7	8	6	18	627	**-9**	1	3	7	4	0	628	**-17**	1
2007	5	2631338368	M	6	0	1	1	2	8	6	7	7	16	528		1	3	8	2	1	526		1
2008	6	2631338368	M	6	0	1	1	4	7	11	9	9	22	632	**4**	2	6	2	0	1	618	**-8**	1
2005	5	7623525034	M	6		1		7	14	10	15	9	31	546		3	8	20	10	5	551		3
2006	6	7623525034	M	6		1		9	13	11	12	12	33	646	**0**	3	13	22	11	6	656	**5**	4
2006	3	4434342777	M	6		1	1	8	4	5	5	4	17	327		1	3	19	6	6	338		2
2007	4	4434342777	M	6	0	1	1	7	3	3	4	2	13	419	**-8**	1	8	14	3	6	436	**-2**	2
2008	5	4434342777	M	6	0	1	1	8	10	8	8	10	26	541	**22**	3	11	3	4	2	531	**-5**	1
2009	6	4434342777	M	6	0	1	1	6	16	11	15	12	33	645	**4**	3	8	5	11	4	641	**10**	3
2005	4	3548228778	M	6		1	1	15	9	10	13	6	34	443		3	8	18	6	8	442		3
2006	5	3548228778	M	6		1	1	7	14	8	12	10	29	543	**0**	3	3	15	5	3	538	**-4**	2
2007	6	3548228778	M	6	0	1	1	9	12	17	13	16	38	657	**14**	3	10	14	8	6	648	**10**	3
2006	4	8947107784	F	6		1		8	4	6	8	2	18	428		1	5	12	2	1	426		1
2007	5	8947107784	F	6	0	1	0	5	9	6	9	6	20	533	**5**	2	1	5	3	0	515	**-11**	1
2008	6	8947107784	F	6	0	1	1	6	5	6	6	5	17	627	**-6**	1	1	1	4	0	600	**-15**	1
2008	3	1233457470	M	6	0	1	0	15	9	8	9	8	32	342		3	30	9	8	9	355		4
2009	4	1233457470	M	6	0	0	0	15	8	9	11	6	32	441	**-1**	3	22	9	7	8	446	**-9**	3
2008	3	1233457481	M	6	0	1	0	18	9	13	11	11	40	351		3	26	4	7	8	345		3
2009	4	1233457481	M	6	0	0	0	14	12	13	14	11	39	450	**-1**	3	24	10	5	10	449	**4**	3
2008	4	7931308794	F	6	0	1	1	8	9	5	7	7	22	432		2	10	7	1	3	426		1
2009	5	7931308794	F	6	0	1	1	5	9	9	8	10	23	534	**2**	2	16	6	6	8	544	**18**	3

2005-2009 SPED GROWTH REPORT NEW SEARLES ELEMENTARY (CON'T)

2006	3	7633252762	F	6		1		9	6	5	9	2	20	330		1	2	4	2	0	307		1
2007	4	7633252762	F	6	0	1	0	7	3	5	5	3	15	422	**-8**	1	3	6	0	0	410	**3**	1
2008	5	7633252762	F	6	0	1	0	4	8	6	9	5	18	532	**10**	2	6	3	1	1	519	**9**	1
2009	6	7633252762	F	6	0	1	0	5	7	10	8	9	22	631	**-1**	2	3	3	0	1	608	**-11**	1
2007	3	8422149782	F	6	0	1	1	14	7	6	11	2	27	337		2	5	24	8	1	339		2
2008	4	8422149782	F	6	0	1	1	15	9	9	11	7	33	443	**6**	3	20	7	6	4	439	**0**	2
2009	5	8422149782	F	6	0	1	1	8	9	7	6	10	24	536	**-7**	2	14	7	6	3	540	**1**	3
2007	4	8242441796	F	3	0	0	1	6	3	2	3	2	11	415		1	4	9	1	1	421		1
2008	5	8242441796	F	3	0	1	1	5	6	3	5	4	14	527	**12**	1	4	6	2	1	522	**1**	1
2006	5	1123345165	M	3		1	1	1	2	4	4	2	7	513		1	1	9	5	3	531		1
2007	6	1123345165	M	3	0	1	1	4	6	7	6	7	17	626	**13**	1	3	7	3	0	625	**-6**	1
2005	5	8936412725	M	6		1		4	9	7	8	8	20	532		2	4	13	4	4	539		2
2006	6	8936412725	M	6		1		7	8	8	8	8	23	633	**1**	2	10	16	10	2	647	**8**	3
2005	4	8825158016	M	6		1		18	11	10	16	5	39	449		3	6	8	2	3	425		1
2006	5	8825158016	M	6		1		8	12	9	11	10	29	543	**-6**	3	3	5	4	1	525	**0**	1
2008	3	1233441778	M	4	0	1	0	16	12	11	16	7	39	350		3	23	8	8	5	344		3
2009	4	1233441778	M	4	0	1	0	16	14	13	17	10	43	457	**7**	4	24	12	6	8	450	**6**	3
2005	4	1126327783	F	6		1		15	5	8	9	4	28	436		2	7	16	3	7	437		2
2006	5	1126327783	F	6				5	11	8	10	9	24	537	**1**	2	5	11	9	1	538	**1**	2
2007	6	1126327783	F	6	0	1	0	4	7	14	10	11	25	636	**-1**	2	8	14	6	5	644	**6**	3
2005	5	9241541036	M	6		1		1	11	5	9	7	17	528		1	7	10	1	2	535		2
2006	6	9241541036	M	6		1		8	10	14	12	12	32	644	**16**	3	7	11	9	1	640	**5**	3
2005	4	5521128046	M	6		1		16	8	12	14	6	36	445		3	10	20	8	8	447		3
2006	5	5521128046	M	6		1		8	19	13	18	14	40	559	**14**	4	8	27	11	5	555	**8**	4
2006	3	9331154016	F	6		1		12	9	9	10	8	30	339		2	7	25	9	6	347		3
2007	4	9331154016	F	6	0	1	0	12	9	12	15	6	33	442	**3**	3	6	20	5	5	439	**-8**	2
2008	5	9331154016	F	6	0	1	0	4	5	6	6	5	15	528	**-14**	1	5	3	3	0	519	**-20**	1
2009	6	9331154016	F	6	0	1	0	1	6	2	4	4	9	615	**-13**	1	4	2	0	0	600	**-19**	1
2008	3	6338325070	M	6	0	1	0	18	7	9	8	8	34	344		3	24	4	7	4	341		3
2009	4	6338325070	M	6	0	1	0	13	11	10	12	9	34	443	**-1**	3	23	5	5	8	441	**0**	3
2005	3	8542241085	M	6				19	12	16	11	17	47	367		4	8	34	10	9	364		4
2006	4	8542241085	M	6		1		20	12	16	19	9	48	469	**2**	4	13	27	10	9	463	**-1**	4
2007	5	8542241085	M	6	0	1	0	8	20	19	17	22	47	574	**5**	4	11	30	11	9	571	**8**	4
															224							**-43**		
															2.8							**-0.5375**		

2007-2008 SPED GROWTH REPORT NEW SEALES ELEMENTARY BY INSTRUCTIONAL GRADE LEVEL

Yr	GR	rptStudID	Gender	Ethnic	LEP	IEP	SES	Rea Sc Sc	Reading Change	Gr. 3	Gr. 4	Gr. 5	Rea AL		Mat Sc Sc	Math Change	Gr. 3	Gr. 4	Gr. 5	Mat AL
2007	3	2947556054	M	6	0	1	0	300					1		320					1
2008	4	2947556054	M	6	0	1	0	406	6	6			1		417	-3	-3			1
2007	3	8422149782	F	6	0	1	1	337					2		339					2
2008	4	8422149782	F	6	0	1	1	443	6	6			3		439	0	0			2
2007	3	5238235012	M	6	0	1	0	322					1		336					2
2008	4	5238235012	M	6	0	1	0	422	0	0			1		437	1	1			2
2007	3	2822131739	F	6	0	1	0	312					1		315					1
2008	4	2822131739	F	6	0	1	0	417	5	5			1		417	2	2			1
2007	3	2935213339	M	6	0	1	0	341					3		346					3
2008	4	2935213339	M	6	0	1	0	440	-1	-1			3		445	-1	-1			3
2007	3	8537333347	M	6	0	1	1	329					1		334					2
2008	4	8537333347	M	6	0	1	1	419	-10	-10			1		433	-1	-1			2
2007	3	3623134082	F	6	0	1	1	341					3		329					1
2008	4	3623134082	F	6	0	1	1	435	-6	-6			2		432	3	3			2
2007	3	1229333085	F	6	0	1	1	317					1		320					1
2008	4	1229333085	F	6	0	1	1	429	12	12			1		421	1	1			1
2007	4	7933124070	F	6	0	1	1	448					3		433					2
2008	5	7933124070	F	6	0	1	1	555	7		7		3		547	14		14		3
2007	4	4244455736	M	6	0	0	0	450					3		469					4
2008	5	4244455736	M	6	0	1	0	553	3		3		3		554	-15		-15		4
2007	4	3228159754	M	6	0	1	0	437					2		446					3
2008	5	3228159754	M	6	0	0	0	534	-3		-3		2		539	-7		-7		2
2007	4	4434342777	M	6	0	1	1	419					1		436					2
2008	5	4434342777	M	6	0	1	1	541	22		22		3		531	-5		-5		1
2007	4	7633252762	F	6	0	1	0	422					1		410					1
2008	5	7633252762	F	6	0	1	0	532	10		10		2		519	9		9		1
2007	4	8242441796	F	3	0	0	1	415					1		421					1
2008	5	8242441796	F	3	0	1	1	527	12		12		1		522	1		1		1
2007	4	9331154016	F	6	0	1	0	442					3		439					2
2008	5	9331154016	F	6	0	1	0	528	-14		-14		1		519	-20		-20		1
2007	5	1433359055	M	6	0	1	0	533					2		538					2
2008	6	1433359055	M	6	0	1	0	633	0			0	2		643	5			5	3
2007	5	8333209333	F	3	0	1	1	543					3		535					2
2008	6	8333209333	F	3	0	1	1	636	-7			-7	2		628	-7			-7	1
2007	4	7249324026	F	6	0	1	1	430					1		444					3
2008	5	7249324026	F	6	0	1	1	529	-1			-1	1		539	-5			-5	2
2007	5	2631338368	M	6	0	1	1	528					1		526					1
2008	6	2631338368	M	6	0	1	1	632	4			4	2		618	-8			-8	1
2007	5	8947107784	F	6	0	1	0	533					2		515					1
2008	6	8947107784	F	6	0	1	1	627	-6			-6	1		600	-15			-15	1
									Ave.	Gr. 3	Gr. 4	Gr. 5				Ave.	Gr. 3	Gr. 4	Gr. 5	
									39	12	37	-10				-51	2	-23	-30	
									1.95	1.50	5.29	-2.00				-2.55	0.25	-3.29	-6.00	

2008-2009 SPED GROWTH REPORT NEW SEALES ELEMENTARY BY INSTRUCTIONAL GRADE LEVEL

Yr	GR	rptStudID	Gender	Ethnic	LEP	IEP	SES	Rea Sc Sc	Reading Change	Gr. 3	Gr. 4	Gr. 5	Rea AL	Mat Sc Sc	Math Change	Gr. 3	Gr. 4	Gr. 5	Mat AL
2008	3	2836441017	M	6	0	1	0	360					4	358					4
2009	4	2836441017	M	6	0	1	0	462	2	2			4	462	4	4			4
2008	3	1233458244	M	6	0	1	0	313					1	335					2
2009	4	1233458244	M	6	0	1	0	455	42	42			3	470	35	35			4
2008	3	1244138933	M	6	0	1	1	336					2	338					2
2009	4	1244138933	M	6	0	1	1	437	1	1			2	430	-8	-8			1
2008	3	1322333732	M	6	0	1	1	340					3	338					2
2009	4	1322333732	M	6	0	0	1	440	0	0			3	441	3	3			3
2008	3	1233457470	M	6	0	1	0	342					3	355					4
2009	4	1233457470	M	6	0	0	0	441	-1	-1			3	446	-9	-9			3
2008	3	1233457481	M	6	0	1	0	351					3	345					3
2009	4	1233457481	M	6	0	0	0	450	-1	-1			3	449	4	4			3
2008	3	1233441778	M	4	0	1	0	350					3	344					3
2009	4	1233441778	M	4	0	1	0	457	7	7			4	450	6	6			3
2008	3	6338325070	M	6	0	1	0	344					3	341					3
2009	4	6338325070	M	6	0	1	0	443	-1	-1			3	441	0	0			3
2008	4	2947556054	M	6	0	1	0	406					1	417					1
2009	5	2947556054	M	6	0	1	0	517	11		11		1	524	7		7		1
2008	4	5238235012	M	6	0	1	0	422					1	437					2
2009	5	5238235012	M	6	0	1	0	532	10		10		2	539	2		2		2
2008	4	2822131739	F	6	0	1	0	417					1	417					1
2009	5	2822131739	F	6	0	1	0	517	0		0		1	513	-4		-4		1
2008	4	2935213339	M	6	0	1	0	440					3	445					3
2009	5	2935213339	M	6	0	0	0	540	0		0		3	549	4		4		3
2008	4	8537333347	M	6	0	1	1	419					1	433					2
2009	5	8537333347	M	6	0	1	1	532	13		13		2	532	-1		-1		1
2008	4	3623134082	F	6	0	1	1	435					2	432					2
2009	5	3623134082	F	6	0	1	1	538	3		3		2	540	8		8		3
2008	4	1229333085	F	6	0	1	1	429					1	421					1
2009	5	1229333085	F	6	0	1	1	523	-6		-6		1	527	6		6		1
2008	4	7931308794	F	6	0	1	1	432					2	426					1
2009	5	7931308794	F	6	0	1	1	534	2		2		2	544	18		18		3
2008	4	8422149782	F	6	0	1	1	443					3	439					2
2009	5	8422149782	F	6	0	1	1	536	-7		-7		2	540	1		1		3
2008	5	4244455736	M	6	0	1	0	553					3	554					4
2009	6	4244455736	M	6	0	1	0	664	11			11	4	665	11			11	4
2008	5	4434342777	M	6	0	1	1	541					3	531					1
2009	6	4434342777	M	6	0	1	1	645	4			4	3	641	10			10	3
2008	5	7933124070	F	6	0	1	1	555					3	547					3
2009	6	7933124070	F	6	0	0	1	657	2			2	3	641	-6			-6	3
2008	5	7633252762	F	6	0	1	0	532					2	519					1
2009	6	7633252762	F	6	0	1	0	631	-1			-1	2	608	-11			-11	1
2008	5	9331154016	F	6	0	1	0	528					1	519					1
2009	6	9331154016	F	6	0	1	0	615	-13			-13	1	600	-19			-19	1
									Ave.	Gr. 3	Gr. 4	Gr. 5			Ave.	Gr. 3	Gr. 4	Gr. 5	
									29	49	26	3			26	35	41	-15	
									1.32	6.13	2.89	0.60			1.18	4.38	4.56	-3.00	

Appendix 3: Sample School Elementary Math Benchmark Report

H. GIANOULIS

CLASS OF 2020

ELEMENTARY BENCHMARK ASSESSMENT MATHEMATICS

GRADE 2

INSTRUCTIONAL YEAR 2009-2010

DATE TESTED: 6/-/2010

SIMULATED PROFICIENCY: **LEVEL 4**

CLASS AVERAGE 83 % **AVERAGE POINTS: 33 of 40 POINTS**

STRAND & PERCENT	MULTIPLE CHOICE	SHORT ANSWER VALUE 1 POINT	SHORT ANSWER VALUE 2 POINTS	SHORT ANSWER VALUE 4 POINTS	STRAND POINTS	PROFICIENCY LEVEL
	CLASS AVERAGE PER QUESTION					
NUMBERS & OPERATIONS (40%)	2 77%, 19 82%, 3 95%, 20 95%, 5 95%, 22 64%, 6 100%, 23 77%, 8 82%, 25 100%, 9 95%, 26 82%, 11 73%, 28 73%	13 95%, 17 77%	15 89%, 32 86%, 34 73%		NUMBERS & OPERATIONS: AVERAGE 19 OF 22 TARGET POINTS EARNED	LEVEL 4 PROFICIENT WITH DISTINCTION
GEOMETRY & MEASUREMENT (25%)	1 32%, 18 95%, 24 91%	14 100%, 31 100%, 35 77%	-1 pts		GEOMETRY & MEASUREMENT: AVERAGE 5 OF 6 TARGET POINTS EARNED	LEVEL 4 PROFICIENT WITH DISTINCTION
FUNCTIONS & ALGEBRA (20%)	4 95%, 10 91%, 27 50%, 30 68%		16 98%		FUNCTION & ALGEBRA: AVERAGE 5 OF 6 TARGET POINTS EARNED	LEVEL 4 PROFICIENT WITH DISTINCTION
DATA, STATISTICS & PROBABILITY (15%)	7 100%, 12 100%, 21 91%, 29 41%		33 73%		DATA, STATISTICS, & PROBABILITY: AVERAGE 5 OF 6 TARGET POINTS EARNED	LEVEL 4 PROFICIENT WITH DISTINCTION

STUDENT NAME

ELEMENTARY BENCHMARK ASSESSMENT MATHEMATICS

GRADE 2

INSTRUCTIONAL YEAR 2009-2010

DATE TESTED: 6/-/2010

SIMULATED PROFICIENCY: **LEVEL 3**

SCORE: 65 % **TOTAL POINTS 26 of 40 POINTS**

STRAND & PERCENT	MULTIPLE CHOICE QUESTIONS	SHORT ANSWER VALUE 1 POINT	SHORT ANSWER VALUE 2 POINTS	SHORT ANSWER VALUE 4 POINTS	STRAND POINTS	PROFICIENCY LEVEL
NUMBERS & OPERATIONS (40%)	2 X 3 5 X 6 8 X 9 X 11	19 X 20 22 X 23 X 25 26 28	13 17	15 X -1 pts 32 X -2 pts 34	NUMBERS & OPERATIONS EARNED 12 OF 22 TARGET POINTS	LEVEL 2 BASIC
GEOMETRY & MEASUREMENT (25%)	1 X 18 24	14 31 35			GEOMETRY & MEASUREMENT EARNED 5 OF 6 TARGET POINTS	LEVEL 4 PROFICIENT WITH DISTINCTION
FUNCTIONS & ALGEBRA (20%)	4 X 10 27 X 30		16		FUNCTION & ALGEBRA EARNED 4 OF 6 TARGET POINTS	LEVEL 3 PROFICIENT
DATA, STATISTICS & PROBABILITY (15%)	7 12 21 29 X		33		DATA, STATISTICS, & PROBABILITY EARNED 5 OF 6 TARGET POINTS	LEVEL 4 PROFICIENT WITH DISTINCTION

X = QUESTION ERROR

Appendix 4: Sample School Elementary READING Benchmark Report

CLASS - 2009-2010

SCOTT FORESMAN LANGUAGE ARTS

End-Of-Year Benchmark

GRADE 2

	Target Skill	%		Target Skill	%
1	Setting	100%	19	Author's Purpose	0%
2	Character	86%	20	Context Clues	0%
3	Context Clues	91%	21	Cause & Effect	82%
4	Sequences of Events	82%	22	Using Graphic Sources	82%
5	Drawing Conclusions	95%	23	Fact & Opinion	77%
6	CT: Inferring	95%	24	CT: Making Judgments	68%
7	Predicting	73%	25	Main Idea & Support Details	86%
8	Theme	86%	26	CT: Comparing & Contrasting	77%
9	Comparing & Contrasting	86%	27	CT: Comparing & Contrasting	100%
10	CT: Making Judgments	77%	28	Silent Consonants: gn	55%
11	Long Vowels: a - ai, ay	91%	29	Long Vowels: e- ea, ee	73%
12	R-Controlled Vowels: ar	73%	30	Consonants: k- ch	45%
13	Silent Consonants: wr	73%	31	Vowels Diphthongs: ou, ow	59%
14	Consonants: f- gh	77%	32	Vowels: o- aw, ough	77%
15	Compound Words	82%	33	Plurals: -s and -es	95%
16	Possessives	59%	34	Inflected endings: -ing	95%
17	Comparative Endings: -er, -est	86%	35	Contractions	95%
18	Main Idea & Support Details	86%		TOTAL BENCHMARK ASSESSMENT SCORE =	76%

SUMMARY OF READING TARGET SKILL GROUPINGS

19	Author's Purpose	0%	5	Drawing Conclusions	95%
21	Cause & Effect	82%	23	Fact & Opinion	77%
2	Character	86%	18	Main Idea & Support Details	86%
9	Comparing & Contrasting	86%	25		
3	Context Clues	45%	7	Predicting	73%
20			4	Sequences of Events	82%
26	CT: Comparing & Contrasting	89%	1	Setting	100%
27			8	Theme	86%
6	CT: Inferring	95%	22	Using Graphic Sources	82%
10	CT: Making Judgments	73%			
24					
				TOTAL READING ASSESSMENT SCORE =	76%

SUMMARY PHONETICS

11	Long Vowels: a - ai, ay	91%
12	R-Controlled Vowels: ar	73%
13	Silent Consonants: wr	73%
14	Consonants: f- gh	77%
28	Silent Consonants: gn	55%
29	Long Vowels: e- ea, ee	73%
30	Consonants: k- ch	45%
31	Vowels Diphthongs: ou, ow	59%
32	Vowels: o- aw, ough	77%
	PHONETIC ASSESSMENT SCORE =	69%

SUMMARY WORD STUDY

15	Compound Words	82%
16	Possessives	86%
17	Comparative Endings: -er, -est	86%
33	Plurals: -s and -es	95%
34	Inflected endings: -ing	95%
35	Contractions	95%
	WORD STUDY ASSESSMENT SCORE =	86%

WRITING PROMPT - **Responding to Literature** — **Writing a How-To Paragraph**

Class Average = 4.0

STUDENT NAME

SCOTT FORESMAN LANGUAGE ARTS

End-Of-Year Benchmark

GRADE 2

	Target Skill			Target Skill	
1	Setting	✓	19	Author's Purpose	✗
2	Character	✓	20	Context Clues	✗
3	Context Clues	✓	21	Cause & Effect	✓
4	Sequences of Events	✓	22	Using Graphic Sources	✓
5	Drawing Conclusions	✓	23	Fact & Opinion	✓
6	CT: Inferring	✓	24	CT: Making Judgments	✗
7	Predicting	✗	25	Main Idea & Support Details	✓
8	Theme	✓	26	CT: Comparing & Contrasting	✓
9	Comparing & Contrasting	✓	27	CT: Comparing & Contrasting	✓
10	CT: Making Judgments	✓	28	Silent Consonants: gn	✗
11	Long Vowels: a - ai, ay	✓	29	Long Vowels: e- ea, ee	✓
12	R-Controlled Vowels: ar	✗	30	Consonants: k- ch	✗
13	Silent Consonants: wr	✓	31	Vowels Diphthongs: ou, ow	✗
14	Consonants: f- gh	✓	32	Vowels: o- aw, ough	✗
15	Compound Words	✓	33	Plurals: -s and -es	✓
16	Possessives	✓	34	Inflected endings: -ing	✓
17	Comparative Endings: -er, -est	✓	35	Contractions	✓
18	Main Idea & Support Details	✓		**TOTAL BENCHMARK ASSESSMENT SCORE =**	**77%**
	Correct	✓		Error	✗

SUMMARY OF READING TARGET SKILL GROUPINGS

19	Author's Purpose	✗	0	5	Drawing Conclusions	✓	100
21	Cause & Effect	✓	100	23	Fact & Opinion	✓	100
2	Character	✓	100	18	Main Idea & Support Details	✓	100
9	Comparing & Contrasting	✓	100	25		✓	
3	Context Clues	✓	50	7	Predicting	✗	0
20		✗		4	Sequences of Events	✓	100
26	CT: Comparing & Contrasting	✓	100	1	Setting	✓	100
27		✓		8	Theme	✓	100
6	CT: Inferring	✓	100	22	Using Graphic Sources	✓	100
10	CT: Making Judgments	✓	50				
24		✗					
					TOTAL READING ASSESSMENT SCORE =		**80%**
	Correct	✓			Error	✗	

SUMMARY PHONETICS

11	Long Vowels: a - ai, ay	✓
12	R-Controlled Vowels: ar	✗
13	Silent Consonants: wr	✓
14	Consonants: f- gh	✓
28	Silent Consonants: gn	✗
29	Long Vowels: e- ea, ee	✓
30	Consonants: k- ch	✗
31	Vowels Diphthongs: ou, ow	✗
32	Vowels: o- aw, ough	✗
	PHONETIC ASSESSMENT SCORE =	**56%**
	Correct	✓

SUMMARY WORD STUDY

15	Compound Words	✓
16	Possessives	✓
17	Comparative Endings: -er, -est	✓
33	Plurals: -s and -es	✓
34	Inflected endings: -ing	✓
35	Contractions	✓
	WORD STUDY ASSESSMENT SCORE =	**100%**
	Error	✗

WRITING PROMPT - **Responding to Literature** — **Writing a How-To Paragraph**

Student Score = **3** — **BASIC**

Rubic

Paragraph attempts to explains how to make "The Garbage Game" or how to write a letter.
The task may be unclear.
A step may be missing or unclear.
Words like first were needed to indicate order of steps.
Several errors may affect meaning.