

SUPERINTENDENT’S REPORT
Michael A. Morgan, Superintendent of Schools—SAU 16
FEBRUARY 2015

School Board Candidates

Fourteen School Board seats are available when voters go to the polls next month. Candidates for the various independent boards within SAU 16 are listed below. Voting takes place in all districts on **Tuesday, March 10, 2015**. Registered voters will be asked to choose from among the following. Each term is for three years unless noted otherwise.

Brentwood (2 seats available): Jessie Hollister and Scott Dennehy

Kensington (1 seat available): Heather Antal and Tina Favara

East Kingston (1 seat available): Vacant

Exeter (2 seats available): Kathy McNeill and John Maxwell

Exeter Region Cooperative (5 seats available):

Exeter (two-year term) – Denny Grubbs

Exeter – Maggie Bishop

Kensington (one-year term) – Vacant

Newfields - Vacant

Stratham – Helen Joyce

Newfields (1 seat available): James McIlroy

Stratham (2 seats available): Travis Thompson and Sarah Gallagher

Coop Budget Advisory Candidates

Three seats on the Budget Advisory Committee for the Exeter Region Cooperative School District are available when voters go to the polls next month. Candidates are listed below. **Voting takes place in all districts on Tuesday, March 10, 2015**. Registered voters will be asked to choose from among the following. Each term is for three years.

East Kingston: Dave Pendell

Exeter: Michael DeMartino and Mark Paige

Stratham: Vacant

School District “Savings Accounts”

Any school district is allowed to set aside funds - with the permission of the voters - for a specific purpose. Over the years, the seven independent school districts within the SAU have done precisely that. The following is a list of the specific “savings accounts” which are called either a “capital reserve account” or an “expendable trust fund.” The amounts listed in each account were the total value of that particular account at the end of the most recent fiscal year on June 30, 2014.

Brentwood:

Capital Reserve - Special Education	\$64,613.70
Capital Reserve – Maintenance (as of Nov. 1, 2014)	\$79,821.94

East Kingston:

Capital Reserve - School Building Expansion	\$616,696.92
Capital Reserve - Elementary Development	\$1,562.60
Capital Reserve - Special Education	\$41,145.00
Capital Reserve - School Maintenance	\$16,012.30

Exeter:

Expendable Trust - Unused Sick Days	\$66,684.09
Capital Reserve - Building Renovations	\$180,268.13
Capital Reserve - Coop Building Costs	\$305,167.58
Capital Reserve - Transportation	\$39,166.01
Capital Reserve - Land and Improvement Acquisition	\$513,664.70
Capital Reserve – Coop Middle School Bond Reserve	\$629,506.77

Exeter Region Cooperative:

Capital Reserve Fund - (Re)Construction	\$389,515.54
Capital Reserve - Special Education	\$502,077.71
Capital Reserve - Maintenance	\$498,405.19

Kensington:

Capital Reserve - Educational Trust	\$8,909.69
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Newfields:

Capital Reserve - School Maintenance	\$52,891.13
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Stratham:

Capital Reserve - Special Education	\$225,278.19
Capital Reserve - School Maintenance	\$42,457.84
Trust Fund - Debbie Greenberg	\$4,811.34

Champions for Children

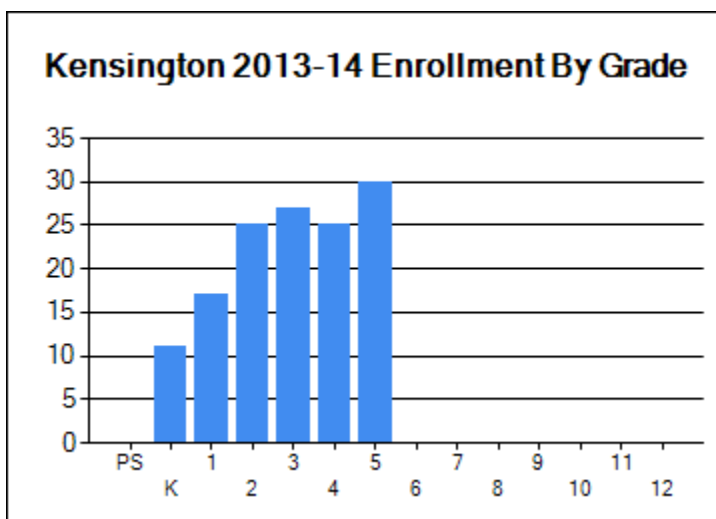
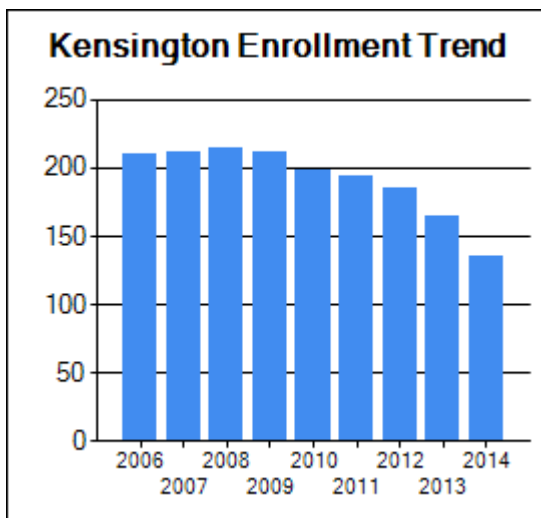
Community members and school staffs continue to recognize and celebrate the dedication of local individuals by nominating them for a Champion for Children award. This award is given to those individuals who have distinguished themselves by demonstrating significant involvement in programs and/or services that directly benefit the students and families of School Administrative Unit 16.

The Exeter School Board recently recognized Mr. William (Bill) Childs for his outstanding contributions to the Lincoln Street School (LSS) students and staff. In particular, he established and regularly supports the “Bette Child’s Reading Corner” to honor his late wife who taught at LSS for many years. Bill regularly donates funds that allow the librarian to purchase current “best literature” which are placed in this special

reading center for children. As a respected local artist, he has also been a very active supporter of the LSS art program and serves not only as a “visiting artist” in the school, but works diligently to enhance the annual “Student Art Show” that is held each March at the Exeter Town Hall to display a wide variety of student art work from throughout the SAU. Bill’s passion for his willingness to share his work and his dedication to help children learn make him a real “Champion for Children” and the Exeter community is pleased to recognize him in this regard.

Spotlight: Kensington School District

Given the fact that SAU 16 has an excellent reputation for its local schools, each month a different school district will be highlighted here as a way of sharing more specific information with the wider SAU and community audience.



State and Federal Accountability

NH Accountability Information: [Elementary and Middle - Performance Indicator Report](#)
[High School - Performance Indicator Report](#)
[\[NH Performance Based Accountability System\]](#)

Student Assessment

Achievement Level (%)	Reading		Mathematics		Writing		Science	
	District	State	District	State	District	State	District	State
Substantially Below Proficient (%)	2	7	1	17	17	8		
Partially Proficient (%)	15	16	16	18	20	34		
Proficient (%)	63	53	56	43	43	47		
Proficient with Distinction (%)	20	23	27	21	20	9		
Testing Participation (%)	100	99	100	99	100	98		

Student Achievement Trends

Number and Percent of Students Scoring Proficient or Above
 N is the number of students enrolled during testing minus the number of state-approved nonparticipants

Grade	Content Area	2011-2012		2012-2013		2013-2014	
		N	%	N	%	N	%
3	Reading	28	93	25	72	27	85
	Mathematics	28	68	25	96	27	78
4	Reading	48	92	28	86	25	76
	Mathematics	49	88	28	79	25	88
5	Reading	38	97	47	94	30	87
	Mathematics	38	84	47	85	30	83
	Writing	38	76	47	74	30	63

Educational Attainment of Teachers in NH in 2013-2014:

Bachelor's Degree: 42.2%

Master's Degree: 56.5%

Beyond Master's Degree: 1.0%

Educational Attainment of Kensington Teachers in 2013-2014:

Bachelor's Degree: 16.2%

Master's Degree: 83.8%

Average NH Teacher Salary in 2013-2014: \$54,712

Average Kensington Teacher Salary in 2013-2014: \$65,763

Average NH Student-to-Teacher Ratio in 2013-2014: 12.1

Average Kensington Student-to-Teacher Ratio in 2013-2014: 8.6 to 1

SAU 16 Square Miles: 81.66

Kensington Square Miles: 11.98

Kensington Population:

2,113 (2013 estimate from the New Hampshire Office of Energy and Planning)

1,893 (2000 census)

2,124 (2010 census)

Registered Voters: 1,643 (March 2014)

2014 Total Equalization Valuation of Property: \$292,145,144

2014 Tax Rate per \$1,000 of assessed valuation: \$23.86

Did You Know?

The SAU Business Office issued just under 2,000 W-2 forms for 2014.

With 1,715 students, Exeter High School is the seventh largest public high school in New Hampshire. Pinkerton Academy in Derry is the largest with more than 3,100 students as it draws from multiple towns that include Derry, Chester, Auburn, and Hooksett.

During the 2013-2014 school year, Exeter had 20 Special Olympic athletes and 20 peer coaches involved in Bowling during the fall season. In addition, 8 athletes and 8 peer coaches competed in Unified Soccer in October and 47 athletes and 120 peer coaches attended the State Track and Field competition at UNH in late May.

SAU 16 remains the third largest School Administrative Unit in New Hampshire when considering student enrollment. Note the following 2014 numbers published by the New Hampshire Department of Education for the five SAUs with the largest student enrollment in 2014: SAU 37 (Manchester) - 14,737 students; SAU 41 (Nashua) - 11,669; **SAU 16 (Exeter) - 5,481 students**; SAU 55 (Timberlane - Plaistow) - 4,829 students; and SAU 8 (Concord) - 4,786 students.

During 2014, 29 Seacoast School of Technology students represented the State of New Hampshire at the national level as a result of their success in a competitive event related to their technical program.

Newfields Elementary School has a technology device for each student in grades 3-5.

There are more students in the fourth grade at Lincoln Street School than in the total student population of East Kingston Elementary School, Kensington Elementary School or Newfields Elementary School.

The Three C's—Curriculum, Communication, Community Service

Exeter Adult Education, now celebrating its 30th year of service to the community, continues to offer a wide variety of academic skill courses, as well as courses which lead to high school completion and an Exeter Adult High School Diploma. HISET has replaced the traditional GED high school equivalency and preparation and testing is also available through the Exeter Adult Education program. Confidential, one-to-one or small group instruction to adults living in Rockingham County may also be secured and programs are offered in Raymond and Seabrook to facilitate access to adult students who may be interested. Anyone interested in learning more about these program or the wide assortment of personal development courses should contact Exeter Adult Education directly at 775-8457 or explore its website at <http://adulthood.sau16.org/>

During January, the kindergarten children at **Swasey Central School** learned about the Arctic as very cold weather arrives locally. Students study the habits and habitats of polar animals and how they adapt to the environment as they read a variety of non-fiction texts and explore age-appropriate websites. During their literacy time, the children study the conventions of non-fiction texts and include some of those features in their own informational writing. Throughout their math time, they focus on recognizing and understanding teen numbers, composing number models to 10 (e.g. $6+4 = 10$), and solving simple addition word problems. These are exciting days for the children as they explore more and more different information.

The *One School, One Book* program at **Lincoln Street School** (LSS) is now in its third year. This year's selection is "Half a Chance" by Cynthia Lord. All classes read this book as a "read-aloud" exercise and key elements of the book are incorporated into the 5th grade art classes with the use of digital photography. A former teacher and bookseller, Cynthia Lord often visited New Hampshire as a child and now lives near the ocean in Maine. She will visit LSS in early March to share some of her experiences first hand with the children and staff.

The children at **Main Street School** (MSS) were treated recently to a variety of new learning experiences. This included an exciting demonstration from the *Hot Shot Jump Rope Team* from Newmarket who shared ways to enhance physical activity at recess with some creative jump rope techniques. The staff from Sexual Assault Support Services also presented a puppet show to the entire school (Grades K-2) dealing with personal body safety and strategies. This activity taught the children about different types of

touches and helped them to identify adults with whom they could talk if they had a question or concern about a touch or body safety.

Kensington Elementary School (KES) is fortunate to have many wonderful volunteers who donate their time, talents, and energy to enhance learning opportunities for the children. Recently, eleven KES alumni who are now students at the Cooperative Middle School (CMS), returned to their elementary school roots to facilitate after-school enrichment activities. Almost 50 KES students participated in such programs as Creative Braiding, Soccer, and Dramatics. The CMS students are engaged in various community service efforts and this was one way that they chose to make a difference in their respective communities.

One of the on-going debates in education today deals with “Handwriting vs. Keyboarding.” At **East Kingston Elementary School (EKES)**, the staff and students do share an increasing reliance on computers and tablets—similar to most schools around the world. However, professional discussions take place about what skills will students need to be successful as the 21st Century continues to unfold. College and career ready standards seek to integrate technology into everyday learning and experiences. Teachers strive to teach skills that are “robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success.” Some educators say that these standards leave no time for “archaic skills such as handwriting and cursive.” Others would argue that there are real benefits, such as the development of fine motor skills and memory, to learning handwriting. The EKES professional staff is trying to find a balance between these two points of view.

Stressing the importance of learning about diversity in preparation for Martin Luther King Jr Day, the children and staff at **Newfields Elementary School (NES)** shared a wonderful book entitled “One” at its January community meeting. The book is authored by Kathryn Otonari and helps “readers to learn about numbers, counting, primary and secondary colors, while also learning about accepting each other’s differences and how it sometimes just takes one voice to make everyone count.” Every day teachers and students throughout SAU 16 are committed to learning something new!

In kindergarten through grade 2 at **Stratham Memorial School (SMS)**, the transition to the newest version of EveryDay Math has been smooth. There is a solid differentiation with mastery through each unit. The process is still based on a “spiral,” but students linger around a math concept for mastery.

In November, kindergarten through grade 2 teachers reviewed beginning-of-the-year data. Powerful discussions ranged from enriching students who are at mastery; how to intervene with students who are lacking in number sense; and using manipulatives to help all students. Assessment is a key piece to a solid education and is used to inform the classroom teacher. At the end of January, these grade levels completed their mid-year assessment. Administrators and teachers are now discussing the results and planning. The goal is to determine how best to help all students.

In November, teachers in grades 3 through 5 discussed the SAU quarterly math assessment. There were conversations around the wording of problems, depth of knowledge on the assessment, as well as what went well for students. Teacher teams considered options as how to best target instruction with students who have not mastered some standards.

As the SAU Math Committee met, conversation took place about how the SAU quarterly assessments were not getting students ready for deeper problem solving centered on current standards. The Committee decided to use one performance task each quarter to enhance the SAU quarterly assessments. It is expected teachers will scaffold this problem solving over one to two class periods. This task will help all students to persevere through a real-world problem situation. Teachers administered the performance task in January and discussions about the results continue to take place.

Students on one of the eighth grade teams at the **Cooperative Middle School (CMS)** have been challenged recently to rethink their relationship with technology. Some are taking part in the “Bored and Brilliant Project” which is a challenge that monitors their interaction with smart phones/devices using the “Moment” applications. They use this application to track the frequency and duration of their use of personal communication devices and have been participating in discussions with other students about this important and timely topic.

The inaugural season of Unified Basketball at **Exeter High School (EHS)** has been extremely successful. Sixteen student-athletes partnered with twelve boys and four girls with special needs in grades nine through twelve to learn and practice shooting, rebounding, hustling, and team work. The experience was very valuable to all involved and enhanced one of the key initiatives encouraged by the New Hampshire Interscholastic Athletic Association (NHIAA) which has consistently recognized EHS for its outstanding leadership in the area of sportsmanship around the state.

One of the annual highlights at the **Seacoast School of Technology (SST)** is the “Summer Camp” experience for middle school students. This program provides opportunities for students throughout the region to explore areas of interest within their outstanding programs.

Reflection

Almost 90 years ago the prose poem *Desiderata* was written by American writer Max Ehrmann. Especially since the 1970s, it has been used—in whole or in part—for personal reflection amidst the toils and tribulations of life. One of my favorite sections is its ending: “And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore, be at peace with God, whatever you conceive Him to be. And whatever your labors and aspirations in the noisy confusion of life, keep peace in your soul. With all of its sham, drudgery, and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.”