

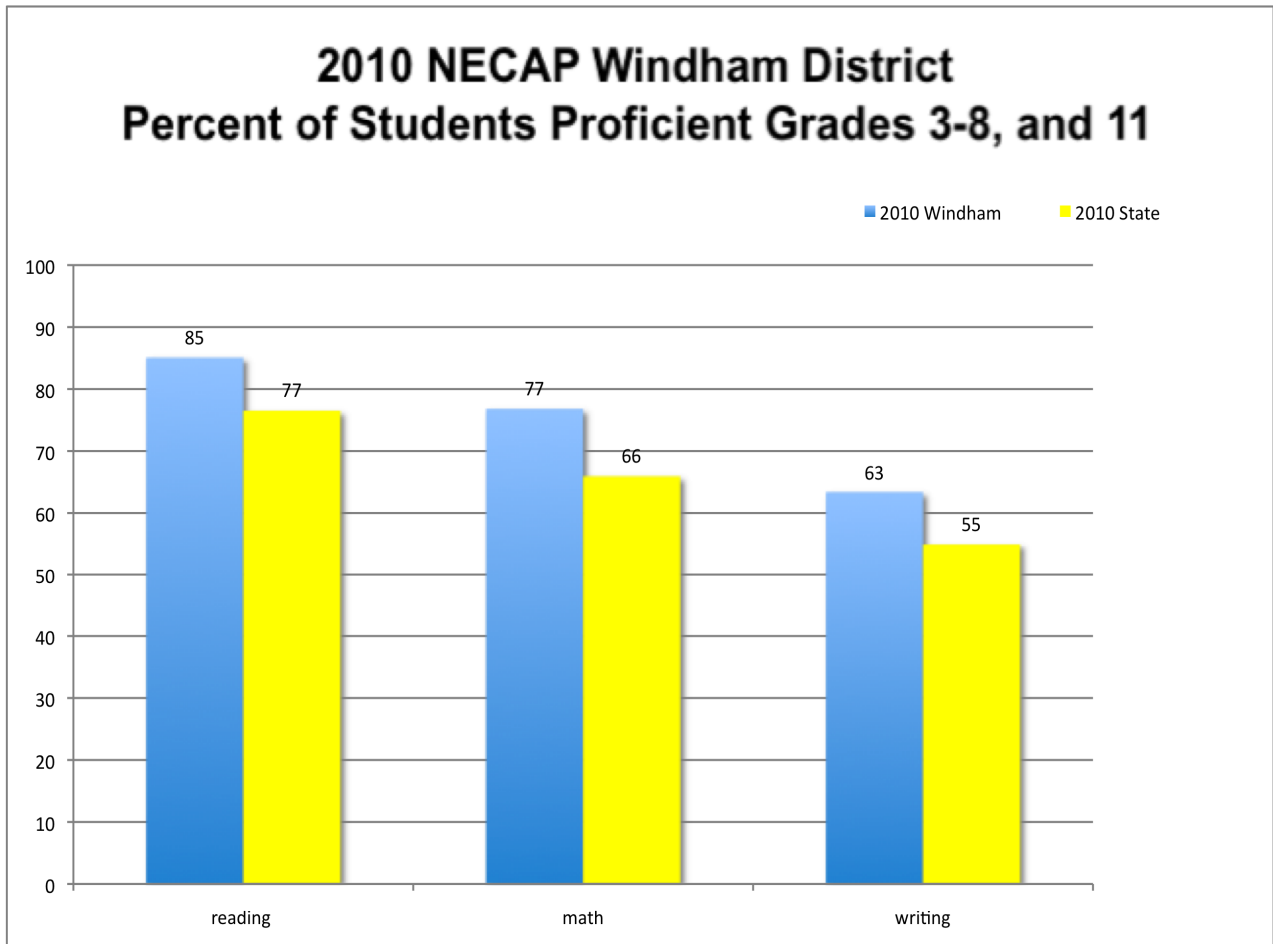
Report to the Windham Board
From: Roxanne Wilson & Amanda Lecaroz
Date: Feb 20, 2011

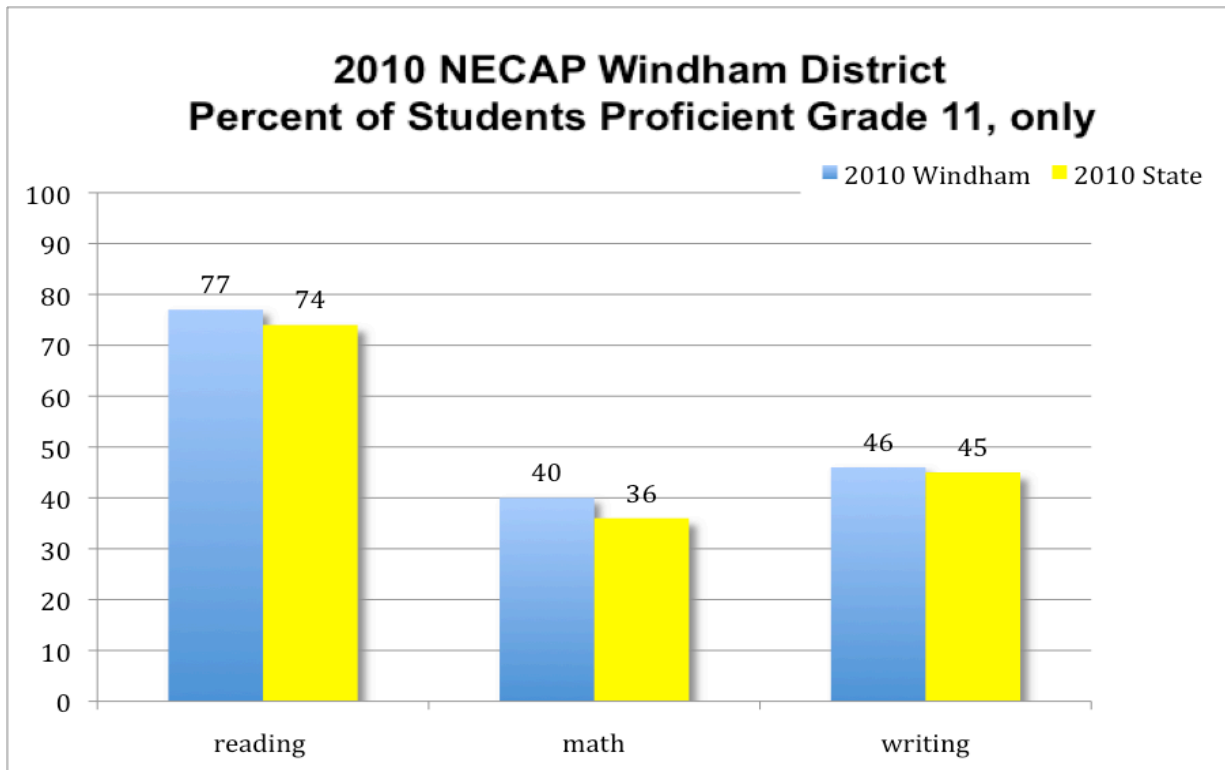
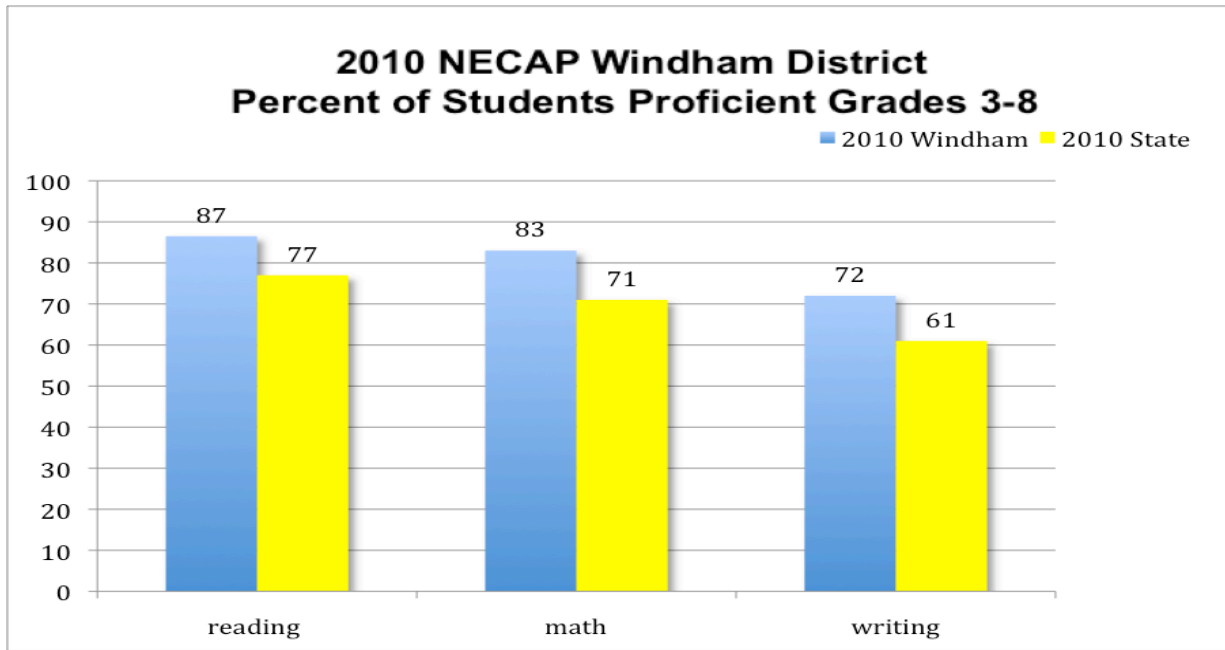
Windham NECAP 2010 Results: Grades 3-8 and 11

Each October, students in grades 3-8 and 11 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. This year, was the first year that Windham High School Juniors took the NECAP test. Additionally, writing, which was not scored in 2009 was scored in 2010. Here are the District's results.

Compared to the State:

Windham continues to be above the State average, with an average of 9 more percent proficient than the State's average in reading, math and writing.





Grades 3-8:

Compared to the 2009 results from grades 3-8, Windham mirrored the State by staying somewhat constant in the percent proficient. Windham decreased the percent proficient in reading by 1% (87%) from the 2009 scores. In math, the district stayed the same at 83%. The State stayed at 77 % in reading and they went down by 1 % in math.

The grade 3-8 performance is similar to last year, with Windham having 10% more students proficient in reading than the State, and 12% more in math.

Results have not been compared in writing, because the test was not scored last year. Compared the State, Windham students are performing better than the state in grade 5 and in grade 8, by 11 percent proficient.

Grade 11:

This is the first year, that Windham High School Juniors have take the NECAP test. Windham is performing slightly better in reading with 3% more students proficient than the State's 74%. In math, Windham is 4% more proficient than the State average of 36%. In writing, Windham is performing 1% more that the State average of 46%.

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

READING		(percents)				
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total Proficient	
3	3	11	70	16	86	
4	3	13	59	26	85	
5	1	12	59	28	87	
6	2	12	64	21	85	
7	2	9	59	30	89	
8	1	12	60	27	87	
11	3	20	54	23	77	
Avg: 3-8	2	12	62	25	87	
Avg: 11 only	3	20	54	23	77	
Avg: All Grades	2	13	61	24	85	
MATH						
		(percents)				
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total Proficient	
3	3	17	53	26	79	
4	4	16	55	26	81	
5	4	10	49	37	86	
6	7	12	51	30	81	
7	5	8	49	38	87	
8	7	9	51	33	84	
11	26	33	36	4	40	
Avg: 3-8	8	15	49	28	83	
Avg: 11 only	26	33	36	4	40	
Avg: All Grades	8	15	49	28	77	
WRITING						
		(percents)				
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total Proficient	
5	2	33	43	22	65	
8	2	19	64	15	79	
11	6	48	45	1	46	
Avg: 3-8	2	26	54	19	72	
Avg: 11 only	6	48	45	1	46	
Avg: All Grades	3	33	51	13	63	

The table below shows the 2010 results, compared with the State: (X40 = proficient)

Grade	Subject	Windham	State	Difference	Windham	State	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	349	348	1	86	80	6
	Mathematics	348	347	1	79	76	3
4	Reading	450	449	1	85	77	8
	Mathematics	448	447	1	81	74	7
5	Reading	551	548	3	87	78	9
	Mathematics	551	546	5	86	73	13
	Writing	546	543	3	65	56	9
6	Reading	650	648	2	85	77	8
	Mathematics	648	646	2	81	71	10
7	Reading	754	747	7	89	72	17
	Mathematics	749	744	5	87	66	21
8	Reading	852	850	2	87	78	9
	Mathematics	847	843	4	84	66	18
	Writing	846	842	4	79	64	15
11	Reading	1146	1146	0	77	74	3
	Mathematics	1138	1136	2	40	36	4
	Writing	6.2	6.2	0	46	45	1
			AVG=	2.5		AVG=	9.4

2010 results compared with Windham's 2009 results:

Grade	Subject	2010	2009	Difference	2010	2009	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	349	348	1	86	83	3
	Mathematics	348	346	2	79	79	0
4	Reading	450	451	-1	85	86	-1
	Mathematics	448	448	0	81	81	0
5	Reading	551	552	-1	87	91	-4
	Mathematics	551	548	3	86	81	5
	Writing	546	Not tested		65	Not tested	
6	Reading	650	655	-5	85	90	-5
	Mathematics	648	652	-4	81	90	-9
7	Reading	754	752	2	89	90	-1
	Mathematics	749	748	1	87	81	6
8	Reading	852	854	-2	87	90	-3
	Mathematics	847	849	-2	84	88	-4
	Writing	846	Not tested		79	Not tested	
		1146			77		
		1138			40		
		6.2			46		
			Avg:	-0.6		Avg:	-1

2010 Results: Following the Grade 3-8 Cohort from Grade to Grade:

Read the chart diagonally from grade 3, drop down a row and move one to the right to grade 4, drop down a row and one to the right to grade 5, to see how each cohort of students progressed from 2006, 2007, 2008, 2009 to 2010

READING		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2006	% Proficient	90	80	85	87	84	82
2007	% Proficient	79	86	84	88	94	81
2008	% Proficient	86	75	89	82	88	87
2009	% Proficient	83	86	91	90	90	90
2010	% Proficient	86	85	87	85	89	87
2006	Mean SS	50	48	49	50	50	49
2007	Mean SS	49	47	43	50	53	50
2008	Mean SS	49	48	52	50	51	50
2009	Mean SS	48	51	52	55	52	54
2010	Mean SS	49	50	51	50	54	52
2006	# tested	202	204	176	178	147	206
2007	# tested	189	193	206	184	179	153
2008	# tested	197	197	194	206	191	181
2009	# tested	209	207	207	203	214	200
2010	# tested	246	196	205	201	197	207

MATH		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2006	% Proficient	89	80	86	83	88	76
2007	% Proficient	79	84	86	89	79	74
2008	% Proficient	83	81	90	82	81	79
2009	% Proficient	79	81	81	90	81	88
2010	% Proficient	79	81	86	81	87	84
2006	Mean SS	48	47	50	50	47	45
2007	Mean SS	46	50	49	51	48	45
2008	Mean SS	48	48	52	49	48	47
2009	Mean SS	46	48	48	52	48	49
2010	Mean SS	48	48	51	48	49	47
2006	# tested	202	204	176	178	147	206
2007	# tested	189	193	206	184	179	153
2008	# tested	197	197	194	206	192	181
2009	# tested	209	207	207	203	214	200
2010	# tested	246	196	205	201	197	207

NECAP results can be reviewed following children from grade to grade. Using the data, we can see how stable the group is from year to year. When Windham is testing an average of 209 students per grade, a difference of 1 % in percent proficient column 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, student motivation with the test, or specific test questions, and it should be further reviewed.

Since all tests are taken in October, the results represent 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. It is also good to compare our patterns with those of the State.

The percentage gain or decrease of proficient students from grade to grade, from 2009-10

Ex: The group of students in grade 4 in 2009 moved to grade 5 in 2010, took the NECAP in October of 2010 and increased 5 percentage points in the percent of students who are proficient in math.

Windham Results				State	
Percent proficient:		Reading	Math	Reading	Math
2009-10	Grade 3-4	2	2	-3	-2
	Grade 4-5	1	5	3	-2
	Grade 5-6	-6	0	-2	-4
	Grade 6-7	-1	-3	-4	-6
	Grade 7-8	-3	3	1	0

Next Steps:

Windham stayed stable with its performance from the past year, still above state average as a whole. Windham’s K-8 student performance remained constant with an average of 88%. In math, the District average is 83%, far above the State’s 71 % for grades 3-8. While we are still above State average, Windham is not showing growth compared to its performance year to year.

As far as further review, grade 2 and 3 should review the item analysis to determine where the students had difficulty with the test. This was the first NECAP test for grade 3 students, and they are not outperforming the State, at the same rate as the other grades. Grade 2 teachers need to review the grade 3 released items to determine if there are any gaps in instruction in preparation for the test. Grade 5-8 teachers should also look at the released items and item analysis to determine strengths and weaknesses for reading instruction.

Grade 4 should review its math instruction to determine how this cohort of students increased by 5 points. To what do they attribute the gains? Grade 5 should also look at why the cohort group did not perform as well in reading. While the State as a whole dropped in math, 3 out of our 5 classes showed positive gains in math.

The special education department will also conduct its own review of how the students with special needs did on this test, and the corresponding strengths and weaknesses for instruction.

AYP: Adequate yearly progress

The targets set by the Department of Education under No Child Left Behind are based on index scores. Adequate Yearly Progress is based on these index scores, and it is not the percent proficient. These index scores increase every two years. Each successive year, it will be increasingly more difficult to have all the subgroups meet 100.

AYP will be determined in March 2011.

Grades 3-8	Reading index score	Math index score
2008-09	86	82
2009-10	91	88
2010-11	91	88
2011-12	95	94
2012-13	95	94
2013-14	100	100

Grade 11	Reading index score	Math index score
2008-09	84	58
2009-10	89	72
2010-11	89	72
2011-12	94	86
2012-13	94	86
2013-14	100	100

Currently, Windham Center School is in its first year of being a School in Need of Improvement (SINI) in reading.

The District is in year one of being a District in Need of Improvement (DINI) in Math.