

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Carol N Locke

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

Official School Name Gilmanton School

(As it should appear in the official records)

School Mailing Address 1386 NH Route 140

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

City Gilmanton Iron Works State NH Zip Code+4 (9 digits total) 03837-4630

County Belknap State School Code Number* 21250

Telephone 603-364-5681 Fax 603-364-5636

Web site/URL http://www.gilmanton.k12.nh.us E-mail clocke@gilmanton.k12.nh.us

Twitter Handle _____ Facebook Page _____ 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*Mr. John Fauci

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jfauci@gilmanton.k12.nh.us

Other)

District Name Gilmanton School District Tel. 603-267-9097

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 Mr. Michael Hatch

(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

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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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. 7 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	0	0	0
K	23	19	42
1	26	16	42
2	30	18	48
3	23	30	53
4	25	16	41
5	19	25	44
6	15	20	35
7	18	27	45
8	25	22	47
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	204	193	397

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % 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 2013 - 2014 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 77

Information for Public Schools Only - Data Provided by the State

The state has reported that 32 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
37 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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>9</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:

	Number of Staff
Administrators	3
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	23
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	96%	96%
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 2014

Post-Secondary Status	
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

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

15. Please summarize your school mission in 25 words or less: The Gilmanton School strives to continuously create an environment that promotes excellence in education and supports every member in reaching full potential and achieving success.

PART III – SUMMARY

Gilmanton School sits beside a rural highway in the center of the town, equidistant from two villages. Gilmanton is a small town of 3700 residents, but it is also a town rich in history. The town's historical society has artifacts and documents that highlight the town's past, including a once-thriving iron ore industry, major fires, and famous authors. Schools play a major role in this history, with records that show that the town had up to eighteen small schools during its history. When the Gilmanton School was built in the 1960's, it united the town by housing all its students in Grades K-8. Students descending from original town residents continue to attend the Gilmanton School, creating a sense of stability and a source of pride.

The Gilmanton School is considered a "good little school" with dedicated teachers and low turnover. However, the testing affiliated with NCLB revealed flaws in the system. Student test scores were low, and the school quickly became a School in Need of Improvement. In 2005, a team of teachers and administrators attended a NH DOE summer institute called Habits of Professional Excellence, and they started to examine the school through root cause analysis. Two problems emerged quickly, culture and climate and curriculum alignment.

Culture and climate became the first priority. A team from Antioch University conducted surveys and interviewed staff, students, parents, and community members to determine the root cause of the school's problems. The results revealed that the leadership model at the school was creating dissension and discontent. Staff members' expertise was unnoticed and unappreciated, and unilateral decisions were being made without their input. Meanwhile, while curriculum guides aligned with State Standards, there was a culture of "it is my classroom, my curriculum."

Ten years later, Gilmanton School is thriving, and student learning has improved. The culture has shifted to one of shared leadership, and the staff is an integral part of the decision-making process. Curriculum mapping has become a priority, and cross-grade level conversations are the norm. By creating a culture of collaboration, teachers can work on curriculum mapping without animosity or fear of judgment.

Personalized education has become the heart of Gilmanton School's instructional philosophy. The school follows a school-wide inclusive model that allows students with varying abilities to learn and work together. Differentiation is central to this instructional approach, and grade-level teams meet weekly to discuss student progress. The special needs learning lab is open to all students who need help. The Gilmanton School strives to create a school climate wherein the learning of all students is a shared responsibility.

In addition to differentiation, training in Professional Learning Communities enhanced the school's focus on personalized education. Each student's academic progress is measured through common assessments, and the resulting data informs instructional decisions and remedial groups. Students who struggle with targeted skills in math and reading then receive remediation in small groups each day, ensuring that the skills are mastered. In turn, those students who have mastered skills work in small groups to extend their knowledge and to gain their own personal best. The schedule of these group times are staggered across the grade levels during the school day, and every available person is assigned a group. The groups are fluid, and grade-level teachers meet daily to plan, create assessments, share teaching ideas, and to discuss student progress. Each student is placed carefully in his/her group for both literacy and math, whether it is to reinforce a skill or to enrich student knowledge. Teachers can then recommend any student for Summer School, not just the Special Education students.

On a final note, the Gilmanton School offers many opportunities beyond the traditional classroom for students to develop all aspects of their lives. Young scientists explore the school's nature trail, compost leftovers, garden in the courtyards, or sort recyclables. The Young Inventors and Destination Imagination Clubs emphasize creative thinking to make the world a better place. Math Olympiads compete in national contests via computers. Writers join the Newspaper Staff, the Yearbook crew, or the Wee Deliver Postal service. The Student Leadership Team gathers canned goods, clothing, and gifts for community members in need and provides mentors and peer mediators that link older students with elementary students. Good Citizens, Honor Roll, Perfect Attendance, and Most Improved Students are recognized in whole-school

assemblies. The Drama Club performs in the spring, and Band and Chorus assist in many town-sponsored ceremonies. K-8 students receive weekly Spanish instruction, and middle school students can earn a high school credit for their Spanish expertise. Spanish Club extends that experience by offering cultural exposure to shows and authentic Spanish restaurants. Art instruction is extended through Art Club and residencies from outside artists. Beyond the PE Curriculum, students can participate in a variety of team sports, and the school devotes three Fridays in January to Student Enrichment Activity Days. Students can learn to ski, rock climb, horseback ride, skate, bowl, snowshoe, and cook.

Gilmanton School has made tremendous progress in ten years. Student test scores have steadily improved as a shift in leadership created a culture of collaboration and personalized education. More importantly, students are learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Gilmanton School's core curriculum reflects a dedication to intellectual rigor, ongoing work toward aligning to the Common Core State Standards, and focus on individualized instruction.

A strong foundation in literacy is necessary for student success in all disciplines. Therefore, our English language arts curriculum focuses not only on reading and writing, but on teaching students to think critically and make connections between disciplines. Beginning in kindergarten, students' explorations of social studies, science, and math are integrated with reading and writing. In addition to whole-group instruction, students receive teaching tailored to their specific needs in small guided reading groups. Likewise, students receive individualized writing instruction as they conference with teachers throughout the writing process. Through our trailing model, students needing extra literacy supports receive remediation in small groups for thirty minutes daily. During remediation, students are taught skills necessary for their success in all disciplines. To meet the needs of students excelling in language arts, teachers provide advanced writing assignments and books appropriate to their zone of proximal development. Through close reading strategies, students learn to go deeper into a text as they develop critical thinking skills. By middle school, many students practice high-school writing and reading.

For math, the curriculum committee has arranged for the piloting of a math program to provide teachers with unified and consistent resources to stay aligned to the core standards. Through an attention to personalized education, teachers utilize several strategies in helping students attain a solid mathematical foundation. They provide direct instruction along with guided practice, independent practice, and an effective feedback cycle. Teachers identify specific student needs and target instruction based on those needs. Teams create common assessments that align with grade-level standards and analyze data related to the mastery of skills. Using data and a trailing model, the goal is flexibility in addressing the needs of all learners and providing small group instruction. Groups are fluid and an established part of the instructional day. By seventh grade, students have the opportunity to take a two-year advanced mathematics course geared towards preparing them for honors courses in high school. As a result, the students who are performing on or below-grade-level have smaller classes and more opportunity for one-on-one instruction and assistance.

Science instruction continues the philosophy of meeting students' individual needs. Science is a time of exploring, observing, investigating, and asking questions in order to better understand the world. Teachers recognize the importance of making science tangible for young scientists as well as for struggling learners. Science classrooms often happen outside in the schoolyard and on nearby nature trails and conservation land. Each grade level has clearly-defined expectations that are organized into core components, including essential questions, key vocabulary, science process skills, investigations, data collection, and outdoor and community connections. Science units are crafted utilizing the Education by Design model, which addresses all learning styles through collaborative work and individual accountability. Complex texts are read aloud to address the needs of struggling learners. Research and writing skills are incorporated into projects and assignments, allowing teachers to challenge advanced students. Specific science vocabulary lists are reinforced across disciplines. Students practice “science talk” and writing by using science notebooks to make claims based in evidence. Following national STEM initiatives, students also participate in citizen science opportunities such as GLOBE, Journey North, New Hampshire Fish and Game's Winter Severity Index, and the University of New Hampshire's Forest Watch. Currently the science committee is transitioning from the NH State Frameworks for Science Literacy to the Next Generation Science Standards.

The social studies curriculum reflects a dedication to connecting students with their world. Through collaborative learning, students explore history, geography, economics, and civics. Early elementary students learn about the Earth's physical and cultural geography. They also learn about democracy and the rights and responsibilities of citizenship. With a solid foundation in civics, students in fourth grade study the history of Gilmanton and NH. Fifth graders study the Revolutionary War, Civil War, and civics. In sixth grade, students explore ancient civilizations. Building upon this understanding of the world's past, seventh

and eighth graders return to a focus on U.S. history, geography, and economics. Current events are explored at each grade level, keeping students engaged with a changing world. Teachers meet the needs of students above and below grade level through differentiated instruction and assessment. Exams are leveled, and students are given the option to choose tasks within assignments such as leadership roles, spokesperson roles, or note-taker roles. Finally, an ongoing focus on issues of social justice and personal responsibility helps students see their potential as positive change-makers in their community, country, and world.

2. Other Curriculum Areas:

The Gilman School's Unified Arts Department has seven specialists that work with all K-8 students from thirty to sixty minutes each week. Art is offered in one-hour blocks, and the remaining Specialists meet in half-hour increments. Student schedules include one hour each day for Specialists.

One-hour art classes for all K-8 students are project-based and focus on creativity through the exploration of artistic mediums. Art classes integrate math, English, and science to further enhance the visual learner's comprehension of these subjects, and all students practice problem-solving, project management, patience, and perseverance. In addition to art classes, all students experience a yearly two-week residency that brings an outside artist to school to enhance the curriculum. Art and Drama Clubs after school offer more visual and performing art experiences for students in Grades 5-8.

Each student at the Gilman School has two half-hour blocks of physical education each week. K-2 students are introduced to basic movement concepts, along with personal responsibility in following directions and sharing space and equipment. Students in grades 3-5 expand and refine basic movement patterns and are able to play games while learning the elements of sportsmanship. Finally, students in grades 6-8 apply refined skills to play games while also learning the five components of fitness. To extend these experiences, the school provides several after-school sports teams for grades 5-8 and Student Enrichment Days in January for all students to learn such sports as skiing and skating.

Students in grades K-5 have one half-hour block of Spanish instruction each week until Grade 6 when they receive an extra half hour each week. The teacher builds on the skills of oral and written language acquisition as students move up the grade levels. In Grades 7 and 8, students enter either On-Grade Level Spanish or Advanced Spanish. For On-Grade Level Spanish, students have one class each week for two years, and they explore the culture and the geography of various Spanish-speaking countries. Advanced Spanish students meet four days each week for two years, and they acquire and demonstrate the skills to earn a high school credit in Spanish. The after-school Spanish Club offers additional enrichment activities for Grades 6-8.

Students in grades K-4 have thirty minutes of computer instruction each week, and the older students have two, thirty-minute blocks. The computer skills are taught in a continuum that begins with the simple tasks of logins and the handling of the mouse in grades K and 1 to Internet safety, keyboarding, and saving a document in grades 2-4. Students continue to build those skills in grades 5-8, but they also learn PowerPoint, Excel, Scratch, Movie Maker, web quests, and citing sources. Classroom teachers and the technology teacher team-teach across the core curriculum areas as students learn to research, to avoid plagiarism, and to use various programs to type documents. Each grade-level team devotes one team time each week to Tech Integration.

Music students in K-4 receive two half-hour blocks of instruction each week; grades 5-8 have one, thirty-minute block of music. The music classes are aligned to five areas of instruction: melody, harmony, articulation, quality of expression, and rhythm. Students experience various instruments; they learn to read music; and they sing and dance. The music program is extended through band and chorus, grades 4-8. Both the elementary and middle school bands and choruses meet during the school day, either during recess or study hall. Band students are given individual instruction with an instrument of choice, also during the school day. These groups perform in school concerts and assemblies, but they also participate in area festivals and town-sponsored ceremonies such as Memorial Day and July 4th.

On a final note, Gilman School also provides Library and Guidance classes for K-8 students. Each class

is thirty minutes each week. Library class teaches students to use quality books for both information and for pleasure. Guidance classes address many topics such as tolerance and diversity, bullying, conflict resolution, character education, healthy living, friendship, social media, and stress management. Connections between the guidance curriculum and students' everyday lives are discussed at every grade level. In turn, grade 4 students become peer mediators for younger students; fifth graders work with the local police department through the DARE Program; middle school students mentor first and second graders; and the middle school Student Leadership Team connects to the community by assisting the local food bank.

The Gilman School embraces the diversity that Specialists offer K-8 students. Students acquire essential skills and knowledge that connect to the core curriculum and to their lives.

3. Instructional Methods and Interventions:

Differentiated instruction is the key to personalized education at the Gilman School. Teachers have aligned their instruction to standard-based expectations, and they design assessments for specific information regarding mastery of skills. Based on those assessments, they determine what skills have not been mastered by individuals, and they form small groups around those needs. This trailing model of small group instruction is the key to Gilman's RTI model. Tutors and teachers work with those students during remediation blocks until mastery is achieved. Groups are fluid, so a student may be in remediation for some skills but in enrichment for others. Teachers emphasize enrichment that goes deeper into the curriculum, not faster.

Gilman School's reading instruction has been developed through teachers' knowledge of differentiation for personalized learning. Teachers deliver whole-group instruction through a reading textbook to introduce skills, vocabulary, and specific reading techniques. In addition to the textbook, students are placed in small guided reading groups by instructional level, and teachers use close reading techniques to help students become better readers. Guided reading books are often aligned to social studies and science themes. If it is determined that a student needs a third tier of instruction, then teachers arrange groups of one-two students with a specialist who may use elements of Reading Recovery or Orton-Gillingham. Additionally, several staff members are trained in ABA Learning through the use of discrete trials.

Beyond reading, teachers approach all instruction through whole-group lessons, small-group work, and individualized practice and assistance. Technology is used to assist with learning. The majority of classrooms are equipped with Smart Boards, and they have become integral parts of lessons. Wireless laptop computer carts are available to teachers, along with designated lab times in the Computer Room. The school has one-hundred iPads for classroom use, and several grade-specific iPad applications have been downloaded via teacher requests.

If classroom interventions are not yielding results, teachers may bring concerns to a weekly Child Team to ask for further interventions. That team is comprised of Administrators, Special Education Staff, the Speech Therapist, the Occupational Therapist, and Guidance. The school also supports an after-school program with certified teachers to assist students with homework, and the Extended Year Program is open to all students who need continuity of instruction.

Gilman teachers ensure that individualized instruction is their priority.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Gilman School is a small rural school that had ten or fewer tested children in subgroups #2-8 and #10.

Gap analysis provided by the NH DOE used index scored results. The trends in both Math and Reading are that Gilman School students are above the state average scores.

Subgroup #1 is an area to note in two grade levels. Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students scored lower in both the fifth and sixth grades. In the 2011-2012 ELA/Reading tests, fifth grade students in this category scored 75% as compared to the remaining students in fifth grade that scored 85% Proficient plus Proficient with Distinction. In 2012-2013, the sixth grade subgroup #1 scored 66% as compared to the remaining students who scored 80%. After analyzing this data, the discrepancies are attributed to a change in the trailing model methods being used by fifth and sixth grade teachers to teach reading. Unlike other grade levels, these teachers had made the decision to manage small groups without tutor assistance. Tutors have now been shifted into grades five and six during small group instruction to improve student learning.

It was also noted that in all reported data years, subgroup #1 scored lower overall in both ELA/Reading and Math when compared to the rest of the school population. During instructional meetings, NECAP data was reviewed. Teachers decided to incorporate the CLOSE reading strategies used during whole group instruction into their small-group trailing model lessons in an effort to close the gaps in ELA. For Math, the teaching staff has piloted and is now adopting a new Math program that aligns to the CCSS.

On a final note, Gilman School data shows that math gains over the past five years have been noteworthy. ELA has been more challenging. An analysis of all grades during ELA curriculum committee work has revealed that our shift to CCSS has not been as smooth as the math transition and may have created gaps in skills. We are currently recreating the Gilman School ELA curriculum map and aligning using curriculum milestones.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Over the past ten years, the Gilman School has been using multiple measures of assessment to gauge student learning, including teacher-generated common assessments, NWEA, AIMSweb, and NECAP's.

The Gilman School consistently uses a process for the design, delivery, and dissemination of data for common assessments. Grade level teachers collaborate to create common formative and summative assessments in advance of instruction with specific learning targets and rigor. The teachers examine the results for error analysis. Ungraded reflection sheets are provided to students for each assessment so they may reflect on how they derived their responses. Teachers, specialists, and administrators meet weekly to discuss appropriate instructional planning for individual students based on the test results.

The NWEA MAP is an adaptive computerized test that is given once yearly to analyze student growth. The MAP assessment gives teachers an additional measure that allows them to challenge students at the appropriate level within a skill set. During parent conferences, teachers discuss Individual Student Progress Reports that graph growth over time.

AIMSweb is used annually as part of the kindergarten screening process, as well as another measure of student growth from year to year. In addition, AIMSweb is used throughout the year by Special Education teachers to benchmark and progress-monitor students with IEP's.

When State NECAP testing began, Gilman School became a School In Need of Improvement, and staff members began the process of root cause analysis. This exercise helped teaching teams learn to analyze data and to look at NECAP results as more than just scores. Breaking down NECAP results continues to be

a method to showcase what is being taught well and areas of instruction that need improvement. Much like the NWEA Tests, NECAP data is shared with families through student reports and statewide reporting.

The use of assessment data to improve student and school performance has been one of many cultural shifts over the past ten years. This practice has been improving steadily as teachers learn more about Professional Learning Communities and RTI.

Part VI School Support

1. School Climate/Culture

Gilmanton School's climate and culture reflect its philosophy of personalized education. An atmosphere of caring and respect permeates the environment as students, staff, families, and community members work toward the common goal of educating young citizens. The school's whole-group and small-group work through data analysis supports the academic needs of the students, but the supports go beyond the academics. Staff members know their students well, and they recognize quickly if a student's social and/or emotional well-being is at risk. Teachers have built an atmosphere of mutual respect, so they will quickly process with students over individual issues. Gilmanton School also employs two full-time guidance counselors, and they have become an invaluable resource for students. Beyond whole-group guidance classes, the two counselors provide individualized counseling sessions, social lunch groups, peer mediators, middle school mentors, and the Student Leadership Team.

Discipline at Gilmanton School also supports the academic, social, and emotional growth of students. Discipline is always coupled with the processing of an incident, whether it is with a paraprofessional, teacher, or an administrator. The goal of discipline is to make it a learning experience of accepting responsibility for actions and for consequences and to ensure that the same mistake is not repeated. Middle school students are reminded that they serve as role models for the younger students, and the relationships between students in a school with such diverse age groups serves to support social and emotional growth.

The entire school celebrates good citizenship in the classrooms and at whole-school assemblies. Students in Grades K-2 focus on a "word of the month" that reflects good citizenship, and certificates are presented to the students who most exemplify such actions as good manners, generosity, and respect for others. All students strive to become Citizens of the Trimester and Citizens of the Year by showing through actions and words the qualities of good citizenship. The Assistant Principal and the Guidance Department have developed programs to "catch" children in moments of generosity, and students have the opportunity to nominate peers for these awards.

Gilmanton School values and supports teachers by providing them with time and opportunity to make decisions around curriculum, instruction, and assessment. Teachers have a schedule that allows for daily team and preparation time, and they have input into professional development activities. The School Improvement Team is comprised of teachers, administrators, and parents. Shared leadership is the norm at the Gilmanton School, which adds to the positive culture and climate.

2. Engaging Families and Community

Gilmanton School makes community connections by creating local partnerships and by offering the school as a central meeting place.

The PTA plans many activities that connect to student success. They sponsor family gatherings such as pancake breakfasts. They organize a Back-to-School-Bash at the local park in August where families can gather, have fun with their peers, and meet some of their teachers. Jordan's Ice Cream Night happens in the second week of school at a local restaurant, and the PTA buys ice cream for students to celebrate their summer reading. They fundraise to help supplement programs such as the Naturalist in the Classroom and Artists in Residence. They also partner with the school to provide educational information regarding new programs or initiatives. Parents participate in monthly School Improvement Committee meetings.

Gilmanton School students interact often with the senior citizens in town. Grades 4 and 5 invite local senior citizens to holiday dinners. The children decorate the cafeteria tables, serve the adults, and then entertain the room with songs. The middle school chorus visits the local senior center at Christmas and also connects with that generation through food and songs. Veteran's Day and Memorial Day assemblies feature veterans from the local American Legion and parents who are Army Reservists. These positive connections with local taxpayers build support for school initiatives.

Gilmanton School partners with the Gilmanton Year-Round-Library through author visits and skypes. The Fire and Police Departments visit often, sometimes to eat lunch with students and other times to read to classes. The local PD sponsors DARE for Grade 5, and an officer attends middle school dances to make positive connections with the youth. The Gilmanton Youth Organization uses the school weekly for various sporting events and meetings. Exposure to these positive interactions improves student achievement by providing exemplary role models.

Grade 4 students study NH History, and they have an extensive unit on Gilmanton history. These students learn history by partnering with the NH Farm Day Program, Belknap Mill, NH State House, and the Gilmanton Historical Society. These students take a tour of a restored schoolhouse in town, and they visit the local museum to learn more about their own town's history. These activities motivate students to improve their nonfiction reading and writing.

Gilmanton School's Middle School Student Leadership Team partners with the local food bank to provide needy families with holiday food baskets. That same group of students host community Blood Drives as well as a Meet the Candidates Night for local elections. These services teach them invaluable lessons about giving back to their community.

Finally, the Gilmanton School also connects to families and community members through classroom phones, the school website, email, and a telephone messaging system. Good communication ensures that teachers and parents work together for student success.

3. Professional Development

All professional development activities at the Gilmanton School are aligned to goals, those of the teacher, the school, and/or the district.

Teachers set their personal goals in Year One of their certification cycle, and their professional development activities outside of the school reflect those goals. Administrators often meet with teachers prior to approving individual goals, and those personalized, professional conversations help shape their direction. In Year Two of their cycles, teachers develop a project aligned to their goals, and they spend a year working on that project. They are given opportunities to present their projects to other teachers throughout that school year.

School and District Goals are developed yearly, and teachers and administrators determine the work that needs to be done to maintain high academic standards and to support student achievement and school improvement. Gilmanton School has monthly early-release days for in-house professional development. Teachers also have five days beyond the school year to engage in activities. Curriculum mapping is a priority goal as teachers align to the National Standards, and many hours of the school's professional development time is dedicated to on-grade level and cross-grade-level conversations around that mapping. Those professional conversations ensure that teachers are working together to improve student achievement.

In addition to identifying Curriculum Mapping as a priority goal, the School Improvement Committee is instrumental in providing feedback regarding other professional development needs. For example, the reading program is a blend of textbook, guided reading, and close reading, and training is ongoing so that students receive the highest quality instruction. The school often hosts a consultant from the University of NH to provide training through modeling lessons, individualized meetings, and more global workshop presentations. Teachers had also requested more training in RTI, and a daylong workshop for the whole staff featured an expert in RTI. The Special Education Department holds yearly, day-long meetings prior to school to give feedback to classroom teachers regarding the needs of students on IEP's and 504's.

Committees also give feedback to administration regarding professional development needs. For example, the Math Committee requested training in a pilot math program. The Technology Committee suggested

Tech Integration time, so grade-level teams meet weekly for the purpose of learning more about integrating technology in the classrooms.

The Gilmanton School will also send teams of teachers and administrators to outside trainings. Professional Learning Communities, Orton Gillingham Reading Instruction, and Handwriting Without Tears are all examples of team efforts.

Professional Development at the Gilmanton School is directly related to improving instruction and to supporting student achievement.

4. School Leadership

The Gilmanton School has an administrative team comprised of the Superintendent, Principal, Assistant Principal, and Director of Student Services. The administrators assume traditional roles of scheduling, budgeting, disciplining, and simply organizing the everyday operations of the school. The administrators also embrace a shared leadership model that involves collaborative decision-making for school improvement.

The philosophy of the leadership team is that decisions affecting curriculum, instruction, and assessment should involve all stakeholders and that change should be a careful process. Improving the school should be viewed as valuable work and not as “busy work.” The School Improvement Committee was formed to move the school forward in making deliberative decisions, and members represent teachers, paraprofessionals, administrators, and parents. This umbrella committee meets once each month, and members brainstorm ways to enhance the work of the subcommittees in the building. Topics range from the adoption of a math textbook to the format of student report cards.

The administrators meet weekly with cross-grade-level teams to discuss student groupings and focused areas of instruction. Those discussions include the various assessment tools used to identify the work that needs to be done in both small-group and whole-class instruction. This team time is also used to discuss curriculum mapping work. The administrative team oversees the curriculum mapping work, but the teachers self-monitor their progress and readily share their work with their colleagues.

Administrators also meet weekly with clusters of staff members, K-2, 3-5, and 6-8, to discuss the logistics of recess, field trips, discipline, budget, and upcoming workshop days.

The Principal meets monthly with the Gilmanton Education Association Presidents to talk about the culture and climate of the building. These honest conversations perpetuate a shared leadership philosophy that supports the relationships between colleagues. The Gilmanton School staff members work hard to maintain a positive culture and climate in order to focus on student achievement.

Other monthly meetings include Paraprofessional Meetings, All-Staff Meetings, PTA Meetings, and School Board Meetings. Administrators attend all of these meetings, and stakeholders generate the agendas. Meanwhile, the School Board oversees the workings of the entire School District, including policies. The job of the administrators is to ensure that the School Board understands the needs of the school and that the budget and policies reflect the priorities of the stakeholders.

Gilmanton School has made much progress in focusing on student achievement through shared leadership.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	83	94	93	81	95
Proficient with Distinction	11	48	30	34	37
Number of students tested	36	39	33	44	45
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	100	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	82	94	93	82	95
Proficient with Distinction	11	50	31	34	39
Number of students tested	34	38	32	41	43
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #1-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	81	97	88	100	95
Proficient with Distinction	29	34	38	58	29
Number of students tested	37	38	44	39	41
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100	0	0	100	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	80	97	87	100	95
Proficient with Distinction	30	33	36	59	27
Number of students tested	36	36	41	37	40
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #1-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	86	76	97	85	79
Proficient with Distinction	25	25	40	29	20
Number of students tested	36	47	40	41	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		66			
Proficient with Distinction		8			
Number of students tested	10	12	3	7	9
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	85	97	97	85	79
Proficient with Distinction	26	25	42	27	20
Number of students tested	34	43	38	40	39
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. Subgroup #1 is only reported in year 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	70	95	90	81	83
Proficient with Distinction	22	30	34	30	21
Number of students tested	50	43	43	33	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	100	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67				
Proficient with Distinction	20				
Number of students tested	15	6	9	7	9
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	70	95	90	82	83
Proficient with Distinction	20	32	33	30	21
Number of students tested	44	41	42	33	41
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The only data that can be reported in subgroup #1 is during 2012-2013

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	82	93	80	71	71
Proficient with Distinction	20	34	23	24	15
Number of students tested	45	44	35	42	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100	0	100	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above				58	70
Proficient with Distinction				8	10
Number of students tested	7	9	8	12	20
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	81	93	80	70	71
Proficient with Distinction	21	32	23	24	15
Number of students tested	43	43	35	41	45
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The only data that can be reported in subgroup #1 is during 2008-2009 and 2009-2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	84	78	73	87	76
Proficient with Distinction	30	15	30	23	23
Number of students tested	39	38	42	39	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	100	0	0	100
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83		63	66	72
Proficient with Distinction	33		9	16	18
Number of students tested	12	10	11	12	11
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	84	78	73	87	77
Proficient with Distinction	28	16	31	23	25
Number of students tested	38	37	41	39	44
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The data can be reported in subgroup #1 in all years but 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	91	92	93	86	86
Proficient with Distinction	30	38	42	18	24
Number of students tested	36	39	33	44	45
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	100	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	91	92	93	85	88
Proficient with Distinction	29	39	40	19	25
Number of students tested	34	38	32	41	43
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #1-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	97	92	84	97	85
Proficient with Distinction	45	13	31	20	19
Number of students tested	37	38	44	39	42
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100	0	0	100	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	97	91	82	97	85
Proficient with Distinction	47	11	31	21	17
Number of students tested	36	36	41	37	41
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #1-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Sep	Oct	Oct
SCHOOL SCORES*					
Proficient and above	77	85	90	87	84
Proficient with Distinction	13	23	22	17	17
Number of students tested	36	47	40	41	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		75			
Proficient with Distinction		8			
Number of students tested	10	12	3	7	9
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	76	86	92	87	84
Proficient with Distinction	14	23	21	17	17
Number of students tested	34	43	38	40	39
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. Subgroup #1 is only reported in 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	80	90	90	78	85
Proficient with Distinction	20	4	37	15	16
Number of students tested	50	43	43	33	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	100	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	66				
Proficient with Distinction	13				
Number of students tested	15	6	9	7	9
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	81	90	90	78	85
Proficient with Distinction	20	4	35	15	17
Number of students tested	44	41	42	33	41
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The only data that can be reported in subgroup #1 is during 2012-2013

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	82	88	82	90	71
Proficient with Distinction	6	22	14	7	6
Number of students tested	45	45	35	42	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	100	0	100	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above				83	55
Proficient with Distinction				0	0
Number of students tested	7	10	8	12	20
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The only data that can be reported in subgroup #1 is during 2008-2009 and 2009-2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	94	86	97	89	80
Proficient with Distinction	35	26	26	17	23
Number of students tested	39	38	42	39	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	100	0	0	100
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91		100	83	72
Proficient with Distinction	16		0	8	18
Number of students tested	12	10	11	12	11
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	94	86	97	89	81
Proficient with Distinction	34	27	26	17	25
Number of students tested	38	37	41	39	44
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: New Hampshire is a fall testing state. Data is from the Fall 2009-Fall 2013 NECAP combined with the Spring 2009-Spring 2013 ALT data. In the years being reported above, subgroups #2-8, and #10 have ten or fewer students which does not meet New Hampshire's definition of a subgroups so the data is not reported or accessible. The data can be reported in subgroup #1 in all years but 2011-2012.