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Kimberly Noyes
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To: Pelham School Board
From: Chip McGee
Re: Progress on Goals revised and updated from May 20, 2026
Date: June 17, 2026
CC: Sarah Marandos
Deb Mahoney
Pelham School District Leadership Team

This is an update on our progress on the Board's annual goals. The District continues to work to strengthen student connections, improve student performance in mathematics, improve student performance in reading, and retain staff. The Board has also set the clear expectation that we meet these goals while continuing to be one of the most cost effective districts in the state of New Hampshire as measured by cost per pupil. Here is where we stand.

Goals

Below is a summary of progress on our goals since the Board's last update in January 2026.

1. Strong Student Connections

    a. Goal: To have 100% of our students to have strong connections at school (or an engaged adult to help them).

    b. Progress since January 2026:
        i. The Board's approval of our District Anti-Discrimination will enable us to continue to make progress on ensuring every child has a trusted adult and an activity that engages them.
        ii. Each school continues to track student connections to adults, friend groups, and extra-curricular activities to help find connections for students who do not have them.
        iii. Each school continues to implement a Multi-Tiered System of Support (MTSS) for behavior and academics. MTSS is our system to routinely, accurately, and quickly assess student performance levels to monitor progress. It is used for behavior, math, and reading.

c. Data

i. At PES, 100% of students continue to have a trusted adult according to Spring minute meetings. The next step is to track students having a trusted friend.

ii. At PMS, 97% of students have a trusted adult in the Spring of 2026 compared to 89% in the fall.

iii. At PHS, 90% of students have a trusted adult in the Spring of 2026 compared to 79% in the fall.

2. Improved Student Performance in Mathematics

a. Goal: To have 12% more students proficient in mathematics, improving from 40% of our students in grades 3 - 8 proficient or better on the annual state assessment in 2024 to 52% by 2027.

b. Progress since January 2026

i. Our approach was based on the Pelham School District Report of the Math Task Force completed in 2021.

ii. The District has secured significant professional development for the summer in mathematical reasoning from the Ongoing Assessment Program (OGAP) It is not a new curriculum but a formative assessment system that helps teachers identify student misconceptions in addition/subtraction, multiplication, fractions, and proportionality.

iii. The Board's approval of the updated High School Athletics Handbook will help continue to align expectations for students to work hard in class to be able to participate in extra-curriculars.

iv. Our summer math program at the elementary level is now designed for students needing extra instruction.

v. Each school continues to implement a Multi-Tiered System of Support (MTSS) for behavior and academics.

c. Data

Pelham NH SAS Performance MATHEMATICS 2018-2025 (Gr 3 - 8)

Measure	Target	2018	2019	2021	2022	2023	2024	2025	2026
% Proficient	52%	45	48	42	37	43	40	42	48
Rank Among Peers	5th	11	10	5	11	9	10	9	
State % Proficient		49	49	37	41	43	43	44	

No state testing in 2020.

3. Improved Student Performance in English Language Arts (ELA)

   a. Goal: To have 10% more students proficient in English Language Arts, improving from 47% of our students in grades 3 - 8 proficient or better on the annual state assessment in 2024 to 57% by 2028.

   b. Progress since January 2026
      i. Our approach is based on the ELA Task Force Report completed in 2025.
      ii. We have implemented significant training and professional development in early literacy and formative assessments at the elementary level. We will extend that with additional training in writing for the summer.
      iii. Our summer reading program at the elementary level is now designed for students needing extra instruction.
      iv. We are hiring our new elementary reading specialist to support teachers and our struggling readers next school year.
      v. The Board's approval of the updated High School Athletics Handbook will help continue to align expectations for students to work hard in class to be able to participate in extra-curriculars.
      vi. Next fall, we will begin our research into our next core reading program scheduled to be implemented in FY29.

   c. Data

Pelham NH SAS Performance ELA 2018-2025 (Gr3-8)

Measure	Target	2018	2019	2021	2022	2023	2024	2025	2026
% Proficient	57%	56	52	49	49	53	47	53	60
Rank Among Peers	5th	10	11	10	11	11	10	11	
State % Proficient		57	55	50	49	51	52	53	

No state testing in 2020.

4. Highly Valued Staff

   a. Goal: For everyone working in Pelham to know they are valued for the part they play in a student's educational success, so we are able to reach 90% retention for all staff every year.

   b. Progress since January 2026
      i. Our approach is based on the Report from the Culture of Belonging Task Force completed in 2024. Retention has improved from 82% to 94% for teachers in Pelham in the last five years. Our goal now is to spread that pattern to all other areas of employees.

ii. We are committed to training all staff in the personality assessment, Insights Discovery, to build self-awareness, strengthen communication and drive team performance.
iii. The Board will begin negotiations with the PEA for their contract to present to the community in March 2027.
iv. The Board's engagement survey will provide actionable information and quantifiable results over time.

c. Data - Retention data is available in the fall of 2026 when hiring is complete for the new year.

Financial Goal

Although we do not have a specific goal related to our budget, the School Board expects that we will accomplish our goals within a reasonable budget. Pelham remains among the bottom five (of 12) in terms of expenditures per student among our peers and the gap between the amount Pelham spends per pupil and the amount the state spends on average per pupil has increased in that time. The leadership team, in partnership with the Board, continues to develop, present, and manage the budget to keep expenses in check.

Conclusion

The Board has set us on a clear path with our goals. We recognize there is much more work to do to continue to improve, and we embrace that work.