# U.S. Department of Education September 2003

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

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

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

School Mailing Address PO Box 118 205 Middle Rd
(If address is P.O. Box, also include street address)

Tuftonboro NH 03816-0118
City State Zip Code+4 (9 digits total)

Tel. ( 603 ) 569-3689 Fax ( 603 ) 569-8276

Website/URL www.govwentworth.k12.us E-mail tcschool@worldpath.net

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. John Robertson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Governor Wentworth Regional School District Tel. ( 603 )569-1658

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 Mr. Donald Meader
(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)

# 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:

6 Elementary schools
__1___ Middle schools
_____ Junior high schools
___1__ High schools
_____ Other (Briefly explain)

____8_ TOTAL

2. District Per Pupil Expenditure: __$7,579.95_____

   Average State Per Pupil Expenditure: ___$7,233.49_____

**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
[ ] Small city or town in a rural area
[ 1 ] Rural

4. ___1____ Number of years the principal has been in her/his position at this school.

   14 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** | 19 | 13 | **32** | | **7** | | | |
| **1** | 12 | 2 | **14** | | **8** | | | |
| **2** | 9 | 12 | **21** | | **9** | | | |
| **3** | 10 | 10 | **20** | | **10** | | | |
| **4** | 15 | 18 | **33** | | **11** | | | |
| **5** | 12 | 10 | **22** | | **12** | | | |
| **6** | 11 | 13 | 24 | | Other | | | |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | | | | | 166 |

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

_97____% White
__1____% Black or African American
_____% Hispanic or Latino
__2___% Asian/Pacific Islander
_____% American Indian/Alaskan Native
**100% Total**

7. Student turnover, or mobility rate, during the past year: __11.9_____%

(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. | 15 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 2 |
| **(3)** | Subtotal of all transferred students [sum of rows (1) and (2)] | 17 |
| **(4)** | Total number of students in the school as of October 1 | 143 |
| **(5)** | Subtotal in row (3) divided by total in row (4) | .1188 |
| **(6)** | Amount in row (5) multiplied by 100 | 11.88 |

8. Limited English Proficient students in the school: __.6_____%
__1___Total Number Limited English Proficiency

Number of languages represented: __1_____
Specify languages: Pilipino (Wauri-Wauri)

9. Students eligible for free/reduced-priced meals: ___28_____%

___46_____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: ___13_____%

____21____Total Number of Students Served

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

| | |
|---|---|
| ____Autism | ____Orthopedic Impairment |
| ____Deafness | ___8_Other Health Impaired |
| ____Deaf-Blindness | __8__Specific Learning Disability |
| __1__Hearing Impairment | __2__Speech or Language Impairment |
| ____Mental Retardation | ____Traumatic Brain Injury |
| ____Multiple Disabilities | ____Visual Impairment Including Blindness |

3 EH

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____ | _____ |
| Classroom teachers | ___8____ | _____3___ |
| Special resource teachers/specialists | ___2____ | _____5___ |
| Paraprofessionals | __4____ | ____1____ |
| Support staff | ___3___ | ____1___ |
| Total number | __18__ | ___10_____ |

12. Average school student-"classroom teacher" ratio: __19_____

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 | 96 | 97 | 96 | NA | 96 |
| Daily teacher attendance | 94 | 97 | 93 | 97 | 94 |
| Teacher turnover rate | 4% (.5) | 8% (1) | 0% | 0% | 9% (1) |
| Student dropout rate | | | | | |
| Student drop-off rate | | | | | |

## Tuftonboro Central School

Tuftonboro Central School (TCS) is a small, rural elementary school that includes grades K – 6 with a total student population of 166. Tuftonboro is one of six elementary schools in the Governor Wentworth Regional School District (GWRSD); the district is comprised of seven towns in the Lakes Region of New Hampshire. The district's seventh and eighth grade students attend Kingswood Regional Middle in Wolfeboro and then move on to Kingswood Regional High School for grades 9 – 12.

We believe "that it is our mission to ensure that all students acquire the knowledge and develop the skills and work habits to enable them to become contributing members of society. This is accomplished when we recognize and address the individual abilities and needs of all students, maintain challenging expectations for those students, create a positive school climate, ensure a safe and orderly school environment, monitor students' progress on a frequent basis, and promote effective school-community involvement."

Every year, the entire staff analyzes assessment results and other indicators of success and develops goals for the school year that not only address our results but our mission. The goals for this current school year are: To refine and clarify our understanding of differentiation and expand the application with practical and imaginative teaching strategies; to consider individual students' strengths and needs while differentiating curriculum; to expand character and citizenship learning opportunities for all students and staff; and to improve sharing of information regarding differentiation with parents and community.

Currently, Tuftonboro Central School has one class for each grade level except for two kindergarten and two fourth grade classes. In addition to the classroom teachers, TCS has a full-time special education teacher, a full-time reading specialist for the primary classes of which 50% of her time is devoted to Reading Recovery, a 50% reading teacher for the intermediate classes, part-time ESOL, school counselor, occupational therapist and speech and language therapist. TCS shares a music, art and physical education teacher with another elementary school in the GWRSD. The full-time library-media paraprofessional's responsibilities include teaching information skills, technology skills, in-service training for staff and managing the library-media center and computer lab.

Tuftonboro Central School's facility is the centerpiece of the Tuftonboro community, incorporating the old schoolhouse built in 1938 with two modern additions including a gym, media center and full cafeteria. Even though it is used constantly by the school and community, it is extremely well maintained and inviting. TCS is not only an open, warm and friendly environment; it is also a safe one. It is evident upon entering the building that students are cared for, happy, secure and productive.

Success can be measured in many ways. At Tuftonboro Central School and in the Tuftonboro community, our children are our barometer for success. This community demonstrates pride in its school and children through active involvement and commitment to always doing what is best for students. In the Tuftonboro community the "whole village" truly unites to educate our children. TCS exemplifies public education at its best. The foundation of this community begins with the staff, from the custodian and the instructional assistants to the most highly accredited professionals. Everyone is dedicated to helping each child reach her/his potential as an independent learner, while valuing and treasuring individual differences.

## Language Arts and Mathematics Assessment Results

Tuftonboro Central School administers the New Hampshire Educational Improvement Assessments in the spring of each year to grades three and six. The assessment includes a writing sample, language arts and math for grade three with the addition of science and social studies for grade six.

The NHEIAPs are a criterion referenced assessment and results are given at one of four proficiency levels. The levels are (highest to lowest) advanced, proficient, basic and novice. Along with the proficiency level summary, a mean-scaled score summary is given. The scaled score ranges are; Novice 200 – 239, Basic 240 – 259, Proficient 260 – 279, and Advanced 280 – 300. The scores are reported for the school, district and state and include number of students and percentages in each category. Scores are also reported as a three-year cumulative average to enable schools to see trends.

The language arts assessment includes subtopics in reading and literature, literary/narrative, content/informational, practical, listening/viewing and writing. The math assessment includes eight curriculum goals: problem solving and reasoning; communication and connections; numbers and numeration/operations and number theory; geometry/measurement/trigonometry; data analysis/statistics and probability; discrete mathematics; functions/relations and algebra; and the mathematics of change. Both assessments contain multiple choice and open-ended questions.

[The reported three-year cumulative average for the 2000 – 2001 through 2002 -2003 school years will be utilized for this report]

TCS's sixth grade assessment results for language arts show that 28 percent of the students scored at the advanced level, while 10 percent of the district's students and five percent of the state's students scored at this level. Ninety percent of the sixth grade students at TCS scored at the basic or above level, 74 percent at the district level and 70 percent at the state level.

In mathematics, for this same period, 25 percent of the TCS students scored at the advanced level, 7 percent for district and 6 percent for the state. Ninety-four percent of the sixth grade students at TCS scored basic or above, 78 percent at the district level and 71 percent at the state level.

TCS's third grade assessment results for language arts show that 16 percent of the students scored at the advanced level, while 12 percent of the district's students and 8 percent of the state's students scored at this level. Eighty four percent of the third grade students at TCS scored in the basic or above level, 76 percent at the district level and 75 percent at the state level.

In mathematics, for this same time period, 18 percent of the TCS students scored at the advanced level, 12 percent for the district and 11 percent for the state. Ninety two percent of the third grade students at TCS scored in the basic or above level, 76 percent at the district level and 80 percent at the state level.

The cumulative average mean-scaled scores for sixth grade in mathematics were: Tuftonboro Central School – 265, District – 252 and State – 250. For language arts the mean-scaled scores were: Tuftonboro Central School – 267, District – 253 and State – 250.

The cumulative average mean-scaled scores for third grade in mathematics were: Tuftonboro Central School – 261, District – 255 and State – 253. For language arts the mean-scaled scores were: Tuftonboro Central School – 261, District – 254 and State – 256.

These results show that TCS consistently scores among the top schools in both the state and within the district.

## Use of Assessment Data to Improve Performance

Tuftonboro Central School continually utilizes a number of assessment results to improve student performance. In the fall of each school year, the faculty members analyze the results of the standardized assessments administered the previous spring, Stanford Writing, Terra-Nova Multiple Assessment, NHEIAPs and Gates-McGinitie Reading. We also look at trends over a period of time. When we analyze assessment results, we look at curriculum strengths and weaknesses and individual student achievement by looking at individual test items and student responses. Upon completion of our analysis with the aid of tools like iAnalyze, a web-based data system, and supporting material from test publishers, we set annual goals and develop an action plan.

Our annual goals for the 2003 – 2004 school-year (See Part III) are supported by the action plan. Included in this year's action plan are a continued emphasis on non-fiction, content area higher-level reading skills (connections, inferences, etc.) and the development of an after-school homework club to meet the needs of at-risk students.

In addition to standardized assessments, staff members administer teacher-made assessments, running records, reading inventories and observations. We use a variety of assessments to measure individual student progress and to improve performance. Individual running records help us determine the specific reading skills to teach and to identify a student's independent reading level. The Gates-McGinitie Reading Assessment provides us with vocabulary and comprehension percentiles that help us see how our students do compared to students nationally. Looking at how our students perform on both timed and untimed writing samples, paying special attention to scoring needs and commendations, guide us in our teaching focus. All assessment results, along with teacher recommendations, are used to identify students who need additional support. Support may include a Plan For Success (a written plan that addresses the needs of non-coded students), IEP, 504 Plan, Title I support in math and/or reading, Homework Club and/or summer school.

Teachers also use assessment results to differentiate their curriculum for all students. They may differentiate for content, product or instructional strategies. Differentiation benefits not only those students who need extra support but, students who may be advanced and need the challenge that high expectations for all will give them.

## Communicate Student Performance

Tuftonboro Central School communicates assessment results to parents, students and the community periodically throughout the year.

Parents: Annual parent/student/teacher conferences are held at the end of the first quarter each fall. At this time, teachers share assessment data, including the standardized assessment results, with the parents. A monthly newsletter is sent home with each child that incorporates school news with general information on achievement and academics including assessments. Students in grades three and six present portfolios to their parents and peers at the end of the year that highlight their academic achievement. Parents of special education students are given detailed assessment data regarding their child's performance at annual meetings and three-year evaluations. A four to five page detailed narrative is given to all parents of kindergarten students that detail the results of a variety of assessments used throughout the year.

Students: TCS students reflect on their learning in journals in all subject areas. They receive written feedback from staff on their progress. The students set goals based on standardized and teacher assessments. Teachers confer with students quarterly regarding their report card assessments.

Community: The district reports on all assessment data at two school board meetings in the fall of each year. This detailed description of assessment results is reported in the local newspaper and aired on the local cable TV. The district also produces a document entitled, The District Report Card that contains assessment date, dropout rate, daily average attendance. Newspapers, both local and statewide, report on the NHEIAP assessment results.

## Sharing Our Successes

Tuftonboro Central School will continue to share its success with other schools in many ways. Visitors are always welcome to meet directly with the principal and teachers, observe in classrooms and attend staff meetings or professional development sessions. Staff members at TCS are also willing to tape "model" lessons and activities and share them upon request with other schools.

In the recent past, teachers at TCS have presented workshops in the evening, taped the sessions and made the tapes available for use throughout the district. These sessions have also been taped and edited for airing for the local cable channel. We will continue to share our successes in this manner especially in language arts and math.

The TCS faculty is willing to present workshops and mini-sessions at other schools that are located in our region. Consideration would need to be given to balancing the amount of time a teacher may be out of the classroom and away from her/his students and the benefits for another school district.

There are a number of valuable and worthwhile conferences and workshops in the Northern New England Region that would benefit from a presentation by TCS faculty members. These conferences would enable us to reach a broader range of schools and teachers while minimizing the time out of the classroom.

Because we are used to sharing instructional strategies and "things that work" with the other five schools in our district, sharing outside the district will not be a problem.

## Curriculum

The Governor Wentworth Regional School District's Curriculum Guide Notebooks are all aligned to the New Hampshire State Frameworks. The NH State Frameworks are based on nationally accepted standards. Grade-level Curriculum Guides for each subject area contain district commencement goals, grade level performance tasks, topical outlines K – 12, grade level benchmarks, a detailed curriculum (referenced to NH State Frameworks, NH performance tasks and GWRSD performance tasks) and appendixes.

Language Arts: The LA curriculum is broken down into four threads; reading/literature, writing, speaking/listening/viewing and English language uses. All students will be able to select developmentally appropriate reading material, automatically apply reading strategies, extend and elaborate on the materials and make critical judgments in reading. TCS teachers use a balanced approach to literacy instruction comprised of reading, writing and word study and provide explicit instruction in the strategies and skills necessary to create independent readers, writers and thinkers. Our students experience a variety of reading materials, both fiction and nonfiction. They are the expected to understand, manipulate, and correctly use both the written and spoken word, and in order to do that, they practice reading, writing, speaking, listening, and working with words in authentic situations as often as possible. In order to insure that our students become independent readers, writers and thinkers we monitor and assess the progress of each student using the results to guide our instructional practices.

Math: The math curriculum is divided into 17 threads; problem solving, reasoning, communication, connections, number sense/numeration, operations, computation, mental math, geometry, spatial sense, measurement, trigonometry, data analysis, probability/statistics, algebra, mathematics of change and discrete mathematics. All students are expected to formulate, investigate and solve a variety of problems while using mathematical concepts. Students are also expected to communicate their understanding of mathematics both verbally and in writing. The math curriculum expects students to use mental computation and estimation skills and strategies and know when it is appropriate to do so.

Science: The science curriculum is divided into three threads; life science, earth science and physical science. The central topics for every grade include content from all three threads. All students, using scientific thinking, are expected to display a deepening appreciation of the order and complexity of the universe in the understanding of relationships among natural phenomena.

Social Studies: The social studies curriculum is divided into six threads; introduction, citizenship/government, geography, history, economics and current events. In every grade, the central theme is developed around the six threads. Each thread is content rich at each grade level. The curriculum builds an "ever widening" universe for the students, integrating content with concepts and themes.

Arts: The arts in GWRSD consist of music and visual arts. Music is divided into six threads; singing, instruments, improvisation, composition, notation and listening. The focus for the visual arts for the primary grades (K – 3) is exploring procedures, for intermediate grades (4 – 6) it is experimenting with surroundings. All students will understand the relationship among music, the other arts and disciplines outside the arts.

## Reading Curriculum

Tuftonboro's reading program is part of a comprehensive literacy program comprised of reading, writing and word study modeled after the Literacy Collaborative out of Lesley College in Cambridge, Massachusetts. Texts by Irene Fountas and Gay Su Pinnell, Guiding Readers and Writers K – 3 and Guiding Readers and Writers 3 – 6, are utilized by the faculty to "guide" their reading and writing program. The faculty also utilizes the research and writing of Harvey Daniels and Stephanie Harvey to define the program.

The teachers at TCS, following current research on best practices, use a combination of ongoing assessment and proven instructional strategies to systematically teach the five key components of early reading instruction starting in kindergarten. The five areas are: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Teachers also model strategies that "good" readers use including, visualizing, making connections, asking questions and making inferences. Students use reading journals to write about their reading addressing the strategies that are continually modeled for them. Literature Circles, guided reading and shared reading are aspects of our reading program. Reading Recovery is provided for the most at-risk first grade students. All teachers use running records and other reading assessments to help identify strengths and needs of students at every grade level.

Tuftonboro Central School's decision to use this approach to the teaching of reading was based on research and the subsequent training received in the Literacy Collaborative model, which is made up of both a reading workshop and a writing workshop daily. Teachers have noted increased amounts of independent reading by the students at their independent reading level, an increase in the level and amount of conversations students are having with their peers and adults and an increase in the enthusiasm for and the enjoyment of reading.

Currently, there are several teachers undertaking action research projects studying the longitudinal effects of our approach to reading. Our excellent standardized assessment results are showing us the success of this program.

## Math Curriculum

Tuftonboro's math program is based on the Governor Wentworth Regional School District's Curriculum Guide, which is based on the New Hampshire State Frameworks. The frameworks were developed using NCTM standards and identify essential skills at each grade level and at benchmark years. The K – 6$^{th}$ grade teachers use a constructivist approach to math. The main resource that is used is MathLand by Creative Publications. MathLand is a comprehensive mathematics program that balances the "classic basics" with the "new basics." It also moves beyond the basics and includes the development of conceptual understanding with a greater emphasis on problem solving and critical thinking. Manipulatives are used to bridge the conceptual to the abstract.

The program does not stand alone. We work closely with the Plymouth State University Impact Center for teacher training through model lessons taught by the center staff. TCS teachers are given the opportunity to observe lessons and then meet for follow-up discussions. Mahesh Sharma from Cambridge College has also provided support and workshops for staff.

The ability to problem-solve and think critically is essential to becoming "a successful, contributing member of society." Our math program enables students to be involved in rich and challenging real-world investigations together with skill exercises. Students are able to deepen and broaden their mathematical understanding as they progress through the curriculum. All of our students are challenged with high standards and have proven themselves to be critical thinkers and problem solvers.

## Instructional Methods for Improving Student Learning

Tuftonboro Central School students are assessed both formally and informally to determine learning styles. Communication by teachers about students is continual and efficient due to our small size and the opportunities the staff have to interact during common planning time or duty free lunches. Vital and pertinent information regarding student learning styles and progress is shared and discussed. Learning inventories, observations and formal testing are used to help identify learning styles of each student. Teachers incorporate a multi-modal approach to teaching (oral, visual and kinesthetic), range of products (multiple intelligences), manipulatives (concrete to abstract), a constructivist approach to math (MathLand and workshops with Mahesh Sharma from Cambridge College and Tom Sherston) and flexible grouping in all subject areas (based on ability, interest and/or learning styles). Teachers have received training in cooperative learning (Johnson and Johnson) and utilize it along with small and large group instruction.

Paraprofessionals support students for individual, small and large group instruction. The reading specialists and special educator use both an inclusionary and pull-out model to support students. The curriculum is enhanced through the use of meaningful field trips and assemblies throughout the school year. Students are given numerous opportunities to experience hands-on, real-world investigations in all subject areas.

TCS teachers continue to differentiate the curriculum based on content, product and instructional strategies. Differentiation, the variety of instructional methods utilized and the assessment techniques that are used enable us to meet the academic needs of all of our students.

## Professional Development

The district's professional development master plan was designed by a representative group of teachers, administrators and board and community members. Included in the master plan are standards for effective teacher performance including self-assessment tools. Charlotte Danielson's four domains of teacher responsibility are a basis for objective criteria for evaluating teachers. The district professional development committee, with a representative from TCS, is an on-going committee that reviews, revises and refines the master plan. The first objective for every professional is, "To improve student achievement in…" Each professional's plan is developed individually based on student achievement and their own needs. Action research is embedded in every teacher's plan and is continually utilized to drive decisions regarding instructional strategies and practices.

Examples of current action research projects include measuring students' growth in reading comprehension through open-ended responses, differentiation of instruction, improving reading comprehension through journaling and the most effective assessments for tracking student progress in reading. The district offers research-based graduate level courses through Plymouth State University that are taught by local staff for professionals and paraprofessionals. A two-part brain course was translated into practical applications for teachers to use in their classroom. Another professional course focused on current and proven reading strategies for teachers in grades K – 8. As a result, teachers have expanded classroom libraries and daily model behaviors to help children become life-long readers. The school and district offers "professional conversations" that focus on current research.

Professionals reflect on the progress of their goals and objectives towards the improvement of student achievement three times a year and at the end of their three year professional development cycle they present a "portfolio" of evidence of growth to the principal and invited peers.

## CRITERION-REFERENCE TESTS

GRADE 6 Math and Language Arts

TEST New Hampshire State Educational Improvement And Assessment

EDITION/PUBLICATION YEAR Published Each Year

PUBLISHER Measured Progress

NUMBER OF STUDENTS IN GRADE IN WHICH TEST WAS ADMINISTERED See data tables

NUMBER OF STUDENTS WHO TOOK THE TEST See data tables

WHAT GROUPS WERE EXCLUDED FROM TESTING? WHY? Two sixth grade students in 1999-2000 and 1998-1999 were excluded. They were special education, non-reading students. The WIAT was administered in place of the NHEIAP.

NUMBER EXCLUDED, PERCENT EXCLUDED See data tables

**CRITERION-REFERENCE TESTS**

GRADE 3 Math and Language Arts

TEST New Hampshire State Educational Improvement And Assessment

EDITION/PUBLICATION YEAR Published Each Year

PUBLISHER Measured Progress

NUMBER OF STUDENTS IN GRADE IN WHICH TEST WAS ADMINISTERED See data tables

NUMBER OF STUDENTS WHO TOOK THE TEST See data tables

WHAT GROUPS WERE EXCLUDED FROM TESTING? WHY? None

NUMBER EXCLUDED, PERCENT EXCLUDED See data tables

## DATA DISPLAY TABLE
## GRADE 3 LANGUAGE ARTS

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|
| Testing Month - May | | | | | |
| **SCHOOL SCORES** | | | | | |
| % At or Above Basic | 84 | 100 | 89 | 92 | 88 |
| % At or Above Proficient | 39 | 80 | 58 | 67 | 36 |
| % At Advanced | 10 | 27 | 16 | 29 | 4 |
| Number of Students Tested | 31 | 15 | 19 | 24 | 25 |
| Percent of Total Students Tested | 100 | 100 | 100 | 100 | 100 |
| Number of Students Excluded | 0 | 0 | 0 | 0 | 0 |
| Percent of Students Excluded | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| Socioeconomic | | | | | |
| % At or Above Basic | 76 | NA | NA | NA | NA |
| % At or Above Proficient | 44 | NA | NA | NA | NA |
| % At Advanced | NA | NA | NA | NA | NA |
| Number of Students Tested | 6 | 5 | NA | NA | NA |
| | | | | | |
| Data not disaggregated for other subgroups | | | | | |
| | | | | | |
| **STATE SCORES** | | | | | |
| % At or Above Basic | 77 | 76 | 78 | 78 | 78 |
| % At or Above Proficient | 37 | 41 | 38 | 38 | 39 |
| % At Advanced | 6 | 8 | 9 | 9 | 8 |
| | | | | | |
| Mean Scaled Scores (not available at each level) | | | | | |
| School | 255 | 272 | 261 | 268 | 255 |
| State | 253 | 253 | 252 | 254 | 254 |

## DATA DISPLAY TABLE
## GRADE 3 MATHEMATICS

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|
| Testing Month - May | | | | | |
| **SCHOOL SCORES** | | | | | |
| % At or Above Basic | 84 | 100 | 100 | 96 | 72 |
| % At or Above Proficient | 39 | 60 | 53 | 63 | 44 |
| % At Advanced | 16 | 20 | 21 | 21 | 12 |
| Number of Students Tested | 31 | 15 | 19 | 24 | 25 |
| Percent of Total Students Tested | 100 | 100 | 100 | 100 | 100 |
| Number of Students Excluded | 0 | 0 | 0 | 0 | 0 |
| Percent of Students Excluded | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| Socioeconomic | | | | | |
| % At or Above Basic | 84 | NA | NA | NA | NA |
| % At or Above Proficient | 40 | NA | NA | NA | NA |
| % At Advanced | NA | NA | NA | NA | NA |
| Number of Students Tested | 6 | 5 | NA | NA | NA |
| | | | | | |
| Data not disaggregated for other subgroups | | | | | |
| | | | | | |
| **STATE SCORES** | | | | | |
| % At or Above Basic | 80 | 81 | 79 | 78 | 77 |
| % At or Above Proficient | 42 | 39 | 39 | 40 | 38 |
| % At Advanced | 15 | 10 | 8 | 9 | 9 |
| | | | | | |
| Mean Scaled Scores (not available at each level) | | | | | |
| School | 255 | 266 | 266 | 265 | 254 |
| State | 257 | 255 | 255 | 255 | 254 |

## DATA DISPLAY TABLE
## GRADE 6 LANGUAGE ARTS

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|
| Testing Month - May | | | | | |
| **SCHOOL SCORES** | | | | | |
| % At or Above Basic | 96 | 83 | 93 | 95 | 89 |
| % At or Above Proficient | 66 | 49 | 56 | 73 | 42 |
| % At Advanced | 31 | 21 | 33 | 18 | 21 |
| Number of Students Tested | 26 | 29 | 30 | 20 | 17 |
| Percent of Total Students Tested | 100 | 100 | 100 | 90 | 88 |
| Number of Students Excluded | 0 | 0 | 0 | 2 | 2 |
| Percent of Students Excluded | 0 | 0 | 0 | 10 | 12 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| Socioeconomic | | | | | |
| % At or Above Basic | 95 | 86 | NA | NA | NA |
| % At or Above Proficient | 67 | 59 | NA | NA | NA |
| % At Advanced | NA | NA | NA | NA | NA |
| Number of Students Tested | 5 | 7 | NA | NA | NA |
| | | | | | |
| Data not disaggregated for other subgroups | | | | | |
| | | | | | |
| **STATE SCORES** | | | | | |
| % At or Above Basic | 72 | 69 | 69 | 70 | 72 |
| % At or Above Proficient | 30 | 28 | 27 | 29 | 26 |
| % At Advanced | 5 | 5 | 5 | 6 | 4 |
| | | | | | |
| Mean Scaled Scores (not available at each level) | | | | | |
| School | 269 | 259 | 266 | 270 | 261 |
| State | 251 | 249 | 249 | 249 | 248 |

## DATA DISPLAY TABLE
## GRADE 6 MATHEMATICS

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|---|---|---|---|---|---|
| Testing Month - May | | | | | |
| **SCHOOL SCORES** | | | | | |
| % At or Above Basic | 96 | 93 | 93 | 95 | 95 |
| % At or Above Proficient | 84 | 55 | 60 | 73 | 58 |
| % At Advanced | 38 | 14 | 23 | 14 | 11 |
| Number of Students Tested | 26 | 29 | 30 | 20 | 17 |
| Percent of Total Students Tested | 100 | 100 | 100 | 90 | 88 |
| Number of Students Excluded | 0 | 0 | 0 | 2 | 2 |
| Percent of Students Excluded | 0 | 0 | 0 | 10 | 12 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| Socioeconomic | | | | | |
| % At or Above Basic | 95 | 95 | NA | NA | NA |
| % At or Above Proficient | 86 | 59 | NA | NA | NA |
| % At Advanced | NA | NA | NA | NA | NA |
| Number of Students Tested | 5 | 7 | NA | NA | NA |
| | | | | | |
| Data not disaggregated for other subgroups | | | | | |
| | | | | | |
| **STATE SCORES** | | | | | |
| % At or Above Basic | 74 | 72 | 68 | 68 | 70 |
| % At or Above Proficient | 29 | 28 | 26 | 27 | 25 |
| % At Advanced | 7 | 6 | 4 | 4 | 4 |
| | | | | | |
| Mean Scaled Scores (not available at each level) | | | | | |
| School | 275 | 262 | 266 | 267 | 265 |
| State | 252 | 250 | 248 | 248 | 249 |