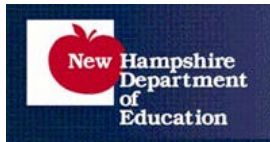


2006-2007 No Child Left Behind (NCLB) Report Card



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Litchfield

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 Grades: -----



Accountability Information			
Status for 2006-2007 School Year	Content Area	Met AYP Requirements	Status for 2007-2008 School Year
Acceptable	Reading	Yes	Acceptable
Acceptable	Mathematics	Yes	Acceptable
Acceptable	Atten./Grad. Rate	Yes	Acceptable
More Districts In Need of Improvement(DINI) data.		More Adequate Yearly Progress (AYP) data.	More Districts In Need of Improvement(DINI) data.

Statewide NCLB Accountability Status-READING				
	Schools		Districts	
	N	%	N	%
Acceptable	370	78.9	142	87.6
SINI/DINI Year 1	49	10.5	15	9.3
SINI/DINI Year 2	31	6.6	4	2.5
Corrective Action/Level 3	18	3.8	1	0.6
Restructure Planning/Level 4	0	0	0	0
Restructuring/Level 5	0	0	0	0
Total Number in State	468	99.8	162	100

More accountability and Title I status information.

Grade(s)	October 1 Enrollment			Average Class Size		
	Sch.	Dist.	State	Sch.	Dist.	State
Grade 1		124	14655		18	15
Grade 2		105	14618		18	15
Grade 3		143	14953		20	16
Grade 4		134	15080		21	17
Grade 5		128	15287		21	20
Grade 6		143	15770		24	19
Grade 7		141	16295		24	19
Grade 8		152	16431		25	19
Grade 9		141	18280			
Grade 10		141	16914			
Grade 11		144	16698			
Grade 12		133	15471			

Additional Enrollment/Class Size data.

School Safety			
	Sch.	Dist.	State
School Safety Incidences		3	2415
Total Number of Incidents		228	30723
No. of Incidents/1,000 students		137	151

Additional School Safety data.

Attendance/Graduation Rate			
	Sch.	Dist.	State
Elem/ Middle Attendance Rate (Target: 90%)		96.1	95.4
High School Graduation Rate(Target: 75%)		93.9	85.8

Additional attendance rate data. Additional graduation rate data. Graduate Report.

Statewide NCLB Accountability Status-MATHEMATICS				
	Schools		Districts	
	N	%	N	%
Acceptable	383	81.7	145	89.6
SINI/DINI Year 1	46	9.8	13	8
SINI/DINI Year 2	27	5.7	2	1.2
Corrective Action/Level 3	12	2.6	2	1.2
Restructure Planning/Level 4	0	0	0	0
Restructuring/Level 5	0	0	0	0
Total Number in State	468	99.8	162	100

More accountability and Title I status information.

Student Achievement and Testing Participation Rate Information (Based on October 1 Enrollment)									
Achievement Level (%)	Reading			Mathematics			Writing		
	Sch.	Dist.	State	Sch.	Dist.	State	Sch.	Dist.	State
Substantially Below Proficient (%)		7	9		15	16		19	20
Partially Proficient (%)		19	20		21	19		39	33
Proficient (%)		61	56		51	47		36	35
Proficient with Distinction (%)		12	14		13	17		6	10
Testing Participation (%)		100	100		100	100		99	99

For more detailed information, click on one of the links to the right.
 For district rankings, click on one of the links to the right or download the [District Ranking List data file \(xls format\)](#) and [File Layout](#).

Reading	Mathematics	Writing
District Ranking List -Reading(Grades 3-8)	District Ranking List -Mathematics (Grades 3-8)	District Ranking List -Writing(Grades 5,8)

Teacher Quality Information				
	Sch.		Dist.	State
	N	%	%	%
Core Classes Taught by non-HQT			4.7	1.3
Core Classes Taught by non-HQT in High-Poverty Schools				0.2
Core Classes Taught by non-HQT in Low-Poverty Schools				0.4
Employed Under Emergency or Provisional Credentials			N/A	0.2
Bachelor's Degree			53.9	51.2
Master's Degree			44.3	47.3
Degree beyond Master's Degree			1.8	1.2

More Highly-Qualified Teacher (HQT) information.

2006-2007 No Child Left Behind (NCLB) Report Card (Cont.)

Litchfield



Student Achievement Data - Student Scores Proficient or Above					
Grade	Content Area	2005-2006		2006-2007	
		N	%	N	%
3	Reading	139	72	143	78
	Mathematics	139	74	143	69
4	Reading	142	78	134	81
	Mathematics	142	71	134	75
5	Reading	138	65	127	81
	Mathematics	138	69	127	66
	Writing	138	55	127	56
6	Reading	142	67	143	69
	Mathematics	142	63	143	64
7	Reading	154	70	142	71
	Mathematics	154	66	142	58
8	Reading	150	61	154	63
	Mathematics	150	55	154	53
	Writing	150	45	154	30

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. The NECAP is administered in October of each school year and NH-Alt portfolios are assembled during the previous school year.

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

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

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 (SINI) 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 (DINI) when it does not make AYP for two consecutive years in the same performance indicator. 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. The AYP status descriptions are as follows:

- *Acceptable.* A school or district not designated as in need of improvement.
- *SINI/DINI Year 1.* A sanction for 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.* A sanction for a school or district in need of improvement that has not made AYP again in the indicator causing the original designation.
- *Corrective Action/Level 3.* A sanction for a school or district in need of improvement that has not made AYP again 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 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 again 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 again 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 1st 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.

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, the total number of incidents that also include student discipline incidents (expulsions/suspensions, combined with safety-related incidents), and the number of total incidents per 1000 students.

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.

Student Achievement and Testing Participation Information

The State of New Hampshire has implemented an on-going, academically-centered statewide educational assessment program. This is a tri-state effort between Rhode Island, Vermont and New Hampshire. The New England Common Assessment Program, (NECAP) tests reading and mathematics in grades 3-8 and 11, writing in grades 5, 8 and 11, and science in grades 4, 8 and 11. Starting in the 05-06 school year, data can be found on this website for both assessment (performance) and accountability purposes. 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. This information promotes improvement and accountability by providing accurate, understandable information to parents, educators, local and state-level policy makers to help make informed decisions about curriculum, instructional strategies, professional development activities and programs, resource allocation and staffing. The NHEIAP, a NH only assessment program, was used through May 2004 for grades 3 and 6, and through May 2006 for grade 10; the historical NHEIAP data can be found linked to this website.

Testing Participation Rate

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.

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.

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.

NH Statewide Assessment Combined Report (2006)

In 2007, New Hampshire published the combined results of all statewide assessments administered to NH publicly funded students who were enrolled as of October 1, 2006. This report, in one fully integrated location, presents combined academic performance results and assessment participation data for all NH students who took *either* the general NECAP Assessment in October 2006, *or* the NH-Alternate Assessment based on alternate achievement standards that was completed in May 2006. Both assessments measured the effectiveness of instruction offered to students during the 2005-2006 academic year.

The combined report provides 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.

Teacher Quality Information

It is important to note that the rules governing the classification of highly qualified teachers have been undergoing revision by the US Department of Education (USDOE). Future updates to the statistics on this website will reflect the changes to the definitions as clarified by the USDOE. 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 area(s) taught, and the teacher must have demonstrated content knowledge in additional content areas through the use of 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>.