

2010-11 Assessment Report

Griffin Memorial School

What does the data tell us?

Grade 2: Areas of relative strength to the State on the NECAP:

Reading:

- Word Identification/Vocabulary
- Reading Informational Text
- Initial Understanding of text
- Analysis and Interpretation of Literary Text

Math:

- Numbers and Operations
- Geometry and measurement
- Functions and Algebra
- Data-Statistics-Probability

Areas of focus relative to the State on the NECAP:

Reading:

- Math – Functions & Algebra

Grade 3: Areas of relative strength to the State on the NECAP:

Reading:

- Word Identification/Vocabulary
- Reading Informational Text
- Reading Literary Text
- Initial Understanding of text
- Analysis and Interpretation of Text

Math:

- Numbers and Operations
- Geometry and measurement
- Functions and Algebra
- Data-Statistics-Probability

Areas of focus relative to the State on the NECAP:

There were no areas in math or reading where the third graders scored below the state.

Grade 4: Areas of relative strength to the State on the NECAP:

Reading:

- Word Identification/Vocabulary
- Reading Literary Text
- Analysis and Interpretation of Text

Math:

- Numbers and Operations
- Functions and Algebra

Areas of focus relative to the State on the NECAP:**Reading**

Reading Informational Text
Initial Understanding of text

Math:

Geometry and measurement
Data-Statistics-Probability

Percentage of students achieving in Level 4 (Proficient with Distinction) on NECAP increased in most areas:

Subject	Teaching Year	2007 %	2008 %	2009 %	2010 %	Difference percentage points
Reading	2	13	28	23	17	-6
	3	21	40	28	35	+7
	4	17	17	18	25	+7
Math	2	17	25	21	31	+10
	3	12	25	23	36	+13
	4	17	23	21	21	0

Mean RIT of same students on MAP-NWEA Spring 2009 to Spring 2010:

Subject	Grade	Fall 2010	Spring 2011	Difference
Reading	3	198.2	209.0	+10.8
	4	206.7	214.8	+8.1
Math	3	199.1	210.7	+11.6
	4	208.4	219.3	+10.9

Students showed significant growth in both disciplines from Fall 2010 to Spring 2011.

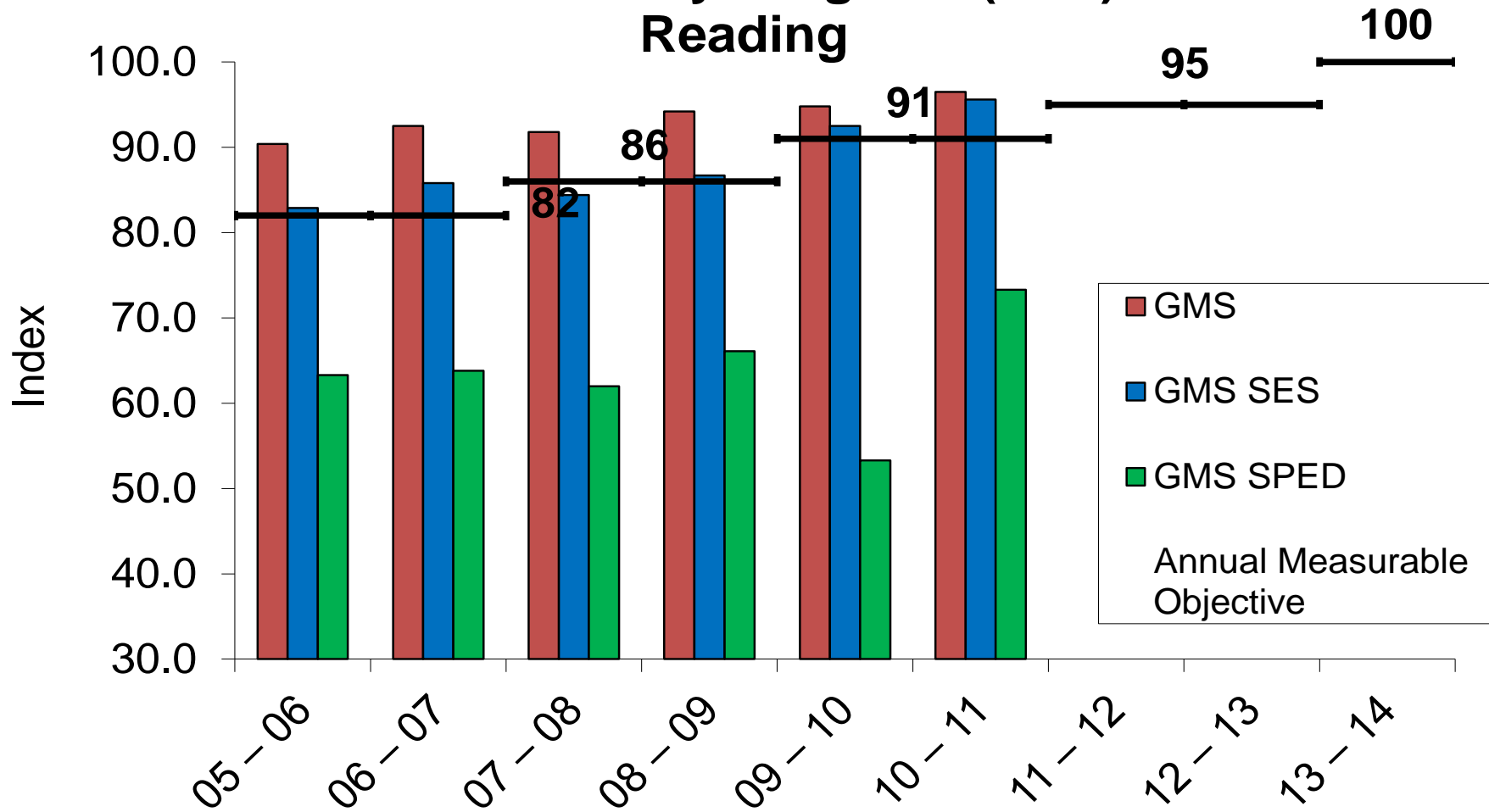
What have we done so far to address the information from this data?

- General faculty meeting to review test results as a school. Were school goals met?
- Individual team discussions concerning areas of strength and weakness in student performance.
- Meetings with individual teachers to discuss their students' performance on the assessments.
- Recommendations from the administration to individual teachers to improve student achievement.
- Set performance goals relative to student achievement on the major assessments we administer for the 2010-2011 school year.

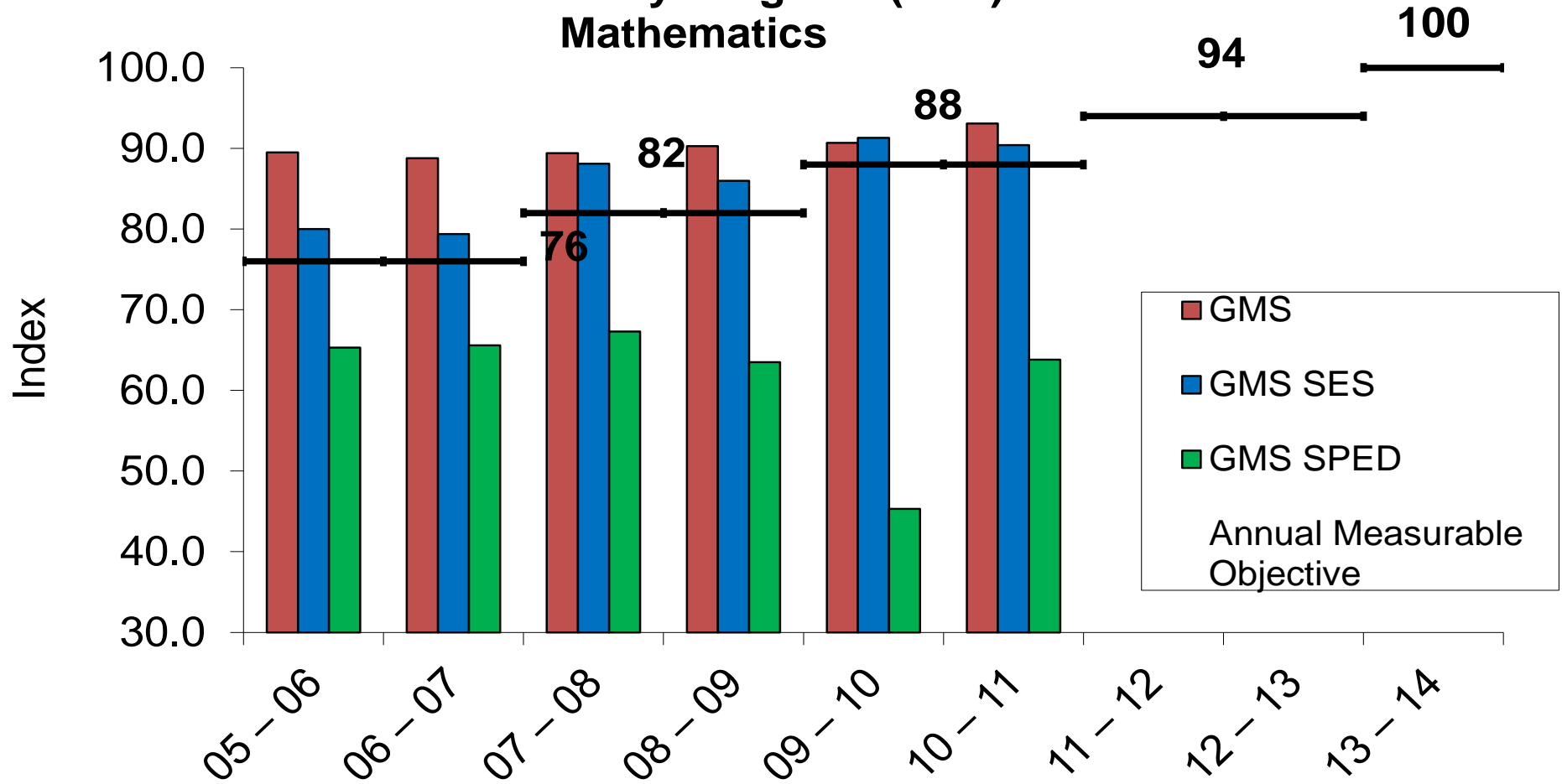
What are we planning to do?

- Students in grades 1 and 2 will increase their Gates Reading Test scores by 5%.
- Students in grade 3 and 4 will increase their MAP-NWEA scores by 5%/
- 87% of our students in grades 3 and 4 will score in the proficient level or above in Reading on the NECAP assessment.
- 78% of our students in grades 3 and 4 will score in the proficient level or above in Math on the NECAP assessment.
- We have targeted those 14 students who did not score in the proficient range or above.
- Specific remediation strategies for these students by Reading Specialist and Reading Tutors in small and individual group settings.
- All students in grades 1-4 will have 90 minutes of Reading instruction daily.
- Those students targeted will have additional daily instruction in Reading beyond the 90 minutes.
- Reading groups have been restructured allowing classroom teachers to see and work with all their students daily in small groups.
- Those students on an individual education plan may receive more targeted instruction depending on their path.

Griffin Memorial School Annual Yearly Progress (AYP) Reading



Griffin Memorial School Annual Yearly Progress (AYP) Mathematics



Litchfield Middle School

What does the data tell us?

Areas of relative strength to the State on the NECAP:

Writing:

Grade 5 & 8

Reading:

Word Identification/Vocabulary
Analysis and Interpretation of Literary Text
Gr. 5 Informational Text
Gr. 7 Literary Text
Gr. 7 Comprehension

Math:

Gr. 5 & 7 Functions & Algebra, Data-Statistics-Probability
Gr. 5, 6 Geometry & Measurement

Areas of focus relative to the State on the NECAP:

Reading:

Gr. 5 Analysis & Interpretation
Gr. 6 Literary Text (slightly above State)

Math:

Gr. 5 Numbers & Operations
Gr. 6 Functions & Algebra, Numbers & Operations
Gr.7 Geometry & Measurement

- As a whole school we achieved AYP status in reading and math. We scored above the State level of proficiency in almost every grade level content area.
- Our special education subgroup made progress in both math and reading, however did not make AYP in math and reading:

LMS Special Education Index Score 2009-2010		
Subject	Index Score 2009	Index Score 2010
Reading	73.1	74.7
Math	60.6	62.0

- Percentage of students achieving in Level 4 (Proficient With Distinction) on NECAP increased in most areas:

Subject	Teaching Year	2007 %	2008 %	2009 %	2010 %	Difference from 2009 to 2010
Reading	5	14	17	31	17	-14
	6	14	12	18	13	-5
	7	4	5	26	35	+9
Math	5	7	20	23	29	+6
	6	7	15	21	15	-5
	7	10	12	12	14	+2

- The percentage of students who moved into proficiency on the NECAP increased again in most area, significantly in some cases:

Teaching Year	Content	% Proficient 2008	% Proficient 2009	% Proficient 2010	Difference 2009-2010 LMS	% Proficient NH 2010	% Diff 2009-2010	Difference LMS-NH	Same Students % Proficient 2009	Same Students % Proficient 2010	Change
4 (GMS)	Reading	80	86	91	+5	78	-1	+13		91	
	Math	77	74	78	+5	73	-2	+5		78	
5	Reading	81	81	87	+6	77	+1	+10	86	88	+1
	Math	76	75	79	+4	71	-1	+8	73	79	+6
6	Reading	77	90	73	-17	72	-5	same	81	73	-8
	Math	68	73	66	-7	66	same	same	76	66	-10
7	Reading	73	82	91	+9	78	+2	+13	90	91	+1
	Math	68	66	72	+6	66	same	+6	73	73	0

Key:

% Proficient = The % of students who scored in the Proficient (3) or Proficient w/ Distinction (4) categories.

Mean RIT of same students on MAP- NWEA Spring 2010 to Spring 2011:

Grade	Subject	May 2010 (same students)	January 2011 (same students)	May 2011	Growth May-May	Grade Level Mean RIT – Spring 2011
5	Math		219.1	221.3		218.3
6	Math	223.2	226.2	227.8	+4.6	223.3
7	Math	227.7	230.9	234.6	+6.9	228
8	Math	235.4	238	239.7	+4.3	232.8
5	Reading		214.7	219		210.6
6	Reading	215.2	217.1	219	+3.8	215
7	Reading	218.8	220.7	225	+6.2	218.1
8	Reading	224.3	227.3	228.4	+4.1	221.3
5	Language		215.4	217.1		212.5
6	Language	215.7	217.8	219.4	+3.7	215.9
7	Language	219.4	222.4	224.2	+4.8	218
8	Language	223.9	226.1	228	+4.1	220.5

- Students showed noteworthy growth in each discipline from Spring 2010 to Spring 2011 particularly in the area of Math
- MAP- NWEA relative strengths to the National Norms: Gr 6-8 Math, Gr 7-8 Language Usage, Gr. 7-8 Reading
- MAP- NWEA relative focus areas to the National Norms: Grade 5 & 6 Reading, Grade 6 Language Usage

What have we done so far to address the information from this data?

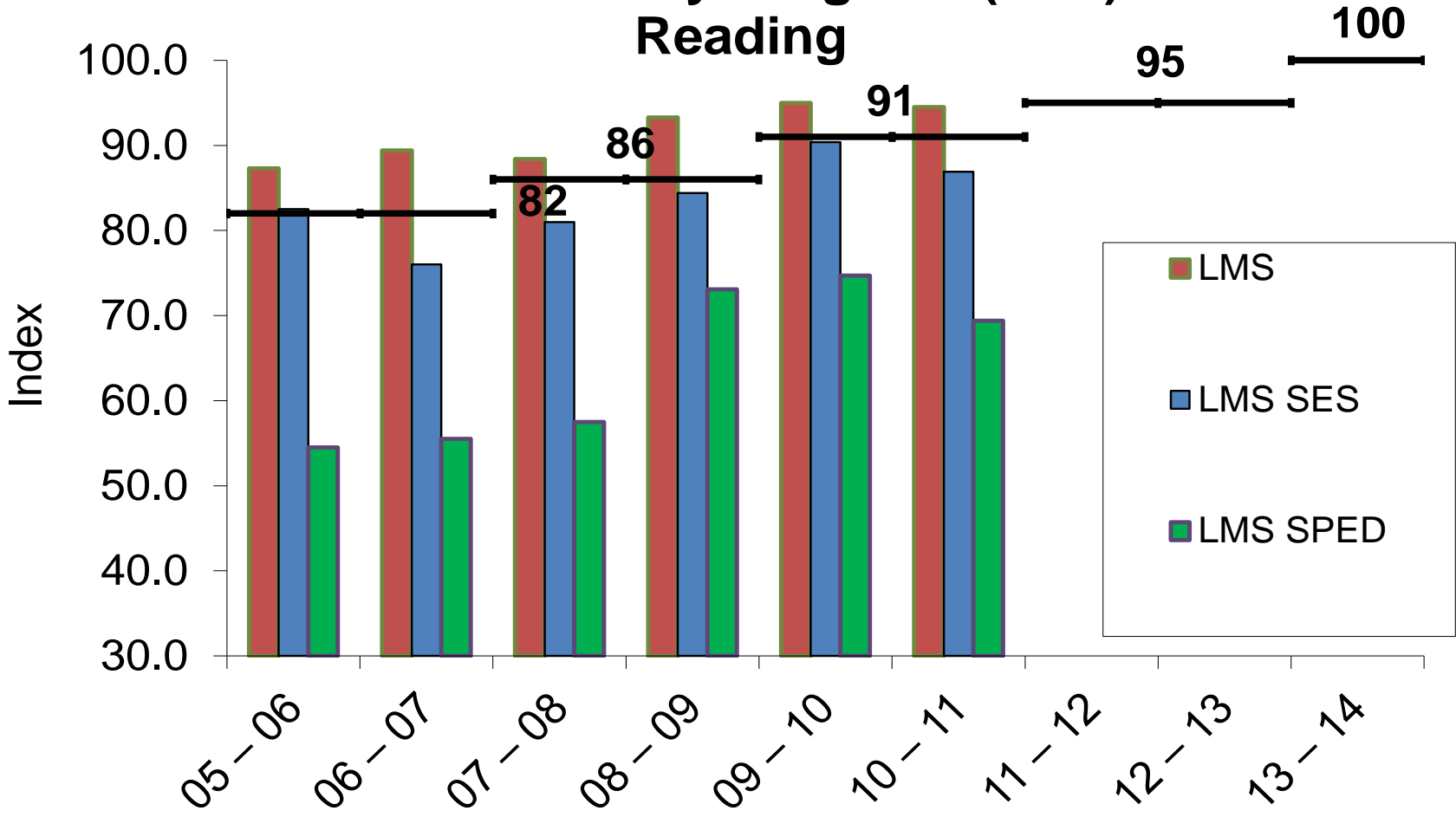
- Teachers met with small groups of students to establish academic goals for the NECAP. Students set individual assessment goals based on their previous years’ results.
- This summer, both Math and Reading teams met to strategically develop learning plans for individual students in the “substantially below proficient” range.
- As a school, we set a goal to increase our mean scaled scores in reading and math. We established a recognition program for both individual students and the school collectively for meeting their goals.
- Content reading is taught to students in grades 6-8.
- Expanded our reading specialist, Donna Turco’s role, in the school to help intervene with reading strategies for struggling readers.
- Continue a Title I math tutor to help support struggling learners in math.
- Under the direction of Donna Turco, we ran our Title I Summer Reading Program again. This past summer, was had over 30 students in the program.

- All staff members were trained in the Six Traits of Writing model. Students will complete a piece of writing each quarter to be assessed with the Six Traits model.
- Academic Assistance Program (AAP) continues to support academically at-risk students.
- Expanded the use of Skills Tutor and VLACS to meet the needs of some of our distinguished learners.
- Regular instructional team planning times to assess the needs of their students, emphasizing data driven decision making.
- Celebrated the individual and collective achievements of our students on the NECAP and MAP-NWEA.
- Our assessment team worked with the staff to understand the data team process.
- Assessment data has guided various aspects of our scheduling process.

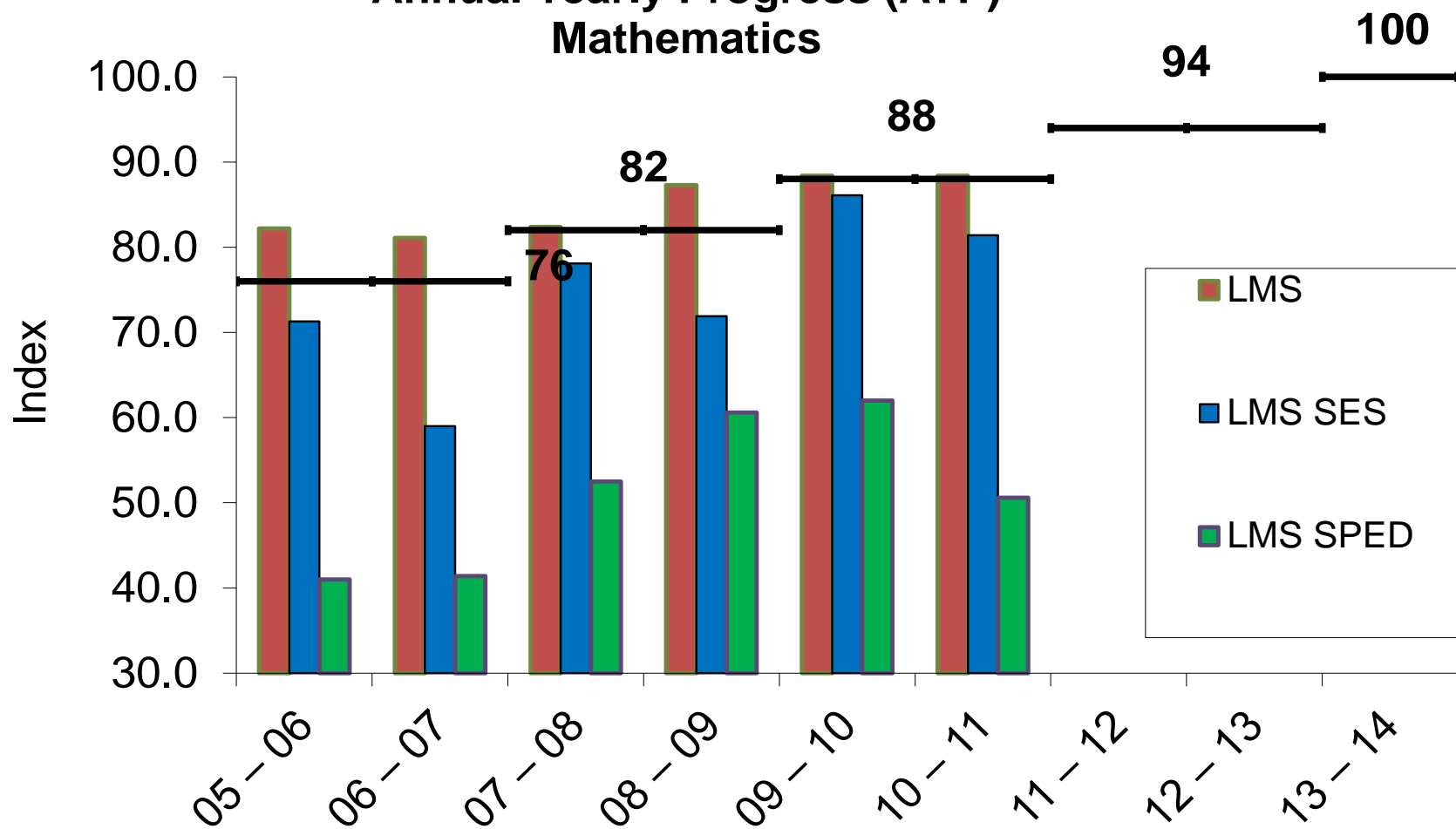
What are we planning to do?

- We are implementing a restructuring plan to address the special education subgroup in the area of reading.
- Student Learning Plans have been developed with Tier I RTI strategies for students in the “substantially below proficient” range.
- Provide professional development by Jodi O’Meara to all staff targeting differentiated instruction and Response to Intervention-Instruction (RTI). Provide professional development to special education staff targeting focused remediation strategies.
- All teaching staff will participate in a book study on “RTI with Differentiated Instruction” by Jodi O’Meara.
- Jodi O’Meara will act as a coach to teachers on the area of Differentiated Instruction.
- Facilitate student academic and behavioral goal setting in BEST groups. All students will meet with a staff member to review NECAP scores and set goals for 2011 testing by September 30.
- Our math Title I tutor, with an expanded role, will continue to provide remediation to struggling learners. In addition reading specialists will continue to provide support to struggling readers.
- Each content teacher will assess a piece of student writing using the “Six Traits” minimally once per quarter.
- Our Academic Assistance Program (AAP) will, more intentionally, monitor progress of students in the program.
- Implement a Student Mentoring program where staff will act as “coaches” to our struggling learners.
- The content reading program will continue in grades 6-8.
- Explore the further use of VLACS to meet the needs of some of our distinguished learners.
- Instructional teams and departments will begin development of further interventions for remediation and enrichment.
- Assessment data will continue to be used to help guide our scheduling process so that it best meets the learning needs of our students.
- Utilize our website to communicate assessment rubrics and student work exemplars for our school community.
- Celebrate students who achieve their assessment goals both individually and collectively.
- Offer quick feedback to parents relative to their child’s progress academically via EdLine.

Litchfield Middle School Annual Yearly Progress (AYP) Reading



Litchfield Middle School Annual Yearly Progress (AYP) Mathematics



Campbell High School

What does the data tell us?

- The **Graduation Rate** continued to stay at high rates. Our goal was to match or reduce the 2009-2010 rate of 99.2%. For 2010-2011 the graduation rate was 99.5%.
- Preliminary **Drop Outs** data indicates only one student left last year. These students will become official on October 1. We did have 6 students who were at-risk for dropping out earn their diplomas through the night school program at Londonderry.
- **SAT** rankings indicate that CHS exceeds both State and National averages in both math and verbal and exceeds the national average in writing.
- We had a total of 54 students sit for **Advanced Placement** exams during 2010-2011. Current test results for CHS students in Calculus AB/BC(18), English Lit/Comp (22), Environmental Science (8), Spanish (9), and Music Theory (4), United States History (23). In Calculus BC we rank above state averages. In all other areas, we are below state and national averages.
- **Graduates Career Path** data show 63% of students pursuing four year colleges, 20% electing to attend a two year college, 3% will attend a one year program (firefighting academy, cosmetology), 4% of students are entering the military, 3% are seeking employment, 3% other and 2% are unknown.
- **Senior's Future/College Plans** in 2011 are stable with 83% of students pursuing further education. Prior to 2011 the number of students pursuing two and four year colleges has remained stable in the 80th percentile, after making great gains of nearly 20% in the prior period. Rates for 2007-2008 were at 87%, 2008-2009 were at 81%, 2009-2010 were at 84% and 2011 has a rate of 83%.
- **NECAP** Index Scores for 2010-2011, show that students performing in the Reading combined "proficient with distinction" and the "proficient" levels was 73% (up from 63% in 2009), in Mathematics was 41% (up from 30% in 2009), and in Writing was 49% (up from 33% in 2009).

Spring 2011 Science results showed a 9% increase from the prior year, which for Spring 2010, 25% of students were proficient.

- The **NEASC, Commission on Public Secondary School's October, 2007 Evaluation Report** led to Campbell's initial accreditation. The report highlighted 14 recommendations, as well as 13 additional recommendations, which we must fully address by 2012 (5 years). In addition, we must report the status of each recommendation by October 1, 2009 (2 years).
- **MAP-NWEA scores:**

Grade	Subject	Fall 2010 RIT points	Spring 2011 RIT points
9	Reading:	226.9	229.0
10		230.5	232.7
9	Math:	236.8	241.6
10		240.6	244.9

GRADUATION RATE & DROP OUT RATE

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Graduation Rate		93%	92.7%	98.4%	99.5%	99.5%
Drop Out Rate	# of students	8	18*	4	0	1
		3 seniors	7 seniors	2 seniors*	0	1 senior
		4 juniors	3 juniors	2 freshmen**		
		1 sophomore	6 sophomores 2 freshmen	*(1)Army GED Prog. ** (1)NHS Diploma Prog ** (1)Nashua Adult learning Ctr. GED Prog.		*4 seniors graduated from Londonderry

*Students have until October 1st to re-enter school before the state determines the dropout rate for schools.

SAT SCORES

SAT Scores		Math	Verbal	Writing
2006-2007	CHS	498 (3)	500 (3)	484 (3)
	State	521	521	512
	National	515	502	494
2007-2008	CHS	502 (3)	507 (2)	479 (3)
	State	523	521	511
	National	515	502	494
2008-2009	CHS	480 (3)	494 (3)	471 (3)
	State	523	523	510
	National	515	501	493
			Critical Reading	
2009-2010	CHS	509 (3)	510 (2)	486 (3)
	State	524	520	510
	National	516	501	492
2010-2011	CHS	553 (1)	527 (1)	499 (2)
	State	525	523	511
	National	514	497	489

ADVANCED PLACEMENT SCORES

		2007	2008	2009	2010	2011
AP Calculus AB	CHS	4 (1)	2.63 (3)	1.67 (2)	1.4	2.76 (3)
	State	3.51	3.39	3.50		3.20
	National	2.94	3.01 (3)	N/A*		2.82
AP Calculus BC	CHS					5 (1)
	State					3.88
	National					3.77
AP Eng. Lit/Comp	CHS	2.4 (3)	2.84 (2)	3.04 (2)	3.05	2.73 (3)
	State	3.22	3.25	3.22		3.33
	National	2.87	2.84	N/A*		2.81
AP Music Theory	CHS					1.00 (3)
	State					3.08
	National					2.97
AP Env. Science	CHS	3.3 (1)	3.4 (1)	2.29 (2)	3.0	2.00 (3)
	State	2.69	2.95	3.22		3.34
	National	2.66	2.72	N/A*		2.66
AP Spanish	CHS					1.78 (3)
	State					3.11
	National					3.24
AP US History	CHS		3.09 (1)	3.05 (1)	2.6	2.43 (3)
	State		3.04	2.94		3.16
	National		2.57	N/A*		2.75

*State & National AP Scores are not yet available.

2011 CHS Seniors Future/College Plans

135 Total Seniors

<u>Graduates: 131</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	82	63%
-46 in state		
-36 out-of-state		
Two Year College or Less	27	20%
Total Attending College	109	83%
Military	4	3%
Career Education	4	3%
Workforce	8	6%
Gap Year	3	2%
Unknown	3	2%

Alternative Education: Londonderry – 6 Students Received High School Diplomas
(4 seniors, 1 junior, 1 sophomore)

2010 CHS Seniors Future/College Plans

<u>Graduates: 122</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	73	61%
Two Year College or Less	27	<u>23%</u>
Total Attending College	100	84%
One Year Program	4	3%
Military	9	8%
Workforce	4	3%
Other*	2	2%
Unknown	2	2%

2 students graduated from CHS in the summer
9 students graduated from Londonderry H.S. in June 2010
These students are not reflected in the total graduate # of 122

2009 CHS Seniors Future/College Plans

<u>Graduates: 119</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	74	62%
Two Year College or Less	22	<u>19%</u>
Total Attending College	96	81%
One Year Program	3	3%
Military	3	3%
Workforce	13	11%
Other*	2	1%
Unknown	2	1%

**1 student will be attending a training program (SPED) and *1 student has serious med. condition*

1 student graduated from Londonderry H.S. on 6/15

5 students graduated from Nashua Adult Ed in June

3 students graduated from Nashua Adult Ed in August

These students are not reflected in the total graduate # of 119

2008 CHS Seniors Future/College Plans

<u>Graduates:127</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	62	49%
Two Year College or Less	48	38%
Total Attending College	110	87%
Military	5	4%
Workforce	10	8%
Undecided	2	1%

**Two students graduated in the summer from CHS*

** 1 student graduated at NHS in the summer*

2007 CHS Seniors Future/College Plans

<u>Graduates:123</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	61	49%
Two Year College	26	21%
Total Attending College	87	70%
Military	1	1%
Workforce	32	26%
Other (1 year program)	3	2%

2006 CHS Seniors Future/College Plans

<u>Graduates: 100</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	55	52%
Two Year College	15	14%
Total Attending College	70	66%
Military	3	3%
Workforce	24	23%
Other (1 year program)	3	3 %

2005 CHS Seniors Future/College Plans

<u>Graduates: 99</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	57	57%
Two Year College	19	19%
Total Attending College	76	76%
Military	6	6%
Workforce	16	16%
Other (1 year program)	2	2%

2004 CHS Seniors Future/College Plans

<u>Graduates: 114</u>	<u>Number of Students</u>	<u>Percentage of Students</u>
Four Year College	92	81%
Two Year College	(combined 2 & 4 year college #)	
Total Attending College	92	81%
Military	22	19%
Workforce	16	16%

**2006 CHS Graduates
Career Path**

4 year in state	4 year out of state	2 year	1 year	Employed	Military
28%	24%	15%	3%	21%	4%
UNH - 10%			Cosmetology 2%		
Keene State - 6%			Mechanics 1%		
Plymouth State 3%					
Other - 9%					

**2007 CHS Graduates
Career Path**

4 year in state	4 year out of state	2 year	1 year	Employed	military
31%	18.5%	21%	2%	26%	1%
UNH - 11%					
Keene State- 6.5%					
Plymouth State 2.5%					
Other - 11%					

**2008 CHS Graduates
Career Path**

4 year in state	4 year out of state	2 year	1 year	Employed	Military
20.5%	28.5%	34%	4%	8%	4%
UNH 9%					
Keene State 3%					
Plymouth State .5%					
Other 8%					

**2009 CHS Graduates
Career Path**

4 year in state	4 year out of state	2 year	1 year	Employed	Military	Other	Unknown
32%	30%	19%	3%	11%	3%	1%	1%
UNH 14%							
Keene State 3%							
Plymouth State 6%							
Other 9%							

**2010 CHS Graduates
Career Path**

4 year in state	4 year out of state	2 year	1 year	Employed	Military	Unknown
46%	42.7%	32.94%	4.8%	4.8%	10.9%	2.4%

**2011 CHS Graduates
Career Path**

4 Year In State	4 Year Out of State	2 Year	Career Education	Gap Year	Workforce	Military	Unknown
46	36	27	4	3	8	4	3
35%	28%	20%	3%	2%	6%	3%	2%

What have we done so far to address the information from this data?

- The **Graduation Rate** has been a concern. Student success of “at-risk” students has been carefully monitored by the CHS CHAT Team. The guidance department has identified students in danger of not graduating and the principal has met at twice with both those parents and students, once in the fall and once again in the late winter/early spring. We have continued to use alternative avenues, such as Nashua Night School, to help students graduate.
- Preliminary **dropout data** collected from Guidance and CHAT indicates a significant reduction in dropouts. The CHAT Team and the SSC program have both worked tirelessly to keep students in school. We have maintained our relationship with Nashua to provide alternative methods to earn course credits. We have focused our reading specialist’s literacy attention on the freshman class, knowing that behaviors or patterns which result in dropping out typically manifest in the freshman year. We have worked to place students in programs such as the Adult Learning Center and the Nashua Diploma Program.
- In an effort to improve the school’s **SAT** scores, Campbell has adopted and continues to use a plan of “formative assessment” tests in math to provide more SAT preparedness. The “SAT word of the day” was implemented and read over the announcements on a regular basis. In addition this fall the Language Arts department will implement the 6+1 writing traits program to address problems with writing and reading comprehension.

- **Advanced Placement Testing** – To provide the best possible environment, the library was used for AP testing, windows were shaded so students could avoid distractions, announcements were curtailed and breakfast provided for students. For testing in the spring of 2011, testing was also held off-site to accommodate the number of students sitting for exams. In addition, to provide consistency we had our guidance director administer all exams.
- **Graduates Career Path** – The data indicates an increase in students pursuing education in four year colleges, 63% compared to last year’s rate of 61%. We had more students graduate with the New Hampshire Scholars designation on their transcripts, but it is too early to tell if that is why more students are attending four year colleges.
- **Senior’s Future/College Plans** – Though the rates are stable at this time, we are addressing future plans for students through Campbell’s Advisory Program and the New Hampshire Scholars program. The Scholars program has doubled over last year.
- **MAP- NWEA** – We have adjusted the schedule for testing to avoid the crowding of year end activities. We will test in September and April this year.
- **NECAP Index Scores** are stable or rising, on testing days the science department offered breakfast for students, math and language arts used curriculum based questions to prepare students for the type of questions that students would need to answer during the tests. In addition, the importance of these assessments has been reiterated many times during assemblies. We have also implemented a series of incentives: release from taking final exams and raffles for prizes to name a few.
- **NEASC** - At this time we have made continued progress on each of the recommendations made by NEASC. Tasks have been assigned to active committees, and reports are updated on a Master List of Highlighted Recommendations and Additional Recommendations. The approval of six late arrival professional development days will move several more recommendations over from In Progress to Completed status.

Status as of now:

HIGHLIGHTED RECOMMENDATIONS

<i>COMPLETED</i>	<i>IN PROGRESS</i>	<i>PLANNED FOR FUTURE</i>	<i>REJECTED</i>	<i>NO ACTION</i>
48%	52%	0%	0%	0%

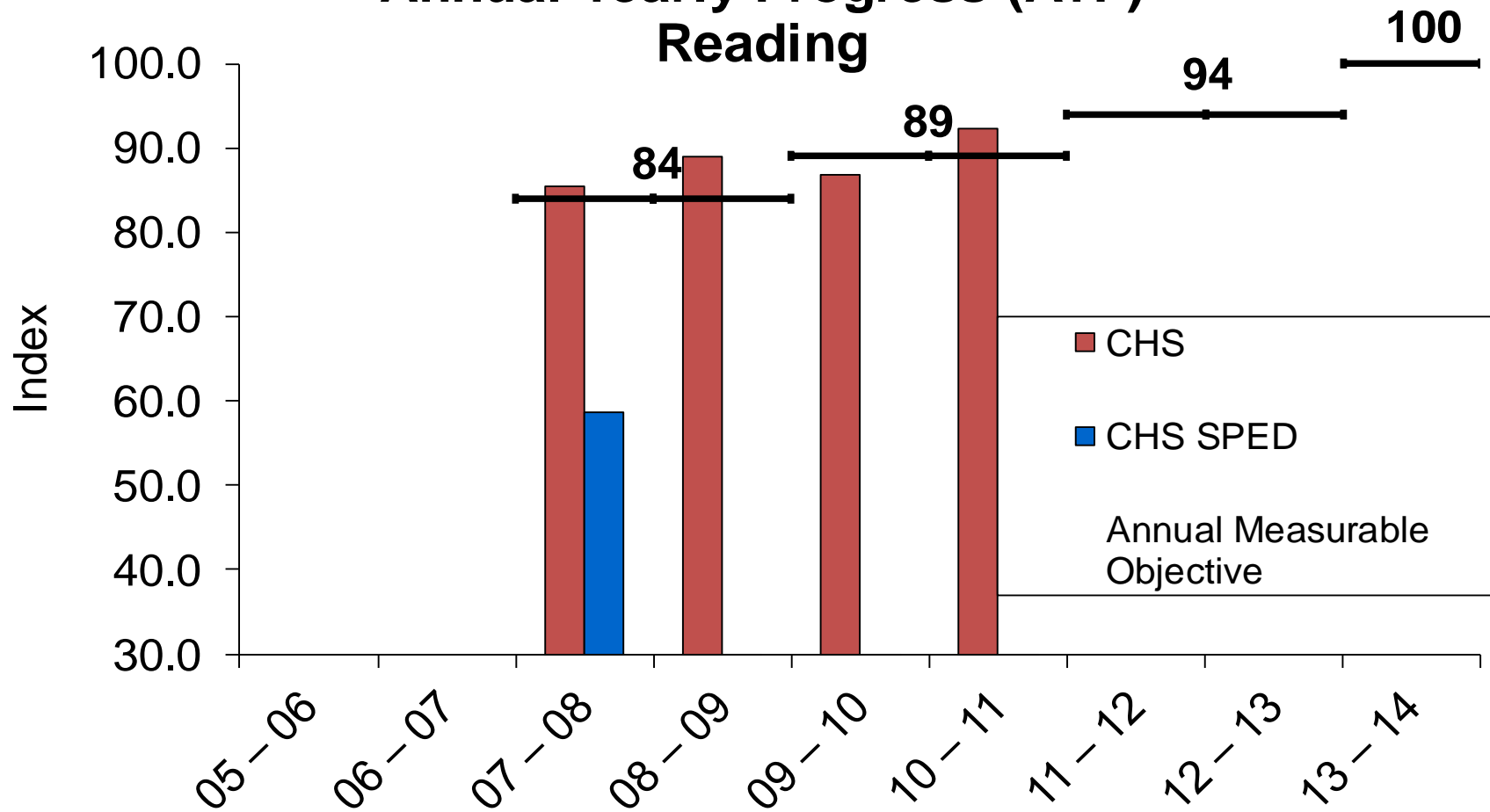
ADDT’L RECOMMENDATIONS

<i>COMPLETED</i>	<i>IN PROGRESS</i>	<i>PLANNED FOR FUTURE</i>	<i>REJECTED</i>	<i>NO ACTION</i>
51%	49%	0%	0%	0%

What are we planning to do?

- While a 100% **graduation rate** might be unrealistic, we will strive for that each year. We have experimented with additional interventions, such as the CHAT Team and the Student Support Center (SSC). The SSC will continue to try additional steps, including even more direct contact with parents.
- The **Drop Out** situation will require continuing attention. CHS convened a study group last spring to bring better focus and unity to our efforts with at risk students. As a result alternative education at CHS will be better defined and coordinated this year. We are continuing our relationship with Nashua and have received notice that we will be able to continue to allow our students to go to Nashua Adult Ed Program free of charge. We also are entering in a relationship with Londonderry High School Adult Ed Program. We had funding approved from the school budget for alternative education programs and plan to use some of that funding for the Londonderry High school Program and pilot an English class in our own adult education program.
- We have made the **SAT** concern well known and will continue to experiment with responses to the problem. Being below both the state and national average is not where we want to be. We must compare our scores to similar communities in the state and perhaps beyond. We must do an analysis, identifying any curricular gaps we may have. We established an in-house SAT test prep program open to all students. It ran last year. We anticipate it running again this year.
- **AP** test results will be analyzed at the departmental level. In addition, periodic staff training and updating needs to be ensured. Multi-year tracking has begun, similar to the SAT data. Ranking data with small numbers of students involved can be misleading. We will keep that in mind as we work to consistently meet or exceed the state and national averages.
- We have to look beyond the **graduation rate** to see how our students are faring in college. How many survive the freshman year? How many graduate from college? We have set a goal for the percentage of students attending a four year college to meet or exceed 80%. Last year the percentage was 62% (4 and 2 year college was 83%).
- We need to increase our percentage of **students attending college**. Our director of guidance has continued to bring the college fair and representatives from college admissions to the school.
- **MAP-NWEA** data will be shared with students. We are talking about having students engage in goal setting, similar to the model used by LMS.
- **NECAP** – We plan to continue to emphasize the importance of the NECAP tests, through such things as the awards recognition assembly. We continue to develop a recognition award for students at next spring's Underclass Awards Ceremony. We will continue to host the raffling of prizes and the release from final exams in those content areas on the NECAP, for those students earning proficient or proficient with distinction.
- We have developed plans for all six two hour professional development days during 11-12 year. These in-service days will take the form of "teachers teaching teachers". The focus of the in-service will vary from curriculum, instruction, and assessment.
- We would like to see state funding return for the **My Voice student survey**.

Campbell High School Annual Yearly Progress (AYP) Reading



Campbell High School Annual Yearly Progress (AYP) Mathematics

