

## Lin-(Uood

Lin-Wood Public Schools
Data Overview 2021-2022
Grades 3-8, 11 NHSAS
AP and SAT Scores
Local Map Test (NWEA)

## Lincoln-Woodstock Cooperative District Overview of Dashboard.nh.gov

Assessment Proficiency by Subject
Assessment Proficiency measures the percent of students proficient in each of the three assessed subject areas. NH has also set Targets for Math and English Language Arts, which are included on the scale for reference.


Assessment Proficiency in Context
Proficiency as compared with the district (including all schools in the district) as well as the state of NH (including all schools) across all three subject areas.
state of NH
Lincolin-Woodstock Coop...



- Level 1 \& 2: Not proficient
- Level 3 \& 4: Proficient


## Assessment Participation

This is the \# of students who took the test divided by the total \# of students that were eligible. For DLM, the Assessment Participation measures the \# of students who took the DLM test divided by the total student population. DLM is offered to students with
the most significant cognitive disabilities


To view indicators across entities, visit iExplore

## Elementary Overview 2021-2022

## Assessment Proficiency by Subject

Assessment Proficiency measures the percent of students proficient in each of the three assessed subject areas. NH has also set Targets for Math and English Language Arts, which are included on the scale for reference.


## Middle School Overview 2021-2022

## Assessment Proficiency by Subject

Assessment Proficiency measures the percent of students proficient in each of the three assessed subject areas. NH has also set Targets for Math and English Language Arts, which are included on the scale for reference.


## High School Overview 2021-2022

Assessment Proficiency by Subject
Assessment Proficiency measures the percent of students proficient in each of the three assessed subject areas. NH has also set Targets for Math and English Language Arts, which are included on the scale for reference.


Assessment Proficiency in Context
Proficiency as compared with the district (including all schools in the district) as well as the state of NH (including all schools) across all three subject areas.


## Assessment Proficiency in Context

Proficiency as compared with the district (including all schools in the district) as well as the state of NH (including all schools) across all three subject areas.


Assessment Proficiency in Context
Proficiency as compared with the district (including all schools in the district) as well as the state of NH (including all schools) across all three subject areas.


## Lin-Wood, NH SAS Data

## Math

| Math Grades Percent of Levels 3 \& 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Lin-Wood Public |  | 52\% |  | 45\% |  | 40\% |  | 42\% |  | Covid |  | 48\% |  | 46\% |
| State |  | 49\% |  | 48\% |  | 48\% |  | 48\% |  | Covid |  | 38\% |  | 40\% |
|  |  | Last year of SBAC |  | Begin NHSAS |  |  |  |  |  |  |  |  |  |  |
| Grade/Year | Students | 2016-17 | Students | 2017-18 | Students | 2018-19 | Students | 2019-20 | Students | 2020 | Students | 2021 | Students | 2021-22 |
| 3rd Grade | 24 | 46\% | 18 | 33\% | 21 | 52\% | 21 | 50\% | Covid | Covid | 15 | 57\% | 20 | 58\% |
| 4th Grade | 28 | 29\% | 25 | 36\% | 17 | 24\% | 20 | 49\% | Covid | Covid | 22 | 62\% | 11 | 45\% |
| 5th Grade | 18 | 56\% | 30 | 27\% | 24 | 29\% | 18 | 29\% | Covid | Covid | 23 | 48\% | 19 | 74\% |
| 6th Grade | 23 | 65\% | 14 | 64\% | 30 | 30\% | 23 | 29\% | Covid | Covid | 17 | 56\% | 22 | 55\% |
| 7th Grade | 21 | 33\% | 23 | 52\% | 14 | 36\% | 29 | 36\% | Covid | Covid | 21 | 29\% | 19 | 31\% |
| 8th Grade | 28 | 39\% | 19 | 32\% | 24 | 46\% | 15 | 48\% | Covid | Covid | 27 | 50\% | 20 | 32\% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11th Grade | 22 | 50\% | N/A | N/A | 21 | 50\% | 27 | 37\% | Covid | Covid | 15 | 59\% | 26 | 31\% |

## Reading

| Reading Grades Percent of Levels 3 \& 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Lin-Wood Public |  | 58\% |  | 45\% |  | 47\% |  | 44\% |  | Covid |  | 55\% |  | 51\% |
| State |  | 61\% |  | 59\% |  | 58\% |  | 56\% |  | Covid |  | 52\% |  | 53\% |
|  |  | End SBAC |  | Begin NHSAS |  |  |  |  |  |  |  |  |  |  |
| Grade/Year | Students | 2016-17 | Students | 2017-18 | Students | 2018-19 | Students | 2019-20 | Students | 2020-21 | Students | 2021 | Students | 2022 |
| 3rd Grade | 24 | 17\% | 18 | 39\% | 21 | 48\% | 21 | 55\% | Covid | Covid | 15 | 57\% | 20 | 42\% |
| 4th Grade | 28 | 18\% | 26 | 31\% | 17 | 41\% | 20 | 23\% | Covid | Covid | 22 | 57\% | 11 | 64\% |
| 5th Grade | 18 | 44\% | 30 | 43\% | 23 | 30\% | 18 | 29\% | Covid | Covid | 23 | 76\% | 19 | 68\% |
| 6th Grade | 22 | 73\% | 14 | 71\% | 30 | 34\% | 23 | 37\% | Covid | Covid | 17 | 56\% | 22 | 82\% |
| 7th Grade | 18 | 44\% | 24 | 50\% | 14 | 50\% | 29 | 50\% | Covid | Covid | 21 | 48\% | 19 | 50\% |
| 8th Grade | 28 | 61\% | 19 | 32\% | 24 | 42\% | 15 | 42\% | Covid | Covid | 27 | 32\% | 20 | 21\% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11th Grade | 22 | 64\% |  | N/A | 21 | 67\% | 27 | 41\% | Covid | Covid | 15 | 35\% | 26 | 44\% |

## Science

| Science Percent of Levels 3 \& 4 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Last year of Slegin NHSAS |  |  |  |  |  |  |  |
| Lin-Wood Public |  | $36 \%$ | $26 \%$ | $17 \%$ | $36 \%$ | Covid | $31 \%$ | $33 \%$ |
| State |  | $35 \%$ | $36 \%$ | $41 \%$ | $39 \%$ | Covid | $25 \%$ | $37 \%$ |
|  |  |  |  |  |  |  |  |  |
| Grade/Year |  | $2016-17$ | $2017-18$ | $2018-19$ | $2019-20$ | 2020 | 2021 | $2021-22$ |
| Elementary |  | $56 \%$ | $21 \%$ | $24 \%$ | $25 \%$ | Covid | $38 \%$ | $42 \%$ |
|  |  |  |  |  |  |  |  |  |
| Middle School |  | $19 \%$ | $26 \%$ | $21 \%$ | $17 \%$ | Covid | $27 \%$ | $11 \%$ |
|  |  |  |  |  |  |  |  |  |
| 11th Grade |  | $42 \%$ | $32 \%$ | N/A | $70 \%$ | Covid | $25 \%$ | $42 \%$ |

## 2021-2022 Summary of Lin-Wood NWEA Scores

"At a Glimpse"

## Reading

Measures foundational reading skills, with an emphasis on oral fluency.



Language Usage (2021-2022)
Language Usage accurately measures student achievement and growth in grammar, mechanics, and elements of writing for students in grades $2-12$.


- 1st to 20th Percentile 21 st to 40 th Percentile 41 st to 60 th Percentile 61 st to 80 th Percentile $>80$ th Percentile

K - 12 Math (2021-2022)


Science (2021-2022)


Student Growth Summary Fall of 2022.
The scale used to measure your child's progress is called the RIT scale (Rasch unIT). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your student's academic growth from year to year. Per grade level data the blue line indicates growth that has occurred. The orange diamond indicates projected growth on a national scale.

Language Arts: Reading


Language Arts: Language Usage


Per grade level data the blue line indicates growth that has occurred. The orange diamond indicates projected growth on a national scale.

Math: Math K-12


Science: Science K-12


|  | Grade 12 |  |  | Grade 11 |  |  | Grade 10 |  |  | Grade 9 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \# Students at $\mathbf{5 0 \%}$ or better | \# Students Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | $\begin{aligned} & \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% | \# Students at $\mathbf{5 0 \%}$ or better | \# Students Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | $\begin{aligned} & \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% |
| NWEA <br> Math - Proficient or Better | 4 | 4 | 100.0 | 5 | 8 | 62.5 | 14 | 27 | 51.9 | 8 | 19 | 42.1 |
| NWEA <br> Reading - Proficient or Better | 11 | 19 | 57.9 | 1 | 1 | 100.0 | 11 | 23 | 47.8 | 10 | 18 | 55.6 |
| NWEA <br> Language ArtsProficient or Better | - | - | - | 9 | 11 | 81.8 | 17 | 24 | 70.8 | 8 | 17 | 47.1 |
| NWEA <br> Science- Proficient or Better | - | - | - | - | - | - | - | - | - | - | - | - |
|  | Students who made growth from year to year |  |  |  |  |  |  |  |  |  |  |  |
| NWEA <br> Math - Met Fall-Fall Growth Target | 3 | 4 | 75.0 | 6 | 8 | 75.0 | 19 | 27 | 70.4 | 10 | 18 | 55.6 |
| NWEA <br> Reading Met Fall-Fall Growth Target | 5 | 13 | 38.5 | 1 | 1 | 100.0 | 8 | 20 | 40.0 | 8 | 17 | 47.1 |
| NWEA <br> Language Arts- Met Fall-Fall Growth Target | - | - | - | 3 | 7 | 42.9 | 16 | 23 | 69.6 | 11 | 16 | 68.8 |


| Grade 8 |  |  | Grade 7 |  |  | Grade 6 |  |  | Grade 5 |  |  | Grade 4 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# Students at $\mathbf{5 0 \%}$ or better | \# Students Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | \# Students <br> Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | \# Students Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | \# Students Tested | \% | \# Students at $\mathbf{5 0 \%}$ or better | $\begin{aligned} & \hline \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% |
| 8 | 21 | 38.1 | 12 | 24 | 50.0 | 14 | 21 | 66.7 | 8 | 14 | 57.1 | 10 | 18 | 55.6 |
| 9 | 19 | 47.4 | 16 | 24 | 66.7 | 14 | 21 | 66.7 | 6 | 14 | 42.9 | 8 | 18 | 44.4 |
| 10 | 18 | 55.6 | 20 | 23 | 87.0 | 12 | 22 | 54.5 | 8 | 14 | 57.1 | 10 | 18 | 55.6 |
| 9 | 20 | 45.0 | 19 | 24 | 79.2 | 1 | 1 | 100.0 | - | - | - | - | - | - |
| Students who made growth from year to year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | 17 | 64.7 | 13 | 23 | 56.5 | 9 | 18 | 50.0 | 4 | 10 | 40.0 | 9 | 16 | 56.3 |
| 8 | 16 | 50.0 | 6 | 23 | 26.1 | 8 | 18 | 44.4 | 4 | 10 | 40.0 | 9 | 16 | 56.3 |


| Grade 3 |  |  | Grade 2 |  |  | Grade 1 |  |  | Grade K |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# Students at $\mathbf{5 0 \%}$ or better | $\begin{aligned} & \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% | \# Students at $50 \%$ or better | $\begin{aligned} & \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% | \# Students at $50 \%$ or better | $\begin{aligned} & \text { \# Students } \\ & \text { Tested } \end{aligned}$ | \% | \# Students at $50 \%$ or better | \# Students Tested | \% |
| 14 | 23 | 60.9 | 9 | 19 | 47.4 | 13 | 20 | 65.0 | 8 | 23 | 34.8 |
| 13 | 23 | 56.5 | 10 | 19 | 52.6 | 9 | 20 | 45.0 | 8 | 23 | 34.8 |
| 13 | 23 | 56.5 | - | - | - | - | - | - | 8 | 23 | 34.8 |
| - | - | - | - | - | - | - | - | - | - | - | - |
| 8 | 21 | 38.1 | 13 | 17 | 76.5 | - | - | - | - | - | - |
| 7 | 21 | 33.3 | 10 | 19 | 52.6 | - | - | - | - | - | - |
| 10 | 21 | 47.6 | - | - | - | - | - | - | - | - | - |

Achievement VS Growth models shows the interactions between expected growth and student achievement. Ex: The green quadrant shows students that are achieving high and that growth from the previous year has also been high. Meaning students understand much of what is being taught and are exceeding past the calculated expected growth.

ELA


## Reading



Math


## Lin-Wood SAT Data

| Group | Number | Met Both Benchmarks | \% Met Both Benchmarks | $\begin{gathered} \text { \% Test } \\ \text { Takers Met } \\ \text { ERW } \end{gathered}$ | $\begin{gathered} \text { \% Test } \\ \text { Takers Met } \\ \text { Math } \end{gathered}$ | $\begin{gathered} \text { \% Test } \\ \text { Takers Met } \\ \text { No } \end{gathered}$ | Score Distribution - Total Score |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Spring 2022 |  |  |  |  |  |  | 400-590 | 600-790 | 800-990 | 1000-1190 | 1200-1390 | 1400-1600 |
|  |  |  |  |  |  |  | \% | \% | \% | \% | \% | \% |
| Lin-Wood | 27 | 7 | 26\% | 48\% | 33\% | 44\% | 0\% | 18\% | 37\% | 40\% | 3\% | 0\% |
| State | 10703 | 3731 | 35\% | 62\% | 37\% | 37\% | 0\% | 13\% | 36\% | 32\% | 14\% | 2\% |
| Total Group | 1203463 | 330820 | 27\% | 51\% | 29\% | 47\% | 0\% | 22\% | 37\% | 26\% | 10\% | 2\% |
| Spring 2021 |  |  |  |  |  |  |  |  |  |  |  |  |
| Lin-Wood | 17 | 5 | 29\% | 59\% | 35\% | 35\% | 0\% | 5\% | 58\% | 29\% | 0\% | 5\% |
| State | 10620 | 4242 | 40\% | 64\% | 43\% | 34\% | 0\% | 10\% | 34\% | 35\% | 15\% | 3\% |
| Total Group | 934615 | 313445 | 34\% | 57\% | 35\% | 41\% | 0\% | 16\% | 36\% | 29\% | 13\% | 4\% |
| Lin-Wood | 24 | 8 | 33\% | 58\% | 42\% | 33\% | 0\% | 4\% | 37\% | 50\% | 8\% | 0\% |
| State | 9702 | 4037 | 42\% | 68\% | 43\% | 30\% | 0\% | 9\% | 33\% | 36\% | 15\% | 4\% |
| Total Group | 523067 | 216008 | 41\% | 65\% | 43\% | 33\% | 0\% | 13\% | 31\% | 32\% | 16\% | 5\% |
| Spring 2020 |  |  |  |  |  |  |  |  |  |  |  |  |
| Lin-Wood | 22 | 12 | 55\% | 59\% | 68\% | 27\% | 0\% | 9\% | 27\% | 50\% | 13\% | 0\% |
| State | 12286 | 4978 | 41\% | 64\% | 43\% | 33\% | 0\% | 11\% | 33\% | 35\% | 15\% | 3\% |
| Total Group | 960731 | 293039 | 31\% | 53\% | 33\% | 45\% | 0\% | 20\% | 36\% | 28\% | 11\% | 2\% |

## AP Data: Lin-Wood historical mean scores for AP students.

| AP Mean Scores Per class |  |  |  |  |  |  | 2023 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |  |
| Biology | 2.2 | 2.3 | 3.0 | 2.9 | 3.0 | 2.7 | X |
| Calculus AB | 2.5 | 3.0 |  | 2.4 | 3.0 |  | x |
| Calculus BC |  |  | 3.0 |  | 5.0 |  |  |
| Calculus $B C$ : $A B$ Sub score |  |  | 3.0 |  | 5.0 |  |  |
| Chemistry | 1.0 | 3.0 |  | 1.5 |  |  |  |
| English Language \& Composition* |  | 2.9 |  |  | 2.5 |  |  |
| English Literature \& Composition* | 2.4 |  | 2.8 | 3.0 |  | 2.8 |  |
| Environmental Science |  |  |  |  |  |  |  |
| Human Geography |  |  |  |  |  |  |  |
| Psychology | 1.0 | 2.5 |  |  |  |  |  |
| Statistics |  |  | 2.3 | 2.5 | 3.0 | 1.2 |  |
| US Government \& Politics* |  |  | 2.5 | 3.0 | 2.4 |  | X |
| Us History * |  | 2.4 | 1.0 | 3.2 |  | 1.4 | X |
|  |  |  |  |  |  |  |  |
| * Indicates alternate years <br> X Indicates current years AP courses <br> Green highlights are most consistent offerings <br> Yellow highlights are most consistent alternating offerings |  |  |  |  |  |  |  |


| Summary of Lin-Wood AP Scores |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| Total AP Students | 10 | 17 | 18 | 22 | 15 | 15 | 13 |
| Number of Exams | 16 | 30 | 29 | 40 | 22 | 15 |  |
| AP Students with Scores 3+ | 6 | 13 | 12 | 25 | 12 | 3 |  |
| Percent of Students with Scores 3+ | $60 \%$ | $77 \%$ | $67 \%$ | $63 \%$ | $55 \%$ | $20 \%$ |  |

