

# North Hampton School Student Assessment Report

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## Message From the School Board

We are pleased to present a second annual report compiling indicators of student success. The first report received favorable reviews from community members and the Assessment Data Committee recommended including as much of the same data, in as much the same format as possible, this year. There has been some fine-tuning in the implementation of local assessments in reading and writing over the past year, and these are explained in those sections. The Math Committee is still searching for a meaningful math assessment that matches the curriculum, and is useful in improving instruction, in the same way that the Six Traits assessment is in writing. Several options are being investigated.

Last spring the School Board hired the UNH Survey Center to conduct a telephone survey of parent opinion. This is explained further within this report. While the School Board and administration is pleased that NHS received a solid overall satisfaction rating (approximately 85%) our goal would be to see that number increase to at least 90%. The survey brings to light many opportunities for improvement. The School Council and School Improvement Plan Task Force will use this feedback in planning priorities.

Collecting data from the high school to help gauge our students' success is still a challenge. Fortunately with the small number of students from North Hampton at Winnacunnet, we are able to manually compile some records. A ten-year longitudinal study of 12 students (20%) from the NHS class of 2001 was initiated. These students came together with the 8<sup>th</sup> grade teachers last June at the conclusion of their freshman year, to discuss their transition to high school. They will continue to connect on a yearly basis.

## UNH Survey

In the spring of 2002 the School Board commissioned the University of New Hampshire Survey Center to conduct a survey of parent opinion regarding NHS.

The UNH Survey Center is an independent, non-partisan academic survey research organization and a division of the UNH Institute for Policy and Social Science Research. The senior staff has over 30 years experience in designing and conducting custom research on a broad range of political, social, health care and other public policy issues.

The survey was designed to help NHS understand the collective opinions of parents who have had children attend NHS in order to affect positive change in the school. The survey gathered information on the attitudes of North Hampton parents toward various aspects of the North Hampton School, including the learning environment, the teaching environment, the school curriculum, the staff, communications, and educational assessment systems.

Respondents were surveyed by phone from June 3 to June 16, 2002. A professional UNH Survey Center interviewer called each randomly selected household from a centrally supervised facility at the UNH Survey Center.

There were 341 unique households with children in NHS. According to Dr. Andrew Smith, director of the Survey Center, at least 20 – 25% would be needed in a sample this size in order to produce reliable results. One hundred eighty one (181) parents (54%) were interviewed. The list was randomized prior to the beginning of calling so that each household would have an equal chance of being called. Each respondent was instructed to respond in terms of a specific child in a certain grade level such that 20 interviews were completed for each of the nine grade levels, kindergarten to eighth grade.

The complete survey results are available for viewing from the NHS office or the North Hampton Public Library. The school board and administration intend to repeat this survey in 2-3 years to measure improvement. (See *UNH Survey Samples- page 2*)

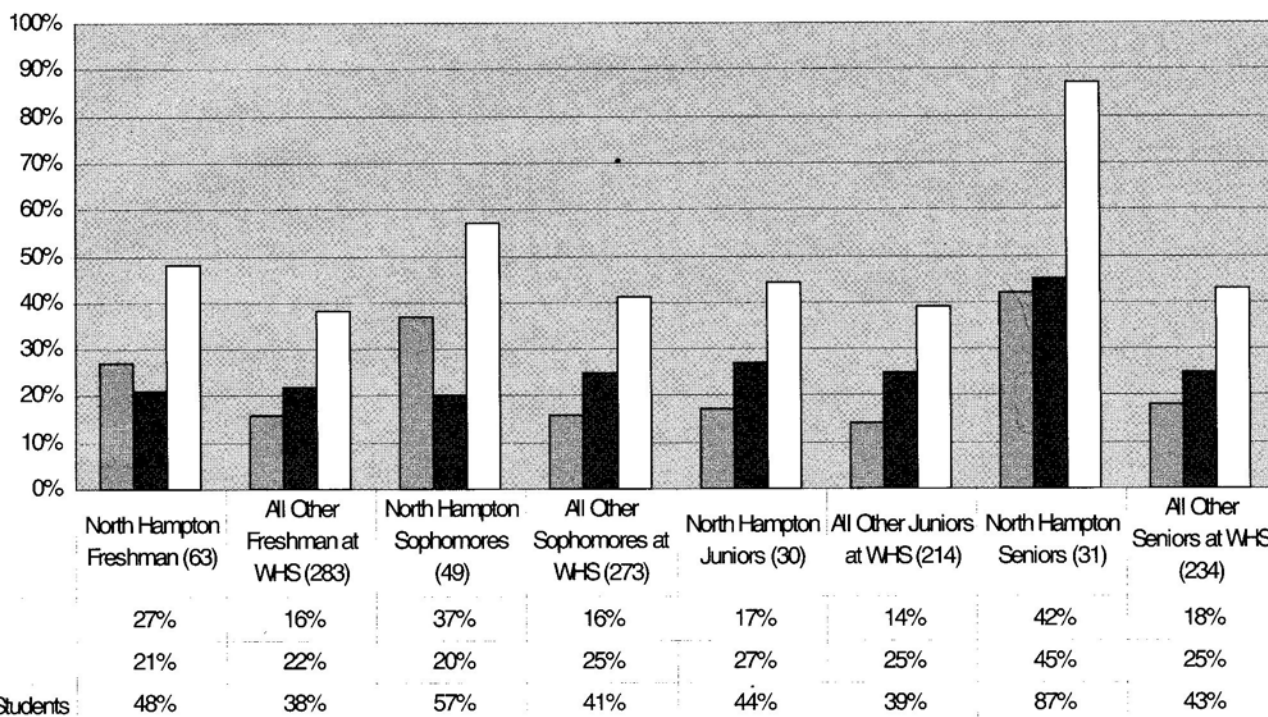
### Table of Contents

Your feedback regarding this report would be appreciated. If there are other measures of student success that you feel should be included, please share them with the School Board or Assessment Data Committee. Thank you.

Kim Kisner,  
George Lagassa,  
Mary Coppinger

Message From the School Board .....	1
UNH Survey .....	1
UNH Survey Samples .....	2
Reading Achievement at NHS .....	2
Writing Achievement at NHS .....	3
Six Trait Scores .....	3
NHS on a National Standardized Test .....	3
Do All Our Students Go to WHS? .....	3
NHS Students at Private Schools .....	6
NHS Freshmen Data - WHS Fall of 2002 ....	6
What Do NHS Students Do After WHS? .....	7

# How Do North Hampton Students Compare to Other Students in WHS ?



**High Honors:** GPA 3.5 or higher, no C's, and taking at least four classes

**Honors:** GPA 3.0 or higher, may have one C, and taking at least four classes

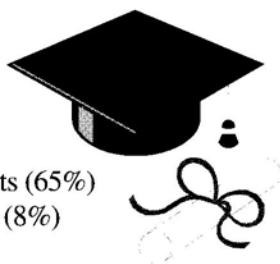
# What Do NHS Students Choose to Do After Winnacunnet High School?

## NHS Class of 1997 / WHS Class of 2001

- 45 students left eighth grade
- 4 entered private school
- 4 students later transferred/moved away
- 37 students in final cohort group.

After 4 years in high school:

- Withdrew from school – 3 students
- 5th year – 1 student
- Accepted @ 4 year colleges – 24 students (65%)
- Accepted @ 2 year colleges – 3 students (8%)  
Or technical school
- Entered military – 2 students (5%)
- Entered work force – 3 students (8%)
- Other (travel, Americorp, etc.) – 0
- Unaccounted for – 1 student



## NHS Class of 1998 / WHS Class of 2002

- 42 students left eighth grade
- 7 entered private schools \*
- 8 students later transferred/moved away
- 27 students in final cohort group \*\*

After 4 years in high school:

- Withdrew from school – 1 students
- 5th year – 1 student
- Accepted @ 4 year colleges – 16 students (59%)
- Accepted @ 2 year colleges – 4 students (14%)  
Or technical school
- Entered military – 0
- Entered work force – 3 students (14%)
- Other (travel, Americorp, etc.) – 2

\* of the 7 students who attended private high schools, 100% went on to 4 year colleges bringing NHS total at 4 year colleges to 67%

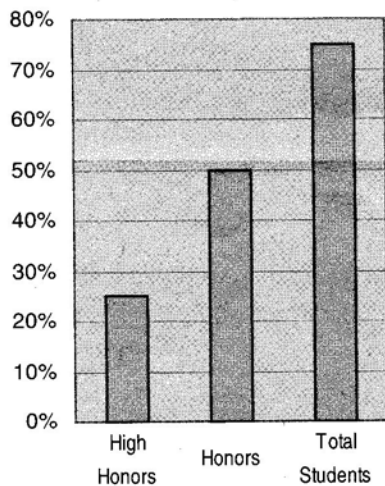
\*\* 4 out of the top 10 students in WHS class of 2002 (219 total students/27 from North Hampton) were NHS graduates. They will be attending: UNH, Boston University, University of Virginia and Boston College.

# How do NHS Students Compare to the Rest of SAU #21 in the Selection Process for Honors Algebra at WHS?

At the end of the seventh grade, students throughout SAU #21 (Hampton, Hampton Falls, North Hampton, & Seabrook), as well as Sacred Heart School, take a math placement test for eligibility to participate as eighth graders in the Honors Algebra course at Winnacunnet High School. The following chart illustrates participation by North Hampton School students over the last four years.

	1999-2000	2000-2001	2001-2002	2002-2003
NHS Eighth Grade Enrollment	49	51	77	59
NHS Algebra Participation	10	10	17	16
Percent Participation	20%	20%	22%	28%
Total SAU #21 Algebra Enrollment	31	28	50	50
NHS Percent of Algebra Enrollment	32%	36%	34%	32%

## How Do NHS Students Perform at Private Schools?



Private School Freshmen (13)

(Information was not available from Phillips Andover)

### Private School Freshmen (13)

- Berwick Academy ..... 1
- Governor Dummer ..... 2
- Phillips Andover Academy ... 1
- Phillips Exeter Academy ..... 3
- St. John's Preparatory ..... 3
- St. Thomas Aquinas ..... 3

**High Honors:** GPA 3.5 or higher, no C's, and taking at least four classes

**Honors:** GPA 3.0 or higher, may have one C, and taking at least four classes

## NHS Data for Freshmen Entering WHS Fall of 2002

- Total number of Freshmen entering WHS ..... 333
- Total number of NHS students entering WHS ..... 63
- Percent of NHS Freshmen Fall of 2002 ..... 18.6%
- Total number of NHS students entering private schools ..... 13
- Total number of students enrolled in Special Education ..... 16
- **Total number of NHS Graduates in June 2002** ..... 76

WHS	Total	NHS	Total	% 9th Grade	% NHS
WHS Honors English	65	NHS Honors English	19	19.5%	25%
WHS A Level English	121	NHS A Level English	37	36%	48%
WHS B Level English	109	NHS B Level English	13	32%	17%
WHS C Level English	36	NHS C Level English	7	10.8%	9%
WHS Honors Social Studies	75	NHS Honors Social Studies	29	22%	38%
WHS A Level Social Studies	170	NHS A Level Social Studies	39	51%	51%
WHS B Level Social Studies	77	NHS B Level Social Studies	8	23%	10.5%
WHS Honors Science	93	NHS Honors Science	26	27.9%	34%
WHS A Level Science	129	NHS A Level Science	35	38.7%	46%
WHS B Level Science	92	NHS B Level Science	15	27.6%	19.7%
WHS Geo Honors Math	28	NHS Geo Honors Math	15	8%	19.7%
WHS Alg IA Level Math	94	NHS Alg IA Level Math	21	28%	26.6%
WHS Integrated Level Math	103	NHS Integrated Level Math	29	32%	38%
WHS Applied Level Math	15	NHS Applied Level Math	6	31%	7%
WHS Basic Level Math	106	NHS Basic Level Math	2	4%	2.6%

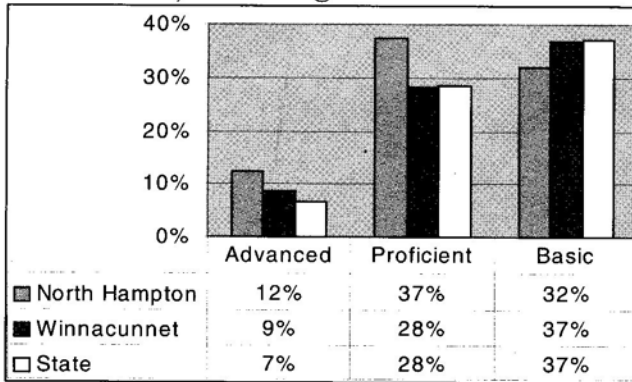
Note: All Charts above include 76 students. Of 14 students enrolled in private schools for the Fall of 2002, the following numbers apply:

- Honors English ..... 7
- A Level English ..... 7
- Honors Science ..... 11
- A Level Science ..... 3
- Honors Math ..... 4
- Integrated Math ..... 3
- Honors Social Studies ..... 11
- Social Studies A ..... 3

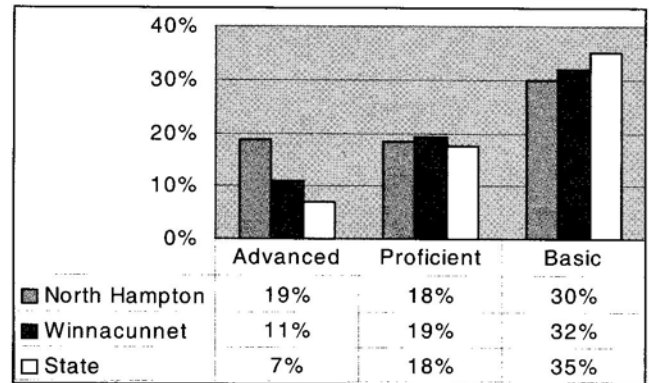
# Percentage of Students Achieving New Hampshire Department of Education Goal of Basic and Above

## Tenth Grade NHEIAPS - 3 Year Weighted Average Data 2000-2002

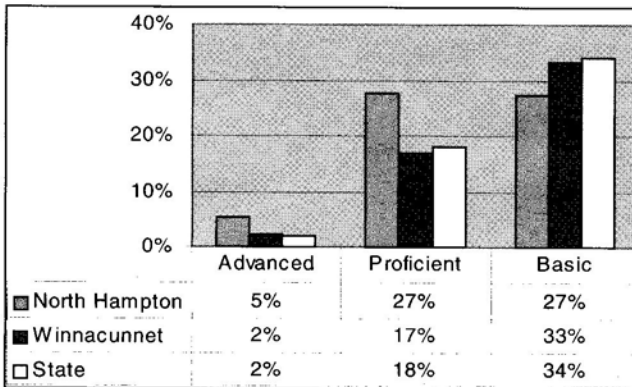
### English



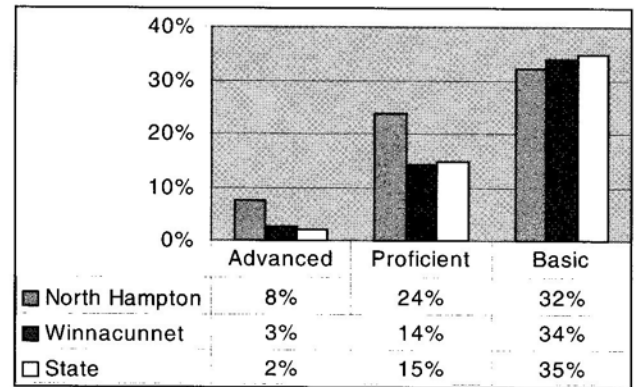
### Math



### Science



### Social Studies



## NHEIAPS

### • Purpose of Testing

The NHEIAP was designed to help each local district do its part to continuously improve education in New Hampshire. Test results are reported by four categories: novice, basic, proficient and advanced. The curriculum frameworks, which establish the expectations for what New Hampshire students should know and be able to do, were set intentionally high with the goal of raising the level of excellence throughout New Hampshire schools. According to the state, students at the basic level have successfully demonstrated that they have learned the fundamental information and skills. The DOE has concluded from data collected and analyzed statewide, that students at basic and above are on or above grade level, and meet the criteria of "proficient" established by the ESEA - No Child Left Behind Act. The graphs illustrate the percent of students who have achieved the basic or above levels at NHS.

### • NHS Performance

In evaluating the success of a school, many factors should be considered. Test results alone cannot be used to compare one school to another. Due to the size of North Hampton School, the state recommends examining results by 3 year averages. This helps smooth fluctuations due to small sample size. North Hampton School has exceeded state results every year and more than 2/3 of students meet or exceed the basic level, with over 3/4 of students exceeding the basic level in math and language arts. North Hampton does particularly well in writing significantly exceeding state averages in both the third and sixth grades.

### • NHS Direction from Results

Without sacrificing the quality of teaching provided at North Hampton in order to artificially raise test scores, the third and sixth grade teaching teams have

comprehensively reviewed the results and have agreed on steps to take that should have a positive effect on students education as well as on future test results. In the third grade, the team plans to address possible weaknesses by: 1) conducting practice tests, 2) increasing reading time, 3) summarizing, organizing, synthesizing, comparing, analyzing and evaluating text information, 4) providing more focus on individual abilities in math and 5) provide more hands-on activities in areas such as fractions and algebraic concepts. In the sixth grade, the team plans to address possible weaknesses by: 1) teaching various writing genres through writing and reading, 2) practicing reading inferences through literature circle discussions and content area reading, 3) additional practice in geometry, 4) additional practice in graphing.





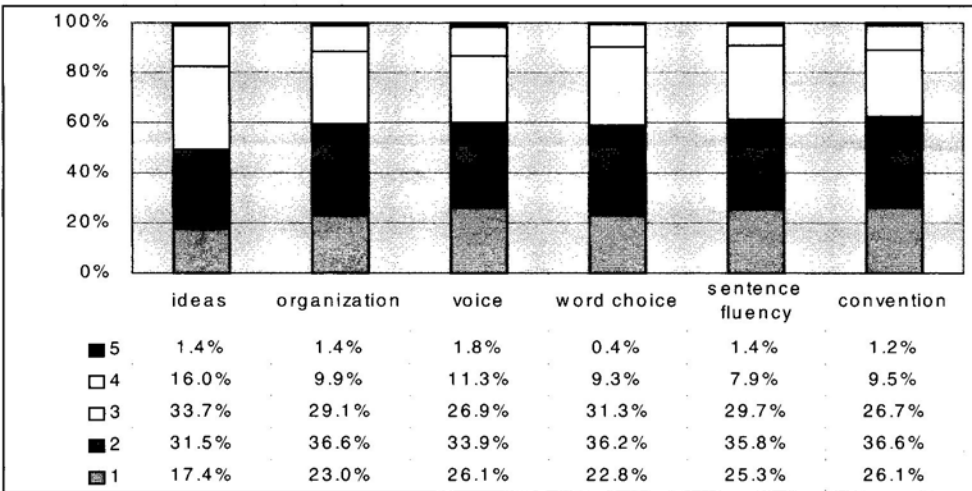
# Writing Achievement at NHS

In the school year 2001-2002 all students participated in school wide writing assessment in the fall and in the spring, using the 6 Traits Scoring rubric. In the fall, grade level teachers scored their own students. We learned that more objective scores are obtained through cross-grade teams of scorers. This is what we did in the spring. The rubric, which has been distributed to parents, provides information about the traits of organization, idea development, voice, word choice, sentence fluency and conventions. The rubric scores each trait from 1 (lowest) to 5 (highest), and includes descriptors accompanying the numbers. For example, a 3 in idea development is indicated by the following descriptors:

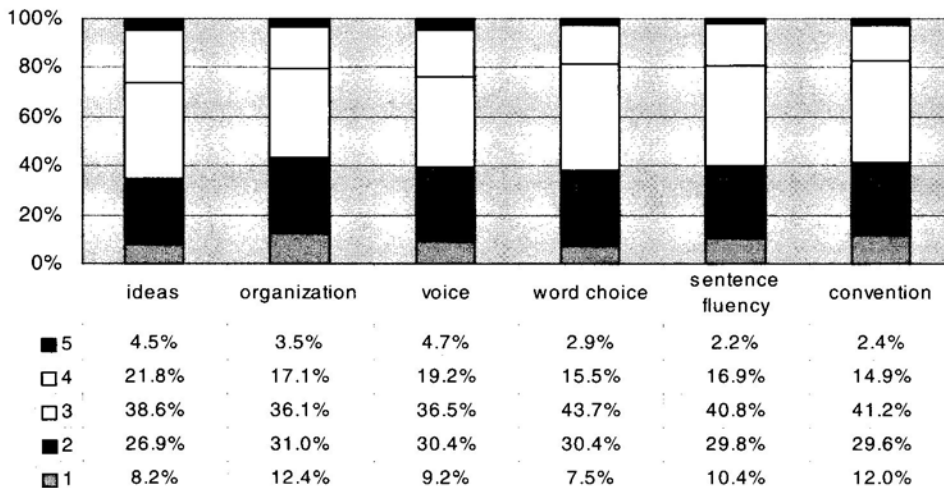
- The topic is fairly broad.
- Support is attempted.
- Ideas are reasonably clear.
- Writer has difficulty going from general observations to specifics.
- The reader is left with questions.

A score of 3 is considered grade level appropriate, understanding that it is a starting point for instruction. As the graphics indicate there is a strong positive movement in all areas from the fall to the spring. More students are in the 3-5 range, and fewer are in the 1-2 range. More importantly teachers have specific information on students' strengths and needs which they can use to inform their instruction and students have a system for evaluating their own writing.

**Percent of Students Achieving Six Trait Scores 1-5**  
**Fall 2001**



**Spring 2002**



## Do All Our Students Go to Winnacunnet High School?

The majority of NHS students do go to WHS. However every year some students choose to apply to private high schools. The acceptance rate and decision to attend varies from year to year.

### 5 Year History:

- 1998 ..... 7 students (17% of the class)
- 1999 ..... 8 students (15%)
- 2000 ..... 9 students (18%)
- 2001 ..... 4 students (8%)
- 2002 ..... 14 students (18%)

### The private schools include:

- Berwick Academy,
- Brooks School,
- Chauncey Hall,
- Governor Dummer Academy,
- Holderness Academy,
- Phillips Andover Academy,
- Phillips Exeter Academy,
- Proctor School,
- Rivers School,
- St. John's School,
- St. Paul's School,
- St. Thomas Aquinas.

## How do North Hampton Students Perform on a National Standardized Test?

North Hampton administers the Iowa Tests of Basic Skills for seventh graders. It is used throughout SAU #21 at this grade level.

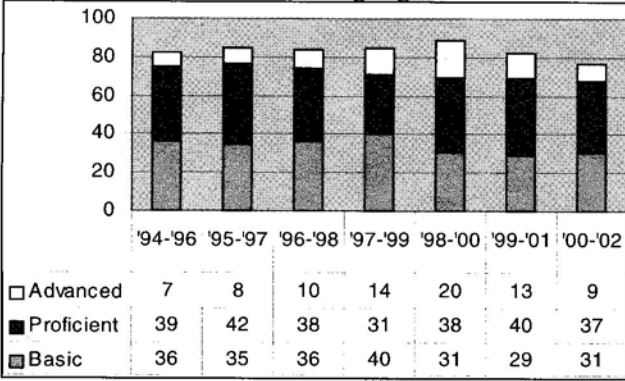
Compared with the national distribution of student scores, the typical student at North Hampton School scored the same as or higher than 63-66% of grade 7 students in the nation:

Percentage	Year
72%	2002
65%	2001
66%	2000
65%	1999
63%	1998

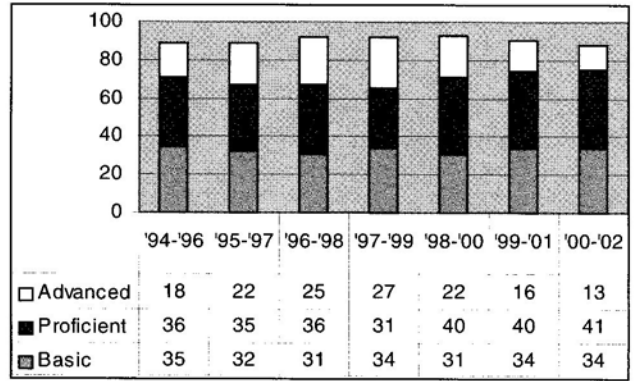
# Percentage of Students Achieving New Hampshire Department of Education Goal of Basic and Above

## Third Grade NHEIAPS - Rolling 3 Year Average

### 3rd Grade NHEIAP Language Arts Results

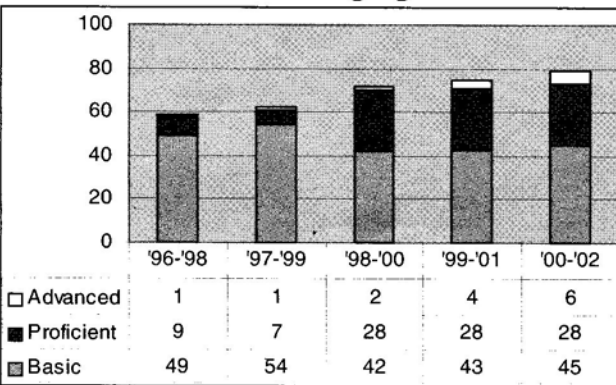


### 3rd Grade NHEIAP Mathematics Results

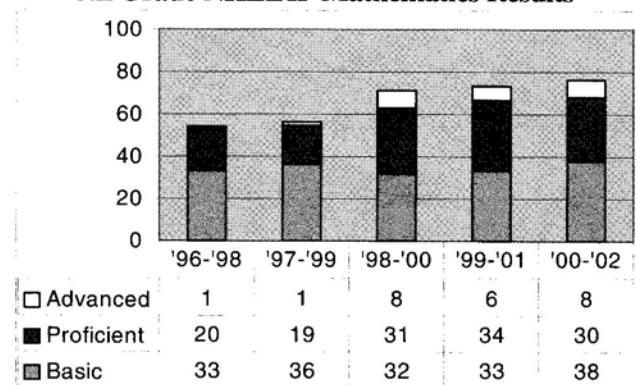


## Sixth Grade NHEIAPS - Rolling 3 Year Average

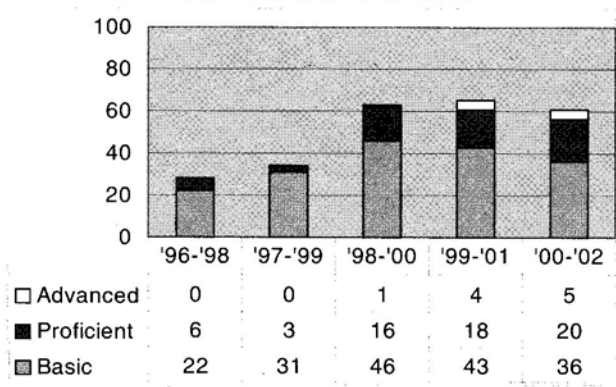
### 6th Grade NHEIAP Language Arts Results



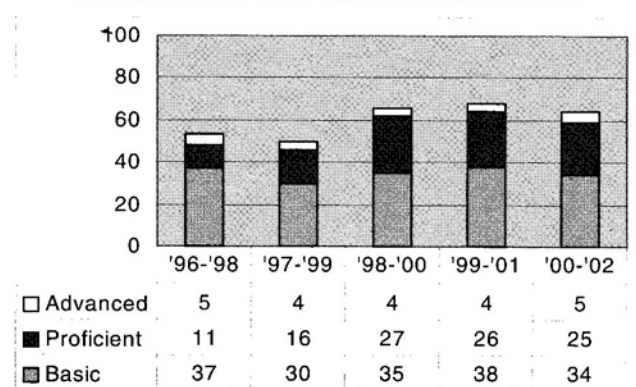
### 6th Grade NHEIAP Mathematics Results



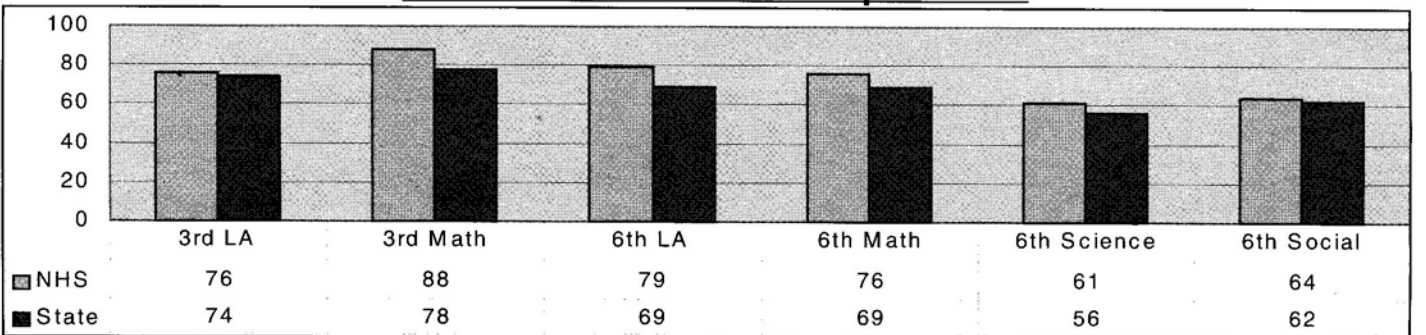
### 6th Grade NHEIAP Science Results



### 6th Grade NHEIAP Social Studies Results



## NHEIAP NHS/State Comparisons



## UNH Survey Samples

- Overall how satisfied are you with the quality of education at NHS...

48% very satisfied,  
37% somewhat satisfied,  
7% not very satisfied,  
7% not at all satisfied,  
1% don't know.

- NHS provides a positive learning environment that is safe and supportive and promotes trust and respect...

67% strongly agree,  
23% agree somewhat,  
1% neutral,  
6% disagree somewhat,  
3% strongly disagree

- My child is treated as an individual and challenged at an appropriate level...

55% strongly agree,  
27% agree somewhat,  
1% neutral,  
9% disagree somewhat,  
8% strongly disagree

- The overall curriculum at NHS is...

24% excellent, 49% good,  
18% fair, 4% poor,  
4% very poor, 1% don't know

- The effectiveness of the staff at NHS is ...

46% excellent, 39% good,  
11% fair, 2% poor,  
2% very poor, 1% don't know

- How valuable is the new report card system that reflects three aspects of student learning—performance, progress and process...

54% very valuable,  
25% somewhat valuable,  
1% neutral,  
10% not very valuable,  
8% not at all valuable,  
2% don't know

- The NHS Vision Statement states, in part, that the school aspires to a curriculum that would ensure the continual development of every aspect of the child, and that learners are challenged to explore, question, problem solve and apply knowledge to life situations. How much do you agree...

42% strongly agree,  
45% agree somewhat,  
1% neutral,  
6% disagree somewhat,  
6% strongly disagree,  
1% don't know

## Reading Achievement at NHS

The students of NHS showed excellent gains in reading over the course of the 2001-2002 school year. Each student in grades K-7 was administered an individualized reading test at the end of the year. We used either the Developmental Reading Assessment (DRA) or the Basic Reading Inventory (BRI). In the spring we use the next grade level test to see if students will be ready for that instruction in the fall. For example students ending 3rd grade were given the 4th grade test. A score of Independent meant that the child could read and understand 4th grade material without help. A score of Instructional meant the child could read 4th grade material with instruction. A score of frustration meant that the 4th grade text was too hard, even with instruction. Students scoring independent at their exiting grade level



or instructional or higher on their next grade level were considering to be on or above grade level. As you can see from the attached graphic all grades showed improvement with the exception of 7th grade. The difference from fall to spring in 7th grade is a function of using a different testing instrument. In the fall an individualized test was administered and in the spring, the results of the IOWA test were used. The difference in 5th grade is not significant. As a measure of comparison, on the National Assessment of Educational Progress (NAEP) achievement tests, between the years 1992-2000 63% of the 4th graders tested nationally scored on or above grade level versus 84% for North Hampton students.

For students that scored below grade level we have provided additional assessment to pinpoint areas of need, provided additional support in the classroom, and instituted Reading Recovery in 1st grade. For students independent at their grade placement we have further supported guided reading to move them to higher levels, provided independent reading time, and provided reading materials at more challenging levels.

