

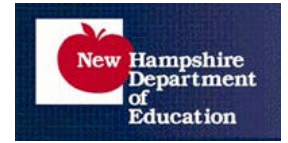
2008-2009 No Child Left Behind (NCLB) Report Card

Litchfield



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Accountability Information			
Status for 2008-2009 School Year	Content Area	Met AYP Requirements	Status for 2009-2010 School Year
Acceptable	Reading	Yes	Acceptable
Acceptable	Mathematics	Yes	Acceptable
Acceptable	Atten./Grad. Rate	Yes	Acceptable
<u>More Districts In Need of Improvement (DINI) data.</u>		<u>More Adequate Yearly Progress (AYP) data.</u>	<u>More Districts In Need of Improvement (DINI) data.</u>

Statewide NCLB Accountability Status-READING				
	Schools		Districts	
	N	%	N	%
Acceptable	310	65.0	137	84.6
SINI/DINI Year 1	67	14.0	10	6.2
SINI/DINI Year 2	45	9.4	12	7.4
Corrective Action/Level 3	28	5.9	3	1.9
Restructure Planning/Level 4	19	4.0		
Restructuring/Level 5	8	1.7		
Total Number in State	477	100	162	100

More accountability and Title I status information.

	October 1 Enrollment			Average Class Size		
	Sch.	Dist.	State	Sch.	Dist.	State
Grade 1		109	14209		18	17
Grade 2		104	14243		17	18
Grade 3		125	14476		21	19
Grade 4		101	14618		20	19
Grade 5		146	15019		24	20
Grade 6		137	15172			21
Grade 7		135	15454			22
Grade 8		144	15794			22
Grade 9		151	17240			
Grade 10		146	16257			
Grade 11		131	15987			
Grade 12		129	15374			

Additional Enrollment/Class Size data.

Teacher Quality Information				
	Sch.		Dist.	
	N	%	%	%
Core Classes Taught by non-HQT			0.3	0.7
Core Classes Taught by non-HQT in High-Poverty Schools				0.1
Core Classes Taught by non-HQT in Low-Poverty Schools				0.2
Employed Under Emergency or Provisional Credentials			N/A	0.3
Bachelor's Degree			47.7	48.6
Master's Degree			49.5	50.2
Degree beyond Master's Degree			1.8	0.8

More Highly-Qualified Teacher (HQT) information.

Statewide NCLB Accountability Status-MATHEMATICS				
	Schools		Districts	
	N	%	N	%
Acceptable	280	58.7	117	72.2
SINI/DINI Year 1	103	21.6	29	17.9
SINI/DINI Year 2	36	7.5	6	3.7
Corrective Action/Level 3	32	6.7	10	6.2
Restructure Planning/Level 4	20	4.2		
Restructuring/Level 5	6	1.3		
Total Number in State	477	100	162	100

More accountability and Title I status information.

Student Assessment Information (Based on the May 2008 NH-Alt and October 2008 NECAP Assessment)									
Achievement Level (%)	Reading			Mathematics			Writing		
	Sch.	Dist.	State	Sch.	Dist.	State	Sch.	Dist.	State
Substantially Below Proficient (%)		4	8		15	17		13	13
Partially Proficient (%)		17	18		19	19		35	36
Proficient (%)		60	56		49	45		36	36
Proficient with Distinction (%)		18	18		17	19		16	14
Testing Participation (%)		100	99		100	99		100	99
For detailed information aggregated by testing year, click on one of the links to the right.	<u>Reading</u>			<u>Mathematics</u>			<u>Writing</u>		
For rankings, click on a link to the right or access this corresponding E/M District Ranking Data File (xls format) and Data Layout (xls) .	<u>District Ranking List-Reading (Grades 3-8)</u>			<u>District Ranking List-Mathematics (Grades 3-8)</u>			<u>District Ranking List-Writing (Grades 5,8)</u>		
For rankings, click on a link to the right or access this corresponding HS District Ranking Data File (xls format) and Data Layout (xls) .	<u>District Ranking List-Reading (Grade 11)</u>			<u>District Ranking List-Mathematics (Grade 11)</u>			Grade 11 writing is a one-item assessment and therefore is not ranked.		

School Safety			
	Sch.	Dist.	State
School Safety Incidences			
Total Number of Incidents			
No. of Incidents/1,000 students			

Additional School Safety data.

Attendance/Graduation Rate			
	Sch.	Dist.	State
Elem/Middle Attendance Rate (Target: 90%)			
High School Graduation Rate (Target: 75%)			

Additional attendance rate data. Additional dropout and completer rate data.

2008-2009 No Child Left Behind (NCLB) Report Card (Cont.)

Litchfield



Science Assessment Information (Based on the May 2009 NH-Alt and NECAP Science Assessments)			
Science			
Achievement Level (%)	Sch.	Dist.	State
Substantially Below Proficient (%)		15	20
Partially Proficient (%)		47	46
Proficient (%)		38	33
Proficient with Distinction (%)		0	1
Testing Participation (%)		100	99
For detailed information, click on the link to the right.			
Science			
For rankings, click on a link to the right or access this corresponding E/M District Science Ranking Data File (xls format) and Data Layout (xls).			
For rankings, click on a link to the right or access this corresponding HS District Science Ranking Data File (xls format) and Data Layout (xls).			
District Ranking List - Science (Grades 4,8)			
District Ranking List - Science (Grade 11)			

Student Achievement Trend Data in Science Number and Percent of Students Scoring Proficient or Above (Based on the May 2009 NH-Alt and NECAP Science Assessment)				
Grade	2007-2008		2008-2009	
	N	%	N	%
4	143	57	99	71
8	138	28	141	25
11	116	23	143	29

Note: Grade indicates the student's grade level in May of the school year listed at the top of the column.

Note: The data represent results from the NECAP Science and NH-Alt administrations. The NECAP Science assessment is administered in May of each school year. NH-Alt portfolios are assembled throughout the school year.

Note: Data are not shown for groups with fewer than ten (10) students.

Student Achievement Trend Data—Number and Percent of Students Scoring Proficient or Above (Current Year Data is Based on the May 2008 NH-Alt and October 2008 NECAP Assessments)									
Grade	Content Area	2005-2006		2006-2007		2007-2008		2008-2009	
		N	%	N	%	N	%	N	%
3	Reading	139	72	143	78	102	83	126	87
	Mathematics	139	74	143	69	102	73	126	75
4	Reading	142	78	134	81	146	80	101	87
	Mathematics	142	71	134	75	146	76	101	82
5	Reading	138	65	127	81	137	71	146	79
	Mathematics	138	69	127	66	137	71	146	77
	Writing	138	55	127	56	137	61	146	71
6	Reading	142	67	143	69	134	71	137	81
	Mathematics	142	63	143	64	134	66	137	74
7	Reading	154	70	142	71	138	70	134	77
	Mathematics	154	66	142	58	138	63	134	66
8	Reading	150	61	154	63	142	55	144	72
	Mathematics	150	55	154	53	142	53	144	65
	Writing	150	45	154	30	142	26	144	51
11	Reading					123	62	139	70
	Mathematics					123	19	138	28
	Writing					123	25	139	32

Note: Grade indicates the student's grade level in October of the school year listed at the top of the column.

Note: The number and percent of students who scored Proficient or better combines data from the NECAP and the NH-Alt assessments. The NECAP is administered in October of each school year and NH-Alt portfolios are assembled during the prior school year.

Note: Data are not shown for groups with fewer than ten (10) students.

Note: The high school NECAP and NH-Alt assessment data was combined for the first time in 2007-2008.

Note: "N" is the number of students enrolled during testing minus the number of state-approved nonparticipants.

National Assessment of Educational Progress (NAEP) Student Achievement Data—Percent of NH Students At or Above Each Achievement Level (Based on the Winter 2007 NAEP Assessment)			
Reading			
Grade	B+	P+	A
4	76	41	11
8	82	37	3
Mathematics			
Grade	B+	P+	A
4	91	52	7
8	78	38	8
Additional NAEP data (including further demographic subcategories and participation rate information).			

Note: NAEP achievement levels are indicated as follows: "B+" for Basic or above, "P+" for Proficient or above, and "A" for Advanced.

Description of the School District Report Card Page

Accountability Information

Public school students in Grades 3-8 and one high school grade participate annually in the state testing program. Results from this assessment are used to calculate each school and school district's performance in the tested subject areas, Reading and Mathematics, together with the school and school district's performance in a third indicator (attendance rate for elementary/middle schools and graduation rate for high schools). This information is used to produce annual reports on the status of each school and school district, as well as the state as a whole, in making Adequate Yearly Progress (AYP) towards the state's performance targets for Reading, Mathematics, and the third indicator.

The Accountability Information section of the School or District Report Card is organized to display the following:

- *Status for Selected School Year.* This box displays the school or district's AYP status for the selected school year.
- *Content Area/Met AYP Requirements.* These boxes display the school or district's AYP results from the state assessment for each content area and the other indicator (attendance rate for elementary/middle schools and graduation rate for high schools).
- *Status for Upcoming School Year.* This box displays the school or district's AYP status for the upcoming school year, based upon the AYP results.

School In Need of Improvement (SINI) Designation

A school is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator (i.e. Reading, Mathematics, Attendance Rate/Graduation Rate). A school can be designated for multiple areas at the same time. The school in need of improvement (SINI) designation is removed once the school has made AYP for two consecutive years in the same indicator that caused the designation.

District In Need of Improvement (DINI) Designation

District AYP is based upon aggregate student performance across the district, not on individual school performance. Data is aggregated at the elementary/middle level as well as at the high school level. A school district is designated as in need of improvement when it does not make AYP for two consecutive years in the same performance indicator at both the elementary/middle and high school levels. A district can be designated for multiple areas at the same time. The district in need of improvement (DINI) designation is removed once the district has made AYP for two consecutive years in the same indicator that caused the designation.

Statewide NCLB Accountability Status—Reading and Mathematics

The Statewide Accountability section of the School or District Report Card shows the Accountability Status, by Content Area, of all schools and school districts in the state.

- *Acceptable.* A school or district not designated as in need of improvement.
- *SINI/DINI Year 1.* The status of a school or school district not making AYP for two consecutive years in the same performance indicator. The term "Year 1"

does not indicate the number of years the school or district may have been in need of improvement; the term indicates the sanction level of the school or district.

- *SINI/DINI Year 2.* The status of a school or district in need of improvement that has not made AYP for the third time in the indicator causing the original designation.
- *Corrective Action/Level 3.* The status of a school or district in need of improvement that has not made AYP for the fourth time in the indicator causing the original designation. Note: Title I schools and districts are subject to federal sanctions under the No Child Left Behind Act as well as state sanctions; non-Title I schools and districts are subject to only state sanctions. At this sanction level, Title I schools and districts enter Corrective Action.
- *Restructure Planning/Level 4.* The restructuring (planning year) sanction applies only to Title I schools that have not made AYP for the fifth year in the indicator causing the original designation.
- *Restructuring/Level 5.* The restructuring (implementation year) sanction applies only to Title I schools that have not made AYP for the sixth year in the indicator causing the original designation.
- *Total Number in State.* The AYP status of several schools cannot be calculated annually due to the very small numbers of students enrolled. The Total Number in State therefore may not total 100 percent.

October 1 Enrollment

This data is an October 1 head count of students attending NH public schools each year. Home schooled students are not included.

Average Class Size

The number of students reported in each grade from 1st through 8th is divided by the number of classrooms reported for that grade. Averages for each grade range are based on one or more grades within the range. Not all districts operate all grades. A grade has been excluded (blank) if course options available to the students result in classes of varying size throughout the day (i.e. middle school) or if that grade is not contained in that school. Readiness and Special Education classes have not been included in the averages.

Student Assessment Information

The State of New Hampshire has implemented an on-going, academically-centered statewide educational assessment program. This is a tri-state effort among Rhode Island, Vermont and New Hampshire. The New England Common Assessment Program (NECAP) tests reading & mathematics in grades 3-8 & 11, writing in grades 5, 8, and 11 & science in grades 4, 8, and 11. The purpose of this program is to establish what students should know and be able to do in core-content areas at certain grade levels. The results from the assessment portion of this program are used to produce individual student achievement reports as well as reports at the school, district, and state level. The NHEIAP, a NH-only assessment program, was used through May 2004 for grades 3 & 6, and through May 2006 for grade 10; the historical NHEIAP data can be found linked to this website.

Testing Participation

State assessment program participation rate is based on the number of students who took part or the entire state assessment test compared to the number of students enrolled on the first day of the October test administration. This data is reported only for schools or districts with 40 or more students enrolled in the grade(s) tested on the first day of the October test administration.

Each year, New Hampshire publishes the combined results of all statewide assessment administered to NH publicly funded students who were enrolled as of the beginning of the test administration period. This report presents academic performance results and assessment participation data for all NH students who took either the general NECAP Assessment or the NH-Alternate Assessment. High school students were included beginning with the 2007 assessment. The combined report provided data summarized across all grades within an entire school, an entire district, and across the state. Data are presented in disaggregated form for various demographic subgroups at the level of the whole school, district, and state. For each subgroup, academic performance is reported as number and percent of students testing in each achievement level. This allows summarization of results across the two different assessments, general and alternate. Participation data are reported by the number of students: enrolled, tested, not tested but for state approved reasons (medical emergencies, first year LEP, enrollment after the start of testing, and withdrawal before testing was completed), and not tested for other (non-approved) reasons (NT Other). A data file spreadsheet is available to the public in .csv format containing all data from the combined report. The report itself is provided in .pdf format.

Ranking Lists

The data on these ranking lists are based on the performance index scores that are calculated during Adequate Yearly Progress (AYP) reporting. Schools and districts receive two rankings--one based on index score and one based on improvement from the prior year. A rank of "1" represents the best performance. Rankings are assigned by content area. The rankings are sorted in three ways: alphabetically, by index score ranking, and by improvement ranking.

New Hampshire Alternate Assessment

The participation of all students in large-scale assessment programs, such as the NECAP and the New Hampshire Alternate Assessment (NH-ALT), is important to ensure that all students are provided an opportunity to learn the academic skills identified as being most critical for NH students. These skills are described in the NH Grade Level and Grade Span Expectation documents.

Federal and state education laws require that students with disabilities have access to the general academic curriculum, with appropriate accommodations and supports, and that they be assessed on the same general curriculum standards as all other students. In addition, for the small number of students who cannot participate in the paper and pencil general state assessment based on grade-level achievement standards, even with the best instruction and with accommodations, NH provides a statewide Alternate Assessment based on alternate academic achievement standards. These alternate achievement standards are designed to meet the needs of students with severe cognitive

disabilities. For further information, please see the NH-ALT Test Manual and General Information for Parents.

School Safety

School Safety is aggregate information for all school safety issues as related to the school safety survey. This survey is required by state and federal legislation: the Unsafe School choice Option (SB 114 of 2003), the No Child Left Behind Act of 2001, and NH RSA 193-E:3.

This chart shows the number of school safety-related incidents (bullying, bomb threats, robberies, etc) at the school and district level. In line 2, the total number of incidents that also include student discipline incidents (expulsions/suspensions) combined with safety related incidents from line 1. The number of total incidents per 1000 students is also shown.

Attendance/Graduation Rate

For accountability purposes, elementary and middle schools are required to have an attendance rate of 90% or better or to show improvement over the previous year. This data is submitted with the end-of-year files and is reported to the nearest 0.1%. Similarly, high schools are required to have a graduation rate of 75% or better or to show improvement over the previous year.

Teacher Quality Information

Beginning in the spring of 2003, schools submitted this data using the High Quality Teacher Questionnaire. Teachers can be considered highly qualified for the content they are teaching by demonstrating competency through several alternatives. The teacher can be certified in New Hampshire in each of the core academic content area(s) he or she teaches. Or, the teacher can hold an intern license with a bachelor's degree and the equivalence of a content major in the core academic content area(s) taught. Or, the teacher can be certified but not in the core academic content areas(s) taught, and the teacher must have demonstrated content knowledge in additional content area(s) through the use of High Objective Uniform State Standard of Evaluation (HOUSSE) or a content test. These options and further clarifications of these rules can be found on the state website <http://www.ed.state.nh.us/education/hqt>.

National Assessment of Educational Progress (NAEP)

NAEP is also commonly known as "the Nation's Report Card," and is conducted biennially at the state (odd-numbered years) and the national level (even-numbered years). This assessment focuses on what America's students know and are capable of doing in various subject areas by testing representative samples of students in grades 4, 8, and 12 in public and nonpublic schools, or NH districts; rather it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth graders) and subgroups of those populations (e.g. female students, Hispanic students). The assessment consists of multiple-choice and constructed-response questions. The NAEP scale ranges from 0 to 500. NAEP achievement levels are reported as Basic or above, Proficient or above, and Advanced.