

KHS New North Campus Welcomes Students

The LIFE (Learning for the Individual, Family and Employment) program and the TNT collaborative moved to the beautiful new north campus of Keene High School earlier this month.

LIFE, a four year program designed to encourage students (65 enrolled this semester) to stay in school and reach their potential by teaching them

practical life skills including health and wellness, nutrition and food preparation, etiquette, financial management, personal, family and employment relationships in a very supportive environment, was housed at the Mitchell House, an old farmhouse located near Alumni Field.

"The kids are settling in quite comfortably," said LIFE

teacher Cheryl Lamoureux. "Besides being in a beautiful building with all new appliances, a large kitchen, lots of storage, and two bathrooms, this building offers state of the art technology and is built 'green'. It is also much safer for our students to reach than our old building was, a great peace of mind," she added.

Barry Cook, Principal of TNT, said, "The move went very smoothly with plenty of help and suggestions from the students. Everyone is excited about this state-of-the-art, high efficiency building. The change could not be more dramatic."

The TNT collaborative program is designed to serve high school students whose emotional difficulties have prevented their success in mainstream educational programs. Academics and counseling are the main



The new Keene High School North Campus welcomed two programs this month. In the back is TNT's new home and in the foreground is LIFE's new building, built by students in the Cheshire Career Center's Construction Trades program.

components of the program. Students also respond well to many outdoor initiatives.

The program has been in existence for nearly 30 years. With its move to the North

Campus, TNT students will be able to access Keene High School programs much more easily than they did at their old home at the old Roosevelt School on Washington Street.



LIFE students, from left to right, Susan Davis, Bethany Bechard, and Allissa Auger-Abbott work with teacher Cheryl Lamoureux, far right, preparing an apple crisp. Food and nutrition are an important and popular unit in this program.



NHDI choreographer, Lisa Cook, leads Daniels students in dance.

Daniels' Dance Residency

"We designed the weeklong dance residency to focus on building community as a way to kick off a new school year," said Principal Patty Yoerger, "The staff chose the theme of friendship to tie in with our social curriculum. We thought dance would be an energizing way to provide students with a different type of physical activity. Working with Lisa Cook, a professional choreographer from

NHDI (New Hampshire Dance Institute), each class learned its routine. The evening presentation for our parents "rocked". It

was a great experience for our students and staff, and a fabulous way to begin the year highlighting the whole school."

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New Logo/New Look NCLB/AYP/DINI/SINI

Alphabet Soup of School Accountability



Flanders, in her senior year Communication Design class. Courtney's design was one of sixteen considered by the logo selection committee.

In her presentation, Courtney explained how she came up with the design. She wanted to focus on one student representing all students. The student, shaped like a K to represent Keene, is reaching for a star, which represents a student's goals and aspirations. Both the student and the star are enclosed in a green elm leaf to represent Keene, the Elm City. She also said that the outline of the leaf stands for the Keene School District's support of each individual student.

The new logo will be used on all Keene School District printed materials.



On page 3 - An all-school dance program kicks off Jonathan Daniels Elementary School year.

Confused? You are not alone. Even those of us working in the school system find all the jargon -AYP (Adequate Yearly Progress), DINI (District In Need of Improvement) and SINI (School In Need of Improvement) - and the numbers surrounding No Child Left Behind (NCLB) a bit mind-numbing. And, while many in education dispute NCLB's effectiveness in measuring student achievement, it is a federally mandated program that we have to live with if we want to continue to receive federal funding - a significant revenue source for Keene.

What we are going to try to do in this article is lay out where the Keene School District stands vis-à-vis NCLB and where this law proposes we should be.

Some background. No Child Left Behind is probably the most significant and far reaching piece of domestic legislation to come out of the George W. Bush administration. Passed by Congress and signed into law in 2001, NCLB lays out in very specific terms the scores schools must achieve each year to meet the ultimate goal of having **ALL** students proficient in reading

and math by the year 2014. It's a lofty goal and one that the Keene School District is committed to reaching. While the federal government sets the standards, it leaves it up to the states to devise their own test, score it and send out results to participating school districts. Several years ago, New Hampshire teamed up with Vermont and Rhode Island to devise the NECAP (New England Common Assessment Program) tests, which are given in October to all third through eighth and eleventh graders.

On the left is a chart that specifies the percentages schools must achieve to meet AYP starting in the year 2005 through 2014.

The NH State Department of Education sends results to school districts in January or February. But it isn't until April or May that the districts find out from the state if it has made AYP (Adequate Yearly Progress). Therefore, students can take the exam in October, but their schools won't know **(See Leaving Page 2)**

School Year	Grades 3-8		Grade 11	
	Reading	Mathematics	Reading	Mathematics
2005-06	82	76	-	-
2006-07	82	76	-	-
2007-08	86	82	84	58
2008-09	86	82	84	58
2009-10	91	88	89	72
2010-11	91	88	89	72
2011-12	95	94	94	86
2012-13	95	94	94	86
2013-14	100	100	100	100

Leaving No Child Behind

(Continued from Page 1) if they reached the NCLB AYP goal until the end of the school year.

No AYP for 2 Years

If a school fails to meet its goal in either reading or math for two consecutive years it is deemed a SINI (School in Need of Improvement). Once that happens, federal law lays down certain steps a school has to take to show that it is working toward achieving its goal, which include:

- Analyze data to identify problems.
- Implement needed professional development and changes in instruction.

In addition, if a school receives Title I funds it must:

- Provide an option for parents to send their child to another school within the district.

A school can't get off the SINI list until AYP is met in the designated content areas for the identified subgroups for

two years in a row. The school must also:

- Form an in-school team to analyze data
- Identify "root causes"
- Develop goals and implementation action steps.
- If a school continues to not meet AYP, the repercussions keep getting more punitive. In the fifth year, the superintendent is "obligated" to:
 - Reopen the school as a public charter school.
 - Replace all or most of the staff, contract with a private management company to operate the school.
 - Turn over operation of the school to the state.
 - Restructure the school's governance.

Overall, all schools in the Keene School District meet the requirements. But three of our schools, Keene High School, Keene Middle School, and Symonds Elementary School, have been categorized as a SINI (School in Need

of Improvement) because they failed to reach the target goal in the same content area and subgroup two years in a row. There are a number of these subgroups, but typically we have a sample size large enough to assess two – Economically Disadvantaged (determined by the number of students who qualify to receive free or reduced lunch) and those with Educational Disabilities (those students who have IEPs (Individual Education Plans) and are, thereby, eligible to receive special education services.

To take a more in depth look at how the three schools deemed SINI (School In Need of Improvement) fared this past year, please look at the table below:

All three of these schools are committed to improving student achievement and have set in place a number of steps to do just that.

KHS – failed to meet AYP in



Keene Middle School has adopted a number of steps to better prepare students to take the NECAP tests. Research shows that physical activity right before an exam helps to stimulate the brain so the school sends students out for a brisk walk. Above, 8th graders head back to school via Spring Street. Parents also supplied healthy snacks on test days.

reading and math in both subgroups.

Reading

- Set up a SAIL (Student Assistance and Improvement Lab) program this fall. Students are referred by their English teacher to receive remedial instruction in basic reading, writing and other important language arts skills.
- All 11th grade English teachers spent time this fall preparing student for the NECAPs by

giving them practice tests and reviewing content areas.

Math

- The addition of a math teacher in 9th grade to reduce class size and a special education teacher to 9th and 10th grade to work with special needs students on basic math skills.
 - Require students to take at least three math credits, including one in algebra.
 - 11th grade math teachers will prepare students for exams.
- KMS** – Failed to meet AYP in math in both sub groups.
- Math**
- Implement new MathScapes (See Steps Page 3)

Reading	Goal	Math	Goal
Keene High School	Goal 84%	Keene High School	Goal 58%
All Students	87.2%	All Students	65.8 %
Economically Disadvantaged	74.3%	Economically Disadvantaged	48.0 %
Educationally Disabled	64.8%	Educational Disabled	35.4 %
Keene Middle School	Goal 86%	Keene Middle School	Goal 82%
All Students	92.0%	All Students	84.4 %
Economically Disadvantaged	84.7%	Economically Disadvantaged	70.3 %
Educationally Disabled	78.7%	Educational Disabled	60.2 %
Symonds Elementary School	Goal 86%	Symonds Elementary School	Goal 82 %
All Students	92.8 %	All Students	86.2 %
Economically Disadvantaged	82.4 %	Economically Disadvantaged	72.4 %
Educationally Disabled	72.6 %	Educational Disabled	60.2 %

Steps to Improve Student Achievement

(Continued from Page 2)

curriculum.

- Align math curriculum to state tests.

Math and Reading

- FSG (Focus Study Groups) offer remedial help to students.
- Increase collaboration between regular and special education departments.
- Further implement differentiated instruction to meet the needs of all students.
- Increase student and parent awareness of the importance of the exams.

Symonds Elementary School

– did not make AYP in math for the educational disability subgroup.

Math

- New schedule to provide uninterrupted academic blocks.
- Offer before and after school learning opportunities.
- Complete implementation of Everyday Mathematics.
- Grades 3-5 will use test prep



Title I's Karen Silby works with Symonds students on math

materials prior to NECAPs.

- Grade 2 teachers will work with students on test taking strategies in the spring to prepare them for fall testing.

As this article is written, hundreds of students across the Keene School district are taking this year's NECAP tests. It is hoped that with augmented students services, better preparation, and a renewed commitment to meet all requirements, all schools in Keene will meet AYP when the results are released next spring.

School Publication

Scanning the Schools is published five times a year by the Keene School District. Public Information Coordinator, Christine H. Weeks, is the writer, photographer and editor.

Extra copies are available at the John. W. Day Educational Center, 34 West Street, Keene and online at www.sau29.org.

School Enrollment

Official October 1st figures show a decrease in student enrollment in the Keene School District this year over last year.

Keene High School has 1,696 students (-17); KMS 653 (-55); Daniels 181 (-15); Franklin 210 (+20); Fuller 283 (-25); Symonds 329 (+2); Wheelock 169 (+3); Wheelock Preschool 81 (+8).

KHS Students Shine

Each fall several reports come out which record how well KHS students performed on national standardized tests – the SATs, AP (Advanced Placement) test, AP Scholars report, and National Merit Scholars. Here's how KHS did:

SATs - Scores improved in critical reading, went down slightly in math, and up in writing.

Year	%	Keene High	NH	NH (public)	National
		CR/math/WR	CR/math/WR	CR/math/WR	CR/math/WR
2006	75%	524/533/500	520/524/509	510/515/499	503/518/497
2007	70%	513/521/502	521/521/512	511/512/501	502/515/494
2008	70%	524/521/505	521/523/511	513/516/502	502/515/494
2009	62%*	530/520/508	523/523/510	513/515/499	501/515/493

* Fewer KHS students took the SATs than in past years for several reasons: more students are applying to 2 year programs not requiring SATs, more colleges allow student to opt out of submitting SAT scores, and more students are taking the ACT (American College Testing) instead of the SAT.

AP Results - KHS receives two reports from the College Board regarding the Advanced Placement program. The first report is released over the summer and reports how well students did on last May's exams and the second, released last month, names those 2009 KHS graduates who earned an AP scholar designation. The AP program offers high school students the opportunity to take challenging college level courses in high school. Last year, KHS offered 11 AP courses in Biology, Calculus, Chemistry, English Literature and Composition, Environmental Science, European History, Physics, Psychology, Spanish Language, Statistics and U.S. History. In addition, two students took exams in French, one student took the Studio Art – Drawing exam, and one student took both the World History and the U.S. Government and Politics exams.

May 2009 AP Test Results - 142 KHS students took 234 exams last spring. The College Board grades the exams on a 5 point scale: 5 - extremely well qualified, 4 - well qualified, 3 - qualified, 2 - possibly qualified, 1 - no recommendation. 82% of students earned a 3 or better - 22% earned a 5; 33% earned a 4; 27% earned a 3.

AP Scholars - In addition to the test results, the College Board recognizes the exceptional achievement in AP courses by graduating seniors. KHS principal Alan Chmiel received word that twenty-eight (28) students in the 2009 graduating class were named AP Scholars:

AP Scholars with Distinction: Giles Chickering of West Chesterfield and Maribeth Johnson of Keene scored a 3.5 or higher on 5 or more AP exams.

AP Scholar with Honor: Maxwell Cooper, Alexander Lamothe, Leah LaScala, Samuel Lillo, Jacqueline Marinoff, Ryan Penny, Devon Rosner, John Stewart and Margaret Szot all of Keene scored at least a 3.25 on 4 or more exams.

AP Scholar: Bhumica Amin, Sarah Bradshaw, Anne Callaway, Victoria Davis, Mark Harman, Samir Hassanien, Corey Hill and Michael Van Saun of Keene; Timothy Beeler of Westmoreland; Jacob Blair, Samuel Fuller, Timothy Hadden and Tyler Iosue of Spofford; Cooper Hardee of West Chesterfield; Sarah Mead of Marlborough; Gabriella Montgomery of Chesterfield; and Nicole Stone of Harrisville scored a 3 or higher on 3 or more exams.



Keene High School seniors, from left to right, Benjamin Cook, Hunter Hicks, and Daniel Binder Brantely, were named Commended Students by the National Merit Scholarship program as a result of scoring in the top 5% of the more than 1.5 million students who took the PSAT (Preliminary Scholastic Achievement Test) as juniors last fall. "Recognition of high-achieving students is essential to advancing educational excellence in our nation," a spokesperson for the National Merit program said.