

# North Hampton School Report Card

## Our Vision in Action - Academic Year 2011-2012

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February 2013

### School Safety Update

Safety for the students and staff at North Hampton School is something we all take very seriously. Each summer a Safety Committee, comprised of school staff, the North Hampton Fire and Police Chiefs, and a school board member, meets to discuss successes, challenges and changes in our safety plan. Our Emergency Plan was written by the same organization that prepared the town emergency plan. Several of our staff are trained in NIMS (National Incident Command System) which will allow us to interact seamlessly with the police and fire departments if required. Nurse Julie has trained staff, as well as students, in CPR. We practice fire drills and lockdown drills

*(Continued on page 2)*

### Message From The School Board

The School Board would like to thank the North Hampton community for supporting the education of our children. No successful school stands alone and we recognize that our town should be heralded as a vital part of the success of educating unique and independently thinking learners. It is the strong community in which the students of NHS have formed the roots of their education that allows them to move on in life and have a positive impact on the world.

With the start of the 2012-2013 academic year, the Board established its annual goals recognizing the need for improving our facility, implementing a review of our special education program, continuing the improvement of communication, and preparing for the soon to be implemented Common Core Standards.

The first goal established by the Board for this current year, *Improve the Facilities of the North Hampton School*, began with the evaluation of the most pressing needs for the school. Initially, the areas of consideration were the bathrooms, middle school science rooms and the kitchen. Under further consideration of the physical building, the current state of the windows, many non-functioning and unsafe, became a priority. In light of the need to maximize the security of our school, revisions have also been proposed for the front entrance of the school, the addition of security cameras within the school and the addition of locks between classrooms. In concert with the work done by the CIP Committee and determining the best time to initiate these larger projects, the Board decided to move forth with a single warrant article incorporating all these major projects under a ten year bond. Architect Kyle Barker was hired due to his ability to maximize the function of a pre-existing space and creative ideas to improve window mechanics and longevity while respecting the existing overall appearance of the school. The proposed renovation will greatly improve the safety of our school, create a flexible and progressive infrastructure for the middle school classrooms and address the pressing need we face in providing ADA bathrooms for our mobility challenged students and adults.

As a Board, we are not only interested in keeping the building in its best working order but also always ensuring our students are receiving the best education possible. To ensure we are recognizing not only all the wonderful programs that are offered in Special Education but also evaluating any potential improvements to consider, we created the second Board goal, *Develop and Conduct a Program Review of the Special Education Program*. Consultants, Dr. P. Allan Parady and Elaine McNulty-

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**Innovate to Renovate, along with the list of warrant articles for the 2013-14 school budget, is included as a white insert. Voting Day - Tuesday, March 11, 2013 in the NHS gym**

### ***Did you know....***

That the North Hampton School Board meets the 3rd Thursday of every month?

## **School Safety (Cont.)**

*(Continued from page 1)*

and this year we will be adding a shelter-in-place drill as well as a drill to move students to a central location inside the school to get the students out of an area of concern. It is our hope, in the near future, to practice an off-site evacuation. This evacuation requires logistical support from both the police and fire departments as Atlantic Avenue would need to be closed to all vehicle traffic. No matter what we are practicing, accountability of students is taken throughout the drill.

While much is being accomplished in the area of safety, there is still much to do. We need the help of parents and community members when entering our building. Each person is buzzed in when identified on the camera at the main entrance. Each person needs to sign into the building and out of the building. We take the accountability of our students and our visitors each time we have a drill.

We are proposing changes to the entrance of our front lobby to enhance our security. This will necessitate some structural changes to the entrance but it will better ensure the safety of the students and staff of North Hampton. Please look at the North Hampton School website, [northhamptonschool.org](http://northhamptonschool.org) for additional information on the security enhancements as they are implemented.



## **School Board (Cont.)**

*(Continued from page 1)*

Knight, were hired to conduct a thorough, independent review of NHS's special education program. They conducted this evaluation employing document review, and interviews with administration, teachers and parents. Upon concluding their evaluation, Pardy and McNulty-Knight had many commendations for the school including a strong academic program and high achievement levels on state assessments, a high-level of support for the children, the commitment of the staff to the full inclusion model, the many resources available to students with educational disabilities and 100% compliance with meeting NH evaluation timelines. The reviewers also prepared a list of recommendations they proposed for NHS's Special Education program. These recommendations include improved communication with parents, defining a problem-solving process for students not making sufficient progress, consideration of the employment of specific, established programs for some students, and establishment of a team of educators to research evidence-based programs. The Board is presently in the process of considering this review's findings, discussing them with the administration and developing multiple plans of action. We will move forward in supporting the many strengths of our Special Education program while implementing improvements that will advance the services we provide to students.

The Board's third goal, *Continue to Improve Communications Internally and Externally*, is one we consider of utmost importance. The North Hampton community's support of the school is vital to its continued offering of the quality education afforded our children. Always keeping an effective and cooperative avenue of communication with our town is vital to maintaining a quality relationship. We also recognize the importance of keeping parents informed of all the events occurring in their child's daily education and of any school-wide communications. We have tasked the administration to continue to look for avenues of maximizing this flow of important information whether it be specific to one child or news from the school as a whole. We have also recognized the need for improved communication within our own Board and have made strides in the areas of receipt of printed information for Board meetings and the planning and scheduling of work sessions allowing extended discussions of subject matter requiring added attention.

Finally, the School Board's fourth goal, *Prepare for the Common Core Curriculum*, is in response to the soon to be implemented Common Core Standards. The State Board of Education adopted the Common Core State Standards at their July 8, 2010 meeting. These guidelines for education will have an expectation of full implementation by the assessment of same in Spring of 2015. In anticipation of these changes, the administration and SAU have been working hard to be fully prepared for incorporating Common Core into our existing curriculum. The administration will prepare and present a plan for the implementation of the Common Core requirements to the Board during the spring semester of 2013.

As always, the School Board recognizes that without the dedicated staff and administration at NHS any goals we set would be for naught. We wish to commend the dedication and excellence of our professional and support staff with regard to the work they do with the children of NHS. We also recognize how vital the community support shown to our school is in the continued success of our educational system and thank each and every one of you for your role.

### ***~ Students Serve Others ~***

The 7th grade Knitting Service Learning Group is knitting and crocheting caps for babies born in local hospitals. They are also knitting Duduza dolls which are comfort dolls that doctors embarking on mission trips to Haiti and Africa bring to give to children receiving medical care.

## SEL Stays Center Stage at NHS

Last year's Annual School Report Card clarified the importance of Social-Emotional Learning (SEL) for all children to promote a healthy sense of self and genuine empathy in each individual and a culture of caring in our school and beyond. We believe this is the most effective proactive route to promoting pupil safety and preventing violence in the school. Most of the actions we embarked upon during that first year continue to be ongoing elements of our work with students because this learning is so dynamic and personal. This becomes evident when one thinks about the five core competencies of social-emotional Learning:

- Self-awareness - accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence,
- Self-management - regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately,
- Social awareness - being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources,
- Relationship skills - establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed,
- Responsible decision-making - making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.

We invite you to visit our website for more details on what these competencies look and feel like at the various grade levels and how we integrate Social-Emotional Learning in our day. Just click on the link in the left column to view our general introduction and then click on any grade level or Unified Arts area to learn how/where students and staff are working together on these competencies.

On our website, you can also access more information about the Year One component of our SEL program. Currently, Year One is operating in all of our Fourth Grade classes. As the students study their baby's first year of development through the baby's monthly visits to the classroom, students engage in conversations about their own development including the physical and social-emotional needs they experience at different stages in their lives. Students learn to appreciate the individuality of each person based on his or her 'temperament' and the need to treat each person with kindness and respect, as they would want to be treated in turn. This component of the program, together with all the integrated work on the social-emotional competencies noted above, is about sowing seeds of empathy and helping them grow within each student to become an 'empowered individual who will be a caring, competent, responsible citizen', as stated in our Mission.



## Valuing Service Learning

### ~ *Students Serve Others* ~

In our school culture, service learning is an essential experience that supports the development of confident, caring and civic minded students. We believe that students have the power and potential to shape the world they live in; they need concrete experiences to draw upon as they fully develop their civic and social-emotional selves.

Through purposeful inquiry, problem solving, and action, students participate in a powerful cycle that utilizes and validates the skills they are developing in school to reach beyond and help others. Throughout this Annual School Report Card...you will gain insight into the variety of service learning projects with which our students are involved. "Students Serve Others" boxes are scattered throughout this document and represent only a fraction of the power in action that is happening at NHS because of our students and their teachers.

### ~ *Students Serve Others* ~

Seventh Grade projects - as varied as the students abound:

Two seventh grade students are working to bring filter straws to Africa to provide clean drinking water by selling donated books on Amazon.com and at the Book Outlet in North Hampton.

Another group of students is working on making a Wall of Honor for all of the soldiers from North Hampton.

A third group is fixing donated bikes for the school's PE program.

## Common Core Standards - Moving Forward Toward School Year 2013- 2014

### ~ *Students Serve Others* ~

Students and staff involved with the two NHS recycling committees continue to work for the benefit of both school and town. Members organize and collect all recyclables generated in the classroom, including cardboard, plastics and cans, and deliver it to the town's transfer station. And, new this year, the committee also collects and recycles old batteries, light bulbs and textiles. A recent partnership with Rye Airfield allows the committee to collect and recycle all of the Airfield's discarded batteries from their laser guns. All this recycling not only has a positive impact on our environment, but also reduces North Hampton costs associated with trash disposal!

### ***Did you know ...***

That NHS eighth graders work hard all year for their April trip to Washington, DC? In so doing, they offer North Hampton residents some fantastic opportunities. They draw crowds from throughout the seacoast to the huge fall yard sale. They also support the annual talent show by selling tickets, providing publicity and emceeding the event. And now, North Hampton residents have the opportunity to "hire" their own eighth grader for services such as baby sitting, dog walking, shoveling, wood stacking or pet sitting. Please call the school and you will be matched with an eighth grader eager to work for you in exchange for money that they can use towards their trip.

The staff at North Hampton School has been actively involved in analyzing and implementing the standards set forth in the Common Core document. The Common Core Curriculum Task Force, comprised of eight staff members and one administrator, met during the summer of 2012 to develop a comprehensive calendar for staff development times over the course of the 2012-13 school year. The goal of the North Hampton School Improvement Plan this year is for the staff to gain a clear understanding of the expectations of student learning set forth in the Common Core Standards and determine what needs to be added or shifted from the current curriculum at each grade level.

Scheduled staff work sessions range from whole staff to grade level cluster groups to individual grade levels or, in the upper grades, vertical subject teams. This cross-grade level sharing of student learning and teaching strategies helps the staff to determine the most effective actions to adopt at the various points in a student's learning. With insight from all members of the team who help support student learning, (classroom teachers, special educator partners, and educational associates) the staff is able to design and implement consistent learning opportunities for all students.

Currently NECAP Grade Level Expectations are still the basis of the annual fall assessments in Mathematics, Reading and Writing through 2013. In the spring of 2015, schools will begin to be assessed on the Common Core Standards. To prepare for the goal of full implementation of these newly adopted standards by the 2014-15 school year, all grade levels are now in process of designing and documenting two additional units of study this year. During the fall of 2012, the curriculum focus was on math, specifically deepening student understanding of fractions or place value, including decimals. The focus for the spring of 2013 is on the reading and writing components of Common Core. As with all curriculum review, teachers are constantly looking to student work as evidence of effective teaching strategies and making revisions along the way. The plan is for all staff to meet in late spring to share the results of the work completed this year with time for reflective discussion and goal setting for the next school year.

More information on the standards can be found at: [www.corestandards.org](http://www.corestandards.org) or on the Department of Education Website at: [www.education.nh.gov/spotlight/ccss/index.htm](http://www.education.nh.gov/spotlight/ccss/index.htm).

### ***Did you know ...***

That over 90% of our teachers and counselors who work with your children have a Master Degree or higher? By comparison, the New Hampshire State average of teachers with a Master Degree or higher is 54%.  
100% of our core classes are taught by Highly Qualified Teachers (HQT)

### ~ *Students Serve Others* ~

Bowls-of-Fruit do not magically appear in the classrooms each Tuesday. A group of Eighth Grade students come to school early in the morning and wash, count, and deliver bowls of fruit or vegetable snacks to each classroom. The student and adult recipients are most grateful for these fresh, tasty treats.

### ~ *Students Serve Others* ~

Some Grade Six students have taken over the infamous Lost and Found as a service project. They keep the items sorted, the area neat and periodically take long lost items to the Wonderland Thrift Shop for new homes. If your child is missing clothing or a lunchbag be sure to visit the Lost and Found in the gym lobby!

## North Hampton Teachers Advancing SAU 21 Collaboration

In collaboration with SAU 21 schools, the North Hampton School has assisted in the leadership of curriculum teams that define benchmarks for student learning. Each of the SAU 21 schools has representative members to the teams that meet from 2 to 8 times during the year to establish goals, discuss initiatives such as Common Core State Standards and the Next Generation Science Standards. They also review the outcomes of student learning in the form of assessments, probes of student achievement, projects, writing samples, and other artifacts that help the teams to judge, "How are our students doing?" Curriculum Matters (in its 2nd year of publication) assists communications across subjects with articles that share the ongoing team work and highlight effective teaching strategies. You can read this publication in the NHS school foyer, at the North Hampton Library, or online at SAU21.org. There are many NHS teachers involved with these teams, and some on more than one! But we would like to recognize the following teacher leaders from NHS that have continued to grow these teams and keep the aim on high achievements for all of our students!

- *Alison Boudreau* ~ Science
- *Debra Vasconcellos* ~ Health Education
- *Dana Babyak-Hansen* ~ Mathematics
- *Lauren DeConstant* ~ English
- *Pat Yeaton* ~ Physical Education
- *Dan Singer* ~ Professional Learning
- *Linda Sherouse* ~ Library/Media Specialists

## Kindergarten Grows with Time

So much has changed in our kindergarten schedule over the past few years. If we were to look back at the 2010-2011 school year (and earlier), our children attended a 13.5 hour week. This schedule was set up such that students were in attendance for 3 half days, 1 full day, and 1 day off per week. To better illustrate this schedule, a class would be in session all day on Monday, morning half days Tuesday, Wednesday, Thursday and have Friday off. The opposite was true of the afternoon class. The same teacher taught both classes and therefore was responsible for educating approximately 35 - 40 students each school year.

The pace was rapid and our children did well within the time frame described above, although we began to look at the trends taking place in kindergarten education around the country. The research was beginning to demonstrate the need for 5-year olds to have a longer day and a more comprehensive curriculum.

North Hampton School took the initiative to expand the kindergarten day during the 2011-2012 school year. A second teacher was assigned to kindergarten and a second classroom was opened. Children attended all 5 days and stayed through lunch with a 1:00 dismissal. This extended day helped to support the developmentally appropriate curriculum and allowed our children time to explore interests and participate in activities more fully with the gift of time. Our teachers were able to enhance their work in literacy and language development and we could see the benefits for children academically, socially and emotionally.

We began the 2012-2013 school year with the 5-day schedule with the 1:00 dismissal. Following the December holiday break, the kindergarten day has been expanded to full days, the children are dismissed at 2:45, with all of the rest of our students. Their new 31.25 hour week is quite a growth spurt from the 13.5 hour week of 2 years ago. We can actually see those dendrites growing and synapses flashing!

### 2010-2011

- ~ English /Language Arts
- ~ Mathematics
- ~ Science
- ~ Social Studies
- ~ Special Education Directors

### 2011-2012

- ~ English /Language Arts
- ~ Mathematics
- ~ Science
- ~ Social Studies
- ~ Special Education Directors
- ~ Visual Arts
- ~ Music
- ~ Physical Education /Health Ed.
- ~ Library /Media Specialists
- ~ Professional Learning Committee

### 2012-2013

- ~ English /Language Arts
- ~ Mathematics
- ~ Science
- ~ Social Studies
- ~ Special Education Directors
- ~ Visual Arts
- ~ Music
- ~ Library /Media Specialists
- ~ Professional Learning Committee
- ~ Reading Specialists
- ~ Physical Education
- ~ Health Education
- ~ Nurses



### ~ Students Serve Others ~

Home-made dog treats will soon be for sale with the proceeds going to the New Hampshire SPCA...as well as some of these special treats themselves. If you are a community member without children in the school and you would like to order some treats, please email advisor Britini Rowe at [browe@sau21.org](mailto:browe@sau21.org).

~ *Students Serve Others* ~

We ran a feature article last year about the Fourth Grade becoming involved with the New Hampshire Fish and Game's Trout Release program and the students are set to again hatch over 200 trout eggs and release them into our local fresh waterways. This year, Winnacunnet students are connecting with the 4th grade students around this project and the two grades will share observations via Skype.

***Did you know ...***

That last year approximately forty NHS students, grades 4-8, participated in a month long word club! Some focused on improving spelling, some on vocabulary development, and some had a laser focus on preparing for the Spelling Bee. Thirty of those students participated in the culminating Spelling Bee. Ashley Hutchinson, then a sixth grader, was the 2012 NHS Spelling Bee winner. The club was back again in 2013! Another forty students were involved in 'working with words' both before and after school, and many participated in the Bee at the end of January. This year's winner was Caitlin Trott, another sixth grader! The runnerup was Kyle Rochford, who will be representing NHS at the State Spelling Bee.

## Project Adventure Consultant Assesses "NHS Challenge Program"

Early last November, Project Adventure Senior Trainer and Consultant, Larry Childs, visited NHS to consult with Mike Caron, our Enrichment Coordinator, and offered a rather formal, albeit informal, assessment of our current "Challenge Program". The in-house enrichment that Mike provides Pre-K through Grade 8 classes involves mainly experiential and Adventure Education programming that is planned in collaboration with classroom teachers. The main purpose of the Project Adventure consultation was to review the existing program design, schedule, activities, and teaching methods and provide enhancement recommendations. The three-page review was very complimentary of the level of best practices demonstrated within the program such as the following:

- *"activities reviewed have tremendous appeal to students often involving physical engagement, social interaction and imagination ...that motivates all, not just a few"*,
- group problem solving activities emphasize *"process skills of listening to one another's ideas, agreeing upon a plan, experimenting with strategies, and reflecting on what is working....what is not"* - critical process skills for engaging with life,
- *"activities are designed and facilitated such that all students have a role"* - and the importance of inclusion and contribution by all is *"reinforced back in the classroom"*,
- *"the challenge/task is quickly framed, physical and social safety parameters presented, and then the students set to work shortly"*...creating an efficient and impactful experience that culminates in an end reflection with examples of expected transference back in the classroom presented by all teachers involved

The summary paragraph began, *"Based upon the consultant's extensive experience as consultant and trainer to school-based adventure and social emotional learning programming, the North Hampton School Challenge Program would appear to qualify as one of the most effective, best integrated, innovative and cost effective of programs."*



## PAL - People Active in Learning

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 always encourage people to become part of our efforts. Even if your time is limited, there are many ways to get involved and we can surely find something to match your time and interests! Much of PAL's work focuses on community building events and fundraising for enrichment opportunities for the students. PAL meets on the first Tuesday of each month at 7:30 p.m. in the school library unless otherwise noted. Please contact one of the PAL Co-Chairs: Nancy-Jane Luff (luffive@comcast.net) or Justine Pallatroni (pallatroni@comcast.net) if you are interested in learning more about PAL. You may also visit PAL on the school website: [www.northhamptonschool.org](http://www.northhamptonschool.org) for the latest happenings.

### ~ Students Serve Others ~

One Seventh Grade Service group has collected over 4 carloads of coats and winter clothing from the community? They transported the items to Wonderland Thrift Shop in Exeter, which then distributes the clothing to various social agencies in the seacoast - this is literally sharing the warmth!

## Our Own K-2 'Standardized Assessment'

Assessment is certainly a hot topic in education and one that we take very seriously at North Hampton School. "Assessment" means a lot of things. To us, the most important assessments are those that are done in our school that inform us of what students can do proficiently and what they need to work on. Teachers and specialists do these kinds of assessments on an ongoing basis in our building, collecting valuable information on students so their individual needs can be met. For the past several years, we have had several assessments in place that span grade levels so that we can track progress from grade to grade and pass information from one teacher to the next. One of these assessments is the NECAP test that gives us some broad information on students and programming in grades 3-8. In-house assessments in math and some areas of reading are also in place.

Upon reflection, we realized that some of the important measures teachers used in classrooms were not always conveyed to the next year's teacher or might be in a format not easily interpreted by another teacher. This was especially true in the lower grades where we carefully track student progress in foundational skills like knowledge of sight words which are high frequency words like "said" and "have" that are difficult to decode.

For several years we have implemented components of a Kindergarten through Grade 2 Assessment, but during the 2011-2012 school year, we re-designed a more comprehensive assessment that would help streamline and standardize many of the assessments done in these early grades. Each child has a binder that follows them from Kindergarten through 2nd grade. In this binder, teachers record progress in many areas of literacy including: early concepts of print, phonological awareness, letter and sound knowledge, reading and spelling high frequency words and decodable words, and writing and handwriting samples. In math, we collect information about concepts ranging from counting and facts to understanding of operations, place value and problem solving.

Teachers receive these binders prior to the start of the school year, so that they can review their upcoming class and get a sense of strengths and weaknesses. With this information, teachers can begin targeted instruction earlier in the year and decide what additional information they need about their students instead of repeating assessments that were done at the end of the previous year.

This K-2 Assessment allows us to better communicate what we know about students to each other and to their families. It is a great tool for all of us.



### ~ Students Serve Others ~



Once again, the 100th day of school became a school-wide social service event. Our students and staff collected and displayed - museum style - over 1,200 food items needed by the Seacoast Food Pantry - peanut butter, pasta, pasta sauce, canned chicken and tuna, dried fruit snacks, jams and jellies, canned vegetables and fruits, and hot and cold cereal. These are some of the basic items that fly off the Food Pantry's shelves every week. After the holidays is always a bare bones time for the Food Pantry so never hesitate to drop a bag or box of non-perishables off to the Food Pantry in Portsmouth. This organization serves residents of all the Seacoast Towns all year round!



# New England Common Assessment Program - NECAP Results for 2012

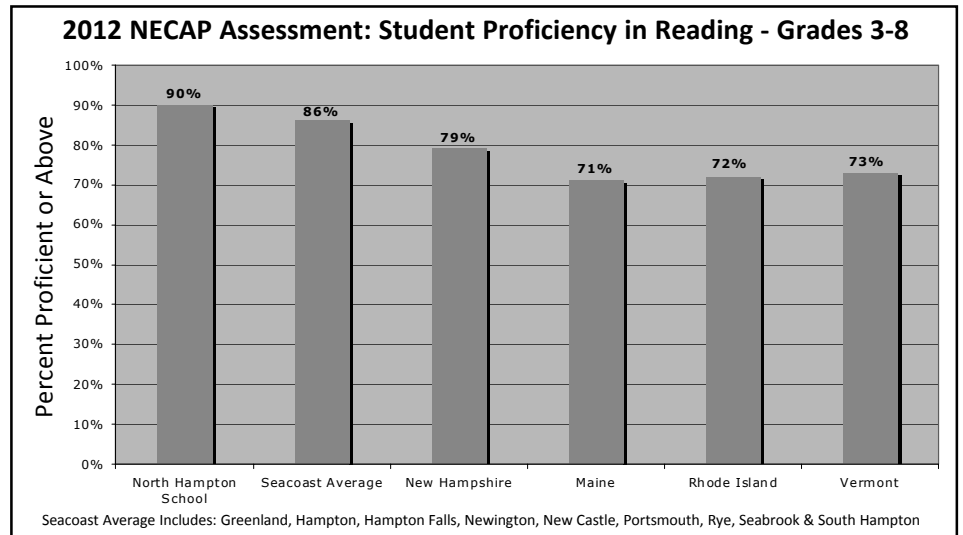
## Reading, Mathematics and Writing Results for 2012

North Hampton School Students in grades three through eight completed the eighth year of the annual NECAP tests in Reading, Mathematics and Writing last October 2012. 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.

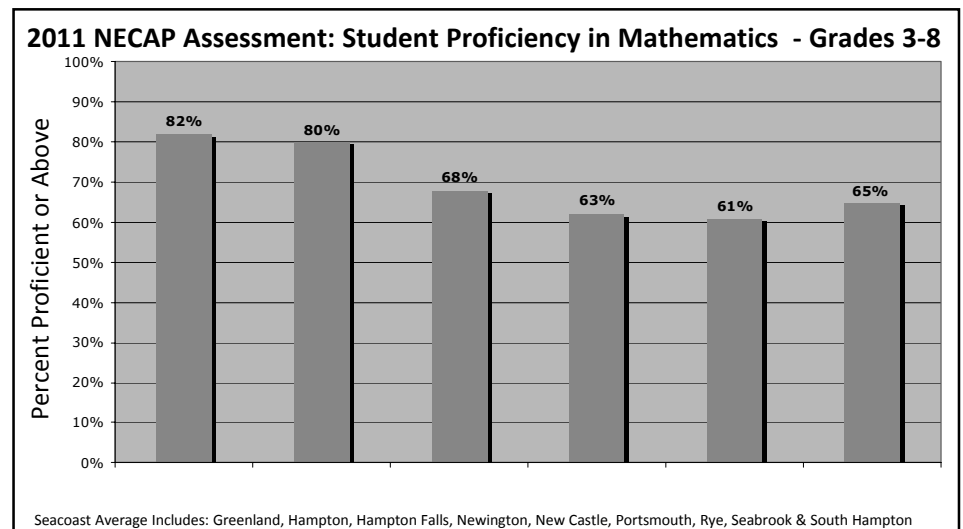
The tables and graphs on these pages organize the data in a variety of ways so that you can easily extract this year's results, see the growth of our soon to graduate students from first testing year (3rd grade) to last testing year (8th grade), and also see the change in North Hampton's assessment results over time as compared to the changes at the state level. 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. We are most proud to highlight the last three years' reading achievement of our Eighth grade class; the percentage of students who were proficient or above were 100%, 96%, and 100% respectively for the 2010, 2011, and 2012 assessments!

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.

NECAP Percent Proficient in Reading		
10, '11, '12 Average Cumulative Scores		
Beginning of Grade Level	% Proficient North Hampton	% Proficient State of NH
Grade 8	98%	81%
Grade 7	91%	75%
Grade 6	92%	79%
Grade 5	85%	78%
Grade 4	84%	78%
Grade 3	85%	75%



NECAP Percent Proficient in Mathematics		
10, '11, '12 Average Cumulative Scores		
Beginning of Grade Level	% Proficient North Hampton	% Proficient State of NH
Grade 8	93%	67%
Grade 7	81%	68%
Grade 6	85%	73%
Grade 5	81%	74%
Grade 4	89%	75%
Grade 3	86%	75%





# New England Common Assessment Program - NECAP Results for 2012

## We Proudly Show Our Growth Over Time

Eight years ago, New Hampshire yielded its own State Assessment (NHIEAPS) in favor of NECAPS - the New England Common Assessment Program based on Grade Level Expectations that were shared among four 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 (2012). We are pleased with our gains in proficiency over time and wanted to display this comparison data for you. We do encourage you to look at the three-year cumulative average scores of Proficiency, however, which more accurately consider the ups and downs of different cohorts, yielding a fairly reliable three-year average.

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

PERCENT OF STUDENTS PROFICIENT OR ABOVE IN READING: GRADES 3 - 8						
Testing Year	North Hampton	Seacoast Average	New Hampshire	Maine	Rhode Island	Vermont
2005	76%	71%	67%	" - "	59%	67%
2012	90%	86%	79%	71%	72%	73%

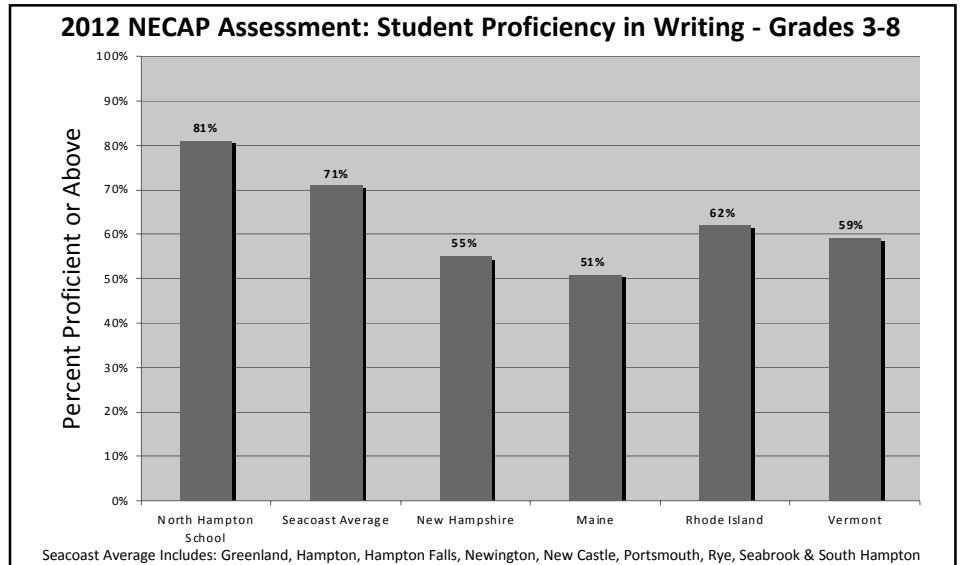
  

PERCENT OF STUDENTS PROFICIENT OR ABOVE IN MATHEMATICS : GRADES 3 - 8						
Testing Year	North Hampton	Seacoast Average	New Hampshire	Maine	Rhode Island	Vermont
2005	75%	72%	62%	" - "	50%	63%
2012	82%	80%	79%	63%	61%	65%

PERCENT OF STUDENTS PROFICIENT OR ABOVE IN WRITING : GRADES 3 - 8						
Testing Year	North Hampton	Seacoast Average	New Hampshire	Maine	Rhode Island	Vermont
2005	75%	58%	50%	" - "	59%	67%
2012	81%	71%	55%	51%	62%	59%

NECAP Percent Proficient in Writing		
10, '11, '12 Average Cumulative Scores		
Beginning of Grade Level	% Proficient North Hampton	% Proficient State of NH
Grade 8	87%	64%
Grade 5	70%	56%



We are able to demonstrate our students' growth in academic proficiency in another, more powerful manner. The chart to the right follows the graduating class of 2013 through their six years of NECAP Assessments in Reading, Mathematics and Writing. As you can see, the percentage of proficiency increases over their time spent at North Hampton School...which is exactly as it should be!

Following the Current 8th Grade Cohort Through Their 6 Years of NECAP Assessments						
Year of Test -Fall	2007	2008	2009	2010	2011	2012
Start of Grade	3	4	5	6	7	8
<b>Mathematics</b>						
% Proficient	81%	91%	90%	93%	88%	85%
<b>Reading</b>						
% Proficient	79%	86%	86%	93%	98%	100%
<b>Writing</b>						
% Proficient	na	na	85%	na	na	92%

# New England Common Assessment Program - NECAP Results for 2012

## North Hampton School - Science NECAP Results 2008 through 2012

Last May was the fifth year of the NECAP Science Assessment in the New England States of Maine, New Hampshire, Rhode Island and Vermont in grades 4, 8, and 11. The NECAP Science Assessment brings some advancement in science assessment by including an Inquiry Task which evaluates the way students make connections between science content knowledge and the nature of science and scientific thinking - an important 21st century skill. The remainder of the test includes both multiple choice and constructed response items in the three core areas of Earth & Space Science, Physical Science and Life Science. The NECAP science tests are based on a common set of standards - The Grade Span Expectations in Science - that articulate the skills, concepts, and content knowledge a student should be able to demonstrate across the grades in order to be scientifically literate by the end of high school.

NECAP SCIENCE DATA COMPARISON - PROFICIENCY GROWTH 2008 - 2012					
	School Year 2007-08	School Year 2008-09	School Year 2009-10	School Year 2010-11	School Year 2011-12
	North Hampton School	North Hampton School	North Hampton School	North Hampton School	North Hampton School
% Proficient Grade 4	<b>78%</b>	<b>88%</b>	<b>73%</b>	<b>88%</b>	<b>93%</b>
	State of New Hampshire	State of New Hampshire	State of New Hampshire	State of New Hampshire	State of New Hampshire
% Proficient Grade 4	<b>51%</b>	<b>53%</b>	<b>54%</b>	<b>55%</b>	<b>54%</b>
	School Year 2007-08	School Year 2008-09	School Year 2009-10	School Year 2010-11	School Year 2011-12
	North Hampton School	North Hampton School	North Hampton School	North Hampton School	North Hampton School
% Proficient Grade 8	<b>39%</b>	<b>55%</b>	<b>44%</b>	<b>64%</b>	<b>64%</b>
	State of New Hampshire	State of New Hampshire	State of New Hampshire	State of New Hampshire	State of New Hampshire
% Proficient Grade 8	<b>25%</b>	<b>26%</b>	<b>27%</b>	<b>28%</b>	<b>32%</b>



The Next Generation Science Standards underwent a final review in January by experts and practitioners. Our North Hampton School science teachers have been involved in the process and have been working on curriculum revisions to meet the new emphasis on students learning science by doing science! The final standard documents will be released in March, 2013. These standards offer National benchmarks for science literacy and increased expectations for student learning in science and engineering. Our NH Science Framework focuses on three content strands: Earth/Space, Life, and Physical Science. Inquiry skills were interwoven, but the Next Generation Science Standards focuses on three areas of equal emphasis: Content, Practices and Cross-Cutting Concepts. Content

includes the disciplinary cores as mentioned above but adds engineering, technology and applications of science. Cross-Cutting Concepts include important concepts for all areas of science: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. Practices include inquiry and design principles. "Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design." Overall, the new science standards encourage a thoughtful emphasis on content and skills that assist critical thinking, high impact knowledge, quantitation, and problem solving skills that support the Common Core State Standards. For more information see <http://www.nextgenscience.org>

## AYP STATUS

Each year, since the implementation of NECAP assessments, North Hampton School receives notification in April of our status with regard to meeting the Adequate Yearly Progress (AYP) requirements of the federal No Child Left Behind Act. This legislation, signed by President Bush in 2002, requires that AYP in reading and mathematics be measured annually for each school. The long-range goal of this law is that all students will be proficient in reading and mathematics. In the state of New Hampshire, AYP of state curriculum standards is determined through the New England Common Assessment Program (NECAP) the standardized tests students in grades 3-8 take each October.

To make AYP, a school or district (North Hampton is its own district) must have scores for the school as a whole and for all identified subgroups such as, but not limited to, 'economically disadvantaged' and 'educational disability' that meet or exceed the proficiency target established in each content area. Schools not making AYP for two consecutive years in the same content area (i.e. reading or math) are designated a 'School in Need of Improvement' (SINI). As a 'whole school' our school met the AYP targets in reading and mathematics (reading proficiency was at 91% and mathematics proficiency was at 88%); however, our educational subgroup 'educational disability' has not made AYP two years in a row. Therefore, last spring we were identified by the New Hampshire Department of Education as a 'School in Need of Improvement' (SINI) for the 2012-2013 school year.

For some perspective, based on the 2012 AYP results, thirty schools were identified as new SINIs, increasing the total number of schools identified for improvement to 330 (71%) out of 465 schools in the state. When the AYP reports were released last April, Education Commissioner Virginia M. Barry stated of the results, *"This is ample evidence that the accountability system is broken, not that the vast majority of schools in New Hampshire are failing. In New Hampshire, we need an accountability system that rewards the great schools and accurately identifies those schools and districts that need our support."*

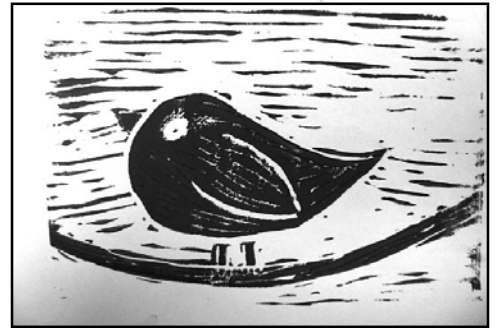
Under No Child Left Behind, any school identified as a School or District in Need of Improvement must develop and implement a School Improvement Plan in consultation with school staff and parents, which must be approved by the State Department of Education. Parents are critical partners in school improvement: we engaged two parents to join teachers and administrators as partners in the design of the plan. Our plan was filed with the Department of Education on August 2 and was subsequently approved. One component of the NHS School In Need of Improvement Plan was a NECAP Camp held during the first 5 full weeks of school in each grade three through eight. This 'camp' took place before school in an effort to help reduce the anxiety and boost the performance of students needing same. Although not all students took advantage of the Camp offering, most students and teachers felt that it was a successful venture. The other component of our Improvement Plan is professional development for teachers to help them feel more confident and competent in teaching certain topics, particularly in mathematics.

At North Hampton, we are committed to the continuous progress of each and every learner in our building. All teachers are teachers of all students and take this accountability seriously. We are fulfilling our plan and hoping that the performance of our students is evidence of our success.

Please note that the district's and state's complete AYP reports are available on the New Hampshire Department of Education website at [www.ed.state.nh.us](http://www.ed.state.nh.us).

### *Did you know...*

That once again third graders, and this year a classroom of second graders, worked to build fluency and expression skills, as well as increase their performance confidence through Readers' Theater? Their hard work culminated in an evening of performance at Barnes & Noble in Newington. And, as if an evening of performance on a public stage wasn't reward enough, Barnes & Noble again donated a small portion of the evening's receipts. These monies help fund future NHS book purchases, themselves at greatly discounted rates. This year our library received \$665.00, an increase over last year of almost \$200.00!



### *Did you know ...*

That more than fifty sixth, seventh, and eighth graders will be singing and dancing to music from the 50's in this year's NHS spring musical, ***Hot Rod?***

And, for the first time in recent memory, the production will take place on our own renovated and enlarged stage.

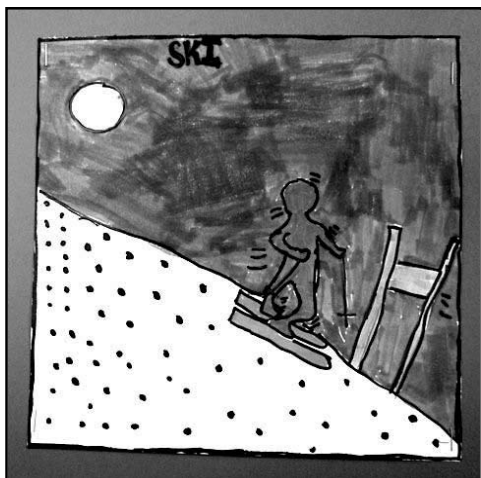
You'll have three chances to be awed by the creative prowess of North Hampton School students with performances on April 5th, 6th, and 7th.

## Educational Associates

The support staff at North Hampton School is an invaluable resource that we could not do without. Individuals in the role of Educational Associates support our students in various capacities.

Some of our Educational Associates are assigned to a specific grade level. Others are assigned to classrooms to serve as a second adult for a student or group of students. In a few cases, the adult in this role may be child-specific. The Special Education process drives these assignments and a student's Individual Education Program (IEP) team determines when there is a need requiring this additional support.

North Hampton School currently employs 25 Educational Associates. Many of these individuals are highly educated, eleven have Masters degrees and ten have Bachelors degrees. We are fortunate to have such highly educated and experienced support staff on our team. We couldn't do it without them!



## Title I at North Hampton School

Title I is the largest federal educational grant and many schools around the country benefit from this funding. The way the funding works is that the federal government gives funds to the states and states distribute the money to schools. The amount that each school receives depends on the percentage of the student population that qualifies for free and reduced lunch. The school must submit a plan for how the money will be used, then the state approves the plan and makes the funds available to the school.

North Hampton School receives a relatively small Title I grant, but makes the most of it! We choose to dedicate these funds to early intervention with 1<sup>st</sup> and 2<sup>nd</sup> graders. We believe, and research supports, that giving students a boost early in their careers makes a lasting difference. Using a variety of measures including report cards and teacher recommendations, students are selected to receive tutoring in math and/or reading. These selected students are not yet meeting grade level expectations, but are identified as those that with a little extra help, can meet expectations. Students meet before or after school with a tutor, in small groups or one on one, to reinforce concepts taught in the classroom and to provide extra practice. All of the tutors work in our building, usually as Educational Associates; all are certified teachers.

In 2010-2011, 30 first and second graders received Title I services. 11 first graders received reading tutoring. After one year of Title I tutoring, 55% were meeting or exceeding grade level expectations in reading skills and strategies, including decoding and 82% were meeting grade level expectations in reading comprehension. After two years of Title I support, 60% were meeting grade level expectations in reading skills and strategies (including decoding) and 90% were meeting grade level expectations in reading comprehension. 10 students received tutoring in math. After the first year, 25 percent were meeting expectations in numbers and numerations, and 37% were meeting expectations in problem solving. After two years of Title I tutoring, 50% were meeting expectations in Numbers and Numeration and 62% were meeting expectations in problem solving.

In 2010-2011, 14 second graders received a second year of Title I support. After two years of tutoring, 64% were meeting grade level expectations in reading skills and strategies (including decoding) and 79% were meeting grade level expectations in reading comprehension. After an additional year of regular classroom instruction, 86% were meeting or exceeding grade level expectations in both reading skills and strategies including decoding and reading comprehension. 7 students received Title I services in math. After two years of services, 86% were meeting grade level expectations in Numbers and Numeration, and 57% in Problem Solving. After an additional year of regular classroom instruction, 72% met expectations in Numbers and Numeration as well as Problem Solving.

In 2011-2012, 32 students received Title I services, and this school year 25 students are receiving services. We are seeing great progress in these students too! We are most grateful to be receiving our small slice of the Federal Title I pie!

### ~ *Students Serve Others* ~

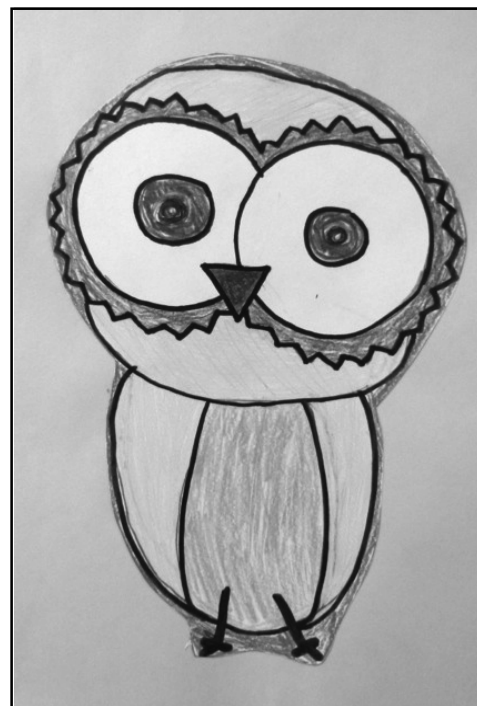
Kindergarten students have been sharing themselves with residents of the Webster Retirement facility in Rye. The students bring artwork, cards, songs, and activities to do with their buddy grandparent(s) at Webster and the intergenerational bond is of inestimable benefit to both groups - raising the self-esteem, compassion and kindness of the children and raising the spirits and life joy of the adopted 'grammies' and 'grandpas'.



## Fingertip iTechnology at NHS

iPads are making their presence and potential for learning known as they have been further integrated into the Kindergarten through third grade classrooms this year. These grade levels each share a cart of ten iPads, which are customized with apps appropriate for each grade level's unique curriculum. Students are using these tools to enhance their learning especially in the areas of literacy and mathematics. For example, in Kindergarten, students use an app called "Doodlecast for Kids" to record their drawings as well as what they are saying while they are drawing. Students can then share what creation they have captured with their peers and teachers. First graders use their iPads every day for literacy and math centers. They truly enjoy practicing their math and reading skills while using this technology. In the second grade classrooms students have been working hard as they improve their fact fluency in math. Apps such as "Math Bingo" and "Motion Math: Hungry Fish" have helped strengthen their addition and subtraction skills. Some second graders have also captured their math reasoning using the app "Educreations Interactive Whiteboard" which records both their written and verbal mathematical reasoning that can then be shared with the class or via their classroom blog (<http://class2l.edublogs.org/>).

Opportunities for iPad integration are also being offered in the upper grades. Fifth graders have been using the iPads with the iMovie app to capture video and create movie trailers. Eighth graders have been exploring the elements using apps like "NOVA Elements" and "The Elements: A Visual Exploration". Classroom and technology teachers work together to find apps that compliment what is happening in the classroom. Students are excited to use this technology to enhance their learning.



## Embracing New Gifts

This year we had seven new students enroll in our school who all share a common experience - a language other than English is also spoken in their homes! When this occurs, civil law requires us, as educators, to have a fair and impartial assessment of the student's fluency with the English Language. An initial screening determines whether the student requires any support to learn English and/or support in understanding particular curriculum topics because of the specificity of the vocabulary. If a student's assessment does indicate that his or her proficiency with English is not sufficient to be independent, academic supports are put into place only with the parents' permission. An annual assessment is then administered to monitor each student's growth until a certain threshold of proficiency with English is achieved in the areas of Listening, Speaking, Reading and Writing. To execute the required assessments and monitor our supports programs for the individual students, we have contracted with a Certified Teacher in English for Speakers of Other Languages (ESOL). We are delighted to have more diversity of language and culture in our school and community this year and in the years to come.

### *Did you know...*

That if you walk the hallways, or have the opportunity to gaze into classrooms, you will notice a cleaner, calmer and more open feel at NHS? That's because the staff took seriously the challenge issued them to "de-clutter" the building last June. Within an hour of students boarding the buses for their summer vacation, staff began the difficult but rewarding process of cleaning out. The efforts freed up both storage areas, as well as provided for more educational space in classrooms

## We're on Our Way, Watch Us Grow! The NHS Greenhouse Project

Through the collaborative efforts of the Greenhouse Committee, PAL and our North Hampton community, we have raised half the funds needed to build our greenhouse, and have the potential to break ground in the spring. Community excitement, interest and support was generated by the Flock-for-the-Greenhouse fundraiser. We hope to build upon that success with future efforts and welcome your participation.

Our greenhouse will enhance the current school garden program and be used to teach sustainable gardening practices and healthy eating habits through integrated, experiential learning projects. The greenhouse and the student work done there will offer opportunities to expand the biology, genetics and environmental science curriculum.

If you'd like to help us reach this important goal, all donations are tax deductible under 501(c)3 status and can be made to "Greenhouse Fund" c/o North Hampton School, 201 Atlantic Avenue, North Hampton, NH 03862.

A copy of the original greenhouse proposal presented to and approved by the school board is in the North Hampton Public library, at NHS and on the school website, [www.northhamptonschool.org](http://www.northhamptonschool.org).

If you'd like more information about the project or wish to contribute in other ways, please contact Bob Copp, Greenhouse Committee Chair at 964.5209 [robert.copp@comcast.net](mailto:robert.copp@comcast.net), Rachel Robie at 964.3069 or [crsrobie@comcast.net](mailto:crsrobie@comcast.net) or Cindy Jenkins (NH Agriculture Commission) at 964.8629 or [cynjenks@comcast.net](mailto:cynjenks@comcast.net).



## The Hungry Jaguar Café - An Updated Cafeteria!

This year the cafeteria is under the direction of Paula Fields. In preparation for her new role, Ms. Fields submitted an essay and was selected as one of ten in the country to spend an entire week in August 2012 at the National Food Service Management Institute in Mississippi. During her time there, the focus was learning all the laws and regulations about providing healthy school lunches. (Current regulations require that all school lunches fall within a 600 - 650 calories) Geared with this new knowledge, Ms. Fields returned to New Hampshire ready to implement her goals for the year:

- Create recipes and menus that are kid-friendly yet still meet all guidelines,
- Provide as much fresh and local food as possible,
- Create a happy and inviting atmosphere where kids feel comforted and at ease.

One huge event that demonstrates all the above goals being met was the school-wide celebration of National Food Day on October 24, 2012. In the center of the cafeteria a plethora of fresh and local foods were displayed and students were encouraged to try it all. Cheri White, the Administrator of the Bureau of Nutrition Program and Services from the State of NH, as well as Stacey Purslow, the state representative of the New Hampshire Farm to School, were both in attendance. Parent volunteers, many who have been instrumental in the school Wellness Committee, helped organize and maintain order as students viewed the lobster and giant cod on display courtesy of the Yankee Fisherman's Coop, or tried the bread baked by the Seacoast School of Technology, or sampled the multi-colored fresh fruit. The day united the entire school with fresh and local food. Yum!

The Food and Nutrition staff continue to look for new ways to engage all the students in taking ownership and pride in the café. This year the different food groups have been color-coded, helping even the youngest students gain an understanding of a balanced meal. For every meal, students have a choice of three different fruits and three different vegetables. There is always something for all tastes. Currently the third and fourth graders are participating in a contest for the best Healthy Power Pizza. Grades 1 & 2 have participated in multiple taste tests to help determine which snacks will be offered.

Thinking ahead, the Cafeteria staff is excited for the addition of the greenhouse to supplement their produce. This fall all the tomatoes came directly from the school garden to the salad bar. There are plans for an herb garden to help provide fresh seasonings. The addition of chef Ralph George to cook with Lisa Noonis, has aided in the ability of the cafeteria staff to expand their creative offerings and make most of the meals from scratch. During the months of March and April, The Hungry Jaguar Cafe will be hosting Heroes Lunches - firefighters and policeman will be treated to a lunch. As Ms. Fields stated, *"It's a small town and we want to be able to bring all our town officials in to see the kids' enthusiasm about the fresh food...to see that it is worth the extra efforts to have nutrition be center stage."*

### *Did you know...*

That for the first time ever, the large scale NHS spring musical will be held on our own stage? Our talented musicians can now practice and perform safely and comfortably without the need of temporary extensions. These things are now possible because this fall community members, staff, and students spent hours designing and building a four-foot extension to the stage, complete with side access stairs. Seacoast Mills Lumber Supply generously donated materials for the project.

## The Pleasure of Giving Praise Where it is Due

During the 2013 Deliberative Session, two individuals, Rachel Robie and Bob Hamilton, were recognized on behalf of their service to the North Hampton School. Each received a plaque bearing the italicized words below and their names were inscribed on the plaque in the office that bears the names of annual award winners.

*“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.”*

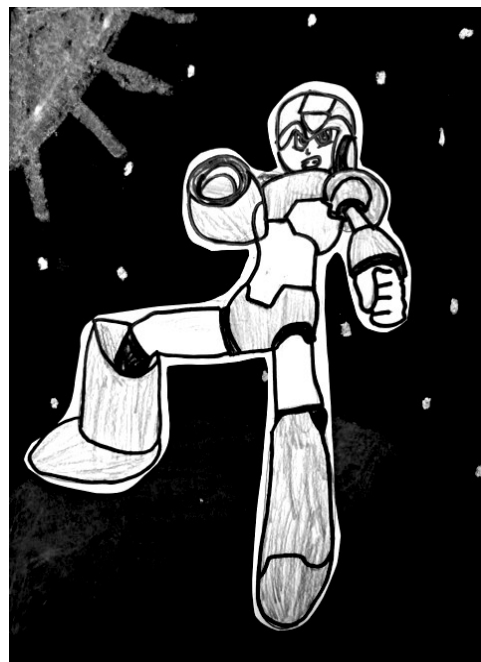
The positive impact that Rachel has made on the school is far-reaching and immeasurable. Whether chairing the Kindergarten Study Committee, her many accomplishments in solidifying PAL, working on the Greenhouse committee, or coaching a DI team, her enthusiasm and leadership is contagious and inspiring. Everyone saw an example of her work this past fall when she took an idea and made it a reality. As a result, the pink flamingos that flocked this community raised \$7,000 towards the greenhouse. What makes Rachel so special is that she unselfishly gives her time and talents because she is solely motivated to help children. Due to her fervent dedication to our community, so many students presently and in the future will be enriched.

Bob Hamilton is a man of strong convictions and has the courage to articulate his positions even if he is in the minority. He first became involved with the school through his work on the Municipal Budget Committee. He consistently advocated for ways to improve the lives of our children. As his understanding of the issues grew he then chose to get involved in making a difference regarding these children’s issues. Through his work on the Wellness Committee and the Greenhouse Committee, Bob has become a local leader in the prevention of childhood obesity and in the improvement of nutrition in our community. He generously gives his time, enthusiasm, energy, talents, and support to this cause. We are a better school and community because of Bob Hamilton.

The work that has been done and continues to be done by this year’s honorees is nothing short of extraordinary. Thank you Rachel and Bob!

### ~ Students Serve Others ~

Fourth Grade students give the gift of their voices lifted in song before the holiday break in December, traveling to the Partridge House and by special demand, to the Town Library!



### ~ Students Serve Others ~

Coordinating with EcoMovement in Portsmouth, The Sixth Grade Composting Committee has helped reduce the school’s lunchroom ‘trash’ output by an estimated 60%! If it was alive, it can be composted! And, because all students are separating their compostable refuse each day, far more of what used to be ‘trashed’ is being recycled as well, including milk cartons and paper goods.

## 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
Office Manager:	Patricia Venenga	pvenenga@sau21.org	(603) 964-5501
Guidance:	Debra Vasconcellos	dvasconcellos@sau21.org	(603) 964-5501
School Psychologist:	Stephen Lorei	slorei@sau21.org	(603) 964-5501
Food Service:	Paula Field	pfield@sau21.org	(603) 964-5501
Maintenance:	John Gamache	jgamache@sau21.org	(603) 964-5501
School Nurse:	Julie Cyr	jcyr@sau21.org	(603) 964-5501
School Board Chair:	David Sarazen	dsarazen@sau21.org	
PAL Co-Chairs:	Nancy-Jane Luff	luffive@comcast.net	
	Justine Pallatroni	pallatroni@comcast.net	

**North Hampton School  
201 Atlantic Avenue  
North Hampton, NH 03862**

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## **North Hampton Resident**



**North Hampton School  
Report Card**



**TOWN OF NORTH HAMPTON  
THE STATE OF NEW HAMPSHIRE  
SCHOOL DISTRICT WARRANT - 2013**

To the Inhabitants of the School District in the Town of North Hampton, in the County of Rockingham, State of New Hampshire, qualified to vote upon District Affairs:

YOU ARE HEREBY NOTIFIED TO MEET FOR TWO SEPARATE SESSIONS OF THE ANNUAL SCHOOL DISTRICT MEETING.

SESSION 1: (DELIBERATIVE SESSION) MEET AT THE NORTH HAMPTON SCHOOL CAFETERIA ON TUESDAY THE FIFTH OF FEBRUARY 2013 AT 7:00 P.M. IN THE EVENING. THE PURPOSE OF THE MEETING IS TO EXPLAIN, DISCUSS, DEBATE AND POSSIBLY AMEND THE FOLLOWING WARRANT ARTICLES:

1. To see if the School District will vote to raise and appropriate the sum of \$1,200,000 for security enhancements, window replacement, restroom renovations, renovation of science classrooms, to provide equipment and furnishings for the newly renovated space, to provide architectural and other service fees, and provide any other items incidental to or necessary for the construction/renovations; and to authorize the issuance of not more than \$1,200,000 of bonds or notes in accordance with the provisions of the Municipal Finance Act (RSA 33); and to authorize the school board to apply for, obtain and accept federal, state or other aid, if any, which may be available for said project and to comply with all laws applicable to said project, to authorize the school board to issue and negotiate such bonds or notes and to determine the rate of interest thereon and the maturity and other items thereof, and further to raise and appropriate an additional sum of \$17,250 for the first year's interest payment on the bond; and to authorize the school board to take any other action or to pass any other vote relative thereto? (3/5 ballot vote required).

**Recommended by the School Board: 5-0**

**Recommended by the Budget Committee: 9-0**

2. Shall the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$8,042,753? Should this article be defeated, the default budget shall be \$8,188,948, which is the same as last year, with certain adjustments required by previous action of the School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Majority vote required.)

*Note: Warrant Article #2 (operating budget) does not include appropriations in any other warrant articles.*

**Recommended by the School Board: 5-0**

**Recommended by the Budget Committee: 9-0**

3. To see if the School District will vote to raise and appropriate the sum of \$65,900 to carry out long term maintenance work in the North Hampton school building and grounds? Items include, but are not limited to, door repairs, carpet replacement, emergency lighting, and painting. This will be a non-lapsing appropriation per RSA 32:7, VI and will not lapse until these projects are completed or June 30, 2015, whichever is earlier. (Majority vote required.)

**Recommended by the School Board: 5-0**

**Recommended by the Budget Committee: 8-1**

4. To see if the School District will vote to raise and appropriate up to \$30,000 to be added to the existing School Health Insurance Expendable Trust Fund, with such amount to be funded from the June 30, 2013 unreserved fund balance available for transfer on July 1, 2013. (Majority vote required.)

**Recommended by the School Board: 5-0**

**Recommended by the Budget Committee: 9-0**

*(Should this article be approved, the funding is from fund balance and no amount will be raised from taxation.)*

5. To see if the School District will vote to raise and appropriate up to \$65,000 to be added to the existing Special Education Expendable Trust Fund, with such amount to be funded from the June 30, 2013 unreserved fund balance available for transfer on July 1, 2013. (Majority vote required.)

**Recommended by the School Board: 5-0**

**Recommended by the Budget Committee: 9-0**

*(Should this article be approved, the funding is from fund balance and no amount will be raised from taxation.)*

SESSION II: (BALLOTING) MEET AT THE NORTH HAMPTON SCHOOL GYMNASIUM, NORTH HAMPTON, NEW HAMPSHIRE ON TUESDAY, THE TWELFTH OF MARCH 2013 AT 8:00 A.M. IN THE MORNING, TO ELECT BY OFFICIAL BALLOT OFFICERS OF THE SCHOOL DISTRICT AND TO VOTE BY OFFICIAL BALLOT ON WARRANT ARTICLES FROM THE FIRST SESSION.

1. Voting for school district officers consists of choosing:  
Two School Board Members for the ensuing three years.
2. Voting for warrant articles 1 through 5 as more fully set forth under Session I above and as any of said articles may have been amended as a result of the first session.

POLLS WILL NOT CLOSE BEFORE 7:00 P.M.

# Innovate to Renovate: 2013

An innovative and practical plan to address the school's health, safety and educational issues.

Presented by the NHS School Board

## Innovate

- **Prioritize** the most needed areas of improvement
- **Design** solutions within the current footprint
- **Limit** the budget for minimal financial impact

## Renovate

- **MAIN ENTRANCE**  
Improve for better safety & security
- **WINDOWS**  
Replace for safety, operations & efficiency
- **BATHROOMS**  
Repair for ADA acceptability, health, hygiene and better efficiency
- **SCIENCE CLASSROOMS**  
Update aging facilities for improved, hands-on learning now and in the future

## Impact

- Resolve the most important health, safety, security, efficiency, and operations issues at the school
- More functional science classrooms
- Build pride in school and community
- Bolster home values
- Planned completion by September 2013

## Cost

- Cost per household is 13¢/\$1,000 assessed property, annually for 10 years
- Borrowing conditions are ideal
- 10 year bond requires 3/5th vote

**Questions?** Contact Anne Ambrogi: 964-3764, [aambrogi@sau21.org](mailto:aambrogi@sau21.org)  
or Victoria Kilroy: 964-5930, [vkilroy@sau21.org](mailto:vkilroy@sau21.org)

Visit: [www.northhamptonschool.org](http://www.northhamptonschool.org) for additional information, presentations and videos.