

U.S. Department of Education

September 2003

**2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal Mr. Peter J. Sweet
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name North Hampton School
(As it should appear in the official records)

School Mailing Address 201 Atlantic Avenue
(If address is P.O. Box, also include street address)

North Hampton NH 03862-2313
City State Zip Code+4 (9 digits total)

Tel. (603) 964-5501 Fax (603) 964-9018

Website/URL www.northhamptonschool.com www.sau21.k12.nh.us/nhes E-mail psweet@sau21.k12.nh.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. James Gaylord
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Hampton/ SAU 21 Tel. (603) 926-8992

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Mary Coppinger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 3 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 2 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 19 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> 0 </u>
Classroom teachers	<u> 24 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 24 </u>	<u> 1 </u>
Paraprofessionals	<u> 25 </u>	<u> 3 </u>
Support staff	<u> 10 </u>	<u> 2 </u>
Total number	<u> 86 </u>	<u> 9 </u>

12. Average school student-“classroom teacher” ratio: 16.7
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93%	92%	94%	97%	93%
Daily teacher attendance	92%	92%	91%	92%	92%
Teacher turnover rate	6%	2%	3%	10%	7%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

Our Vision Statement: North Hampton School is a community of learners that respects the individual interests, abilities, and learning styles of its members. The curriculum ensures the continual development of every aspect of the child. Learners are challenged to explore, question, problem-solve and apply knowledge to life situations. Technology, as well as all other available resources, is utilized to connect with the local and global community. The school, as the center of the community, provides learning opportunities for all residents. The interaction between children and adults creates respect for each other and a shared responsibility for continued learning.

Our Mission Statement: The purpose of the North Hampton School is to nurture the intellectual, social, emotional and physical development of all students in a child-centered environment.

Our Guiding Beliefs: We believe that all students have diverse natures, interests, abilities and capabilities that should be developed to their full potential. We believe that we learn and work best in an environment, which is safe, supportive and based on trust and respect. We believe in the exponential power of teamwork and value the entire community's role in educating our students.

North Hampton is a small school, with just 485 students. They attend preschool through eighth grade in the same building, which offers a unique opportunity for strong continuity and communication among teachers, students, and parents over a period of many years. North Hampton School educators are committed to excellence through continual professional growth and development.

The educators work in teaching teams; the inclusionary model of instruction is implemented throughout the school and each student's abilities and needs are addressed individually. This is true for identified as well as regular education students. NHS does not have a resource room and there are no students placed out of district. Each teaching team's membership includes a special education case manager, an administrator, educational assistants at that grade level, interns, and direct access to unified arts and other personnel, including an enrichment coordinator with an extensive program. Enrichment is a part of every student's day, and permeates the curricula at all grade levels. Grade level team members work and plan closely together to develop integrated/project-based units of study. The arts and technology are included as subject walls dissolve. Examples of integrated units include: Environmental School and Survival; the Middle Ages; Boat Building; Ancient Greece; and the Industrial Revolution.

Curriculum alignment with local standards, the NH Frameworks, and national standards and benchmarks is ongoing. This work began a number of years ago in collaboration with MCREL and is constantly revised due to the dynamic nature of the curriculum. Areas of need are identified and plans for improvement are implemented, through the work of our School Council.

Service learning begins in the sixth grade with a program called "Kids in Charge". Students form committees to run a wide variety of service activities, such as recycling and beautification. At weekly town meetings, students create the agenda and facilitate its progress. Two years ago a seventh grade service-learning group, The Lighthouse Kids, spearheaded a campaign to save the White Island Lighthouse. To date they have helped to raise over \$70,000, guaranteeing the survival of the landmark, and garnered local and national attention through their impressive campaign. Eighth graders choose from a variety of service opportunities, such as physical rehabilitation, toddler swim, day care, food pantry, caring for the environment, and hospital visits. Students are also involved in student government, the school store, and many other student-run activities throughout the year.

The school has an active, supportive Parent-Teacher Organization called People Active in Learning, or PAL. PAL places volunteers in classrooms, raises funds to provide enrichment such as field trips, classroom resources, guest artists and authors, enhances communications, and boosts school spirit and a sense of community through the Back to School Picnic, the Teacher's Luncheon, the Spaghetti Supper, the

Harvest Festival, and more. PAL recently purchased a kiln for the art room. With money raised from a holiday book fair, PAL will help fund this year's Artist in Residence, an acclaimed New Hampshire potter.

Part IV- INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading (language arts or English) and mathematics.

North Hampton School utilizes a variety of informal and formal assessments, including but not limited to: teacher observation and anecdotal notes, basic inventories that yield baseline data at the start of a school year, performance tasks, and assessments before and after units of study. Furthermore the state test, the New Hampshire Education Improvement and Assessment Program (NHEIAP), is administered at North Hampton School to third and sixth grade students annually to assess student progress relative to the state curriculum standards in reading/language arts and math. This test is cumulative in nature, assessing content knowledge and skills learned in prior grades as well as the current year of assessment. Each curriculum section of the NHEIAP intends to assess how well students are meeting the proficiency standards of the NH K-12 Curriculum Frameworks. The proficiency levels of advanced, proficient, basic, and novice are provided to assist schools and educators with a global picture of the achievement level of the student body. For clarification, the federal use of the term of proficient in NCLB encompasses the New Hampshire levels of advanced, proficient, and basic.

North Hampton School assesses students in reading and writing through the NHEIAPs and informal criterion-referenced assessments. The NHEIAPs assess reading and writing through open-response items, multiple-choice items, and a writing prompt.

In addition to the state standards-based assessment, the local assessments analyze individual student performance in reading and writing. Students in kindergarten and first grade are assessed with the criterion-referenced Observation Survey, which provides stanines from 1-9. The subtests include Letter Identification, Word Reading, Dictation, Writing Vocabulary, Concepts about Print, and leveled Text Reading. Once students have achieved stanine 9 in all areas, they join the rest of the student body in taking the Developmental Reading Assessment. This test includes oral reading accuracy, fluency, and comprehension. Oral reading accuracy is measured by comparing the percentage of errors to the total words. A score of 100-95% reflects independence, 95-90% instructional level, and below 90% frustration. Comprehension is measured on a rubric reflecting inadequate, adequate, some, or very good comprehension.

The Mathematics section of the NHEIAP assesses specific expectations, which reflect the eight strands of the state frameworks. These are the curriculum areas established by the National Council of the Teachers of Mathematics. They are: numbers and operations; geometry and measurement; data analysis and probability; and patterns. Functions and algebra, problem solving, reasoning, communication, and connections are woven throughout the strands. In addition to this global perspective a computerized Adaptive level Achievement Test, produced by Northwest Evaluation Association, has been recently implemented. The technology inherent in the test tailors the test items to each students on-going performance. This assessment will be used 2-3 times a year providing immediate feedback to inform instruction.

2. Show how the school uses assessment data to understand and improve student and school performance.

Results of informal and formal classroom assessments are analyzed daily as part of an effective teaching/learning/assessment cycle. Teachers are currently receiving training on the use of the NWEA computerized assessment to impact curriculum and instruction decisions. The results from the NHEIAPs are published on the state web site school by school. Each school receives data on every child as well as aggregated data of group performance compared to the state average. Each student receives an individualized profile that reflects commendations and areas in need of improvement. Each teacher in North Hampton in grades 3 and 6 receives the grade level group profile and, with an administrator and content area specialist, participates in an item-by-item analysis of questions missed. Plans are then made to modify and reassess the curriculum to increase student achievement. These results are analyzed and plans for improvement are shared at a public school board meeting. They are also included in the school improvement plan.

In the spring of 2003, 48 Third Grade students participated in the NHEIAPs. In all of the 34 multiple-choice questions and all 4 of the open response questions, third grade students scored at or above the state average. In an item analysis of questions that less than 80% of our students answered correctly, there did not appear to be any pattern that would suggest specific content areas of need. 56 Sixth Grade students participated in the spring 2003 NHEIAP. On 24 out of the 30 multiple-choice questions and all 5 of the open response questions, sixth grade students scored at or above the state average. In an item analysis of questions that less than 80% of our students answered correctly, there did not appear to be a distinct pattern, although problems involving algebraic reasoning and probabilistic thinking had the lowest scores.

From the Developmental Reading Assessment, the oral reading errors are analyzed to determine effective and ineffective reading strategies and level of skill development. This information is used in combination with the comprehension results to develop a personalized improvement plan for the student. Children in first grade who score below the average of their class on the Observation Survey receive Reading Recovery.

These assessments in addition to anecdotal notes, rubrics from a variety of classroom activities, and a collection of writing from across the year and across the curriculum are maintained in a literacy portfolio that follows the child from year to year.

3. Describe how the school communicates student performance.

North Hampton School is in the third year of an annual student assessment data report- compiling standardized test results and local assessments, tracking high school performance and graduation plans, and sharing survey results. The NHEIAP scores are examined, analyzed and graphed. Local assessments in math, writing and reading also inform planning and instruction. With input from the community, goals are set collaboratively, first for the whole school and then on grade level teams. This year the SAU chose the NWEA to assess all grade levels and it, too, will become a part of the information used to design and measure instruction. A data report is mailed annually to the community. It includes local assessments in writing and reading, results from the NHEIAP, the NWEA, placement tests for high school, algebra testing, and longitudinal data from a ten-year study, presently at high school. For example, 87% of NHS graduates from high school go on to a four-year school.

Anchors for standards and benchmarks are developed collaboratively among teachers and adjusted as performance levels rise. Grade level teams host curriculum nights to show where a child would fit in the

model for the year's progress. Parents receive agendas beforehand, and are invited to prepare questions they want addressed. Parents can access teachers through e-mail and voice mail as well as via prearranged conferences. Modifications and accommodations developed at team meetings and shared with parents parallel student need.

Students set goals in all areas. Grades are not a mystery, and students explain progress, process and performance to their parents in student-led conferences. The grading philosophy designating the three areas (progress, process and performance) has slowly evolved and is still a "work in progress". Teachers and parents engage in ongoing conversations, share research articles, and discuss what is meaningful to each in the evaluation of the student. Children then are not victims to whom grades "happen". They know and understand what the symbols mean and how they are attained. What and how to report on report cards continues to be under the microscope. Feedback from parents is actively sought and constantly used. Two parent conferences are held each year and, in the intervals, narrative reports fill in any gaps. Informal conferences can take place any time. Parents receive newsletters, e-mails, packets of standards and benchmarks, and can attend grade level and school wide focus nights. Furthermore, the principal's report to the school board highlights excellence demonstrated in classroom practices; teachers are invited to share at both school board and community forums. Newspaper articles highlighting units of study and featuring the voices of the students appear regularly.

4. Describe how the school will share its successes with other schools.

North Hampton School educators are committed to excellence through continual professional growth and development. They belong to the New England League of Middle Schools, the National Middle School Association, NCTM, NCTE and other professional organizations. Educators have been trained in the Six Plus One Analytical Traits of Writing program, Education by Design/Critical Skills, multiple intelligences, learning styles, Bloom's Taxonomy and more. Forty-six of the fifty-seven certified teachers have a Master's degree and many have hours of study beyond that. Staff expertise can be readily observed in classrooms throughout the school. Many of the staff present regularly at local, regional and national conferences, such as NELMS, NCTE, NCTM and NRA. Two have published books on reading and writing.

The University of New Hampshire recognizes the expertise of the teaching staff by enrolling pre-service students here to observe and interact through an undergraduate course conducted on site (Ed 500) and as a visitation base for students in a course called "Teachers as Learners." North Hampton School staff welcome other schools that are interested in our success and are willing to continue to share our expertise with others.

PART V – CURRICULUM AND INSTRUCTION

For many years the staff at NHS has been exploring current research on how individuals learn. Several books circulated, talk teams formed, and a facilitator led discussions. Classroom posters spotlight Howard Gardner's multiple intelligences, and teachers further aid in diagnosing specific learning styles, strengths and weaknesses, and desired "habits of mind". Over time, NHS students learn to achieve on their own terms. Personal choice is important to motivate, challenge and engage students. With teacher guidance, they often choose the depth and extent of project engagement.

The core mathematics curriculum of NHS is based on a set of district standards and benchmarks that were drafted utilizing the New Hampshire State Mathematics Framework, based on the National Council of Teachers of Mathematics Principles and Standards for School Mathematics. Although we are currently working to make the paper and classroom curriculum even more coherently articulated across the grades,

the mathematics content is rich with opportunities for exploration and application of concepts and skills. The school's philosophy and methodology is an inclusive model that offers challenges to students of all levels and emphasizes learning through understanding.

Science at North Hampton School follows a general science curriculum so students at each grade level study life sciences and physical sciences. This allows students to see the connections among different branches such as biology, chemistry, and physics. The standards and benchmarks include concepts as well as skills, such as the scientific method, making observations, and using various forms of technology to record information. Students throughout the grades make hypotheses, record data, and analyze that data to form conclusions. By questioning and experimenting, students at North Hampton School are learning about the world around them-how it works and how they can help protect it.

The Social Studies curriculum is based on district standards and benchmarks, which was developed from the state and national frameworks. Social Studies units are planned at each grade level based on these standards and benchmarks. Simulations, such as the Freedom Trail, Building Big, Workers on the Line, Unions!, the Monkey Trial and Survival stimulate higher order thinking skills throughout our school. Guest speakers from all walks of life visit regularly. NHS also participates in career days, in which lawyers, legislators and others come into classrooms. All units involve cooperative learning and hands-on experiences so that all students can access curriculum regardless of ability.

The World Language program provides integrated instruction focused on fluency in Spanish and Hispanic cultural enrichment. Lessons are aligned with the state standards and take place once a week for 30 minutes in fourth grade and increase incrementally to three times a week for 45 minutes in eighth grade. Integrated units combine reading and writing exercises with creative skits and projects as well as state of the art interactive software and provide a balanced program that prepares students for high school Spanish.

The Visual Arts curriculum is designed with a twofold purpose in mind. The studio art approach honors the individual interests and learning styles of each child as well as recognizes the important collective outcomes of the national visual art standards. The studio approach is intended to foster creative thinking and personal ownership. Each student is required to come to class prepared with a topic or idea to explore. Students keep track of their work in individual portfolios and are asked to reflect on their learning. Integrated units are designed in collaboration with classroom teachers and build on the students' understanding of various cultures and history.

Music consists of general music classes in grades K-4 that emphasize students learning basic music skills and building a solid foundation for later study of an instrument or voice. Beginning in grade 5, students may elect to study an instrument and be in the school band or sing in the school chorus, some electing both. These performing groups in grades 5-8 give twice yearly concerts with smaller performances at school assemblies. Students may also elect to take music during a weekly offered exploratory period. Jazz band and a small vocal ensemble are offered at that time.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The North Hampton School reading curriculum provides for intensive, personalized instruction for all students. The Balanced Literacy format, based on the 4 Blocks program developed by Patricia Cunningham includes alphabetic awareness, phonemic awareness, phonics, word study, independent reading and writing, and guided reading and writing as recommended by the NCLB Act. The state language arts standards provide the curriculum framework and locally developed benchmarks provide the teaching and assessment targets for each grade level. These are used in conjunction with the district curriculum maps that provide for careful progression of skills.

Spelling, grammar, and conventions of writing are addressed through daily word study and spelling practice. The Six Analytical Traits of Writing program developed at the Northwest Regional Education Lab provides instruction and assessment in the areas of organization, word choice, sentence fluency, ideas/context, voice and conventions.

In the elementary grades guided reading includes daily lessons in reading strategies and application of word study. In the upper grades guided reading takes the form of literature circles. Students frequently have a choice of text on a specific topic and participate in self-directed discussions and projects. In all grades students read a balance of fiction and expository texts.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission.

In an attempt to insure all students leave NHS as competent writers we have focused much of our staff development on writing. This work has included staff training in the 6+1 Traits, our chosen writing program. Having all staff respond to student writing using a common language helps add consistency to both our teaching and our feedback to students, as well as with our correspondence with parents. To ensure that all students are exposed to writing across the curriculum and are writing on a daily basis, we collect samples of student work at each grade level. The range of collected writing includes independently produced pieces, those created in response to guided questions and those taken through the full writing process with teacher guidance. The writing covers a variety of content such as reading responses, creative writing within a specified genre, science content and researched topics.

The school's goal with this work, in addition to continually creating stronger, more balanced skilled writers, is to have samples of authentic student writing that show what meeting standards looks like at each grade level. We have used this collected writing to help us implement our new writing report card that includes a continuum of skills and specific descriptors for what each child is currently able to do in his/her writing and what the next steps for growth will be. The descriptors on the writing continuum match the traits as scored using the 6 Traits rubric (Ideas and Content, Organization, Word Choice, Voice, Sentence Fluency, and Conventions). The writing continuum was originally piloted by a group of twelve teachers for their entire class, shared with parents and, the following year, piloted by the entire staff with a range of students. This continuum is part of the document that allows us to implement our grading philosophy, respond to a student's performance, progress and process as a writer.

As a culminating activity, all students are charged with the task of presenting themselves as writers at the end of each school year, typically to their parents. This encourages all students to take responsibility for their learning and helps solidify the partnership between school and home. We continue to analyze our student growth in writing by repeating our school wide assessments on a yearly basis and adjusting our instruction to continually meet the needs of our students.

4. Describe the different instructional methods the school uses to improve student learning.

Our mission statement avers that we respect individual interests, abilities, and learning styles. For many years the staff at NHS has been exploring current research on how individuals learn, best practices, and what impacts student performance and outcomes. Teacher training and implementation of theories and practices including Bloom's taxonomy, multiple intelligences, metacognition, cooperative learning, and critical thinking skills has procured a deeper understanding of what students need.

Grade level educators work in teaching teams consisting of a special education case manager, an administrator, educational assistants, and interns. Grade level team members determine how individual needs are best addressed by differentiating instruction. Since NHS embraces the inclusionary model of instruction, classroom accommodations and modifications may need to be developed in order to personalize instruction. For example, in preparation for a one-day open house, “In Celebration of Ancient Greece,” students select their own area of personal interest. Some work on creating a museum for the arts (mosaics, sculptures, jewelry, etc.); others transform a room into a Star Lab to share constellations with lower grades, while others perform dances and myths in a Greek theater. A group of technologically adept students captures the entire process to share later with visitors via a PowerPoint presentation. Each teaching team has a workstation with a multimedia computer, digital camera and scanner. Computer and media center staff conduct training to staff and students on an on-going basis, and students use these resources daily to collect data, conduct research, prepare reports and project presentations, as well as newsletters and slide shows.

Using Bloom’s taxonomy as a guide, teachers work closely with the enrichment coordinator to provide challenging activities that require the immediate use of problem solving and critical thinking skills. Students observe nature throughout its four seasons, recording data, developing hypotheses, testing, refining and proposing theories. Critical thinking skills are applied to many challenges on the Universal Challenge “low ropes course” on school grounds. They are then debriefed and revisited in the classrooms. Participants are encouraged to use “challenge by choice” on the high elements.

Both of these extraordinary environments offer students opportunities for practical, realistic application of real life decision-making tactics and practice in honing critical thought processes rarely available in a developmental setting with trained professionals to orchestrate and guide. Because these are not isolated learning experiences but are incorporated into the “regular” curricula, they are continuously reinforced. Over time, NHS students learn to take personal responsibility for their learning. Through reflection, learning logs, and rubrics students evaluate their personal learning arenas and modes. Nothing is static; therefore, there is always opportunity to revise and review.

5. Describe the school’s professional development program and its impact on improving student achievement.

The School Improvement Plan (SIP) drives the professional development objectives for the year. The SIP comes from staff reflecting on student work, NHEIAP and other standardized testing results, and evaluative collaborations with administration. This year the school hired a school wide math coordinator and provided grant support for the training of a staff member to work with Children’s Hospital of Boston in developing math profiles of students’ learning styles based on the latest brain research to improve instruction.

Focus areas are designated and related school goals developed. The School Council plans the agenda for early release days. One result was that teachers agreed to collaborate on anchor papers in writing to design a writing continuum for grades 1-8. Stipends are available for summer committee and curriculum work. By contract, each teacher has six professional days, often used to visit other schools identified as models of best practices, or to attend workshops, conferences, or speakers. The SAU is in the process of developing a model of supervision and evaluation based on Charlotte Danielson’s work. Rubrics are used to identify areas of strength and weakness. The University of New Hampshire conducted an anonymous, random telephone survey of current parents; results indicated that 85% of those surveyed found the teaching staff to be highly effective.

Yearly staff goals are drawn directly from the School Improvement Plan. NHS School Board policy supports the Council and has accepted the Constitution, which was drafted by the NHS staff. The SIP, individual teacher goals and staff development are supported by the administration and the Board through early release and teacher in-service days, course reimbursement, and support for attendance at local and national conferences.

Newly hired teachers attend an orientation “academy” before school begins. Each is a member of a teaching team which meets several times each week, and each has a mentor in the building who is not on that team. Several staff members, classroom teachers, ancillary staff and administration have trained to belong to a “Critical Friends Group”. This is a nationally endorsed (by ASCD) utility from which referring teachers can seek help in-house with academic or student issues.

State Criterion-Referenced Tests
Cover Page

Grade: 3

Test: New Hampshire Educational Improvement and Assessment Program

Publisher: Measured Progress

Number of students in the grade in which the test was administered: 48

Number of students who took the test: 48

No groups were excluded from testing

STATE CRITERION-REFERENCED TESTS

NEW HAMPSHIRE EDUCATION IMPROVEMENT AND ASSESSMENT PROGRAM

NORTH HAMPTON SCHOOL

GRADE 3 ENGLISH/ LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May
School Scores				
% At or Above Basic	89	77	70	83
% At or Above Proficient	66	42	44	51
% At Advanced	17	11	5	1
Number of students tested	48	54	57	61
Percent of total students tested	100	100	100	98
Number of students excluded	0	0	0	1
Percent of students excluded	0	0	0	2
SUBGROUP SCORES	na	na	na	na
STATE SCORES				
% At or Above Basic	76	76	72	75
State Mean Score	na	na	na	na
% At or Above Proficient	37	41	38	38
State Mean Score	na	na	na	na
% At Advanced	6	8	9	9
State Mean Score	na	na	na	na

GRADE 3 MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May
School Scores				
% At or Above Basic	96	85	91	90

% At or Above Proficient	87	48	51	63
% At Advanced	51	15	9	16
Number of students tested	48	53	57	62
Percent of total students tested	100	98	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES	na	na	na	na
STATE SCORES				
% At or Above Basic	79	80	78	76
State Mean Score	na	na	na	na
% At or Above Proficient	42	39	39	40
State Mean Score	na	na	na	na
% At Advanced	15	10	8	9
State Mean Score	na	na	na	na

State Criterion-Referenced Tests
Cover Page

Grade: 6

Test: New Hampshire Educational Improvement and Assessment Program

Publisher: Measured Progress

Number of students in the grade in which the test was administered: 56

Number of students who took the test: 56

No groups were excluded from testing.

STATE CRITERION-REFERENCED TESTS
NEW HAMPSHIRE EDUCATION IMPROVEMENT AND ASSESSMENT PROGRAM

NORTH HAMPTON SCHOOL

GRADE 6 ENGLISH/ LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May
School Scores				
% At or Above Basic	83	90	86	67
% At or Above Proficient	38	31	44	28
% At Advanced	11	9	5	5
Number of students tested	56	54	61	78
Percent of total students tested	100	100	98	99
Number of students excluded	0	0	1	1
Percent of students excluded	0	0	2	1
SUBGROUP SCORES	na	na	na	na
STATE SCORES				
% At or Above Basic	71	69	69	68

State Mean Score	na	na	na	na
% At or Above Proficient	30	28	27	29
State Mean Score	na	na	na	na
% At Advanced	5	5	5	6
State Mean Score	na	na	na	na

GRADE 6 MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May
School Scores				
% At or Above Basic	88	83	80	67
% At or Above Proficient	47	37	40	37
% At Advanced	9	11	5	8
Number of students tested	56	54	61	78
Percent of total students tested	100	100	98	99
Number of students excluded	0	0	1	1
Percent of students excluded	0	0	2	1
SUBGROUP SCORES	na	na	na	na
STATE SCORES				
% At or Above Basic	74	73	68	66
State Mean Score	na	na	na	na
% At or Above Proficient	33	28	26	27
State Mean Score	na	na	na	na
% At Advanced	7	6	4	4
State Mean Score	na	na	na	na

