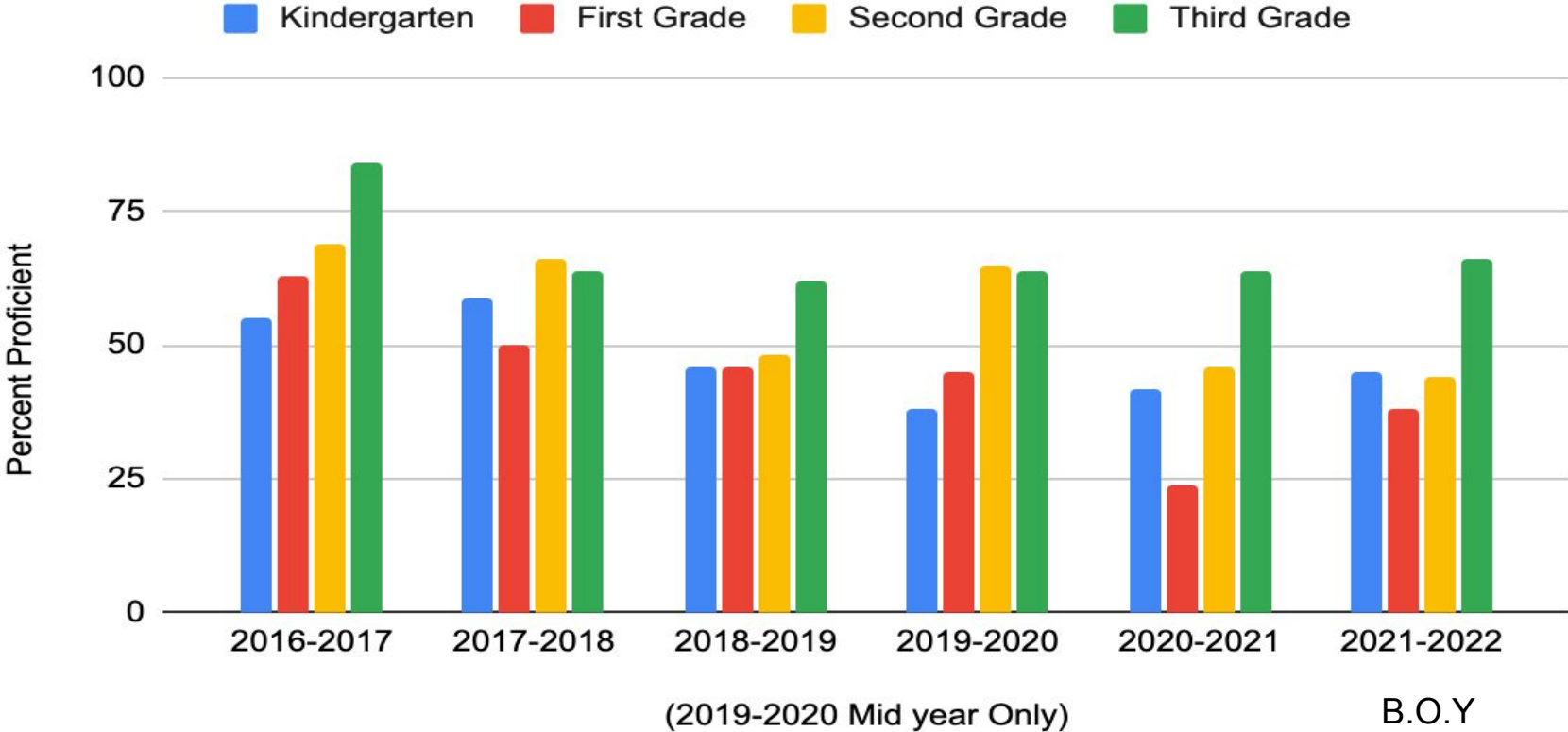




RAYMOND SCHOOL DISTRICT

Assessment Data

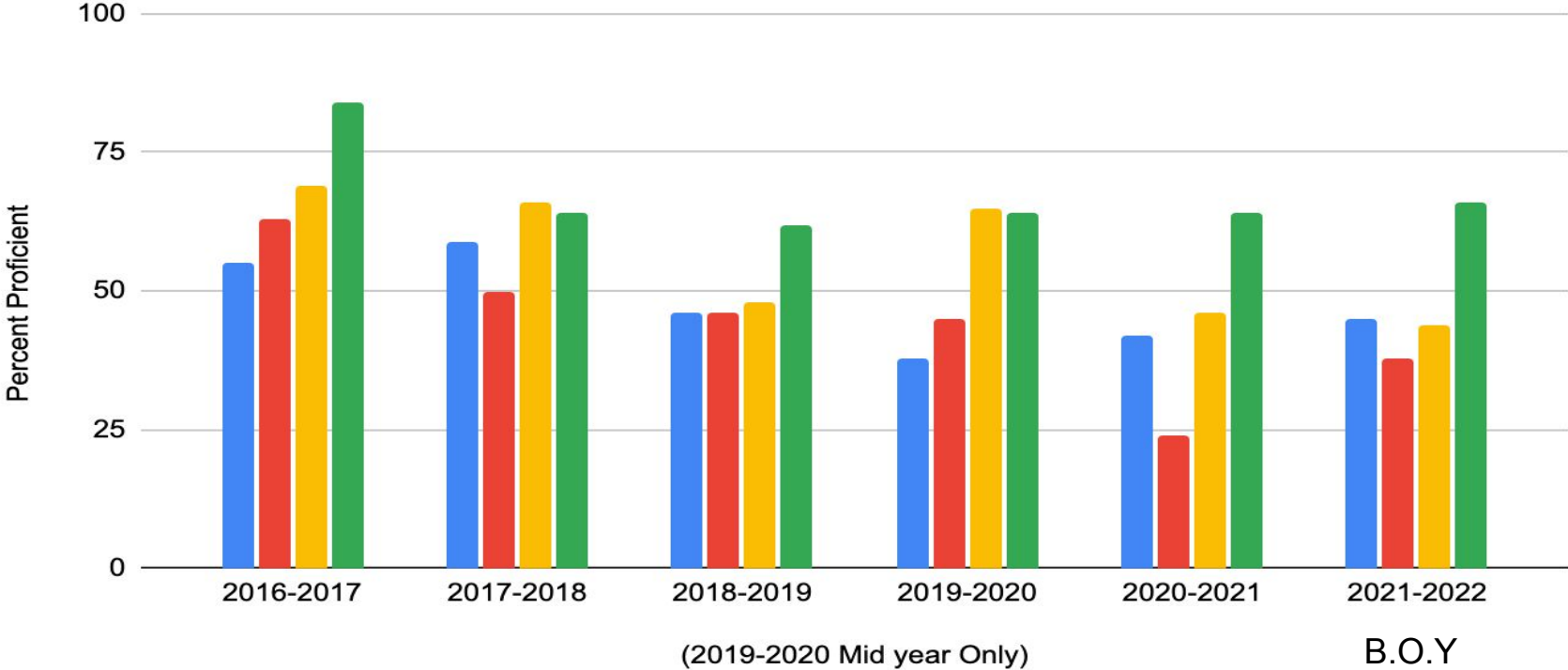
## LRES EOY Acadience Student Data



# Reading

## LRES EOY Acadience Student Data

Kindergarten First Grade Second Grade Third Grade



# Acadience Reading/Math Proficiency Data by Cohort

Pandemic Period of Remote learning and Hybrid

## Dibels/Acadience Data

ELA	16-17	17-18	18-19	19-20 (mid-year)	20-21	21-22 BOY
Kindergarten	55%	59%	46%	38%	42%	45%
1st Grade	63%	50%	46%	45%	24%	38%
2nd Grade	69%	66%	48%	65%	46%	44%
3rd Grade	84%	64%	62%	64%	64%	66%
4th Grade	68%	81%	70%	59%	N/A	N/A

## Dibels/Acadience Data

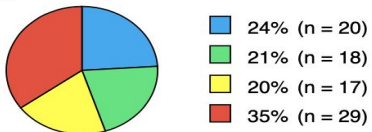
Math	16-17	17-18	18-19	19-20 (mid- year)	20-21	21-22 BOY
Kindergarten	52%	56%	56%	42%	48%	47%
1st Grade	52%	35%	44%	39%	26%	40%
2nd Grade	52%	54%	56%	47%	40%	40%
3rd Grade	67%	60%	42%	53%	21%	44%
4th Grade	68%	70%	55%	69%	N/A	N/A

School: Lamprey River Elementary School  
Year: 2021-2022

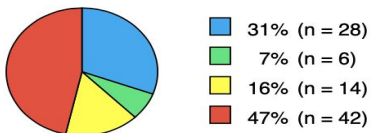
## Reading

### Beginning of Year Reading Composite Score

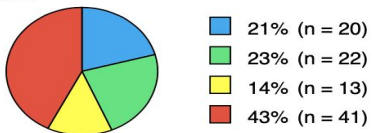
Kindergarten



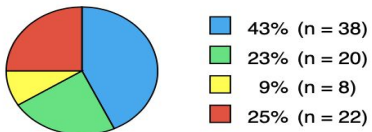
First Grade



Second Grade



Third Grade

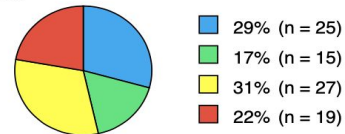


School: Lamprey River Elementary School  
Year: 2021-2022

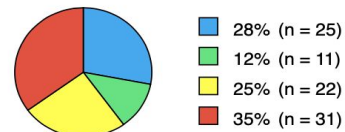
## Math

### Beginning of Year Math Composite Score

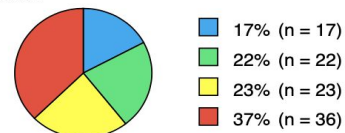
Kindergarten



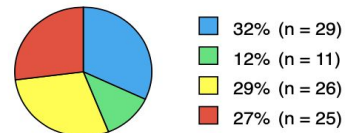
First Grade



Second Grade



Third Grade



# Responding to the Acadience Data

- Consistency of instructional programs was missing
- Administration added in the FUNdations program beginning in 2017 for one grade level at a time - by 2020, all grades at LRES had FUNdations training and materials. 20-21 SY, all grades were implementing FUNdations.
- The new revised Math in Focus curriculum was implemented in 2019 as well as PD opportunities for staff with the revised program
- 21-22 school year, we have Increased progress monitoring to every 4 weeks for all students
- 21-22 school year, we are developing a long-term professional development plan to support the literacy and math instructional practices with teacher and instructional coach PD opportunities

# SAS Scoring- Overall Performance Scores

**Level 4** - Highly Proficient - Exceeded achievement standard

**Level 3** - Proficient - Met the achievement standard

**Level 2** - Below Proficient - Nearly met the achievement standard

**Level 1** - Substantially Below Proficient - Not met the achievement standard

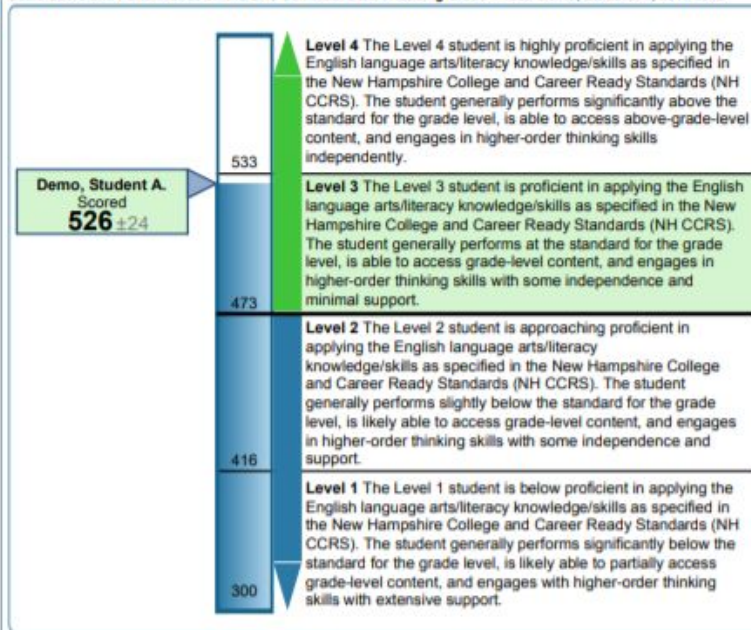
# Reporting for Parents

2

Overall Performance on the SAS Summative ELA/Reading Grade 4 Test: Demo, Student A., 2017-2018			
Name	SSID	Scale Score	Achievement Level
Demo, Student A.	99991122	526 <small>±24</small>	Level 3 - Proficient

3

Scale Score and Performance on the SAS Summative ELA/Reading Grade 4 Test: Demo, Student A., 2017-2018



Information on Comparing Score with Previous Year's Score

To find more information on how to link your student's current year score to previous year's scores, please go to: [http://nh.portal.airast.org/core/fileparse.php/2173/urll/NH\\_SAS\\_Score\\_Linkage.pdf](http://nh.portal.airast.org/core/fileparse.php/2173/urll/NH_SAS_Score_Linkage.pdf)

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 500 (+/-30) indicates a score range between 470 and 530.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

4

Performance on the SAS Summative ELA/Reading Grade 4 Test, by Reporting Category: Demo, Student A., 2017-2018

Reporting Category	Reporting Category Performance	Reporting Category Description
Reading Literary Text	<span style="color: green;">✔</span>	On or Above This section will be populated after the standard setting during the summer of 2018.
Reading Informational Text	<span style="color: green;">✔</span>	At or Approaching This section will be populated after the standard setting during the summer of 2018.



# Strands for Math & English Language Arts Assessed

## Math - Grade 3

- Measurement, data, & geometry
- Modeling & Problem solving
- Numbers & operations in base 10 and fractions
- Operations & algebraic thinking
- Using mathematical reasoning

## English Language Arts - Grade 3

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

## Math - Grade 4

- Measurement, data, & geometry
- Modeling & Problem solving
- Numbers & operations in base 10 and fractions
- Operations & algebraic thinking
- Using mathematical reasoning

## English Language Arts - Grade 4

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

# Strands for Math & English Language Arts

## Math - Grade 5

- Measurement, data, & geometry
- Modeling & Problem solving
- Numbers & operations in base 10 and fractions
- Operations & algebraic thinking
- Using mathematical reasoning

## English Language Arts - Grade 5

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

## Math - Grade 6

- Expressions & Equations
- Geometry & Statistical Probability
- Modeling & Problem solving
- Ratios & Proportional Relationships & Number System
- Using Mathematical Reasoning

## English Language Arts - Grade 6

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

# Strands for Math & English Language Arts

## Math - Grade 7

- Expressions & Equations
- Geometry
- Modeling & Problem solving
- Ratios & Proportional Relationships & Number System
- Using Mathematical Reasoning

## English Language Arts - Grade 7

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

## Math - Grade 8

- Expressions and Equations and Number System
- Functions
- Geometry & Statistics and Probability
- Modeling and Problem Solving
- Use Mathematical Reasoning

## English Language Arts - Grade 8

- Reading Informational Text
- Reading Literary Text
- Writing Dimensions

**IHGMS SBA/SAS\* - % Students Level 3 & 4**

<b>ELA</b>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021**		<b>Math</b>	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021**
Grade 3									Grade 3							
Raymond	53	48	60	51	42	-	32		Raymond	43	47	63	52	48	-	26
State	55	57	54	54	52	-			State	53	57	56	55	57	-	
Grade 4									Grade 4							
Raymond	54	42	50	49	41	-	31		Raymond	44	38	55	50	48	-	14
State	56	58	56	55	55	-			State	49	52	51	53	52	-	
Grade 5									Grade 5							
Raymond	60	54	58	53	62	-	53		Raymond	31	28	34	33	39	-	26
State	63	63	61	61	57	-			State	44	47	46	45	43	-	
Grade 6									Grade 6							
Raymond	61	62	61	45	40	-	50		Raymond	48	31	30	20	25	-	34
State	57	60	58	55	56	-			State	45	47	46	46	48	-	
Grade 7									Grade 7							
Raymond	53	66	78	78	57	-	61		Raymond	47	53	55	61	49	-	40
State	62	64	63	60	57	-			State	51	53	50	48	47	-	
Grade 8									Grade 8							
Raymond	51	47	64	53	55	-	44		Raymond	37	42	49	51	44	-	20
State	58	62	59	58	53	-			State	44	47	46	47	45	-	

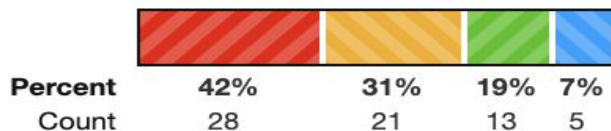
# LRES/IHGMS SAS Results 5 Year Span - ELA

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
20-21	<p>35% 33% 17% 15%</p> <p>23 22 11 10</p>	<p>43% 29% 23% 5%</p> <p>28 19 15 3</p>	<p>33% 15% 38% 15%</p> <p>26 12 30 12</p>	<p>21% 29% 39% 11%</p> <p>16 22 29 8</p>	<p>12% 27% 52% 9%</p> <p>10 22 42 7</p>	<p>31% 25% 36% 8%</p> <p>23 19 27 6</p>
19-20	(No SAS Data, Statewide Remote)					
18-19	<p>21% 37% 26% 15%</p> <p>18 31 22 13</p>	<p>29% 29% 21% 20%</p> <p>25 25 18 17</p>	<p>14% 23% 50% 12%</p> <p>14 23 49 12</p>	<p>23% 37% 35% 5%</p> <p>22 36 34 5</p>	<p>19% 24% 46% 11%</p> <p>17 22 42 10</p>	<p>20% 26% 40% 15%</p> <p>16 21 33 12</p>
17-18	<p>20% 29% 22% 29%</p> <p>17 25 19 25</p>	<p>30% 22% 31% 18%</p> <p>30 22 31 18</p>	<p>24% 23% 41% 11%</p> <p>24 23 41 11</p>	<p>18% 36% 32% 14%</p> <p>16 32 28 12</p>	<p>5% 18% 56% 21%</p> <p>4 15 48 18</p>	<p>20% 27% 41% 11%</p> <p>23 31 47 13</p>
16-17	(Smarter Balanced Assessment, not SAS)					

# LRES/IHGMS SAS Results 5 Year Span - Math

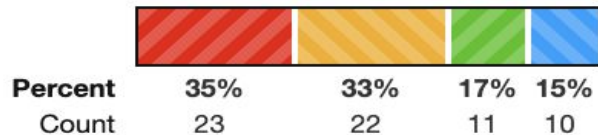
	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
20-21	<p>42% 31% 19% 7% 28 21 13 6</p>	<p>58% 29% 12% 2% 38 19 8 1</p>	<p>41% 33% 15% 11% 32 26 12 9</p>	<p>32% 35% 31% 3% 24 26 23 2</p>	<p>15% 46% 25% 15% 12 37 20 12</p>	<p>51% 29% 15% 5% 38 22 11 4</p>
19-20	(No SAS Data, Statewide Remote)					
18-19	<p>31% 21% 29% 19% 26 18 24 16</p>	<p>19% 33% 34% 14% 16 28 29 12</p>	<p>18% 43% 24% 14% 18 42 24 14</p>	<p>35% 40% 24% 1% 34 39 23 1</p>	<p>20% 32% 28% 21% 18 29 26 19</p>	<p>23% 33% 23% 22% 19 27 19 18</p>
17-18	<p>15% 33% 29% 23% 13 28 25 20</p>	<p>17% 33% 40% 11% 17 33 40 11</p>	<p>33% 33% 23% 10% 33 33 23 10</p>	<p>40% 40% 18% 2% 35 35 16 2</p>	<p>9% 29% 41% 20% 8 25 35 17</p>	<p>24% 25% 35% 17% 27 28 40 19</p>
16-17	(Smarter Balanced Assessment, not SAS)					

## LRES Grade 3 Areas of Strength in Math & ELA



2020-2021 Math (27% proficient)

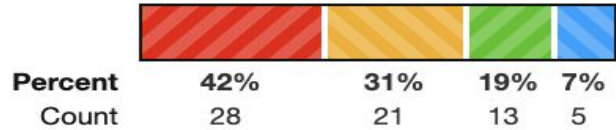
- Telling and writing time as well as using addition and subtraction to determine intervals of time
- Understanding measurement involving mass and volume
- Developing an understanding of fractions
- Numbers and operations comparing fractions
- Solving word problems involving the four operations



2020-2021 English Language Arts (32% proficient)

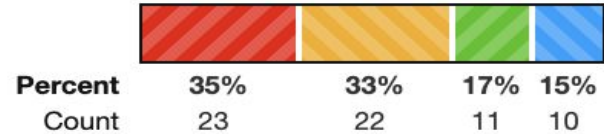
- Determine meaning of words and phrases in informational and literary texts
- Asking and answering questions with key ideas and details in informational and literary texts
- Understanding relationships with key ideas and details in informational texts
- Conventions in writing- spelling and grammar

# LRES Grade 3 Areas for Improvement in Math & ELA



2020-2021 Math (73%)

- Measurement- Area & relationship to addition and multiplication
- Representing measurement data
- Representing and solving problems involving multiplication and division
- Understanding the relationship between multiplication and division

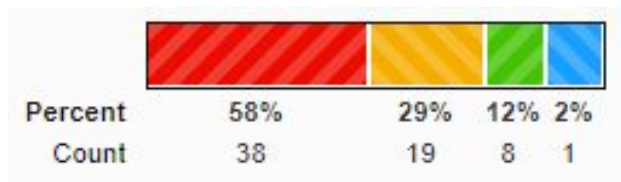


2020-2021 English Language Arts (68%)

- Using text features to locate relevant information in informational text
- Cause and Effect and comparisons in informational text
- Connection between main idea/theme and the details in informational and literary texts
- Understanding and distinguishing point of views
- Understanding characters in a literary text (actions & feelings)
- Organization in informational/explanatory writing
- Elaboration/Evidence in writing for informational/explanatory and Opinion writing

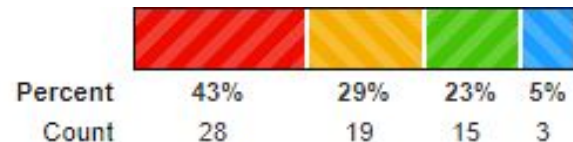


# IHGMS Grade 4 Areas of Strength/Areas for Improvement in Math & ELA



## 2020-2021 Math

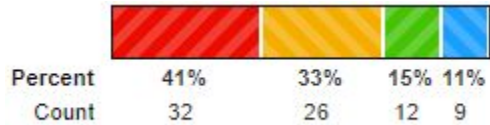
- ~Modeling & Problem Solving +
- Grade 4 Math - (14% Proficient)
- Measurement, Data & Geometry -
- Numbers and Operations in Base 10 & Fractions -



## 2020-2021 English Language Arts

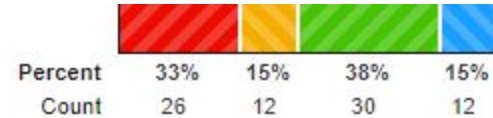
- Informational Text:
  - Craft & Structure +
  - Integration of Knowledge & Ideas +
- Grade 4 ELA - (28% Proficient)
- Reading Literary Text -
- Writing Dimensions -

# IHGMS Grade 5 Areas of Strength/Areas for Improvement in Math & ELA



## 2020-2021 Math

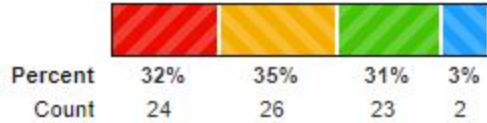
- Modeling & Problem Solving +
- Use Mathematical Reasoning +
  
- Grade 5 Math - (27% Proficient )
- Measurement, Data and Geometry -



## 2020-2021 English Language Arts

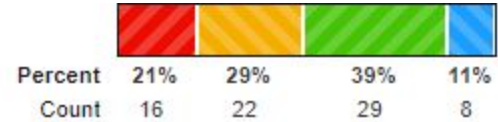
- Grade 5 ELA + (53% Proficient)
- Reading Informational Text +
- Reading Literary Text +
  
- Writing Dimensions -

# IHGMS Grade 6 Areas of Strength/Areas for Improvement in Math & ELA



## 2020-2021 Math

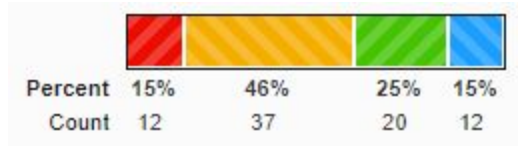
- Ratios and Proportional Relationships and Number Systems +
- 6th Grade Math - (33% Proficient)
- Geometry & Statistics and Probability -



## 2020-2021 English Language Arts

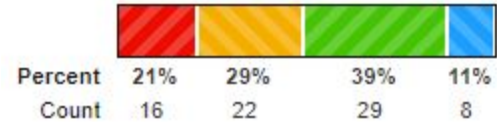
- Reading Informational Text +
- Reading Literary Text +
- Grade 6 ELA (50% Proficient)
- Writing Dimensions -

# IHGMS Grade 7 Areas of Strength/Areas for Improvement in Math & ELA



## 2020-2021 Math

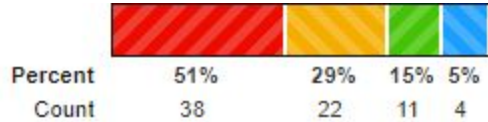
- (~2/3rd's of the students are partially proficient in all strands)
- Grade 7 Math - (40% Proficient)
- Ratios and Proportional Relationships and Number Systems -



## 2020-2021 English Language Arts

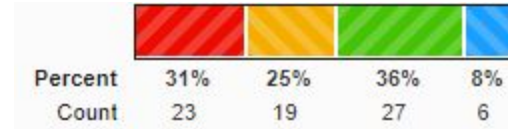
- Grade 7 ELA + (60% Proficient)
- Reading Informational Text +
- Reading Literary Text +
- Writing Dimension:
  - Essay: Evidence/Elaboration -
  - Essay: Organization/Purpose -

# IHGMS Grade 8 Areas of Strength/Areas for Improvement in Math & ELA



## 2020-2021 Math

- (No clear strengths)
- Grade 8 Math - (20% Proficient)
- Expressions and Equations and Number System -
- Geometry & Statistics and Probability -
- Modeling & Problem Solving -



## 2020-2021 English Language Arts

- Reading Informational Text +
- Reading Literary Text +
- Grade 8 ELA (44% Proficient)
- Writing Dimensions:
  - Essay: Evidence/Elaboration -
  - Essay: Organization/Purpose -
  -

# IHGMS Response to SAS Data:

- IHGMS held a [data dive](#) of the 2021 SAS data in June, 2021 with a representative team of teachers and administrators. Results were shared with the IHGMS Faculty.
- IHGMS has implemented our Response to Intervention [\(Rtl\) Playbook](#) developed by the Student Intervention Team (SIT).
- Each one of the six teacher teams at IHGMS have set ELA and Math goals as part of their implementation of our Rtl plan.

RHS





# SAT Mean Total Scores - 2017

School  
Mean Score

**955**

District  
Mean Score

**955**

State  
Mean Score

**1036**

Total Group  
Mean Score

**996**

↑  
[Less](#)

84 Test Takers  
125 Enrolled ⓘ  
67% Participation ⓘ

84 Test Takers  
125 Enrolled ⓘ  
67% Participation ⓘ

12,777 Test Takers  
15,579 Enrolled ⓘ  
82% Participation ⓘ

358,341 Test Takers  
4,012,640 Enrolled ⓘ  
9% Participation ⓘ

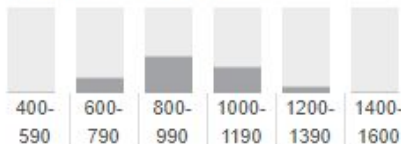
24% Met Both Benchmarks ⓘ  
48% Met ERW ⓘ  
29% Met Math ⓘ  
48% Met None ⓘ

24% Met Both Benchmarks ⓘ  
48% Met ERW ⓘ  
29% Met Math ⓘ  
48% Met None ⓘ

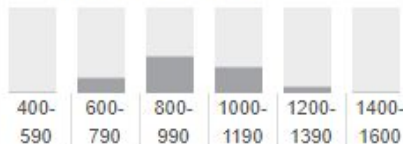
41% Met Both Benchmarks ⓘ  
66% Met ERW ⓘ  
44% Met Math ⓘ  
31% Met None ⓘ

33% Met Both Benchmarks ⓘ  
57% Met ERW ⓘ  
35% Met Math ⓘ  
41% Met None ⓘ

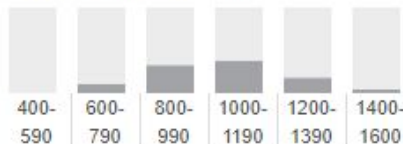
Distribution of Scores



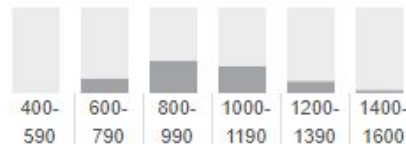
Distribution of Scores



Distribution of Scores



Distribution of Scores















# SAT Mean Assessment Scores - 2018













## Scores by Students

## Benchmarks by Students

## Essay Scores by Students

Group	Number of Test Takers	Mean Total Score 400-1600 <a href="#">?</a>	Mean Evidence-based Reading and Writing Score 200-800 <a href="#">?</a>	Mean Math Score 200-800 <a href="#">?</a>	
School	65	1040 	526 	515 	<a href="#">↗ Score Details</a>
District <a href="#">?</a>	65	1040 	526 	515 	
State <a href="#">?</a>	12,014	1034 	521 	513 	
Total Group <a href="#">?</a>	66,898	980 	497 	483 	

# SAT Mean Assessment Scores - 2019













Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Mean Total Score 400-1600 <a href="#">?</a>	Mean Evidence-based Reading and Writing Score 200-800 <a href="#">?</a>	Mean Math Score 200-800 <a href="#">?</a>	
School	66	984 	489 	494 	<a href="#">↗ Score Details</a>
District <a href="#">?</a>	66	984 	489 	494 	
State <a href="#">?</a>	12,286	1025 	516 	509 	
Total Group <a href="#">?</a>	960,735	973 	491 	482 	

# SAT Mean Assessment Scores - 2020

## Scores by Students

## Benchmarks by Students

## Essay Scores by Students













Group	Number of Test Takers	Mean Total Score 400-1600 <a href="#">?</a>	Mean Evidence-based Reading and Writing Score 200-800 <a href="#">?</a>	Mean Math Score 200-800 <a href="#">?</a>	<a href="#">➔ Score Details</a>
School	54	995 	509 	487 	
District <a href="#">?</a>	54	995 	509 	487 	
State <a href="#">?</a>	9,702	1039 	528 	512 	
Total Group <a href="#">?</a>	523,221	1031 	523 	508 	

# SAT Mean Assessment Scores - 2021

## Scores by Students

## Benchmarks by Students

## Essay Scores by Students

Group	Number of Test Takers	Mean Total Score 400-1600 <a href="#">?</a>	Mean Evidence-based Reading and Writing Score 200-800 <a href="#">?</a>	Mean Math Score 200-800 <a href="#">?</a>
School	69	948 	476 	473 
District <a href="#">?</a>	69	948 	476 	473 
State <a href="#">?</a>	10,619	1027 	517 	510 
Total Group <a href="#">?</a>	935,189	998 	506 	493 

























[↗  
Score  
Details](#)

# SAT Benchmark Scores - 2018

## Scores by Students

## Benchmarks by Students

## Essay Scores by Students

























Group	Number of Test Takers	Met Both Benchmarks <span>?</span>	Met No Benchmarks <span>?</span>	ERW Benchmark (480) <span>?</span>	Math Benchmark (530) <span>?</span>
School	65	38% Met Both	34% Met None	Met 66%  Approaching 3%  Strengthen Skills 31% 	Met 38%  Approaching 15%  Strengthen Skills 46% 
District <span>?</span>	65	38% Met Both	34% Met None	Met 66%  Approaching 3%  Strengthen Skills 31% 	Met 38%  Approaching 15%  Strengthen Skills 46% 
State <span>?</span>	12,014	40% Met Both	31% Met None	Met 67%  Approaching 7%  Strengthen Skills 26% 	Met 42%  Approaching 10%  Strengthen Skills 48% 
Total Group <span>?</span>	66,898	29% Met Both	42% Met None	Met 56%  Approaching 7%  Strengthen Skills 36% 	Met 31%  Approaching 8%  Strengthen Skills 61% 

# SAT Benchmark Scores - 2019

























## Scores by Students

## Benchmarks by Students

## Essay Scores by Students

Group	Number of Test Takers	Met Both Benchmarks <span>?</span>	Met No Benchmarks <span>?</span>	ERW Benchmark (480) <span>?</span>	Math Benchmark (530) <span>?</span>
School	66	32% Met Both	41% Met None	Met <span>58%</span>  Approaching <span>12%</span>  Strengthen Skills <span>30%</span> 	Met <span>33%</span>  Approaching <span>17%</span>  Strengthen Skills <span>50%</span> 
District <span>?</span>	66	32% Met Both	41% Met None	Met <span>58%</span>  Approaching <span>12%</span>  Strengthen Skills <span>30%</span> 	Met <span>33%</span>  Approaching <span>17%</span>  Strengthen Skills <span>50%</span> 
State <span>?</span>	12,286	41% Met Both	33% Met None	Met <span>64%</span>  Approaching <span>7%</span>  Strengthen Skills <span>29%</span> 	Met <span>43%</span>  Approaching <span>8%</span>  Strengthen Skills <span>49%</span> 
Total Group <span>?</span>	960,735	31% Met Both	45% Met None	Met <span>53%</span>  Approaching <span>7%</span>  Strengthen Skills <span>40%</span> 	Met <span>33%</span>  Approaching <span>8%</span>  Strengthen Skills <span>60%</span> 

# SAT Benchmark Scores - 2019

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Met Both Benchmarks <span>?</span>	Met No Benchmarks <span>?</span>	ERW Benchmark (480) <span>?</span>	Math Benchmark (530) <span>?</span>
School	54	30% Met Both	31% Met None	Met 69%  Approaching 4%  Strengthen Skills 28% 	Met 30%  Approaching 9%  Strengthen Skills 61% 
District <span>?</span>	54	30% Met Both	31% Met None	Met 69%  Approaching 4%  Strengthen Skills 28% 	Met 30%  Approaching 9%  Strengthen Skills 61% 
State <span>?</span>	9,702	42% Met Both	30% Met None	Met 68%  Approaching 7%  Strengthen Skills 25% 	Met 43%  Approaching 9%  Strengthen Skills 48% 
Total Group <span>?</span>	523,221	41% Met Both	33% Met None	Met 65%  Approaching 7%  Strengthen Skills 29% 	Met 43%  Approaching 7%  Strengthen Skills 50% 



























# SAT Benchmark Scores - 2021

## Scores by Students

## Benchmarks by Students

## Essay Scores by Students

Group	Number of Test Takers	Met Both Benchmarks <span>?</span>	Met No Benchmarks <span>?</span>	ERW Benchmark (480) <span>?</span>	Math Benchmark (530) <span>?</span>
School	69	20% Met Both	51% Met None	Met 46%  Approaching 6%  Strengthen Skills 48% 	Met 23%  Approaching 10%  Strengthen Skills 67% 
District <span>?</span>	69	20% Met Both	51% Met None	Met 46%  Approaching 6%  Strengthen Skills 48% 	Met 23%  Approaching 10%  Strengthen Skills 67% 
State <span>?</span>	10,619	40% Met Both	34% Met None	Met 64%  Approaching 7%  Strengthen Skills 29% 	Met 43%  Approaching 8%  Strengthen Skills 49% 
Total Group <span>?</span>	935,189	34% Met Both	41% Met None	Met 57%  Approaching 7%  Strengthen Skills 35% 	Met 35%  Approaching 8%  Strengthen Skills 57% 

# RHS Response Plan

- SAT to vocabulary exercises and drills has been incorporated into English classes. We intro do SAT math drills into all Math classes at RHS.
- Post pandemic we will reconnected with Reach High Scholars to re-establish our SAT prep class so that all students can have access to it during the school day.
- Math and English teachers will set growth goals for students in these area to improve PSAT/SAT scores.
- Interventionist will be used to strengthen skills for lower performing students.