

2007-2008 No Child Left Behind (NCLB) Report Card

Campbell High School



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Accountability Information			
Status for 2007-2008 School Year	Content Area	Met AYP Requirements	Status for 2008-2009 School Year
Acceptable	Reading	Yes	Acceptable
Acceptable	Mathematics	Yes	Acceptable
Acceptable	Atten./Grad. Rate	Yes	Acceptable
<u>More School In Need of Improvement (SINI) data.</u>		<u>More Adequate Yearly Progress (AYP) data.</u>	<u>More School In Need of Improvement (SINI) data.</u>

Statewide NCLB Accountability Status-READING				
	Schools		Districts	
	N	%	N	%
Acceptable	345	72.5	137	85.1
SINI/DINI Year 1	58	12.2	16	9.9
SINI/DINI Year 2	36	7.6	5	3.1
Corrective Action/Level 3	24	5	3	1.9
Restructure Planning/Level 4	13	2.7		
Restructuring/Level 5	0	0		
Total Number in State	476	100	161	100
<u>More accountability and Title I status information.</u>				

	October 1 Enrollment			Average Class Size		
	Sch.	Dist.	State	Sch.	Dist.	State
Grade 1		107	14364		18	17
Grade 2		129	14436		22	18
Grade 3		102	14624		17	18
Grade 4		146	15026		24	20
Grade 5		137	15203		23	20
Grade 6		134	15318		22	20
Grade 7		137	15806		23	20
Grade 8		141	16218		24	20
Grade 9	173	173	17532			
Grade 10	141	141	16922			
Grade 11	117	117	16000			
Grade 12	146	146	15918			
<u>Additional Enrollment/Class Size data.</u>						

Teacher Quality Information				
	Sch.		Dist.	State
	N	%	%	%
Core Classes Taught by non-HQT	6	3.7	2.1	0.9
Core Classes Taught by non-HQT in High-Poverty Schools				0.2
Core Classes Taught by non-HQT in Low-Poverty Schools				0.2
Employed Under Emergency or Provisional Credentials	N/A	N/A	N/A	0.2
Bachelor's Degree			52.5	50.5
Master's Degree			45.7	48.3
Degree beyond Master's Degree			1.8	0.9
<u>More Highly-Qualified Teacher (HQT) information.</u>				

Statewide NCLB Accountability Status-MATHEMATICS				
	Schools		Districts	
	N	%	N	%
Acceptable	346	72.7	141	87.6
SINI/DINI Year 1	63	13.2	8	5
SINI/DINI Year 2	33	6.9	9	5.6
Corrective Action/Level 3	24	5	3	1.9
Restructure Planning/Level 4	10	2.1		
Restructuring/Level 5	0	0		
Total Number in State	476	100	161	100
<u>More accountability and Title I status information.</u>				

Student Assessment Information (Based on the May 2007 NH-Alt and October 2007 NECAP Assessment)									
Achievement Level (%)	Reading			Mathematics			Writing		
	Sch.	Dist.	State	Sch.	Dist.	State	Sch.	Dist.	State
Substantially Below Proficient (%)	13	7	9	46	18	19	17	17	17
Partially Proficient (%)	20	22	19	29	21	20	51	43	39
Proficient (%)	52	59	56	19	50	44	24	33	33
Proficient with Distinction (%)	10	11	16	0	11	16	2	5	9
Testing Participation (%)	94	99	99	94	99	99	93	98	98
For detailed information aggregated by testing year, click on one of the links to the right.	<u>Reading</u>			<u>Mathematics</u>			<u>Writing</u>		
For rankings, click on a link to the right or access this corresponding E/M School Ranking Data File (xls format) and Data Layout (xls) .	<u>School Ranking List-Reading (Grades 3-8)</u>			<u>School Ranking List-Mathematics (Grades 3-8)</u>			<u>School Ranking List-Writing (Grades 5,8)</u>		
For rankings, click on a link to the right or access this corresponding High School Ranking Data File (xls format) and Data Layout (xls) .	<u>School Ranking List-Reading (Grade 11)</u>			<u>School Ranking List-Mathematics (Grade 11)</u>			Grade 11 writing is a one-item assessment and therefore is not ranked.		

School Safety			
	Sch.	Dist.	State
School Safety Incidences	3	15	2512
Total Number of Incidents	139	265	31578
No. of Incidents/1,000 students	241	161	157
<u>Additional School Safety data.</u>			

Attendance/Graduation Rate			
	Sch.	Dist.	State
Elem/Middle Attendance Rate (Target: 90%)		96.1	95.4
High School Graduation Rate (Target: 75%)	86.5	86.5	87.9
<u>Additional attendance rate data. Additional dropout and completer rate data.</u>			



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Science Assessment Information (Based on the May 2008 NH-Alt and NECAP Science Assessments) 📖			
	Science		
Achievement Level (%)	Sch.	Dist.	State
Substantially Below Proficient (%)	24	16	21
Partially Proficient (%)	53	48	46
Proficient (%)	22	36	32
Proficient with Distinction (%)	1	1	1
Testing Participation (%)	100	100	99
For detailed information, click on the link to the right. For rankings, click on a link to the right or access this corresponding E/M School Science Ranking Data File (xls format) and Data Layout (xls). For rankings, click on a link to the right or access this corresponding High School Science Ranking Data File (xls format) and Data Layout (xls).			
	Science		
	School Ranking List - Science (Grades 4,8)		
	School Ranking List - Science (Grade 11)		

Student Achievement Trend Data in Science Number and Percent of Students Scoring Proficient or Above (Based on the May 2008 NH-Alt and NECAP Science Assessment) 📖		
Grade	2007-2008	
	N	%
4		
8		
11	116	23

Note: Grade indicates the student's grade level in May of the school year listed at the top of the column.

Note: The data represent results from the NECAP Science and NH-Alt administrations. The NECAP Science assessment is administered in May of each school year. NH-Alt portfolios are assembled throughout the school year.

Note: Data are not shown for groups with fewer than ten (10) students.

Student Achievement Trend Data—Number and Percent of Students Scoring Proficient or Above (Current Year Data is Based on the May 2007 NH-Alt and October 2007 NECAP Assessments) 📖							
Grade	Content Area	2005-2006		2006-2007		2007-2008	
		N	%	N	%	N	%
3	Reading						
	Mathematics						
4	Reading						
	Mathematics						
5	Reading						
	Mathematics						
	Writing						
6	Reading						
	Mathematics						
7	Reading						
	Mathematics						
8	Reading						
	Mathematics						
	Writing						
11	Reading					123	62
	Mathematics					123	19
	Writing					123	25

Note: Grade indicates the student's grade level in October of the school year listed at the top of the column.

Note: The number and percent of students who scored Proficient or better combines data from the NECAP and the NH-Alt assessments. The NECAP is administered in October of each school year and NH-Alt portfolios are assembled during the prior school year.

Note: Data are not shown for groups with fewer than ten (10) students.

Note: The high school NECAP and NH-Alt assessment data was combined for the first time in 2007-2008.

Note: "N" is the number of students enrolled during testing minus the number of state-approved nonparticipants.

Description of the School District Report Card Page

Accountability Information

Public school students in Grades 3-8 and one high school grade participate annually in the state testing program. Results from this assessment are used to calculate each school and school district's performance in the tested subject areas, Reading and Mathematics, together with the school and school district's performance in a third indicator (attendance rate for elementary/middle schools and graduation rate for high schools). This information is used to produce annual reports on the status of each school and school district, as well as the state as a whole, in making Adequate Yearly Progress (AYP) towards the state's performance targets for Reading, Mathematics, and the third indicator.

The Accountability Information section of the School or District Report Card is organized to display the following:

- *Status for Selected School Year.* This box displays the school or district's AYP status for the selected school year.
- *Content Area/Met AYP Requirements.* These boxes display the school or district's AYP results from the state assessment for each content area and the other indicator (attendance rate for elementary/middle schools and graduation rate for high schools).
- *Status for Upcoming School Year.* This box displays the school or district's AYP status for the upcoming school year, based upon the AYP results.

School In Need of Improvement (SINI) Designation

A school is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator (i.e. Reading, Mathematics, Attendance Rate/Graduation Rate). A school can be designated for multiple areas at the same time. The school in need of improvement (SINI) designation is removed once the school has made AYP for two consecutive years in the same indicator that caused the designation.

District In Need of Improvement (DINI) Designation

District AYP is based upon aggregate student performance across the district, not on individual school performance. Data is aggregated at the elementary/middle level as well as at the high school level. A school district is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator at both the elementary/middle and high school levels. A district can be designated for multiple areas at the same time. The district in need of improvement (DINI) designation is removed once the district has made AYP for two consecutive years in the same indicator that caused the designation.

Statewide NCLB Accountability Status—Reading and Mathematics

The Statewide Accountability section of the School or District Report Card shows the Accountability Status, by Content Area, of all schools and school districts in the state.

The AYP status descriptions are as follows:

- *Acceptable.* A school or district not designated as in need of improvement.
- *SINI/DINI Year 1.* The status of a school or school district not making AYP for two consecutive years in the same performance indicator. The term "Year 1" does not indicate the number of years the school or district may have been in need of improvement; the term indicates the sanction level of the school or district.
- *SINI/DINI Year 2.* The status of a school or district in need of improvement that has not made AYP for the third time in the indicator causing the original designation.
- *Corrective Action/Level 3.* The status of a school or district in need of improvement that has not made AYP for the fourth time in the indicator causing the original designation. Note: Title I schools and districts are subject to federal sanctions under the No Child Left Behind Act as well as state sanctions; non-Title I schools and districts are subject to only state sanctions. At this sanction level, Title I schools and districts enter Corrective Action.
- *Restructure Planning/Level 4.* The restructuring (planning year) sanction applies only to Title I schools that have not made AYP for the fifth year in the indicator causing the original designation.
- *Restructuring/Level 5.* The restructuring (implementation year) sanction applies only to Title I schools that have not made AYP for the sixth year in the indicator causing the original designation.
- *Total Number in State.* The AYP status of several schools cannot be calculated annually due to the very small numbers of students enrolled. The Total Number in State therefore may not total 100 percent.

October 1 Enrollment

This data is an October 1 head count of students attending NH public schools each year. Home schooled students are not included.

Average Class Size

The number of students reported in each grade from 1st through 8th is divided by the number of classrooms reported for that grade. Averages for each grade range are based on one or more grades within the range. Not all districts operate all grades. A grade has been excluded (blank) if course options available to the students result in classes of varying size throughout the day (i.e. middle school) or if that grade is not contained in that school. Readiness and Special Education classes have not been included in the averages.

School Safety

School Safety is aggregate information for all school safety issues as related to the school safety survey. This survey is required by state and federal legislation: the Unsafe School choice Option (SB 114 of 2003), the No Child Left Behind Act of 2001 and NH RSA 193-E:3.

This chart shows the number of school safety-related incidents (bullying, bomb threats, robberies, etc) at the school and district level. In line 2, the total number of incidents that also include student discipline incidents (expulsions/suspensions) combined with safety related incidents from line 1. The number of total incidents per 1000 students is also shown.

Attendance/Graduation Rate

For accountability purposes, elementary and middle schools are required to have an attendance rate of 90% or better or to show improvement over the previous year. This data is submitted with the end-of-year files and is reported to the nearest 0.1%. Similarly, high schools are required to have a graduation rate of 75% or better or to show improvement over the previous year.

Student Achievement and Testing Participation Information

The State of New Hampshire has implemented an on-going, academically-centered statewide educational assessment program. This is a tri-state effort between Rhode Island, Vermont and New Hampshire. The New England Common Assessment Program, (NECAP) tests reading and mathematics in grades 3-8 and 11, writing in grades 5, 8 and 11, and science in grades 4, 8 and 11. Starting in the 05-06 school year, data can be found on this website for both assessment (performance) and accountability purposes. The purpose of this program is to establish what students should know and be able to do in core-content areas at certain grade levels. The results from the assessment portion of this program are used to produce individual student achievement reports as well as reports at the school, district and state level. This information promotes improvement and accountability by providing accurate, understandable information to parents, educators, local and state-level policy makers to help make informed decisions about curriculum, instructional strategies, professional development activities and programs, resource allocation and staffing. The NHEIAP, a NH-only assessment program, was used through May 2004 for grades 3 and 6, and through May 2006 for grade 10; the historical NHEIAP data can be found linked to this website.

Testing Participation Rate

State assessment program participation rate is based on the number of students who took part or the entire state assessment test compared to the number of students enrolled on the first day of the October test administration. This data is reported only for schools or districts with 40 or more students enrolled in the grade(s) tested on the first day of the October test administration.

New Hampshire Alternate Assessment

The participation of all students in large-scale assessment programs, such as the NECAP and the New Hampshire Alternate Assessment (NH-ALT), is important to ensure that all students are provided an opportunity to learn the academic skills identified as being most critical for NH students. These skills are described in the NH Grade Level and Grade Span Expectation.

Federal and state education laws require that students with disabilities have access to the general academic curriculum, with appropriate accommodations and supports, and that they be assessed on the same general curriculum standards as all other students. In addition, for the small number of students who cannot participate in the paper and pencil general state assessment based on grade-level achievement standards, even with the best instruction and with accommodations, NH provides a statewide Alternate Assessment based on alternate academic achievement standards. These alternate achievement standards are designed to meet the needs of students with severe cognitive disabilities. For further information, please see the NH-ALT Test Manual and General Information for Parents.

NH Statewide Assessment Combined Report

New Hampshire publishes the combined results of all statewide assessments administered to NH publicly funded students who were enrolled as of October 1 each year. This report presents combined academic performance results and assessment participation data for all NH students who took *either* the general NECAP Assessment that year, *or* the NH-Alternate Assessment the prior school year. High school students were included beginning with the 2007 assessment. The combined report provides data summarized across all grades within an entire school, an entire district, and across the state. Data are presented in disaggregated form for various demographic subgroups at the level of the whole school, district, and state. For each subgroup, academic performance is reported as number and percent of students testing in each achievement level. This allows summarization of results across the two different assessments, general and alternate. Participation data are reported by the number of students: enrolled, tested, not tested but for state approved reasons (medical emergencies, first year LEP, enrollment after the start of testing, and withdrawal before testing was completed), and not tested for other (non-approved) reasons (NT Other). A data file spreadsheet is available to the public in .csv format containing all data from the combined report. The report itself is provided in .pdf format.

Teacher Quality Information

It is important to note that the rules governing the classification of highly qualified teachers have been undergoing revision by the US Department of Education (USDOE). Future updates to the statistics on this website will reflect the changes to the definitions as clarified by the USDOE. Beginning in the spring of 2003, schools submitted this data using the High Quality Teacher Questionnaire. Teachers can be considered highly qualified for the content they are teaching by demonstrating competency through several alternatives. The teacher can be certified in New Hampshire in each of the core academic content area(s) he or she teaches. OR the teacher can hold an intern license with a bachelor's degree and the equivalence of a content major in the core academic content area(s) taught. OR the teacher can be certified but not in the core academic content area(s) taught, and the teacher must have demonstrated content knowledge in additional content areas through the use of High Objective Uniform State Standard of Evaluation (HOUSSE) or a content test. These options and further clarifications of these rules can be found on the state website <http://www.ed.state.nh.us/education/hqt>.