



Sanborn Regional School District

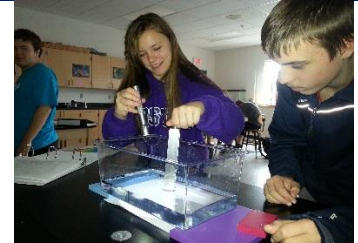
# *District Data Report*



2016

# WHAT IF.....

... Every one of our students graduated from high school competent in reading and math and were able to communicate effectively, think critically, and appreciate the diversity of our global society?



...Every one of our students described their learning as personalized?

... Every graduate had the opportunity to be exposed to some type of postsecondary experience that helped inform and guide him or her into adulthood?



... Every student had excellent instruction in every class and at every grade, from kindergarten through graduation?

... Every teacher had the opportunity and ability to implement challenging standards and develop curriculum that exceeded the NH State Standards and integrated 21st century skills?



...Every classroom was a blended learning classroom, where student choice and voice were evident and the norm?

... The school district became a hub for the most talented teachers, principals, school support, and SAU staff?



... The school district became an exemplar for how to use resources effectively to accomplish an ambitious vision and mission?



# IF WE WORKED TOGETHER.....

## MISSION

*The mission of the Sanborn Regional School District is to work in partnership with the community to educate all learners in a safe environment. Together we are committed to providing these individuals with opportunities to develop the skills necessary to become responsible citizens who are capable of pursuing knowledge independently and making well-informed decisions.*

## THEORY OF ACTION

*If, the Sanborn Regional School District schools operate as Professional Learning Communities focused on high quality instruction for the 21st century, then teaching, learning, and student performance will improve for every student in every classroom every day.*

## TABLE OF CONTENTS

NINE CHARACTERISTICS	4
SCHOOL BOARDS LETTER	5
SUPERINTENDENT’S MESSAGE	6
DISTRICT STATE ACCOUNTABILITY	8-9
EXECUTIVE SUMMARY	10
PERSONALIZED AND BLENDED LEARNING	11
MEASURING STUDENT ACHIEVEMENT	12
LEADING THE WAY NHPACE	13
DISTRICT RESULTS FOR NHPACE	14-19
DISTRICT NWEA MEASURES OF ACADEMIC PROGRESS	20
DISTRICT COMPETENCY	22
HIGH SCHOOL COLLEGE AND CAREER READINESS	23
COLLEGE AND CAREER PATHWAYS DATA	24
SMARTER BALANCE FIRST YEAR 2015 RESULTS	25
STUDENT ENGAGEMENT MUSIC	26
STUDENT ENGAGEMENT ATHLETICS	27
STUDENT ENGAGEMENT LEADERSHIP	28
WORK STUDY PRACTICES	29
DISTRICT TEACHER STATISTICS	30
COMPETENCY STUDIO	32
SUMMER PROFESSIONAL DEVELOPMENT	33
17 REASONS TO CELEBRATE	34

## Nine Characteristics of High Performing Schools



Research has shown that there is no silver bullet – no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

### **Clear and Shared Focus**

Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

### **High Standards and Expectations**

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

### **Effective School Leadership**

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

### **High Levels of Collaboration and Communication**

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

### **Curriculum, Instruction and Assessment Aligned with Standards**

Curriculum is aligned with the standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the

assessment system, what is measured in various assessments and how it is measured.

### **Frequent Monitoring of Teaching and Learning**

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

### **Focused Professional Development**

Professional development for all educators is aligned with the schools and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

### **Supportive Learning Environment**

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

### **High Levels of Community and Parent Involvement**

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Shannon, G.S. & Bylsma, P. (2007). *The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning.* (2nd Ed.). Olympia, WA: OSPI.

2016

# School Board Message

*Mr. Corey Masson, School Board Chair*



## Message from the Superintendent

Dr. Brian J. Blake

*Dr. Brian J. Blake*

# Pathway to Success

The Pathway to Success is a series of milestones from the beginning of a student's education in the Sanborn Regional School District through enrollment in college, technical school, military or work force. Monitoring these milestones will inform the district about how its students are doing at critical moments in their SRSD careers. This information will help the district identify at what points the students are having success and when a new approach or additional intervention may be necessary for improvement. Parents and family members can also use the Pathway as a tool to make sure their students are on track for academic success.



**Reading to learn at the end of 3<sup>rd</sup> grade**

**Prepared for middle school at the end of 5<sup>th</sup> grade**

**Prepared for high school at the end of 8<sup>th</sup> grade**

**On track to graduate at the end of 9<sup>th</sup> grade**

**Ready for college and career success at the end of 11<sup>th</sup> grade**

**Graduating from high school in 4 years**

**College/technical school enrollment, military or work force ready**

Based on the ultimate goal, the plan identifies a set of core measures of progress toward the goal and sets five-year targets for each measure. The district will report annually on these student outcome measures, and over time, there should be substantial improvement on each measure as a result of effective plan implementation. The district will also report progress on a set of measures tied to key strategies. Improvement on these measures will indicate effective implementation; lack of improvement would indicate the need for better execution, refined processes, or a new strategy.

The district administration intends to develop and publish an annual report that includes a district scorecard that reports on both student outcomes and plan implementation measures.

# Targeted Outcomes

The district will hold itself accountable by tracking and reporting on the progress of students on the Pathway to Success using the measures described below. Every fall the district will report on student progress at each of the Pathway milestones. Over the next five years, the district intends to meet or exceed all of the targets.

<b>Milestone</b> <i>What are we aiming for?</i>	<b>Measure</b> <i>Base-line Data YR 1</i>
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Reading/writing to learn at the end of 3 <sup>rd</sup> grade	60 %	% of students proficient ELA (Grade 3) on the annual state assessment <b>SBAC</b>
	63 %	% of students proficient in READING (Grade 3) on NWEA [FALL]
	79 %	% of students proficient in READING (Grade 3) on Fountas & Pinnell
Problem-solving to learn at the end of 4 <sup>th</sup> grade	50 %	% of students proficient in MATH (Grade 4) on the annual state assessment <b>SBAC</b>
	55 %	% of students proficient in MATH (Grade 4) on NWEA [FALL]
Prepared for middle school at the end of 5 <sup>th</sup> grade	58 %	% of students proficient in ELA on the <b>ELA PACE</b> assessment
	63 %	% of students proficient in READING (Grade 5) on NWEA [FALL]
	52 %	% of students proficient MATH on the <b>MATH PACE</b> assessment
	58 %	% of students proficient in MATH (Grade 5) on NWEA [FALL]
Prepared for high school at the end of 8 <sup>th</sup> grade	72 %	% of students proficient in ELA on the annual state assessment. <b>SBAC</b>
	62 %	% of students proficient in READING (Grade 8) on NWEA [FALL]
	52 %	% of students proficient in MATH on the annual state assessment. <b>SBAC</b>
	63 %	% of students proficient in MATH (Grade 8) on NWEA [FALL]
	57 %	% of students proficient in SCIENCE (Grade 8) on the <b>SCI PACE</b> assessment



# Targeted Outcomes

The district will hold itself accountable by tracking and reporting on the progress of students on the Pathway to Success using the measures described below. Every fall the district will report on student progress at each of the Pathway milestones. Over the next five years, the district intends to meet or exceed all of the targets.

## Milestone

*What are we aiming for?*

## Measure

*Base-line Data YR 1*

On track to graduate at the end of 9 <sup>th</sup> grade	67 %	% of students proficient/competent on ELA PACE	
	58 %	% of students proficient/competent on READING NWEA [FALL]	
	39 %	% of students proficient/competent on MATH PACE	
	56 %	% of students proficient/competent on MATH NWEA [FALL]	
	87 %	% of students successfully completing one credit each in English, Social Studies, Science and Math, and have earned at least three additional credits for a total of seven credits.	
College experiences during high school	39 %	% of students proficient in SCIENCE (Physical Science) on the <b>SCI PACE</b> assessment	
On track to graduate at the end of 10 <sup>th</sup> grade	41 %	% of students proficient/competent on ELA PACE	
	68 %	% of students proficient/competent on READING NWEA [FALL]	
	57 %	% of students proficient/competent on ELA PSAT	
	36 %	% of students proficient/competent on MATH PACE	
	72 %	% of students proficient/competent on MATH NWEA [FALL]	
	43 %	% of students proficient/competent on MATH PSAT	
	70 %	% of students successfully completing all previous requirements plus one additional credit each in English, Social Studies, Science, and Math and have earned at least three additional credits for a total of fourteen credits.	
College experiences during high school	6 %	% of 10 <sup>th</sup> grade students participating in dual enrollment course work.	
Ready for college and career success at the end of 11 <sup>th</sup> grade	40 %	% of students proficient in SCIENCE (Life Science) on the <b>SCI PACE</b> assessment	
	55 %	% of students proficient/competent on the ELA <b>SAT</b>	
	29 %	% of students proficient/competent on the MATH <b>SAT</b>	
	63 %	% of students successfully completing all previous requirements plus one additional credit each in English, Social Studies, and Math and have earned at least four additional credits for a total of twenty-one credits.	
College experiences during high school	24 %	% of 11 <sup>th</sup> grade students participating in dual enrollment course work.	
End of 12 <sup>th</sup> grade	38 %	% of 12 <sup>th</sup> grade students participating in dual enrollment course work.	
Graduating from high school in 4 years	84 %	% of students entering 9th grade cohort who graduated 4 years later (not including transfers to other districts)	
College or technical school enrollment	72 %	% of graduates enrolled in a 2 or 4 year college or certified technical school within 6 months of graduation	
College Success National Average 2014	85.5 %	% of FEMALE graduates completing their second year of college. 2013	
	92.5 %	% of FEMALE graduates completing their second year of college. 2014	
	72.1 %	79.5 %	% of MALE graduates completing their second year of college. 2013
		87.2 %	% of MALE graduates completing their second year of college. 2014

# ASSUMPTIONS

- ☑ Although the state test for ELA and Mathematics changed with the introduction of the SAT to measure College and Career Readiness for 11<sup>th</sup> grade in 2016, the percentage of students meeting proficiency will continue to be an important measure.
- ☑ Closing the achievement gap for special education students and other cohort groups is also a major target; the district will annually report progress by demographic group.



GRADE	SRSD 2014-15	NH 2014-15	SRSD 2015-16	NH 2015-16	2016-17 PROJECTED
3	<b>SRSD 2014-15</b> ▪ ELA 58 % ▪ MATH 68 %	<b>NH 2014-15</b> ▪ ELA 55 % ▪ MATH 53 %	<b>SRSD 2015-16</b> ▪ ELA 60% ▪ MATH 59%	<b>NH 2015-16</b> ▪ ELA 56 % ▪ MATH 57 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. ELA SMARTER BALANCED MATH NH PACE
4	<b>SRSD 2014-15</b> ▪ ELA 53 % ▪ MATH 47 %	<b>NH 2014-15</b> ▪ ELA 56 % ▪ MATH 49 %	<b>SRSD 2015-16</b> ▪ ELA 46 % ▪ MATH 49 %	<b>NH 2015-16</b> ▪ ELA 57 % ▪ MATH 51 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. ELA NH PACE MATH SMARTER BALANCED
5	<b>SRSD 2014-15</b> ▪ ELA 64 % ▪ MATH 66 %	<b>NH 2014-15</b> ▪ ELA 63 % ▪ MATH 45 %	<b>SRSD 2015-16</b> ▪ ELA 58 % ▪ MATH 54 %	<b>NH 2015-16</b> ▪ ELA 63 % ▪ MATH 48 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. ELA NH PACE MATH NH PACE
8	<b>SRSD 2014-15</b> ▪ ELA 35 % ▪ MATH 33 %	<b>NH 2014-15</b> ▪ ELA 58 % ▪ MATH 44 %	<b>SRSD 2015-16</b> ▪ ELA 73% ▪ MATH 53%	<b>NH 2015-16</b> ▪ ELA 62 % ▪ MATH 47 %	Surpass by 10 %the district's percentage of all students who score "proficient" on state assessments. ELA SMARTER BALANCED MATH SMARTER BALANCED
11	<b>SRSD 2014-15</b> ▪ ELA 75 % ▪ MATH 31 %	<b>NH 2014-15</b> ▪ ELA 59 % ▪ MATH 37 %	<b>SRSD 2015-16</b> ▪ ELA 55 % ▪ MATH 28 %	<b>NH 2015-16</b> ▪ ELA 66 % ▪ MATH 40 %	Surpass by 10 % the district's percentage of students who are ready for college and career success at the end of 11 <sup>th</sup> grade. ELA SAT MATH SAT
12	<b>SRSD 2014-15</b> ▪ GRADUATION RATE 89%	<b>NH 2014-15</b> ▪ GRADUATION RATE 88%	<b>SRSD 2015-16</b> ▪ GRADUATION RATE	<b>NH 2015-16</b> ▪ GRADUATION RATE	Surpass the district's GRADUATION RATE percentage.
12	<b>SRSD 2014-15</b> ▪ COLLEGE ENROLLMENT 75 %		<b>SRSD 2015-16</b> ▪ COLLEGE ENROLLMENT 75 %		Surpass the district's percentage of all students who enroll in college and technical school.

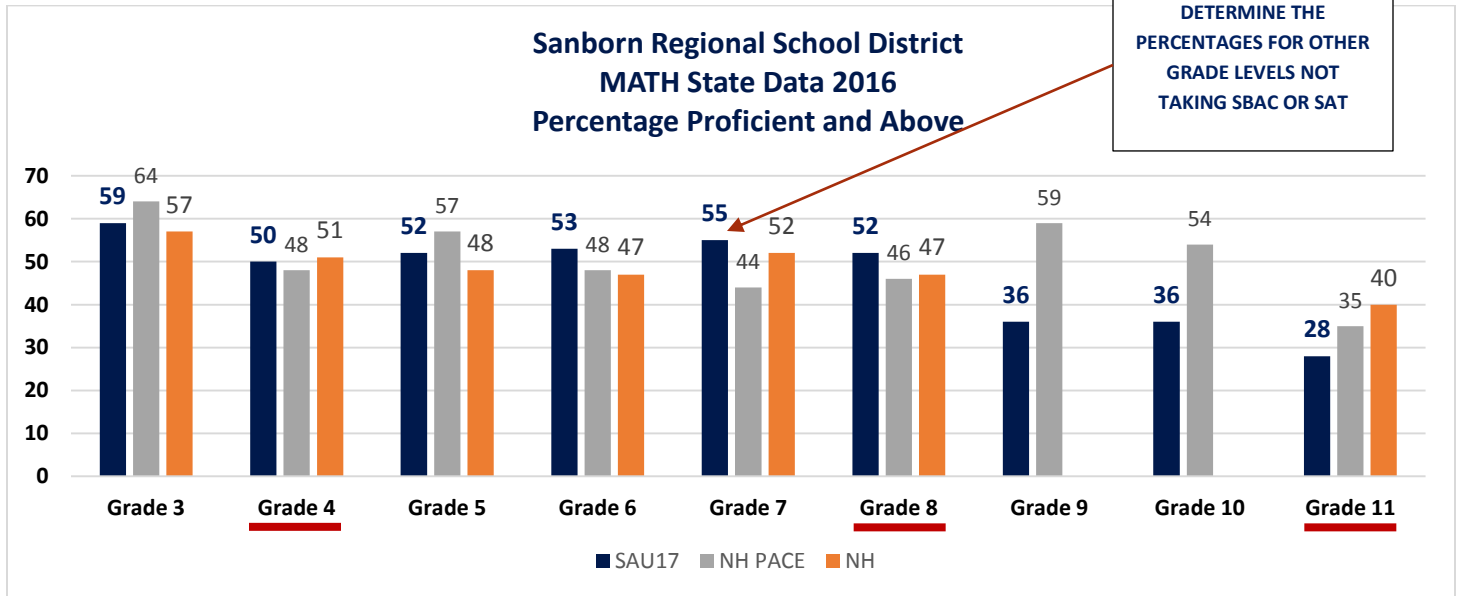
# Sanborn Regional School District

## Key Messages for Sanborn's Assessment Results 2016

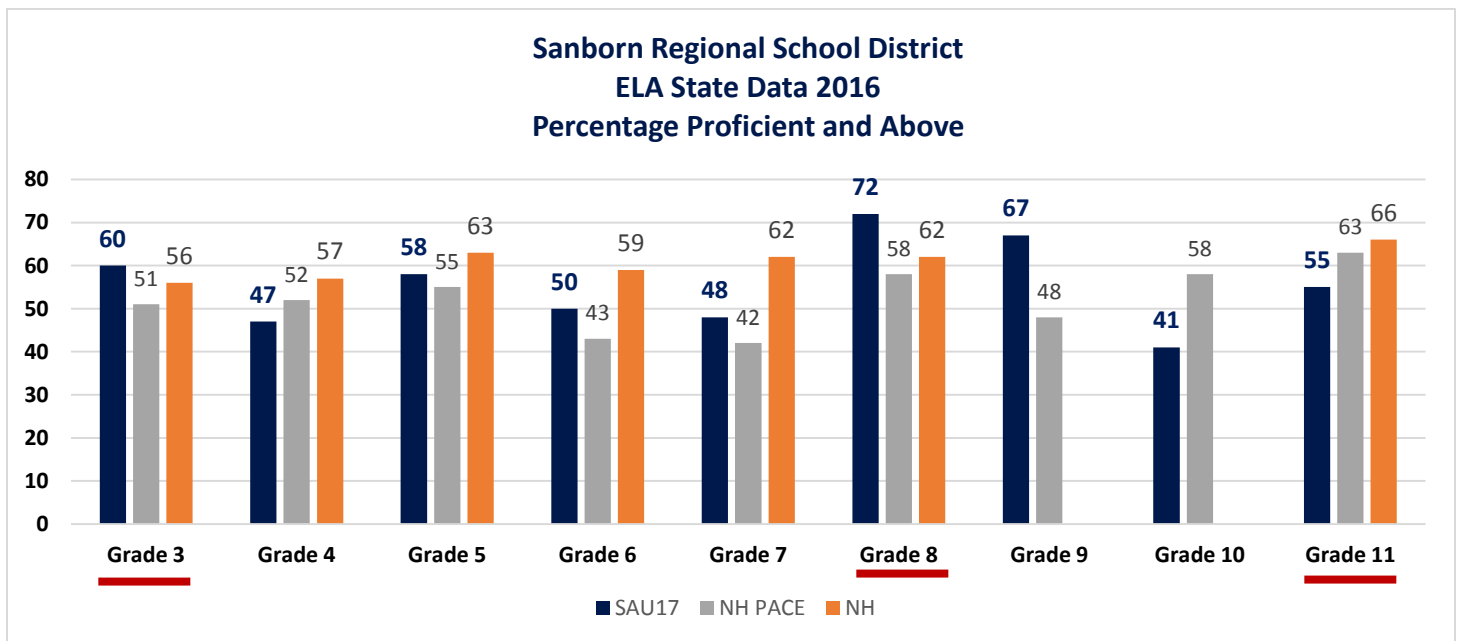
### What does this mean for Sanborn students?

- ☑ **SANBORN included Smarter Balanced Assessments, NH PACE Assessments, SAT, and COMPETENCY Grades as components for the district's annual determinations.** *This provided a complete picture of student competency; not just one test to determine achievement level. This method is unique to NH PACE districts. This is the first year for the use of the SAT for grade 11 annual determinations.*
- ☑ **SANBORN included additional grade levels to participate in NHPACE for annual determinations.** *The work to determine student progress and higher levels of achievement is a district effort PreK-12, and all of our staff and students are part of the process. Grades 9 and 10 are included in Sanborn's results, but other non-PACE districts do not report data for these grades.*
- ☑ **SANBORN required student competency to be determined using assessments designed to be more rigorous and demanding than typical school-based assessments.** *The NHPACE assessments, like other classroom assessments for competency at Sanborn, do not focus on the lower level knowledge and skills measured through multiple choice, fill-in-the-blank, or short answer; instead assessments for competency are more demanding and require students to transfer skills and apply their knowledge by producing a product that showcases their competency in an authentic and real-world context. Using this type of assessment means that Sanborn has set high standards for their annual determination. Grade levels are not comparable to other school districts if the data is based on competency. Only SBAC and SAT are comparable.*
- ☑ **SANBORN included competency grades for accountability.** *Our learning goal as a school district is to work in partnership with our students and to respect their learning time by focusing on what is truly important to learn and what is a true measure of competency. When students understand, and are part of their own learning process, they are more engaged and are increasingly invested in learning and in demonstrating their competency.*
- ☑ **SANBORN embedded the PACE assessments as part of a student's classroom experience and learning.** *The goal of assessment is to determine a student's understanding of the enduring skills and knowledge that students have retained as learners. The best measure of that learning is, to ask students to demonstrate what they know and can do during a unit that they are studying, to ask questions that are connected to the learning and that require critical thinking, and to create an authentic context through which the learning is focused.*
- ☑ **SANBORN allowed the score of the PACE assessment to be a part of a student's grade; students did not lose valuable learning time to complete a standardized test.** *The NH PACE assessments are not "events" in a student's school year that can't be connected to grades, NH PACE assessments are part of the learning and a measure of competency.*
- ☑ **SANBORN's multiple sources of evidence—PACE Common Assessments, Smarter Balanced Assessments, SAT, Competency Grades, and Teacher Judgment Survey Results—were well aligned demonstrating the rigorous expectations Sanborn holds for its students.** *Sanborn's long history and deep engagement with competency-based education allowed us to demonstrate consistent results among the various data sources. We expect to see this degree of consistency in all PACE districts moving forward.*

## 2016 SANBORN REGIONAL SCHOOL DISTRICT NH ACCOUNTABILITY



The chart above represents the NH PACE Districts and the NH SBAC and SAT results. In Mathematics only grades 4, 8, and 11 are comparable with all districts in the state.



The chart above represents the NH PACE Districts and the NH SBAC and SAT results. In ELA only grades 3, 8, and 11 are comparable with all districts in the state.

SAU17 SANBORN Student Achievement Data includes [SBAC, NHPACE, SAT, COMPETENCY DETERMINATIONS]

NH PACE Student Achievement Data includes [SBAC, NHPACE, SAT, COMPETENCY DETERMINATIONS] for NH PACE districts only.

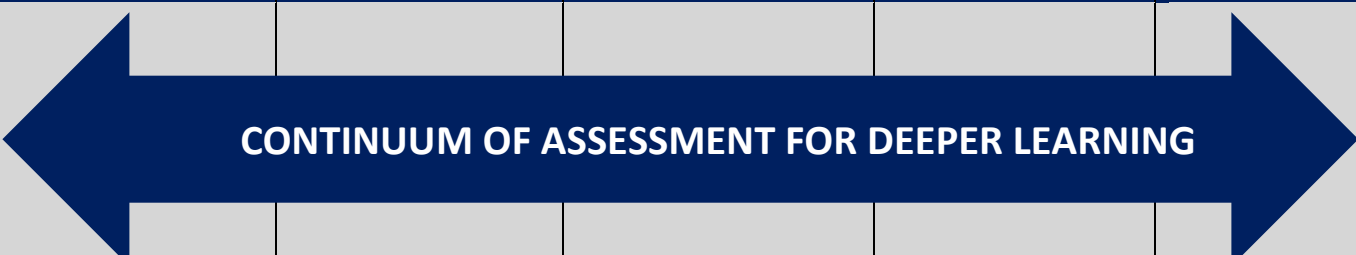
State of New Hampshire (NH) Student Achievement Data includes [SBAC & SAT] for all districts in the state.

Data taken from the NHDOE website

## Measuring Student Achievement

There are many different ways to measure the achievement of students. Assessments vary from standardized measures to surveys that capture student’s perception of their learning. Some assessments ask students to recall facts, others require that students demonstrate deeper understanding and the ability to apply skills. A true picture of student achievement is a combination of collecting all these different types of evidence of learning.

Competency education is a shift from collecting points to judge student achievement, to collecting evidence of learning. As we move forward, to better serve and support students by providing them with clear direction and specific information on where they are as learners, the educational system continues to shift and make adjustments to provide opportunities for more authentic and challenging learning.

Traditional State Assessments	NEW State Standards	Common Performance Tasks	Learning Tasks	Student Designed Projects
				
Standardized, multiple choice tests of routine skills.  <b>NWEA, NECAP</b>	Standardized tests with multiple choice and open ended items, plus 1-2 day performance tasks of some applied knowledge and skills.  <b>SMARTER-BALANCE NEW SAT</b>	Standard performance task lasting 1-3 weeks that include structured inquiry and demand more integrated skills. Measuring competency using Depth of Knowledge (DOK 3).  <b>COMPETENCY ASSESSMENT PACE</b>	Performance tasks that require students to carry out inquiries, analyze findings, and revise in response to feedback.  <b>GRADUATION PROJECTS</b>	Longer deeper investigations lasting 2-3 months requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities.  <b>INTERNSHIPS, ELOs, CAPSTONE PROJECTS</b>

# District Results for NHPACE

## Performance Assessment for Competency Education 2015-2016

### All Districts Comparable Annual Determinations

The State of New Hampshire, in compliance with the No Child Left Behind Act, requires the calculation of annual determinations of proficiency for all students to be used in the evaluations of all NH schools and districts. For most districts this determination is based on the state assessments administered in grades 3-8 and 11, which in this case, are the Smarter Balanced Assessments in English language arts (ELA) and mathematics. The remaining components of the evaluation of the school and district include student participation rates in the assessment, attendance in grades 3-8, and graduation rates for high schools.



### NHPACE Districts Comparable Annual Determinations

Districts participating in the NHPACE Project have their annual determination based on the Smarter Balanced Assessment in grades 3 (ELA), 4 (MATH), 8 (ELA & MATH) and 11 (ELA & MATH), but rely on other performance indicators in the grades without Smarter Balanced Assessments: These entail:

1. Competency Grades for Students in Grades 3, 4, 5, 6, 7, 8, 9, 10, & 11.
2. PACE Common Assessment Scores for ELA, MATH, & SCI Grades 3, 4, 5, 6, 7, 8, 9, 10, & 11, calibrated within the district and scored with other districts and outside experts.
3. Teacher judgement surveys by content discipline to evaluate the overall performance of students based on the student work evidence and progress.

These additional indicators provide a more inclusive and complete overall picture of student achievement within the NHPACE districts. The additional indicators require the districts to share more than just a test score to determine how well students have learned what was expected of them and whether the district is meeting its annual goal of improving student achievement.

### Understanding the Difference

PERFORMANCE INDICATORS	NH DISTRICTS	NHPACE DISTRICTS		
Smarter Balanced ASSESSMENT	<ul style="list-style-type: none"> <li>SBAC assessment results used to determine annual determinations. All grades 3-8, take the SBAC &amp; 11 take SAT</li> </ul>	<ul style="list-style-type: none"> <li>SBAC results used for annual determination in select grades only. SBAC grade-levels were selected for participation in SBAC based on research and best practices.                             <ul style="list-style-type: none"> <li>-Grade 3 English Language Arts (ELA)</li> <li>-Grade 4 Mathematics</li> <li>-Grade 8 ELA/Mathematics</li> </ul> </li> <li>SAT results used for annual determination                             <ul style="list-style-type: none"> <li>-Grade 11 ELA/Mathematics</li> </ul> </li> </ul>		
PACE Common ASSESSMENT	<ul style="list-style-type: none"> <li>Do not participate in the PACE assessments</li> </ul>	<ul style="list-style-type: none"> <li>PACE Common assessments targeting the most challenging standards and expectations of the state standards for a grade level; developed across districts.</li> <li>PACE Common assessments are reviewed by assessment experts for quality.</li> <li>PACE Common assessments used as a piece of evidence of competency for a student's grade.                             <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>-Grade 3 MATH PACE</li> <li>-Grade 4 ELA/SCIENCE PACE</li> <li>-Grade 5 ELA/MATH PACE</li> <li>-Grade 6 ELA/MATH PACE</li> <li>-Grade 7 ELA/MATH PACE</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>-Grade 8 SCIENCE PACE</li> <li>-Grade 9 ELA/MATH/SCIENCE PACE</li> <li>-Grade 10 ELA/MATH/SCIENCE PACE</li> <li>-Grade 11 SCIENCE PACE</li> </ul> </td> </tr> </table> </li> </ul>	<ul style="list-style-type: none"> <li>-Grade 3 MATH PACE</li> <li>-Grade 4 ELA/SCIENCE PACE</li> <li>-Grade 5 ELA/MATH PACE</li> <li>-Grade 6 ELA/MATH PACE</li> <li>-Grade 7 ELA/MATH PACE</li> </ul>	<ul style="list-style-type: none"> <li>-Grade 8 SCIENCE PACE</li> <li>-Grade 9 ELA/MATH/SCIENCE PACE</li> <li>-Grade 10 ELA/MATH/SCIENCE PACE</li> <li>-Grade 11 SCIENCE PACE</li> </ul>
<ul style="list-style-type: none"> <li>-Grade 3 MATH PACE</li> <li>-Grade 4 ELA/SCIENCE PACE</li> <li>-Grade 5 ELA/MATH PACE</li> <li>-Grade 6 ELA/MATH PACE</li> <li>-Grade 7 ELA/MATH PACE</li> </ul>	<ul style="list-style-type: none"> <li>-Grade 8 SCIENCE PACE</li> <li>-Grade 9 ELA/MATH/SCIENCE PACE</li> <li>-Grade 10 ELA/MATH/SCIENCE PACE</li> <li>-Grade 11 SCIENCE PACE</li> </ul>			
COMPETENCY GRADES	<ul style="list-style-type: none"> <li>Grades may or may not be based on competency.</li> <li>Competency Grades <u>not</u> included as part of determining whether a district has met their goals for student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Competency grades based on Summative Assessments used for determination.</li> <li>Competency grades are based only on the evidence of competency determined through performance assessments or assessments requiring a greater depth of understanding and knowledge than typical assessment, as well as requiring the completion of a product.</li> <li>Student habits and work study practices not included in competency determinations.</li> </ul>		
PERFORMANCE ASSESSMENT	<ul style="list-style-type: none"> <li>Evidence of assessment quality in the classroom not submitted for review.</li> </ul>	<ul style="list-style-type: none"> <li>All determination of competency for all grades (K-12) and content areas is measured using performance assessments or assessments requiring a greater depth of understanding and knowledge than typical assessment, as well as requiring the completion of a product. Assessments are reviewed for quality by outside experts.</li> </ul>		

## SANBORN REGIONAL SCHOOL DISTRICT

### English Language Arts: 2016 PACE District Results by Grade and Level

Grade	Percent at Level 1: Does Not Meet the Achievement Level	Percent at Level 2: Approaching the Achievement Level	Percent at Level 3: Meets the Achievement Level	Percent at Level 4: Exceeds the Achievement Level	Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
3	16%	24%	24%	36%	<b>60%</b>
4	4%	50%	40%	6%	<b>47%</b>
5	10%	32%	46%	12%	<b>58%</b>
6	8%	43%	46%	4%	<b>50%</b>
7	9%	43%	41%	7%	<b>48%</b>
8	7%	20%	50%	22%	<b>72%</b>
9	1%	33%	54%	13%	<b>67%</b>
10	8%	51%	36%	4%	<b>41%</b>
11	20%	25%	51%	5%	<b>55%</b>
0	<b>11%</b>	<b>33%</b>	<b>43%</b>	<b>13%</b>	<b>56%</b>

### Mathematics: 2016 PACE District Results by Grade and Level

Grade	Percent at Level 1: Does Not Meet the Achievement Level	Percent at Level 2: Approaching the Achievement Level	Percent at Level 3: Meets the Achievement Level	Percent at Level 4: Exceeds the Achievement Level	Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
3	0%	41%	50%	9%	<b>59%</b>
4	13%	37%	32%	18%	<b>50%</b>
5	3%	45%	41%	11%	<b>52%</b>
6	2%	45%	33%	20%	<b>53%</b>
7	2%	44%	41%	14%	<b>55%</b>
8	19%	29%	20%	32%	<b>52%</b>
9	3%	58%	30%	9%	<b>39%</b>
10	9%	55%	36%	0%	<b>36%</b>
11	18%	54%	26%	1%	<b>28%</b>
0	<b>9%</b>	<b>42%</b>	<b>34%</b>	<b>15%</b>	<b>49%</b>

## SANBORN REGIONAL SCHOOL DISTRICT

### Science 2016 PACE District Results by Grade and Level

Grade	Percent at Level 1: Does Not Meet the Achievement Level	Percent at Level 2: Approaching the Achievement Level	Percent at Level 3: Meets the Achievement Level	Percent at Level 4: Exceeds the Achievement Level	Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
4	2%	40%	56%	2%	58%
8	8%	35%	56%	1%	57%
9	2%	59%	29%	10%	39%
10	9%	51%	36%	3%	40%
0	5%	37%	56%	1%	57%

## SANBORN REGIONAL SCHOOL DISTRICT

Grade	Math	ELA
3	98%	99%
4	98%	100%
5	100%	100%
6	100%	100%
7	99%	99%
8	99%	99%
11	94%	94%
0	98%	99%

2016 PACE District Participation  
Participation Rate

PACE District

\*Note: Grade 0 Represents District Total, but only includes accountability grades (i.e. grades 9 and 10 are not included)



## SANBORN REGIONAL SCHOOL DISTRICT

### 2016 PACE District Results by Subgroup (students are only counted in one (1) category)

PACE District Results by Race/Ethnicity	English Language Arts Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	Mathematics Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	Science Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
	rea	mat	sci
Race - American Indian or Alaskan Native (Non Hispanic)	**	**	**
Race - Asian (Non Hispanic)	**	**	**
Race - Black or African American (Non Hispanic)	54%	38%	**
Race - Hispanic	32%	21%	**
Race - Native Hawaiian or Pacific Islander (Non Hispanic)	**	**	**
Race - Two or more races	**	**	**
Race - White (Non Hispanic)	56%	50%	59%
WaiverSubgroup - EconDis and EL - Not SWD	**	**	**
WaiverSubgroup - Economically Disadv (EconDis) only - Not SWD, Not EL	47%	52%	48%
WaiverSubgroup - Eng Learner (EL) only - Not EconDis, Not SWD	**	**	**
WaiverSubgroup - Students With Disability(SWD) only - Not EconDis, Not EL	22%	17%	28%
WaiverSubgroup - SWD and EconDis - Not EL	10%	13%	**
WaiverSubgroup - SWD and EconDis and EL	**	**	**
WaiverSubgroup - SWD and EL - Not EconDis	**	**	**
<b>All Students</b>	<b>56%</b>	<b>49%</b>	<b>57%</b>

Note: \*\* Count is below cell size of 10

## District NWEA MAP Assessment

SAU17 students outpaced the national average on the MAP (Measure of Academic Progress) assessment which measures student growth throughout the school year.

**SAU 17** students demonstrated consistent academic growth on the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment this past school year.

The MAP results showed that SAU17 students continue to perform with or above academically-similar peers nationwide in both Reading and Mathematics.

**All** Sanborn kindergarten through tenth grade students took the initial MAP assessment in September, 2016. This assessment, measured student proficiency in Reading and Mathematics, and it provided them with a growth target for the year.

When reviewed together, the assessments measure students' annual progress and show their growth compared to other students with similar September 2016 MAP scores. After establishing this base-line assessment for fall to fall growth the district will continue assessing students each fall to determine growth.

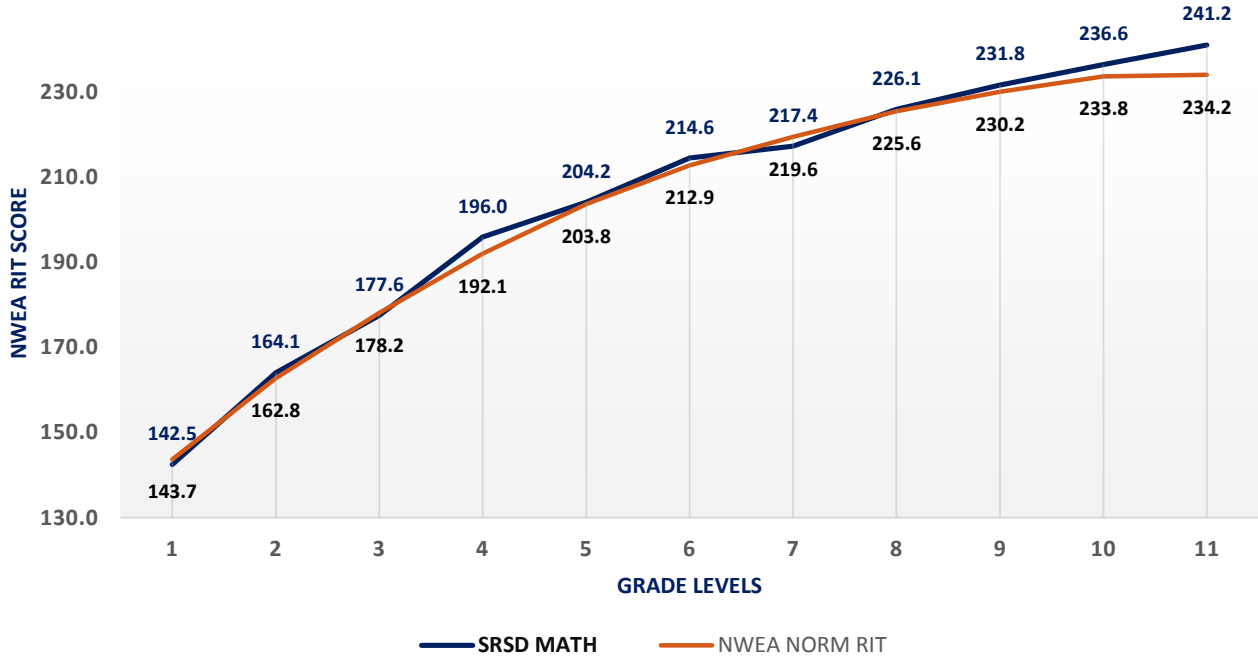
The MAP test provides students, parents, teachers, and school leaders a non-subjective look at how a student is growing, and as such, the District uses MAP data for a variety of purposes. Teachers and administrators use the data, along with student classroom performance, to guide classroom instructional decisions. This includes identifying appropriate learning targets for students and electing groups for instruction in a flexible manner. The MAP results also provide the district with benchmark assessment scores for Reading in grades 3, 8, and 11; Mathematics in grades 4, 8, and 11.

Benchmark assessments include other district assessments such as FOUNTAS & PINNELL Reading, PACE Writing and Mathematics, SBAC Reading and Mathematics, and course competency scores.

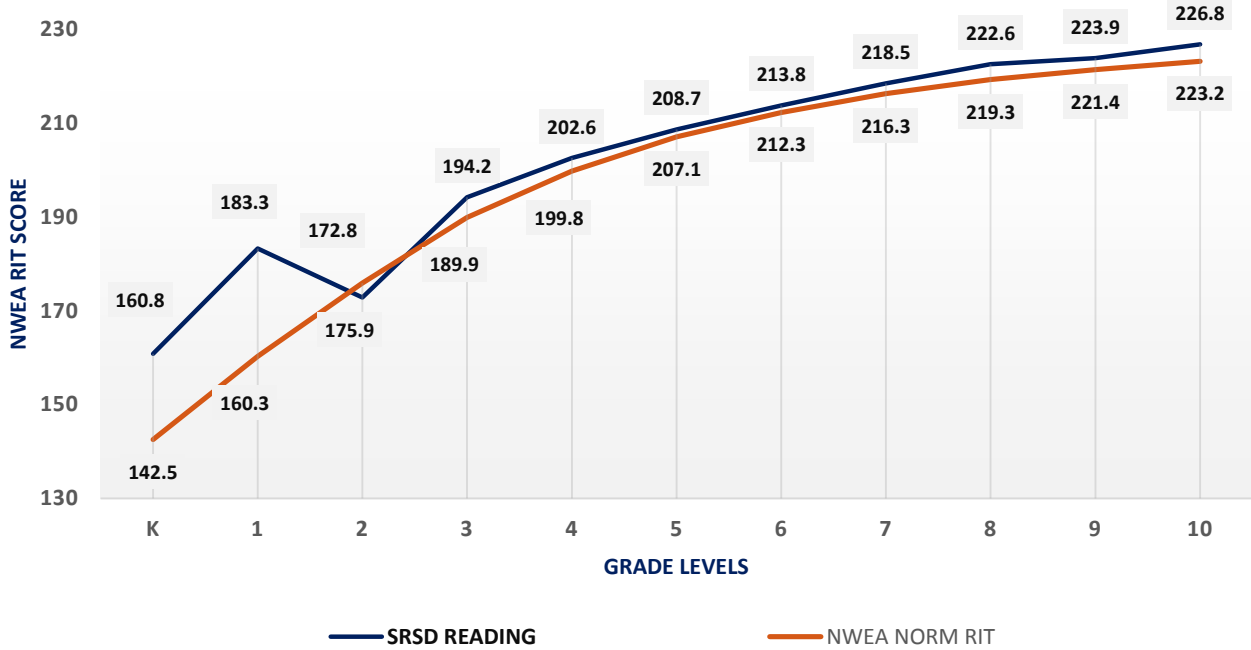
For instance, over the last three years, 96-100% of students in Grade 3 have performed at grade level on the MAP assessment or met their individual growth target. This district benchmark provides important information for monitoring instruction in reading.

The charts on the next page represent the district scores for the 2015-16 school year.

### Fall 2016 NWEA Mathematics Scores



### Fall 2016 NWEA Reading Scores



# District Competency Spring 2016

The **Sanborn Regional School District** measures student achievement and progress through a competency-based grading and reporting system. This means that the district reports information that includes an overall grade in a course, but additionally provides parents and students with more specific information about how a student is performing on the district competencies. This additional information provides parents and students will specific information about a student's areas of strength and what they need to address in their learning.

*Competency is a student's ability to TRANSFER content and skills in and across content areas.*

Competency is a student's ability to TRANSFER content and skills in and across content areas. This transfer requires that students understand ideas and concepts at a deeper level. Expectations for competency are more demanding than in a traditional grading system. Students are expected to be active drivers of their learning and to assess their own growth as they address the standards and competencies of a course.

Each competency is informed by standards and performance indicators that are reflective of grade level expectations for each competency. The evidence collected for measuring competency only includes activities that reflect the standards, not other types of information such as classroom behaviors.

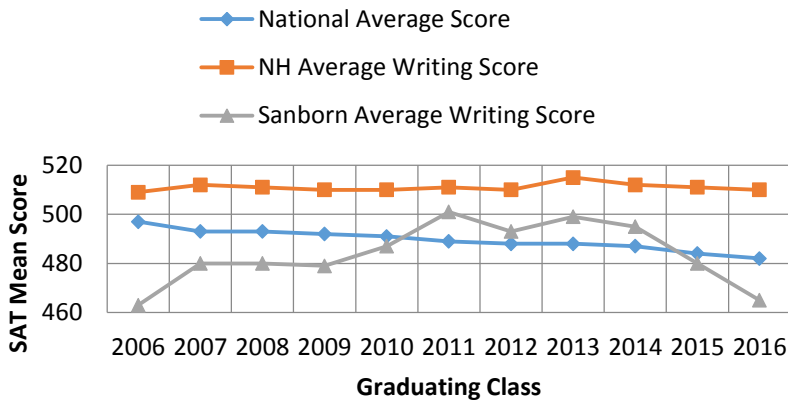
The competencies are evaluated using the district scales. During a student's educational career the district competencies are tracked across grade levels.

Work Study practices, connected to the state's competencies for learning behaviors such as collaboration, communication, self-direction, and creativity, are measured and reported to students and parents as separate information. This evidence and recording is also tracked over a student's career in the district.

Assessment of a student's competency is at the heart of successful competency-based learning environment. Assessments challenge students beyond multiple choice tests, true/false and fill in the blank and ask students to think and explain their ideas and solutions to problems. In a competency-based learning environment students are treated not as empty vessels to be filled with knowledge, but rather individuals with ideas, creativity, and intelligence.

# 2016 Graduating Class High School College and Career Readiness

## SAT Writing Mean Scores - SRHS vs. State of NH

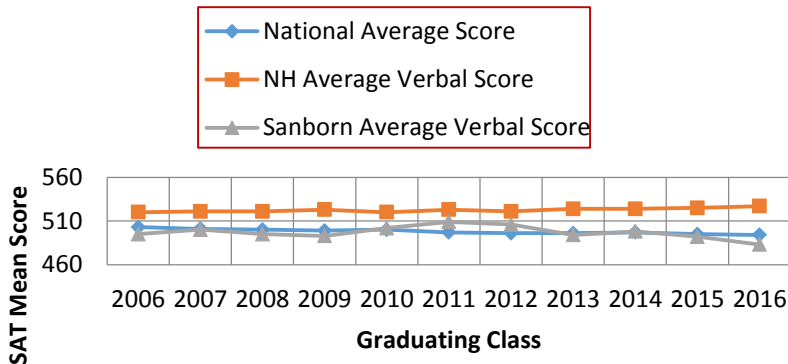


## Average Highest SAT Scores of Students Attending 4 Year Institutions:

The SAT is an aptitude test for a four year college experience. Results for students who applied to 4 year colleges are below.

	2012	2013	2014	2015	2016
<b>Reading</b>	514	494	517	514	511
<b>Math</b>	512	490	518	529	537
<b>Writing</b>	504	499	516	507	498

## SAT Critical Reading Mean Scores - SRHS vs. State of NH



Average SAT Results for students ranked in the top 10 % of the class.

	2016	NEW SAT	2017
<b>Reading</b>	564	<b>Reading</b>	585
<b>Math</b>	581	<b>Math</b>	595
<b>Writing</b>	563	<b>Essay</b>	

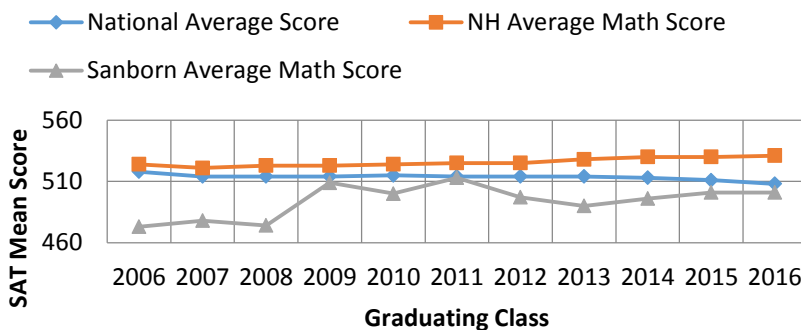
## SAT Transitioning to State Assessment

2015 was the last year for the older version of the College Board SAT. In the spring of 2016 the College Board unveiled a new SAT assessment aligned to the common core state standards. This new SAT will be used as the State of New Hampshire's assessment for grade 11 students for district accountability.

The redesign affects the way the test is structured, administered, timed, and scored. An optional essay, fewer multiple choice questions, and no penalty for wrong answers are just some of the new features. There is also an increased emphasis on critical thinking, problem solving, and data analysis.

Spring 2016 the state established a new baseline for SAT when all Grade 11 students took the assessment.

## SAT Math Mean Scores - SRHS vs. State of NH



## College and Career Choices and Pathways Data

Imagine what your high school experience would have been like if you were connected to other students and adults who shared the exact same career interests as you. Imagine having time during your school day to explore these interests in more detail and, in some cases, receive credit for your work. Every junior and senior is associated with one of four career pathway learning communities. Each is designed around a broad set of related career clusters. All students are exposed to a variety of enrichment activities related to their pathway with guidance from a faculty advisor. Students wanting an advanced experience have the opportunity to earn a distinction on their diploma by completing a more rigorous course of study, an internship, and/or a personalized project in their career pathway field.



### Going Where the Action Is.....Internships

2013-14	18 Students
2014-15	19 Students
2015-16	26 Students
2016-17	30 (Sem I)

## Student Choices for Post-Secondary Experiences

### Business and Manufacturing

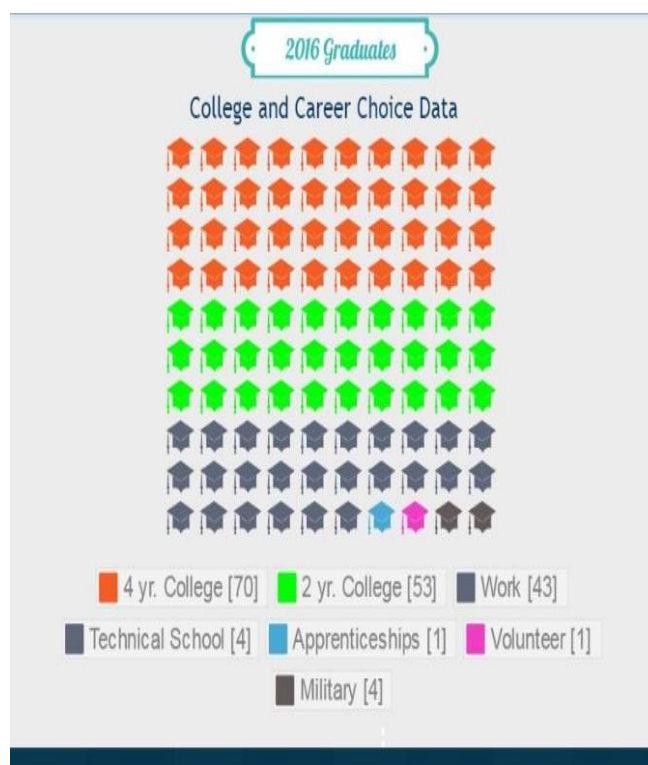
Careers in this path are related to the business environment, manufacturing, and technology. These include careers in business management and administration, construction, finance, information technology, manufacturing, marketing, sales, service, transportation, distribution, and logistics.

### Human Services

Careers in this path are related to working with children and adults. These include careers in education and training, government and public administration, hospitality and tourism, law, other human services, public safety, corrections, and security

### Science, Technology, Engineering, & Math (STEM)

Careers in this path are related to technologies necessary to research, design, develop, and maintain physical systems (both mechanical and natural). These include careers in agriculture, food and natural resources, health sciences, science, technology, engineering, and mathematics

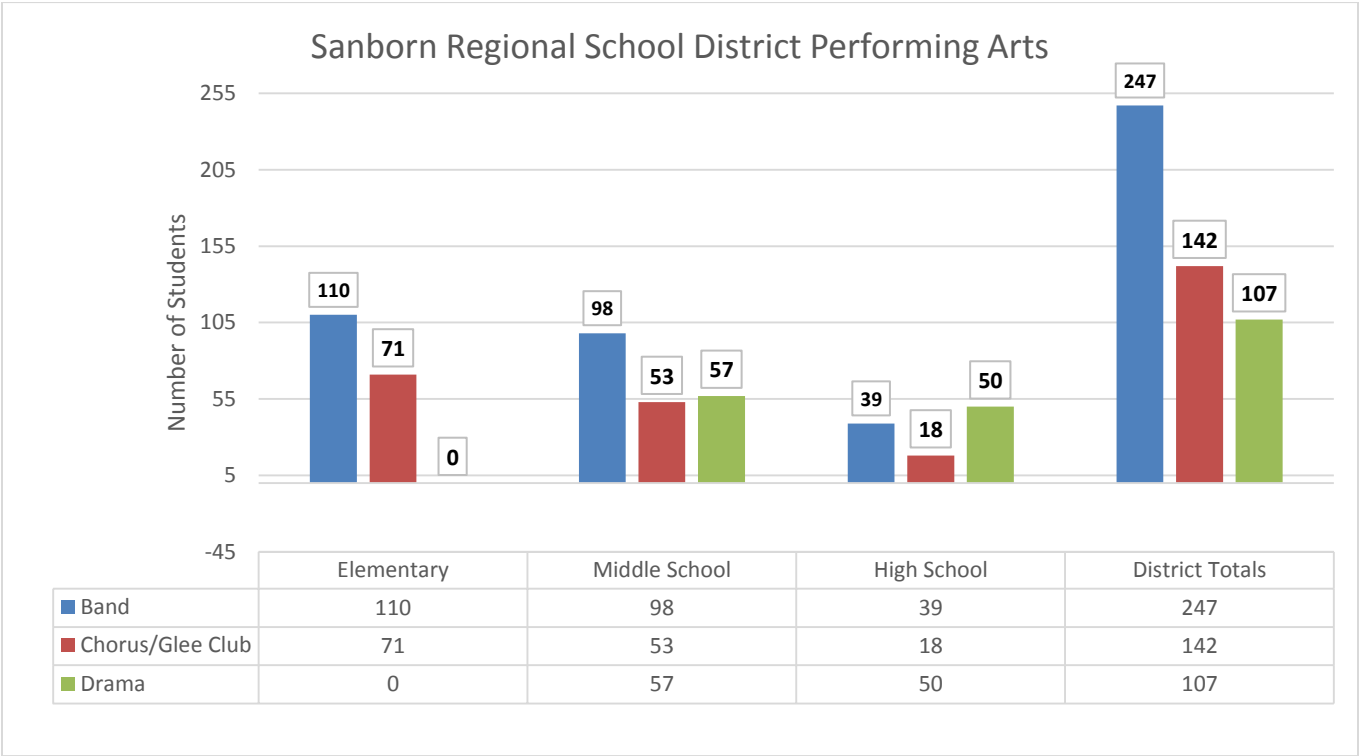




Student

# Student Engagement and Performing Arts

Current 2016-2017 Participation By Level



# Musical Engagement

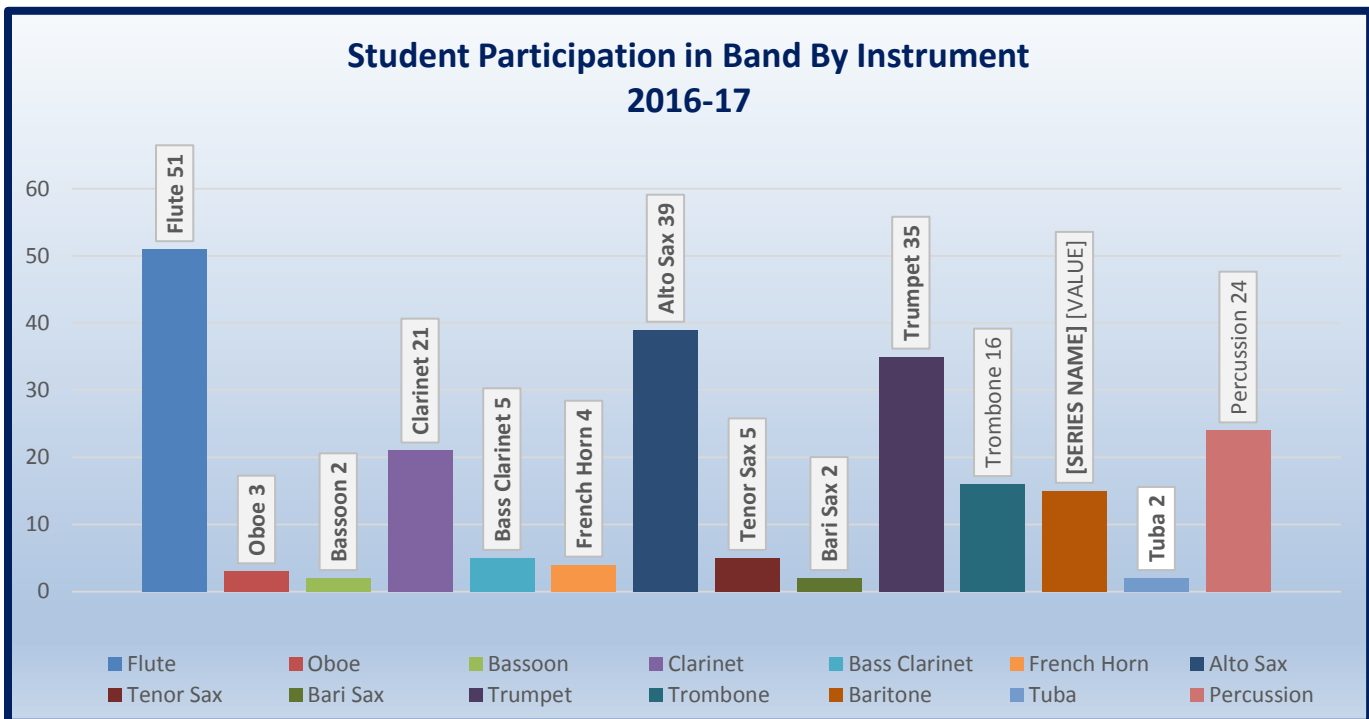
## 2016-2017 BAND ENROLLMENT BY INSTRUMENT

Goal: Provide students with the opportunity to develop and improve their musicianship through strategic instruction and professional practice during and before the school day.

The 2016-17 district band numbers 247 instrumentalists. That is more than twice the membership compared to 2010.

Over the last six years the district’s music program redefined its purpose, reallocated resources, and redesigned its instructional schedule to better impact student achievement in music. The district music teachers, with the support of administrator Brian Stack, put in place several changes to the music program including:

- All district music teachers supporting beginner band students at the elementary level.
- All district music teachers providing instrumental support in addition to regular band time.
- Assessing student musicians and regrouping based on skill level.





## Student Engagement Athletics

### *An Extension of the Classroom*

Athletics play an important role in the education of students at Sanborn. Participation in athletics has stayed consistent over the last five years. The athletic program focuses on supporting student athletes as they develop physical skills as well as leadership and collaboration skills.

The athletic program is organized with a strong emphasis on building community and reinforcing that a student athlete's experience on a team is an extension of the classroom. All athletes work to be *competent, collaborative* and *competitive*, as members of any team at Sanborn.

Coaches are an important facet of a successful and positive athletic program, and the most positive return for schools is if a teacher or staff member serves as a coach. At the middle school 90% of the coaching staff are teachers or staff members. At the High School level, 70% of the coaching staff at the varsity level are staff members.

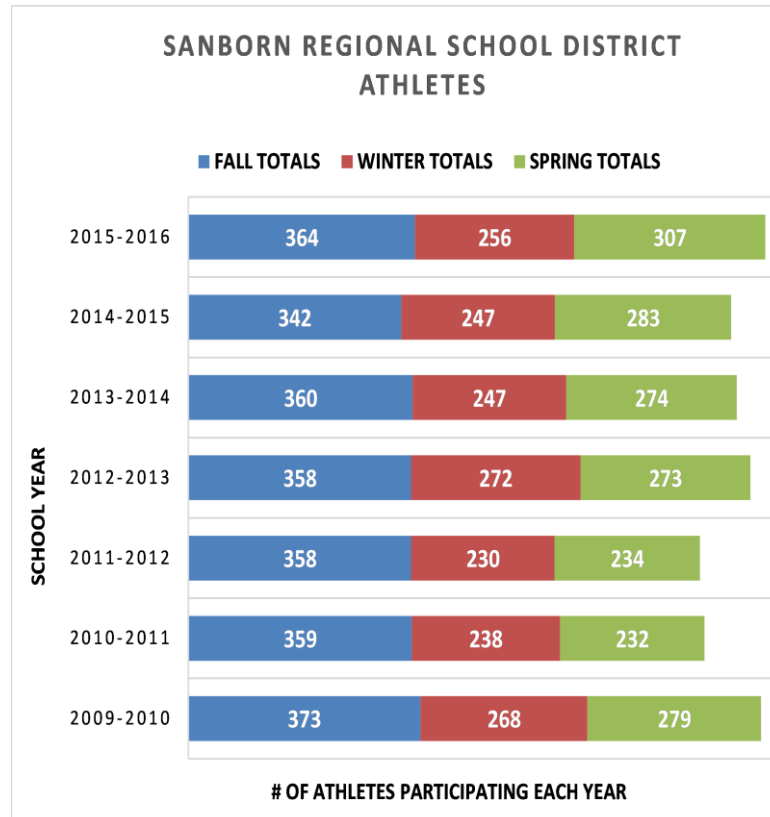
Coaches play a major role in building positive school relationship for athletes; as staff members, coaches are better able to streamline communication with other teachers.

## ATHLETIC GOAL

*Goal: Provide students with the opportunity to develop and improve their physical fitness, leadership skills, and team work through involvement in athletics.*



### SANBORN REGIONAL SCHOOL DISTRICT ATHLETES



### **Life of an Athlete**

Sanborn Participates in the Life of an Athlete/Student program at the high school and middle school level.

<http://www.lifeofanathlete.us/home/4569535651>

## *Student Engagement Leadership*

### *STUDENTS LEADING ...to shaping Culture and Climate*

#### High School Justice Committee

The 2015-16 school year marked the second full year of Justice Committee (JC) implementation at SRHS. The committee heard a total of six cases, which involved students from all four grades. Total membership was increased to **22** students with the addition of seven freshmen. This year 25 students are involved in the committee.

### *STUDENTS LEADING ... enhancing community Collaboration*

#### Student Council

An important leadership opportunity for students in the district is serving on student council. Each school has a student council, whose responsibilities range from running school events, fundraiser, leading the pledge, and giving a voice to student issues with teachers and the principals.



### *STUDENTS LEADING ...developing college and career readiness Competency*

Students have an opportunity every day in class to make choices and to challenge themselves. Opportunities to develop leadership skills, practice student agency and focusing on self-direction are components of every classroom in the district. Students identify work study practices [COLLABORATION, CREATIVITY, COMMUNICATION, and SELF-DIRECTION] to work as a part of classroom activities and assessment. Students practice self-reflection about their progress and work with their teachers to monitor their work study practices.

# State of NH Teacher Statistics 2016

## TEACHER EDUCATIONAL ATTAINMENT

	# of TEACHERS	PERCENT BACHELOR'S	PERCENT MASTER'S	PERCENT MASTER'S & BEYOND
SANBORN	155	31.5 %	64.7 %	3.2 %
STATE OF NH	14,302	40 %	58.5 %	1.2 %
TEACHER AVERAGE SALARY				
	# OF TEACHERS	AVERAGE SALARY		
SANBORN	157.8	\$52,585.00		
STATE OF NH	14,493.7	\$56,616.00		
MINIMUM STARTING SALARY				
	RANK	AVERAGE STARTING SALARY		
SANBORN	83	\$35,400.00		
STATE OF NH		\$36,149.00		
SANBORN AVERAGE CLASS SIZE COMPARISON				
LEVEL	GRADE	SANBORN	NH	
ELEMENTARY	1-2	15.8	17.7	
ELEMENTARY	3-4	18.3	19.1	
MIDDLE	5-8	20.6	19.4	
STUDENT TO TEACHER RATIO				
	ENROLLMENT	TOTAL TEACHERS	STUDENT TO TEACHER RATIO	
SANBORN	1584	149.8	10.6	
STATE OF NH	163,612	13730.2	11.9	
<ul style="list-style-type: none"> <li>• "Total teachers" is a full-time equivalent of teachers for grades 1-12. This includes subject-specific teachers at all grade levels, as well as special education and regular classroom teachers.</li> <li>• Student to Teacher Ratio is not a measure of average class size.</li> <li>• The state does not include high school class size averages in their profile report.</li> </ul>				

## Staff Turnover

Over the last few years Sanborn has worked to retain staff and to minimize the district expense of re-training employees. The district has built a system for supporting many of our key trainings, by training our teachers as experts in the areas of reading instruction and math instruction and assessment. This training has been

provided by grants written each year for specific content areas. Specific trainings though still involve outside experts who need to be hired to train new staff to the district.

The chart below reflects the % percentage of staff that the district needed to hire in each employment category, over the last six (6) years.

	<i>Percentage Change in Staffing</i>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Administrators</b>	0 %	0 %	0 %	0 %	6 %	1 Administrator
<b>Teachers</b>	13 % [25 Teachers]	15 % [28 teachers]	11 % [21 teachers]	7 % [14 teachers]	7 % [14 teachers]	
<b>Para-Professionals</b>	21 % [13 paras]	16 % [10 paras]	17 % [10 paras]	22 % [14 paras]	18 % [11 paras]	

## Sanborn's Competency Studio



### **Summer 2016**

#### **Sanborn Regional School District Competency Studio Team**

In July, Sanborn teachers and administrators worked together to create our second Competency Education Studio. 350 educators from NH and other states, joined us for the three day professional experience.

The team of twenty-one teachers and administrators came from all schools, levels, and disciplines. Sanborn teachers were invited to participate as presenters. New teachers to the district also participated in the studio spending time with our teachers and attending workshops on competency and how Sanborn has worked to transform learning to a more student centered focus.

The response to the studio was overwhelmingly positive, with requests already coming in for a repeat in summer 2017. Our teachers were the real “rock stars” of the studio. Several district leaders remarked that our Sanborn teachers were *amazing!*

# 17 Reasons to Celebrate

SAU17 achieved many successes during the 2015-16 school year. Let's highlight 17 reasons why this school year was fantastic. Thank you for being a part of the story, *Sanborn Community!*

## REASON 1

District competencies and standards for all grades K-12 in all content areas developed over three years.

## REASON 2

Sanborn Regional School District cut energy cost by 50% over the last eight years; solar panels, fuel cost negotiations, energy efficiency measures, facility management strategies.

## REASON 3

Sanborn Regional School District selected as a pilot district for the NHPACE project based on the work by the district to implement the state's requirement of being a competency-based educational system

## REASON 4

Sanborn's Band has grown from 108 to 252 members in five years!

## REASON 5

2016-17 school year marks a successful 1:1 technology initiative in the district.

## REASON 6

All four Sanborn schools NEASC Accredited

## REASON 7

SRSD named 2015 Larry O'Toole Award Winner –Nellie Mae Foundation **\$100,000**

## REASON 8

Memorial School recognized as a National PLC School.

## REASON 9

In 2016 Sanborn had 87 NH Scholars, 92 in 2015 ...89 in 2014, 79 in 2013

## REASON 10

Students in all courses K-12 have an opportunity to demonstrate competency through problem-based and performance based assessment, which requires a deeper understanding and expectations for applying their knowledge in innovative and creative ways.

## REASON 11

Over the past four years, the Sanborn Seminary Trustees have funded nearly \$80,000 worth of innovative, educational initiatives developed by Sanborn teachers that enrich the learning experience of our students by offering opportunities above and beyond those provided by District funding. Such projects have included the purchase of resources and training for various programs in the sciences, mathematics, music, business, and career technology programs as well as the sponsorship of a community bee-keeping program.

## REASON 12

Mr. Brian Stack, 2017 NH Secondary Principal of the Year.

## REASON 13

Results from the MY VOICE surveys completed by students reported that more than 88% of students felt that their classroom teachers had high expectations for their performance.

## REASON 14

Full day Kindergarten implemented in the district.

## REASON 15

24% of students currently enrolled in college courses while in high school.

## REASON 16

Sanborn Regional School District by Tom Vander Ark founder and CEO of Getting Smart as one of the "25 Districts Worth Visiting"....

## REASON 17

Grant Funded District Training Team in its 5<sup>th</sup> year. The team acknowledges the expertise of our teachers (20), creates teacher leadership opportunities, and creates an internal support system for professional development.