U.S. Department of Education **September 2003**

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

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

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

School Mailing Address 21 School Street
(If address is P.O. Box, also include street address)

Newport NH 03773-1499
City State Zip Code+4 (9 digits total)

Tel. (603) 863-3710 Fax (603) 863-3895

Website/URL www.newport.k12.nh.us E-mail pwarren@newport.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. William J. Mealey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newport School District Tel. (603) 863-3540

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Holly Harrison
(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.

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

**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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   2 Elementary schools
   1 Middle schools
   Junior high schools
   1 High schools
   1 Other (Briefly explain) Voc Tech

   5 TOTAL

2. District Per Pupil Expenditure: $ 7,416.06
   Average State Per Pupil Expenditure: $ 7,735.97

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [x] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   0 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	30	40	**70**		**7**			
1	42	40	**82**		**8**			
2	43	35	**78**		**9**			
3	41	33	**74**		**10**			
4					**11**			
5					**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**304**

6. Racial/ethnic composition of the students in the school:

99.9805 % White Per Civil Rights Report
.0163 % Black or African American
.0032 % Hispanic or Latino
.0 % Asian/Pacific Islander
.0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 9.8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	24
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	306
(5)	Subtotal in row (3) divided by total in row (4)	.0980
(6)	Amount in row (5) multiplied by 100	9.8

8. Limited English Proficient students in the school: .9 %
2 Total Number Limited English Proficient
Number of languages represented: 2
Specify languages: Spanish and Tagalog

9. Students eligible for free/reduced-priced meals: 48.7 % Kindergarten students not included. Kindergarten students do not each lunch at school. It is a half-day program. Kindergarten is not mandatory in New Hampshire.
114 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11.8 %

36 Total Number of Students Served

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

2	Autism	1	Orthopedic Impairment
	Deafness	4	Other Health Impaired
	Deaf-Blindness	1	Specific Learning Disability
1	Hearing Impairment	14	Speech or Language Impairment
1	Mental Retardation		Traumatic Brain Injury
1	Multiple Disabilities		Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	17	3
Special resource teachers/specialists	7	
Paraprofessionals	13	
Support staff	1	
Total number	**39**	**4**

12. Average school student-"classroom teacher" ratio: 17:1

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	93.3	93.3	93.5		
Daily teacher attendance	92.59	92.29	92.3		
Teacher turnover rate	7.47	7.47	7.47		
Student dropout rate					
Student drop-off rate					

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

Richards School is the stately 107-year-old brick building on the hill. Entering the building you notice the huge sign which welcomes visitors to Newport's only primary school -- our community's first steps in learning. Four grade levels are spread over the three floors of this school, using every available nook and cranny for instructional or office space. This is where students in K-3 are instructed in a full elementary curriculum, which aligns itself with the New Hampshire Curriculum Frameworks. Kindergarten students are placed into four half-day sessions. Grades 1-3 are arranged into five classrooms per grade level. The Newport community supports small class sizes, which range from 13 to 19 students.

Our academic focus is on reading comprehension. Assessment data analysis in reading fluency and understanding revealed that our students, though fluent readers, were not performing well in comprehension. To activate their thinking and improve their achievement in understanding what they have read, teachers have improved their instructional skills.

It is our expectation that all students will be reading, writing and solving math problems on grade level. It is our belief that all children can learn and succeed. Our mission statement: *Richards School commits to developing a solid educational foundation in an environment of mutual respect while challenging all children to become responsible, resourceful citizens* has been distilled down to three words -- *Safety, Respect and Learning.*

There is a very strong unified arts team at Richards School. Excellent teachers, who attend the thinking strategies professional development opportunities with classroom teachers use the common language and adapt the skills to their discipline. Art, Music, Physical Education, Library and Guidance teachers integrate their lessons with the strategies in a gradual release of responsibility learning model, as do their colleagues in the regular classrooms.

We have been supported by the administration and Newport School Board to focus on Language Arts. Mathematics, Science and Social Studies are vital to a comprehensive elementary education, however, it was time to prioritize our needs and slay the biggest dragon -- illiteracy! Having made that commitment, we were pleased and gratified to find that the scores in each area of the curriculum areas have improved along with the reading scores.

Teachers are encouraged to spend the first six weeks of school establishing routines and procedures in their classrooms. Even the very youngest students take on everyday responsibilities. They become independent and grow in confidence while the teachers gain precious individual instructional time. Our discipline referrals have dropped by 50% in the past three years providing evidence that students spend more time learning.

A jog around our acre of playground showcases the newly renovated play structure. The Richards School PTO has taken on the responsibility for this annual project.

Richards School looks its best when the whole school community is gathered around the flagpole outside. Several times each year the school comes together to celebrate and honor our community. We take time to remember our responsibilities as citizens of Richards School, Newport, New Hampshire, the United States and the world.

PART IV – INDICATORS OF ACADEMIC SUCCESS (1)

The teaching staff at Richards School shared the responsibility in completing the task of analyzing the 2003 NHEIAP scores in Math and Language Arts. We identified and analyzed all questions where 20% or more of the students failed to reach the correct answer, so we might determine where we need to strengthen our instruction. We also identified questions where 90% or more of students chose the correct answer so we could see what students and teachers were doing well.

Language Arts
On questions where less than 80% of the students scored the correct answer we noted that 50% of those questions fell into the non-fiction genre. This told us that we needed to increase our instructional strategies in this area. To address our need, this year money was requested and approved by the School Board to enrich our Literacy Closet with non-fiction books for all reading levels.

We did find evidence of strengths and improvements in the use of prior knowledge or drawing on what they already know and making the next logical step. The students scored especially well in answering questions on fictional stories and on viewing and understanding a non-fiction video. All students scored above 90% on questions based on grammar and punctuation.

Mathematics
Our analysis of the mathematic test results indicated a need for improved instruction in multi-step word problems. Teachers will spend more time teaching students how to approach a math problem when it is housed in a long multi-step format. This involves teaching students how to read through the entire problem first and break the solution into steps. We will transfer our improved knowledge of the thinking comprehension strategies to mathematics instruction. Simply asking the students, "Does that answer make sense?" can begin to bring students to a place where they are thinking about their work. What is the problem asking you? Should your answer be more or less than the starting number? We saw strengths in fractions, geometry, shapes, symmetry, tally marks, calculator operations, coin recognition and adding coins, one-step word problems and using visual cues to solve a problem.

PART IV – INDICATORS OF ACADEMIC SUCCESS (2)

Teachers at Richards School use information gathered from test data analysis to modify our instruction. Assessment data is reviewed quarterly and over time to monitor progress. Since teachers are ultimately responsible for implementing change, it is imperative that they are included in the assessment and analysis process. Giving teachers the opportunity to observe in other classrooms frees them to develop a school wide vision of new instructional implementation. As a team, we can more readily determine if and when new strategies are successful.

When our data analysis revealed that our students did not score well on questions after reading a non-fiction piece, we made some adjustments:

- We improved our instruction by viewing and discussing strategies in Debbie Miller's video on teaching nonfiction.
- Teachers observed colleagues' mini-lessons and guided practice sessions.
- Reading staff introduced our new nonfiction books from the Literacy Closet
- Teaching nonfiction was a topic in our professional discussion group

Strengthening our teaching skills as a team and based on assessment data has had positive results in student achievement, school culture, and collegiality.

PART IV – INDICATORS OF ACADEMIC SUCCESS (3)

- The Superintendent of Schools first announces NHEIAP test scores to the public at a televised session of the Newport School Board. At that time the Superintendent reports that school principals will meet with their staffs to review, analyze and design an instructional plan to address areas in need of improvement. The principals are scheduled to report back to the Board on their analysis and action plans at the following Board Meeting.
- School NHEIAP scores are reported to parents in my monthly newsletter, Primarily Speaking. Our two community newspapers The Eagle Times and the Argus Champion report Newport scores to the general public.
- The principals report the test scores to their individual Building Teams of parents and teachers. I report to the Richards School PTO.
- This year, because of the exceptional scores, we held a pep rally celebration at Towle School with the current fourth graders.
- Parent/teacher conferences are used to deliver and review individual student results and analysis.

PART IV – INDICATORS OF ACADEMIC SUCCESS (4)

To share our students' success with other schools we meet with the staff of our connecting schools to present our data analysis and plans to modify instruction. The Towle staff is often a part of our professional development days, so they are aware of our focus and offer suggestions for reinforcement and extensions on data. Towle teachers are involved in our professional book discussion groups. Two teachers from Richards School offer a Laboratory Classroom experience to teachers, which is open to neighboring school staff members.

The principal and kindergarten teachers meet with public and private pre-school staff to discuss early childhood issues. At these meetings we keep pre-school staff updated about our curricular modifications and any changes in the language we use with students as our instruction evolves. An informal school administrators group of elementary principals in this area meet periodically when there is a topic of interest to us; e.g., how to improve writing prompts.

Other schools send teams of teachers to visit Richards School to observe the guided practice instructional model. This year teams from Bluff School in Claremont and Hillsboro-Deering School in Hillsboro have spent half days observing in classrooms. Visiting teams meet with the principal first to clarify their expectations and to facilitate the procedures expected of a classroom observer as explained by Diane Sweeney in Learning Along the Way.

PART V – CURRICULUM AND INSTRUCTION (1)

Examining the third grade standards and learning expectations was the key to designing our curriculum. The teachers identified mastery of both skills and content areas needed at each grade level to assure student success by the third grade. Building on the New Hampshire Curriculum Frameworks and proficiency standards, the staff compiled units of study to be mastered at each grade level. There is a spiraling framework of content in language arts, mathematics, science and social studies where students are introduced to and given guided practice in and master concepts, skills and relationships. The full curriculum includes guidance, art, music, physical education and library.

Our language arts program is a comprehensive collection of researched based best practices that is continually evolving to meet our instructional needs. All students will demonstrate competencies using the interactive language arts practices of reading, writing, speaking, viewing and listening to communicate effectively. The Zaner Bloser Handwriting system is used to promote correct letter formation, correct sizing and spacing. Legibility is strongly connected to written expression and successful spelling.

Mathematics is taught using Silver Burdett Ginn's Pathways to Math Success augmented with daily practice in solving math word problems, real life math experiences and writing in a math journal. Early skills include: sorting, reading a pattern, counting to 100, matching numerals to a set and recognizing and naming geometric shapes. By the end of third grade students will understand several operations and concepts in numbers and problem solving, reasoning, communication and connections and geometry and measurement.

Social studies instruction is usually integrated with language arts, guidance and the use of thinking strategies. The primary goal of our social skills curriculum is to prepare students to participate in our society as effective citizens, competent workers, knowledgeable consumers, responsible family member and healthy beings, physically and emotionally. No one program is used but a variety of resources enhances this curriculum including: National Geographic for Kids, Scholastic Magazine, trade books, local newspapers and Internet resources.

The science curriculum is based on the inquiry method of discovery. Using the scientific method, students discover the physical world. FOSS science kits provide opportunities for hands-on experiences in rocks and minerals, the solar system, the human body and habitats. The kindergarteners are introduced to predicting and classification. Third graders are expected to be able to engage in questioning, prediction, and the collection and analysis of data to develop conclusions.

Technology is integrated throughout the curriculum. The Newport School District has adopted the New Hampshire State Standards for Technology and student benchmarks are met through instruction in authentic learning situations. Students at Richards School receive a full guidance curriculum presented in weekly classes as well as, art, music, physical education and library skills to help our students become contributing citizens, effective communicators, supporters of the arts and life long learners.

PART V – CURRICULUM AND INSTRUCTION (2)

Students at Richards School represent a rich diversity of learning styles. Many are unable to learn in a whole group setting. All students need individualized instruction**. No single program provided the flexibility needed so that no child is left behind**. The Richards School staff has combined the best practices from several reading programs to assemble our comprehensive language arts approach. This approach relies not so heavily on the quality of any one program but the collective expertise of the teachers.

Superior, appropriate, effective instruction is our standard. Teachers must be masters at establishing procedures in the classroom so students can develop their independence. A key component of our program is the gradual release of responsibility model. It is a measure for accountability. When a student can work independently and utilize appropriate resources he/she has mastered the skill. More importantly, this model allows the teacher time to confer with students individually.

There is a strong emphasis on the phonics component of our program. It utilizes a direct instruction technique that teachers find effective.

- Our guided reading model provides customized individualized instruction at each student's exact instructional level. Our Literacy Closet has 10,000 volumes of leveled multiple copies of books from several genre. Teachers borrow hundreds of books weekly so students always have a variety of books to choose from in their book bags or book boxes. Students read at their own comfortable reading level to improve fluency.
- Literary Reader from the Houghton Mifflin series is used to provide opportunities for class discussions. Those discussions focus on strategic problem solving; increase vocabulary, and an improved understanding of text.
- The incorporation of the thinking strategies as outlined by Ellin Keene and Susan Zimmerman in Mosaic of Thought has centered our program since we found our data analysis to reveal we needed to improve our instruction in reading comprehension.
- Asking students to think about what they have read begins slowly with making connections but moves to questioning, using sensory images, synthesizing, and determining importance. Students develop an ability to think, discuss and write about their reading with understanding.
- Reading benchmarks provide an assessment of fluency and comprehension six times a year. We administer the Developmental Reading Assessment (DRA) in the spring. Teachers confer with students daily and make instructional decisions based on those observations.
- Students write for a variety of purposes each day. They write to respond to a comprehension question, to describe how they solved a math problem, make a journal entry, respond to a prompt, write a letter, and make a science prediction or record results. This curriculum includes a formal writing prompt assessment in which all students respond in writing to the same prompt. These writing prompts are scheduled each quarter. The writing is scored according to the NHEIAP rubric in third grade. A modified version of the rubric is used at other grade levels. The writing is then exchanged and scored again. Teachers fill out a recording sheet with student scores and turn in a copy to the principal. Student improvement in response writing can be tracked from these recording sheets. This assessment also informs our instruction. We can see if students need more instruction in mechanics or how to develop a story. The teachers then connect student instructional needs to skills mastered and move forward.

It is a long journey from letter/sound relationship in kindergarten to an exiting third grader reading with comprehension on level 48 and writing an organized essay with rich details and voice to a specific audience. It is our charge to take students on this journey successfully.

PART V – CURRICULUM AND INSTRUCTION (3)

The challenge to prepare proficient mathematics students is met by moving students' thinking from the concrete to the conceptual. Partnership to Math Success published by Silver Burdett Ginn is the basis for our mathematics curriculum at Richards School. By the end of third grade students are expected to be able to master specific conceptual and computational skills. These defined skills are then transferred to daily problem solving process. To accomplish this students solve a math word problem as an opening activity each morning. In every classroom students practice a method of solving math word problems utilizing a three-step process. They write the math equation, explain how they reached their answer in writing, and draw the problem. Problem solving and reasoning skills will be developed so students are able to determine the reasonableness of answers for problems involving arithmetic operations.

Teachers provide supplemental instruction to provide students with targeted areas of guided practice. Teachers are incorporating the thinking strategies into math lessons to improve student achievement. Asking students to visualize the problem has already had positive results in improving math understanding in concepts and computation performance. This has been especially valuable in geometry where students must be able to draw, compare and visualize shapes in various positions, draw lines of symmetry and determine if two planes are congruent. We believe using other strategies will yield similar favorable results. For example: Questioning—Could this be the answer? Using Synthesizing could help students generalize patterns and improve deductive reasoning.

Real life math experiences are incorporated daily to demonstrate the relevance of mathematics in everyone's life. Creative instruction that makes mathematics real and meaningful to students has also been a factor in improving student scores. Students will be able to determine the connections and relationship between the mathematical operations of addition, subtraction, multiplication, use money in real life situations, tell time to the nearest minute, measure and identify examples of geometry in nature, art and architecture.

PART V – CURRICULUM AND INSTRUCTION (4)

The student population at Richards School, although homogeneous at first glance, is in fact quite diverse in respect to how they learn. Because many of our students have difficultly learning in traditional whole group models, we have adopted several instructional methods to maximize student learning.

- Students receive instruction in large groups, small groups and individually. Each student develops independence so after a mini lesson and guided practice they are able to work independently for longer and longer periods of time.
- Students are provided instruction to improve specific skills in small groups; e.g. phonemic awareness and visual discrimination.
- We are strong advocates of the gradual release of responsibility model especially in Language Arts where it offers an opportunity to improve skills, meaning and confidence.
- Critical thinking skills are developed during group discussions and teacher/student conferences.
- Inquiry based discovery is a natural technique for young students with their curiosity and enthusiasm for the world around them.
- In each classroom peer mentoring allows students to learn in an authentic setting.

These methods seem to work at Richards School because the teachers take the time at the beginning of each school year to establish classroom routines and procedures. Students feel confident that they know what to do in each situation and are able to learn in a predictable organized environment.

PART V – CURRICULUM AND INSTRUCTION (5)

Five years ago Richards School staff began a journey together. We began taking courses and workshops as a whole group. The belief that there is real value in everyone hearing the same thing at the same time drove us to focus on this professional development model. We have a budget that allows each teacher to take a workshop of their choosing and pursue an individual interest but our commitment to improving student achievement begins with reading and writing. This has been the main thrust of our professional development.

Our first course was *Observing Young Children* based on Marie Clay's Observation Survey and Mosaic of Thought by Ellin Keene and Susan Zimmerman. Teachers learned to take running records and analyze them to a standard and we began to collect benchmark data. The next course we were able to take as a group was *Guided Reading* that gave us guided practice in using leveled books with small groups of students in our instruction and a hands-on approach to the thinking strategies in Strategies the Work by Stephanie Harvey.

Most recently we have been fortunate to be able to bring in professional developers from the Public Education and Business Coalition (PEBC) in Denver to help us integrate the thinking strategies into our Language arts curriculum. In August 2003 all teachers were scheduled to attend two, full-day workshops specifically designed for their grade level. The professional learning from these courses and workshops is supported at Richards School at staff meetings with group discussions and viewing professional videos. Additionally, the staff has initiated a professional book discussion group, which meets each week.

We have two teachers who trained at PEBC and have established a laboratory classroom observation and demonstration opportunity for their colleagues. Fourteen teacher volunteers may attend these Learning Network demonstrations and discussions each semester.

PART VII - ASSESSMENT RESULTS

Public Schools

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3

Test: **N**ew Hampshire **E**ducational **I**mprovement **A**ssessment **P**rogram -- NHEIAP

Edition/publication year: 2003 Publisher: Measured Progress

Number of students in the grade in which the test was administered: 77

Number of students who took the test: 76

What groups were excluded from testing? Why, and how were they assessed?
One student was excluded from the test. He was assessed using the NHEIAP-Alt. He received a score in the proficient range.

Number excluded: 1 Percent excluded: .3%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

- **Basic**: Students at this level are able to determine the literal meaning of the materials they read, hear and view. They can identify clearly-stated main ideas and make direct comparisons in literary, narrative, factual, informational, and practical works. Their responses are sometimes incomplete and are supported with few details. When writing, they communicate at a reasonable level. Although they employ both simple and more-complex sentences, overall their work shows elementary organization, development, and use of detail. While they demonstrate a fundamental control of mechanics, they may make errors in spelling and grammar.
- **Proficient**: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions from literary, narrative, factual, informational, and practical works. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make some errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.
- **Advanced**: Students at this level demonstrate a thorough comprehension of the materials they

read, hear, and view. They are able to identify main an subordinate ideas, supporting details, and facts in literary, narrative, factual, informational and practical works. They use comparisons and predictions to increase their level of understanding. They can draw conclusions and make critical judgments. Their responses are detailed and reflect careful thought. When writing, they communicate clearly and effectively. They can organize ideas, develop a topic, add supporting detail, and vary both sentence structure and vocabulary. They make few, if any, mechanical errors.

Standards from Test Report

In May 2003, of the 77 students tested:
11% scored in the Advance category
33% scored Proficient
39% scored in the Basic range

These scores represent steady improvement over the past there years. Disaggregated groups such as socio-economically disadvantaged students and ethnic minority students also show comparable improvement.

PART VII - ASSESSMENT RESULTS

Public Schools

Data Display Table for **Mathematics**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
SCHOOL SCORES					
% At or Above Basic	86	75	68		
% At or Above Proficient	54	39	26		
% At Advanced	32	9	6		
Number of students tested	77	91	95		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Socio Economic (specify subgroup) Students eligible for Free/Reduced Lunch					
% At or Above Basic	72	71	29		
% At or Above Proficient	25	18	24		
% At Advanced	0	.04	0		
Number of students tested	40	49	29		
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	72	70	78		
State Mean Score					
% At or Above Proficient	42	39	39		
State Mean Score					
% At Advanced	14	10	8		
State Mean Score	257	255	255		

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

PART VII - ASSESSMENT RESULTS

Public Schools

Data Display Table for **Language Arts**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
SCHOOL SCORES					
% At or Above Basic	83	78	62		
% At or Above Proficient	44	33	31		
% At Advanced	16	8	4		
Number of students tested	77	91	95		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Socio Economic (specify subgroup) Students eligible for Free/Reduced Lunch					
% At or Above Basic	72	76	65		
% At or Above Proficient	25	18	24		
% At Advanced	0	.04	0		
Number of students tested	40	49	29		
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	80	76	72		
State Mean Score					
% At or Above Proficient	53	41	38		
State Mean Score					
% At Advanced	14	8	9		
State Mean Score	253	253	252		

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Nicholas C. Donahue
COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
October 2001

TO: Citizens, School Board Members, and School Personnel
FROM: Nicholas C. Donohue, Commissioner

This report highlights results from the statewide, grade three assessment administered in May 2001, as part of the New Hamphire Educational Improvement and Assessment Program. As stated in RSA 193-C, the purpose of this program is "to establish what New Hampshire students should know and be able to do and to develop and implement effective methods for assessing that learning and its application so that local decisions about curriculum development and delivery can be made."

Challenging standards for our students have been established in New Hampshire curriculum frameworks developed with input from parents, policy makers, business people, teachers, and administrators. The statewide assessment keyed to these standards uses both multiple-choice and open-response items to assess students' knowledge and their ability to apply that knowledge. It provides a measure of the degree to which the standards are being met. New Hampshire's public school third-grade students are tested annually in English language arts and mathematics. Students at grades six and ten are tested in English language arts, mathematics, science, and social studies.

This eighth end-of-grade-three *Educational Assessment Report* contains school- and/or district-level data on student performance in the primary grades, including proficiency-level distributions and mean-scaled scores. This year, federal reporting requirements, which are linked to the continued receipt of $75 million per year in federal funds, made it necessary to assign minimum scores at the school, district, and state levels to most of the small percentage of students who did not participate in the assessment as well as those few students who took the test under nonstandard conditions. In six out of the ten grade-level, content-area combinations tested in New Hampshire, these changes resulted in a slight increase in the percentage of students in the novice category and a slight reduction in mean-scaled scores. In three grade-level, content-area combinations results stayed essentially the same, and in sixth-grade science, there is real growth in performance between May 2000 and May 2001. The extent of these changes will vary from district to district and school to school based on the number of students who were assigned minimum scores. Local schools and districts should factor the impact of these changes into their year-to-year analysis of results.

This report provides a rich source of information to evaluate current school-improvement efforts and facilitate decisions about curriculum, instruction, professional development, resource allocation, and staffing. I am pleased to report that virtually all schools and districts are using this information to make adjustments in curriculum and instructional programs. The Department will continue to assist with this important effort through workshops and meetings offered in cooperation with various statewide organizations. Each year schools and districts are asked to evaluate performance over time, analyze trends, and report these trends at the local level. A similar process is carried out by the Department of Education for the state as a whole.

I wish to take this opportunity to thank the local school staff and countless others who are working to ensure that New Hampshire's youth receive the high-quality education needed in the 21st century.

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NH
Educational Improvement and Assessment Program

EDUCATIONAL ASSESSMENT REPORT

District: NEWPORT
SAU #: 43
Grade: END-OF-GRADE THREE
Code: 43401
Date: MAY 2001

NH
Educational Improvement and Assessment Program

SUMMARY OF STUDENTS TESTED

District: NEWPORT
Grade: END-OF-GRADE THREE
Date: MAY 2001

The generalizability of results can be affected if the population tested is not representative of the school or district as a whole. In order to ensure that the students tested were representative of the total student population, schools and districts were expected to administer the full battery of NHEIAP assessment tests to all students with the exception of students with disabilities who participated in the New Hampshire alternate assessment as well as those students who met specific non-participation criteria (students who were excused in accordance with a Section 504 Plan and non- or limited-English proficient students who were excused based on the results of an English language proficiency assessment). Students who were absent or were administered the assessment with the use of nonstandard test accommodations in accordance with Federal IDEA-97 regulations received scaled scores of 200 and were assigned a Novice proficiency level. In addition, non- or limited-English proficient students who were excused from the assessment without taking an English language proficiency assessment also received scores of 200 and were assigned a Novice proficiency level.

Since the total number of students tested also affects the generalizability of results, schools and/or districts with a small number of tested students at this grade level (fewer than 40) should use caution when interpreting the information reported for a single school year. Cumulative averages of test scores over three years are more useful for program evaluation purposes.

	NUMBER						PERCENTAGE					
	School		District		State		School		District		State	
Students Enrolled on the Day Testing Began			95		16,509				100		100	
	English Language Arts	Mathematics	English Language Arts	Mathematics	English Language Arts	Mathematics	English Language Arts	Mathematics	English Language Arts	Mathematics	English Language Arts	Mathematics
Students Tested (took all sessions)			**95**	**95**	**16,345**	**16,431**			**100**	**100**	**99**	**100**
NHEIAP Assessment Tests			95	95	16,246	16,332			100	100	98	99
NHEIAP Alternate Assessment†			0	0	99	99			0	0	1	1
Other Students Included in this Report (Students Assigned Minimum Scores)			**0**	**0**	**105**	**42**			**0**	**0**	**1**	**0**
Absent			0	0	31	34			0	0	0	0
Use of nonstandard test accommodations in accordance with Federal IDEA-97			0	0	72	7			0	0	0	0
Non- or Limited-English Proficient students excused from the assessment without taking an English language proficiency assessment			0	0	2	1			0	0	0	0
Students Not Included in the Report			**0**	**0**	**59**	**36**			**0**	**0**	**0**	**0**
Excused in accordance with 504 plan			0	0	3	3			0	0	0	0
Non- or Limited-English Proficient students excused based on results of an English language proficiency assessment			0	0	56	33			0	0	0	0

† This year, NHEIAP Alternate Assessment results will be included in a separate report.

NOTE: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Description of Data Reported

The diagram below will help you identify the various types of data reported for each content area.

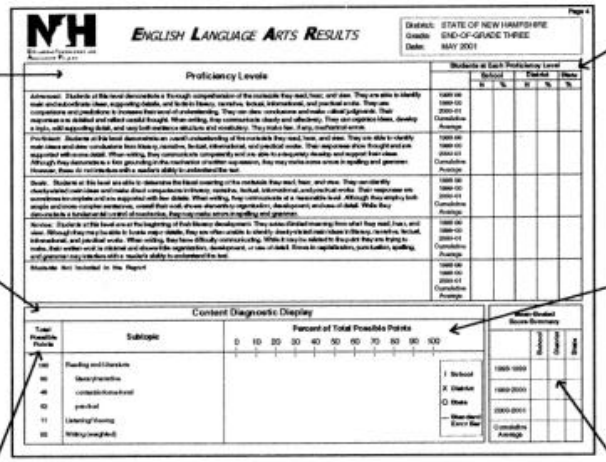
Proficiency Levels
Proficiency levels describe what students at each level know and are able to do. The "cut-points" between levels were established in 1993 and reviewed and recalculated in 2000. This two-phase process included input from teachers statewide as well as representative groups of New Hampshire citizens (both educators and non-educators) brought together for this specific purpose.

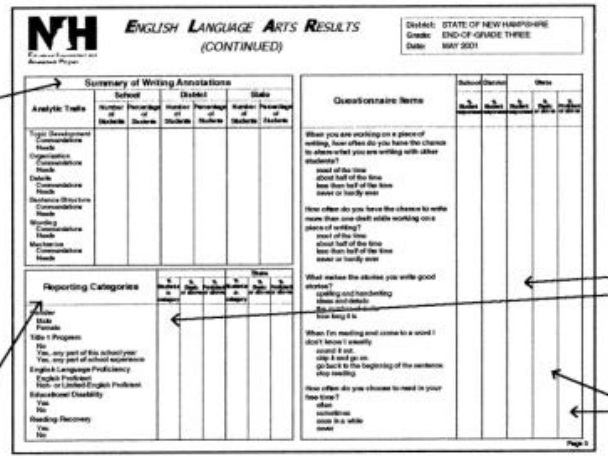
Content Diagnostic Display
Content-area results are broken down into more specific subtopics (as described in New Hampshire's curriculum frameworks) to provide diagnostic information on a school's or district's program. Since testing involves a sampling of students and content, variations in subtopic performance over time can be expected. However, when subtopic scores are lower than other subtopic scores for two or more years or are consistently lower than statewide performance, local staff should look carefully at the school's or district's instructional program for both the content area as a whole and the specific subtopics.

Total Possible Points
This column lists the total possible points for each specific subtopic.

Summary of Writing Annotations (English Language Arts only)
Writing was evaluated using the Annotated Holistic Scoring Method. Each student's holistic score was determined by two independent readers. In addition, readers identified annotations addressing noteworthy features of each paper. The annotations reflect either commendations or needs pertaining to the analytic traits of topic development; organization; details; sentence structure; wording; or mechanics. This section reports the number and percentage of students in the school, district, and state receiving annotations for each of the six traits.

Reporting Categories
This portion of the report shows the performance of major subgroups of the population of students tested.





Number and Percentage of Students at Each Proficiency Level
This section of the report identifies the distribution of students for the school, district, and/or state as a whole who performed at each proficiency level. Numbers and percentages for three years are provided; a cumulative average is also provided. This allows schools and districts to view their own results over time. The number of students at each proficiency level is based on both common and matrix-sampled items.

Percent of Total Possible Points
This graphic display allows school or district staff to compare specific subtopic performance for each content area to the subtopic performance obtained at the district and/or state level(s). A key to the symbols used to represent school, district, and state performance is provided as part of the display. The horizontal standard error bar represents plus or minus one standard error of the mean for the school or district score in the display.

Mean-Scaled Score Summary
Mean-scaled scores are based on the performance of students tested in a particular year. These numeric scores are averaged at the school, district, and state levels and are used with other data to track educational improvement over time. NHEIAP scaled scores range from 200 to 300, with spans of scores corresponding to the four proficiency levels. Novice is 200 to 239; Basic is 240 to 259; Proficient is 260 to 279; and Advanced is 280 to 300. Mean-scaled scores are provided for three years; a cumulative average is also provided.

Percentage of Students in Category and Percentage of Student Responses
These percentages permit school and district staff to compare local students to students statewide.

Percent Basic or Above and Percent Proficient or Above
These two columns allow school and district staff to evaluate the correlation of selected instructional practices to student performance statewide.

NH Educational Improvement and Assessment Program

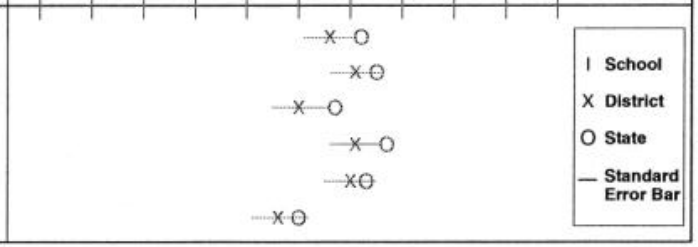
ENGLISH LANGUAGE ARTS RESULTS

District: NEWPORT
Grade: END-OF-GRADE THREE
Date: MAY 2001

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level demonstrate a thorough comprehension of the materials they read, hear, and view. They are able to identify main and subordinate ideas, supporting details, and facts in literary, narrative, factual, informational, and practical works. They use comparisons and predictions to increase their level of understanding. They can draw conclusions and make critical judgments. Their responses are detailed and reflect careful thought. When writing, they communicate clearly and effectively. They can organize ideas, develop a topic, add supporting detail, and vary both sentence structure and vocabulary. They make few, if any, mechanical errors.	1998-99			8	8	8
	1999-00			18	18	9
	2000-01			4	4	9
	Cumulative Average			10	10	9
Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions from literary, narrative, factual, informational, and practical works. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make some errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.	1998-99			33	32	31
	1999-00			28	27	29
	2000-01			26	27	29
	Cumulative Average			29	29	30
Basic: Students at this level are able to determine the literal meaning of the materials they read, hear, and view. They can identify clearly-stated main ideas and make direct comparisons in literary, narrative, factual, informational, and practical works. Their responses are sometimes incomplete and are supported with few details. When writing, they communicate at a reasonable level. Although they employ both simple and more-complex sentences, overall their work shows elementary organization, development, and use of detail. While they demonstrate a fundamental control of mechanics, they may make errors in spelling and grammar.	1998-99			34	33	36
	1999-00			27	26	37
	2000-01			28	29	34
	Cumulative Average			30	29	36
Novice: Students at this level are at the beginning of their literacy development. They extract limited meaning from what they read, hear, and view. Although they may be able to locate major details, they are often unable to identify clearly-stated main ideas in literary, narrative, factual, informational, and practical works. When writing, they have difficulty communicating. While it may be related to the point they are trying to make, their written work is minimal and shows little organization, development, or use of detail. Errors in capitalization, punctuation, spelling, and grammar may interfere with a reader's ability to understand the text.	1998-99			23	23	22
	1999-00			28	27	22
	2000-01			37	39	28
	Cumulative Average			29	29	24
Students Not Included in the Report	1998-99			4	4	3
	1999-00			1	1	3
	2000-01			0	0	0
	Cumulative Average			2	2	2

Content Diagnostic Display

Total Possible Points	Subtopic
160	Reading and Literature
52	literary/narrative
60	content/informational
48	practical
11	Listening/Viewing
92	Writing (weighted)



Mean-Scaled Score Summary

	School	District	State
1998-1999		254	254
1999-2000		256	254
2000-2001		246	252
Cumulative Average		252	253

Educational Improvement and Assessment Program

ENGLISH LANGUAGE ARTS RESULTS (CONTINUED)

District: NEWPORT
Grade: END-OF-GRADE THREE
Date: MAY 2001

Summary of Writing Annotations

Analytic Traits	School		District		State	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Topic Development						
Commendations			13	14	3,433	21
Needs			62	65	9,861	60
Organization						
Commendations			13	14	1,788	11
Needs			34	36	3,809	23
Details						
Commendations			12	13	4,291	26
Needs			68	72	10,458	64
Sentence Structure						
Commendations			4	4	597	4
Needs			21	22	3,043	19
Wording						
Commendations			2	2	1,139	7
Needs			2	2	1,089	7
Mechanics						
Commendations			1	1	451	3
Needs			22	23	2,477	15

Reporting Categories	District			State		
	% Students in category	% Basic or above	% Proficient or above	% Students in category	% Basic or above	% Proficient or above
Gender						
Male	52	53	27	51	67	32
Female	47	69	36	48	77	45
Title 1 Program						
No	1			77	78	45
Yes, any part of this school year	99	61	32	15	47	14
Yes, any part of school experience	35	45	9	18	50	14
English Language Proficiency						
English Proficient	100	61	32	99	72	38
Non- or Limited-English Proficient	0			1	43	19
Educational Disability						
Yes	16	20	0	13	24	5
No	84	69	38	87	79	43
Reading Recovery						
Yes	1			4	55	13
No	99	61	32	96	73	39

Questionnaire Items	School	District	State		
	% Student responses	% Student responses	% Student responses	% Basic or above	% Proficient or above
When you are working on a piece of writing, how often do you have the chance to share what you are writing with other students?					
most of the time		26	36	72	38
about half of the time		26	29	76	42
less than half of the time		25	20	74	39
never or hardly ever		21	14	63	28
How often do you have the chance to write more than one draft while working on a piece of writing?					
most of the time		57	60	74	41
about half of the time		21	21	70	34
less than half of the time		14	11	67	32
never or hardly ever		7	7	69	38
What makes the stories you write good stories?					
spelling and handwriting		14	9	50	20
ideas and details		80	84	76	41
the number of drafts		0	1	40	14
how long it is		4	5	46	19
When I'm reading and come to a word I don't know I usually					
sound it out.		63	75	73	38
skip it and go on.		9	10	63	29
go back to the beginning of the sentence.		24	13	77	46
stop reading.		1	1	31	12
How often do you choose to read in your free time?					
often		42	41	80	48
sometimes		28	29	70	36
once in a while		25	22	65	28
never		2	6	49	16

Educational Improvement and Assessment Program

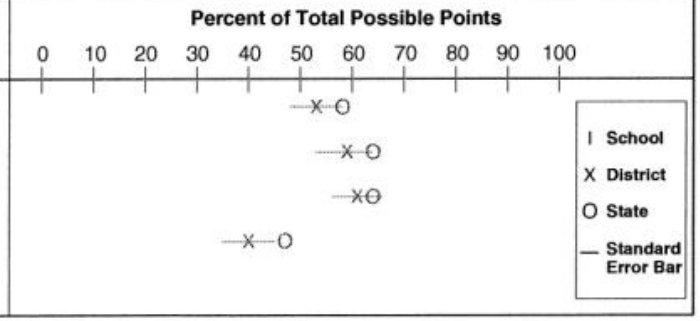
MATHEMATICS RESULTS

District: NEWPORT
Grade: END-OF-GRADE THREE
Date: MAY 2001

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level are able to: make estimations; use models to demonstrate mathematical concepts; draw conclusions from information presented in charts and graphs; identify, classify, and compare geometric objects; measure accurately; construct simple charts and graphs; and recognize, describe, extend, and create a variety of patterns. They can accurately add, subtract, and multiply whole numbers to the same extent as proficient students. They have an understanding of fractions and decimals and can add and subtract decimals in everyday situations. They are able to solve problems and communicate their answers and problem-solving strategies clearly and concisely.	1998-99			7	7	9
	1999-00			10	10	9
	2000-01			6	6	8
	Cumulative Average			8	8	9
Proficient: Students at this level are able to demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns. They can, with reasonable accuracy, add 3-digit whole numbers; subtract any 2-digit numbers; and multiply whole numbers up to 5. They are able to estimate and compute solutions to problems and communicate their understanding of mathematics.	1998-99			30	29	29
	1999-00			28	27	31
	2000-01			19	20	31
	Cumulative Average			26	25	30
Basic: Students at this level are able to demonstrate a reasonable understanding of place value, fractional parts, geometry, and measurement. They can recognize and extend simple patterns and read uncomplicated charts and graphs. They are able to multiply whole numbers up to 5 and can add and subtract 1-digit whole numbers with ease. When adding or subtracting 2-digit whole numbers, regrouping (borrowing and carrying) presents a challenge. They demonstrate some skill in the application of mathematics to problem-solving situations but have difficulty communicating their solutions.	1998-99			34	33	38
	1999-00			34	33	36
	2000-01			39	41	39
	Cumulative Average			36	36	38
Novice: Students at this level are able to add and subtract 1- and 2-digit whole numbers without regrouping (borrowing and carrying). However, they frequently make errors in these computations. They can recite whole-number multiplication facts up to 5. Although they may have some knowledge of place value, fractions, geometry, and measurement, their understanding of these areas is extremely limited. They are unable to demonstrate the application of mathematical skills to problem-solving situations.	1998-99			27	26	23
	1999-00			29	28	22
	2000-01			31	33	21
	Cumulative Average			29	29	22
Students Not Included in the Report	1998-99			4	4	2
	1999-00			1	1	2
	2000-01			0	0	0
	Cumulative Average			2	2	1

Content Diagnostic Display

Total Possible Points	Subtopic
88	Curriculum Goals 1 & 2 problem solving/reasoning/communication/connections
42	Curriculum Goal 3 numbers/numeration/operations/number theory
36	Curriculum Goal 4 geometry/measurement/trigonometry
64	Curriculum Goals 5, 6, 7, & 8 data analysis/statistics/probability/functions/relations/ algebra/mathematics of change/discrete mathematics



Mean-Scaled Score Summary

	School	District	State
1998-1999		252	254
1999-2000		252	255
2000-2001		249	255
Cumulative Average		251	255

Educational Improvement and Assessment Program

MATHEMATICS RESULTS (CONTINUED)

District: NEWPORT
Grade: END-OF-GRADE THREE
Date: MAY 2001

Questionnaire Items	School	District	State		
	% Student responses	% Student responses	% Student responses	% Basic or above	% Proficient or above
How often do you use hands-on materials such as base-ten blocks, geoboards, cubes, rods, counters, and tangrams in mathematics class?					
almost every day		14	18	69	29
a few times a week		43	33	78	38
a few times a month		26	31	86	48
a few times a year		14	11	84	46
never		2	5	67	29
How often do you use a calculator in mathematics class?					
almost every day		3	3	54	17
a few times a week		5	12	69	28
a few times a month		6	26	85	45
a few times a year		28	28	85	49
never		56	29	75	34
How often do you talk about how you get the answer for a mathematics problem?					
almost every day		56	48	80	41
a few times a week		26	28	80	39
a few times a month		9	12	83	43
a few times a year		2	4	76	41
never		5	6	61	20
How often do you write about how you get the answer for a mathematics problem?					
almost every day		35	28	77	38
a few times a week		38	35	80	40
a few times a month		8	20	85	47
a few times a year		8	8	79	40
never		9	7	66	26

Reporting Categories	District			State		
	% Students in category	% Basic or above	% Proficient or above	% Students in category	% Basic or above	% Proficient or above
Gender						
Male	52	71	35	51	79	41
Female	47	62	18	48	79	39
Title 1 Program						
No	1			77	84	46
Yes, any part of this school year	99	68	27	15	59	17
Yes, any part of school experience	35	52	15	18	63	18
English Language Proficiency						
English Proficient	100	67	26	99	79	40
Non- or Limited-English Proficient	0			1	59	22
Educational Disability						
Yes	16	33	0	13	49	13
No	84	74	31	87	83	43

Educational Improvement and Assessment Program

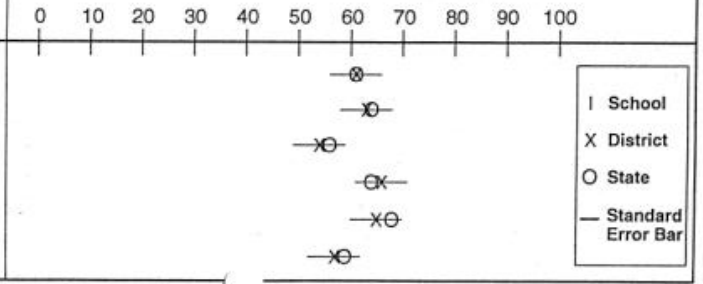
ENGLISH LANGUAGE ARTS RESULTS
GENERAL ASSESSMENT

District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2002

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level demonstrate a thorough comprehension of the materials they read, hear, and view. They are able to identify main and subordinate ideas, supporting details, and facts in literary, narrative, factual, informational, and practical works. They use comparisons and predictions to increase their level of understanding. They can draw conclusions and make critical judgments. Their responses are detailed and reflect careful thought. When writing, they communicate clearly and effectively. They can organize ideas, develop a topic, add supporting detail, and vary both sentence structure and vocabulary. They make few, if any, mechanical errors.	1999-00			18	18	9
	2000-01			4	4	9
	2001-02			8	8	8
	Cumulative Average			10	10	9
Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions from literary, narrative, factual, informational, and practical works. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make some errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.	1999-00			28	27	29
	2000-01			26	27	29
	2001-02			24	25	33
	Cumulative Average			26	26	30
Basic: Students at this level are able to determine the literal meaning of the materials they read, hear, and view. They can identify clearly-stated main ideas and make direct comparisons in literary, narrative, factual, informational, and practical works. Their responses are sometimes incomplete and are supported with few details. When writing, they communicate at a reasonable level. Although they employ both simple and more-complex sentences, overall their work shows elementary organization, development, and use of detail. While they demonstrate a fundamental control of mechanics, they may make errors in spelling and grammar.	1999-00			27	26	37
	2000-01			28	29	34
	2001-02			43	45	35
	Cumulative Average			33	33	35
Novice: Students at this level are at the beginning of their literacy development. They extract limited meaning from what they read, hear, and view. Although they may be able to locate major details, they are often unable to identify clearly-stated main ideas in literary, narrative, factual, informational, and practical works. When writing, they have difficulty communicating. While it may be related to the point they are trying to make, their written work is minimal and shows little organization, development, or use of detail. Errors in capitalization, punctuation, spelling, and grammar may interfere with a reader's ability to understand the text.	1999-00			28	27	22
	2000-01			37	39	28
	2001-02			21	22	24
	Cumulative Average			29	29	25
Students Not Included in the Report	1999-00			1	1	3
	2000-01			0	0	0
	2001-02			0	0	0
	Cumulative Average			0	0	1

Content Diagnostic Display

Total Possible Points	Subtopic
136	Reading and Literature
49	literary/narrative
51	content/informational
36	practical
11	Listening/Viewing
16	Writing



Mean-Scaled Score Summary

	School	District	State
1999-2000		256	254
2000-2001		246	252
2001-2002		252	253
Cumulative Average		251	253

NH
Educational Improvement and Assessment Program

ENGLISH LANGUAGE ARTS RESULTS
GENERAL ASSESSMENT (CONTINUED)

District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2002

Reporting Categories The data in this section only is based on both general assessment and NHEIAP Alternate Assessment results.	District					State				
	Students in category		Mean-scaled score	% Basic or above	% Proficient or above	Students in category		Mean-scaled score	% Basic or above	% Proficient or above
	N	%				N	%			
Gender										
Male	58	59	254	79	34	8,150	52	250	72	36
Female	38	39	250	76	32	7,548	48	256	80	48
Not reported	2	2				124	1	235	46	20
Educational Disability										
Yes	13	13	228	38	8	2,139	14	229	30	8
No	85	87	255	82	36	13,683	86	256	83	47
Title I Program										
Yes, any part of this school year	97	99	252	77	33	2,370	15	241	55	18
Yes, any part of the two prior school years	91	93	252	77	34	2,870	18	243	59	20
No	1	1				12,031	76	256	82	48
Socioeconomically Disadvantaged										
Yes	36	37	255	89	33	2,923	18	241	55	21
No	62	63	250	69	32	12,899	82	255	81	46
English Language Proficiency Program										
Yes	0	0				239	2	236	40	18
No	98	100	252	77	33	15,583	98	253	76	42
Ethnicity										
American Indian/Alaskan Native	0	0				26	0	240	42	19
Asian/Pacific Islander	0	0				214	1	254	74	45
Black (non-Hispanic)	1	1				241	2	242	59	23
Hispanic	0	0				346	2	238	47	20
White (non-Hispanic)	96	98	252	77	33	14,325	91	253	77	42
Not reported	1	1				670	4	251	73	37
Migrant Education Program										
Yes	0	0				4	0			
No	98	100	252	77	33	15,818	100	253	76	41
Reading Recovery										
Yes	3	3				596	4	243	59	18
No	95	97	253	78	34	15,226	96	253	77	42

Questionnaire Items	Dis.	State			
	% Student responses	% Student responses	Mean-scaled score	% Basic or above	% Proficient or above
When you are working on a piece of writing, how often do you have the chance to share what you are writing with other students?					
most of the time	31	36	253	77	43
about half of the time	40	28	255	79	44
less than half the time	14	20	253	76	42
never or hardly ever	14	14	248	69	32
How often do you have the chance to write more than one draft while working on a piece of writing?					
most of the time	36	60	254	78	44
about half of the time	32	22	251	74	36
less than half of the time	22	11	251	73	39
never or hardly ever	7	6	250	71	37
What makes the stories you write good stories?					
spelling and handwriting	17	10	242	56	23
ideas and details	74	83	255	80	45
the number of drafts	0	1	237	47	19
how long it is	7	5	240	52	21
When I'm reading and come to a word I don't know, I usually					
sound it out.	46	73	253	77	41
skip it and go on.	24	11	250	69	36
go back to the beginning of the sentence.	28	14	257	82	50
stop reading.	0	1	227	34	10
How often do you choose to read in your free time?					
often	35	42	258	84	52
sometimes	24	29	252	75	40
once in a while	26	22	248	70	30
never	9	6	239	53	19

Educational Improvement and Assessment Program

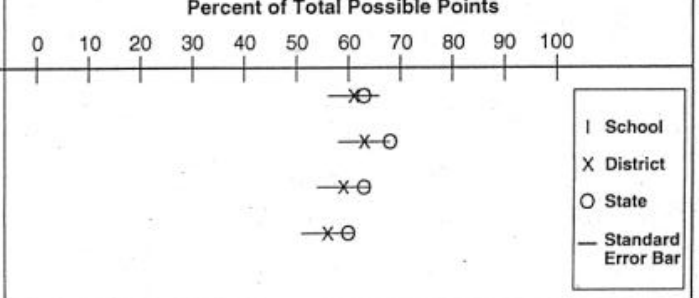
MATHEMATICS RESULTS
GENERAL ASSESSMENT

District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2002

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level are able to: make estimations; use models to demonstrate mathematical concepts; draw conclusions from information presented in charts and graphs; identify, classify, and compare geometric objects; measure accurately; construct simple charts and graphs; and recognize, describe, extend, and create a variety of patterns. They can accurately add, subtract, and multiply whole numbers to the same extent as proficient students. They have an understanding of fractions and decimals and can add and subtract decimals in everyday situations. They are able to solve problems and communicate their answers and problem-solving strategies clearly and concisely.	1999-00			10	10	9
	2000-01			6	6	8
	2001-02			9	9	10
	Cumulative Average			8	8	9
Proficient: Students at this level are able to demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns. They can, with reasonable accuracy, add 3-digit whole numbers; subtract any 2-digit numbers; and multiply whole numbers up to 5. They are able to estimate and compute solutions to problems and communicate their understanding of mathematics.	1999-00			28	27	31
	2000-01			19	20	31
	2001-02			29	30	29
	Cumulative Average			25	26	30
Basic: Students at this level are able to demonstrate a reasonable understanding of place value, fractional parts, geometry, and measurement. They can recognize and extend simple patterns and read uncomplicated charts and graphs. They are able to multiply whole numbers up to 5 and can add and subtract 1-digit whole numbers with ease. When adding or subtracting 2-digit whole numbers, regrouping (borrowing and carrying) presents a challenge. They demonstrate some skill in the application of mathematics to problem-solving situations but have difficulty communicating their solutions.	1999-00			34	33	36
	2000-01			39	41	39
	2001-02			33	34	41
	Cumulative Average			35	36	39
Novice: Students at this level are able to add and subtract 1- and 2-digit whole numbers without regrouping (borrowing and carrying). However, they frequently make errors in these computations. They can recite whole-number multiplication facts up to 5. Although they may have some knowledge of place value, fractions, geometry, and measurement, their understanding of these areas is extremely limited. They are unable to demonstrate the application of mathematical skills to problem-solving situations.	1999-00			29	28	22
	2000-01			31	33	21
	2001-02			25	26	19
	Cumulative Average			28	29	21
Students Not Included in the Report	1999-00			1	1	2
	2000-01			0	0	0
	2001-02			0	0	0
	Cumulative Average			0	0	1

Content Diagnostic Display

Total Possible Points	Subtopic
58	Curriculum Goals 1 & 2 problem solving/reasoning/communication/connections
35	Curriculum Goal 3 numbers/numeration/operations/number theory
32	Curriculum Goal 4 geometry/measurement/trigonometry
56	Curriculum Goals 5, 6, 7, & 8 data analysis/statistics/probability/functions/relations/ algebra/mathematics of change/discrete mathematics



Mean-Scaled Score Summary

	School	District	State
1999-2000		252	255
2000-2001		249	255
2001-2002		254	255
Cumulative Average		252	255

NH
Educational Improvement and Assessment Program

MATHEMATICS RESULTS
GENERAL ASSESSMENT (CONTINUED)

District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2002

Reporting Categories The data in this section only is based on both general assessment and NHEIAP Alternate Assessment results.	District					State				
	Students in category		Mean-scaled score	% Basic or above	% Proficient or above	Students in category		Mean-scaled score	% Basic or above	% Proficient or above
	N	%				N	%			
Gender										
Male	58	59	256	74	41	8,153	52	255	81	39
Female	38	39	253	76	39	7,548	48	255	81	40
Not reported	2	2				124	1	231	44	18
Educational Disability										
Yes	13	13	237	31	8	2,140	14	239	49	13
No	85	87	256	80	45	13,685	86	258	85	44
Title I Program										
Yes, any part of this school year	97	99	254	74	40	2,371	15	246	65	19
Yes, any part of the two prior school years	91	93	255	75	41	2,870	18	247	67	20
No	1	1				12,033	76	258	85	46
Socioeconomically Disadvantaged										
Yes	36	37	257	83	42	2,924	18	246	65	22
No	62	63	252	68	39	12,901	82	257	84	43
English Language Proficiency Program										
Yes	0	0				240	2	246	61	23
No	98	100	254	73	40	15,585	98	255	81	40
Ethnicity										
American Indian/Alaskan Native	0	0				26	0	246	65	27
Asian/Pacific Islander	0	0				215	1	260	86	50
Black (non-Hispanic)	1	1				241	2	247	63	22
Hispanic	0	0				346	2	245	62	20
White (non-Hispanic)	96	98	254	74	40	14,327	91	256	81	40
Not reported	1	1				670	4	251	75	30
Migrant Education Program										
Yes	0	0				4	0			
No	98	100	254	73	40	15,821	100	255	80	39

Questionnaire Items	Dis.	State			
	% Student responses	% Student responses	Mean-scaled score	% Basic or above	% Proficient or above
How often do you use hands-on materials such as base-ten blocks, geoboards, cubes, rods, counters, and tangrams in mathematics class?					
almost every day	20	18	250	70	30
a few times a week	28	34	255	80	38
a few times a month	25	31	259	87	47
a few times a year	16	11	258	85	46
never	6	5	249	71	27
How often do you use a calculator in mathematics class?					
almost every day	0	3	242	51	18
a few times a week	2	13	250	71	30
a few times a month	1	28	258	86	45
a few times a year	14	26	259	87	47
never	80	29	253	78	35
How often do you talk about how you get the answer for a mathematics problem?					
almost every day	38	47	256	81	42
a few times a week	32	29	255	80	39
a few times a month	14	12	257	86	43
a few times a year	3	5	255	82	38
never	11	6	247	67	21
How often do you write about how you get the answer for a mathematics problem?					
almost every day	39	27	255	79	38
a few times a week	34	36	257	83	42
a few times a month	15	20	258	85	44
a few times a year	6	8	255	81	40
never	4	8	247	67	24

Educational Improvement and Assessment Program

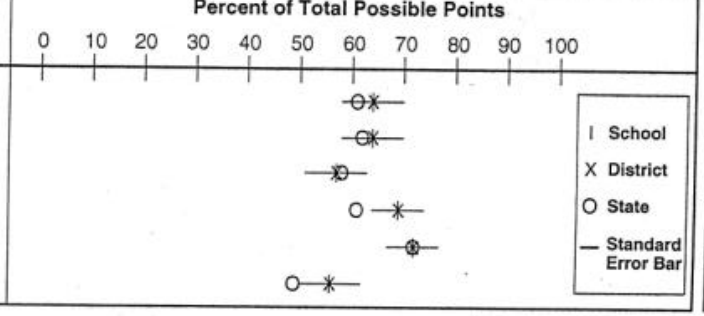
ENGLISH LANGUAGE ARTS RESULTS
GENERAL ASSESSMENT

School: Richards Elementary School
District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2003

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level demonstrate a thorough comprehension of the materials they read, hear, and view. They are able to identify main and subordinate ideas, supporting details, and facts in literary, narrative, factual, informational, and practical works. They use comparisons and predictions to increase their level of understanding. They can draw conclusions and make critical judgments. Their responses are detailed and reflect careful thought. When writing, they communicate clearly and effectively. They can organize ideas, develop a topic, add supporting detail, and vary both sentence structure and vocabulary. They make few, if any, mechanical errors.	2000-01	4	4	4	4	9
	2001-02	8	8	8	8	8
	2002-03	8	11	8	11	6
	Cumulative Average	7	7	7	7	8
Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions from literary, narrative, factual, informational, and practical works. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make some errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.	2000-01	26	27	26	27	29
	2001-02	24	25	24	25	33
	2002-03	25	33	25	33	31
	Cumulative Average	25	28	25	28	31
Basic: Students at this level are able to determine the literal meaning of the materials they read, hear, and view. They can identify clearly-stated main ideas and make direct comparisons in literary, narrative, factual, informational, and practical works. Their responses are sometimes incomplete and are supported with few details. When writing, they communicate at a reasonable level. Although they employ both simple and more-complex sentences, overall their work shows elementary organization, development, and use of detail. While they demonstrate a fundamental control of mechanics, they may make errors in spelling and grammar.	2000-01	28	29	28	29	34
	2001-02	43	45	43	45	35
	2002-03	30	39	30	39	39
	Cumulative Average	34	38	34	38	36
Novice: Students at this level are at the beginning of their literacy development. They extract limited meaning from what they read, hear, and view. Although they may be able to locate major details, they are often unable to identify clearly-stated main ideas in literary, narrative, factual, informational, and practical works. When writing, they have difficulty communicating. While it may be related to the point they are trying to make, their written work is minimal and shows little organization, development, or use of detail. Errors in capitalization, punctuation, spelling, and grammar may interfere with a reader's ability to understand the text.	2000-01	37	39	37	39	28
	2001-02	21	22	21	22	24
	2002-03	13	17	13	17	23
	Cumulative Average	24	27	24	27	25
Students Not Assigned a Proficiency Level	2000-01	0	0	0	0	0
	2001-02	0	0	0	0	0
	2002-03	0	0	0	0	0
	Cumulative Average	0	0	0	0	0

Content Diagnostic Display

Total Possible Points	Subtopic
136	Reading and Literature
56	literary/narrative
36	content/informational
44	practical
11	Listening/Viewing
16	Writing



Mean-Scaled Score Summary

	School	District	State
2000-2001	246	246	252
2001-2002	252	252	253
2002-2003	256	256	253
Cumulative Average	251	251	253

Educational Improvement and Assessment Program

ENGLISH LANGUAGE ARTS RESULTS
GENERAL ASSESSMENT (CONTINUED)

School: Richards Elementary School
District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2003

Reporting Categories The data in this section only is based on both general assessment and NHEIAP Alternate Assessment results.	School					State				
	Students in category		Mean-scaled score	% Basic or above	% Proficient or above	Students in category		Mean-scaled score	% Basic or above	% Proficient or above
	N	%				N	%			
Gender										
Male	37	48	252	81	38	8,043	51	251	73	33
Female	40	52	261	85	50	7,578	48	256	80	42
Not reported	0	0				134	1	256	86	40
Educational Disability										
Yes	8	10				2,148	14	231	31	7
No	69	90	259	87	48	13,607	86	257	84	42
Title I Program										
Yes, any part of this school year	76	99	256	83	43	2,549	16	243	56	15
Yes, any part of the two prior school years	0	0				2,911	18	244	60	16
No	1	1				11,868	75	256	82	44
Socioeconomically Disadvantaged										
Yes	34	44	248	74	24	2,734	17	243	58	18
No	43	56	262	91	60	13,021	83	256	81	41
English Language Proficiency Program										
Yes	1	1				187	1	235	43	9
No	76	99	256	83	45	15,568	99	254	77	38
Ethnicity										
American Indian/Alaskan Native	0	0				29	0	249	69	28
Asian/Pacific Islander	0	0				266	2	260	88	52
Black (non-Hispanic)	2	3				259	2	246	62	20
Hispanic	1	1				416	3	242	57	16
White (non-Hispanic)	74	96	256	82	45	14,516	92	254	77	38
Not reported	0	0				269	2	255	83	36
Migrant Education Program										
Yes	0	0				4	0			
No	77	100	256	83	44	15,751	100	253	77	37
Reading Recovery										
Yes	0	0				603	4	244	62	15
No	77	100	256	83	44	15,152	96	254	77	38

Questionnaire Items	Sch.	State			
	% Student responses	% Student responses	Mean-scaled score	% Basic or above	% Proficient or above
When you are working on a piece of writing, how often do you have the chance to share what you are writing with other students?					
most of the time	59	34	254	76	39
about half of the time	21	29	255	81	41
less than half the time	5	21	254	77	37
never or hardly ever	14	15	249	70	27
How often do you have the chance to write more than one draft while working on a piece of writing?					
most of the time	47	58	255	78	39
about half of the time	38	22	252	75	34
less than half of the time	11	12	252	76	35
never or hardly ever	4	7	251	75	36
What makes the stories you write good stories?					
spelling and handwriting	11	9	242	54	20
ideas and details	80	84	256	81	41
the number of drafts	3	1	238	49	14
how long it is	7	5	240	53	17
When I'm reading and come to a word I don't know, I usually					
sound it out.	58	72	254	78	37
skip it and go on.	13	11	249	68	29
go back to the beginning of the sentence.	29	15	257	82	46
stop reading.	0	1	233	40	10
How often do you choose to read in your free time?					
often	53	40	258	83	47
sometimes	16	29	253	77	36
once in a while	26	22	249	71	28
never	3	6	241	54	15

Educational Improvement and Assessment Program

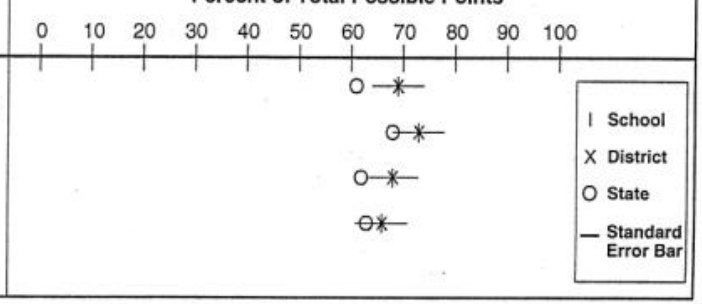
MATHEMATICS RESULTS
GENERAL ASSESSMENT

School: Richards Elementary Sch
District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2003

Proficiency Levels		Students at Each Proficiency Level				
		School		District		State
		N	%	N	%	%
Advanced: Students at this level are able to: make estimations; use models to demonstrate mathematical concepts; draw conclusions from information presented in charts and graphs; identify, classify, and compare geometric objects; measure accurately; construct simple charts and graphs; and recognize, describe, extend, and create a variety of patterns. They can accurately add, subtract, and multiply whole numbers to the same extent as proficient students. They have an understanding of fractions and decimals and can add and subtract decimals in everyday situations. They are able to solve problems and communicate their answers and problem-solving strategies clearly and concisely.	2000-01	6	6	6	6	8
	2001-02	9	9	9	9	10
	2002-03	24	32	24	32	15
	Cumulative Average	13	14	13	14	11
Proficient: Students at this level are able to demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns. They can, with reasonable accuracy, add 3-digit whole numbers; subtract any 2-digit numbers; and multiply whole numbers up to 5. They are able to estimate and compute solutions to problems and communicate their understanding of mathematics.	2000-01	19	20	19	20	31
	2001-02	29	30	29	30	29
	2002-03	17	22	17	22	27
	Cumulative Average	22	24	22	24	29
Basic: Students at this level are able to demonstrate a reasonable understanding of place value, fractional parts, geometry, and measurement. They can recognize and extend simple patterns and read uncomplicated charts and graphs. They are able to multiply whole numbers up to 5 and can add and subtract 1-digit whole numbers with ease. When adding or subtracting 2-digit whole numbers, regrouping (borrowing and carrying) presents a challenge. They demonstrate some skill in the application of mathematics to problem-solving situations but have difficulty communicating their solutions.	2000-01	39	41	39	41	39
	2001-02	33	34	33	34	41
	2002-03	25	33	25	33	37
	Cumulative Average	32	36	32	36	39
Novice: Students at this level are able to add and subtract 1- and 2-digit whole numbers without regrouping (borrowing and carrying). However, they frequently make errors in these computations. They can recite whole-number multiplication facts up to 5. Although they may have some knowledge of place value, fractions, geometry, and measurement, their understanding of these areas is extremely limited. They are unable to demonstrate the application of mathematical skills to problem-solving situations.	2000-01	31	33	31	33	21
	2001-02	25	26	25	26	19
	2002-03	10	13	10	13	20
	Cumulative Average	22	25	22	25	20
Students Not Assigned a Proficiency Level	2000-01	0	0	0	0	0
	2001-02	0	0	0	0	0
	2002-03	0	0	0	0	0
	Cumulative Average	0	0	0	0	0

Content Diagnostic Display

Total Possible Points	Subtopic
64	Curriculum Goals 1 & 2 problem solving/reasoning/communication/connections
42	Curriculum Goal 3 numbers/numeration/operations/number theory
38	Curriculum Goal 4 geometry/measurement/trigonometry
45	Curriculum Goals 5, 6, 7, & 8 data analysis/statistics/probability/functions/relations/ algebra/mathematics of change/discrete mathematics



Mean-Scaled Score Summary

	School	District	State
2000-2001	249	249	255
2001-2002	254	254	255
2002-2003	265	265	257
Cumulative Average	255	255	256

Educational Improvement and Assessment Program

MATHEMATICS RESULTS
GENERAL ASSESSMENT (CONTINUED)

School: Richards Elementary School
District: Newport
Grade: END-OF-GRADE THREE
Date: MAY 2003

Reporting Categories The data in this section only is based on both general assessment and NHEIAP Alternate Assessment results.	School					State				
	Students in category		Mean-scaled score	% Basic or above	% Proficient or above	Students in category		Mean-scaled score	% Basic or above	% Proficient or above
	N	%				N	%			
Gender										
Male	37	48	264	92	57	8,044	51	258	81	45
Female	40	52	266	83	53	7,580	48	256	79	41
Not reported	0	0				134	1	261	84	49
Educational Disability										
Yes	8	10				2,148	14	241	52	17
No	69	90	265	87	55	13,610	86	260	84	47
Title I Program										
Yes, any part of this school year	76	99	265	87	54	2,551	16	247	64	23
Yes, any part of the two prior school years	0	0				2,911	18	248	67	24
No	1	1				11,869	75	260	84	49
Socioeconomically Disadvantaged										
Yes	34	44	260	79	38	2,735	17	248	67	26
No	43	56	269	93	67	13,023	83	259	83	46
English Language Proficiency Program										
Yes	1	1				190	1	245	58	22
No	76	99	265	87	54	15,568	99	257	80	43
Ethnicity										
American Indian/Alaskan Native	0	0				29	0	251	72	31
Asian/Pacific Islander	0	0				267	2	264	95	58
Black (non-Hispanic)	2	3				259	2	247	64	25
Hispanic	1	1				417	3	247	64	25
White (non-Hispanic)	74	96	264	86	54	14,517	92	257	80	43
Not reported	0	0				269	2	259	86	45
Migrant Education Program										
Yes	0	0				4	0			
No	77	100	265	87	55	15,754	100	257	80	43

Questionnaire Items	Sch.	State			
	% Student responses	% Student responses	Mean-scaled score	% Basic or above	% Proficient or above
How often do you use hands-on materials such as base-ten blocks, geoboards, cubes, rods, counters, and tangrams in mathematics class?					
almost every day	25	18	252	71	32
a few times a week	42	32	256	79	41
a few times a month	17	31	262	87	51
a few times a year	9	13	260	85	49
never	7	5	251	68	31
How often do you use a calculator in mathematics class?					
almost every day	3	3	245	60	23
a few times a week	9	13	251	71	31
a few times a month	9	26	260	85	48
a few times a year	41	28	262	87	52
never	37	28	254	77	37
How often do you talk about how you get the answer for a mathematics problem?					
almost every day	54	45	258	81	44
a few times a week	14	29	258	82	43
a few times a month	11	12	261	84	50
a few times a year	5	5	256	79	41
never	16	6	248	66	26
How often do you write about how you get the answer for a mathematics problem?					
almost every day	49	28	256	78	41
a few times a week	26	35	258	82	45
a few times a month	13	21	261	85	49
a few times a year	3	8	257	80	43
never	9	8	249	70	28