

SHAKER Regional School District

*Belmont High School/
Class of 2011*



**TARGETING ACHIEVEMENT
2011**

October 2011

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INTRODUCTION

Targeting Achievement provides a descriptive profile of our school district, a progress report which demonstrates the educational effectiveness of our school system and with careful reflection and analysis may indicate areas for continued change and improvement. The compilation and distribution of this report is in keeping with the school board's desire for both accountability and communication with our public. The employees of our district are proud of our educational programs and student accomplishments.

Included in this report are "inputs" that are necessary components for quality education and "outputs" which indicate the degree of effectiveness and achievement. In addition to the objective, quantifiable data presented in the following pages, a review of the literature on high performing schools identifies several other factors that contribute to their effectiveness. Among these identified factors are strong leadership, school mission focused on students and results, staff agreement on the general approach to teaching and learning, a civil and safe school climate and a view of schools as problem-solving institutions. It must be understood that no single indicator gives a complete picture. All indicators should be examined and reviewed over time to gain an understanding of the school district's accomplishments and a clear view of the quality of educational experiences provided for our young people.

Whenever possible, comparisons are made using data from the district, state and the nation. The indicators in this report will be updated annually and will form the basis of continual review and analysis. Shaker schools have a reputation for excellence. The data in this report provides the vehicle for continuous improvement.

MISSION STATEMENT

The mission of the Shaker Regional School District is to develop a community of lifelong learners, critical thinkers and responsible, productive citizens.

GUIDING PRINCIPLE

All decisions will be made based strictly on what is educationally sound for all students and fiscally responsible for our communities.

BELIEFS

The Shaker Regional School District Strategic Plan is based on a series of beliefs that reflect the values and philosophy of our school community. These beliefs guide our plan.

All people have the right to be treated with dignity and respect.

All people deserve the physical, social and emotional necessities of life.

Each person has unique talents and qualities.

All people are accountable for their actions.

All people have the right to pursue personal success.

All people have the responsibility to respect and protect their environment.

The family is a fundamental and ongoing influence on an individual's development and learning.

Learning is a lifelong experience for discovering one's potential.

School, family and community partnerships are vital for the continuous growth of our society.

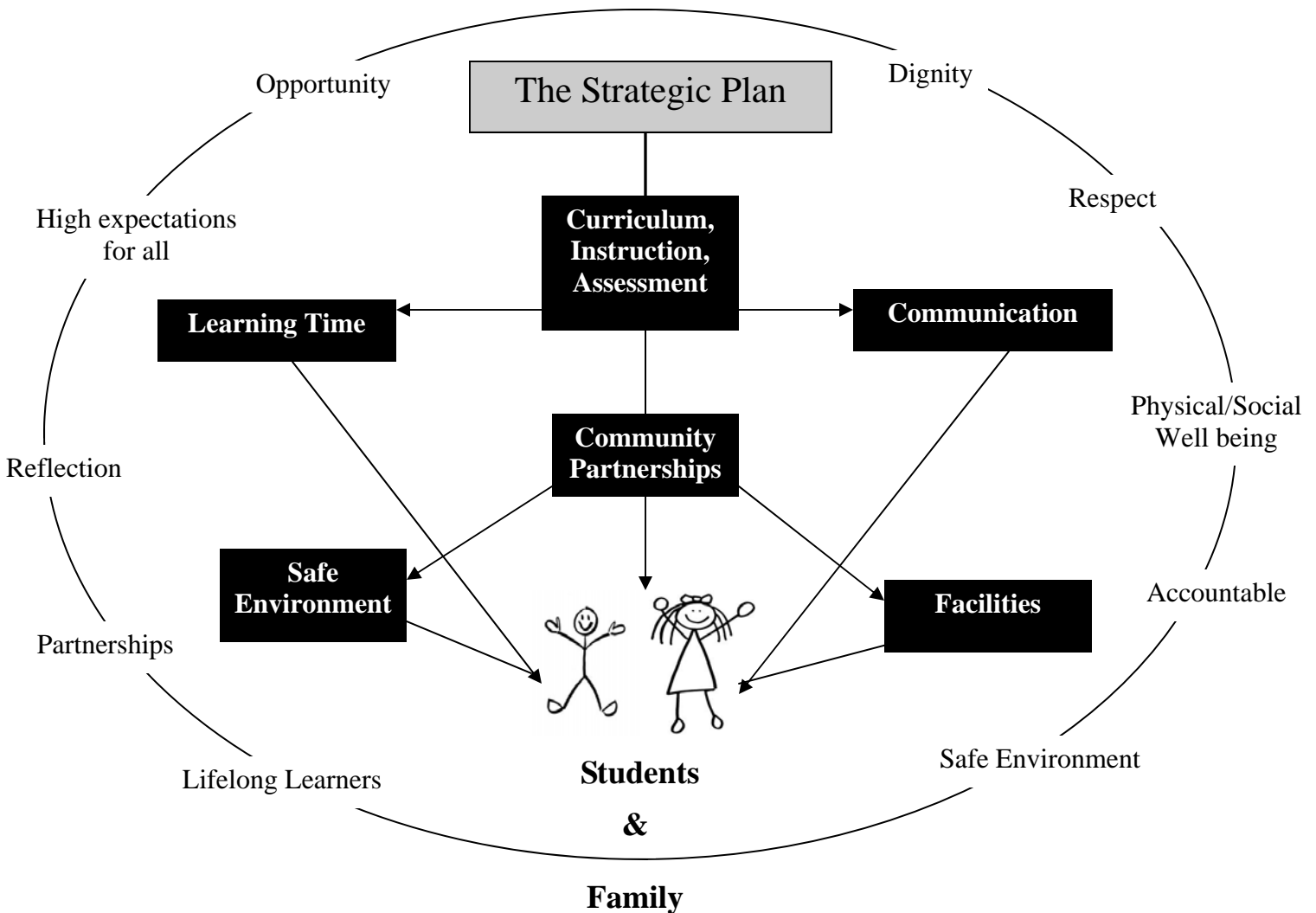
All people have a right to a safe and respectful environment.

The social, physical and emotional growth of individuals is as important as their academic growth.

The mission of the Shaker Regional School District is to develop a community of lifelong learners, critical thinkers and responsible, productive citizens.

The Shaker Regional School District

The Knowledge Business



SHAKER REGIONAL STRATEGIC PLAN 2007 –2012

The Shaker Strategic Plan is a document that will serve as a blueprint to guide the allocation of our time, energy and resources as we strive to create an educational experience that maximizes learning for our children. It represents the efforts of almost two hundred people, including students, parents, teachers, administrators and concerned citizens who devoted more than a year to set forth the objectives, strategies and action plans that will help us accomplish our goals for the district over the next five years. A committee is currently being formed to start the process of designing a new Strategic Plan for implementation in 2012.

ASPECTS OF ACCOMPLISHMENT

COMMUNITY, CLIMATE AND CULTURE

Our learning community is a place where everyone: administrators, faculty, support staff and parents work together to help all youngsters reach their potential. Our public schools share the responsibility of preparing our young people for life in a democratic society with families, civic and religious organizations, business groups, other government agencies and the community at large. Our staff and students are challenged to acquire new knowledge and skills; to reflect, observe, analyze, critique, evaluate and synthesize; to think and solve problems.

INNOVATIVE PROGRAMS

- District Strategic Plan-reviewed and updated annually, currently planned through 2012. A new Strategic Planning Committee is currently being formed.
- New Teacher Induction-Mentor Program
- School-wide *Positive Behavior Interventions and Supports* (PBIS) and *Responsive Classroom* programs for social skill development at both elementary schools
- School-wide *Response to Instruction* (Rtl) for academic support at both elementary schools
- Outdoor Classroom & Nature Trails at both elementary schools
- Partnership with Prescott Farm Conservancy for environmental science education
- In-School martial arts program at Belmont Elementary School
- One Room School House at Canterbury Elementary School
- PLATO programs at the middle and high school
- GED Program at the high school
- Running Start at the high school

2010-2011 AWARDS AND RECOGNITION

- ◆ Canterbury Elementary School Special Education teacher Kathy McGhee earned her Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership with both Principal and Special Education Director certifications, in December of 2010.
- ◆ Belmont High School Athletic Director Rick Acquilano was named NHIAA Class M Athletic Director of the year for 2010-2011.

- ◆ Belmont High School Math/Technology teacher Randy Wormald was recognized as a Top Five Finalist for the Great American Teacher award for 2010-2011.
- ◆ Shaker's Director of Curriculum Shannon Bartlett earned her Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership with a Superintendent's certification, in December of 2010.
- ◆ Belmont Elementary School teacher David Gingrich was given the 2011 Pat Keyes Technology-Using Educator Award by the NH Society of Technology in Education (NHSTE).
- ◆ Belmont Elementary School Reading Specialist Lori Bresnahan was named 2011 NH Reading Teacher of the Year by the Granite State Reading Council of the International Reading Association.
- ◆ Belmont Elementary School teacher Patte Sarausky was named 2011 Recycling Teacher of the Year by the Northeast Resource Recovery Association (NRRA).
- ◆ BMS Nurse Gerry Harvey was named 2010 National School Nurse Certification Liaison of the Year.

PREVIOUS AWARDS AND RECOGNITION

- ◆ BHS Assistant Principal Dan Clary awarded *NH Assistant Principal Of the Year*. The Assistant Principal of the Year award is given by the New Hampshire Assoc. of Principals.
- ◆ BHS Math Teacher Scott Currier was the *2009 Fernand J. Prevost Mathematics Teaching Award Recipient*.
- ◆ CES fourth grade teacher Terry Minogue was honored as a national winner of the *Presidential Award for Excellence in Mathematics & Science Teaching*, an award presented annually to America's best pre-college level science & math teachers.
- ◆ BES Reading Specialist Lori Bresnahan was nominated for *NH Teacher of the Year* by the NH Reading Association for her many dedicated hours spent on literacy instruction.
- ◆ BES third grade teacher David Gingrich was a finalist for the *Pat Keyes Technology-Using Educator Award* through the NH Society of Technology Education (NHSTE).
- ◆ BES Technology Integration teacher Gerry Ryder was the opening keynote speaker at a statewide technology conference during the 2010-2011 school year.
- ◆ BES was named *NH Recycling School of the Year* by the Northeast Resource Recovery Association (NRRA).
- ◆ Belmont Elementary School PTO Volunteer program was presented with NH Partners in Education Blue Ribbon Award for school volunteerism for the 24th consecutive year. Over 300 volunteers records over 8,000 volunteer hours annually.
- ◆ BHS teacher Virginia Pinard, received the NH World Language Teacher of Excellence Award for 2007.

- ◆ Shaker Business Administrator Debbie Thompson was selected as the New Hampshire Business Administrator of the Year in 2006-2007.
- ◆ Shaker Superintendent Michael Cozort was selected as the *New Hampshire Superintendent of the Year in 2005-2006*.
- ◆ BHS student Rachel Eades, was honored as a national finalist for the *2005 Heisman Scholar Athlete Award*.
- ◆ BHS mathematics teacher Randy Wormald, was selected as the *New Hampshire Teacher of the Year in 2005* and was also selected National High School Teacher of the Year by the Walt Disney Corporation.
- ◆ Emily Spear, BES principal, was selected as the *New Hampshire Elementary School Principal of the Year in 2006*.
- ◆ BES teacher Patte Sarausky, was selected as the NH Junior Achievement Teacher of the Year.
- ◆ BHS English teacher Brian McNabb, was selected as the Treat Award Winner for Excellence in the Teaching of Humanities.
- ◆ BMS Assistant Principal Timothy Saunders, was selected to receive the *New England League of Middle Schools Administrator's Award for 2004-2005*.
- ◆ Belmont High School was selected as the *2003-2004 New Hampshire High School of the Year*.
- ◆ Canterbury Elementary School was selected as the *2003-2004 New Hampshire Elementary School of the Year*.
- ◆ Shaker Technology Integrator Gerry Ryder was selected the *New Hampshire Technology Impact Educator of the Year* for 2004.
- ◆ The Shaker Regional School Board was selected as the *2002-2003 New Hampshire School Board of the Year* by the New Hampshire School Board's Association.
- ◆ Belmont Elementary School was selected as the *2001-2002 New Hampshire Elementary School of the Year*.
- ◆ Mary Morrison, principal of the CES, was selected as a finalist for the *2000 New Hampshire Principal of the Year*.
- ◆ Jacqui McGettigan, the Shaker Regional Volunteer of the Year in 1999, was selected as the *New Hampshire Champion for Children* for her outstanding volunteerism in our district.
- ◆ Vicki Donovan, fourth grade teacher at BES, was selected as the *1998 New Hampshire Teacher of the Year*.
- ◆ The Belmont Elementary School Support Team (B.E.S.T.) received the NH State Board of Education *Dr. Eugene Jalbert Award* for contributions to Family/School Involvement in 1998.

GRADUATION STANDARDS

“The mission of Belmont High School is to develop contributing members of society.”

These Expectations for Student Learning represent what students should know and be able to do upon completion of the twelfth grade.

1. Reading for Understanding

The BHS student will read actively and critically to understand a variety of media.

2. Communication

The BHS student will communicate effectively through writing, speaking, listening and viewing, utilizing technology when appropriate to the task at hand.

3. Problem Solving

The BHS student will learn to utilize inquiry skills to organize, analyze, evaluate and solve practical and abstract problems.

4. Content Knowledge

The BHS student will demonstrate mastery of state and local competencies for required and elective content areas.

5. Local and Global Awareness

The BHS student will acquire knowledge and understanding of the content from a local and global perspective.

6. Self and Community Awareness

The BHS student will understand life-long wellness and will accept responsibility for personal decisions as they affect self and the community.

Required Courses

Required Credits

<i>Freshman Experience</i>	.5
English	4
Social Studies	3
Science	3
Math	3
Physical Education	1
Health	.5
Fine Arts Education	1
Computer Education	.5
<i>Elective Courses</i>	<u>8.5</u>
TOTAL CREDITS REQUIRED FOR GRADUATION	25

INPUT INDICATORS

Guiding Principle and Shared Beliefs

Mission Statement

Strategic Plan

School District Policies

School District Budget

Staff Development Master Plan

District Technology Master Plan

Faculty's Educational Level

Faculty's Experience Level

Master Negotiated Agreements

Employee Evaluation Process

Academic Recognition Programs

Culture of the Community

Education Level of Populace

Belmont/Canterbury Tax Base

Technology Plan

NH State Curriculum Frameworks

**NH State Minimum Standards for
School Approval**

District Curriculum

OUTPUT INDICATORS

Curriculum Maps

School Enrollments

Student Attendance

High School Drop Out Rate

**Student Post Secondary School
Acceptance and Attendance**

Advanced Placement Course Results

Special Education Enrollment

Distribution of Budgeted Funds

Per Pupil Expenditure

Scholastic Aptitude Test Scores

**NECAP Assessment
DRA/DIBELS Reading Results
NWEA Reading, Math & Science Re-
sults**

Library Media Reports

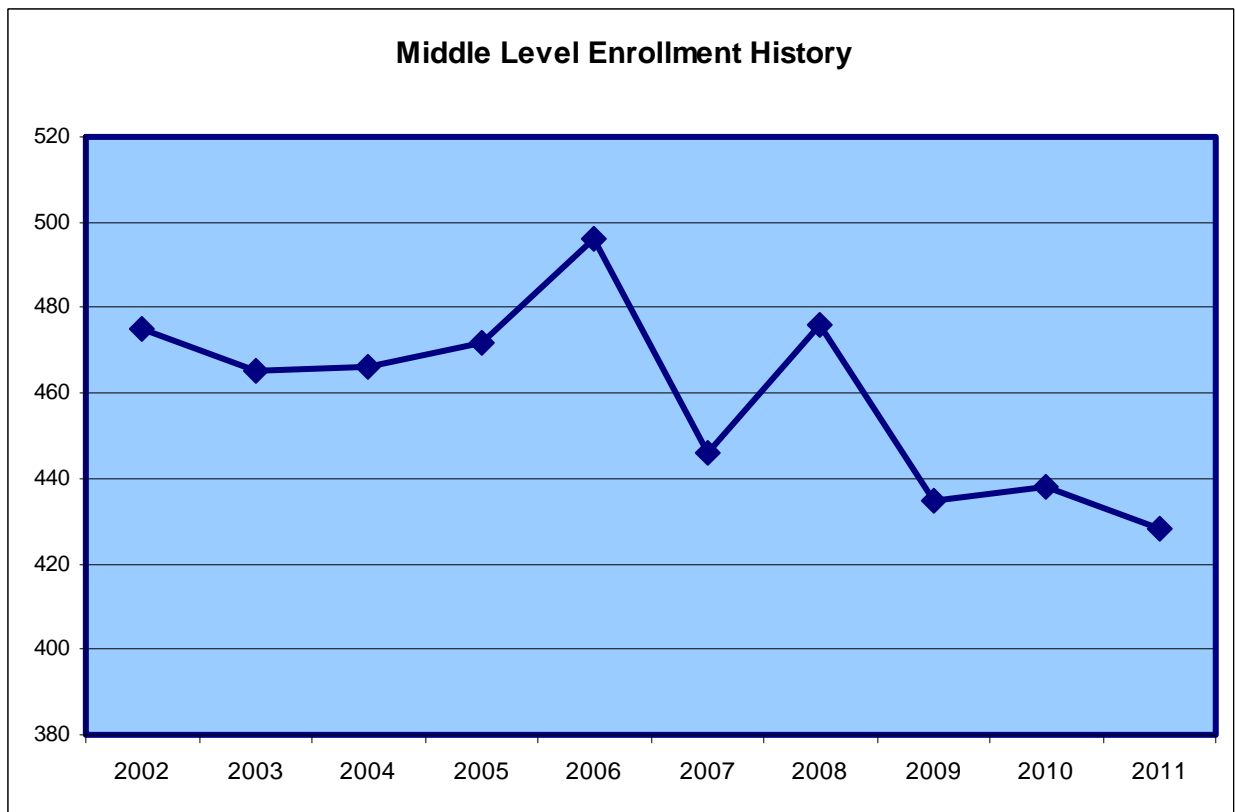
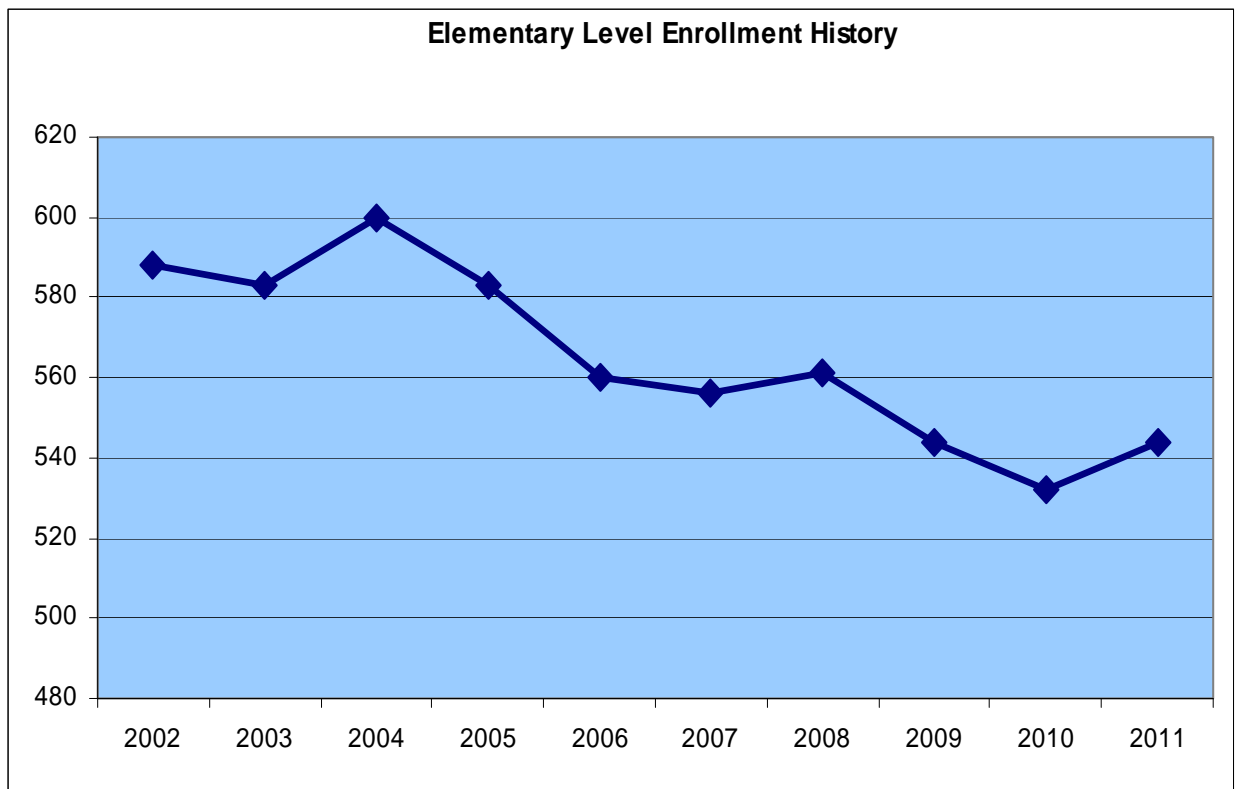
**NH School and Special Education
Program Approval**

NEASC Accreditation

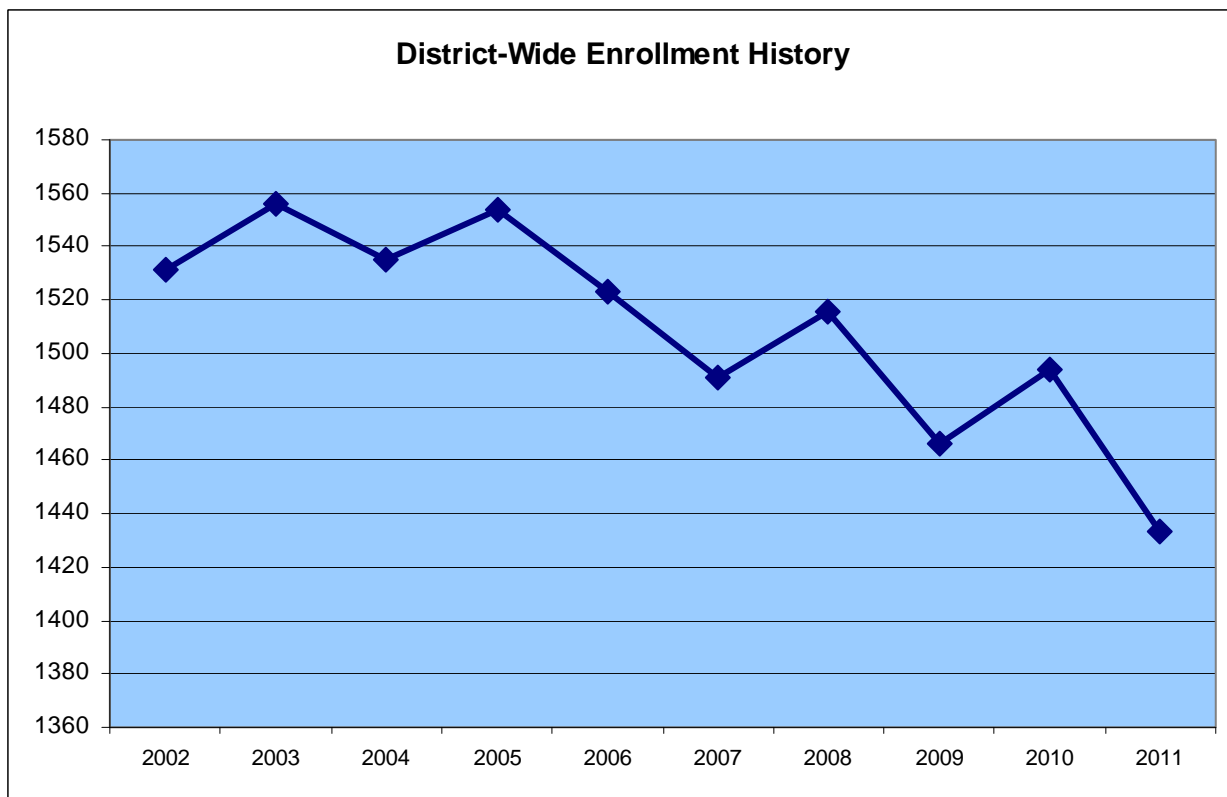
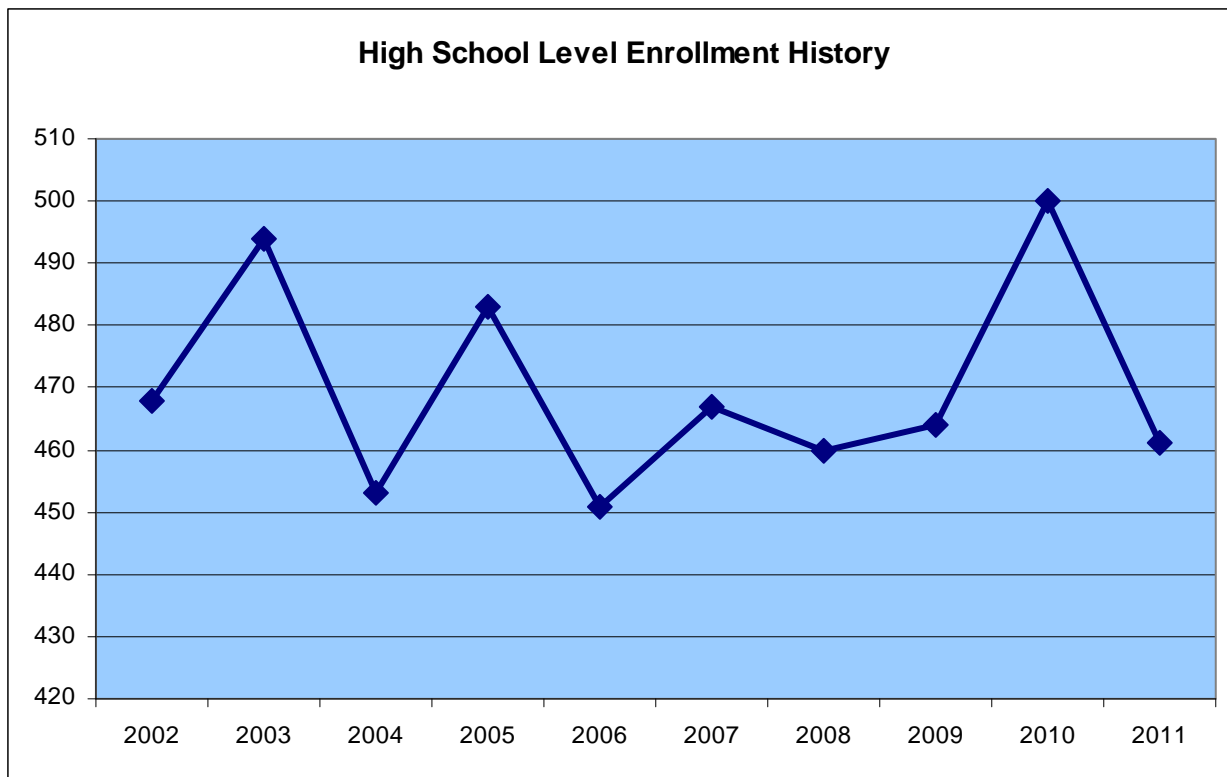
Excellence in Education Awards

Employee Awards and Recognitions

10-YEAR ENROLLMENT HISTORY

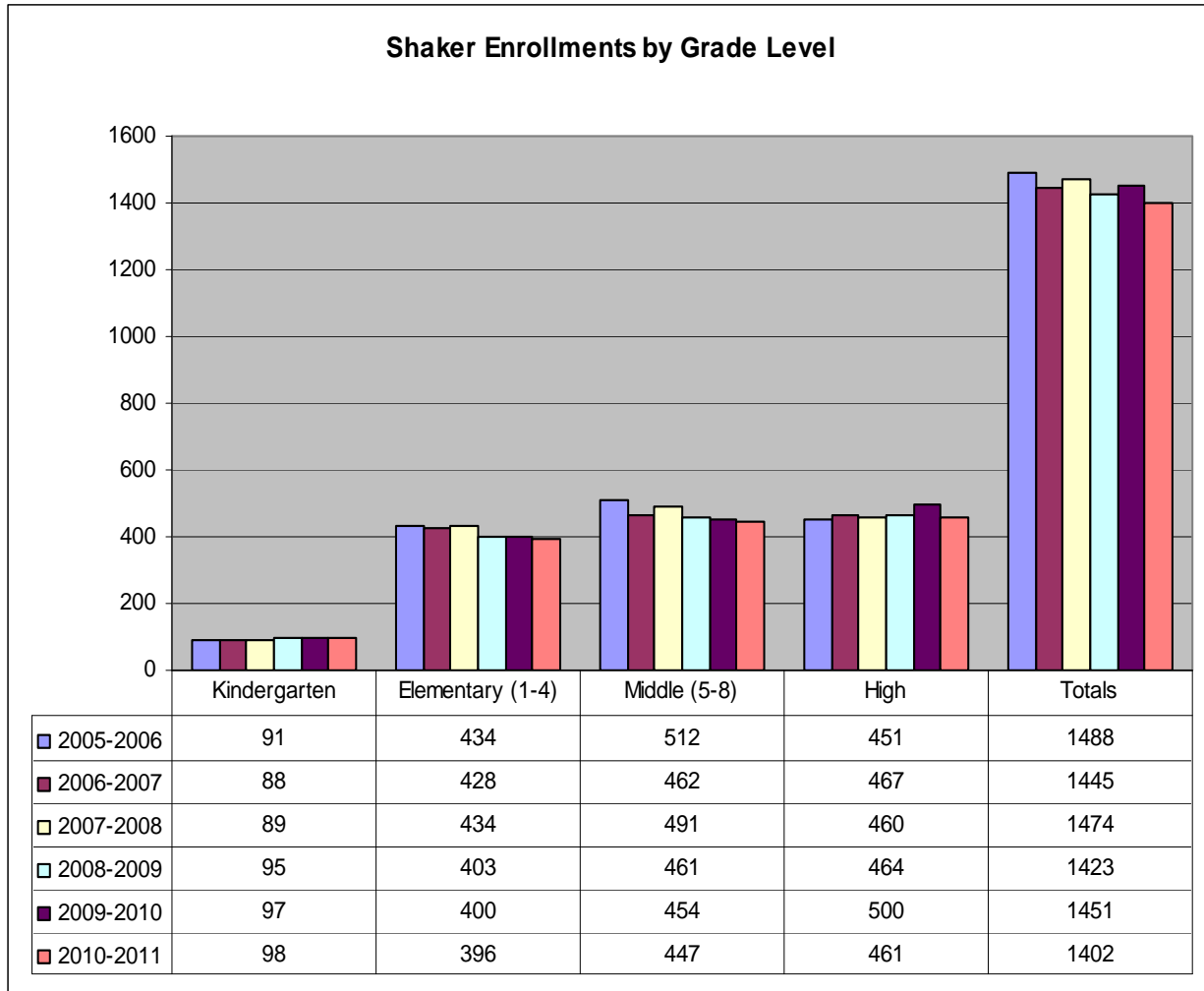


10 YEAR ENROLLMENT HISTORY (CONTINUED)



SCHOOL ENROLLMENTS BY GRADE LEVEL

Comparison Years: 2005-06 through 2010-11



Observations:

- ◆ The district school population appears to be leveling off.
- ◆ Special Education students placed out of district and home-schooled students are not included in these figures.

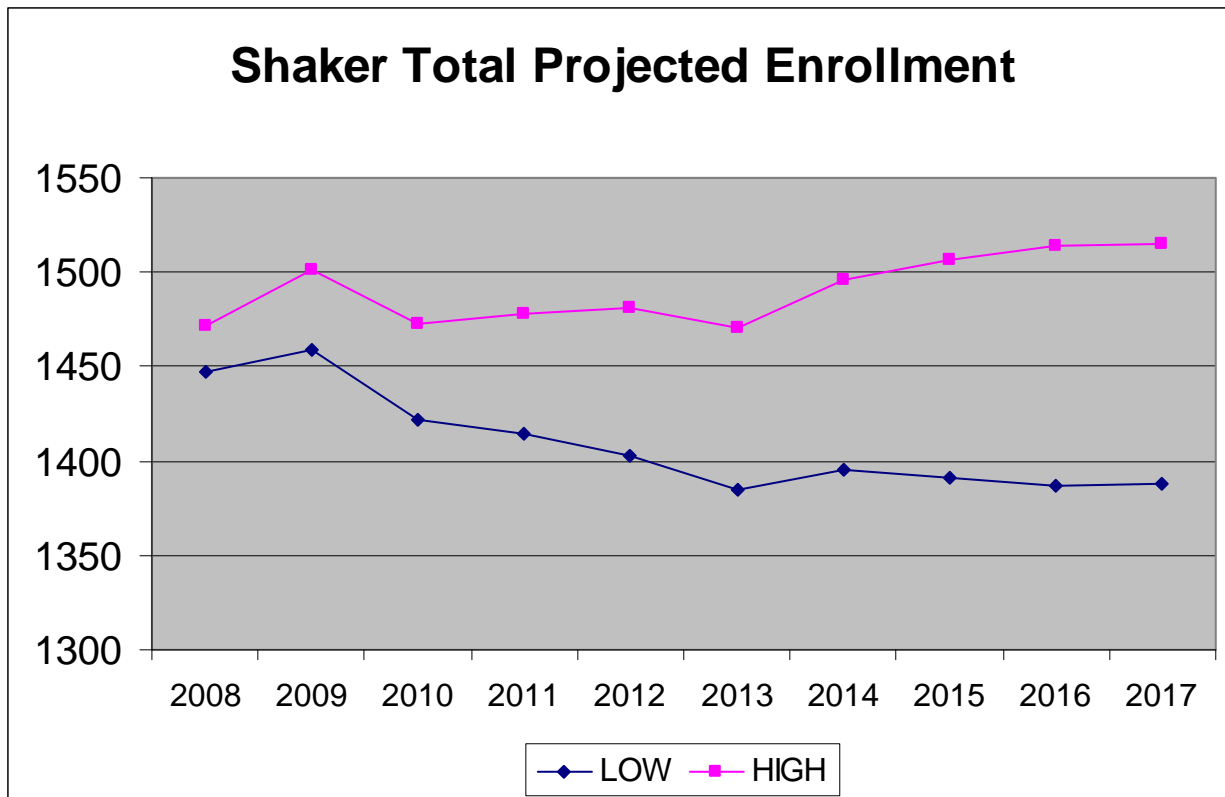
SHAKER TOTAL PROJECTED ENROLLMENT 2008 to 2017

December 2007

YEAR	LOW		HIGH	
	07 Update	06 Update	07 Update	06 Update
2007	1500	1450	1500	1450
2008	1447	1425	1472	1437
2009	1459	1408	1501	1432
2010	1422	1349	1473	1364
2011	1414	1355	1478	1359
2012	1403	1351	1481	1364
2013	1385	1346	1471	1385
2014	1395	1306	1496	1367
2015	1391	1264	1507	1336
2016	1387	1236	1514	1300
2017	1388		1515	

Observations:

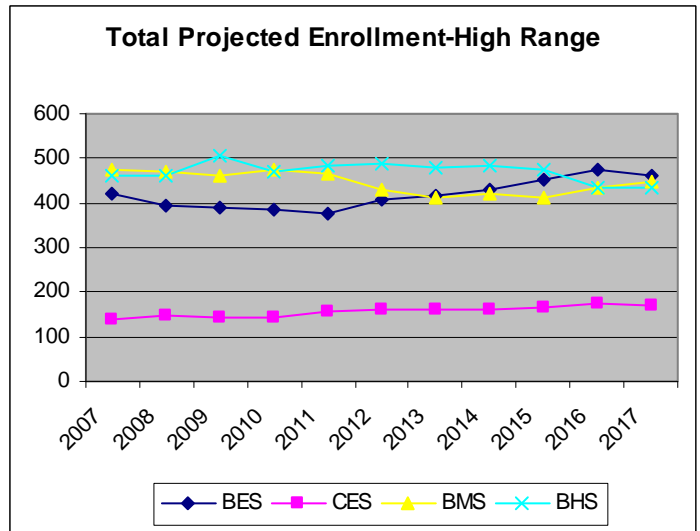
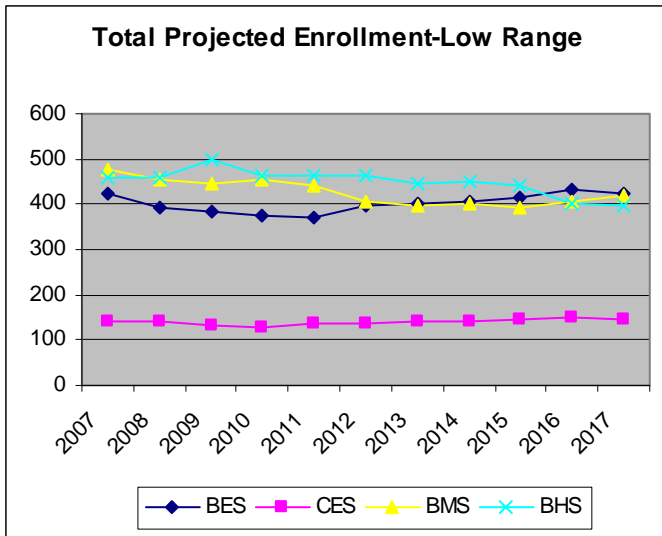
- ◆ As of June 1, 2011, Shaker’s enrollment was 1450
- ◆ If Shaker continues to follow the high ‘07 enrollment projections, it will exceed enrollment counts dating back to 2005-2006.



SHAKER SUMMARY ENROLLMENT PROJECTIONS BY SCHOOL

YEAR	LOW RANGE						HIGH RANGE					
	BES	CES	BMS	BHS	TOTAL	06 Update	BES	CES	BMS	BHS	TOTAL	06 Update
2007	422	141	476	461	1500	1450	422	141	476	461	1500	1450
2008	393	140	456	458	1447	1425	396	149	468	459	1472	1437
2009	385	133	444	497	1459	1408	391	144	462	504	1501	1432
2010	377	129	454	462	1422	1349	384	142	475	472	1473	1364
2011	369	137	443	465	1414	1355	376	155	465	482	1478	1359
2012	396	137	408	462	1403	1351	406	159	428	488	1481	1364
2013	401	139	399	446	1385	1346	418	161	414	478	1471	1385
2014	405	140	402	448	1395	1306	430	163	421	482	1496	1367
2015	416	144	391	440	1391	1264	452	167	414	474	1507	1336
2016	431	149	406	401	1387	1236	474	173	434	433	1514	1300
2017	425	145	420	398	1388		460	172	448	435	1515	

INDICATES EXCEEDS CAPACITY

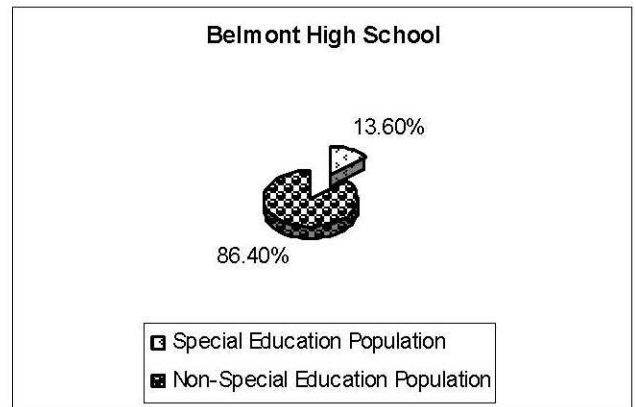
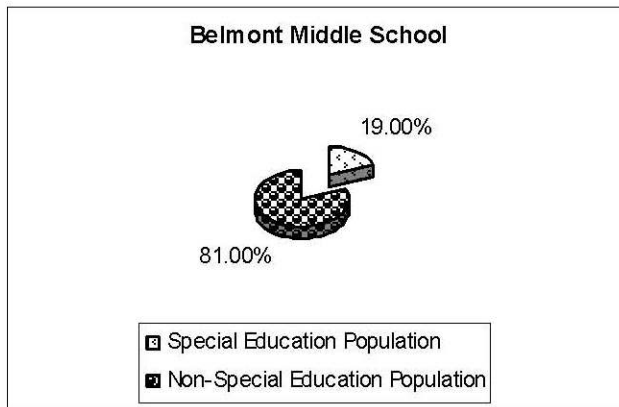
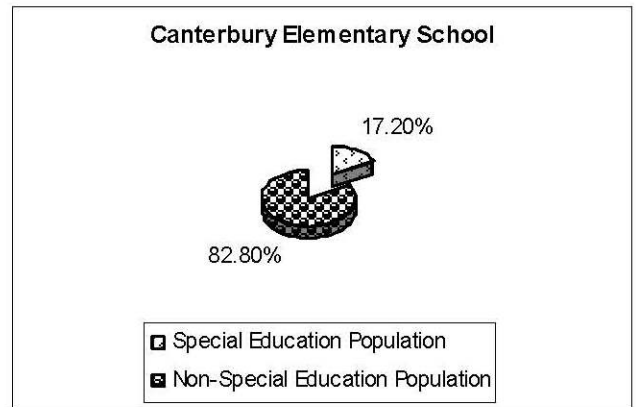
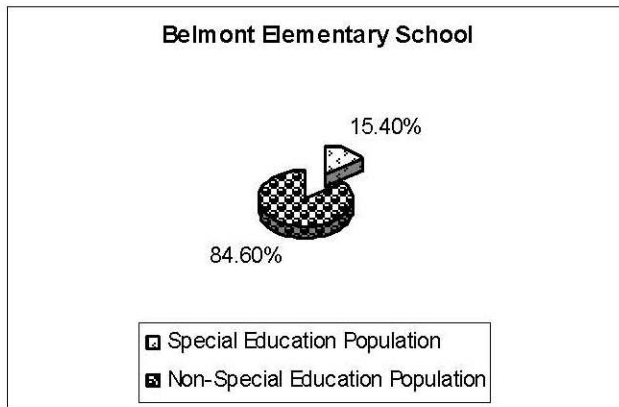


Observations:

- ◆ The projections indicate that Belmont Middle School will have a serious capacity issue in the short term.
- ◆ They also indicate that Belmont High School will be crowded for most of the next ten years.

SPECIAL EDUCATION ENROLLMENT

Based on June 2011 Figures



STATE-WIDE SPECIAL EDUCATION POPULATION: 15.4% (based on most recent data)

SHAKER SPECIAL EDUCATION POPULATION HISTORY:

2007-2008	15.0%	2009-2010	15.8%
2008-2009	15.3%	2010-2011	16.3%

SHAKER 2010-2011 OUT-of-DISTRICT PLACEMENT:

Belmont Elementary School	1 student placed
Canterbury Elementary School	0 students placed
Belmont Middle School	4 students placed (court-ordered)
Belmont High School	1 student placed (court-ordered)

SHAKER OUT-of-DISTRICT PLACEMENT HISTORY:

2007-2008	0.81%	2009-2010	.47%
2008-2009	0.54%	2010-2011	.41%

ADVANCED PLACEMENT

Comparison
2006-07 through 2010-2011

Year	AP Courses Offered	Students Enrolled	Students taking AP Exams	% Scoring 3 or Higher
2006-2007	4	21	20	50%
2007-2008	3	32	23	60%
2008-2009	3	32	24	50%
2009-2010	3	26	19	79%
2010-2011	3	20	10	80%
2011-2012	3	22	Not available	Not available

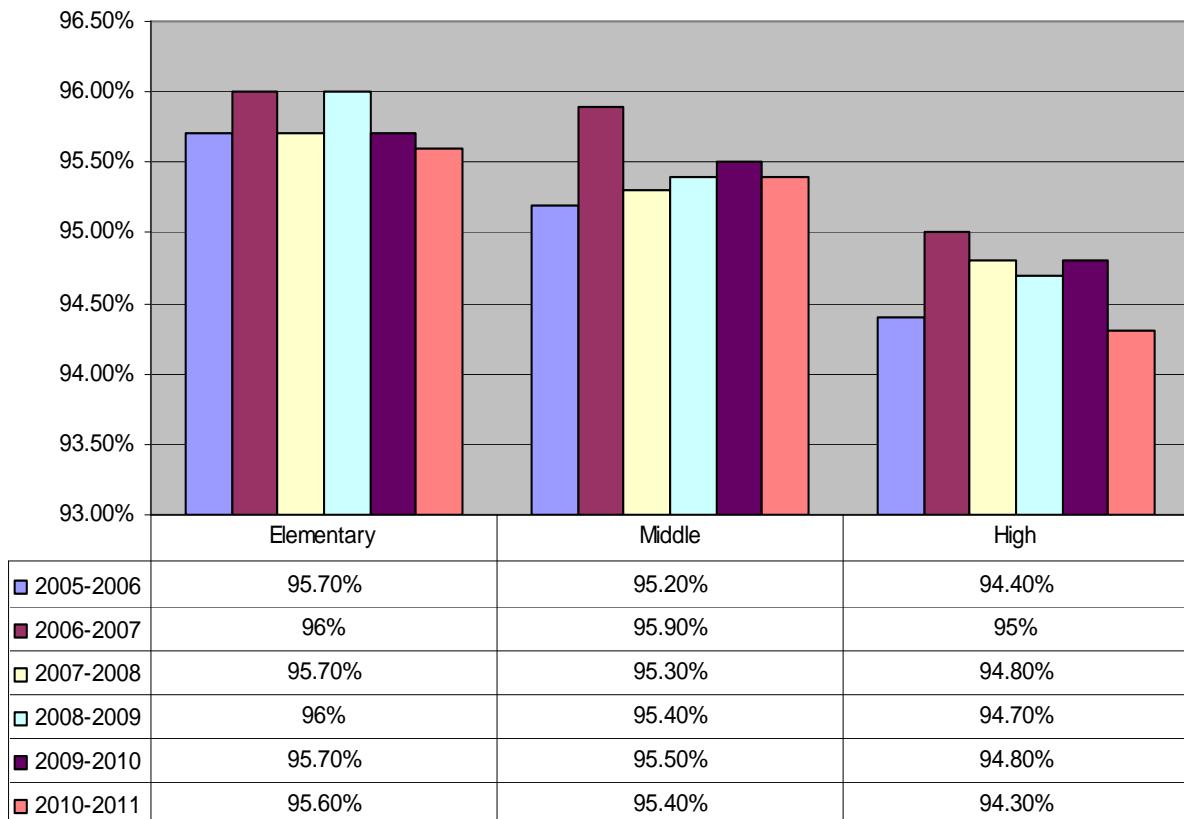
Observations:

- ◆ Advanced Placement courses have been offered at Belmont High School for over 10 years, providing an opportunity for students to take college level courses and exams while they are still in high school. Through this process students may earn credit, advanced placement or both.
- ◆ Scores on the AP Exams range from 1 to 5. Each college decided which AP exam grades it will accept for credit and/or advanced placement. Many institutions accept grades of 3 and above, which is the recommendation of the American Council on Education.
- ◆ In the last several years we have opened up the Advanced Placement courses to many more students. In addition, more students have been encouraged to take Advanced Placement testing in the hope that the students could apply the coursework to college transcripts.
- ◆ Belmont High School currently offers Advanced Placement coursework in English, U.S. History and Calculus.

SCHOOL ATTENDANCE

Average Daily Membership: 2005-06 through 2010-2011

Student Attendance



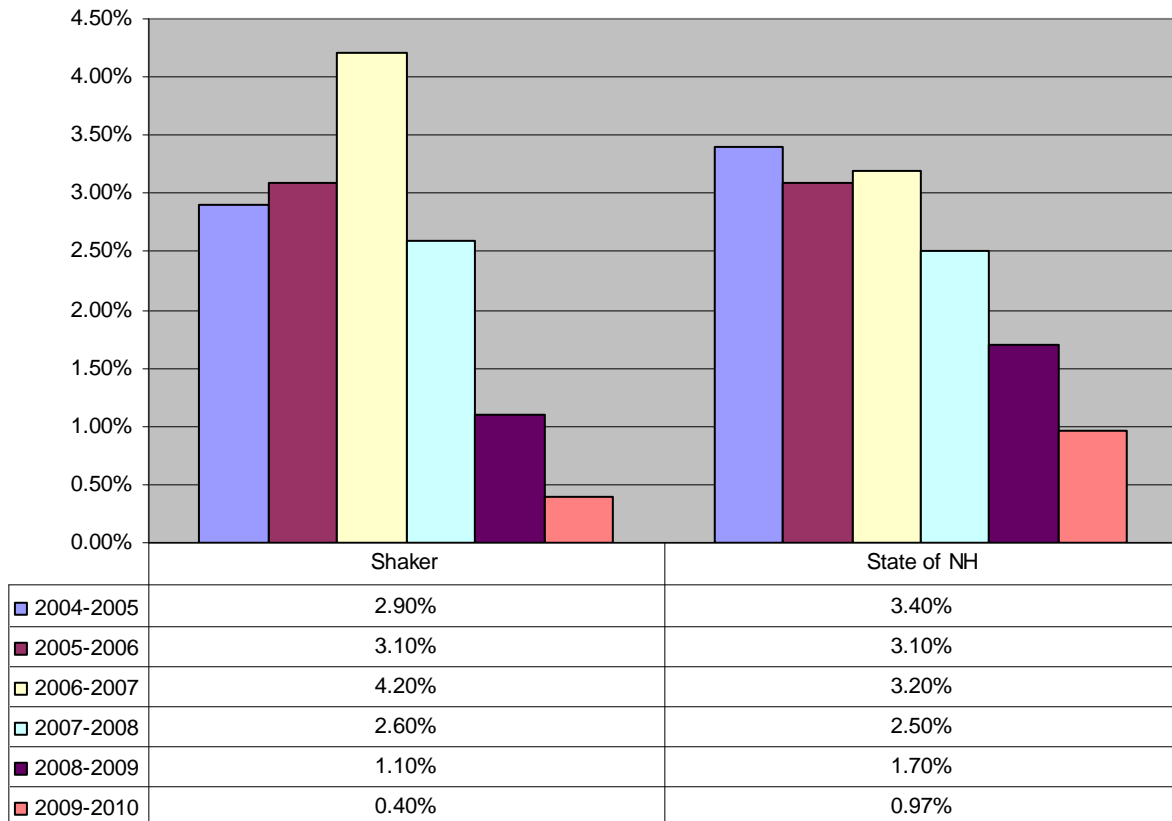
Observations:

- ◆ Consistently high attendance rates have been achieved at all levels.
- ◆ Shaker’s attendance rates exceed the state average in all categories (based on the latest figures released.)
- ◆ We recognize the importance of attendance because there is a positive correlation between attendance and achievement.
- ◆ All parents and staff should continue to work with the schools to stress the importance of school attendance for students at all levels.

DROP-OUT RATE

Belmont High School Students: 2004-05 through 2009-10

Drop-out Rates for Shaker and State of NH

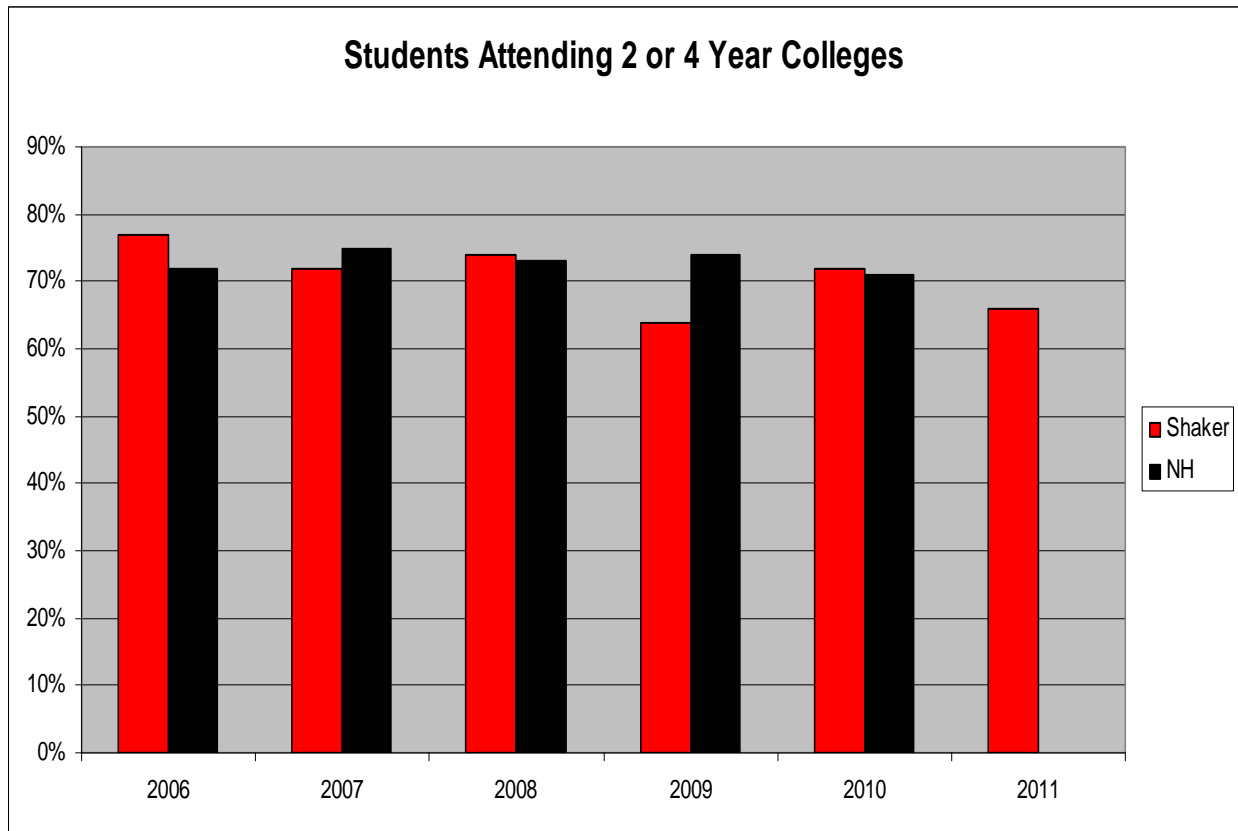


Observations:

- ◆ Shaker’s drop-out rate has been drastically reduced in the past three years.
- ◆ Belmont High School’s drop-out rate has consistently remained at or below the NH state average (with the exception of the 2006-2007 school year.)
- ◆ The most current data shows Belmont High School’s lowest drop-out rate to date—less than half of the state rate.
- ◆ In order to provide other options for students to remain enrolled, Shaker students may attend an Alternate Education program in Laconia or take Laconia Adult Education courses.

POST SECONDARY EDUCATION

Belmont High School Students Attending Two or Four Year Colleges
2005-2006 through 2010-2011



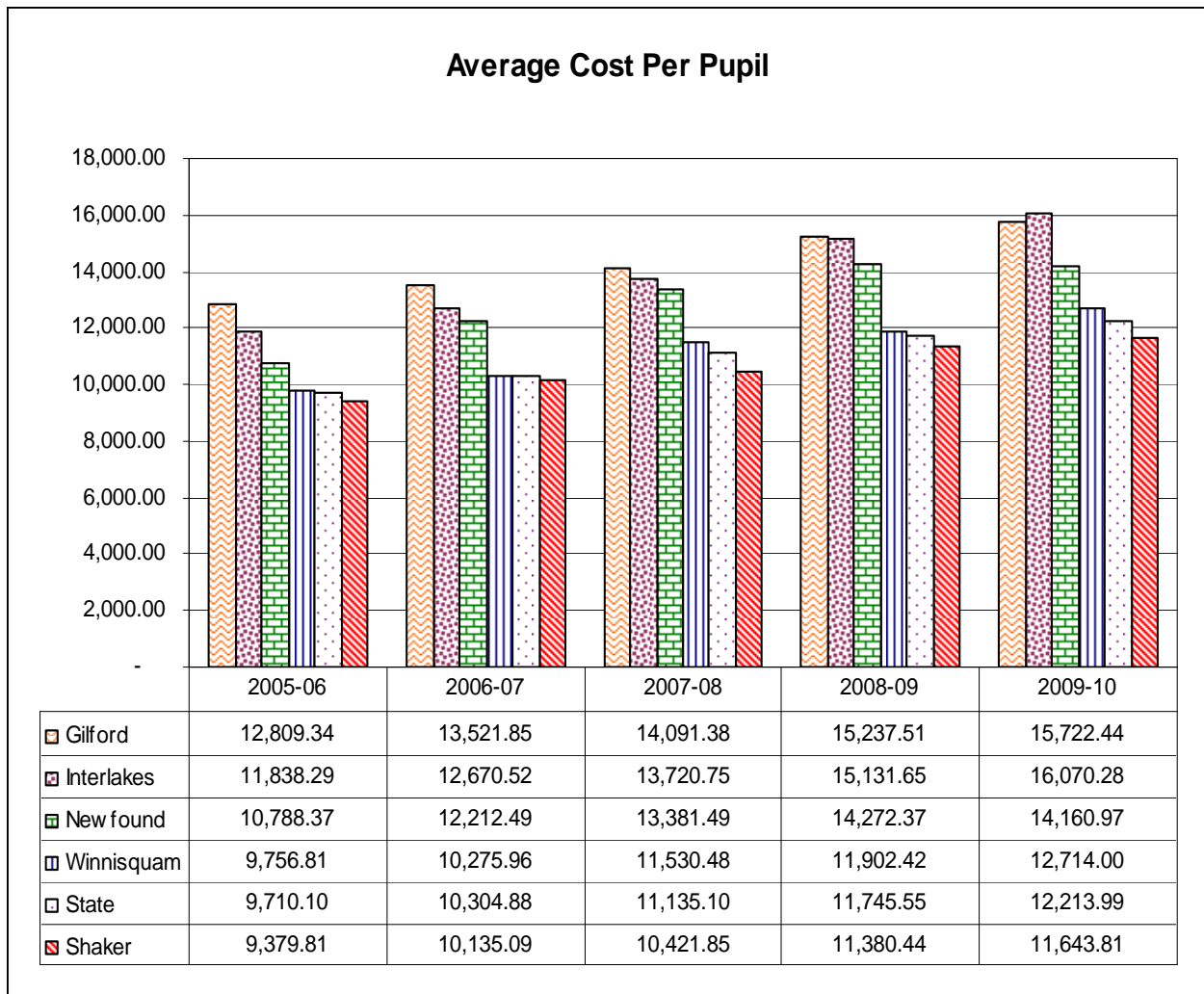
Observations:

- ◆ The Class of 2011 had 66% of its graduates accepted at two and four year colleges.
- ◆ Belmont High School’s post secondary education attendance rates are consistently higher than the average for the State of New Hampshire (2010-2011 data from the state was unavailable at press time.)
- ◆ BHS students attend some of the finest institutions of higher education in the United States, for example:

- | | | | |
|-----------------------|-------------------------|--|-------------------------------|
| -Arcadia University | -Bentley College | -Brandeis University | -Bryant University |
| -Casenovia College | -Champlain College | -Chester College | -Clarkson University |
| -Colby Sawyer | -College of Saint Rose | -Colorado State | -Drexel University |
| -Emmanuel College | -Emerson College | -Endicott College | -Fairfield University |
| -Franklin Pierce | -Gordon College | -Green Mountain | -Holy Cross College |
| -Houghton College | -Husson College | -Ithaca College | -Keene State College |
| -Lake Erie College | -LaSalle College | -Lesley University | -Vanderbilt |
| -MA College of Pharm. | -Newbury College | -New England College | -Norwich University |
| -Northeastern | -Quinnipiac University | -Roger Williams | -Rensselaer Institute of Tech |
| -Rhode Island College | -Rivier College | -Saint Michael’s | -Simmons College |
| -UConn | -University of Hartford | -UMass-Lowell | -University of New Hampshire |
| -UMaine/Farmington | -UMaine/Orono | -UMass- Amherst | -University of Rhode Island |
| -Tulane University | -Wake Forest | -University of Rochester-Olympic College | |

STATE & LOCAL DISTRICT PER PUPIL COST COMPARISON

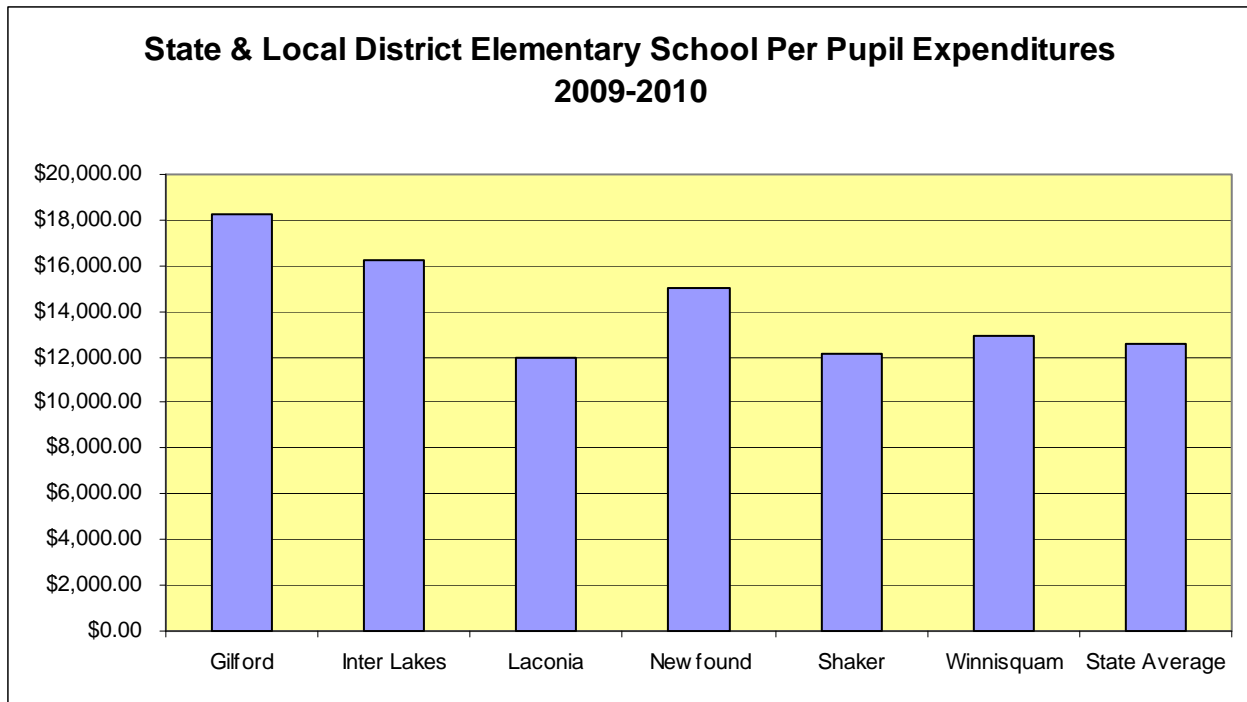
Comparison of Local Districts and State: 2005-06 through 2009-2010



Observations:

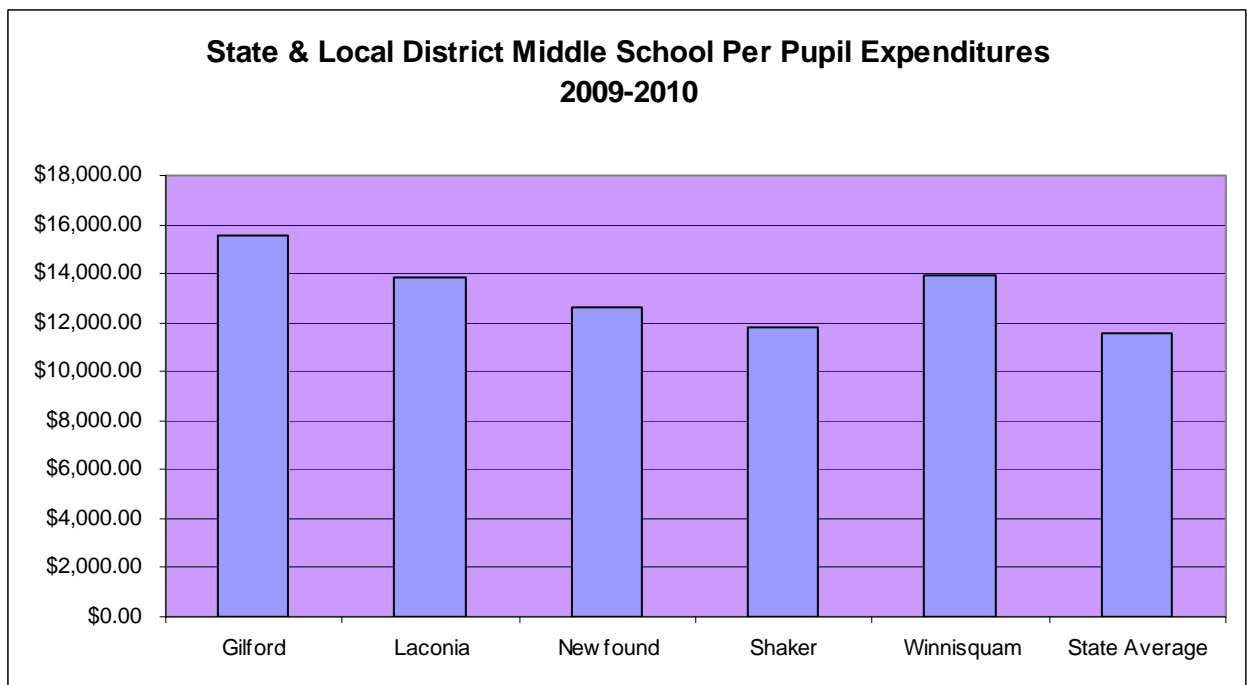
- ◆ Shaker’s per pupil average cost continues to fall **BELOW** the NH state average. 177 school districts reported the Cost per Pupil information to the state in 2009-10.
- ◆ Harrisville ranks first with \$27,387.21 spent per student each year. Shaker ranks 144th out of the 177 reporting districts.
- ◆ Per pupil costs are based on yearly operating costs that do not include tuition, transportation, capital expenditures, debt service and food service expenditures.
- ◆ These are the most recent figures available from the state.

BUILDING-LEVEL PER PUPIL COST COMPARISON

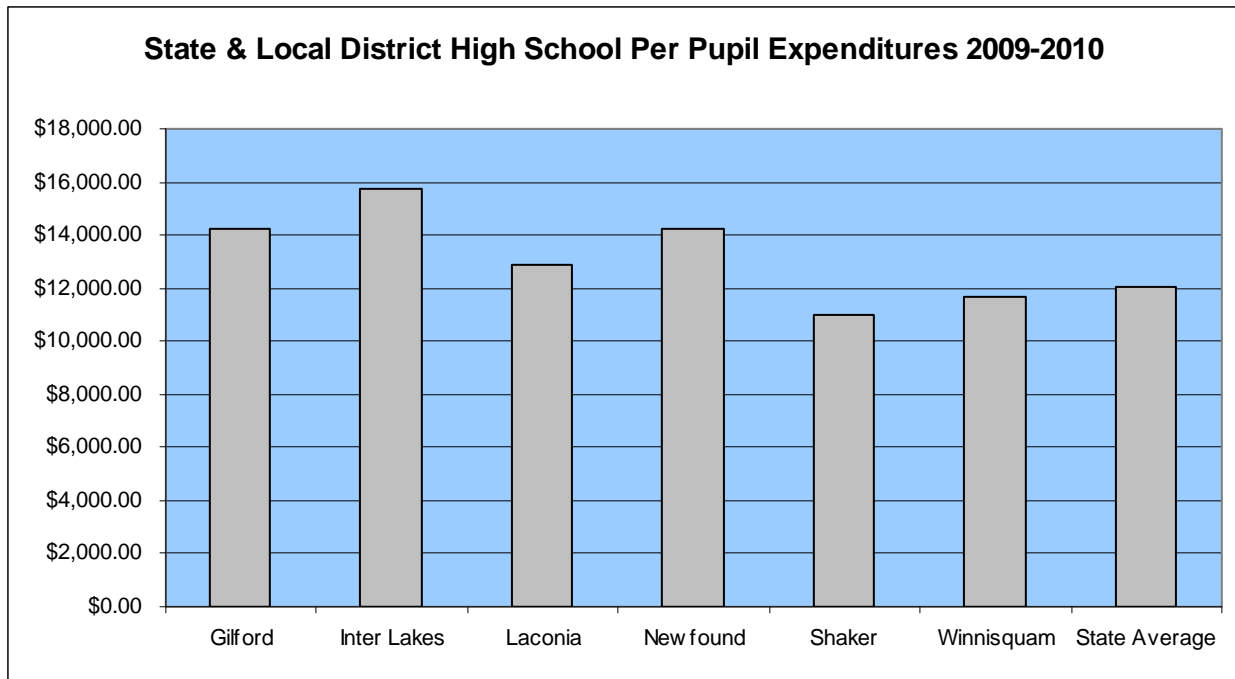


Observation:

- ◆ Shaker Regional School District spends less at the elementary level than any other local school district with the exception of Laconia (Shaker elementary level per pupil expenditure for 2009-10 of \$12,102.69) and less than any other local school district at the middle-level with a per pupil expenditure for 2009-10 of \$11,785.77.

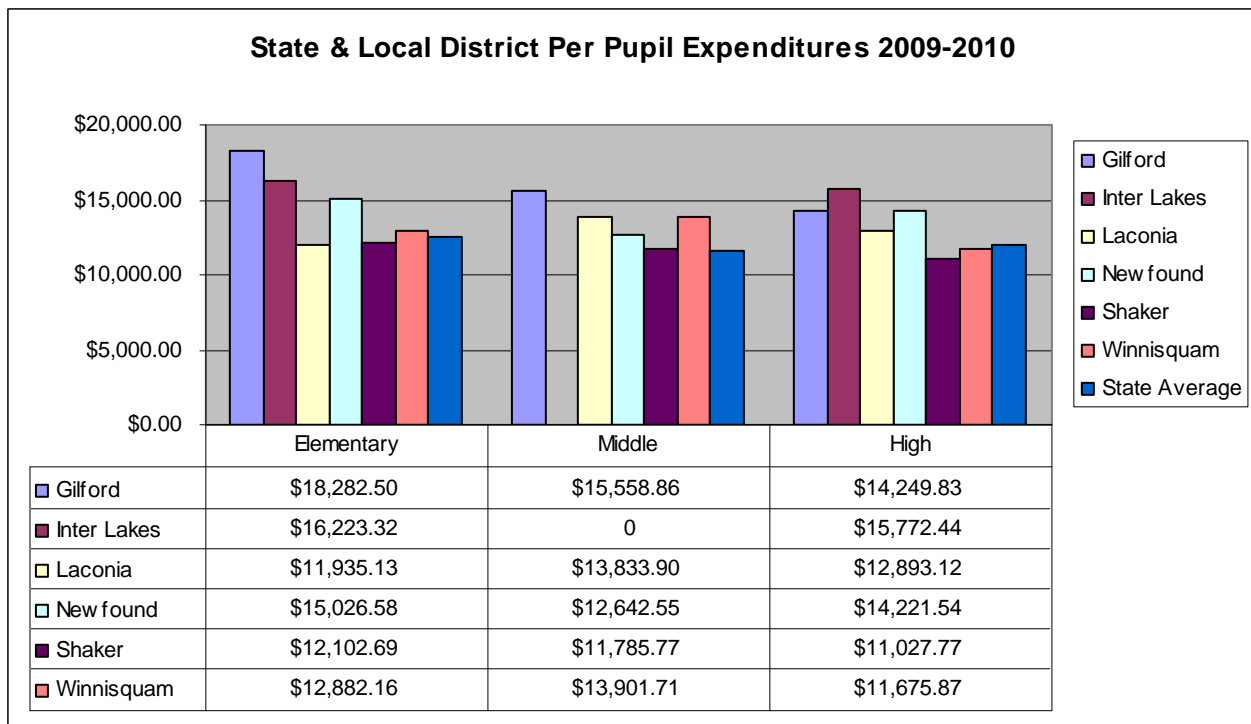


BUILDING LEVEL COST PER PUPIL COMPARISON (CONT.)



Observation:

- ◆ Shaker Regional School District spends less per pupil at the secondary level than any other local school district with a per pupil expenditure for 2009-10 of \$11,027.77.



DISTRIBUTION OF FUNDS

Shaker Regional School District
Fiscal Year 2011/School Year 2010-2011

Budget Category	2008-09	2009-10	2010-11	2011-12
Regular Education	46.5%	46.2%	45.8%	43.7%
Special Education	9.67%	9.7%	10.5%	12.7%
Special Programs	1.9%	2%	2.1%	2.1%
Vocational Education	.5%	.5%	.58%	.78%
Co-curricular & Athletics	1.87%	1.7%	1.9%	1.6%
Community Programs	.08%	.07%	.08%	.07%
Student Services	5.47%	5.7%	5.7%	5.2%
Improvement of Instruction	1.2%	1.2%	1.29%	1.2%
Library/Technology	3.5%	3.7%	3.6%	2.7%
Administration	10.8%	11.5%	10.9%	10.8%
Buildings & Grounds	8.8%	8.5%	8%	7.25%
Pupil Transportation	5%	5%	5.3%	4.97%
Support Services	0%	0%	.8%	3.85%
Building Improvement	.86%	.4%	0%	.14%
Debt	3.6%	3.4%	3.1%	2.9%

Observations:

- ◆ The 2010-2011 budget (as adopted) distribution of funds for education in the Shaker Regional School District is representative of various costs from year to year.
- ◆ Special Education includes occupational and physical therapy and speech & language pathology. Special Education transportation is not included.
- ◆ Special Programs include the Gifted & Talented Program, ESOL & Summer School.
- ◆ Community Programs include parent training and other workshops.
- ◆ Student Services include Guidance, the SRO and Health Services.
- ◆ Improvement of Instruction includes Professional Development and Course Reimbursement funds, Assessment Services, Curriculum and Data Management.
- ◆ Administration includes Superintendent, SAU and School Administrators, Board Members.

SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test (SAT) is administered by the College Board to high school juniors and seniors who intend on applying to college. It must be noted that all students, even some college bound students, do not choose to take this test so it should not be construed to reflect the performance of an entire school population. However, in Shaker, the vast majority of our students do take the test.

The College Board offers guidelines on the appropriate use of the SAT scores, and notes that most College Board tests are taken only by particular groups of self-selected students. The results are important indicators in predicting college success for individual students. It is not a curriculum based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative or character.

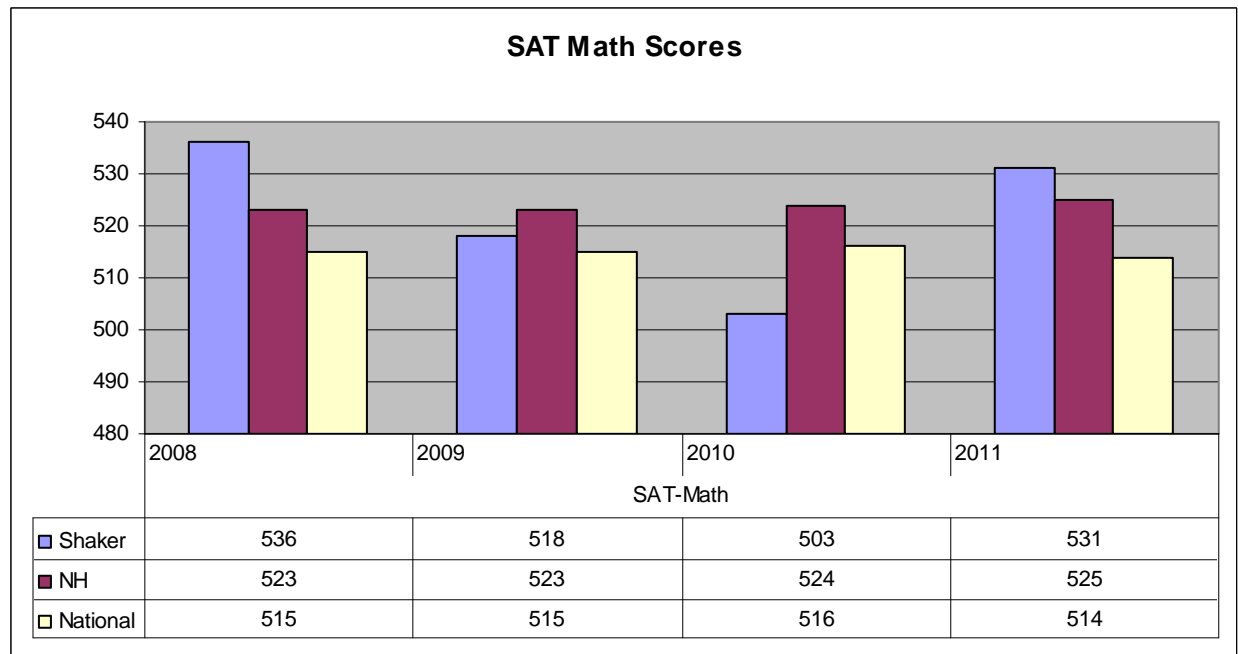
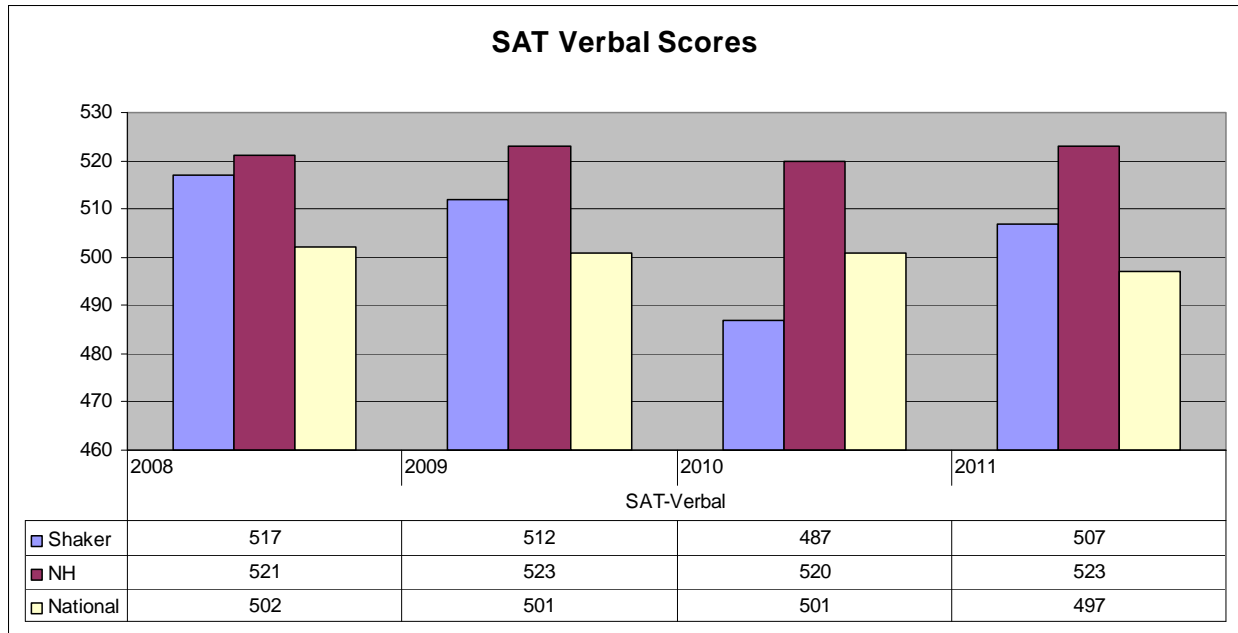
College Board SAT results are outlined in the SAT-I Profile sent to high schools in the early fall. The scores sent to each participating high school reflect each senior's most recent SAT-I Scores. If a student takes the SAT-I as a junior and never takes it again, that junior SAT-I score becomes his most recent SAT-I score as a senior and is included in the totals provided to the school.

The SAT assesses reading, writing and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student's linguistic and mathematical abilities, and in assessing academic preparation. However, using these scores in aggregate form as a single measure to evaluate or rate schools, teachers, districts, or states is invalid because they do not include all students.

Furthermore, the College Board stresses that in looking at average SAT scores the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background and education of parents. These factors, and others which are less apparent, may have a significant influence on average test scores.

Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as pupil teacher ratios, adequate classroom space and expenditures is also important.

SCHOLASTIC APTITUDE TEST RESULTS



Observations:

- ◆ A writing component has been added to the SATs:
 - In 2008 scores for writing were: National 494, NH 511, Shaker 512
 - In 2009 scores for writing were: National 493, NH-510, Shaker-512
 - In 2010 scores for writing were: National 492, NH 510, Shaker 486
 - In 2011 scores for writing were: National 489, NH 511, Shaker 501

STATE ASSESSMENT PROGRAM

New England Common Assessment Program-Grades 3-8 and 11

The New England Common Assessment Program (NECAP) tests are administered to students in New Hampshire, Rhode Island and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessment.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8; writing tests are administered to students in grades 5 and 8; science tests are administered to students in grades 4, 8 and 11. The NECAP tests are intended to evaluate how well students and schools are achieving in learning targets contained in the *New England Grade Level Expectations*. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade. NECAP results can be used, along with other assessments and measures, to identify students' strengths and weaknesses. NECAP is only one indicator of student performance and should not be used as the sole indicator for referring students to special education, promotion, retention or graduation decisions.

Source: New England Common Assessment Program Guide to Using the 2007 NECAP Reports

NECAP-ASSESSMENT RESULTS: GRADES 3-8 & 11

Percentages represent cohort groups' progress from OCTOBER 2007-October 2010
(Read results from left to right)

NECAP-Reading (Grades 3-11)

YOG	Shaker % Proficient/Above (Test Year Data)								State % Proficient/Above (Test Year Data)							
	Gr.	Fall '07	Gr.	Fall '08	Gr.	Fall '09	Gr.	Fall '10	Gr.	Fall '07	Gr.	Fall '08	Gr.	Fall '09	Gr.	Fall '10
2020							3rd	78%							3rd	80%
2019					3rd	90%	4th	84%					3rd	80%	4th	77%
2018			3rd	89%	4th	82%	5th	82%			3rd	78%	4th	75%	5th	78%
2017	3rd	88%	4th	88%	5th	83%	6th	84%	3rd	77%	4th	75%	5th	79%	6th	77%
2016	4th	82%	5th	72%	6th	88%	7th	84%	4th	74%	5th	76%	6th	76%	7th	72%
2015	5th	59%	6th	78%	7th	83%	8th	85%	5th	71%	6th	74%	7th	77%	8th	78%
2014	6th	81%	7th	90%	8th	80%	9th	NT	6th	73%	7th	77%	8th	76%	9th	NT
2013	7th	84%	8th	76%	9th	NT	10th	NT	7th	75%	8th	71%	9th	NT	10th	NT
2012	8th	77%	9th	NT	10th	NT	11th	72%	8th	67%	9th	NT	10th	NT	11th	74%
Gr. 11	11th	74%	11th	67%	11th	79%			11th	67%	11th	72%	11th	73%		

Observations:

- ◆ Using results of the assessment, Shaker teachers are able to identify reading skill deficiencies of students as well as target appropriate support services.
- ◆ For all grade levels assessed in Fall of 2010, our students exceeded the state average in reading in all but two grades.

NECAP-Math (Grades 3-11)

YOG	Shaker % Proficient/Above (Test Year Data)								State % Proficient/Above (Test Year Data)							
	Gr.	Fall '07	Gr.	Fall '08	Gr.	Fall '09	Gr.	Fall '10	Gr.	Fall '07	Gr.	Fall '08	Gr.	Fall '09	Gr.	Fall '10
2020							3rd	84%							3rd	76%
2019					3rd	95%	4th	86%					3rd	76%	4th	74%
2018			3rd	92%	4th	88%	5th	71%			3rd	72%	4th	75%	5th	73%
2017	3rd	90%	4th	89%	5th	81%	6th	74%	3rd	73%	4th	73%	5th	75%	6th	71%
2016	4th	82%	5th	67%	6th	76%	7th	72%	4th	68%	5th	73%	6th	72%	7th	66%
2015	5th	62%	6th	65%	7th	67%	8th	56%	5th	69%	6th	69%	7th	66%	8th	66%
2014	6th	68%	7th	71%	8th	70%	9th	NT	6th	68%	7th	66%	8th	66%	9th	NT
2013	7th	64%	8th	70%	9th	NT	10th	NT	7th	63%	8th	65%	9th	NT	10th	NT
2012	8th	47%	9th	NT	10th	NT	11th	23%	8th	58%	9th	NT	10th	NT	11th	36%
Gr. 11	11th	29%	11th	30%	11th	36%			11th	28%	11th	32%	11th	33%		

Observation:

- ◆ Using results of the assessment, Shaker teachers are able to identify math skill deficiencies of students as well as target appropriate support services.

NECAP-ASSESSMENT RESULTS-GRADES 3-8 & 11

(Continued)

NECAP-Writing (Grades 5,8 and 11)

Grade	Shaker % Proficient/Above (Test Year Data)				State % Proficient/Above (Test Year Data)			
	2007	2008	2009	2010	2007	2008	2009	2010
5	51%	58%	No Results	55%	52%	60%	No Results	56%
8	51%	62%	No Results	59%	43%	51%	No Results	64%
11	46%	39%	52%	36%	33%	39%	50%	45%

Observation:

- ◆ Using results of the assessment, Shaker teachers are able to identify writing skill deficiencies of students as well as target appropriate support services.

NECAP-Science (Grades 4,8 and 11)

Grade	Shaker % Proficient/Above (Test Year Data)				State % Proficient/Above (Test Year Data)			
	2008	2009	2010	2011	2008	2009	2010	2011
4	74%	70%	65%	70%	51%	53%	54%	55%
8	12%	25%	26%	18%	26%	24%	27%	28%
11	28%	26%	30%	20%	22%	24%	24%	27%

Observations:

- ◆ Using results of the assessment, Shaker teachers are able to identify science skill deficiencies of students as well as target appropriate support services.
- ◆ For all grade levels assessed in Spring 2011, our grade 4 students exceeded the state average in science.
- ◆ In the Fall of 2011, 42% of Shaker High School students were enrolled in college prep science courses while 11% of BHS students were enrolled in honors or advanced placement science courses. In total 53% of all students at Belmont High School are enrolled in college prep, honors or advanced placement science courses.

NECAP-ASSESSMENT RESULTS for STUDENTS with EDUCATIONAL DISABILITIES-GRADES 3-8

As part of the federal No Child Left Behind Act of 2001, the Shaker Regional School District must demonstrate growth for all students, but also across several categories including students identified with educational disabilities. The following results show the percentage of students with learning disabilities who scored proficient and above in comparison to the state averages in the same category.

Reading-Students with Educational Disabilities

Reading	Shaker Proficient/Above	State Proficient/Above
2007	41%	34%
2008	40%	36%
2009	49%	38%
2010	45%	38%

Math-Students with Educational Disabilities

Math	Shaker Proficient/Above	State Proficient/Above
2007	34%	32%
2008	48%	30%
2009	55%	32%
2010	43%	35%

Observations:

- ◆ 45% of Shaker students with IEPs at grades 3-8 scored proficient or higher in reading compared to a statewide 38% of IEP students scoring proficient. That is an **+7%** difference.
- ◆ 43% of Shaker students with IEPs at grades 3-8 scored proficient or higher in Math compared to a statewide 35% of IEP students scoring proficient. That is an astounding **+8%** difference.

ADEQUATE YEARLY PROGRESS

As part of the federal No Child Left Behind Act of 2001, public schools in New Hampshire are measured in more than 40 subcategories including attendance rates, graduation rate (high school only) and participation rates on the state-wide NECAP assessment in reading and math. In the performance areas of reading and math: all subgroups regardless of their educational disability or economic disadvantage identification, must meet the same target index established whole school by the New Hampshire Department of Education for NCLB requirements. In 2007-2008 and 2008-2009 **ALL** Shaker schools made AYP in both reading and math in all subgroups.

Reading-Whole School

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	91	91	86	86	82
CES	97.2	97.2	97.4	96.8	97.9
BES	88.4	93.8	92.8	89.7	88.1
BMS	94.3	95	93	94.1	91
Target Index-Secondary	89	89	84	84	NT
BHS	89.5	92.6	90.8	91.1	No Test

Math-Whole School

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	88	88	82	82	76
CES	97.8	99.7	97.1	97.9	97.5
BES	90.6	95.3	91.5	88	87.4
BMS	85.1	87.9	84.7	84	82.3
Target Index-Secondary	72	72	58	58	NT
BHS	58.9	72.1	64.5	67	No Test

Observation:

- ◆ All Shaker schools' whole school results have consistently exceeded the state target index in both reading and math during the last five years, with the exception of BHS Mathematics.

ADEQUATE YEARLY PROGRESS FOR COHORT GROUPS

Reading-Economic Disadvantage

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	91	91	86	86	82
CES	100	*	94.5	*	*
BES	83.1	90.5	90.2	80.9	78.1
BMS	89.2	88.3	84.9	89.2	83.7
Target Index- Secondary	89	89	84	84	NT
BHS	90.8	90.8	84.2	*	No Test

* Cohort group is too small (fewer than 11) & not required to meet target index score.

Math-Economic Disadvantage

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	88	88	82	82	76
CES	100	*	92.7	*	*
BES	88.4	92.7	91.4	79.1	81.5
BMS	74.8	80	71	77.8	74.1
Target Index- Secondary	72	72	58	58	NT
BHS	54.6	55.4	61.1	*	No Test

* Cohort group is too small (fewer than 11) & not required to meet target index score.

Observations:

- ◆ Shaker elementary & middle school students of economic disadvantage have exceeded the state index targets in reading five times in the last five years and in math six times in the last five years.
- ◆ Shaker high school students of economic disadvantage have hit the state index targets in reading three times in the last three years and in math one time in the last three years.

AYP FOR COHORT GROUPS (CONT.)Reading-Educational Disability

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	91	91	86	86	82
CES	90	87.8	91.8	83.3	*
BES	63	79.6	78.7	68.9	55
BMS	80.7	79.1	69.5	74.2	69.5
Target Index- Secondary	89	89	84	84	NT
BHS	66.3	*	64.3	*	No Test

* Cohort group is too small (fewer than 11) & not required to meet target index score.

Math-Educational Disability

School/Year	2011	2010	2009	2008	2007
Target Index Elementary/Middle	88	88	82	82	76
CES	93.3	98.9	92.9	90	*
BES	73.2	87.8	84.3	70.6	61
BMS	62.6	66	53.2	52.6	46
Target Index- Secondary	72	72	58	58	NT
BHS	33.7	*	30	*	No Test

* Cohort group is too small (fewer than 11) & not required to meet target index score.

Observations:

- ◆ Index scores of Shaker elementary students with educational disabilities consistently exceed and improve upon the 2007 results.
- ◆ Shaker high school students with educational disabilities cohort groups have been too small to calculate in three of the last five years of testing.

LOCAL DISTRICT NECAP SCORE COMPARISON

The following data table shows Shaker's NECAP score results in comparison to those of local area school districts.

Mean Scaled Score Fall 2010 NECAP

Reading							
	State Average	Gilford	Interlakes	Laconia	Newfound	SRSD	Winn
3	348	346	349	346	347	347	346
4	449	450	445	445	447	450*	451
5	548	545	546	547	547	546	549
6	648	648	649	645	648	650*	648
7	747	749	749	741	745	750*	746
8	850	850	853	846	851	851*	847
11	1146	1148	1147	1142	1144	1145	1144

KEY:

Highest
2nd highest
*Above NH

Math							
	State Average	Gilford	Interlakes	Laconia	Newfound	SRSD	Winn
3	347	345	349	345	347	350*	345
4	447	451	447	443	446	450*	449
5	546	548	545	545	546	547*	544
6	646	649	647	643	646	647*	646
7	744	745	749	742	742	745*	744
8	843	843	848	841	842	842	841
11	1136	1137	1134	1132	1133	1134	1133

Writing							
	State Average	Gilford	Interlakes	Laconia	Newfound	SRSD	Winn
5	543	540	539	541	542	541	545
8	842	841	844	839	846	843*	839
11	6.2	6.5	6.7	5.7	5.9	5.9	5.8

Observations:

- ◆ In Reading: Shaker students in grades 3, 4, 6, 7 & 8 had the highest or second highest mean scaled scores in comparison to local school districts.
- ◆ In Math, Shaker students in grades 3, 4, 5, 6, 7 & 11 had the highest or second highest mean scaled scores in comparison to local school districts.
- ◆ In Writing, Shaker grade 8 students scored above the state average by a full point.

STATE-WIDE PERFORMANCE RANKING OF LOCAL DISTRICTS

School Districts in NH are ranked by the Department of Education based on their NECAP performance. The following is a listing of the local school districts elementary and high school reading and math ranks in comparison to Shaker Regional School.

Reading	Grades 3-8		Grade 11	
	2010	2009	2010	2009
<i>Total # of Districts Tested</i>	159	158	76	75
SRSD	48	58	22	30
Interlakes	70	110	12	65
Gilford	91	63	27	17
STATE	102	103	41	42
Winnisquam	109	85	71	29
Newfound	116	118	22	53
Laconia	134	125	73	61

Math	Grades 3-8		Grade 11	
	2010	2009	2010	2009
<i>Total # of Districts Tested</i>	159	158	76	75
SRSD	42	64	19	39
Interlakes	60	78	48	67
Gilford	76	61	27	23
STATE	97	95	30	35
Newfound	104	112	60	64
Winnisquam	113	109	53	57
Laconia	122	117	70	65

Observation:

- ◆ Shaker Regional School District consistently ranks above local districts at all educational levels based on NECAP Reading and Math performance.
- ◆ This is the most current data available at this time.

EARLY LITERACY

DEVELOPMENTAL READING ASSESSMENT (D.R.A.)

The DRA is designed to help teachers systematically observe, record and evaluate change in student reading performance and to plan for and teach what each student needs to learn next. Assessments are conducted in one-on-one reading conferences as children read specially selected assessment texts.

The DRA is used to document change over time in each student's reading ability. During the DRA, teachers note observable reading behaviors such as pausing, rereading, searching the pictures, appealing for help, sounding out clusters of letters and self-correcting. Teachers analyze the student's miscues on the running record or record of oral reading. Once the assessment is complete, they use this information to differentiate instruction and create instructional groups.

Belmont Elementary School have provided interventions and monitored students' reading progress with the DRA since 2004.

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (D.I.B.E.L.S.)

The DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension and vocabulary. Each of the measures has been thoroughly researched and demonstrated to be reliable indicators of early literacy development as well as predictors of later reading proficiency. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties. It allows teachers to identify students in need of reading interventions.

Canterbury Elementary School teachers have provided interventions and monitored students' reading progress with DIBELS since 2003.

DRA ASSESSMENT RESULTS

Percentage of BES students in "Low Risk" category
(no need for extra intervention expected)

Grade	Assessment	Spring '09	Spring '10	Spring '11
Kindergarten	Concepts About Print	(18%) 35%	(24%) 62%	(28%) 78%
	Letter ID.	(58%) 64%	(63%) 73%	(58%) 87%
Grade 1	DRA	54%	47%	54%
Grade 2	DRA	68%	65%	70%
Grade 3	DRA	58%	79%	67%
Grade 4	DRA	75%	62%	88%

(Kindergarten numbers that appear within parenthesis are student percentages determined at the start of the school year)

Same Group-DRA results over time

	K	Gr.1	Gr.2	Gr.3	Gr.4
Grade 4 in '11	35 (beg.1)	42%	68%	79%	88%
Grade 3 in '11	45 (beg.1)	54%	65%	67%	
Grade 2 in '11	39(beg.1)	47%	70%		
Grade 1 in '11	35 (beg.1)	54%			

Observations:

- ◆ Many of our students continue to enter school with skills far below what is typically expected (knowledge of letters and sounds, and basic understanding of how print works.)
- ◆ When tracking each group over time, there is steady improvement from grade to grade, with more students falling in the proficient range from year to year.
- ◆ When looking at any given grade level from year to year, results look less consistent (but, this is comparing different groups of students.)

SHAKER ASSESSMENT PROGRAM

Northwest Evaluation Association (N.W.E.A.)

The NWEA is a computer-based adaptive assessment system that allows teachers to see their students as individuals —each with their own base of knowledge. NWEA Measures of Academic Progress (MAP) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The result is real-time assessment data that allows teachers to inform instruction, target specific skill deficiencies and change the course of a student’s school year—and life.

MAP test results in Math, Reading, Language Usage and Science are aligned with the NH Curriculum Frameworks and serve to identify precisely which concepts a student has mastered and which areas to focus on for academic growth. They also compare academic progress with other children in the class, grade or district and track academic growth over a school year or over several years - even if the student changes schools within a district.

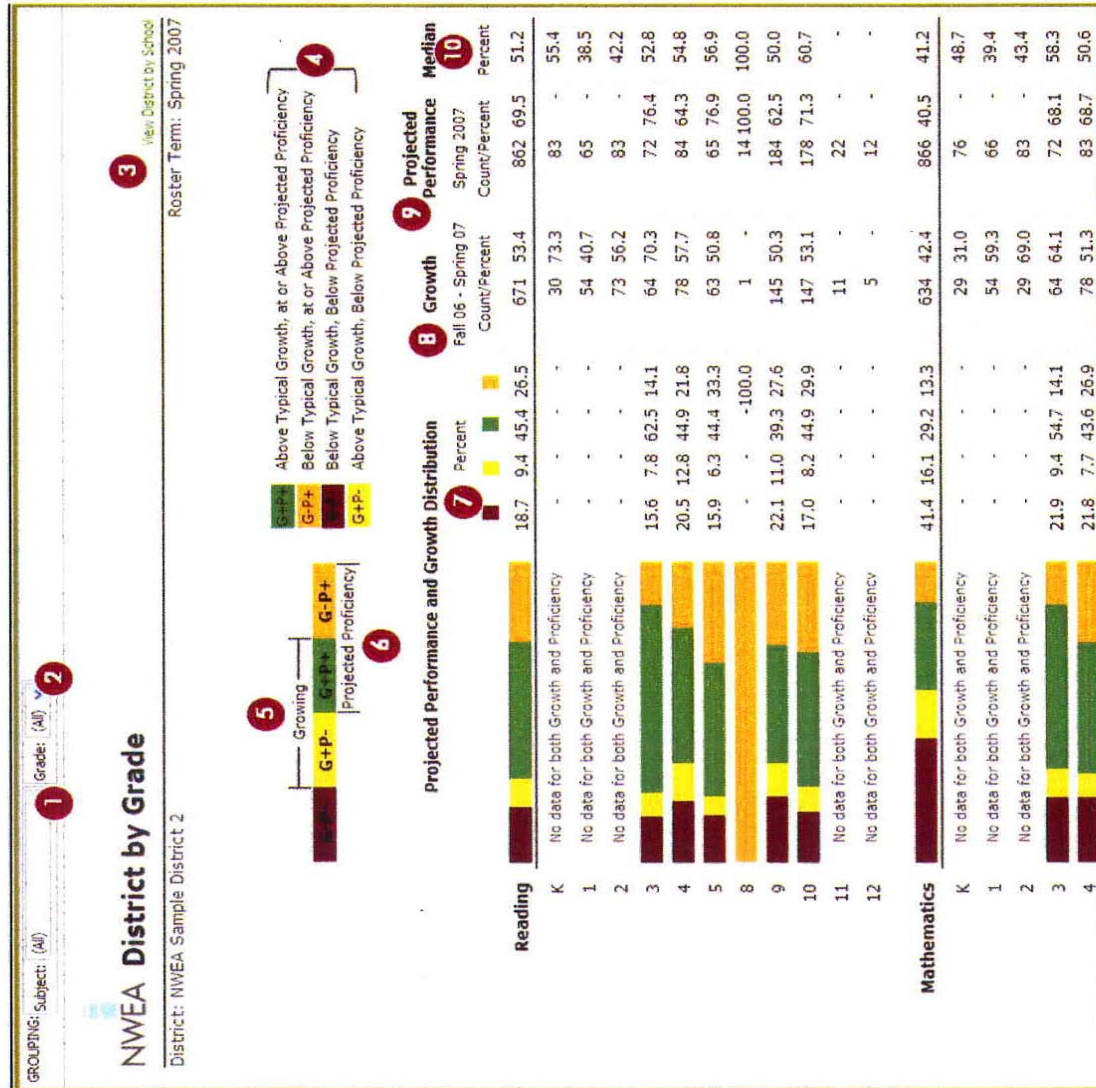
Administered in both Fall and Spring, MAP test results provide grade-independent analysis of a child’s learning and growth over the course of the school year. Scores are also norm-referenced, based on over 24 million assessments given nationally over 30+ years, rating Shaker students’ performance on a national scale.

NWEA MAP tests in Math and Reading are administered twice yearly to Shaker students in grades 3-8. Middle School students also take the Language Usage and Science MAP tests.

Understanding the NWEA District by Grade Report

Dynamic Reporting Suite District by Grade

1. Click this drop-down menu to select a subject area. To view results for all subjects at once, select (All).
2. Click this drop-down menu to select a grade. To view results for all grades at once, select (All).
3. Click this link to access the [District by School](#) report.
4. This key explains the four quadrants of the Projected Performance and Growth Distribution bar graph. The red quadrant represents concern - students projected to fail below the most basic proficiency level on the state assessment and who did not meet typical growth. The yellow and orange quadrants signify caution as these students met only one of the success conditions. The green quadrant represents students who have met both success conditions.
5. These two quadrants, yellow and green, represent students who have met or exceeded typical growth.
6. These two quadrants, green and orange, represent students projected to meet at least the most basic level of proficiency on the next state assessment.
7. The percentage of students in the district in each of the four quadrants. *Note:* Percentage total may be 100 +/- 0.1% due to rounding.
8. The number of students in the district who took the test in both terms of the term pair and can be measured for growth (first column). Of those students, the percent that met or exceeded typical growth according to the NWEA norming study (second column).
9. The number of students in the district who took the test in the current term (first column) and of those students, the percent projected to meet at least the most basic proficiency level on the next state assessment according to the NWEA alignment/linking study (second column).
10. The percentage of students in the district performing at or above the 50th percentile for their grade level according to the NWEA norming study.



NWEA READING GROWTH AND PERFORMANCE RESULTS

2010-2011 School Year/Fall '10 to Fall '11 testing terms

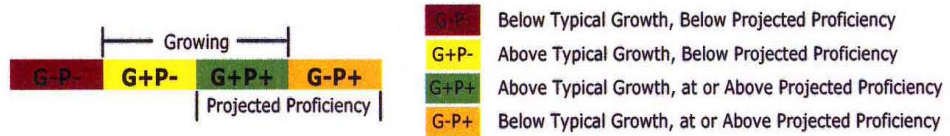


[View District by School](#)

District: Shaker Regional School District

Roster Term: Fall 2011

BELMONT ELEMENTARY, BELMONT HIGH, BELMONT MIDDLE, CANTERBURY ELEMENTARY



	Projected Performance and Growth Distribution				Growth		Projected Performance		Median
	Percent				Fall 10 - Fall 11		Fall 2011		Percent
	G-P-	G+P-	G+P+	G-P+	Count/Percent	Count/Percent	Count/Percent	Percent	
Reading	18.9	10.9	43.7	26.6	403 54.6	541 72.1	64.1		
3	-	-	-100.0		1 -	96 81.3	68.8		
4	13.6	14.8	53.4	18.2	88 68.2	96 70.8	57.3		
5	17.7	5.1	51.9	25.3	79 57.0	88 78.4	69.3		
6	15.3	18.6	45.8	20.3	59 64.4	64 65.6	64.1		
7	20.3	4.3	34.8	40.6	69 39.1	79 73.4	62.0		
8	25.2	12.1	34.6	28.0	107 46.7	118 63.6	63.6		

Observations: On the 2011 NECAP Reading Assessment-

- ◆ Grade 3 (2021): 81.3% of Shaker students are projected to score at or above proficiency.
- ◆ Grade 4 (2020): 70.8% of Shaker students are projected to score at or above proficiency.
- ◆ Grade 5 (2019): 78.4% of Shaker students are projected to score at or above proficiency.
- ◆ Grade 6 (2018): 65.6% of Shaker students are projected to score at or above proficiency.
- ◆ Grade 7 (2017): 73.4% of Shaker students are projected to score at or above proficiency.
- ◆ Grade 8 (2016): 63.6% of Shaker students are projected to score at or above proficiency.

NWEA MATH GROWTH and PERFORMANCE RESULTS

2010-2011 School Year/Fall '10 to Fall '11 testing terms

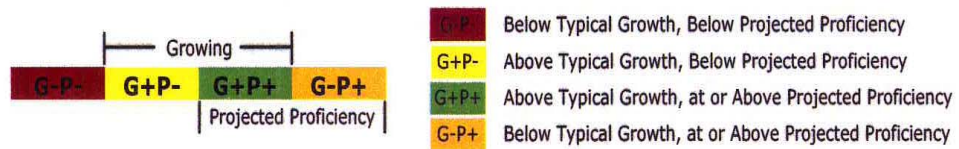
NWEA District by Grade

[View District by School](#)

District: Shaker Regional School District

Roster Term: Fall 2011

BELMONT ELEMENTARY, BELMONT HIGH, BELMONT MIDDLE, CANTERBURY ELEMENTARY



	Projected Performance and Growth Distribution				Growth		Projected Performance		Median
	Percent				Fall 10 - Fall 11		Fall 2011		Percent
	G-P-	G+P-	G+P+	G-P+	Count/Percent	Count/Percent	Count/Percent	Count/Percent	
Mathematics	15.7	9.2	35.5	39.6	465 44.7	607 74.5	66.6		
3	-	-	-100.0	-	1 -	97 79.4	72.2		
4	19.5	4.6	51.7	24.1	87 56.3	95 73.7	58.9		
5	17.5	2.5	45.0	35.0	80 47.5	89 79.8	68.5		
6	16.3	10.5	32.6	40.7	86 43.0	94 72.3	60.6		
7	6.8	14.6	31.1	47.6	103 45.6	113 77.0	71.7		
8	19.4	12.0	22.2	46.3	108 34.3	119 66.4	66.4		

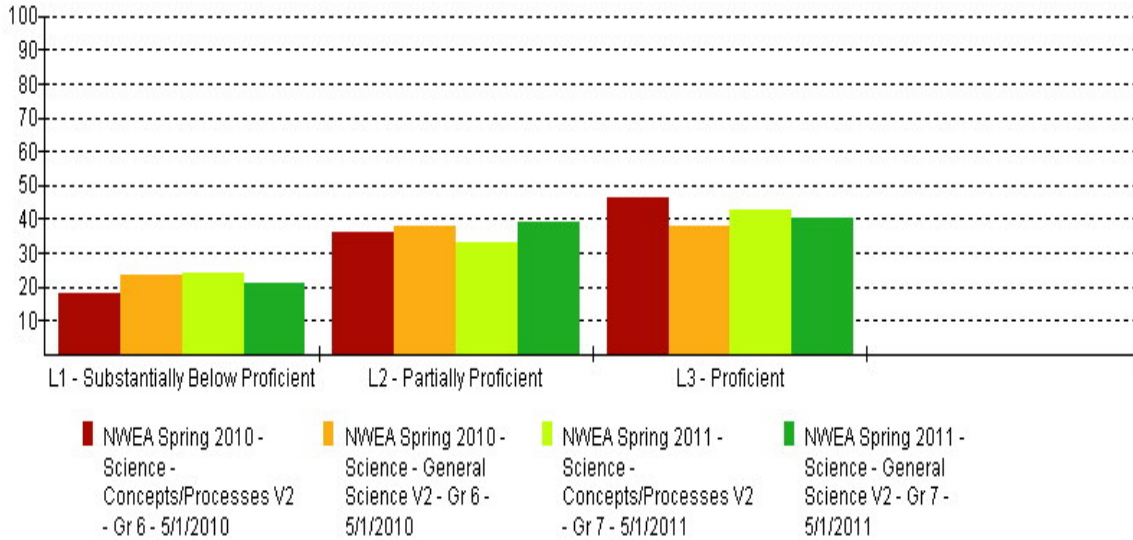
Observations: On the 2011 NECAP Math Assessment-

- ◆ **Grade 3 (2021): 79.4% of Shaker students are projected to score at or above proficiency.**
- ◆ **Grade 4 (2020): 73.7% of Shaker students are projected to score at or above proficiency.**
- ◆ **Grade 5 (2019): 79.8% of Shaker students are projected to score at or above proficiency.**
- ◆ **Grade 6 (2018): 72.3% of Shaker students are projected to score at or above proficiency.**
- ◆ **Grade 7 (2017): 77% of Shaker students are projected to score at or above proficiency.**
- ◆ **Grade 8 (2016): 66.4% of Shaker students are projected to score at or above proficiency.**

NWEA SCIENCE GROWTH and PERFORMANCE RESULTS

BMS NWEA Science Growth: Spring '10 (Gr. 6) to Spring '11 (Gr. 7)

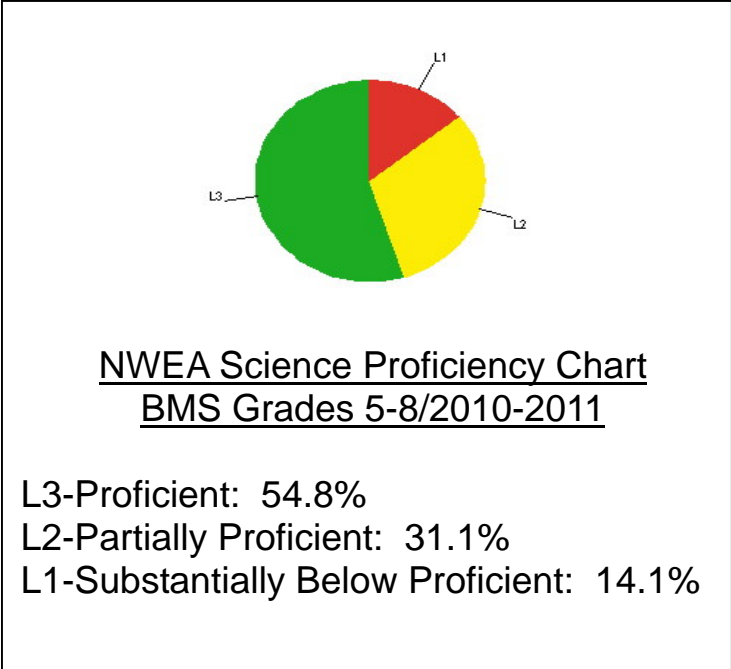
Assessments



NWEA Test Type	Percentage of Students Proficient		
	Spring 2010	Spring 2011	+/- Change
General Science	38%	40%	+2%
Science: Concepts & Processes	46%	43%	-3%

Observations:

- ◆ Changes made to the Belmont Middle School Science scope and sequence during 2008-2009 school year will be measured in 2011-2012 Grade 7 students.
- ◆ All BMS students began taking the NWEA General Science and Concepts & Processes tests during the 2009-2010 school year to monitor the impact of changes to scope & sequence and student progress toward science proficiency.



TECHNOLOGY

Providing our students and staff with access to technology is an ongoing goal of administrators throughout the district. As part of meeting this goal, each Shaker school has the following computer resources (exact number of available computers in each determined by school size and programs offered):

- **One Computer per Classroom**
- **One General Purpose Computer Lab**
- **One Mobile Laptop/Netbook Lab**
- **Library Computers Available for Catalog Lookup and Student Work**

In addition to these computer resources, each school has additional computer resources as listed below:

BES

2nd Mobile Laptop Lab

CES

2nd Mobile Laptop Lab

BMS

Three additional Mobile Laptop Labs

Five Computer Tech-Ed Lab

Ten Netbook Title I Lab

Ten Computer PLATO Lab

BHS

Twenty Computer Graphic Arts Lab

Twenty Computer IT/A+ Certification Lab

Ten Computer PLATO Lab

Sixteen Computer Business Lab

Ten Computer Astronomy Lab

Additional Science Classroom Computers

Technology Integration Teachers at each school provide classroom teachers with support in developing and integrating technology into their curriculum. They also provide first line technical support to teachers, and serve on the District Technology Committee, providing input on what new technologies that teachers are investigating for their classrooms.

SHAKER COMMUNICATION

The Shaker Regional School District is committed to promoting effective communication and interaction among schools, families and our communities using a multitude of communication methods.

Web2School: Parents and guardians of students at Belmont Middle School and Belmont High School have the ability to access information online regarding their child's academic progress.

Connect Ed: The Shaker Regional School District has implemented an automated school-to-home notification communication system. The system is implemented to notify families of school closures, delayed openings, early releases or other important information pertinent to school activities and events.

E-Mail: Each district employee is provided with an email account to allow for easy electronic communication between home and school.

School District Happenings Newsletter: This quarterly newsletter is distributed by direct mail to each household in the towns of Belmont and Canterbury. Monthly topics include news from each school, an update from the Superintendent of Schools and the School Board Chair, as well as articles specific to district budget planning and finance, student services, buildings and grounds, health and wellness, curriculum and technology. A calendar of events is included in each issue to provide community members with a listing of concerts, drama presentations and other upcoming school events. Newsletters are also available on the district website.

Teacher Websites: All teachers in the Shaker Regional School District are required to create and maintain a classroom website where they provide contact information, syllabi, homework and/or other pertinent information for parents and students.

School District Website: The district maintains a website (www.shaker.k12.nh.us) as another communication tool. The homepage of the site lists all current announcements as well as important information for parents, staff or community members. Other information found on the site includes:

- *Links to each school
- * District Staff Directory
- * Teacher Web Page Directory
- * School District Newsletters
- * Demographic Study Information
- * Strategic Plan Information
- * Master Calendar of Events
- * Building Facility Use Calendars
- * Audit Reports
- * Opinion Survey Results
- * Food Service links to meal prices and Free and Reduced Online Application
- * Awards and Recognitions
- * Student Services Information
- * Student Transportation including bus schedules
- * School Board Information including member profiles, meeting agendas and minutes
- * Human Resource links to current job vacancies and application materials.
- * A searchable version of the district Policy Manual
- * Links to frequently requested forms

LIBRARY MEDIA COLLECTIONS AND UTILIZATION

Certified Library Media Specialists provide professional services in Shaker schools: one full-time at the high school and middle school and one shared professional staff between the elementary schools. They teach Information Literacy Skills based on their curriculum and the AASL (American Association of School Librarians) Standards for the 21st Century Learner.

Resource collections are currently above the basic recommended state guidelines and we have met and/or exceed the 20 volume per student standard of the American Library Association at all our schools.

The New Hampshire State Library has provided all public schools in the state with access to an outstanding collection of full-text and bibliographic data bases for a fee. Thus, our school libraries can provide even more material to assist students at all grade levels with valuable curriculum related resources including:
 Daily newspaper articles to provide up-to-date coverage of current events
 Academic resources for students in AP and other advanced courses
 Biographical sources

Additional databases and resources for students and teachers are available online 24/7 at the high and middle school levels. In addition, teachers and administrators have access to a variety of materials for professional development, curriculum preparation and instructional design and delivery.

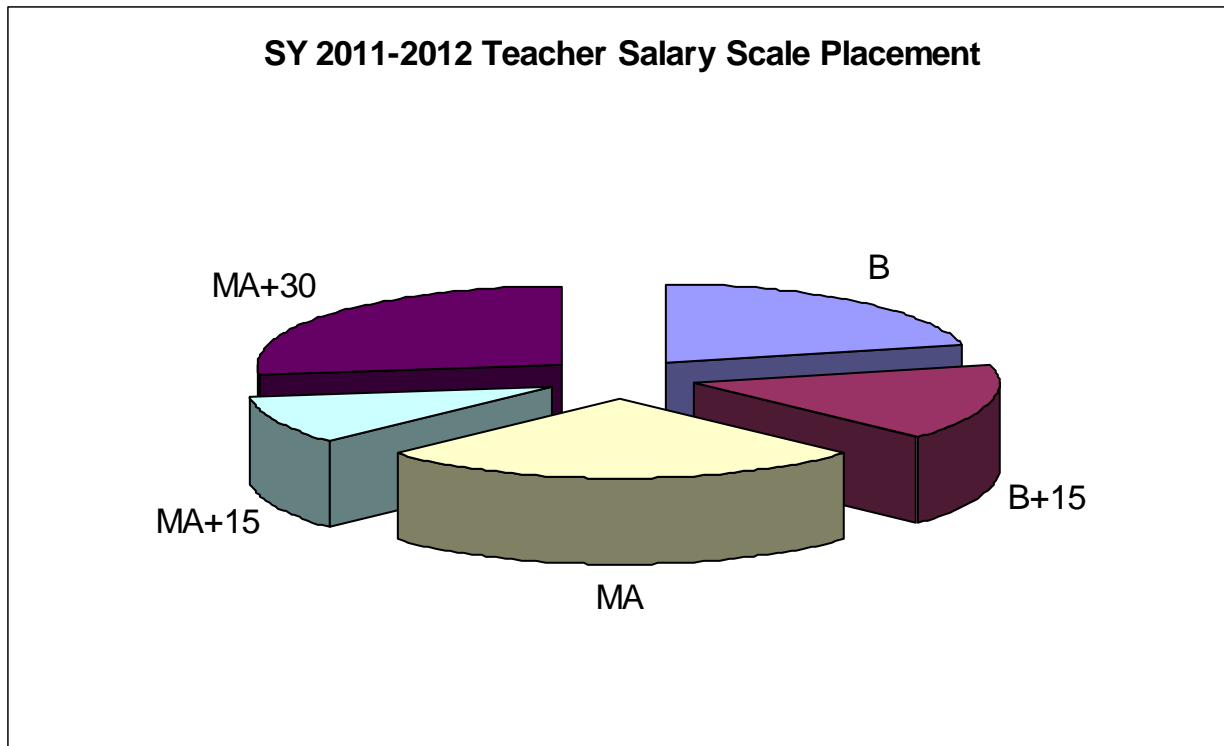
Collection Statistics At-a-Glance (2011-2012)

School	Total Book Collection	Periodicals/ Newspapers	Databases
BHS	9,825 + 755 video	33	5
BMS	10,930	7	1
BES	19,410	0	1
CES	10,536	0	1

Library Media Center Utilization (2010-2011)

School	Days Open	Circulation	Student Transactions	# of Classes
BHS	180	3,099	3,058	779
BMS	180	12,712	15,540	490
BES	180	24,030	19,224	910
CES	180	5,783	4,783	219

EDUCATIONAL LEVEL OF PROFESSIONAL STAFF

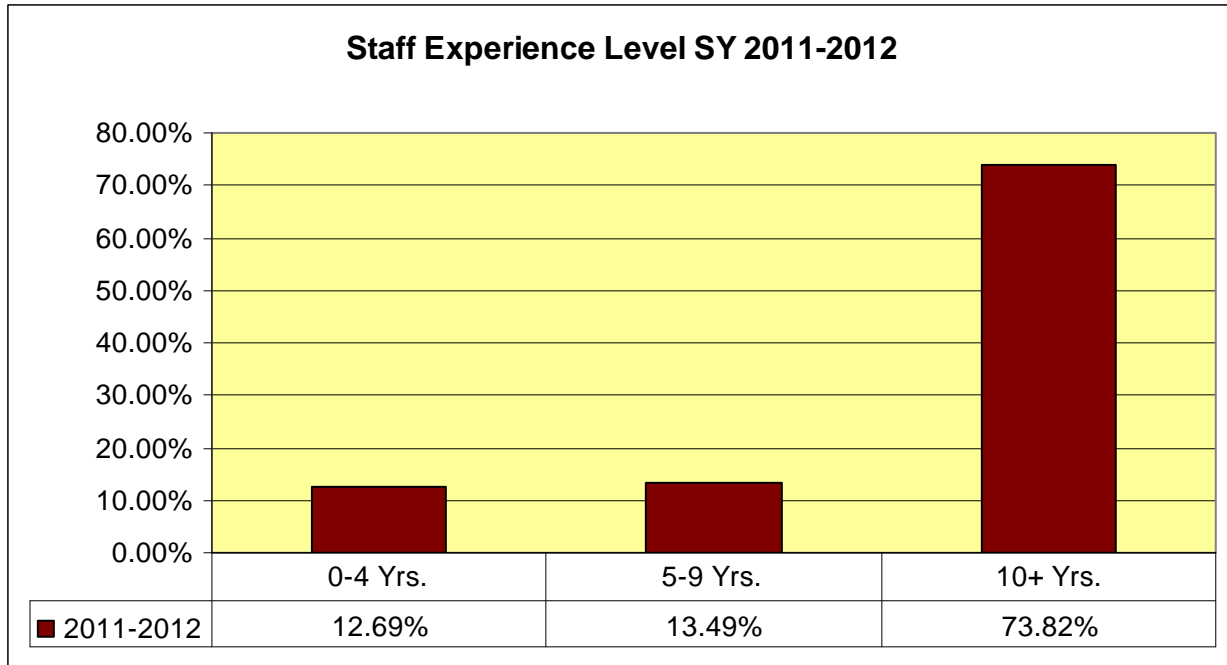


Bachelor's	27 staff members	Master's +15	12 staff members
Bachelor's + 15	20 staff members	Master's +30	34 staff members
Master's	33 staff members		

Observations:

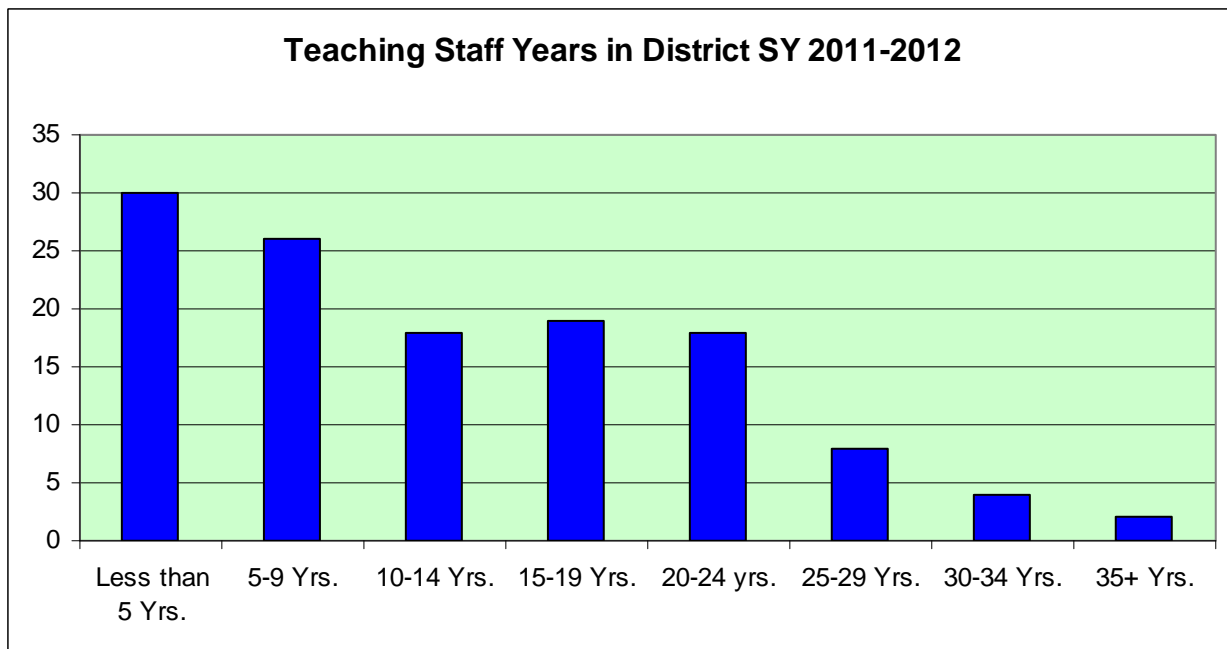
- ◆ The professional faculty of the Shaker Regional School District is a community of learners. They continue their own education by earning advanced degrees, attending professional development workshops and conferences and participating in in-service training.
- ◆ 63% have Master’s degrees;16% of the faculty are earning credits toward a Master’s degree; 37% have a Bachelor’s degree.
- ◆ We are proud of our well-educated faculty who demonstrate that they value learning.

EXPERIENCE LEVEL OF PROFESSIONAL STAFF



Observations:

- ◆ Over 87% of Shaker teachers have more than five years of classroom teaching experience. An experienced staff is an invaluable asset when they work collaboratively as mentors and cooperating teachers for those who are new to the profession and the district.
- ◆ Over 73% of Shaker teachers have taught in the district ten or more years.



SCHOOL VOLUNTEER PROGRAM

Volunteers are an integral part of the education of our students. They support direct instruction in classrooms, are guest speakers, assist in library media centers, do clerical work behind the scenes to assist teachers, chaperone field trips and other special events, as well as coaching athletic teams after school and on Saturday mornings. School volunteers willingly do just about anything that is asked of them. We greatly appreciate their continuous efforts on behalf of our students and programs.

Each year the New Hampshire Partners in Education and the New Hampshire State Department of Education recognize schools with outstanding volunteer programs. Belmont Elementary School was recently presented with the NH Partners in Education Blue Ribbon for school volunteerism for the 24th consecutive year for over 8000 volunteer hours annually. They have also been awarded the Dr. Eugene O. Jalbert Award from the NH Dept. of Education for helping to establish positive family/school relationships.

To qualify for Blue Ribbon Award recognition, a school must meet the following criteria:

- The annual report of volunteer activities is submitted to New Hampshire Partners in Education by the specified date.
- There is demonstrated support for the school volunteer program from the administration and staff.
- All new volunteers receive orientation and veteran volunteers have the opportunity for growth.
- There is systematic evaluation of the program.
- Volunteers receive recognition and appreciation.

COMMUNITY PROFILE

The Shaker Regional School District is a two-town cooperative school district established by vote of the pre-existing school districts of Belmont and Canterbury. It includes four schools (two elementary, one middle and one high school) on four different sites. The district is located in central New Hampshire, the fastest growing part of the state. The Shaker Regional School District is part of the Supervisory Administrative Unit #80 which has an office in the Memorial Building in Belmont.

Belmont and Canterbury have much in common; open space and undeveloped land, rural country atmosphere, interest in local history, and an outstanding spirit of volunteerism. Both are bedroom communities with the majority commuting to work. Belmont has a more densely populated village area with a "mill town" heritage, and has approximately 13% of its land zoned and/or developed commercially or industrially. Canterbury chooses to remain a residential community with the Shaker Village its most obvious historical tourist enterprise, with increasing numbers of individuals providing professional services from offices in their residences and with craft, artisan and other home industries.

The population of the district communities more than doubled in the period from 1971 to 1990. The wave of immigration spreading from south to north into New Hampshire varied with the strength of the economy and slowed by 1988-89. The 2009 census estimates indicate a total district population of approximately 9,389. It is expected that because of growth in numbers of children already living in the two towns, the foundation has been laid for significant increases in school enrollment over the next 10-15 years.

In 2000, the Shaker Regional School District completed a significant construction project that allowed all of our schools to operate with enrollments under the building capacity for each school. A substantial addition and

renovations to Canterbury Elementary and a second addition to Belmont Elementary were voted in 1990 as the first phase of bringing all facilities up to capacity and code. A new high school opened in September of 1998, and significant renovations were done to the old high school to make it into a suitable middle school. The Memorial building, built as an elementary school in 1956, now serves as offices for the School Administrative Unit (SAU) #80 staff. The district is very proud of the facilities and encourages community members to visit the schools and see the changes that have occurred.

As of June 1, 2011, the district had a total school population of 1,450, with Belmont Elementary (K-4) enrollment at 432 and Canterbury Elementary (K-5) enrollment at 120. There are 447 students presently enrolled in Belmont Middle School (Grades 5-8), and Belmont High School has 451 students in grades 9 - 12. While the population has remained fairly stable in the past few years, recent housing starts in Belmont would indicate the district must soon consider a new building project to accommodate the students that may enter our schools, particularly at the high school level. Economic trends over the past year, however, have all but eliminated housing starts in our community, further delaying the need for these considerations.

Shaker schools have served as a center of activity for the communities at large and have welcomed the use of the buildings for a variety of activities, civic and social, as well as educational. The schools benefit by having members of the community using, feeling familiar, and involved with the institution, even though it becomes more difficult to schedule space for both school and public events. Parents participate through parent-teacher organizations, by serving as classroom volunteers, as chaperones for field trips, career exploration, sports, and band boosters. They have done much to improve and enlarge athletic fields and raise funds and support various projects and programs.

SUMMARY

On behalf of the faculty and staff of the Shaker Regional School District, we are pleased to provide *Shaker Targeting Achievement* to the parents and residents of Belmont and Canterbury. Our district's success is evident throughout this publication and is the result of all of us working together as parents, teachers, administrators, and support staff, as well as every member of our communities that support our schools.

The Shaker Regional School District will continue to provide all of our students with the academic, civic, and social skills necessary to achieve their potential. As future citizens, our students must learn to think critically and creatively to solve problems, make decisions, communicate clearly, treat others with dignity and respect, be accountable for their actions, be stewards of the environment, and appreciate that learning is a life long process.

In order for us to accomplish our mission, we must constantly investigate, review and analyze our programs and services, curriculum, instructional methods, evaluation, and expectations based on our guiding principle....“what is educationally sound for all students and fiscally responsible for our communities.”

We are pleased with the large number of positive performance indicators identified throughout this publication. We are also cognizant of areas that indicate to us that we need to continue to examine what services and delivery systems we provide to our students. The indicators contained in this publication provide a picture in time of our district operation for both inputs and outputs. The data will help us with our continuous and ongoing planning in developing outstanding educational experiences for all of our children.

All the best,

Mark A. Blount
Superintendent of Schools

APPENDIX

School Profiles

- A. Belmont High School
- B. Belmont Middle School
- C. Belmont Elementary School
- D. Canterbury Elementary School



CANTERBURY ELEMENTARY SCHOOL

Location: 15 Baptist Road, Canterbury NH 03224

Grades: K-5

Web Address: ceselem.shaker.k12.nh.us

Enrollment: 120

Hours: 8:30 AM-3:10 PM

Class Size Average: 18

Phone: 603-783-9944

Colors: Blue and White

Building Personnel: 28 (Administrator, teachers, support staff, nurse, guidance counselor, custodial and food services)

Administration: Mary Morrison, Principal

Facilities Profile: Canterbury Elementary School has ten classrooms on three levels. Currently seven rooms are used for individual grades. The remaining three include a room for art and music instruction, a special education support services room and a computer lab. Core facilities include a library media center, offices, and a multipurpose room, (cafeteria, gym, presentation area.) We have a large playground area with a variety of playground structures, a multipurpose field and a soccer field.

Learning Environment: Canterbury Elementary School offers a variety of instructional programs designed to meet individual student needs. We have three full time and three part time teaching assistants who help with general classroom instruction and provide support for diverse student learning needs.

Mission Statement: "The mission of the Shaker Regional School District is to develop a community of lifelong learners, critical thinkers and responsible, productive citizens."

Special Programs: Enrichment Program, Blue Ribbon Volunteer Program, Plymouth State College Student Teacher Site, One Room School House Program, and Co-curricular Programs.

Special Education: Programming for students with educational disabilities is highly individualized while including all students in the regular curriculum as much as deemed appropriate. Approximately 14% of the general school population has been identified as having special learning needs. Programs for these students currently include; individual and small group tutoring either in the classroom or in the Special Education Learning Center, classroom support, and full inclusion with modifications to the regular curriculum. Other services include speech/language therapy, occupational therapy, physical therapy, and counseling.

Music: Weekly general music classes are held for students in grades 1 to 5. An Instrumental Band Program is offered to student in grade 5 and a Choral Program is available for students in grades 3-5. All students participate in annual performances which includes a Holiday Concert and a Spring Concert.

Guidance/Counseling: The guidance program at CES is designed to positively impact every child in an age-appropriate way. The guidance curriculum educates students in social and emotional skills, safety, and career awareness. Responsive services include individual and small group counseling, conflict resolution, and mediation. Referrals to community resources are available for issues that reach beyond our school boundaries.

Library Media Program: A certified Library Media Specialist provides professional library services for the two district elementary schools. Canterbury Elementary also has the support of a full time Media Center assistant. The Center houses a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy skills. Additionally, Library Media Center staff members work collaboratively with teachers to develop projects that reinforce these skills. Currently the Canterbury collection includes 10,539 books, 17 periodicals/newspapers, and 2 data bases. There are six computers for reference and media searches, one circulation desk computer and a variety of other technological equipment.

Technology Resources: Canterbury Elementary School has computers with internet access for instruction in the classrooms and the library media center. The computer lab has 25 desktop stations. Two portable labs each with 8 laptop machines are used throughout the building. Currently five interactive whiteboards, 2 sets of multiple response clickers and a document camera are available for classroom instruction. Students in grades 1 -5 have technology instruction each week. Instruction focuses on the use of technological resources to support learning and the development of grade level benchmark technology skills.

Athletics: Physical Education classes for grades K-5 are held weekly. Students receive instruction in physical fitness, athletic skills, safety and good sportsmanship. Co-curricular basketball programs are offered at Canterbury Elementary to boys and girls in the third/fourth grades and boys in the fifth grade. Fifth grade girls can participate in the district basketball program held at Belmont Middle School. A fourth and fifth grade boy/girls volleyball program is offered at CES and district fifth/sixth girls and boys soccer programs that are held at Belmont Middle School.

Parent Involvement: Canterbury Elementary has a very active Parent Teacher Organization, The PTO meets on the third Monday of each month in the school library at 6:30 P.M. The mission of the organization is to support parent involvement in the educational process and to raise funds to provide equipment, materials and programs to support the school curriculum.

Activities: Canterbury Elementary School offers a variety of activities to support and enrich our students' educational experience.

- ✦ Peer Mediators
- ✦ Homework Club
- ✦ Computer Club
- ✦ Newsletter
- ✦ Yearbook
- ✦ Drama
- ✦ Garden Club
- ✦ Chorus
- ✦ Band
- ✦ School Store
- ✦ Student Council
- ✦ Highland Dancing

History: Canterbury Elementary School was built in 1957 by community members and received a commendation from President Dwight Eisenhower for their efforts. An addition of a library, an open area classroom, and a multipurpose room was built on to the back of the building in 1969 when the school was a member of SAU 46. In 1990 the multipurpose room and open area classroom were renovated to provide four additional classrooms. Core facilities, including a library, office space, kitchen and multipurpose room were also added onto the front of the building at that time.



Belmont Elementary School

Location: 26 Best Street, Belmont, NH

Web Address: beselem.shaker.k12.nh.us

Hours: 8:55 AM - 3:15 PM

Enrollment: 436

Motto: To Inspire, Create, and Achieve Excellence

Phone: 603-267-6568

Grades: Pre K - 4

Mascot: Tigers

Colors: Red and Blue

Average Class Size: 20

Building Personnel: 78 (Administrators, teachers, support staff, health professionals, custodial and food services)

Administration: Emily Spear, Principal; Alison Roberts, Assistant Principal

Facilities Profile: The Belmont Elementary School is a single level building consisting of 20 general classrooms, 3 special education classrooms, music space, art space, a gymnasium / cafeteria, guidance areas, a student support room, and a library media center.

Learning Environment: Belmont Elementary School strives to create a highly integrated curriculum for our students. Our exemplary staff members dedicate themselves daily to the establishment of a learning environment that supports the intellectual, social, emotional and physical development of the children. Academic units are developed which incorporate all subject areas under specific topics. Fine arts, theater, dramatic performances, puppet shows, music, dance and movement are incorporated into academic units in individual classrooms, as well as on a school-wide basis. Through these artistic expressions of learning students are encouraged to use higher order thinking skills. Belmont Elementary has a nature trail through the woods where we can teach children more about nature and conservation. We have recently completed construction of an outdoor classroom, so that teachers may conduct environmental science classes outside. Belmont Elementary School is a wonderful place to learn and grow.

Mission Statement: "The mission of the Shaker Regional School District is to develop a community of lifelong learners, critical thinkers and responsible, productive citizens."

Special Programs: Blue Ribbon Volunteer programs, Enrichment and Gifted and Talented programs, Positive Behavior Intervention and Support (PBIS) program, are all integral to the success of our students at Belmont Elementary School. Belmont Elementary maintains a partnership with Prescott Farm Conservancy, which provides a naturalist educator to the school one day each week. This educator works with students and teachers to integrate outdoor activities into our existing science curriculum.

Special Education: Programming for students with educational disabilities is highly individualized with the idea that all students are included in the regular curriculum as much as deemed appropriate. Special services are organized into five areas. These areas are: special needs, the learning center, occupational therapy, speech and language, and integrated preschool.

The special needs program focuses on the attainment of functional, academic, and daily living skills. The Learning center focuses on academic goals to help each child meet with success in the school environment. Students receive individualized and small group instruction in the areas of Reading, Written Language, Spelling, and/or Mathematics. Our Occupational Therapy Program addresses a student's motor and sensory needs. Students work individually or in small groups to meet the objectives outlined in their individual education plan. The Speech and Language Program is staffed by a speech and language pathologist as well as an assistant. Students work individually and in small group settings to improve communication skills. The integrated pre-school program is

designed to meet the needs of children, ages 3 to 5, that have been identified as needing special education services.

Music: Kindergarten students are provided a music class once a month. Readiness students attend music twice a week. Grades one and two have music class once a week with an additional 8-10 week rotation of integrated arts music, supplementing their academic curriculum. Grades three and four attend general music classes once a week and are also offered an additional 40 minute of chorus each week. Fourth graders also have the opportunity to participate in an additional 30 minute recorder lesson following their regular music class. Performance group member participate in both a winter and a spring concert each year at BES.

Guidance / Counseling: The Belmont Elementary School has two full-time counselors for our student population. School counselors focus on helping students achieve success socially, academically, and personally while preparing students to lead fulfilling lives as responsible members of society. A variety of services are provided for students, parents / guardians, school staff and the community. These services include school guidance curriculums, individual student planning, and a wide variety of responsive services. Any parent / guardian, student, teacher, or community member can consult with a school counselor.

Library Media Program: The Library Media Center provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy skills. Students in readiness through grade four are scheduled for a library class each week throughout the school year. Additionally, students in first, second, and third grade receive an eight to ten week integrated arts library course on a rotating basis throughout the school year. There are approximately 20,000 circulation items available in the library collection as well as numerous reference volumes and periodical subscriptions. Presently, there are six library computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

Technology Resources: Computers with internet access for instructional use are located in all classrooms (25), the technology lab (25) and the library-media center (6). There is also a mobile lab of 24 netbooks and a mobile lab of 8 Apple iBooks. Additionally, interactive whiteboards are available for use by teachers. Some Smart Boards are permanently mounted in classrooms (4) and others (2) are on a mobile cart. An elementary technology integration teacher collaborates with classroom teachers to integrate technology skills into the curriculum.

Athletics: Belmont Elementary School offers soccer, basketball, volleyball, and baseball to students in first through fourth grade. BES also provides opportunities for students to participate in a jogging club as well as a snowshoeing club. The athletic teams compete on an intramural basis. The primary focus of our athletic programs are to provide enjoyable opportunities for students to be physically active while developing basic sport specific skills and learning and applying appropriate social and decision making skills that will last a lifetime.

Parent Involvement: Parents and guardians are an integral part of the education of our students. They support direct instruction in classrooms, are guest speakers, assist in library media centers, do clerical work behind the scenes to assist teachers, chaperone field trips and other special events, as well as coaching athletic teams after school and on Saturday mornings. Parents and volunteers willingly do just about anything that is asked of them. We greatly appreciate the continued efforts our parents and guardians give in support of our students and programs.

Activities: BES students are able to participate in a variety of co-curricular activities, including:

Green Club Grade	Vocal Ensemble	Volleyball
Yearbook	Soccer	Computer Club
Drama	Basketball	Student Council
BES Newspaper	Chorus	

History: Belmont Elementary School opened in 1986. In 1988 and 1990 additions were added to each end of the building in order to provide six needed classrooms and two additional bathrooms for students. During the 1999 school year the outdoor classroom and the nature trail were built. The construction of a new playground was completed in 2001. Building safety renovations occurred in 2010 resulting in the relocation of the main office area as well as updates to the library media center. Parking lot expansions began in 2010 and will be completed in 2011.



BELMONT MIDDLE SCHOOL

Location: 38 School Street, Belmont, NH 03220

Web Address: middle.shaker.k12.nh.us

Hours: 7:45 AM-2:35 PM

Phone: 603-267-9220

Grades: 5-8

Enrollment: 405

Average Class Size: 20

Mascot: Bulldogs

Building Personnel: 71 (Administrators, teachers, support staff, nurse, guidance counselor, custodial and food services)

Administration: Aaron Pope, Principal; Tim Saunders, Assistant Principal.

Facilities Profile: The Belmont Middle School is located in a residential area and is the oldest school in the Shaker Regional School District. Originally serving students in grades 7-12, the middle school now services students in grades 5-8. The grounds include Bryant Field for the middle school athletics and the Memorial Building that houses our Band, Chorus and Gifted & Talented program.

Learning Environment: The Belmont Middle School provides an exciting challenge for each student on a daily basis. It is our intent that we meet each student's individual needs academically, behaviorally and socially. Our expectations for the students are that they do the very best work that they can, respect everyone in the school and take responsibility for their actions, which will result in success.

Mission Statement: The mission of Belmont Middle School is to develop the creative adolescent mind. We strive to awaken in our students the life-long pursuits of self-discipline, tolerance, creativity, responsibility, a spirit of inquiry and a clear sense of local and global citizenship. We firmly believe that education is a responsibility shared among student, school, family/home, and community. We accomplish our mission through implementing diverse programs that integrate academic, artistic and physical work and play, and that are learner-centered and standards-based.

Special Programs: The Belmont Middle School provides a range of services which include library, technology and media programs, health and guidance services, special education, personal, career and social counseling and access to outside referrals. Student support services and programs are designed to enable each student to participate in and benefit from each of the educational programs within the school and to meet the expectations for academic achievement and social behavior.

The Belmont Middle School has developed the P.A.S.S (Plan to Achieve Success in School) Program to meet each child's academic, behavioral and attendance needs. Many students are actively taking alternative classes using the PLATO Program as well as using this program for credit recovery and remediation.

Special Education: The Belmont Special Education department services over 60 students. We have 4 full-time grade level Special Education Teachers and one General Special Education Assistant. Several one-to-one assistants service individual students to meet their academic needs.

Music: The Belmont Middle Music Department offers Band and Chorus to all students in grades 5-8. Music classes are taught as a Unified Art at all grade levels during a six week rotation. Students participate in several concerts and performances each year within the community and at special events. Musical and voice lessons are also offered during the school year.

Guidance/Counseling: Guidance is a school-wide resource and support service for students, parents, and fellow educators. We strive to promote student success through academic achievement, social and individual learning, and career development.

The Belmont Middle School guidance program consists of two Guidance counselors: Julie Cascio, M.Ed. grades 5&7 and Annette Blake, M.Ed. grades 6&8. Each guidance counselor offers a variety of services for our students. Services include: individual counseling, group counseling, academic advice, behavior planning, crisis counseling, and peer mediation training.

The goal of the Guidance department is to focus primarily on addressing the developmental needs of all students. Mrs. Cascio and Mrs. Blake work with all students through classroom guidance. Our lessons consist of bully and teasing prevention, developing friendship skills, dealing with peer pressure, improving self image, ethics and values, goal setting and career exploration. Parents and teachers can request individual guidance sessions for their child or student. Guidance will consult with parents, teachers, and administration to insure that all of the adults working with your child are collaboratively working together.

Library Media Program: The Belmont Middle School Library Media Center and Program exist to provide a setting where the school community of students and educators can experience the power and joy of information and literature in meaningful and effective ways.

Being information literate is essential to being a successful contributing member of society. The Belmont Middle School Library Media Program is committed to helping each student to achieve their personal success by teaching and modeling the necessary skills as outlined in the American Association of School Librarians' Standards for the 21st-Century Learner (2007).

Our program endeavors to provide a diverse collection of learning resources in a variety of formats, including resources beyond the physical confines of the building. The resources support school curriculum, reflect the interests and needs of students and staff, and echo the philosophy and objectives of the Shaker Regional School District as a whole. The program is a vital component in the process of student learning and achievement and aims to foster information literacy by teaching students to work effectively, ethically, and safely with both print and electronic forms of information.

Technology Resources: The Belmont Middle School is proud of its advancements with technology. Currently we have four portable computer carts and two computer labs to service our students. Several classrooms utilize interactive whiteboards to create lessons; many different types of software and online subscriptions are available to our students. Staff and students use Kindles, MP3 players, document cameras and other similar devices to enhance their educational experiences.

The Belmont Middle School has created a PLATO Lab to allow for alternative learning styles where students can recover credit, receive remediation and take classes in an alternative setting.

Athletics: Belmont Middle School provides its students with a variety of intramural and interscholastic athletic opportunities. Students in grades five and six may participate in our intramural golf, soccer and basketball programs and may also participate in our interscholastic cross country running and track and field programs. Seventh and eighth graders at Belmont Middle School are encouraged to participate in a variety of interscholastic programs that are offered. Students may choose from the following programs; Cross-Country running, Soccer, Volleyball, Golf, Basketball, Alpine Ski, Baseball, Softball and Track and Field.

Goals:

- The goal of the Belmont Middle School athletic program is to provide students with opportunities to participate in an intramural and interscholastic athletic program whose primary focus is on student *participation* and *fun*.
- Belmont Middle School supports a "no cut" policy which allows students of varying abilities to participate.
- Coaches at Belmont Middle School are expected to incorporate a "playing time" approach that allows students to have meaningful athletic experiences.

- Athletic programs at Belmont Middle School encourage continued development of *fundamental skills* while providing opportunities to explore improving student abilities in competitive game formats with students from other schools.
- Belmont Middle School encourages parents and members of our community to become involved in its athletic programming. Becoming involved can take several forms such as volunteering to be an assistant coach of an intramural team, coaching an interscholastic team, becoming a team volunteer to help provide support for coaches, becoming a team parent or just encouraging your child to reach their athletic potential.
- In conjunction with all Shaker Regional School District athletic programming, Belmont Middle School places an emphasis on the importance of sportsmanship while participating in athletic competition. Parents, players, fans and the community are encouraged to place positive sportsmanship before winning. Student athletes are expected to treat teammates, officials, opponents and fans with courtesy and respect.
- While certain individuals in the middle level years begin to display exceptional abilities in athletics, Belmont Middle School focuses on the importance of teamwork.
- Belmont Middle School prides itself in expressing enthusiasm and spirit in its athletic programs in a positive, respectful manner.
- Athletic programs at Belmont Middle School encourage athletes to see their choice to participate in athletics as a part of a healthy lifestyle. Students are encouraged to view their participation as a healthy way to develop good lifestyle habits, a sense of discipline and commitment, and as a means to improving one's self-esteem.

Parent Involvement: The Belmont Middle School Parent Teacher Organization is an important way for adults to be connected to the school community. This group has approximately one hundred members (some active and most silent contributors) including volunteers, event sponsors, fundraising coordinators, chaperones and many other responsibilities. These volunteers have won 10 consecutive New Hampshire Partners in Excellence Blue Ribbon Awards.

Activities: Belmont Middle School offers several extra-curricular activities representing various student interests.

Yearbook

For grades 5-8, this club meets regularly during the year. The members work with the layout and the photos to create the yearbook.

Drama Club

This club meets during the month of March putting on a final play in April. Watch and listen next year for information on drama club. Students in grades 5th-8th need to audition for parts.

Math Team

Math team meets 1-3 times a month. This club starts in November and ends in April. They practice to compete in math competitions at other schools. This club is for 7th & 8th graders and is available to 6th graders with teacher recommendation. Practice your math this summer & join!

Chess Club

Play chess weekly through the winter and learn how to become a pro! For learning, fun and competition check out this club! For 5th-8th grade.

Gifted and Talented

This program offers advanced opportunities that extend the regular curriculum for students that score in the 95% in three or more areas on a state or nationally accredited test.

NJHS (National Junior Honor Society)

This club meets several times a year. NJHS is for 6th, 7th & 8th graders only and you must apply to join. Acceptance is based on academics, recommendations and community service. Club members participate in several community service projects.

Grow Well Garden Club

Open to all grades. Work in the greenhouse, grow plants, help with community gardens. Develop your “green thumb” with this club!

Student Council

Meets weekly. Representatives from all grades participate. Work on a variety of projects all year with one of the big ones being the End-of-Year semi-formal dance.

Scrabble Club

This club starts in November and lasts through the spring. Meet in Mr. J White’s room after school to challenge your spelling skills.

Band

Meets during the school day. There is a 5th & 6th grade band and a 7th & 8th grade band. The BMS bands are conducted by Mr. Martinez and Ms. Fountain.

Chorus

Chorus also runs during the school day, alternating with band (so you can do both activities!). There is a 6th grade chorus and a 7th & 8th grade chorus. The Middle School choruses are run by Mr. Lounsbury & Mr. Martinez.

Robotics

Build a robot! This club meets in Mrs. Klabecek’s room, September through November. This is for 5th—8th graders.

Homework Club

For 5th-8th graders. You may use homework club for after school homework help. A teacher runs the group afternoons two days a week. This will help you to finish work or catch up on assignments.

Art Club

For 5th-8th grades, this club, run by Mrs. Bengtson meets weekly from fall to spring for a wide variety of activities. You can come to those activities that interest you.

Computer Club

Students work on many projects including digital photography and card making. We engage in many fun web activities and students are introduced to new applications throughout the year.



BELMONT HIGH SCHOOL

Location: 255 Seavey Road, Belmont, NH 03220

Grades: 9-12

Web Address: high.shaker.k12.nh.us

Enrollment: 482

Hours: 7:20 AM-2:20 PM

Mascot: Red Raiders

Phone: 603-267-6525

Colors: Red and White

Building Personnel: 62 (Administration, teachers, support staff nurse, custodial and food services)

Administration: Russ Holden, Principal; Dan Clary, Assistant Principal; Brenda Seiferth, Director of Guidance

Learning Environment: Belmont High School establishes a learning environment which promotes intellectual and creative growth and social, emotional and physical development. The professional staff, with the support of the residents of the Shaker Regional School District, recognizes and accepts the responsibility to foster academic excellence in all areas of curriculum and to develop young adults who possess skills, knowledge, and social responsibility. Belmont High School realizes that learning is lifelong and that our goals include present day and lifelong learning opportunities.

Mission Statement: The mission of Belmont High School is to develop contributing members of society who are communicators and life-long learners.

Special Programs: PLATO Lab with GED component; Running Start, Belmont High / Middle School's Student Assistance Program has been expanded this year to implement a drug and alcohol education prevention curriculum to all freshmen. In addition to facilitating the drug and alcohol education program, Belmont's Student Assistance Coordinator will work with students that are at higher risk for substance use as well as a number of other issues the youth may encounter. BHS students may also participate in programs offered at the Huot Vocational Technical Center and the Winnisquam Regional Agriculture Center.

Special Education: Belmont High School Learning Center Program Goals

- ~To increase learning potential
- ~To develop coping strategies for individual handicapping conditions
- ~To provide academic services in the areas of reading, writing, language arts, spelling, and math
- ~To provide assistance in understanding content area material
- ~To increase self-esteem and social skills
- ~To improve organizational/study skills
- ~To provide consultation to regular classroom teachers regarding necessary modifications for special needs students
- ~To develop supplementary materials in the core academic areas

Student Expectations

- ~Students will act respectfully toward themselves, their peers, teachers, and support staff
- ~Students will follow all school rules as listed in their student handbook
- ~Students will bring their class work with them and are expected to work or participate in class activities going on in the learning center

Foreign Language Program: Belmont High School offers foreign language education in Spanish and French.

Honors and AP Classes: AP Calculus, AP English and Literature, AP US History, Honors Physics, Honors Chemistry, Honors Advanced Math, Honors Algebra I and II, Honors Geometry, Honors Biology, Honors World History. Honors US History, Honors French, Honors Spanish, Honors Art, Honors English 9, 10,11,12

Music: Our music program consist of Concord Band, Jazz Band and Marching Band. Chorus is also available.

Guidance/Counseling: Our comprehensive school guidance program includes a Guidance Director, one other full time Guidance Counselor, and a part time Student Assistance Person. Universal, small group and individual programming is in place to help students make informed decisions that meet their personal, educational, and vocational objectives.

Library Media Program: These sources provide access to published material from journals, magazines, newspapers, encyclopedias, reference books and government collections. Because of dedicated search tools and indexed materials, subscription databases provide a greater chance that you will find accurate and relevant information in your search than if you use a general search engine on the world-wide web.

Technology Resources: Belmont High School has 4 computer labs, with a computer in each classroom; over half of the classes at BHS also have interactive whiteboard technology. We are looking forward to the addition of wireless technology.

Graduates: For the class of 2010, 72% of graduates went to college, 47% to four year colleges and 25% to two year institutions while 7% joined the armed forces, 18% pursued direct employment, 1 % entered an apprenticeship and 1% a career training program. SAT results for the Class of 2010 – 59 test takers, MEAN scores: Critical Reading 487; Math 503; Writing 486

Athletics:

Belmont High School will develop an athletic program that is competitive while stressing the ethics of good sportsmanship. Athletic competition is an arena meant to challenge our student athletes while being fun and generating school spirit. Belmont High School believes that athletics are an extension of the classroom where teamwork, self-confidence, sportsmanship, discipline and winning with grace or accepting defeat are developed from playing sports.

Athletics Offered:

Cross Country, Golf, Soccer, Volleyball, Basketball, Hockey, Skiing, Track, Baseball, and Softball.

Parent involvement:

At BHS we invite and welcome parent involvement at any time. Specific opportunities include Open House in early October and the monthly Athletic Boosters meetings. Additionally, over half our parents receive the daily bulletin via email.

Activities: Drama, National Honor Society, Student Council, Chess Club, Foreign Language Club, Jazz Band, Astronomy Club, Marching Band, Class Committees and the Granite State Challenge Math Team.

Recent Recognition: Ben Hill was recognized as the 2010 New Hampshire Jumpstart Teacher

Brenda Seiferth, who was chosen as the Running Start Advocate of the Year for the Lakes Region. Brenda was chosen for this recognition because of the outstanding work she did this year getting students into Running Start courses, scheduling the Accuplacer, and growing the program.

BHS Math Team Placed third out of 15 class M schools in the state math meet held at PSU on March 25, 2010. The team was one point behind second place team Fall Mountain.

Adam Segelstrom received his Eagle Scout honor on April 18, 2010. His project was a 15 X 20 rain shelter for the Belmont Parks and Recreation department.

Dan Clary was named the NHASP Assistant Principal of the year for 2010. We are all very proud of Dan and know that he is well deserving of this award. Go Buddy!

Recent Recognition (cont'd): Greetings from the International Astronomical Search Collaboration! BHS was one of the five high schools from the United States to participate in the WISE-Faulkes NEO Confirmation Campaign (March 8 – May 7, 2010). Five high schools are being selected from the United States with a matching five from the United Kingdom. The schools were paired into five teams to analyze Faulkes images of recently-discovered WISE near-Earth objects (NEOs). These confirmations were published by the Minor Planet Center in its electronic circulars. The campaign ran from March 8 through May 7, 2010, allowing for spring breaks and two full Moons which take place on March 30th and April 28th. Working as teams, one U.S. school paired with one U.K. school, each team also received image sets from the Faulkes Telescopes up to twice a week. The teams will use Astrometrica to analyze their respective image sets and prepare the report for submission to the Minor Planet Center.

FBLA: The Future Business Leaders of America recently conducted the Make-A-Change for Make-A-Wish drive as part of a state-wide competition to raise money for the Make-A-Wish Foundation. Belmont High School was recognized at the NH-FBLA Fall Leadership Workshop for being the top fundraising chapter across the state. In addition, participants were required to decorate a five gallon water jug (to collect the money in) in the national FBLA theme of "Simply the Best." Belmont was awarded second place in this competition. Finally, the students from Belmont were awarded third place in the business competition that was held at the Fall Leadership Workshop. There are over 40 active chapters of FBLA in New Hampshire at this time.

Girls' Soccer made the final four before losing to Campbell -Great team effort and season.

Boys' Cross Country team won back to back state tournament championships in class M&S.

Randy Wormald received the Toshiba America Foundation Grant "Getting a Charge out of Helping the Environment".

History: Belmont High School is a small school of 466 students in grades 9-12, 112 of which make up the Class of 2012. Located in the Lakes Region of New Hampshire, its students live in a rural and small town environment. The town of Belmont joined with the town Canterbury in 1971 to form the Shaker Regional School District. In the autumn of 1998, the high school population occupied a new facility that enables the students and staff to enhance curriculum opportunities. Belmont High School is accredited by the New England Association of Secondary Schools and Colleges and the New Hampshire Department of Education.

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