

North Hampton School Report Card

Our Vision in Action - Academic Year 2011-2012

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Message From The School Board

We would like to start by acknowledging the support of the North Hampton community and offering our continued gratitude for your investment in the North Hampton School. Your commitment allows the School Board, Administration and staff to give our students the best education possible and continue our mission of producing lifelong learners who will one day make a positive impact on the world.

All members of the Board, new and continuing, prepared for a productive school year by establishing goals for the 2011-2012 calendar year addressing facility needs, improving communication, evaluating the way we provide kindergarten services and improving the complete wellness of the children in our school. *(Continued on page 2)*

“Making a Difference”

Each year we collect information from individuals who have a connection to our school community. The intent is to share with you, the larger North Hampton community, a little more knowledge about our town’s school.

This year, our students and teachers will share bits and pieces of the student activism that happens across our school and often extends to the broader community.

Scattered throughout this publication you will see examples of how our North Hampton School community is “*Making a Difference*”.

Social Emotional Learning Task Force - We Are ONE

During last year’s Annual School Report Card, we introduced you to the committee that formed to work on various components of a proactive approach to prevent incidents of physical or emotional injury to our students. This Committee, We Are ONE - Overcoming Negativity with Empathy - is now the official Social Emotional Learning Task Force sanctioned and overseen by the school’s Council. Its primary goal is Social Emotion Development: Pupil Safety and Violence Prevention.

The purpose of the goal is three-fold:

- 1.) To be proactive in the social emotional development of our students such that we enhance pupil safety and prevent violence,
- 2.) To engage our parents and general community in our work so that consistent messages, language and actions surround the children of our community,
- 3.) To comply and extend beyond the requirements set forth in House Bill 1523 and our own local Policy for Pupil Safety and Violence Prevention (code JICIB).

For this first year and beyond, we have established four major actions:

- 1.) Ongoing regular surveying of students’ sense of physical and social/emotional safety, (Our first survey was conducted last May and serves as a separate article.),
- 2.) Formalize the social emotional development plan including the implementation of common language through the grades and provide parents with this information. (This work is in process at this time.),
- 3.) Review the 2010-2011 pilot of YEAR ONE, the program that brought babies into the classroom to promote social emotional intelligence and a culture of caring,
- 4.) Educating and informing the parents and community with guest speakers, book study groups, and up-to-date web or blog postings. *(Continued on page 3)*

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A voter’s fact sheet on the 2012-13 school budget warrant articles is included as a white insert in the center of this report card.
Voting Day - Tuesday, March 13, 2012 at NHS



~ Liam Dionne

School Board (Cont.)

(Continued from page 1)

The first goal established for the current school year, *Appropriate Facilities to Support the Education of NHS Students*, directed the administration to develop a plan for improving community awareness and support regarding the present needs of the school to be met through renovation and additional building space. In the process of forming a feasibility study regarding a timeline for moving forward in addressing these needs, a unique opportunity to purchase the property adjacent to the east side of the school was presented. As this land would be vital to any future growth of our facility, the decision was made to dedicate our energies to studying the feasibility of acquiring this property. The result of this action will be presented to the community for a vote in March as Article #4 of the Warrants of the School Board.

Improved Communications for the School Board and Community is another established goal for this year. Increased opportunities for the chairs of the Select Board, Budget Committee and School Board have been established, allowing for improved dialogue about the needs and wants of the entire North Hampton community. In support of improving a community-wide approach to addressing needs, the Capital Improvement Plan (CIP) Committee has been re-organized and is working on the immediate and long-term scheduling of the desired capital improvements for all town departments. We are working to increase the opportunities for school and town partnerships that will be mutually beneficial to all.

With recent discussion of multi-age classrooms and a history of Board support for increasing the length of the Kindergarten day, the School Board determined that a *Kindergarten/First Grade Configuration Review* was an appropriate goal for the 2011/2012 school year. A representative K/1 study group was established and given the task of studying the feasibility of establishing K/1 classrooms in NHS. A summative recommendation was made, in a presentation to the Board, to form a new study group in early 2012 allowing more time dedicated to the investigation of the primary classroom configurations in our school.

We as a Board share with the staff and administration a desire to maximize the health and well being of all students at NHS. Our fourth and fifth goals speak to the desire to continue to improve this desire. The fourth goal established by the Board, *Improving the Wellness, Social/Emotional Growth and the Physical Fitness of North Hampton School's Students*, directed the administration to develop and implement a social/emotional education program throughout all grades that will enhance pupil safety, prevent violence and promote academic learning. The work to reach this goal is in progress as well as simultaneously working to communicate this progress to parents. We welcome all members of the North Hampton community to attend any/all of our parent workshops. The dates of these gatherings will be posted on the website.

Our final goal for the 11/12 school year is *Wellness/Food Service Improvement*. We have directed the administration to develop a food service program plan for the school year that would become more financially self-sustaining, provide more nutritional and appealing foods for the students and reduce waste. Many studies and actions are being taken to support this goal and the evaluation of its success will be reported to the School Board periodically throughout the year.

As a Board, one of our most important jobs is the continual evaluation of not only our strengths as a school, but also the needs we have, allowing us to make the best decisions about providing the best education possible for all our students while remaining a respected and respectful part of the North Hampton community. One resource we must celebrate daily is our dedicated and talented staff who are always seeking to improve the teaching and learning process experienced by our community's children. Your support fuels their energy and allows them to teach with the goal of an individual educational experience for each student. Thank you for being a community that cares about education.

New Website

North Hampton School's website has a great new look. In mid-January the site was changed to allow for more customization and organization of information shared with the greater NHS community. Visit www.northhamptonschool.org to check out the new changes.

The website's main page will display the "Latest News" and "This Week At A Glance" sections so website visitors will quickly know what is going on. A colorful banner of rotating pictures will share a quick glimpse into the learning experiences here at NHS. The navigation menu along the left hand side of the site will offer more specific categories for viewers to quickly find the information they are looking for. The "In the Classroom" section features a "Classroom News" section that will link to the most current communication from grade levels and classrooms. Keep checking the new website for lots of great NHS information.

Making a Difference

A group of third graders wrote letters and made cards for a specific Army National Guard unit stationed in Djibouti, Africa as part of Operation Enduring Freedom. The correspondence continues.

Social Emotional Learning Task Force - We Are ONE (Cont.)

(Continued from page 1)

The student survey is addressed elsewhere in this document. We would here like to update you on the YEAR ONE program and the first in our spring series of guest speakers

The YEAR ONE program was researched and then piloted last year with the intent of teaching children to look beyond themselves. This social perspective is the basic component of empathy, believed to be the sustaining ingredient of compassion and goodwill. The program focuses on students establishing a year-long relationship with a baby who visits the classroom once a month. The children begin to understand human behavior by observing the stages of the baby's first year of growth and the baby's relationship with the parent or care-giver. Pre-visit lessons and post-visit discussions guide the children into thinking about how people care for each other in a way that is basic and good.

The feedback from students and teachers immersed in the pilot experience was very positive in terms of moving toward the intended goal and we determined that we could improve the effectiveness by making a few changes to the 2011-12 school year program. This year each of the fourth and sixth grade classrooms are attached to a baby. Discussions will include the language of the 5 core groups of social and emotional competencies to assist the children to become familiar with the language and its content. These competencies are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Most recently, the task force was able to initiate another of the goals - that of educating the adult community. We believe that all of the adults of our community, within and without the school are role models for our children. As role models, we must all model kindness if our children are to adopt this behavior as their own. To this end, the school engaged Chip Wood a noted researcher and author in the field of social-emotional development in children, in a 2 day residency that included observing all facets of a child's school day, meeting with a parent focus group, conducting a teacher workshop and conducting a parent night on the developmental stages of social emotional learning. The parent workshop was filmed and is available for viewing on our local cable network.

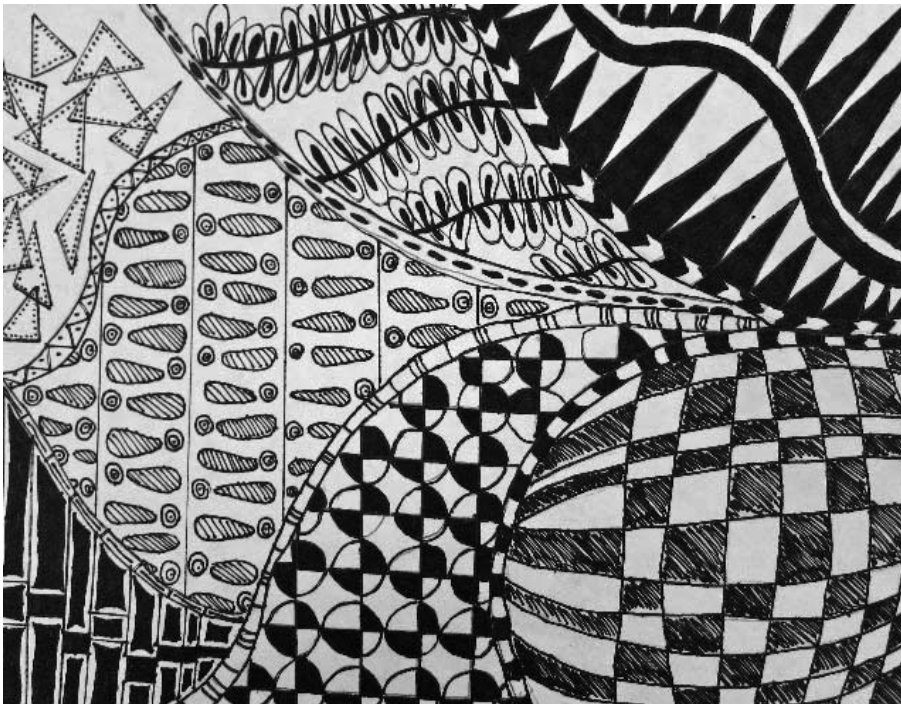
Other parent nights are being planned for the remainder of this year. Keep your antennae up for communications about those events.

NHS School Governance

Council is the democratic governing body of our school and is based almost entirely on the work of Carl D. Glickman in *Renewing America's Schools: A Guide for School-Based Reform*. Last year the staff chose to review the constitution and decided that we did, in fact, agree with Council's original purpose and guidelines. We realized through the review process how far we had strayed from our original goals. We worked in the spring of last year to amend our School Constitution and realign our work to be closer to its original ideals.

Council is comprised of grade level representatives, specialists, administration, School Board, parents, and community members. The purpose of Council is to oversee the work of Task Forces and Study Groups and ensure the work is in line with what we believe to be best practice for our children. Council also attempts to manage the work to ensure a quality outcome, while also ensuring the work expectations do not become burdensome.

The shift back to Council's original purpose began in the Spring of 2011 with the formation of Task Forces to work on the 2011-2012 School Improvement Plan, as well as, study groups to meet other staff and School Board goals. Task Forces report to Council for approval of timelines, goals, and actions. Task Forces were given charges in the late summer and began their work shortly thereafter. Council has received timelines, goals, and actions from the Social and Emotional Learning, Curriculum Documentation, and Report Card Task Forces and Council continues to be updated as the Task Forces work to support our year's growth.



~ Rachel Laroche

Making a Difference

Fourth grade reading buddies visit kindergarten and first grade classrooms on a weekly basis to pair up for reading. The older children model thinking skills and socially appropriate school behavior with the younger students. Relationships really do develop and all of the children have fun!

Town of North Hampton Capital Improvement Plan Committee (CIP)

The Capital Improvement Plan Committee is assigned the task of consolidating all capital requests from town agencies, reviewing them and making recommendations that would help to spread out capital requests over time in order to avoid large fluctuations in the tax rate due to multiple capital projects. The past few months the committee has been meeting almost weekly listening to the reports of each town agency in order to put together a picture of the capital improvements for the next six years. The information will be made into a Capital Improvement Program Report that will be presented to the Select Board in the Spring 2012 and then distributed to the town committees.

The CIP was restructured in 2010 in order to broaden ownership of capital planning by giving key areas of town governance a vested interest in the CIP, making the CIP both useful and effective as an integral part of the management process of the town. The committee members are Phil Wilson from the Select Board, Laurel Pohl from the Planning Board, Rick Stanton from the Budget Committee, Anne Ambrogi from the School Board, Peter Philbrook, Richard Goeselt, and Cynthia Swank as community members.

When visiting the school, the CIP Committee was given a full tour of our facility with attention being paid to such things as storage shortages, antiquated windows and inadequate kitchen space and equipment. Working with the CIP Committee a potential schedule of project completion will be put in place.

Making a Difference

Sixth graders work on committees that focus on making the school a better place. If you spot gloved adolescents moving through the hallways, most likely they are heading to empty classroom recycling bins.

The Evolution of a School Improvement Plan "How can we do better tomorrow than we are doing today?"

As the end of the school year was drawing to a close in June of 2010, the staff of the North Hampton School was poised to formulate the School Improvement Plan for the next year. Our discussion centered on the fact that we had been juggling too many initiatives and goals during the past few years resulting in loose ends that impacted our own sense of accomplishment and integrity. As a staff with lots of ideas and energy, we set the 2010-2011 School Year as one of reflection, communication, and documentation that would yield greater clarity of vision about the goals we should be pursuing for our future School Improvement Plan.

To this end, on the 2010 June in-service day (after we had waved good-bye to the students) we brainstormed a list of ideas and actions that would have the biggest impact on our school. As might be expected, the list was more than a dozen chart pages long. We managed to group the varied topics together into five "clumps" and each staff member chose which clump they wanted to join:

- Assessment, Evaluation and Reporting Out,
- Curriculum Issues,
- Organization, Structure and Time,
- Supporting Children's Learning,
- Foods and Dudes.

Ground rules were set for all "Clumps": First, that our work had to be grounded in our newly formulated Mission, Guiding Beliefs and Vision and second, that we would make fair assessments about what is working and what is not working with regard to the sub-topics that were housed under each Clump's umbrella. It was hard work that raised more questions than answers, but each group emerged with a proposal to formalize the work of the clump for the following year or not. For any proposal to be considered for the next School Improvement Plan, it had to be important to student learning and have a priority status for the following year. Then, the slate of improvement goals was formally approved by Council, the NHS staff and the School Board.

The currently operating Task Forces are:

- Social Emotional Learning,
- Curriculum Documentation,
- Report Card Revision.

The Standing and Special Study Committees are:

- K-1 Multi-age Study,
- Wellness,
- Communication.

You will read about many of the goals and actions of these groups throughout this document.



First Annual Survey of Students' Social-Emotional & Physical Safety

In an effort to be proactive with regard to the New Hampshire State Law on Pupil Safety and Violence Prevention, North Hampton School formed the Social Emotional Learning Task Force from the We Are ONE Committee in June 2010. One of the actions determined to be critical was to conduct a baseline survey of students' social-emotional and physical safety at North Hampton School. A subgroup of the Committee researched varied surveys from student aspirations through to student perceptions of physical or social-emotional mistreatment by others and assembled age appropriate surveys for grades 1-4 and grades 5-8. Many of the questions of the upper grades' survey were connected to national survey questions in order to ascertain the gradation of positivity of student self-image.

The surveys were both administered in May of 2011. The survey for grades 1-4 was implemented through personal interview and/or independent response. The survey for grades 5-8 was administered online. All surveys bore only grade level and gender information - no names were used. The purpose of these surveys tool was to evaluate how safe, both physically and emotionally, the children feel within the school. Both the staff and the parent community wanted to better understand what is currently effective in the school, as well as pinpoint any areas that would benefit from additional effort and attention. Collation of the results for grades 1-4 was done by hand and collation of the results for grades 5-8 was accomplished via an online survey tool. What follows below are snapshots and a synopsis of some of the data.

In grades 1-4, 100% of the 206 students shared that they feel safe or very safe while in their classrooms and 94% extend this to other areas of the school as well, such as in the hallways or at recess. It was encouraging to learn that 96% of these children know how to get help from an adult if they need it and 99.5% feel proud to be part of NHS. The school is excited about these results, but will continue to implement new strategies in order to reach the goal of having 100% of our students feel safe in all areas of the school and know how to get an adult to help.

In grades 5-8, 93% of the 204 students who participated in the survey feel that school is a welcoming and friendly place. 90% of the students feel that their teachers care about them as individuals with this same percentage responding that they have a teacher with whom they can talk if they have a problem. 94% of the NHS middle school students responded that they think about the feelings of others when making decisions. The least comfortable space was the bus, with 15% of the students feeling either "kind of nervous" or "very unsafe". Anecdotal responses that accompanied these responses varied from fear of an accident while on the bus to fear of being teased by others.

Current research indicates that a child's social and emotional growth/learning has a positive correlation to academic success. In the middle grades, 97% of our students responded that they put forth their best effort at school and 92% of them either agree or strongly agree that what they learn in school will benefit their future. Only 5% responded that when schoolwork is difficult, they give up.

Overall, the results are encouraging: students feel NHS is a safe learning environment where the staff members care about each student as an individual. 99% of students in grades 1-4 feel cared for and respected by staff and teachers and 93% of students in grades 5-8 feel that their teachers think they can be successful. The Social Emotional Learning Task Force (formally referred to as We Are ONE), with the goal of "promoting the feelings of connectedness to each other through the development of social and emotional caring for each other", is now in its second year. As indicated in the original action plan, it is our intent to administer these surveys on an annual basis as one tool in assessing our students' social-emotional and physical safety.

Making a Difference

A Super Couponing Group of seventh grade students are re-searching, cutting and applying coupons to food and toiletry products such that they get the products for free and they are donating the items to Crossroads House and the Seacoast Food Pantry.

"Pretty" Pleased

We hope everyone in the community has had a chance to drive by the school and see the beautiful landscaping (when it was in bloom) in the front of the school that was completed last spring. This project was accomplished through many donations of time, products, and hard work on the part of parents, teachers, students and community members - all of whom made Earth Day a successful and meaningful day at North Hampton School. We give an especial shout of gratitude to Charles Hugo Landscape Design. Chuck and his crew donated days of labor and use of heavy equipment at no charge. He also solicited donations and reduced rate plantings and helped to coordinate our eager, hard working 7th and 8th grade students who were working on the project with his crew. We also thank the following businesses for contributions to the landscape effort: Rolling Green Nursery, Stratham Circle Nursery, Pleasant View Nursery and Landcare. The project was finished when an irrigation zone was added to water the site. Previously, we had been using town water to maintain trees and vegetation in this section. Through the irrigation system, water is now supplied via the school's well and is on a regulated timer and rain gauge to avoid overwatering during natural rainfall. This project was a true "Green" green-up!

Making a Difference

Middle school students offer help to second graders with their Invention Unit, generating assistance and guidance once an idea is established.

Observations and Reflections From the Outside

Our school was fortunate to contract with Chip Woods, a noted educational researcher and author, who spent two days in our school basically performing an informal social emotional learning audit.

We just received his Summary Observations and Reflections of the experience and have excerpted and reproduced here two of the introductory sections from his report of February 7. The full report will be used in our continuing work on Social Emotional Learning and we hope to make it available on our website.

Appreciation of Context

I have spent twenty years working in education as a teacher, principal and district administrator, and another twenty as a consultant, professional development presenter and facilitator in scores of schools nationwide. North Hampton is one of a handful of public schools I have observed making such a concerted and sustained effort to create a learning community intent on fostering higher order, critical thinking skills and a service orientation in its students, in classroom environments of mutual trust and support. This is done with faith in and a focus on the individual student and the inherent teaching skill of the staff, rather than on the implementation of external programs. This, in itself, is highly unusual these days. I believe these may be the most significant variables in the overall quality of both the academic program and school climate. Added to this is longevity in administration and a relatively even spread in teacher tenure in the school helping to sustain the rich academic and service traditions.

There is much for the school to celebrate. The very creation and work of the We Are One Task Force speaks of the desire of representative leadership from the school and community to model the fostering of higher order, critical thinking skills in approaching essential questions about social and emotional learning, effective communication and problem solving strategies that can help improve the quality of education and relationships in the extended community of North Hampton School.

Appreciation of Differing Viewpoints

Every school community is comprised of several constituencies: parents, teachers, staff, students, administrators and elected representatives. Each group has members with some shared interests, but also a wide range of ideas and opinions, just as is true across the school community as a whole. By creating and naming the We Are One Task Force, North Hampton School acknowledged the need and desire to come together around a stated goal, "to further promote the feeling of connectedness to each other through the development of social and emotional caring for each other."

Common Core Standards Adoption - What does this mean for NHS?

On July 8, 2010 the New Hampshire State Board of Education adopted the Common Core State Standards for Literacy and Mathematics. These National Standards were developed through a joint project of the National Governors' Association Center for Best Practices and the Council of Chief State School Officers in an effort to solve three specific nation-wide problems:

- Increased Skills Demand and Competition Worldwide
- Students graduating from US High Schools not College/Career Ready
- Variance of Knowledge and Skills across the Country

"The Common Core Standards have been developed to define the knowledge and skills students should have in order to graduate from high school able to succeed in entry-level, credit bearing academic college courses and in workforce training programs. They are intended to be clear, rigorous, and to build on the strengths of current state standards, in order to ensure that all students are prepared to succeed in our global society."

Design Intentions:

- Fewer, clearer, and higher standards - a core set of expectations,
- Aligned with college and work expectations,
- Include rigorous content and application of knowledge through high-order skills,
- Build upon strengths and lessons of current state standards (think DNA of education),
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society - Based on evidence and research.

Although these Standards are not a Federal Mandate, there is broad support across the nation for Common Standards that are fewer, clearer and higher. 48 states worked on this effort to identify what is best, not what is common, between the states. The New Hampshire State Board of Education is committed to a thoughtful, orderly transition process for implementation and assessment of the standards to ensure that all New Hampshire students experience a successful and productive future. The target date for full implementation of the Common Core Standards is School Year 2013-14; this is the first full year for the new standards to be used in the classrooms. During School Year 2014-15 the Smarter Balanced Assessment in Literacy and Mathematics will be administered in the Spring, assessing our students on their performance against the new Common Core Standards.

Information on the Common Core Standards can be found on the Department of Education Website at the following address:
www.education.nh.gov/spotlight/ccss/index.htm

Wellness Committee

We hear you. When an overwhelming number of parents expressed a desire to see changes in the school lunch program the Wellness Committee was formed. The goals of the committee include:

- Improving the nutritional value of the meals served at NHS,
- Increasing the use of locally grown fresh produce,
- Introducing children to a multitude of healthy, fresh foods,
- Educating students in making healthy food choices.

When asked in the school-wide survey what influenced their decision to allow their child to participate in the school lunch program, parents voiced a desire to see change. Some of those comments included:

- “A few healthier choices”,
- “Fewer pizza days”,
- “Fresh food, local produce”,
- “Have more whole grains”,
- “A fresh sandwich bar would be nice”.

The Wellness Committee recognized that goals of improved nutrition, healthy snack availability and increased use of local and fresh ingredients were attainable with the help of the staff and community.

Introducing/exposing children to fresh produce as a healthy snack choice was a top priority for the Wellness Committee. Thus the fresh produce snack bowl program was initiated. Each week the food service staff and a group of service learning students prepare fresh fruit or vegetables (locally grown when available) then deliver a bowl full of these “snacks” to each classroom. The response from children and adults alike has been better than imagined - such a wonderful thing to see kids picking up an apple or carrot and munching away.

The Wellness Committee has also worked with the food service staff (2 of which are invaluable members of the committee) and Garden Committee to set in motion improvements to the lunch program including:

- Fresh produce from the school gardens being served on the salad bar during our growing season,
- Pizza available only one day a week,
- Serving freshly prepared meals a number of days each month that employ fresh ingredients and whole grains when possible,
- A sandwich bar available with three main ingredient choices and up to nine accompaniments!

Another new program in place is the Visiting Chef Lunches. Our thanks go out to the local chefs that have already come to the school, worked with our cafeteria staff and created healthy lunches motivating the kids to try new things. The chefs include: John Hornberger, who prepared a roast pork dinner; Michael Higgins, owner of the Old Salt Restaurant, making his delicious clam chowder; and our own Charlie Brindamour who made his delicious spaghetti with meat sauce. The food was delicious and the kids gave the chefs such a rock star reception that Chef Higgins came out of the kitchen and signed autographs. We are so grateful for the generous efforts of these local chefs and encourage any other chef in our area to join us for this exciting program.

As the year progresses the Wellness Committee will continue working to increase the school’s use of local, fresh ingredients, increase each student’s participation in growing food and making healthy choices, and creating the healthiest food service program possible.

Making a Difference

Eighth grade students prepare and deliver bowls of fruit to the whole school every Tuesday morning, a service to our school-wide community. The students volunteer on a rotating basis.

How Do North Hampton School Graduates Perform as Freshmen?

Last June 2011, North Hampton School graduated 46 students. Of that cohort, we have been able to track the Freshman Year placement and performance of 44 students. Attending Winnacunnet High School this freshman year, were 27 or 61% of the known group of students. Attending Private High Schools as freshmen, were 17 or 39% of our most recent graduates. The private schools in which these students enrolled were: Governor’s Academy, Phillips Exeter Academy, Miss Hall’s School, St. John’s Preparatory School and St. Thomas Aquinas High School.

We are always interested to know how our students perform academically in these diverse school cultures and decided to gather honor roll information as one piece of information. We are pleased to share our findings with our community as evidence of how the investment in quality Pre-Kindergarten through Grade Eight education impacts the performance of students in High School.

Our findings revealed that of the traceable 44 students, 77% of them made the Honor Roll in the first trimester or semester of their first year in High School. Two-thirds of that 77% actually made High Honors Listings! This achievement is even more stellar when you examine the following data, which noticeably shows the high percentage of our freshmen students that make the honor roll at public or private high schools, much higher than that of the whole school’s population. Please join us in celebrating their accomplishment!

Percent of Freshmen on the Honor Roll		
All Freshmen Enrolled 2011-12		NHS Students Only
Private Schools *	58%	88%
Winnacunnet High School	47%	68%
* 1 school not reporting at this time		

New England Common Assessment Program - NECAP Results for 2011

NECAP 2011 Reading and Mathematics Results

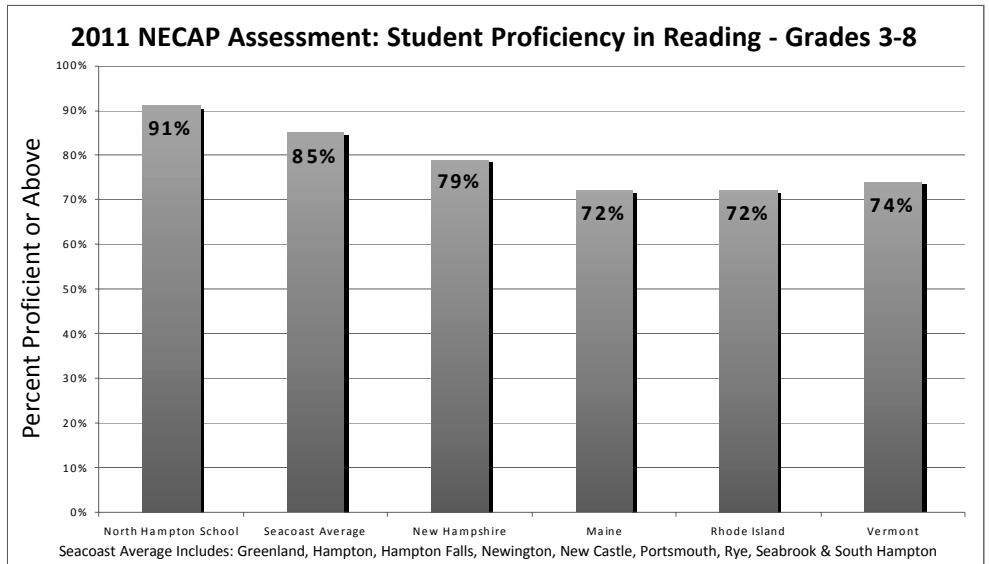
North Hampton School Students in grades three through eight completed the seventh year of the annual NECAP tests in Reading, Mathematics and Writing last October 2011. These standardized tests, in conjunction with the spring assessment in Science, are required by No Child Left Behind (NCLB) to assess how well the schools are making progress in meeting challenging standards in reading, mathematics, writing and science.

The tables and graphs on these pages organize the data in a variety of ways so that you can easily extract this year's results in comparison to the Seacoast Average and that of other NECAP states, see the results of our soon to graduate students from first testing year (3rd grade) to last testing year (8th grade), and also see the change in North Hampton's assessment results from first testing year (2005) to last testing year (2011) as compared to the changes at the Seacoast Average and all the New England States that participate in the NECAP assessment.

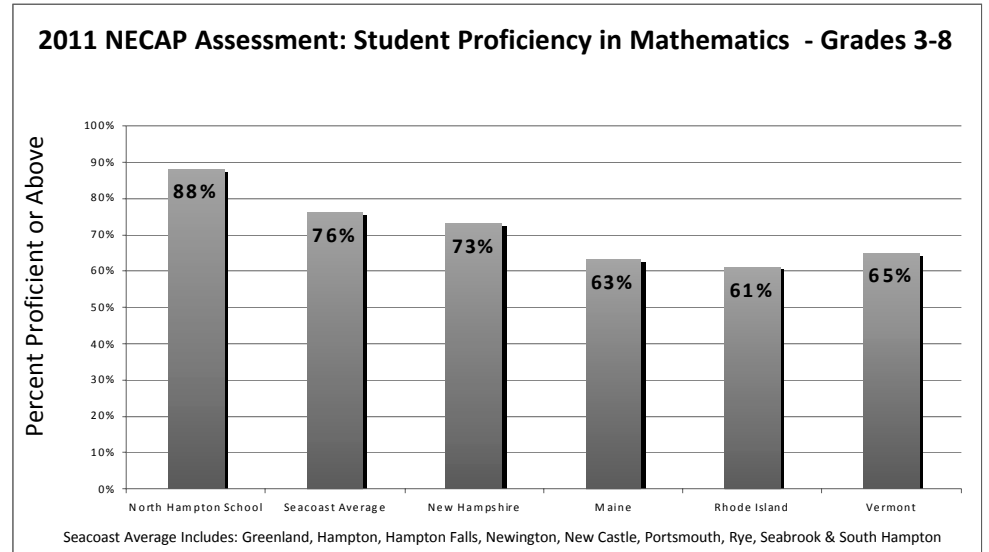
The Commissioner of Education for the State of New Hampshire has indicated that she is pleased with the information that the NECAP assessment provides, however, she offered the reminder that "while NECAP is an important measure of academic progress, it is only one of many ways that schools measure the progress of our students. In evaluating the success of students and schools, it is essential that parents, educators, and community leaders consider the multiple forms of assessment such as: community involvement, attendance, graduation rates, the number of students pursuing further education after high school, school safety issues, discipline records, and other relevant information." This document, the Annual School Report Card, attempts to present a more holistic picture of the culture and achievement of your community school.

2011 NECAP PERCENT PROFICIENT SCORES And 3 YEAR CUMULATIVE AVERAGES

NECAP Percent Proficient in Reading		
'09, '10, '11 Average Cumulative Scores (last 3 years of testing)		
Beginning of Grade Level	% Proficient North Hampton School	% Proficient State of NH
Grade 8	96%	79%
Grade 7	96%	76%
Grade 6	92%	77%
Grade 5	84%	78%
Grade 4	83%	78%
Grade 3	88%	80%



NECAP Percent Proficient in Mathematics		
'09, '10, '11 Average Cumulative Scores (last 3 years of testing)		
Beginning of Grade Level	% Proficient North Hampton School	% Proficient State of NH
Grade 8	93%	66%
Grade 7	88%	77%
Grade 6	86%	72%
Grade 5	84%	74%
Grade 4	88%	76%
Grade 3	85%	76%



New England Common Assessment Program - NECAP Results for 2011

We Proudly Show Our Growth Over Time

Seven years ago, New Hampshire yielded up its own State Assessment (NHIEAPS) in favor of NECAPs - the New England Common Assessment Program based on Grade Level Expectations that were shared among 4 New England states. The charts below (and on the next page for writing) highlight the number of students that were proficient or above in each subject area during the first testing year (2005) and during the most recent testing year (2011). We are particularly pleased with our gains in proficiency in the areas of Reading and Mathematics. Although all states have been struggling to make gains in the areas of writing, we have at least been able to maintain a more substantial level of proficiency than the Seacoast's or states' averages.

Note: Seacoast Schools are: Greenland, Hampton, Hampton Falls, Newington, New Castle, Portsmouth, Rye, Seabrook, and South Hampton

<i>Reading Grades 3-8</i>						
Testing Year	North Hampton	Seacoast Avg	New Hampshire	Maine	Rhode Island	Vermont
2005	76%	71%	67%	-	59%	67%
2011	91%	85%	79%	72%	72%	74%

<i>Mathematics Grades 3-8</i>						
Testing Year	North Hampton	Seacoast Avg	New Hampshire	Maine	Rhode Island	Vermont
2005	75%	72%	62%	-	50%	63%
2011	88%	76%	73%	63%	61%	65%

We are able to demonstrate our students' growth in academic proficiency in another, even more powerful manner. The chart below follows the current graduating class of 2012 through their six years of NECAP Assessments in Reading and Mathematics. As you can see, our students become more proficient over their time spent at North Hampton School... which is exactly as it should be!

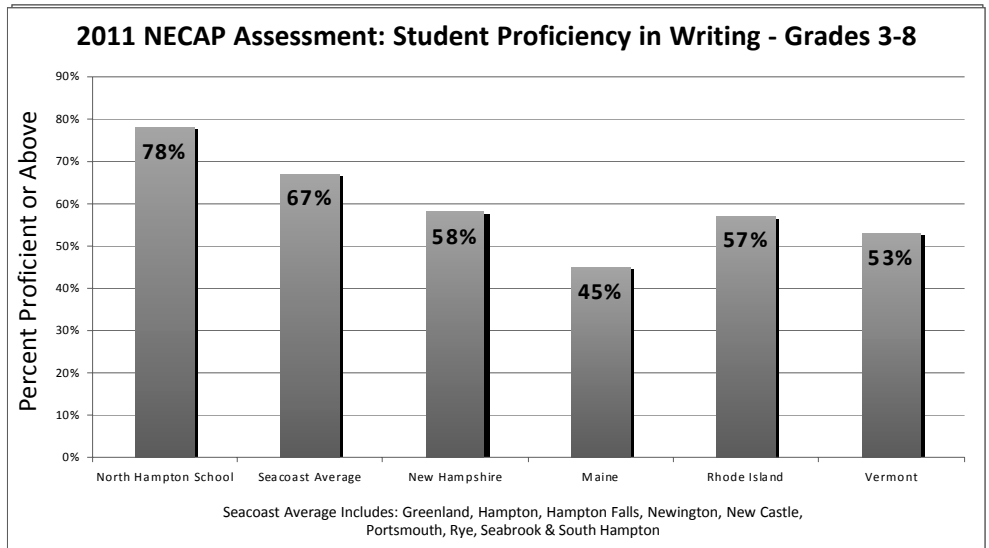
Following the Current 8th Grade Cohort of Students Through Their 6 Years of NECAP Assessments						
Year of Test -Fall	2006	2007	2008	2009	2010	2011
Start of Grade	3	4	5	6	7	8
Mathematics						
% Proficient	81%	80%	88%	85%	90%	96%
Reading						
% Proficient	79%	87%	96%	93%	92%	97%

New England Common Assessment Program - NECAP Results for 2011

2011 NECAP Writing Assessment

There were no writing scores during 2009 so we can provide only 2 year cumulative averages. We have also compared this year's percent of students proficient or above to those of the Seacoast Average and other New England states that currently participate in the NECAP assessment

NECAP Percent Proficient in Writing		
2010, 2011 Cumulative Averages		
Beginning of Grade Level	% Proficient North Hampton School	% Proficient State of NH
Grade 8	87%	63%
Grade 5	70%	55%



Writing Grades 3-8

Testing Year	North Hampton	Seacoast Avg	New Hampshire	Maine	Rhode Island	Vermont
2005	75%	58%	50%	-		
2011	78%	67%	58%	46%	57%	53%

NECAP Spring 2011 Science Assessment

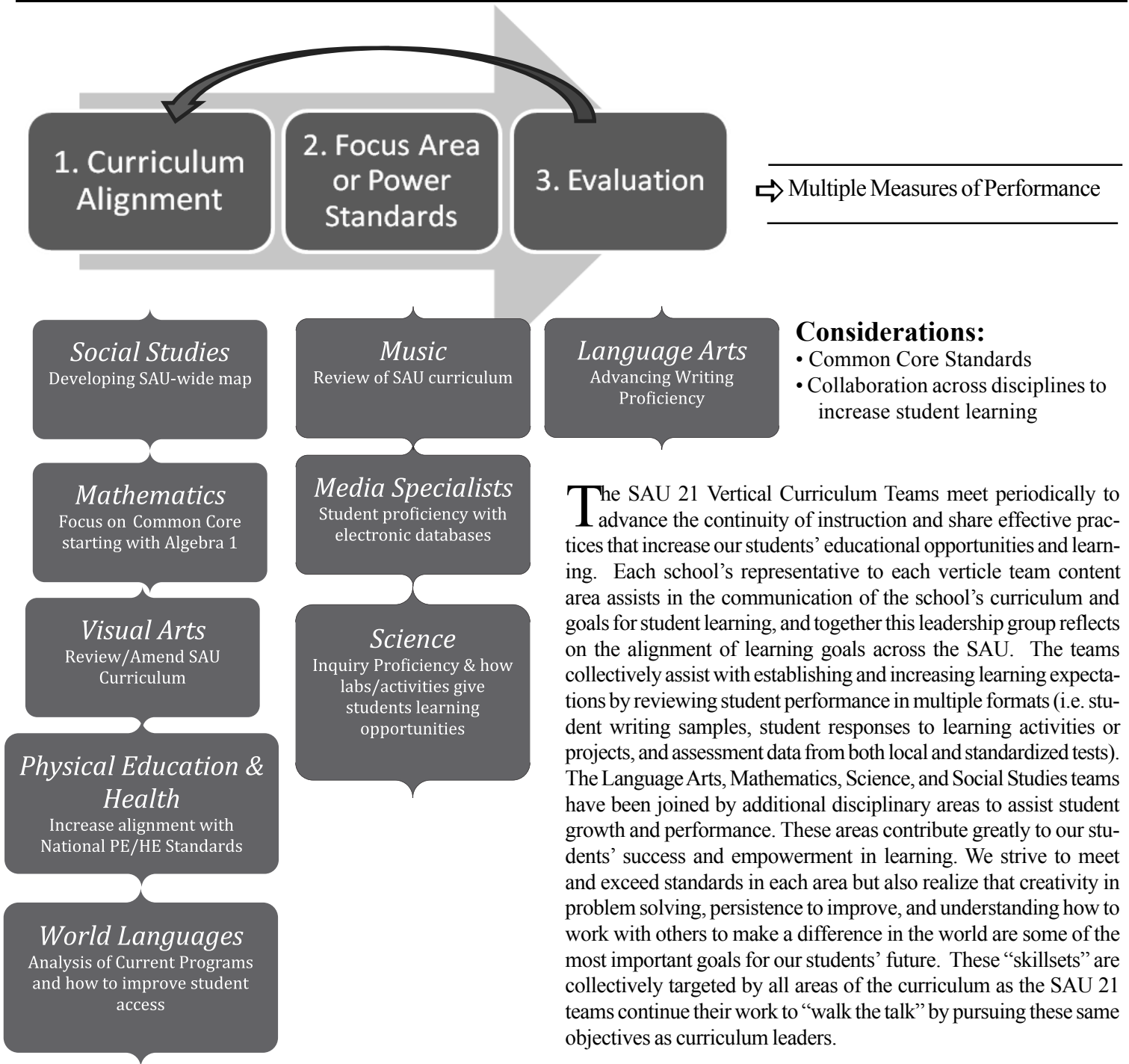
The science test, administered last May 2011 to students in grades 4, 8, and 11, was the fourth annual NECAP Science Assessment. It is designed to measure what students know and are able to do in the areas of Earth & Space Science, Physical Science, Life Science, and Inquiry. The NECAP Science Assessment does bring advancement in science assessment to NH by incorporating an Inquiry Task at each grade which evaluates the way students make connections between science content knowledge and the nature of science and scientific thinking - an important 21st century skill.

We share with you data comparing the first year of testing for Grades 4 and 8 during spring 2008 with the most recent assessment during spring of 2011. We offer you a comparison of our results during both years and those representing the State of New Hampshire.

NECAP Science Data Comparison - Proficiency Growth				
	North Hampton School		State of New Hampshire	
	School Year 2007-08	School Year 2010-11	School Year 2007-08	School Year 2010-11
% Proficient Grade 4	78%	88%	51%	55%
% Proficient Grade 8	39%	64%	26%	28%



SAU 21 - Vertical Curriculum Teams



~ Making a Difference ~

A second grade classroom posted "acts of kindness" between children as a way to increase understanding of respect and empathy.

Third graders made handcrafted items for a classroom sale, raising money for the NHSPCA.

Middle school students offer help to second graders with their Invention Unit, generating assistance and guidance once an idea is established.

Making a Difference

The 6th Grade Community Outreach Committee held a bake sale at the Winterfest Bonfire and Fireworks. The students raised \$150 selling cocoa and goodies and are donating the money to the St. Vincent's Soup Kitchen.

Making a Difference

For the second year, the entire school is participating in the Hundredth Day Celebration by bringing in items needed by the Seacoast Food Pantry. The staff and each grade is assigned an item and the goal is to collect 100 of the item. Organization of the items into a 100s museum on the stage and signage indicating the # of the item and the donating grade is handled by the "End Childhood Hunger" seventh grade service learning group. Primary grade students tour the museum in the morning, getting a sense of the magnitude of 100. During lunchtime on the 100th day, the Seacoast Food Pantry van pulls up to the door and students help load their donations. It is a feel very good event that we vowed we would continue annually.

Field Trips: Learning Outside the Walls

At North Hampton School, we know that learning takes place inside and outside the classroom. Each grade level plans field trips connected to curricular units and goals to foster our mission statement, "Education that empowers individuals to be caring, competent, responsible citizens who value learning as a lifelong process." Students need the on-going experience of learning in a variety of ways, inside and outside the classroom, to value and pursue learning throughout their lives.

Beginning in pre-school, students are taken on trips connected to the curriculum. In the early grades, they visit farms, aquariums and museums. In the upper grades, their trips take them to Boston, New York City and Washington DC. Each trip is carefully planned by teachers to enrich their learning experience.

Here are some students describing their learning from a particular excursion:

After a visit to the Sandy Point Discovery Center in Greenland, NH, a fourth grader said, "We sat in a wigwam. A whole family used to live in one with grandmothers and aunts and uncles and everything. People's lives were way different back then."

A former seventh grader wrote about a tour of the United Nations in New York City, "Thank you so much for the tour of the United Nations. I really loved it. The work that is done there is stunning. I don't know where our world would be without it. I had no idea that there was so much poverty in the world. I also didn't know how powerful nuclear bombs were. This experience was a real eye-opener. There were so many tragic tales. I really felt the need to help."

The third grade visited the McAuliffe-Shepard Discovery Center in Concord, NH. One student wrote, "I did know that Mars had volcanoes. I did not know that Christa McAuliffe was the first non-astronaut to go into space. I did not know that Venus does not have a moon."

A former eighth grader wrote "Another monument I'll remember is the Vietnam Wall. Just seeing all of those names of people who died protecting me is an overwhelming thing... All I could keep thinking about while I was looking at all of these names was, I didn't know any of these people personally, but they didn't know me personally and they still died to keep me safe."

For these students, and many of their classmates, these experiences brought classroom learning to a more personal level - a critical step towards lifelong learning.



Recognizing Volunteers - A Part of Our History

Our school has a tradition to give special recognition to one or two people annually at the Deliberative Session. The plaque on which each recipient's name is inscribed reads: "With our sincere appreciation for your dedication, service, generosity of time and effort and in recognition of your outstanding accomplishments on behalf of the North Hampton students, citizens and educators". Last February, this recognition was given to Amy Kane. For more than a decade, Amy gave unselfishly of her talents, time and energies for the betterment of North Hampton. Previous recipients of this special recognition include Janet Gorman, Alison Goodhue, William Boesch, Kathy Scheu, Anne Ambrogio, and Kim Kisner. We thank all of them for their efforts to enrich North Hampton and thank the myriads of other volunteers that annually support our school and town.

PAL

People Active in Learning is our school community organization. Parents, school staff and interested community members join together to support and enrich learning at NHS. We encourage you to become a part of our efforts. Even if your time is limited, there are many ways to get involved... volunteer an hour in the school library or at a PAL sponsored event.

This Fall, PAL held its annual Harvest Fest and were thrilled to welcome members of North Hampton Recreation's PASA group. Families and community came together to enjoy NHS's traditional spaghetti supper complete with Charlie Brindamour's famous sauce and a gym full of fall themed activities, as well as fun raffle prizes for both children and adults.

Much of PAL's work focuses on community building events, such as Harvest Fest, however, another vital role is fundraising. Through PAL's fundraising efforts, we sponsored visiting storyteller, Len Cabral, on February 1st and 2nd and in early spring will welcome New Hampshire author, Sy Montgomery. In addition, PAL has funded the following activities and materials to enhance grade level curriculum for NHS students:

- Listening Center for kindergarten,
- Rainbow Fish musical at The Capitol Center for the Arts,
- Guided tour of the Freedom Tour,
- Trip to the Higgins Armory Museum,
- NYC Statue Ferry Cruise & American Museum of Finance admission,
- History Alive presentation.

PAL meets on the first Tuesday of each month at 7:30 pm in the NHS cafeteria, unless otherwise noted. All are encouraged to join us as we discuss PAL endeavors and share updates to the PAL budget.

This month we are excited to have Certified Health Counselor and NHS parent, Amy Choate, lead a discussion on "Healthy Eating for Busy Families". We hope to see you on February 21st at 7:00 pm in the school library as Amy shares ideas for healthy meals & snacks and strategies on how to manage the more selective eaters in your family. The PAL business meeting will follow the discussion.

We encourage you to join us for one of our remaining meetings:

- April 5th at 7pm in the NHS library,
- May 3rd,
- June 7th.

Please contact PAL Chair, Rachel Robie at crsrobie@comcast.net or 964-3069 if you are interested in learning about volunteer opportunities or have a question about PAL.

Visit PAL on the school's website, www.northhamptonschool.org for the latest happenings.



~ Kiernan Spenser

The School Building - Not Just During School Hours!

Recently North Hampton School qualified as an Energy Star Building due to the low energy use per hours in use. The building is in use from 7 am to 8 pm on most weekdays. The early hours incorporate before school music, additional classroom support, and various scheduled meetings. During school, about 460 students are actively engaged in learning, spanning all curriculum areas. After the official school dismissal, a multitude of afterschool activities occur, ranging from school sports teams, Girl and Boy Scouts meetings, Destination Imagination, Spelling Club, and the Recreation Department programs. Often the evenings include classroom celebrations, town or school department meetings, or outdoor recreation events on the fields. On the weekends, the town also makes use of the facilities, some examples being sporting programs organized through the Hampton and North Hampton Youth Associations, the Boy Scouts' Pine Box Derby, Programs for Active Senior Citizens, as well as an Adult Mens' Basketball League. The school serves as our school budget voting location and we want all in the community to feel welcome when entering the doors. Come visit us when you have a chance!

8th Grade Forums Continue..... The Community is Invited to Participate

Last year you may have learned of the 8th grade's new approach for Social Studies - conducting a series of 5 forums over the course of the school year. Each forum focuses on one of the main themes of the 8th grade curriculum (Immigration, Rights and Responsibilities, Industrialization, Conflict/Holocaust, and Power and Change). Preparing for the presentations begins with approximately one month of immersing the students in background information followed by several weeks when students are working independently to answer their self-selected inquiry questions. One 8th grader commented, "I like the freedom of the assignment. You can really choose a topic you are interested in. My topics so far have been really personal so it's not just about school."

Students spend the next 3 to 4 weeks gathering their research, using school provided on-line research tools. Next, they come together in small advisory groups and select a method to present their findings to an authentic audience. These forums provide the 8th grade students the opportunity to continually hone their presentation skills as they both present and defend their findings. We would love to have community members come participate. One adult participant, when asked about the benefits of attending a forum, responded, "I find it amazing how I always learn something new. The information is all based on student passions so I find myself viewing the content through a completely unique lens. I have learned about topics ranging from fashion to spy aircraft within the same forum." Would you like to be part of this audience? We are always looking for community members to participate and add their questions, perspectives and thoughts. The remaining forums for this school year will be held April 4th and June 7th. Please check the school website to confirm dates and times. If you are interested in being an audience member, please contact Ms. Lauren Deconstant, the 8th grade Humanities teacher, at ldeconstant@sau21.org.

Technology Tidbits...Throughout the Grades



The preschoolers use iPads in the classroom or in Occupational Therapy in small group settings. They are used as a tool to learn letters in the alphabet, motor plan letter formations, sort by initial letter sound, memory games and to solve math problems. iPads are also used in preschool as a learning tool for children with special needs. They are used to address specific skills including communication for non-verbal students.

In Kindergarten students at NHS are using online resources such as BookFLIX, which allow students to listen to books online at their own pace.

Students in first grade have been using the iPads in their Literacy Centers on a daily basis. The apps help to reinforce literacy concepts critical to developing readers and writers. Students can often be heard recording their own voices as they spell aloud key sight words.

Second graders are making Invention Pamphlets using the word processing software Print Shop. The software allows students to design their own brochures, including researched content and fun graphics.

Third grade technology has included classes creating video recordings highlighting their field trip experiences as well as on-going research using our online resources like NetTreker, Groliers Encyclopedia, and BrainPop.

Linking science with technology has been an on-going theme in the middle grades. Inspirations, a software program that helps create webs and other organizational templates, has allowed fourth graders to classify rocks, part of their on-going geology study. Comic Life, a program that assists students in creating self-designed comic strips, has been used for students to show a water droplet's journey through the water cycle.

Grade 5 uses technology across all curriculum areas, including creating podcasts for their Art & Writing Projects, using iMovie for their Freedom Trail slideshows, creating house brochures as part of an integrated math project using Pages, and finding new iPad apps to reinforce key literacy concepts.

Google Earth is used by NHS sixth graders to help locate and imagine lands across the world as part of an in-depth social studies archeology exploration. Students explore how to manipulate the site to include various components to help solidify their understanding of the physical attributes of far away lands.

Seventh grade, like all the Middle School grades, has daily use of a grade level laptop cart. This allows students to continually work to revise their writing and share with peers on a regular basis. In preparation for the Oratoricals, students were able to use Quicktime recordings to monitor their delivery and fluency of their speeches prior to presenting to the larger community audience in late January.

Eighth grade is now filming their Social Studies forums! This allows students an accurate view of their actions and interactions with peers, allowing for thoughtful and specific reflections. Research continually reminds us that reflection is a key step in meaningful learning. NHS is fortunate to possess the technology that allows us to best support our students with these learning opportunities.

NHS Teachers Host Poster Session at International Technology Conference!

In June of 2011 the fifth grade classroom teachers accompanied the technology team of Meghan Wyman and Brad Gregg to the International Society for Technology in Education's (ISTE) annual conference held at the Pennsylvania Convention Center in Philadelphia to present the 5th grade weather project in a poster session entitled, "Authentic Assessment Through Technology Intervention". The team was granted this honor after a lengthy application process requiring a thorough description of the benefits to student learning.

Authentic assessment incorporates "real-life" skills into everyday classroom expectations. Grant Wiggins, co-creator of Understanding by Design, defines it as: "Engaging and worthy problems or questions of importance in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." The weather project in grade 5 is an integrated unit that requires skills across all curriculum areas, much like "real life".

Initially, fifth graders explore how the elements of weather interact with one another. Students are responsible for synthesizing a set of provided conditions, including current radar, fronts, temperature, wind speeds, and a barometer reading, to create their forecasts. In addition to critical science skills based on the weather content, students are also expected to use technology throughout their project as an integral tool to enhance their learning and data collection. The final components of the project require students to present their findings. Just as many business people need to do in their day to day jobs, students use internet resources to gather information, create graphs in Excel, produce background slides in either PowerPoint or Keynote, edit footage in iMovie and select or create music in Garage Band. The final product is a student created and edited accurate weather forecast written by and starring the students themselves.



During the poster session, worldwide attendees were able to view student work throughout all phases of this project. Many were impressed by the high quality and deep understanding the students demonstrated in their final movies, as well as all the work leading up to it. Teachers were present to answer any specific questions and share ideas of how to continue to offer these types of experiences to students of all ages and abilities across all curriculum areas. In addition, Meghan Wyman created a blog for attendees to digitally access the staff-created lesson plans as well as view the final forecasts (aatti.edublogs.org). Conversations grew around developing strategies for effective on-going use of ever-changing technology and how technology conversations through tools like blog sharing and Twitter have continued the learning for staff and students alike.

North Hampton School Directory

	Name	Email	Phone Number
Principal:	Peter Sweet	psweet@sau21.org	(603) 964-5501
Director of Pupil Services:	Karen Frisbie	kfrisbie@sau21.org	(603) 964-7237
Asst. Principal/Curr. Coord.:	Jan Scipione	jscipione@sau21.org	(603) 964-5501
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Maintenance:	John Gamache	jgamache@sau21.org	(603) 964-5501
School Nurse:	Julie Cyr	jcyr@sau21.org	(603) 964-5501
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PAL Chair:	Rachel Robie	crsrobie@comcast.net	

North Hampton School Report Card



~ Kayleigh Murray

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