

PART I - ELIGIBILITY CERTIFICATION

12NH1

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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

12NH1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 12526

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 27
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	11	8	19		7	0	0	0
1	14	8	22		8	0	0	0
2	7	13	20		9	0	0	0
3	14	9	23		10	0	0	0
4	11	11	22		11	0	0	0
5	9	8	17		12	0	0	0
Total in Applying School:								123

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2010	121
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 12%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

Total number of students served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>6</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>8</u>
Paraprofessionals	<u>5</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>19</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Canterbury Elementary School was built by community laymen in 1957 as the neighborhood one-room schoolhouses were closing. This accomplishment was recognized by President Dwight D. Eisenhower as he wrote, "The splendid story of the Canterbury Elementary School had been brought to my attention. It is encouraging to learn of this demonstration of community spirit. This is in the best American tradition of self-reliance." Canterbury Elementary School has continued to retain its strong ties with the community to this day. A small school in a rural town (2,352 residents) just outside of the state capital of Concord, New Hampshire, CES has a population of about 120 students from Kindergarten through grade five. We are part of the Shaker Regional School District which includes the smaller town of Canterbury with one elementary school and the larger town of Belmont with an elementary school, a middle school and a high school.

Our school was named the 2004 New Hampshire Elementary School of Excellence and has been awarded the NH Partners in Education Blue Ribbon Award for volunteer excellence for 21 consecutive years. We have an average of 80 parent and community member volunteers providing over 1,755 hours of service annually. Our fourth grade teacher received the Presidential Award for Excellence in Mathematics and Science Teaching in 2010 and this year our school nurse has been nominated for School Nurse of the Year.

The mission of our school is to develop a community of lifelong learners, critical thinkers and responsible, productive citizens. Our vision is to have all students' performance outcomes exceed state, national, and international standards of achievement, to have one hundred percent of our students go on to graduate or successfully complete their educational program, and to have the percentage of our students pursuing post secondary education continue to exceed the state average. We strive to create a respectful learning environment that offers diverse educational opportunities for all students. We believe a child's education requires the dedicated efforts of our staff, students, parents and the community. Our staff recognizes each child as a unique individual. We strive to provide each student with the opportunities to learn, develop, and succeed to his or her fullest capacity. Our goals are that through quality instruction and curriculum Canterbury students will master skills that are basic to life, develop responsible attitudes, develop a sense of self-respect and respect for those around them, and display continuous academic and social growth.

Each year CES teachers collaboratively develop a school-wide theme which ties together the curricula areas. Recent themes have been: Arts Alive!, Community Connections, We are Scientists, and Write On, CES! Annual fundraisers allow our very active and supportive Parent Teacher Organization to provide programs, speakers, musicians, and author/illustrator visits that compliment the annual theme.

CES is a vibrant community with active participation and positive, supportive interactions. Each class implements the social curriculum, Responsive Classroom, which begins with Morning Meetings where students and teachers greet one another, celebrate accomplishments, and discuss the day's routine. Every Friday the entire school body gathers for morning assembly which is hosted by a different class presenting what they have learned in a variety of formats. We announce birthdays and recognize accomplishments. Each month we highlight a different citizenship theme such as respect, generosity, and friendship. Members of student council run the school-wide postal service which encourages students to write to each other. Our Reading Buddy program pairs older students with younger students who meet to share books and foster the skills to enjoy reading. CES is partnered with Canterbury's Historical Society in a unique project in which students in multi-age groups experience lessons as they were taught in one of the town's one-room school houses during specific historical periods.

CES offers students the opportunity to participate in a range of extra-curricular activities. These include band, chorus, newsletter, basketball, volleyball, school store, drama club, computer club, homework club, peer mediators, student council, garden club, cross country skiing club, and yearbook.

CES has many traditions which are eagerly anticipated throughout the year. Fall brings the all-school Halloween costume parade/celebration and the Senior Citizen Thanksgiving luncheon. February brings winter sports day and “I Love to Read” month in which over 50 adults and children are guest readers. During the pizza/theme night, families share a meal and visit classrooms to view theme displays. May brings the annual drama production in which approximately half of our students participate as actors, set designers, or stage crew. The K-5 sports field day emphasizes team spirit and personal bests for all. The Memorial Day celebration begins with a parade of all staff and students dressed in red, white, and blue, led by a teacher playing bagpipes from the school to the gazebo in the town center. Each class presents a song or poem to an appreciative audience of townspeople. We finish our school year with a school-wide field trip which culminates our annual theme. Step-up day activities welcome students to the next grade, and our fifth graders are given a congratulatory celebration.

The Canterbury Elementary School community strives for excellence every day, through positive role modeling and interactions, a dedicated and collaborative staff, a strong academic curriculum, student support services, extra-curricular activities, and a very active and supportive PTO and volunteer program, all of which combine to make it worthy of Blue Ribbon status.

1. Assessment Results:

A. Canterbury Elementary School has participated in The New England Common Assessment Program (NECAP) that has been administered to students in New Hampshire, Rhode Island and Vermont since the 2005-2006 school year with the 2004-2005 school year being a pilot year for the development of the test. The state performance levels are as follows with Proficient and Proficient with Distinction as the levels that demonstrate “meeting the standard”.

Proficient with Distinction: (Level 4) Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the grade level equivalents.

Proficient: (Level 3) Students performing at this level demonstrate minor gap in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents.

Partially Proficient: (Level 2) Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents.

Substantially Below Proficient: (Level 1) Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents.

In the state of New Hampshire the performance scores that “meet the standards” are calculated as target index scores. Schools and school districts receive full credit (100 points) for students who score proficient and above (levels 3 and 4), and partial credit based on a sliding scale for student scores that are below proficient. These scores are then averaged to determine a school and district’s index target. Schools are expected to meet both the participation requirement of 95% and the performance requirements based on these target index scores.

B. The performance trends at CES have consistently risen or remained within the same confidence interval. As a result we have continued to make Annual Yearly Progress (AYP) targets established by the New Hampshire Department of Education. We consistently score above the state averages in both Reading and Math as a school and within the subgroups.

NECAP reading scores for the 2006-2007 through 2010-2011 school years show a steady, upward trend in the percentage of students achieving Proficient or above. In 2006 CES had 90% of students proficient, with 39% in the advanced range. This rose steadily in 2007 to 92%, with 46% in the advanced range. In 2008 93% were scoring in the proficient range with 42% in the advanced range. In 2009 we remained at 93%, with 37% scoring in the advanced range and rose again in 2010 to 97%, with 48% above proficient.

Math NECAP scores for the 2006-2007 through 2010-2011 school years also exhibit a generally consistent upward trend in the percentage of students achieving proficient or above. In 2006 94% scored in the proficient range with 55% achieving in the advanced range. In the year 2007 95% scored in the proficient range and 55% were in the advanced range. In 2008 we had 98% of the students scoring in the proficient range and 65% in the advanced range. Then in 2009 96% of the students scored in the proficient range while 60% scored in the advanced range. This year 98% of our students scored in the proficient range while 66% of the students scored in the advanced range.

Looking at the 2010-2011 NECAP data there is no achievement gap between the test scores of all students and any of our subgroups. The entire staff at CES collaborates to identify students at risk and differentiate instruction to meet the needs of our students and keep the achievement gap closed.

Factors that have contributed to our success over the past five years are the use of a Response to Intervention (RtI) paradigm, the use of benchmark assessments to identify at risk students, as well as the analysis of NECAP and NWEA results. It is by employing these data based strategies that we are able to design appropriate research based instruction aligned with grade level expectations for all children.

2. Using Assessment Results:

In the primary grades we use a number of benchmark assessments in order to identify children at risk and children who need enriched instruction. Some of those assessments tools include DIBELS, DRA, Developmental Spelling Assessment, Marie Clay – Letter Identification, Fry List for reading and spelling, writing prompts, trimester math assessments, as well as curriculum based assessments. When we identify children at risk we use the RtI problem solving paradigm to create curriculum intervention to improve skill acquisition. The children needing to be challenged are provided an enriched curriculum in order to continue above grade level performance.

In the intermediate grades we analyze the results of the NECAP using Performance Tracker, the New Hampshire State student data base. This program allows us to drill down through the standards on a class-by-class and student-by-student basis. Using this data, we look for weaknesses in our program and design lessons to strengthen instruction and improve student learning. Through the RtI model we are able to identify students who are at risk and employ remedial instruction for these students. The results of formative assessments are used by teachers at CES to design lessons that specifically target student needs and provide a variety of instructional strategies and programs enabling students to practice and master skills.

It is through the use of the NECAP information we are able to examine how we are progressing in regards to making adequate yearly progress required by No Child Left Behind. This data is also used to evaluate our success in meeting the state equivalencies and in determining what changes in instruction and curricula are necessary. Using Performance Tracker we are able to drill down to specific test questions and grade level equivalencies not only by class, but for individual students as well. We have been able to examine specific test questions to find patterns regarding our students' strengths and weaknesses.

In addition to the NECAP our third through fifth grade students also take the Northwest Evaluation Assessment (NWEA) in the fall and spring. The NWEA is administered on the computer and assess students in reading and mathematics. These assessments provide us with more immediate feedback as the results are uploaded and available the next day. The tests are individualized as the questions are adjusted from one academic level to another based on a student's correct or incorrect answers. The NWEA target scores give teachers the information they need to identify a student's strengths and areas of concern which helps them plan appropriate instruction. Teachers are able to access specific goal and objective for each student through DesCartes an objective based resource linked to the NWEA. This system also provides a projected growth scale which enables students to develop ownership of their learning when used in collaboration with parents. Parents are presented with a visual of where their child is functioning and where he or she is expected be at the end of the school year. This becomes the student's target for growth for the year.

Informing parents and the community of academic achievement is done in a multitude of ways. Benchmark assessments, NWEA and NECAP results and trimester report cards are either mailed home or presented to parents at individual conferences. Our district report card, Targeting Achievement, is published each year and includes district wide learning results from local and state assessments as well as specific information about each school. School and district assessment results are presented at public school board meetings and are included in the annual District Report. Public notices regarding community

based academic events and achievement accolades such as the Spelling Bee, Theme Night, Math Night, etc. are also placed in the church newsletter and community newspapers.

3. Sharing Lessons Learned:

Canterbury Elementary staff members are very proud of our high achieving school and we are eager to share our experience and our successes to help improve learning for all children. We have staff representation on all district curriculum committees and they play an important part in the development of effective programs and instructional processes. School teams meet monthly to analyze data and identify what instruction or resources contributed to learning success. Teachers also share their expertise and best practices through workshops and conferences. Our technology teacher, the 2004 Technology Teacher of the Year, presents annually at the Christa McAulliffe Technology Conference. This is a highly regarded state-wide event attended by educators from all over New England and beyond. Our fourth grade teacher earned the 2010 Presidential Award for Excellence in Mathematics and Science Teaching. She went to Washington DC and met with members of congress to provide guidance on effective instruction in math and science. Since then she has conducted best practices workshops in math and science at district and regional conferences. Some of her workshop topics include "Teaching Science through Inquiry," "Bar-Modeling: The Easy Way," and "Merging Literature & Inquiry through STEM." Our learning disabilities specialist teaches at Plymouth State University and Southern New Hampshire University. She also works within our district and throughout the state presenting workshops on the implementation of Response to Intervention, early literacy and mathematics instruction. In 2009 our school nurse presented at the New Jersey School Nurse Association's Annual Conference. She was asked to share her resource of outstanding health instructional strategies.

The achievements and successes of our school are well known throughout our state, and colleges and universities continually request placements for their aspiring teachers. In the past few years we have hosted student teachers from Plymouth State University, Southern New Hampshire University, Franklin Pierce University and the University of New Hampshire. Our staff members have also helped prepare interns in the fields of guidance, special education and administration.

4. Engaging Families and Communities:

"Many hands make light work." This is the motto of our neighbors, the Canterbury Shakers. In that spirit, staff, parents, and community members all collaborate to help educate and enrich the lives of Canterbury children. Likewise, the larger Canterbury community is enriched by the programs and opportunities Canterbury Elementary School offers.

Parents, grandparents and other community members are in our school daily reading to classes, helping with science, enrichment, and technology projects, coaching sports teams, building backdrops and props for the drama productions, chaperoning field trips and participating in events such as Family Writing Night and Field day. We also are fortunate to have several "grandparent" volunteer mentors who work 1:1 with at-risk students.

Our active Parent Teacher Organization welcomes Canterbury families back to school with a hot dog supper which immediately precedes our fall Open House. Our PTO supports CES by raising money for classroom projects and school wide cultural events. They have brought in parenting experts, authors and artist in residence programs. The PTO asks teachers to create "wish lists" for their classrooms and strive to provide those extra materials which improve instruction. The PTO also assists our staff in setting annual school-wide goals.

Canterbury Elementary School is the hub of our small community. The school buildings and grounds are open for after-school sports, 4-H meetings and other activities, as well as to the public for adult athletics,

town meetings, blood drives, etc. Each year at Thanksgiving our student council sponsors a special luncheon for our community's senior citizens.

We foster communication with families and community members in several ways. The Canterbury church sponsors a monthly community newsletter that goes out to every household. Each month our principal writes a section that shares important happenings at CES. Our secretary has developed an e-mail group to disseminate information to families. The principal, classroom teachers, and the nurse send out regular newsletters to parents. The guidance counselor has authored a brochure for parents to help them understand our social-behavioral curriculum and mental health concerns. She has offered evening parenting groups on "How to Talk So Kids Will Listen." These efforts and others have been successful in facilitating communication and collaboration among families, community members and the school.

As we all work and play together around our town and school, we truly believe "It takes a village to raise a child," and together we all share in the success of each child.

1. Curriculum:

Canterbury Elementary School offers a curriculum that is comprehensive, rigorous and reflective of our changing world. It includes systematic and integrated instruction in language arts, mathematics, social studies, science, health, guidance, physical education, art, music, technology and social skills. Specific grade level and grade span standards are aligned with the New Hampshire State Frameworks and local district standards. We are in the process of making adaptations as we transition to the Common Core State Standards. Resources, instructional strategies and support materials are of high quality and research based.

Our Literacy program consists of developmentally appropriate standards in the areas of reading, listening, writing, grammar and spelling. Students begin with a strong foundation in phonemic awareness and phonic skills with the support of research based programs such as Foundations and Open Court Phonics. Rigorous instruction in comprehension, vocabulary and critical thinking is provided throughout the grades. Students write daily in a variety of formats. They develop their skills writing in journals, (personal, math and science), creating stories and poetry, and responding to fictional and expository text.

The basic concepts and learning goals of science, mathematics, and technology are integrated into our curriculum based on the Science, Technology, Engineering, and Mathematics (STEM) core principles. Through inquiry-based units of study, students work on investigations in their classroom to help them understand the world they live in. The grade level expectations as outlined in the New Hampshire Curriculum Framework and Common Core State Standards are interwoven into the classroom investigations at each grade level. The focus of the K-2 curriculum is to not only teach the basic concepts of mathematics and science, but to provide plenty of opportunity to help students develop their observation skills. The curriculum in the primary grades engages students in collecting, exploring, and sorting objects in their world. They use tools to measure and represent data.

As students move on to the intermediate grades, they continue to develop their science and mathematics content and process skills. The scientific and mathematical inquiry components of the curriculum shift from being teacher-directed investigations toward collaborative, student-directed investigations based on real-world problems. Not only do students design their own investigations, they also explore ways to graph their data using the tools of technology. They measure, analyze and interpret their results, learning to support their thinking with observations and data. They make predictions and apply what they've learned to new situations.

Our Social Studies program is activity centered and designed to help students develop the knowledge and skills needed to participate intelligently and responsibly in our local, national and global societies. Through projects and learning events we teach concepts in economics, history, geography, civics and government. Harcourt Brace Social Studies and Nystrom Geography are the resources we use to support program content.

Students participate in weekly physical education classes that include exercises, games and sports designed to help them develop an active life style, achieve and maintain physical fitness, demonstrate competency in motor skills, and exhibit responsible personal and social behavior.

We have a health curriculum aligned with the Department of Health and Human Services School Health Index. Our full time school nurse presents weekly classes on functional health information (essential knowledge), values and beliefs that support healthy behaviors and a healthy lifestyle.

The New Hampshire State Framework for the Arts provides the curriculum standards we use to develop our performing and visual arts programs. Our visual arts program is a sequence of experiences in investigating, art making and individual expression. Our music program encompasses music skills, literacy, appreciation and traditions from around the world. Students may choose to participate in chorus beginning in grade 3 and learn to play a band instrument in grade 5. Students have opportunities to present their many musical talents at assemblies and concerts.

We have high expectations for all of our students and ensure that our curriculum, while providing for diverse talents and learning styles, must be engaging and challenging. It is not enough to be proficient when you can excel.

2. Reading/English:

The philosophy that governs all instruction at Canterbury Elementary is to provide every child with the type of instruction needed to be successful. The core reading program is a research based focusing on the five pillars of reading (phonemic awareness, phonics and concepts of print, vocabulary, comprehension and fluency). The resources and strategies we use are the SRA Open Court Reading program, Open Court Phonics, Accelerated Reader, literature circles, trade books, and independent reading. During the reading block there is also focused instruction in spelling, language usage and written language. Teachers are proficient in differentiating their instruction to meet the needs of all learners. For children who excel in reading, there is enriched instruction in higher level texts to develop deeper comprehension strategies. Reading instruction and process writing are embedded throughout our curriculum and supported with technology to provide a total instructional experience.

Given that literacy is vital to a student's success within every aspect of the curriculum, we strongly believe in providing a solid base and intervening early to prevent loss or disruption in skill acquisition. It is because of this belief that we have implemented an Response to Intervention framework. This framework includes benchmark assessments from Kindergarten through grade 5. These assessments include DIBELS, Marie Clay Letter Identification, DRA –Developmental Reading Assessment, Developmental Spelling Assessment, Reading and Spelling of Fry Words, writing prompts as well as the NWEA and curriculum based assessments that are built into the core reading program.

It is through the RtI paradigm we are able to identify those children who need extra support in reading hence designing a Tier II intervention that meets those needs. These interventions may consist of multi-sensory structured language reading programs, fluency training programs, and comprehension and vocabulary building instruction. During these interventions data is gathered and instruction is adjusted as needed. If progress is slow, either the intensity of the instruction is elevated or the type of instruction is changed depending on the needs of the student. It is at this point that the RtI team continues the problem solving model in deciding if more intensive Tier III instruction is appropriate.

3. Mathematics:

Mathematics at Canterbury Elementary School is an integral part of our evolving Science Technology Engineering and Mathematics (STEM) curriculum. Students use and apply fundamental mathematics to solve real-world problems they may encounter through an investigation in their classroom or the outside world. Essential skills in mathematics are taught through carefully crafted units of study designed by the teacher based on one or two essential concepts or learning goals. Currently, the district is transitioning to the implementation of the new Common Core State Standards within the math curriculum. We've recently adopted a new math program, Math in Focus: Singapore Math (Marshall Cavendish Int., 2011). The scope and sequence of the program spans grades K-8 and is aligned to the Common Core State Standards. Generally, at all grade levels, the focus of the first half of the year is on numbers and operations, data, and problem solving. The second half of the year is focused on geometry and measurement where the number concepts are practiced, connected and applied. Daily math lessons are 60-90 minutes long, focusing on one or two specific skills. Teachers use formative assessment strategies to

drive their instruction. This enables teachers to gauge the level of understanding of essential concepts and skills in mathematics of the class, as well as keep the instruction focused on the needs of the individual students. The lessons in the primary grades involve plenty of experience with concrete models /materials and basic number sense. This provides a solid foundation of mathematics that enables students to tackle the more difficult concepts in the years ahead. The work with models the children complete in the early grades is enhanced in grades 4 and 5 as they apply their thinking to complex real-world problems. The use of technology is evident at all grade levels. Interactive Smart Board lessons and virtual manipulatives help to bridge the understanding of essential concepts from concrete to abstract. Teachers pull activities from two math programs: Math in Focus: Singapore Math, and Everyday Counts Calendar Math (Great Source, 2012). Both programs provide several engaging activities that meet the needs of students at various levels. To help struggling learners, teachers use a scaffolding technique where instruction begins with modeling essential concepts using concrete materials. Once mastery is achieved, instruction moves onto pictorial representations, and finally abstract models. More advanced learners are challenged by applying skills to solve real-world problems in math class and other curricular areas.

4. Additional Curriculum Area:

Several years ago the Canterbury Historical Society restored a one-room school house in the town center. Original desks, chalkboards and memorabilia were put in place to create an authentic environment. Society members and our enrichment teacher then collaborated to develop a curriculum for a particular time in history incorporating our state and local social studies standards. Through extensive research they included learning related to the culture, world events, economics and social trends of the time. The professional learning community, consisting of retired educators, historical society members, community members and school staff worked together to implement the program. Students in grades one through five were arranged in multi-age groups and assigned a date for the one room school house visit. Prior to their visit historical society members met with the students to prepare them for their experience. They showed them materials of the era and explained how a typical day would be conducted. Teachers were given a list of books and reference materials they could use in their classrooms to help the children build a foundation of knowledge about the chosen era. On the assigned visit days the multi-age groups of students walked to the school house and lived a day in another decade. The program was very successful and we have continued work with the Historical Society to create learning experiences in different decades of the nineteenth and twentieth centuries. To date our students have “gone to school” during World War II, The Great Depression, Women’s Suffrage, and the development of factories and mills in New Hampshire.

An important and exceptional part of the program has been the inclusion of guest speakers. Volunteers whose personal histories related to the focus decade were invited to the school house to tell their stories. Children learned about World War II from veterans who fought in the war. Volunteers came to describe the challenges they faced during The Great Depression. A ninety-seven year young teacher and life long community resident, had many memories to share about the Canterbury of long ago, and a gentleman told about his experience playing ball with Thomas Edison.

With detailed research and planning, quality curriculum and instruction, and alignment with our state and local standards, this program has become an extremely valuable part of our social studies curriculum.

5. Instructional Methods:

Instructional strategies used throughout the curriculum are designed to develop students’ interests, strengths and talents. Teachers employ concrete hands-on experiences, experiments, investigations, and inquiry tasks to enhance learning. Our enrichment teacher extends learning opportunities with special projects that are presented to whole classes, small groups and individuals. We also offer before and after school programs designed to meet individual needs and interests.

Twenty-first century technology is used throughout the school program to address learning styles, needs and challenges. We have a fully equipped computer laboratory and two portable labs. There are computers and Smart Boards in every classroom and the Resource Room. Students have access to diverse Internet resources and tutorials such as Study Island and Accelerated Reader.

Through a structured assessment program we closely monitor learning progress beginning early in kindergarten. If there are indicators of learning needs, teachers initiate differentiated research based instructional strategies. Students are then reassessed and if adequate progress has not been made they are referred to the Student Progress Monitoring team. This group meets weekly and can consist of classroom teachers, parents, the principal, special education teacher, school psychologist, nurse, guidance counselor, speech therapist, and occupational therapist. Available data, observations, student work, and reports are reviewed. The outcome of the team's deliberation may be a recommendation to develop a Personal Learning Plan that could include classroom modifications and specific instructional strategies. If evidence indicates the need, more formal assessments are scheduled. Through further examination some students are identified as having a physical or mental impairment that may require the development of a 504 Plan which would provide appropriate modifications and accommodations. Other students may be referred to the special education team for further evaluation. If a student is diagnosed with a specific learning disability an Individualized Education Plan is developed and implemented.

It is important to note that all students at Canterbury Elementary School participate in the regular core classroom instruction with their grade level peers. Modifications and accommodations are provided as needed. Special instruction is presented as an addition to the regular program, not as a replacement.

6. Professional Development:

Teachers address their professional development needs as they relate to advancing student learning. Through the analysis of student learning needs, reflection on individual competencies, and the review of school and district goals, teachers choose from a variety of learning opportunities and strategies to create a three-year plan for professional growth. Using Performance Tracker, they review student data from NECAP, NWEA and local benchmark assessments to identify students' strengths and weaknesses and to analyze building-level historical data to identify instructional strengths and weaknesses. Educators then develop and fulfill plans that support their current job assignment and other areas of endorsement they wish to maintain.

Our teachers are represented on the district curriculum committees. They meet monthly to examine best practices, analyze the multiple assessments, and address curriculum alignment with the State Grade Level Expectations, Grade Span Expectation, and the Common Core State Standards. Professional development activities are then developed from the committees' research. Often our master teachers are our professional development presenters. This year CES staff members presented workshops for the school and district on Calendar Math on the Smart Board, RtI and 504, Singapore Math – Bar Modeling, CPR and AED Certification, Merging Literature and Inquiry Through STEM, (Science, Technology, Engineering and Mathematics), and Movie Maker for Oral Histories.

Canterbury Elementary School is a Professional Learning Community as staff members continuously work together to improve instruction and advance student learning. We meet twice each month as a school team and as needed in sub-groups to share knowledge about effective innovations and successful instructional strategies. One of our staff members worked with the State Department of Education to develop its Response to Intervention Plan and then provided school-based training so we could effectively implement our own plan. Another teacher focused her professional development plan on science instruction. She then offered several in-school workshops and provided staff members with grade level portals that she created. These electronic resources included a store of background information to support instruction including essential questions, research on student learning of the content, benchmarks, NH State Standards, teaching strategies and assessments. Last spring 100% of our students who took the Science NECAP were at or above proficient.

7. School Leadership:

The leadership at Canterbury Elementary School has always been a strong democratic, collaborative model, which is facilitated and nurtured by the principal. This is evident in the professional consensus that is reached as the staff deliberates and decides curriculum, instructional strategies, discipline, teacher and program evaluation, and school operations. For example, after assessing our behavior program a number of teachers recommended the Responsive Classroom method. Volunteers participated in initial training, which was followed by district training for all teachers. This program enabled all of the staff to speak the same language, providing consistent strategies in behavior management throughout the school.

The principal not only promotes a collaborative model of leadership, she also encourages teachers to be themselves, which in turn facilitates growth and interest on the part of teachers to explore and become knowledgeable in research based practices or best practices. The staff has discussed a number of innovations and teachers are encouraged to explore and implement those programs in which they are interested. This allows teachers to identify the pros and cons of various programs along with the "type" of learner each program might target.

This same model of collaborative governance is utilized through the inclusion of community involvement in decision making in regards to school goals, objectives, and action plans. Each year the school goals are reviewed in the fall not only with staff, but also with parents and community members at the first Parent Teacher Organization meeting. These goals are then rewritten each year to reflect the agreed upon changes via input from staff and community.

It is through the practice of shared leadership that we have been able to benefit from the knowledge and talents of all of our stakeholders, which has supported the success of our school mission.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	96	100	100	100
Proficient with Distinction	83	54	71	65	26
Number of students tested	23	24	17	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	92	88	95	100
Proficient with Distinction	52	38	53	55	26
Number of students tested	23	24	17	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
<p>NOTES: Subgroups of 10 or less are not reported in New Hampshire. No single grade level at CES has more than 10 in a subgroup. However, we do have the data for all grades 3 to 6 combined for each testing year. READING Free and Reduced Priced Meals/Socio-Economic/Disadvantaged 2010-2011 Proficient/Advanced 100% Number Tested 11, 2009-2010 Proficient/Advanced 100% Number Tested 13, 2008-2009 Proficient/Advanced - Not Reported " Number Tested 10, 2007-2008 Proficient/Advanced 91% Number Tested 11, 2006-2007 Proficient/Advanced 73% Number Tested 11, READING Special Education Students 2010-2011 Proficient/Advanced 86% Number Tested 14, 2009-2010 Proficient/Advanced 78% Number Tested 18, 2008-2009 Proficient/Advanced 68% Number Tested 19, 2007-2008 Proficient/Advanced 71% Number Tested 14, 2006-2007 Proficient/Advanced 67% Number Tested 15, MATHEMATICS Free and Reduced Priced Meals/Socio-Economic/Disadvantaged 2010-2011 Proficient/Advanced 91% Number Tested 11, 2009-2010 Proficient/Advanced 100%</p>					

Number Tested 13, 2008-2009 Proficient/Advanced - Not Reported Number Tested 10, 2007-2008 Proficient/Advanced 91%
Number Tested 11, 2006-2007 Proficient/Advanced 82% Number Tested 11, MATHEMATICS Special Education Students
2010-2011 Proficient/Advanced 93% Number Tested 14, 2009-2010 Proficient/Advanced 89% Number Tested 18, 2008-2009
Proficient/Advanced 89% Number Tested 19, 2007-2008 Proficient/Advanced 86% Number Tested 14, 2006-2007
Proficient/Advanced 80% Number Tested 15.

12NH1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	100	100	100	100
Proficient with Distinction	59	61	79	61	59
Number of students tested	22	18	19	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	94	100	95	90
Proficient with Distinction	45	61	37	59	47
Number of students tested	22	18	19	22	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	100	100	93	94
Proficient with Distinction	42	76	65	45	47
Number of students tested	19	17	23	29	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

12NH1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	84	100	92	90	90
Proficient with Distinction	47	18	35	31	53
Number of students tested	19	17	23	29	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	95	86	100	92	66
Proficient with Distinction	78	50	50	46	33
Number of students tested	18	14	24	13	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: New England Common Assessment Program

Edition/Publication Year: Revised Annually Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	100	86	92	92	75
Proficient with Distinction	44	29	46	46	25
Number of students tested	18	14	24	13	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Proficient with Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient					
Proficient with Distinction					
Number of students tested					
6.					
Proficient					
Proficient with Distinction					
Number of students tested					
NOTES:					
Subgroups of 10 or less are not reported in New Hampshire.					

12NH1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	98	96	100	96	93
Proficient with Distinction	65	60	65	53	41
Number of students tested	82	73	83	80	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NH1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	96	93	93	92	90
Proficient with Distinction	47	37	42	46	39
Number of students tested	82	73	83	84	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NH1