

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

1. Number of schools in the district 1 Elementary schools (includes K-8)
 0 Middle/Junior high schools
 0 High schools
 0 K-12 schools
 1 Total schools in district
2. District per-pupil expenditure: 14284

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	10	8	18
1	5	8	13
2	15	15	30
3	7	7	14
4	18	16	34
5	7	9	16
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			125

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % 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 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	134
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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: 3%
 Total number of students who qualify: 4

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: 13%
 Total number of students served: 17

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>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</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>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>10</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>23</u>	<u>12</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:

14:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	97%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

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?

PART III - SUMMARY

The Mission of the Newfields Elementary School is to encourage academic excellence in a nurturing environment where all individuals are valued intellectually, emotionally, artistically, socially, and physically. At Newfields Elementary School, students are empowered to develop to their maximum potential so that they can make contributions to the global community.

The town of Newfields is small and rural, but surrounded by larger towns and cities. The feeling of small town America has been keenly preserved here. The Country Store has its original facade and signs, but inside you will find many modern conveniences. Nothing can out do the pastries that are baked fresh each day.

Traditions at Newfields Elementary School are deep and meaningful for the members of the school community. The most treasured tradition is the quantity and quality of volunteers. Parents, grandparents and former students are part of the fabric of our close-knit school. Despite our size, for many years we have recorded enough hours of volunteer time to qualify for the NH Partners in Education Blue Ribbon Award.

Another significant tradition at our school is the annual events that families look forward to each season. The Annual Thanksgiving Feast is the most amazing. Through the coordination efforts of volunteers and teachers, each class serves a traditional Thanksgiving dinner to every student and staff member. Siblings and parents participate in classroom activities from donning pilgrim attire to sharing a favorite seasonal book or craft. Every March for the past seventeen years the teachers and parents put on the Annual “Taste of Italy Spaghetti Sauce Cook-off and Auction”. This fund raising event brings together the entire Newfields community for a pasta dinner showcasing the winning sauces. In addition, a silent and live auction adds great excitement to the night. This is the largest fundraiser of the year, which supports special projects such as an Artist in Residence.

Newfields Elementary School reached a noteworthy milestone in 2007 by celebrating its 100th anniversary of educating the children of its community. A large mural of photos and articles created by one of our parents hangs proudly in the front foyer. It depicts the history of the school from its founding, through multiple additions, to the present.

Our focus on a healthy lifestyle and taking care of our friends, our world and ourselves, has lead to several new traditions. The creation of our own raised beds for our school gardens and a focus on being active has become a new part of our fabric. Every student has a square foot of the garden that they plant and care for each season. The produce grown is shared with everyone at lunch upon its harvest. Our community is close-knit and steeped in tradition and traditional values. Families are highly involved in the school and their child’s education. They are very supportive and like the teachers and staff, parents have high expectations for learning and achievement. The students at Newfields Elementary School are naturally curious and motivated to learn.

The strengths of our school are tied directly to the consistency of the staff that works here. The teacher with the least number of years at the school has been here thirteen years and others have been at NES for as long as thirty-two years. This level of commitment and consistency of staff allow teachers to know children very well.

An area of strength that we have been capitalizing on during the past three years is the high level of ability of large number of students. Our goal it to be sure these student also show yearly growth despite the fact that they begin the year performing above grade expectations. We have used our RtI model to provide challenge opportunities to the students and support to classroom teachers. In addition, RtI has

helped to provide targeted instruction to students not making adequate growth. This practice has enabled several students to keep pace with their class and not fall behind due to one area of weakness. Inevitably, most of these students close the gap and avoid being referred to special education.

An accomplishment that Newfields is very proud of is the results of our State Assessments. We have maintained our positive AYP status on the NECAP assessment. Closing the gap for some learners through RtI has made the difference. Looking at student achievement data and several other data points was new for our staff three years ago. Now teachers are anxious to see new data so they can note progress or adjust teaching to effect more growth.

Newfields Elementary School is a perfect example of a National Blue Ribbon School because it has taken advantage of every resource it has and addressed the needs of all learners. We are not satisfied with the theory that struggling learners will all need special education. We are not satisfied with the notion that our very able students will spend time at school and show little yearly growth. We partner with our parents on multiple levels to provide a safe, caring and challenging environment for all students. It doesn't happen by accident; it takes much work and cooperation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The standardized assessments that our school gives are the NWEA MAP for grades 3-5. This assessment looks at Reading, Language Usage and Math. We had administered this in the spring for several years but this year we are assessing in the fall and spring. We are tracking growth of all students from fall to spring. In addition, any student that scores below the mean RIT score for the fall is watched and potentially assessed again at the midyear mark. On each assessment, we are looking for students to achieve at least the mean RIT score for the testing session- Beginning, Middle, or End of the year.

The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

In addition, the state assessment, NECAP, is administered in the fall to grade 3-5 in Reading, Math, and grade 5 has a Writing section. Students that score level 3 or 4 are considered Proficient and meeting expectations.

B. The trends in our data are fairly insignificant over the past five years. We continue to achieve Annual yearly Progress for our state assessment. Each year as the bar for adequate is raised, our scores continue to meet the mark.

The only subgroup that has shown to have difficulty in some years would be the special education population. However, the numbers of student is so small, that one student in a grade with 17 students, can skew the data dramatically.

We have seen improvement in the scores of our special education population. This is in part due to the increased awareness of student progress during each quarter and using data to monitor growth.

In addition, early intervention through RtI has caught students' needs at a time when they are usually easily remedied.

2. Using Assessment Results:

Using assessment data to drive instruction is new for Newfields Elementary teachers during the past three years. They had always looked at data, but truly using it to create change for students is a new level of expectation. After establishing a Teacher Assistance Team (TAT) and a Response to Intervention (RtI) Model for the school, we then had the vehicles in which to study data and implement changes around it.

The TAT is a problem solving team for all teacher to access. This team brainstorms with a teacher around concerns regarding a student. Suggestions for data to gather, strategies to try and materials or methods to use are discussed. Teachers are encouraged to return after 5-6 weeks and share the results and see if more ideas are needed, good results were seen or the data indicates the need for more intensive intervention. If more intensive intervention is needed, the student may receive several weeks of targeted intervention from the RtI Coach. Data is collected before the intervention and along the way to track progress. After the allotted time, the RtI Coach reports back to the TAT about progress. If good progress is seen, the student may no longer need RtI time. If some slow progress is seen, another session of RtI may be suggested. If no progress is seen, other ideas may be tried or a referral to Special Education may be recommended.

Parents are kept informed about the RtI process and data is shared with them about their child. Data trends are shared with the School Board regularly. After an assessment session of NWEA or when state assessment results are published, the board receives a presentation from the principal and RtI Coach describing the data trends.

3. Sharing Lessons Learned:

The Newfields Principal has shared the successful strategies from RtI with other school administrators in our SAU. Since our program is still new to us, we want to collect additional data at the end of this year before we share beyond our SAU.

4. Engaging Families and Communities:

As described in the Summary section, our parents are very involved and active at the school. Research has shown that active parents at school lead to higher achievement in children. With the help of some parents we have been able to expand our offerings for high achieving students. Parent and grandparent volunteers spend time with students and guide them through activities on vocabulary enrichment, math extensions and writing projects.

In addition, the principal and the PTO worked together to begin an after school program that offers unique and engaging enrichment opportunities. The program, nicknamed Newfields Extended Learning Opportunities, or NELO, has offered Mad Science, Yoga, The Up Side of Down (theatrical group) and Coyote Club (outdoor awareness). These program augment the town's sports offerings and appeal to all types of students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All of our core curriculum areas teach to the state standards. We are in the process of transitioning to the Common Core State Standards. We are meeting weekly in PLC teams, K-2 and 3-5, to align our teaching and instruction to these new standards. Much focus had been given to the major shifts in each area of English/Language Arts and Math. In addition, we have studied the eight mathematical practices and matched our lessons to these practices. Using the Cognitive Rigor Matrix developed by Karin Hess, we have practiced matching questions and task to the different levels of knowledge. Through our learning we will be better able to prepare the students for this new level of rigor of the Smarter Balanced Assessment.

Every curriculum area is being reviewed with the new CCSS in mind. Even if the subject is not a tested area, we are looking at how each subject can contribute to the learning of all students. Increasing the depth of knowledge and rigor of all teaching is the focus.

Technology has become a more important tool at our school. Through our REAP Grant we have been able to upgrade our technology infrastructure and add multiple new pieces of hardware to the school. Ceiling mounted LCD projectors, new teacher laptops, 37 student net books computers, and 10 iPads have been added so far. Our goal is for each student in grades 2-5 to have access to a piece of technology like they do to a common pencil- when they need it, it is there. These pieces of technology have been key to providing individualized accommodations for students that need reinforcement and for those that need more challenge and rigor.

Students in all grades receive a half year of Spanish. This introductory class offers a blend of practical vocabulary and cultural activities. It is a well-received program.

2. Reading/English:

The school's reading program is based in the methods that Tufts University introduced called, Learning to Read by Reading. The approach emphasizes that students need to spend time with books if they are to learn to read and become fluent readers. Every student, every day spends extended time reading 'just right' books. Students receive focus lessons in small groups or individually, in areas determined by the teacher. Students meet with the teacher regularly to share what they have been reading, read together and choose more 'just right' books for their book box. Teachers check for comprehension and vocabulary knowledge of the text the student shares. From these meetings the teacher determines which students need specific, direct instruction in various skill areas.

As students begin school in kindergarten they receive direct instruction in reading using Zoo Phonics. This multi-sensory approach has been very successful and gets students sounding out words and blending sounds quickly. In addition, specific lists of sight words are learned at each grade up until grade 3. Writing and spelling are directly connected to the skills acquired in Zoo Phonics.

Students who do not acquire skills at the pace expected can receive RtI for a specific time period. This targeted intervention helps to close gaps and keep the student on track with their grade level expectations.

Newfields chose this program because of the number of proficient readers at all grades. Students often come to kindergarten with many pre-reading skills and are reading before the end of kindergarten. This program allows for individualization of instruction to meets each student's needs.

3. Mathematics:

Newfields currently uses Everyday Math to teach our curriculum and state standards. We are currently transitioning to the CCSS and are looking closely at our program choice. Up to now, EDM has served our students very well. Teachers have added supplemental materials to more thoroughly teach areas that they have discovered are weak in this program. These supplements are needed to have students meet the state standards that are tested each fall.

EDM is a spiral curriculum that introduces several concepts in one unit, but does not expect all concepts to be mastered by the end of the unit. Some concepts are introduced then brought back several times in other units before expecting it to be mastered. It is heavy in math language and teaches multiple ways to solve problems. It is not a program that teaches standard algorithms, but instead has developed their own.

Students who struggle in this curriculum usually have trouble with the heavy language demand. Also, switching to multiple topics in one unit is difficult for some students. For those who struggle, teachers provide direct assistance and alternative methods. Skills that are not expected to be mastered in a unit can be eliminated for that lesson and reintroduced later. To reinforce basic skills and provide additional practice, a new online program called IXL has been used. It is an adaptive program that moves students along after they have reached a specific criteria. However, if they struggle, it will move them down to a level of success and provide re-teaching until they can move up. There is built in progress monitoring that the student and teacher have access to.

Each week the principal poses math challenge questions for three levels of the school- "little one, middle ones, and big ones" The challenge has been well received by the students and it brings a large number of responders each week.

4. Additional Curriculum Area:

Newfields is a small town of well-educated citizens. Good health and a healthy lifestyle are values of the majority of families. Therefore, physical activity, good nutrition and healthy practices are important to our school. The majority of students are involved in more than one sport throughout the school year. In addition, our school provides two recess periods every day for all grades. All students receive physical education class once a week. Health classes are also taught at school by our school nurse.

School wide activities that support these values include Get Active, Get fit- by Anthem Blue Cross, Jump Rope for Heart, before school Walking Club, a Cross Country Team, Girls on the Run, and various town sponsored sports teams.

5. Instructional Methods:

Newfields meets the needs of all learners in a variety of ways. The implementation of a Response to Intervention (RtI) model has improved this ability greatly. Any student that a teacher has concerns about can come to our Teacher Assistance Team (TAT) and seek advice and ideas. If the data warrants, a student may be designated to received targeted intervention in one or more areas. This intervention can be provided in class by the teacher, paraprofessional or RtI coach, or may be provided out of class by the coach. Data is kept from the beginning of the intervention and compared to data taken at the end of the 5-6 weeks of assistance. This intervention is not a substitute for the classroom instruction, but a supplement to it.

Due to the large number of high achieving students in our school, RtI has also been used to determine students who need to be offered more of a challenge in their academic work. The RtI coach has also provided teachers with resources for these students and may spent time with them offering challenging

curriculum in a variety of areas. Vocabulary has been an area of focus for this group. A new vocabulary enrichment program is in place for these students. The same program is now also being offered at a different level for all student in grades 3-5. Our goal is to enrich all students' vocabulary. The principal is also offering a Word of the Week to students and displays outside her office, student work on each word presented.

Technology play a large role in our schools programs. Through our REAP Grant, we have been able to purchase 34 netbook computers for student use. Teacher use these to provide online access to great alternative activities to supplement learning. Some of these programs are E Suite- for Everyday Math, Glogster, IXL, Reading A-Z, Brain Pop, One Universe, and many more. Six of our ten classrooms have ceiling mounted projectors to assist teachers with the ease of use of the technology.

6. Professional Development:

Through our Title IIA Grant funds, we have been able to bring in consultants to assist us in learning and practicing the methods of Response to Intervention. After our time with the consultant, we meet in bi-weekly PLC teams to continue our learning. These PLC teams have made a great difference in our approach to teaching and learning.

PLC teams also spend time analyzing data and determining areas that we need to focus on with our teaching and interventions. Teachers who attend professional development outside of school bring what they learned back to their PLC team. This is great professional development for all!

7. School Leadership:

In our school there is one principal, nine classroom teachers, 8 paraprofessionals, and several part time specialists. With such a small staff, the job of the principal is very varied. The principal is the school leader, but there is a shared leadership among the staff. Every teacher takes on responsibilities in the building and at the SAU level. The leadership philosophy is one of cooperation and collaboration.

Each year the principal needs to carefully examine the needs of the students and how to best use the staff available. Our enrollment has declined over the past three years and there has been a reduction in staff too. The goal is always to provide the best possible situation for the students so that every student will have what they need to succeed.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NECAP

Edition/Publication Year: 2010

Publisher: NH

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient/Proficient with Distinction	97	67	86	74	83
Proficient with distinction	70	17	23	24	20
Number of students tested	30	18	29	27	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	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Proficient with Distinction					
Proficient with distinction					
Number of students tested					
4. Special Education Students					
Proficient/Proficient with Distinction					
Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
6.					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NECAP

Edition/Publication Year: 2010

Publisher: NH

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient/Proficient with Distinction	93	94	90	81	90
Proficient with distinction	43	22	20	20	20
Number of students tested	30	18	29	27	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	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Proficient with Distinction					
Proficient with distinction					
Number of students tested					
4. Special Education Students					
Proficient/Proficient with Distinction					
Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
6.					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
NOTES:					

13NH7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NECAP

Edition/Publication Year: 2010

Publisher: State of NH

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient/Proficient with Distinction	94	94	81	90	82
Proficient with Distinction	27	28	19	21	18
Number of students tested	15	29	26	30	33
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	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient/Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
6.					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
NOTES:					

13NH7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NECAP

Edition/Publication Year: 2010

Publisher: State of NH

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient/Proficient with Distinction	93	79	77	94	88
Proficient with Distinction	60	17	12	20	21
Number of students tested	15	29	26	30	33
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	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient/Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
6.					
Proficient/Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested					
NOTES:					

13NH7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NECAP

Edition/Publication Year: 2010

Publisher: State of NH

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient /Proficient with Distinction	100	87	93	90	86
Proficient with distinction	23	26	33	25	29
Number of students tested	30	23	33	32	28
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	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient /Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient /Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	2
4. Special Education Students					
Proficient /Proficient with Distinction					
Proficient with distinction					
Number of students tested					
5. English Language Learner Students					
Proficient /Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
6.					
Proficient /Proficient with Distinction	0	0	0	0	0
Proficient with distinction	0	0	0	0	0
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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