

Sanborn Regional School District



Follow Up Questions From Presentation On
2016-2017 Accountability Scores



Question 1.

Why are Sanborn Math and English testing results so often below the state averages, no matter the test?

Question 1 Response



On a year by year basis, our scores are often just above or just below the State average, specifically in grades 3-8. Where we have routinely fallen below the State average on a consistent basis is in the area of High School mathematics.

There is no one solution to improve results on standardized tests. We are in the process of developing a multidirectional approach including but not limited to:

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1. Curriculum-instruction-assessment adjustments;
 2. Opportunities for students to practice standardized testing formats;
 3. Professional development for teachers;
 4. The timely use of data to inform and change instruction;
 5. Working with parents and community members to develop an achievement mindset;
 6. Enhancing guidance programs for students with emotional or mental health issues;
 7. Addressing substance abuse and risky behaviors by students; and
 8. Continuing to enhance early career and early college experiences to drive aspirations.



Question 2

We have had a Math Coordinator for 10 years. From reviewing results of the NH Dept of Ed website back to 2006 it appears math results have not improved. What impact has that position had? If this position is to be continued, what changes will be made so that this position results in improved math test scores.

Question 2 Response



The continued development and evolution of the Mathematics Coordinator position has had a positive impact on student achievement at the lower grades. Our test scores have stayed the same or improved while the rigor of standardized testing has increased. What has been disappointing is the carryover in mathematics scores from the K-8 program to the High School.

Our Mathematics Coordinator has received a tremendous wealth of training and expertise in both the Everyday Math program and OGAP (Ongoing Assessment Project). She is widely considered to be an expert in both areas.

The following steps may help with Math achievement:

1. Add Math coaching to the high school; and
2. Increase the number of coaches and interventionists (this would limit the number of buildings the math coach is responsible for and should increase outcomes).



Question 3

Please provide a breakdown of our past 2 years of SAT results per the following:

College Bound / Trade Career Bound / Military bound / other

Question 3 Response - SAT Scores*



Class of 2017	ELA	Math
2 Year College	480	480
4 Year College	549	534
Military	495	425
Employment	426	427
Other / Unknown	435	455
Dual Enrollment	546	525
Non-Dual Enrollment	474	474

* Please note that the scores represented in this table are from the NH School-Day SAT and do not necessarily reflect the SAT scores reported to colleges.



Question 4

In the past 2 years, Please provide the number of students in Dual Enrollment and compare how they collectively did on SAT's vs. students who didn't take dual enrollments.

Question 4 Response - SAT Scores*

Number of Students
Taking Dual
Enrollment Classes in
2017

46

Class of 2017	ELA	Math
2 Year College	480	480
4 Year College	549	534
Military	495	425
Employment	426	427
Other / Unknown	435	455
Dual Enrollment	546	525
Non-Dual Enrollment	474	474

* Please note that the scores represented in this table are from the NH School-Day SAT and do not necessarily reflect the SAT scores reported to colleges.



Question 5

Please provide the most recent 8th grade SBAC results broken out by Town.

Question 5 Response

Spring 2017 SBAC (Grade 8) By Town

	2017 Grade 8 SBAC Results					
	Total Number of Students (W/o Fremont)	132				
	Total Number of Students (With Fremont)	189				
	Total Number of Students (Kingston Only)	76				
	Total Number of Students (Newton Only)	55				
	Total Number of Students (Other)	1				
	Total Number of Students (Fremont Only)	57				
ELA	Kingston 3 or 4	69%	Newton 3 or 4	71%	Fremont 3 or 4	70%
Math	Kingston 3 or 4	55%	Newton 3 or 4	51%	Fremont 3 or 4	46%



Question 6

Have PSAT's been taken yet, for each applicable grade, and what are the results?

Question 6 Response

Have PSAT's been taken yet, for each applicable grade, and what are the results?

Fall 2017

9th Grade	Stu's	Total Ave	EBRW	Math
Sanborn	159	831.5	417.1	414.4
Fremont	47	836.2	416.4	419.8
Kingston	68	815.9	407.9	407.9
Newton	44	850.7	432.0	418.6
		Tot	EBRW	Math
Males	82	827.7	411.1	416.6
Females	77	835.6	423.5	412.1

Question 6 Response

Have PSAT's been taken yet, for each applicable grade, and what are the results?

Fall 2017

10th Grade	Stu's	Total Ave	EBRW	Math
Sanborn	161	905.8	456.8	448.9
Fremont	55	924.4	468.7	455.6
Kingston	60	874.5	433.0	441.5
Newton	46	924.3	473.7	450.7
	Stu's	Tot	EBRW	Math
Males	84	883.1	444.8	438.3
Females	77	930.5	470.0	460.5

Question 6 Response

Have PSAT's been taken yet, for each applicable grade, and what are the results?

Fall 2017

11th Grade	Stu's	Total Ave	EBRW	Math
Sanborn	144	928.4	470.5	457.9
Fremont	47	925.3	463.4	461.9
Kingston	56	948.9	483.0	465.9
Newton	41	903.9	461.5	442.4
	Stu's	Tot	EBRW	Math
Males	58	927.9	460.0	467.9
Females	86	928.7	477.6	451.2

Question 7



If we had the proposed Dept of Ed 10 point ranking system, how would that look for past 3 years?

Draft ESSA Career & College Readiness Indicators

Graduating Seniors will be considered post-secondary ready by meeting any two of the following criteria:

1. Completion of a NH Scholars program of study (Standard, STEM, or Arts)
2. A Grade of C or better in a dual enrollment college course
3. SAT scores that meet or exceed the career & college readiness benchmark
4. ACT scores that meet or exceed the career & college readiness benchmark
5. A score of 3, 4, or 5 on an AP exam
6. A score of 5, 6, or 7 on an IB exam
7. Earning a CTE industry-recognized credential
8. Completion of a NH career pathway program of study
9. A score of at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT).

Note: The requirement for completion of two CCR benchmarks can be satisfied by two of the same category.

Question 7 Response

Draft ESSA Indicators Class of 2017				
Students Who Met:	N=	%	If expected industry certification earned	
Six (6) Indicators	3	2%	3 students	2%
Five (5) Indicators	7	5%	7 students	5%
Four (4) Indicators	13	9%	16 students	11%
Three (3) Indicators	30	20%	34 students	23%
Two (2) Indicators	21	14%	21 students	14%
One (1) Indicators	28	19%	33 students	22%
ESSA Target of 2 or More	74	50%*	81 students	55%
Graduating Students	147			

* These numbers do not include ANY students who may have earned an industry certification.

This statistic was not maintained by SST.

If we add the number of students who were on target to earn an industry certification, the percentage increases to 55% as 12 students would be added.