

CONTOOCH VALLEY SCHOOL DISTRICT

“We Are . . . ConVal!”



February 24, 2016

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Introduction

We Are...ConVal!

The Contoocook Valley Regional School District (ConVal) is a large, complex public school organization. Nine towns, Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Temple, and Sharon, joined together in 1967 and established a set of “Articles of Agreement.” Currently, the cooperative district covers over 250 sq. miles and incorporates 11 schools; 8 pre-K through grade 4 elementary schools, 2 middle schools grades 5-8, and 1 regional high school grades 9-12.

All of our member towns host an elementary school, with the exception of Sharon. Sharon’s elementary students attend Peterborough Elementary School. The District’s central School Administrative Unit (SAU) is housed as part of South Meadow Middle School in Peterborough.

“We Are...ConVal!” serves as a collective document that describes the primary program components of our District on behalf of our constituents. While this information is available as separate resources on our website convalsd.net, this report provides an inclusive source of District information in one comprehensive document.

This report also contains vision and mission statements and a comprehensive set of quantifiable data that illustrate student academic performance. Faculty and staff are committed to offering a guaranteed K-12 curriculum that promises the same rigorous learning opportunities for all students regardless of town residence or school of attendance.

This report is created with two outcomes in mind. First, we describe educational “inputs” that serve as instructional and learning components needed for ConVal students to be successful in a competitive global environment. Second, our report details educational “outputs” that serve as a measure of success of our efforts in the classrooms and schools. Clearly, no single achievement measure provides the complete picture of our work. All of ConVal’s “outputs” must be viewed as a collective study of continuous progress and improvement.



Letter from the Superintendent

Your Voice Is Important

Over the past several months, I have been reading articles in the Ledger Transcript about declining enrollment within the ConVal School District. As we are all aware, declining enrollment is not a new phenomenon nor is it new to most of the state of New Hampshire. However, there seems to be a new urgency to address the question of declining enrollment, and several solutions have been presented through the petition warrant article process. What we need now is for anyone who has an interest in the future of the ConVal School District to make your voice heard and your thoughts and opinions known. The goal of this letter is to mention various scenarios that have been discussed, review how the materials in the We Are ConVal booklet can be helpful to you as you think about what you want for the District, and to end with a request.

So a discussion of what to do about declining enrollment in the ConVal School District has been taking place for the last decade. There have been study groups, surveys, more study groups, and petition warrant articles brought by groups of citizens. These various reports have focused primarily on what could be saved monetarily by undertaking various school reconfiguration options. Ideas have been floated to have K-8 schools and a high school, or to have K-6 elementary schools, one middle, and one high school. Other ideas have been to close one school or another, and allow for students who live in one town but reside closer to a school in a different town to attend that school. This year there has been a petition warrant article brought forward to have the town of Peterborough investigate whether or not to withdraw from SAU #1. There has also been some talk, but no petition warrant article at this time, of requiring that numerous studies be conducted to determine the impact of closing a school on a community.

Throughout this booklet are pieces of information about the schools, students, and staff of the ConVal School District. If you are wondering about the SAT scores of our high school juniors and seniors, you can find it here. If you are wondering about the history of each of our schools, this booklet will give you a brief description. There is also information here that speaks to the five-year strategic plan for the District. This plan lays out a road map for how we will address student achievement, community building, the question of school configuration, technology, facilities, and staffing over the next five years. If you have a question, you will probably be able to find the answer in this booklet. However, feel free to reach out to someone at the schools or the SAU as we would be happy to try to get you any additional information you desire.

So my request is this: make your voices heard as to your hopes, thoughts, and ideas for the ConVal School District. Attend the Deliberative Session, which will be held on Saturday, February 6th, and please be sure to vote on Tuesday, March 8th. It is only through your participation in the process that we will be able to make decisions that are in the best interest of all the students and citizens of the ConVal School District.

Be well.
Brendan Minnihan

Vision, Mission, and Core Beliefs

Mission

To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.

Vision

In the ConVal community, all learners will achieve academically, act thoughtfully, and contribute to the larger society.

Core Beliefs

These beliefs are those ideals, thoughts, and attributes that we feel must exist for our students, our community, and our society to thrive.

- We believe that All must mean All. We must provide the opportunity for each and every student to reach his/her maximum potential.
- We believe that there is not only one path to student success and achievement. We must offer students a variety of learning opportunities to achieve his/her version of success.
- Although we value the unique characteristics of each of our schools, we believe that all ConVal schools should provide a guaranteed, viable curriculum and be equitable in terms of learning opportunities and services.
- We believe that ConVal should continue to participate and “give back” to our local communities.
- ConVal is committed to full inclusion for students with disabilities. ConVal will ensure teachers and staff are supported to ensure all students have access to rigorous curriculum within the general education setting and by presuming competence of all students.
- We believe that understanding the learning process is paramount to our work, we are committed to knowing when students are and are not learning, and we believe that it is our responsibility to ensure that learning and student growth occur.
- We believe that positive relationships are the fundamental building block for learning.



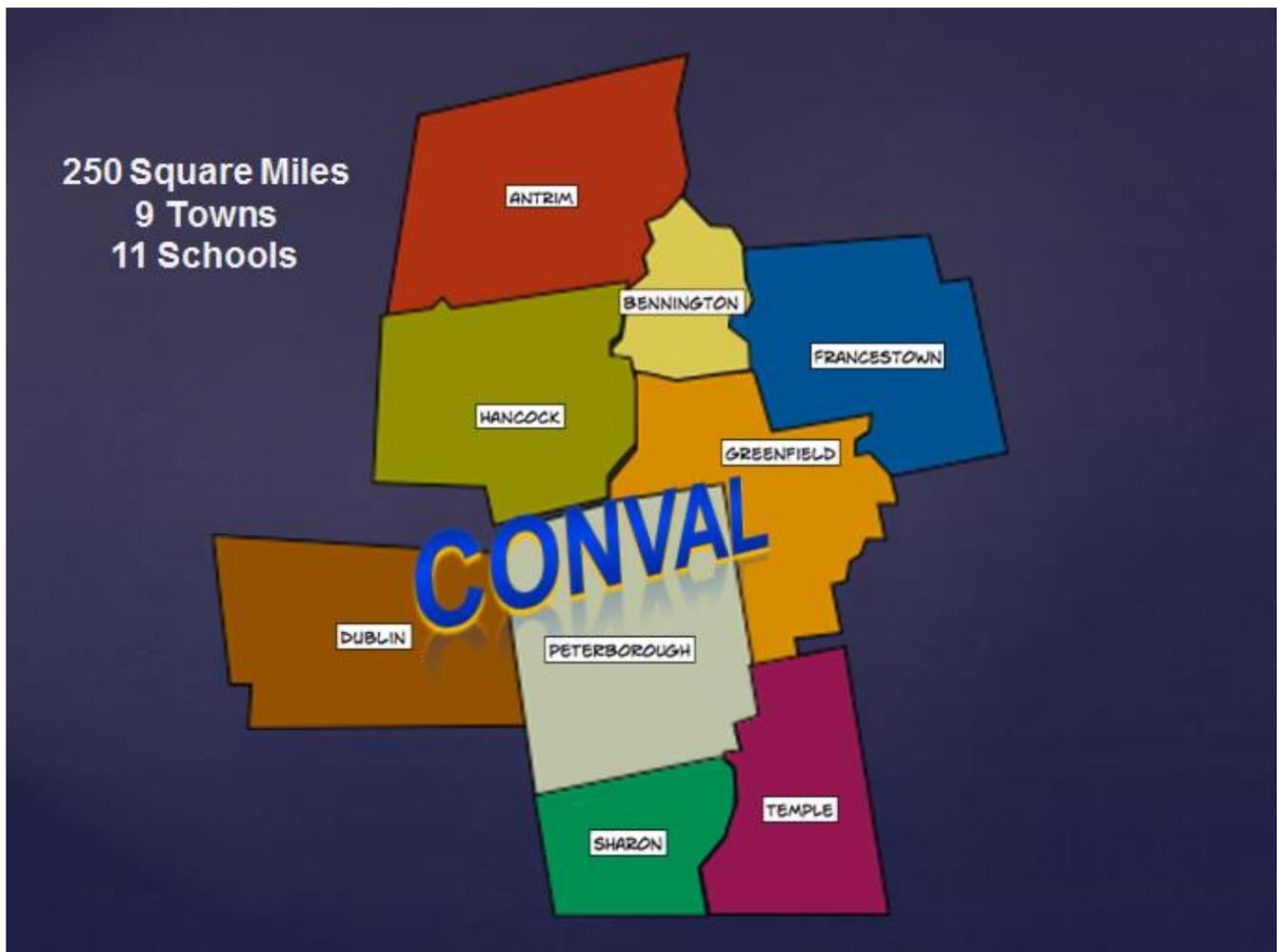
Community Profile

The ConVal Regional School District is a cooperative school district located in the Monadnock Region of Southwest New Hampshire.

The Monadnock Region has long been connected to Mount Monadnock, and at 3,165 feet, Mount Monadnock is the dominant geographic feature of the area. Known as New Hampshire's "quiet corner", the area boasts lakes and rivers, town commons, art galleries, music festivals, and the MacDowell Arts Colony, the oldest artists' colony in the United States.

The nine towns that make up the District are: Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple.

Elementary schools are located in each town, with the exception of Sharon. Middle school students attend Great Brook School in Antrim (Antrim, Bennington, Frankestown, and Hancock) and South Meadow School in Peterborough (Dublin, Greenfield, Sharon, Peterborough, and Temple). All students attend ConVal Regional High School located in Peterborough.



Strategic Plan

The Contoocook Valley Regional School District recently finalized our Strategic Plan covering 2015-2021. We want to thank all of you who participated in the process by completing the survey that was mailed to all residence and/or through your attendance at one of our focus group sessions. Your input and insight has helped to guide us in the development of our overarching goals and steps we need to take to achieve those goals.

The members of the Strategic Plan Committee devoted numerous hours to the completion of the Strategic Plan. The members of the committee include:

Marian Alese - Business Administrator
Rich Cahoon - School Board Member
Beecher Clifton-Waite - Student, ConVal High School
Tim Iwanowicz - Teacher, Greenfield Elementary School
Ben Loi - Principal, Peterborough Elementary School
Brendan Minnihan - Superintendent
Stephan Morrissey - School Board Member
Pierce Rigrod - School Board Member
Kimberly Saunders - Assistant Superintendent
Myron Steere - School Board Member

One important piece created through this process were the four overarching goals listed below.

Goal #1: Student Achievement/Performance

Recognizing that the primary mission of the ConVal School District is student learning, the ConVal School District will provide high quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace.

Goal #2: Culture & Community

Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the ConVal School District, will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included.

Goal #3: Organizational Structure

Recognizing the importance of aligning our schools and staffing with the current best practices, demographic realities, and geographic challenges, the ConVal School District will develop an organizational structure to ensure that all students receive the most equitable high quality resources and opportunities available.

Goal #4: Operations (including Personnel, Leadership, Facilities, and Technology)

Recognizing that maintaining high quality learning environments and highly competent staffing is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology.

District Accomplishments

Facility Improvements

- HVAC Building Controls at AES and GES
- Enhancements to the Athletic fields at CVHS
- Common area VCT flooring at FES, GBS, and TES
- HVAC unit installations at CVHS, GBS, and SMS
- LED lighting installations at all schools
- Construction of a new Athletics storage building at CVHS

Curriculum, Instruction, and Assessment

- Elementary WIN Program
- Student Assessment Measures – AIMSweb, NWEA
- Professional Learning Communities
- CVHS – TASC Program
- PES Preschool
- Full-day Kindergarten
- ESP program moved out of portable classrooms and into high school
- ES program to middle school
- Working toward K-12 Electronic Curriculum Map aligned with state & national standards

Technology Advancements

- Implemented Naviance at CVHS for career and college exploration
- Technology Infrastructure Projects: AES
- Wireless Upgrades: CVHS, SAU, TES, GES
- Phone system upgrades: GBS and AES
- Paging System Installation: GBS and AES
- Standardized purchasing and computer models across the District
- iPad & Chromebook pilot programs
- Elementary report card development and alignment to Web 2 School

Planning

- Five-Year Strategic Plan renewal and update
- SERESC study
- Library and Technology Plan renewal
- Curriculum Renewal update
- Professional Development Master Plan created

Recognitions

2015

- Peterborough Rotary Teacher of the Year– Cynthia Hodgdon
- New Hampshire Principal of the Year – Brian Pickering
- NH Association of Principals awarded Administrative Assistant of the Year to Stacey Kolk
- NH Excellence in Education Awards presented the NH School Nurse of the Year to Pam Murphy

Past Years

- NH ASBO Business Administrator of the Year – Marian Alese
- 2013 New Hampshire Middle School of the Year – Great Brook Middle School
- Kristi Alvarez award for outstanding contribution to the field of geographic education – Nancy Gagnon
- Role Model Principal – Brian Pickering, CVHS
- Role Model Assistant Principal – Kelly Parker, SMS
- New Hampshire Scholars Champion – Mary Lou O’Neil, CVHS



Input/Output Indicators

Inputs - those items that the District strategically integrate that are either required by statute or are recognized as institutional best practice

Vision and Mission

Professional Attainment & Experience

Strategic Plan

Technology Plan

Library Media Report

Curriculum Renewal and Development Cycle

Curriculum Maps

Employee Evaluation

Annual District Goals

Facilities/Maintenance Plan

Policies

Capital Plan

Professional Development Plan

Collective Bargaining Agreement

NESDEC Enrollment Projections

Annual Budget Assumptions

Articles of Agreement

Common Core State Standards

Research-Based Instructional Programs & Strategies

Outputs - those items used to measure District progress and achievement

Parent Satisfaction Survey Results

AIMSweb Results

NWEA Measures of Academic Progress Results

Smarter Balanced Assessment Program

Advanced Placement Results

NH State Scholar Graduates

State Recognition Awards

Energy Star Designations

Student Scholarships

Post-secondary Acceptance

Attendance Rate

Dropouts

Graduation Rate

Guaranteed K-12 Curriculum for all students

NEASC Accreditation

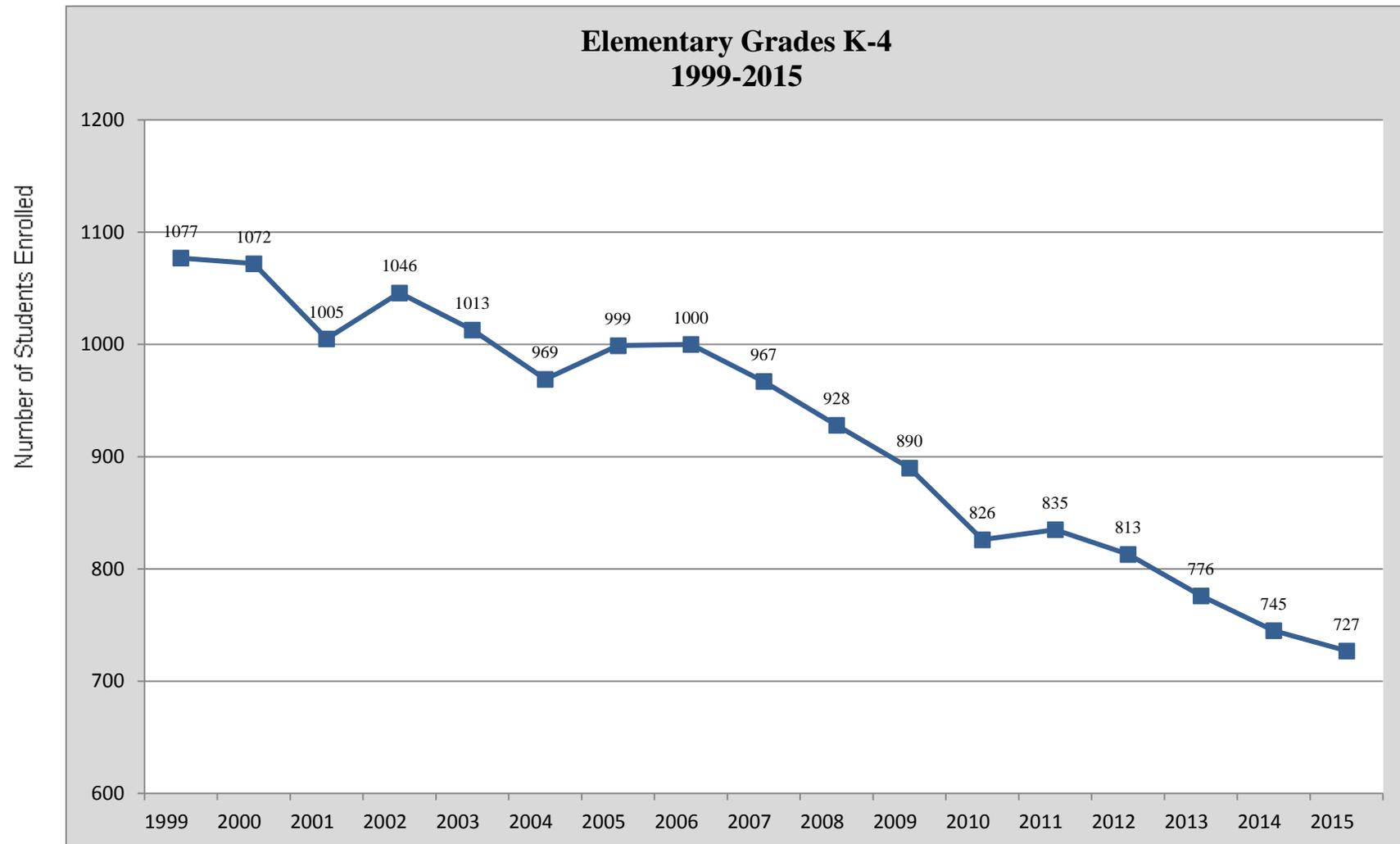
Behavioral Referral Data

Facilities Code Compliance

Individuals with Disabilities Education Act

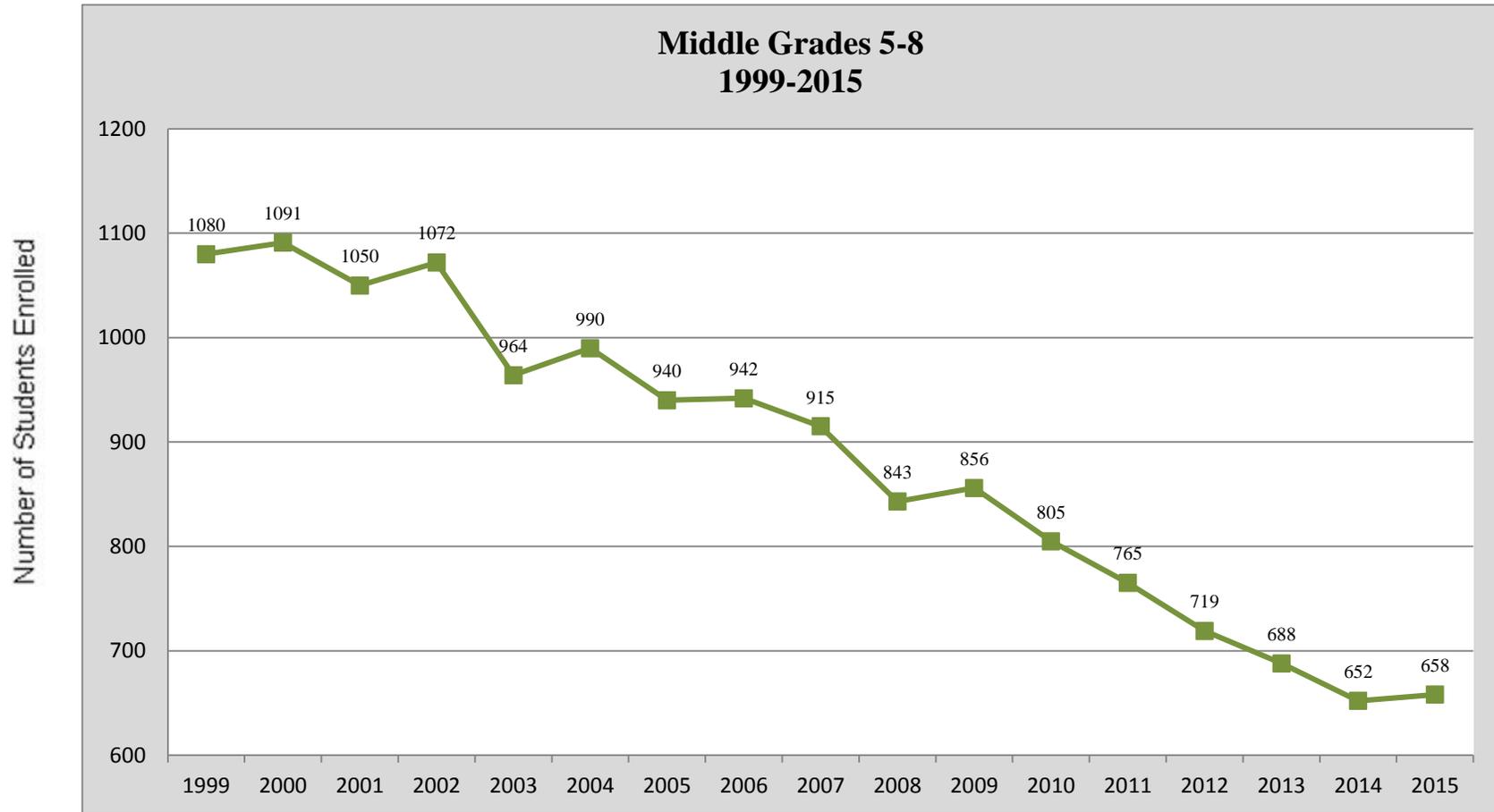
(IDEA) Compliance

Enrollment History



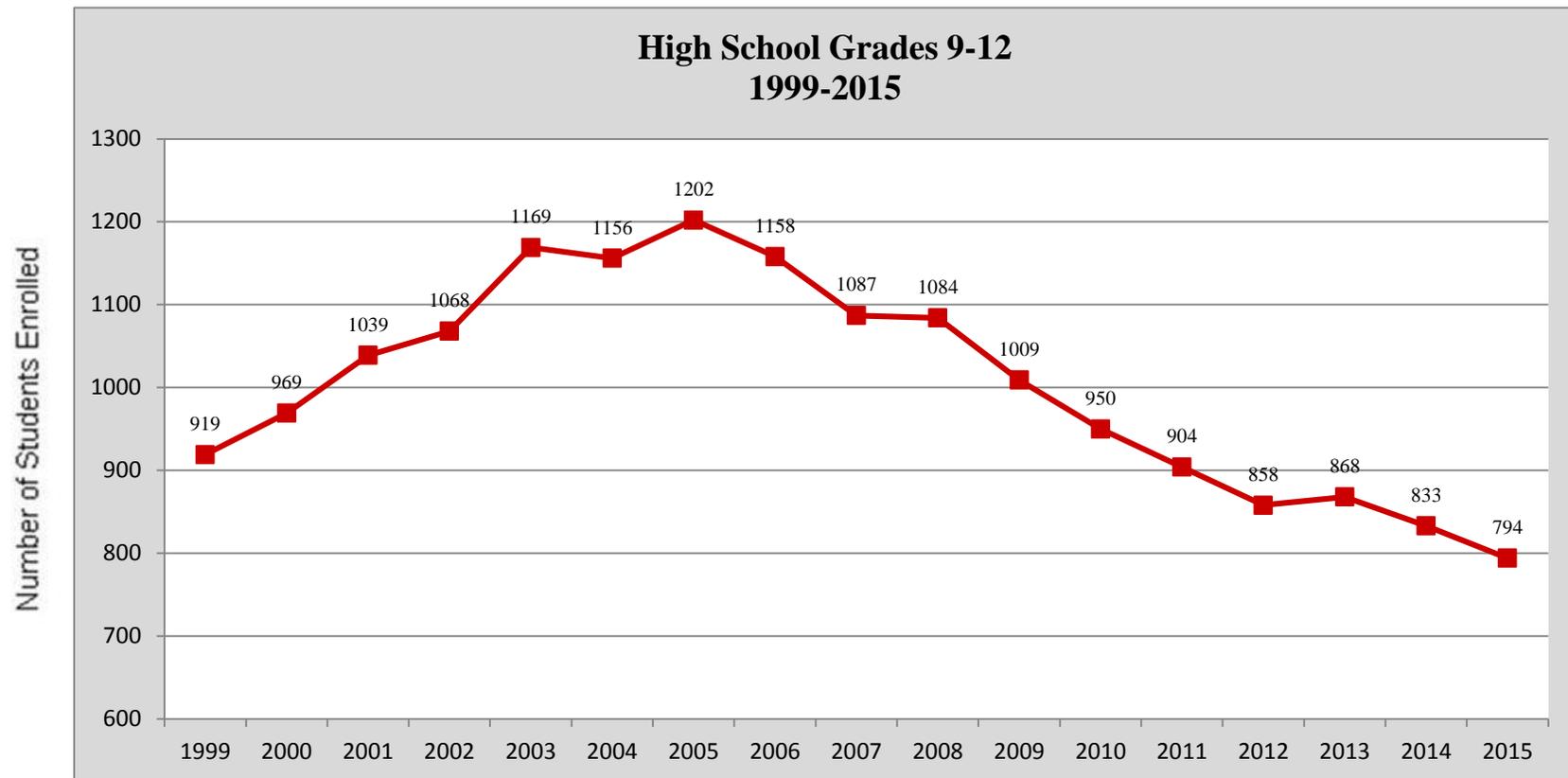
- Elementary enrollment has continuously declined since 2006.

Enrollment History continued



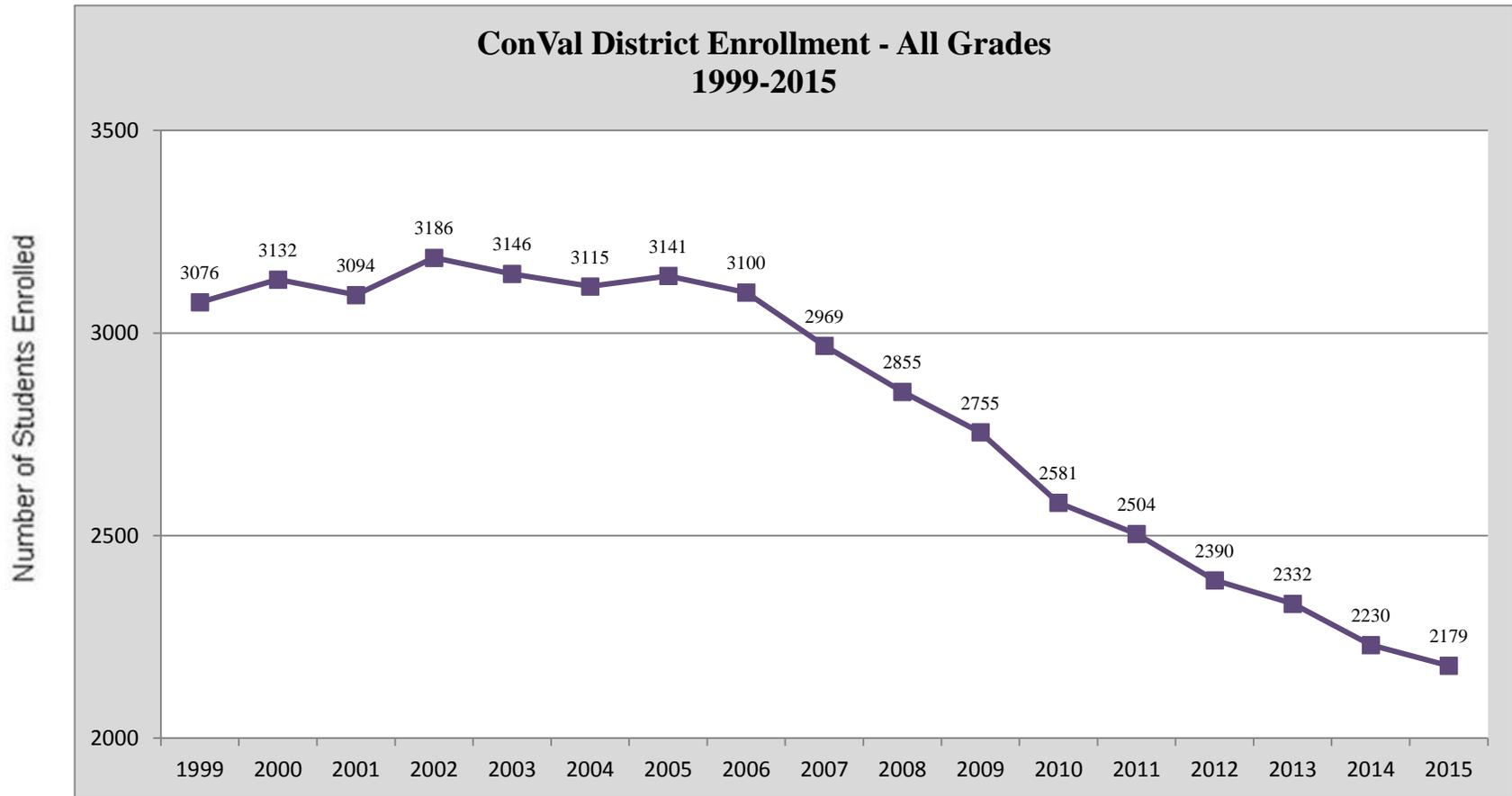
- Middle School enrollment has declined by more the 300 students since 2004.

Enrollment History continued



- High School enrollment has declined by more than 300 students since 2005.

Enrollment History continued



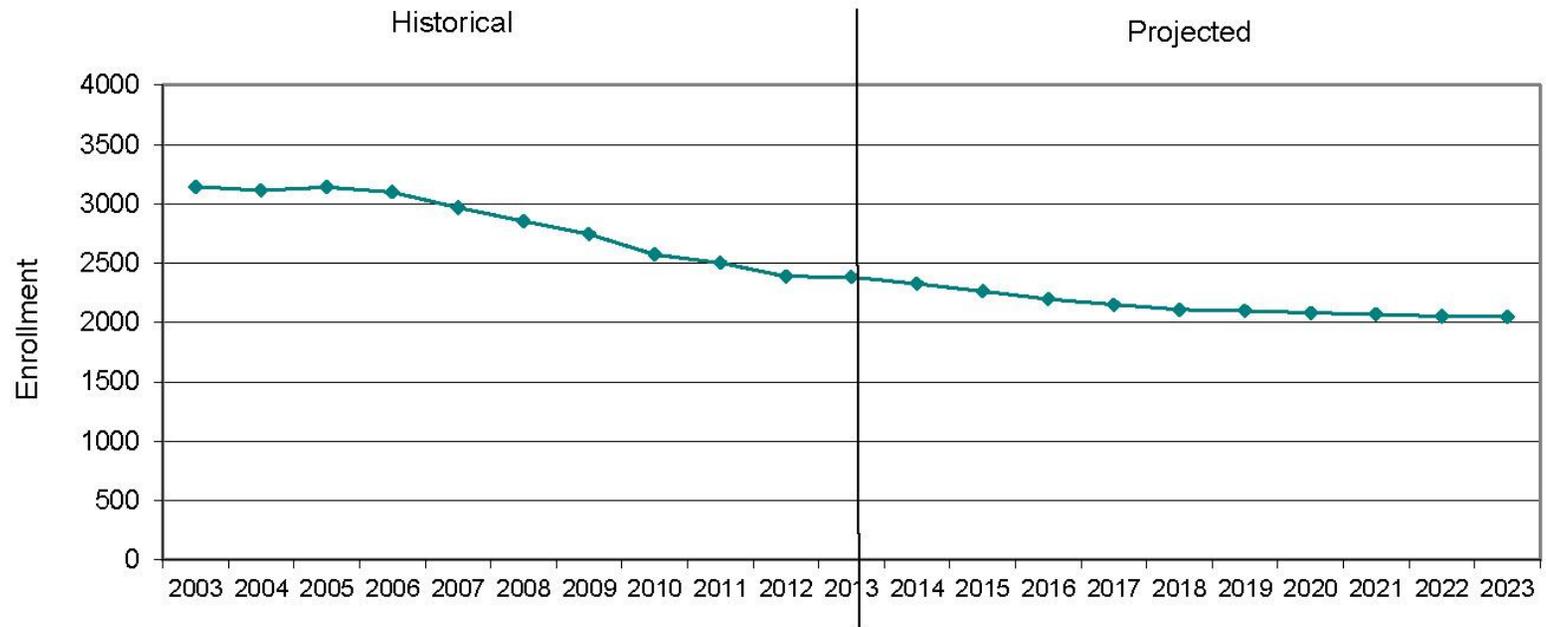
- Overall enrollment has decreased by more than 900 students since 2005.

Future Enrollment Projections

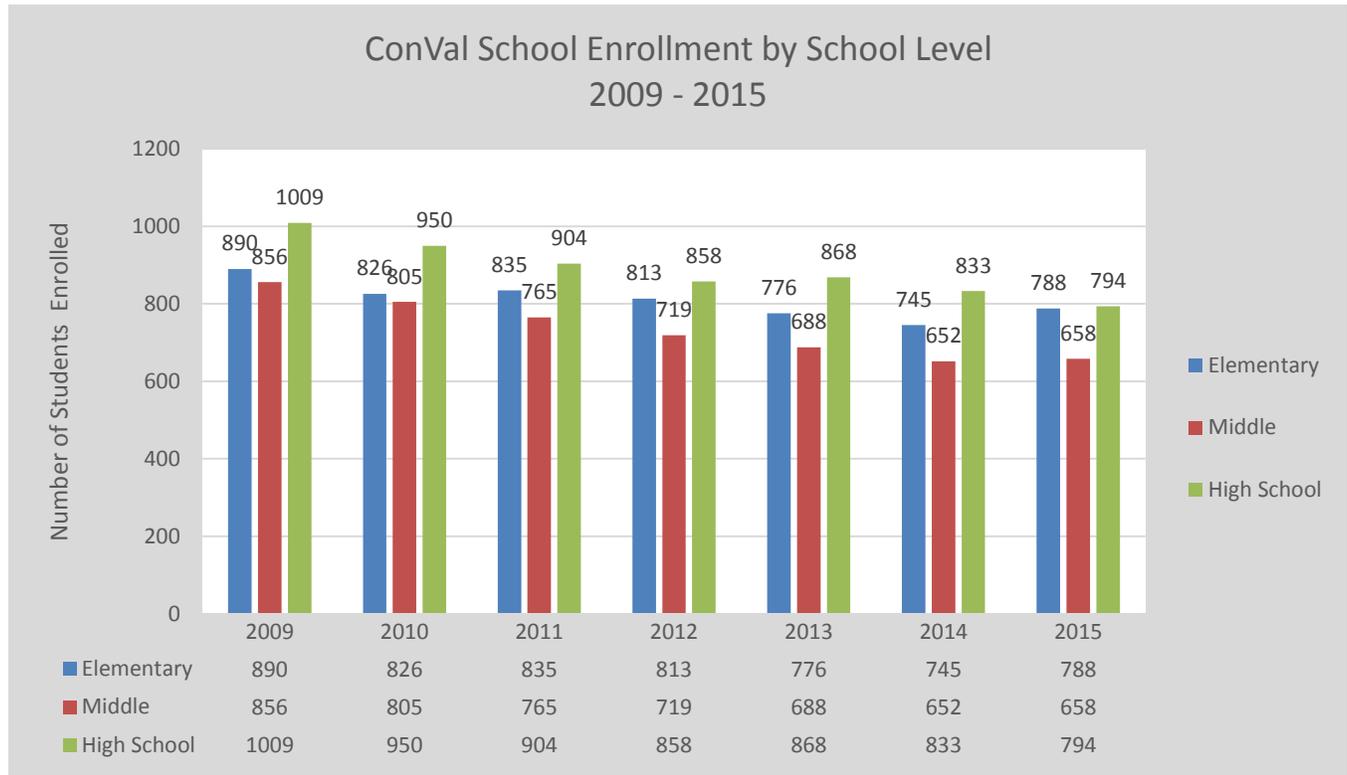


Con Val, NH Historical & Projected Enrollment

PK-12, 2003-2023



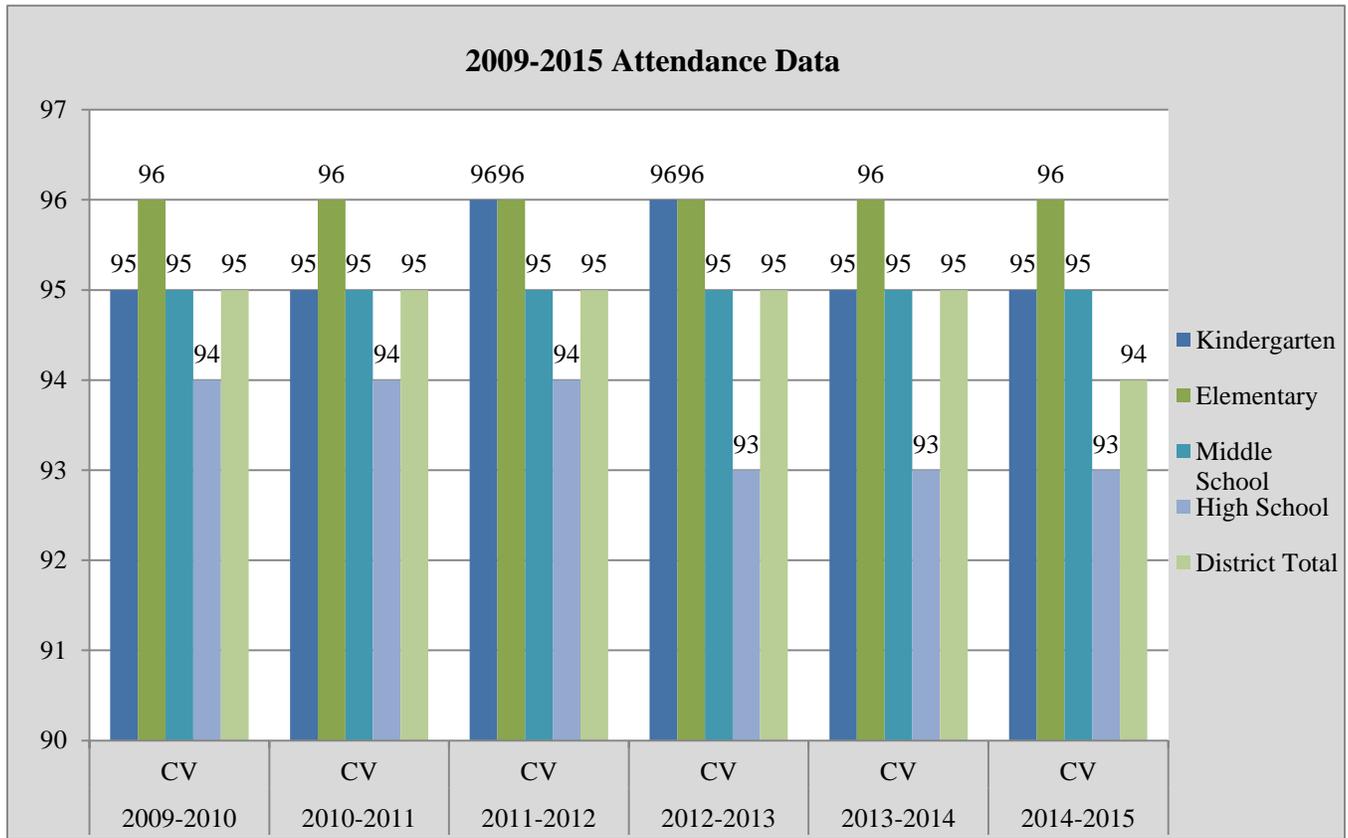
School Enrollments by School Level



- Enrollment figures include Kindergarten and Preschool.
- Enrollment figures do not include students in out-of-District placements.
- Enrollment figures are as October 1, 2015.



School Attendance

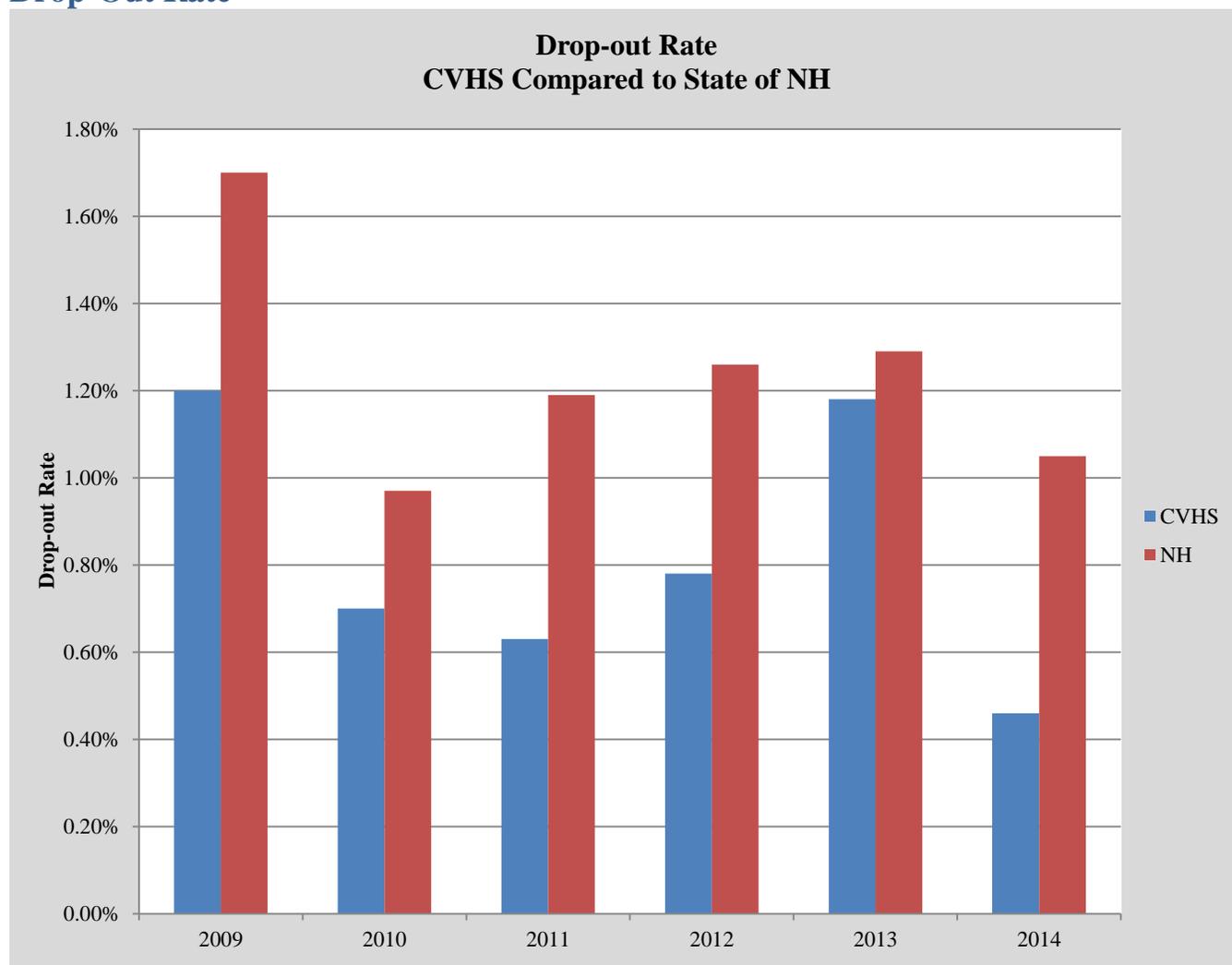


ConVal School District Attendance Percentages

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	CV	State										
Kindergarten	95	94	95	94	96	95	96	95	95	94	95	94
Elementary	96	95	96	96	96	96	96	96	96	95	96	95
Middle School	95	95	95	95	95	95	95	95	95	95	95	95
High School	94	94	94	94	94	93	93	93	93	93	93	93
District Total	95	95	95	95	95	95	95	95	95	95	94	94

- ConVal is consistently at or above the state attendance average

Drop-Out Rate



- ConVal's annual drop-out rate has decreased significantly since 2009.
- ConVal consistently has a lower annual drop-out rate than the NH state average.
- 2015 Drop-out rate unavailable at the time of this publication.

Graduation Requirements

Competencies

ConVal Regional High School (CVHS) identified core competencies as part of a detailed review process of our curriculum in 2005. These core competencies identified critical skills to best prepare student success in the 21st century. CVHS is now involved in a detailed curriculum mapping process to review, reflect and revise these competencies as needed, as well as building connected assessments to assure proficiency of skills. These competencies are directly connected to the grade in each course graduation requirement as identified by the New Hampshire State Board of Education and the ConVal School District.

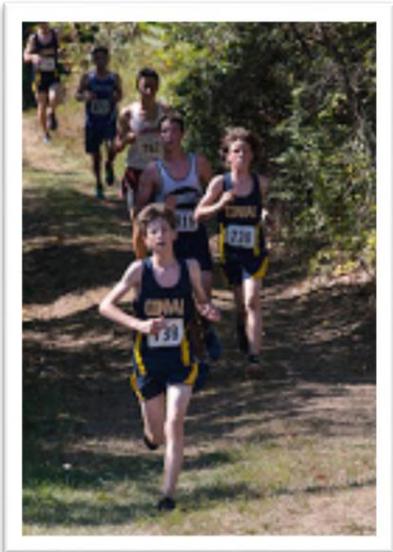
Credit Requirements:

The ConVal School Board requires that students acquire 26 course credits in order to graduate with a CVHS diploma. This must include 14 credits courses in certain areas required by the State, as well as 2 to 3 credits in specific areas deemed necessary by the School Board. The following outlines all requirements:

Subject	Minimum Credit
English	4 credits
Global Studies	1 credit
Economics	.5 credit
Government/Civics	.5 credit
US History	1 credit
Physical Science	1 credit
Life Science	1 credit
Lab Science (Class of 2014 and beyond)	1 credit
Mathematics	3 credits
Physical Education	1 credit
Health	1 credit
Information & Communication Technologies	.5 credit
Art Education	.5 credit
Career Explorations	.5 credits
Consumer Education	.5 credits
Elective Offerings	9 credits

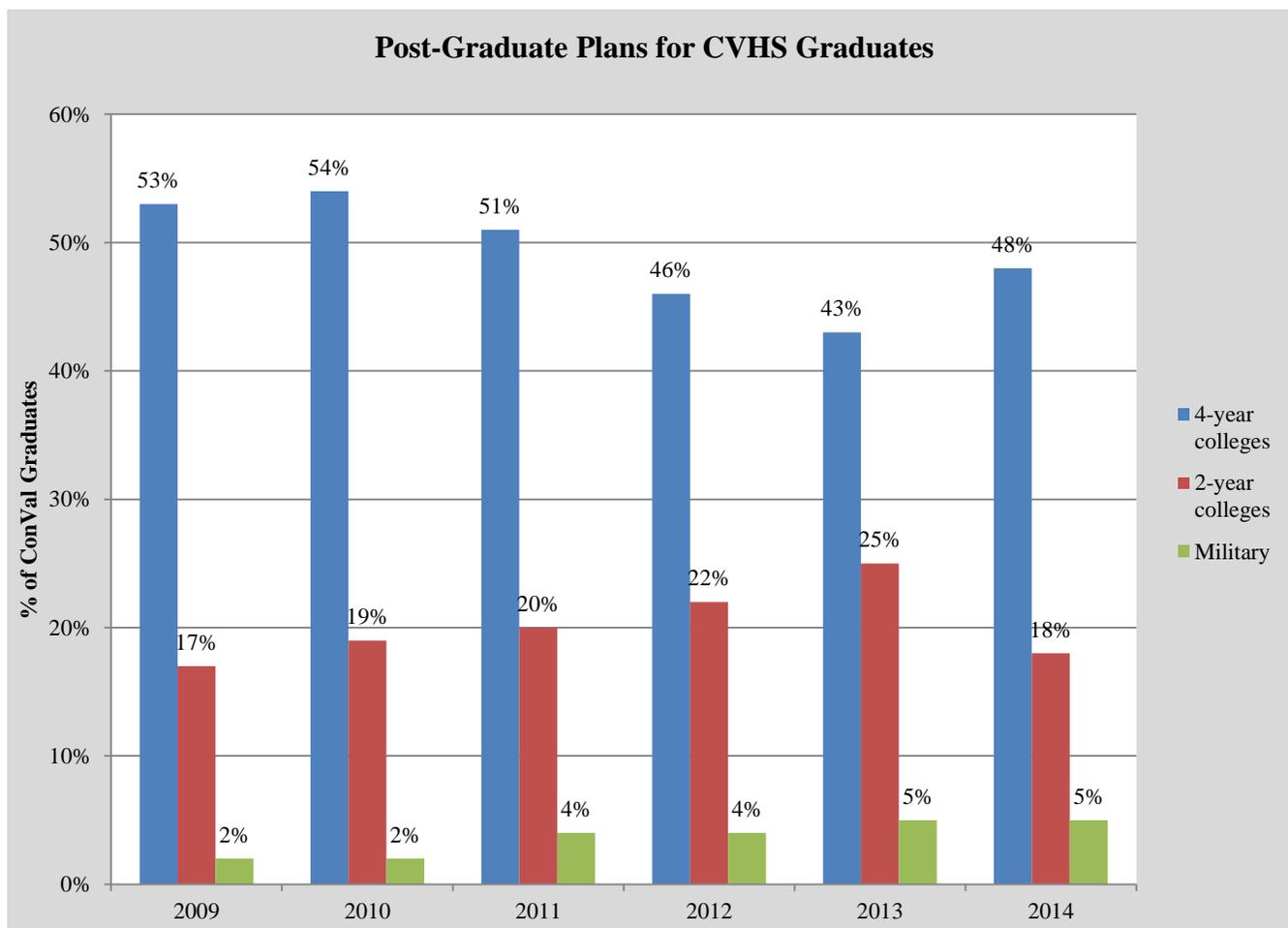
NH State Scholars:

New Hampshire Scholars is a collaborative venture between local businesses and school districts that is designed to encourage students to challenge themselves by taking more rigorous courses than State requirements demand as they proceed through the high school years. The program specifies the courses that students need to take in order to receive the New Hampshire State Scholars seal on their transcript. Successful completion of this course of study could result in scholarship opportunities that are becoming increasingly available to these students, not only in the State of New Hampshire, but also throughout the country as the National Scholars Program becomes more wide spread. Currently, there are 41 school districts, including ConVal, who subscribe to this effort.

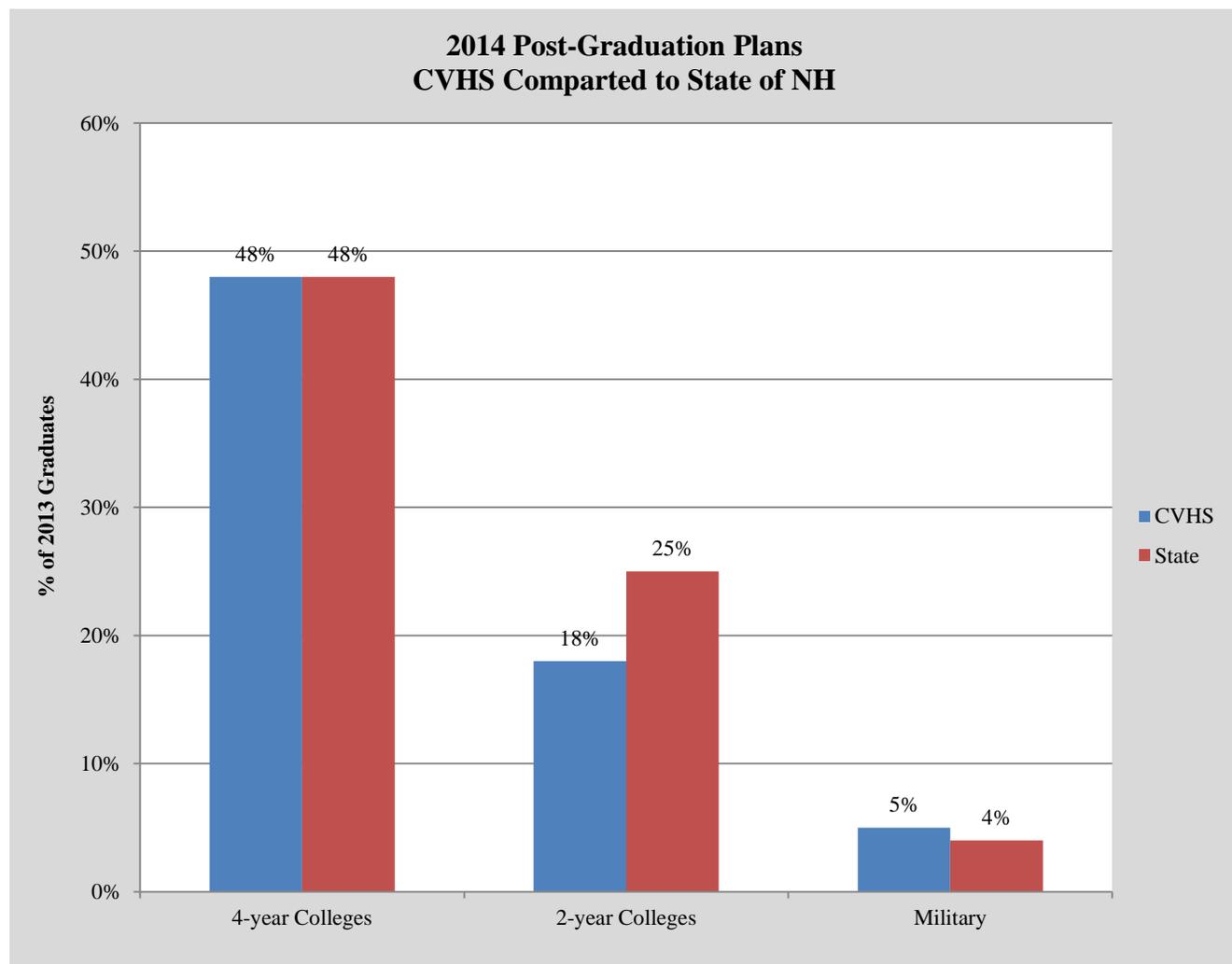


Post-Graduate Education

- The percent of students planning to attend post-secondary education has remained at or above 65% since 2008.
- 2015 data unavailable at the time of this publication.



Post-Graduation Education continued



Special Education Enrollment

Five Year Comparison (as of 1/14/16) 2011-12 through 2015-16

Year	Number of Students	% Of Total Enrollment
2011-12	366	14.62%
2012-13	346	14.40%
2013-14	315	13.20%
2014-15	323	13.65%
2015-16	321	14.26%

Observations:

- Over the last 5 years, the number of educationally disabled students in the ConVal District has declined slightly; however, the numbers remain similar over the last two years.
- As a public school district, ConVal is required to provide Special Education and related services to students with educational disabilities in accordance with the according to the Individuals with Disabilities Education Act of 2004 (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. These Federal and State mandates require school districts to find and evaluate all students suspected as having educational disabilities and provide eligible students with Individual Education Programs (IEP's). IEP's provide students with specialized instruction, speech and language services, occupational and physical therapy services, counseling services, behavioral therapy, and other specialized services. Specialized instruction and special services must be provided in the Least Restrictive Environment (LRE). This allows the vast majority of students with disabilities to be educated with their non-disabled peers in general education environment.
- To meet the needs of students with disabilities, ConVal has developed an array of programming and intervention supports. These supports are geared to meet the unique needs of children within our public schools; however, some student's needs are such that they are best educated in specialized out-of-district programs. This is due to the severity of their disabilities.
- Special educators provide services in collaboration with regular classroom teachers.
- Figures do not include home schooled students.

Assessment Programs

Why We Assess

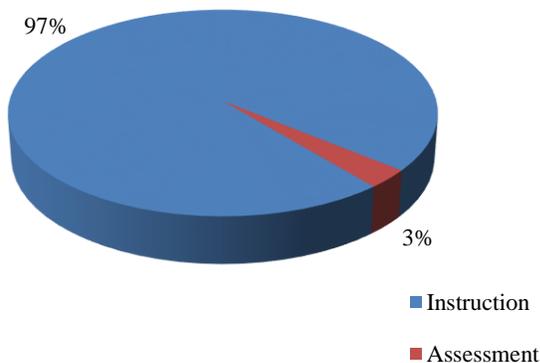
Each assessment helps us to understand each student’s learning throughout the year. It also gives us additional information for reporting students’ progress through the year’s curriculum. Some of the assessments are used diagnostically to help us decide what skills and knowledge to focus on, revisit, or inform teachers about students’ readiness to move on to a new skill. The assessments aid in making decisions about how to assist struggling learners and enrich excelling learners. The assessments also allow us to monitor our progress on grade-level expectations from grade to grade as we try to improve our instruction for all students.

Staff also use the information to analyze how we perform as a school and a district. This will help us to assess the effectiveness of our instructional strategies and programs. Used consistently, the assessments allow our teachers to share a student’s learning strengths, challenges, and progress with parents and allow us to monitor students’ progress over time.

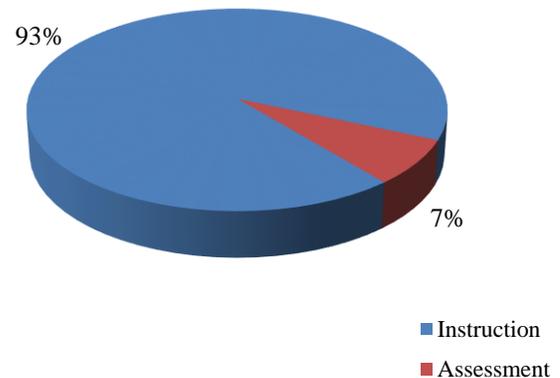
How Much Time Does All This Take?

In 2012, ConVal carefully studied the total time spent on assessment and found that assessments reflect approximately 3% of total teaching time, leaving 97% for instruction and other kinds of classroom-based progress monitoring.

Typical Assessment vs. Instruction Time



Most Closely Monitored Students Assessment vs. Instruction Time



Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is administered by the College Board to high school juniors and seniors who intend on applying to college. Each year, more than two million students take the SAT. Nearly every college in America uses the test as a common and objective scale for evaluating a student's college readiness. It must be noted that all students, even some college bound students, do not choose to take this test so it should not be construed to reflect the performance of an entire school population. However, in ConVal, the vast majority of our students do take the test.

The College Board offers guidelines on the appropriate use of SAT scores, and notes that most College Board tests are taken only by particular groups of self-selected students. The results are important indicators in predicting college success for individual students. It is not a curriculum-based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative or character.

The SAT assesses reading, writing, and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student's linguistic and mathematical abilities, and in assessing academic preparation. However, using these scores in aggregate form as a single measure to evaluate or rate schools, teachers, districts, or states is invalid because they do not include all students.

Furthermore, the College Board stresses that in looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors, and others which are less apparent, may have a significant influence on average test scores.



Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as teacher pupil ratios, adequate classroom space, and expenditures is also important.

Scholastic Aptitude Test continued

SAT Critical Reading Scores

	2008	2009	2010	2011	2012	2013	2014	2015
ConVal	527	520	528	549	528	532	547	521
NH	521	522	520	523	521	524	524	525
National	500	499	500	497	496	496	497	495

SAT Mathematics Scores

	2008	2009	2010	2011	2012	2013	2014	2015
ConVal	539	507	542	549	533	518	530	514
NH	522	523	523	525	525	528	538	530
National	514	514	515	514	514	514	513	511

SAT Writing Scores

	2008	2009	2010	2011	2012	2013	2014	2015
ConVal	503	501	506	531	500	511	525	509
NH	510	509	510	511	510	515	512	511
National	493	492	491	489	488	488	487	484

- ConVal students perform well on the SAT in Reading, Math, and Writing, particularly when compared to the National average.



Advanced Placement Courses

The Advanced Placement (AP) is a program created by the College Board offering college-level curriculum and examinations to high school students. American colleges, as well as some international institutions, waive prerequisite courses for students who obtain high scores on the examinations. The AP curriculum for the various subjects is created for the College Board by a panel of experts and college-level educators in each subject. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum.

CVHS	2009	2010	2011	2012	2013	2014	2015
Total AP Students	76	83	103	100	97	78	80
Number of Exams	132	155	173	169	167	122	130
AP Scores 3+	64	69	88	73	73	97	113
% of Total AP Scores 3+	84%	83%	85%	73%	75%	80%	87%

NH	2009	2010	2011	2012	2013	2014	2015
Total AP Students	5,914	6,003	6,138	6,280	6,518	6,484	6,955
Number of Exams	9,353	9,515	10,091	10,222	10,611	10,750	11,512
AP Students with Scores 3+	4,427	4,529	4,702	4,751	4,879	7,987	8,299
% Total AP Students with Scores 3+	75%	75%	77%	76%	75%	74%	72%

Global	2009	2010	2011	2012	2013	2014	2015
Total AP Students	1,698,133	1,855,310	1,982,133	2,106,810	2,225,761	2,294,117	2,483,452
Number of Exams	2,944,031	3,236,335	3,475,395	3,714,380	3,955,778	4,199,176	4,478,936
AP Students with Scores 3+	1,038,383	1,116,959	1,193,662	1,294,949	1,354,829	2,483,097	2,595,735
% Total AP Students with Scores 3+	61%	60%	60%	61%	61%	59%	58%

Advanced Placement continued

- ConVal High School currently offers Advanced Placement (AP) courses in Biology, Calculus AB, Calculus BC, Chemistry, English Language, English Literature, French Language, German Language, Spanish Language, Studio Art, United States History, and World History.
- Though the high school enrollment has decreased the number of courses offered and students participating in Advanced Placement continues to remain strong.
- Achieving a score of 3 or above is considered exemplary performance on an Advanced Placement exam. Many post-secondary institutions will waive pre-requisite course requirements for scores of three and above.
- Most ConVal AP students take multiple AP exams in one season.



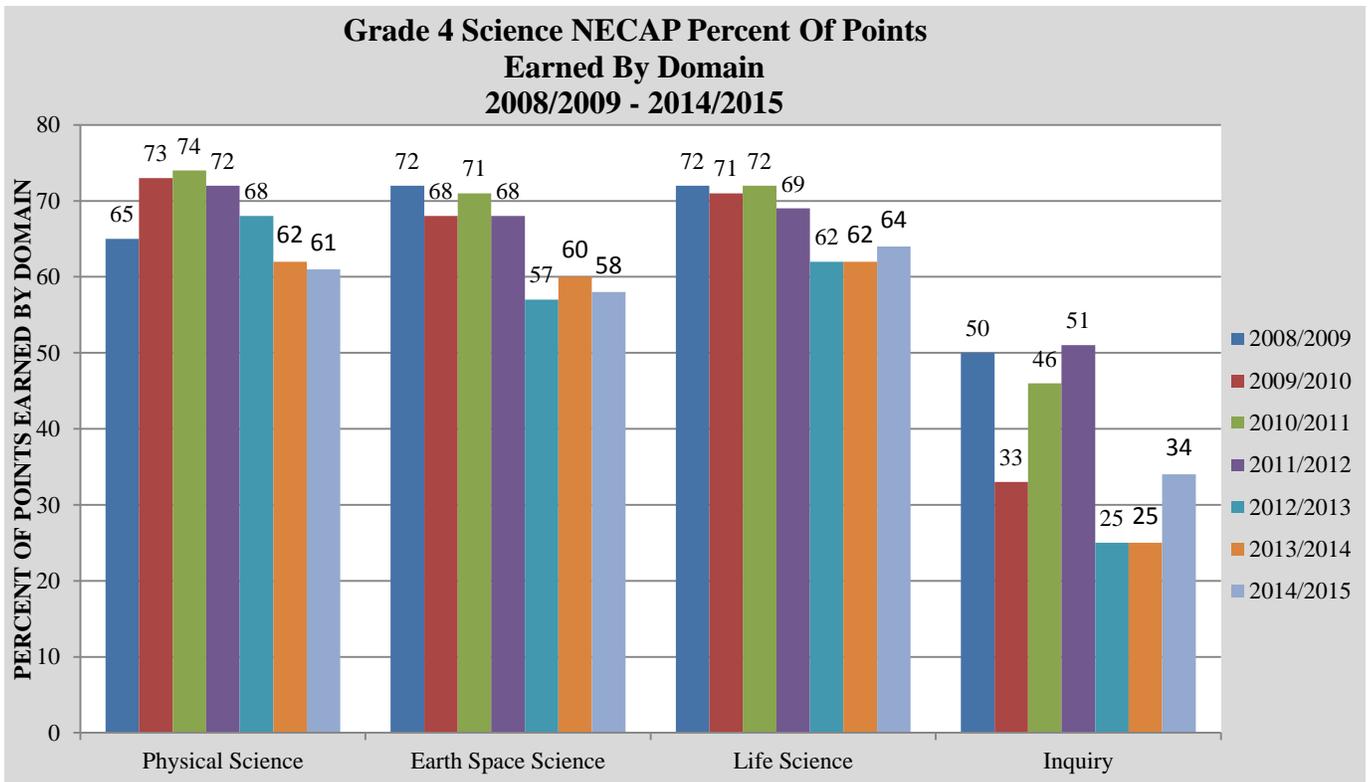
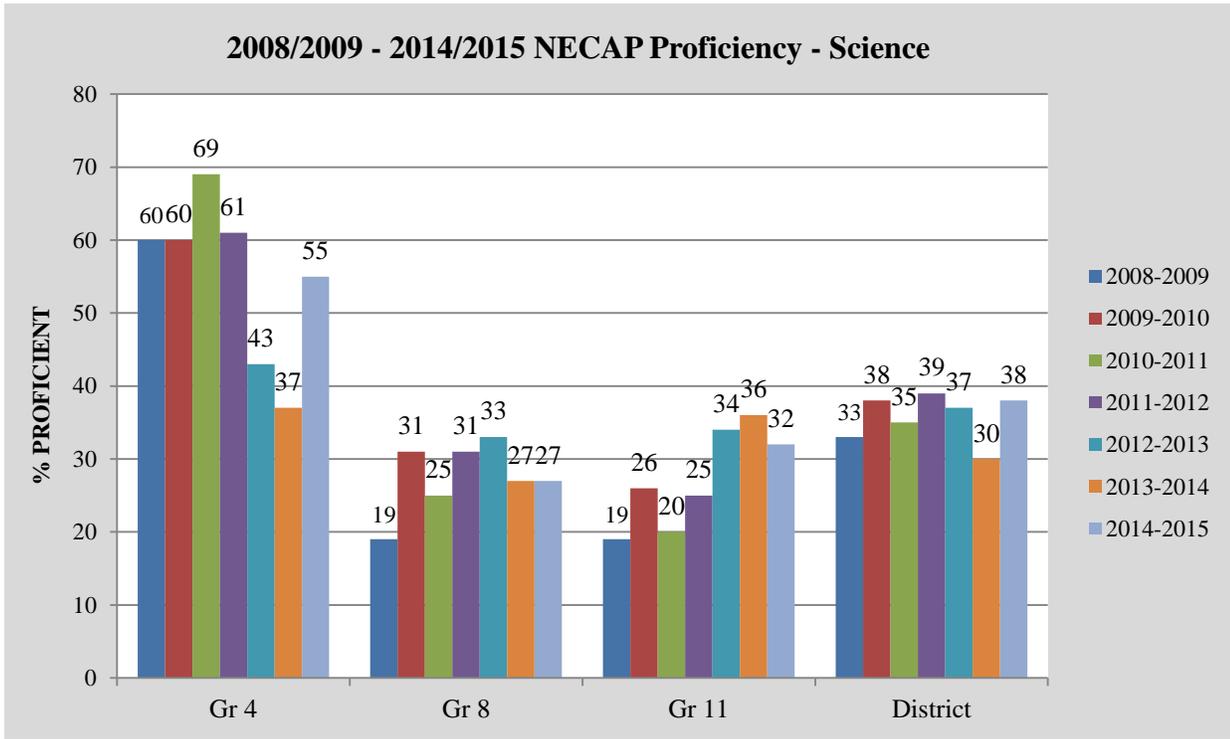
NECAP Science

NECAP is a pencil and paper, multiple choice, and open response test administered in May in grades 4, 8, and 11.

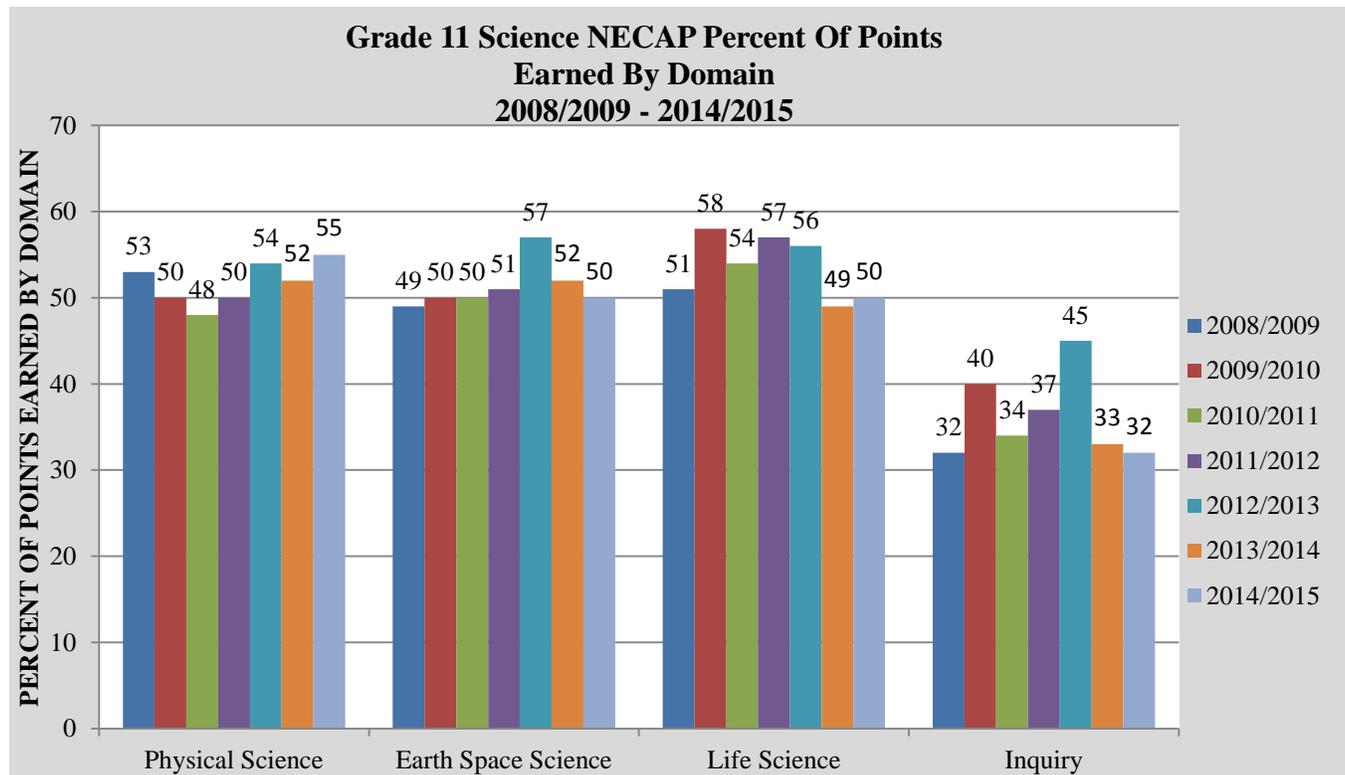
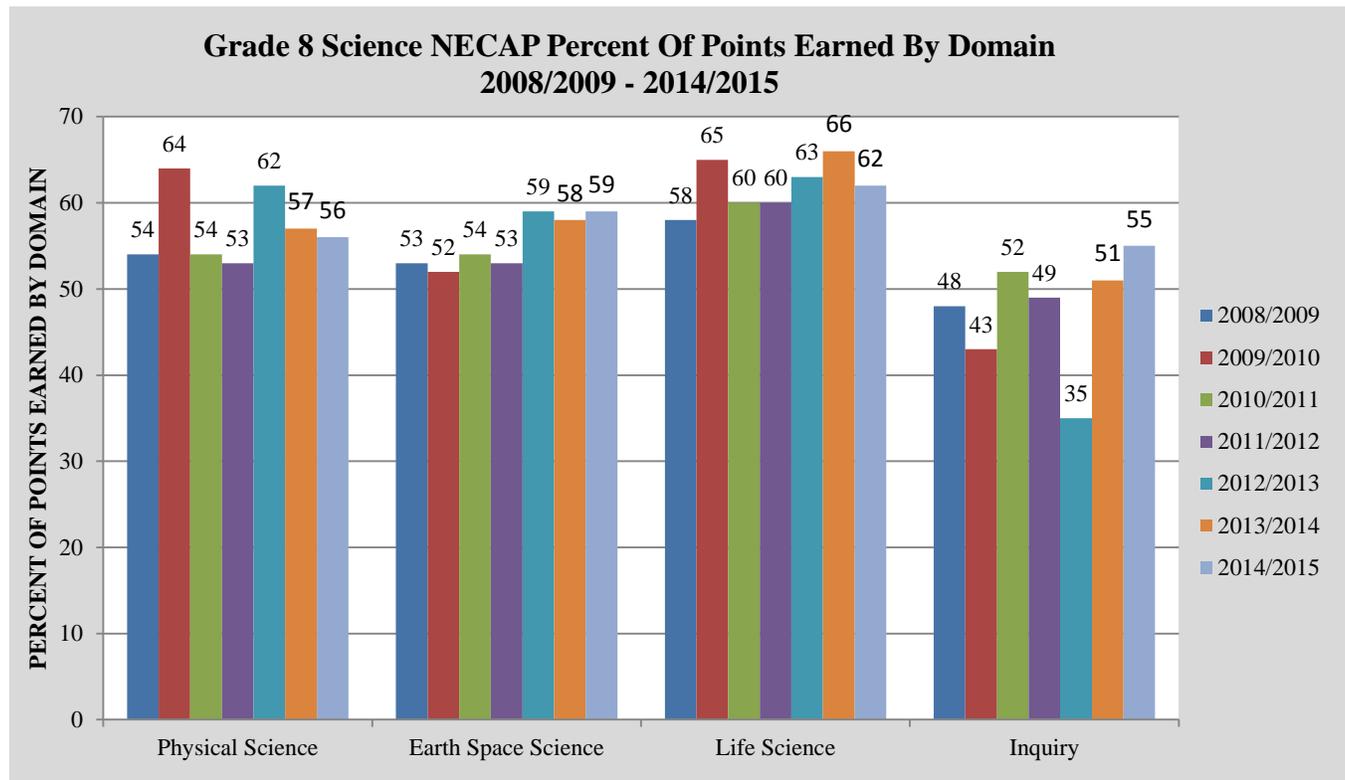
NH, VT, and RI have joined together to develop a test that aligns with the GLE's and GSE's in Science. The test is called the NECAP, which stands for New England Common Assessment Program.



NECAP Science Assessment Results



NECAP Science Assessment Results continued

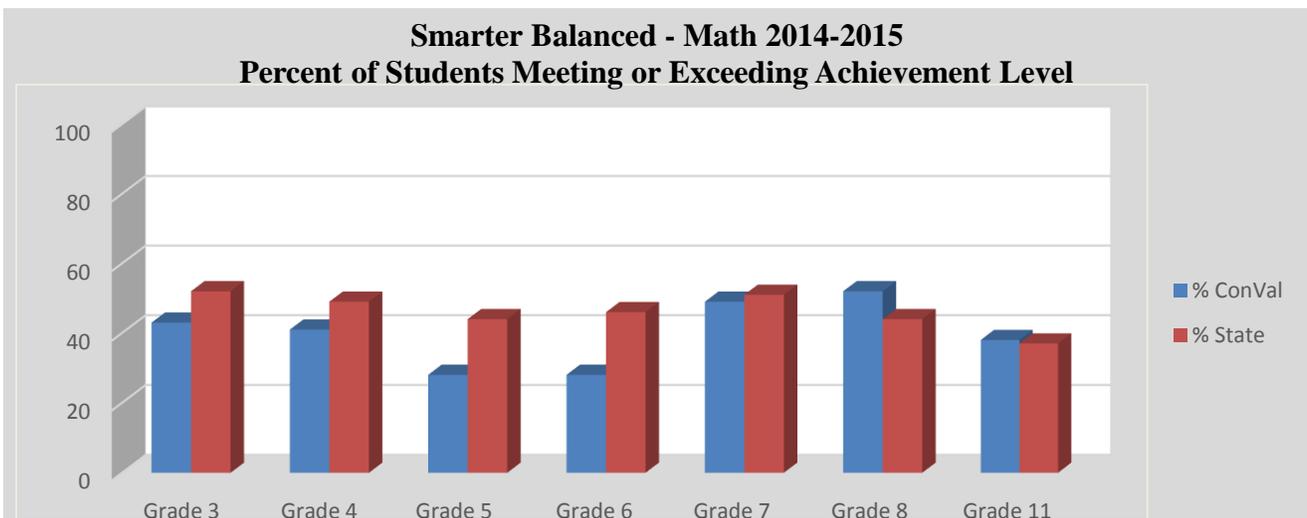
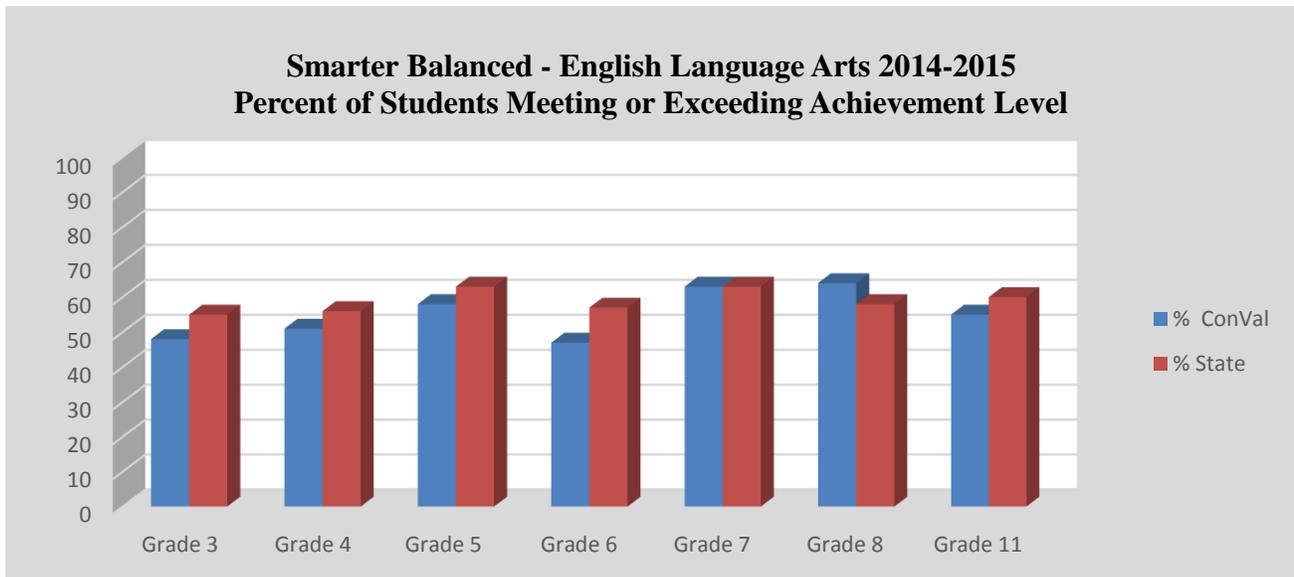


Smarter Balanced Assessment

The Smarter Balanced Assessments (SBAC), replaced the New England Common Assessment Program (NECAP) tests in English language arts and mathematics. These assessments are given to students in grades three through eight and grade eleven. The assessments consist of two parts. First, is an adaptive assessment taken on a computer that gives students various follow-up questions based on their answers, the adaptive nature of the assessments provides a clear and refined picture of a student's abilities. Second, a performance task that challenges students to apply their knowledge and skills to real-world problems. The two parts measure depth of understanding, writing, research and problem-solving skills.

Beginning in Spring of 2016 grade 11 students will no longer take the SBAC and will instead participate in a statewide administration of the Scholastic Aptitude Test commonly known as the SAT.

Smarter Balanced Assessment Results



AIMSweb



AIMSweb® is a progress-monitoring system based on direct, frequent and continuous student assessment. A “benchmark” is a standard measure of what a student should know and be able to do at a given time. These benchmarks span from letter naming at the primary level to reading fluency and comprehension through high school. The results are reported to teachers and administrators online and shared with students and parents.

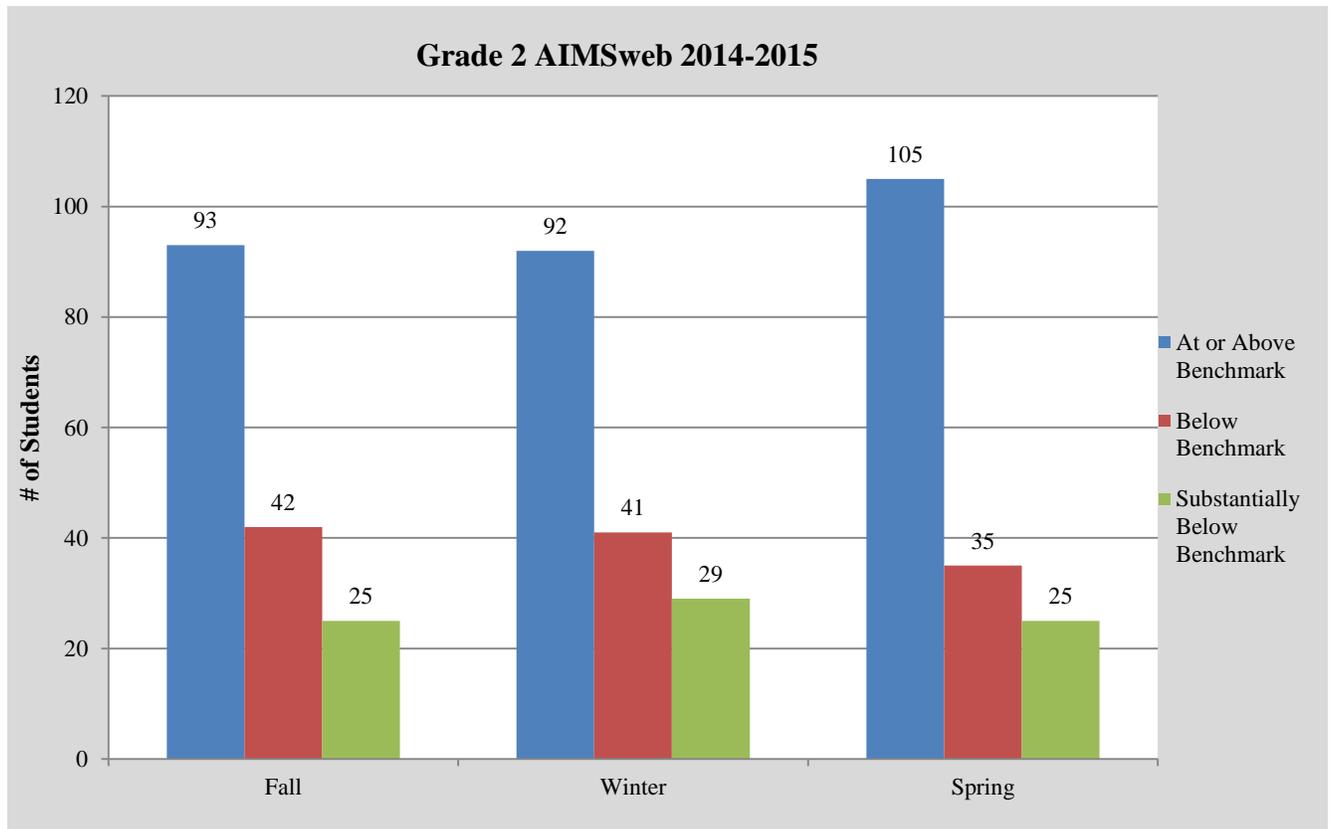
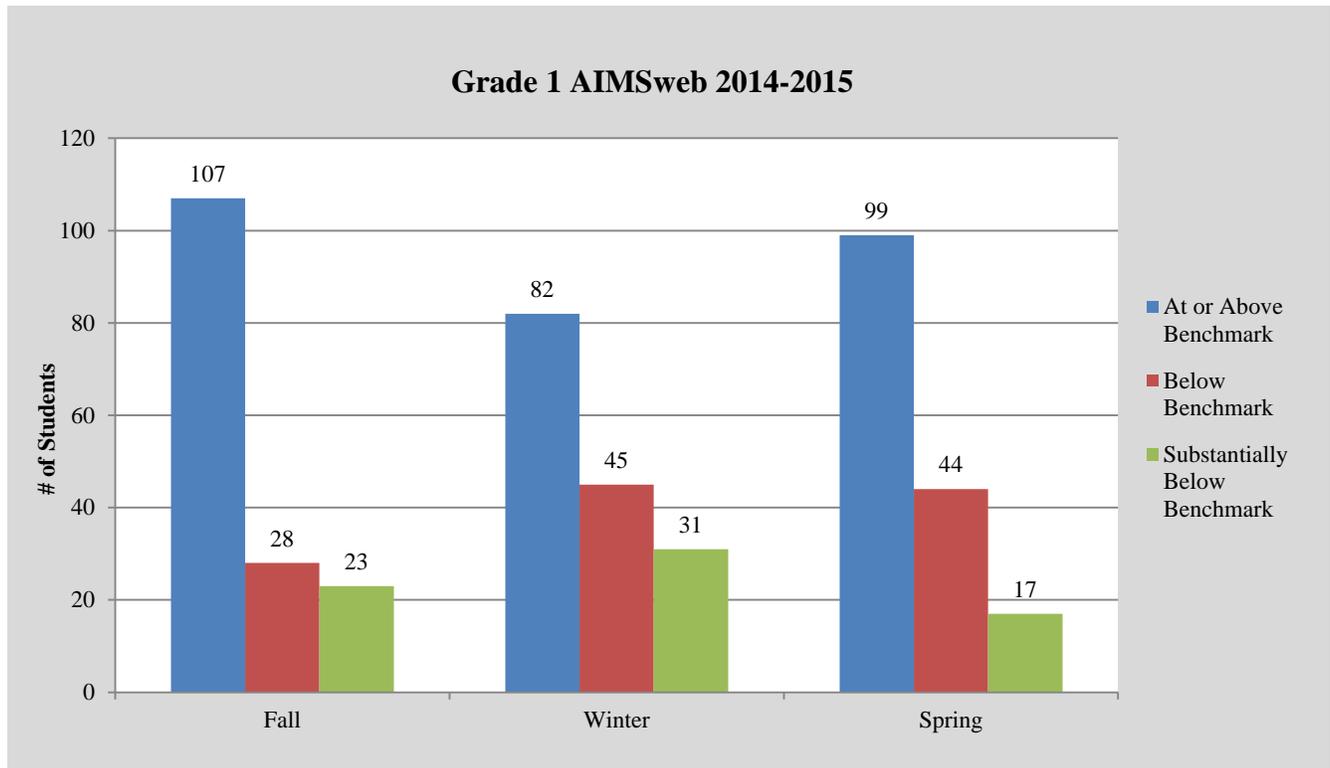
AIMSweb assessments are aligned with grade-level expectations and used for monitoring students’ learning progress.

How is AIMSweb testing done?

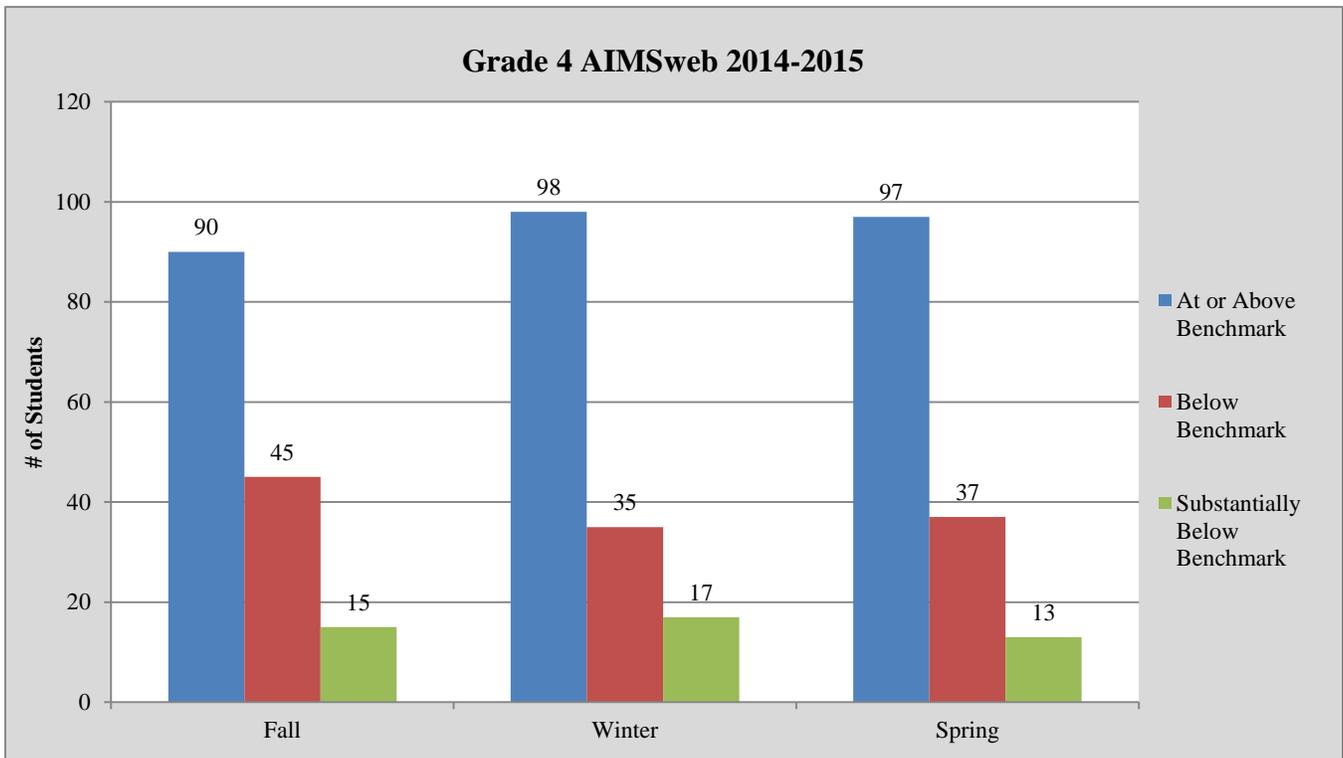
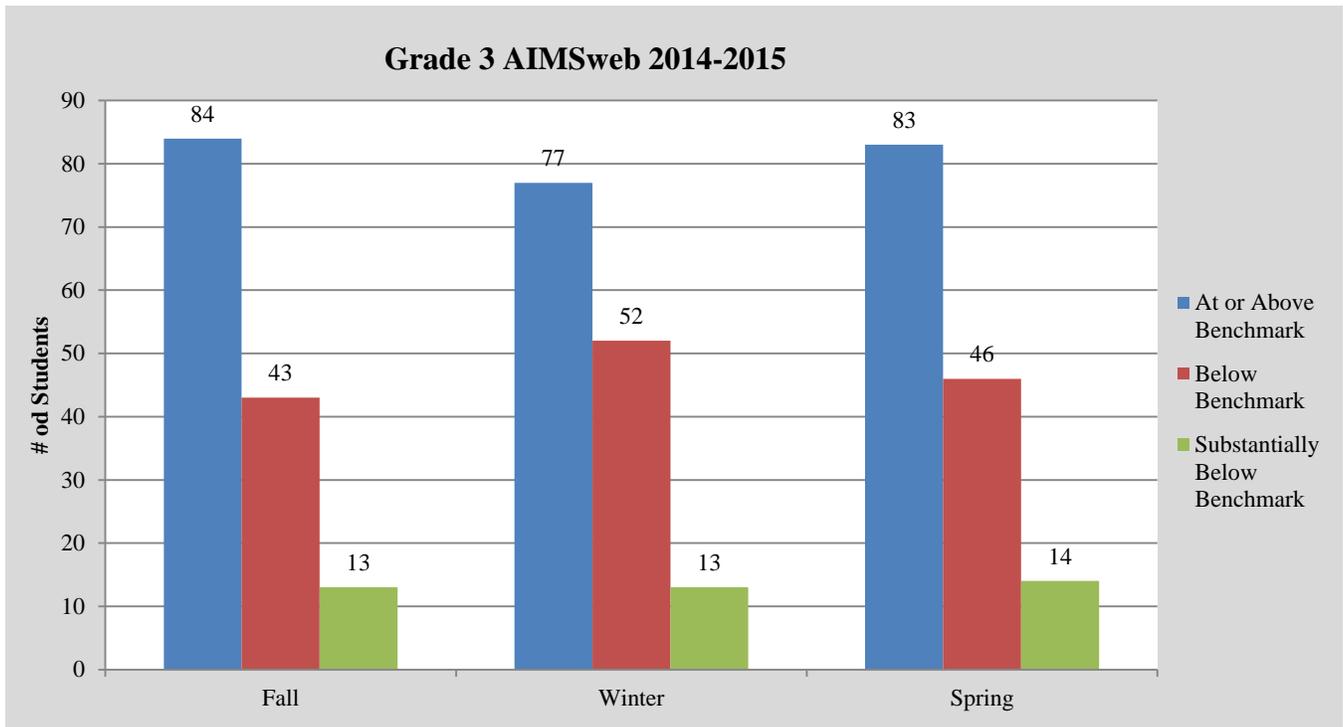
- AIMSweb testing is administered orally and/or “paper/pencil” style
- Testing is done individually or in groups, depending on the measure
- AIMSweb measures take 1–10 minutes to complete (most take 1–4 minutes)
- Scores are uploaded into the AIMSweb system

Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year for all students, (Sept. Jan. May) using grade-level assessment tools. Reports identify students at risk, help focus areas of individualized instruction and evaluate student progress. This helps to keep us accountable for students learning goals.

AIMSweb Reading Test Results



AIMSweb Testing Results continued



NWEA

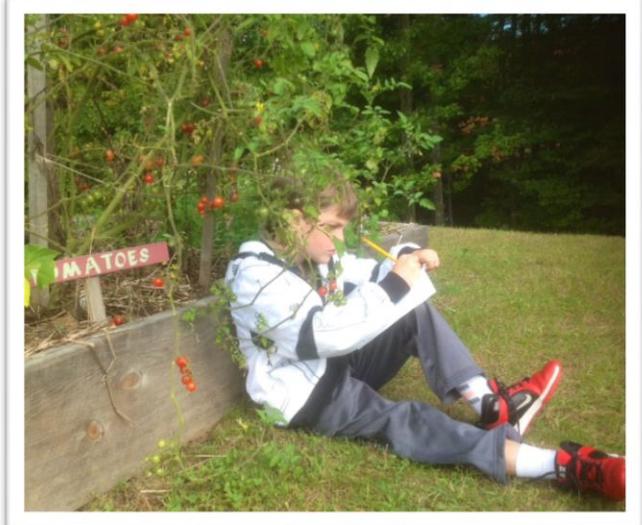
We give students MAP tests to determine their instructional level, to measure academic growth throughout the school year, and from year to year. These tests are administered in the areas of reading and math. Students take the tests on a computer. Beginning in Fall of 2013, the MAP assessment was for the first time, aligned with the skills and content of the Common Core State Standards.

One of the unique advantages of MAP is that the test adapts to a student's level of learning. What this means is that as a child answers questions accurately the test questions get harder, if they get questions incorrect the following questions will be easier. This creates a context for each student to have the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about a student's growth. Teachers use the results to guide their instruction and planning as they work to meet each child's learning needs.

	Reading	
	Fall 2014 On or Above Grade Level	Spring 2015 On or Above Grade Level
Kindergarten	-	56%
Grade 1	64%	61%
Grade 2	39%	55%
Grade 3	57%	63%
Grade 4	59%	56%
Grade 5	63%	58%
Grade 6	57%	63%
Grade 7	70%	69%
Grade 8	75%	72%
Grade 9	76%	-
Grade 10	75%	-

	Math	
	Fall 2014 On or Above Grade Level	Spring 2015 On or Above Grade Level
Kindergarten	-	55%
Grade 1	62%	73%
Grade 2	10%	49%
Grade 3	47%	54%
Grade 4	50%	52%
Grade 5	48%	47%
Grade 6	44%	50%
Grade 7	68%	67%
Grade 8	78%	75%
Grade 9	71%	-
Grade 10	73%	-

We Are...ConVal



Technology & Library Media Services

Technology Advancements

- Standardized purchasing and computer models across the district
- Implemented new food service point of sale and reporting system across the district
- Automated attendance calls started from several schools

Automated Attendance Calls

During the end of the 2014-2015 and starting with the 2015-2016 school year, several schools have started to utilize the automated attendance call process. This is a daily process that exports data and imports it into our outreach system (Blackboard Connect5) to automatically call parents/guardians in the event of an unexcused absence. This change saves the administrative assistants time and paperwork and has been well received by the parents/guardians receiving the phone calls.

Food Service Point of Sale and Reporting System

ConVal School District changed point of sale systems with the incoming change of Café Services managing the food service operations. The new system allowed for us to implement POS (point-of-sale) systems in all of the schools at a significant cost savings over the prior system. Other significant changes are that free and reduced applications are now input and managed through the system, there is a daily synchronization between the SIS (student information system) and the POS system ensure that student data is kept accurate

Infrastructure Improvements

Technology upgrades according to the ConVal Strategic Plan continued with the replacement of telephone and paging systems in the community schools during the summer of 2015. The main goals of this work are to improve communication and safety throughout our schools. Other updates and replacements that have occurred include:

- Installed new phone systems at Bennington (Pierce) Elementary School, Dublin Consolidated School, Francestown Elementary School, and Hancock Elementary School
- Installed paging systems at Bennington (Pierce) Elementary School, Dublin Consolidated School, Greenfield Elementary School, Francestown Elementary School, Hancock Elementary School, and Temple Elementary School

In addition to the phone and paging updates, we continue to make incremental improvements in our networks, such as additional wireless access points or upgrading/updating core infrastructure equipment to improve the access to network and web-based technologies.

Digital Computing and Presentation Devices

Equitable distribution of technology equipment in each school and across the district continues to be an essential aspect of the annual budgeting and planning process. Inventories of staff and student computers are reviewed annually to remain as close as possible to planned replacement cycles. Although our benchmark is to ensure that computers are upgraded within a four-year cycle to ensure effective operation,

Technology & Library Media Services continued

there are still a significant number of computers which were purchased five or more years ago and which, though still in use, do not meet current recommended specifications.

District and School Websites

ConVal rolled out a new and improved website over the fall and beginning of the school year. The new website is extremely dynamic, has a responsive design for all types of technology devices and allows for ease of use and updating to convey up-to-date information for the School Board and the SAU central offices, as well as for each of ConVal's eleven schools. Each school, the district and the school board websites are all independently maintained while allowing common information such as news feeds to be gathered and displayed on the district website. The new platform is based upon an open-source model, but has been customized to allow various types of content types. Examples are rotating images with captions, integrated calendars, videos and photo galleries.

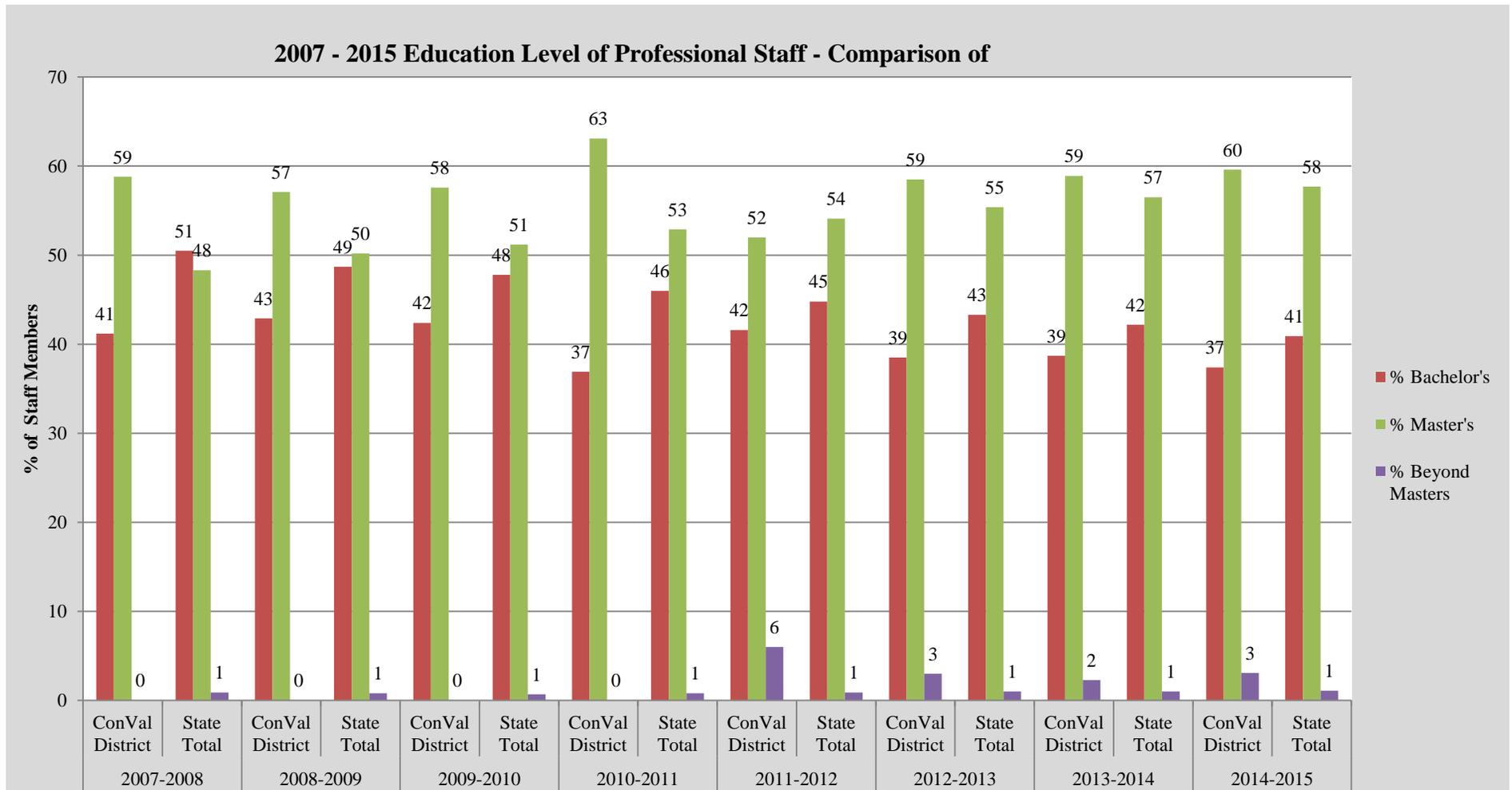
Software and Cloud Based-Services

ConVal uses a wide variety of software and web-based services for educational and administrative purposes. Over a hundred software titles, ranging from open source and purchased software licenses to free or paid web-based services, are used within the district. Annual web-based subscription services are purchased for some titles to meet core curriculum needs at a particular grade level. Other titles are used

district-wide to support a variety of functions, such as the free suite of Google Apps for Education (GAFE) for cloud-based productivity tools as well as Office 365 for cloud-based productivity tools.

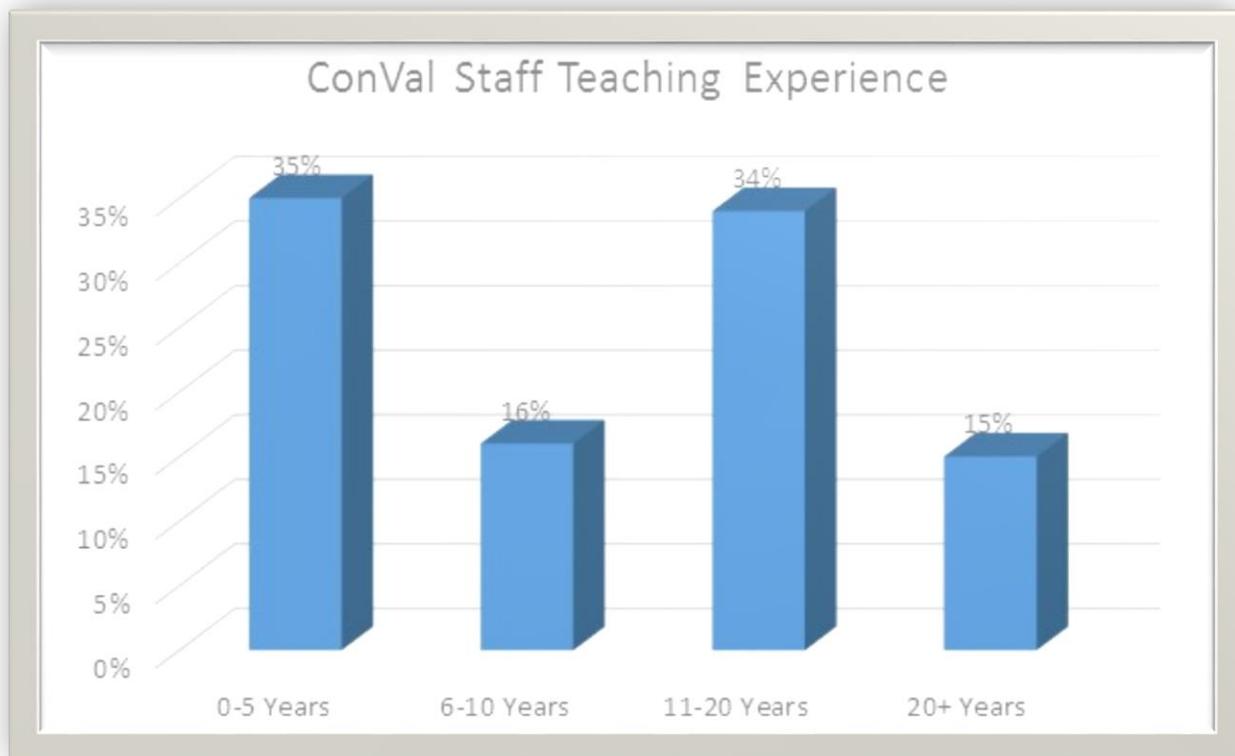


Educational Level of Professional Staff

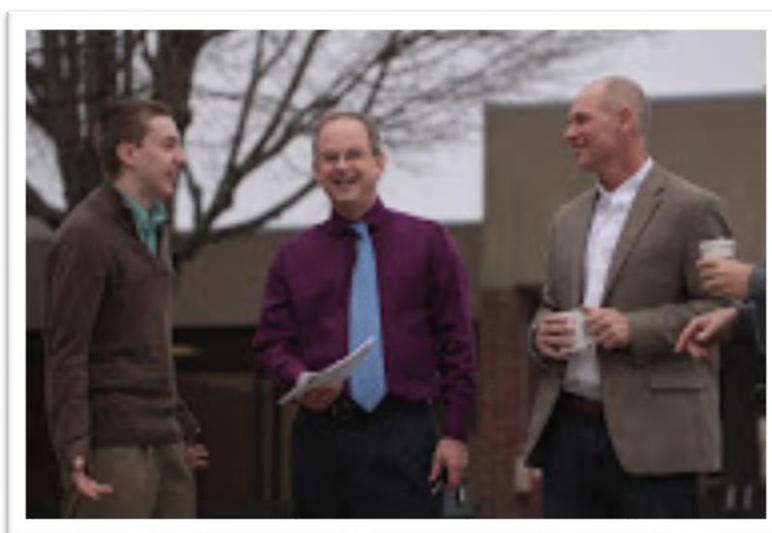


- The ConVal School District is a Professional Learning Community whose members continue their own education through professional development workshops and course work for advanced degrees.
- More than half of ConVal teachers have attained a Master’s Degree in their field.

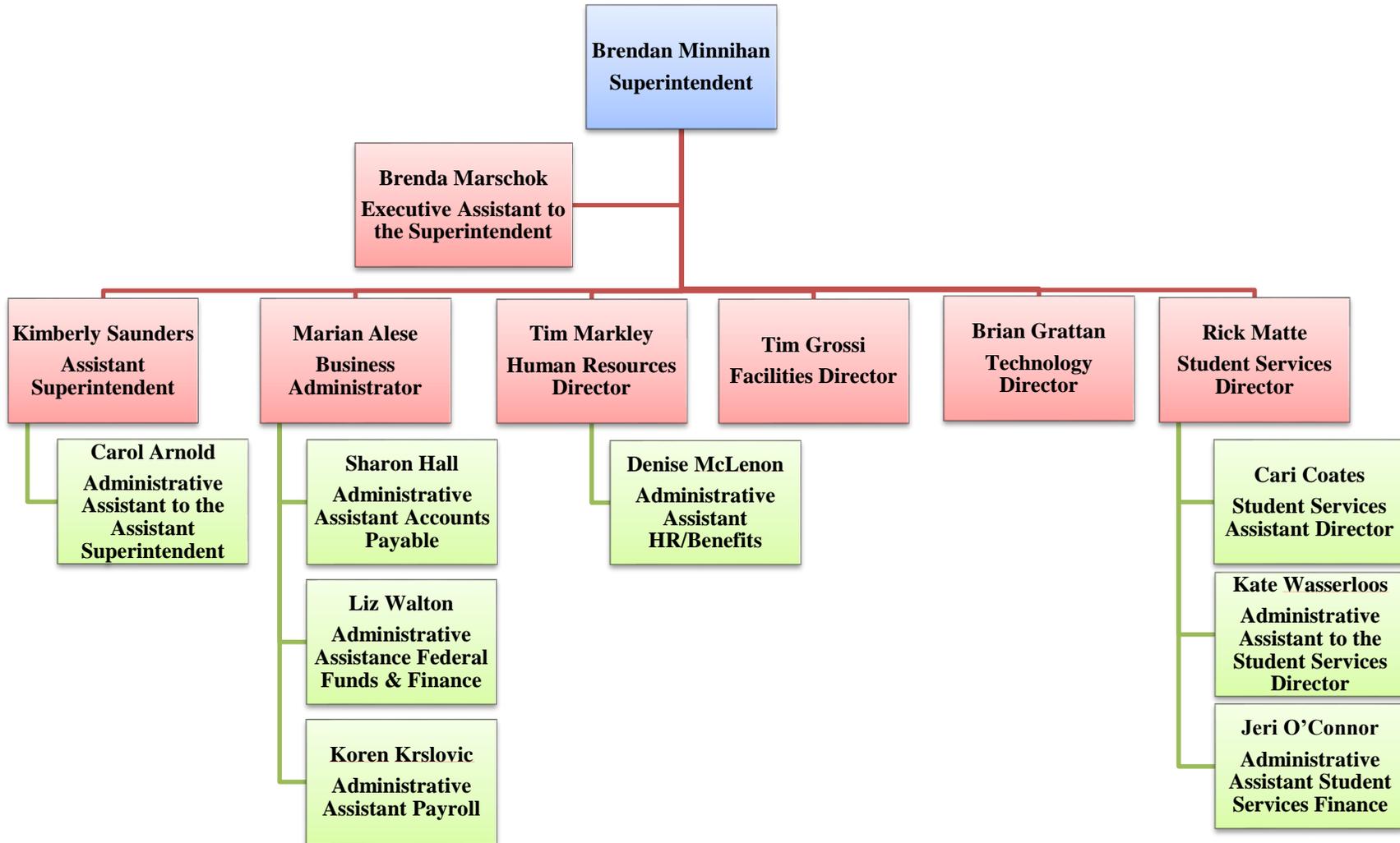
Experience Level of Professional Staff



- Almost 50% of ConVal teachers have more than 10 years of experience. Experienced staff is an asset when they work collaboratively with peers who are either new to the District or new to the profession.



SAU #1: 2015 – 2016 Organizational Chart



Facilities

Hello and welcome to the District's Facilities department page in the "We Are...ConVal" annual report. Our District consists of over 600,000 sq. ft. of educational space with acres of athletic fields and open land. In order to maintain this space and meet all applicable State and Federal guidelines, we employ highly skilled Facilities technicians that are masters in their fields of expertise. Through continued task analysis the facilities and custodial teams are positioned to take care of all building and ground needs in the most cost effective manner possible.

Highlights from this past year include the installation of new HVAC equipment that services the 100 level, woodworking shop and nurses area of CVHS, the gymnasium at Great Brook, and the cafeteria/Industrial arts area of South Meadow School. New HVAC building controls have been installed in the SE and SW wings at CVHS, Greenfield Elementary, Antrim Elementary, and Peterborough Elementary School. New solid surface flooring was installed in Great Brook, Francestown, and Temple Schools.

Our CVHS athletic complex at ConVal High School continues to see significant improvements. This is highlighted by the construction of a new Athletics Storage building. Other improvements include a new scoreboard for the stadium field and the installation of an outfield fence on the baseball field. The most noticeable improvement to the complex has been the removal of the old brown shed as you entered the field areas. We continue to fertilize our athletic playing surfaces utilizing a more environmentally friendly approach through the application of compost.

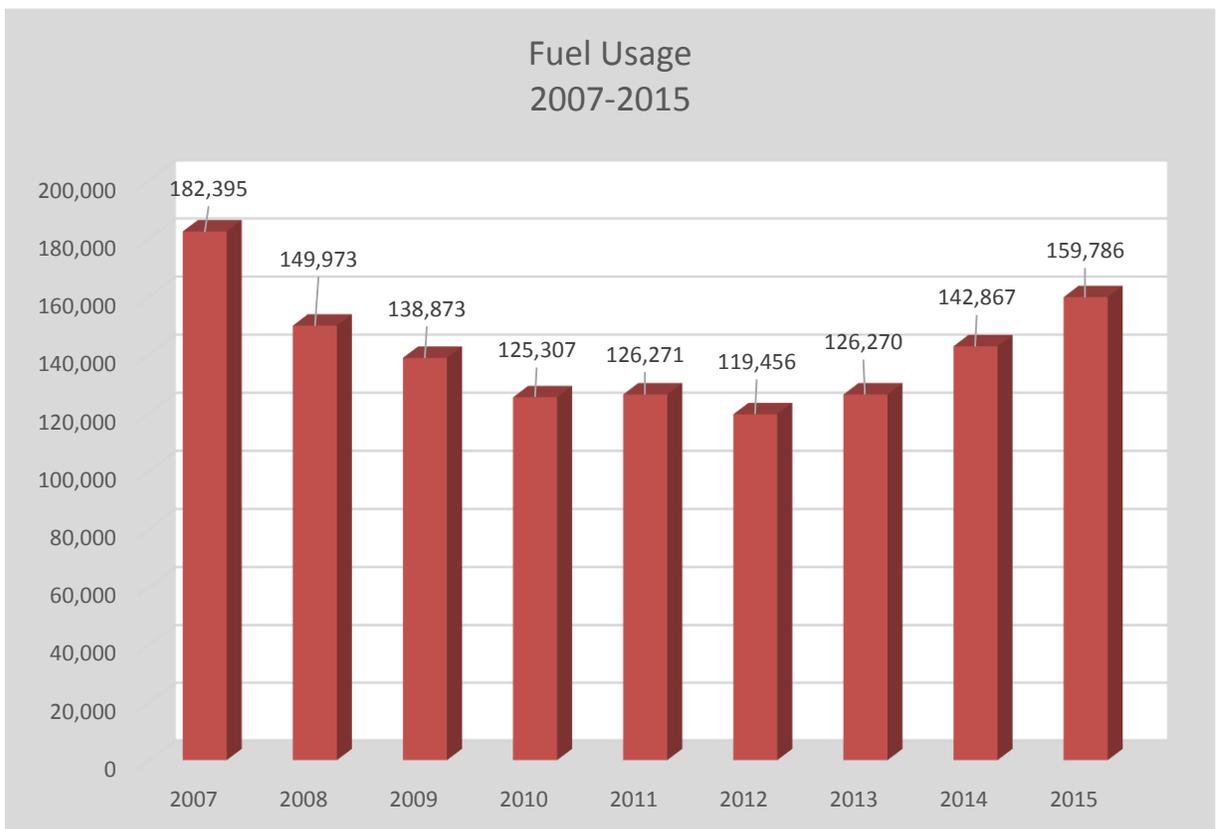
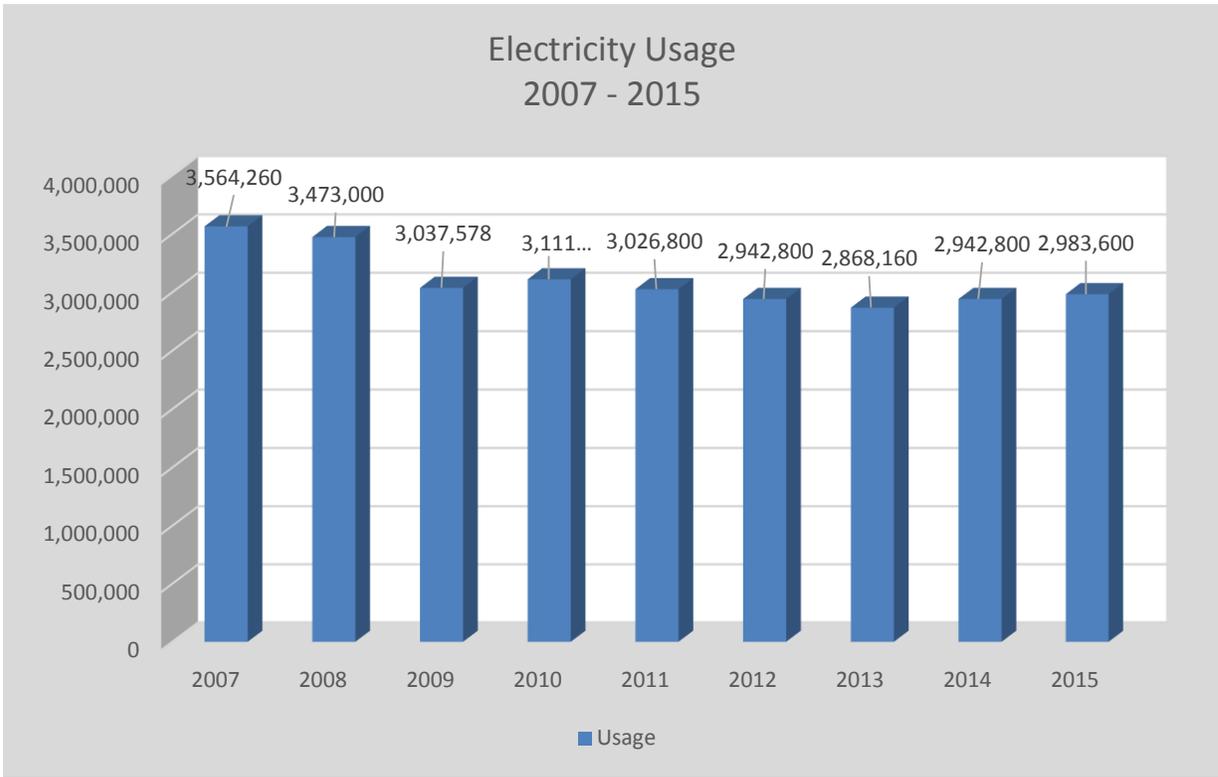
We continue to send employees to professional development opportunities and this year both Jim Aborn and Tyler Whitney became Certified Playground Safety Inspectors. This designation for Jim and Tyler continues to solidify our roles in maintaining all support equipment, either building related inside or outside equipment, with the detail and professionalism it deserves to ensure its adequacy for our students.

Our investment in energy efficient equipment continues to not only provide an excellent educational environment for our students and staff but also continues to save us on energy usage and consequently expense.



Facilities

continued



Facilities continued

We continue to replace older exterior lighting with new LED lighting. LED lighting uses a fraction of the energy other conventional lighting sources use. PES, GBS/AES, SMS, CVHS, and DCS all exclusively utilize LED lighting for building perimeter and parking lot lighting. We also retrofitted 70 plus light fixtures in the art rooms and wood shop at CVHS to energy efficient lighting. Recycling programs at Great Brook, South Meadow, Peterborough Elementary, and ConVal High School continue to save us money through the reduction of waste to landfill.

We continue to partner with other towns in a cooperative buying agreement of electricity on the open market as well.

In the upcoming year we look forward to maintaining and enhancing our schools in order to provide the best possible value to the students, staff and taxpayer.



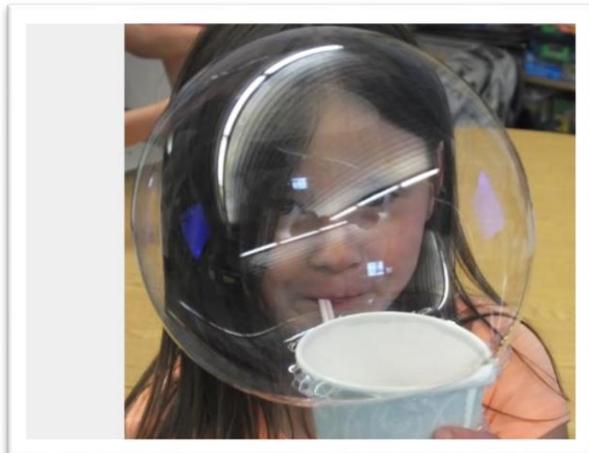
Per Pupil Costs

Per Pupil Costs 2009 to 2015

	2009	2010	2011	2012	2013	2014	2015
Elementary	\$13,962	\$15,231	\$16,788	\$16, 823	\$16,884	\$18,064	\$17,997
Middle	\$13,196	\$13,258	\$14,040	\$15,652	\$16,309	\$15,891	\$17,490
High	\$11,895	\$12,756	\$13,011	\$14,933	\$16,142	\$16,333	\$15,711
ConVal Average	\$12,926	\$13,669	\$14,493	\$15,570	\$16,433	\$16,806	\$17,022
NH Elementary	\$12,096	\$12,600	\$13,120	\$13,414	\$13,628	\$14,200	\$14,581
NH Middle	\$11,161	\$11,550	\$12,115	\$12,606	\$12,992	\$13,321	\$13,698
NH High	\$11,573	\$12,036	\$12,650	\$13,101	\$13,490	\$14,109	\$14,466
NH Average	\$11,746	\$12,214	\$12,775	\$13,159	\$13,459	\$14,001	\$14,375

Cost per Pupil is based on current expenditures as reported on each school district's Annual Financial Report (DOE-25). Cost per pupil represents current expenditures less tuition and transportation costs. Any food service revenue is deducted from current expenditures before dividing by ADM in attendance. Capital and debt service are not current expenditures and are not included.

School Profiles



Antrim Elementary School

Sending Schools: First Friends in Antrim and the town of Antrim

Location: 10 School Street, Antrim, NH 03440

Web Address: <http://aes.convalsd.net/>

Student Instructional Hours: 8:40 AM - 3:25 PM

Enrollment: 163

Motto: "Where Kids are #1"

Phone: 603-588-6371

Grades: Pre-School-Grade 4

Mascot: The Eagle

Colors: Blue

Average Class Size/Range: 14/10-18

Building Personnel by FTE (Full Time Equivalent): 26 (Shared Principal, Teachers, Paraprofessionals, Administrative Assistant, Shared Nurse, Shared School Counselor, Shared Library Media, Shared Art/Music Teacher, Shared Technology, Shared Food Service, Shared Facilities, Support Student Services Support Staff)

Administrators:

Principal: Ann Allwarden, Ed. D.

Special Education Coordinator: Diane Johnson

Facilities Profile: Acquired by the District in 1968 for \$268,000, Antrim Elementary School was renovated in 2002 for \$3.5M. This 38,797 square foot facility includes the Antrim Town Gym and houses Pre-School through Grade 4.

Learning Environment: Antrim Elementary School provides a safe environment where children are challenged to take academic risks. Teachers deliver instruction designed to provide each student with the help and support he or she needs to meet grade level expectations outlined in New Hampshire's College and Career Ready Standards. Students' learning experiences include a rich mix of whole group instruction, small group instruction, differentiated learning centers, and independent work. During whole group instruction, teachers model key concepts and skills. During small group instruction, teachers target instruction to better meet the specific learning needs of each student, guiding students as they practice applying concepts and skills. During differentiated learning centers, students have opportunities to practice concepts and skills with support from their peers. During independent work time, students have opportunities to demonstrate their ability to independently apply learned concepts and skills in new contexts.

Vision Statement: Our vision of Antrim Elementary School is a community inspiring all members to grow academically, socially, and emotionally within a safe, caring and nurturing environment. In challenging students and staff toward excellence, we support a collaborative and cooperative school striving for enthusiasm and joy in learning. We are respectful of diversity for individuals and groups, and teach the values of our democratic society. Kindness, respect, honesty and cooperation are central to our success as a community of learners.

The Arts: All students have a full week of art classes and a full week of music classes within every six week period of school. Having a full week of art and music lessons provides students with an opportunity to delve more deeply into each subject's content, further strengthening their developing skills as artists and musicians. Students also participate in ConVal's Arts Integration Program which is committed to integrating the arts into the core curriculum by designing and implementing units and projects aligned to New Hampshire's College and Career Ready Standards. For example, each quarter a *Famous Artist Comes to School* (F.A.C.T.S.) through a presentation of art history and prints. Students learn how to view art and make thoughtful observations, connections, and opinions about art in addition to creating an artwork based on the artists' style. The Arts Integration Program also acts as a "booking agent" for theater and museum trips, organizes Art Day, and assists with artist-in-residency programs. During the 2015-2016 school year, Mark Ragonese, a multi-disciplinary artist, will work with students and teachers in grades kindergarten through fourth to create a large wooden puzzle mural.

Physical Education/Health: Students experience two full weeks of Physical Education classes and one full week of Health Education classes within every six week period of school. Classes are taught both indoors and outdoors, with a strong emphasis on developing skilled and knowledgeable students who live healthy, active lifestyles, as well as develop a strong sense of character.

Special Education: Special Education services are provided for all students who are identified as eligible. The focus of Special Education services is on ensuring that students experience core programming via a common curricula, as well as meet the goals that are set forth in individual education plans using research-based strategies and intensive interventions.

School Counseling: Antrim Elementary School promotes a philosophy that all children have a right to services provided by the School Counselor. Therefore, the programs and activities offered are both preventative and developmental in nature. The continuum of services include classroom lessons, small group counseling, individual counseling, and consultation. Classroom lessons focus on developing social skills and emotional literacy. Lesson topics include empathy/perspective taking, dealing with strong feelings, and problem-solving. Group counseling provides structured learning activities and/or peer support groups for children experiencing similar "life experience" challenges. Individual counseling sessions provide support for children who are experiencing on-going social, emotional and academic difficulties. Consultation services offered by the school counselor include providing (a) support and consultation to parents/guardians whose children are experiencing school difficulties, (b) support and consultation to teachers and staff members working with children who experience significant social and emotional needs, and (c) referral assistance to district resources (e.g., school social worker), as well as community agencies and organizations.

Library Media & Technology: Like the other community schools in the ConVal School District, Antrim Elementary School shares a library media specialist, who teaches lessons for one full week within every six week period of school. Students use technology, along with literature integration as well as information assessment, as a tool for learning. The school's library, also known as the Learning Commons, has been updated with a web-based system of circulation with catalog access as well as online research. The Learning Commons is equipped with up-to-date computers which are used for whole class projects, computer assessments (e.g., NWEA testing), and small group work. Each classroom also has a computer station for small group or individual work. Smart interactive whiteboards are used in classrooms. Teachers have laptops to support lessons in whole group, small groups, or individually.

Special Programs: Some of the special programs currently offered at Antrim Elementary School include ConVal's Arts Integration Program, New Hampshire Dance Institute (NHDI), Lend an Ear, the Harris Center, and the Cornucopia Project. NHDI nurtures the "physical, social, and cultural development of children through dance, music, and performance" (www.nhdi.org). Lend an Ear "performers demonstrate the families of instruments and teach key musical concepts such as rhythm and harmony. Giving children a sense of the life of working musicians, they show that music-making is a craft and an art, as well as something of beauty....[Performers teach] that practicing and performing music help to develop important life skills, such as concentration, team work, interpretive and critical thinking, and problem solving" (<http://www.monadnockmusic.org>). Antrim Elementary School partners with the Harris Center regularly to "provide students with a continuum of experiences and opportunities to study nature; develop skills as scientists, historians, and problem solvers; experience nature as a source of inspiration, creativity, and health; and to appreciate the local landscape outside their schools" (<http://www.harriscenter.org/>). The Cornucopia Project "aims to increase children's access to healthy food while providing the education necessary for them to make solid choices about healthy eating. We develop strong community connections and help to lay the experiential and educational foundation for a lifetime of healthy eating and sustainable living" (<http://www.cornucopiaproject.org>). Antrim Elementary School also houses the First Friends preschool program. The First Friends program "provide[s] extremely high quality programming and low staff to student ratios for both children with special needs and those who are developing typically. Emphasis is placed on developmentally appropriate teaching practices and learning activities, pre-academic and social development, citizenship, tolerance and appreciation to differences" (<http://conval.edu/district/special-education/special-education>).

Parent Involvement: Antrim Elementary School's Parent Teacher Organization (PTO) is active and meets at 7pm on the second Tuesday of each month. The PTO supports the school with their annual Winterfest, multiple other fundraisers, and their time. All the classrooms host parent volunteers on a regular basis. Additionally, the school benefits from community volunteers who do not have children in the school, but nevertheless volunteer their energy and time to work with students.

Community Connection: The location of Antrim Elementary School provides the students and staff with a variety of opportunities to connect with the larger community of Antrim. For example, it is not uncommon for classes to take walking fieldtrips to the James A. Tuttle Library or to explore nearby forests and wetlands. The staff and students of Antrim Elementary School also hold an annual can drive, *Cans Can Help*. The collected food was then delivered to the Antrim Bennington Food Pantry. We believe that strengthening and sustaining the connection between school and community is critically important.

Awards & Recognition: Antrim Elementary School has been recognized for the successful implementation of their Positive Behavioral Interventions and Supports (PBIS) program. The school has also been recognized for its participation in the HealthierUS School Challenge, which recognizes schools that have created healthier school environments through the promotion of nutrition and physical activity. Additionally, Antrim Elementary School was awarded an Artist in Residence Grant for the 2015-2016 school year. This award was made possible by appropriations from the Governor and State Legislature and a National Endowment for the Arts grant to the New Hampshire State Council on the Arts. The intention behind this funding is to benefit communities in New Hampshire and improve the quality of life through the arts.

Respectfully Submitted,

Ann Allwarden
AES/Pierce School Principal

Pierce School

Sending Schools: District Pre-Schools and the town of Bennington

Location: 19 Main Street, Bennington, NH 03442

Web Address: <http://bes.convalsd.net/>

Student Instructional Hours: 8:40 AM - 3:25 PM

Enrollment: 67

Motto: "Be kind, be safe, do the right thing, and have courage."

Phone: 603-588-2131

Grades: Kindergarten - Grade 4

Mascot: Black Bear

Colors: Blue and Gold

Average Class Size/Range: 13/11-16

Building Personnel by FTE (Full Time Equivalent): 12 (Shared Principal, Classroom Teachers, Educational Support Teacher, Administrative Assistant, Shared Nurse, Shared School Counselor, Shared Title I Teacher, Shared Library Media Specialist, Shared Art/Music Teacher, Shared PE Teacher, Shared Health Teacher, Shared Technology, Shared Food Service, Shared Facilities, Shared Student Services Support Staff)

Administrators:

Principal: Ann Allwarden, Ed. D.

Special Education Coordinator: Diane Johnson

Facilities Profile: The original Pierce School building was completed and dedicated on January 1, 1929. Colonel Arthur J. Pierce, who was the owner of Monadnock Paper Mills at the time, provided both the land and building. Acquired by the District in 1968 for an original acquisition cost of \$91,000, Pierce School underwent renovations in 1998 for \$1.95M. This 17,000 square foot building currently houses grades kindergarten through fourth.

Learning Environment: Pierce School seeks to provide a safe, supportive, and challenging learning environment where students of different ages and abilities thrive, reaching their full potential as learners. Teachers deliver instruction designed to provide each student with the help and support he or she needs to meet grade level expectations outlined in New Hampshire's College and Career Ready Standards. Students' learning experiences include a rich mix of whole group instruction, small group instruction, differentiated learning centers, and independent work. During whole group instruction, teachers model key concepts and skills. During small group instruction, teachers target instruction to meet the specific learning needs of each student, guiding students as they practice applying concepts and skills—working with students until they meet the expectations for their grade level. During differentiated learning centers, students have opportunities to practice concepts and skills with support from their peers. During independent work time, students have opportunities to demonstrate their ability to independently apply learned concepts and skills in new contexts.

Mission Statement: At Pierce School our mission is to provide a personalized education, cultivate independent thinking, promote building character, and foster the desire to learn.

The Arts: All students experience a full week of art classes and a full week of music classes within every six week period of school. Having a full week of art and music lessons provides students with an opportunity to delve more deeply into each subject's content, further strengthening their developing skills as artists and musicians. Students also participate in ConVal's Arts Integration Program which is committed to integrating the arts into the core curriculum by designing and implementing units and projects aligned to New Hampshire's College and Career Ready Standards. For example, each quarter a *Famous Artist Comes to School* (F.A.C.T.S.) through a presentation of art history and prints. Students learn how to view art and make thoughtful observations, connections, and opinions about art in addition to creating an artwork based on the artists' style. The Arts Integration Program also acts as a "booking agent" for theater and museum trips, organizes Art Day, and assists with artist-in-residency programs. During the 2015-2016 school year, students and teachers in grades kindergarten through fourth will get the opportunity to work with Lita Judge, a New Hampshire author and illustrator of children's books.

Physical Education/Health: Students experience two full weeks of Physical Education classes and one full week of Health Education classes within every six week period of school. Classes are taught both indoors and outdoors, with

a strong emphasis on developing skilled and knowledgeable students who live healthy, active lifestyles, as well as develop a strong sense of good sportsmanship.

Special Education: Special Education services are provided for all students who are identified as eligible. The focus of Special Education services is on ensuring that students experience core programming via a common curricula, as well as meet the goals that are set forth in individual education plans using research-based strategies and intensive interventions. Most services are provided within the classroom, with some pull-out services if appropriate.

School Counseling: Pierce School promotes a philosophy that all children have a right to services provided by the School Counselor. Therefore, the programs and activities offered are both preventative and developmental in nature. The continuum of services includes classroom lessons, small group counseling, individual counseling, and consultation. Classroom lessons focus on developing social skills and emotional literacy. Lesson topics include empathy/perspective taking, dealing with strong feelings, and problem-solving. Group counseling provides structured learning activities and/or peer support groups for children experiencing similar "life experience" challenges. Individual counseling sessions provide support for children who are experiencing on-going social, emotional and academic difficulties. Consultation services offered by the school counselor include providing (a) support and consultation to parents/guardians whose children are experiencing school difficulties, (b) support and consultation to teachers and staff members working with children who experience significant social and emotional needs, and (c) referral assistance to district resources (e.g., school social worker), as well as community agencies and organizations

Library Media & Technology: Like the other community schools in the ConVal School District, Pierce School shares a library media specialist, who teaches lessons for one full week within every six week period of school. Pierce School students use technology, along with literature integration as well as information assessment, as a tool for learning. The school is equipped with an up-to-date computer lab which is used for whole class projects, computer assessments (e.g., NWEA testing), and small group work. Each classroom has a computer station for small group or individual work. Smart interactive whiteboards are used in classrooms. Teachers have laptops to support lessons in whole group, small groups, or individually. The Pierce School library, also known as the Learning Commons, has been updated with a web-based system of circulation with catalog access as well as online research.

Special Programs: Some of the special programs currently offered at Pierce School include ConVal's Arts Integration Program, New Hampshire Dance Institute (NHDI), Lend an Ear, the Harris Center and the Cornucopia Project. NHDI nurtures the "physical, social, and cultural development of children through dance, music, and performance" (www.nhdi.org). Lend an Ear "performers demonstrate the families of instruments and teach key musical concepts such as rhythm and harmony. Giving children a sense of the life of working musicians, they show that music-making is a craft and an art, as well as something of beauty...[Performers teach] that practicing and performing music help to develop important life skills, such as concentration, team work, interpretive and critical thinking, and problem solving" (<http://www.monadnockmusic.org>). Pierce School partners with the Harris Center regularly to "provide students with a continuum of experiences and opportunities to study nature; develop skills as scientists, historians, and problem solvers; experience nature as a source of inspiration, creativity, and health; and to appreciate the local landscape outside their schools" (<http://www.harriscenter.org/>). The Cornucopia Project "aims to increase children's access to healthy food while providing the education necessary for them to make solid choices about healthy eating. We develop strong community connections and help to lay the experiential and educational foundation for a lifetime of healthy eating and sustainable living" (<http://www.cornucopiaproject.org>).

Parent Involvement: Pierce School's Parent Teacher Organization (PTO) is active and meets at Pierce School at 6:15pm on the second Thursday of each month, following Community Supper. Committed to enriching the experiences offered to students attending Pierce School, the PTO supports Pierce School with an annual Craft Fair, multiple fundraisers (e.g., bake sales, raffles), and their time.

Community Connection: Pierce School's location supports walking fieldtrips to the GEP Dodge Library, the Bennington Fire Department, the Historical Society, and the Bruce Edes Forest. The school is fortunate to have a community that is very connected to the elementary school. For example, Pierce School's Emergency Management Committee, which meets monthly, includes representatives from the Bennington Fire Department, the Bennington Police Department, the Bennington Emergency Management department, and the larger community of Bennington.

The Pierce School building also serves as an important meeting place for town members. Pierce School's multi-purpose room regularly hosts town members as they gather to share a community supper, to take a class sponsored by the Recreation Department, or to cast their vote on election days.

Awards & Recognition: Pierce School has been recognized for successful participation in Positive Behavioral Interventions and Supports (PBIS) Program and the HealthierUS School Challenge, which recognizes schools that have created healthier school environments through promotion of nutrition and physical activity. Additionally, Pierce School was awarded an Artist in Residence Grant for the 2015-2016 school year. This award is made possible by Children and the Arts, a local non-profit organization.

Respectfully Submitted,

Ann Allwarden
AES/Pierce School Principal

Dublin Consolidated School

Location: 1177 Main St. Dublin, NH 03444

Web Address: <http://conval.edu/schools/dcs/>

Student Instructional Hours: 8:40 AM - 3:25 PM

Enrollment: 66

Motto: "Follow the ABCs at DCS"

Phone: 603-563-8332

Grades: K-5 (K/1, 2, 3, 4/5)

Average Class Size/Range: 11/6-16

Building Personnel by FTE (Full Time Equivalent): 9 full time staff (1 Principal, 5 Teachers, 2 Paraprofessionals, 1 Administrative Assistant) Nurse, School Counselor, Library Media, Art, Music, PE, Health, Technology, Facilities, Support Staff, Food Service are all shared staff with other schools. Custodial staff is contracted.

Administrators:

Principal: Nicole Pease

Special Education Coordinator: Diane Johnson

Facilities Profile: Dublin Consolidated School was built in 1921 and acquired by the District in 1968 for \$165,500. The \$1.6M 1999 renovation project upgraded classrooms, office space, the library media center, and the multipurpose space. This 18,000 square foot building houses grades K through 5.

Learning Environment: Dublin Consolidated School provides a vibrant learning environment, where we value and recognize students' individual strengths while working to help them grow in areas of need. We offer core programming in Reading, Language Arts, and Math, while using a variety of research based strategies and interventions to address different learners' needs. We also provide science and social studies instruction, as well as allied arts. Teachers collaborate in Professional Learning Communities (PLC's) by grade level to effectively use assessment results in order to target instruction more specifically matched to individual student needs.

Mission Statement: Our mission is to foster a safe and joyful learning community. Further we strive to develop and encourage life-long learners.

The Arts: The ConVal elementary students experience a rich arts program. All students have art and music classes for one week out of every six during the school year. Each of the art classes last about 45 minutes. Our Art and Music teachers move from school to school providing students with a guaranteed arts experience. Additionally, the Specialists collaborate with classroom teachers to provide a one week long, Artist in Residency Program in Music, Art, and Library. Classroom teachers also work with the Arts Enrichment Program to provide a variety of additional art and music programs for our students.

Physical Education: Students experience Physical Education classes every third week. Classes are taught both indoors and outdoors, with emphasis on developing healthy, active lifestyles, age appropriate physical skills, team cooperation, safety, as well as sportsmanship.

Special Education: The ConVal District's Special Educators are highly trained and experienced professionals in the field of Special Education. The staff collaborates with other educators, administrators, families, and area agencies to meet the individualized educational needs of those students identified as eligible. Our emphasis is on all students experiencing core programming via common curricula, as well as meeting the goals that are set forth in individual education plans. Most services are provided within the classroom, with some pull-out services if appropriate.

Guidance/Counseling: Counseling is available at DCS when issues arise in student's lives. Our school counselor is shared among three schools. Services are provided once a week, both as whole class lessons and/or interventions. Small groups and individual sessions are also available.

Library Media & Technology: Like the other small elementary schools, DCS shares a library/media specialist, who teaches lessons for one week out of every six to all students. Our library has been updated with a web based system

of cataloguing. Students in grades three, four, and five have their own accounts within this system. ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of: inquisitive, creative, resourceful thinkers; effective problem-solvers; and ethical participants in our globally networked society. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning. Technology applications are among the many tools at teachers' disposal to offer children meaningful learning opportunities. Thoughtfully planned lessons can engage students to a higher degree than traditional teaching and lead to the development of 21st-century skills such as complex thinking, creative problem solving, and collaboration. Our school is equipped with an up-to-date computer lab, which is used for whole class projects, computer assessments such as NWEA testing, and small group work. Each classroom also has a computer station for small group or individual work. Smart interactive whiteboards are used in all of our four classrooms, and projectors are available in the library and the support rooms. All teachers have their own laptop to build lessons on, do research, input data from assessments, and work collaboratively with their peers.

Special Programs: There are many Special Programs in which DCS students participate. Every year, DCS students extend their learning by having experiences with the Harris Center for Environmental Education. Through the Cornucopia project, we study the outdoors and plant, care for, and harvest our garden. We also have visits to or from the Dublin Historical Society and the Dublin School, particularly their observatory. ConVal Arts Enrichment provides in-class opportunities for curriculum enrichment, and museum and theater trips, as well as previously mentioned artist-in-residency programs. Our students perform in a winter concert each December, and DCS hosts a Literacy Night and Turn Off TV Week each April. Students put on a Talent Show in the spring as well.

Parent Involvement: Our parents are very involved in their children's education and their school. DCS parents help greatly by volunteering as needed for special events. We have an active PTO, which meets every month to help organize activities for students, as well as fund raising to pay for those activities. Additionally, DCS benefits from community volunteers who do not have children in the school, but nevertheless volunteer their time to work with our students.

Community Connection: Dublin is fortunate to have a community that is very connected to the elementary school. Townspeople have worked for many years to improve the sidewalks in the center of Dublin, mostly so that students can walk up and down the hill in safety. Our town participates in our winter concert every year, and we share space and resources for activities such as Winterfest and Dublin Summer Playground. The school and the town cooperate over the use of the playground, which is owned by the town. Town Meeting is held at the school each year.

Activities: Students participate in many activities throughout the year. Examples include after school clubs such as Big Brothers Big Sisters, Homework Club, and Science Club. Our students participate in a ski club, and we often snowshoe at recess in the winter. Fourth and fifth graders may participate in band, which presents concerts three times a year.

Awards & Recognition: We are recognized for successful participation in the Positive Behaviors and Supports Program and the United Way Campaign.

History: The Dublin Consolidated School was originally a high school, fed by a number of one room schoolhouses in town. When the ConVal District was formed in the late nineteen sixties, Dublin joined as the only town in Cheshire County to do so. Dublin has housed grades 1-8, 1-6, 1-5, and K-5 over its relatively recent history, as well as a regional special education classroom and a private preschool. Our school population has ranged from the 60s, back in the early 1980s, and where it is now, to 100+ in the late 1980s. Our school was renovated and added on to in 1999. At that time, the original multi-level building was gutted, preserving some original features, and two classroom corridors and office space were added.

Respectfully Submitted,

Nicole Pease
DCS Principal

Fracestown Elementary School

Location: 325 2nd NH Turnpike South, Fracestown, NH 03043

Web Address: <http://conval.edu/schools/fes>

Student Instructional Hours: 8:40 AM - 3:25 PM

Motto: “Be Kind - Be Safe - Take Care Of Our Things”

Phone: 603-547-2976

Grades: K-4 (K, 1, 2, 3, 4)

Average Class Size/Range: 9-19

Building Personnel by FTE (Full Time Equivalent): 11 (Principal, Teachers, Paraprofessionals, Administrative Assistant, Nurse, Guidance, Library Media, Technology, Food Service, Facilities, Support staff)

Administrators:

Principal: Nicola Fraley

Special Education Coordinator: Diane Johnson

Facilities Profile: The original Fracestown School House was acquired by the District in 1968 for \$165,500. A brand new building was constructed in 1999 for \$1.6M. This 18,500 square foot building houses grades K through 4. This building won the 2011 Energy Star award.

Learning Environment: FES provides core programming for Reading, Language Arts, and Mathematics while using a variety of research-based practices/strategies for academic instruction. FES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning. This process involves teams of teachers looking critically at assessment data to inform their instructional practices on a regular basis. FES teachers collaborate with peers to provide What I Need (WIN) Time for response to intervention in addition to their core academic periods.

Mission Statement: At Fracestown Elementary School, our mission is to guide children to become critical thinkers, engaged learners and respectful, contributing citizens: fostered by a cooperative effort between school and community.

The Arts: The ConVal Elementary Schools are provided with a rich arts program. All children in grades K-4 are offered week long art class and music class on a rotating six week schedule, with each class lasting about 45 minutes. Our Art and Music teachers move from school to school providing students with a consistent guaranteed arts experience. Students also work with our District Art Integrationists on a variety of projects that integrate art with all academic disciplines.

Physical Education: FES offers a physical education program to all students in grades K-4. Students participate in PE in one week teaching blocks. PE is taught for one week in every three. Our PE teacher works with children to develop age appropriate physical skills, team cooperation, safety, and good sportsmanship.

Special Education: The ConVal School District’s Special Education Department consists of highly trained and experienced professionals in the field of special education. This staff collaborates with other educators, administrators, families and area agencies to meet the individualized educational needs of those children who are identified as eligible for special education. The school helps to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. Numerous special education programs exist within the ConVal School District to provide a continuum of placement and support options for eligible students. Moreover, modified regular and resource room special education programs are available to eligible students in the ConVal district.

Guidance/Counseling: Counseling is available at FES when issues occur in students’ lives. Our school counselor works regularly in classrooms to teach whole-class lessons and/or interventions. Small group work and individual sessions are also available to students. Instruction targets skills that help students learn to solve problems effectively, be respected community members, and develop and maintain friendships.

Library Media & Technology: ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of: inquisitive, creative, resourceful thinkers; effective problem-solvers; and ethical participants in our globally networked society. Through the Library, Integration and Technology Services Program (LITS), our students benefit from an inquiry-based instructional approach. By the use of careful design of powerful and engaging learning experiences, our students learn to develop and apply essential skills to master the multi-dimensional abilities required of them in the 21st century. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning. FES teachers, in accordance with curriculum standards, know what students need to learn and be able to do and choose from a repertoire of teaching best practices to help children reach these goals. Technology applications are among the many tools at teachers' disposal to offer children meaningful learning opportunities. Thoughtfully planned lessons can engage students to a higher degree than traditional teaching and lead to the development of 21st-century skills such as complex thinking, creative problem solving, and collaboration. FES has laptop computers and each classroom has a smart interactive whiteboard for regular instruction and learning centers. All teachers have their own laptop to build lessons on, do research, input data from assessments, and work collaboratively among their peers.

Special Programs: Every year, FES students extend their learning by having experiences with teachers from the Harris Center, New Hampshire Dance Institute, Cornucopia and other residency and enrichment programs. In 2012-2013, FES began a process of developing its knowledge and skills to become one of three ConVal elementary schools to specialize in the area of autism for those students qualify and are eligible for these services. The school is now a designated site for a district Autism program.

Parent Involvement: FES has a very active PTO that meets every month to plan activities for students and pursue fundraising activities. FES parents work hard at volunteering daily, weekly, monthly, or for special events. Parents provide after school enrichment programs such as chorus, dance, hiking, jump roping, bike safety, holiday crafts, golf, and Lego League. Parents work as a team with the FES teachers to give the FES children many opportunities and supports that make their total experience at FES rich and full of life-long learning.

Community Connection: FES staff work hard with the FES PTO to keep the school involved with the Frankestown community. The third Friday of every month FES hosts a Community Lunch, during which families and local community members are invited to dine with students and teachers. Parents and extended family members are invited monthly to join the students at the All School Meeting, where children share their learning and sing songs together. Students also participate every year in a Memorial Day program to honor and remember local community veterans and armed service workers. Each fall the FES school community sponsors a local Community Supper. Students, teachers and families prepare, provide and serve over 100 meals to community members. In 2014-2015, FES established a relationship with the America Reads Program. This program has expanded this year, with four volunteers regularly providing reading support to students in all grades. Chief Bell annually presents safety tips and participates in emergency drills with the students and the Frankestown Fire Department presents a fire safety program, which includes practicing emergency drills and procedures. Mrs. Fraley, FES principal, contributes monthly to the Frankestown News with news and announcements from the school. The school is utilized for many community events such as Frankestown town meetings, outreach presentations, and blood drives. It is our aim for FES to be at the center of the local community.

Respectfully Submitted,

Nicola Fraley
FES Principal

Greenfield Elementary School

Location: 860 Forest Road, Greenfield, NH 03047

Web Address: <http://ges.convalsd.net/>

Student Instructional Hours: 8:40 AM - 3:25 PM

Motto: "We are safe, responsible, and compassionate."

Phone: 603-547-3334

Grades: Pre-K-4

Average Class Size/Range: 16/11-20

Enrollment: 99

Building Personnel by FTE (Full Time Equivalent): (Principal, Teachers, Paraprofessionals, Administrative Assistant, Nurse, Guidance, Library Media, Technology, Food Service, Facilities, Support staff)

Administrators:

Principal: Colleen Roy

Special Education Coordinator: Diane Johnson

Facilities Profile: The original Greenfield Schoolhouse was the oldest operating school building in NH. A brand new facility was built for \$1.95M in 2000. This 18,500 square foot building houses grades Preschool through 4, and is the recipient of the 2011 Energy Star award.

Learning Environment: GES provides core programming for Reading, Language Arts, and Mathematics while using a variety of research-based practices/strategies for academic instruction. GES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC's) to focus on student learning. This process involves teams of teachers reflecting on curriculum, and data meetings with the principal and the literacy coach to use assessment data to inform their instructional practices on a regular basis. GES teachers collaborate with peers to provide What I Need (WIN) Time for re-teaching of skills and content knowledge in addition to their core academic periods.

Mission Statement: Greenfield Elementary School provides a safe, collaborative community, which nurtures learning, teaching and a sense of belonging. Recognizing the different needs of students, we strive to develop and encourage lifelong learners. GES promotes strong family and community relations to instill responsibility, respect and citizenship.

The Arts: The ConVal Elementary Schools are provided with a rich arts program. All children in grades K-4 are offered week long Art and Music classes on a rotating six week schedule. Each class lasts about 45 minutes. Our Art and Music teachers move from school to school providing students with a consistent guaranteed arts experience. Additionally, our Art and Music teachers collaborated with classroom teachers to provide a one-week integrated residency program this year. Classroom teachers also work collaboratively with our district Arts Integration program throughout the year to provide additional art and music experiences for our students.

Physical Education: GES offers a Physical Education program to all students in grades K-4. Students participate in PE every third week. Our PE teacher works with children to develop age appropriate physical skills, team cooperation, safety, and good sportsmanship.

Special Education: The ConVal School District's Special Education Department consists of highly trained and experienced professionals in the field of special education. This staff collaborates with other educators, administrators, families and area agencies to meet the individualized educational needs of those children who are identified as eligible for special education. The schools help to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. Numerous special education programs exist within the ConVal School District to provide a continuum of placement and support options for eligible students. Moreover, modified regular and resource room special education programs are available to eligible students in the ConVal district.

Guidance/Counseling: Counseling is available at GES when issues occur in students' lives. Our school counselor works regularly in classrooms to teach whole-class lessons and/or interventions. Small group work and individual sessions are also available to students.

Library Media & Technology: ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of: inquisitive, creative, resourceful thinkers; effective problem-solvers; and ethical participants in our globally networked society. Through the Library, Integration and Technology Services Program (LITS), our students benefit from an inquiry-based instructional approach. By the use of careful design of powerful and engaging learning experiences, our students learn to develop and apply essential skills to master the multi-dimensional abilities required of them in the 21st century. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning. GES teachers, in accordance with curriculum standards, need to know what students need to learn and be able to do and then choose from a repertoire of teaching best practices to help children reach these goals. Technology applications are among the many tools at teachers' disposal to offer children meaningful learning opportunities. Thoughtfully planned lessons can engage students to a higher degree than traditional teaching and lead to the development of 21st-century skills such as complex thinking, creative problem solving, and collaboration. GES has laptop computers and each classroom has a smart interactive whiteboard for regular instruction and learning centers. All teachers have their own laptop to build lessons on, do research, input data from assessments, and work collaboratively among their peers.

Special Programs: Every year, GES students extend their learning by having experiences with teachers from the Harris Center, Cornucopia Project and New Hampshire Dance Institute. Since 2012-2013, GES has been one of three ConVal elementary schools to specialize in the area of autism for qualified and eligible students. GES also has a preschool program called First Friends. First Friends Preschool is designed to meet the needs of three- and four-year-old children who are developing typically as well as for those children with special education needs. Our program is designed to provide enriching experiences for each child.

Parent Involvement: GES has a very active PTO that meets every month to plan enrichments for students and pursue fundraising activities. GES parents help greatly by volunteering daily, weekly, monthly, or for special events. Parents work as a team with the GES teachers to give the GES children many opportunities and supports that make their total experience at GES rich and full of life-long learning.

Community Connection: GES students connect with the Greenfield community in a variety of ways. Students take occasional trips to the Stephenson Memorial Library, sing carols with the residents of Greenfield Commons and have an annual Halloween parade through town, and from time to time, work with the GIVERS and Greenfield Woman's Club. This year, GES third grade students did an in-depth study of Greenfield and interviewed many of our local business owners and created 3-D maps of the area. The GES PTO hosts several community activities each year including the Harvest Fair in the fall, Christmas in Greenfield in December and a Family Dance in the spring.

Respectfully Submitted,

Colleen Roy
GES Principal

Hancock Elementary School

Location: 10 Elementary Lane, Hancock, NH 03449

Web Address: <http://hes.convalsd.net>

Student Instructional Hours: 8:40 AM - 3:25 PM

Enrollment: 48

Motto: "Be safe, respectful, kind and responsible."

Phone: 603-525-3303

Grades: K-4

Average Class Size/Range: 13/10-19

Building Personnel: 17 (Teachers, Paraprofessionals, Administrative Assistant, Principal. Shared: Nurse, School Counselor, Library Media Specialist, Technology, Art, Music, Physical Education, Health, Instructional Support Staff)

Administrators:

Principal: Amy B. Janoch, M.Ed.

Special Education Coordinator: Diane Johnson

Facilities Profile: Hancock Elementary School was built in 1998 for \$1.94M, and is one of four elementary schools designed by the Turner Group. Grades K through 4 are housed in this 18,500 square foot facility.

Mission Statement: All students at Hancock Elementary School will demonstrate academic, social and emotional growth so that they may succeed as individuals and positively contribute to their classroom, school, and local community.

Learning Environment

At HES we create a learning environment that is academically, intellectually and personally challenging. We work to understand each student's strengths and areas of need, set goals in collaboration with the students and parents and provide the differentiated instruction and intervention support each student needs to meet those goals.

Social/Emotional Support

In order for students to succeed in meeting their goals we create a safe learning environment where students are willing to try new things both socially and academically. Because respect and kindness are a part of each and every interaction between and among teachers and students, HES students feel a sense of safety that enables them to take academic risks. Although not always successful, HES students know that they will be treated with respect and kindness throughout the process.

School Counseling: School counseling is available at HES when issues occur in students' lives. Our school counselor works regularly in classrooms to teach whole-class lessons and/or interventions. Small group work and individual sessions are also available to students on an as needed basis.

The Arts: The ConVal Elementary Schools are provided with a rich arts program. Our art and music teachers are shared with community schools in the ConVal district. Through a six week rotation schedule, all children in grades K-4 participate in a full week of art and music every six weeks. The six week rotation provides ample time for students to complete a project related to an instructional focus. The art integration program provides an added richness and depth to teachers' day-to-day lessons in science, social studies, math and reading.

Physical/Health Education: In addition to art and music, ConVal Community Elementary Schools offer both physical education and health education programs. Students, grades k-4, participate in P.E. every three weeks and health every six weeks. Our PE and health teachers work with children to understand the importance of maintaining a healthy life style that will follow them into adulthood. Lessons focus on healthy eating, staying active, working in teams and demonstrating good sportsmanship.

Special Education: The ConVal School District's Special Education Department consists of highly trained and experienced professionals in the field of special education. This staff collaborates with other educators, administrators,

families and area agencies to meet the individualized educational needs of those students who are identified as eligible for special education. The schools help to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. Numerous special education programs exist within the ConVal School District to provide a continuum of placement and support options for eligible students. Moreover, modified regular and special education programs are available to eligible students in the ConVal district.

Library Media & Technology: ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of inquisitive, creative, resourceful thinkers; effective problem-solvers, and ethical participants in our globally networked society. Through the Library, Integration and Technology Services Program (LITS), our students benefit from an inquiry-based instructional approach. By the use of careful design of powerful and engaging learning experiences, our students learn to develop and apply essential skills to master the multi-dimensional abilities required of them in the 21st century. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning. HES teachers, in accordance with curriculum standards know what students need to learn and be able to do and then choose from a repertoire of teaching best practices to help children reach these goals. Technology applications are among the many tools at teachers' disposal to offer children meaningful learning opportunities. Thoughtfully planned lessons can engage students to a higher degree than traditional teaching and lead to the development of 21st-century skills such as complex thinking, creative problem solving, and collaboration. HES has laptop and desktop computers, and each classroom has a smart interactive whiteboard for regular instruction and learning centers. All teachers have their own laptop to build lessons, do research, input data from assessments, and work collaboratively with their peers.

Special Programs: Throughout the school year, students participate in a number of art and music programs through the art integration program. Working side by side, our teachers and integration teachers develop unit plans for all subject areas that intertwine content with enriching art activities. Every year, HES students extend their learning with many different enrichment activities such as attending performances at the local theaters as well as bringing in members of the New Hampshire Dance Institute, and artists in the area. Hancock's specialization in instructional practices for eligible students with autism has provided a full-inclusion program that has been a model for other schools in the district.

Parent Involvement: HES teachers enjoy an active group of classroom volunteers. HES has a dedicated, enthusiastic PTO that meets regularly to plan activities for students and pursue fundraising opportunities. The HES PTO works as a team with HES staff members to give the children opportunities that make their experience rich and full of lifelong learning.

Community Connections: Hancock Elementary School enjoys many connections with the local community that enrich its students' education. Children enjoy regular visits to the Hancock Town library. The Hancock Historical Society offers a wealth of social studies activities, and the Harris Center for Conservation Education brings opportunities for science and nature studies. Children love working with the Cornucopia Project in spring and fall. During the spring, students spend time learning about planting vegetables while in the fall they are able to see the end product of planting. As a culminating event at the end of the fall gardening season, children work with Cornucopia teachers to harvest vegetables so that teachers and PTO volunteers can prepare a meal for the HES community. The event is timed to celebrate National Food Day, a day to celebrate locally grown, sustainable foods. Another program that connects HES with the larger community is the Adopt-A-Salmon program. Grade three students have been raising salmon for release in New Hampshire rivers since 2006. The Adopt-A-Salmon program is sponsored by the US Fish and Wildlife Service and supported by a NH/Maine Sea Grant and the New England Salmon Association, along with volunteers from the Audubon Society and the NH Fish and Game Department. Beginning each year in mid-January, 200 salmon eggs from the US Fish Hatchery in Nashua are incubated at 39 degrees in an insulated tank. From January to May, students learn about the salmon's life cycle and habitat, the history of NH rivers and dams, why the salmon population is shrinking, and how people can help. When the salmon hatch, the children feed them and manage the temperature in the tank, which mirrors the temperature of the river where the salmon fry are released in May. In 2012 scientists identified several adult salmon raised through the Adopt-A-Salmon program which were thriving in the Souhegan River.

History: The original Hancock Elementary School opened in 1836 when it replaced seven small school houses located throughout the town. Called the Hancock Literary and Scientific Institute, it began as a private Baptist school. In 1893, the school was moved across Main Street and turned around. When the new Hancock Elementary School opened in 1998 on Elementary Lane, the old school became the location of the Hancock Town Offices.

Respectfully Submitted,

Amy Janoch
HES Principal

Peterborough Elementary School

Sending Schools: The towns of Peterborough & Sharon

Location: 17 High Street, Peterborough, NH, 03458

Web Address: <http://pes.convalsd.net>

Student Instructional Hours: 8:40 AM – 3:25 PM

Enrollment: 243 Students

Motto: “Keep it on your mind. Be respectful, safe, and kind.”

Phone: 603-924-3828

Grades: Preschool – 4

Mascot: Bobcat

Colors: Blue, White, Gold

Average class size/Range: 16/13-19

Building Personnel by FTE (Full Time Equivalent): 56 (Principal, Teachers, Related Service Providers, Paraprofessionals, Administrative Assistants, School Nurse, School Counselor, Library Media Specialist, Facilities, Technology Support)

Administrators:

Principal: Benjamin Loi

Special Education Coordinator: Diane Johnson

Facilities Profile: Built in 1928, the building suffered a fire and was rebuilt in the 1970’s. A 2001 \$4.2M renovation upgraded classrooms and the library media center. Originally a high school, the 56,200 square foot building also contains a full-sized gymnasium. Grades Preschool - 4 attend school at Peterborough Elementary School (PES). The District’s Elementary Life Skills Program is located at PES as well.

Learning Environment: Peterborough Elementary School provides core programming for Reading, Language Arts, and Mathematics while using a variety of research-based practices/strategies for academic instruction. PES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning. This process involves teams of teachers looking critically at assessment data to inform their instructional practices on a regular basis. PES teachers use the PLC process to provide What I Need (WIN) Time for response to intervention in addition to their core academic periods.

Mission Statement: Our mission is to engage, support, and inspire learning so that all students can achieve their full potential.

The Arts: The ConVal Elementary Schools are provided with a rich arts program. At PES, all children in grades K-4 are offered an art class and a music class, which lasts for 40 minutes. Our Art and Music teacher provides students with a consistent guaranteed arts experience.

Health Education: Our Health Teacher discusses, guides, and teaches units from The Great Body Shop curriculum along with other health related programs in conjunction with New Hampshire Health Curriculum Standards. In grades K-4, children learn about a variety of topics including body functions, feelings, safety, and drug & alcohol prevention. The Health program is enhanced with guest speakers, special projects and technology.

Physical Education: PES offers a physical education program to all students in grades K-4. Our PE teacher works with children to develop age appropriate physical skills, team cooperation, safety, and good sportsmanship.

Special Education: The ConVal School District’s Special Education Department consists of highly trained and experienced professionals in the field of special education. This staff collaborates with other educators, administrators, families and area agencies to meet the educational needs of those children who are experiencing difficulties in our schools. The schools help to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. Numerous special education programs exist within the ConVal School District to provide a continuum of placement and support options for students. Modified regular and resource room

special education programs are available to identified students in all ConVal schools. The District's First Friends Integrated Preschool Program is located at Peterborough Elementary School. Additionally, a Life Skills Program is offered at Peterborough Elementary School for qualified students. This highly specialized program is aimed at providing intensive support services to students with very significant educational needs.

School Counseling: School Counseling is available at PES when issues occur in students' lives. Our School Counselor works regularly in classrooms to teach whole-class lessons and/or interventions. Small group work and individual sessions are also available to students.

Library, Media, and Technology: ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of: inquisitive, creative, resourceful thinkers; effective problem-solvers; and ethical participants in our globally networked society. Through the Library, Integration and Technology Services Program (LITS), our students benefit from an inquiry-based instructional approach. By the use of careful design of powerful and engaging learning experiences, our students learn to develop and apply essential skills to master the multi-dimensional abilities required of them in the 21st century. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning.

The PES Library has a collection of over 10,000 items, which include fiction and non-fiction books, visuals, audio/visual equipment and materials. Students also have access to 11 workstations and an online Library Catalog System. The average age of the materials in the Library is 18 years.

PES provides students with multiple opportunities to use technology as a part of their educational experience. The school is equipped with a computer lab, a mobile lab, 18 interactive whiteboards, 3 student response system, and ceiling-mounted projectors. Each classroom also has multiple workstations for students to use. The school also has WIFI throughout the entire building. Multiple software programs and online-subscriptions are used to support the educational experience as well. Each teacher at PES maintains a class website to enhance communication between home and school.

Special Programs: PES offers many opportunities for students, teachers, parents, and community members to be involved in the school community and enhance the educational experience. PES also hosts food drives, walk-a-thons, and other fundraisers to support others in need of assistance. PES uses the Yoga 4 Classrooms Program to help cultivate self-regulation, pro-social skills, and a positive attitude towards learning. The ConVal Integrated Arts Program works to enrich the existing art, music, and core curriculums through exposing students to various programs, performances and activities such as New Hampshire Dance Institute, drumming, weaving, ceramics, and more. PES also works with the Cornucopia Project to deliver hands-on, agricultural experiences. Students participate in planting and harvesting vegetables while participating in garden lessons. The Harris Center for Conservation Education works with ConVal Elementary Schools to provide students with a continuum of experiences and opportunities to study nature; develop skills as scientists, historians, and problem solvers; experience nature as a source of inspiration, creativity, and health; and to appreciate the local landscape outside their schools. Every year, the Allied Arts teachers at PES work together with the staff to integrate their concentration areas with a specific social studies or science topic or theme. Past units of study include African studies, maple sugaring, and inventions. Also, PES offers a fully integrated experience through Nature's Workshop. Nature's Workshop occurs at least four times a year for students K-4. Students participate in a variety of nature-related experiences that connect standards from the Arts, Science, Social Studies, Literacy, and Math. Students also have other enrichment opportunities through our Pick Your Own (PYO) Enrichment period. Teachers, volunteers, and ConVal High School students plan and facilitate a variety of enrichment activities that students may choose from at their grade level. PES partners with the Peterborough Agricultural Commission for a "Farm to School" experience. The Farm to School experience incorporates science, mathematics, and social studies through farm field trips and farmer presentations at school. PES coordinates and hosts the Young Inventors Program and Invention Convention, which is a statewide program. The Young Inventors Program fosters cognitive growth so that students can think creatively and apply problem solving in the real world, broadening their conceptual and logical thinking capabilities. The Invention Convention allows students to demonstrate their

inventions, meet other students with whom they share the joy and the challenge of invention, and interact with adult inventors, patent attorneys, teachers and business leaders.

Parent Involvement: The PES Parent-Teacher Organization is a service organization that provides additional support to students, teachers, and parents through a variety of different programs and initiatives. The PTO raises funds to assist the school in many different ways. The funds raised by the PTO have helped to buy a school sign, playground equipment, snowshoes, a sound system, and basketball hoops. The PTO also provides support for assemblies, the Children and the Arts Festival, Fourth Grade Graduation, after-school clubs, artists in residence, field trips, a spring dance, movie nights, book fairs, Staff Appreciation Week and Luncheon, a Volunteer Appreciation Breakfast, the PTO Pancake Breakfast, and other special events throughout the school year.

All parents and teachers are members of the PTO, which is governed by elected officers and those attending PTO meetings.

Community Connection: At PES, we continue to work and support our community through a variety of ways. We organize food drives for local food pantries. Students from South Meadow Middle School and ConVal High School return to PES to volunteer and also to participate in internships. ConVal's Student Leadership Team also contributes to offering enrichment activities during Pick Your Own (PYO) Enrichment. ConVal's German and Spanish Clubs offer afterschool foreign language clubs for PES students as well. ConVal High School's Careers in Education (CIE) Program works with PES to offer field experiences for their students. CIE students participate in developing professional qualities, instructional skills, lesson design, and assessment. PES also maintains relationships with Keene State College, Antioch University, and Franklin Pierce University. Students from the institutions complete their practicum work and student teaching experiences at PES. America Reads Volunteers from the Monadnock RSVP Center come to PES on a weekly basis to read with students who need additional support.

Activities: PES and the PTO offer many opportunities for students to feel successful and be engaged with the school community. Clubs such as Exercise Club, Newspaper, Knitting, Snowshoe, Book Clubs, Lego Club, Yearbook, and Arts and Crafts are just some of the activities that are offered throughout the course of the school year. PES also offers the Kids Take Action Group and the Student Leadership Team.

Awards & Recognition: PES honors and awards include NH ASCD Excellence in Education EDie Award for Administrative Leadership in Supervision and Curriculum Development; NH's School Secretary of the Year; NH School Nurse of the Year; NH School Technology Volunteer of the Year and Peterborough Citizen of the Year; Peterborough Rotary Teacher of the Year Finalist; Hillsborough County Conservation Educator of the Year; NH Elementary Environmental Educator of the Year; Harris Center for Conservation Education Teachers and Administrator of the Year Awards; Monadnock Garden Club's Audubon Camp Scholarship; and the district's nominee for NH's Christa McAuliffe Sabbatical Award. PES has been recognized as a Blue Ribbon school for volunteerism.

Respectfully Submitted,

Ben Loi
PES Principal

Temple Elementary School

Location: Route 45, Temple, NH 03084

Web Address: <http://conval.edu/schools/tes/home>

Student Instructional Hours: 8:40 AM – 3:25 PM

Motto: “We recognize and celebrate What Kids CAN DO!”

Phone: (603)878-1955

Grades: Kindergarten – 4th

Enrollment: 45 students

Average class Size/Range: 15

Building Personnel: 6 (Administrator, Teachers, TP Paraprofessional, Admin Assistant)

Administrators:

Teaching Principal: Niki McGettigan

Special Education Coordinator: Diane Johnson

Facilities Profile: Temple Public School was designed by the Turner Group. This 18,500 square foot facility was built in 1998 for \$1.85 M and house grade K-4.

Learning Environment: TES provides a safe environment which is conducive to developing the unique intellectual, social, physical, and emotional potential of each child. We provide challenging curriculum and engaging activities which foster creativity, curiosity and problem solving skills. (TES) provides core programming for Reading, Language Arts and Mathematics while using a variety of research-based practices/strategies for academic instruction. TES provides intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Professional Learning Communities (PLC’s) to focus on student learning within the school as well as district grade level PLC’s. . This process involves teams of teachers looking critically at assessment data as well as the whole child to inform their instructional practices on a regular basis.

Mission Statement: Our mission is to recognize, develop and celebrate all that children know and CAN DO in reading, writing, thinking, problem-solving, computing, creating, caring and sharing.

The Arts: The ConVal Elementary Schools are provided with a rich arts program. All children are offered an art class and a music class on a six-week rotation lasting about 45 minutes for week long instructional blocks. Our Art and Music teachers move from school to school providing students with a consistent guaranteed arts experience. All students, whether in small or larger schools, receive the same program and amount of instructional time.

PE/ Health /Athletics: Two weeks out of six, TES offers a physical education program to all students in grades K-4. Our PE teacher works with children to develop age appropriate physical skills, team cooperation, safety, and good sportsmanship. Students in the small school have the same PE opportunities afforded the larger elementary school.

Special Education: The ConVal School District’s Special Education Department consists of highly trained and experienced professionals in the field of education. This staff collaborates with other Page 74 of 88 educators, administrators, families and area agencies to meet the educational needs of those children who are experiencing difficulties in our schools. The schools help to identify individual student strengths and needs using formal and informal assessment techniques, observations and interviews. Numerous special education programs exist within the ConVal School District to provide a continuum of placement and support options for students. Modified regular and resource room special education programs are available to identified students in all ConVal schools.

School Counseling: School counseling is available at TES when issues occur in students' lives such as divorce, death, and friendship challenges. Our School Counselor works regularly in classrooms to teach whole-class lessons on topics such as bullying, friendship, work habits, self-control, and understanding feelings. Parents, teachers, and students all can make guidance referrals.

Library Media Program: ConVal's Library, Integration, and Technology Services (LITS) program promotes the development of: inquisitive, creative, resourceful thinkers; effective problem-solvers; and ethical participants in our globally networked society. Through the Library, Integration and Technology Services Program (LITS), our students benefit from an inquiry-based instructional approach. By the use of careful design of powerful and engaging learning experiences, our students learn to develop and apply essential skills to master the multi-dimensional abilities required of them in the 21st century. ConVal's LITS foster the excellence that flows from the ability to use current information, tools, and technology effectively and a commitment to lifelong learning.

Technology Resources: TES teachers, in accordance with curriculum standards, need to know what students need to learn and be able to do and then choose from a repertoire of teaching best practices to help children reach these goals. Technology applications are among the many tools at teachers' disposal to offer children meaningful learning opportunities. Children need to learn to use technology in the same way they learn everything else, in their own time and at their own pace. Thoughtfully planned lessons can engage students to a higher degree than traditional teaching and lead to the development of 21st-century skills such as complex thinking, creative problem solving, and collaboration. In order for this to happen, computers are necessary in the classroom and available for teachers to use when best suited to accomplish the learning goals. TES has enough desktops that are on moveable tables to accomplish this important school goal. Each classroom has a Smart interactive whiteboard for regular instruction and learning centers. Each support room has a projector able to connect to a teacher's computer for projected lessons. There are several Flip Cameras and Digital Cameras also available for student and teacher use to create projects, electronic portfolio artifacts, podcasts, and animations/videos. All teachers have their own laptop to build lessons on, do research, input data from assessments, and work collaboratively among their peers. Technology is an integral part of everyday life in TES just as it is in the lives of all of our students at home and in the world.

Special Programs: Special programs offered to our TES students include the Harris Center, the Cornucopia Project, ConVal Arts Enrichment, Afterschool Wellness Activities, Parent Funded Academic CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH School Information Sheet Page 75 of 88 Enrichment Activities, Afterschool Science Club, Technology Projects, Drama Improv Projects and special curriculum/community connected activities such as our annual Senior Thanksgiving Dinner.

Parent Involvement: TES parents work hard at TES volunteering daily, weekly, monthly, or for special events. Parents provide daily reading support to our younger classrooms while offering afterschool support to our Homework Club for older students. TES parents help to organize special academic enrichment opportunities for our students as well as some evening family fun events such as game night or dance and dine. Parents work as a team with the TES teachers to give the TES children many opportunities and supports that make their total experience at TES rich, connected to the community, and full of lifelong learning.

Community Connection: At TES, we continue to work and support our community in a variety of ways. Whether being part of the annual Harvest Festival to maintain the town common or joining the Good Roads Day efforts to work with the community to keep our roads clean and well kept, TES families join in these community projects. TES families also join several other initiatives such as organizing food drives for local food pantries, hosting two blood

drives each year, or raising support for children and families who have met with some natural disaster, such as Haiti. Important learning happens with community efforts. The students also participate in read-a-thons to raise money for local charities. Students from South Meadow Middle School and ConVal High School return to TES to volunteer and also to participate in internships. TES also maintains a relationship with Keene State College, Antioch University, and Franklin Pierce University. Students from the institutions complete their practicum work and student teaching experiences at TES.

Activities: TES offers many opportunities for students to feel successful and be engaged with the school community. Students create and participate in multiage learning museums created around such topics as weather, famous people, geometry, inventions, mystery, and more. TES also offers a variety of afterschool clubs/camps/workshops such as Wellness PE Activities, Science Club, Homework Club, Tech Club, Hike and Learn Family Hikes, Game Night, and Craft Nights.

History: TES became part of the ConVal School District at the time K-6 attended the elementary school. As populations grew, the sixth graders needed to move to SMS and then the fifth had to move over the mountain about twenty-two years ago. The population continued to grow and sixteen years ago, when the population of the elementary children grew to over 120, a new school was built. At that time, there were six classroom teachers and now, TES only supports three teachers housing only 43 children in its classrooms.

Respectfully Submitted,

Niki McGettigan
TES Principal



Great Brook School

Sending Schools: Antrim Elementary School, Pierce School (Bennington), Frankestown Elementary, and Hancock Elementary

Location: 16 School Street, Antrim, NH 03440

Web Address: www.conval.edu/gbs

Student Instructional Hours: 7:25 AM – 2:15 PM

Enrollment: 246

Motto: “Responsible, Respectful, and Safe Students”

Phone: 603-588-6630

Grades: 5 - 8

Mascot: Bobcats

Colors: Red, White & Black

Average Class Size: 20

Building Personnel: 47 (Administrator, teachers, support staff, health professional, and custodial)

Administrators:

Principal: James Elder

Special Education Coordinator: Elizabeth Lawrence

Athletic Director: Peter Ketchum

Facilities Profile: Great Brook School was acquired by the District in 1968 for \$171,200. In 1990, this 59,500 square foot building was renovated for \$4.38M. Grades 5 through 8 are housed in this facility which won the 2011 Energy Star award. Included in the facility are a gymnasium, library media center, and a full service kitchen and cafeteria.

Learning Environment: Great Brook School functions as a middle school with a focus on academics as well as adolescent development and behavior. The staff attempts to provide all students with a supportive environment that recognizes adolescent students’ need for academic challenges, their need to develop a positive self-image, our desire to instill a sense of “community” as well as placing a major emphasis on responsibility, respect, and safety.

Great Brook School’s Objectives: Our staff members are dedicated to collectively ensuring that all students reach their highest level of learning in a community which embraces safety, responsibility and respect, to improving the NECAP scores and bringing them in line with the state standards, and to using the resulting data to inform instruction.

Special Programs/Extended Learning: Our Extended Learning Program has prospered as an enrichment opportunity for students who benefit from additional educational challenges. In addition, the program provides a sense of fulfillment and connection during the school day to a wide variety of students. Some specific offerings include: leadership, science in action, Lego robotics, IMPROV, Griffin’s Nest (outreach to A.E.S. students), games and gaming, and several others related to drama/theater.

World Languages Program: As an exploratory course, students are given the opportunity to learn conversational phrases as well as given a brief overview of Spanish culture. Students in grades five through eight have the option to select World Language as one of their “Specials” choices.

The Arts: The unified arts program at G.B.S. includes classes in music (including instrumental and vocal), art, a world language, consumer and family services, health, physical education, and industrial technology,

Special Education : The Special Education department at Great Brook School works closely with the classroom/subject area teachers to ensure that students of varying abilities are able to access all educational opportunities. Four special education case managers, together with cooperating paraprofessionals, are available to teach, team-teach, counsel, and advocate for students with individual education plans.

Guidance/Counseling: School counselors advocate for the needs of all students by providing guidance and support to maximize the potential of each student and their academic achievement. In partnership with other educators, parents, and the community, Great Brook’s school counselor facilitates a support system to ensure that all students are prepared academically and socially with the knowledge and skills necessary to contribute at the highest level as productive members of society

Library Media Program: The Library Media Center is a hub of learning at GBS, supporting literacy, and integrating 21st-century information problem-solving concepts and skills into content curriculum. Highlights of the program include on-going collaboration with content-area and specialist teachers, frequent book talks, a student-written book review blog called GBS Reads (which has had 13,885 page views to date), and a school-wide 40 Book Challenge. Our total collection currently consists of 10,393 titles including 4,971 nonfiction/reference and 4,851 fiction resources. We now offer a teaching space that includes access to a SMART Board and 10 student computers, a comfortable gathering space for small groups and individuals. Currently there is a group of educators, with the Librarian, who are looking at transforming the space into a “Learning Commons,” and this group has done research, and has visited other schools to bring about this change.

Technology Resources: All technology resources at GBS support integrated technology in all content areas to address the national technology standards. There are two computer labs (20-24 computers), one media center lab (10 computers), and seven Chromebook carts as well as two iPad carts for student use. Every teacher has a laptop dedicated to his/her use. In addition, computers are used to support special education, the extended learning program, and computer-based standardized testing. SMART Boards are installed in most core classrooms and the library media center. Students use multimedia technology in a variety of content areas. GBS students produce a daily live-broadcast news show (introduced fall 2012). Distance education is available to students who want to expand their learning beyond the courses offered at G.B.S. An infrastructure upgrade (summer 2012) expanded both wired and wireless connectivity in the building

Athletics: Each student is encouraged to participate in our athletic program. It is our philosophy that everyone who tries out for a team is accepted on the team, depending upon the sport.

Co-Curricular Activities: Co-curricular athletic activities include girls and boys soccer, cross-country, field hockey, boys and girls basketball, spirit team, wrestling, softball, track and field, baseball, Special Olympics, intra-mural flag football, and intramural floor hockey. Among the special interest clubs available to students are art club, drama club, New Hampshire Dance Institute (NHDI), recycling club, and student congress.

Parents/Community: Co-curricular athletic activities include girls and boys soccer, cross-country, field hockey, boys and girls basketball, spirit team, wrestling, softball, track and field, baseball, Special Olympics, intramural flag football, and intramural floor hockey. Among the special interest clubs available to students are art club, drama club, New Hampshire Dance Institute (NHDI), recycling club, and a student congress.

Awards & Recognition: The G.B.S. staff is proud of the accomplishments of our students. In an effort to spread the good word about our “great” students, we hold monthly “Student of Excellence” assemblies. Each month, staff members nominate a student who has exhibited superior conduct and has excelled in academic achievement, craftsmanship and/or citizenship. In 2014 Great Brook was recognized by the New Hampshire Excellence in Education Committee as “Middle School of the Year.”

History: Great Brook School has a proud history. G.B.S. continues to focus on the most important component in the education equation—our students. The facility has been, at various times, Antrim Elementary and Antrim High School. After extensive renovations, it became a middle school, was renamed for a geographical feature, and thus became Great Brook School.

Respectfully Submitted,

Jim Elder
GBS Principal



South Meadow Middle School

Sending Schools: Peterborough Elementary, Greenfield Elementary, Temple Public School & Dublin Consolidated

Location: 108 Hancock Road, Peterborough 03458

Web Address: www.conval.edu/schools/sms

Student Instruction Hours: 7:20 AM - 2:15 PM

Enrollment: 404

Motto: "Caring, Cooperative, Respectful Community of Learners."

Phone: 603-924-7105

Grades: 5-8

Mascot: Puma

Colors: Royal Blue & White

Average Class Size/Range: 25/24-28

Building Personnel by FTE (Full Time Equivalent): 51 (Principal, Assist. Principal, Teachers, Paraprofessionals, Administrative Assistants, Nurse, Guidance, Library Media, Technology, Facilities, Support staff)

Administrators:

Principal: Anne O'Bryant

Assistant Principal: Kelly Parker

Special Education Coordinator: Elizabeth Lawrence

Athletic Director: Tod Silegy

Facilities Profile: The South Meadow School building was constructed in 1963 by Minneapolis Honeywell, and in 1972 was purchased by the School District and converted to a middle school. Additional renovations completed in the 1990's for \$5.4M included space for the central office administration. The building contains 3 atrium spaces that allow light to interior classrooms, a gymnasium, full service kitchen, and a library media center.

Learning Environment: SMS has four core classes for all grade levels from 5-8. Teachers teach one academic subject each. Each grade level has approximately 100 students. There are special educators assigned to each grade level who work with the students and teachers in a co-teaching environment in some core classes. Specialists are assigned to all grade levels and all students will take physical education, health, music, art, industrial arts, and consumer and family science at some point throughout the four years at South Meadow School

South Meadow School's Objectives: We believe South Meadow School has the distinct responsibility of providing learning experiences which enable students, as they approach and begin adolescence, to develop and clarify their ideas about the world and their places in it. We believe that in all our endeavors, students, staff and parents must actively strive to create a caring, cooperative, and respectful community. We believe that all students are capable of learning and should be held to high expectations. Furthermore, we believe all students should be academically challenged and that learning is a life-long process. We also believe that service to the community is beneficial to all students.

Special Programs/Extended Learning: Expanding Horizon Program is intended to expand what the students learn in the regular classroom. Students fill out an application to get into the program. Subjects available include simple machines, mechanical engineering, competitive robotics, newspaper, graphics, photography, writing, web design & SMS radio station.

World Languages Program: Conversational Spanish is offered to students in seventh and eighth grades. Students are exposed to cultural aspects of Spanish speaking countries.

The Arts: Instrument lessons and Band are offered at all grades as well as 5th & 6th grade Music and Chorus for all grade levels. Other “specials” include Integrated Arts & Technology (IAT), Consumer & Family, Health, Physical Education, and Art at all grade levels.

Special Education: The Special Education department at South Meadow Middle School works closely with the classroom/subject area teachers to ensure that special education students of varying abilities are able to access the general education curriculum. Five special education teachers, together with cooperating paraprofessionals, are available to teach, team-teach, counsel students with individual education plans. There is a Life Skills Program is offered at South Meadow for qualified students. This highly specialized program is aimed at providing intensive support services to students with significant educational needs. Additionally, SMS has developed a program called ESP, Expect Success Program, for students with emotional and behavioral needs. This program has a school psychologist, special needs teacher and an aide dedicated to those students.

Guidance/Counseling: The Guidance & Counseling Program is available to all students, their families, and staff. The Counseling Program includes community and agency contact, collaboration on sensitive topics and crisis intervention. Counselors meet students individually and in small groups on a short term/per need basis to provide support in a variety of areas.

Library Media Program: The SMS Library provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy skills. The Library contains a large screen monitor to accommodate classes for virtual field trips anywhere in the world. The Library houses a bank of computers, electronic data bank subscription services, periodical subscriptions and a variety of other audio-visual and technology resources. SMS has two computer labs and one mobile computer lab. In addition, there are “banks of computers in each wing of the building for teacher/student use as well as at least one computer in each classroom. Smart interactive whiteboards are used in 24 classrooms.

Athletics: Interscholastic athletic program offers students in grades: 6, 7 & 8 the opportunity to compete in the following sports: Boys and Girls Soccer and Basketball; Cross Country (for grades 5-8), Baseball, Softball, Field Hockey.

Co-Curricular Activities: This program is to provide each student the opportunity to develop to the full extent of her/his capabilities. Students are urged to take advantage of these opportunities to develop academic, athletic, social, and leadership skills. Some of these activities are: NHDI, Student Council, Yearbook, Jazz Band, Select Chorus, Robotics, Environmental Club, and Dance Team.

Peer Mentors: SMS has a Peer Mentor Program for all incoming 5th graders and new students. Students are recommended by their teachers to be invited to be a part of the training as mentors. Students are trained throughout the year at meetings. A student orientation day is held for all new students at the end of August, before the start of the school year. Peer Mentors are assigned to a new student to work with throughout the school year on a monthly basis. We believe that this program is beneficial to both mentors and mentees in building relationships between older and younger students. The motto is “My student will have a successful year at SMS”. Peer Mentors learn valuable mentoring skills that build confidence in these your leaders. This program promotes a culture of nurturing and support for all students.

Parents/Community: Principal Meet & Greet meetings occur on a monthly basis.

Awards & Recognition: New Hampshire Middle School of the Year in 2005 & 2012

History: In 1970, after a devastating fire in the old junior-senior high school caused severe space needs, the School Board purchased the Honeywell factory building and renovated it. The newly remodeled structure served as the Peterborough Middle School until 1989 when a complete building renovation and new gymnasium and playing fields

were constructed during the school year. Upon completion in June 1990, the school name was changed to South Meadow School.

Respectfully Submitted,

Anne O'Bryant
SMS Principal



ConVal Regional High School

Sending Schools: Great Brook School & South Meadow School

Location: 184 Hancock Road, Peterborough, NH 03458

Web Address: <http://conval.edu/schools/CVHS>

Student Instructional Hours: 7:35 AM – 2:20 PM

Enrollment: 793

Motto: “Here Comes ConVal!”

Phone: 603-924-3869

Grades: 9 - 12

Mascot: Cougar

Colors: Blue and gold

Building Personnel by FTE (Full Time Equivalent): 116 (Principal, Building Administrators, Teachers, Paraprofessionals, Administrative Assistants, Nurse, School Counseling, Library Media, Technology, Facilities, Support staff)

Administrators:

Principal: Brian Pickering

Dean of Faculty: G. Bruce West

Dean of Students: Steve Bartsch

School Counseling Director: Kim Chandler

Special Education Coordinator: Leander Corman

ATC Director: John Reitnauer

Athletic Director: Mark Swasey

Facilities Profile: ConVal High School was built in 1969 and houses grades 9 through 12. In 1995, the Applied Technology Center was added for \$3.4M. During the 2002 renovation project, some classrooms were upgraded and a new library media center and cafeteria were added for \$4.1M. The newly finished \$4M project addressed the gym end of the facility and outstanding ADA compliance Issues. Upgrades included all new mechanical and HVAC systems, new locker rooms, and new classroom space for physical education, health, and athletics.

Learning Environment: ConVal Regional High School is a comprehensive public high school that serves nine towns in southwest New Hampshire and is accredited by the New England Association of Schools and Colleges (NEASC). Courses are offered on a four-by-four block schedule with daily classes for eighty minutes, and one forty-three minute intervention block, called Teachers in Academic Support Centers (TASC).

In addition to Advanced Placement, honors and college preparatory courses, students participate in extended learning opportunities, internships, career education courses, career and technical courses and the arts. All students participate in TASC, which provides daily, forty-three minute, guided interventions and or extensions. Over fifty percent of our student body participates in athletics and/or extracurricular activities.

Students are expected to learn and demonstrate effective communication, effective problem solving, and effective use of knowledge. Students are also expected to demonstrate respect for themselves, respect for others, and respect for the facility.

Mission Statement: The ConVal High School Community is dedicated to learning, thinking, and growing.

Core Values and Beliefs: ConVal High School is committed to the following Beliefs and Core Values:

- Fostering a safe environment through positive culture.
- Relentless pursuit of learning, thinking and growing.
- Community demonstrates respect for self, peers, facility and adults.

- Students, parents, community and staff working together.

21st Century Learning Expectations: ConVal expects students to be strong in active reading, writing, problem solving, use of technology, collaboration, speaking, and self-management skills.

World Languages Program: German, Spanish, and French courses are offered at levels from introductory to Advanced Placement.

Applied Technology Center: The Region 14 ATC offers a variety of Career and Technical Education programs for students from ConVal High School and Conant High School. While most courses are conducted on the campus of ConVal High School, several are held at other sites including Conant High School. Students completing a sequence of related courses in a concentrated area are eligible for credentials and in some cases, college credits can be earned through dual enrollment and Project Running Start.

Student's individual interests can also be accommodated through an extensive network of community-based internships coordinated through the administrative offices of Region 14.

Current Program Offerings:

Automotive Service Technology (offered at Mascenic HS)

Business Management; Small Business Ownership / Entrepreneurship

Graphic Design / Website Design Careers in Education

Electronics and Robotics

Accounting

Computer Maintenance & Repair

LNA

Building Construction (offered @ Conant HS) Photography & Multi-Media/Video Production Pre-Engineering

Honors and AP Classes: ConVal High School currently offers Advanced Placement (AP) courses in Biology, Calculus AB, Calculus BC, Chemistry, English Language, English Literature, German Language, Spanish Language, Studio Art, United States History, and World History.

The Arts: The ConVal High School music department is a group of talented and spirited students. Performing ensembles include concert band, wind ensemble, jazz band, percussion ensemble, pep band, concert choir, select choir, chamber choir and orchestra. Other courses offered are Roots of Rock, Keyboard Playing and Music Theory. Students regularly audition for and are accepted to perform with Monadnock Valley, All-State, and All New England performing ensembles. CVHS performance venues have included Toronto, Disney World, and Washington, DC. Annually, the band marches at the Big E in Springfield, Massachusetts

ConVal Drama has a long history of exemplary work by students in performance and technical theatre. ConVal produces three to five main stage performances per year, including a variety of full-length plays, student-directed one-acts, musicals, and musical reviews. ConVal also participates in the New England Educational Theatre Guild Festival and has qualified for State and New England participation multiple times over the last 10 years. Students have received All-Star recognition for individual acting achievement, technical achievement, and ensemble performance. Offering an Introduction to Theatre Arts and Advanced Drama course, the program also trains student leaders in a variety of production crews through the after-school Thespian Society.

The ConVal Art Department's fundamental belief is that the skill sets and vocabulary developed in our classes teach students valuable skills of communication and understanding. We are dedicated to encouraging creative, individual thinkers in a safe and supportive environment. It is our goal to challenge all students equally through intellect, practice, and resolve. ConVal visual art students regularly apply and/or participate in local, regional, state & national exhibition opportunities. The Art Department frequently partners with local arts organizations such as

the Sharon Arts Center and the MacDowell Colony & Launch Gallery. Students have participated in trips to Boston, New York, and Paris.

Special Education: It is the goal of the special education department to meet the needs set forth in individualized education plans and work collaboratively with students, families, communities, colleagues, and other professionals in order to support each student's success and interests as he/she prepares for future endeavors.

School Counseling: School counselors advocate for the needs of all students by providing guidance and support to maximize each student's potential and academic achievement. In partnership with other educators, parents, and the community, school counselors facilitate a support system to ensure that all students are prepared academically and socially with the knowledge and skills necessary to contribute at the highest level as productive members of society.

CVHS School Counselors provide support for students through classroom guidance lessons, group counseling sessions, individual counseling, consultation with parents and teachers, and through collaboration with other community resources. Counseling guidance lessons taught by school counselors in the classroom are intended to give students the knowledge, skills, and attitudes that lead to academic, career, and personal/social development.

Library Media Program: To foster student learning and 21st century information technology skills, ConVal High School has formed a team of Library, Integration, and Technology Services (LITS) professionals. The team consists of a librarian, a technology integrator, a systems administrator, and several information specialists.

ConVal High School maintains a mixed computer-platform environment that provides access to all commonly used operating systems (Windows, Macintosh, and Chrome). The school's servers are enterprise-level HP servers which, in conjunction with HP ProCurve switches, provide a wired backbone with 1Gbps throughput speed to the internal network. Internet access is provided by three business-class Comcast modems and a load balancer which ensures a minimum 100MB download and 25MB upload speed throughout the entire facility. A Ruckus-based wireless network provides sustained 300Mbps access speeds.

All classroom teachers use school-issued laptops to facilitate technology-enabled instruction and classroom management. Nearly 100% of instructional areas use interactive whiteboards as well as ceiling-mounted, interactive LCD projectors, and wall-mounted touch displays.

All library resources can be accessed 24/7/365 via an online catalog and research portal provided by Destiny. The resources include premium databases, such as EBSCO Host, and a growing collection of ebooks like the Gale Virtual Reference Library collection. For research purposes, students use online citations services (e.g. Easybib and refMe) to easily take research notes and create bibliographies. Knowledge-curated LibGuides are being provided for a number of courses.

The library offers for circulation a variety of technology tools for student learning and instruction, including digital still and digital video cameras, scanners, document cameras, and portable LCD projectors.

ConVal has ten computer labs of varying sizes dedicated to instruction and learning, including areas in Special Education, Alternative Education, and Life Skills. One lab is reserved for students taking online courses through the Virtual Learning Academy Charter School (VLACS). Computer centers in the Region 14 Applied Technology Center (ATC) add another eight computer labs, including labs dedicated to graphics and web design, CAD, engineering, and robotics. One ATC lab is dedicated exclusively to digital photography and digital video production.

There is a dedicated world language lab using Sanako Lab 100 technology. It provides digital audio for world language instruction, including audio on demand, phone conversation, paired and group discussions, recorded responses, and AP exam functionality. One computer lab, strategically located in the Health and Wellness/Athletics wing, doubles as a testing lab for imPACT testing. ImPACT is a provider of computerized neurocognitive assessment tools and services that are used by medical professionals to assist them in determining an athlete's eligibility to return to his/her sport after a concussion.

The computers in ConVal's fixed labs are typically Windows based (Windows 7 and Windows 10). They offer students access to productivity software (Microsoft Office, Google Apps for Education) as well as use of the full complement of Adobe software (Photoshop, Illustrator, Premiere, InDesign, Dreamweaver, Muse, and others). Laptop carts with specialized computer resources are available for mathematics instruction. The English, Social Studies, and Science departments have access to mobile laptop carts for classroom use. Five iPad carts with specialized apps are available on demand, either for short-term special project use or for longer-term, quasi 1:1 integration into classroom instruction.

The LITS team maintains electronic message boards in the library, cafeteria, in hallways, and in the Applied Technology Center wing of the building. Broadcast reception and video streaming capabilities exist throughout the building to facilitate student live participation in historic events, such as presidential inaugurations.

The LITS team is also responsible for maintaining the school website as the primary means of school-to-parents and school-to-community communications. The website is media rich and device-agnostic, so it can display on computer screens as well as on tablets and smartphones. The website is updated on a daily basis. In addition, electronic newsletters are distributed to parents and community members via MailChimp.

Special Programs: Teachers in Academic Service Areas (TASC); New Hampshire Scholars; Project Running Start; Region 14 Applied Technology Center; Career Pathway Plan of Study; Extended Day Academy; Summer Academy; Extended Learning Opportunities; Internship; Independent Study; Adult Education; Credit Recovery Program; Online Learning Opportunities; Early Graduation; Alternative Learning Plan; Foreign Exchange Program, RENEW.

ConVal High School has designed TASC as a daily response to intervention (RTI) block. This daily, forty- three minute period provides the opportunity for students to schedule themselves to work with their teachers to either make up work or receive additional, targeted instruction.

Teachers may also initiate TASC time with their students. Students who do not need additional support are expected to schedule this time for enrichment or to engage in an extended learning opportunity (ELO). This block was developed over a two-year period to reflect the need for more academic support and enrichment within the school day. Students develop a weekly TASC schedule with their TASC homeroom teachers on Monday and then spend the remainder of the week with their academic teachers.

Recent Recognitions:

2015

NH High School Principal of the Year – Brian Pickering

Peterborough Rotary Teacher of the Year – Cynthia Hodgdon

ConVal, selected as new partner in the Spiral International Exchange Program, hosts 50 students from China

Beth Wallace Recognized For Creating Machine Tool Course with NHBB

2014

New Hampshire Excellence in Education Principal Role Model Award, Brian Pickering

Peterborough Rotary Teacher of the Year, High School Level Winner, Eric Bowman

Peterborough Rotary Teacher of the Year, High School Finalists, Angela Hartmann and Ian West

New Hampshire Scholars Champion, Mary Lou O'Neil

Library of Congress Intern, Greg O'Brien

2013

Finalist, New Hampshire High School of the Year

NHIAA 25-Year Coaches Recognition Award, John Reitnauer

School Nurse of the Year Nominee, Judi Bernardi, RN

Civic Leader of the Year, Stay Work Play New Hampshire, Rising Stars Awards, Mary Goldthwaite-Gagne

Peterborough Rotary Teacher of the Year, Jean Nannicelli

Student Recognitions, Awards & Scholarships:

2015

Astrid Kipka Is Poetry Out Loud Winner Nancy Redling (left) honors Will MacPhee with the DAR Good Citizenship Award which recognizes students who possess outstanding qualities of honor, service, courage, leadership and patriotism

Four ConVal students — Cassie Cutting, Can Ibach, Ursula Kratzenberg, and Aleia Wozmak — had the honor of performing with the chorus and orchestra at the New Hampshire All State Music Festival

Four ConVal students were invited to have a private meeting with Governor Maggie Hassan where they talked about the Governor's STEM initiative

Students Complete Licensed Nursing Assistant Program

Two ConVal students are recognized by Scholastic Arts at the national level: Mei Buzzell wins a Gold Medal in Photography and Bridget Grady wins a Silver Medal in 3D design.

Senior Anna Magee designs the winning poster for Children and the Arts

Two ConVal students take first place for "Best Graphic Presentation" in the 2015 AIANH Contest.

Cole Wohle as the winner of the Monadnock Rotary Club's prestigious 2015 Evans-Reilly Award for character, service, and leadership.

ConVal sophomore Bridget Grady is the recipient of the national Silver Medal in Scholastic Arts at Carnegie Hall in New York

Three ConVal sophomores attend the Hugh O'Brian Youth Leadership conference

Youth Empowered Through Service (YES) finalists celebrate a \$3000 award for Autism Speaks charity at the Mariposa Museum

More than a dozen seniors from ConVal High School are honored as New Hampshire Scholars in a ceremony at Fishercat Stadium in Manchester

Emma Canty-Carell Award of Excellence by the National Academy of Future Scientists and Technologists

Seniors Dan Frehner and Doug White named Commended Students in the 2015 National Merit Scholarship Program

Scholastic Art Awards: Gold Key – Valerie St. Amand, Juliet Hunt, Ivy Battaglia; Silver Key – Adam Lundsted, Dylan Loll, Ashley Cheviot, Chris Badejo, Bridget Grady, Chloe Cheviot; Honorable Mention – Luke Wilson, Karlee Sell, Dylan Loll, Emma Henderson, Breanna Lester

2014

DAR Good Citizen, William MacPhee; Hugh O'Brien Youth Leadership Seminar Delegates Michelle Jarest, Michael Zrzavy, Jordan Kania; 3 History Club teams qualified for the National History Bowl in Washington DC. Team members were Aja Procita, Matthias Fressilli, Beth Cheaney, Aaron Lakus, Tim Batty, Arianna Zrzavy, Arianna Zrzavy, Duke Ammon, Andrew Norton, Jessica Nerz, Patrick Groleau, Alec Miller. AIANH Architecture contest 1st Best overall design solution; Ian Far-Szepp, Patrick Joseph, 1st Best Model describing the plan; Mason Westover; Michael Pennington - top scorer from the state for NH Jazz All State audition; Aleia Wozmak - top scorer in her room for alto voice in NH All State audition.

2013

NHHSEST State Champion, Southwest District, ConVal Equestrian Team; SWSET Overall high Point Team Award, ConVal Equestrian Team; NH Envirothon, 3rd place; 1st place in the Presentation Division; 53rd World Language Poetry Recitation Contest: 1st place Spanish level 1, Astrid Kipka; 1st place French level 1, Alyssa Hill; 1st place German level 1: Taryn Wing; 3rd place German level 2: Genna Weidner; 1st place German level 2, Thayer Taft; 1st place German level 4, Arianna Zrzavy; Ocean Bowl 2013, 2nd place finish at Nor'easter Bowl Arianna Zrzavy, Genna Wiedner, Owen Hale, Alexandra Umstadt, Jessica Notemyer; 3rd place finish Nor'easter Bowl Megan Jones, Nick Graves, Ben Graves, Chris Galea, Doug White; DAR Good Citizen, Zach Letourneau; Hugh O'Brien Youth Leadership Seminar Delegates, Madeline Ciocci, Sarah Kolk, Josh Curran; Astrid Kipka 1st place for Spanish level 1, NH Poetry recitation contest

Athletics: The High School competes in Division II of the New Hampshire Interscholastic Athletic Association. Sports include Cross Country, Soccer, Field Hockey, Spirit, Basketball, Indoor & Outdoor Track, Alpine Skiing, Nordic Skiing, Wrestling, Baseball, Softball, Football, Volleyball and Tennis. The following sports compete in the Division III level, Ice Hockey and Lacrosse. In the past three years, six athletes signed National Letters of Intent to receive partial scholarships at the collegiate level.

Recent Athletics Achievements:

2015

Division II NHIAA Runner-Up for the prestigious Sportsmanship Award Banner and lauded for being one of 37 high schools in the State that did not have an athlete ejected/disqualified from any contest.

Field Hockey – 2nd Team All-State: Hannah Reinfrank, Sara Krslovic

Football – Sophomore Dan Spezzaferri broke a school record by passing for 464 yards in a game; West Conference 1st Team Offense – Chase Labelle, Liam Baldwin; 1st Team defense = Dan Curran, Dylan Obuchowski and Brandon Carland

Girls Basketball – Sasha Brock, 2nd Team All-State

Girls Soccer – Sylvie Holding 2nd Team All-State, Teresa Morano Honorable Mention

Boys soccer, Girls Soccer, Unified Soccer and Volleyball all qualified for a playoff berth.

15 Scholar Athletes Recognized by the NHIAA

Cross Country – Girls: 8th in DII, Top Runner (17th) Clare Veverka, 43rd (6th Freshmen) at Meet of Champions;

Boys: 12th in DII, Top Runner (25th) Liam Veverka, 93rd at Meet of Champions

2014

ConVal Girls Varsity Soccer team tied the #1 team and eventual state champion (twice) Sylvie Holding was named honorable mention all-state as a sophomore. Area all-star team -- Sara Dauphinais, Sylvie Holding, Jordan Kania, and Annie Henry.

Corey Barrett State Champion 300m for Indoor Track

Corey Barrett: State Champion 200m., 4th in 200m at M.O.C, 22nd in 200m. @ NE's for Outdoor Track

Ben Wescott, Silver Medalist for Ski Meister; Girls Softball played in the State Semi-final and Courtney Fisher surpassed the 700 K strikeout milestone for her career

2013

Softball State Champions

Co-Curricular:

Art Club
Class Advisories
Dance Team
Drama Club
Envirothon
Equestrian Team
Future Business Leaders of America (FBLA)
Family, Career and Community Leaders of America (FCCLA) French Club
Forensics/Debate
German Club
Golf Team
Granite State Challenge
Green Team
Gay Straight Alliance
History Bowl

Interact Club
Jazz Band
Link Publication
Maker's Club
Math Team
National Honor Society
National Technical Honor Society
Ocean Bowl
Robotics Club
Science Bowl
Select Chorus
Spanish Club
Student Council/Student Leadership
SkillsUSA
Yearbook
Youth & Government

Parent Involvement: Principal Parent Advisory, Athletic Parent Advisory, School Counseling Advisory

Respectfully Submitted,

Brian Pickering
CVHS Principal