



## NORTHWOOD SCHOOL

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*Home of the Lakers*

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### Northwood School Annual Summary of Student Progress – Fall 2014

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Hello! It is with great pleasure and enthusiasm that I offer to you this Annual Summary of Student Progress report in my first year as the Principal of Northwood School. With the blink of an eye, summer has ended and we are off and running here at Northwood School for another exciting adventure in 2014-2015. As I begin to learn all I can about this school and what makes it great, I am impressed with the dedication and student-centered approach of so many of our faculty and staff. They are willing to go the extra mile to support a struggling student or strengthen the relationship with the family. Times are tough, no doubt, and this school has seen its share of challenges meeting the needs of today's learners. Day by day we continue to progress forward, at times with baby steps, as advocates for children, to offer them the best education possible with the resources we have. I am grateful to the Northwood community for the support shared with our school and for having faith in our programs, our faculty, our staff and our work.

Our NWEA assessments show strong gains in several grades when looking at our Fall 2013-Fall 2014 Mathematics, Reading and Language Use Student Growth Summary results (see insert for each subject). In **Mathematics**, comparing the national norm (mean growth projection) to the mean in each grade, overall our Northwood students surpassed the norm in grades 3, 5 and 7, with 60%, 56.4% and 64%, respectively, meeting the growth projection for the year in those grades. Students in grades 1,2,4,6, and 8 did fall below the norm, but with at least 27.6% to as many as 42.3% still meeting the growth projection. With NWEA **Reading** results, we saw students in grade 3 and grade 4 just nudge the bar set by the national norm with 45% and 48.3%, respectively, meeting the growth projection. Grade 8 was also close with 47.1% meeting the growth projection. The percentage of students meeting the growth projection is just under the 50% mark in several grades with grade 5 at 48.7%, grade 6 at 45.2%, and grade 7 at 40.0%. Moving on to **Language Usage**, looking at the national norm or the mean growth projection, our students in grade 3, grade 5 and grade 8 scored higher than the norm with 57.5%, 53.8% and 61.5%, respectively, meeting the growth projection. Students in grades 4, 6 and 7 did score lower than the norm, but with 37.9%, 50% and 50%, respectively, meeting the growth projection. We clearly have some work to do and have put things in place to enhance our efforts to provide the highest quality instruction that will yield the strongest gains possible over time. Through the use of RtI, Aimsweb, PLCs (Professional Learning Communities), Six Traits training and other professional development opportunities, we will strive to target the instruction to identify what students know and are able to do so we can better address what they do not know and are not yet able to do.

As the state of NH begins the transition from NECAP testing to the Smarter Balanced Assessment in support of the Common Core State Standards, our school continued to put forth strong efforts on the most recent NECAP assessment, the Spring 2014 Science Test. Our Northwood results fell in line with state

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averages in many areas. In Grade 8 Science results, 22% scored in the proficient range, compared to the state with 24%. In Grade 4 Science, we saw 41% score proficient or proficient with distinction, compared with the state total of 46%. Students, overall, demonstrated some commendable strengths in certain areas of the science assessment such as Physical Science and Life Science, as well as some areas in need of improvement such as Earth Space Science.

The 2013-2014 was a very busy one for Northwood School. Throughout the year, the teachers continued the work of math expert **Professor Mahesh Sharma**. Teachers in grades 5-8 were trained over four full days with an additional day offered for Special Education teachers. Teachers were given training in the language, the concepts of using hands-on materials and the procedures necessary to teach the non-negotiable skills at each grade level. Through site visits to Northwood by Professor Sharma, teachers could ask questions in authentic settings and further enhance their individual understandings as they relate to their specific grades. We will continue to see the impact these lessons will have on our students and their success.

The Focused Monitoring (FM) team spent time throughout the 2013-2014 year creating an action plan (with a focus on reading) for Northwood School. The FM team was comprised of teachers, administrators, representatives of the Northwood School Board and community members. Focused Monitoring is a two year district improvement process aimed at reducing the achievement gap between students with disabilities and their non-disabled peers while raising student achievement for all students. The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free and appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). Districts are chosen for focused monitoring based on a review of the achievement gap measurement using NECAP assessment data. By June 2014, the end of Year 1, the work of the FM team was summarized in the Focused Monitoring Action Plan for Year 2, 2014-2015. The work being done in Year 2 serves as a roadmap for improved student performance for ALL students. There will ultimately be data to share with the community to that effect. The plan identifies four overarching goals for Northwood that will serve as the impetus for change in areas of professional collaboration, curriculum development, response to instruction (RtI) and support for internal processes for enhanced communication both within and outside of our school walls. Examples of objectives within those four overarching goals include adopting and implementing a universal screening tool to facilitate effective schoolwide intervention identification and delivery, developing a flowchart to depict a system of supports and referrals to those supports, establishing grade level data-based decision making practices in which student work is used, as well as ensuring that professional development is offered in Six Traits for all teachers and support staff K-8. As the 2013-2014 year came to a close, PD opportunities were offered to many staff and faculty members on both Six Traits and the Aimsweb universal screener, in June 2014. Ultimately, the success of ALL students is at the core of this effort and the action plan will be a focal point for the coming year.

In addition to NWEA, and NECAP, soon to be replaced with the Smarter Balanced Assessment beginning in the Spring of 2015, we have also implemented the **Aimsweb** system of benchmarking and progress monitoring. All students are assessed 3x per year, fall, winter and spring, with additional progress monitoring assessments given to those who fall below the identified cut points for their grade. We hope that through the use of this additional data we will be able to more specifically target students in need of intervention and offer the proper supports to them. Through bi-monthly data meetings, our teachers can identify where the greatest needs are and direct the reading interventions accordingly.

Looking ahead, in 2014-2015 we will be in the first year of implementation of a school-wide Response to Instruction model (i.e. RtI model) with the benefit of consultation support from Ms. Marianne Nice, as a part of our school-wide effort to improve the reading skills of all of our students. RtI is a multi-step process providing instruction and educational support to promote the success of all children. Our initial roll-out of this RtI model for 2014-2015 will focus on reading skills. Through bi-weekly grade level meetings, a team of teachers identifies students, through the use of various data points, who would benefit

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from targeted interventions. The high quality instruction/intervention is provided in addition to the classroom reading instruction and is matched to students' needs. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention.

Students who qualify receive intervention services from one of our certified staff members (Reading Interventionists, Special Education or Classroom Teacher). The services are either 1:1 or in a small group setting and are scheduled for 4 days a week for 30 minutes, for a minimum of one 6-week cycle (longer, if necessary). During this time, ongoing monitoring of a child's progress will occur and will determine if continued intervention services are needed.

Our teachers continue to collaborate vertically not only within our own building but also with content area teachers at Coe Brown Northwood Academy through **the Bridges Program**. These meetings offer the opportunity to communicate regarding curriculum standards, expectations of rigor and engagement in a way that will ultimately better prepare our students for the transition to high school.

As we transitioned to the new year, we opened our doors to welcome many new educators to our faculty and staff for 2014-2015 who bring a wealth of knowledge, experience and enthusiasm to our building. The **Common Core State Standards** remain a clear focus for schools across forty-three states and ours is no exception here in New Hampshire. The Smarter Balanced Assessment will be a focal point for us this year as we determine the baseline from which our students will be measured against peers within the state. Our teachers in grades 3-8 will be working through practice tests and tutorials, using the Digital Resource Library and doing what they can to ensure students are comfortable with the assessment and understand what is being asked of them, as well as how to demonstrate their understandings throughout the assessment.

Technology is an area in which Northwood saw growth over the course of the 2013-2014 year. We are thankful for the support of the Northwood School Board and community for the funds needed to pursue the Student 1:1 Netbook Initiative for grades 7 and 8 and other efforts. The funds allowed us to equip teachers with Smartboards, projectors, some Apple I pads and the individual netbooks for students in grades 7 & 8 to enhance instruction, as well as to implement the new optical (fiber) internet connection and new building-wide wireless infrastructure. We do anticipate that as teachers and students become more adept at various computer programs and skilled on various devices, it will only serve to enhance their ability to demonstrate all they know and are able to do on the upcoming Smarter Balanced Assessment which uses computer adaptive technology.

As the NH Department of Education tells us through their website segment "Smarter Balanced Assessment Transition, Frequently Asked Questions (updated 9.25.14)":

The Smarter Balanced Assessment System will replace existing statewide assessments in mathematics, reading and writing (the NECAP) and offer significant improvements over assessments of the past, including: writing at every grade; expanded accessibility features to meet the needs of all students; and performance tasks that ask students to demonstrate an array of research, writing, and real-world problem solving skills. The new assessment will go beyond the multiple-choice assessments of the past by engaging students in a variety of test items that more closely reflect the teaching and learning that takes place in our classrooms. These test items will require students to think more critically. The use of computer adaptive technology is more precise and efficient than form (paper/pencil) testing, providing results for teachers and students in a matter of weeks. It gives quick results that teachers and administrators can use to differentiate instruction better meeting the needs of their students in "real time".

In addition, our teachers continue to work collaboratively to address the standards through their classroom instruction. We have implemented a new **PLC (Professional Learning Community)** approach this year, giving teachers the chance to dig deeper into the area of student writing and address needs within as well

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as across grade levels, with the discovery of trends that emerge. Our entire faculty and staff are committed to offering the children of Northwood a safe, challenging environment that encourages all students to aspire to excellence.

I am excited by all I have seen thus far within our K-8 school and look forward to leading the charge by immersing myself in this school community, engaging our students, supporting our teachers, connecting with families, collaborating with other school leaders and advocating for what is important to continue moving this Northwood community forward together. Thank you for your support.

Respectfully submitted,

*Wendy P. Despres*, MAT, C.A.G.S

Principal, Northwood School

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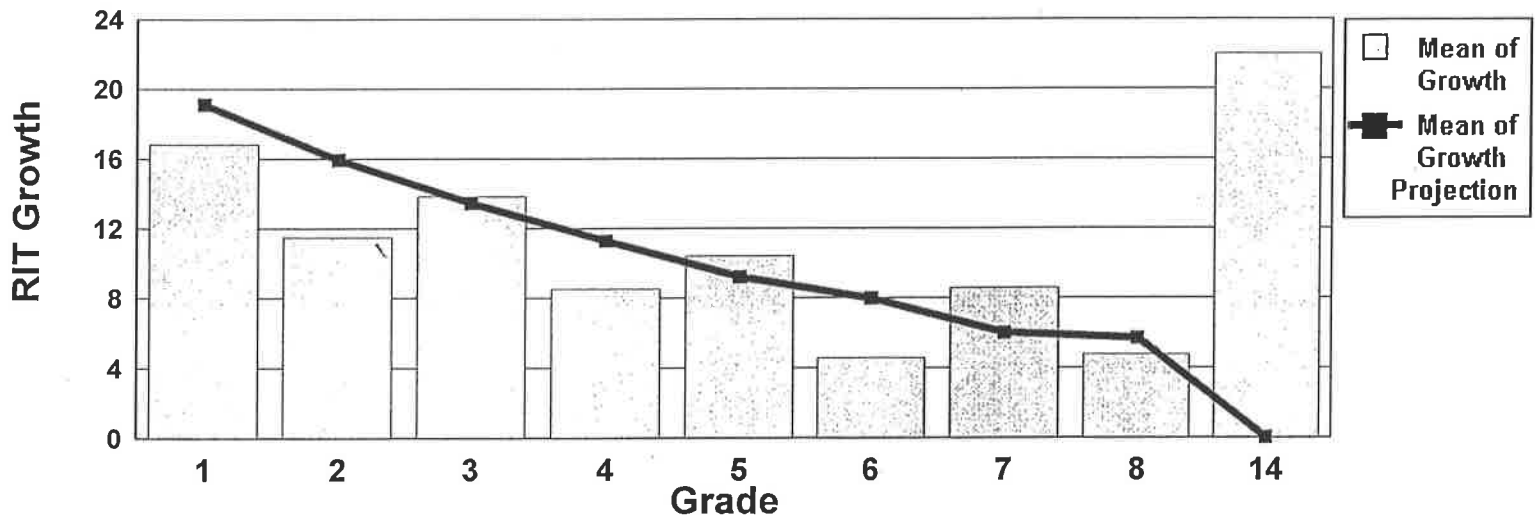
# Student Growth Summary - Fall 2013 to Fall 2014

School: Northwood School

\*( Small Group Summary Display is OFF)

<b>Mathematics</b>		Fall 2013		Fall 2014		Growth			Mean **			Count	Percent
Grade (Fall 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth	Growth	Percent of	Growth	Meeting
						Mean	Dev	Error	Projection	Index	Projection	Projection	Projection
Grade 1	28	142.4	9.9	159.2	11.2	16.8	8.9	1.7	19.1	-2.3	88.0	11	39.3
Grade 2	40	160.5	9.7	171.9	10.1	11.4	7.5	1.2	15.9	-4.5	72.1	12	30.0
Grade 3	40	181.2	13.2	195.0	12.2	13.8	9.3	1.5	13.5	0.4	102.8	24	60.0
Grade 4	29	198.4	11.0	206.9	10.5	8.5	6.7	1.2	11.3	-2.8	75.5	8	27.6
Grade 5	39	203.5	10.0	213.9	9.3	10.4	8.2	1.3	9.2	1.2	113.1	22	56.4
Grade 6	42	212.3	11.6	216.9	8.5	4.6	6.3	1.0	8.0	-3.4	57.3	14	33.3
Grade 7	50	219.1	9.0	227.7	9.7	8.6	6.2	0.9	6.0	2.6	143.0	32	64.0
Grade 8	52	225.2	14.5	229.9	14.6	4.7	6.0	0.8	5.7	-0.9	83.4	22	42.3
Grade 14	1	*	*	*	*	*	*	*					

## Mathematics



\* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

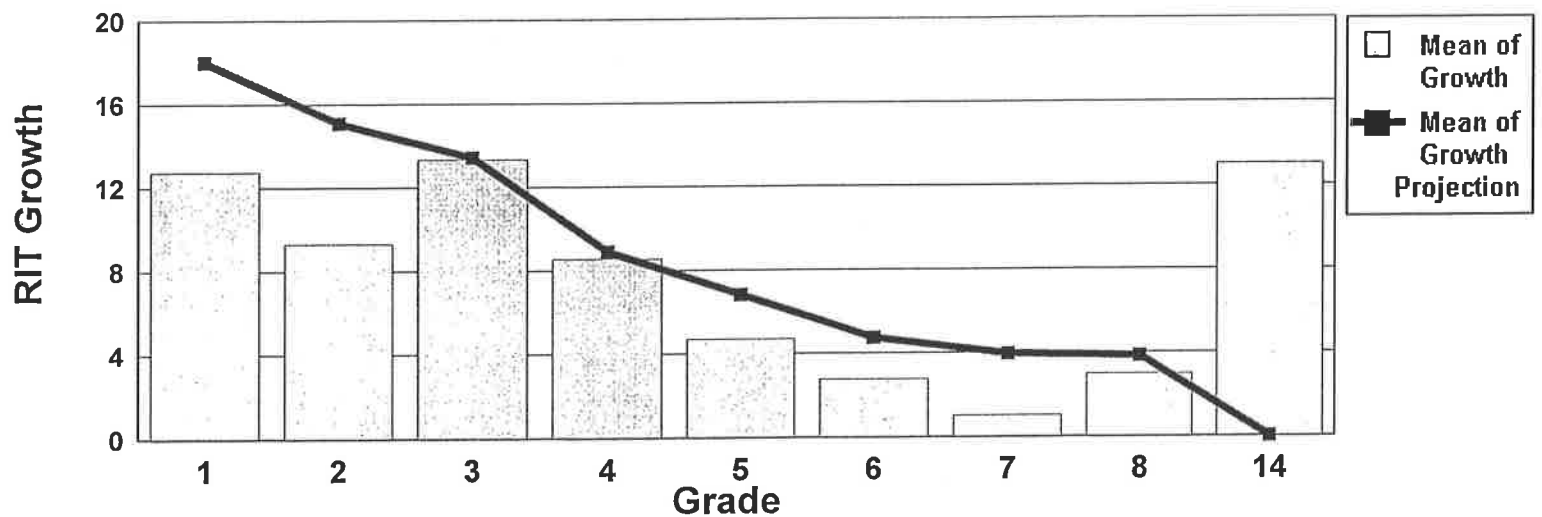
# Student Growth Summary - Fall 2013 to Fall 2014

School: Northwood School

\*( Small Group Summary Display is OFF)

Reading		Fall 2013		Fall 2014		Growth			Mean **			Count	Percent
Grade (Fall 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 1	27	142.5	9.3	155.3	10.1	12.8	7.9	1.5	18.0	-5.3	70.8	5	18.5
Grade 2	40	157.5	9.3	166.8	12.7	9.3	11.1	1.7	15.1	-5.8	61.7	12	30.0
Grade 3	40	179.4	15.5	192.7	15.0	13.3	8.6	1.4	13.4	-0.1	99.3	18	45.0
Grade 4	29	194.9	14.4	203.4	13.0	8.5	9.7	1.8	8.9	-0.3	96.1	14	48.3
Grade 5	39	200.4	14.4	205.1	15.4	4.7	9.3	1.5	6.8	-2.1	68.8	19	48.7
Grade 6	42	209.3	12.1	212.0	13.0	2.7	8.1	1.3	4.7	-2.0	58.3	19	45.2
Grade 7	50	215.5	9.4	216.5	11.3	1.0	7.3	1.0	4.0	-2.9	25.8	20	40.0
Grade 8	51	216.8	11.8	219.8	12.2	3.0	9.0	1.3	3.8	-0.9	77.6	24	47.1
Grade 14	1	*	*	*	*	*	*	*					

## Reading



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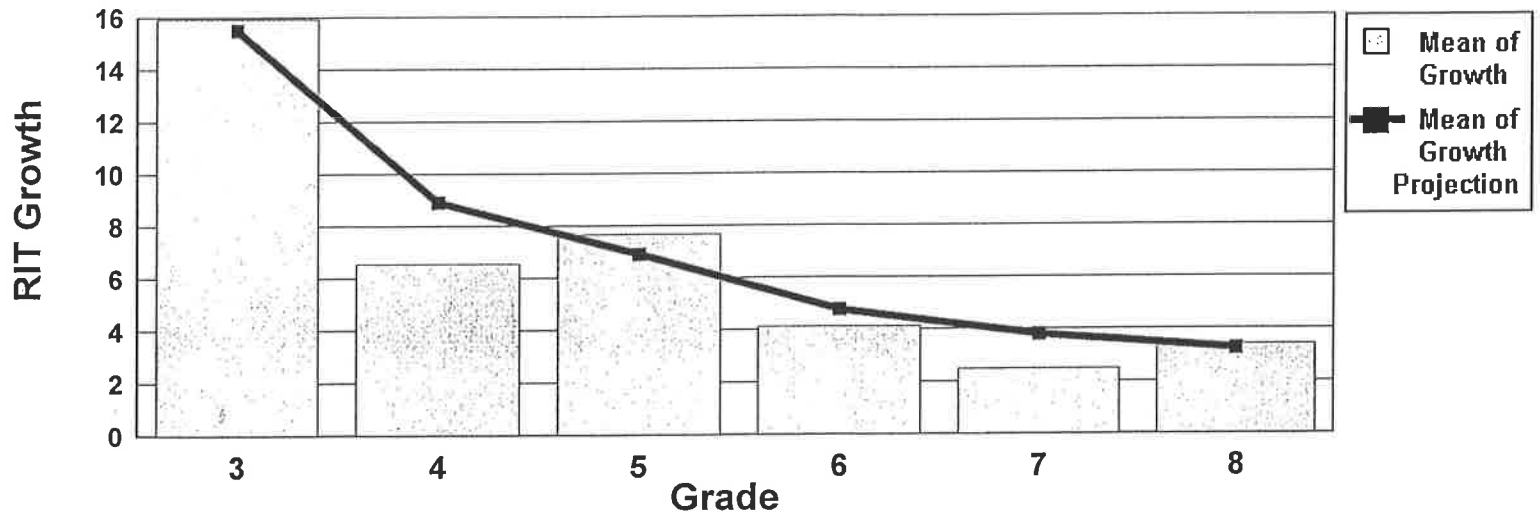
# Student Growth Summary - Fall 2013 to Fall 2014

School: Northwood School

\*( Small Group Summary Display is OFF)

Language Usage		Fall 2013		Fall 2014		Growth			Mean **			Count	Percent
Grade (Fall 2014)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 3	40	177.5	14.7	193.4	15.0	15.9	9.1	1.4	15.5	0.4	102.7	23	57.5
Grade 4	29	195.9	14.4	202.4	11.9	6.5	8.3	1.5	8.9	-2.3	73.6	11	37.9
Grade 5	39	201.3	14.9	208.9	12.3	7.6	9.8	1.6	6.9	0.8	111.2	21	53.8
Grade 6	42	209.6	11.8	213.7	9.5	4.1	5.9	0.9	4.8	-0.6	86.5	21	50.0
Grade 7	50	215.3	8.3	217.8	11.2	2.5	7.3	1.0	3.8	-1.3	65.3	25	50.0
Grade 8	52	218.5	8.6	221.9	10.9	3.4	6.7	0.9	3.3	0.2	104.7	32	61.5

### Language Usage



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