



WE ARE... CONVAL!

2023



convalsd.net

Table of Contents

Introduction	1
Letter from the Superintendent	2
Mission, Vision, and Core Beliefs	3
Strategic Plan	4
Student Enrollment	5
School Attendance	6
Drop-Out Rate	7
Graduation Requirements	9
Post-Graduate Education	10
Student Services	11
Special Education	13
Assessments in the ConVal District	14
Educational Level of Professional Staff	22
Experience Level of Professional Staff	23
SAU 1 Organizational Chart	24
Facilities	25
Technology	26
Per Pupil Costs	27
Antrim Elementary School	28
Dublin Consolidated School	31
Francetown Elementary School	33
Greenfield Elementary School	35
Hancock Elementary School	37
Peterborough Elementary School	39
Pierce Elementary School	41
Temple Elementary School	44
Great Brook School	45
South Meadow School	47
ConVal High School	49

Introduction

The Contoocook Valley School District (ConVal) is a Cooperative District located in the Monadnock Region of Southwest New Hampshire. The Monadnock Region has long been connected to Mount Monadnock which, at 3,165 feet, is the dominant geographic feature of the area. Known as New Hampshire's "quiet corner", the area boasts lakes, rivers, town commons, art galleries, music festivals, and MacDowell, the oldest artist residency program in the United States.

ConVal is a large, complex, public school organization. The nine towns that make up the District (Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple) joined together in 1967 and established a set of "Articles of Agreement." Currently, the Cooperative District covers over 250 square miles and incorporates 11 schools - eight elementary schools (four are PK through 4, four are K through 4), two middle schools (both Grades 5-8), and one regional high school (Grades 9-12).

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

We Are... ConVal! serves as a collective document that describes the primary program components of our District on behalf of our constituents. While this information is available as separate resources on our website (convalsd.net), this report provides an inclusive source of District information in one comprehensive document. This report also contains vision and mission statements and quantifiable data sets that illustrate student academic performance.

The ConVal 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.

We Are...ConVal!



Letter from the Superintendent

Welcome to the 2022-2023 edition of We Are . . . ConVal! This publication is created to give the community a comprehensive report on the Contoocook Valley School 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 2023-2024 school year, we will be guided by the strategic plan as the guiding document for our work. You can find the strategic plan on the ConVal website (<https://convalsd.net/wp-content/uploads/2022/12/ConVal-Strategic-Plan-20221221.pdf>). You can also get regular updates on what is happening in our schools, by subscribing to ConVal News (<https://www.convalnews.com>) or by following the District on Twitter (@WeAreConVal), Facebook (<https://www.facebook.com/weareconval>), or at our District website (<https://www.convalsd.net>).

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 future publications of We Are . . . ConVal!, please do not hesitate to let us know.

Thank you for your continued support of ConVal.



Kimberly Rizzo Saunders, Ed.D.
Superintendent



Mission, Vision 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 their 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 their 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.

Five-Year Strategic Plan (2023-2028)

Every six years, the Contoocook Valley School District engages in a formal strategic planning process. It is comprehensive in nature and involves a reflection on the accomplishments achieved, areas that need continued focus to strengthen our academic program and forecasting of priorities to chart a course for our work over the next five years.

- Quality curriculum and instruction
- Supportive structures and climate
- Supportive structures for diversity, equity, inclusion, and accessibility
- Effective and efficient organizational structures, financial processes, and infrastructure
- Maintenance of high-quality staffing through retention, recruitment, and cultivating and maintaining a desirable work climate

The focus of the District's new Strategic Plan is student-centered. The Strategic Plan is organized by five priorities: These priorities are followed by sub-topic areas that describe the steps needed to meet the metrics that will define our success in each of the priority areas. The overall goal is to eliminate opportunity gaps and support the needs of the whole student through safe and healthy learning environments, always moving toward excellence. This plan is a living document, and while it provides us with the priorities, sub-topics, actions and metrics for the next five years, data will be collected annually to see if adjustments need to be made to ensure continued progress.

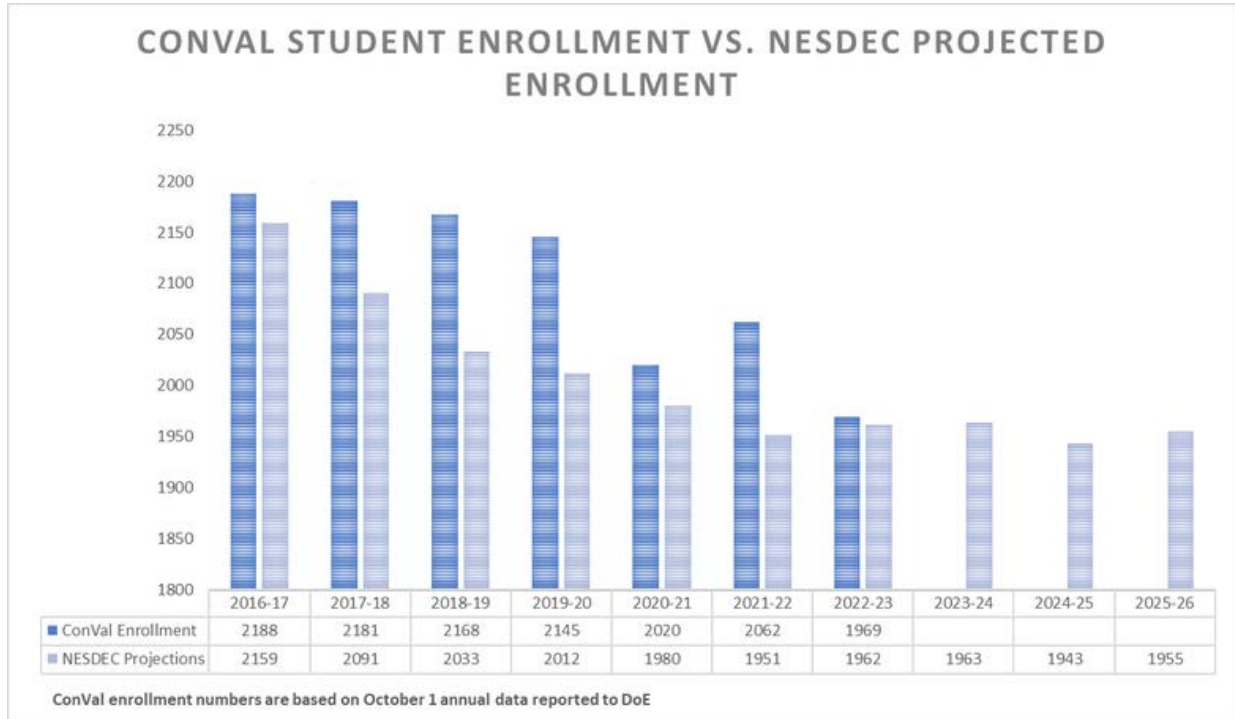
Education systems, as well as our broader community, continue to change and evolve in the post-pandemic environment. As we reflect on lessons learned, the school district must shift to meet the needs of our students. Acknowledging that building on student success requires reimagining education and the possibilities. This change includes ensuring that students have the necessary content knowledge as well as core skills related to communication, collaboration, critical thinking, creativity, and citizenship and social-emotional health. This plan focuses on each of these areas to support competent students who explore their world, recognize diverse perspectives, communicate ideas, and take action.

In addition to addressing the overall shifts in education, the district continues to focus on eliminating opportunity gaps for excellence for all students. Student achievement should not be predictable by any demographic classification. Therefore, throughout the Strategic Plan, strategies have been woven into the plan that will strengthen the focus on eliminating opportunity gaps.

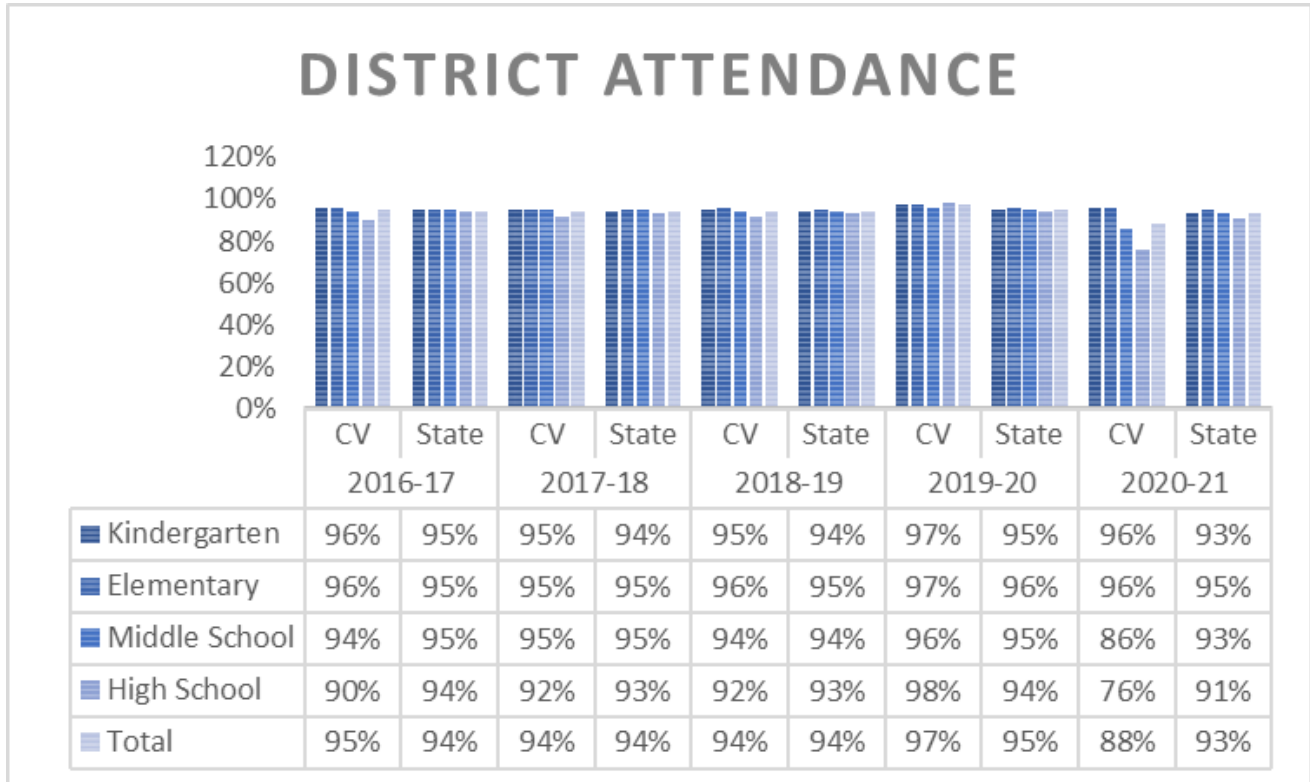
Finally, the Conval School District is mindful of the need to wisely manage fiscal growth, capital and natural resources. This plan focuses on the effective and efficient use of energy and resources to maximize the positive impact on the broader community. Aligned with our mission and vision the elements of the 2023-2028 Strategic plan serve as the foundation of all we do.

The 2023-2028 Strategic Plan can be found on the District's website: <https://convalsd.net/>.

Student Enrollment

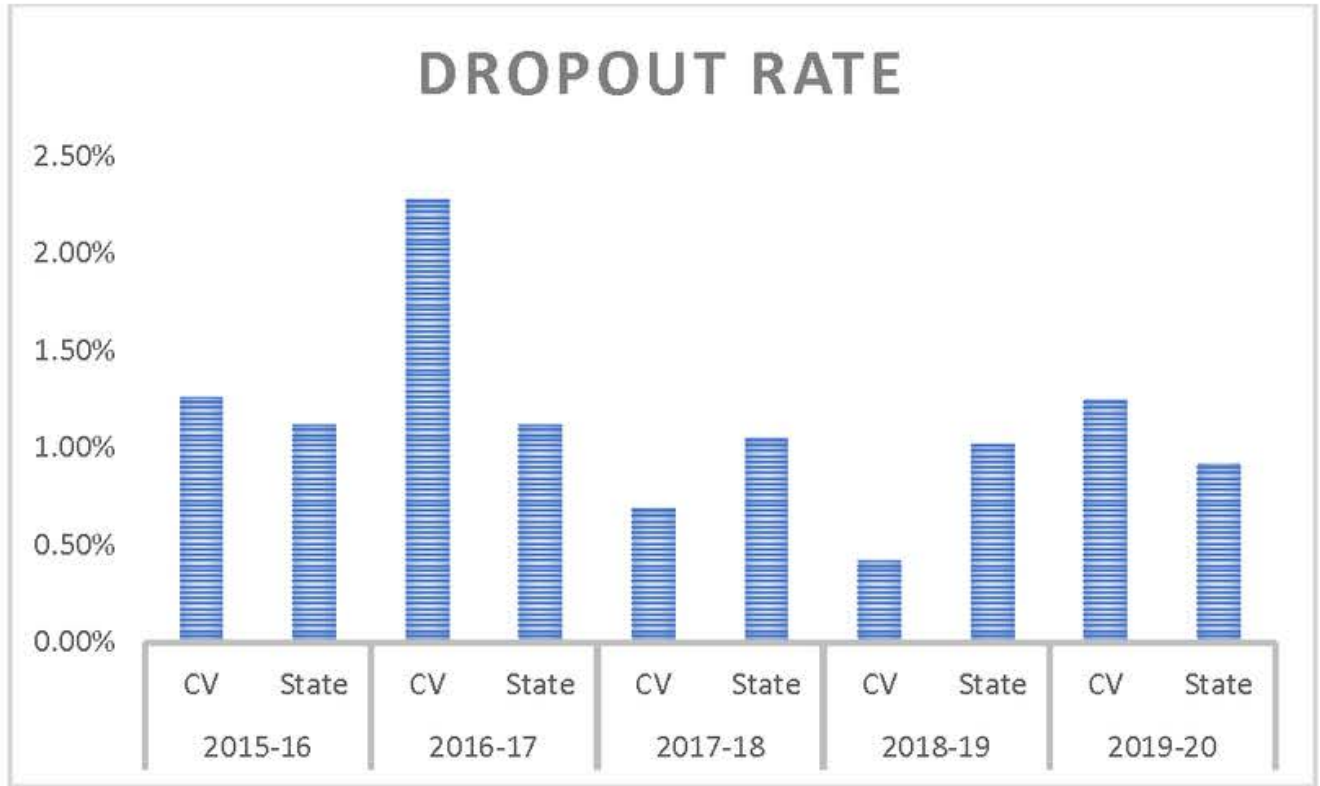


School Attendance



2021-22 Data Not Available at time of publication.

Drop-Out Rate



Graduation 2022



Graduation Requirements

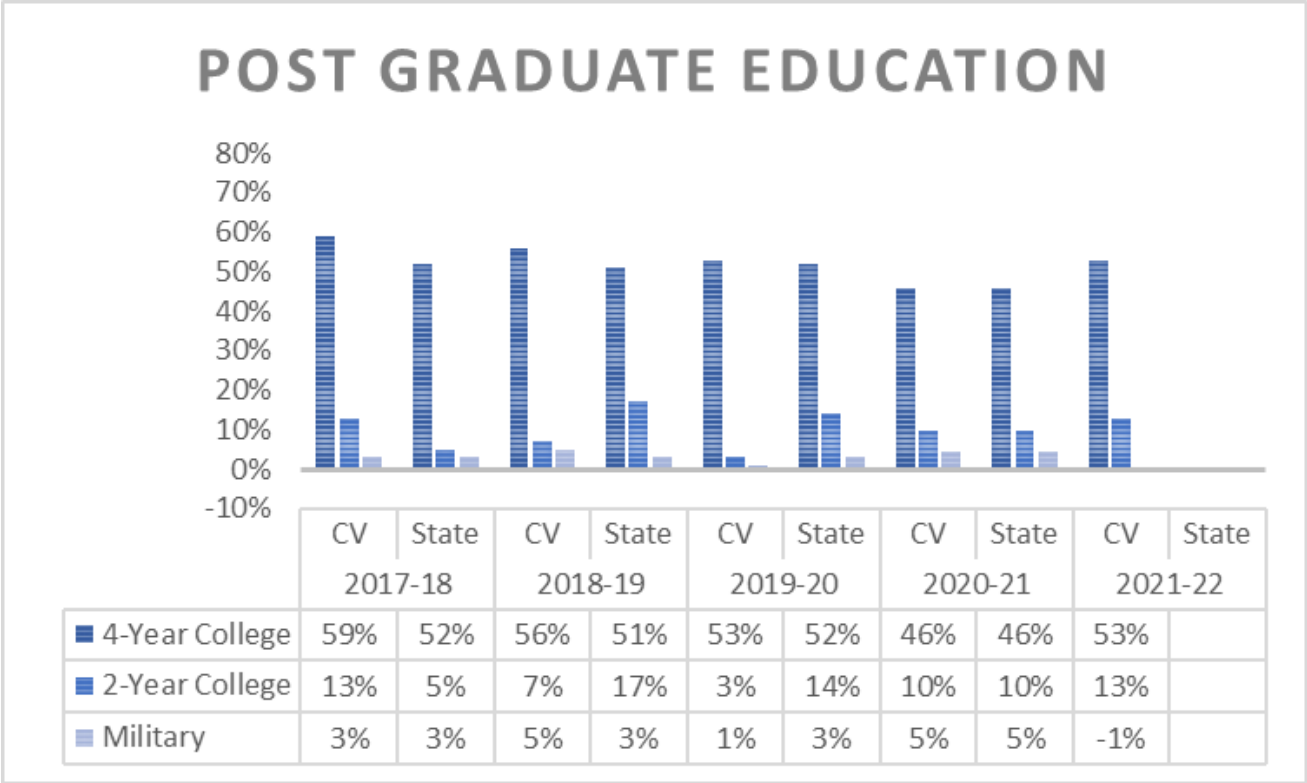
Credit Requirements: The ConVal School Board requires that students acquire 26 credits in order to graduate with a CVHS diploma. This must include 17 credits in certain areas required by the State as well as by CVHS and 9 elective credits. The following outlines all requirements:

<u>Subject</u>	<u>Credit(s)</u>
English	4
Global Studies	1
US/NH Government	0.5
Economics	0.5
US History	1
Science (1 Biological; 1 Physical)	3
Mathematics	4
Health	1
Physical Education	1
Arts Education	0.5
Digital Literacy/Information and Computer Technology (ICT)	0.5
Elective Offerings	9
Total Credits	26

Students must be enrolled in a math class every semester until the algebra I completion requirement is met.

New Hampshire 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. For more information, visit <https://nhscholars.org/>.

Post-Graduate Education



2021-22 State Data Not Available

Student Services

In support of the ConVal School District's mission, Student Services provides a full spectrum of services for more than 2,100 students. These services include enrollment, instructional, and school counseling services as well as on-demand crisis prevention and crisis intervention services. Student Services serves as the District's resource center for students who experience abuse or neglect and assists families who are in transition or homeless.

Our mission 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.

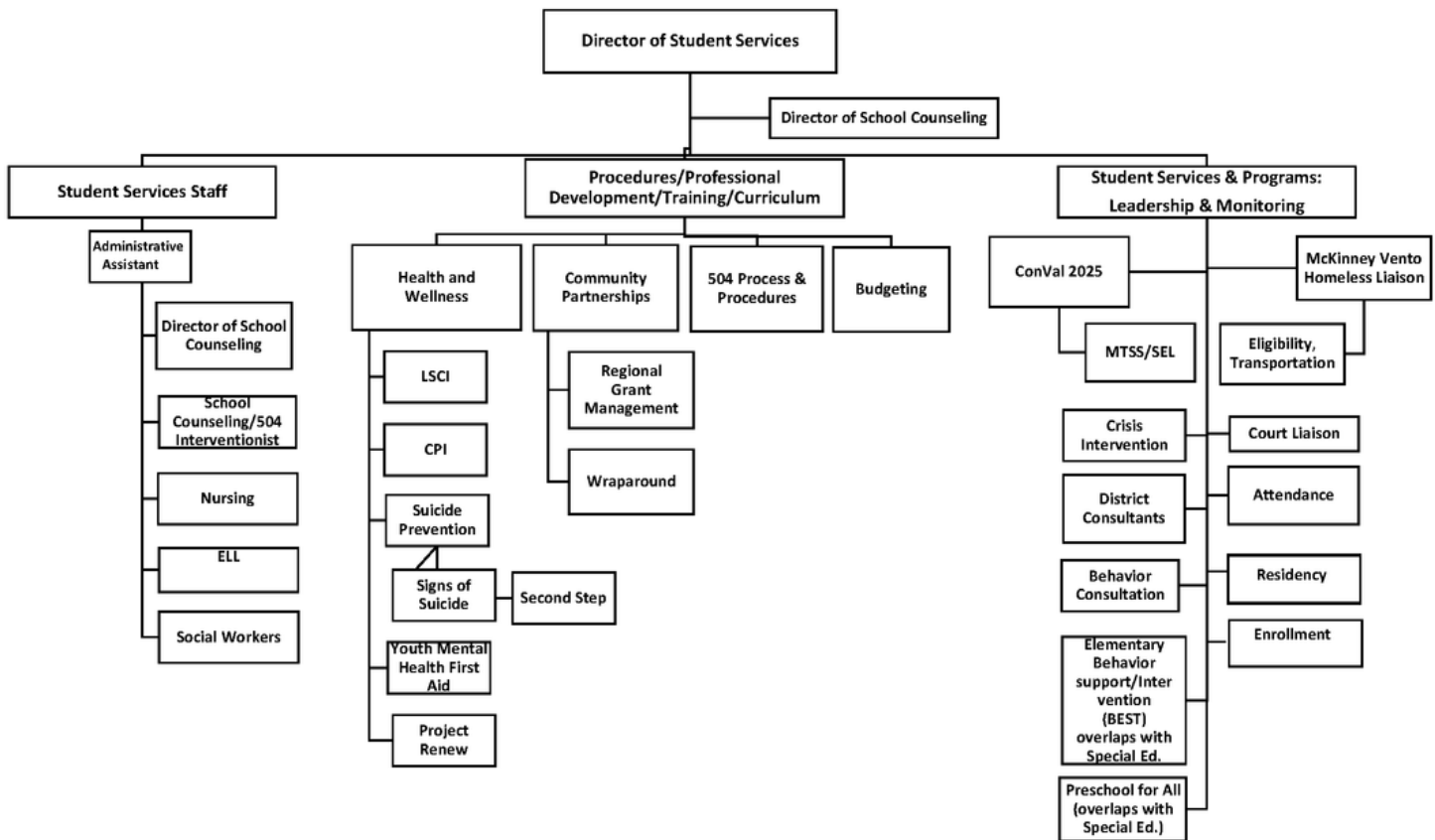
The Director of Student Services provides leadership to a strong and dedicated department that supports student wellness from their toddler years all the way through early adulthood and transition to the workforce. The Director provides leadership and vision for all schools and the district in the areas of 504 Plan accountability across the District and functions as the District 504 Coordinator, health/nursing services, school counseling, social work services, mental health services, English language education, and related academic and SEL/MTSS-B supports. Under the Director's leadership, the district assesses and responds effectively to student and family needs by providing a comprehensive array of services. The Director also serves as a champion for student wellness, inclusive programs and practices and for the rights of all students to receive a free and appropriate public education. The Director of Student Services serves as the McKinney Vento Homeless Liaison and the District's Court Liaison.

The Student Services department works with District administration regarding enrollment and attendance policies as well as other school district policies and procedures. Student Services implements the School-Wide Integrated Framework for Transformation (ConVal 2025) with its primary focus being Multi Tiered System of Support for Behavior (MTSS-B). Additionally, we oversee Community and Regional Grant Management as well as Community Partnerships, program development and management of systems supporting all student services, compliance with established policies and procedures and/or regulations, the understanding of the educational needs of ConVal's students, and the monitoring of data to make informed decisions. The Student Services department also supports the programming, monitoring and support of the District's Preschool programming in conjunction with the Director of Special Education.

Student Services

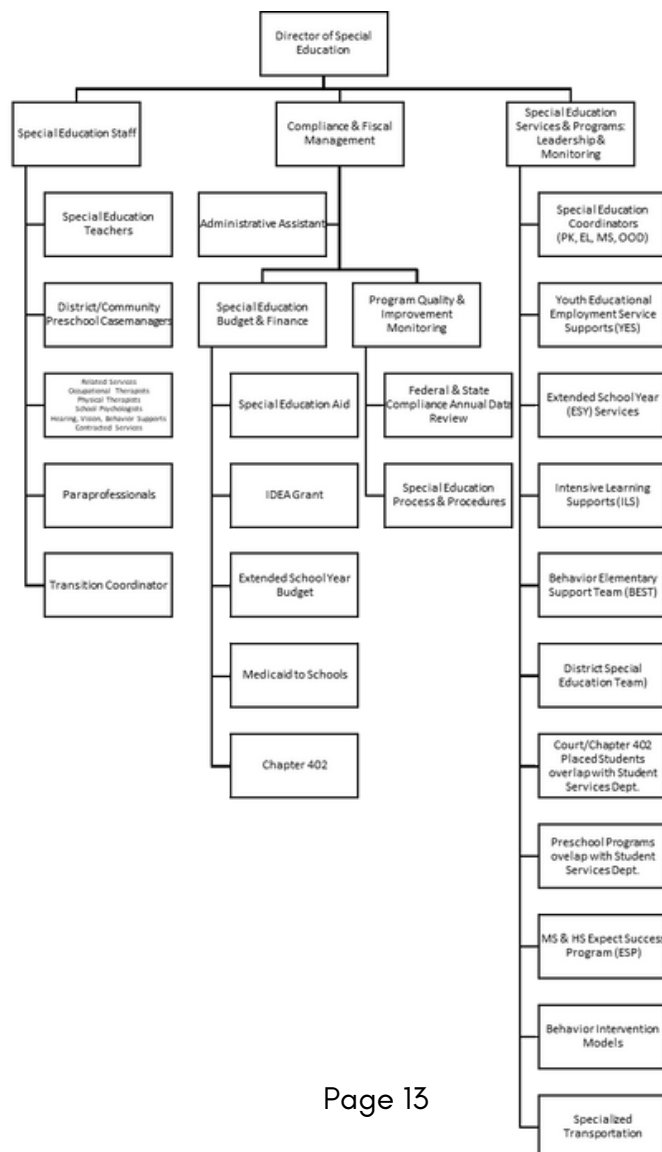
At ConVal Student Services, we believe in an integrated team approach to problem solving. We take pride in the fact that the department is where parents, students, teachers, and staff go when they need help, resources, or support.

If you have questions, please feel free to contact Cari Christian-Coates, Director of Student Services, (603) 924-7503 x 2048 or ccoates@conval.edu.



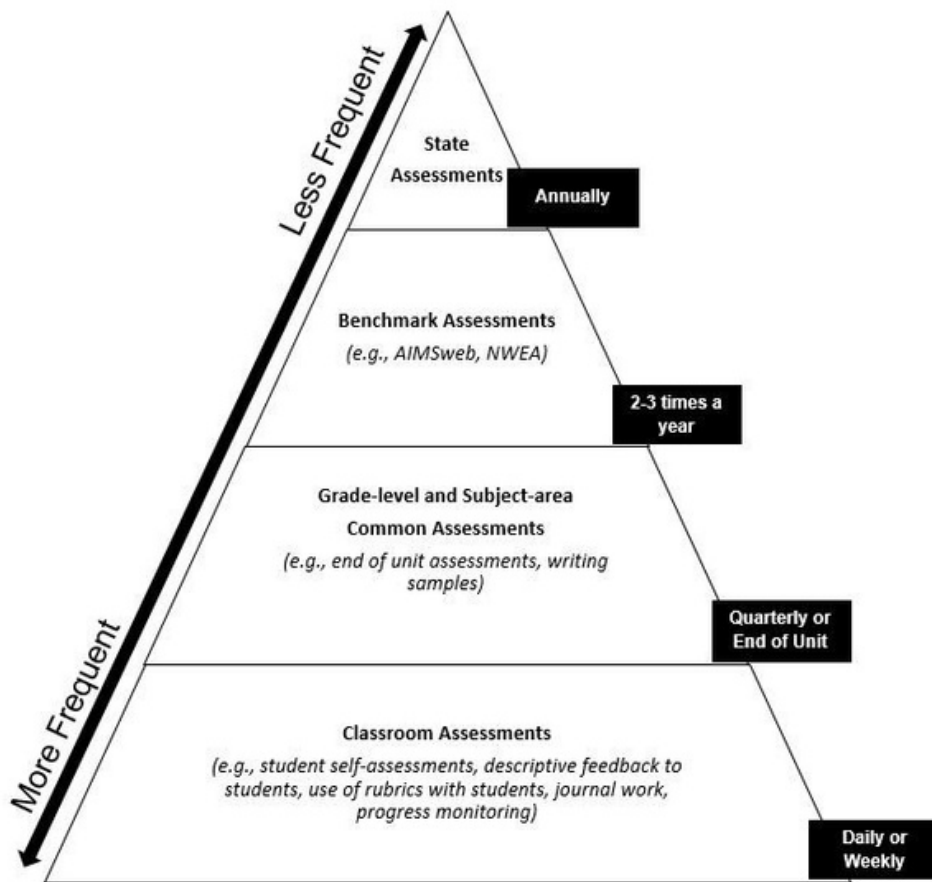
Special Education

The Special Education department is responsible for Individualized Education Programs (IEPs) for the District's educationally identified students to meet all federal/state requirements. The Department's responsibilities include: special education staffing, compliance & fiscal management, and support and monitoring of special education programs. The Special Education department provides instructional leadership and support to principals, special education coordinators, schools, and staff by providing the necessary resources to meet student needs. The Special Education department facilitates on-site evaluations, state visitations, state performance plan indicators, provides professional development for personnel within the department, and arranges for specialized transportation. The Special Education department provides leadership support to principals and support to the Assistant Superintendent for instructional services and professional development. The Special Education department collaborates with the Student Services Department with responsibilities related to the First Friends Preschool Program and Court Liaison. In closing, with a focus on instructional leadership, equity, and inclusive programming, the mission of the Special Education department 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 Ben Moenter, Director of Special Education, bmoenter@conval.edu or 603-924-3336.



Assessments

The ConVal School District is committed to implementing a balanced student assessment system that is designed to (a) evaluate student progress toward curriculum goals, (b) inform instruction, and (c) determine appropriate interventions for students. As a result, the District's current assessment model incorporates the use of four different types of assessments which are illustrated in the following graphic.



Classroom assessments represent the largest part of the District's assessment system. Administered on a regular basis (e.g., daily, weekly, bi-weekly), teachers analyze students' performance on classroom assessments to inform their instructional decisions and provide timely feedback to students. When this analysis of performance is used by teachers and students to make needed changes, classroom assessments can have a significant impact on students' level of growth and achievement.

Common assessments represent the next largest part of the District's assessment system. Administered at the end of a unit, a quarter, or a semester, teachers analyze student performance on common assessments to (a) assess student progress towards meeting grade-level standards and competencies and (b) evaluate the

effectiveness of the curriculum and instruction provided to students. The analysis of common assessments, often an item-by-item analysis which highlights patterns of correct and/or incorrect student responses, can be used immediately by teachers to strengthen instruction. The analyses of multiple common assessments within a subject area can also provide invaluable information that informs future programmatic changes.

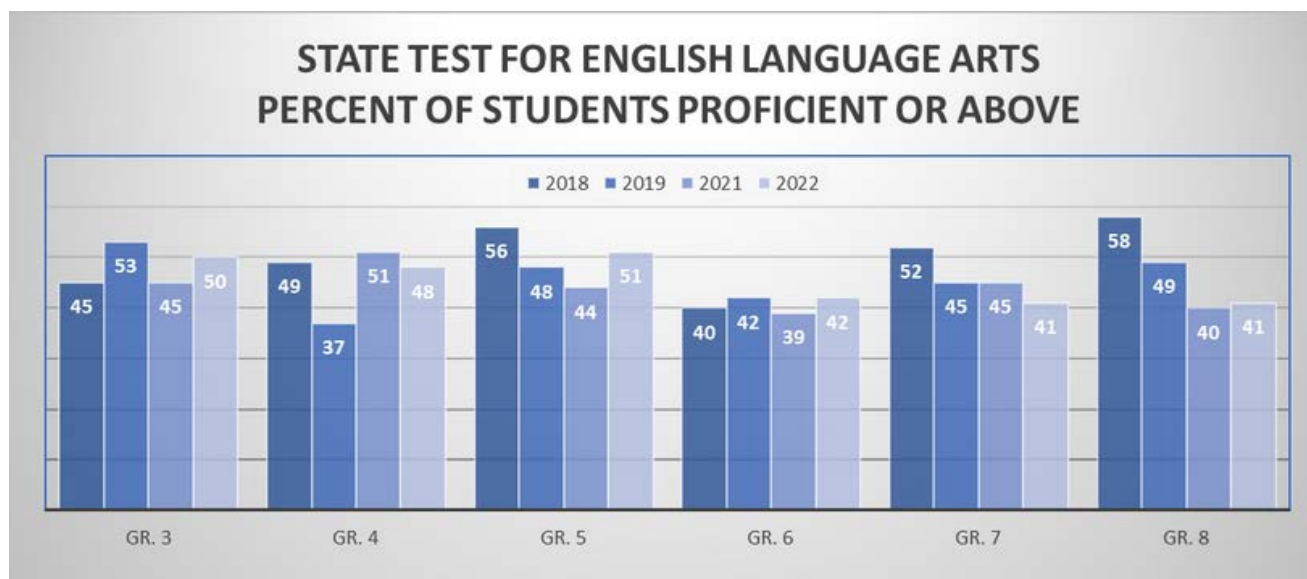
Benchmark assessments are administered two to three times a year. These assessments most commonly assess students' level of content knowledge and application of skills in the core areas of reading, writing, and math, tracking student growth within and across years. Following the administration of benchmark assessments, grade-level and subject-area teams typically meet to review the results. During these meetings, teachers analyze student performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs teachers' decisions regarding what skills and knowledge to prioritize when working with students and the school's decision regarding students who may need additional, supplementary instruction and/or intervention.

State assessments are administered annually and are designed specifically to measure student progress and performance in meeting established grade-level state standards for reading, writing, math, and science.

The following sections share information on student performances as measured by state and district assessments.

The New Hampshire Statewide Assessment System (SAS) was administered for the first time during the 2017-2018 school year. The New Hampshire Statewide Assessment for English Language Arts (ELA) and Math replaced the Smarter Balanced Assessment Consortium (SBAC), and the New Hampshire Statewide Assessment for science replaced the New England Common Assessment Program (NECAP). Students in Grades 3-8 take the New Hampshire Statewide Assessment for ELA and math, and students in grades 5, 8, and 11 take the New Hampshire Statewide Assessment for science.

New Hampshire Statewide Assessments are designed to measure student progress towards 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. Due to the pandemic, state assessments, which are typically administered in the spring, were cancelled for the 2019-2020 school year, but they resumed during the 2020-2021 school year.



STATE TEST FOR MATH PERCENT OF STUDENTS PROFICIENT OR ABOVE



STATE TEST FOR SCIENCE PERCENT OF STUDENTS PROFICIENT OR ABOVE



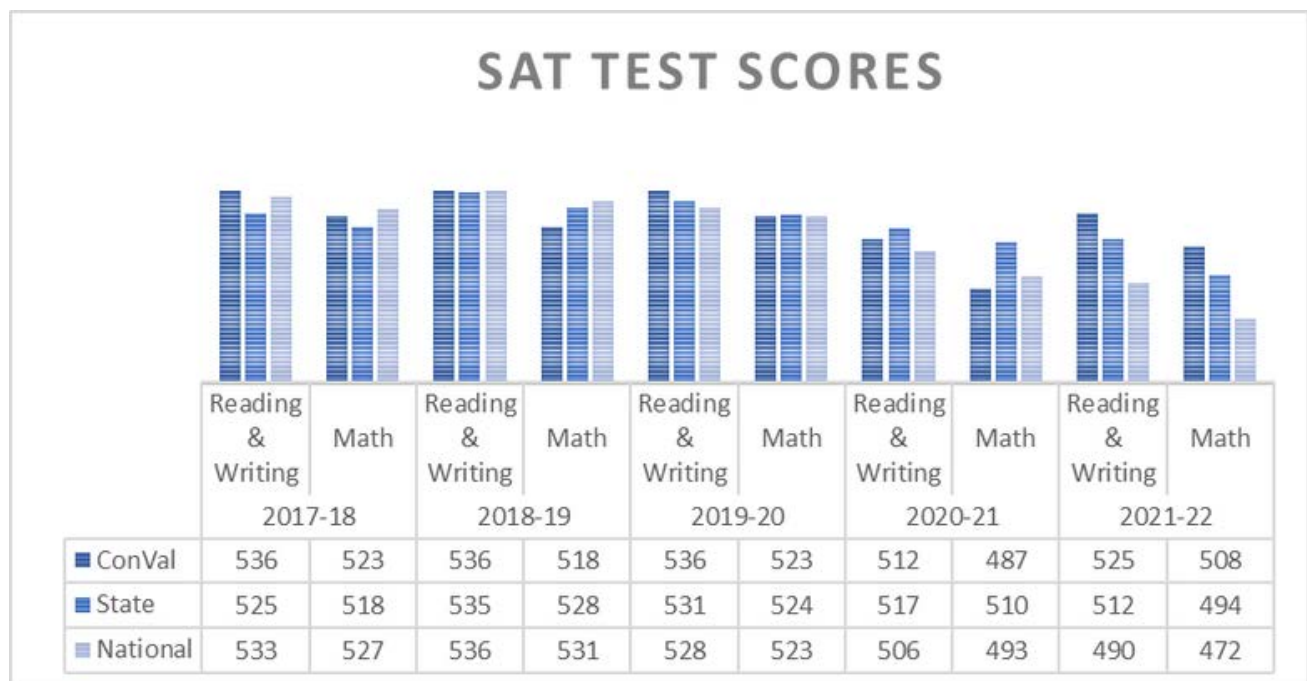
The ConVal School District administers the Scholastic Aptitude Test (SAT) to all high school juniors. Each year, more than two million students take the SAT. Nearly every college in America uses the test as a common and objective scale for evaluating a student's college readiness.

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 preparedness.

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 are also important.



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 requirements.

CVHS	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Total AP Students	86	106	110	120	112
Number of Exams	135	174	177	184	177
AP Exams with Scores 3+	75	88	91	81	75
% of Total AP Exams with Scores 3+	87%	83%	83%	68%	67%

- ConVal High School currently offers Advanced Placement (AP) courses in Biology, Calculus, Calculus and Physics, Chemistry, English Language and Composition, English Literature, German Language, United States History, and World History.
- 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 3 and above.
- Most ConVal AP students take multiple AP exams in one season.

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.

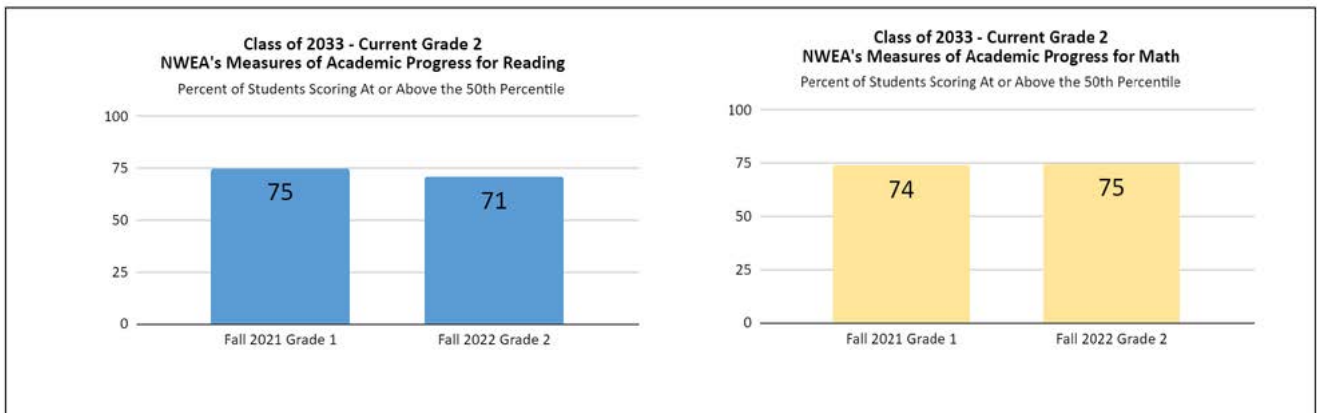
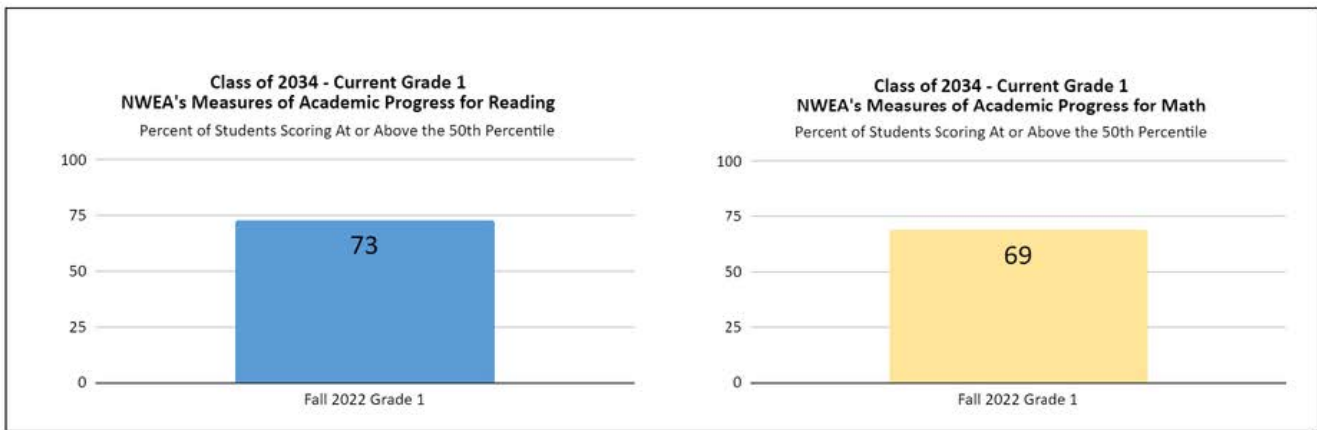
How is AIMSweb testing done?

- 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.

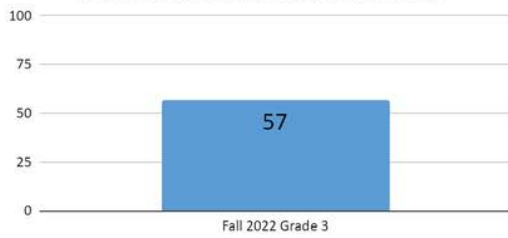
Benchmarking helps to inform instruction and to improve achievement. Benchmark assessments are given three times per year (September, January, and May) for all students in grades kindergarten through fourth, using grade-level assessment tools. Reports help focus areas of individualized instruction and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

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.

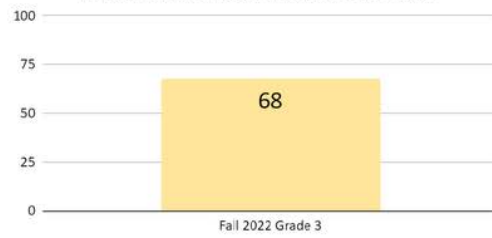
One of the unique advantages of MAP is that it is a computer test that adapts to a student’s level of learning. What this means is that as students answer questions accurately the test questions get harder, if they get questions incorrect the following questions will be easier. This creates a context 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. The following graphs share student performance in the areas of reading and math by class.



Class of 2032 - Current Grade 3
NWEA's Measures of Academic Progress for Reading
 Percent of Students Scoring At or Above the 50th Percentile



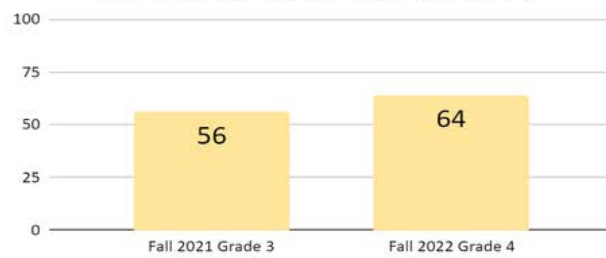
Class of 2032 - Current Grade 3
NWEA's Measures of Academic Progress for Math
 Percent of Students Scoring At or Above the 50th Percentile



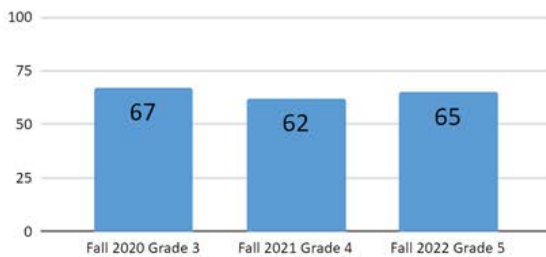
Class of 2031 - Current Grade 4
NWEA's Measures of Academic Progress for Reading
 Percent of Students Scoring At or Above the 50th Percentile



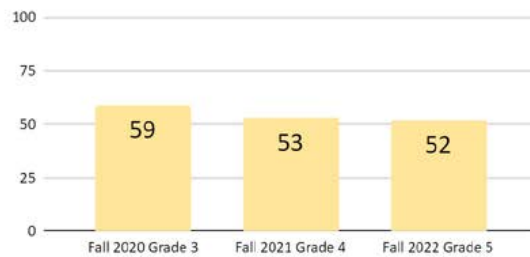
Class of 2031 - Current Grade 4
NWEA's Measures of Academic Progress for Math
 Percent of Students Scoring At or Above the 50th Percentile



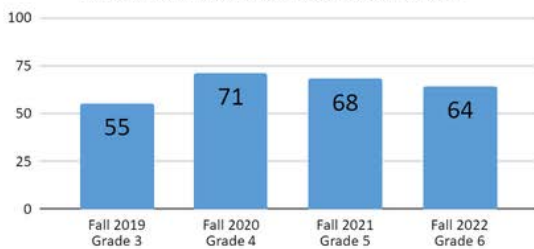
Class of 2030 - Current Grade 5
NWEA's Measures of Academic Progress for Reading
 Percent of Students Scoring At or Above the 50th Percentile



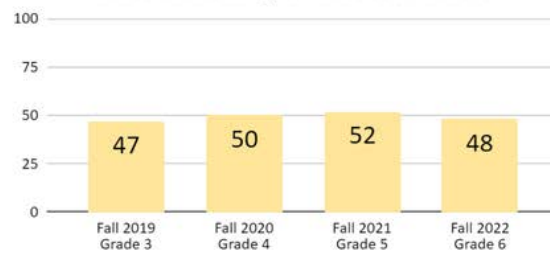
Class of 2030 - Current Grade 5
NWEA's Measures of Academic Progress for Math
 Percent of Students Scoring At or Above the 50th Percentile

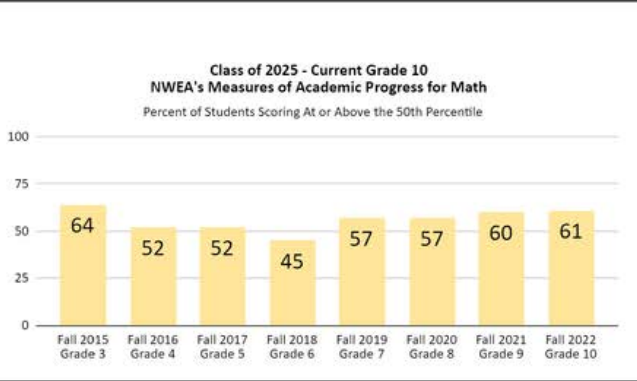
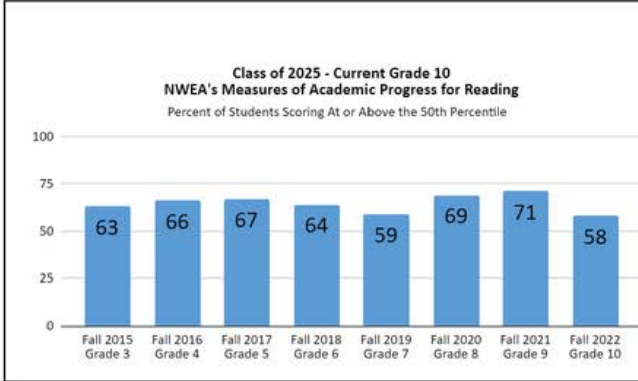
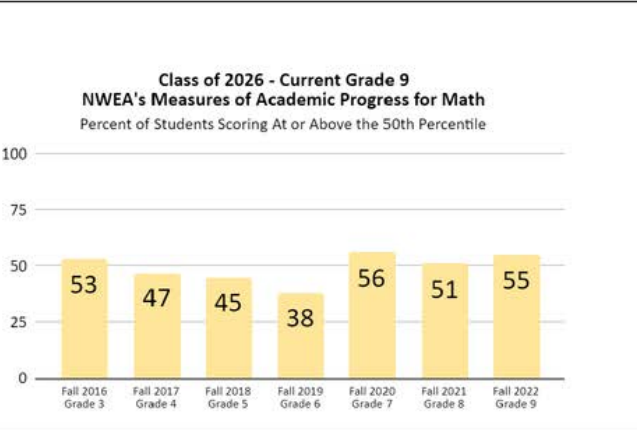
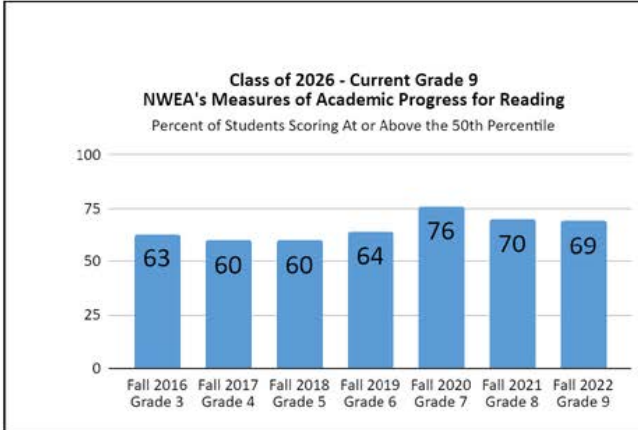
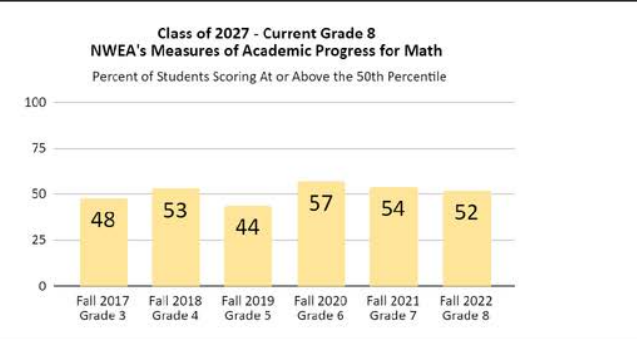
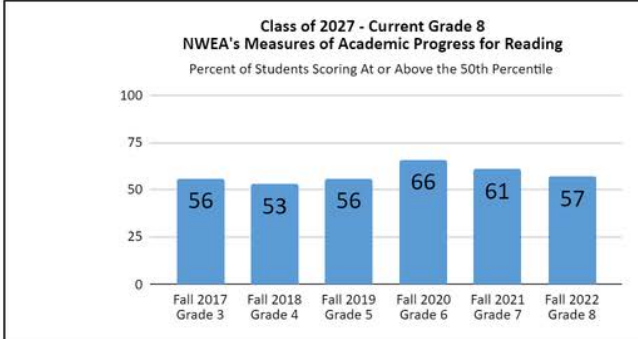
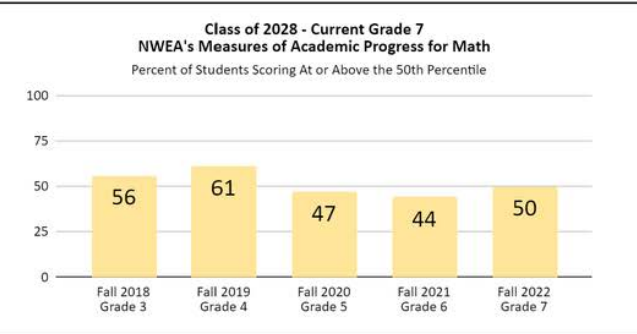
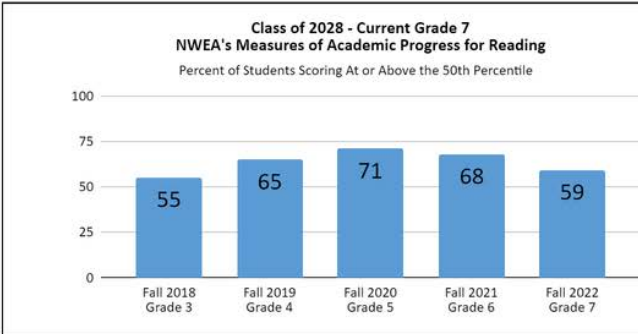


Class of 2029 - Current Grade 6
NWEA's Measures of Academic Progress for Reading
 Percent of Students Scoring At or Above the 50th Percentile



Class of 2029 - Current Grade 6
NWEA's Measures of Academic Progress for Math
 Percent of Students Scoring At or Above the 50th Percentile

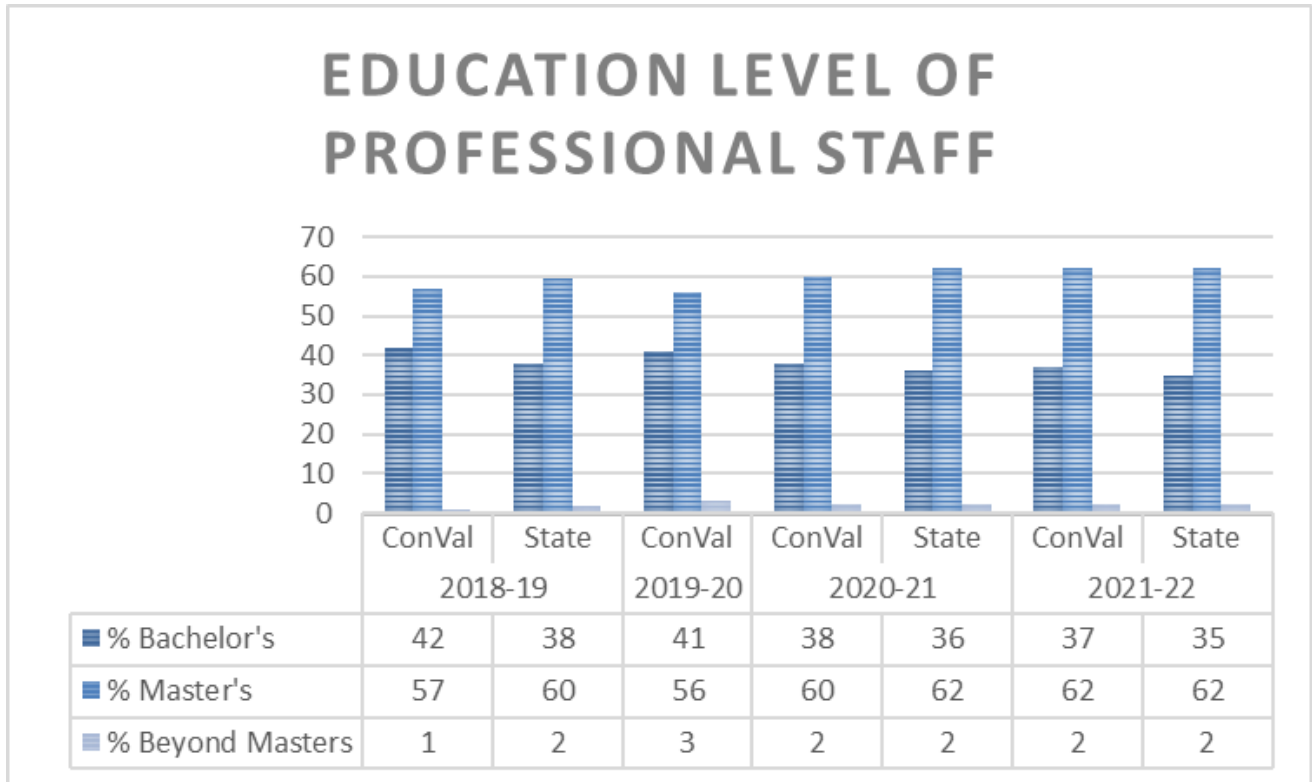




Educational Level - Prof. Staff

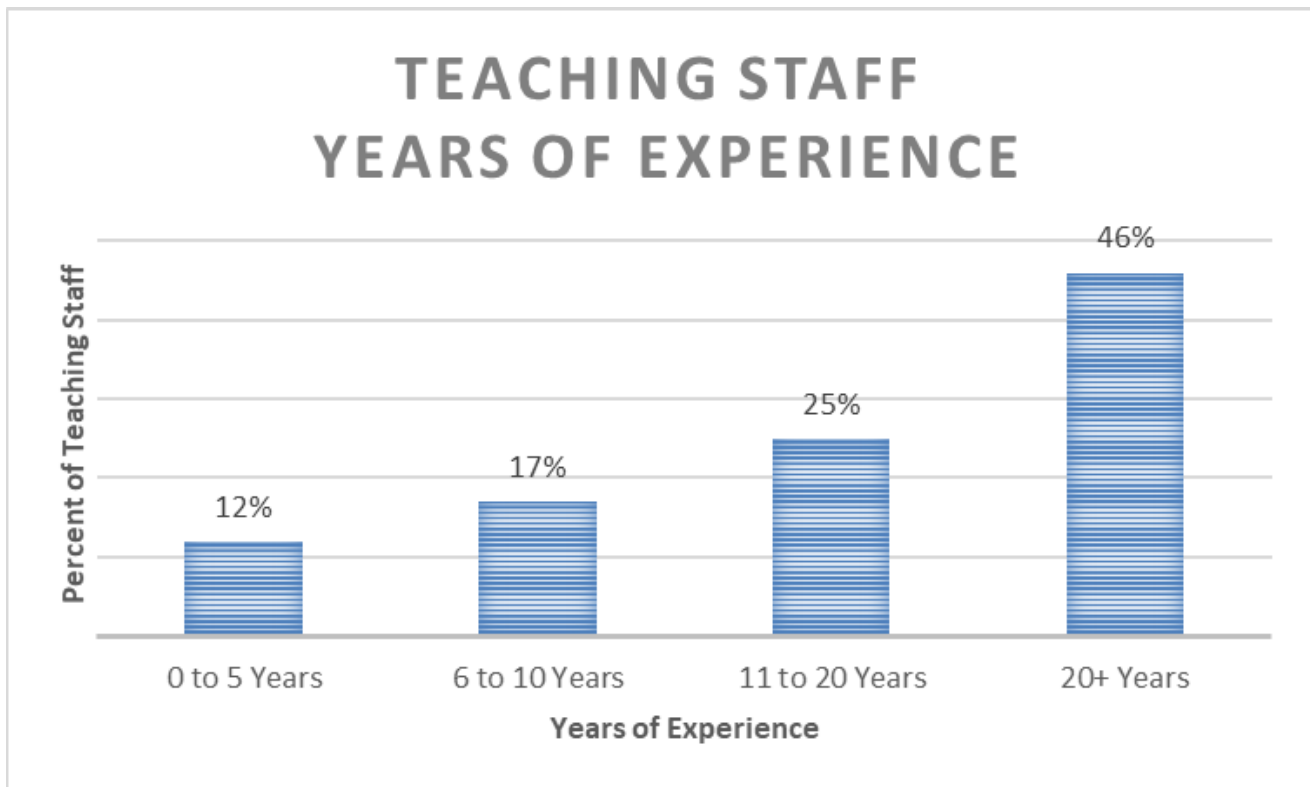
The ConVal School District is a professional learning community whose members continue their own education through professional development workshops and course work for advanced degrees.

More than half of ConVal teachers have attained a Master's Degree in their field.

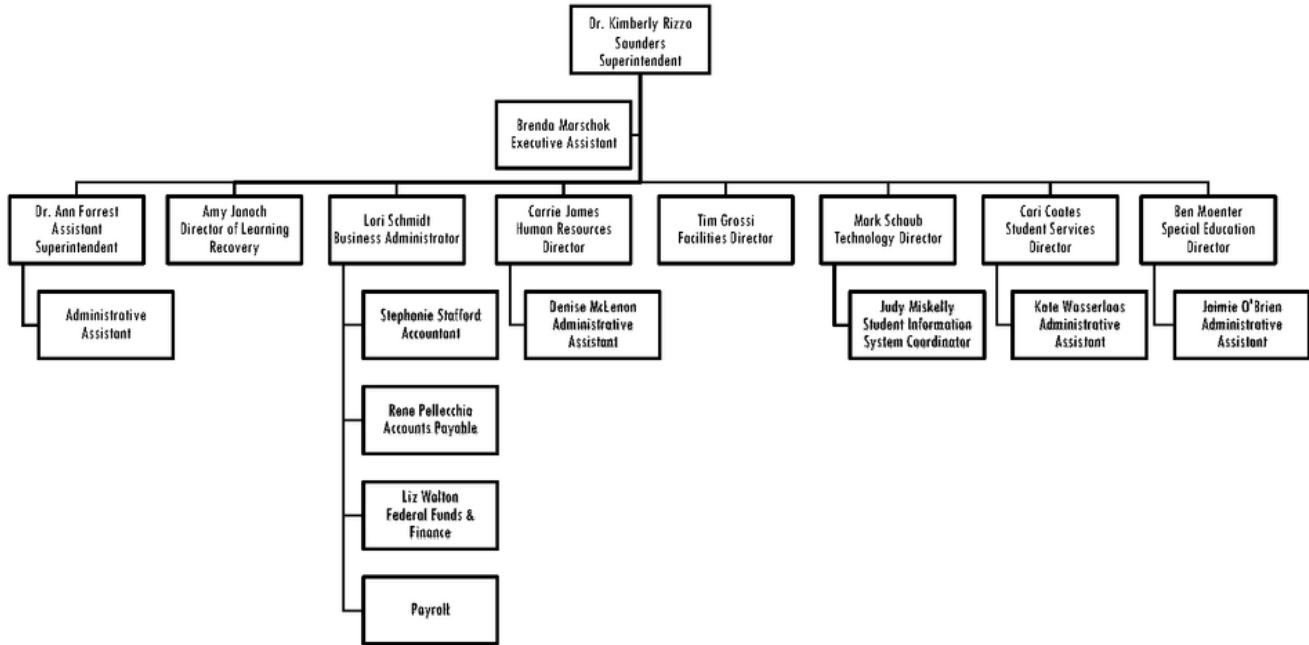


2019-20 state data not available.

Experience Level - Prof. Staff



SAU Organizational Chart



Facilities

Hello and welcome to the District's Facilities Department. Our district consists of over 600,000 square feet of educational space with acres of athletic fields and open land. In order to maintain this space and meet increasing state and federal guidelines, we employ highly skilled facilities technicians who are masters in their fields of expertise. Through continued training and task analysis, the facilities and custodial teams take care of our buildings and grounds in the most cost-effective way possible.

This year the Facilities Department completed several projects outside of our routine maintenance responsibilities. We installed a new HVAC unit at Great Brook School that services the front hallway area. Room 103 at GBS was renovated which included a fresh coat of paint and new solid surface VCT flooring. Classroom renovations at CVHS continued with 3 classrooms receiving new ceilings, LED lighting, paint and VCT flooring. South Meadow School saw its share of work on campus over the summer with atrium roof panels being replaced. Atrium roof panels were also replaced at GBS as well. We upgraded many components to our schools' fire safety devices. These upgrades included enhancements to both the annunciation and fire sprinkler systems. On the athletic fields at CVHS, we finished the baseball and softball hitting tunnels which included repurposing LED light fixtures so practice can continue on those warm spring afternoons. Bottle fill bubbler stations were installed at South Meadow, Peterborough Elementary and CVHS.

This year was bitter sweet for the facilities department as 34-year facilities technician, Roger Crane, retired. We are all happy for Roger and wish him the best as he enjoys life on his maple tree rich property. New hire Josh Moreen has done a great job stepping into the facilities technician role. Josh brings years of mechanical and HVAC experience to the department and is a US Army veteran.

The 2022-2023 year brought with it a new supplier partnership for all custodial supplies. This partnership has, to date, reduced costs and improved service.

The lack of qualified labor throughout the state has placed a strain on many of our contracted service providers which, in turn, has put a strain on our department. I thank each and every supplier and contractor, from the contracted custodial crews to the HVAC parts supplier and everyone in between for their dedication to SAU 1. The Facilities Department takes pride in their accomplishments and support of our District's buildings and grounds.

Respectfully submitted,
Tim Grossi, Facilities Director

Technology

As covered in previous editions of We Are... ConVal! technology played a key role in facilitating the implementation of Remote Learning during ConVal's response to the Covid-19 pandemic. As we transitioned out of this phase and began looking forward, two plans guide our vision and implementation of technology over the years to come.

On December 6th of 2022, the Conval School Board voted to approve the new Strategic Plan for the District. This plan outlines five key priorities that will guide our work over the next five years. In order to support the technology initiatives identified in the Strategic Plan, a new three-year Technology Plan will be developed. These initiatives include:

- Defining a clear vision and definition for purposeful use of technology in grades PreK thru 12;
- Defining Blended Learning at each education level (elementary, middle, and high school);
- Redefining Digital Citizenship and Culture of Technology Use;
- Integration of the Master Facility Plan and the Technology Plan; and
- Redesigning of the ConVal School District, School Board, and Individual School websites.

The last of these initiatives, the website redesign, is already underway. In June of 2022 the School Board approved the website redesign and hosting proposal submitted by SchoolBlocks. SchoolBlocks is a web hosting service specifically designed for K-12 websites and specializes in ease of use, ADA compliance, and Google integration. Helfried Zrzavy, the District Technology Integration Specialist, has been working with the SchoolBlocks implementation team to convert our existing convalsd.net website into the new design. We hope to have more details on the launch of the new website soon and look forward to sharing them with the community.

Recently the Technology Department has welcomed three new members. In the summer of 2021 Nick Hill joined us as a Building Systems Administrator at South Meadow School. Just this month Peterborough Elementary School welcomed Thalia Stafford, a former ConVal High School graduate who filled the open Information Technology Systems Support position. Nick and Thalia join a technology team dedicated to providing high quality and timely technology support to our schools and communities.

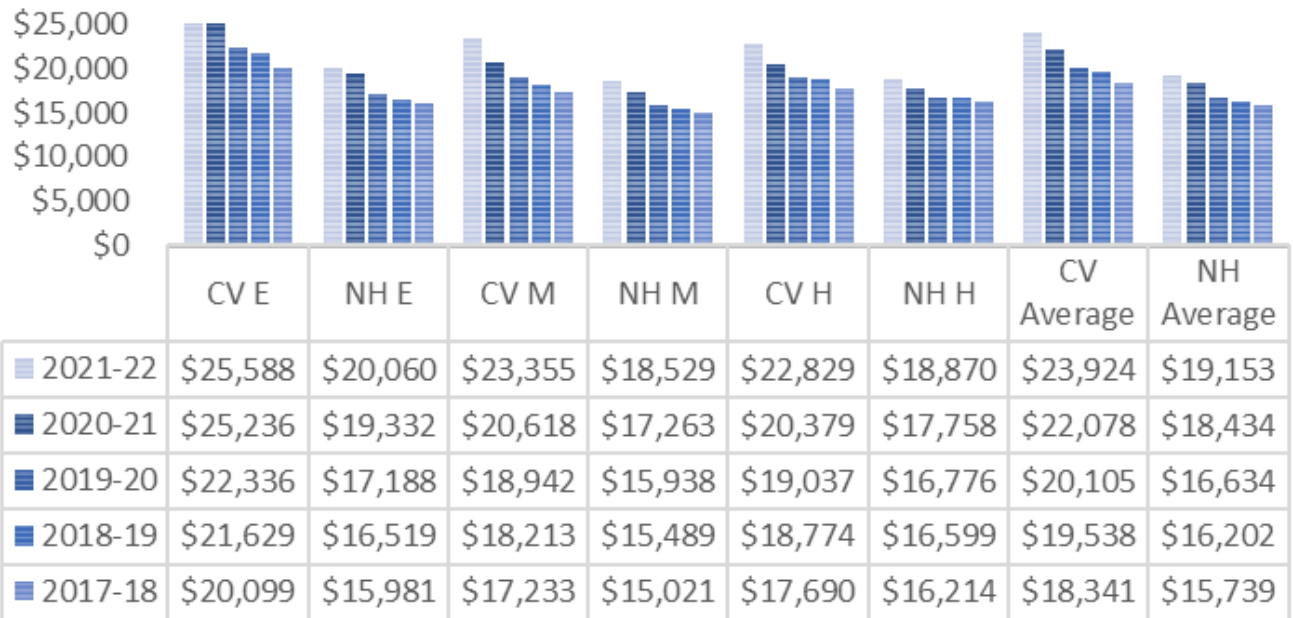
This fall we also welcomed Judy Miskelly as the new Student Information System Coordinator for the District. This new position was created to support all schools in the continued and expanded use of PowerSchool by increasing capacity at all levels to collect and meaningfully report on student information. We are excited for the opportunities this position will bring to the District.

Respectfully submitted,
Mark Schaub, Technology Director

Per Pupil Costs

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.

PER PUPIL COSTS CONVAL VS. STATE



School Profiles

Antrim Elementary School

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

Grades: Preschool - Grade 4

Location: 10 School St., Antrim, NH 03440

Phone: 603-588-6371

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

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

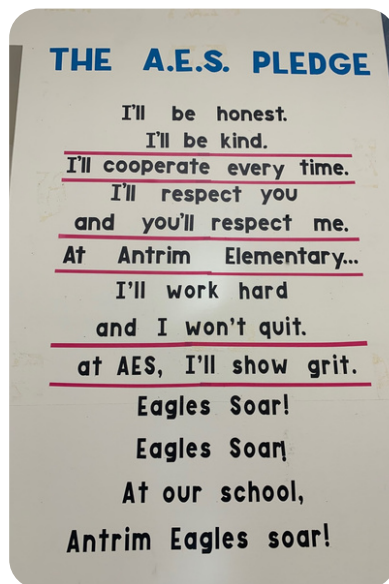
Enrollment: 128

Motto: "Antrim Eagles Soar"

Mascot: Eagle

Color(s): Blue

Average Class Size/Range:
14/10-18



Administrators:

Principal: Stephanie Syre-Hager

Special Education Coordinator: Diane Johnson

Mission 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, cooperation, and grit 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 state 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.

AES, like all of the elementary schools in the district, 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 community and responsibility. Along with Responsive Classroom, the school also uses the Zones of Regulation, a curriculum designed to foster self-regulation and emotional control.

School Profiles

Antrim Elementary School, (Cont'd.)



Specials: All students participate in art and music classes. At AES, we call it Muzart. Students experience integrated physical and health education in Wellness class. Classes are taught both indoors and outdoors with a strong emphasis on developing skilled and knowledgeable students who live healthy, active lifestyles, as well as develop a strong sense of character.

Students also participate in the library in the school's Learning Commons. The Learning Commons is a great place to explore new technologies such as VR headsets, Sphero robots, and 3D printing alongside the more traditional resources of books and the internet.

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

School Counseling: Antrim Elementary School promotes a philosophy that all children have a right to services provided by the school counselor. Therefore, the programs and activities offered are both preventative and developmental in nature. The continuum of services includes classroom lessons, small group counseling, individual counseling, and consultation.

Special Programs: Some of the special programs currently offered at Antrim Elementary School include the Harris Center and the Cornucopia Project. 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

School Profiles

Antrim Elementary School, (Cont'd.)

Special Programs (Cont'd.) 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>). Antrim Elementary is in its fourth year of working with the New Hampshire UDL Innovation Network seeking to empower all learners. (<http://www.cast.org>)

Family Involvement: Antrim Elementary School's Parent Teacher Organization (PTO) is active and meets regularly. The PTO supports the school with multiple fundraising events and their time.

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. We believe that strengthening and sustaining the connection between school and community is critically important. AES has a strong partnership with the town library in particular.

Respectfully submitted,
Dr. Stephanie Syre-Hager, Principal



School Profiles

Dublin Consolidated School

Grades: K - Grade 4

Location: 1177 Main St., Dublin, NH 03444

Phone: 603-563-8332

Web Address:
<https://dcs.convalsd.net>

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

Enrollment: 57

Motto: "DCS cares about ourselves, each other, our school and community."

Mascot: Raven

Color(s): Forest Green



Administrators:

Principal: Shawne Hilliard

Special Education Coordinator: Diane Johnson

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

Learning Environment: Dublin Consolidated School (DCS) 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, math, and social-emotional learning 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 order to effectively use assessment results to specifically target instruction strengthening student outcomes. The staff works with other educators, administrators, families, and area agencies to meet the individualized educational needs of those students identified as eligible. Most services are provided within the classroom, with some pull-out services if appropriate. 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.

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 have included in-class opportunities for curriculum enrichment, through artist-in-residency programs, such as the Circus, NHDI, and local artists. In different years, our students perform in a concert and put on a talent show. Occasionally we host (or attend another ConVal school for) a special music or drama program. We are excited about the partnership with Dublin School which will provide, among other opportunities, the chance to experience Nordic skiing. The Dublin Community Foundation offers support for our students in a variety of ways; from winter clothing, to residency programs and field trips - we are very appreciative! Dublin is fortunate to have a community that is very connected to the elementary school.

Family 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 to help support different 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, volunteer their time to work

School Profiles

Dublin Consolidated School, (Cont'd.)



with our students. We welcome family members as volunteers in our classrooms, and are fortunate that many parents and grandparents take advantage of this opportunity to support all of our students.

Community Connections: 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. Our students participate in afterschool programs (Book Buddies, Bookworms & Creator Club) coordinated by the Dublin Public Library, and yoga offered by the Dublin Community Center. We are thankful for the multifaceted community connections and look forward to continuing to build on these connections! The staff, students, and their families all come together to provide amazing opportunities and experiences to support the growth of all our students and build their capacity as learners.

Respectfully submitted,
Shawne Hilliard, Principal



School Profiles

Fracestown Elementary School

Grades: K - Grade 4

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

Phone: 603-547-2976

Web Address:
<https://fes.convalsd.net>

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

Enrollment: 42

Motto: "FES Pride"

Mascot: Lion

Color(s): Blue & Gold



Administrators:

Principal: Beth Gibney

Special Education Coordinator: Diane Johnson

Mission Statement: At Fracestown Elementary School (FES), 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 is committed to a child-centered approach to education. Students are instructed along a continuum known as competencies or progressions, and they are grouped for instruction based on what they can currently do and what they need to learn next. This year, the school consists of a combination kindergarten and grade one class, a grade two class and a combination grade three and grade four class.

FES provides intervention/support through differentiated instruction and intervention periods. FES teachers collaborate with peers to provide Multi-Tiered Systems of Support (MTSS) in addition to core academic instruction. 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 formative and summative assessment techniques, observations and interviews. Students who demonstrate mastery of grade level standards are challenged through enrichment activities and instruction in the next appropriate standard to ensure all students achieve at high levels.

Teachers deliver research-based instruction through an instructional framework called a Multi-Tiered System of Support (MTSS). This instructional and behavioral framework provides 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 for all students. 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.

School Profiles

Fracestown Elementary School (Cont'd.)



Family Involvement: FES believes that students are most successful when there is a strong home/school connection. FES has focused on strengthening these relationships through well-attended parent information evenings, increased communication, and a stronger social media presence. Our active PTO meets monthly to plan activities for students and pursue fundraising activities. Each year the PTO funds multiple in school, school activities, and field trips. In recent years, the students have participated in Circus, NHDI, Crazy 8s Math Club and other artist-in-residency programs. On any given day there are volunteers in our school providing during and after school enrichment programs such as running clubs, hiking, and gardening. Parents work as an integral part of 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: FES students participate every year in a Memorial Day and Veterans Day program to honor and remember local community veterans and armed service workers. FES maintains a strong relationship with the America Reads Program.

Every year, FES students extend their learning by having experiences with teachers from Harris Center, New Hampshire Dance Institute, The Cornucopia Project and other residency and enrichment programs. The school is utilized for many community events such as outreach presentations, holiday fairs and blood drives. It is our aim for FES to be at the center of the local community.



Each month Outdoor Learning Lions (OLL) takes place. At FES, outdoor learning is critical to addressing the needs of the whole child and allows the children to return to nature. The students are taught the curriculum in the natural environment. Students use outdoor classroom spaces as well as the fire pit during each season to explore the world outside through integrated, multiage activities. Members of the Harris Center, the Fracestown Conservation Committee, and Cornucopia often join in OLL planning and activities. This process helps the students to develop lifelong appreciation of the natural world and an understanding of their individual impact on the environment. We use this time to deepen our partnerships with the Harris Center and Cornucopia, which has been funded by the district as well as our PTO and additional grants written by faculty members.

Respectfully submitted,
Beth Gibney, Principal

School Profiles

Greenfield Elementary School

Grades: Preschool – Grade 4

Location: 860 Forest Rd.,
Greenfield, NH 03047

Phone: 603-547-3334

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

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

Enrollment: 93

Motto: "Be safe, be kind, be responsible"

Mascot: Grey Wolf

Color(s): Green and Grey



Administrators:

Principal: Colleen Roy

Special Education Coordinator: Diane Johnson

Mission Statement: Greenfield Elementary School (GES) 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, mathematics, and social-emotional learning while using a variety of research-based practices/strategies for academic instruction. GES teachers provide intervention/support through differentiated instruction, intervention periods, and reading services. Teachers work collaboratively in Intentional Learning Communities (ILCs) 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. GES teachers collaborate with peers to provide Multi-Tiered Systems of Support (MTSS) in addition to core academic instruction. The ConVal elementary schools maintain a rich arts program. All children in grades K-4 are offered art, library/media and music classes on a rotating 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. We also offer a physical education program to all students in grades K-4. Students participate in an integrated PE/health wellness program regularly throughout the school year. 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. In addition to core academic instruction, our students participate in extra-curricular activities such as NHDI, a Circus Residency, Girls on the Run, Page to Stage Dance Residency and various all-school themed days. Students especially enjoy science and art days.

Family Involvement: GES has a very active PTO that meets every month to plan enrichment activities for students and pursue fundraising activities to support teachers and students. GES parents help greatly by volunteering in classrooms or for special events. Parents work as a team with the GES teachers to give GES children many opportunities and supports that make their total experience at GES rich and full of lifelong learning.

School Profiles

Greenfield Elementary School (Cont'd.)

Community Connection: GES students connect with the Greenfield community in a variety of ways. Students take occasional trips to the Stephenson Memorial Library, visit local blacksmith shop, have an annual Halloween parade through town, and hike and explore Greenfield State Park with park rangers. Students enjoy visits with 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.

Respectfully submitted,
Colleen Roy, Principal



School Profiles

Hancock Elementary School

Grades: Preschool – Grade 4

Location: 10 Elementary Ln.,
Hancock, NH 03449

Phone: 603-525-3303

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

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

Enrollment: 69

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

Mascot: Husky

Color(s): Blue



Administrators:

Principal: Shawne Hilliard

Special Education Coordinator: Diane Johnson

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

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

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 a number of resources and Responsive School Discipline Principles. Staff use interactive modeling to ensure all students are familiar with daily classroom and school routines, and expectations.

Throughout the day, children build their critical thinking and problem-solving skills in reading, writing, math, science, and social studies. Teachers work collaboratively to create rich lessons that provide authentic learning experiences for all children, and incorporate research based instructional practices that ensure academic success. Additionally, our special education staff work with classroom teachers, 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.

In addition to traditional academic instruction, HES offers a variety of specials, maintaining a rich arts program. All children in grades K-4 are offered weeklong art, library/media and music classes on a rotating schedule, with each class lasting 45 minutes. Our art, music, and library/media teachers move from school to school providing students with a consistent, guaranteed experience. We also offer a physical education program to all students in grades K-4. Students participate in an integrated PE/health wellness program throughout the school year.

School Profiles

Hancock Elementary School (Cont'd.)

Learning Environment (Cont'd.) HES is fortunate to have 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. They support activities such as food drives, clothing drives, ornament day and our Open House to name a few. In addition to their involvement we also enjoy the benefits of many connections with the local community that enrich its students' education. These connections have been strengthened this year as we return to many of our typical annual 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 the students can prepare a meal to share with the HES community.

Throughout the school year, the HES children have other opportunities to expand their learning. These include field trips, special speakers, nature walks, and interdisciplinary units. This vibrant supportive environment has created a true community of learners.

Respectfully submitted,
Shawne Hilliard, Principal



School Profiles

Peterborough Elementary School

Grades: Preschool – Grade 4

Location: 17 High St.,
Peterborough, NH 03449

Phone: 603-924-3828

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

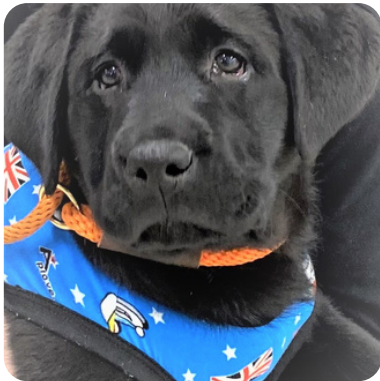
Student Instructional Hours:
8:40 AM – 3:25 PM

Enrollment: 238

Motto: "Keep it on your mind;
be respectful, safe, and kind"

Mascot: Bobcat

Color(s): Blue, White & Gold



Administrators:

Principal: Larry Pimental

Assistant Principal: Kristen Levesque Lee

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 partnership with home, school, and community to model and promote a respectful, safe and kind environment.

Learning Environment: Peterborough Elementary School provides a safe learning environment where every child feels known, needed, and cared for, and where student growth is recognized and celebrated. Our core programming for reading, language arts, and mathematics uses research-based practices, strategies, and curriculum that align with NH state standards, while integrating science/social into our daily schedules. All students at PES are enriched with classes in physical education and health, art, music, and library/media to go along with their core academic programming.

PES provides academic intervention and support through differentiated instruction, scheduled intervention periods for all, and math and reading support services. Additionally, this year PES is eligible to receive Title One funding to support supplemental instruction. Special education services are provided for students who are identified as eligible, and ensure that all students experience core programming via a common curriculum while meeting goals and objectives in their individualized educational plans. PES 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 community and responsibility. Along with the Responsive Classroom, the school also employs the Zones of Regulation, a curriculum designed to foster self-regulation and emotional control.

Students at Peterborough Elementary School have an opportunity to extend their learning experience through partnerships with Harris Center, The Cornucopia Project, and other community-based organizations. Our close proximity to downtown Peterborough allows our students access to community resources and walking field trips that better connect them to "our town".

School Profiles

Peterborough Elementary School (Cont'd.)



Family 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 to name a few. The PTO also provides support for assemblies, the Children and the Arts Festival, fourth grade graduation, after-school clubs, artists-in-residence programs, field trips, 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: Through collaboration with families and the greater Peterborough community, we develop learning opportunities that inspire our students to be curious, creative, confident, and kind.. We look forward to partnering with the people and programs in our community to enrich our students. In years past, students have gone on walking field trips to the Peterborough Town Library, the Mariposa Museum, the Peterborough Historical Society, the MacDowell Art Colony, the Peterborough Fire Department, and local nursing homes. PES has organized food drives for End 68 Hours of Hunger, clothing drives for the community, and we have raised funds for the Monadnock Humane Society. PES has hosted Big Brothers/Big Sisters students from ConVal High School, has partnered with America Reads volunteers, and has become pen pals with seniors in our community.

Peterborough Elementary School continues to be a great place at which to learn and with whom to work.

Respectfully submitted,
Larry Pimental, Principal



School Profiles

Pierce Elementary School

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

Grades: K - Grade 4

Location: 19 Main St., Bennington, NH 03442

Phone: 603-588-2131

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

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

Enrollment: 65

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

Mascot: Black Bear
Color(s): Forest Green & White



Administrators:

Principal: Beth Gibney

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 individualized learning environment where students of different ages and abilities thrive, reaching their full potential as learners. Teachers deliver research-based instruction through an instructional framework called, a Multi-Tiered System of Support (MTSS). This instructional and behavioral framework provides 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 for all students. 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. Throughout the school, Pierce School students practice social skills through a social-emotional learning curriculum that supports and encourages positive relationships and builds self-confidence. These skills are embedded throughout the school and in all aspects of a students' day. Through interactive modeling and practice, students are able to learn and transfer these skills inside and outside of the school. There is a deep belief and understanding of the developmental, social and emotional needs of children and this is embedded in all aspects of learning.

Some of the special programs offered at Pierce School through our community partnerships include New Hampshire Dance Institute, Harris Center and The Cornucopia Project. NHDI nurtures the "physical, social, and cultural development of children through dance, music, and performance" (www.nhdi.org). 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

School Profiles

Pierce Elementary School, (Cont'd.)



Learning Environment (Cont'd.) 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>).

Family Involvement: Pierce believes that students are most successful when there is a strong home/school connection. Pierce has focused on strengthening these relationships through well-attended family and community information evenings, increased communication and whole community events, and the development of partnerships with community resources. Parents work as an integral part of 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.

Pierce School’s Parent Teacher Organization (PTO) is active and meets at Pierce School each month. Committed to enriching the experiences offered to students attending Pierce School, the PTO supports Pierce School students with numerous fundraising events and activities, winter wonderland experience at the Barbara C. Harris Center, literacy nights, family fun nights, Field Day, and their valuable time. Each year the PTO provides funding for additional field trips, expert visitors, clubs and activities above and beyond our general curriculum.



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 is also the host site for monthly community suppers, where hundreds of community members are served dinner by various organizations free of charge throughout the year.

School Profiles

**Pierce Elementary School,
(Cont'd.)**

Awards & Recognition: Pierce School has been recognized for successful participation in the Positive Behavioral Interventions and Supports (PBIS) Program and was awarded the General Dollar Literacy Grant in 2022.

Respectfully submitted,
Beth Gibney, Principal



School Profiles

Temple Elementary School

Grades: K - Grade 4

Location: 830 Route 45,
Temple, NH 03084

Phone: 603-878-1955

Web Address:
<https://tes.convalsd.net>

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

Enrollment: 31

Mascot: Barred Owl

Administrators:

Principal: Tim Iwanowicz

Special Education Coordinator: Diane Johnson

Mission Statement: The TES Community fosters all aspects of student learning by promoting our core values of caring, respect, responsibility and perseverance.

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 with each other and with fellow ConVal teachers to focus on student learning. TES teachers also take part in various district in-service training sessions in order to provide our students with the best possible educational opportunities.

Family Involvement: TES families work hard at TES to provide all kinds of support for our learning community. Families make donations, come to school to help out with projects, and even lead after school programs such as our very popular Lego Club. Parents work as a team with TES teachers to give our children supports that make their TES experience 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, our senior Thanksgiving feast, participating in the Temple Band Holiday Concert, and more, 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, and raising support for children and families in need.

Respectfully submitted,
Tim Iwanowicz, Principal



School Profiles

Great Brook School

Grades: Grades 5 – 8

Location: 16 School St., Antrim, NH 03440

Phone: 603-588-6630

Web Address:

<https://gbs.convalsd.net>

Student Instructional Hours:

7:20 AM – 2:20 PM

Enrollment: 224

Motto: "Responsible, Respectful, and Safe Students"

Mascot: Bobcat

Color(s): Red, White & Blue



Administrators:

Interim Principal: Jim Elder

Assistant Principal: Joe Wright

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 students engage in instruction in four core academic areas – Language Arts, Math, Science, and Social Studies. In addition to these subjects, students participate in a variety of Unified Arts courses during their time at GBS. These include art, health, physical education, family and consumer sciences, World Language, industrial arts & technology, and music. Students also have the option to participate in Instrumental and Vocal instruction throughout their time at GBS. Extended Learning Programs such as Greek Mythology, Digital Photography, and Ancient Warfare are popular electives for our students.

GBS follows an advisory model to develop appropriate student behavior. Each student is part of an Advisory of 8 – 12 students. The Advisor is the point person for families, leads student conferences with families, and supports the connections of our students to the GBS community. An important part of our Advisory time is watching The Morning Show, a student-produced news and announcement webinar. A recording of this is posted daily on the school website.

Family Involvement: GBS has active and involved PTO members who raise money and engage in initiatives to improve the experience for staff and students. The PTO has had one successful fundraiser this year and is planning another in the spring.

Community Connection: GBS students contribute to the wider community by completing a substantial number of hours of community service in a typical year. Each student is required to complete a minimum number of hours based on the grade they are in: fifth grade–5 hours; sixth grade–10 hours; seventh grade–15 hours; and eighth grade–20 hours. GBS students also participate in many community activities such as writing cards for Veterans, sprucing up areas throughout our school, participating in canned food drives, and donating coats and shoes for people in need.

School Profiles

Great Brook School, (Cont'd.)

Awards & Recognition: During the summer of 2020, Maryanne Cullinan, a GBS teacher, was one of 10 semi-finalists for NH Teacher of the year. 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 middle school recognized that year in New Hampshire.

Respectfully submitted,
Jim Elder, Interim Principal



School Profiles

South Meadow School

Grades: Grades 5 – 8

Location: 104 Hancock Rd.,
Peterborough, NH 03458

Phone: 603-924-7105

Web Address:

<https://sms.convalsd.net>

Student Instructional Hours:

7:10 AM – 2:25 PM

Enrollment: 339

Motto: A Caring, Cooperative,
and Respectful Community of
Learners.

Mascot: Puma

Color(s): Royal Blue & White



Administrators:

Principal: Tim Conway

Assistant Principal: Dan Legro

Mission Statement: To create a learning environment for students to develop 21st Century skills to be successful citizens. This environment emphasizes a caring, cooperative, and respectful community of learners.

Learning Environment: South Meadow School (SMS) has a team of teachers at every grade level. Students have four core teachers for Math, English, Social Studies and Science. Students also have two specials each quarter which include Art, Health, Physical Education, Family and Consumer Sciences, Industrial Arts & Technology, Music, and Band. SMS practices Positive Behavior Interventions and Supports (PBIS).

The Student Culture Committee has created many opportunities for students at SMS. The Student Culture Committee, which collects student input about School-Wide decisions, has created the SMS picnic, choice recess, and many other student-centered decisions. 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, and Mind Puzzles. SMS follows an advisory model to develop connection and community. Each student is part of an Advisory of 8 to 12 students. The Advisor is the point person for families, leads student conferences with families, and supports the connections of our students to the SMS community.

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

Community Connection: SMS embraces community connections with Rotary, Career Day, StemFest UNH, Keene State College, Peterborough Arts, local senior centers, Harris Center, Peterborough Recreation Department, Peterborough Library, River Center, local churches, and the SMS food pantry.

School Profiles

South Meadow School (Cont'd.)



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

- MS Cross Country - Girls A & B - Division 3 State Championship (2022)
- SMS Cross Country - Tri-County Championship (2019)
- SMS Cross Country - Boys 3rd Place - Milford International Meet (2019)
- SMS Volleyball - Tourney Champions - Connecticut Valley VB Tournament (2018, 2019)
- SMS Boys Baseball - Tri-County Champions (2017)
- SMS Boys A Soccer - 2nd in Tri-County Championship (2022)
- SMS Boys A Soccer - Tri County League Quarter Finals with 4-4 loss in Sudden Death (2019)
- SMS Hosts StemFest with UNH students as Stem-Ambassadors (2019, 2018, 2017, 2016)
- SMS 3D Students Working w/Print Labs from the UK - Beta Testing Curriculum (2019)
- SMS 3D Students - Showcased 3D Printing at Christa McAuliffe Museum (2019)
- SMS Peer Mentors - Participated in White Mountains Leadership Conference (2019)
- SMS Robotics - 1st Place in Research Innovation Project at State LEGO League Championship (2022)
- SMS Robotics - 2nd Place in Performance, 1st Place in Core Values & 3rd Place Overall in Local Competition (2019)
- SMS Robotics - 1st Place in Teamwork at State LEGO League Championship (2017)
- SMS Chorus- Southwest District Music Festival All-state (2019)
- SMS Band - Silver Medal at the Great East Music Festival (2019)
- SMS Special Olympics - Students were awarded several medals in the Winter and Summer Olympics
- SMS - NH Middle School of the Year (2005 & 2012)

Respectfully submitted,
Tim Conway, Principal



School Profiles

ConVal Regional High School

Sending Schools: Great Brook School, South Meadow School, Areas Independent Schools

Grades: Grades 9 - 12

Location: 184 Hancock Rd., Peterborough, NH 03458

Phone: 603-924-3869

Web Address:
<https://cvhs.convalsd.net>

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

Enrollment: 683

Mascot: Cougar

Color(s): Blue & Gold



Administrators:

Principal: Heather McKillop

Assistant Principals: Rick Simoneau, Erik Thibault

Mission Statement: *At ConVal High School, we embrace our opportunities to grow and learn, both individually and as an inclusive community. We strive to be respectful and show compassion for others. We work to be creative thinkers and problem solvers. We communicate and collaborate in an effort to take responsibility for our learning. As we build resilience in a safe school environment, we commit to developing skills and tools to become civic-minded citizens.*

21st Century Learning Expectations:

- Resilient Learner
- Effective Communicator
- Collaborative Team Member
- Informed Civic Contributor

Administration: ConVal Regional High School welcomed Rick Simoneau and Erik Thibault as Assistant Principals as well as Kevin Proctor as Director of Athletics and Co-Curricular Opportunities. The continuing members of the administration are: Heather McKillop as Principal, Deb Riley as Special Education Administrator, Jen Kiley as Director of the Region 14 Applied Technology Center, and Terri Drogue as the District Director of School Counseling.

ConVal Regional High School also welcomed three new administrative assistants: Koren Krslovic (main office), Sherry Nixon (main office, attendance), and Paula Sennett (athletics office). Lisa Serard continues as the administrative assistant to principal Heather McKillop.

Learning Environment:

Applied Technology Center (ATC): What a busy year 2022 was! In the fall, the Region 14 Applied Technology Center was pleased to welcome James Mitschmyer, Graphic Design, and Michael Scaramellino, Manufacturing, as new instructors for the 2022-23 school year.

The ATC accepted a grant from the New Hampshire Department of Education focused on students acquiring industry-recognized credentials; the grant focuses on students earning their OSHA10 licenses from the Occupational Safety and Health Administration as well as experience with electrical and plumbing virtual training.

School Profiles

ConVal Regional High School (Cont'd.)

ATC (Cont'd.) The ATC was also pleased to continue to offer the Career and Technical Education (CTE) Student of the Month program, with the support of the Peterborough Kiwanis Club, to students who model the skills necessary to be successful in the world of work and in their communities.

In December, the full ATC faculty attended the 2022 Association for Career and Technical Education (ACTE) Career Tech Vision conference in Las Vegas and enjoyed the opportunity to engage in professional development activities and network with their peers on a national level. Careers in Education teacher Sarah Grossi presented a workshop entitled “Designing and Implementing Grow-your-own Education Programs using Work-based Learning.”



English: The English Department welcomed Abigail Konig as a full-time faculty member after a successful year of student teaching at ConVal High School. The department was also excited to partner with Mathematics and Special Education to pilot a year-long 9th grade co-taught introduction to literacy and numeracy skills with great results.

Work continues on the refinement of authentic common assessments with a focus on competencies. Efforts to update required texts also continue to provide a wider range of voices and experiences. Philosophy and AP Language and Composition students journeyed to Walden Pond for a first-hand exploration of the wilds of Thoreau’s woods.

Health & Wellness: In the summer, the Wellness Department welcomed Taryn Hagan as a new instructor for fall 2022. Gretchen Lima took over the position of department head. The Department is exploring a new elective — Achieving Health Through Yoga — in Wellness for the 2023-2024 school year. The Wellness department continues to educate students in a way that will teach them the skills they will need to maintain a healthy lifestyle even after they have moved on from ConVal.

Mathematics: In the fall, Sam Winslow took over the position of department head. The Mathematics Department continues to be dedicated to meeting the needs of all learners through a wide variety of courses and supports designed to prepare students for their post-secondary pursuits. Building upon comprehensive equity audit work, the department is beginning to look at summative assessments with the goal of improving their content to better prepare students for success at the college level, in careers, and the workforce. The teachers in the department offer a variety of challenging math courses and additional support in the form of targeted TASC time interventions as well as after-school tutoring to anyone who needs assistance.

School Profiles

ConVal Regional High School (Cont'd.)



Mathematics (Cont'd.) In conjunction with the English department, a year-long pre-algebra/English 9 course is being piloted that rotates on an A/B schedule for the full year. As part of a building SMART goal, the math department has also undertaken steps to improve their instruction through a collaborative effort with a math instructional coach. The members of the math department believe that all students can be successful and are trying their best to give voice to their students while they navigate their mathematical journey.

Science: In the fall, the Science Department welcomed four science teachers: Anne Clifton-Waite (AP Biology), Robin Croteau (Biology, Oceanography, Physical Science), Elizabeth England (Physics, Physical Science, and Environmental Science), Carol Young (Biology, Anatomy & Physiology) and to full-time teaching positions. Croteau and Young are two veteran teachers who had stepped away from the classroom but are back and loving teaching.

In academic news, the Science Department is happy to once again offer Environmental Science and Oceanography, two elective courses that allow students an opportunity to learn about Earth's natural and man-made systems and their relationships to climate, humans, and resources through hands-on learning. The Physical Science and Biology teachers were excited for another opportunity to collaborate with naturalists from the Harris Center for Conservation Education. Their work helps students make connections between the concepts learned in class and the real-world applications of their scientific knowledge.

In co-curricular news, the collaborative project with the University of New Hampshire (UNH) to build and install a magnetometer — a device that records magnetic anomalies— is still collecting data on Earth's magnetosphere and solar storms. ConVal High School represents one of only three schools statewide that has a functional magnetometer and sends real-time data for this unique research project. The project continues to receive national and global attention. Lastly, in the spring of 2022, the ConVal Envirothon Team competed in its 29th statewide competition and came in 6th place overall.

Social Studies: In 2022, a new NH law required that genocide and holocaust studies become required elements of social studies curricula. Over the past year, the Social Studies Department has incorporated these elements into the Eastern Heritage freshman-level class in as well as into the junior-level classes in US History and Advanced Placement US History.

School Profiles

ConVal Regional High School (Cont'd.)



Social Studies (Cont'd.) Members of the department have worked on question formulation techniques for the research process that guide student assignments. In the realm of co-curricular activities, there has been strong student participation in social studies-themed clubs, such as History Club, Youth and Government, and Quiz Bowl.

Visual and Performing Arts: ConVal High School welcomed Carolann Tebbetts, a veteran studio arts teacher, to the Visual and Performing Arts Department. Tebbetts also took over the position of department head. The Visual Arts program continued to build its competency-based curriculum as students became acclimated to a full return to in-person studio engagement. Rotating displays of student artwork grace the main hallways, featuring artwork from the 2D, 3D, and Ceramics studios. Student artists submitted artwork to multiple shows and competitions including the New Hampshire Scholastic Art Awards and the Grand Monadnock Youth Choirs winter exhibit, entitled "Art is Expression." The tradition of pairing elementary students and 3D students at the high school continued with the high school students interpreting drawings created by their younger art partners. With the return to full in-person instruction, students restarted the group-shared portfolio presentations that celebrate student efforts of the past semester and ask them to consider not just the 'what' and the 'how' of their making practice but, more importantly, the 'why' and what insights were gained from their experiences. The interdisciplinary humanities class Aesthetics & Ideas ran for its tenth consecutive year. Through reading, writing, speaking, making, and moving, the course challenges students to contemplate at a deep level ideas of beauty, making, and living an intentional and meaningful life.

The Music Department had numerous events worthy of note in the past year. Among those highlights are the following: band and choir students were selected for Chamber Festival (the Honors New Hampshire All-State Choir) and All-State Ensembles. The Concert Band received a Platinum Medal, the highest honor, and the Concert Choir received a Gold Metal with a rating of 94 out of 100 points at the Great East Music Festival which is dedicated to exceptional adjudication and constructive educational clinics. Also, Band and Choir students were selected for the New England Music Festival and the Monadnock Valley Music Festival. Three successful concerts in March, June, and December showcased the ongoing musical growth and achievement of music department students. ConVal Theatre Arts presented its first fully-in person season since the pandemic, featuring Infinite Black Suitcase, Disney's Frozen KIDS, and Urinetown: The Musical. Over 400 district elementary school students were invited for a special presentation of Frozen, and it was wonderful to fill the Lucy Hurlin Theatre with excited and enthusiastic, pint-sized audience members.

School Profiles

ConVal Regional High School (Cont'd.)

World Languages: In June, long-term Spanish teacher Maestra Sara Krapohl retired from ConVal. In the fall, the department welcomed Velka Pacheco-McMahon, who had taught at the middle school level, back to the high school; German teacher Liz Concannon took over the position of department head.

The Spanish program continued to develop the “Entre Culturas” program which gives students the opportunity to learn, compare, and contrast current topics such as education, traveling, and digital citizenship. Through the online Entre Culturas Explorer, students have the opportunity to practice vocabulary, watch videos and vlogs from students with similar interests in different Spanish-speaking countries, and have opportunities to reflect and share opinions in an online format. The Spanish courses also focus on community celebrations, traditions, entertainment, and gastronomy. Students have the opportunity to explore countries through traditional and modern music and food. In the co-curricular Spanish Club, students formed a strong community of learners ready to practice language and cultural tradition sharing, such as making salsa, singing traditional holiday songs, learning about the school system in Spain, playing games, and collaborating on intercultural activities with the German Club.

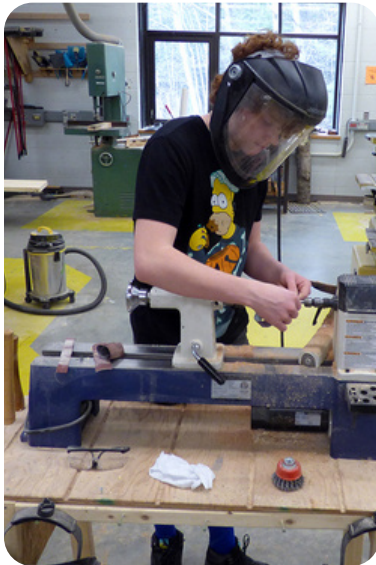


The German program continues to give students opportunities to learn and practice the language, both in and out of the classroom. The program was excited to re-establish the long-standing exchange between ConVal High School and the Akademisches Gymnasium in Salzburg, Austria. In October, ConVal hosted 23 Austrian high school students and their chaperones for three weeks.

In the classroom, students also have abundant opportunities to interact directly with the German language and culture, such as the “Meet-a-German” live Zoom events and a “Wanderbus” online trip where students learn about German culture. Students also attend World Language Day, hosted by the University of New Hampshire. In addition, German-centered learning opportunities include an artificial intelligence workshop, a Global C.R.E.D. workshop about the global seal of biliteracy and languages in their future, a “Studienbrücke” Zoom seminar to learn about studying in Germany for college, and participation in “Bundesliga,” a national soccer trivia competition. The co-curricular German Club is back in full swing with many fun activities, including Gummi Bear Olympics, Brezel (pretzel) Extravaganza, and cooking classes dedicated to making soft pretzels and potato pancakes.

School Profiles

ConVal Regional High School (Cont'd.)



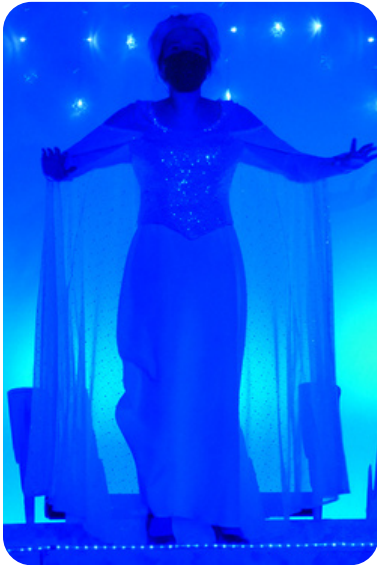
Instructional Coach and Math Consultant: In August, ConVal Regional High School welcomed Antonia Zajackowski as an instructional coach. An instructional coach collaborates with staff on teacher-focused goals aimed at increasing student engagement and learning. By partnering with an instructional coach, staff engage in non-evaluative, personalized professional development, based on the needs of their classrooms. At ConVal High School, Antonia has led staff through activities that highlighted the use of instructional strategies and partnered with Leslie Holcombe, the school's SEL coach and member of ConVal 2025, on reflective practices for students' social-emotional learning. In September, ConVal Regional High School also welcomed Mike Stevens as a math consultant to work with the math department. Mike visits the high school a few days a month and works with math teachers to support student collaboration, student-to-student talk, and the productive use of whiteboards. A few of the many instructional strategies and areas of focus include communicating clear expectations, asking conceptual questions, pushing for more equity in whole-class discussions, and being intentional about lesson closure.

School Counseling: Every student at ConVal High School is assigned to one of three school counselors; caseloads are divided alphabetically by last name. Students remain with the same counselor throughout their time at CVHS. The counseling program is based on the American School Counseling Association (ASCA) National Model that addresses student development in the academic, personal-social, and career domains. Counseling instruction and support is provided to students individually, in small groups, and whole grade. There are two full-time student support counselors who provide intervention and referral services to help support the educational, social-emotional, career, and transitional goals of all students. For students who have a 504 Plan, there is a full-time 504 Interventionist who helps to support the implementation of accommodations, supports, and services in student plans. The department has a full-time Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator who develops working relationships with local businesses and acts as the liaison between community partners and the school. Each year, numerous students earn credit by participating in ELOs and internships with local businesses.

Up until their graduation in June, ConVal School Counseling supported the seniors of the Class of 2022 toward a variety of postsecondary goals, with 60% of seniors choosing to attend two- or four-year colleges, 6% preferring to attend a technical or trade school, 1% electing to enter the armed services, and 33% starting their work careers right away. In August, school counseling and student peer mentors offered a New Student Orientation to

School Profiles

ConVal Regional High School (Cont'd.)



School Counseling (Cont'd.) all incoming 9th-graders and also to newly enrolled transfer students of any grade. In September, 9th-grade students completed a freshman profile in Naviance and met with their school counselors to support their transition to high school. In the fall, School Counseling hosted 41 colleges for in-person information sessions. By the end of December 2022, 59% of students had applied to at least one college, with 743 college applications having been submitted to 282 different colleges.

The ConVal School Counseling department continues to maintain active community connections by partnering with community resources like the New Hampshire Higher Education Assistance Foundation (NHHEAF), Upward Bound, The River Center, The Grapevine, Monadnock Family Services, and MAPS Counseling. These organizations help provide community-based resources and supports to students and families.

Library, Integration, and technology Services (LITS): The Library, Integration, and Technology Services (LITS) team is committed to supporting all members of the ConVal school community by teaching the responsible and ethical use of information and technology, engaging in meaningful and productive collaboration, and providing and promoting access to high-quality digital and print materials. The LITS team continues to manage the distribution and ongoing support of student Chromebooks for ConVal's blended learning environment. LITS also handles all education-related hardware and software installation, configuration, and troubleshooting requests. LITS manages hardware and software licensing in all specialty labs, e.g., in career and technical education (CTE) classrooms that are dedicated to digital photo and video, engineering, computer networking, etc. Another central focus each year is the organization of NWEA testing for all 9th and 10th graders as well as the planning and proctoring of the New Hampshire Statewide Assessment System (NH SAS) in science for 11th graders. In collaboration with the Peterborough Town Library, the librarians have hosted a student book group and a staff book group. In 2022, members of the LITS team were honored to receive two statewide recognitions, the New Hampshire School Library Media Association (NHSLMA) School Librarian of the Year Award (June) and the New Hampshire Society for Technology in Education (NHSTE) Susan Janosz Technology Impact Award (November).

School Profiles

ConVal Regional High School (Cont'd.)

Athletics and Co-Curriculars: In June, Athletic Director John Reitnauer retired from ConVal High School. In the fall, Kevin Proctor assumed the position of Director of Athletics and Co-Curricular Opportunities, with Paula Sennett in the role of administrative assistant.

The ConVal Athletics Department believes in the power of sports as a mechanism to mold students into tomorrow's leaders. ConVal High School currently offers 28 different sports at a variety of levels. With the return to full in-person instruction and athletic events in 2022, over 300 students participated in athletic programs.

The Cougars Girls Volleyball team had a historic season where they made the playoffs for the first time since being moved into Division II and won their first match of the post-season making it to the quarterfinals. Junior Emma Rodenhiser was awarded First Team All-State Recognition and her teammate Senior Captain Kendall Sullivan was awarded Honorable Mention. The Boys Soccer team also made a deep playoff run into the final four under the coaching of Division II Boys Soccer Coach of the Year Scott Daniels. In Golf, Wyatt Burbank made it deep in the post-season playing in the New England Regionals in Connecticut, earning himself a First Team All-State recognition.

Additional athletic recognitions and achievements by students in co-curricular clubs are noted in the section immediately following below.

Accomplishments and Recognitions:

Individual Student Accomplishments: ConVal High School students received a great number of recognitions, honors, and awards during the 2022 calendar year.

January: Several students garnered Scholastic Art & Writing Awards: In the Photography category, Scholastic Arts Gold Keys were awarded to Esther Janis and Liberty Kemp; Logan Burnham, Brady Carpentiere, Emily Clark, Jake Daniels, Max Depoyster, Gee Hardwick, Jennifer Hopkins (3), Liam O'Mahony, Annalese Patrick, Jasper Vergo received Silver Keys; Honorable Mentions were issued to the submissions by Gabriella Cote (2), Hayden Derosier, Raven Groblewski, Jennifer Hopkins (2), Kyle Howe, Esther Janis, Caleb Norford, Savannah Lee, Fletcher Maggs (2), Liam O'Mahony, Caden Peck, Avery Pope, Anjali Singh, Oliver Theriault, Jasper Vergo, and Caitlyn Witt.

In the 2D and 3D Arts categories, Ronia Foecking, Thomas Sennett, and Ethan Weber were awarded Scholastic Arts Gold Keys, and Garret Rousseau received an Honorable Mention for their Ceramics and Glass



School Profiles

ConVal Regional High School (Cont'd.)

creations; two Honorable Mentions were issued to Sophia Bohl and Kalyn Rossin for their works in Drawing and Illustrations; Anneliese Strong was awarded a Silver Key in Painting.

In Novel Writing, Jennifer Hopkins was awarded both a Scholastic Arts Silvery Key and an Honorable Mention for her submissions; Leah Krasen received an Honorable Mention for her Short Story submission, as did Arwyn Kelley for her work in Flash Fiction; Sydney Rousseau received an Honorable for her Writing Portfolio.

Fletcher Maggs was recognized as the CTE Student of the Month.

February: Daniel McCall garnered first place in the District 2 American Legion Oratorical Contest that was held at Post #23 in Milford.

March: Daniel McCall competed at the statewide level in the American Legion Oratorical Contest at St. Anselm College in Manchester and was the second-place winner in that contest.

Sarah Holdredge was named a WMUR Hometown Hero for her involvement in sports and her work as a volunteer firefighter.

Ella Phillips was recognized as the CTE Student of the Month.

April: Maddy Faber was selected as the recipient of this year's Division II Jack Ford Memorial Scholar Athlete Award for balancing her high-level basketball performance with excellence in academic achievement as well as exemplary citizenship and community service.

The following students were recognized with Cougar CARES Awards by the School Counseling Department. Cougar CARES Awards recognize and celebrate students who demonstrate the actions described in the ConVal CARES (Community, Adaptability, Respect, Engagement, and/or Safety) behavior matrix. Freshmen: Jasmine Gagne, Alexander Humphrey, Chesney McManus, and Ceirra Valley. Sophomores: Jake Alonso, Hayden Bickes, Solomon Page, Ellie Rupp, Katelyn Stone, and Ary Vayens; Juniors: Callie Boisvert, Christine Broderick, Chelsea Cilley, Keegan Ross, and Donovan Sweeney. Seniors: Lillian Devold, Chloe Griggs, Corey Guzman, Fletcher Maggs, and Avery Pope.

May: At the Great East Music Festival at Palmer High School in Palmer, MA, the ConVal Choir received a Gold Medal and the ConVal Band was awarded a Platinum Medal for their respective performances in juried adjudications.



School Profiles

ConVal Regional High School (Cont'd.)

During a ceremony on May 18, the following students were inducted into the National Technical Honor Society: Rylee Blanchette, Bryson Boice, Callie Boisvert, Christine Broderick, Lily Ercoline, Sophia Griffin, Wubalem Harrison, Madison Hatt, Gabrielle Heck, Sarah Holdredge, Cameron Jordan, Abigail Kamieniecki, Mikala Mackesy, Lily Mandel, Olivia Martino, Meara McClusky, Makannah McPherson, Zoe Nevers-Hiers, Leigha Psiras, Mackenzie Roy, and Katelyn Vasco.

In a ceremony on May 19, the following students were inducted into the Deutsche Ehrenverbindung (German National Honor Society): Hazel Armstrong-McEvoy, Lydia Cleveland, Kai Flynn, Gwyneth Inglis, Ethan Kinney, Colby Sullivan, Kendall Sullivan, Caroline Stultz, and Avery Swasey. Delta Epsilon Phi is the national honorary society for the study of German at the high school level in the United States. Senior Honor Society members received graduation cords for German: Caitlin Beal, Mairin Burgess, Natalie Claflin, Jack Craig, Anthea Curtis, Sarah Holdredge, Gwyneth Inglis, Kendal Larson, Samuel Rousseau, and Elli Ward.



During the same ceremony, the following students were inducted into the Sociedad Honoraria Hispana: Eva Calcutt, Samantha Henderson, Olivia Martino, Riley Momenee, Alexander Olivo, Keegan Ross, and Sam Scheinblum. The Sociedad Honoraria Hispánica is an honor society for high school students enrolled in Spanish. Senior Honor Society members received graduation cords for Spanish: Maeghan Baribault, Willow Baribault, Zachary Burgess, Eva Calcutt, Meara McClusky, Riley Momenee, Sydney Rousseau, Sam Scheinblum, Thalia Stafford, and Jaimini Viles. Sarah Holdredge celebrated her 300th goalie save in Lacrosse on May 20. On May 22, Fletcher Maggs garnered the top prize at the New Hampshire High School Short Film Festival (NHSSFF) for his documentary "Everest To End Duchenne." The Festival jurors wrote in their evaluation: "The quality of the documentary was exemplary – cinematography, audio mix, scripting, and narration. The personal perspective, interwoven with the story of the climb, made the piece more compelling and emotional. The comparisons of the physical impact on the climbers vs. someone living with Duchenne was enlightening as well as heartbreaking." This was the first time that a ConVal student received top NHSSFF honors.

The following students were recognized with Cougar CARES Awards by the School Counseling Department. Freshmen: Ashley Biathrow, Ellianna Howard, Evan Martus, Taylor Ouellette, and Suki Zhang. Sophomores: Francisco Jaimes, Kelly McMahon, Mackenzie Mullins, Owen Palmer, and Shaelan Stetzer. Juniors: Joey Chamberlain, Sophia Hatmaker, Avery Swasey, Dominic Trodella, and Laramie Wilson. Seniors: Sarah Holdredge, Molly Monroe, Daniel Sleeper, Thalia Stafford, and Will Thompson. RJ Woodin was recognized as the CTE Student of the Month.

School Profiles

ConVal Regional High School (Cont'd.)



June: At the June 8 Athletic and Academic Awards Ceremony, Kendall Larson was announced as the Valedictorian of the ConVal Class of 2022 and Thalia Stafford as the Class Salutatorian. For a complete listing of the students who received awards and departmental recognitions, please see this link (cvhs.convalsd.net/athletic-and-academic-awards-ceremony/). On June 9, ConVal Seniors received awards and scholarships totaling nearly \$132,000 from local businesses, individual memorial funds, and community organizations. For a complete listing of the award recipients, please see this link (cvhs.convalsd.net/scholarship-night-brings-awards-for-seniors/). ConVal athletes MaKenzie Anderson, Jake Daniels, Maddy Faber, Avery Moore, and Kendall Sullivan were honored at the Keene Sentinel Players of the Year Celebration.

September: Senior Jake Daniels (ConVal Soccer) was voted the Sentinel Player of the Week for the week of September 10-16, 2022. The following students were recognized with Cougar CARES Awards by the School Counseling Department in September – Freshmen: Hadley Bates, Michael Gonzalez, Gavin Niemala, Adeline Regis, and DJ Stevens; Sophomores: Amanda Bergeron, Maddy Desrosiers, Koltin Gernat-Hemenway, Willow Middleton, and Matty Palmer; Juniors: Aiden Brissette, Francisco Jaimes, Alejandra Morales, Beau Olesky, and Owen Palmer; Seniors: Rylee Blanchette, Alex Olivo, Mary Quintanilha, Jada Stevens, and Kendall Sullivan. As Principal Heather McKillop noted in her congratulatory speech, this month marked the first time where the majority of recipients were nominated by fellow students.

Izzy Jobin (German), Alia Dodge (German), and Emiel Sefuentes (Spanish) were recognized as the World Language Department Students of the Month.

Jada Stevens was recognized as the CTE Student of the Month.

October: Eric McGrath (ConVal Football) was voted the Sentinel Player of the Week for the week of October 1-7, 2022.

Katherine Craig and Rachel Stajduhar were named Commended Students for the National Merit Scholarship program based on their performance on the 2021 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSC) they took as juniors. Craig and Stajduhar received commendation letters from the National Merit Scholarship program, recognizing their high-scoring achievement among 1,500,000 student entrants nationwide.

School Profiles

ConVal Regional High School (Cont'd.)

Senior Wyatt Beaulieu (ConVal Soccer) was voted the Sentinel Player of the Week for the week of September 24–30, 2022. Beaulieu finished with 705 votes (41.7 percent of the total cast), earning more votes than any recipient of this award since the award began.

On October 14, the student participants in the January 2023 Monadnock Valley Music Festival (MVMF) were announced; the students qualified based on their high achievements in music performance. MVMF Festival Choir: Zach Cassidy, Rowan Davidson, Esther Janis, Hadi Lancaric, Beau Olesky, Nick Parker, Rex Schwab, Bella Stehly, Avery Swasey, and Liasiah Torres. MVMF Festival Band: Damien Allen, Clara Christensen, Josh Decker, Miranda Ellis, Lili Juarez, Kearyn Kelly, Nathan Klonel, Audra Kratzenberg, Sophia Lake, Hannah Leahigh, Ben Michaud, Gavin Minckler, Mackenzie Mullins, Matthew Palmer, Gabby Ramsden, and Dominic Trodella.



On October 18, a number of ConVal High School students were recognized for their performance on the College Board Advanced Placement (AP) exams in the previous school year. In all, 112 ConVal students participated in AP tests in May 2022. Several students completed more than one test, for a total of 177 exams administered.

The following students achieved AP Scholar with Honor awards. Seniors: Wyatt Burbank, who took the Calculus BC, English Language and Composition, U.S History, and World History: Modern tests; Catherine Craig, who completed the Calculus BC, Chemistry, English Literature and Composition, and Physics C: Mechanics tests; Eva McCullough who took the Calculus BC, English Language and Composition, U.S History, and World History: Modern tests; and Natalie Preble, who completed the Calculus BC, English Language and Composition, U.S History, and World History: Modern tests.

In addition, the following graduates of the Class of 2022 were recognized: David DeShane, who took the Calculus BC, English Language and Composition, English Literature and Composition, U.S History, and World History: Modern tests; Addison Evans, who completed the Calculus BC, Chemistry, English Language and Composition, and Physics C: Mechanics tests; and Gwyneth Inglis, who took the English Language and Composition, German Language, U.S History, and World History: Modern tests.

The AP Scholar with Distinction award is given to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams. AP Scholar with Distinction awards were given to Seniors Daniel McCall, who completed the Calculus BC, Chemistry, English Language and Composition, German Language, and

School Profiles

ConVal Regional High School (Cont'd.)

World History: Modern tests as well as Christopher Robbins, who took the Calculus BC, English Literature and Composition, U.S. History, Physics C: Mechanical, and World History: Modern tests.

In addition, the following graduates of the Class of 2022 were recognized: Allison A. Bull, who completed the Biology, English Language and Composition, English Literature and Composition, U.S. History, and World History: Modern tests; Leah Krason, who took the Biology, English Language and Composition, English Literature and Composition, U.S. History, and World History: Modern tests; Kendall Larson, who completed the Biology, Calculus BC, Chemistry, English Language and Composition, English Literature and Composition, Physics C: Mechanical, U.S. History, and World History tests; Meara McClusky, who took the Biology, English Language and Composition, English Literature and Composition, U.S. History, and World History: Modern tests; Sydney Rousseau, who completed the English Language and Composition, English Literature and Composition, U.S. Government/Politics, U.S. History, and World History: Modern tests, and Elli Ward, who took the English Language and Composition, English Literature and Composition, German Language, Psychology, and U.S. History tests.



On October 24, the winners of the 23rd Annual Histo Art Show were announced: 1st place - Makaela Drummond ("Glandular Elon Musk"); 2nd place - Isabella Stehly ("Bleeding Blossoms"); 3rd place - Ellie Rupp ("Mr. Weasel"); Honorable Mention - Zoe Nevers-Hiers ("Cuboidal Bootprints"). Histology, the study of the cells and tissues that make up the human body, is the second unit in Anatomy & Physiology class. Students use microscopes to observe and diagram 22 different types of tissues found in mammalian organs and they learn to identify each one by sight. Histo Art offers students a chance to express their observations in a creative way.

Gabrielle "Gabby" Ramsden was accepted into the Academies at Harvard University where she will attend the American Politics Academy to learn more about policymaking, campaigns and elections, political debates, international relations, game theory, and political theory.

Jennifer Hopkins was honored with a photo display in the library hallway. The photos highlighted her specializations in landscape and animal photography.

Kendall Sullivan (ConVal Volleyball) was voted the Sentinel Player of the Week.

School Profiles

ConVal Regional High School (Cont'd.)

The following students were recognized with Cougar CARES Awards by the School Counseling Department in October – Freshmen: Isabella Dubuque, Nora Eliopoulos, Ben Michaud, Lucy Morris, and Mackenzie Sazonick; Sophomores: Addyson Charron, Madeline Desrosier, Maeve Finn, Bella Messa, Kalyn Ross, and Suki Zhang; Juniors: Jack Alonso, Jack Breda, Jessica Henrickson, and Emma Van Gemert; Seniors: Hazel Armstrong, Doc Cassidy, Hayden Derosier, Keegan Ross, and Avery Swasey.

Ryan Whitney (German), Kenzie Fry (German), and Chloe Gallagher (Spanish) were recognized as the World Language Department Students of the Month.

Christine Broderick was recognized as the CTE Student of the Month.

November: Callie Boisvert and Abbey Shumway were selected as the recipients of the Silent Servant award and a \$500 prize from the Peter R. Marsh Foundation. The award recognizes outstanding high school students who have demonstrated altruistic and selfless voluntary service to their communities. Boisvert and Shumway were recognized for initiating the “Break the Silence 5K” race which they first organized during their freshman year at ConVal. The race has taken place for the past three years and has raised a total of more than \$13,000 for the American Foundation for Suicide Prevention.

The New Hampshire Chapter of the American Institute of Architects (AIANH) announced that Alec Stetzer (Class of 2022) received the Best Overall Project Award from the New Hampshire Chapter of the American Institute of Architects (AIANH) for a project he submitted in the spring. He had designed and submitted the project as part of a spring class with Karen Fabianski and currently studies architecture at the Wentworth Institute of Technology in Boston.

On November 18, 15 students were inducted into the National Honor Society based on their outstanding achievements in scholarship, leadership, service, and character: Wyatt Beaulieu, Bryson Boice, Wyatt Burbank, Jake Daniels, Jack Harris, Charlotte Henderson, Samantha Henderson, Allison Hodgen, Lucy Jackson, Austin Klonel, Nathan Klonel, Eva McCullough, Elizabeth Petrov, Laura Phillips, and Elise Robbins.

On November 21, the following students received All State Athletic Honors. Volleyball: Emma Rodenhiser, First Team; Kendall Sullivan, Honorable Mention; Field Hockey: Laramie Wilson, First Team; Lydia Cleveland, Honorable Mention; Golf: Wyatt Burbank, First Team; Boys Soccer: Wyatt Beaulieu, Austin Klonel, and Garret Rousseau, Honorable Mention; and Girls Soccer: Abigail Lussier, Second Team.



School Profiles

ConVal Regional High School (Cont'd.)



Senior Nicole Davison was selected by the Region 14 ATC faculty as its November CTE Student of the Month.

Wyatt Beaulieu (ConVal Soccer) and Everett Benham (ConVal Football) were selected by the Monadnock Ledger-Transcript for Fall Sports Awards. The following students were recognized with Cougar CARES Awards by the School Counseling Department. Freshmen: Logan Blais, Alia Dodge, Campbell Maggs, Gabe Price, and Dexter Shea; Sophomores: Hannah Daniels, Izzy Jobin, Chesney McManus, Mackenzie Noke, and Anneliese Strong; Juniors: Hannah Beisang, Sean Cattigan, Hannah Leahigh, Nathan Klonel, and Aria Laurent; Seniors: Joseph Chamberlain, Kai Flynn, Ethan Maroney, Natalie Preble, and Caroline Stultz.

Emily Vanderpool (German), Laramie Wilson (German), and Gavin Niemela (Spanish) were recognized as the World Language Department Students of the Month.

Nicole Davison was recognized as the CTE Student of the Month.

December: Students competed in world poetry recitation where the challenge is to memorize and present a poem in a foreign language. The following students were recognized for their outstanding achievement in their respective course levels and class sections. German 1 – 1st place: Riley Heider, Kaelyn Samuelson; 2nd place: Ivy Armstrong-McEvoy, Liam Armstrong; 3rd place: Lydia Brening, Addie Regis. German 2 – 1st place: Aric Evans, Breanna Myers, Ryan Whitney; 2nd place: Liam Lambert, Kai Reitnauer, Emily Vanderpool; 3rd place: Broden Frosch, Lucy Jackson, Sam Moritz. German 4 – 1st place: Eva McCullough; 2nd place: Laramie Wilson; 3rd place: Jen Hopkins. Spanish 1 – 1st place: Gavin Niemela, Taylor Ouellette; 2nd place: Hadley Bates, Braiden Boice; 3rd place: Leigha Psiras, Kalyn Ross; Spanish 2 – 1st place: Alec Rogers; 2nd place: Luci McLay; 3rd place: Amanda Bergeron.

The following students were recognized with Cougar CARES Awards by the School Counseling Department. Freshmen: Brayden Boice, Emma Howland, Aiden Marony, Maisie Michaud, and Fallyn Weeks. Sophomores: Bishop Benham, Ryan Close, Destiney Jimenez, Jack Leonard, and Isabella Schmidt. Juniors: Troy Fedison, Royce Ferland, Miles Higgins, Kearyn Kelly, Kiara Stephenson, and Kailyn Stone. Seniors: Gabe Fret, Isaac Hons, Lili Juarez, Lily Mandel, and Eva McCullough.

Jack Cilley (German), Ivy Armstrong-McEvoy (German), and Brayden Boice (Spanish) were recognized as the World Language Department Students of the Month.

School Profiles

ConVal Regional High School (Cont'd.)

Faculty and Staff: Several faculty and staff members presented at conferences and were the recipients of awards and prizes in 2022.

March: The New Hampshire School Library Media Association selected ConVal High School's Rachael Bowman for the 2022 School Librarian of the Year award. This award recognizes ongoing excellence in school librarianship and leadership in the school library community at local, regional, and/or state levels.

May: ATC Teacher Abe Ewing was selected as the recipient of the 2022 Program of the Year Award by the New England Association of Woodworking Teachers (NEAWT). The award is given annually in recognition of valuable contributions to the field of woodworking education.



August: Sarah Grossi, who teaches the Careers in Education program at the Region 14 Applied Technology Center at ConVal High School, conducted a breakout session on "Creating Routines: Classroom Management in Career and Technical Education" on Tuesday, August 9. Grossi's presentation was part of the CTE Summer Learning Series that is organized annually by the New Hampshire Department of Education. The event took place in the Memorial Union Building on the University of New Hampshire Durham campus.

October: On October 21, Eric Bowman presented at the New Hampshire Council for the Social Studies (NHCSS). The topic of the presentation was podcasting as a new way to study history and to assess student learning. Bowman shared what he learned while creating his own podcast, "The Virtue Field," and presented tips and ideas to help students produce their historical podcasts.

November: On November 21, ConVal boys soccer head coach Scott Daniels was named Division II Coach of the Year.

On November 30, Technology Integration Specialist Helfried Zrzavy received the Susan Janosz Technology Impact Award from the New Hampshire Society for Technology in Education (NHSTE). The award honors an individual who provides leadership in a public or private PreK-16 New Hampshire school, who has supported technology within the context of school reform, restructuring, and improvement, and whose work has had a significant positive impact on technology use in education locally, statewide, regionally and/or nationally.

School Profiles

ConVal Regional High School (Cont'd.)

December: Sarah Grossi delivered a presentation at the Association for Career and Technical Education (ACTE) CareerTech VISION 2022 conference in Las Vegas on December 2. The title of her workshop, which she presented in collaboration with R. Lennon Audrain, was "Designing and Implementing Grow-your-own Education Programs using Work-based Learning."

Respectfully submitted.
Heather McKillop, Principal

