

2011 NECAP Analysis

Hyde Park Elementary School



NECAP tests

- Administered in October
- Test the mastery of information learned in the previous teaching year
- Based upon Vermont Grade Level Standards
- Math tests are always administered last
- Students in grades 3-8 and 11 are tested in Math and Reading, and grades 5 and 8 are tested in writing.
- Science test administered to 4th and 8th grade Students in May

Proficiency levels

- 4 – Proficient with distinction
- 3 - Proficient
- 2 - Partially proficient
- 1 - Substantially below proficient
- Proficiency cut point is indicated with a score of 40 or above.
- Cut point for 1's and 2's vary by grade and subject
- The score is not comparable to a traditional 100 point scale.

How does a School Achieve AYP

- AYP – Adequate Yearly Progress
- Indicated by a combination of number of students achieving a proficient or above score
- Student growth from a level 1 to a level 2 is recognized and is factored in AYP decisions
- AYP is measured in several categories
 - Whole School
 - SES – Socio-economic status based on Free and Reduced lunch eligibility
 - Students with disabilities
 - Ethnicity
 - Children of migrant workers
 - English language learners

How does a School Achieve AYP

- School must meet AYP targets based upon a formula that identifies the Annual Measurable Objectives (see the Accountability Operations Manual - link on HPES website)
- Annual Measurable Objectives determine the actual target of percentage of students required to achieve AYP by school
- NCLB requires an increase in AYP until 100% of students reach proficiency
- The higher the number of students in the level 1 requires a higher percentage of proficient students.
- The percentage of children required to have reached proficiency is going up this year as required by Federal Law (NCLB)

Annual Measurable Objectives

Students required to achieve proficiency

Vermont's Intermediate Goals and Annual Measurable Objectives



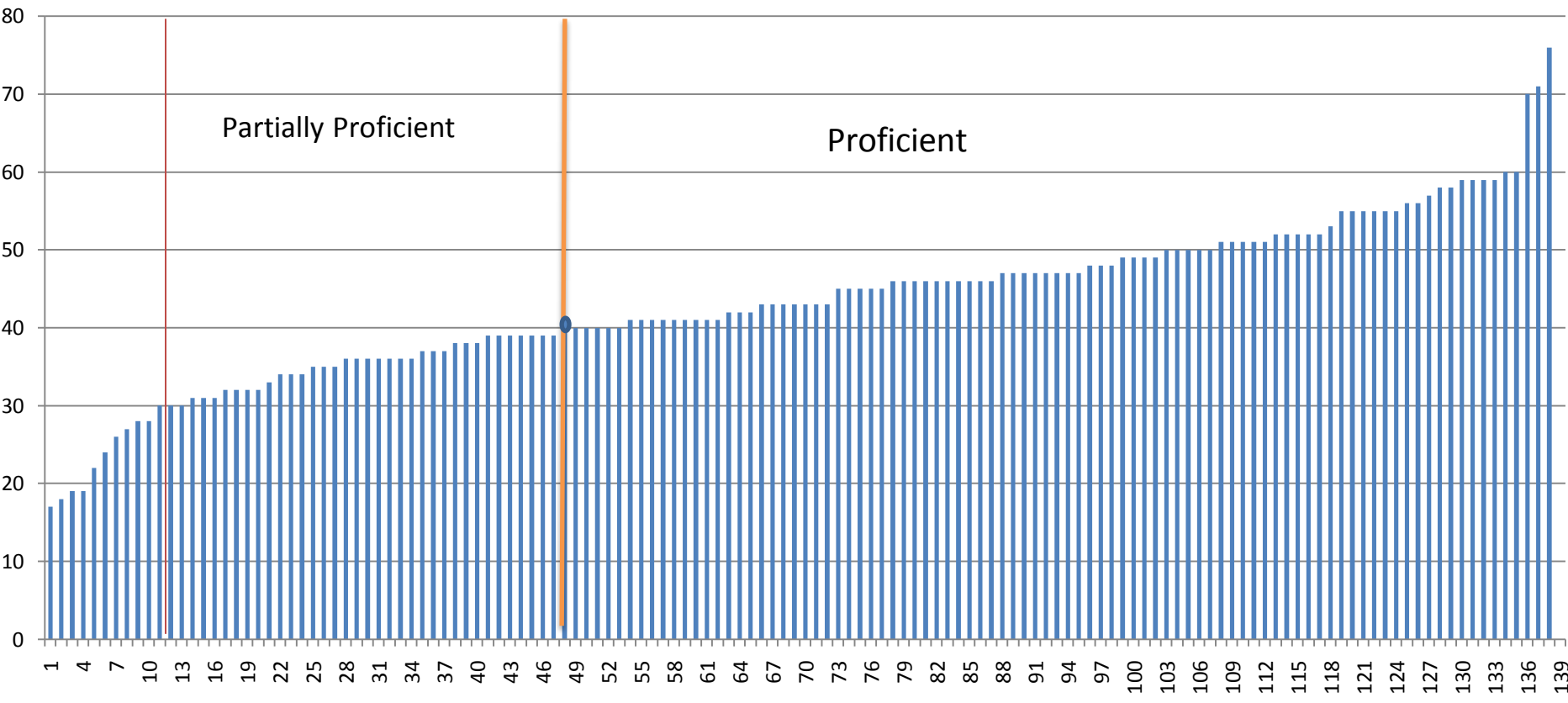
READING

Teaching School	n	1	2	3	4	2010 Proficient or above	2009 Proficient or above	2008 Proficient or above
CES	171	8%	20%	59%	13%	72%	73%	71%
ECS	90	13%	19%	53%	14%	68%	58%	63%
HPES	138	9%	26%	54%	10%	64%	54%	54%
JES	128	13%	25%	53%	9%	63%	59%	57%
WES	52	21%	21%	50%	8%	58%	70%	59%
LUMS	140	6%	33%	51%	10%	61%	50%	62%
LUHS	145	19%	26%	43%	12%	55%	56%	64%
LNSU	864	12%	25%	52%	11%	63%	60%	62%

MATH

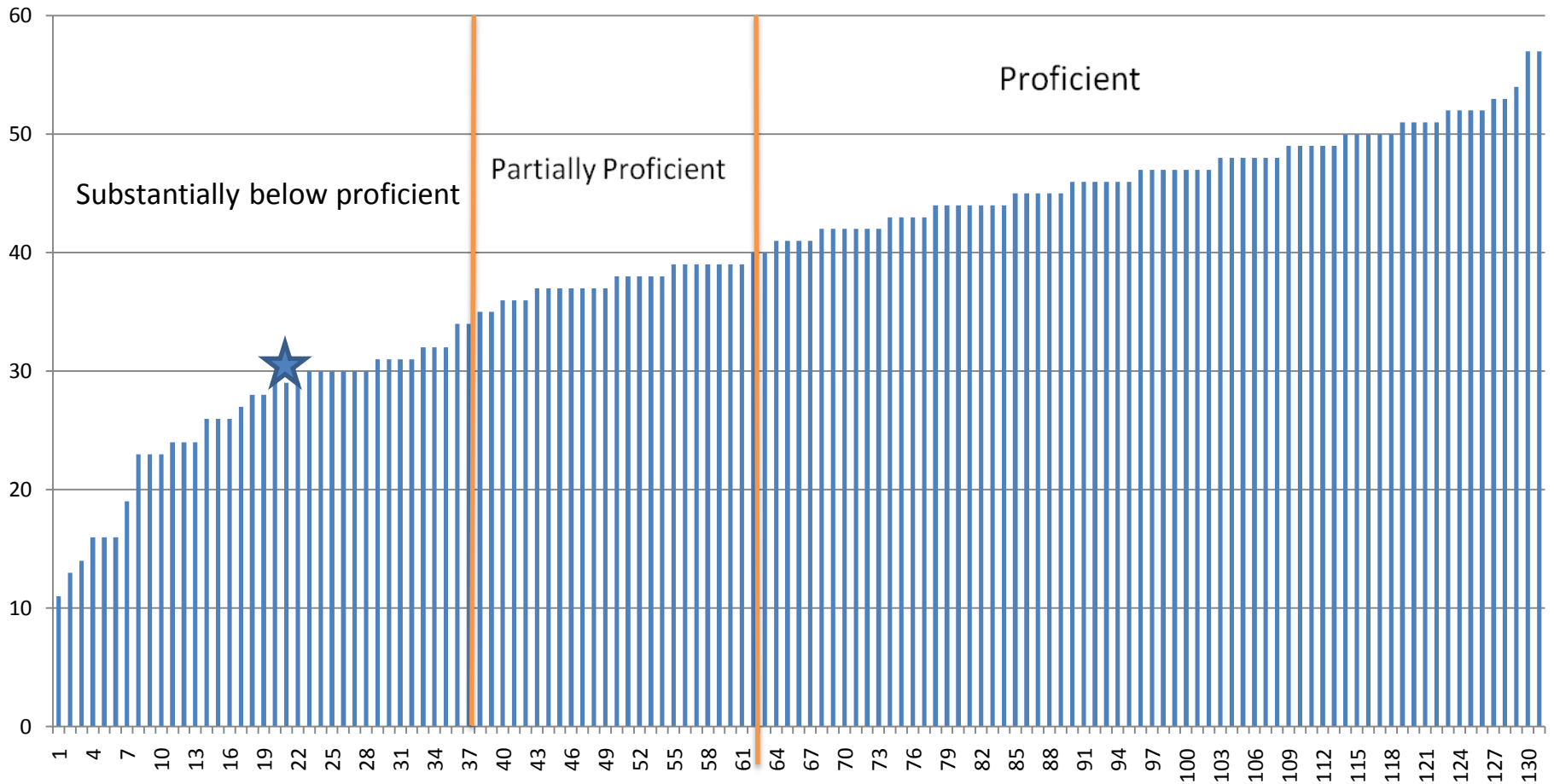
Teaching School	n	1	2	3	4	2010 Proficient or above	2009 Proficient or above	2008 Proficient or above
CES	170	12%	28%	44%	17%	61%	63%	69%
ECS	90	14%	27%	47%	12%	59%	56%	66%
HPES	137	27%	18%	47%	8%	55%	50%	53%
JES	128	21%	20%	47%	12%	59%	50%	48%
WES	52	23%	19%	46%	12%	58%	55%	59%
LUMS	140	26%	28%	41%	5%	46%	45%	55%
LUHS	145	55%	22%	22%	1%	23%	29%	30%
LNSU	862	26%	24%	41%	9%	50%	49%	55%

Reading



90 students proficient (12 Proficient with Distinction)
37 students partially proficient
11 students substantially below

Math

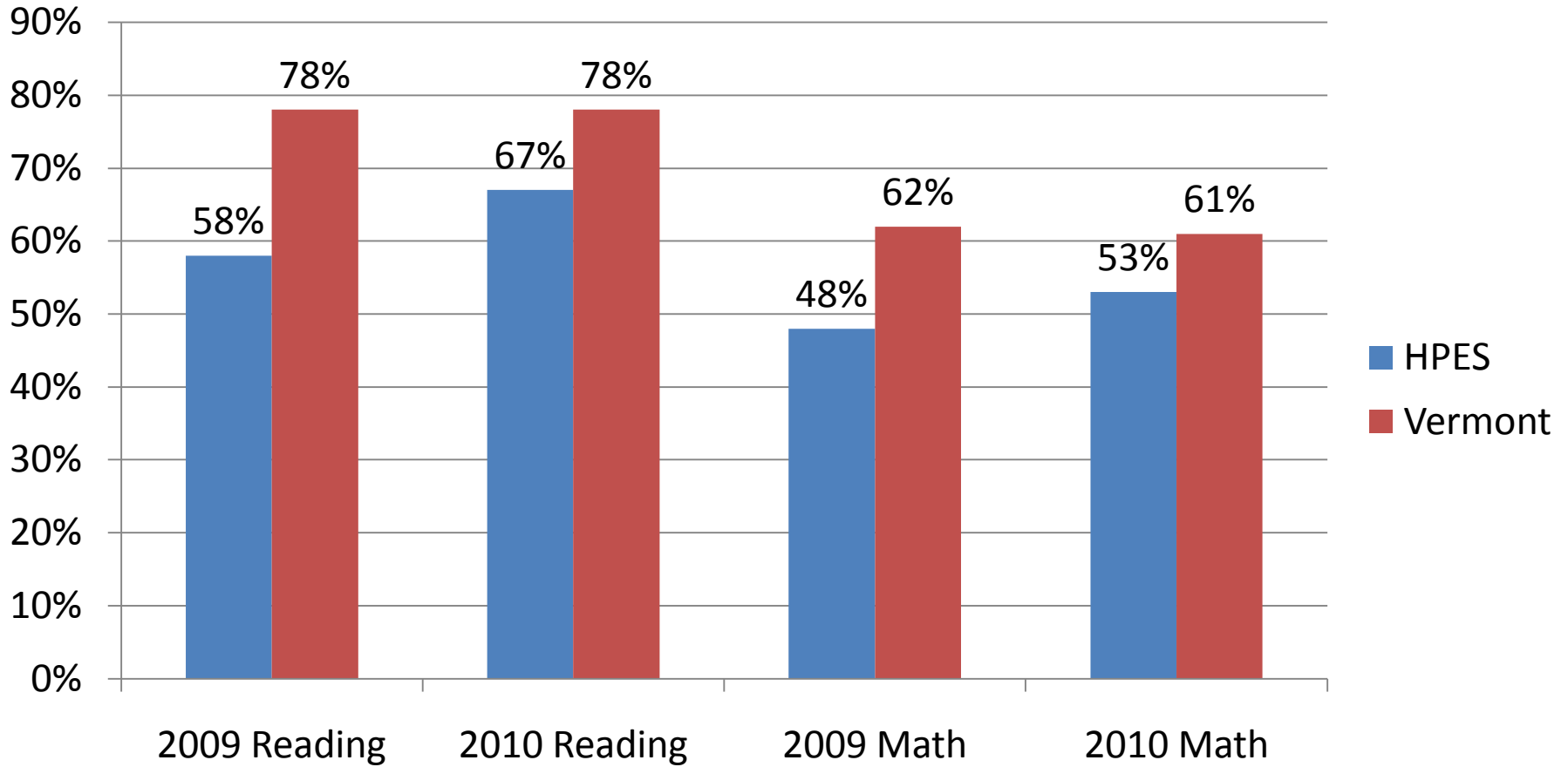


77 students proficient (11 Proficient with Distinction)

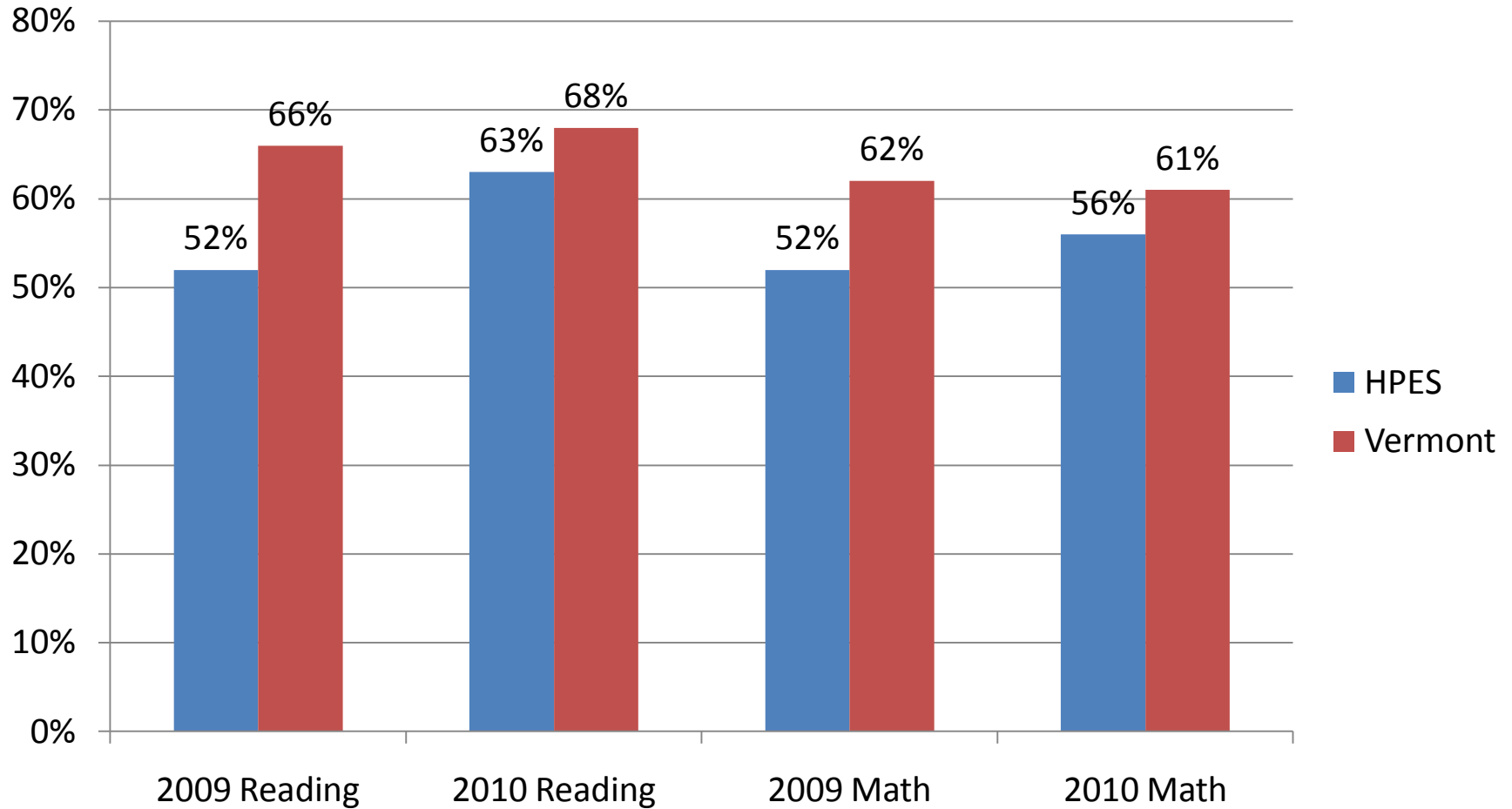
26 students partially proficient

35 students substantially below proficient

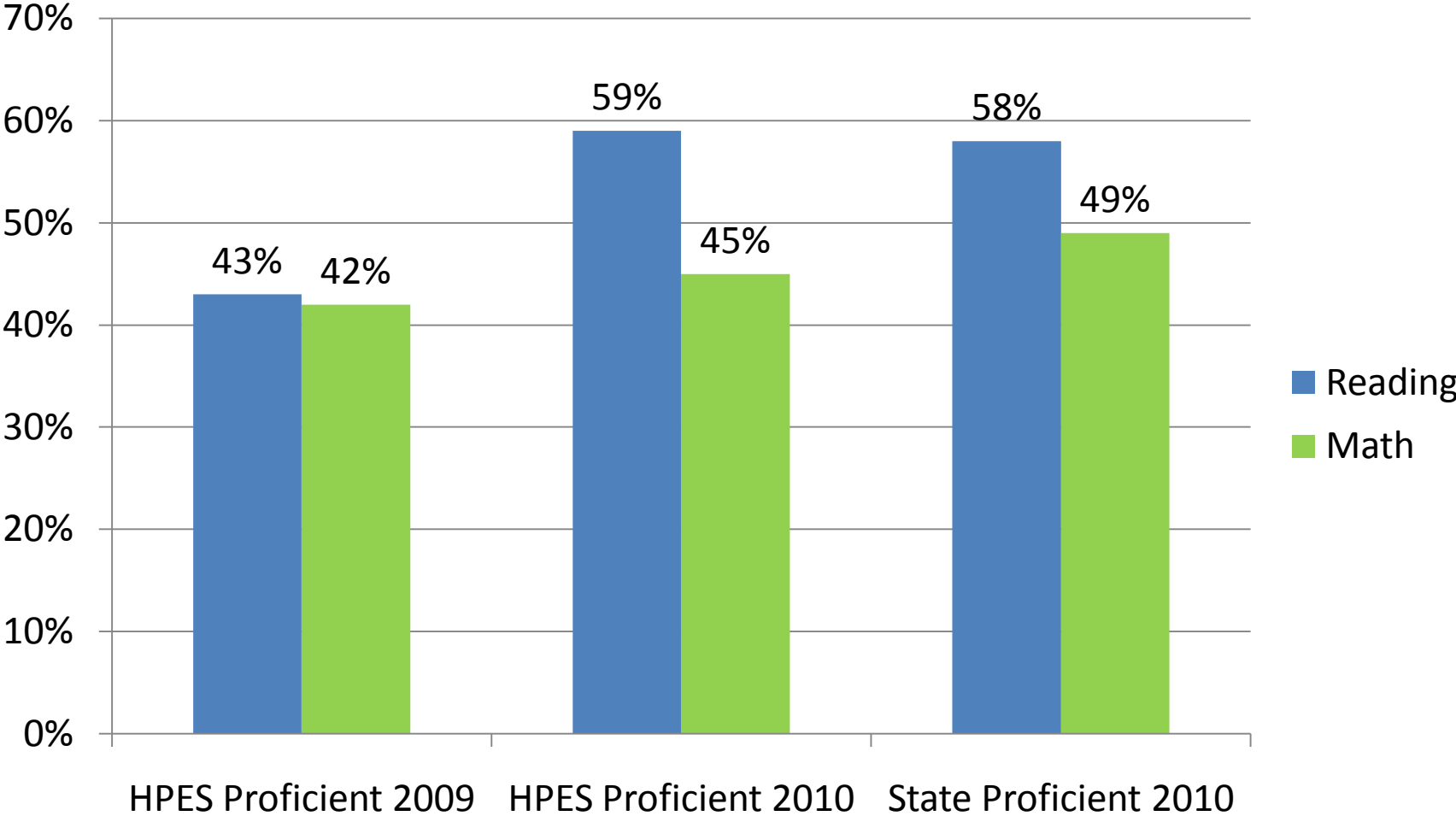
Girls - HPES vs State



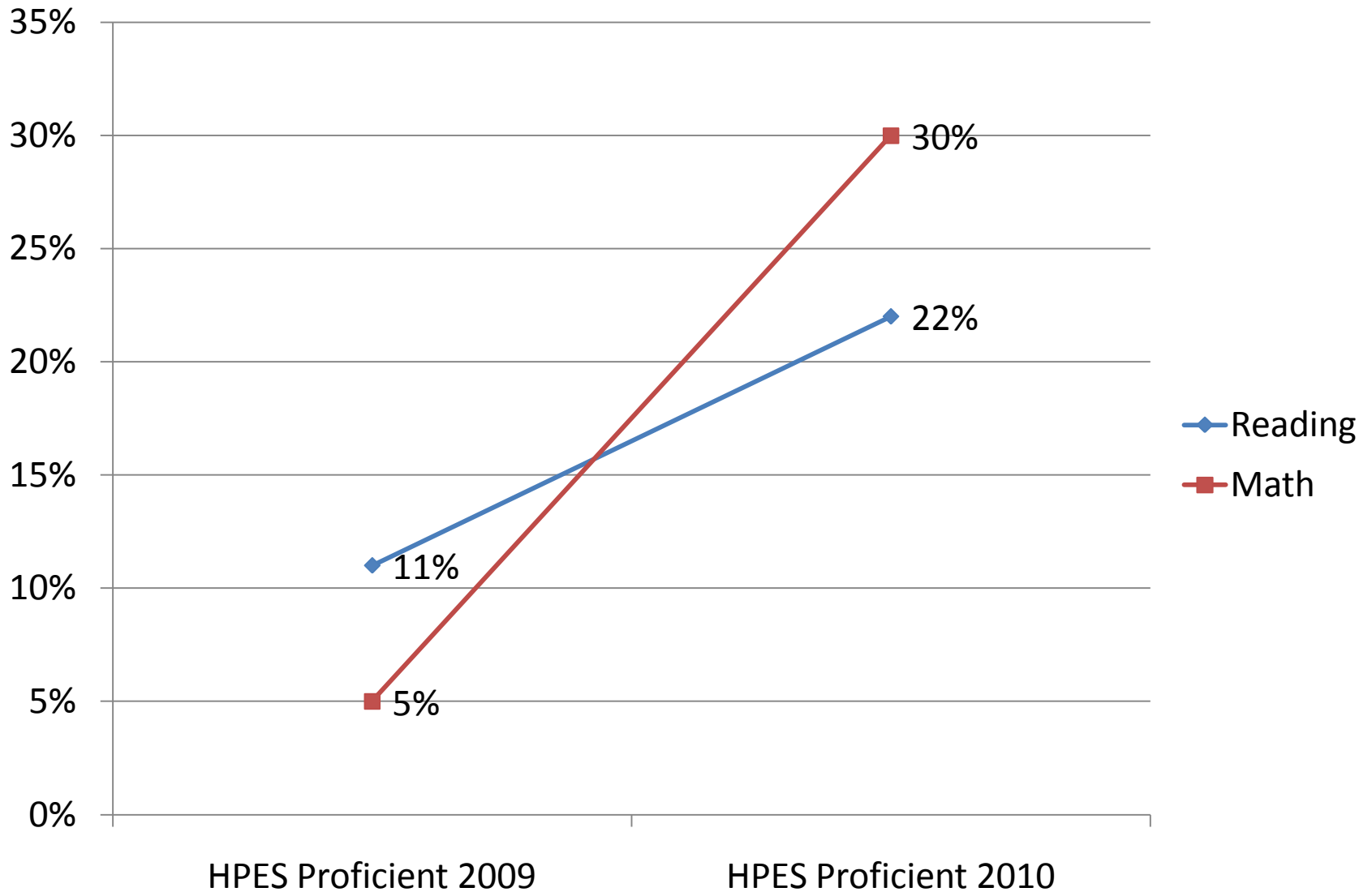
Boys – HPES vs State



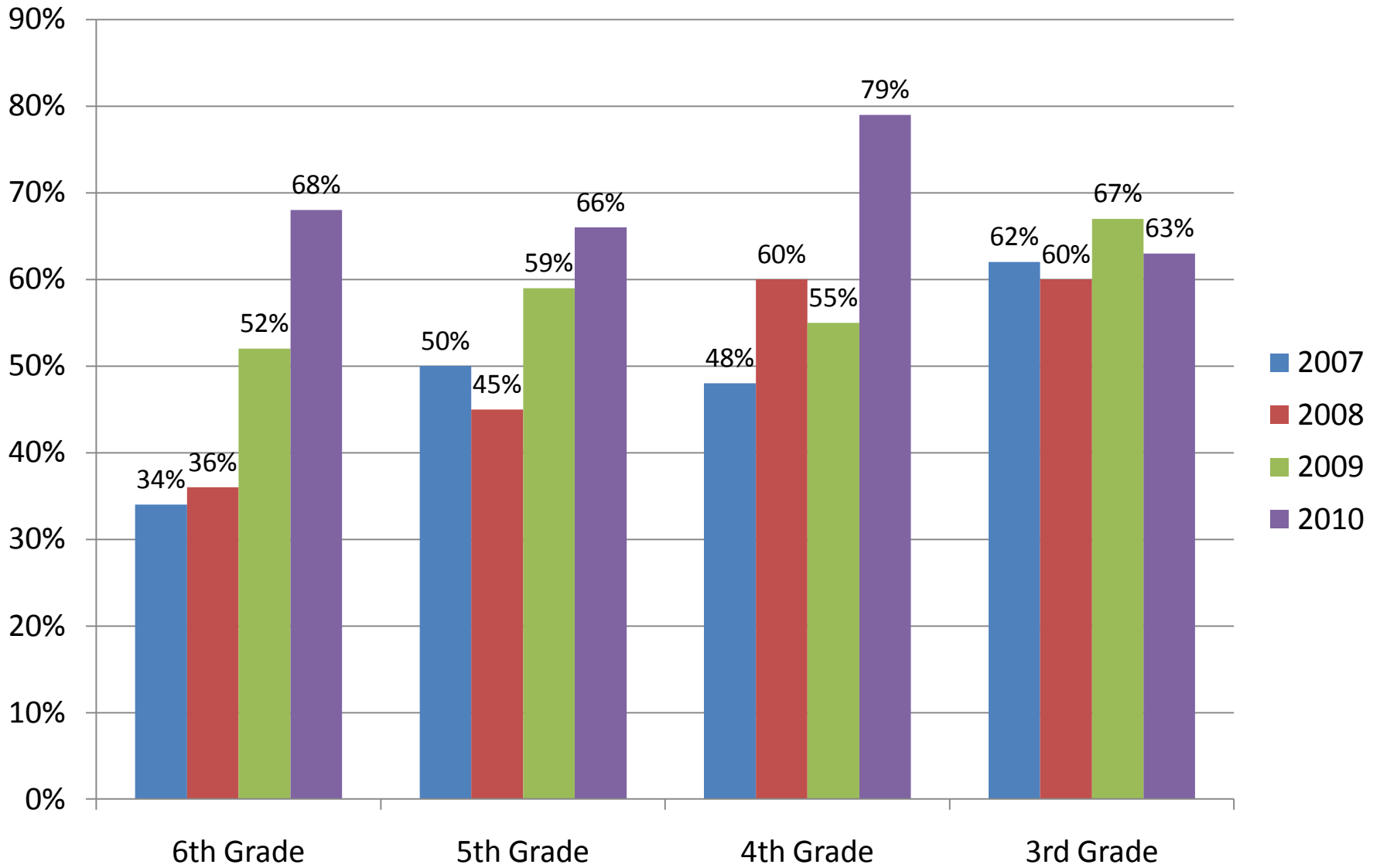
Free and Reduced Lunch Eligibility Proficiency



Proficient Students with Disabilities



PROFICIENCY IN READING BY GRADE



PROFICIENCY IN MATH 2007 - 2008

