

Windham



Schools

Windham Middle School



Windham Center School



Golden Brook Elementary School

Windham, New Hampshire

District Report Card

The No Child Left Behind Act requires school districts to publish information on Teacher Quality, meeting Adequate Yearly Progress and student performance on State-wide tests. The Windham School District has compiled this information in the following report.

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I. Enrollment Information: based on the October 1, 2006 count

School	Grades	Girls	Boys	Total
Golden Brook	T, 1-2	179	250	429
Windham Center	3-5	297	289	586
Windham Middle	6-8	275	275	550
Windham students at Salem High	9-12	327	332	659
Total				2,224

II. Per Pupil Expenditure

The Cost per Pupil represents, with certain adjustments, current expenditures from all funding sources (local, state and federal) associated with the daily operation of schools. Payments to other school districts and private schools have been subtracted. Revenues from the sales of lunches have also been excluded.

Cost per Pupil is calculated by subtracting tuition and transportation from K-12 current operating expenditures and then dividing by the average daily membership in attendance (ADM-A). The report "State Average Cost Per Pupil and Total Expenditures" identifies which expenditures have been included or excluded. The per pupil amount of all expenditures - operating, tuition, transportation, equipment, construction, interest and non-K-12 expenditures is \$11,237.63 for 2004-05, the most recent data available.

	Elementary K-8		High School 9-12
2004-05			
State Avg	9,406.37		8,982.46
Windham	9,090.31	Salem HS:	6,677.57
Difference	-316.06		-2,304.89
2003-04			
State Avg	8,743.90		8,502.50
Windham	8,606.87	Salem HS:	6,584.57
Difference	-137.03		-1,917.93

* taken from the NH Department of Education:

<http://www.ed.state.nh.us/education/data/ReportsandStatistics/FinancialReports/CostPerPupil/CostPerPupil2004-2005/CostPerPupil2004-2005.xls>

III. Educational Attainment of Windham Teachers

The No Child Left Behind Act requires local school districts to ensure that all teachers who teach core academic subjects are highly qualified. “Highly Qualified” means the teacher has met the criteria of having state certification, a bachelor’s degree and demonstrated competence in the subject knowledge. Not all teachers are required to meet this criteria, for example Physical Education and Family and Consumer Science teachers are not eligible. The School District continues to offer professional development opportunities to keep all teachers current in their specialization field and subject matter.

School	Total Number of teachers in FTEs	Bachelors		Masters		CAGS or Doctorate		If Eligible, Have Not Met Highly Qualified		If Eligible, Have Met Highly Qualified	
		#	%	#	%	#	%	#	%	#	%
GBS	35	10	29%	25	71%	0	0%	0	0%		100%
WCS	43	17	40%	26	60%	0	0%	1	.02%		99.9%
WMS	41	20	49%	20	49%	1	2%	0	0%		100%

IV. Adequate Yearly Progress

When the No Child Left Behind Act was enacted, all schools were required to meet Adequate Yearly Progress (AYP) on State-wide assessments. Each State set their own targets according to the requirements in the law. The whole school, as well as, each subgroup is required to meet the goals. If any one group does not meet the target, the school has not met AYP in that content area. After two successive years of not meeting AYP, the school is labeled as “In Need of Improvement” and must develop an improvement plan.

There are three ways for subgroups to meet the State’s target of “proficiency” under the No Child Left Behind Act.

- 1) The first method is having the subgroup meet or exceed the performance target as a whole.
- 2) If the subgroup does not meet the target, the second way is to use the “confidence interval”, which is a statistical approach to account for the variability of small group sizes. Did the subgroup’s performance fall somewhere in the confidence interval range? The State wants to say with confidence that the group made or did not make the performance target. Depending on the size of the group, there is a minimum number of students needed to satisfy the performance target and those numbers are on the AYP Look-Up Table.
- 3) If the subgroup does not meet the target using the second method, a third calculation is used, and that is called “Safe Harbor”. This means that schools need to reduce the percentage of students in the “not proficient” category by 10% (by moving them to the proficient categories). If that happens, the subgroup has met the performance target.

Adequate Yearly Progress: based on Fall 2005 assessment data

READING			Through which method did the group meet the target?		
School	Met AYP?	Group or subgroup	Met the target	Confidence Interval	Safe Harbor
GBS	yes	Whole School	yes		
		Educational Disabilities	no	yes	
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
WCS	yes	Whole School	yes		
		Educational Disabilities	no	no	yes
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
WMS	Yes	Whole School	yes		
		Educational Disabilities	no	no	yes 2% rule
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
District	Yes	Whole School	yes		
		Educational Disabilities	no	no	yes
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	yes		
		* Limited English Proficient			

The target for reading for elementary schools is 82% proficient, and for high schools it is 77%.

MATH			Through which method did the group meet the target?		
School	Met AYP?	Group or subgroup	Met the target	Confidence Interval	Safe Harbor
GBS	Yes	Whole School	yes		
		Educational Disabilities	no	yes	
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
WCS	Yes	Whole School	yes		
		Educational Disabilities	no	yes	
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
WMS	Yes	Whole School	yes		
		Educational Disabilities	no	no	yes
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
District	Yes	Whole School	yes		
		Educational Disabilities	no	no	yes
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	yes		
		* Limited English Proficient			

The target for Math for elementary schools is 76% proficient, and for high schools it is 64%.

* The group is too small to report

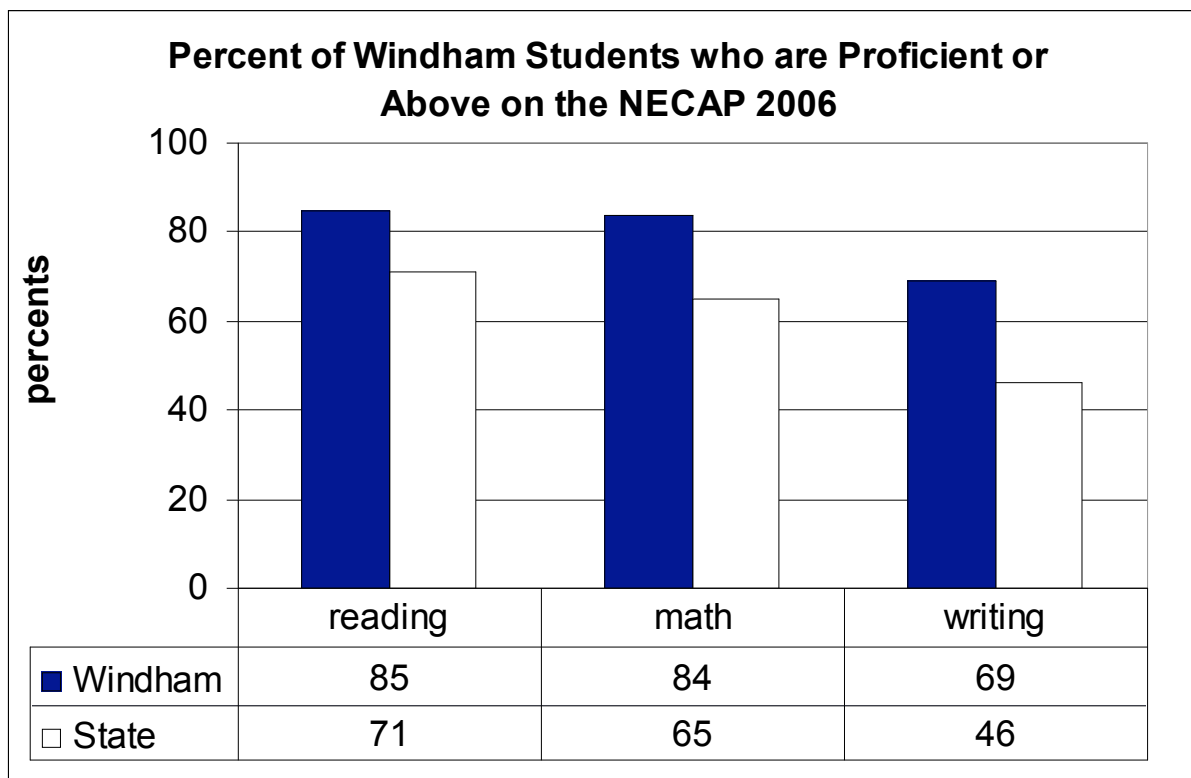
V. District and Schools “In Need of Improvement”

None of the schools are designated as “In Need of Improvement” under the No Child Left Behind Act.

Designated “In Need of Improvement”?			
School	Reading	Math	Year
Golden Brook	no	no	
Windham Center	no	no	
Windham Middle	no	no	
District	no	no	

VI. NECAP Results: Grades 3-8

Each October, students in grades 3-8 take the New England Comprehensive Assessment Program (NECAP). This assessment tests items randomly selected from the Grade Level Expectations in reading and language arts, math and writing. Here are the District results.



The Table below shows the results separated into each of the NECAP 4 levels. The percentage of students in each level is shown.

Windham District NECAP 2006 Results by All Students

Using Teaching Year Reports

Percent	READING					
	Substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total
Grade						
3	2%	8%	70%	20%	0%	100%
4	6%	13%	62%	18%	0%	100%
5	3%	11%	65%	20%	0%	100%
6	3%	11%	70%	17%	0%	100%
7	1%	15%	69%	15%	0%	100%
8	4%	13%	71%	11%	0%	100%
Average	3%	12%	68%	17%	0%	100%

Percent	MATH					
	Substantially Below	partially Below Proficient	proficient	Proficient with Distinction	(blank)	Total
Grade						
3	3%	8%	63%	26%	1%	100%
4	7%	13%	61%	19%	0%	100%
5	4%	10%	53%	33%	0%	100%
6	4%	12%	45%	38%	0%	100%
7	5%	7%	63%	25%	0%	100%
8	10%	13%	51%	25%	0%	100%
Average	6%	11%	56%	27%	0%	100%

Percent	WRITING					
	substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total
Grade						
5	7%	21%	41%	30%	0%	100.00%
8	7%	26%	50%	17%	0%	100.00%
Average	7%	24%	46%	23%	0%	100.00%

The table below shows the 2006 results, compared with the State:

Grade	Number tested	Subject	Windham	State	Difference	Windham	State	Difference
			Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	179	Reading	350	347	+3	90	75	+15
	178	Math	348	345	+3	89	69	+20
4	204	Reading	448	446	+2	80	72	+8
	204	Math	447	444	+3	80	66	+14
5	176	Reading	549	545	+4	85	72	+13
	176	Math	550	544	+6	86	67	+19
	176	Writing	549	540	+9	71	50	+21
6	178	Reading	650	646	+4	87	72	+15
	178	Math	650	644	+6	83	67	+16
7	147	Reading	750	745	+5	84	67	+17
	147	Math	747	742	+5	88	62	+26
8	206	Reading	849	844	+5	82	66	+16
	206	Math	845	841	+4	76	57	+19
	206	Writing	846	839	+7	67	42	+25
			Avg:		+4.7		Avg:	+17.4

2006 results compared with Windham's 2005 results:

Grade	Subject	2005	2006	Difference	2005	2006	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	349	350	+1	80	90	+10
	Math	348	348	0	83	89	+6
4	Reading	448	448	0	83	80	-3
	Math	447	447	0	82	80	-2
5	Reading	547	549	+2	78	85	+7
	Math	547	550	+3	79	86	+7
	Writing	544	549	+5	70	71	-1
6	Reading	647	650	+3	74	87	+13
	Math	645	650	+5	74	83	+9
7	Reading	750	750	0	78	84	+6
	Math	745	747	+2	75	88	+13
8	Reading	848	849	+1	81	82	+1
	Math	844	845	+1	69	76	+7
	Writing	843	846	+3	64	67	+3
			Avg:	+1.9		Avg:	+5.4

When we look at 2005 Grade 3 to 2006 Grade 3, we are looking at different groups of children, not the same class. It makes it difficult to compare results from year to year because the groups are comprised of different children.

For the first time, the NECAP results can be reviewed following children from grade to grade. Using the data, we can see how stable the grade is from year to year. When Windham is testing an average of 150 students per grade, a difference of 1 % equates to approximately 2 children. A difference of 1-3 % is not significant and can be attributed to 2-3 children moving in, moving out, having a bad testing day or missing one question. A difference of 4-5% or more can be indicative of curriculum and instruction differences, and it should be further reviewed.

All grade results are reported at the beginning of the grade, which really represents the performance of students at the previous grade level. For example, Grade 4 scores represent how students in Grade 3 did with the Grade 3 content.

2006 Results: Following the Cohort from grade to grade:

Read the chart diagonally to see how each grade progressed from 2005 to 2006 (SS = Scaled Score)

READING		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	80	83	78	74	78	
2006	% Proficient		80	85	87	84	82
2005	Mean SS	49	48	47	47	50	
2006	Mean SS		48	49	50	50	49
2005	# tested	202	168	185	146	202	
2006	# tested		204	176	178	147	206
MATH		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	83	82	79	74	75	
2006	% Proficient		80	86	83	88	76
2005	Mean SS	48	47	47	45	45	
2006	Mean SS		47	50	50	47	45
2005	# tested	202	168	185	146	202	
2006	# tested		204	176	178	147	206

The percentage gain or decrease of proficient students from grade to grade:

Windham Results			
Percent proficient:	Reading	Math	
Grade 3-4	0	-3	How students did in grade 3 in 2005-06
Grade 4-5	2	4	How students did in grade 4 in 2005-06
Grade 5-6	9	4	How students did in grade 5 in 2005-06
Grade 6-7	10	14	How students did in grade 6 in 2005-06
Grade 7-8	4	1	How students did in grade 7 in 2005-06
State Results			
Percent proficient:	Reading	Math	
Grade 3-4	1	-2	How students did in grade 3 in 2005-06
Grade 4-5	3	2	How students did in grade 4 in 2005-06
Grade 5-6	5	4	How students did in grade 5 in 2005-06
Grade 6-7	2	1	How students did in grade 6 in 2005-06
Grade 7-8	0	-2	How students did in grade 7 in 2005-06

VII. Subgroups Performance on NECAP (Using the Teaching Year Reports)

The No Child Left Behind Act requires that Districts report on the performance of subgroups such as Special Education Students, Students receiving Title I services and other subgroups which in Windham are too small to report.

2006 Windham Special Education Subgroup results compared to the State:

		Windham	State			Windham	State	
Grade	Subject	Mean Scaled Score	Mean Scaled Score	Difference	Number tested	Percent Proficient	Percent Proficient	Difference
3	Reading	339	334	5	18	61	34	27
	Mathematics	344	336	8	17	72	38	34
4	Reading	437	433	4	26	35	29	6
	Mathematics	436	434	2	26	43	33	10
5	Reading	538	534	4	24	42	31	11
	Mathematics	543	534	9	24	62	30	32
	Writing	549	541	8	24	21	13	8
6	Reading	638	633	5	23	39	29	10
	Mathematics	636	632	4	23	43	28	15
7	Reading	740	733	7	15	40	24	16
	Mathematics	737	730	7	15	53	20	33
8	Reading	833	831	2	22	32	21	11
	Mathematics	829	830	-1	22	18	17	1
	Writing	828	826	2	22	5	9	-4
			Avg:	4.7			Avg:	15

Comparison of 2005 and 2006 results for the Windham Special Education Subgroup:

		2005	2006		2005	2006	
Grade	Subject	Mean Scaled Score	Mean Scaled Score	Difference	Percent Proficient	Percent Proficient	Difference
3	Reading	339	339	0	36	61	25
	Mathematics	338	344	6	50	72	22
4	Reading	434	437	3	36	35	-1
	Mathematics	439	436	-3	60	43	-17
5	Reading	534	538	4	25	42	17
	Mathematics	534	543	9	46	62	16
	Writing	529	549	20	25	21	-4
6	Reading	637	638	1	45	39	-6
	Mathematics	633	636	3	9	43	34
7	Reading	731	740	9	27	40	13
	Mathematics	731	737	6	5	53	48
8	Reading	837	833	-4	47	32	-15
	Mathematics	833	829	-4	37	18	-19
	Writing	833	828	-5	16	5	-11
			Avg:	3.2		Avg:	7.3

Following the Cohort: 2006 Special Education Subgroup:

SS = Scaled Score

READING		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	36	36	25	45	27	
2006	% Proficient		35	42	39	40	32
2005	Mean SS	339	434	534	637	731	
2006	Mean SS		437	538	638	740	833
2005	# tested	22	22	24	11	22	
2006	# tested		26	24	23	15	22
MATH		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	50	60	46	9	5	37
2006	% Proficient		43	62	43	53	18
2005	Mean SS	338	439	534	633	731	
2006	Mean SS		436	543	636	737	829
2005	# tested	22	22	24	11	22	
2006	# tested		26	24	23	15	22

The percentage gain or decrease of proficient Special Education Students from 2005 to 2006

Percent proficient:	Reading	Math	
Grade 3-4	1	-7	How students did in grade 3 in 2005-06
Grade 4-5	6	2	How students did in grade 4 in 2005-06
Grade 5-6	14	-3	How students did in grade 5 in 2005-06
Grade 6-7	-5	42	How students did in grade 6 in 2005-06
Grade 7-8	5	13	How students did in grade 7 in 2005-06

The number of students tested in this subgroup is small (11-26) ; therefore, it is more common to see a wide range of scores from year to year. One or two students performance can greatly impact the results.

Special Education Students in each level compared to non-subgroup students, by percentage:

Windham District NECAP 2006 Results by IEP
Using Teaching Year Reports

READING						
Grade	IEP	Substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	Total District
3	IEP	22%	17%	61%	0%	100%
	non IEP	0%	7%	71%	22%	100%
4	IEP	31%	35%	31%	4%	100%
	non IEP	3%	10%	67%	20%	100%
5	IEP	21%	38%	38%	4%	100%
	non IEP	1%	7%	70%	22%	100%
6	IEP	17%	43%	39%	0%	100%
	non IEP	1%	6%	74%	19%	100%
7	IEP	7%	53%	40%	0%	100%
	non IEP	0%	11%	73%	17%	100%
8	IEP	32%	36%	32%	0%	100%
	non IEP	1%	10%	76%	13%	100%
District Avg	IEPs	22%	37%	40%	1%	100%

MATH							
Grade	IEP	Substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total District
3	IEP	6%	17%	72%	0%	6%	100%
	non IEP	2%	7%	61%	29%	0%	100%
4	IEP	42%	15%	35%	8%	0%	100%
	non IEP	2%	13%	65%	20%	0%	100%
5	IEP	17%	21%	54%	8%	0%	100%
	non IEP	2%	8%	53%	37%	0%	100%
6	IEP	30%	26%	39%	4%	0%	100%
	non IEP	1%	10%	46%	43%	0%	100%
7	IEP	33%	13%	40%	13%	0%	100%
	non IEP	2%	7%	65%	27%	0%	100%
8	IEP	59%	23%	18%	0%	0%	100%
	non IEP	4%	12%	55%	28%	0%	100%
District Avg	IEPs	31%	19%	43%	6%	1%	100%

WRITING							
Grade	IEP	substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total District
5	IEP	38%	42%	21%	0%	0%	100.00%
	non IEP	3%	18%	45%	35%	0%	100.00%
8	IEP	45%	50%	5%	0%	0%	100.00%
	non IEP	2%	23%	56%	19%	0%	100.00%
District Avg	IEPs	41%	46%	13%	0%	0%	100.00%

All Students sorted by Gender, by percentage in each level:

Windham District NECAP 2006 Results by Gender

READING							
Grade	Gender	Substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total
3	F	0%	5%	67%	27%	0%	100%
	M	5%	10%	74%	11%	0%	100%
4	F	2%	15%	58%	25%	0%	100%
	M	11%	11%	67%	11%	0%	100%
5	F	2%	6%	65%	27%	0%	100%
	M	4%	17%	66%	13%	0%	100%
6	F	2%	10%	64%	24%	0%	100%
	M	3%	12%	74%	11%	0%	100%
7	F	0%	10%	68%	22%	0%	100%
	M	1%	20%	71%	7%	0%	100%
8	F	2%	7%	75%	16%	0%	100%
	M	7%	20%	67%	6%	0%	100%
District	Avg	3%	12%	68%	17%	0%	100%

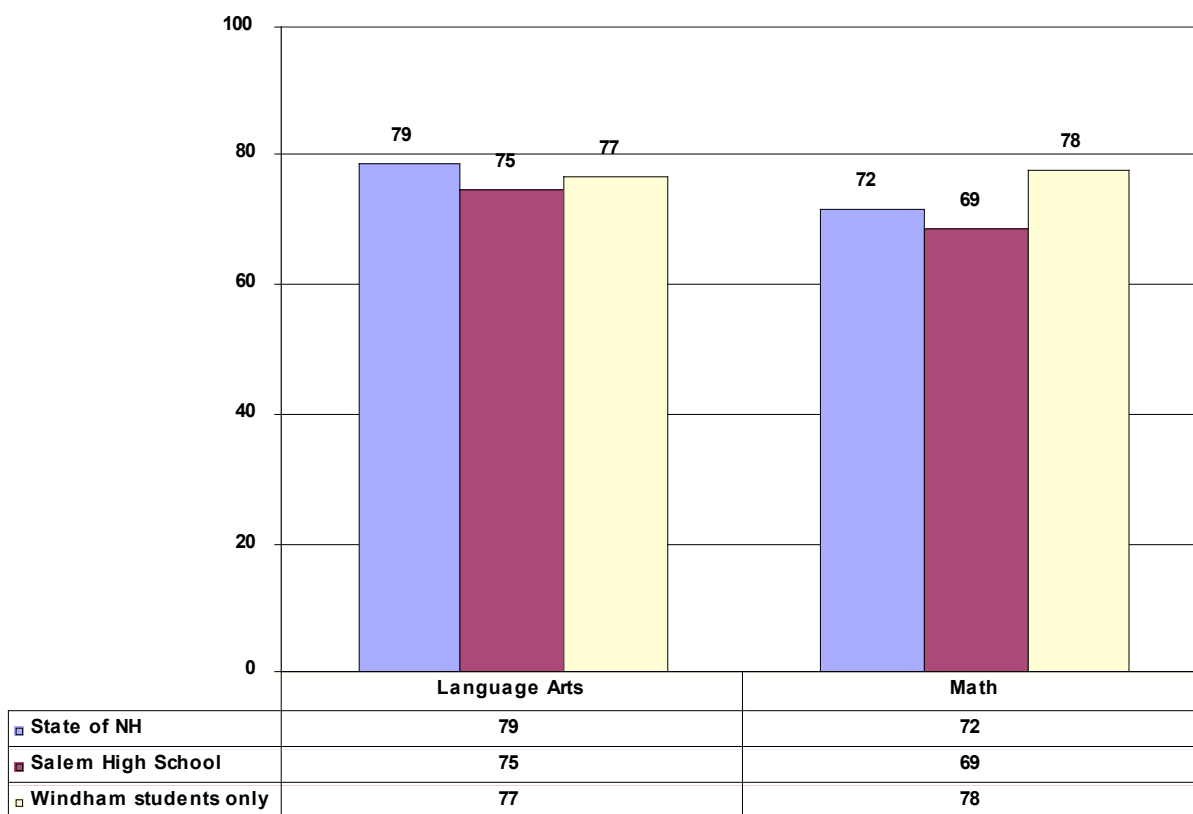
MATH							
Grade	Gender	Substantially Below	partially Below Proficient	proficient	Proficient with Distinction	(blank)	Total
3	F	4%	12%	58%	25%	0%	100%
	M	1%	5%	67%	26%	1%	100%
4	F	7%	16%	57%	20%	0%	100%
	M	7%	10%	66%	17%	0%	100%
5	F	3%	12%	56%	29%	0%	100%
	M	4%	8%	51%	37%	0%	100%
6	F	1%	17%	37%	45%	0%	100%
	M	7%	9%	52%	32%	0%	100%
7	F	4%	10%	61%	25%	0%	100%
	M	6%	4%	64%	26%	0%	100%
8	F	10%	11%	50%	28%	0%	100%
	M	10%	15%	52%	23%	0%	100%
District	Avg	6%	11%	56%	27%	0%	100%

WRITING							
Grade	Gender	substantially Below	Partially Below Proficient	Proficient	Proficient with Distinction	(blank)	Total
5	F	1%	14%	43%	42%	0%	100%
	M	13%	28%	40%	19%	0%	100%
8	F	3%	16%	56%	25%	0%	100%
	M	11%	36%	45%	9%	0%	100%
District	Avg	7%	24%	46%	23%	0%	100%

VIII. NHEIAP Performance: Grade 10 Windham Students at Salem H.S.

All Students performing “Proficient” (scoring basic, proficient and advanced), by percentage:

NHEIAP FALL 2005 GRADE 10 - PERCENTAGE OF STUDENTS SCORING ADVANCED, PROFICIENT & BASIC+ FOR LANGUAGE ARTS AND MATH IN SALEM HS, INCLUDING WINDHAM ONLY STUDENT SCORES



For more information please contact our schools

Golden Elementary School	112 B Lowell Rd Windham, NH 03087 898-9586	Beth McGuire, Principal
Windham Center School	2 Lowell Rd Windham, NH 03087 432-7312	Andy Desrosiers, Principal Debra Armfield, Assistant Principal
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