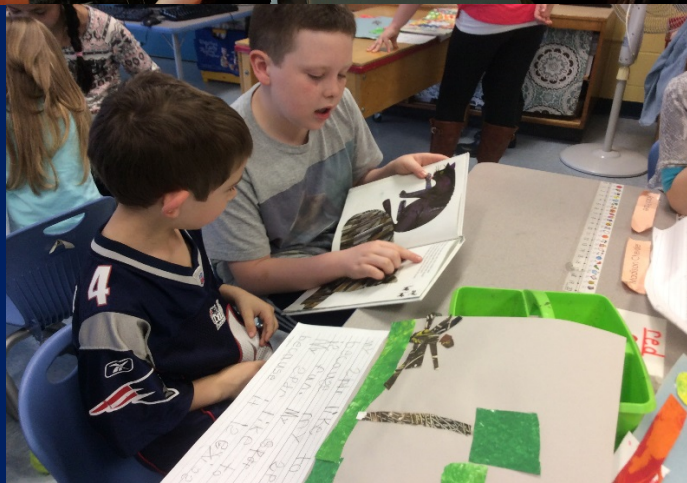
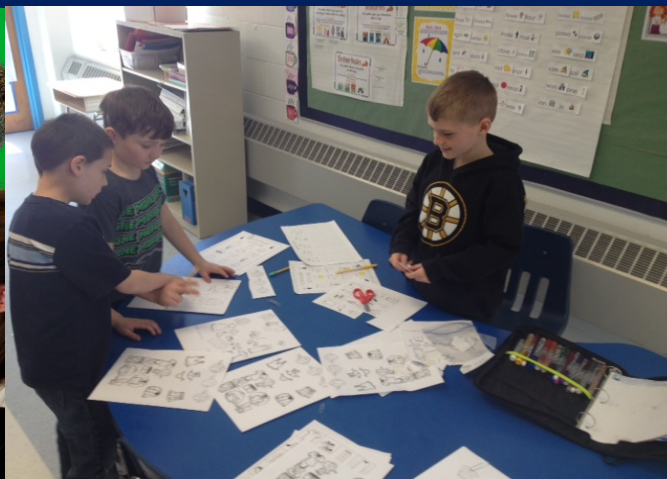




Sanborn Regional School District

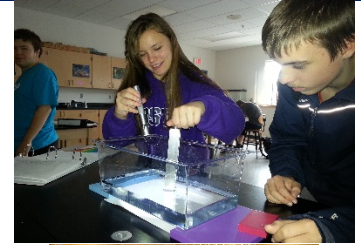
District Data Report



2015

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.....

VISION

“Inspire all by developing a culture of learning that provides rich and challenging pathways to success.”

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
STRATEGIC PLAN OBJECTIVES	5
SCHOOL BOARDS LETTER	6
SUPERINTENDENT’S MESSAGE	7
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
30 YEARS OF SERVICE	31
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.

Sanborn Regional School District

Strategic Plan Draft 2016-2021

The Strategic Plan will be developed during the 2015-16 School year.

"Don't limit a child to your own learning, for he was born in another time."

Rabindranath Tagore

School Board Message

Mr. Jon LeBlanc, School Board Chair

The world has changed for our children as the global economy continues to evolve. Students can no longer be successful in our economy when they graduate from High School with good grades but lack skills in certain areas have depth of knowledge. Sanborn Regional School District, through its adoption of a competency based education model and small learning communities, is ensuring its graduates attain the full set of skills and depth of knowledge necessary to be successful in our global economy.

A successful student outcome is not determined by a single result on a standardized test. Rather, a successful student is one who has learned to make connections with past experiences in order to solve new problems and has learned to work independently as well as with others in a team towards a common goal. Sanborn transfers these skills through individual and group assessments, forcing students to demonstrate their level of skill in all facets of a particular topic and work with others in the process.

The Sanborn Regional School Board hopes the information in this document provides you with a holistic view of the Sanborn Regional School District. We encourage parents of all students to take an active and engaged role in their child's educational experience at Sanborn and become involved with the school community. Parental partnership with the Sanborn Regional School District is a key component to the success of your student now and in the future.



Message from the Superintendent

Dr. Brian J. Blake

This year, I was charged by the Sanborn Regional School Board to produce a document that accurately explains and reports on the various data points that the school district measures or is measured by. The document you have before you is the result of many hours of discussion and debate on the best way to relay the information so that it is easily understood by the general public.

The intent behind this document is to explain each of the major areas of data collection, how and what they measure, and what it means to our system. The assessment of students has shifted significantly over the years. We've come a long way from the Iowa Test of Basic Skills and CAT testing that we took years ago (I'm dating myself!) Today, Sanborn participates in mandated data collection via the Smarter Balanced Assessment as well as collecting our own SAT and NWEA data. Sanborn is also leading the way in the development of Performance Assessments in our Competency Based Education model. Sanborn's work has been recognized by the US Secretary of Education, State and Federal Assessment experts, and the Nellie Mae Foundation. I am very proud of our accomplishments to date in the development of these assessments. They provide a more accurate picture of our students as learners and identify areas where we must adjust our instructional practices.

I remain a strong voice for multiple measures of success. I firmly believe that a school district and its' students are more than a compilation of singular test scores. In this document, you will find additional information on our Career and College Pathways program, student engagement in the music, athletics, and leadership. We present information on our Work Study Practices, information on our teachers and their professional development, and end with "17 Reasons to Celebrate".

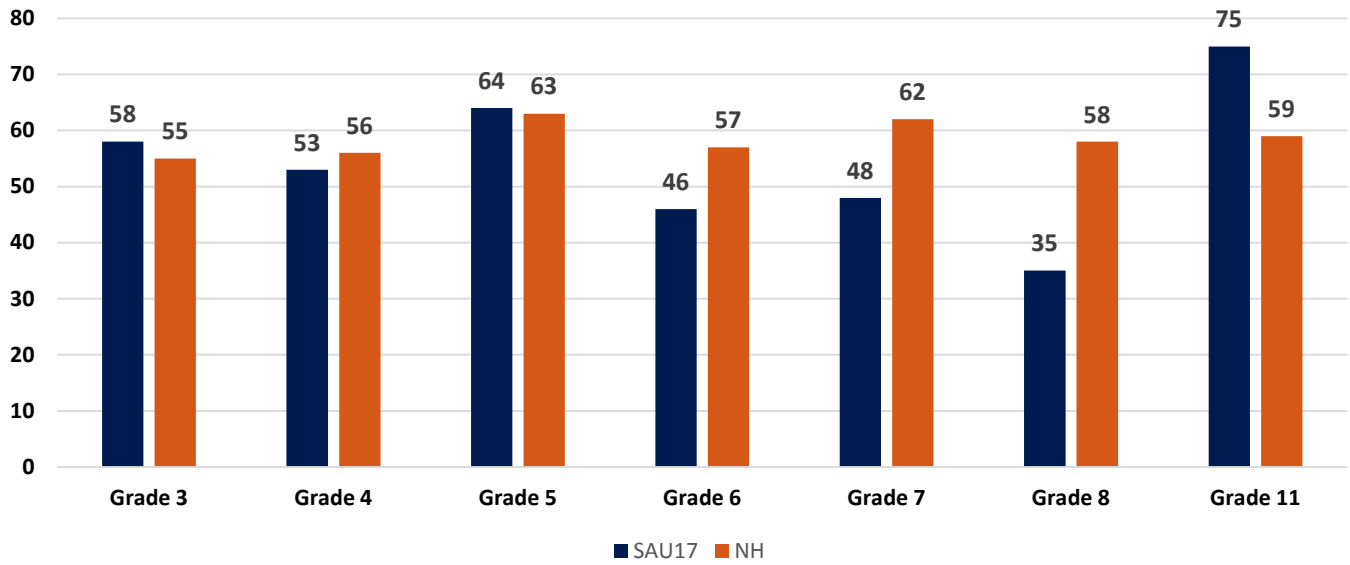
The format of this document is such that it can be easily updated each year as new information becomes available. The document will be update annually to reflect the new data and will be posted to the SAU17.org website. Should you have any questions or suggestions, please feel free to contact me.

Dr. Brian J. Blake

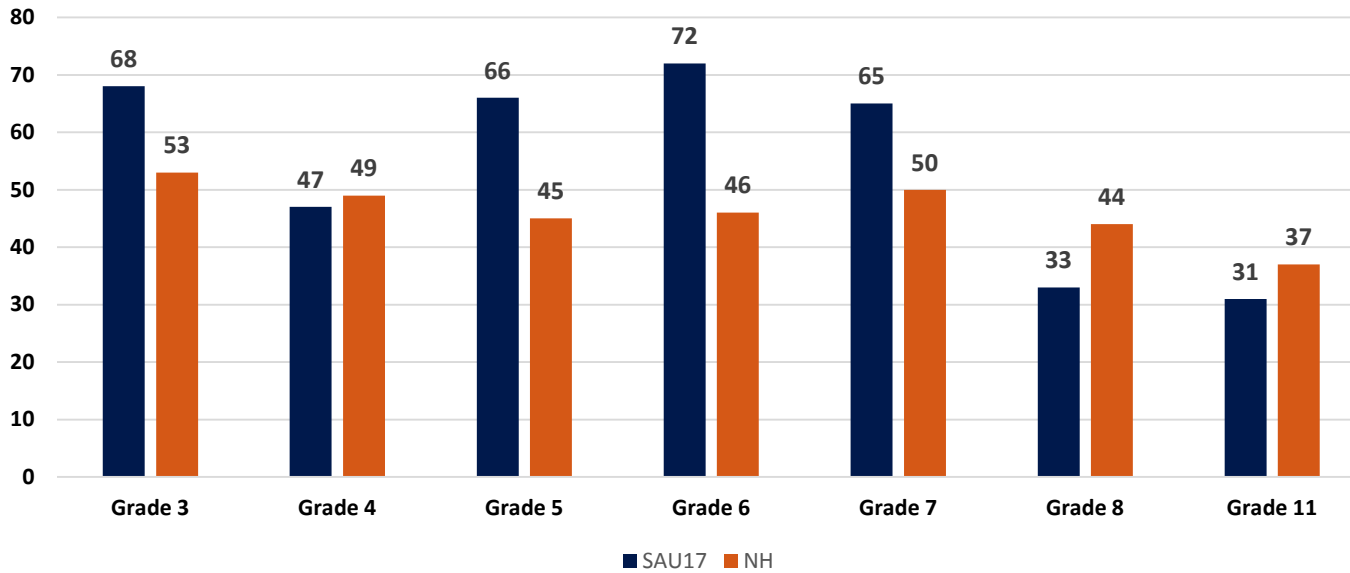
"I am calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking, entrepreneurship and creativity."

President Barack Obama, March 2009

**Sanborn Regional School District
 ELA State Data 2015
 Percentage Proficient and Above**



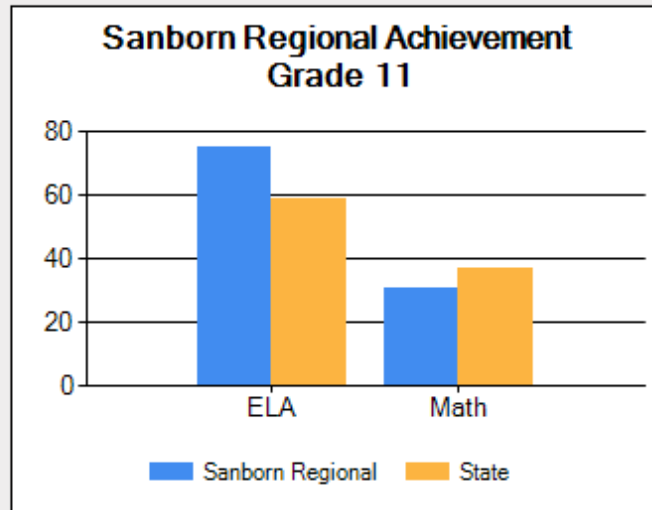
**Sanborn Regional School District
 MATH State Data 2015
 Percentage Proficient and Above**



Data taken from the NHDOE website January 2016

State of New Hampshire Department of Education NH School and District Profiles

Number and percent of accountable tested students scoring Level 3 or above
 N is the number of accountable tested students participating in the tests
 Click on a grade to show the achievement results for that grade.



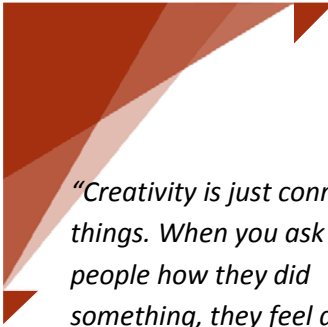
Grade	Content Area	District		State	
		N	%	N	%
3	English Language Arts	102	58	13,330	55
	Mathematics	101	68	13,333	53
4	English Language Arts	98	53	13,195	56
	Mathematics	98	47	13,300	49
5	English Language Arts	128	64	13,737	63
	Mathematics	128	66	13,734	45
6	English Language Arts	125	46	13,539	57
	Mathematics	125	72	13,581	46
7	English Language Arts	128	48	13,656	62
	Mathematics	128	65	13,672	50
8	English Language Arts	118	35	13,487	58
	Mathematics	119	33	13,509	44
11	English Language Arts	181	75	11,699	59
	Mathematics	182	31	11,584	37

Data taken from the NHDOE website January 2016

Executive Summary

The World is Changing Daily, Our Schools Must Change Too

Think about how fundamentally the world has changed just in the past decade: how we get information (Google, Wikipedia), share information (Facebook, YouTube), make purchases (iTunes, Amazon), get work done (online, 24/7), and check our bank balance.



“Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn’t really do it, they just saw something. It seemed obvious to them after a while. That’s because they were able to connect experiences they’ve had and synthesize new things. And the reason they were able to do that was that they’ve had more experiences or they have thought more about their experiences than other people. Unfortunately, that’s too rare a commodity. A lot of people in our industry haven’t had very diverse experiences. So they don’t have lots of dots to connect, and they end up with very linear solution without a broad perspective on the problem. The broader one’s understanding of the human experience, the better design we will have.”

– Steve Jobs

Expectations are rising and, as educators, we must do a better job of preparing our students.

Increasingly, graduating from high school is just the first step. Forty years ago, more than 70 percent of U.S. jobs were held by people with a *high school degree or less*. By 2018, more than 60 percent of employees will need some education and training *beyond high school*.

And in a rapidly evolving world with a sluggish economy, having more than a high school degree can mean the difference between having a job or not. Compared to people with just a high school diploma, those with some type of postsecondary experience are nearly three times as likely to be employed.

The United States used to be first in the world in the percentage of young adults with a two-year college degree or more. Now we are 10th. Even with 13 million Americans unemployed, 3.5 million jobs remain unfilled, many in fields such as information technology, health care, and advanced manufacturing. Many of those jobs are right here in New Hampshire

The societal benefits are clear — with more students graduating from high school and going on to some type of postsecondary experience, our community would see increases in net earnings, spending, home sales, jobs, and tax revenue.¹

¹ Achieve. 2005. *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* www.achieve.org/files/pollreport.pdf

Personalized and Blended Learning

The Best of Both Worlds for Students

Imagine a classroom experience for students that feels like a traditional classroom some of the time, yet often branches out to include learning experiences that include digital media, peer collaboration, online learning, and small group instruction.

It looks like.....

- 1. Students tracking their progress using an online evidence tool and reflecting on their learning and next steps for topics to study.*
- 2. Students moving to the next level of learning once they have demonstrating competency by producing evidence of deep understanding and transferable skills.*
- 3. Teachers designing learning experiences and activities based on the best instructional settings and resources.*
- 4. Students making choices of which tool best fits their ability to learn at that moment.*
- 5. Students engaging in a blended instructional setting to learn:*
 - a. On-line learning for basic concepts.*
 - b. Teacher modeled lab experiments in small groups.*
 - c. Demonstration of different lab experiments on video.*
 - d. Classroom hands-on lab experiences with peers.*
 - e. Student management of their learning using a learning management system that tracks evidence of what students know and can do.*
 - f. Students schedule time to meet with teacher to review or relearn concepts.*
 - g. On-line study of advanced concepts and ideas*
- 2. Students demonstrating mastery through classroom presentation.*



DEFINITIONS

Online learning is teacher-led instruction delivered primarily via the Internet that includes software to provide a structured learning environment, and where the student and teacher are separated geographically.

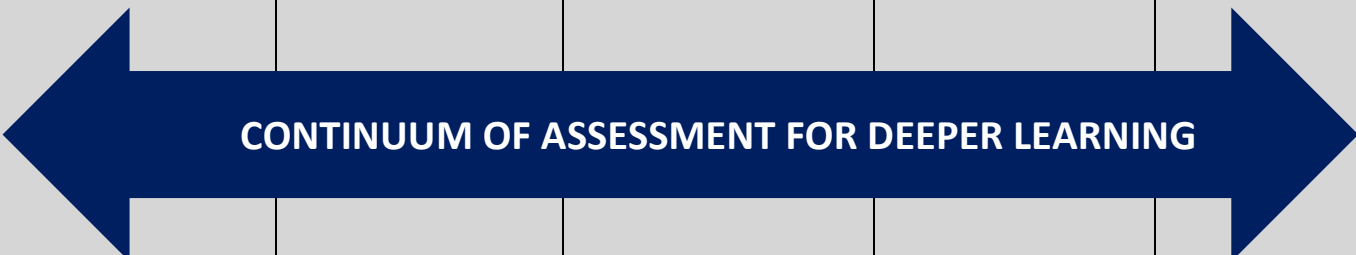
Blended learning is a hybrid instructional delivery model where students are provided face-to-face instruction, in part at a supervised school facility away from home and partially through computer-based and Internet-connected learning environments with some degree of student control over time, location and pace.

Personalized Learning, or *personalization*, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

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



Leading the Way NH PACE

The 2014-15 year marked our first year as one of the pilot districts for the NHPACE Project. Teachers worked to develop quality performance assessments in all grade levels and courses as part of our work to measure student competency and advanced learning. The PACE assessments were part of this work.

The PACE Assessment Initiative focuses on the curriculum targets outlined in the Common Core State Standards.

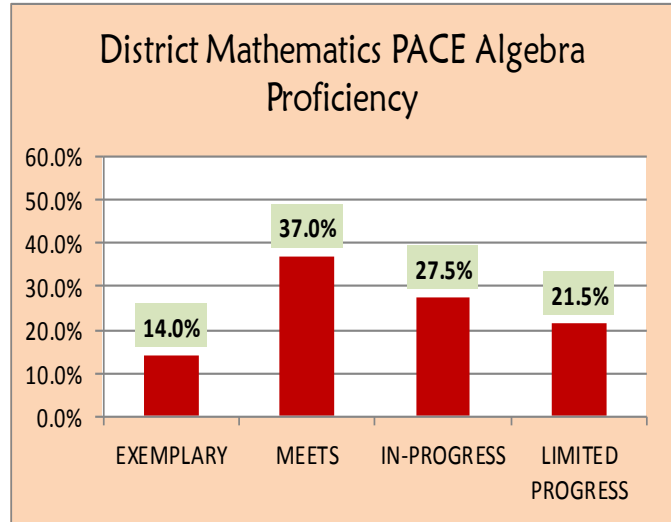
In year one of the pilot, the targeted areas are:

- " ELA: Argumentative Writing
- " MATH: Algebra
- " SCIENCE: Cross-Cutting Concepts

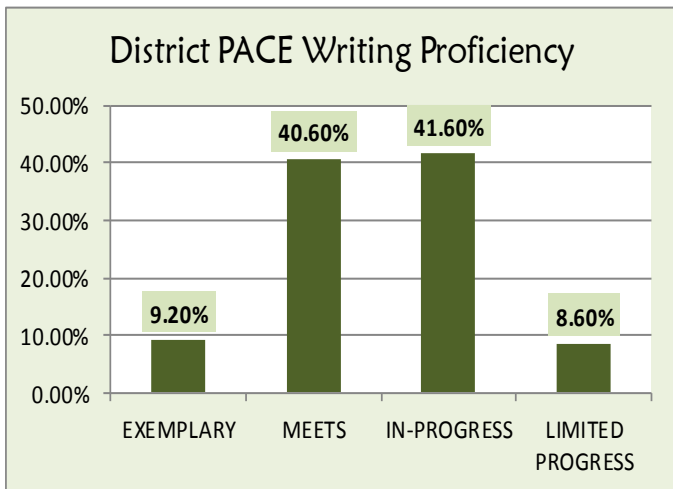
The district implemented the PACE initiative, applying the academic expectations aligned with competency education. These expectations require that students demonstrate a level 3 depth of knowledge and skill on the PACE assessment.

The results of the PACE assessment, in conjunction with course competency and performance on the SMARTER BALANCE Assessment at key grade levels, will determine the districts accountability for the State of New Hampshire.

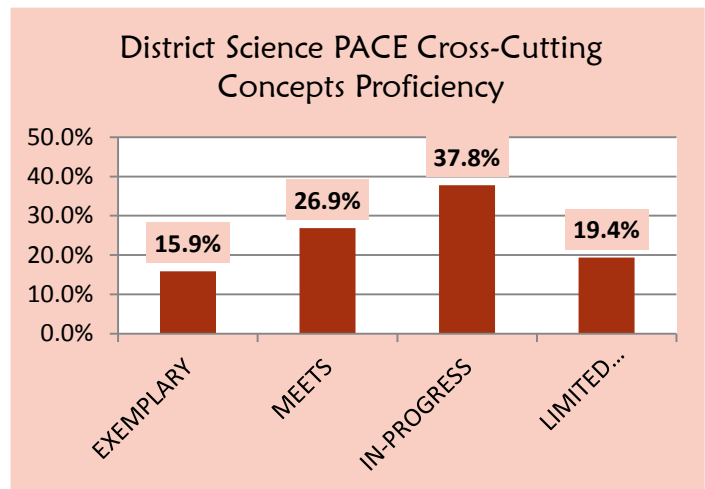
PACE Math Grades 3, 5, 6, 7, 9, 10



PACE Writing Grades 4, 5, 6, 7, 9, 10



PACE Science Grades 4, 8, 9, 10



District Results for NHPACE

Performance Assessment for Competency Education 2014-2015

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"> SBAC assessment results used to determine annual determinations. All grades 3-8, & 11 take the SBAC. 	<ul style="list-style-type: none"> 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"> -Grade 3 English Language Arts (ELA) -Grade 4 Mathematics -Grade 8 ELA/Mathematics -Grade 11 ELA/Mathematics 		
PACE Common ASSESSMENT	<ul style="list-style-type: none"> Do not participate in the PACE assessments 	<ul style="list-style-type: none"> PACE Common assessments targeting the most challenging standards and expectations of the state standards for a grade level; developed across districts. PACE Common assessments are reviewed by assessment experts for quality. PACE Common assessments used as a piece of evidence of competency for a student's grade. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> -Grade 3 MATH PACE -Grade 4 ELA/SCIENCE PACE -Grade 5 ELA/MATH PACE -Grade 6 ELA/MATH PACE -Grade 7 ELA/MATH PACE </td> <td style="width: 50%;"> <ul style="list-style-type: none"> -Grade 8 SCIENCE PACE -Grade 9 ELA/MATH/SCIENCE PACE -Grade 10 ELA/MATH/SCIENCE PACE -Grade 11 SCIENCE PACE </td> </tr> </table> 	<ul style="list-style-type: none"> -Grade 3 MATH PACE -Grade 4 ELA/SCIENCE PACE -Grade 5 ELA/MATH PACE -Grade 6 ELA/MATH PACE -Grade 7 ELA/MATH PACE 	<ul style="list-style-type: none"> -Grade 8 SCIENCE PACE -Grade 9 ELA/MATH/SCIENCE PACE -Grade 10 ELA/MATH/SCIENCE PACE -Grade 11 SCIENCE PACE
<ul style="list-style-type: none"> -Grade 3 MATH PACE -Grade 4 ELA/SCIENCE PACE -Grade 5 ELA/MATH PACE -Grade 6 ELA/MATH PACE -Grade 7 ELA/MATH PACE 	<ul style="list-style-type: none"> -Grade 8 SCIENCE PACE -Grade 9 ELA/MATH/SCIENCE PACE -Grade 10 ELA/MATH/SCIENCE PACE -Grade 11 SCIENCE PACE 			
COMPETENCY GRADES	<ul style="list-style-type: none"> Grades may or may not be based on competency. Competency Grades <u>not</u> included as part of determining whether a district has met their goals for student achievement. 	<ul style="list-style-type: none"> Competency grades based on Summative Assessments used for determination. 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. Student habits and work study practices not included in competency determinations. 		
PERFORMANCE ASSESSMENT	<ul style="list-style-type: none"> Evidence of assessment quality in the classroom not submitted for review. 	<ul style="list-style-type: none"> 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. 		

Sanborn Regional School District

Key Messages for Sanborn's Annual Determinations

What does this mean for Sanborn students?

- ☑ **SANBORN included Smarter Balanced Assessments, NH PACE Assessments, 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.*
- ☑ **SANBORN included additional grade levels to participate in NHPACE for accountability.** *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.*
- ☑ **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.*
- ☑ **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 NHPACE assessments are not "events" in a student's school year that can't be connected to grades, NHPACE assessments are part of the learning and a measure of competency.*
- ☑ **SANBORN's multiple sources of evidence—PACE Common Assessments, Smarter Balanced Assessments, 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.*

SANBORN REGIONAL SCHOOL DISTRICT

English Language Arts: 2015 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	SANBORN PACE Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
3	11%	31%	25%	33%	58%***	55%
4	1%	46%	45%	8%	53%	46%
5	3%	33%	40%	24%	64%	50%
6	9%	45%	40%	6%	46%	41%
7	2%	50%	36%	12%	48%	49%
8	36%	30%	27%	8%	35%***	47%
9					75%*	58%*
10					39%*	53%*
11	9%	16%	43%	32%	75%***	50%
District	10%	34%	37%	19%	55%	48%

Note *** Percentage scores are based solely on a Smarter Balanced Score

Note: * Grade 9 and 10 are not part of accountability

SANBORN REGIONAL SCHOOL DISTRICT

Mathematics: 2015 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	SANBORN PACE Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
3	3%	29%	60%	8%	68%	49%
4	16%	37%	33%	14%	47%***	43%
5	4%	30%	48%	18%	66%	54%
6	1%	27%	58%	14%	72%	55%
7	3%	32%	52%	13%	65%	45%
8	39%	29%	23%	10%	33%***	31%
9					48%*	39%*
10					44%*	55%*
11	30%	39%	20%	10%	31%***	30%
District	15%	32%	41%	13%	53%	43%

Note *** Percentage scores are based solely on a Smarter Balanced Score

Note: * Grade 9 and 10 are not part of accountability

SANBORN REGIONAL SCHOOL DISTRICT

2015 PACE District Results by Subgroup (students are only counted in one (1) category)

Subgroup	SANBORN PACE English Language Arts Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	SANBORN PACE Mathematics Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE English Language Arts Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE Mathematics Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
WaiverSubgroup - Students With Disability(SWD) only - Not EconDis, Not EL	27%	27%	20%	20%
WaiverSubgroup - Economically Disadv (EconDis) only - Not SWD, Not EL	49%	49%	43%	36%
WaiverSubgroup - Eng Learner (EL) only - Not EconDis, Not SWD	**	**	**	**
WaiverSubgroup - SWD and EL - Not EconDis	**	**	**	**
WaiverSubgroup - EconDis and EL - Not SWD	**	**	53%	63%
WaiverSubgroup - SWD and EconDis - Not EL	11%	16%	11%	10%
WaiverSubgroup - SWD and EconDis and EL	**	**	**	**
All Students	55%	53%	48%	44%

Note: ** Count is below cell size of 10

SANBORN REGIONAL SCHOOL DISTRICT

District Results by Race/Ethnicity	SANBORN PACE English Language Arts Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	SANBORN PACE Mathematics Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE English Language Arts Percent at Level 3 & 4: Meets or Exceeds the Achievement Level	NHPACE Mathematics Percent at Level 3 & 4: Meets or Exceeds the Achievement Level
Race - Hispanic	37%	44%	39%	42%
Race - American Indian or Alaskan Native (Non Hispanic)	**	**	39%	35%
Race - Asian (Non Hispanic)	**	**	66%	63%
Race - Black or African American (Non Hispanic)	40%	50%	44%	23%
Race - Native Hawaiian or Pacific Islander (Non Hispanic)	**	**	**	**
Race - White (Non Hispanic)	56%	54%	49%	44%
Race - Two or more races	**	**	36%	28%
All Students	55%	53%	48%	44%

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 once again 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 above academically-similar peers nationwide in both Reading and Mathematics.

All Sanborn kindergarten through tenth grade students took the initial MAP assessment in September, 2014. This assessment, measured student proficiency in Reading and Mathematics, and it provided them with a growth target for the year. Students completed the MAP survey assessment again in May as an end-of-year benchmark. The fall students will complete the 2015 NWEA map and this score will determine each student's growth target score.

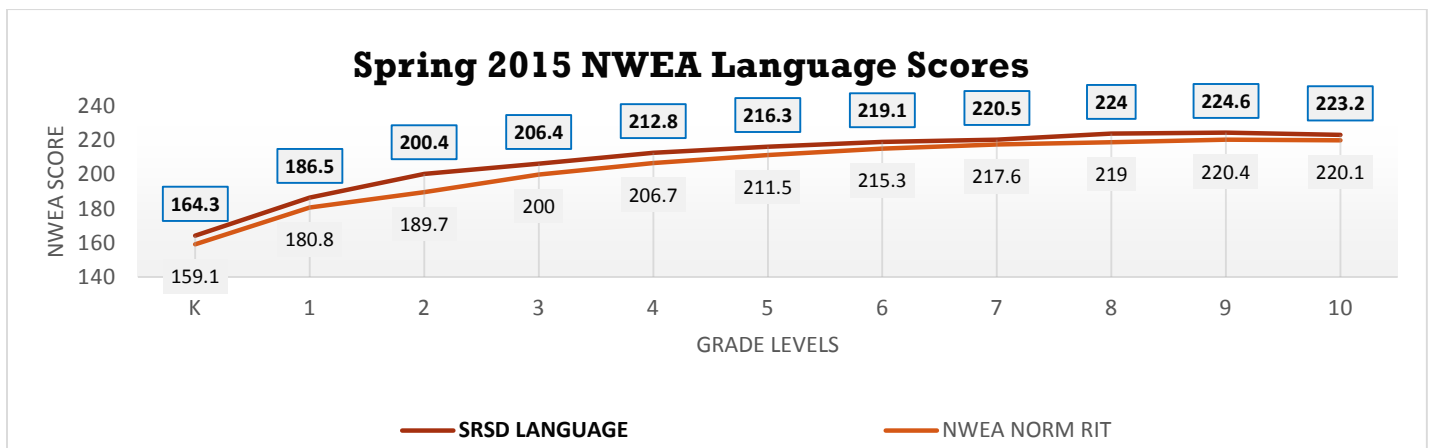
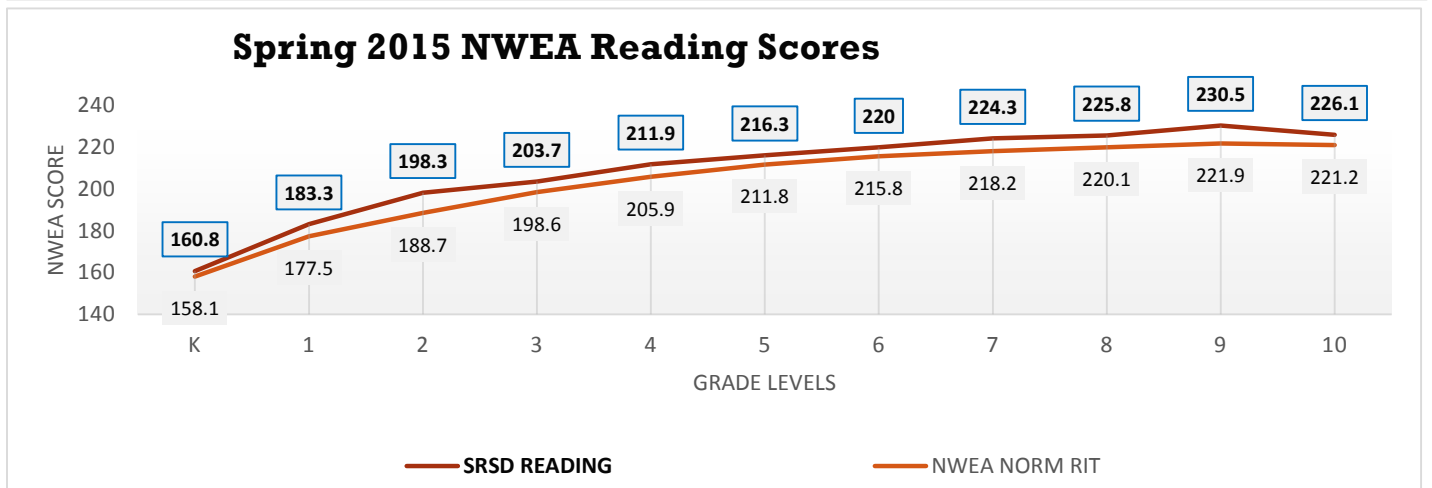
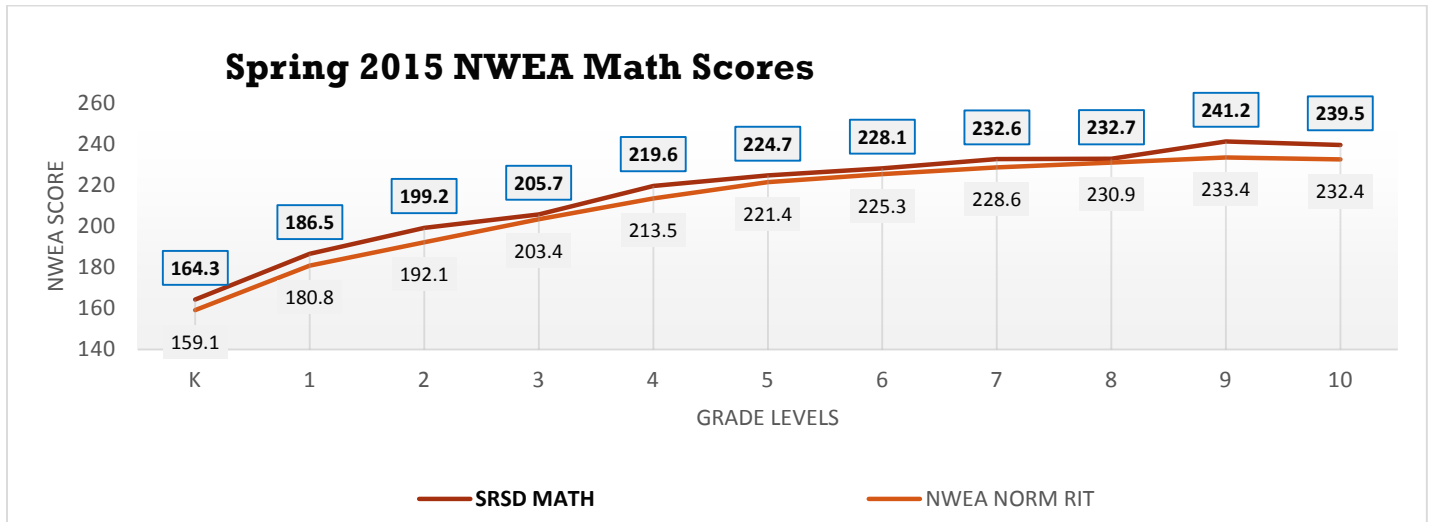
When reviewed together, the three assessments measure students' annual progress and show their growth compared to other students with similar September 2015 MAP scores. After establishing this base-line assessment for fall to fall growth the district will continue assessing students each fall to determine 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 this page represent the district scores for the 2014-15 school year.



District Competency Spring 2015

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 with 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.

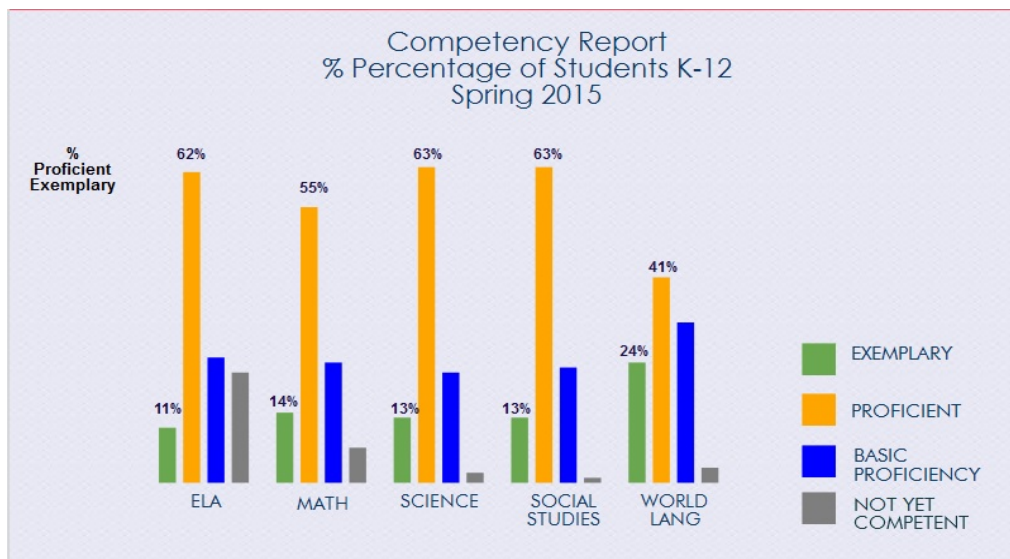
The competencies are evaluated using the district scales. During a student's educational career the district competencies are tracked across grade levels.

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.

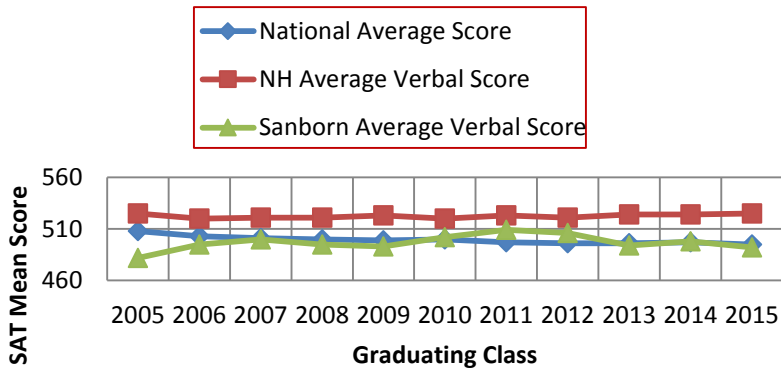
"Logic will get you from A to B. Imagination will take you everywhere." – Albert Einstein

Below is a chart illustrating district-wide student competency for spring 2015, in the core academic areas.

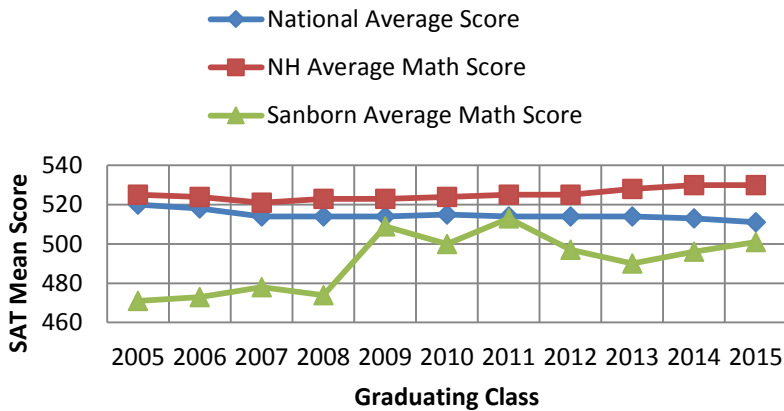


High School College and Career Readiness

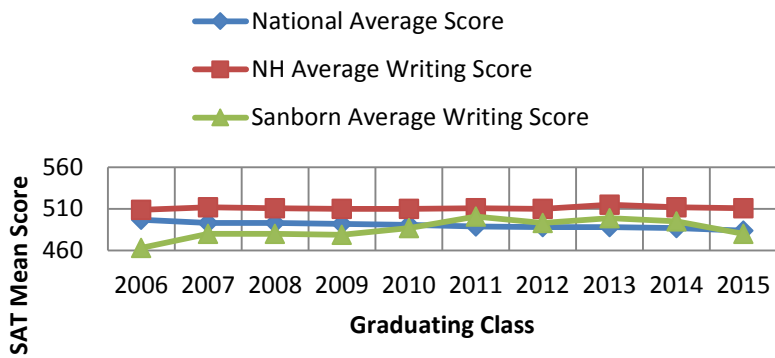
SAT Critical Reading Mean Scores - SRHS vs. State of NH



SAT Math Mean Scores - SRHS vs. State of NH



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
Reading	514	494	517	514
Math	512	490	518	529
Writing	504	499	516	507

SAT Transitioning to State Assessment

2015 is the last year for the current version of the College Board SAT. In the spring of 2016 the College Board will unveil 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.

This spring the state will establish a new baseline for SAT.

Sanborn AP Scores

YEAR	STUDENTS	EXAMS	# STUDENTS 3+
2015	50	79	16
2014	34	57	18
2013	23	31	14

High School/College Dual Enrollment

YEAR	STUDENTS	% STUDENTS
2015	64	43 %
2014	76	42 %
2013	53	34 %

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

Career Pathways

Arts, Communication, and the Humanities

Careers in this path are related to communication, the humanities, and/or performing, visual, literary, and media arts. These include careers in the arts, audio/visual technology, and architecture

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.

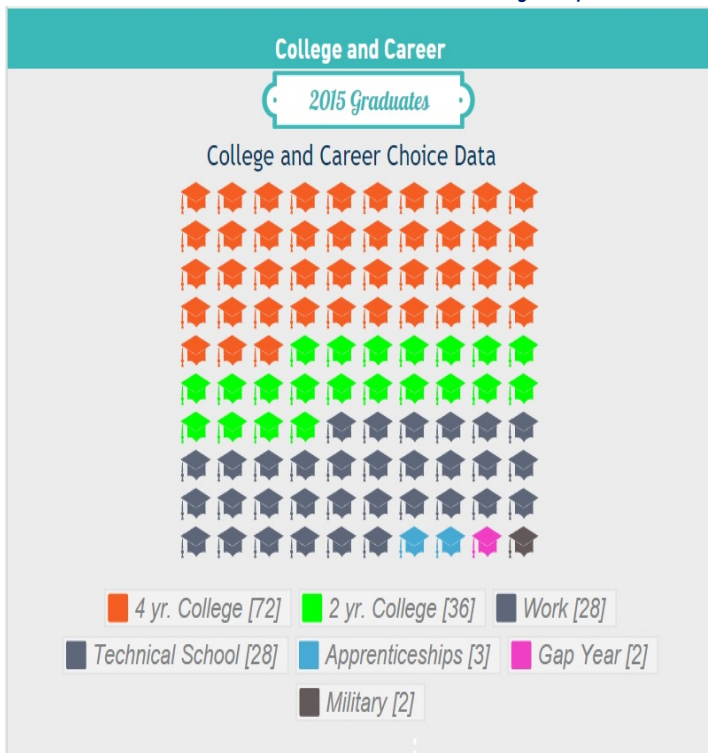
Human Services

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 Choices for Post-Secondary Experiences



SMARTER BALANCE ASSESSMENT SPRING 2015

SBAC WHOLE SCHOOL MATH PROFICIENCY: The table below illustrates the proficiency levels (those earning **Level 4 and 3 in bold**) attained by all students at each school in math.

SCHOOL	GRADE	NUMBER OF STUDENTS AT EACH LEVEL				SANBORN %	STATE %
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PROFICIENT	NH
BAKIE	4	3	18	14	8	51 %	49 %
MEMORIAL	4	12	18	18	6	44 %	49 %
MIDDLE	8	46	34	27	12	33 %	44 %
HIGH SCHOOL	11	55	71	37	19	31 %	37 %
TOTAL		118	141	96	45	35 %	46 %

SBAC WHOLE SCHOOL ELA PROFICIENCY: The table below shows the proficiency levels (those earning **Level 4 and 3 in bold**) attained by all students at each school in ELA.

SCHOOL	GRADE	NUMBER OF STUDENTS AT EACH LEVEL				SANBORN %	STATE %
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PROFICIENT	NH
BAKIE	3	3	20	10	16	53 %	55 %
MEMORIAL	3	8	12	15	18	62 %	55 %
MIDDLE	8	42	35	32	9	35 %	58 %
HIGH SCHOOL	11	17	29	77	58	75 %	60 %
TOTAL		70	96	134	101	59 %	58 %

Student Engagement and Musical Participation

2015-2016 BAND ENROLLMENT BY INSTRUMENT

Musical Engagement

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

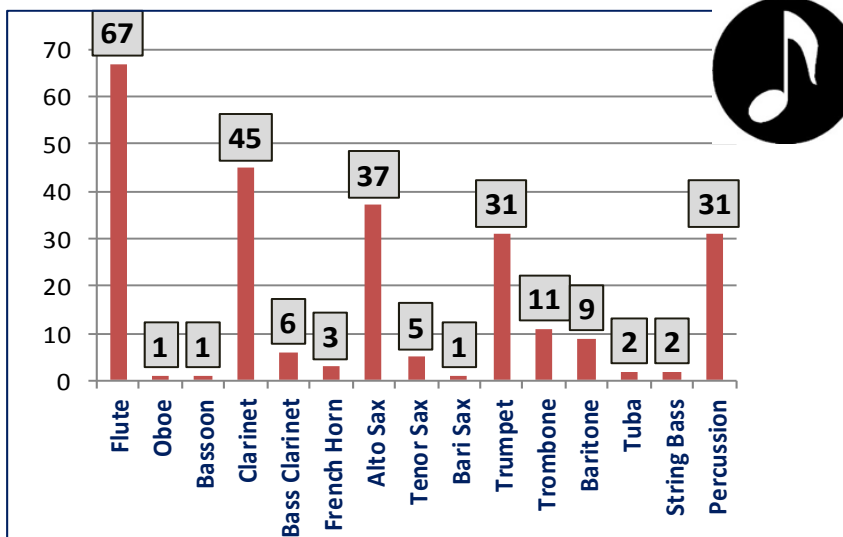
The 2015 district band numbered 252 instrumentalists. That is more than twice the membership compared to 2010.

Over the last five 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.

“The arts significantly boost student achievement, reduce discipline problems, and increase the odds students will go on to graduate from college. As First Lady Michelle Obama sums up, both she and the President believe ‘strongly that arts education is essential for building innovative thinkers who will be our nation’s leaders for tomorrow.’” – Arne Duncan, U.S. Secretary of Education

GRADES 4-12 BAND 2015-16



CHORUS ENROLLMENT

Elementary	89
Middle	65
High	18

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.

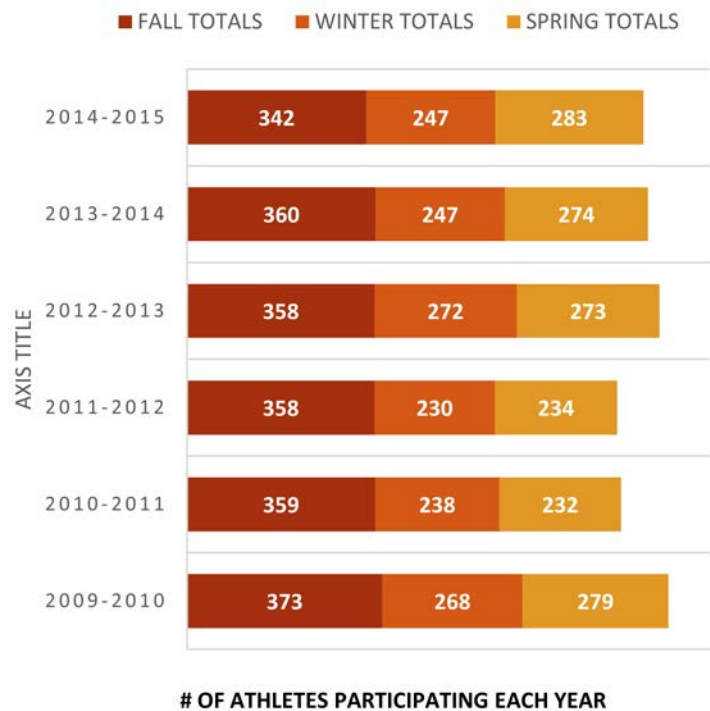
Coaches play a major role in building positive school relationship for athletes; as staff members, coaches are better able to streamline communication with other teachers.

ATHLETIC GOAL

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



STUDENT ATHLETES MIDDLE AND HIGH SCHOOL



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

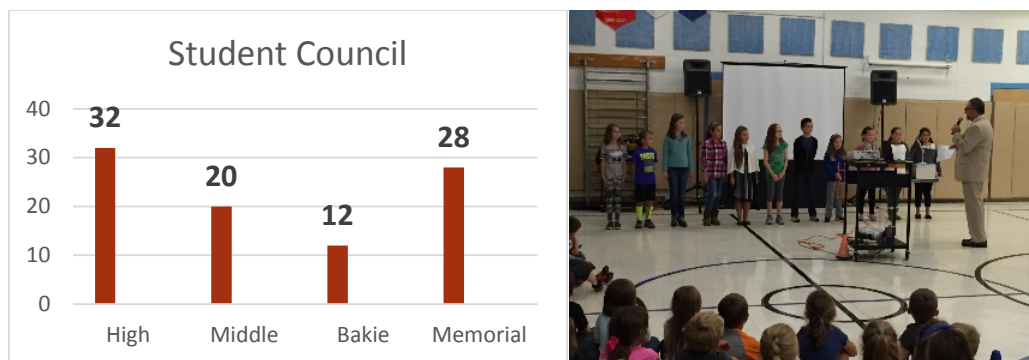
High School Justice Committee

The 2014-15 school year marked the first 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.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE WORK STUDY PRACTICES
STATE OF NEW HAMPSHIRE: *WORK STUDY PRACTICES*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
<i>Graduating seniors will be able to demonstrate that they can:</i> Communicate effectively using multiple modalities Interpret information using multiple senses Demonstrate ownership of the work	<i>Graduating seniors should be able to demonstrate that they can:</i> Think originally and independently Take risks Consider alternate perspectives Incorporate diverse resources	<i>Graduating seniors will be able to demonstrate that they can:</i> Contribute respectfully Listen and share resources and ideas Accept and fulfill roles Exercise flexibility and willingness to compromise	<i>Graduating seniors will be able to demonstrate that they can:</i> Persevere in completing complex, challenging tasks Use self-reflection to influence work and goals Engage stakeholders to gain support

High School Grades 9-12 21ST Century Skills

Effectively Communicate	Creatively Solve Problems	Contribute To Their Community	Self-Manage Their Learning	Produce Quality Work	Responsibly Use Information
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding	Use original and flexible thinking to communicate ideas or construct a unique product or solution	Work in diverse groups to achieve a common goal	Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner	Recognize and produce work of high quality	Demonstrate a proficiency to effectively and ethically find and use information

Middle School Grades 6-8 General Learning Outcomes

Effectively Communicate	Creatively Solve Problems	Contribute To Their Community	Self-Manage Their Learning	Produce Quality Work	Responsibly Use Information
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding	Use original and flexible thinking to communicate ideas or construct a unique product or solution	Work in diverse groups to achieve a common goal	Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner	Recognize and produce work of high quality	Demonstrate a proficiency to effectively and ethically find and use information

Elementary School Grades K-5 C.A.R.E.S

COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF-REGULATION/CONTROL
Works productively in a group. Displays a positive attitude.	Shows initiative and effort. Seeks help when needed. Participates in class. <i>The ability to demonstrate creativity, critical thinking and problem solving strategies.</i>	Works to the best of their ability. Completes assigned tasks. Completes homework.	Shows respect for others and their property. Shows respect for other's opinions. Values the community of the classroom and school.	Listens attentively. Follows school and classroom rules. Stays on task (stamina-perseverance). Demonstrates self-control in structured settings.

State of NH Teacher Statistics 2015

TEACHER EDUCATIONAL ATTAINMENT

	# of TEACHERS	PERCENT BACHELOR'S	PERCENT MASTER'S	PERCENT MASTER'S & BEYOND
SANBORN	157	35.5 %	60.7 %	3.8 %
STATE OF NH	14,368	40.9 %	57.7 %	1.1 %

TEACHER AVERAGE SALARY

	# OF TEACHERS	AVERAGE SALARY
SANBORN	157	\$50,720.00
STATE OF NH	14,368	\$55,986.00

MINIMUM STARTING SALARY

	RANK	AVERAGE STARTING SALARY
SANBORN	90	\$33,354.00
STATE OF NH		\$34,023.00

SANBORN AVERAGE CLASS SIZE COMPARISON

LEVEL	GRADE	RANK IN THE STATE
ELEMENTARY	1-2	93 rd out of 153
ELEMENTARY	3-4	78 th out of 153
MIDDLE	5-8	135 th out of 153

STUDENT TO TEACHER RATIO

	ENROLLMENT	TOTAL TEACHERS	STUDENT TO TEACHER RATION
SANBORN	1609	150	10.7
ROCKINGHAM COUNTY			11.0
STATE OF NH			12.0

- "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.
- Student to Teacher Ratio is not a measure of average class size.
- The state does not include high school class size averages in their profile report.

Celebrating 30 Years

Congratulations to the Sanborn Regional School District Staff who have served thirty years or more in the district.



Cynthia Tatirosian-Augustin
SAU



Paul Arsenaault
HS



Ruth Benjamin
MIDDLE



Alice Getchell
MIDDLE



Ellen Hume-Howard
SAU



Eileen Kossakoski
BAKIE



Diana Leguillon
SAU



Holly Bowden-Price
HS



George Riley
BAKIE



Irving Riley
MEMORIAL



Steve Riley
DISTRICT



Karen White
SAU

Staff Turnover

Over the last few years Sanborn has worked to retain staff and to minimize the district expense of re-training employees. The chart below reflects the % percentage of staff that the district needed to hire in each employment category, over the last five (5) years.

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

Sanborn's Competency Studio



Summer 2015

Sanborn Regional School District Competency Studio Team

In July, Sanborn teachers and administrators worked together to create a Competency Education Studio for other districts in NH and beyond. The team of teachers and administrators came from all schools, levels, and disciplines.

Teachers were invited to submit applications of interest to the superintendent with the only requirement being, that the teacher be willing to share their experience; the struggles, surprises and victories in our work to become a competency-based system.

The response to the studio was overwhelmingly positive, with requests already coming in for a repeat in summer 2016. Our teachers were the real “rock stars” of the studio. Several district leaders remarked that our Sanborn teachers were *amazing!*

Summer 2015 Professional Development Participation

This summer teachers across the district participated in several professional development workshops ranging from assessment work for their courses to content discipline training in mathematics and science.

Many of the stipends for teacher participation were awarded to Sanborn based on our continued work in NHPACE and Competency Education. These grants provide our teachers with experts and time to become 21st Century Instructors.

Teachers across the district participate in several trainings for NHPACE involving scoring of student work and the development of performance assessments that provide opportunities for students to demonstrate deeper learning and competency.

Karin Hess, an expert in assessment also guided teachers in the review of classroom assessments and helped teachers fine-tune their thinking around assessment. November 6th, Ms. Hess

returned to Sanborn, to help teachers review their assessment development so far.

A significant grant for elementary mathematics, the On-Going Assessment Progress (OGAP), supported math training in assessment. This training provided an intense introduction to teachers about mathematics assessment and the expertise needed to monitor student learning around math concepts. This training is a three-year immersion into mathematical assessment practices, and our math coordinator has been trained to support continued professional development.

Additionally Sanborn qualified for an Elementary Science Inquiry Grant that will work with our teachers in grades K-8 for three years. This summer teachers attended a week long science camp which provided intense training in developing science inquiry skills in students and shifting instruction so that students drive their own inquiry and study in science.

SANBORN'S BIG IDEAS	Professional Development	# of Teachers
Competency	Mathematics	37
	Science	20
	Competency	13
	PACE Assessment	39
	Curriculum, Instruction & Assessment	122
	Technology	49
Culture and Climate	Responsive Classroom	14
Collaboration	Teacher Leaders	31

Grants for teacher stipends included Ongoing Math Assessment Progress Training (OGAP), PACE Hewlett Grant, and other grant funds for assessment development.

17 Reasons to Celebrate

SAU17 achieved many successes during the 2014-15 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

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

REASON 2

Advanced Learning

- 64 out of 150 seniors from the class of 2015 took at least one college level class (AP, Running Start, or Dual Enrollment)
- 93 dual-credit classes were taken by 68 students at the high school.
- 110 8th grade students taking Spanish I or French I

REASON 3

Sanborn hosted a Competency Studio in the summer where 175 teachers, from 17 school districts, from 4 states came to listen and work on building a competency-based system in their districts.

REASON 4

24% of students at the Seacoast School of Technology earning dual credits for college.

REASON 5

Dr. Brian J. Blake named 2015 NH Superintendent of the year, by NHSAA.

REASON 6

Maryanne Swegles named Art Teacher of the Year

REASON 7

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

REASON 8

5 Middle School Musicians selected for the NH Honors Band!

REASON 9

Sheila Pierce named NH School Volunteer of the Year by NH Partners in Education (October 2015)

REASON 10

Memorial School Recognized as a National PLC School.

REASON 11

All four Sanborn schools NEASC Accredited

REASON 12

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

REASON 13

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

REASON 14

High School teacher Brian Gray winner of the 2015 Pat Keyes Technology User Award.

REASON 15

NH Department of Education selected SRSD as one of eight NH districts to join the NH Universal Design for Learning Academy. A team of educators from D. J. Bakie School is partnering with the DOE and CAST Professional Learning to impact educator effectiveness.

REASON 16

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 17

2015 Graduating Sanborn Students were offered **\$5,595,000** in college scholarships and grants.