



Inspiring Success One Mind at a Time

Pelham School District Report Card

2018-2019



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INTRODUCTION

The Pelham School District Report Card provides a description of our school district, an overview of each of our schools, and a glimpse into the future of the district. Bringing together the many aspects of what makes a school district successful into one document allows us to see the whole picture of the district, similar to how we look to the whole child when determining success for our students. As we prepared to create this yearly document, we asked each school to define what it means to be successful. They worked with their staff and determined several metrics by which they determine their success. We also looked from a district perspective to define success and choose several areas in addition to what the schools chose. Many of the indicators should be analyzed over several years to get a true sense of how the district is performing. We have started using several new assessments recently, and as with many new assessments, it will take time to start to see patterns. While those patterns emerge, we are committed to a cycle of continuous growth. We hope that you will find this document both useful and inspiring.

VISION & MISSION STATEMENTS



VISION STATEMENT

The Pelham School District, in collaboration with the community we serve, is committed to providing a high-quality, contemporary education in a safe and inclusive environment. Our goal is to educate, prepare, and inspire all students to achieve their full potential as lifelong learners, critical thinkers, and contributing citizens to our global society.

MISSION STATEMENT

Inspiring success one mind at a time.

EXPENSES

Enrollment data is shared in an effort to share the context for our other data. In many cases, enrollment drives costs, but at times costs are disconnected from enrollment. For example, student supplies are budgeted at a per pupil rate. However, no matter how many students we have enrolled, we still need a boiler for the school and oil to run it. So it is important to note that although enrollment is a cost driver it is not the only driver. When you combine enrollment, tax rate, and per pupil expenditure you start to get a complete picture of the expenses related to running a school district. The school district is often the largest employer in a town and as such it is accountable to many stakeholders. Pelham School District has maintained below state average per pupil expenses for the last 5 years while providing a high quality education to its students. When the information in this section is combined with the other indicators of success you then have a complete picture of the effectiveness and efficiency of a school district.

PER PUPIL COSTS

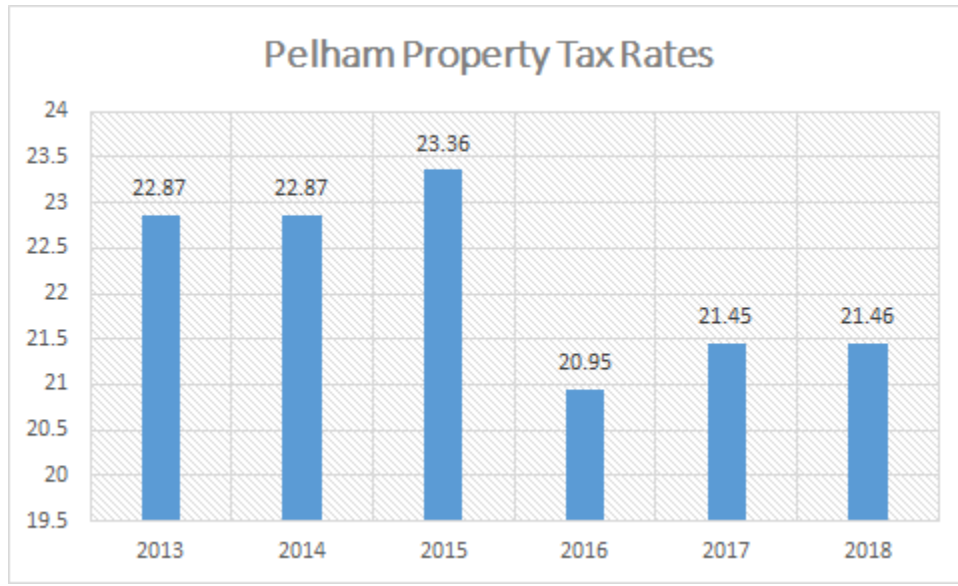
2012 through 2018

Per Pupil Expenditure is calculated by taking the costs of the school district and subtracting transportation, food service revenues, and supplemental expenditures (like vocational and special education tuition and summer school) and then dividing by the number of students. Those things are removed because they can vary so greatly from district to district that they can make the final number meaningless if included.

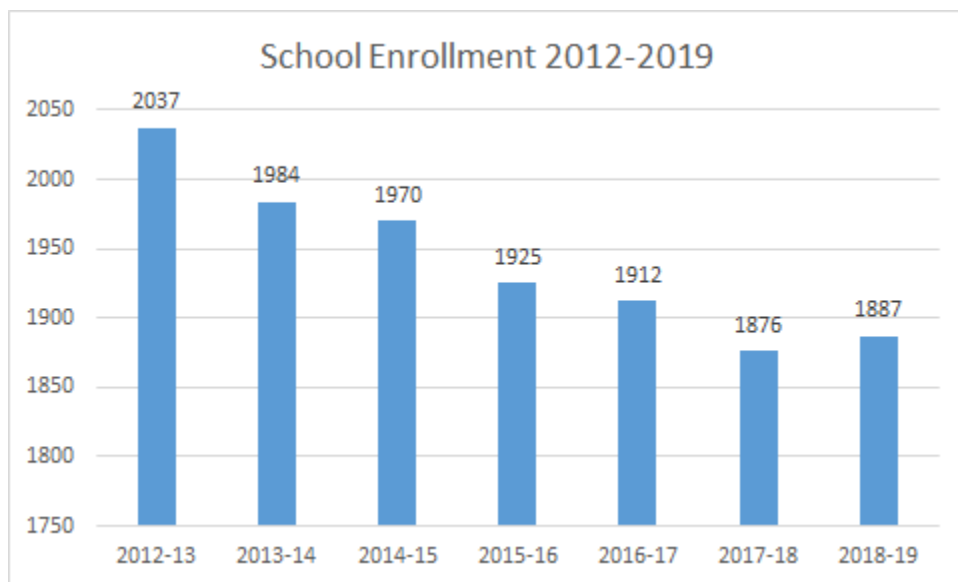
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Pelham Elementary (K-8)	\$9,711.94	\$10,795.98	\$10,861.21	\$10,698.70	\$11,030.87	\$11,659.42
Pelham High	\$12,648.30	\$11,875.91	\$12,056.82	\$13,494.33	\$13,384.15	\$13,734.95
Pelham Average	\$11,180.12	\$11,335.95	\$11,459.02	\$12,096.52	\$12,207.51	\$12,367.08
NH State Elementary	\$13,627.50	\$14,200.30	\$14,581.48	\$15,033.57	\$15,397.60	*
NH State Middle School	\$12,991.70	\$13,320.82	\$13,698.36	\$14,295.37	\$14,740.66	*
NH State High School	\$13,489.88	\$14,109.48	\$14,466.37	\$15,068.46	\$15,537.80	*
NH State Average	\$13,369.69	\$13,876.87	\$14,248.74	\$14,799.13	\$15,310.67	*

*This data is not yet available

TAX RATES



ENROLLMENT



2016-2017

*Note: October 1 is used as the official date for calculation of enrollment

2016-2017												
	8/29/2016	8/29/2016										
GRADE	Attendance	Enrollment	10/1/16	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Pre-school	28	54	54	54	55	55	54	54	55	56	56	56
Kindergarten	72	76	76	76	76	76	77	77	77	77	76	76
1	105	108	106	107	106	106	107	107	107	107	108	108
2	130	130	131	132	132	131	132	131	131	131	130	130
3	120	124	123	124	123	123	123	123	123	123	123	123
4	141	146	146	146	146	146	148	148	147	147	147	147
5	169	172	171	171	170	170	170	170	171	171	171	171
TOTAL	765	810	807	810	808	807	811	810	811	812	811	811
6	165	172	166	165	164	164	163	163	163	163	162	162
7	147	154	149	149	149	149	149	149	149	148	148	148
8	183	189	186	186	185	185	185	185	186	186	186	186
TOTAL	495	515	501	500	498	498	497	497	498	497	496	496
9	169	173	179	178	177	176	175	176	175	173	172	172
10	134	148	142	143	143	142	141	141	141	141	141	140
11	169	174	176	175	175	175	172	170	170	169	169	165
12	158	163	161	160	160	159	154	155	155	152	152	150
TOTAL	630	658	658	656	655	652	642	642	641	635	634	627
Grand Total	1890	1983	1966	1966	1961	1957	1950	1949	1950	1944	1941	1934

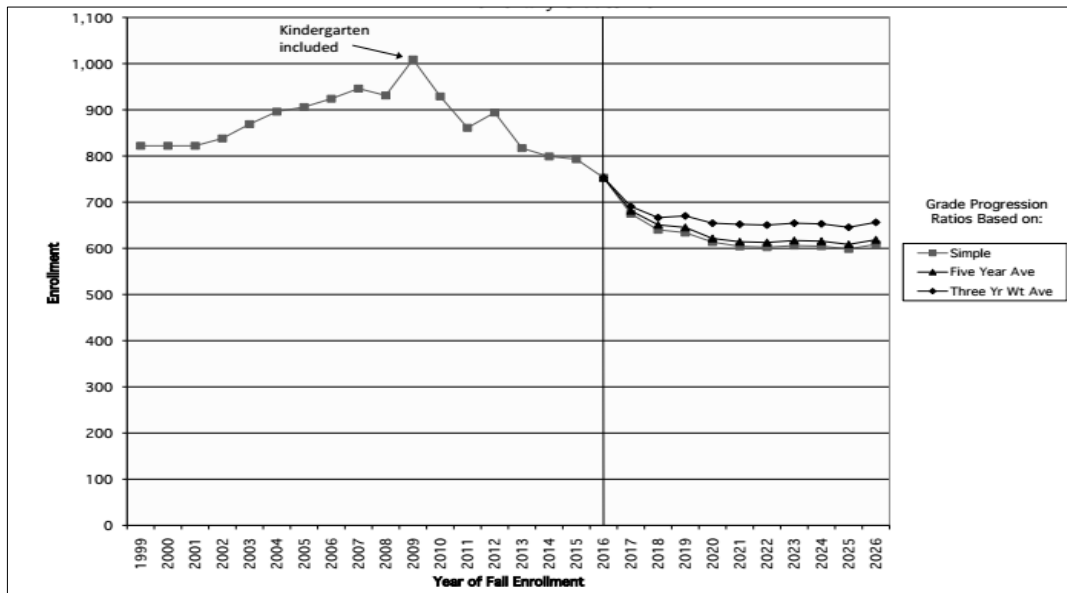
2017-2018

2017-18												
	8/28/2017											
GRADE	Attendance	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	
Pre-school	21	43	42	43	43	43	44	52	52	53	53	
Kindergarten	72	72	72	74	74	72	72	72	72	72	72	
1	121	125	125	124	123	124	124	124	125	125	125	
2	112	115	115	114	114	116	116	115	115	115	115	
3	142	143	143	143	142	143	143	143	143	143	143	
4	132	134	133	133	132	132	131	132	132	132	132	
5	154	153	153	154	153	153	153	153	153	153	153	
TOTAL	754	785	783	785	781	783	783	791	792	793	793	
6	164	167	165	165	165	167	167	167	167	167	167	
7	148	164	165	165	164	164	164	165	167	168	168	
8	162	148	148	148	148	147	147	147	147	147	147	
TOTAL	474	479	478	478	477	478	478	479	481	482	482	
9	160	175	175	175	175	176	176	176	176	176	176	
10	166	170	171	171	171	171	171	170	170	171	171	
11	137	138	138	138	138	139	138	138	139	138	137	
12	166	172	172	172	171	170	169	166	166	165	160	
TOTAL	629	655	656	656	655	656	654	650	651	650	644	
Grand Total	1857	1919	1917	1919	1913	1917	1915	1920	1924	1925	1919	

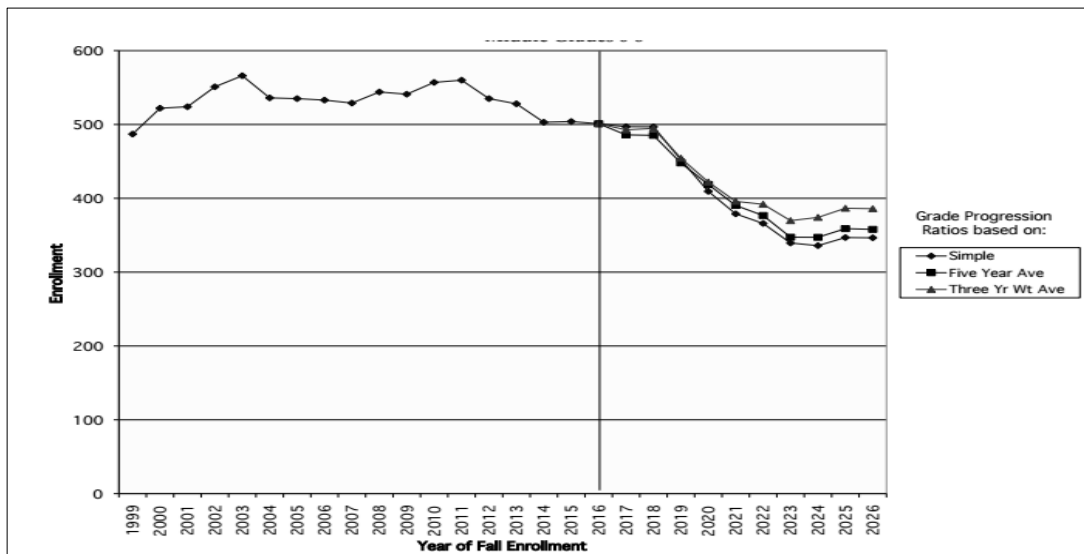
15 YEAR ENROLLMENT HISTORY

Enrollment projections are based on cohort survival models using three different grade progression ratio methodologies; simple one-year (most recent) trend, five-year average and three-year weighted average. The three year weighted average weights the most recent trend by three, the next most recent by two and the last trend by one. Preschool and homeschool students are not included.

GRADES K-5



GRADES 6-8

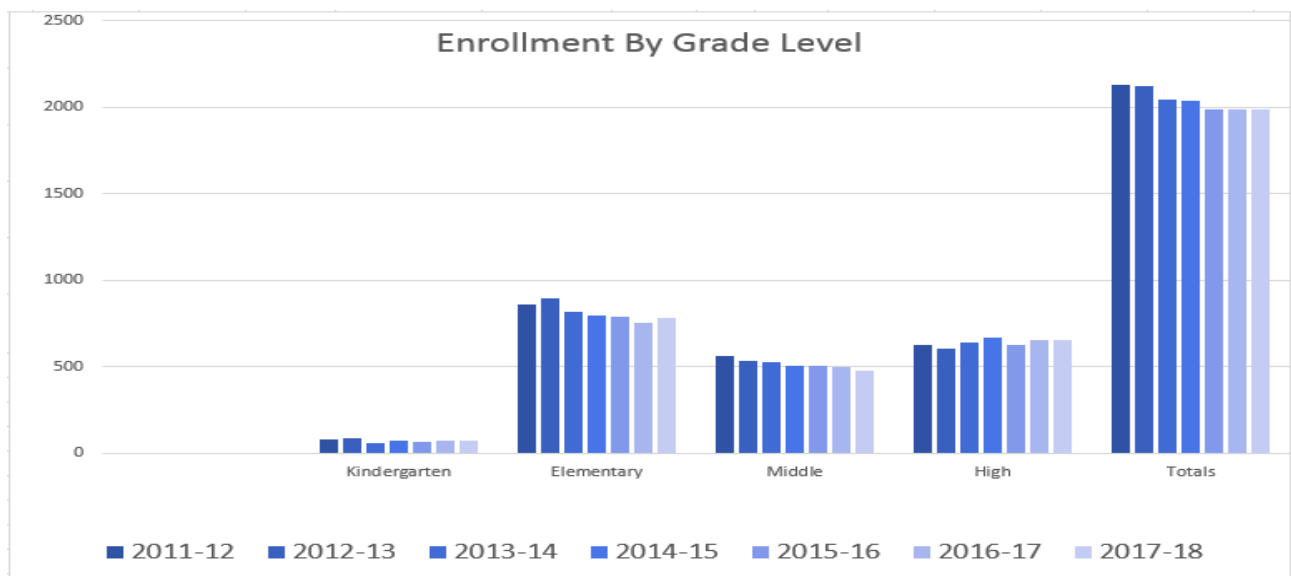


GRADES 9-12



DISTRICT WIDE

ENROLLMENT BY SCHOOL LEVEL



Year	Kindergarten	Elementary	Middle	High	Totals
2011-12	83	778	560	624	2045
2012-13	85	809	535	608	2037
2013-14	61	756	528	639	1984
2014-15	71	728	503	668	1970
2015-16	66	727	504	628	1925
2016-17	76	677	501	658	1912
2017-18	72	670	479	655	1876

SPECIAL EDUCATION ENROLLMENT

*These charts show the fluctuation of enrollment throughout the school year due to referrals

2016-2017

2016-2017										
	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17
Pre-K	22	23	24	30	34	35	31	35	37	38
K	8	8	8	8	8	9	10	10	10	9
1st	12	12	10	11	11	11	12	12	12	11
2nd	22	19	21	22	23	23	23	23	22	22
3rd	13	16	16	16	16	16	16	15	15	16
4th	21	23	23	23	23	23	23	24	23	23
5th	22	22	23	25	25	25	25	25	25	11
6th	34	35	18	20	20	19	19	20	20	20
7th	14	9	25	25	25	24	24	26	25	21
8th	25	31	32	33	34	34	34	33	34	30
9th	33	30	25	28	28	29	29	28	27	52
10th	24	24	25	25	25	26	27	27	27	27
11th	35	37	30	33	33	32	30	28	28	27
12th	19	20	29	29	29	28	26	25	25	12
Total	304	309	309	328	334	334	329	331	330	319

2017-2018

2017-2018										
	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Pre-K	19	19	20	21	23	26	27	29	32	23
K	9	10	10	11	13	14	14	14	15	13
1st	11	12	12	12	12	12	13	13	14	26
2nd	10	11	11	11	12	13	13	12	12	6
3rd	23	24	24	24	24	24	24	23	23	11
4th	15	15	14	14	16	15	14	14	14	33
5th	23	24	25	25	25	26	27	27	27	5
6th	23	22	22	22	23	24	23	23	24	27
7th	19	19	19	18	18	17	17	17	17	26
8th	24	23	23	24	24	24	23	23	22	22
9th	33	34	34	33	33	33	33	33	34	21
10th	33	33	33	34	34	31	30	30	32	30
11th	13	13	14	15	15	16	16	17	17	32
12th	25	24	25	23	23	25	25	22	23	22
Total	280	283	286	287	295	300	299	297	306	297

SCHOOL ATTENDANCE 2018-2019

	% Preschool	% Kindergarten	% Elementary	% High School	% Total
Pelham	93.0	94.7	94.6	94.9	94.7
NH	92	94.5	95.7	93.5	94.8

Note: Attendance rate is based on the number of half-days of attendance and half-days of absence reported at the end of the school year. This data is collected at the district level only.

AVERAGE CLASS SIZE 2018-2019

Grades	Pelham	NH
Grades 1 and 2	18.0	17.4
Grades 3 and 4	21.5	19.2
Grades 5-8	24.0	19.4

DROP-OUT RATE

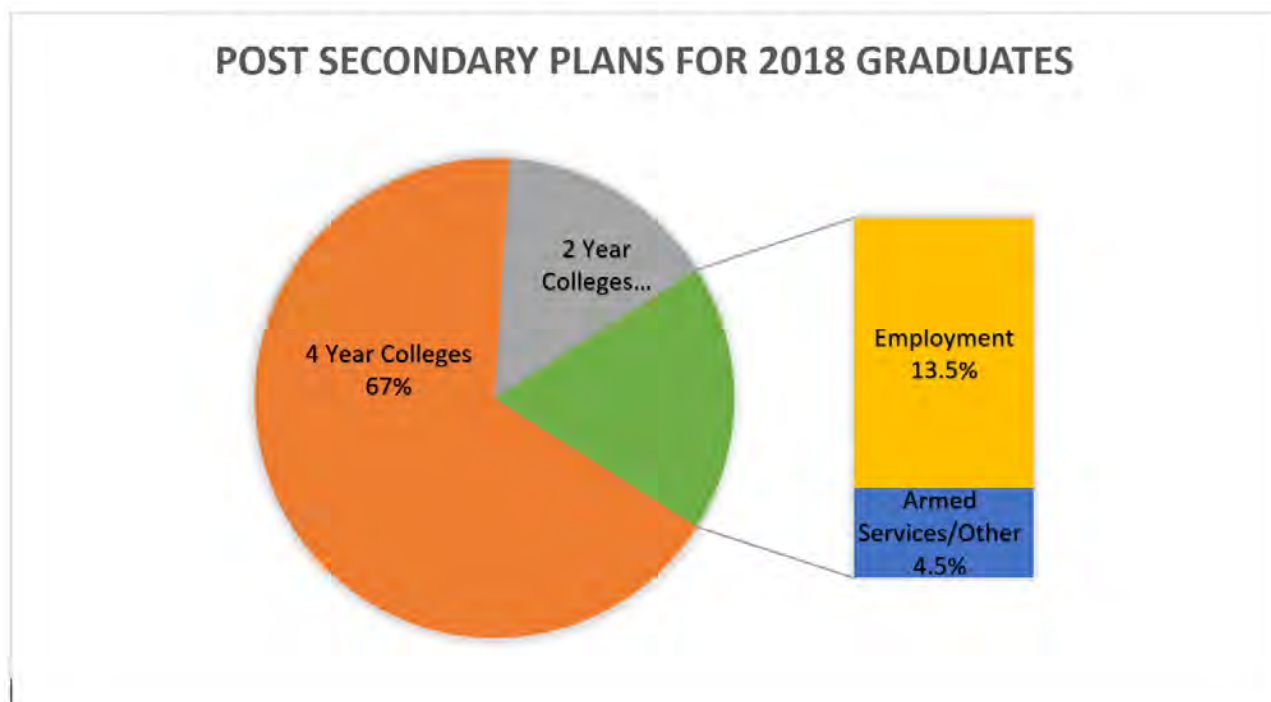
*Note the last available cohort data available is 2015-2016

Class of	Cohort	Graduated	Graduation Rate	Earned GED	Dropped Out	Total	NESSC Dropouts Only Rate
2009-10	180	160	88.89%	2	10	12	5.56%
2010-11	163	144	88.34%	1	5	6	3.07%
2011-12	153	141	92.16%	3	4	7	2.61%
2012-13	147	135	91.84%	3	3	6	2.04%
2013-14	156	134	85.90%	6	9	15	5.77%
2014-15	180	166	92.22%	3	0	3	0.00%
2015-16	131	123	93.89%	1	3	4	2.29%

POST SECONDARY EDUCATION

Pelham High School provides students with a wealth of resources including access to Naviance, a college planning and career research tool. In Naviance, students are able to view their GPA and standardized test scores, research colleges and careers, and create a personalized plan that helps them make the right decisions.

School counselors meet with students in their freshman year and continue working with students through graduation to discuss future goals including college, military, and career options. With so many factors affecting the transition process, it is important to keep in mind that the transition from high school to college and/or careers is an exciting, yet sometimes challenging time for families.



COLLEGE BOARD ASSESSMENTS

In October of 2015, Pelham High School began to administer the SAT Suite of Assessments (PSAT 8/9, PSAT NMSQT and SAT) to students in grades 9-11. As students' progress from grade to grade, the tests will keep pace, matching the scope and work found in the classroom. The assessments are designed to help:

- Measure student readiness for college and career.
- Monitor student progress and growth over time.
- Identify areas of strength and areas of focus in curriculum and instruction.
- Vertically align curriculum.
- Focus interventions for students who need to work on skills.

SAT TOTAL SCORES

The SAT scores are focused on the skills and knowledge at the heart of education and measures what students learn in high school and what they need to succeed in college. The SAT does not ask for

facts from literature, history, or science, or recall of math formulas, because it measures reasoning and critical thinking skills.

The total SAT score represents the combined score of the Evidenced Based Reading and Writing (EBW) and the Math sections. The Essay is scored separately and not included in the overall SAT score.

Total SAT Score Report						
Grade 11	2015-2016		2016-2017		2017-2018	
	PSD	NH	PSD	NH	PSD	NH
SAT	1020	1025	1007	1036	1029	1034
SAT Essay*	5/3/5	5/3/5	5/3/5	5/4/5	5/3/5	4/3/5

(Total score range is 400 – 1600)

*The SAT Essay is a lot like a typical college writing assignment in which students are asked to analyze a text, build an argument, and support their explanation with evidence from the passage. The SAT Essay is scored by two people who award between 1 and 4 points in each of three categories: Reading, Analysis, and Writing. Total score range is between 2 and 8.

SAT BENCHMARKS

College Board reports students who meet both benchmarks in Evidenced Based Reading and Writing (EBW) and Math. This is an indicator of the overall strength of the academic program as it indicates students who are college and career ready in both subjects.

The benchmark indicates that students who earn that score or higher have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area

% Meeting Both Benchmarks						
Grade 11	2015-2016		2016-2017		2017-2018	
	PSD	NH	PSD	NH	PSD	NH
SAT	30%	39%	28%	41%	33%	40%

PSAT/NMSQT TOTAL SCORES

Like the SAT, PSAT/NMSQT includes a Reading Test, a Writing and Language Test, and a Math Test. The PSAT/NMSQT is administered to both 10th and 11th graders and measures skills developed over many years, both in and out of school. The PSAT/NMSQT does not ask for facts from literature, history, or science, or recall of math formulas, because it measures reasoning and critical thinking skills.

Total PSAT/NMSQT Score Report						
PSAT/NMSQT T	2015-2016		2016-2017		2017-2018	
	PSD	NH*	PSD	NH*	PSD	NH*
Grade 11	968	1028	975	1034	989	1037
Grade 10	931	965	956	971	954	977

(Total score range is 320 – 1520)

*All students in Grade 11 in NH take the SAT however, not all students take the PSAT. The NH average for the PSAT only represents students who took the test, not all NH students in those grades.

PSAT/NMSQT BENCHMARKS

College Board reports students who meet both benchmarks in Evidenced Based Reading and Writing (EBW) and Math. This is an indicator of the overall strength of the academic program as it indicates students who are college and career ready in both subjects. Students who met benchmarks have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area.

% Meeting Both Benchmarks						
PSAT/NMSQT T	2015-2016		2016-2017		2017-2018	
	PSD	NH*	PSD	NH*	PSD	NH*
Grade 11	29%	45%	31%	50%	32%	50%
Grade 10	32%	47%	42%	49%	43%	48%

* Only represents students who took the test

PSAT 8/9 TOTAL SCORES

The PSAT 8/9 is offered to the high school freshmen as the first assessment in College Board's "suite of assessments". This test is a precursor to the PSAT/NMSQT and the SAT. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. It's a way for students to practice for the PSAT/NMSQT, and the SAT.

Total PSAT 8/9 Score Report						
PSAT 8/9	2015-2016		2016-2017		2017-2018	
	PSD	NH*	PSD	NH*	PSD	NH*
Grade 9	887	909	909	917	886	907

(Total score range is 240 – 1440)

* Only represents students who took the test

PSAT 8/9 BENCHMARKS

College Board reports students who meet both benchmarks in Evidenced Based Reading and Writing (EBW) and Math. This is an indicator of the overall strength of the academic program as it indicates students who are college and career ready in both subjects. Students who met benchmarks have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area.

% Meeting Both Benchmarks						
PSAT 8/9	2015-2016		2016-2017		2017-2018	
	PSD	NH*	PSD	NH*	PSD	NH*
Grade 9	37%	47%	49%	51%	39%	48%

* Only represents students who took the test

TEST CONTENT DIFFERENCES

The biggest difference between the PSAT 8/9 and the other two tests is in the number of Math questions: There are ten more questions on the PSAT/NMSQT than there are on the PSAT 8/9.

READING

On the reading section of the PSAT 8/9, there are no complex inferences. Students will mainly be expected to read passages and draw simple, one-step conclusions that are spelled out in the text. On the PSAT/NMSQT students will have to make more difficult inferences that aren't as literal.

WRITING AND LANGUAGE

On the Writing section of the PSAT 8/9, there will be questions about punctuation usage in simple contexts. This means students should have knowledge of basic rules such as how to use commas to separate a list. On the PSAT/NMSQT students will be asked to use punctuation in more complex ways (things like semicolons to separate clauses or colons to introduce lists).

MATH

On the Math section of the PSAT 8/9, problems usually require one or two steps to solve, whereas in math problems on the PSAT/NMSQT students may have two or more steps. They will see ratios, percentages, proportions, introductory probability, and statistics on the PSAT 8/9, but they won't see the comparisons between linear and exponential growth that show up on the PSAT/NMSQT.

I-READY TESTING

I-READY DIAGNOSTIC

The i-Ready Diagnostic is a computer-based assessment that measures reading and math three times a year. The assessment takes about 45 minutes for each subject and provides specific and actionable information to teachers instantly. This assessment has had an immediate and significant impact on our response to intervention programs as well as our differentiated instruction in the general education setting.

ON OR ABOVE GRADE LEVEL

i-Ready indicates how many students are on or above grade level at the time the diagnostic is given. The results below indicate the percentage of students who were on or above grade level at the end of the 2017-2018 school year:

% Students On or Above Level			
	Class of	Math	Reading
Grade 1	2029	43%	52%
Grade 2	2028	56%	56%
Grade 3	2027	33%	40%
Grade 4	2026	47%	36%
Grade 5	2025	48%	32%
Grade 6	2024	31%	36%
Grade 7	2023	30%	41%
Grade 8	2022	29%	33%

TARGET GROWTH

i-Ready sets targets for individual students based on where they score when they take the Fall Diagnostic. Based on those targets the following percentage of students achieved their target growth between Fall and Spring:

% Students Achieved Target Growth			
	Class of	Math	Reading
Grade 1	2029	39%	66%
Grade 2	2028	45%	40%
Grade 3	2027	34%	43%
Grade 4	2026	49%	71%
Grade 5	2025	49%	56%
Grade 6	2024	52%	52%
Grade 7	2023	45%	53%
Grade 8	2022	36%	41%

SAS TESTING

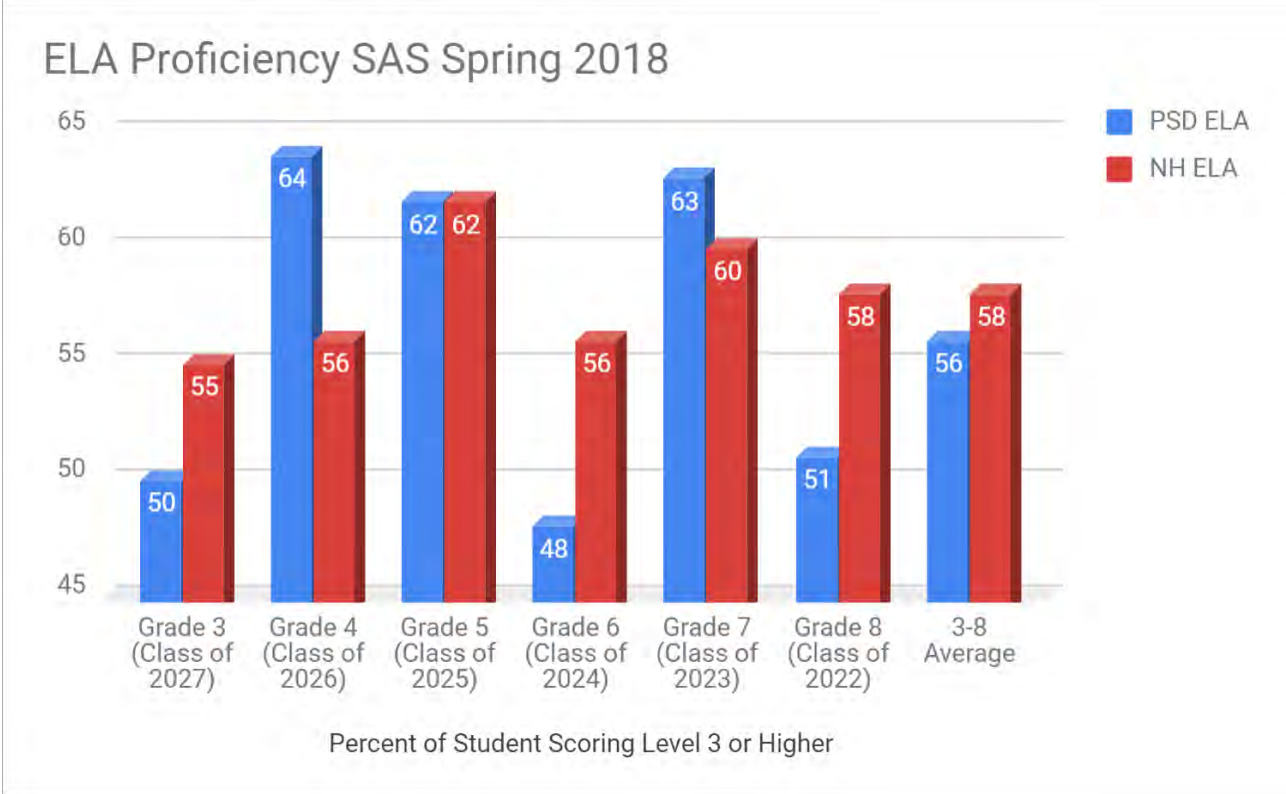
The student results on the NH-SAS (Statewide Assessment System) Assessment give us both a snapshot and a way to measure growth over years. This enables all of us to know where students stand on their path to success and measure their progress. The 2017-2018 school year was the first time the SAS test was administered. The data for the Spring 2018 administration shows us the following:

Percent of Student Scoring Level 3 or Higher						
	PSD ELA	NH ELA	Difference	PSD Math	NH Math	Difference
Grade 3 (Class of 2027)	50	55	-5	42	55	-13
Grade 4 (Class of 2026)	64	56	8	47	53	-6
Grade 5 (Class of 2025)	62	62		44	45	-1
Grade 6 (Class of 2024)	48	56	-8	47	46	1
Grade 7 (Class of 2023)	63	60	3	53	48	5
Grade 8 (Class of 2022)	51	58	-7	36	47	-11
3-8 Average	56	58	-2	45	49	-4

The teachers, principals and staff in the Pelham School District are committed to graduating all of our students from high school prepared for college, careers and citizenship. These results help us to identify not only how to support individual students better, but how we—as teachers and school leaders—could improve. Note: The statewide assessment in New Hampshire was changed in the 2017-2018 school year but we will still be able to use longitudinal results.

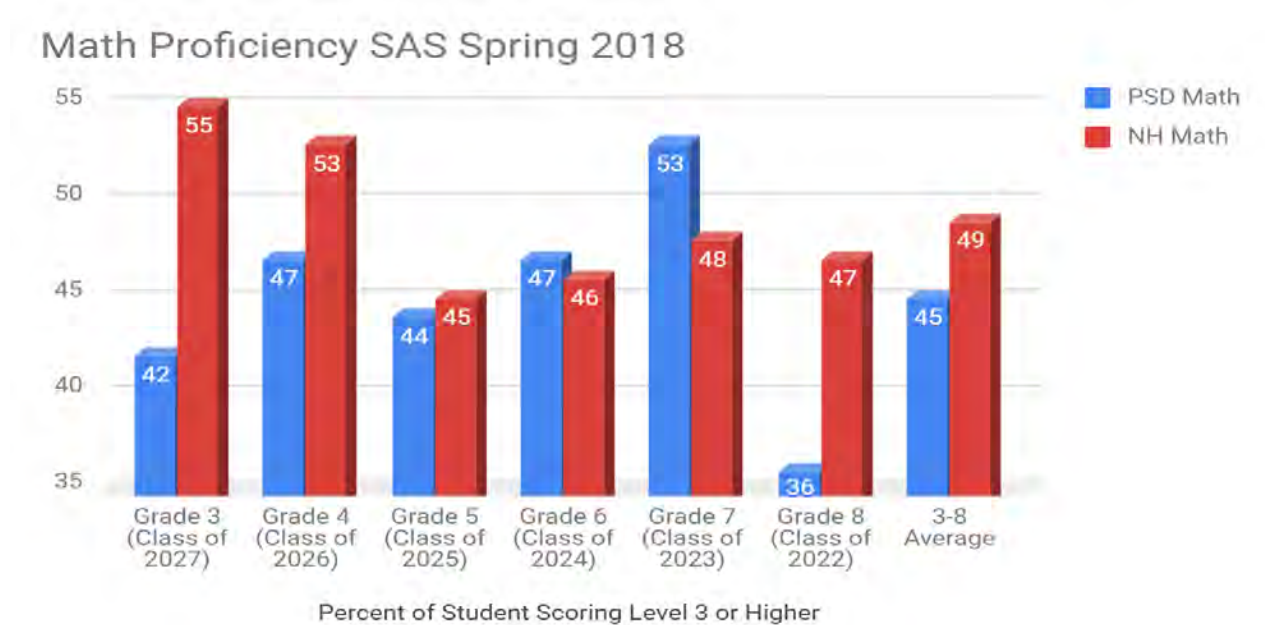
ELA PROFICIENCY CHART

This chart compares the Proficiency scores of Pelham students to the NH state average.



MATH PROFICIENCY CHART

This chart compares the Math Proficiency scores of Pelham students to the NH state average.



GROWTH FROM 2017

This chart shows how the same cohort of students scored comparatively on the ELA assessment during the previous two years.

	PSD ELA 2017	PSD ELA 2018	Difference
Grade 3 (Class of 2027)	N/A	50	N/A
Grade 4 (Class of 2026)	40	64	24
Grade 5 (Class of 2025)	55	62	7
Grade 6 (Class of 2024)	62	48	-14
Grade 7 (Class of 2023)	67	63	-4
Grade 8 (Class of 2022)	59	51	-8

*Note: 2018 is the first year the Class of 2027 participated in the assessment

This chart shows how the same cohort of students scored comparatively on the Math assessment during the previous two years.

	PSD Math 2017	PSD Math 2018	Difference
Grade 3 (Class of 2027)	N/A	42	N/A
Grade 4 (Class of 2026)	41	45	4
Grade 5 (Class of 2025)	53	44	-9
Grade 6 (Class of 2024)	34	47	13
Grade 7 (Class of 2023)	57	53	-4
Grade 8 (Class of 2022)	38	36	-2

SAS - SCIENCE

The SAS-Science assessment was administered in 2017-2018. This was a significant shift from the prior assessment, NECAP. There are four achievement levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. The chart below indicates the percentage of students who are considered proficient the top two levels compared to state average. By reviewing these results, teachers and administrators, working as a team, can identify areas of relative strength and areas for improvement in our curriculum, instruction, and assessments.

	2017-2018	
Grade 5	Pelham	NH
Proficient	46.4	42.5
Grade 8	Pelham	NH
Proficient	38.6	42.1
Grade 11	Pelham	NH
Proficient	31.3	41.5

DUAL CREDIT PROGRAM

For a small fee, much less than taking the course at the college, students can earn college credits while still in high school. This benefits the students financially and academically, as they get to experience college-level expectations in the familiar and supportive setting of their high school environment.

Pelham High School has developed partnerships with the Community College System of New Hampshire (CCSNH) and Southern New Hampshire University (SNHU). All college courses are taught by Pelham High School teachers who have met the hiring qualifications for adjunct faculty (usually a Master's Degree) and have agreed to meet the college level standards set forth by both the CCSNH and SNHU.

Dual-Enrollment College Credit Opportunities have several advantages:

- Reduces costs of a college education
- Prepares students for the academic transition from high school to college
- Encourages more students to pursue a college education
- Demonstrates to college admission offices a willingness to take rigorous courses

The college credits earned through these programs may be used toward completion of a degree, diploma, or certificate at the college(s) in which they were earned or may be used to transfer credit to other colleges or universities throughout the country. (Note: Determination of transfer credit is at the discretion of the receiving institution.)

Dual Enrollment		
School Year	Number of Courses	Number of Students*
2012-2013	25	305
2013-2014	24	282
2014-2015	28	365
2015-2016	30	431
2016-2017	30	344
2017-2018	29	491
2018-2019	26	492
*A student who took more than one dual enrollment course may be counted more than once.		

Approximately 70% of our graduates take one or more dual enrollment courses from local colleges at Pelham High School. Dual enrollment opportunities include the following:

American Literature Classics
Calculus
Chemistry College Credit
College Composition
Computer-Aided Design I (CADD)
Computer Applications II - CC
Computer Technology and Applications
Creative Writing
Current Social and Political Issues
Drawing and Painting II
Excel
Intro to Programming
Personal Financial Planning
Principles of Marketing
Statistics
Psychology – CC
Spanish IV
Intro to Education
Topics of Applied College Math
U.S. History - CC
U.S. Government & Politics

ADVANCED PLACEMENT

By taking an AP course and scoring successfully on the related AP Exam, students can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major.

Advanced Placement Courses		
School Year	Number of Courses	Number of Students
2012-2013	3	27
2013-2014	5	72
2014-2015	3	41
2015-2016	4	65
2016-2017	3	54
2017-2018	4	64
2018-2019	3	52

PELHAM ELEMENTARY SCHOOL

Pelham Elementary School has exciting student-centered events taking place. The 2018– 2019 school year has begun with some new initiatives to help “Inspire Success One Mind at a Time.”

Chromebooks

This school year in kindergarten through grade 2 students received Chromebooks to keep in their classroom. This model is different from our grades 3-5 model which is one to one chromebooks. Grades K-2 have one Chromebook for every two students. The reason for this is that we want students to not only learn how to work with Chromebooks but also to still have peer collaboration and socialization when working with them. Our Instructional Coach and GenYes students have worked with these grade levels to help roll out their use and also to use different programs available. The students are familiar with their Clever Portal to help them login to certain accounts that they may have.



Social and Emotional Learning (SEL)

For the past few years, we have been working on our Social and Emotional Learning as part of our curriculum. This school year our staff has worked with Mike Anderson on different approaches to use within the classroom for implementation. We are also piloting a screener called the BIMAS in certain classrooms to assist teachers with instructional practices. Our teachers continue to learn and grow through this implementation and see the benefits through our student's actions.

My Math Program-Grades 1 through 5

This school year Pelham Elementary School adopted a new math program called My Math which is through McGraw Hill Publishing. Our teachers went through a year-long pilot to get to this program. Through this process, we looked at the online component to learning, math computation, and concept instructional practices as well as professional development offered through the program. Students in Grades 1-4 use Redbird as an online component where Grade 5 use ALEKS. This online portion personalizes the students learning to specifically meet the student's needs through their online assessment.

PELHAM MEMORIAL SCHOOL

PELHAM MEMORIAL SCHOOL

Pelham Memorial School, with the support of our community, is in year three of our Chromebook initiative in each of our 6th, 7th, and 8th-grade classrooms. This initiative has been well-received by staff and students as we learn and grow with the age of technology. Students work in Google classroom, have fun with games like Kahoot, develop video presentations, as well as work within our online texts and programs to regularly access the subject area curriculum. We have updated our schedule to assist in enhancing students' instructional experiences. We have integrated daily intervention blocks to help students build foundational skills, as well as offer the opportunity for enrichment for those students that may not need intervention. We have also included a Genius Hour on Fridays where students work on a passion project. This is a powerful way for students to personalize their own learning on a topic that they show great interest and passion.

Memorial School continues to utilize i-Ready assessment results to assist in identifying student strengths and weaknesses. This information assists our teachers in appropriately grouping students in intervention groups where we are able to meet student needs to provide intervention or enrichment. Students move in and out of groups every 6-8 weeks based on individual progress. For ELA and math intervention, the use of the i-Ready ready instructional program has assisted in providing targeted intervention and progress monitoring. This has proven to be a valuable program that helps our students to better access our core curriculum. Each student met with their respective teacher and developed an ELA and math goal relative to their i-Ready scores. They understand their strengths and weaknesses, and have created a goal to help them further progress with their respective skills.

After a realignment of our social studies curriculum last year, our social studies department has begun implementation this school year. We are off to a great start with the integration of our new online resource text. We are also looking to pilot a new science resource for our students for possible implementation in 19-20.

Our PTSA has been a wonderful help in our fundraising efforts. We began this year by promoting the "S" in PTSA for student's voice. We have had 35 students join so far. The PTSA brought back our TIGER Challenge, and just recently completed DC pie sales for both 7th and 8th grades! The PTSA is an integral part of our growth and development at Memorial School. We appreciate all that they do, and continue to do, for our school community.



PELHAM HIGH SCHOOL



Home of the Pythons

The 2018-2019 school year opening went smoothly for Pelham High School. Faculty and staff attended three days of professional development reviewing, reflecting, revising instruction, updating grading practices, revisiting curriculum and attending training sessions on topics related to socio-emotional learning and school safety.

On the first day for students, they followed a schedule that allowed them to attend their blue and white day classes to meet each of their teachers, take school pictures, and attend a class assembly with the administration. Students were made aware of the change from 'Snake Break' to Advisory which has embedded SEL lesson plans, academic days, and check-in days with their advisor. Students have adapted to the new advisory expectations. Although there have been questions along the way, the staff and students realize that this opportunity supports the district SEL initiative and allows for advisors and students to build stronger relationships. Some of the highlights of the advisory experience have been our canned food drive and our Pelham Pythons Pumpkin Patch activity.



The staff continues to work within the PLC model. This opportunity allows departments to collaborate in the areas of instruction, assessment, and curriculum. Departments use calibration protocols and other practices to collect data that will help design future instruction and assessment tools.

Our students have been actively engaged in academics, athletics, and extracurricular activities. Grades 9-11 participated in a school-wide PSAT testing day while our seniors ventured to Mystic, CT on their first senior class activity. Our fall sports teams have had successful seasons. Our music program has been busy participating in the Old Home Day parade and performing at our home football games. The art department has adorned the hallways with beautiful paintings and photographs. Our FBLA students have already participated and been recognized at a local competition. As a school, we hosted students and teachers from Valladolid, Spain. Our students will be visiting with them during the upcoming February break. Our clubs have been meeting after school daily. This November, our faculty, staff, and students have accepted the challenge to participate in the Movember campaign to bring awareness to health concerns.

We have continued to work with the Faculty Advisory Council in the building. It meets monthly with the administration to support a positive climate and culture within the building. We have added a Parent Advisory Council and Student Voice Group to ensure that all voices are heard and valued. These two groups meet on a monthly basis as well. At Pelham High School, our goal is to provide a safe and equitable culture and climate that supports our students' academic success.



FUTURE READY



The Future Ready Committee (formerly the technology committee) meets once a month throughout the school year with representation from students, administration, teachers and community. The Future Ready Committee is in the process of evaluating the current three year plan and assessing where we currently are to begin writing a new three year plan for the Fall of 2019 through the Spring of 2023.

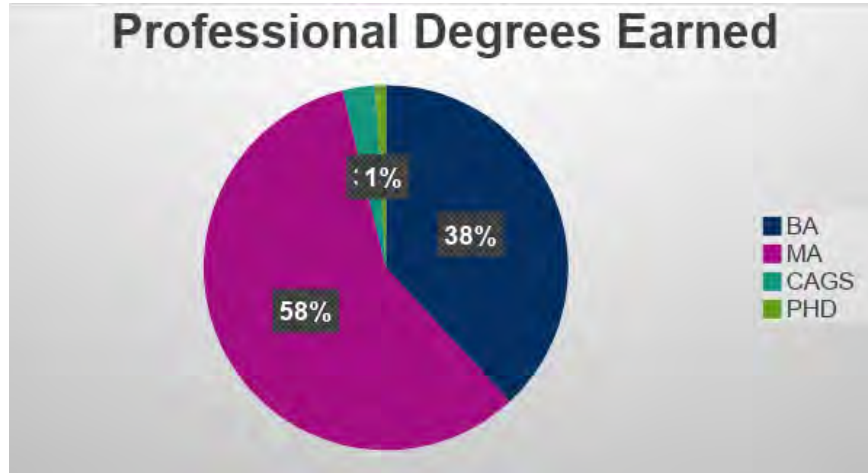
Each school has their own technology committee that discusses how the gears of the framework apply to their practices and use of technology. The school committees also provide feedback to the district committee for evaluating and assisting in planning. The Pelham School District serves as a role model for other districts in the state in their work to personalize learning for every student. We are committed to a process of visioning, planning, implementing our plan and continually assessing our progress.

The following readiness report was created as a result of a survey that the district committee took in the Spring of 2018. In each area of the Future Ready Framework we are in the Planning and Staging areas. As a result, we have a better idea of where we need to focus our goals and actions in the next Future Ready Plan. In the Fall of 2014, our Superintendent signed the Future Ready Pledge. The Future Ready Pledge is a commitment from Superintendents to lead their districts through a digital transformation that prepares our students for college, careers, and citizenship.

Immediately after, a team comprising district technology staff, library media specialists and the Superintendent attended a Future Ready Summit in Rhode Island to learn about the Dashboard that would help districts facilitate technology planning. From this dashboard, our district technology committee spent the year surveying stakeholders, creating shared vision statements, goals and objectives. The vision statements and goals were shared at each school through their school specific technology committee's to gather input and make any necessary modifications. **In February of 2016, the Pelham School District was recognized nationally on Digital Learning Day as one of 44 school districts to complete the in-depth planning process.**

EDUCATIONAL LEVEL OF PROFESSIONAL STAFF

The Pelham School District Professional Staff are compensated based on their educational level. Pelham also offers a generous course reimbursement program, where educators are able to take up to three graduate level courses each year. Many of our teachers avail themselves of this program, and the result is that many of our teachers start in Pelham with a Bachelor's Degree and complete their Master's degree while working full-time.



COMMUNITY PROFILE

PELHAM, NEW HAMPSHIRE...

This territory was settled in 1722, when it was a part of Old Dunstable, which included all or part of what is now 12 towns in two states. When the New Hampshire-Massachusetts boundary line was set in 1741, Old Dunstable was split in half, with the northern half retaining the name Dunstable. Pelham was incorporated in 1746 from parts of Dunstable and Dracut, Massachusetts. The town takes its name from Henry Pelham, Prime Minister of England, a relation of Governor Benning Wentworth, and younger brother of Thomas Pelham-Holles.

The first year the Census was taken was in 1790, resulting in a total of 791 residents. By 2014, population had increased to over 13,032, with a 108% increase between 1960 and 1970. This put Pelham in the ranks as 24th overall among New Hampshire's incorporated cities and towns. According to the 2014 Census, there are 495.9 persons per square mile of land area. Pelham contains 26.3 square miles of land area and 0.5 square miles of inland water area.

PELHAM AT A GLANCE

Square Miles.....26.3

Incorporated.....1746

County Hillsborough

Per Capita Income (2010-2014)..... \$38,067

Total Households 4,627

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Population	12,581	12,897	-	-	-	13,032	13,113	-
Total Tax Rate	19.57	19.53	21.41	24.40	22.87	23.26	20.95	21.45
Median Sale Price of a Home	290,000	286,700	252,000	274,400	305,000	344,069	336,366	415,000

PELHAM SCHOOL DISTRICT



2018-19 School Calendar

JULY 2018							AUGUST 2018							SEPTEMBER 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	TW	TW	25	16	17	18	19	20	ER	22
29	30	31					26	TW	28	29	30	31		23	24	25	26	27	28	29
													3	30						19
OCTOBER 2018							NOVEMBER 2018							DECEMBER 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	TW	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	ER	27	18	19	20	TW	22	23	24	16	17	18	19	20	21	22
28	29	30	31			21	25	26	27	28	29	30		23	24	25	26	27	28	29
													18	30	31					15
JANUARY 2019							FEBRUARY 2019							MARCH 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	ER	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31		21	24	25	26	27	28			24	25	26	27	28	ER	30
													16							20
APRIL 2019							MAY 2019							JUNE 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	TW	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	ER	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	S	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	S	S	S	S	S	22
28	29	30				16	26	27	28	29	30	31		23	S	25	26	27	28	29
													22	30						9
School Closed							End of Quarter													
ER Early Release Day							First & Last Day of school													
TW Teacher Workshop							End of Trimester													
September 3 - Labor Day							January 21 - Civil Rights Day													
October 8 - Columbus Day							February 25 - March 1 - February Vacation													
November 12 - Veteran's Day							April 22 - 26 - April Vacation													
November 21 - 23 - Thanksgiving Recess							May 27 - Memorial Day													
December 24 - January 1 - Winter Vacation																				



PELHAM SCHOOL DISTRICT, SAU #28 Information Sheet

Location: 59A Marsh Road
Web Address: www.pelhamsd.org
Student Enrollment: 1876
Population: 13,113 (2015 census)

Phone: 603-635-1145
Fax: 603-635-1283
Hours: 8AM – 4PM

Schools:

Pelham Elementary School
Pelham Memorial School
Pelham High School

Pelham School Board:

Tom Gellar, Chair
Megan Larson, Vice Chair
Debbie Ryan
David Wilkerson
Candice Repici

Administration:

Bill Furbush, Superintendent of Schools
Sarah Marandos, Director of Curriculum, Instruction & Assessment
Deborah Mahoney, Business Administrator
Joan Cote, Human Resources Director
Dr. Kimberly Lessard, Student Services Director
Holly Doe, Director of Technology

School Board: The Pelham School Board is composed of five members elected to three-year terms. Elections are held every year. The Board sets policy for the school district and hires the superintendent to serve as chief administrative officer. The superintendent directs the education and business activities of the school district. The Board general meets every other Wednesday at 6:30 PM at the Pelham Elementary School. The public is encouraged to attend

Community Involvement: The Pelham School District is very committed to community involvement, as it is the participation of residents that provides continued educational excellence. To ensure the opportunity to participate, the District has various committees on which citizens may consider serving by contacting the main office. Committees deal with such issues as facilities and space needs, curriculum, technology and planning. Committees are appointed by and report to the Pelham School Board.



PELHAM SCHOOL DISTRICT, SAU #28, PELHAM, NH
School Information Sheet

Pelham Elementary School

Location:	61 Marsh Road, Pelham, NH 03076	Grades:	PK-5
Phone:	603-635-8875	Mascot:	Panther
Web Address:	http://pes.pelhamsd.org/	Colors:	Royal blue, black & white
Hours:	8:55 AM – 3:15 PM		
Enrollment:	781(including Pre-K)		

Building Personnel: 137 (Administrators, teachers, support staff, health professionals, and custodial)

Administrators:

Principal: Tom Adamakos

Assistant Principals: Jessica VanVranken and Trisha Kauffman





PELHAM SCHOOL DISTRICT, SAU #28, PELHAM, NH
School Information Sheet

Pelham Memorial School

Location:	59 Marsh Road, Pelham, NH 03076	Grades:	6-8
Phone:	603-635-2321	Mascot:	Tiger
Web Address:	http://pms.pelhamsd.org/	Colors:	Blue & Gold
Hours:	7:35am – 2:15pm		
Enrollment:	492		

Building Personnel: 72 (Administrators, teachers, support staff, health professionals, and custodial)

Administrators:

Principal: Stacy Maghakian

Assistant Principal: Katie Mackey

Special Education Coordinator: Lauren Hall





PELHAM SCHOOL DISTRICT, SAU #28, PELHAM, NH
School Information Sheet

Pelham High School

Location:	85 Marsh Road, Pelham, NH 03076	Grades:	9-12
Phone:	603-635-2115	Mascot:	Python
Web Address:	http://phs.pelhamsd.org/	Colors:	Blue & White
Hours:	7:35am – 2:26pm		
Enrollment:	618		

Building Personnel: 104 (Administrators, teachers, support staff, health professionals, and custodial)

Administrators:

Principal: Gary Dempsey
Assistant Principal: Dawn Mead
Dean of Students: Anne Fowler
Director of Athletics: Todd Kress
Special Education Coordinator: Lauren Hall

