

***U.S. Department of Education***  
***2014 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Timothy Lannan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hampton Centre School

(As it should appear in the official records)

School Mailing Address 53 Winnacunnet Rd

(If address is P.O. Box, also include street address.)

City Hampton State NH Zip Code+4 (9 digits total) 03842-2110

County Rockingham County State School Code Number\* \_\_\_\_\_

Telephone 603-926-8706 Fax 603-926-1177

Web site/URL http://www.sau90.org/centre-school E-mail tlannan@sau90.org

Twitter Handle \_\_\_\_\_ Facebook Page https://www.facebook.com/pages/Centre-School-Hampton-NH/1409997702591837  
https://twitter.com/CentreSchoolNH \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Kathleen Murphy E-mail: kmurphy@sau90.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hampton School District- SAU90- Tel. 603-926-4560

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Ginny Bridle-Russell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	9	24
K	53	68	121
1	60	83	143
2	72	66	138
3	0	0	0
4	0	0	0
5	0	0	0
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
<b>Total Students</b>	200	226	426

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.099
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %  
4 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Chinese
8. Students eligible for free/reduced-priced meals: 20 %  
 Total number students who qualify: 86

If this method is not 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.

9. Students receiving special education services: 7 %  
29 Total number of students served

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>6</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>1</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>16</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>6</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Centre School in Hampton has the distinction of being the first public school in the state of New Hampshire supported by taxation. Its doors opened on May 31, 1649. Its vision statement at the time read “to teach and instruct all the children of or belonging to our Towne, both mayle and femaile, which are capable of learning to write and read and cast accounts.” Roadside historical marker, number 14, stands on the front lawn of Centre School marking the site that for the past 365 years has been dedicated to the instruction of Hampton’s children.

It is fitting that Centre School is Hampton’s primary school welcoming students into grades preschool, kindergarten, one and two. Currently, the student body is comprised of two preschool classes, seven full-day kindergarten classes, eight first grade classes, and eight second grade classes. Our vision for learners bears some resemblance to that of 1649. However, our present-day vision further defines that we are a community of learners committed to excellence with two consistent overriding goals: to promote a sense of community that values its members of students, parents, and staff. Secondly, we aim to provide an instructional student program that strives for academic excellence. Our responsibility is to provide students with the fundamental tools for learning and to instill behaviors that will become the cornerstones of future learning. This mission requires vigilance to ensure that all students are both acclimated to a school environment and secure in their learning.

Hampton, population 14,979, is located on New Hampshire’s seacoast. It is most notable for Hampton Beach, a popular summer tourist destination. Hampton’s population surges dramatically during warm weather months. As such, housing needs are met in seasonal rentals, campgrounds, and hotel/motel units. Variable enrollment due to a transient population requires our staff to be sensitive to the needs of an often changing student body.

The town of Hampton has a strong sense of community. For 19 years, Centre School has received the Partners in Education Award. The State of NH bestows this honor upon communities that support their schools through outstanding volunteerism. Our PTA is a vital member of the school community and provides resources to support events such as a first day of school “Boo Hoo Breakfast” which enables parents of kindergarten students to make connections to each other as well as the school staff. Other events such as The Grandparent Tea bring generations together and the well-received springtime ice cream social is enjoyed by students, families, and staff to celebrate an amazing year of learning. Field trips, artists in residence, after school clubs, and activities such as cooking lessons, yoga, and story time during TV free week, and Lego club are examples of other opportunities.

At Centre School, we enhance our curriculum by fostering relationships with local organizations in the town of Hampton. All students learn about fire safety while they interact with firefighters both at the local fire station and at Centre School. Hampton’s Historical Society maintains Tuck Memorial Museum, a local historical museum. The Society provides students with the opportunity to bring Hampton history and local literature such as the Ox Cart Man to life. Students visit the museum and characters dressed as early Hampton settlers visit classrooms. One local restaurant enriched our writing curriculum by hosting first graders to a behind the scenes look at a restaurant followed by lunch. Subsequently, students wrote a restaurant review to hone their skills as opinion writers.

Centre School staff epitomizes a professional learning community. Staff is dedicated to student safety and to providing optimal daily learning. The system employed to monitor the path of student learning utilizes an RtI (Response to Intervention) data team. This team meets regularly to review data and to align appropriate support and enrichment opportunities. Working solely with primary age children requires us to be vigilant about students’ learning. As such, support services flex as strengths and weaknesses emerge. Rather than remediation, our focus is on prevention to ensure all students meet their individual learning potential.

Instructional staff collaborates during weekly common planning times, monthly grade level meetings, and release time when needed. For example, over the past three years, grade level teachers worked together on the Common Core State Standards for Mathematics. This combined effort resulted in the development of a

defined math curriculum. Then quarterly learning expectations were delineated and aligned with quarterly assessments.

At Centre School, we recognize that educational changes reflect societal needs. Our commitment is to provide every student with a solid educational foundation and the fortitude with which to become a contributing member of our school, our community, and our world.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Every October, students in grades 3-8 are assessed in reading and mathematics. The assessment known as the New England Common Assessment Program (NECAP) measures the skills and content that students are expected to master during the previous teaching year based on the State's Grade Level Expectations (GLE). Test results are used for improvement as well as accountability. A school's designation for meeting Adequate Yearly Progress is determined by student groups meeting Growth Annual Measurable Objective. The goal is that students perform in the Proficient with Distinction or the Proficient range. Each year, Centre School met or exceeded the State levels for proficiency.

Additionally, students take part in Measures of Academic Progress through the North West Evaluative Association (NWEA) in reading and mathematics. This assessment is administered each fall, as a data starting point, and again each spring to measure student growth. The NWEA is also administered in January to students receiving support in mathematics or reading to monitor their progress.

A score below the 40th percentile on the NWEA is one indicator that a student may need academic support. Other indicators include curriculum-based local assessments (mathematics quarterly assessments), DIBELS, and DRAs. These are some of the data points used to monitor students' academic growth. Results are also used for determining the need for targeted support or enrichment opportunities.

Assessment data is stored electronically. Teachers record results quarterly noting student's current, discontinued, or added support services such as prevention or enrichment. This data is reviewed frequently by our RtI data team in concert with instructional staff. Plans for appropriate support or enrichment opportunities are recommended.

b) NH students first take the Statewide NECAP assessment in October of third grade. In Hampton, elementary students are housed in three separate buildings. Centre School houses all Hampton public school students in Pre K - grade 2, Marston School houses all Hampton public school students in grades 3-5, and Hampton Academy houses all Hampton public school students grades 6-8. Student performance on the NECAP in the fall of third grade is attributed to Centre School's AYP status as the "Teaching Year" school. Scores of only those students who attended second grade at Centre School are attributed to our AYP data. Each year, our State data is carefully examined for overall strengths and weaknesses. We analyze and use data purposefully.

For example, we noted that some students did not receive full credit for items involving open-ended constructed writing responses both in reading and mathematics. We devoted professional time to examining the sample items and determining what concepts or skills were needed to successfully respond to these items. We strengthened our instructional practices. The following year, students improved their scores on these items.

In mathematics, using NECAP Item Analysis Reports, we observed that about 40% of our students were unsuccessful on the State's items involving equations. We carefully examined our instructional practices and invested in a professional coach. We bought manipulatives, such as scales, for classrooms so that our students would gain a deeper understanding of equality. The result on the NECAP the following year showed 82% of our students were successful with items involving equality.

Our NECAP data provides evidence of meeting our students' needs by an increasing percentage of students performing in the Proficient with Distinction range. In mathematics five years ago, 22% of our students scored in this range. After targeting mathematics for the past three years, an increase to 31% of students scoring in the Proficient with Distinction range is an exciting shift.

On last year's NECAP data, there was an achievement gap of more than 10 percentage points between our Economically Disadvantaged Students (population 26) in mathematics' and reading's Proficient with

Distinction category and that of all students. In addition, there was more than a 10 percentage point gap between Students receiving Special Education (population 16) and all other students in mathematics and reading in the Proficient category. We are committed to a positive trajectory path of progress for all students and are confident we are targeting these subgroups with appropriate support and opportunities to impact growth. For example, in mathematics, we invested in hands on manipulatives so students better understand or “see” mathematics before asking them to work with symbols only. Some students require more time with manipulatives. Our schedules provide this time both in classrooms and in support classes. In reading, we invested in extensive libraries of leveled books so students have multiple opportunities to read at their level. Books are sent home with students to read nightly with their parents. Parents are invited to observe their children during support service time to gain a better understanding of strategies to use at home.

Our local data, the results of assessments given by instructional staff, is our most valuable data. Through professional development and collaboration, teachers ensure that this data is reliable, administered consistently, and understood by instructional stakeholders. This data is used by teachers to determine “next steps” in the learning continuum. It is formative and summative. The data is used to align appropriate services for students both preventative support and enrichment support.

By being mindful of our performance data trends on both State and our local assessments, we target areas requiring attention. Examining curriculum, researching and sharing best instructional practices, and using data in classrooms are examples of areas that were targeted. The result is that we are, as a staff, more intentional in our use of data and this has positively impacted student learning and achievement.

## **2. Using Assessment Results:**

Our educational priority is student learning and achievement. NECAP data is used to draw conclusions regarding overall strengths and weaknesses and to align professional opportunities to address weaknesses. However, it is local data which is used to frequently monitor student learning and achievement, determine students’ extra learning supports, and inform instruction. Our local data provides reliability and consistency because teachers are involved in determining which data is used. Considerable professional development time is spent by staff to ensure that assessments, such as the DRA, are used as indicators for individual or whole class instruction. Consistent administration of an assessment requires professional agreement on objective scoring regarding items such as fluency and comprehension.

Recently, DIBELS was incorporated school-wide as another indicator of strengths and weaknesses of individual reading development. This is administered three times per year to all students kindergarten through grade 2. Last year, we focused on the consistent administration of the assessment. The focus this year is on understanding and using the resulting data for instructional purposes.

During the past three years, the focus was the Common Core State Standards for Mathematics. School wide grade level quarterly mathematics assessments reflect the work of teachers. Each item on the quarterly assessment is aligned to a standard that teachers agree to take to mastery during that quarter. Results are recorded on our local data sheets. Currently, grade levels 1 and 2, soon to include kindergarten, have access to an Item Analysis Report of their quarterly assessments from the NH Performance Plus initiative. Grade level teams review the grade level Item Analysis Reports, brainstorm, and share instructional practices and resources to improve student learning. In addition, teachers and the mathematics support instructor receive their classroom Item Analysis Reports to further target classroom instruction and standards that individual students have yet to master.

Parents are apprised of how Centre School teachers utilize assessments during a fall curriculum night. This takes place in a child’s classroom with the classroom teacher presenting the information. The NWEA parent report is sent home with the first and last report cards. Assessment results are available for parents to review during parent teacher conferences after the close of the first quarter. Parents are encouraged to schedule additional conferences, if they have questions or concerns regarding their child’s academic performance on any and all assessments.

Information regarding Centre School’s performance on the NECAP is disseminated through the local

newspapers and a televised presentation to the Hampton School Board. Additionally, information regarding curriculum and school performance is published in the Annual School District Report.

### **3. Sharing Lessons Learned:**

Centre School welcomes visitors and is pleased to share information with schools within as well as outside the District. Centre School was one of the first schools in our area to have full-day kindergarten. Other school districts express interest in the process used to research the benefits of a full-day program, the inclusion of parents in the process, and how information was disseminated to the community at large. Centre School is often a site visit for interested school personnel as they explore full-day kindergarten options.

An important link lies between the primary sending school and its receiving elementary school. At the end of each school year, instructional staff collaborates with grade 3 teachers to discuss students' learning status and needs. Centre School communicates and shares any curriculum changes with the receiving school. For example, when we updated the mathematics curriculum to reflect the Common Core State Standards for Mathematics, we shared that work with third grade teachers. Consequently, our math consultant was hired by our receiving school to create a continuity of instruction based on the Common Core State Standards' learning expectations.

Centre School's preschool staff collaborates with staff from area private preschools on an as needed basis to discuss topics such as the identification of students needing a preschool program and effective kindergarten transition strategies. They share educational ideas such as the use of Centre's Take and Talk bags that are sent home with students nightly. These include games, activities, and tips for parents to use at home with their preschooler.

We are one of the first schools in NH to use a NH DOE site called Performance Plus to import our local mathematics assessments and its related data. This began a longitudinal data path for our students. This is exciting work for us and will ultimately replace our more rudimentary local data files. This work refocused our attention on our local data and how it is used to impact student learning and achievement. Several of the teachers who worked on this initiative are sharing their work with other school districts at the request of the NH DOE.

### **4. Engaging Families and Community:**

Research indicates that parents who are actively involved in their school leads to higher student achievement. It's vital to provide easy access to information about the school day and special school events for parents and guardians whose work hours conflict with the 8am to 3pm school schedule. Many opportunities exist throughout the year for parents to participate as active partners in their child's learning. A few examples include open houses such as a fall Curriculum Night, parent conferences with a focus on curriculum expectations, a spring Celebration of Learning, and Title I Parent Night.

Technology provides multiple opportunities to share information with the community. Our school website, along with individual staff web pages, highlight general information and a plethora of other topics such as homework assignments, links to math and language arts websites, and tips for treating head lice. Electronic newsletters are sent regularly to parents.

The Hampton School District has access to a dedicated full-time local cable channel. Academic programming, concerts, school board meetings, and parenting tips are recorded and continuously aired. For example, the school guidance counselors recorded a program connecting the comprehensive guidance program to student success.

Community outreach combines commitment and builds unique character traits. For the very young children at Centre School teaching philanthropy and selfless acts of kindness is challenging. One example of how we accomplish this is the annual Centre School food drive. Items are gathered and carried by students and staff to the annual Sharing Assembly. This provides an opportunity to see the collective contribution before it is donated to the greater community at large.

The Hampton School District employs a full-time social worker. Responsibilities of the social worker include supporting families in crisis, assisting with basic necessities, and encouraging family involvement in school.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Centre School staff welcomed the challenge of aligning its curriculum to the Common Core State Standards. A plan was developed to make necessary changes to our curriculum to meet these rigorous standards. We began with mathematics and more recently worked in the area of language arts. Under the guidance of curriculum consultants, staff worked diligently to develop meaningful curricula, assessments, and reports that reflect these standards. We adopted Revolutionary Schools, a digital curriculum mapping system, to ensure that all standards are successfully implemented across grade levels. Additionally, Performance Plus, a web based tool provided by the NHDOE, is utilized to enter data specific to Centre School and to monitor student achievement through data analysis. This process is ongoing.

In a primary school, language arts and mathematics are the core curricula into which all other disciplines are integrated. For example in science, inquiry-based learning fosters students' search for answers using hands-on experiences to validate hypotheses. Students learn to support their inquiries based on information acquired from informational literature, mathematics, and technology.

A balanced literacy approach to language arts follows the reading and writing workshop model developed by Lucy Caulkins. Word study is an important program component. Teachers utilize the Foundations program, as well as the Words Their Way Phonics, Vocabulary, and Spelling Program. Students develop reading and writing skills by studying and comparing various genres. They are guided to think deeply about their reading and to develop effective speaking skills to share and support their opinions. The writing curriculum is designed to build writing skills highlighted in the Common Core State Standards specific to narrative, opinion, and information writing. Our writing instruction fosters building of a community of writers by providing students with support, not only from teachers, but also through collaboration with peers.

Formative assessment data are collected using DRA, DIBELS, and NWEA scores, along with local assessments and observations. Grade level teams and Centre School's RtI team analyze this data and form a plan for prevention and enrichment support. Identified students receive up to 30 minutes per day of extra instruction specific to their needs. The RtI team meets regularly to monitor the effectiveness of the support being provided.

Centre School's staff and administration spent countless hours researching and designing a comprehensive math curriculum developed around the Common Core State Standards with an emphasis on reading and writing. Students use manipulatives and literature to build a concrete understanding of math skills. They work collaboratively with peers to share their metacognition both orally and in writing. A significant portion of each grade level's math studies involves word problems that help students relate math to everyday life. Each grade level developed standards-based, formative assessments which are analyzed within grade level teams, and utilized by the RtI team. These assessments, along with the NWEA scores, are used to identify student strengths and weaknesses. Groupings are developed through team analysis of this data. Selected students meet daily during an extra 25 minute block of focused instruction. A 30 minute enrichment opportunity is provided once a week to challenge students who demonstrate high proficiency in math.

The core curriculum is enhanced through art, music, physical education, technology, and media skills. Teachers work collaboratively within grade levels, across grade levels, and with integrated arts specialists to enrich and fully immerse students in the curriculum with the goal of having students view their experiences in integrated arts classes as an extension of their classroom learning. Each day integrated arts specialists spend 45 minutes co-teaching with classroom teachers in the area of language arts. This design is based on our belief that students learn best when their ideas, skills and experiences are reinforced across the disciplines and through grade levels in a connected curriculum.

At Centre School teachers foster a climate that encourages both colleagues and students to be risk takers.

We learn from and support one another. We pride ourselves on delivering a curriculum that is rigorous, research based, engaging, and has real-life application.

## **2. Reading/English:**

a. Centre School uses Common Core State Standards to guide instruction in reading, writing, speaking and listening. After extensive research on literacy instruction, visiting other schools in NH that were successfully implementing a balanced literacy program, bringing in consultants to support staff, and investing in related professional development opportunities, we chose the reading and writing workshop model developed by Lucy Calkins as the foundation of our literacy instruction.

Teachers create a literacy-rich environment in their classrooms by providing students with multiple types of literature including traditional texts and digital media at various reading levels to meet individual student needs. Students practice specific reading skills through flexible reading groups. Independent reading time occurs daily allowing students to practice their reading skills using “just right” books which are of interest to them. This independent reading time allows for teachers to conference individually with students. Teachers have access to an extensive, school-wide leveled library which enhances classroom resources.

Students are exposed to a variety of reading genres and are expected to make connections and comparisons between these texts. An emphasis is placed on “close reading” where students determine the explicit meaning of a text to make logical inferences. Book groups provide students with the opportunity to develop speaking and listening skills by supporting their opinion using specific evidence in the text. As part of our balanced literacy instruction, students are given many opportunities to write for a variety of purposes, including reading response writing.

Assessment data is collected regularly throughout the year using DIBELS, NWEA, and DRA to monitor student progress. Instructional staff uses these formative assessments to target their teaching. This data is also used to identify both student support and enrichment needs. We use Foundations and the Words Their Way program to provide consistent, systematic word study instruction. Both the Wilson Reading and Fountas and Pinnell Leveled Literacy Intervention programs are used for students who need additional support provided by special education and Title I staff.

We use developmentally appropriate materials and instruction to build student confidence and enthusiasm for reading. By providing students with opportunities to explore their interests through literature, we are fostering a community of life-long readers.

## **3. Mathematics:**

During the 2010-2011 school year, Centre School staff began a significant shift in its mathematics curriculum from the Everyday Mathematics program to a curriculum guided by the learning expectations of the Common Core State Standards for Mathematics. After analyzing longitudinal performance data on grade 3 fall NECAP (teaching year grade 2 data), it was apparent that student performance was flat-lining especially in the Proficient with Distinction level. Taking into account the shift in NH to the Common Core State Standards in Mathematics, we began a three year focus on mathematics. Grade 2 teachers worked together in the first year followed by grade 1 teachers in the second year, and kindergarten teachers in the final year. What resulted from this grass roots effort was that our teachers acquired a deep understanding of the mathematics learning expectations based on the Common Core State Standards. Part of the process involved parsing the learning and depth of that learning into school quarters. Teachers worked together on best instructional practices and resources and developed quarterly assessments aligned with the standards. Both a mathematics consultant and a curriculum coordinator worked with instructional staff.

Instruction focuses equally on mathematical understanding and procedural skills. To develop mathematical understanding, considerable resources and time are invested in using manipulatives to develop strong foundations which lead to a greater depth of knowledge. For example, kindergarten students use Base Ten materials for numerals up to 19, then in first grade up to 99, and in second grade up to 999. In second grade, the expectation is that students write numerals up to 1000 using number names and expanded form. Grade 2

students are successful due to the sequential learning foundation realized from year to year. Base Ten materials also enable our students to “see” addition and subtraction before using only abstract number symbols.

Teachers use formative assessments and ask students to justify answers daily. A local quarterly assessment aligned to the learning and standards provide important information for individual students’ “next steps.” Results of assessment data might indicate the need for support or discontinuance of math support or enrichment support. Flexible grouping is based on student needs. Instruction for both support and enrichment is targeted to student needs and aligned to standards. Item analysis of quarterly assessments guide teachers’ “next steps” for whole class and small group instruction.

#### **4. Additional Curriculum Area:**

Centre School Visual Art and Music Education courses are offered weekly to students preschool through second grade. Lessons are built upon national standards and the NH K-12 Curriculum Framework for the Arts. Students become immersed in opportunities combining the Common Core with visual and performing arts through a variety of lenses: Responsive Classroom, Olweus anti-bullying program, RtI, differentiated instruction, and multiple intelligences. Integrating art and music into classroom learning is an essential connection for young learners.

Beginning at the age of three, preschool students benefit from the educational opportunities afforded them through the disciplines of art and music. Students are exposed to the foundational values and routines of interacting with teachers outside the preschool classroom. Working with the youngest students is an opportunity to instill a deeper foundation, cultivating cross-curricular learning, growth, mastery, comprehension, and expression over the course of at least three years thereby strengthening critical thinking skill sets.

During music education courses, students experience lessons in musical theory concepts, rhythmic awareness, melodic development, music history, and music appreciation. Through several different artistic modalities, students demonstrate growth measured by teacher observations as well as formative and summative assessments. The integration of technology into the music education program allows students to self-evaluate their growth in musical skills. Throughout the year, they review their success in small group, large group, or individual performances. The goal of this particular program is to develop basic musical skills allowing students to achieve both in the Common Core curriculum areas, future musical opportunities, and most importantly to develop an interest in music as a form of art. Preschool students have the opportunity to develop their vocabulary and their expressive language skills in a program which directly relates to their individual learning goals. In kindergarten and first grade, the primary focus is on fluency and developing reading skills while working on lyrics. Second grade students connect their classroom writing practices to musical compositions based upon rhythmic notation, melodies which encourage self-expression, and harmonic development.

Visual art lessons are cumulative and build skills emphasizing previously mastered elements, individual schema, and personal preference. Common Core standards are embedded in curricular content and personified through deliberate learning opportunities. Students anticipate these connections in and out of the art room. Instructional outcomes support the development of ongoing higher order and critical thinking skills. The program fosters a sense of pride and accomplishment in individuality, stressing process rather than end product. Evaluative modes are multi-layered as students are assessed throughout the course of each lesson discussion to studio work, peer interaction, self-critique, and resulting media-based evidence.

Artist study makes cross-curricular connections between art and the Common Core. This course of study capitalizes on the artist as a person and is based on the presentation of biographical, geographical, and cultural information to create a more real-person connection between the artist and student through active learning. Students locate an artist’s hometown on maps, listen to music from the artist’s time period, and practice simple greetings and phrases from a foreign artist’s native tongue. This furthers the student’s multiple intelligences based on personal connections. Students examine artifact baskets filled with tangible and symbolic items relating to each artist. Adding technology to differentiate, students explore artist and

museum websites with iPads to experience virtual tours of exhibitions. Artist Study, ([www.wix.com/kabdesign/artist-study](http://www.wix.com/kabdesign/artist-study)), a website developed at Centre School, serves as a home-school connection. Students write and illustrate biographical pages based on their new knowledge. The culminating event of the quarter-long study is to “become the artist.” Throughout each phase of the lesson, students refer to written and visual rubrics to measure their work.

Visual and performing arts instruction overlap throughout the year and culminate in collaborative events. Students demonstrate their individual comprehension, strengths, innovation, and perspective through community events, performances, and exhibits including after school programs. Over 100 students are involved in the after school art and music programs. The goal is to instill life-long awareness and involvement in music and art. Involvement promotes students to envision innovative and multi-faceted responses to problems or opportunities as future contributors in an ever-changing world.

## **5. Instructional Methods:**

Centre School staff supports and challenges students to achieve their full learning potential. Parents entrust us daily to provide their children with exemplar learning opportunities. To do this, a collaborative, problem-solving approach is used to implement quality curricula and instructional practices. Students, staff, and parents are equally important parts of a community dedicated to academic excellence.

Strategic planning for consistent student success is present at every grade level. Beginning in kindergarten and continuing through first grade, students are taught Foundations, (a phonological awareness, phonemic awareness, phonics, and spelling program). In reading, in addition to whole class instruction, instruction includes flexible small guided reading groups targeting the diverse needs of students. The goal is to build reader proficiency via a learning continuum using a gradient of challenging reading material. For students needing “more” daily reading instruction, a 30 minute additional pull-out Guided Reading Class is available. The RtI team identifies students needing additional daily instruction. The classroom teacher and guided reading teacher collaborate weekly. Parents are invited to observe lessons in order to assist their children with books sent home nightly.

Students participate in the DIBELS progress-monitoring assessments three times per year. Teachers administer the DRA, quarterly, to evidence reading growth and target areas needing instructional focus. NWEA is given to students in the fall and spring in reading and mathematics to show yearly growth. These are some of the data points used by the RtI team to monitor student progress and to direct support or enrichment opportunities.

Teachers meet in grade level teams with reading specialists, Title I teachers, and the math interventionist to analyze and manage data and to provide peer coaching and instruction. Additionally, quarterly math and reading assessments in grades 1 and 2 are reviewed. Flexible enrichment groups based on the Common Core standards are established and modified as needed. In enrichment groups, students are supported to shift their learning from a skill level to an application level.

At Centre School, we are proud of our ability to differentiate instruction with a preventative rather than a remedial approach by providing myriad levels of support. With the expertise of two reading specialists, three Title I teachers, and a math interventionist, we are not only able to meet the varied learning needs of students but also provide instructional support and assistance with instructional practices. The staff’s commitment to student learning and achievement is paramount at Centre School.

## **6. Professional Development:**

With Title II funds and the financial support of the Hampton School District, Centre School’s philosophy regarding professional development continues to thrive with a shared leadership model, using the expertise of both outside consultants and school teacher leaders. Professional development is focused on the implementation of Common Core State Standards and is based on a gradual release model.

Centre School began training staff in Responsive Classroom in 2000. This approach blends high academic

expectations with social/behavioral goals creating an effective and well managed learning environment. Longitudinal research conducted by the University of Virginia shows a positive correlation between Responsive Classroom strategies and increased academic success. In 2006, Centre School committed to training a staff member to provide ongoing instruction to peers.

In 2009, in an effort to improve our language arts curriculum, Centre School contracted with Tufts University's Teacher Learning Alliance to adopt the reading and writing workshop model for literacy. Through interest surveys, teachers chose specific target areas which included all components of balanced literacy to focus on improving instruction. All students show consistent growth in the areas of reading and writing as demonstrated through DRAs, DIBELS, NWEAs, and writing assessments. This initiative continues to be a part of our professional development.

Beginning in 2010, Centre School reviewed its math curriculum with Callahan Associates to align math content with Common Core Standards. Teachers received training to develop a deeper understanding of the Common Core State Standards which enabled them to employ effective teaching strategies to meet these standards. This work resulted in significant improvement in local, state, and national assessments.

In 2012, Centre School became the first primary school in NH to adopt the Olweus Bullying Prevention Program. This program included a train the trainer model creating additional opportunities for teacher leadership in the program's implementation.

Technology training is continuously evolving at Centre School and is embedded in all instructional areas. Teachers have multiple opportunities for training with a variety of technology tools including how to effectively implement them in classroom instruction. Teachers are trained to use technology to organize and interpret student data that will identify student needs and inform instruction.

Teachers are provided with a comprehensive professional development plan within the school. Administrators encourage teachers to seek additional outside professional development opportunities that align with Centre School and District goals.

## **7. School Leadership**

The education leader, the building principal, promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. The principal believes that in order for a school community to be successful and to continually grow, leadership must be a shared responsibility.

Centre school is a community of learners, both children and adults. This community celebrates the uniqueness of each individual. It nurtures the expression of individual talents and the understanding of the role and responsibilities of each individual in the family and in the local community. Professionals, parents, children, and community members working together, create an environment that promotes a positive self-image, a willingness to take risks, and an ability to communicate effectively. These are all essential ingredients for success in learning and in life.

Working in partnership, the principal, staff, and parents model and teach respect for individual differences, constructive problem solving, and community service and citizenship. As learners in this environment, children develop confidence and curiosity, a solid foundation of knowledge and skills, critical and creative thinking abilities, and an enduring life-long joy in learning. As successful learners in this environment, children are inspired to set goals and take risks, learn from mistakes, and persevere toward excellence and independence in learning.

Improving student performance is one of the main focuses of the staff. Grade level teams work together to create content instructional maps aligned to the Common Core State Standards, formative and summative assessments, and a new and improved reporting system. At each grade level there are teacher leaders that help guide this professional learning community.

The use of data to drive instruction is also a primary leadership component. The RtI team at Centre School is made up of several teacher leaders. It is during these monthly student data collection review meetings that true leadership is evident. The goal is that students must receive instruction at their own level to ensure success and growth and it is this team's responsibility to make sure this happens.

The primary leadership philosophy at Centre School is together, we can make a fulfilling, productive, positive place for everyone!

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** NECAP

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient; Proficient with Distinction	86	81	80	83	73
Proficient with Distinction	31	29	25	22	28
Number of students tested	140	140	107	126	123
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient; Proficient with Distinction	81	70	62	75	68
Proficient with Distinction	12	8	6	0	26
Number of students tested	26	26	16	16	19
<b>2. Students receiving Special Education</b>					
Proficient; Proficient with Distinction	63	45	38	50	27
Proficient with Distinction	13	0	0	8	18
Number of students tested	16	11	13	12	11
<b>3. English Language Learner Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	1	0	4	1
<b>4. Hispanic or Latino Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	6	4	1	5	3
<b>5. African- American Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	0	1	0	0

<b>6. Asian Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	5	4	4	3	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	0	0	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient; Proficient with Distinction	87	82	81	84	75
Proficient with Distinction	31	30	24	23	29
Number of students tested	126	131	97	112	119
<b>10. Two or More Races identified Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:**

**Test:** NECAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient; Proficient with Distinction	87	84	81	84	84
Proficient with Distinction	21	20	9	17	22
Number of students tested	140	141	107	126	123
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient; Proficient with Distinction	77	65	62	88	74
Proficient with Distinction	8	15	6	0	16
Number of students tested	26	26	16	16	19
<b>2. Students receiving Special Education</b>					
Proficient; Proficient with Distinction	56	27	15	50	54
Proficient with Distinction	0	0	0	8	9
Number of students tested	16	11	13	12	11
<b>3. English Language Learner Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	1	0	4	1
<b>4. Hispanic or Latino Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	6	4	1	5	3
<b>5. African- American Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	0	1	0	0
<b>6. Asian Students</b>					
Proficient; Proficient with Distinction					

Proficient with Distinction					
Number of students tested	5	4	4	3	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	1	0	0	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient; Proficient with Distinction	88	85	80	85	84
Proficient with Distinction	21	20	9	19	23
Number of students tested	126	132	97	112	119
<b>10. Two or More Races identified Students</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient; Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

**NOTES:**