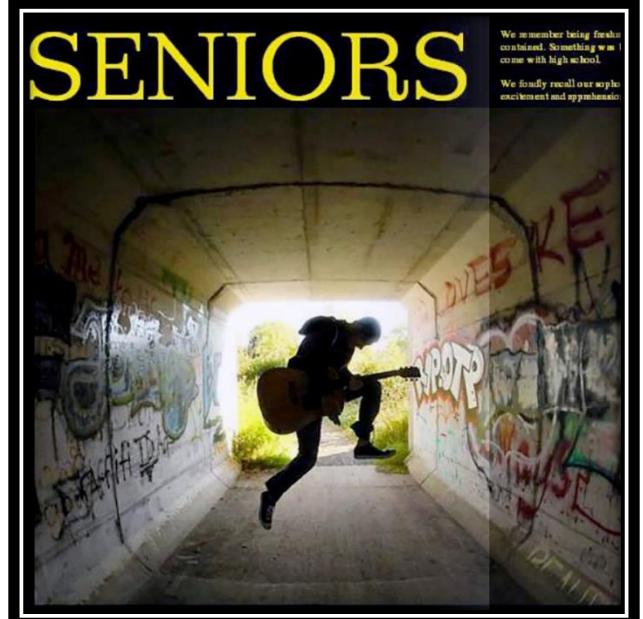


CONTOOCOOK VALLEY SCHOOL DISTRICT

# *“We Are. . .ConVal!”*



**Recycled Percussion**



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## **Introduction**

### ***We Are...ConVal!***

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, Francestown, Greenfield, Hancock, Peterborough, Sharon, and Temple.

The Contoocook Valley School District (ConVal) is a large, complex public school organization. Nine towns, Antrim, Bennington, Dublin, Francestown, 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.

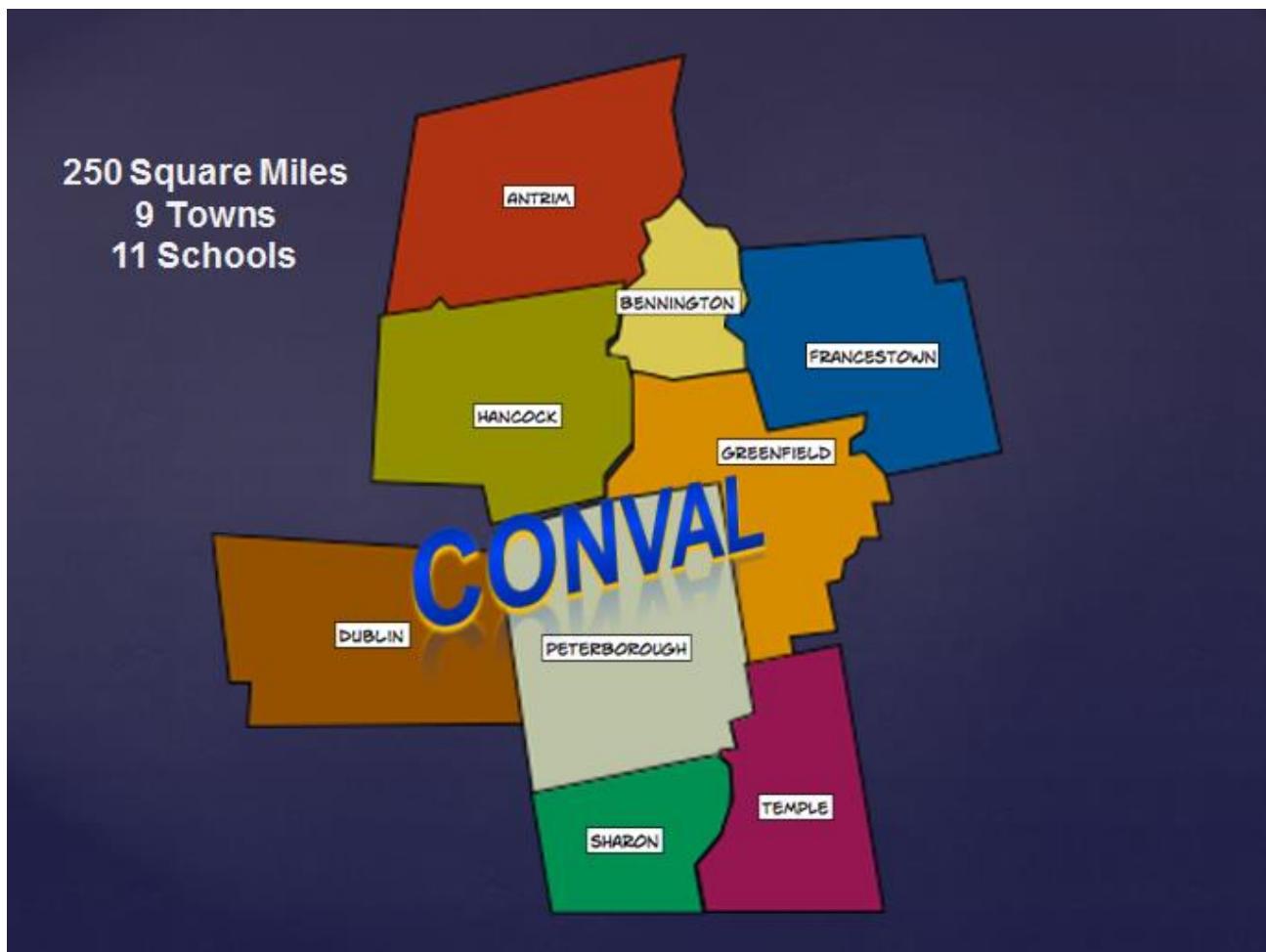
All of our member towns host an elementary school, with the exception of Sharon. Sharon's elementary students attend Peterborough Elementary School. The District's central School Administrative Unit (SAU) is housed as part of South Meadow Middle School in Peterborough.

"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](http://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.

## Introduction continued

Map of the ConVal District



## Letter from the Superintendent

Welcome to the 2017 - 2018 edition of “We Are . . . ConVal”. This publication is created to give the community a comprehensive report on the District. In this year’s edition, you can review everything from historical to present enrollment trends, achievement data, graduation rates, strategic plan progress, and even facility use.

As we move forward into the 2018-2019 school year, we will continue to use the Strategic Plan as the guiding document for our work. You can find the strategic plan on the ConVal website at, <http://schoolboard.convalsd.net/committees/strategic-plan/>. You can also get regular updates on what is happening in our schools, including delays and cancellations, by following the District on Twitter, @WeAreConVal.

As a community-based institution, we want to be sure that you have the information you need about our programs and practices to enable you to make informed decisions about your school system. If you have suggestions on what you would like to see in “We Are. . . ConVal”, please do not hesitate to let us know.

Thank you for your continued support of ConVal.



Kimberly Rizzo Saunders  
Superintendent



Sen. Maggie Hassan 

@SenatorHassan

Follow

Great visiting ConVal Regional HS with [@JRosenworcel](#), amazing what innovation technology brings to the classroom. Let's expand access to it.



## 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.



**HES  
Super Growers**

## **Strategic Plan**

The Contoocook Valley School District has been working on the goals contained in our Strategic Plan covering 2015-2021.

The four overarching goals are 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.

We are working to become the first SWIFT (Schoolwide Integrated Framework for Transformation) District in the State of New Hampshire. SWIFT schools provide strong, actively engaged administrators who are committed to improving teaching and learning by providing a multi-tiered system of support for all staff and students. Step one of this process involves evaluating current systems both internally and by local community members.

Other steps towards the goal of improving student achievement include the review of core content areas, and the implementation of co-teaching models at all levels.

### **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.

One focus of this goal is the enhancement of curricular opportunities available to our students. We have added a new Fire Science program to the Applied Technology Center at ConVal High School, and are beginning talks with local area colleges in the hopes of creating articulation agreements that allow students to receive college credit for particular high school courses. Partnerships with Rotary and the Harris Center in Hancock give students real world experience.

We are also using technology as a means to further communicate with parents and other interested parties; websites have been updated, “parent portals” have been created that allow easier access to applicable student information, and the beginning of the District’s social media presence can be seen on Twitter.

### **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.

As part of its configuration study, the District is undergoing an analysis of the current funding formula, which will be available in the early spring. This analysis will look at the history of the District, funding

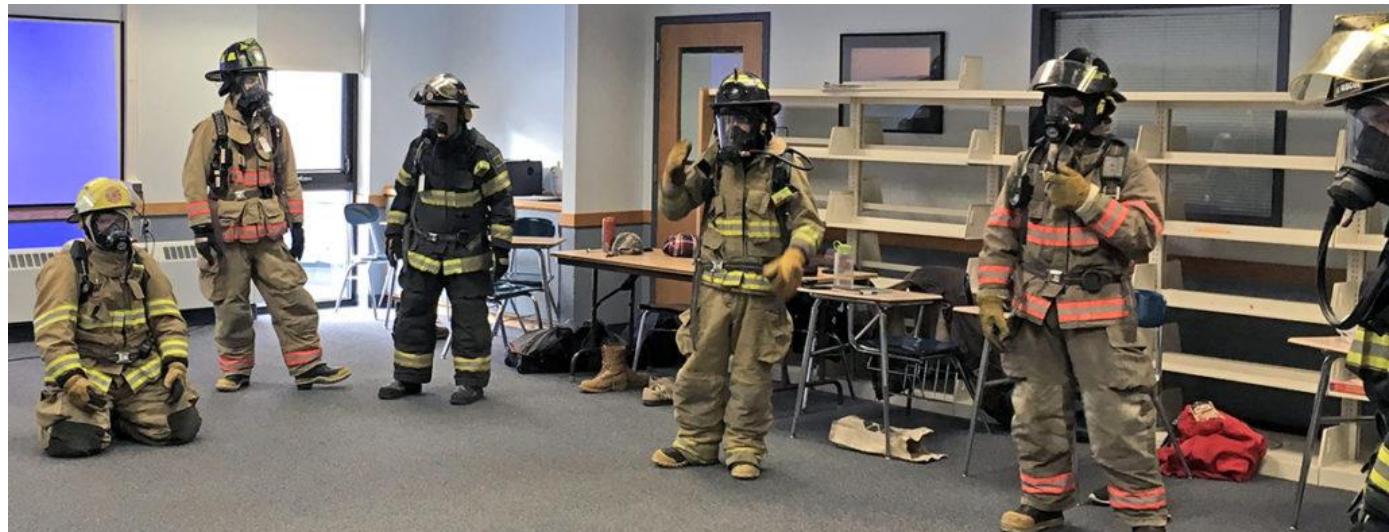
formula options, and ultimately, potential opportunities for configuration. All reports and/or recommendations will be shared for public input.

#### **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.

We continue to upgrade and enhance efficiencies within our facilities; recently an upgrade to LED lighting was completed at the Superintendent's office. Other upgrades include classrooms and hallways in all schools. This is being accomplished through a rebate program with Eversource, as part of our capital plan. Technology infrastructure has been upgraded in both middle schools and the high school, as we prepare for the one-to-one technology initiative that will be rolled out to students next fall. We are revising our master plan for professional development and the evaluation of support staff positions. Targeted professional development opportunities for teaching staff are focused on co-teaching, math interventions, and balanced assessments.

Join us at a monthly Strategic Plan Committee meeting for more details.



**ConVal's ATC Firefighters**

## Blended Learning in the ConVal School District

In February of 2016, members of the Technology Committee presented a proposal titled [Anywhere/Anytime Learning Powered by One-to-One Computing](#) to the Board of the ConVal School District. As a result of this proposal and the accompanying presentation, the Board approved the purchase of Chromebook laptop computers for 7th and 8th grade students at the middle schools of Great Brook and South Meadow, as well as for 9th and 10th grade students at ConVal Regional High School.

Starting this past fall, 1:1 learning environments were introduced and established in grades seven through ten. Following a measured implementation plan, students in additional grades will receive Chromebooks in subsequent years, until the process of creating robust 1:1 learning environments in grades five through twelve is complete.

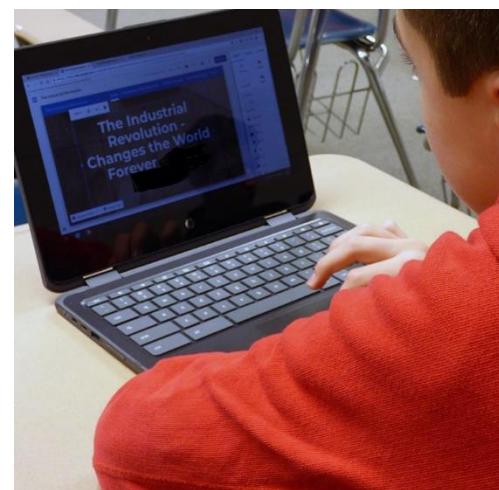
The prime motivator for approving the purchase of Chromebooks and supporting the shift to 1:1 learning environments were Board members' concerns over digital equity. In addition, there were aspirational goals to provide more widespread access to digital resources and to create 21st century learning opportunities, opportunities that emphasize the 4Cs (critical thinking, communication, collaboration, and creativity) and better prepare students to succeed in a "digitally and globally interconnected world" (Partnership for 21st Century Learning, 2016, January).

In the ConVal School District, as elsewhere, the digital divide is characterized by the substantive gap between demographics that have ready access to modern information and communication technologies and those who have only restricted access, or no access at all. This differential in technology access tends to contribute to inequities in educational opportunities which, in the long run, can result in uneven chances for employment and disparate options to participate in social and civic affairs.

ConVal's 1:1 initiative seeks to address these existing inequities by leveling the playing field for all students, regardless of their geographic location or financial circumstances. Both the district's five-year [strategic plan](#) and its three-year [technology plan](#) affirm the principle that, when it comes to providing an education in the ConVal School District, "all means all. We must provide the opportunity for each and every student to reach his/her maximum potential" (Contoocook Valley Regional School District, 2017).

In addition to achieving greater educational equity, ensuring "all means all," goals of the 1:1 Initiation include:

- Empower teachers and students to become collaborative partners in the learning process.
- Enrich student learning experiences through personalization and increased access to information and knowledge.
- Enable students to be creative problem solvers and creators of content.
- Encourage greater student ownership of their educational pathway.
- Equip students to be self-directed and persistent in their endeavors.



## **Blended Learning**

1:1 learning environments support the development of *blended learning* opportunities, which focus on “blending together” in robust, technology-enabled learning environments:

- excellent face-to-face instruction,
- collaborative experiences that support students learning *with* and *from* each other, and
- an emphasis on critical thinking, complex problem solving, and communicating effectively.

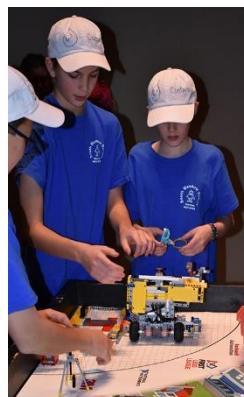
Ultimately, the ConVal School District seeks to leverage excellent instruction with the purposeful use of technology to transform and personalize learning experiences, promoting greater student engagement, involvement and achievement.



## District Highlights

### 2017 – 2018

- SMS Student Council raised over \$1,200.00 for the survivors of Hurricane Harvey and Irma. They donated the money to UNICEF to help rebuild schools in those areas.
- Congratulations to Riley Young who has been chosen as the 2017 winner of the Monadnock Rotary Club's Evans-Reilly Award.
- Antrim Elementary School won 1<sup>st</sup> prize for the best float at the Home and Harvest parade in Antrim. Carole Storro and Christopher Stultz led students in creating the float and entering it in the parade.
- Jason Frank and Lily Denehy have been named Commended Students in the 2018 National Merit Scholarship Program. A Letter of Commendation from the school and the National Merit Scholarship Corporation (NMSC), which conducts the program, was presented to these talented seniors.
- The ConVal Unified Soccer Team won the State Championship on Sunday!! They beat Exeter 2-0 to take on this well-deserved title! Congratulations go out to this team and their coaches for their hard work and perseverance!
- PES earned through donations from the Turkey Trot and Movie night \$740, to benefit the families at Horace O'Bryant School, in Key West, Florida who were hit hard from the fall hurricanes.
- Congratulations to ConVal's German rap trio "Kussecht" who won first place at the Goethe Institute Boston Hip-Hop Battle! On November 30th, ConVal High School sent two teams to compete at the Boston Hip-Hop Battle against teams from all over New England. Students studied German hip hop in class and then created original raps in German on the topic of "ich".



First  
Place  
in  
Teamwork  
at the  
State  
Championship



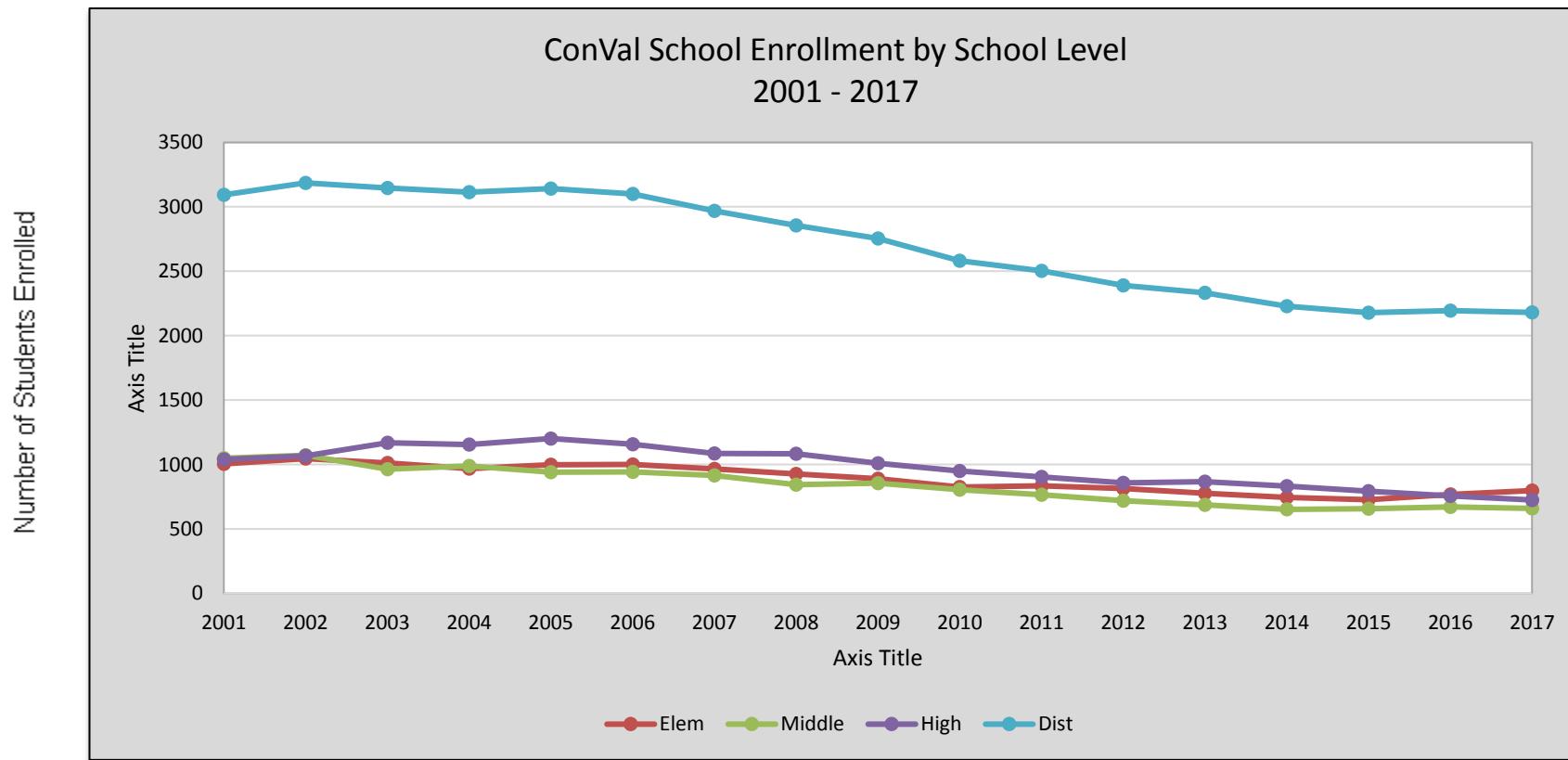
## **2016 - 2017**

- SWIFT - *Schoolwide Integrated Framework for Transformation*
- End 68 Hours of Hunger - a local, private food organization whose mission is to help families feed their children over the weekend.
- Stuff a Bus - Student Transportation of America bus driver, Cheryl Noke, led the drive to "Stuff A Bus" full of holiday gifts and clothing for our families in need.
- Kelly Parker, SMS – Assistant Principal of the Year.
- New Dublin Consolidated School Playground - a collaboration between the Dublin Consolidated School PTO, the Town of Dublin, and the ConVal Facilities crew.
- The New England League of Middle Schools magazine "MidLines" published an article about Great Brook School.
- Twenty-seven CVHS theatre arts students have earned induction into the International Thespian Society
- SMS Robotics is going to the States on December 3<sup>rd</sup>.
- GBS student leadership group brought 70 coats to the "Coats for Kids" drop off, with more pending.
- Congratulations to Cindi Hodgdon for being awarded the NECTFL Mead Leadership Fellows Program.



**CVHS Equestrian Team  
2017 NH High School Equestrian Teams State Champion**

## Enrollment History



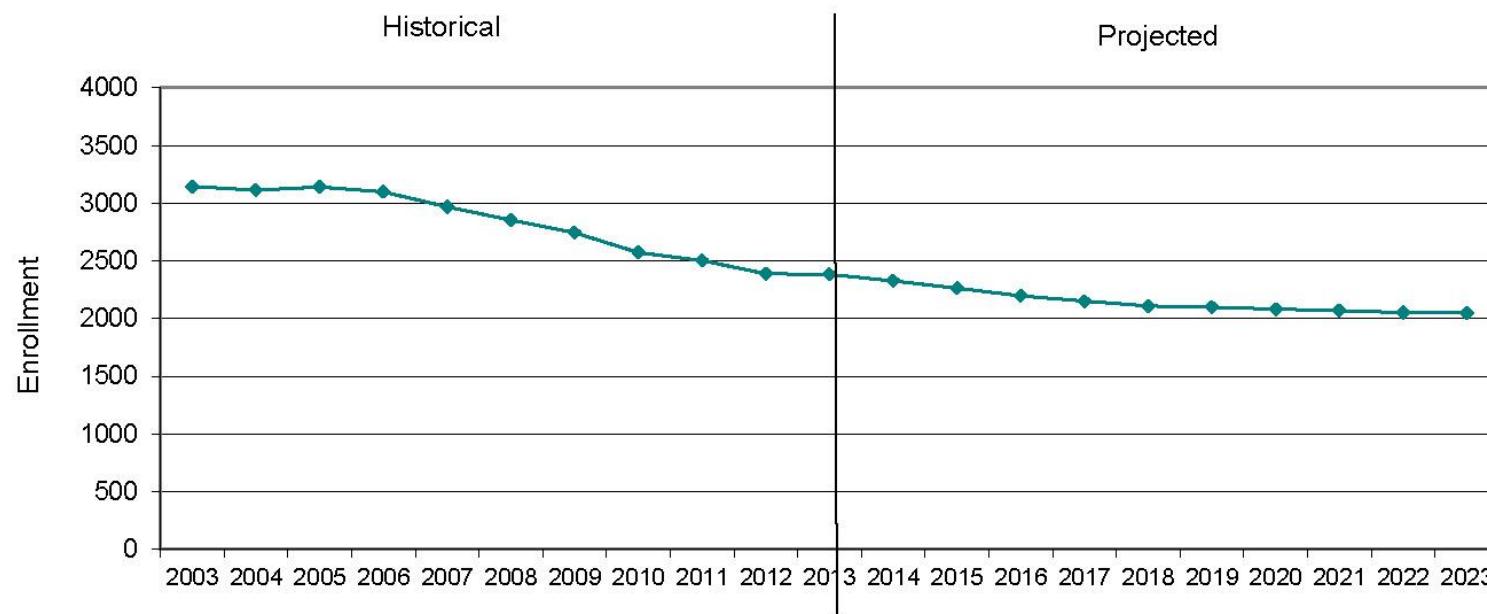
January 2018 numbers show a slight increase in enrollment since October 1, 2017.

## Future Enrollment Projection



Con Val, NH Historical & Projected Enrollment

PK-12, 2003-2023



## School Attendance

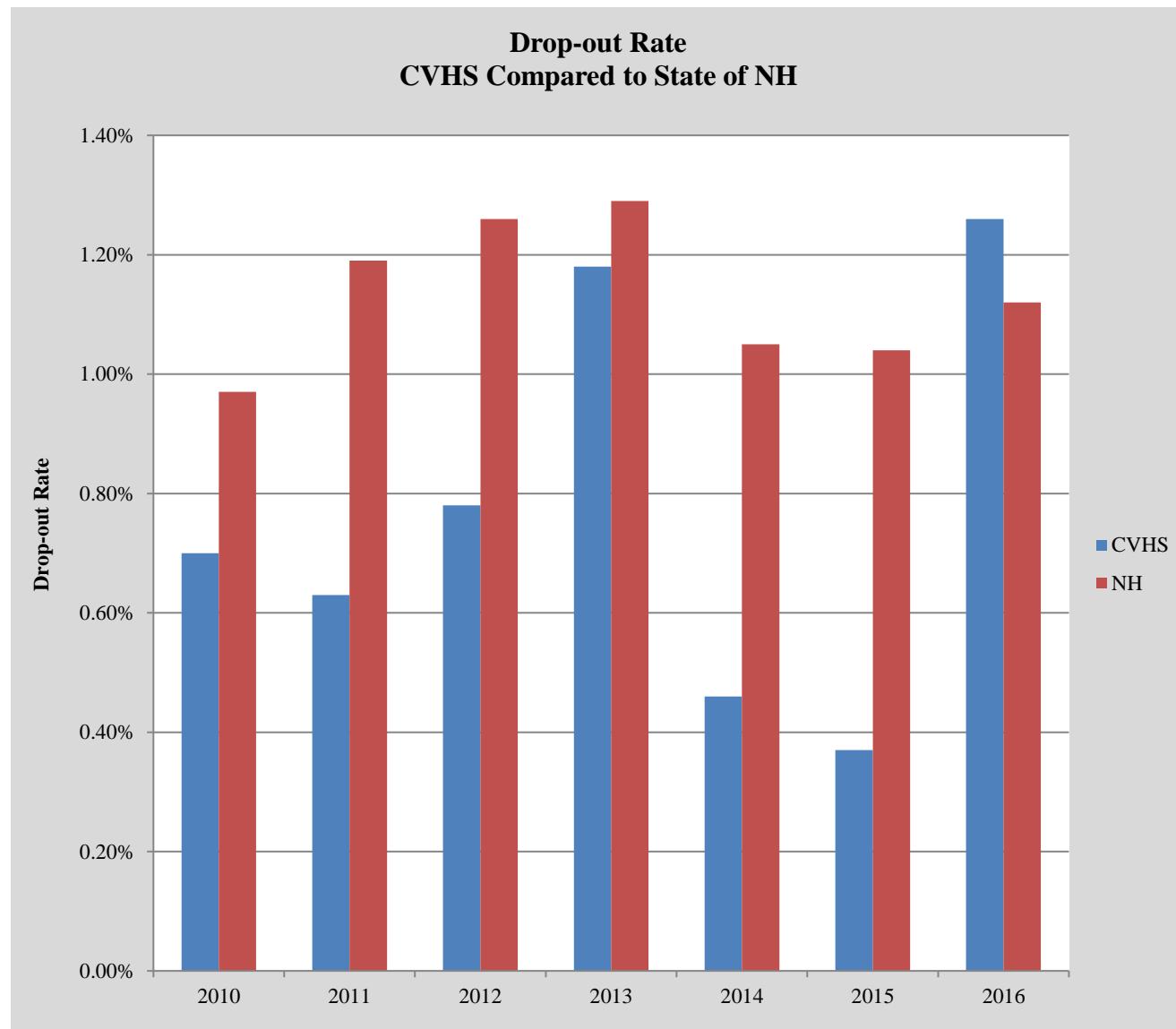
### ConVal School District Attendance Percentages

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2014		2015-2016	
	CV	State										
Kindergarten	95	94	96	95	96	95	95	94	95	94	95	94
Elementary	96	96	96	96	96	96	96	95	96	95	96	96
Middle School	95	95	95	95	95	95	95	95	95	95	95	95
High School	94	94	94	93	93	93	93	93	93	93	92	93
District Total	95	95	95	95	95	95	95	95	94	94	94	94

- ConVal is consistently at or above the state attendance average.
- 2016–2017 State data was unavailable at the time of this publication.



## Drop-Out Rate



- 2017 State 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 21<sup>st</sup> 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:**

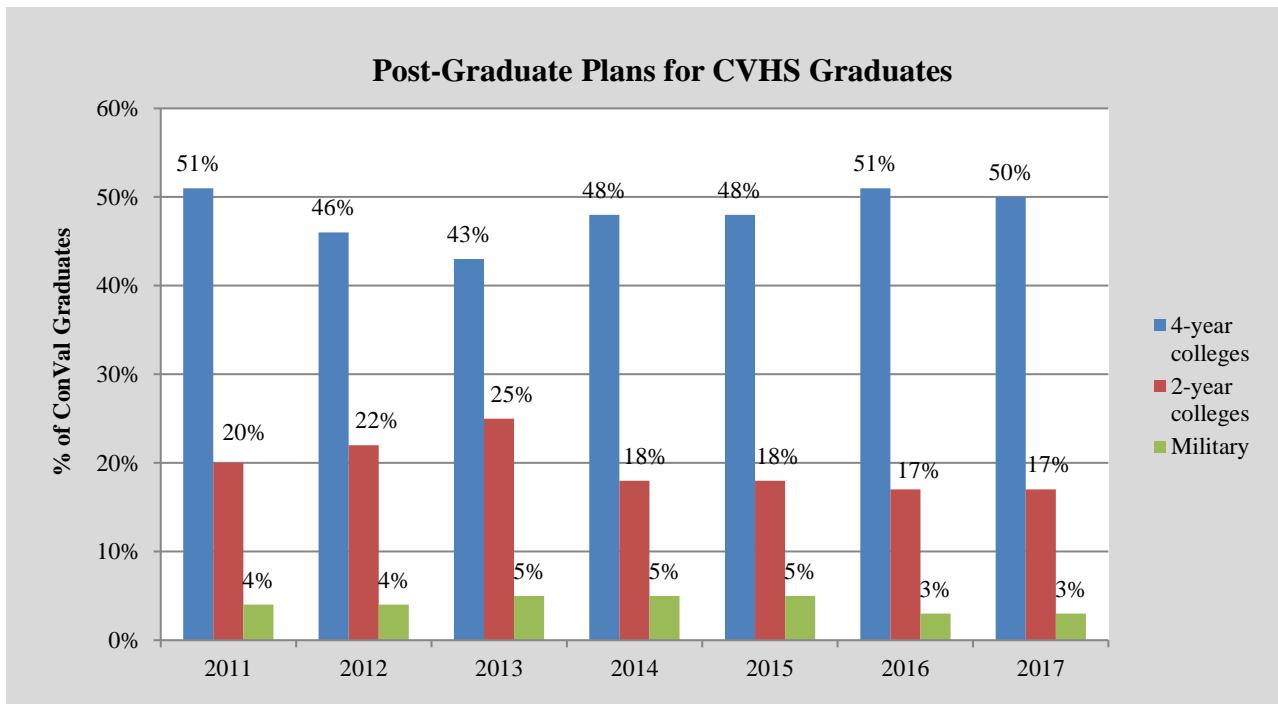
The ConVal School Board requires that students acquire 26 course credits in order to graduate with a CVHS diploma. This must include 14 credit courses in certain areas required by the State, as well as 2 to 3 credits in specific areas deemed necessary by the School Board. The following outlines all requirements:

<b>Subject</b>	<b>Minimum Credit</b>
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

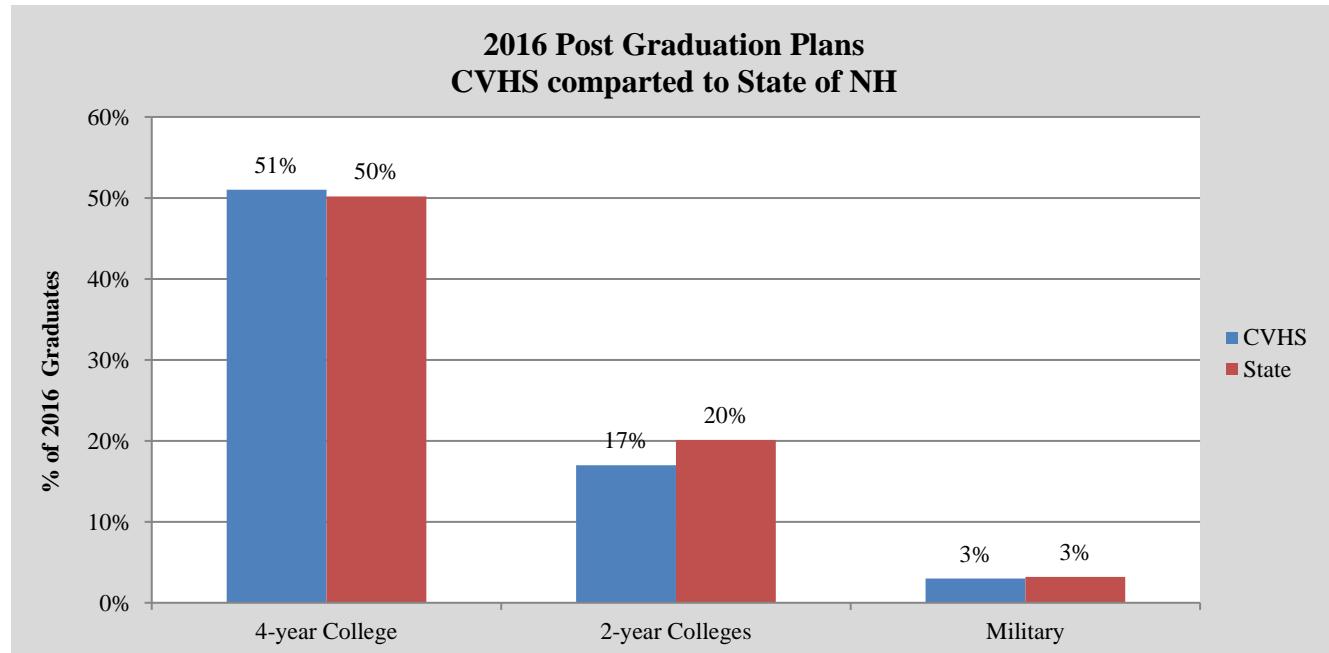
### **NH State Scholars:**

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% prior to 2011.



- 2017 State data unavailable at the time of this publication.

## **Student Services**

Student Services is currently responsible for:

- Special education staff and programming Pre K-12;
- Ensuring all Individualized Education Programs of the District's educationally identified students meet all Federal/State requirements,
- Section 504's ensuring 504 plans meet all Federal/State requirements, school counselors, nursing, coordinating with outside agencies;
- School psychologists, speech and language pathologists/therapists and speech assistants, occupational therapists and occupational therapist assistants, social workers, transition coordinator, student assistance counselor, homeless, homebound education, English Language Learners, court liaison, out of district placements, on site evaluations, visitations and State Performance Plan indicators conducted by the State, tutoring programs, professional development for personnel within the department, specialized transportation, attendance policy JH-R in conjunction with the Assistant Superintendent, and provide support to the Assistant Superintendent for instructional services.

Student Services includes managing and writing a 17/18 budget of \$4,471,756. Grants totaling: IDEA \$711,725.00 and Pre-K Grant totaling \$6,392.00

A study of Student Services was conducted during the 2017 - 2018 school year and as a result of the overwhelming responsibilities of the Director of Student Services several recommendations were considered in regard to the leadership structure of Student Services. A proposal was presented by the Superintendent and accepted by the School Board on January 4, 2018. The Superintendent recommended that the Student Services department be split into two separate departments. The first department Student Services with a Director of Student Services, and the second department being special education with a Director of Special Education.

The Student Service Department will be responsible for the services that are specific to all students (school counseling, Nursing etc.) and those services that are specific to 504 processes, services and accommodations. The Special Education Department will be responsible for those items that are related to the Special Education process and responsibilities as outlined by law. By doing this, the two departments will become better managed, more focused, and over time may be able to centralize responsibilities as enrollment and revenues decline. This change will begin July 1 2018.

In closing, *the mission of Student Services is to achieve the Strategic vision of SAU 1 by providing direction and support to each member school to ensure legal compliance and successful implementation of best practices to meet the needs of all students.* If you have questions, please feel free to contact Cari Christian-Coates, Interim Director of Student Services, 924-7503 x2048.

## District and State Assessments

### Why We Assess

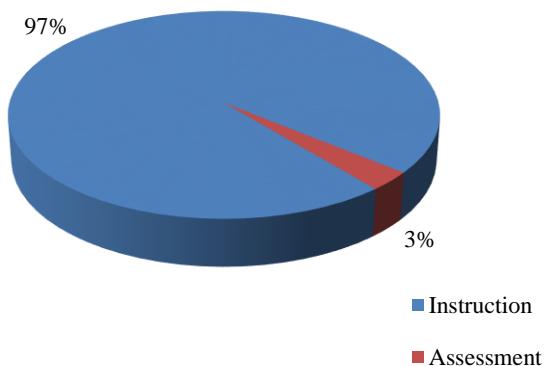
District and state assessments help us to better understand and report on students' learning throughout the school year. Results from these assessments are used diagnostically by teachers to decide what skills and knowledge to prioritize when working with students. Following the administration of district assessments, grade level or subject area teams typically meet to review the results. During these meetings, teachers analyze students' performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs the instruction that teachers offer students. Our goal is to tailor the instruction provided to students in such a way that it maximizes their levels of learning and achievement.

Information from state and district assessments also plays an important role in our on-going review and analysis of school and district performance. Student achievement, as measured and reported by these assessments, help us to evaluate the effectiveness of our instructional strategies and programs in supporting students to meet grade-level standards.

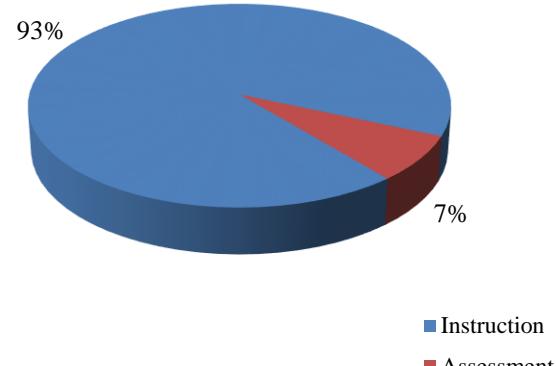
### How Much Time Does All This Take?

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 ConVal School District administers the Scholastic Aptitude Test (SAT) to all high school juniors. 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.

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**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>ConVal</b>	528	549	528	532	547	521	546
<b>NH</b>	520	523	521	524	524	525	527
<b>National</b>	500	497	496	496	497	495	494

**SAT Mathematics Scores**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>ConVal</b>	542	549	533	518	530	514	531
<b>NH</b>	523	525	525	528	538	530	531
<b>National</b>	515	514	514	514	513	511	482

**SAT Writing Scores**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>ConVal</b>	506	531	500	511	525	509	515
<b>NH</b>	510	511	510	515	512	511	510
<b>National</b>	491	489	488	488	487	484	482

**2017 SAT Scores**

	<b>Reading Scores</b>	<b>Math Scores</b>
<b>ConVal</b>	531	549
<b>NH</b>	522	514
<b>National</b>	533	527

The Critical Writing test was not administered for the 2017 SAT test period.

## 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	2010	2011	2012	2013	2014	2015	2016	2017
Total AP Students	83	103	100	97	78	80	92	101
Number of Exams	155	173	169	167	122	130	148	150
AP Students with Scores 3+	69	88	73	73	97	113	120	125
% of Total AP Students with Scores 3+	83%	85%	73%	75%	80%	87%	81%	83%

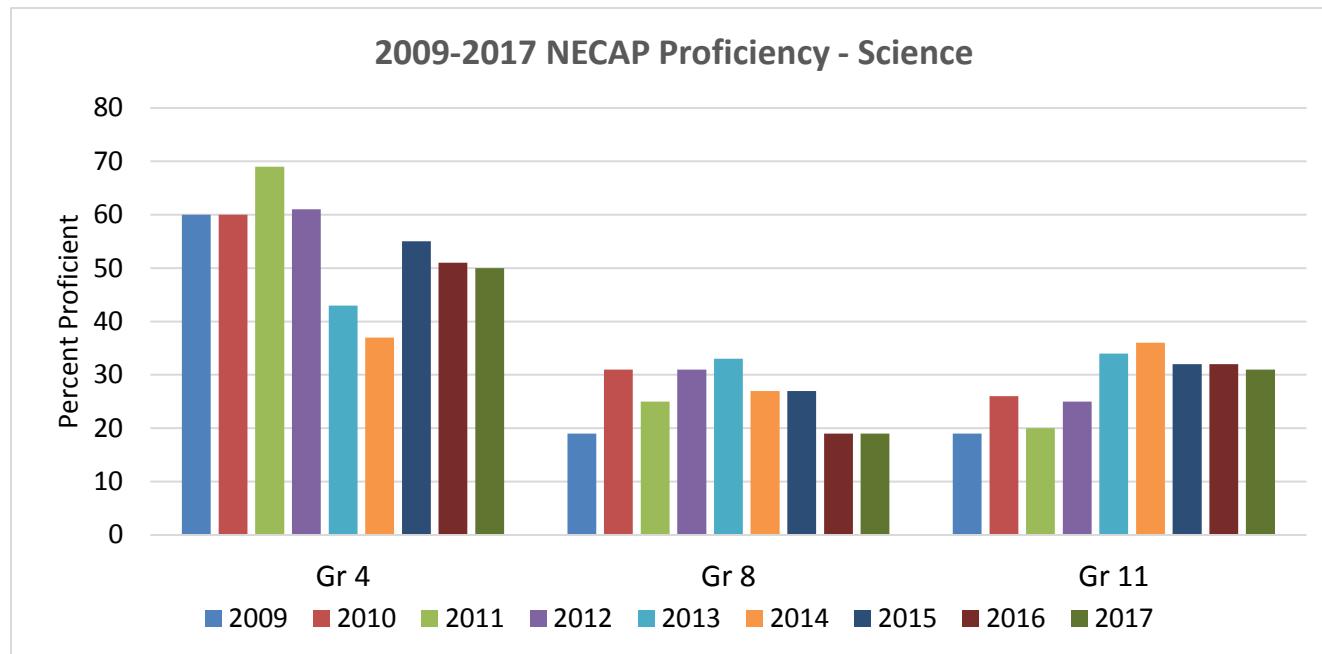
- ConVal High School currently offers Advanced Placement (AP) courses in Biology, Calculus AB, Calculus BC, Chemistry, English Language, English Literature, German Language, Spanish Language, Studio Art, United States History, and World History.
- Though the high school enrollment has decreased the number 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



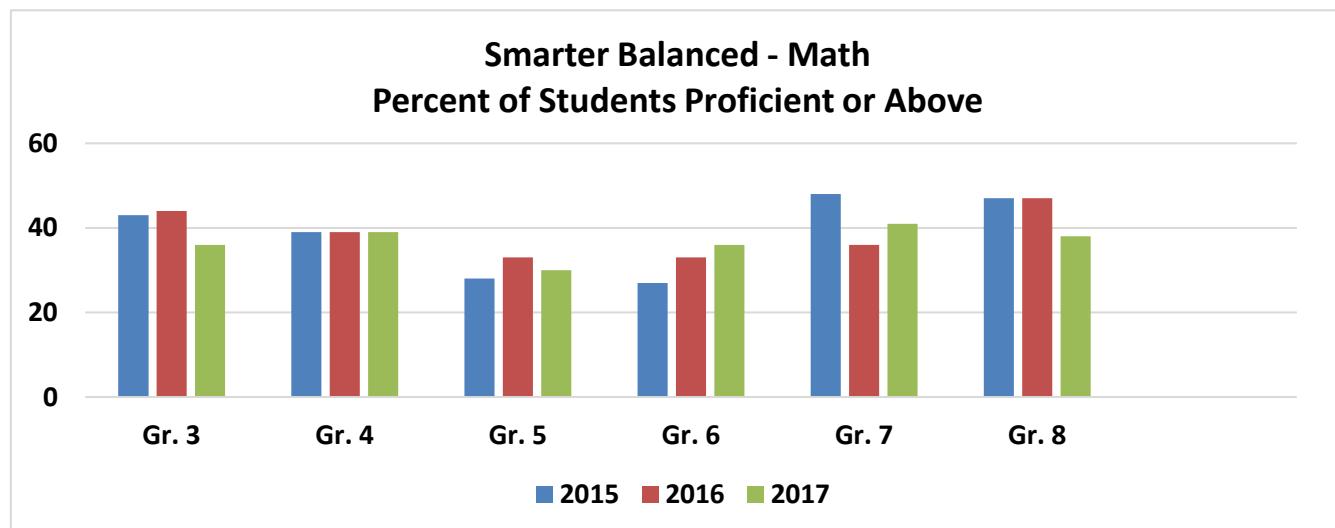
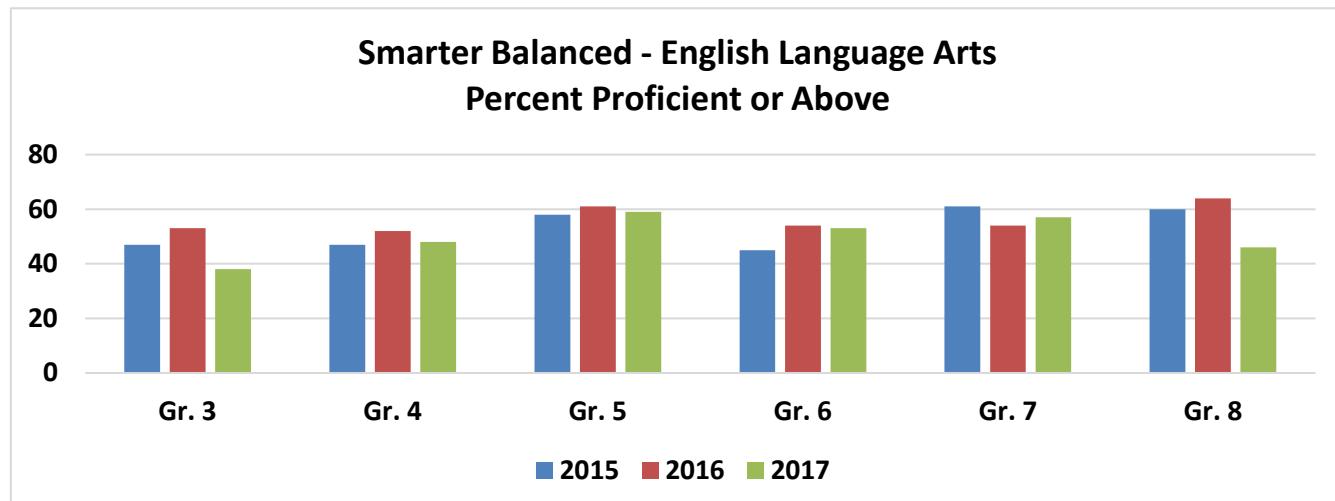
## **Smarter Balanced Assessment**

During the 2014-2015 school year, the Smarter Balanced Assessment Consortium (SBAC) replaced the New England Assessment Program (NECAP) tests in English language arts and math. The Smarter Balanced assessment is designed to measure students' progress in meeting New Hampshire's College and Career Readiness Standards, which focus on the critical thinking, problem solving, and reasoning skills students need in today's world.

The Smarter Balanced assessment includes performance tasks, which are multi-step assignments that ask students to apply their knowledge and skills to address real-world problems. In English, students apply their research and writing skills, and in math, they solve a complex problem and then describe and defend their reasoning. The assessment also includes traditional multiple choice questions, as well as interactive questions that require students to drag and drop their answers into a box, create equations, and fill in the answer.

The Smarter Balanced assessment is one of the important tools available to parents and educators that helps us to evaluate how well our schools support students in meeting rigorous state standards and grade level expectations.

### **Smarter Balanced Assessment Results**



## **AIMSweb**

AIMSweb® is a benchmarking and 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’s assessments are aligned with grade-level expectations and used for monitoring students’ learning progress.

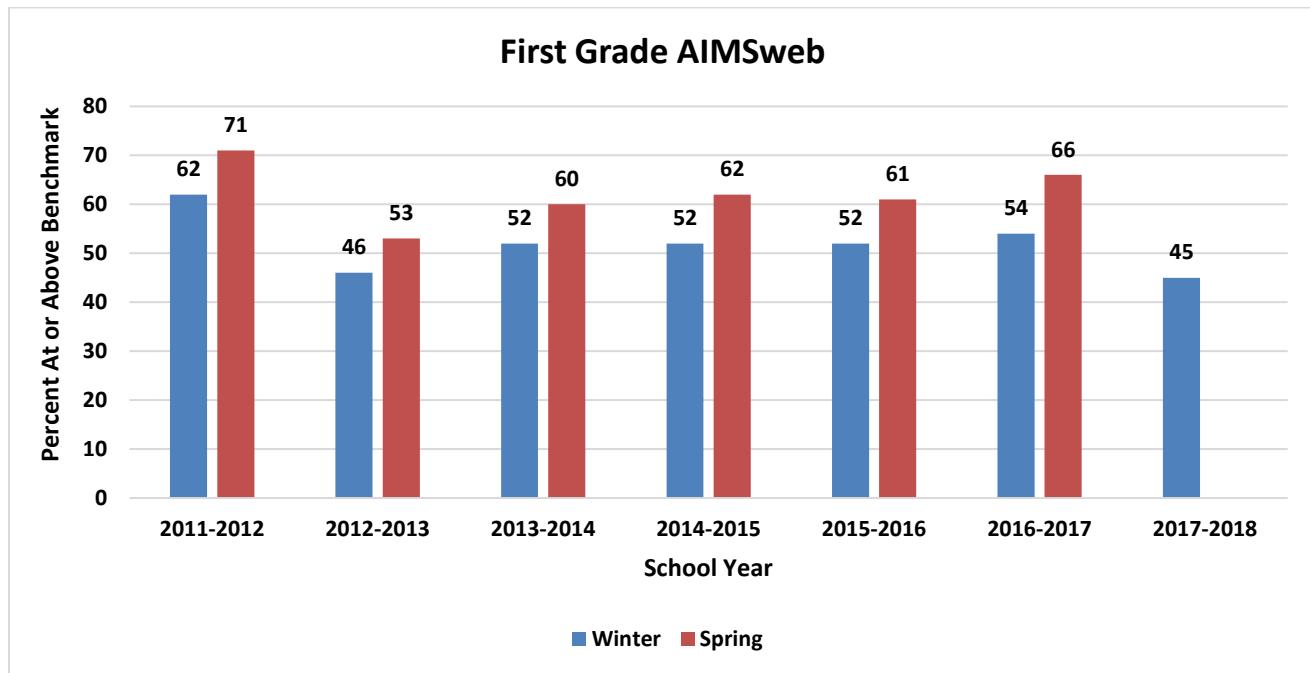
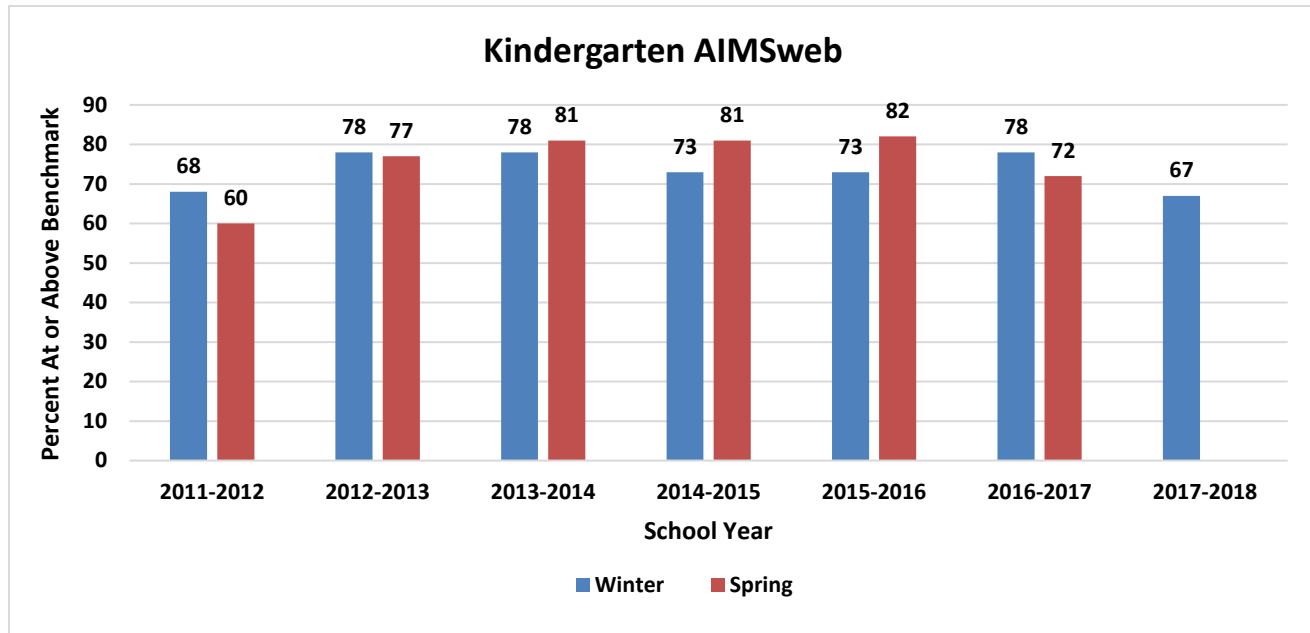
### **How is AIMSweb testing done?**

- 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

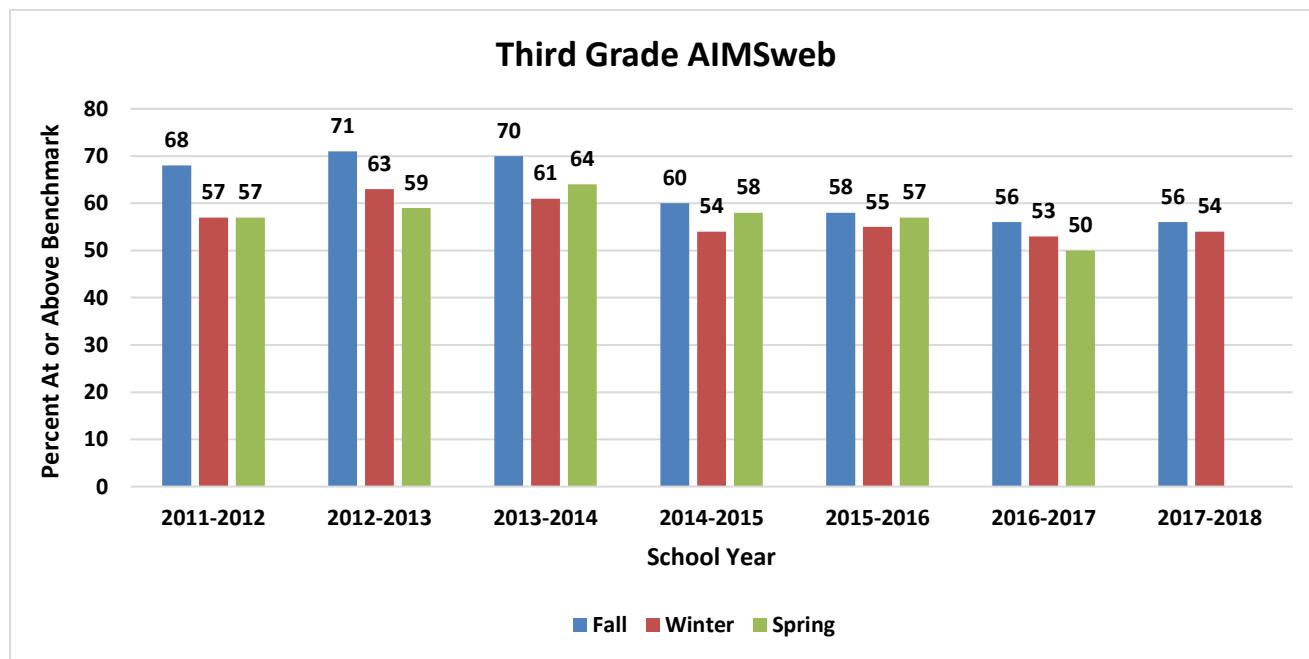
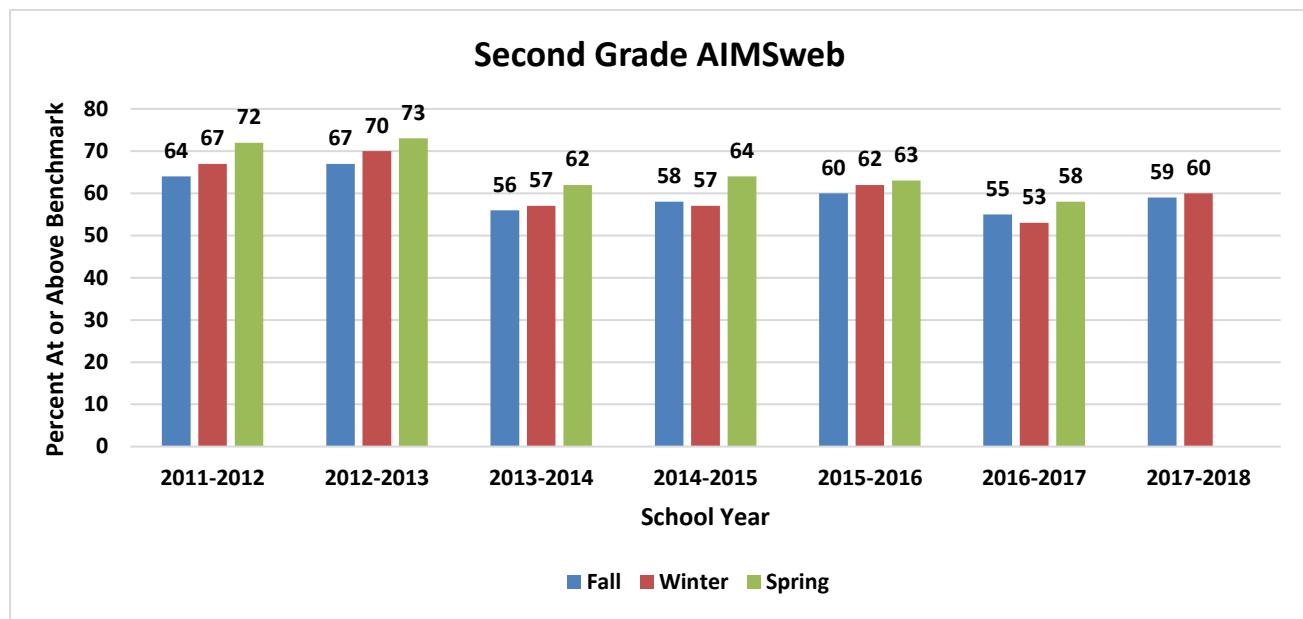
Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year (September, January, and May) for all students in grades kindergarten through fourth, using grade-level assessment tools. Reports help focus areas of individualized instruction and evaluate student progress.



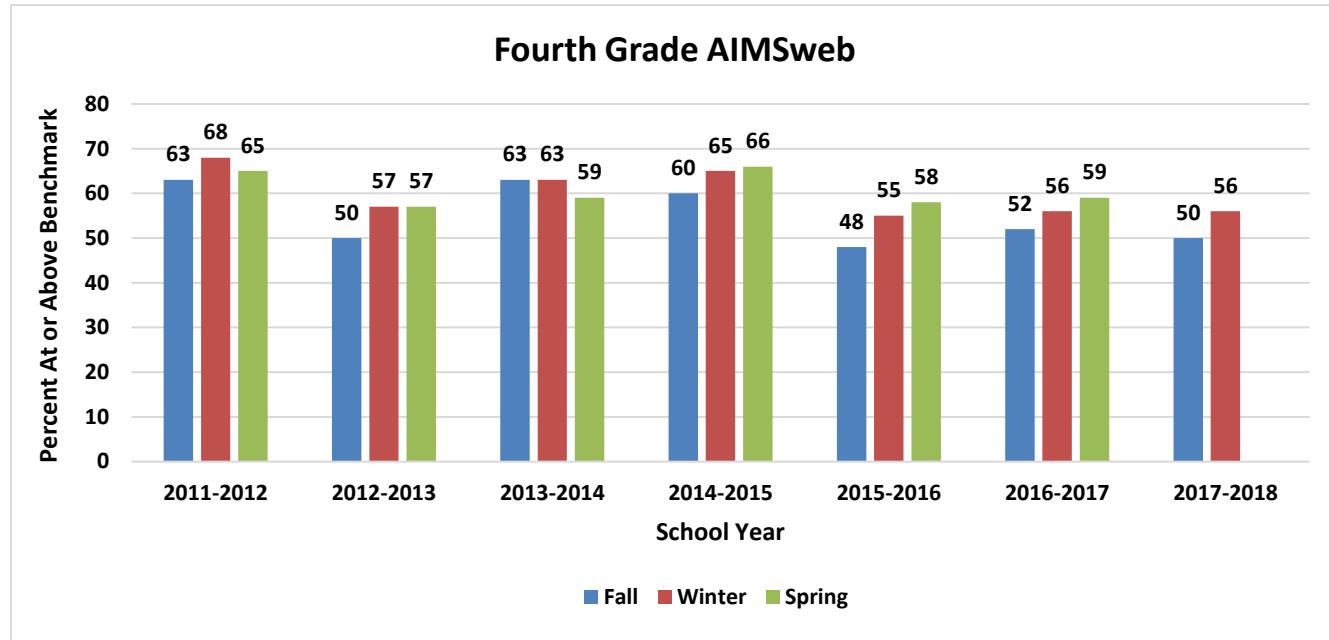
## AIMSweb Reading Test Results



## AIMSweb Testing Results continued



## AIMSweb Testing Results continued



## NWEA

NWEA's Measures of Academic Progress™ (MAP) assessment provides teachers and parents with a clear picture of students' achievement and growth year-over-year in the areas of reading and math. Additionally, beginning in the Fall of 2013, the MAP assessment aligned with the skills and content outlined in New Hampshire's College and Career Readiness Standards.

One of the unique advantages of MAP is that it is a computer test that 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.

<b>Reading</b>		
	Fall 2016 On or Above Grade Level	Spring 2017 On or Above Grade Level
<b>Kindergarten</b>	-	59%
<b>Grade 1</b>	65%	71%
<b>Grade 2</b>	57%	58%
<b>Grade 3</b>	58%	60%
<b>Grade 4</b>	57%	61%
<b>Grade 5</b>	68%	-
<b>Grade 6</b>	61%	-
<b>Grade 7</b>	63%	-
<b>Grade 8</b>	64%	-
<b>Grade 9</b>	74%	72%
<b>Grade 10</b>	85%	-

<b>Math</b>		
	Fall 2016 On or Above Grade Level	Spring 2017 On or Above Grade Level
<b>Kindergarten</b>	-	58%
<b>Grade 1</b>	64%	73%
<b>Grade 2</b>	57%	63%
<b>Grade 3</b>	53%	49%
<b>Grade 4</b>	45%	45%
<b>Grade 5</b>	49%	-
<b>Grade 6</b>	42%	-
<b>Grade 7</b>	51%	-
<b>Grade 8</b>	53%	-
<b>Grade 9</b>	79%	69%
<b>Grade 10</b>	79%	76%

## Technology Advancements

- 1:1 initiative deployed for grades 7-10
- Digital Fiber Wide Area Network (WAN) implementation to connect schools as a unified network
- Telephone upgrades and Emergency 911 (E911) to increase student and staff safety

## Infrastructure Improvements

### 1:1 Chromebook Initiative

In the 2017-2018 school year, ConVal School District embarked upon a roll out of 1:1 Chromebooks for grades 7 through 10. Over 700 Chromebooks were ordered, inventoried, setup and delivered to students beginning in October. In addition to the delivery of chromebooks, cloud-based filtering was configured and tuned to ensure district compliance with The Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Rule ("COPPA"). In order to facilitate a seamless transition to "blended learning," during the spring and summer months, staff and administration participated in "blended digital learning" opportunities to ensure integration of technology into the curriculum using the latest technology offerings.

### Digital Fiber Wide Area Network (WAN)

ConVal is closing in the completion of a digital fiber wide area network. This wide area network will connect 10 of the 11 buildings into a single network allowing for more reliable and functional connectivity. This results in higher bandwidths available to the schools to access the Internet and also allows for access to enterprise systems such as budget software and student information systems to be accessed instantaneously increasing availability and productivity.

### E911 Telephone Services and Upgrades

Dovetailing with the digital fiber wide area network, are telephone upgrades that include E911 protocols to be place into the schools. E911 protocols place a direct-inward dial phone number to each phone in each school. This allows for emergency services to dial directly into a classroom in the event of a 911 call that was disconnected. It also allows for emergency services to know which room at which school the call originated from. This is a significant additive to our current phone systems and greatly increases student and staff safety. In addition to the implementation of E911, utilizing the new wide area network, schools will be internally renumbered to a five digit plan that will allow extension dialing between the schools. This will easy in identifying schools based on extension, but more significantly, will result in greatly reduced long distance costs as the calls will not leave the wide area network.



Brian Grattan  
District Systems  
Administrator



Kevin Carne  
Systems  
Administrator



Matthew Hale  
Systems  
Administrator



Jon White  
Systems  
Administrator

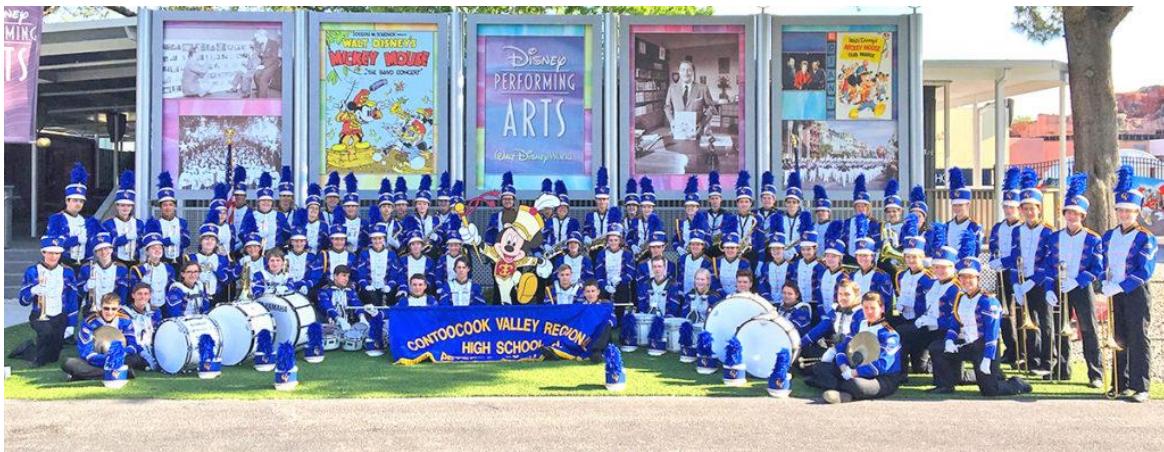


Nancy Weil  
Technology  
Support Assistant

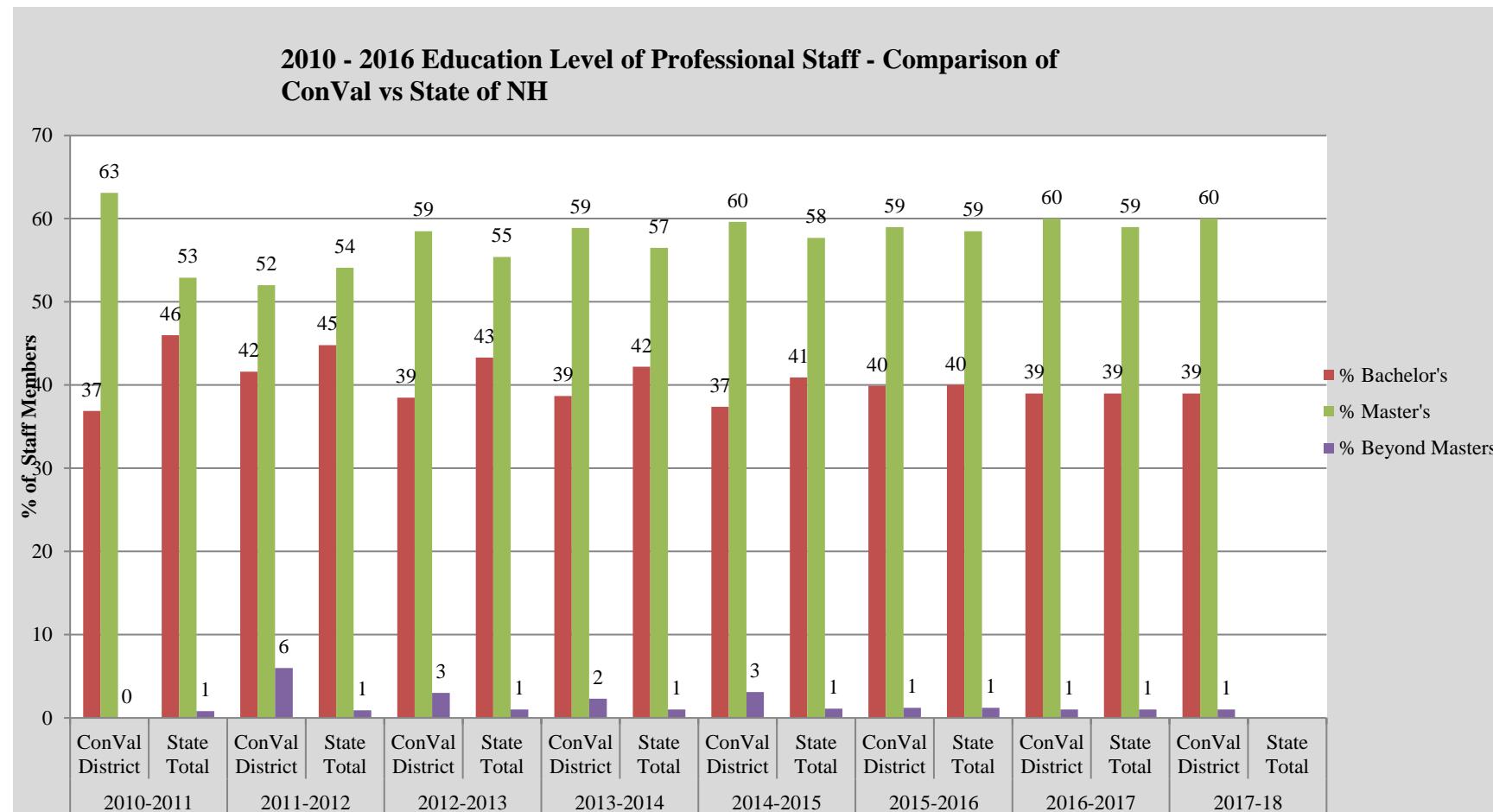


Angel Earley  
Systems  
Administrator

## We Are...ConVal

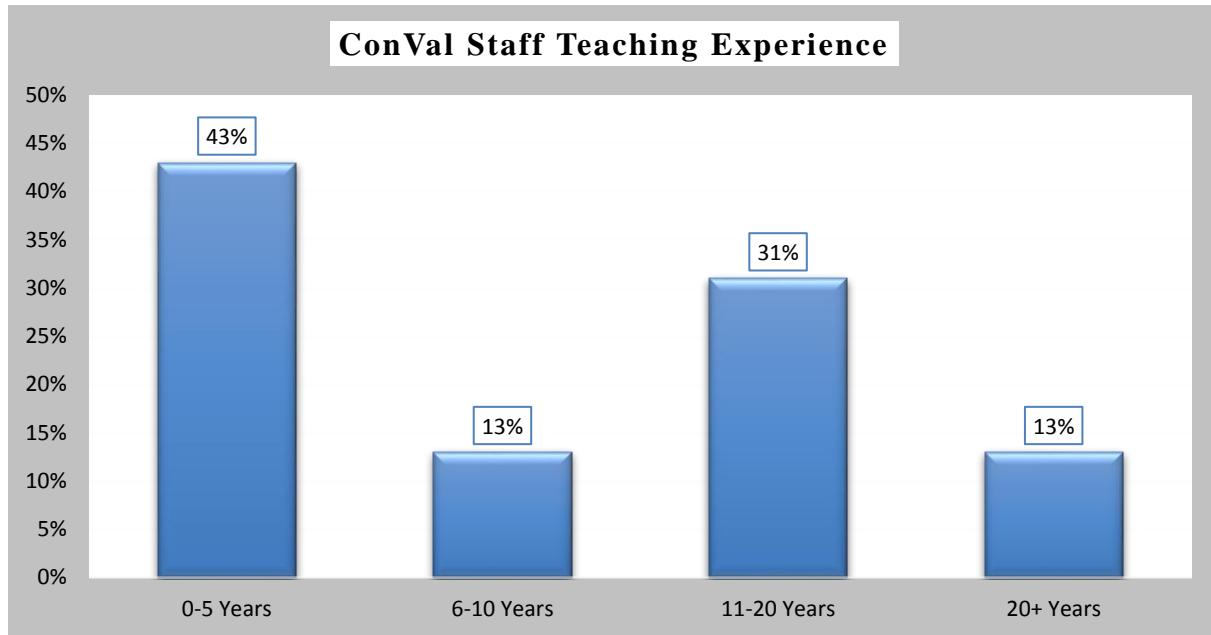


## Educational Level of Professional Staff



- 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.
- State data for the 17-18 school year is unavailable at time of publication.

## Experience Level of Professional Staff

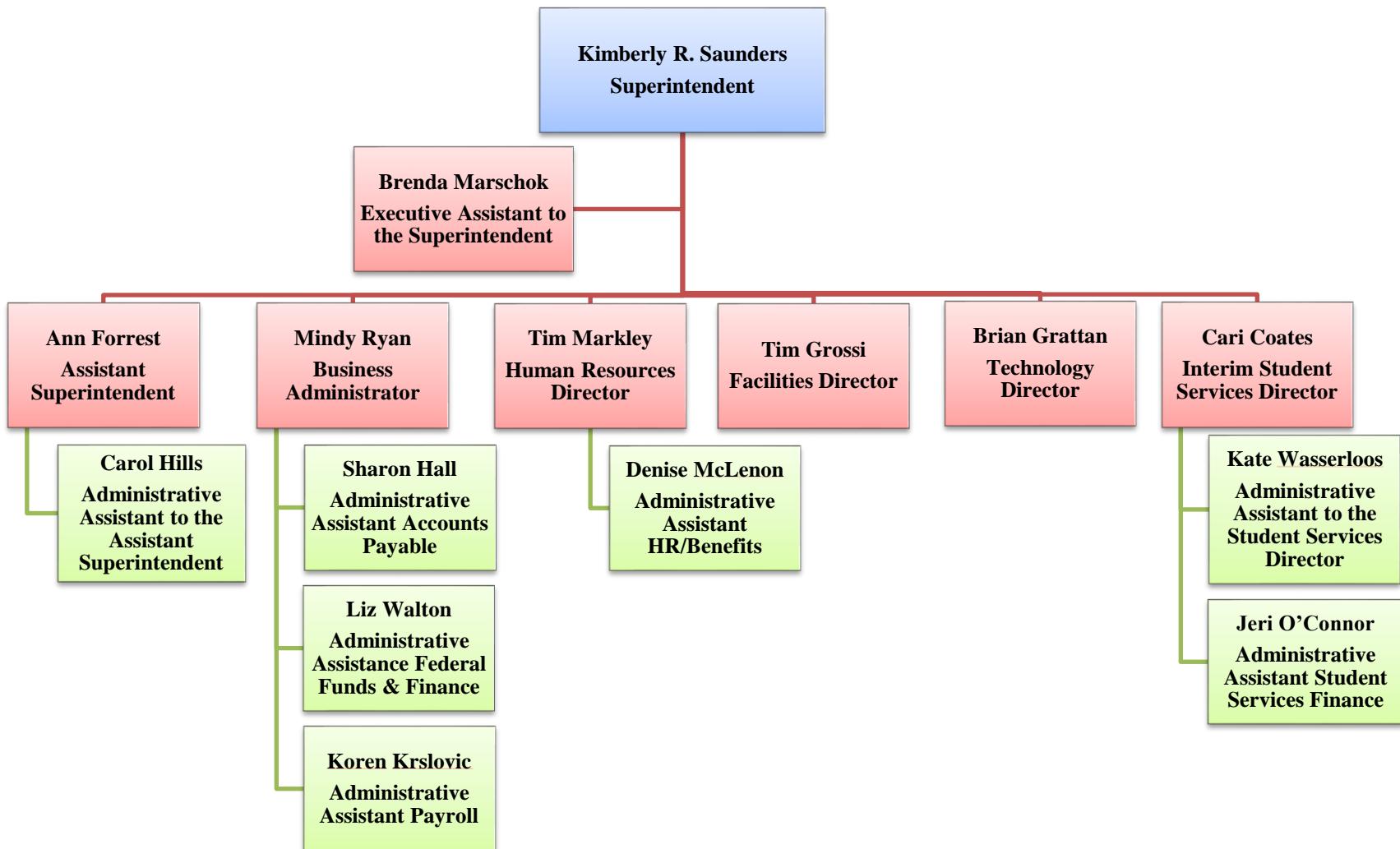


- Over 40% of ConVal teachers have more than 10 years of experience. Experienced staff is an asset when they work collaboratively with peers who are either new to the District or new to the profession.



**Blended Learning Training**

## SAU #1: 2017 - 2018 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 our buildings and grounds needs in the most cost-effective manner possible.



Highlights from this past year include the installation of new HVAC equipment that services several areas at CVHS. New HVAC building controls replaced outdated pneumatic controls in the office area and SW wing at CVHS as well. We installed new HVAC controls, sensors and thermostats at Great Brook School which now provides us with up to the minute temperatures and system operation status remotely from any of our PC's.

We continue to participate in Eversource's energy efficiency upgrade rebate program. This year we installed new VFD hot water circulation pumps at CVHS and Peterborough Elementary. We finished retrofitting all existing exterior lighting at all of our schools to LED lighting. To date we have received over \$63,000 from Eversource for implementing these energy-efficient improvements while benefiting from lower monthly electric bills. Our district Carpenter has been exceptionally busy making repairs to most of our schools exteriors.

Even the "new" schools are creeping up on 20 years old and we are seeing an increased need of maintenance on those buildings exteriors.

Our grounds crew has been very busy as well. New engineered wood fiber being applied at several community schools kept the crew busy a few weeks this past summer. The CVHS athletic complex received a new long jump/triple jump pit this past summer and the crew finished patching in grass

around the new track and supporting surfaces. I encourage all community folks to come out to the Stadium field and take advantage of the track for all your walking and jogging. We started the installation of batting cages for our baseball and softball teams and will have those available for use this spring.



Tyler Whitney working on CVHS walls.

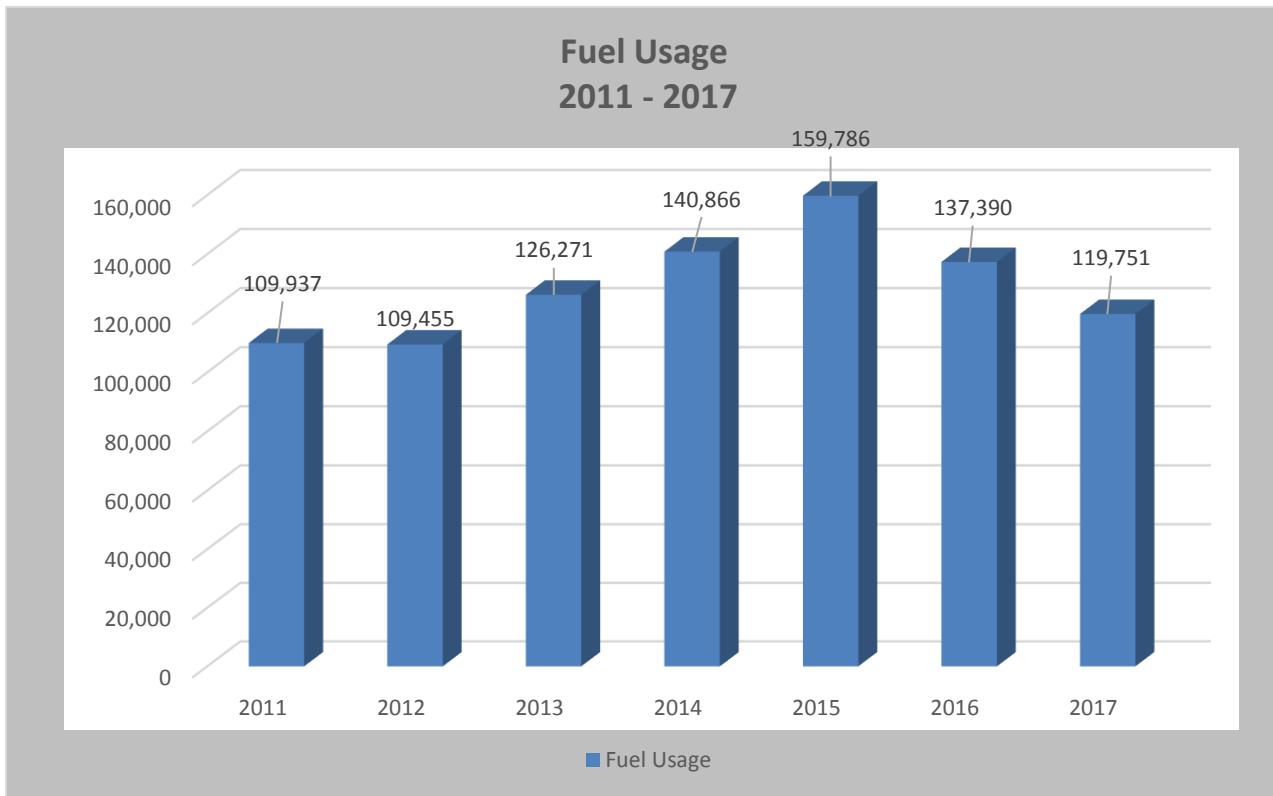
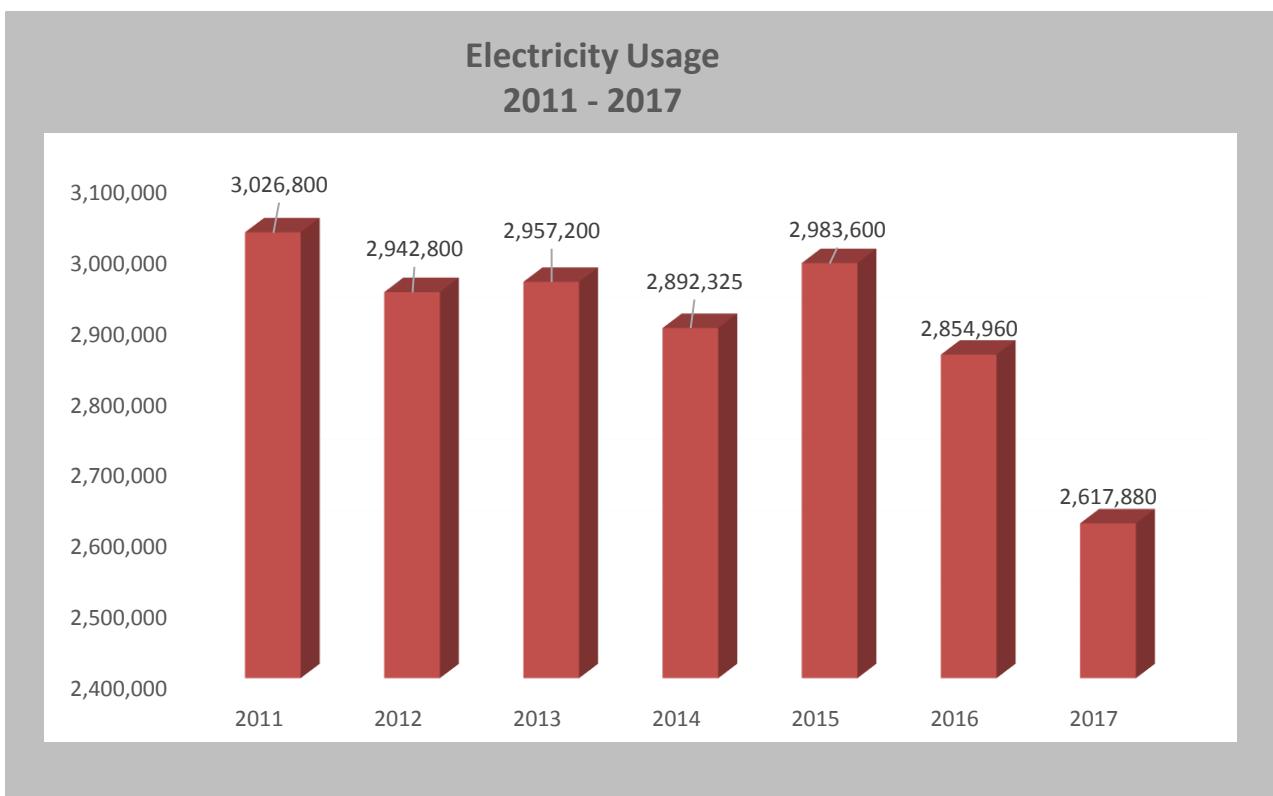
The ConVal Schools Facilities and Custodial Dept. take pride in their accomplishments and supporting roles of our Districts' buildings and grounds. I hope that you have observed some of the improvements noted and hopefully some that may have not been mentioned.

Take care,

Tim Grossi, Keith Lee, John Pirkey, Jim Aborn, Tyler Whitney, Roger Crane, Don Castagna, Rick Tracy, Frank Gorecki, Paul Barnes, Jarvis Adams and all the great contractors that support our schools.



## Facilities continued



**District Facilities Staff:**



## Per Pupil Costs

### Per Pupil Costs 2011 to 2017

	2011	2012	2013	2014	2015	2016	2017
Elementary	\$16,788	\$16,823	\$16,884	\$18,064	\$17,997	\$18,160	\$16,641
Middle	\$14,040	\$15,652	\$16,309	\$15,891	\$17,490	\$16,893	\$19,603
High	\$13,011	\$14,933	\$16,142	\$16,333	\$15,711	\$17,258	\$18,681
ConVal Average	\$14,493	\$15,570	\$16,433	\$16,806	\$17,022	\$17,463	\$18,238
NH Elementary	\$13,120	\$13,414	\$13,628	\$14,200	\$14,581	\$15,033	\$15,398
NH Middle	\$12,115	\$12,606	\$12,992	\$13,321	\$13,698	\$14,295	\$14,741
NH High	\$12,650	\$13,101	\$13,490	\$14,109	\$14,466	\$15,068	\$15,538
NH Average	\$12,775	\$13,159	\$13,459	\$14,001	\$14,375	\$14,902	\$15,311

- 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.



"Reach for Success...Choose  
Enthusiasm!"

## School Profiles



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

## **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:** 177

**Motto:** "Antrim Eagles Soar"

**Phone:** 603-588-6371

**Grades:** Pre-School-Grade 4

**Mascot:** The Eagle

**Colors:** Blue

**Average Class Size/Range:** 14/10-18

**Administrators:**

**Principal:** Stephanie Syre-Hager

**Special Education Coordinator:** Diane Johnson

**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.

**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.

**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](http://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. Local organizations such as the Antrim Historical Society and Lions Club share their knowledge and skills with our students. 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.

Respectfully Submitted,

Stephanie Syre-Hager  
AES School Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

## **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:** 77

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

**Phone:** 603-588-2131

**Grades:** Kindergarten - Grade 4

**Mascot:** Black Bear

**Colors:** Blue and Gold

**Administrators:**

**Principal:** Stephanie Syre-Hager

**Special Education Coordinator:** Diane Johnson

**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.

**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.

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](http://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 6:00pm on the first Monday of each month. 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.

Respectfully Submitted,

Stephanie Syre-Hager  
Pierce School Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

**Dublin Consolidated School**

**Location:** 1177 Main Street, Dublin, NH 03444

**Web Address:** <http://dcs.convalsd.net/>

**Student Instruction Hours:** 8:40 am - 3:25 pm

**Enrollment:** 40

**Motto:** DCS Cares about ourselves, each other, our school, and community

**Phone:** 603-563-8332

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

**Mascot:** Raven

**Colors:** Forest Green

**Administrators:** Nicole Pease

**Mission Statement:** Our mission is to foster a safe and joyful learning community.

**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 District Professional Learning Communities (PLC's) by grade level in order to effectively use assessment results to target instruction more specifically matched to individual student needs. 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. 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 including planting, caring for, and harvesting our garden. We also have visits to or from the Dublin Historical Society and to the Dublin Community Center for PAWS to Read. ConVal Arts Enrichment provides in-class opportunities for curriculum enrichment, and museum and theater trips, as well as artist –in-residency programs. Our students perform in a winter concert each December, and DCS students put on a Talent Show in the spring as well. Occasionally we host, or attend at another ConVal school, a special music or drama program.

**Parents 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 fundraising to pay for those activities. Additionally, DCS benefits from community volunteers who do not have children in the school, nevertheless they 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. The Dublin Community Foundation offers support for our students in a variety of ways; from winter clothing to Residency Programs to Field Trips and we are very appreciative! 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 safely. As this work came to a final conclusion, our students have taken advantage of the new sidewalks and monthly walk up the hill to the Community Center to participate in the PAWS to Read Program. We also parade up to the Yankee Parking lot as one of our traditions on Halloween. This year many of the town officials dressed as the Paw Pals met us. 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. Recently we have established a new connection with the Monadnock Rotary. Rotarians have been coming to DCS to present the FACTS (Famous Artists Come to School) program, coordinated by the Arts Enrichment Program. We also took a field trip to the Dublin Rotary Park with a

focus upon connecting science learning to the park with some assistance from the Harris Center. We are thankful for the multifaceted community connections!

Respectfully Submitted,

Nicole Pease  
DCS Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
**School Information Sheet**

## **Francestown Elementary School**

**Location:** 325 2<sup>nd</sup> NH Turnpike S, Francestown, NH 03043  
**Web Address:** <http://fes.convalsd.net>  
**Student Instruction Hours:** 8:40 AM – 3:25 PM  
**Enrollment:** 65  
**Motto:** FES PRIDE

**Phone:** 603-547-2976  
**Grades:** Kindergarten – Grade 4  
**Mascot:** Lion  
**Colors:** Blue and Gold

**Administrator:** Katherine Foecking

**Mission Statement:** At Francestown 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.

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

**Parents Involvement:** FES has a very active PTO that meets every month to plan activities for students and pursue fundraising activities. Each year the PTO funds and supports a week-long enrichment program that extends the students expose to engaging and enriching programs. In recent years, the students have completed a circus, NHDI, and Author residency program. FES parents work hard at volunteering daily, weekly, monthly, or for special events. Parents provide after school enrichment programs such as card making, Math Team, hiking, cooking, and yoga. Parents work as a team with the FES teachers to give all children many opportunities and supports that make their total experience at FES rich and full of lifelong learning.

**Community Connection:** School staff works hard with the FES PTO to keep the school involved with the Francestown 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 also invited monthly to join the students at the All School Meeting, where children share their learning, celebrate successes, and sing songs together. Students 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 each year and students across grades K - 3 regularly read with volunteers. 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. The school is utilized for many community events such as Frantestown town meetings, outreach presentations, and blood drives. It is our aim for FES to be at the center of the local community.

Respectfully Submitted,

Katherine Foecking  
FES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
School Information Sheet

## **Greenfield Elementary School**

**Location:** 860 Forest Road, Greenfield, NH 03047

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

**Student Instruction Hours:** 8:40AM – 3:25PM

**Enrollment:** 86

**Motto:** Be Safe, Be Kind, Be Responsible

**Phone:** 603-547-3334

**Grades:** Pre-K to 4

**Mascot:** Greenfield Grey Wolves

**Colors:** Green and Grey

**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.

**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 and math coaches 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. In addition to core academic instruction, our students participate in extra-curricular activities such as NHDI, a Circus Residency, after-school clubs, Girls on the Run, and various all school themed days. Students especially enjoy Science and Art Days.

**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 hike and explore Greenfield State Park with park rangers. Students enjoy visits to the Greenfield Fire Department each year as part of our Fire Safety Program. Kindergarten students get to know our community helpers through classroom visits from the local fire and police departments as well as local business owners and employees. 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.

**Awards & Recognition:** GES collaborated with the Stephenson Memorial Library and won a CLiF grant. Our school library was awarded new books and enjoyed an author visit with John Steven Gurney in the spring of 2017.

Respectfully Submitted,

Colleen Roy  
GES Principal

**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
School Information Sheet

## **Hancock Elementary School**

**Location:** Hancock, NH

**Web Address:** [hes/convalsd.edu](http://hes/convalsd.edu)

**Student Instruction Hours:** 8:40AM – 3:25PM

**Enrollment:** 52

**Motto:** Rooted in Community, Reaching for the Stars

**Phone:** (603)525-3303

**Grades:** K - 4

**Mascot:** Huskies

**Principal:** Amy Janoch

**Special Education Coordinator:** Diane Johnson

### **Mission Statement:**

All student 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.

In order to prepare for a day of rigorous learning, teachers facilitate a morning meeting. These meetings focus on creating a safe, respectful, and supportive environment that grounds students in their community and encourages all children to take academic and social risks. Additional behavior instruction and support is provided through Responsive School Discipline Principles. Staff use interactive modeling to ensure all students are practiced with daily classroom and school routines.

Throughout the day, children build their critical thinking and problem solving skills in reading, writing, math, science, and social studies. Teachers from Cornucopia, Harris Center, and The Monadnock Center for History and Culture work side by side with classroom teachers to create rich lessons that provide authentic learning experiences for all children.

### **Parents Involvement:**

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 Connection:**

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, Town Hall, and Hancock Inn offer a wealth of social studies activities. 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.

Our connection to the community can also be seen at the Hancock Community Supper. Every year, Hancock Elementary hosts the supper. All children participate in preparing and serving the meal. Third and fourth graders make chili, first and second graders cook up a dessert or corn bread, and kindergarten students rip up lettuce for salad. Last year we fed 125 community members! It is one of the ways that we are able to give back to a community that regularly supports the children in their learning.

Respectfully Submitted,

Amy Janoch  
HES Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
School Information Sheet

## Peterborough Elementary School

**Location:** 17 High Street, Peterborough, NH 03458

**Phone:** 603-924-3828

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

**Grades:** Preschool-4

**Student Instruction Hours:** 8:40 am-3:25 pm

**Mascot:** Bobcat

**Enrollment:** 265 students

**Colors:** Blue, White, Gold

**Motto:** "Keep it on your mind, Be Respectful, Safe and Kind."

**Mission Statement:** At Peterborough Elementary School, our mission is to engage, support and inspire learning so that all students can achieve their full potential. We challenge all students to achieve academic success while also developing physically, socially, and emotionally. Our goal is to work in a partnership with home, school, and community to model and promote a respectful, safe and kind environment.

**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. Each grade provides Science and Social Studies instruction. Peterborough Elementary School provides intervention and support through differentiated instruction, intervention periods, math, 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. Peterborough Elementary School teachers use the PLC process to provide specific Intervention Time for response to intervention in addition to their core academic periods giving students what they need.

Peterborough Elementary School uses the Responsive Classroom approach in developing and teaching social skills. This approach helps teachers establish a calm and safe classroom while helping children develop self-discipline and a sense of responsibility.

Students at Peterborough Elementary School have an opportunity to extend their learning experience through partnership with the Harris Center, Arts Enrichment, Cornucopia Project, and by bringing well known authors and illustrators to the school.

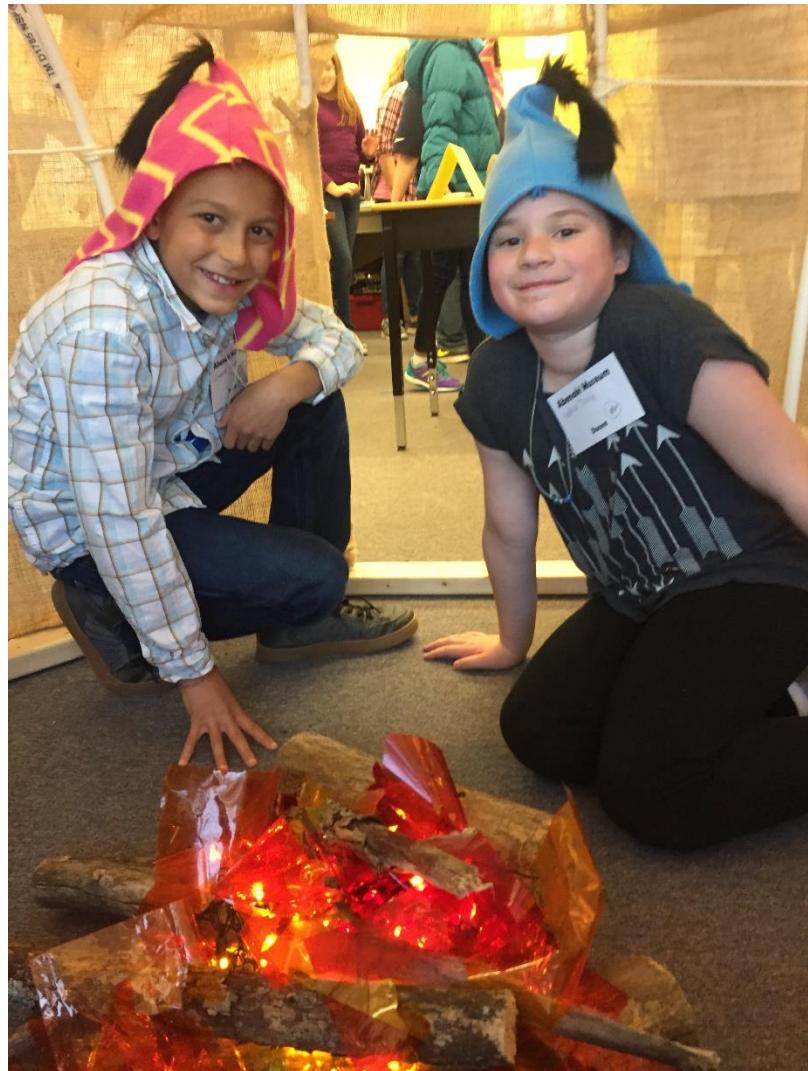
**Parents Involvement:** The Peterborough Elementary School Parent-Teacher Organization is a service organization that provides additional support to students, teachers, and parents through a variety of different programs and initiatives. The PTO has raised funds to assist the school in buying a school sign, playground equipment, 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, and other special events throughout the school year. All parents, guardians and teachers are members of the PTO, which is governed by elected officers and those attending PTO meetings.

**Community Connection:** The location of Peterborough Elementary School provides students and staff with a variety of opportunities to connect to the community. Classes have gone on walking field trips to the Peterborough Library, Mariposa Museum, Peterborough Historical Society, and the local Nursing Home. We organize food drives for End 68 Hours of Hunger. Students from South Meadow and ConVal High School come to Peterborough Elementary School to volunteer. Peterborough Elementary School maintains relationships with Keene State College. Students from this institution complete their practicum work and student teaching experience at Peterborough Elementary School. America Reads Volunteers from Monadnock RSVP Center come to PES on a weekly basis to read with students who need additional support. The River Center in Peterborough provides parent workshops for the parents at Peterborough Elementary School.

**Awards & Recognition:** Peterborough Elementary School was awarded the Year of the Book grant for this school year by the Children's Literacy Foundation (CLIF). Through this grant we have been able to bring in storytellers, plan writing workshops, have author/illustrators in, provide workshops for parents, add books to our school library and give every student in the school books to take home.

Respectfully Submitted,

Helena Bates  
Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH**  
School Information Sheet

## **Temple Elementary School**

**Location:** 830 Route 45, Temple, NH  
**Web Address:** <http://tes.convalsd.net/>  
**Student Instruction Hours:** 5 hrs. 45 min  
**Enrollment:** 47

**Phone:** 603-878-1955  
**Grades:** K - 4  
**Mascot:** The Barred Owl  
**Colors:** N/A

**Motto:** Everyone in this school is a learner. Everyone in this school is a teacher.

**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.

**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. .

**Parent Involvement:** TES parents work hard at TES volunteering daily, weekly, monthly, or for special events. Parents provide reading and math support to our younger classrooms. 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 participating in local food pantry collections, hosting two blood drives each year, or raising support for children and families in need. TES also reaches out to the Temple seniors by cooking and serving a Senior Thanksgiving Feast for the town. The Conservation Committee and students work on posters and science projects. The Temple Band and TES kids perform together for their annual Christmas Concert.

**Activities:** TES offers many opportunities for our students such as **Multiage Groupings, Whole School Museums of Learning, STEAM Fridays, Peer Assisted Learning Strategies, Art Day, Science Day, Family Fun Nights, Artist in Residence, and more.**

Respectfully Submitted,

Fabiola Woods,  
TES Principal



## CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH

### School Information Sheet

## Great Brook School

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

**Location:** 16 School St. Antrim, NH 03440

**Web Address:** [gbs.convalsd.net](http://gbs.convalsd.net)

**Student Instruction Hours:** 7:25 am - 2:10 pm

**Enrollment:** 257

**Motto:** "Responsible, Respectful, and Safe Students"

**Phone:** 603-588-6630

**Grades:** 5-8

**Mascot:** Bobcat

**Colors:** Red, White and Black

**Mission Statement:** It is Great Brook School's collective responsibility to ensure that all students reach their highest level of learning in a community which embraces safety, responsibility, and respect.

**Learning Environment:** Great Brook School functions as a 5th-8th grade middle school with a focus on academics as well as adolescent development and behavior.

**Parents Involvement:** GBS has active and involved PTO members who raise money and engage in initiatives to improve the school and improve the experience for students.

**Community Connection:** Our Student Leadership Committee organized a Coats for Kids drive and collected over 100 coats for the community, and sent about 200 cards to troops overseas.

**Awards & Recognition:** In 2016 Great Brook School was honored to receive the Spotlight Award from the New England League of Middle Schools committee. We were the only school middle school recognized that year in New Hampshire.

Respectfully Submitted,

Jim Elder  
GBS Principal





## CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1, PETERBOROUGH, NH

### School Information Sheet

## South Meadow Middle School

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

**Location:** Peterborough, NH

**Phone:** 603 924 7105

**Web Address:**

**Grades:** 5-8

**Student Instruction Hours:** 7:20-2:15pm

**Mascot:** Puma

**Enrollment:** 410

**Colors:** Royal Blue & White

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

**Mission Statement:** To create a learning environment for students to develop 21<sup>st</sup> Century skills to be successful citizens. This environment emphasizes **PRIDE** – Perseverance, Respect, Integrity, Dedication and Empathy.

**Learning Environment:** South Meadow School has a team of teachers at every grade level. Students will have four core teachers for Math, English, Social Studies and Science. Students will also have two specials teachers each quarter which include Art, Health, Physical Education, Family and Consumer Sciences, Foreign Language and Industrial Arts & Technology, Music and Band. SMS practices the Positive Behavior Program (PBIS) in addressing student behavior. The student mentor program has been a key factor in supporting and welcoming the new grade 5 students and all new students who enter SMS. The mentor program trains student mentors to support the new students by meeting with them bi-monthly to encourage a smooth transition to SMS. All students are encouraged to be part of the SMS program for enrichment learning experiences which include: Robotics, 3-D Printing, Webcasting, Newspaper, Simple Machines, Mechanical Engineering, Mind Puzzles and Peer Mentors.

**Parent Involvement:** Veterans Breakfast, parent meetings, sports programs, extra-curricular activities, book fairs, Teacher Appreciation Week, etc. all encourage parent involvement.

**Community Connection:** SMS has a requirement of community service for each student over their four years. Grade 5 – 5 hours, Grade 6 – 10 hours, Grade 7 – 15 hours and Grade 8 – 20 hours. SMS embraces community connections with Rotary, StemFest UNH, CampQuest, Keene State College, Peterborough Arts, local Senior Centers, Harris Center, Sea Cadets, Peterborough Recreation Department, Peterborough Library, River Center, local churches and the SMS Food Pantry.

**Awards & Recognition:** South Meadow School has received numerous awards and recognition over the past year.

- Mrs. Kelly Parker, SMS Assistant Principal, has been selected as the 2017 NH Assistant Principal of the Year.
- Boys Baseball – Tri-County Champions 2017
- SMS Robotics – 1st Place in Teamwork at the 2017 State LEGO League Championship
- SMS Robotics – 2<sup>nd</sup> Place in Performance, 1<sup>st</sup> Place in Core Values & 3rd Place Overall Team in a local competition
- SMS Band – Gold Medal at the Great East Music Festival - Spring 2017
- SMS Dance Team – New England Cheer and Dance Champions 2016 & 2017, – 2016 Universal Dance Association Champion, Emmanuel College Dance Champion, SMS Dance Competition Champion
- SMS Special Olympics – Students were awarded several medals in the Winter and Summer Olympics
- SMS NH Middle School of the Year – 2006 & 2012

Respectfully Submitted,

Anne O'Bryant  
SMS Principal



**CONTOOCOOK VALLEY SCHOOL DISTRICT, SAU #1,  
PETERBOROUGH, NH**  
School Information Sheet

## **ConVal Regional High School**

**Sending Schools:** Great Brook School & South Meadow School

**Location:** 184 Hancock Road, Peterborough, NH 03458

**Web Address:** [cvhs.convalsd.net](http://cvhs.convalsd.net)

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

**Enrollment:** 733

**Phone:** 603-924-3869

**Grades:** 9 - 12

**Mascot:** Cougar

**Colors:** Blue and gold

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

ConVal students will demonstrate:

- Effective Communication
- Effective Problem Solving
- Effective Use of Knowledge
- Respect for Self and Others
- Contributions to School and Community

### **Learning Environment:**

Schoolwide, the central focus in 2017 was on the introduction of the 1:1 blended learning environment at ConVal Regional High School. The Professional Development Day in March and the 1:1 Summer Institute in June provided opportunities to collaborate with a group of Master Teachers from the Natick, MA, public school system. The workshops explored the new instructional and learning opportunities that would open up in a 1:1 environment.

In September, three interdisciplinary, professional learning communities were established: one is devoted to common assessments, the other to a revision of the TASC flexible time block, and the third to the newly established, blended learning environment at ConVal Regional High School.

Following the March-September preparations, district-issued Chromebooks were distributed to all freshman and sophomore students in early October. The devices are used both at school and at home in a blended learning environment. In late October, Senator Maggie Hassan and Jessica Rosenworcel, a member of the Federal Communications Commission (FCC), visited ConVal to see how technology and Internet connectivity make a difference in the instructional and learning practices at the high school level.

The Region 14 ATC announced that it will add a CTE approved Manufacturing Program to its course offerings. This brings the ATC's total Career and Technical Education programs to ten programs. These programs offer Running Start/Dual College Credit that provide a total of 58-college credits for students. The Center also hosted the New England Vex-Robotics Competition and finalized the installation of a new Roland Computer Numerical Control (CNC) machine in its Engineering Lab.

The English Department began the program review process which includes the development of common assessments and the revision of course offerings to address the changing scope of literacy. Students began to participate in the National Writing Project Scholastic Writing competition and continued contributing to local and nationwide essay contests. Artists in a variety of mediums also made connections with students through the MacDowell in the Schools program. An emphasis on relevant real-world connections and project-based learning was supported by the increased access via the 1:1 Chromebook initiative.

The Mathematics Department hired two new teachers with engineering and science backgrounds with the intent to increase student engagement by combining mathematics with real-life applications. Teachers have provided common assessments to students in all courses. The assessments are carefully analyzed and provide direction for both current

and future instruction. Many teachers have implemented competency-based assessments that better communicate the full level of understanding of each student across four domains. Two math courses are now offered as Running Start where students receive college credit in Calculus 1 and 2 on a Nashua Community College Transcript.

The Health and Wellness Department welcomed Tim Conway as a new teacher to the department. Department members developed and implemented a new curriculum for both the Health and Wellness 1 and Health and Wellness 2 courses. The new emphasis is on the development of the skills needed to live a healthy lifestyle and on providing real-world connection. In addition, there is an increasing use of project-based assessments.

The Science Department welcomed new physics teacher, Diane Tandy, whose students designed, built, and tested model bridges with the assistance of engineers from the NH DOT. The Science Department developed competencies to ensure that students become skilled in science and engineering practices. Teachers provided opportunities for students gain additional science experiences beyond the classroom through ELOs and co-curriculars, such as Forensics Club, Chem Club, Ocean Bowl, Envirothon, and Lab Girls.

The Social Studies Department welcomed two new teachers to the department: Amy Duderewicz and Olivia Bregani. The department's current focus is on refining common assessments to ensure that all students are getting the essential knowledge and skills to become informed citizens. A second area of emphasis is the creation of blended learning lessons specific to the new Chromebooks.

The Special Education Department welcomed Michael Lucow as its new administrator. The department has focused on enhanced co-teaching opportunities and on the complete overhaul of its learning lab model for students with IEPs. The revised learning lab seeks to better meet the individualized requirements of learners with special needs. It provides services for students through remedial skills building while simultaneously emphasizing improvements in self-motivation, responsibility, and executive functions. In addition, the class allows for consistent collaborations with school-counseling, related services, and transition personnel.

The Visual and Performing Arts have continued to offer a multitude of opportunities to students in the visual arts, theater and music and have fully implemented a new curriculum model that promotes heterogeneous collaboration. All areas of study are using common assessments and have begun to include competency assessments as well. On stage, students have participated in a half dozen shows with many writing, directing, acting and tech opportunities. Music offered numerous performances both under the roof of ConVal and out in the community. Strong alumni connections promote examples of how one can maintain a life in the arts after high school.

The World Languages Department continued to collaborating on the development of common assessments with emphasis on project-based learning. Most of the classes in the department are using the new Chromebooks as a tool for student-teacher communication and student assignments.

The German teachers are collaborating to develop and implement a new curriculum for their courses. There has been an increase in the world language students participating in community and cultural activities.

### **Community Connections:**

Throughout the year, ConVal Regional High School students and staff were engaged in a very wide variety of community connections and projects, among them: The Be The Change Task Force; The Business Partnership Advisory; The ConVal Substance Abuse Task Force; The Cornucopia Project; Express Admissions with NHCCS; Farmer John's Plot; Harris Center for Conservation Education; The Hugh O'Brian Youth (HOBY) Leadership Seminar; Internships at local businesses; K-12 School Counseling Advisory; The Monadnock at Home Program; The Monadnock Rotary Club Wellness Festival; The Monadnock System of Care; The New Hampshire Council on the Arts; Operation Santa; The Parent Advisory; The Peterborough Rotary Club Pancake Breakfast; Region 14 ATC Advisory; RENEW; The University of New Hampshire High School Relationship Project; Youth M.O.V.E.

In December, Peterborough Fire Chief Ed Walker was honored as a New Hampshire Scholars Champion for his partnership with the ConVal Fire Science Program, the Youth Mental Health First Aid Program, and for his leadership in the ConVal Substance Abuse Task Force.

## **Accomplishments and Recognitions:**

**Students:** There were a number of student achievements that were accomplished throughout the year, both in groups and individually.

In January 2017, students from all academic departments and the Regional 14 Applied Technology Center participated in a “Celebration of Learning” Open House. More than 120 parents and community members attended the event.

In February, ConVal’s National Ocean Sciences Bowl (NOSB) Team A took first place in the 2017 Nor’easter Bowl that was held at the University of New Hampshire in Durham.

In March, the ConVal Unified Basketball Team reached the state playoff semi-finals.

Also in March, students in the Youth and Government co-curricular club received Bill of the Year honors at the statewide mock legislature.

After being honored as a best production and best ensemble at their regional state festival in Bow, NH, in March, ConVal theatre students who devised an original work “Sprung -- A Rite for Festival” were invited to the New Hampshire Educational Theatre Guild’s state festival.

In April, Interact students engaged in a community service project in Leon, Nicaragua. Students helped with English conversation classes, worked beekeeping chores, and helped build the foundation of a brick home. Also during April vacation, 102 Band and Choir students performed at Walt Disney World in Orlando, Florida. Both the band and the chorus ensemble received Golden Mickeys for their performances.

The ConVal Boys Lacrosse Team reached the State playoff semi-finals.

In May, ConVal’s Equestrian Team was named the New Hampshire High School Equestrian Team District 1 Champions for the fourth year in a row.

The June 2017 Celebration of Learning — a collaborative event by more than 40 teachers to showcase the accomplishments of their students — was attended by more than 150 parents and members from the greater ConVal community.

In September, ConVal High School students contributed more than 2,712 lbs. in food donations and about \$1,400 in cash to the “New Hampshire Tackles Hunger” campaign.

In October, at the annual “Voices of the 603” competition at the Capitol Center for the Arts, the Morin Tune male a cappella group received a silver rating and the Clef Hangers female a cappella ensemble garnered a gold rating for their respective performances.

In November, ConVal’s Unified Soccer Team won the State Championship and finished the season with a record of 9-0. In the finals, the Cougars upset the Exeter Unified team which had not lost a game in three years and were coming off back-to-back State Championships.

Individual student achievements in 2017 included the following:

- Senior Michelle Jarest and junior Jason Frank traveled to Washington, DC, with Social Studies teacher Greg Leonard to attend the Presidential Inauguration. They were student reporters for the Granite State Voices through Franklin Pierce University. They were able to visit the office of U.S. Representative Annie Kuster and to interview U.S. Senators Jeanne Shaheen and Maggie Hassan.
- After winning the school-wide Poetry Out Loud competition for the fourth year in a row, Astrid Kipka represented ConVal High School at the Poetry Out Loud State Semi-Final at New England College in Henniker.
- Beecher Clifton-Waite ('15) and senior Michael Zrzavy were honored with the first-ever James Grant Youth Achievement Awards.

- Seniors Emma Brown, Emma Johnson, Hannah Cheneau, and Rowan Tyne participated in the Peterborough Rotary Four Way Test Speech Competition. Rotarians scored the speeches based on content, organization, and delivery, with Rowan Tyne receiving first place.
- At the New Hampshire Educational Theatre Guild's regional and state festivals, students were awarded individual citations: Marisa Bernabeo for performance, Anna McGuiness for student direction, and Oliver Ward for music composition.
- Ingrid Aho's poster was chosen as the winning design by the Children and the Arts Festival Committee.
- Talia Rokes was recognized as Outstanding History Student by the Daughters of the American Revolution (D.A.R.).
- Riley Bemont, Bridget Grady, Cam Ibach, Maddi Levesque and Beck Lorimer won auditions to participate in the 2017 New England Music Festival.
- At graduation, Michael Zrzavy was the recipient of the ConVal Faculty and Staff Award.
- Riley Young was chosen as the 2017 winner of the Monadnock Rotary Club's Evans-Reilly Award.
- Liam Gilligan, Haley Davis and Elizabeth Gupstill were chosen as the ConVal delegates to the Hugh O'Brian Youth Leadership Seminar Delegates for 2018
- The Daughters of the American Revolution (D.A.R.) announced the selection of Daniel Curran for its Good Citizen Award.
- The 2016 ConVal Yearbook photo "Caught in the Moment" by Hannah Anderson was featured in the national fall 2017 Jostens Yearbook poster campaign.
- Based on their PSAT scores from fall 2016, Jason Frank and Lily Denehy received Letters of Commendation by the National Merit Scholarship Program in recognition of their outstanding academic promise.
- The trio "Kussecht," comprised of Grace Christensen, Alexis Cleary, and Margot Kratzenberg, won the Goethe Institut Rap Contest with an originally composed German rap song.
- Sophomore Jadyn Vaidya selected as one of just 14 students nationwide to take part in the final round of the International German Olympiad.
- Andres Tourgee was selected to be part of the New Hampshire Special Olympic Basketball Team and Dylan Coyne was selected as a high performance athlete to be on the New Hampshire Special Olympic Track and Field team. Both will participate in the USA Games in Seattle, Washington, in July 2018.
- Several ConVal students succeeded at the Foreign Language Poetry Recitation Contest at Hanover High School. Awards were received in German 1 - 2nd place: Max Shumway, 3rd place: David MacKay; German 3 - 1st place: Liam McCall; German 4 - 1st place: David Weber, 3rd place: Kyle Shearer.
- Oliver Ward had his photography artwork showcased at the Peterborough Public Library for the month of December.
- Several ConVal students garnered awards at the Scholastic Art Awards, the nation's longest-running and most prestigious scholarship initiative for creative teens. The following received awards and recognitions: Manny Bowman, "Checkers," Gold Key, Architecture & Industrial Design; Clare Veverka, "Dots on Dots," Gold Key, Ceramics & Glass; Margaret Yates, "Winter's Night Sky," Honorable Mention, Ceramics & Glass; Margaret Yates, "Mug Set," Honorable Mention, Ceramics & Glass; Jaclyn Clark, "Voiceless," Silver Key, Ceramics & Glass; Clare Veverka, "Mug Fun," Silver Key, Ceramics & Glass; Daisy Young, "Blending Thin," Silver Key, Ceramics & Glass; Oliver Ward, "The River from Post Office Park," Gold Key, Photography; Megan MacLaren, "Orange You Glad It's A Lemon?," Honorable Mention, Photography; Sean Roberts, "Lines," Honorable Mention, Photography).

**Faculty and Staff:** In March, Kim Chandler and Emily Daniels presented on social-emotional supports which are provided during the ConVal High School TASC Intervention Block at the National Youth at Risk Conference which was held in Savannah, Georgia.

Chemistry teacher Moira Milne was the recipient of a grant from the American Chemistry Society. This grant allowed Dr. Milne to collaborate with Ben Putnam and ceramic artist Dave Ernster to engage students in experiential learning opportunities during the months of April and May.

In May, school counselors Eric Kostecki and Jennifer Geaumont presented on the Check In/Check Out Pilot Program at the Regional PBIS Conference in Mystic, Connecticut.

At the 24th Annual Excellence in Education (EDies) Awards in June, ConVal's German teacher Cindi Hodgdon was presented with the World Language Teacher of the Year Award.

ConVal faculty members Tim Conway, Robin Croteau, Rebecca Dunn, Greg Morris, and Carol Young earned Master's or post-Master's degrees in Educational Leadership through Keene State College.

As the chosen representative for the state of New Hampshire, Mary Goldthwaite-Gagne attended the PBS Digital Innovators Summit in San Antonio, Texas. The three-day, all expenses-covered conference connected attendees with fellow innovators and provided opportunities to learn from renowned education experts. The Summit included a pass to the International Society for Technology in Education (ISTE) conference that was also held in San Antonio.

In July, Robin Croteau traveled to the Galapagos Islands in Ecuador to experience the same journey that Charles Darwin embarked upon when he proposed the scientific theory of evolution by natural selection. Her documented experiences have already been incorporated into her biology unit on the evolution of life on earth.

Rachael Bowman, Gib West, and Helfried Zrzavy completed a three-day cohort training in Leadership in Blended and Digital Learning (LBDL) in Natick, MA. In addition, nine ConVal teachers and staff members — Liz Concannon, Tim Conway, Karen Fabianski, Lance Flamino, Griffen Fletcher, Sara Krapohl, Paul Landau, Amy Lashua, and Helfried Zrzavy — participated in a four-day workshop organized by the School Reform Initiative (SRI). SRI uses protocols that offer structured processes to support focused conversations, build collective understanding, and drive school improvement.

In August 2017, Carol Young participated in an Arctic wildlife expedition in the Svalbard Archipelago, halfway between Norway and the North Pole. There she observed the behavior of polar bears, walruses, nesting seabirds, reindeer, Arctic foxes, and the effects of climate change on this polar ecosystem.

In October, ConVal Art Teacher Ben Putnam was awarded a classroom grant by the Daughters of the American Revolution Helen Pouch Memorial Fund.

In November, members of the ConVal Library, Integration, and Technology Services (LITS) team presented on the conversion to a Library Learning Commons at a pre-conference workshop at the Christa McAuliffe Technology Conference (CMTC) in Manchester.

In December 2017, English teacher Lisa Carne was selected to serve on the Dollars for Scholars Board of Directors.

Respectfully Submitted,

Gib West  
CVHS Principal