

**Data Analysis and Interpretation Paper:
Background Information on New Hampshire
Estates Elementary School**

Sarinya Rapeepun

Technology Module: EDHD 435
Part I
Fall 2004

Data Analysis and Interpretation of New Hampshire Estates Elementary School

Demographics

The population within New Hampshire Estates Elementary School consists of 394 student and 60 teachers during the 2004 – 2005 school year. There are 36 classrooms in the school (Maryland Tech Inventory Report, 2004). The school had been open since 1954 and has just recently had its 50th anniversary celebration.

The students that go to the school live in a socioeconomic environment that consists of a median household income of \$51,653. There are families who live below poverty level and the data shows that 6.4% of the populations around New Hampshire Estates Elementary School does, which consists of 1,127 families in the community (2000 U.S. Census).

The neighborhood's population represents 76,540 people. The highest three ethnic populations are Caucasian (35,678 = 46.6% of the community), African American (21,482 = 28.1% of the community) and Latinos (17,004 = 22.2% of the community). The age groups within the community consists of 5,519 people under the age of 5 years, 58,973 people 18 and over, and 7,355 people over the age of 65 (2000 U.S. Census). The population pays a median monthly gross rent of \$659 to \$845. The median owner monthly costs are between \$1324 and \$1665 (2000 U.S. Census). The educational status of people 25 years of age and older in the neighborhood consists of 42,791 (81.9%) who

have graduated High School or higher. The number of people 25 years and older that have a Bachelor's Degree or higher is 25,313 (48.5%). All this data shows that New Hampshire Estates Elementary School's population and the neighborhood around them is very diverse (2000 U.S. Census).

Community resources available through the school help out the New Hampshire Estates students, parents and teachers. There is after school daycare available, along with after school programs dealing with science for each grade level. There is also a YMCA after school program. Mainly created for parents, Family Learning Night was created so that teachers could help parents understand how their children learn and how to promote learning at home. All these activities are wonderful to have at a school because it helps in the development of the whole child not just the academic part of the child.

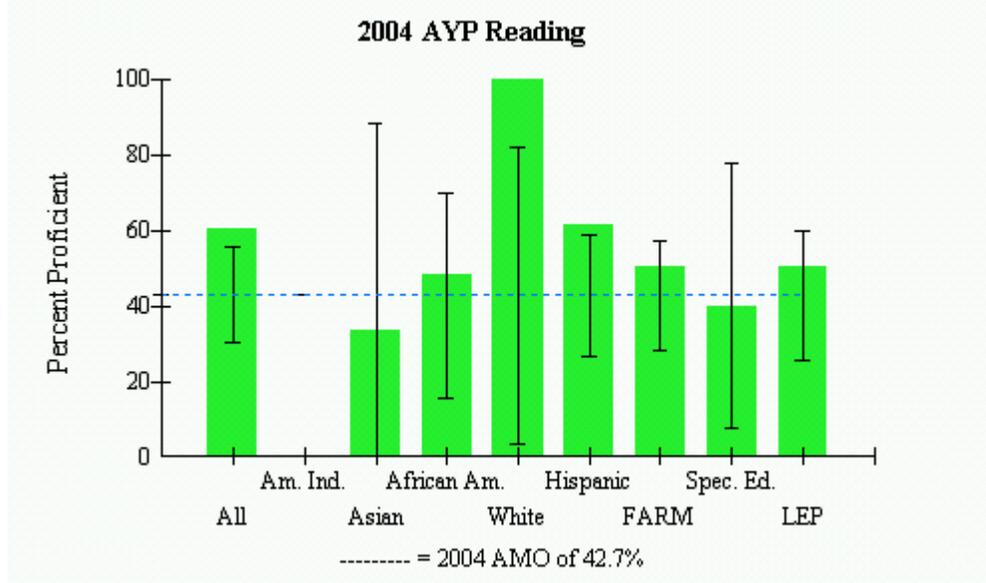
Technology Inventory

New Hampshire Estates Elementary School's 2004 state technology inventory results indicate that 100% of the classrooms have internet connections. There is cable television available to both staff and students. Voice mail, school website, and e-mail are also available. The student to computer ratio is 3.9:1. The school uses computers most often for: Gathering and sorting information, make visuals, the process of publishing text, assist with auditory language, practice tool for learning skills, accommodations – assisted technology, communication between staff, and keeping data on students (Maryland

Technology Inventory Report, 2004). These data results are wonderful because it shows the availability and use of technology is high in the school.

Prior Achievement Results

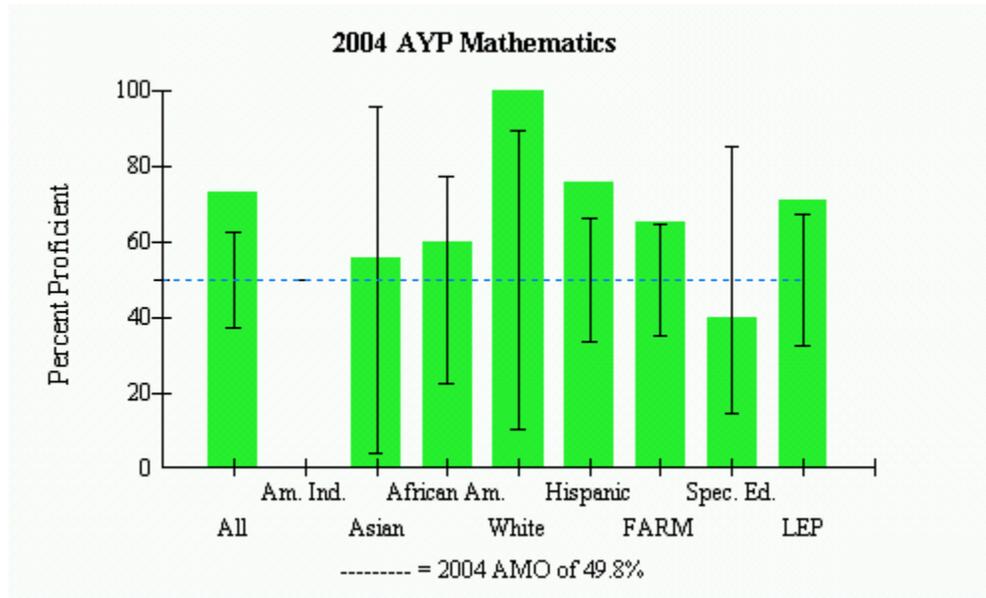
Figure 1: NHE 2004 Percent Proficient AYP Reading by sub-groups for NHE



Source: Maryland State Department of Education , 2004

Figure 1 shows the percent proficiency in reading in 2004 for all sub-groups. NHE met AYP in 2004. The Annual Measurable Objective (AMO) was set by the state in 2004 at 42.7% (the blue dotted line), a target goal all sub-groups within the school should meet. The graph above shows that most of the students met the AMO. Unfortunately there are two groups of students who are not meeting the 42.7% proficiency requirement. The Asian/Pacific Islanders and the Special Education students are below 42.7%. The confidence interval, a formula used which takes into account small numbers of students within a sub-group, allowed these groups to still meet AYP.

Figure 2: NHE 2004 Percent Proficient AYP Mathematics by sub-groups for NHE



Source: Maryland State Department of Education 2004

Figure 2 displays New Hampshire Estates Elementary School students' AYP mathematics assessment results. The proficiency level or AMO for 2004 was set at 49.8%. The green shows that all the students met the AMO. American Indian students do not have data because there were not any American Indian students enrolled at NHE in 2004. Again the Special Education sub-group did not meet the AMO target but did fall within the confidence interval allowing them still to meet AYP.

Table 1: NHE 2004 Percent and Number of Students Proficient in AYP Mathematics

| 2004 AYP Mathematics | | | | |
|--|--------------------|-------------------|----------------|---------------------|
| | Percent Proficient | Number Proficient | Total Students | Confidence Interval |
| All Students Details Trends | 73.3 | 85 | 116 | 37.0 - 62.6 |
| American Indian/ Alaskan Native Details Trends | -- | -- | -- | -- |

| | | | | |
|---|-------|----|----|-------------|
| Asian/Pacific Islander ▶ Details ▶ Trends | 55.6 | 5 | 9 | 3.9 - 95.7 |
| African American ▶ Details ▶ Trends | 60.0 | 15 | 25 | 22.2 - 77.3 |
| White (not of Hispanic origin) ▶ Details ▶ Trends | 100.0 | 12 | 12 | 10.0 - 89.5 |
| Hispanic ▶ Details ▶ Trends | 75.7 | 53 | 70 | 33.3 - 66.3 |
| Free/Reduced Meals ▶ Details ▶ Trends | 65.1 | 56 | 86 | 34.9 - 64.6 |
| Special Education ▶ Details ▶ Trends | 40.0 | 6 | 15 | 14.2 - 85.3 |
| Limited English Proficient ▶ Details ▶ Trends | 71.0 | 44 | 62 | 32.3 - 67.3 |

Source: Maryland State Department of Education – 2004 AYP Mathematics

Table 1 shows the school's Adequate Yearly Progress data in mathematics by both number and percentage of students who are proficient broken down by race, free/reduced meals, Special education and Limited English proficiency. All the categories met the AMO, which was set at 48.8%, except for special education students, were only 40% of the population sub-groups met proficiency level. The students who have met the AYP for Mathematics are Asian/Pacific Islander students at 55.6%, African American students at 60%, White students at 100%, Hispanic students at 75.7%, Free/Reduced Meals at 65.1%, and Limited English Proficient students at 71.0%

Table 2: NHE 2004 AYP Percent Proficient and Participation rate by sub-group

| 2004 AYP: | Met | | | | |
|--|--|-----------------------------|---------------------------|-----------------------------|----------------------------|
| Show Trends | All indicators must be "Met" to make AYP. For details, click on the links below. | | | | |
| | Percent Proficient | | Participation Rate | | |
| | Reading | Mathematics | Reading | Mathematics | Attendance |
| All Students | Met | Met | Met | Met | Met |
| American Indian/ Alaskan Native | -- | -- | -- | -- | |
| Asian/Pacific Islander | Met | Met | na | na | |
| African American | Met | Met | na | na | |
| White (not of Hispanic origin) | Met | Met | na | na | |
| Hispanic | Met | Met | Met | Met | |
| Free/Reduced Meals | Met | Met | Met | Met | |
| Special Education | Met | Met | na | na | |
| Limited English Proficient | Met | Met | Met | Met | |

'--' indicates no students in the category. 'na' indicates too few students for AYP rules.

Source: Maryland State Department of Education – Did you Meet AYP

Table 2 summarizes the New Hampshire Estates Elementary School progress. If the school had a “not met” under any of the categories NHE would not have met the AYP. Fortunately the school has met all the requirements and the table above shows that percent proficiency in reading and math has been met. The groups of students who have not met the AYP for participation rate are Asian/Pacific Islanders, African American, White, and Special Education students. They have not met the standards because there are too few students represented at NHE that would fit into the AYP rules. Participation rate in reading and mathematics has also been met and also the attendance has been met.

Areas of Concern

Overall New Hampshire Estates Elementary School is doing very well, but there is always room for improvement. It is evident through the data that the special education students are lower in percentage of proficient students. The school needs to find ways to change that. Even though children are in special education and only represent a small portion of the school does not mean they should not or cannot learn. New ways of teaching or testing need to be discovered to promote success. Finding new methods can also be applied to improve proficiency groups with a high percentage.

Other students that have just barely met the 42.7% AMO for the AYP reading are the African American, FARM, and LEP students so the school needs to keep a close eye to make sure they are getting all the services possible to help those students improve so the AMO percent will increase and not decline to go under the AMO. For AYP mathematics the students who have just met the 49.8% AMO are Asian/Pacific Islander students at 55.6% also need to be monitored to make sure they continue to stay above the AMO and not drop.

References

- 2000 U.S. Census Bureau – Fact Sheet: Silver Spring CDP, Maryland. Retrieved October 26, 2004, from <http://factfinder.census.gov/>
- Maryland State Department of Education – 2004 AYP Reading. Retrieved October 25, 2004, from http://www.mdk12.org/data/ayp_analyzing/tutorial/step2a.asp?K=150791
- Maryland State Department of Education – 2004 AYP Mathematics. Retrieved October 25, 2004, from http://www.mdk12.org/data/ayp_analyzing/tutorial/step2b.asp?K=150791
- Maryland State Department of Education – Did you Meet AYP. Retrieved October 25, 2004, from http://www.mdk12.org/data/ayp_analyzing/tutorial/step2aa.asp?K=150791
- Maryland Department of Education - Where Do We Stand in 2004. Retrieved October 25, 2004, from <http://reports0304.md.ontargetus.com/SchoolSum.asp?otid=15x0791&accDesc=New+Hampshire+Estates+Elem>