

Pelham



Schools

Pelham High School



Pelham Elementary School



Pelham Memorial School

Pelham, New Hampshire

District Report Card

The No Child Left Behind Act requires school districts to publish information on Teacher Quality, meeting Adequate Yearly Progress and student performance on State-wide tests. The Pelham School District has compiled this information in the following report.

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I. Enrollment Information: based on the October 1, 2006 count

School	Grades	Girls	Boys	Total
Pelham Elementary	1-5	469	455	924
Pelham Memorial	6-8	267	266	533
Pelham High	9-12	381	324	705
Total		1,117	1,045	2,162

II. Per Pupil Expenditure

The Cost per Pupil represents, with certain adjustments, current expenditures from all funding sources (local, state and federal) associated with the daily operation of schools. Payments to other school districts and private schools have been subtracted. Revenues from the sales of lunches have also been excluded.

Cost per Pupil is calculated by subtracting tuition and transportation from K-12 current operating expenditures and then dividing by the average daily membership in attendance (ADM-A). The report "State Average Cost Per Pupil and Total Expenditures" identifies which expenditures have been included or excluded. The per pupil amount of all expenditures - operating, tuition, transportation, equipment, construction, interest and non-K-12 expenditures is \$11,237.63 for 2004-05, the most recent data available.

	Elementary K-8	High School 9-12	Total K-12
2004-05			
State Avg	9,406.37	8,982.46	9,098.56
Pelham	7,062.95	9,572.26	7,829.42
Difference	-2,343.42	589.80	-1,269.14
2003-04			
State Avg	8,743.90	8,502.50	8,496.28
Pelham	6,874.76	8,870.18	7,486.18
Difference	-1,869.14	367.68	-1,010.10
2002-03			
State Avg	7,961.42	8,022.55	7,809.49
Pelham	6,415.65	8,051.93	6,910.41
Difference	-1,545.77	29.38	-899.08

* taken from the NH Department of Education:

<http://www.ed.state.nh.us/education/data/ReportsandStatistics/FinancialReports/CostPerPupil/CostPerPupil2004-2005/CostPerPupil2004-2005.xls>

III. Educational Attainment of Pelham Teachers

The No Child Left Behind Act requires local school districts to ensure that all teachers who teach core academic subjects are highly qualified. “Highly Qualified” means the teacher has met the criteria of having state certification, a bachelor’s degree and demonstrated competence in the subject knowledge. Not all teachers are required to meet this criteria, for example Physical Education and Family and Consumer Science teachers are not eligible. The School District continues to offer professional development opportunities to keep all teachers current in their specialization field and subject matter.

District	School	Total Number of teachers in FTEs	Bachelors		Masters		CAGS or Doctorate		If Eligible, Have Not Met Highly Qualified		If Eligible, Have Met Highly Qualified	
			#	%	#	%	#	%	#	%	#	%
Pelham												
	PES	55	27	49%	24	44%	4	7%	0	0%	42	100%
	PMS	37	23	62%	13	35%	1	3%	1	3%	43	97%
	PHS	50	19	38%	26	52%	5	10%	2	5%	44	95%

IV. Adequate Yearly Progress

When the No Child Left Behind Act was enacted, all schools were required to meet Adequate Yearly Progress (AYP) on State-wide assessments. Each State set their own targets according to the requirements in the law. The whole school, as well as, each subgroup is required to meet the goals. If any one group does not meet the target, the school has not met AYP in that content area. After two successive years of not meeting AYP, the school is labeled as “In Need of Improvement” and must develop an improvement plan.

There are three ways for subgroups to meet the State’s target of “proficiency” under the No Child Left Behind Act.

- 1) The first method is having the subgroup meet or exceed the performance target as a whole.
- 2) If the subgroup does not meet the target, the second way is to use the “confidence interval”, which is a statistical approach to account for the variability of small group sizes. Did the subgroup’s performance fall somewhere in the confidence interval range? The State wants to say with confidence that the group made or did not make the performance target. Depending on the size of the group, there is a minimum number of students needed to satisfy the performance target and those numbers are on the AYP Look-Up Table.
- 3) If the subgroup does not meet the target using the second method, a third calculation is used, and that is called “Safe Harbor”. This means that schools need to reduce the percentage of students in the “not proficient” category by 10% (by moving them to the proficient categories). If that happens, the subgroup has met the performance target.

Adequate Yearly Progress: based on Fall 2005 assessment data

READING			Through which method did the group meet the target?		
School	Met AYP?	Group or subgroup	Met the target	Confidence Interval	Safe Harbor
PES	No	Whole School	yes		
		Educational Disabilities	no	no	no
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	no	yes	
PMS	No	Whole School	yes		
		Educational Disabilities	no	no	no
		* Asian/Pacific Islander			
		Socioeconomically Disadvantaged	no	yes	
PHS	Yes	Whole School	yes		
		Educational Disabilities	no	yes	
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
District	No	Whole School	yes		
		Educational Disabilities	no	no	no
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	no	yes	
		Limited English Proficient	no	yes	

The target for reading for elementary schools is 82% proficient, and for high schools it is 77%.

MATH			Through which method did the group meet the target?		
School	Met AYP?	Group or subgroup	Met the target	Confidence Interval	Safe Harbor
PES	No	Whole School	yes		
		Educational Disabilities	no	no	no
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	no	yes	
PMS	Yes	Whole School	yes		
		Educational Disabilities			yes
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged	no	yes	
PHS	Yes	Whole School	yes		
		Educational Disabilities	no	yes	
		* Asian/Pacific Islander			
		* Socioeconomically Disadvantaged			
District	No	Whole School	yes		
		Educational Disabilities	no	no	no
		Asian/Pacific Islander	yes		
		Socioeconomically Disadvantaged	yes		
		Limited English Proficient	no	yes	

The target for Math for elementary schools is 76% proficient, and for high schools it is 64%.

* The group is too small to report

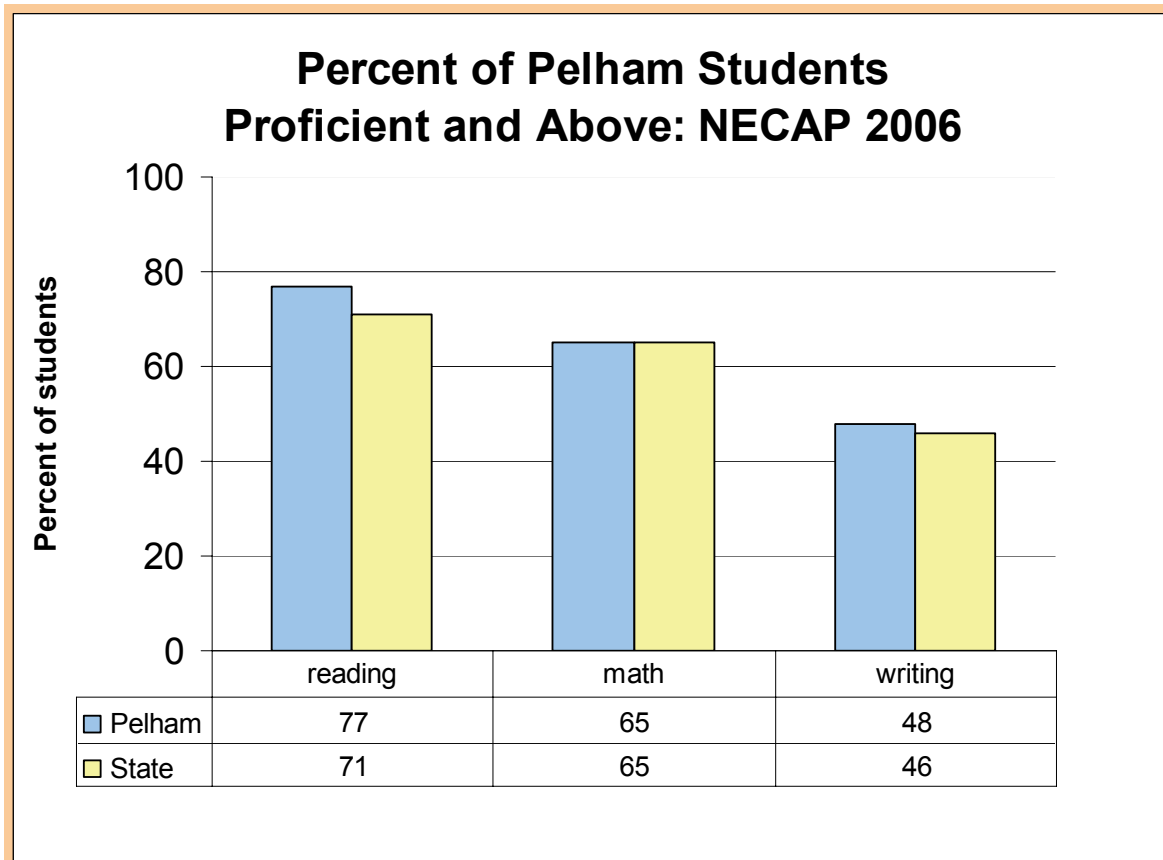
V. District and Schools “In Need of Improvement”

None of the schools are designated as “In Need of Improvement” under the No Child Left Behind Act.

Designated “In Need of Improvement”?			
School	Reading	Math	Year
Pelham Elementary	no	no	
Pelham Memorial	no	no	
Pelham High	no	no	
Pelham District	no	no	

VI. NECAP Results: Grades 3-8

Each October, students in grades 3-8 take the New England Comprehensive Assessment Program (NECAP). This assessment tests items randomly selected from the Grade Level Expectations in reading and language arts, math and writing. Here are the District results.



The Table below shows the results separated into each of the NECAP 4 levels. The percentage of students in each level is shown.

READING					
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total All Grades
3	4%	10%	65%	21%	100%
4	6%	20%	62%	12%	100%
5	4%	27%	62%	8%	100%
6	6%	18%	63%	13%	100%
7	5%	13%	62%	20%	100%
8	7%	19%	66%	8%	100%
Avg All Grades	5%	17%	63%	14%	100%

MATH					
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total All Grades
3	5%	24%	46%	25%	100%
4	12%	19%	62%	7%	100%
5	9%	28%	49%	14%	100%
6	15%	18%	51%	16%	100%
7	16%	21%	50%	13%	100%
8	18%	26%	42%	14%	100%
Avg All Grades	13%	22%	50%	15%	100%

WRITING					
Grade	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total All Grades
5	15%	44%	35%	6%	100%
8	14%	32%	46%	8%	100%
Avg All Grades	14%	38%	41%	7%	100%

The table below shows the 2006 results, compared with the State:

Grade	Subject	Pelham	State	Difference	Pelham	State	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	349	347	+2	86	75	+11
	Mathematics	346	345	+1	71	69	+2
4	Reading	446	446	0	74	72	+2
	Mathematics	444	444	0	69	66	+3
5	Reading	544	545	-1	70	72	-2
	Mathematics	544	544	0	63	67	-4
	Writing	539	540	-1	41	50	-9
6	Reading	647	646	+1	76	72	+4
	Mathematics	643	644	-1	67	67	0
7	Reading	750	745	+5	82	67	+15
	Mathematics	742	742	0	63	62	+1
8	Reading	846	844	+2	74	66	+8
	Mathematics	841	841	0	56	57	-1
	Writing	841	839	+2	54	42	+16
			Avg:	+7		Avg:	+3.3

2006 results compared with Pelham's 2005 results:

Grade	Subject	2005	2006	Difference	2005	2006	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	346	349	+3	75	86	+11
	Mathematics	344	346	+2	70	71	+1
4	Reading	445	446	+1	72	74	+2
	Mathematics	443	444	+1	62	69	+7
5	Reading	543	544	+1	65	70	+5
	Mathematics	543	544	+1	64	63	-1
	Writing	538	539	+1	44	41	-3
6	Reading	644	647	+3	63	76	+13
	Mathematics	642	643	+1	63	67	+4
7	Reading	746	750	+4	70	82	+12
	Mathematics	743	742	-1	61	63	+2
8	Reading	844	846	+2	72	74	+2
	Mathematics	843	841	-2	66	56	-10
	Writing	837	841	+4	36	54	+18
			Avg:	+1.5		Avg:	+4.5

2006 Results: Following the Cohort from grade to grade:

Read the chart diagonally to see how each grade progressed from 2005 to 2006

READING		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	75	72	65	63	70	
2006	% Proficient		74	70	76	82	74
2005	Mean SS	46	45	43	44	46	
2006	Mean SS		46	44	47	50	46
2005	# tested	182	155	178	171	163	
2006	# tested		188	162	179	173	166
MATH		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	70	62	64	63	61	
2006	% Proficient		69	63	67	63	56
2005	Mean SS	44	43	43	42	43	
2006	Mean SS		44	44	43	42	41
2005	# tested	182	155	178	171	163	
2006	# tested		188	162	180	173	166

For the first time, the NECAP results can be reviewed following children from grade to grade. Using the data, we can see how stable the grade is from year to year. When Pelham is testing an average of 175 students per grade, a difference of 1 % equates to approximately 2 children. A difference of 1-3 % is not significant and can be attributed to 2-3 children moving in, moving out, having a bad testing day or missing one question. A difference of 4-5% or more can be indicative of curriculum and instruction differences, and it should be further reviewed.

All grade results are reported at the beginning of the grade, which really represents the performance of students at the previous grade level. For example, Grade 4 scores represent how students in Grade 3 did with the Grade 3 content.

The percentage gain or decrease of proficient students from grade to grade:

Pelham Results

Percent proficient:	Reading	Math	
Grade 3-4	-1	-1	How students did in grade 3 in 2005-06
Grade 4-5	-2	1	How students did in grade 4 in 2005-06
Grade 5-6	11	3	How students did in grade 5 in 2005-06
Grade 6-7	19	0	How students did in grade 6 in 2005-06
Grade 7-8	4	-5	How students did in grade 7 in 2005-06

State Results

Percent proficient:	Reading	Math	
Grade 3-4	1	-2	How students did in grade 3 in 2005-06
Grade 4-5	3	2	How students did in grade 4 in 2005-06
Grade 5-6	5	4	How students did in grade 5 in 2005-06
Grade 6-7	2	1	How students did in grade 6 in 2005-06
Grade 7-8	0	-2	How students did in grade 7 in 2005-06

VII. Subgroups Performance on NECAP

The No Child Left Behind Act requires that Districts report on the performance of subgroups such as Special Education Students, Students receiving Title I services and other subgroups which in Pelham are too small to report.

2006 Pelham Special Education Subgroup results compared to the State:

Grade	Subject	Pelham	State	Difference	Number tested	Pelham	State	Difference
		Mean Scaled Score	Mean Scaled Score			Percent Proficient	Percent Proficient	
3	Reading	339	334	5	15	53	34	19
	Mathematics	338	336	2	15	34	38	-4
4	Reading	434	433	1	29	31	29	2
	Mathematics	435	434	1	29	34	33	1
5	Reading	535	534	1	27	34	31	3
	Mathematics	537	534	3	27	34	30	4
	Writing	531	527	4	27	11	13	-2
6	Reading	634	633	1	30	23	29	-6
	Mathematics	629	632	-3	31	18	28	-10
7	Reading	736	733	3	24	33	24	9
	Mathematics	731	730	1	24	21	20	1
8	Reading	833	831	2	30	20	21	-1
	Mathematics	830	830	0	30	16	17	-1
	Writing	827	826	1	30	3	9	-6
			Avg:	1.6			Avg:	0.6

Comparison of 2005 and 2006 results for the Pelham Special Education Subgroup:

Grade	Subject	2005	2006	Difference	2005	2006	Difference
		Mean Scaled Score	Mean Scaled Score		Percent Proficient	Percent Proficient	
3	Reading	331	339	8	15	53	38
	Mathematics	331	338	7	19	34	15
4	Reading	433	434	1	22	31	9
	Mathematics	434	435	1	26	34	8
5	Reading	531	535	4	11	34	23
	Mathematics	530	537	7	15	34	19
	Writing	529	531	2	15	11	-4
6	Reading	629	634	5	5	23	18
	Mathematics	631	629	-2	10	18	8
7	Reading	736	736	0	29	33	4
	Mathematics	733	731	-2	17	21	4
8	Reading	830	833	3	29	20	-9
	Mathematics	830	830	0	24	16	-8
	Writing	826	827	1	5	3	-2
			Avg:	2.5		Avg:	8.8

Following the Cohort: 2006 Special Education Subgroup:

SS = Scaled Score

READING		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	15	22	11	5	29	
2006	% Proficient		31	34	23	33	20
2005	Mean SS	31	33	31	29	36	
2006	Mean SS		34	35	34	36	33
2005	# tested	26	23	27	19	24	
2006	# tested		29	27	30	24	30
MATH		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2005	% Proficient	19	26	15	10	17	
2006	% Proficient		34	34	18	21	16
2005	Mean SS	31	34	30	31	33	
2006	Mean SS		35	37	29	31	30
2005	# tested	26	23	27	19	24	
2006	# tested		29	27	31	24	30

The percentage gain or decrease of proficient Special Education Students from 2005 to 2006

Percent proficient:	Reading	Math	
Grade 3-4	+16	+15	How students did in grade 3 in 2005-06
Grade 4-5	+12	+8	How students did in grade 4 in 2005-06
Grade 5-6	+12	+3	How students did in grade 5 in 2005-06
Grade 6-7	+28	+11	How students did in grade 6 in 2005-06
Grade 7-8	-9	-1	How students did in grade 7 in 2005-06

Special Education Students in each level compared to non-subgroup students, by percentage:

Percents		READING				
Grade	IEP	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	IEP	27%	20%	53%	0%	100%
	non IEP	1%	9%	66%	24%	100%
4	IEP	31%	38%	31%	0%	100%
	non IEP	2%	16%	67%	14%	100%
5	IEP	11%	56%	30%	4%	100%
	non IEP	2%	21%	68%	9%	100%
6	IEP	27%	50%	20%	3%	100%
	non IEP	1%	12%	72%	15%	100%
7	IEP	29%	38%	33%	0%	100%
	non IEP	1%	9%	67%	23%	100%
8	IEP	33%	47%	20%	0%	100%
	non IEP	1%	13%	76%	10%	100%
Percents		MATH				
Grade	IEP	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	IEP	13%	53%	27%	7%	100%
	non IEP	4%	21%	48%	27%	100%
4	IEP	41%	24%	34%	0%	100%
	non IEP	7%	18%	67%	9%	100%
5	IEP	26%	41%	30%	4%	100%
	non IEP	6%	25%	53%	16%	100%
6	IEP	67%	17%	13%	3%	100%
	non IEP	5%	19%	58%	18%	100%
7	IEP	67%	13%	17%	4%	100%
	non IEP	8%	22%	56%	14%	100%
8	IEP	63%	20%	13%	3%	100%
	non IEP	8%	27%	48%	17%	100%
Percents		WRITING				
Grade	IEP	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
5	IEP	37%	52%	11%	0%	100%
	non IEP	10%	43%	40%	7%	100%
8	IEP	53%	43%	3%	0%	100%
	non IEP	5%	29%	56%	10%	100%

Title I Students in each level compared to non-subgroup students, by percentage:

Pelham Elementary School is the only school using Title I funds.

Percent		READING				
Grade	Title1 Reading	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	Title 1 students	13%	29%	54%	4%	100%
	nonTitle 1	2%	6%	67%	25%	100%
4	Title 1 students	21%	43%	36%	0%	100%
	nonTitle 1	5%	18%	64%	13%	100%
5	Title 1 students	7%	79%	14%	0%	100%
	nonTitle 1	3%	22%	66%	9%	100%
6	Title 1 students	6%	33%	61%	0%	100%
	nonTitle 1	6%	17%	63%	14%	100%

Percent		MATH				
Grade	Title1 students	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	Title1 students	*	*	*	*	

* There are too few students in Title I Math, so results can not be shared publicly

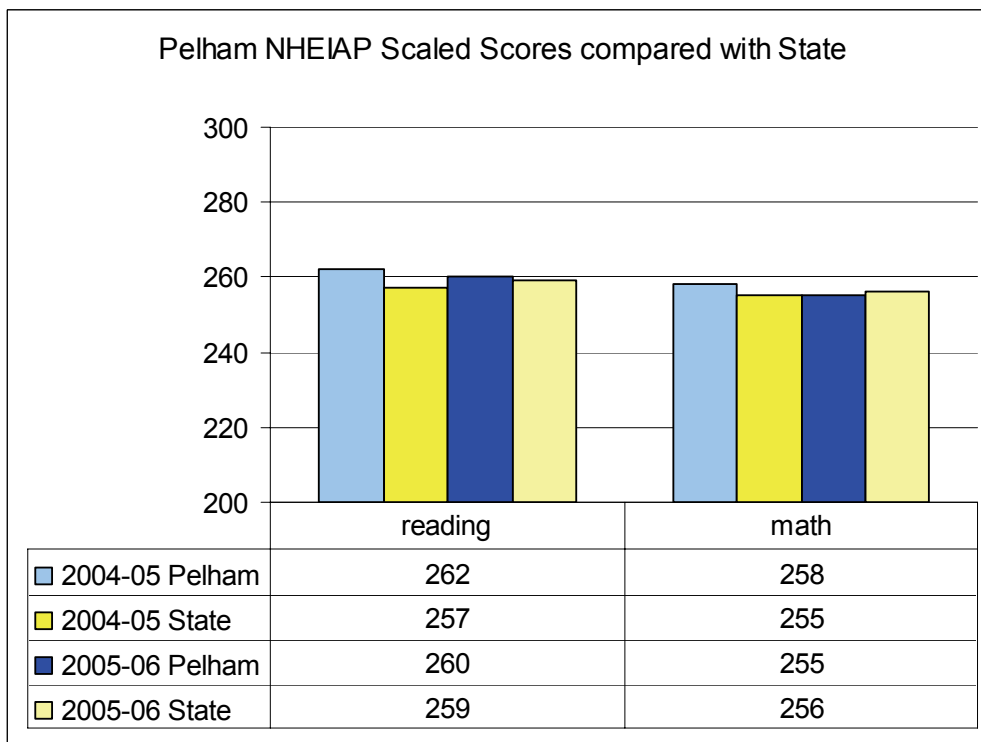
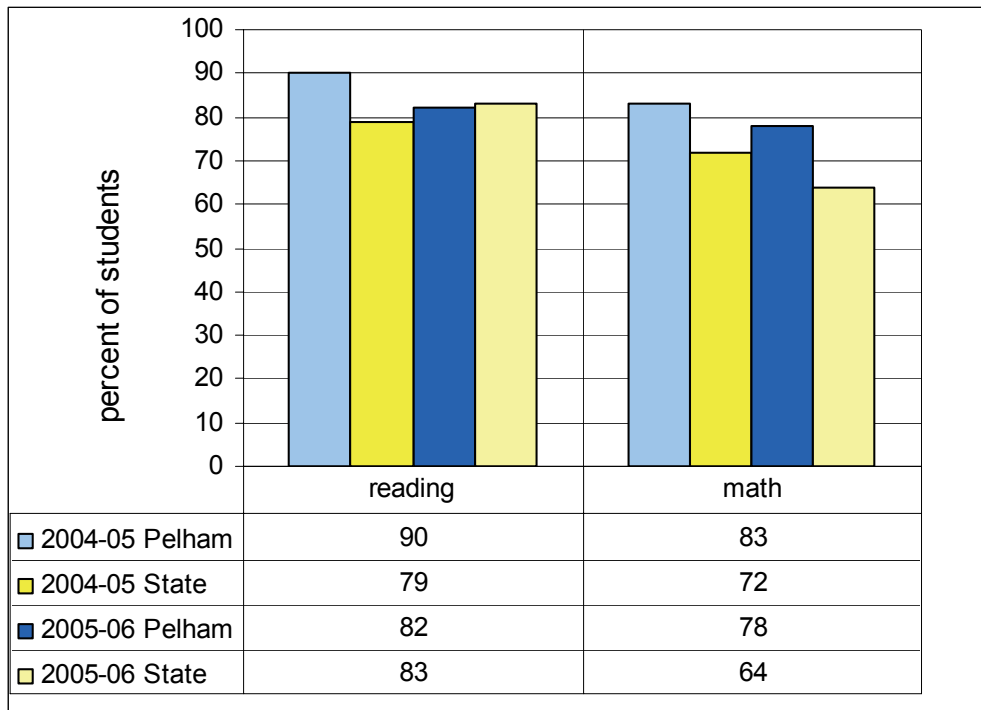
Percent		WRITING				
Grade	Title1 Reading	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
5	Title 1 students	36%	57%	7%	0%	100%
	nonTitle 1	13%	43%	38%	6%	100%

All Students sorted by Gender, by percentage in each level:

NECAP 2006		READING				
Grade	Gender	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	F	1%	6%	66%	27%	100%
	M	6%	13%	64%	17%	100%
4	F	3%	15%	65%	16%	100%
	M	9%	24%	58%	8%	100%
5	F	4%	22%	63%	11%	100%
	M	4%	31%	60%	5%	100%
6	F	6%	16%	61%	17%	100%
	M	5%	22%	66%	8%	100%
7	F	0%	16%	60%	24%	100%
	M	10%	10%	65%	15%	100%
8	F	5%	18%	64%	13%	100%
	M	8%	19%	69%	4%	100%
Avg		5%	18%	63%	14%	100%
NECAP 2006		MATH				
Grade	Gender	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
3	F	7%	21%	50%	21%	100%
	M	4%	26%	43%	27%	100%
4	F	10%	21%	66%	3%	100%
	M	15%	17%	57%	11%	100%
5	F	9%	32%	45%	15%	100%
	M	10%	24%	53%	14%	100%
6	F	16%	23%	46%	15%	100%
	M	14%	13%	57%	16%	100%
7	F	18%	22%	46%	13%	100%
	M	14%	20%	54%	12%	100%
8	F	21%	25%	45%	9%	100%
	M	16%	27%	38%	19%	100%
Avg		13%	22%	50%	15%	100%
NECAP 2006		WRITING				
Grade	Gender	Substantially Below	Partially Below	Proficient	Proficient with Distinction	Total
5	F	12%	33%	46%	9%	100%
	M	18%	56%	24%	3%	100%
8	F	8%	26%	56%	10%	100%
	M	19%	37%	38%	6%	100%
Avg		14%	38%	41%	7%	100%

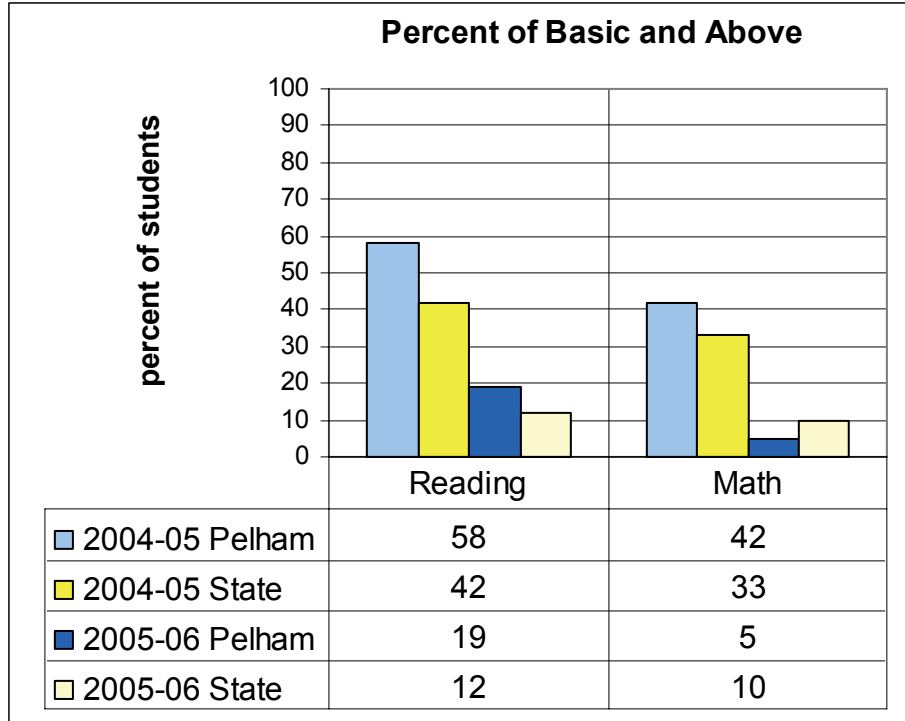
VIII. NHEIAP Performance: Grade 10

All Students performing “Proficient” (scoring Basic and above), by percentage:



IX. NHEIAP Performance: Grade 10 Special Education Subgroup

The percentage of Grade 10 special education students who are “proficient” compared with the State Average for 2005 and 2006.



#s of students tested	Reading	Math
2004-05	19	19
2005-06	21	21

For more information please contact our schools

Pelham Elementary School	61 Marsh Rd. Pelham, NH 03076 635-8875.	Alicia La France, Principal Kathleen Turner, Assistant Principal
Pelham Memorial School	59 Marsh Rd. Pelham, NH 03076 635-2321	Cathy Pinsonneault, Principal Tom Adamakos, Assistant Principal
Pelham High School	85 Marsh Rd. Pelham, NH 03076 635-2115	Dr. Dorothy Mohr, Principal Jim Wilhelm, Assistant Principal
SAU 28	19 Haverhill Rd PO Box 510 Windham, NH 03087 425-1976	Dr. Elaine Cutler, Superintendent Roxanne Wilson, Assistant Superintendent