

SAU #34

Soaring to Excellence

2014-2015 School District Report Card

Serving the Communities of Deering,
Hillsboro, Washington, and Windsor



School Administrative Unit #34



SAU #34
www.hdsd.org

School Administrative Unit # 34
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**Washington Elementary School,
Grades K-5**

62 Wolf Way Washington, NH 03280
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Leadership Team:
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**Hillsboro-Deering Elementary
School, Grades K-5**

4 Hillcat Drive Hillsboro, NH 03244
(603) 464-1110 Fax (603) 464-4385

Principal:
Mark Campbell
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Assistant Principal:
Isabel Gunther
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**Hillsboro-Deering Middle School,
Grades 6-8**

6 Hillcat Drive Hillsboro, NH 03244
(603) 464-1120 Fax (603) 464-5759

Principal:
Marc Peterson
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Assistant Principal:
Emily Squibb
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**Hillsboro-Deering High School,
Grades 9-12**

12 Hillcat Drive Hillsboro, NH 03244
(603) 464-1130 Fax (603) 464-4028

Principal:
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SAU #34 3
Organizations and Contacts

Section I 4
District and Demographic
Data

Section II 8
Assessment Data

Section III 11
No Child Left Behind Waiver

Section IV 13
Feedback Form

Section I

District and Demographic Data

Special Education

The special education program at SAU #34 offers a continuum of placement and support options for students ages 3 to 21 identified with educational disabilities. Special educators continue to work diligently to provide quality direct services to students and parents. Staff consult and collaborate regularly with other educators, families, and community resources to address the needs of students experiencing educational difficulties. Regular and special educators continue to work tirelessly to provide students with appropriate learning strategies so that all students can be successful in their community school.

Free and Reduced Lunch Program

Free and Reduced Lunch % is the proportion of children in each school who are eligible for free or reduced lunch. This percentage is calculated by dividing the number of children who are eligible by the enrollment for that school year. High schools will typically have lower percentages of students actually participating in the program. Due to social and cultural factors, many students who are eligible do not enroll in the program.

(New Hampshire Department of Education)

SAU #34 Enrollment as of October 1, 2015

Schools	2012-13	2013-14	2014-15	2015-16
Hillsboro-Deering Elementary	542	554	525	555
Hillsboro-Deering Middle	287	280	282	288
Hillsboro-Deering High	405	409	411	380
Washington Elementary	52	42	49	52
Home School	79	65	74	81
Total	1365	1350	1341	1356

Special Education Enrollment

School Year	SpEd Enrollment	% of Enrollment
2012-13	228	17.7%
2013-14	241	18.7%
2014-15	256	20.2%
2015-16	234	18%

Average Class Size 2014-2015

	Hillsboro-Deering	Washington	NH State Average
Grades 1-2	19	14.5	17.9
Grades 3-4	19	16.7	19.3
Grades 5	20.8	24.3	19.7
Grades 6-8	20.8	24.3	19.7

Free and Reduced Lunch Program Enrollment

School Year	Hillsboro-Deering	Washington	NH State Average
2011/12	40.07%	40.38%	26.76%
2012/13	39.22%	44.68%	27.26%
2013/14	46.48%	33.33%	28.27%
2014/15	43.38%	41.46%	28.93%

Average Daily Attendance (%)

School Year	H-D Preschool	NH State Ave.	Wash. Kindergarten	H-D Kindergarten	NH State Ave.	Wash. Elementary	H-D Elementary	NH State Ave.	H-D Middle	NH State Ave.	H-D High	NH State Ave.
2011/12	93.7	91.8	92.9	95.3	94.5	95.4	95.7	95.8	94.7	94.9	91.1	93.3
2012/13	99.4	91.8	94.3	94.5	94.5	96.0	95.9	95.8	95.1	94.8	93.6	93.6
2013/14	97.9	92.1	95.7	95.3	94.7	96.0	95.2	95.8	94.4	95.2	92.4	93.9
2014/15	99.9	92.3	94.6	94.6	94.4	95.7	94.3	95.5	94.7	95.0	91.4	94.7

District and Demographic Data

Section I

Post Graduate Placement for SAU #34 Students

School Year	Total Graduates	% Entering Post High School Education	% Entering Military
2011/12	103	58%	6%
2012/13	105	65%	10%
2013/14	95	63%	6%
2014/15	97	55%	3%

School Administrative Unit #34

SAU #34 is composed of three school districts — Hillsboro-Deering, Washington, and Windsor.

The Hillsboro-Deering School District has an elementary school (pre K-5), a middle school, (6-8), and a high school, (9-12).

The Washington School District has an elementary school serving grades K-5.

Washington students attend Hillsboro-Deering schools for grades 6-12.

Students from Windsor attend the Hillsboro-Deering schools.

2015 Post Secondary Acceptances

Colleges/Universities

Castleton State College
 Colby-Sawyer College
 Endicott College
 Hallmark Institute of Photography
 Job Corps
 Johnson & Wales College
 Keene State College
 Lakes Region Community College
 LNA Health Services, LLC
 Michael's School of Hair Design
 Mt. Washington College
 New Hampshire Technical Institute
 Norwich University
 Plymouth State University
 Rensselaer Polytechnic Institute

Saint Michael's College
 Springfield College
 University of Massachusetts Dartmouth
 University of New England
 University of New Hampshire
 University of New Haven
 University of Tampa
 Vermont Technical College
 White Mountain Community College
 Wyotech

Armed Services

Army National Guard
 United States Air Force
 United States Army
 United States Marine Corps
 ROTC

Dropout Rate

Early Exit Non-Graduates					Dropouts Only			
Year	Earned GED/ HISET	Enrolled in College	Dropped Out	Total	HDHS Annual Dropout %	NH State Annual Dropout %	HDHS 4 Year Cumulative Rate	NH State 4 Year Cumulative Rate
2012	7	0	4	11	.9%	1.3%	3.5%	5%
2013	6	0	0	6	0.0%	1.3%	0.0%	5.1%
2014	7	0	2	9	0.5%	1.1%	1.9%	4.1%
2015	6	0	0	6	0.0%	1.1%	0.0%	4.1%

Dropout Data

Beginning with 2007-2008, the NH Department of Education began using new terminology and a new report format. Previously, all students who left school without some type of diploma/certificate were labeled "dropouts." The new name for this group is "Early Exit Non-Graduates." Early Exiters can be divided into subcategories (currently 3). The subcategory "dropouts" are early exiters who, as of the report date, have not completed a GED/HISET or enrolled in college.

Section I District and Demographic Data

HQT Teachers

No Child Left Behind requires local school districts to ensure that all teachers hired to teach core academic subjects are highly qualified. In general, a “highly qualified teacher” is one with full certification, a bachelor’s degree, and demonstrated competence in subject knowledge and teaching. Core subjects include English/ language arts, mathematics, science, world languages, civics and government, economics, arts, history, and geography.

States have the authority to define which grades constitute elementary and middle school. New Hampshire has determined that teachers of Grades K-6 are HQT (Highly Qualified Teachers) if they have elementary K-8 certification. Teachers in Grades 7-12, however, must demonstrate competency in the core area in which they teach in order to be considered HQT.

Teacher Profile 2015-2016

	Total Teacher FTE	Median Salary	Bachelor's Degree	Master's Degree
Hillsboro-Deering	106.1	\$54,243	41.8	64.3
Washington	5.1	\$57,579	2.1	3
State of NH	14,368.4	\$55,986	40.9	57.7

Highly Qualified Teacher Information 2014-2015

	% of Teachers with Emergency / Provisional Certification	% of Core Academic Subject Classes not Taught by HQT
Washington Elementary School	0%	0%
Hillsboro-Deering Elementary School	0%	0%
Hillsboro-Deering Middle School	0%	0%
Hillsboro-Deering High School	0%	0%

Student to Teacher Ratio

School Year	Hillsboro-Deering	Washington	NH State Average
2011/12	11.0 : 1	10.8 : 1	12.3 : 1
2012/13	10.6 : 1	9.8 : 1	12.2 : 1
2013/14	10.9 : 1	9.1 : 1	12.1 : 1
2014/15	10.9 : 1	9.1 : 1	12.0 : 1

Cost Per Pupil

School Year	Washington Elementary School	H-D Elementary School	Elementary State Average	H-D Middle School	Middle School State Average	H-D High School	High School State Average
2011/12	\$16,129.90	\$14,814.65	\$13,413.70	\$14,331.42	\$12,605.50	\$15,443.75	\$13,101.48
2012/13	\$19,404.19	\$15,537.50	\$13,627.50	\$15,612.75	\$12,991.70	\$16,718.55	\$13,489.88
2013/14	\$18,451.12	\$15,364.26	\$14,200.30	\$15,060.90	\$13,320.82	\$16,257.53	\$14,109.48
2014/15	\$16,447.91	\$16,289.59	\$14,581.48	\$15,522.41	\$13,698.36	\$16,336.64	\$14,466.37

District and Demographic Data

Section I

Federal and State Grants

	2012/13	2013/14	2014/15
Title I			
H-D	\$437,790	\$341,882	\$401,087
WES	\$20,982	\$21,543	\$19,767
H-D School Improvement Program	\$9,778		
H-D Priority Focus		\$36,328	\$47,703
H-D New Priority Focus 5070			\$15,800
Title II-A			
H-D HQT		\$1,766	\$4,806
H-D 2-year	\$57,109	\$57,598	\$54,218
WES Classroom Reduction	\$11,062	\$9,029	\$9,157
IDEA			
H-D Special Education	\$305,982	\$328,486	\$350,485
H-D Pre-School	\$6,429	\$6,194	\$5,990
WES-B	\$25,369	\$16,699	\$6,413
WES Pre-School	\$1,465	\$1,665	
Focus Monitoring	\$2,435	\$9,983	
21st Century			
H-DMS	\$92,909	\$80,777	
H-DES	\$94,655	\$75,744	\$85,184
REAP	\$8,510	\$5,122	\$10,971
ARRA			
HS SIG	\$95,694		
H-DHS			
HS SIG	\$263,088	\$267,207	
Summer Summit		\$2288	\$5,950
Priority SIG School		\$11,672	
TOTAL	\$1,433,257	\$1,273,982	\$1,017,531

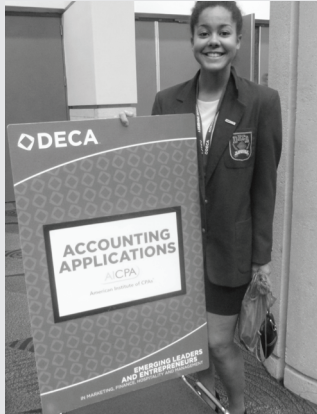
Grants

Title I funds were used to help provide supplemental programs in reading and math to elementary school children "at risk of failure." These programs included one-on-one tutoring, small group instruction, Math and Literacy Camps, Supplemental Educational Services (SES), and a Home to School Program. IDEA (Individuals with Disabilities Education Act) funds provided services to children with disabilities.



Section II

Assessment



The College Board

The makers of the SAT also build and assess Advanced Placement (AP) courses. These intense and demanding courses duplicate the college experience in high-school classrooms. At Hillsboro-Deering High School, students can take AP courses in English Literature and Composition, Calculus, American History, and Psychology.

Visit www.collegeboard.com to learn more about the AP and other assessments.

SAT Mean Scores

	Reading			Math			Writing		
Year	H-D	Nat'l	State	H-D	Nat'l	State	H-D	Nat'l	State
2011	509	497	523	490	514	525	486	489	511
2012	478	496	521	448	514	525	459	488	510
2013	479	496	524	444	514	528	478	488	513
2014	487	497	524	461	513	530	476	487	512
2015	462	495	525	458	511	530	440	484	511

Advance Placement Test Results Hillsboro-Deering High School

Year	# of Students	# of AP Tests	Score 3 & Above	% 3 & Above
2011	41	54	21	39
2012	36	56	26	46
2013	53	68	36	53
2014	43	64	28	44
2015	49	58	33	57

Key Features of Smarter Balanced Assessment

End-of-year tests measure student achievement and growth in English and mathematics in grades 3 through 8 and high school. Interim tests allow teachers to check student progress throughout the year.

Computer adaptive format provides an individualized test for every student; questions get harder when a student answers correctly, and easier when they answer incorrectly.

Features for students with disabilities and English language learners so that all students can demonstrate what they know.

Administered online with extended research, writing, and problem solving tasks that measure the critical thinking and problem-solving skills students need for success.

A Digital Library of tools for teachers to use all year—including professional development materials and instructional resources—to meet students' individual needs.

Smarter Balanced Assessment Percentages of Students Proficient or Better

		ELA	Math
Grade 3	HDES	36	31
	WES	70	60
	State	55	53
Grade 4	HDES	35	24
	WES	67	42
	State	56	49
Grade 5	HDES	51	18
	WES	78	44
	State	43	46
		ELA	Math
Grade 6	HDMS	48	34
	State	58	46
Grade 7	HDMS	55	24
	State	63	51
Grade 8	HDMS	48	23
	State	58	44
		ELA	Math
Grade 11	HDHS	39	18
	State	60	37

What is Smarter Balanced?

In schools across the country, teachers are helping students meet the challenge of the Common Core State Standards—consistent guidelines for what students should know and be able to do at each grade level so they can graduate high school prepared for college and the workplace. These new academic benchmarks challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world. Educators from Smarter Balanced states worked together to develop high-quality assessments that provide more accurate and meaningful information about what students are learning. The Smarter Balanced assessments replace existing tests in English and mathematics for grades 3-8 and high school. Administered online, these new assessments adapt to each student's ability, giving teachers and parents better information to help students succeed.

Achievement Level Descriptions

Level 4 - Thorough understanding

Level 3 - Adequate understanding

Level 2 - Partial understanding

Level 1 - Minimal understanding

... of and ability to apply [ELA and Mathematics] knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

Source: <http://education.nh.gov/instruction/assessment/sbacdocuments/overview.pdf>

Section II

Assessment

Science NECAP

The Science NECAP (New England Common Assessment Program) is a comprehensive test that covers a broad range of learning expectations in science administered at grades 4, 8, and 11. The science assessment targets were developed and adopted collaboratively by the departments/agency of education in New Hampshire, Rhode Island, and Vermont.

NECAP science tests include the following types of items:

1. Multiple-choice items (1 point each), which require students to select the correct answer from four possible responses; and
2. Constructed-response items (4 points each), which require students to respond to a question by using words, pictures, diagrams, charts, or tables to fully explain their response
3. Short-answer items (2 points each) and constructed-response items (3 points each), which require students to apply inquiry skills to a scientific situation and respond using words, pictures, diagrams, charts, or tables to show their thinking and explain their response.

The test is given in the spring each year and is conducted over three testing sessions, one session for each area explained in the above summary.

Source: <http://education.nh.gov/instruction/assessment/necap/>



Science NECAP-Percentages of Students Proficient or Better

		2011-12	2012-13	2013-14	2014-15
Grade 4	HDES	46	44	34	27
	State	53	51	46	49
Grade 4	WES	58	38*	75*	67
	State	53	51	46	49
Grade 8	HDMS	9	21	8	10
	State	32	31	24	24
Grade 11	HDHS	18	27	23	11
	State	33	30	29	33

* locally compiled data

No Child Left Behind Waiver

In the fall of 2013, the state of New Hampshire was notified that its application for a waiver to certain requirements of No Child Left Behind (NCLB) had been granted. The purposes of the waiver, according to the New Hampshire Department of Education:

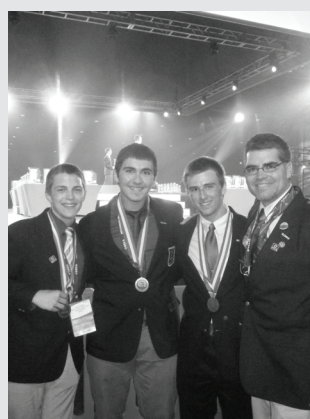
- To place a greater focus on instruction, student achievement and teacher and leader effectiveness;
- To move away from a deficiency model to a support system;
- To better utilize and focus our resources; and
- To allow the NH DOE to cultivate a more meaningful relationship and partnership with schools to improve student achievement.

One key component of this waiver is the elimination of Adequate Yearly Progress (AYP) and the designations assigned to schools and districts that failed to make AYP - School in Need of Improvement (SINI) and District in Need of Improvement (DINI). Instead, new formulas were established to identify Priority Schools (those schools in the lowest 5% of schools statewide, and schools that are currently receiving School Improvement Grants) and Focus Schools (the lowest 10% of Title I schools statewide not already designated as Priority Schools).

Hillsboro-Deering High School is currently the recipient of School Improvement Grant and therefore is identified as a Priority School under the waiver guidelines. No other schools in the district were identified as either Priority or Focus Schools. In order to exhibit significant gains in student outcomes, removal from the Priority School list requires that a school achieves:

- a three-year average "equity index" one standard deviation greater than the lowest scoring 10 percent of Title I schools AND
- an average combined index score greater than the cut score for Priority Schools, AND
- if a high school, the combined graduation point score must be greater than one or 75 percent.

Every school selected as Priority must remain in this designation for at least three years* (beginning with the 2013-14 school year). The only exception to this would be those schools currently participating in the SIG program. These schools will be able to count their years in the SIG program as part of their three year requirement. However, they must also meet the exit criteria outlined above.



Section III No Child Left Behind

New Hampshire Department of Education

The NHDOE is committed to helping students, parents, and educators (including teachers, principals, superintendents, and school communities) meet the educational needs of each student. Their mission is to improve the achievement of students by providing educational leadership through accountability.

Federal Accountability Requirements

Each year Hillsboro-Deering Elementary School receives a Title 1 allocation that must be dedicated solely to assisting students who are struggling and who may be “at risk of failure.” The goal of the Title 1 program is to give children additional time with high quality instruction in reading, writing, and mathematics so they can make accelerated progress and become successful learners at their grade level.

The NH DOE will provide support to the state’s Title I Priority and Focus Schools as they work to increase student achievement, by:

- Focusing our efforts on strengthening the instructional core by providing a statewide system of support around the 7 Turnaround Principles.
- Providing targeted and coordinated offerings to aid in your school priorities for any or all of the 7 principles.
- Valuing that leaders of the state’s LEAs and schools drive their own improvement agenda and that the NH DOE provides supports to help them in their efforts. Providing differentiated and individualized support and technical assistance to each Title I Priority and Focus School.
- Measuring our effectiveness to ensure we build an internal data-driven culture (focused on efficacy).
- Coordinating our approach internally and externally to ensure coherence and appropriate feedback (communication) loops.
- Recognizing that this is an continuous improvement process.

Another significant component of the waiver is the requirement for all Title I schools to implement an evaluation model for teachers and administrators that includes student growth weighted at a minimum of 20% of the overall evaluation. Hillsboro-Deering High School is already implementing a model that meets this criterion as part of the School Improvement Grant requirements. As a Title I school, Hillsboro-Deering Elementary will need to implement a similar model by the 2015-16 school year.

Source: <http://www.education.nh.gov/instruction/priority-focus/documents/orientationmeeting.pdf>



SAU #34 Feedback Form

Section IV

1. Did you find this report helpful or informative? If so, in what ways?

2. How could future editions of this report be improved?

3. Do you have any other comments or suggestions?

List of Sources:

New Hampshire Department of Education, *School Administrative Units*
New Hampshire Department of Education, *Educational Statistics System*
New Hampshire Department of Education, *Claim for Reimbursement for National School Lunch Program and School Breakfast Program, Form BNPSALB-4(95)*
New Hampshire Department of Revenue Administration, *School Budget Form, Form MS-26*
Northwest Evaluation Association
Measured Progress
New England Common Assessment Program

Feedback

Please give us your reactions to this "School Report" so that we can better respond to your concerns.

Clip off and return it to:

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