

School Administrative Unit Number Nine

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This report was accomplished through the efforts and commitment of many individuals who studied the research, the current data and patterns in the Mount Washington Valley and offered their thoughtful response to how the youth of the valley could be engaged and challenged in more effective ways throughout their school programs. The recommendations were approved by consensus at the Task Force meeting on June 21, 2007. This report goes forward with thanks to all who offered their time to focus on this important charge.

Task Force Membership

Role	Name	Role	Name
Superintendent SAU 9	Carl Nelson	SAU 13 Board Member	Alana Starkey
Superintendent SAU 13	Gwen Poirier	Youth Service Programs	Lance Zack
Assistant Superintendent SAU 9	Martha Cray	Grade 9 Housemaster	Amy Burnap
High School Principal	Jack Loynd	Parent	Jen McPherson
Career & Technical Center Director	Neal Moylan	Community Member	Marlene Knoll
Kennett Middle School Principal	Kevin Richard	Parent	Sheila Gormley
Kennett High School Assistant Principal	Steve Woodcock	Parent	Dan Lavigne
Tamworth School Principal	Noel DeSousa	APEX program	Trish Jacobson
CSD Elementary Principal	Brian Hastings	KMS Administrative Assistant	Linda Burns
Conway School Board	Sheryl Kovalik	Conway School Board, parent	Mike DiGregorio
Bartlett School Board	Rob Clark	Conway School Board, parent	Randy Davison
Bartlett School Board	Frank Moffatt	Conway Elem. School teacher	Bobby Strong
Jackson School Board	Peter Benson	Community Member	Mary Ellen Cade
KHS Student	Johnna Remillard	JSD Principal	Anne Kebler
Conway Community Member	Dot Seybold	Community Member	Loren Hughes
Tamworth Community Member	Paul Chant	Community Member	Carl Lindblade
Granite State College Rep.	Elaine Millen	Community Member	Ed Ashnault
Jackson Community Member	Ann Kantack	Community Member	Bob Murphy
KHS Guidance	Alenia Miles	DCYF—Conway Office	Gail Calomb
JAGS Program	Mike Douglass	KHS teacher	John Allen
Community Services	Betsy Gemmecke	Community Member	Carolyn Buskirk
BSD Elementary Principal	Joe Voci	NH DoE	MacKenzie Harrington
		Conway Board Member	Richard Klement

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Student Success Initiative Spring 2007

In 2007, an initiative was organized to examine and improve student success for the youth of Mount Washington Valley. The initial organizational and discussion was held on Tuesday, March 27, 2007 at Granite State College. A valley wide stakeholder group was identified and an invitation was posted inviting interested citizens join the effort.

The Phase I charge for this ad hoc task force was to examine the data related to student success patterns, identify the specific patterns or predictors seemingly linked to the population of students who dropped out of high school, review the support services/programs in place to engage or assist students and define acceptable evidence of success for those services/programs. For the Phase II focus, the task force identified specific targets for improvement, reaffirmed promising support/services in place and identified promising practices for potential implementation as appropriate. These patterns and recommendations are included in this report to the joint area board for consideration and support.

Phase I

This segment of work included readings on the corollaries to dropout patterns (See Appendix 1.) and an examination of student data (See Appendix 3.). The task force was arranged into four groups to identify patterns and support/enrichment services of interest. The discussants gathered around: grades k – 4 issues and data, grades 5 – 8 issues and data, grades 9 – 12 issues and data and finally, a focus group who viewed the data for the first time at the meeting. The primary characteristics noted by the discussion and focus groups were identified as:

- There seems to be a triangle of factors that create a negative connection. Suspension—attendance—lack of credits. These three features appear to interact to create a pattern of failure that relates highly to dropping out of high school.
- If falling behind in the number of required credits is a clear predictor of dropping out, then the following questions need to be answered.
 - Why have a credit requirement that is higher than all but one other high school in NH?
 - What are the meaningful ways students can make up credits and which among these do or should we offer?
 - How do students gain access and understanding of extra/alternative credit options?
 - How can equity and access be assured for all students?
- There are indicators that the students who drop out come disproportionately from Conway Elementary and K.A. Brett Schools.

- There are indicators that students who arrive at KMS and/or KHS as new-comers to SAU 9 or SAU 13 are disproportionately represented in the drop out population.
- The academic measures typically associated with school achievement (SAT and AP scores) show mixed results on varied test scores.
- The transition to high school social studies and science seem particularly problematic given the number of failing grades in those courses. Why are expectations and/or instructional practices so disconnected?
- Socio-economic status shows a correlation to school success so what are the strategies that have proven successful in engaging poor families and students in keeping high expectations for learning and finishing high school?
- Substance abuse by students and their families has a direct influence on orientation to achievement. What are the community resources that can be leveraged to respond to this predictor of school failure?
- Academic preparedness and connection to school is developed in successful learners. How do we improve this in students at all levels K – 12?
- Poor literacy skills are a correlate of school failure. How can we reduce this trait in all our students K – 12?
- Acceptance and engagement are essential components of successful schools? How do we build these attitudes and habits of mind while diminishing intolerance and bullying?
- A notable number of KHS drop outs go on to finish high school equivalencies and enter post-secondary programs. What are the climate features that make our school experience intolerable for some students?
- The enrichment and co-curricular options identified were essentially school-based. What are the structures needed in a rural area to have community-based opportunities for children and youth?

Phase II

In preparation for a Task Force meeting to prioritize targets to improve student achievement and graduation, four sub groups met to identify goals and changes that would be of importance to meeting the charge of improving student success. The four groups were organized to discuss priorities for: grades k – 6, grades 7 – 8, grades 9 – 12, and gifted students. They were given three development tasks to accomplish between task force meetings. The groups established a meeting schedule that met the needs of the particular participants and prepared documents for the full task force to consider. In addition, each group identified additional participants such as students, parents, prior students to help identify the goals and priorities. These participants played an important role in helping the sub groups make their critical decisions on what to include in their recommendations to the full task force.

The three assigned tasks were designed to link goals, strategies and effects in an effort to identify what would work to improve student achievement. Each group was asked to identify the core changes that would be expected if a successful plan of action based on their recommendations were put in place. The groups were asked to identify the supports or programs they would

recommend for their assigned target groups. For this discussion on support and program needs, they were asked to consider both school-based and community-based options in their discussions. Finally, each group was asked to prioritize its recommendations.

The following changes were identified. For ease of review, the expected changes are organized into the following categories—academic, social and system support.

Academic Changes

Early interventions.

Improved academic scores through relevant and flexible programming.

Year round enrichment that enhance education.

Students are aware of all options open to them.

Students have equal access to all educational opportunities regardless of socio-economic level.

Students have the opportunity to meet course outcomes through non-traditional methods that complement learning styles and accelerated interests.

Social Changes

Family support system.

Increased tolerance of diversity.

All students have at least one connection with an adult in the school and in the community.

All students feel they have a voice in their education.

Parents have access to the help they need to improve their skills and involvement.

Students are better prepared for the HS environment.

System Support Changes

Data management for review of critical measures.

With these intended results identified, the groups then prepared their priority lists of school and community supports that would help the above goals become a reality. (See Appendix 2.) The full task force met on May 10, 2007 to review the full set of recommendations and to identify the collective priorities for action across elementary, middle and high schools for SAU 9 and SAU 13.

The task force members worked collaboratively to identify immediate and long term recommendations that would serve as a frame for a coordinated plan of action. Due to the fact that some actions carry with them significant budgetary implications, the task force members identified both “immediate” recommendations and “long term” recommendations. The immediate recommendations were those ideas that carry minimum budgetary implications or those ideas that are ready for implementation or enhancement over the coming fiscal year. The long term recommendations were those ideas that would take additional planning as well as support from the Joint Boards if the ideas were to be fully implemented.

	Elementary	Middle	High
SHORT TERM GOALS	Mentor/Student/Advisee/Advisor (4)* Stakeholder Voices PBIS Unity Project (2) Differentiated Instruction (2) Respectful Beh. Manage. System Social Activities Data Management (2) Professional Development	Advisor/Advisee/Mentor (4) Stakeholder Voices PBIS Unity Project (2) Relevant Curriculum Diff. Instruction (2) Study Skills (2) Extra Curricular options (2) Respectful Beh. Manage. System	Mentor/Student/Advisee (3) Stakeholder Voices PBIS Unity Project (2) Training Diff. Instruction (2) Respectful Beh. Manage. System Review Attendance Policy Credit Options Eagle Academy (2) Summer School Build H.S. to Post Secondary links Running Start Individual Learning Contracts Study Skills

	Elementary	Middle	High
LONG TERM GOALS	Full day Kindergarten (4) Improved Literacy Reading Specialists (2) Family Liaison (3) Welcome Package Early Intervention Pre-school Program (2)	Family Liaison (4) Improved Literacy Elective options Valley-wide Extra curricular (3) Career/Tech. electives At-Risk Intervention systems	Student/Family Liaison (3) Improved Literacy Staff Development Differentiated Instruction At-Risk Intervention systems After School activities/clubs (2) Public Relations More AP options and enrollment Establish Senior Project/Service Increase funding

The recommendations are offered with the understanding that a collaborative effort among all the schools and communities of SAU 9 and SAU 13 will be the critical aspect of reaching the promising results outlined in this work.

* The numbers in parentheses indicate how many of the four working subgroups recommended the specific goal.

Glossary

Advisor/Advisee Program: A student support effort to assure every student has a designated adult to provide assistance in navigating the high school program.

AP Courses: Advanced Placement courses are approved by the national advanced placement organization and are intended to help students pass the national assessments that may result in students receiving credit for introductory courses in their post secondary program programs.

Data Management: A software system that allows critical information to be entered and managed by school personnel.

Differentiated Instruction: The practice of teaching through a variety of ways (e.g. lecture, project-based, peer teaching, simulation) to allow students more than one way to learn the information.

Eagle Academy: The alternative diploma program offered through KHS.

Early Intervention: The practice of beginning support to struggling students early in their school programs.

Family Liaison: A staff person charged with offering direct support or information to families in need of help with their children.

Individual Learning Contracts: An option for a student to develop a plan for independent learning that will allow him/her to gain credits.

PBIS: Positive Behavior Intervention System, a program focused on establishing school-wide expectations for behavior and a system for increasing positive behaviors while diminishing negative behaviors.

Unity Project: Created by Steve Wessler at the Center for the Prevention of Hate and Violence, this program works with staff and students to improve communication and acceptance among groups and individuals.

Respectful Behavior Management System: An organized process for building positive behaviors while distinguishing negative behaviors among people. PBIS and the Unity Project are two examples of such systems.

Running Start Program: A formal articulation between high school and the NH Technology Institutes that allows students to take courses at their high schools and career/technical center that count as credit bearing at both the high school and the technical school.

Senior Project/Service Project: A structured learning experience that asks students to design a project of interest to him/her and to complete the project as one of the requirements leading to graduation.

Study Skills: An organized instructional effort to teach the specific skills needed to be an effective, independent learner.

Readings

Dropouts, Education Week, 2007 Editorial Projects in Education

2007 SAU #9 Report Card, SAU #9 Office

2006 SAU 9 Report Card, SAU #9 Office,

Barton, Paul E., *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*, Policy Information Center, Educational Testing Service, Princeton, NJ, February 2005, <www.ets.org/research/pic>.

Bottoms, Gene, *10 Strategies for Improving High School Graduation Rates and Student Achievement*, Southern Regional Education Board, Atlanta, GA, November 2006, <www.sreb.org>.

Best Practices for Implementing HSTW and MMGW, *Raising Achievement and Graduation Rates: Schools Pave the Way to the Future for All Students*, Southern Regional Education Board, Atlanta, GA, September 2006, <www.sreb.org>.

Best Practices for Implementing HSTW and MMGW; *Students Need Strong Guidance and Advisement to Succeed*, Southern Regional Education Board, Atlanta, GA, September 2006, <www.sreb.org>.

Best Practices for Implementing HSTW and MMGW, *Blending Career/Technical Programs with an Academic Core Makes Learning More Meaningful*, Southern Regional Education Board, Atlanta, GA, October 2006, <www.sreb.org>.

Bridgeland, John M., Dilulio, John J., Morison, Karen Burke, *The Silent Epidemic Perspectives of High School Dropouts, Executive Summary*, A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, March 2006,

Grade K - 6 Task Force Group Goals and Priorities

A. What are the primary changes you expect to occur in your population?

1. Data management system
2. Early Intervention
3. Family Support System
4. Increase in tolerance of diversity

B. What are the supports/outreach/programs your group recommends for your population?

School-based

Supports/Outreach/Programs	What will be the evidence of success?	Who will take the lead
Data management system which will be used by both SAU # 9 and SAU # 13 to allow for monitoring of students from the time they enter kindergarten. (With the opportunity to enter transient students into the system as well)	Opportunities for all schools to assess the status of students early in the system. ie: what services did they receive, demographics of student, special ed./504 students, academic success of students from time the enter school.	Administration: both in SAU # 9 and SAU # 13 School boards due to budgetary needs.
Full Day Kindergarten in all schools. School Based Preschools (integrated if possible)	Early literacy and numeracy instruction, students identified earlier as at-risk with interventions in place to address the needs.	Administration School boards due to budgetary needs
Reading specialist in all schools to address literacy concerns at an early age	At-risk students will develop reading skills at the primary grades	Administration School board due to budgetary constraints
Regular education training in differentiated instruction	All learning styles will be better addressed in classrooms: more successful students in the classroom. Less need for special ed. And 504's	School principals, professional development teams School boards due to budgetary needs
Mentor for every child (Advisor/Advisee)	Every student will have an adult that will follow her/him throughout their school years and assure successful transitions to next phase of schooling.	Principals and School success teams.
Family Liaison (type personnel) in each elementary school	Provision of a bridge between family and school. At risk student success will increase	School Board due to budgetary constraints School administration
Welcoming Packages for new parents developed and put in all schools regarding services	A successful bridge between schools and families. Examples of initiatives: brochure for new parents	Elementary schools: There was some thought of utilizing students to develop

available in schools and in the outer community. It was emphasized that these welcoming packages be user friendly in terms of language for families.	developed and put in all schools regarding services available both in school and in the outer community.	these welcoming packages and brochures as part of their technology curriculum.
Unity Project (In place for the 2007-2008 school year)	Students will develop a tolerance for differences and there will be a decrease in bullying and victimization.	School Administration School Staff School Board due to budgetary needs

Community-based

Supports/Outreach/ Programs	What will be the evidence of success?	Who will take the lead?
Recruitment of more mental health professionals, especially a child psychiatrist.	Students in need of service will receive those services sooner and not need to travel.	Community mental health services. Community health organizations
Welcoming package for new families distributed through out the community such as realtors, Dr.'s offices, hospital etc. (Similar to the posters around town "Are you being hurt by the one you love").	Parents will have a better understanding of the resources available to them when they find themselves in need of services	Community mental health centers Community Health organizations
Social activities for students other than sports with transportation opportunities provided for these students.	Students will have opportunities to be active in healthy activities and will have the ability to attend activities if the community is able to provide transportation	Community recreation centers. (Budgetary constraints, minimal fees may need to be in place, with scholarships for students in financial need)
Bridge between Valley outreach and community outreach	Better bridge for families and the community.	Valley Outreach and community mental health services.
Big Brother/Big Sister organization throughout the valley	Students in need of mentoring outside the school environment will have access to after school mentors.	Valley outreach big brother/sister organization.
More access to family support interventions; recruitment to support an increase of family support personnel	At risk students will get intervention in a timely fashion to address mental health issues and family issues.	Community mental health organizations, Community health organizations, and community at large.

C. In what priority would your group place your action ideas?

School Based	Community Based
Data management system	Recruitment of more mental health professionals especially child psychiatrist; Recruitment of more mental health professionals in general
Early Intervention: school based preschools and full day kindergartens	Improved bridge between valley outreach and community
Reading specialist in all schools	Improved big brother/sister program
Mentor for every child	Welcoming package distributed through out community
Unity project (in place for next school yr.)	Social activities with transportation available
Professional Development in differentiated instruction.	
Welcoming package for new parents	

Grade 7 - 8 Task Force Group Goals and Priorities

What are the primary changes you expect to occur in your population?

1. All will have at least one connection with an adult in the school and in the community
2. They will improve their academic scores, through relevant and flexible programming so students meet the competencies.
3. That all will feel they have a voice in their education
4. Parents of this group will have access to the help they need to improve their skills and involvement.
5. They will be better prepared for the new HS environment.

B. RECOMMENDATIONS

What are the supports/outreach/programs your group recommends?

1. Engage all at-risk middle school students in school and community.

School Strategies:

- A. Develop a coordinated approach to advisories in all 3 middle schools so that advisories are meaningful and engaging for all youth. This would include common expectations for teachers, common language, teacher training, flexibility so that all at-risk youth will be followed, encouraged and advocated for by their advisor. The role of the advisor would include looking at mid-term grades, homework, and discipline issues and clearly communicating with the 9th grade advisors as to what works and what is needed for that child. Evidence of success: Fewer students falling through the cracks.
- B. Ask at-risk 8th graders to submit a few names of students who they would like in their 9th grade classes who would help them stay focused. 9th grade team would then make sure the at-risk students would have one friend in each of these students classes. "Buddy system" Evidence of success: Fewer students changing classes mid stream and more feeling connected to another peer.

- C. Develop common language and approach to bullying, discipline, behavior. “Simple rules”. All staff need to participate and follow through with these guidelines. (ex. using process like PBIS) Evidence of success: More students are able to learn in a safer environment.
- D. Create middle school environments where all staff have high investment and positive attitude toward our at-risk youth so that they feel safe, respected and cared for.

Community Linking Strategies:

- E. Hire a family liaison to increase communication within home and school, coordinate parent outreach efforts, connect needy families to outside agency support. Evidence of success: Students and parents feel a sense of belonging, support and connections.
 - F. Develop a coordinated approach to Valley wide after school activities for 6th through 9th graders and involve all agencies and middle schools. The goal would be to increase access especially for those students in need of more connections. Evidence of success: Increased connections in the community and higher percent of at-risk youth involved in positive activities.
 - G. Continue to encourage outside agency involvement in the schools for at-risk youth. Evidence of success: At-risk students get social supports needed to succeed and we catch problems such as substance use earlier.
2. Provide relevant curriculum to at-risk youth and clear, meaningful academic and behavioral expectations so that they have a successful experience in middle school.
 - A. Simple, consistent policy on homework and grading among the 3 middle Schools and then have a similar or transitional policy in the 9th grade that is communicated to students ahead of time. The group felt that “0’s for homework and 50’s were unacceptable failure scores. (why not 50?) Grades should allow failing students to have at least a shot at success. “Hard to make up credits, get discouraged, didn’t get meaningful help, gave up. I got a “1” after ½ year of classes. Then I really improved and got a 60 but still failed”
 - B. More vocational/elective opportunities for at-risk hands-on learners at 8th and 9th Grades. Evidence of success: Less 9th grade failures
 - C. Heterogeneous grouping, block scheduling, differentiated instruction, “work on pace so we get the concept before moving on”, Teacher training and support to allow this to happen.
 - D. Special extra credit opportunities in the community for those who are doing poorly in certain classes. Ex. some sort of HS credit for success in the career camps with independent work.
 - E. Study skills training.
 3. Involve at-risk students in decision making and encourage their voice to the issues facing them
 - A. Actively recruit their voice as to what would help them to succeed.
 - B. Conduct forums/surveys of youth as to specific after school and community programming needs.
 - C. Actively encourage more diversity in student clubs
 4. Recommend that the policies and programs proposed at the middle school continue in the 9th grade so that transition will be easier.

- A. Clarify and communicate to students the varying different philosophies and practices between MS and HS and help students prepare for those changes to avoid “shell shock”
- B. Study skills training and meaningful directed study, perhaps with credit.
- C. Continue team building in 9th grade and wean as get older.

Grade 9 – 12 Task Force Group Goals and Priorities

Category	Proposed Solution	Related Characteristic	Evidence
Immediate Action Step	Provide a mentor for each student. Schedule quarterly meeting among student, parent and mentor to assess progress.	Lack of Connection to People and School	Student/mentor chart. Endicott Survey S5 #9
Immediate Action Step	Provide alternative-diploma and credit recovery academy similar to Carroll County but under the direction of Kennett High School.	Non-traditional Learner (Behind in Credits)	Academy with 20 or more students. Lower drop-out rate in 2007-08 to less than 5%
Immediate Action Step	Implement Summer School Program.	Non-traditional learner or Lacks Academic Readiness	Summer school with 20 or more students. 60 student x credits earned
District Focus	Expand Unity Project to include students and staff in all schools and insist on respect for all students and adults in the school community.	Lack of Connection to People and School	Endicott Survey S5 #13b, #13c, #13d, #13e Student survey of individual classroom teachers #1, #12
District Focus	Institute academic readiness assessments in reading, writing and mathematics and develop targeted interventions for academically at-risk students (including improved directed study)	Lacks Academic Readiness	Local readiness assessments NECAP Results at 8 th and 11 th grade (Individual student comparisons)
High School Focus	Increase involvement of students, faculty and staff in decisions that affect them (focus groups, representation at meetings and opinion surveys)	Lack of Connection to People and School	Calendar of focus group meetings. Endicott Survey S5 #7

Category	Proposed Solution	Related Characteristic	
Professional Development	Provide staff development in differentiated instruction and authentic assessment.	Non-traditional Learner	Staff development forms. Endicott Survey S3#2c, S3#5a Student Survey #4
District Focus	Increase consistency regarding discipline and K-12 continuity PBIS & Student Support Center	Lack of Connection to School People and Programs	PBIS Data Internal and External Suspension Data
District Focus (Already in place)	Provide family liaison	Problems with Home	?

at some schools)		Environment	
Professional Development	Provide staff development regarding adolescent development.	Lack of Connection to School People and Programs	Staff Development Hours Discipline data?
High School Focus	Provide curricular, co-curricular and internship programs that allow students to find their niches and remove barriers to accessing these programs.	Non-traditional learner and lack of connection to school and school programs	Participation rates including at least one co-curricular Endicott Survey S2#6

Category	Proposed Solution	Related Characteristic	
Other	Improve Public Relations		
Other	Provide Equitable Funding for High School/Career Tech Center.	*Rolls into many items above.	
Other	Provide office space in the high school for community agencies.	Problems with Home Environment	
Other	Evaluate current requirements for graduation and consider tiered approach.	Non-traditional Learner	

Examination of Student Data
Data Charts & Tables

1. NH DOE Dropout Rates for KHS Grades 9 – 12 from 2000 – 2006
2. Six Year Review of Dropout Rates: KHS and NH Comparison
3. A Six Year Review of Verbal SAT Scores: KHS, NH & National Comparison
4. A Six Year Review of Math SAT Scores: KHS, NH & National Comparison
5. Percentage Distribution of KHS Completers: After High School Plans
6. Percentage Distribution of NH Completers: After High School Plans
7. 2005 – 2006 KHS Dropout Report by Sending Town
8. 2004 – 2005 KHS Dropout Report by Sending Town
9. KHS 2006 – 2007 Semester 1 Failing Grades by Town—All Areas Summary
 - a. Summary of Failing Grades
 - b. Failing Grades - Content (English, Math, Science, and History)
 - c. Failing Grades - Career & Technical Ctr.
10. 2007 NECAP Results for SAU 9 by District (Grades 3-8)
11. Analysis of Kennett High School Three-Year NHEIAP Results - 2003-04 to 2005-06
12. Comparison of Post-Secondary Attendance Rates for Kennett High School and New Hampshire High Schools from 1999 to 2006
13. APEX II: School Initiatives, Teams and Committees, Kennett High School
14. KHS Support Programs and Services
15. Student Profile Summary

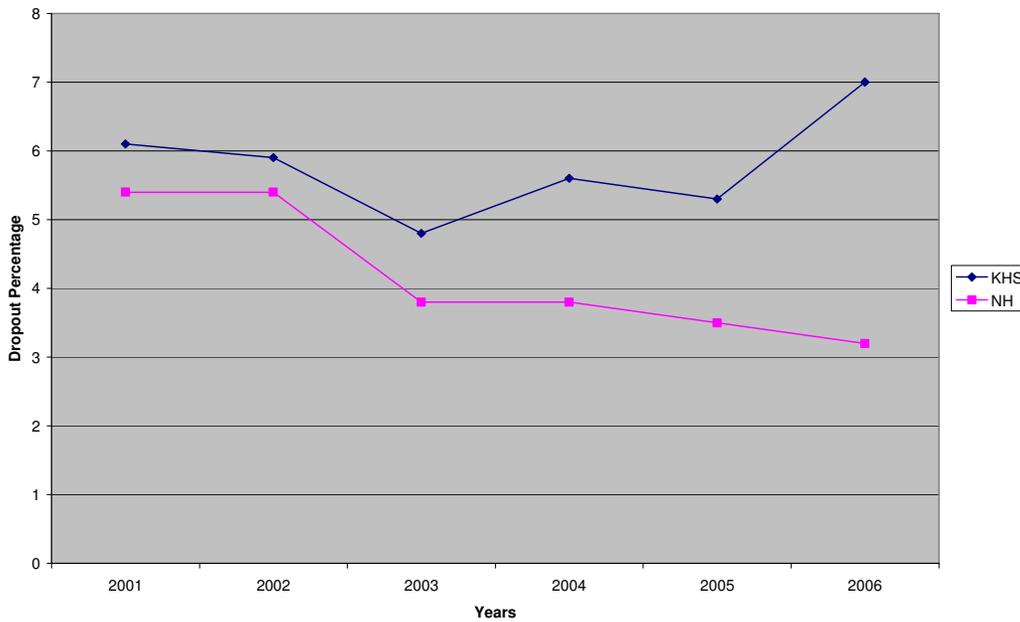
**New Hampshire Department of Education
Division of Program Support, Bureau of Information Services**

Dropout Rates for KHS Grades 9 – 12

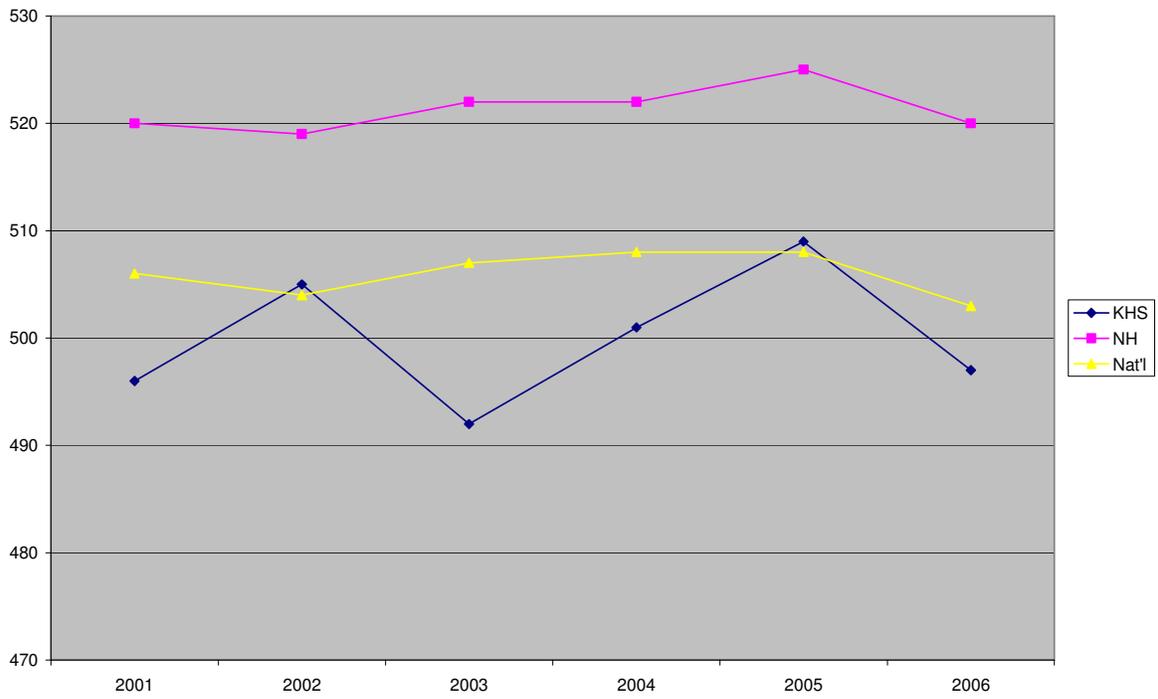
Definition: A dropout is any student who completed the given school year but did not return in September of the following year, or any student that dropped out during the fall of the given year and did not return by October 3. Not counted as dropouts are students who were home schooled, suspended, transferred or truant.

Year	No. of Dropouts	Annual Dropout %	4 Yr. Cumulative % Rate
'05 – '06	68	7.0	25.2
'04 – '05	51	5.3	19.6
'03 – '04	55	5.6	20.6
'02 – '03	46	4.8	17.9
'01 – '02	54	5.9	21.6
'00 – '01	55	6.1	22.3

Six Year Review of Dropout Rates



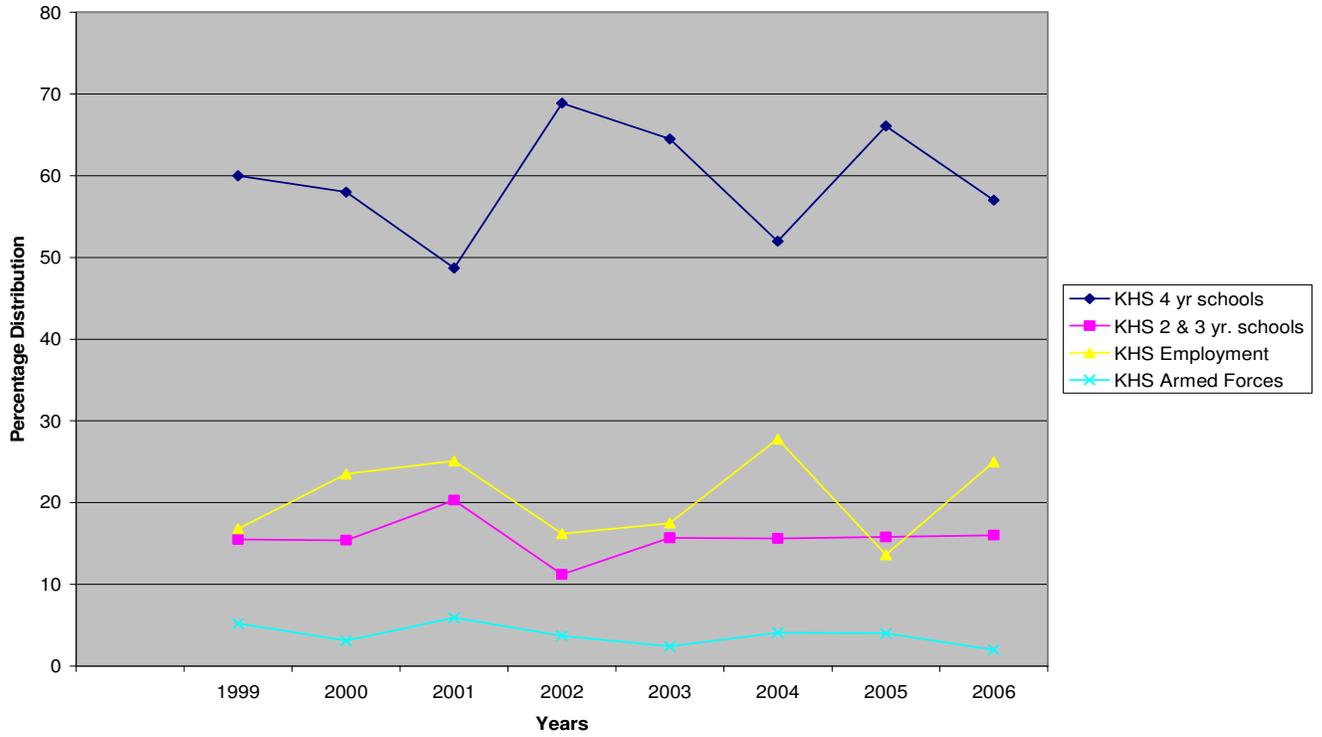
6 Year Review of Verbal SAT Scores



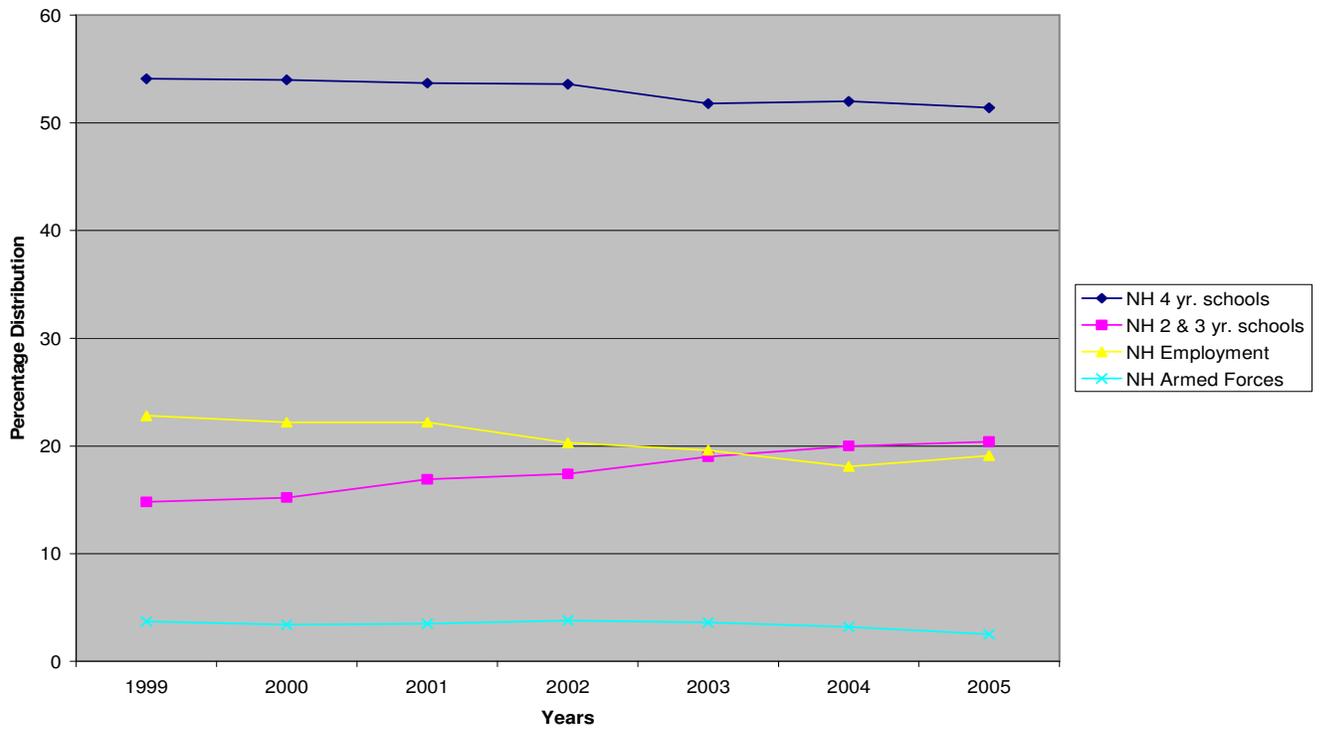
6 Year Review of SAT Math Scores



Percentage Distribution of KHS Completers



Percentage Distribution of NH Completers



2005-06 KHS DROPOUT REPORT

Sending Schools	Dropout Counts by Grade Level and Gender									Total dropout count	Percent of KHS dropout population	Sending school populations at KHS	Percent of sending schools' population
	9F	9M	10F	10 M	11F	11M	12F	12M	2005 F				
Conway Elem.		1			3		1	4	1	10	16.13%	146	6.85%
John Fuller Elem.				1	1	3		1	1	7	11.29%	132	5.30%
Pine Tree Elem.				2	1	2		2		7	11.29%	121	5.79%
Josiah Bartlett			2	1		2		1JF + 1		7	11.29%	111	6.31%
Jackson							1			1	1.61%	22	4.55%
Madison				1	1		2	1	1	6	9.68%	117	5.13%
Tamworth				1	3	2	2	3		11	17.74%	110	10.00%
Freedom				1		1		1		3	4.84%	38	7.89%
KMS		1		2	2		1			6	9.68%	42	14.29%
KHS		1				2		1		4	6.45%	48	8.33%
Total	0	3	2	9	11	12	7	15	3	62	100.00%	887*	

*Active Student Population at KHS as of 6/19/06

Pine Tree = 97	Conway El = 99	JBES (B) = 110
Eaton (E) = <u>24</u>	Albany (A) = <u>47</u>	Hart's Location = <u>01</u>
Total PT 121	Total CES 146	Total JBES 111
<i>Total PT student population at KHS ('05 - '06)</i>	<i>Total CES student population at KHS ('05 - '06)</i>	<i>Total JBES student population at KHS ('05 - '06)</i>

Questions answered:

How do the sending schools tie in to the KHS dropout rate?

- A. By gender
- B. By percent of total dropout rate
- C. By percent of their elementary classmates

2004-05 KHS DROPOUT REPORT

Sending Schools	Dropout Counts by Grade Level and Gender								Total dropout count	Percent of KHS dropout population	Sending school populations at KHS	Percent of sending schools' population
	9F	9M	10F	10 M	11F	11M	12F	12M				
Conway Elem.			1	2			2	2C 2A	9	17.3%	140	6.4%
John Fuller Elem.					2C 1A		1	2	6	11.5%	143	4.2%
Pine Tree Elem.				2			2		4	7.7%	132	3.0%
Josiah Bartlett					1	2		3	6	11.5%	129	4.7%
Jackson						1	1	1	3	5.8%	19	15.8%
Madison					2	2	1	2	7	13.5%	130	5.4%
Tamworth					1	1	2	3	7	13.5%	117	6.0%
Freedom		1							1	1.9%	37	2.7%
KMS				1					1	1.9%	34	2.9%
KHS	1E					2	1E	3C 1A	8	15.4%	50	16.0%
Total	1	1	1	5	7	8	10	19	52	100.0%	931	5.9%

Pine Tree = 105
 Eaton (E) = 27
 Total PT 132
Total PT Student population at KHS ('04 - '05)

Conway El = 103
 Albany (A) = 37
 140
Total CES student population at KHS ('04 - '05)

JBES = 128
 Hart's = 01
 129
Total JBES student population at KHS ('04 - '05)

52/931 = 5.59% - Overall dropout rate at KHS (04-05)

- Questions answered: How do the sending schools tie in to the KHS dropout rate?
- A. by gender
 - B. by percent of total dropout rate
 - C. by percent of their elementary classmates

Kennett High School 2006-07
Summary of Failing Grades by Town (Elementary School)
Semester 1, Q1, & Q2 - ALL AREAS SUMMARY

Town	English Math Science Social Studies	Career & Tech	World Language	Art	Music	Health	Physical Ed Weights /Cardio	Dir. Std. JAGS ACAD Support	Failing grades Semester 1, Q1, & Q2 by town	Failing grades Semester 1, Q1, & Q2 by students G	% of KHS population w/failing grades G/911	Student population from each town I	Student % of population w/failing grades G/88	Student % of sending town's cohort population G/I
Conway Elem.	6	3	1	2		1	1	5	19	11	1.2%	147	12.5%	7.5%
John Fuller Elem.	4	3	1	2			3	3	16	12	1.3%	132	13.6%	9.0%
Pine Tree Elem.	3	2		2		1		3	11	7	0.8%	124	8.0%	5.7%
KMS	3			1		1		6	11	9	1.0%	53	10.2%	17.0%
KHS	2	1				2	2	7	14	12	1.3%	54	13.6%	22.2%
<i>Total for Conway</i>	<i>18</i>	<i>9</i>	<i>2</i>	<i>7</i>	<i>0</i>	<i>5</i>	<i>6</i>	<i>24</i>	<i>71</i>	<i>51</i>	<i>5.6%</i>	<i>510</i>	<i>57.9%</i>	<i>10.0%</i>
Bartlett	5	0	1	1				3	10	10	1.1%	103	11.4%	9.7%
Jackson									0	0	0.0%	17	0.0%	0.0%
Total for SAU #9	23	9	3	8	0	5	6	27	81	61	6.7%	630	69.3%	9.7%
Freedom	0	3					1		4	4	0.4%	45	4.6%	8.9%
Madison	5	1	1	1		2		5	15	11	1.2%	114	12.5%	9.6%
Tamworth	7	2					3	2	14	12	1.4%	122	13.6%	9.8%
Total for SAU #13	12	6	1	1	0	2	4	7	33	27	3.0%	281	30.7%	9.6%
Total SAU #9 & #13	35	15	4	9	0	7	10	34	114	88	9.7%	*911	100%	9.7%

*911 is the active student population as of 1/26/07

SAU #9 Students	% had 1 or more failing grades 61/630 = 9.68%
SAU #13 Students	% had 1 or more failing grades 27/281 = 9.61%

SAU #9 Students	630/911 = 69.16%
SAU #13 Students	281/911 = 30.85%

Pine Tree = 99	Conway El = 99	CSD = 437	JBES = 102
Eaton = 25	Albany = 48	Albany = 48	Hart's = 1
124	147	Eaton = 25	103
		510	

English, Math, Science, History - Kennett High School 2006-07
Summary of Failing Grades by Town (Elementary School)
Semester 1, Q1, and Q2

Town	English	Math	Science	History	Failing grades by town Semester 1, Q1, & Q2	Failing grades Semester 1, Q1 & Q2 by students G	% of KHS population w/failing grades G/911	Student population from each town I	Student percent of population w/failing grades G/34	Student percent of sending town's cohort population G/I
Conway Elem.		1		4 + 1WF	6	6	0.66%	147	17.65%	4.08%
John Fuller Elem.	1		1	2	4	4	0.44%	132	11.76%	3.03%
Pine Tree Elem.		1		2	3	3	0.33%	124	8.83%	2.42%
KMS	1	1		1	3	3	0.33%	53	8.83%	5.66%
KHS			1	1	2	2	0.22%	54	5.88%	3.70%
<i>Total for Conway</i>	2	3	2	11	18	18 Students	1.98%	510	52.95%	3.53%
Bartlett		1	2	**2	5	5	0.55%	103	14.70%	4.85%
Jackson					0	0	0.00%	17	0.00%	0.00%
Total for SAU #9	2	4	4	13	23	23 Students	2.53%	630	67.65%	3.65%
Freedom					0	0	0.00%	45	0.00%	0.00%
Madison		1	1 + 1WF	2	5	4	0.44%	114	11.76%	3.51%
Tamworth		2	1	4	7	7	0.76%	122	20.59%	5.74%
Total for SAU #13	0	3	3	6	12	11 Students	1.20%	281	32.35%	3.91%
Total SAU #9 & #13	2	7	7	19	35	34 Students	3.73%	*911	100%	3.73%

*911= active student population as of 1/26/07.

** One student transferred to Bartlett from Conway 1/22/07

Distribution of Failing Grades - Content

English	5.71%
Math	20.00%
Science	20.00%
Social Studies	54.29%
Total	100.00%

Pine Tree = 99 Eaton = <u>25</u> 124	Conway El = 99 Albany = <u>48</u> 147	CSD = 437 Albany = 48 Eaton = <u>25</u> 510	JBES = 102 Hart's = <u>1</u> 103
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Career & Technical Center - Kennett High School 2006-07
Summary of Failing Grades by Town (Elementary School)
Semester 1, Q1, Q2

Town	Culinary	Business & Comm Wkpl.	Retail Marketing	Travel/Tour	Graphics	ECE	Drafting	Creative Metal	Intro to Wood	Greenhouse	Auto	Mach Tools	Construction	Internship	Failing grades by town Semester 1 Q1, & Q2	Failing grades by students G	% of KHS pop w/failing grades G/911	Student pop. from each town I	Student % of pop. with failing grades G/15	Student % of sending town's cohort pop. G/I
Conway Elem.	2				1										3	3	0.33%	147	20.00%	2.00%
John Fuller Elem.	2	1													3	3	0.33%	132	20.00%	2.27%
Pine Tree Elem.										1			1		2	2	0.22%	124	13.33%	1.61%
KMS															0	0	0.00%	53	0.00%	0.00%
KHS										1					1	1	0.11%	54	6.67%	1.85%
<i>Total for Conway</i>	<i>4</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>9</i>	<i>9</i>	<i>0.99%</i>	<i>510</i>	<i>60%</i>	<i>1.76%</i>
Bartlett															0	0	0.00%	103	0	0
Jackson															0	0	0.00%	17	0	0
Total for SAU #9	4	1	0	0	1	0	0	0	0	2	0	0	1	0	9	9	0.99%	630	60%	1.43%
Freedom	1				1			1							3	3	0.33%	45	20.00%	6.67%
Madison		1													1	1	0.11%	114	6.67%	0.88%
Tamworth	2														2	2	0.22%	122	13.33%	1.64%
Total for SAU #13	3	1	0	0	1	0	0	1	0	0	0	0	0	0	6	6	0.66%	281	40%	2.13%
Total SAU #9 & #13	7	2	0	0	2	0	0	1	0	2	0	0	1	0	15	15	1.65%	*911	100%	1.65%

*911 active student population at KHS as of 1/26/07

Pine Tree = 99 Eaton = 25 124	Conway El = 99 Albany = 48 147	CSD = 437 Albany = 48 Eaton = 25 510	JBES = 102 Hart's = 1 103
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2007 NECAP Distributions for SAU 9

READING Proficiency Level Distribution

Level	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
4	18	13	23	13	17	13	21	13	16	16	22	13	14	19	38	13	9	16	24	13	10	14	10	13
3	57	54	57	68	55	60	56	68	56	51	51	68	58	59	62	68	58	54	64	68	56	49	74	68
2	15	22	11	16	19	22	18	16	18	20	24	16	19	16	0	16	25	22	11	16	24	16	15	16
1	10	11	9	3	9	5	6	3	10	12	2	3	9	6	0	3	8	8	0	3	10	22	0	3
	NH	C	B	J																				
GR	3				4				5				6				7				8			

MATHEMATICS Proficiency Level Distribution

Level	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
4	20	23	34	42	15	8	18	42	18	7	15	42	21	14	29	42	17	13	29	42	14	17	15	42
3	49	43	37	45	51	53	53	45	49	52	44	45	46	55	44	45	45	43	56	45	43	37	64	45
2	20	24	23	10	21	27	21	10	18	21	32	10	16	23	12	10	18	21	9	10	19	15	8	10
1	10	10	6	3	13	13	9	3	15	20	10	3	16	8	15	3	20	23	7	3	24	31	13	3
	NH	C	B	J																				
GR	3				4				5				6				7				8			

WRITING Proficiency Level Distribution

Level	%	%	%	%	%	%	%	%
4	13	19	10	n/a	8	7	28	n/a
3	37	35	54	n/a	34	29	44	n/a
2	29	21	24	n/a	38	35	21	n/a
1	21	25	12	n/a	20	29	8	n/a
	NH	C	B	J	NH	C	B	J
GR	5				8			

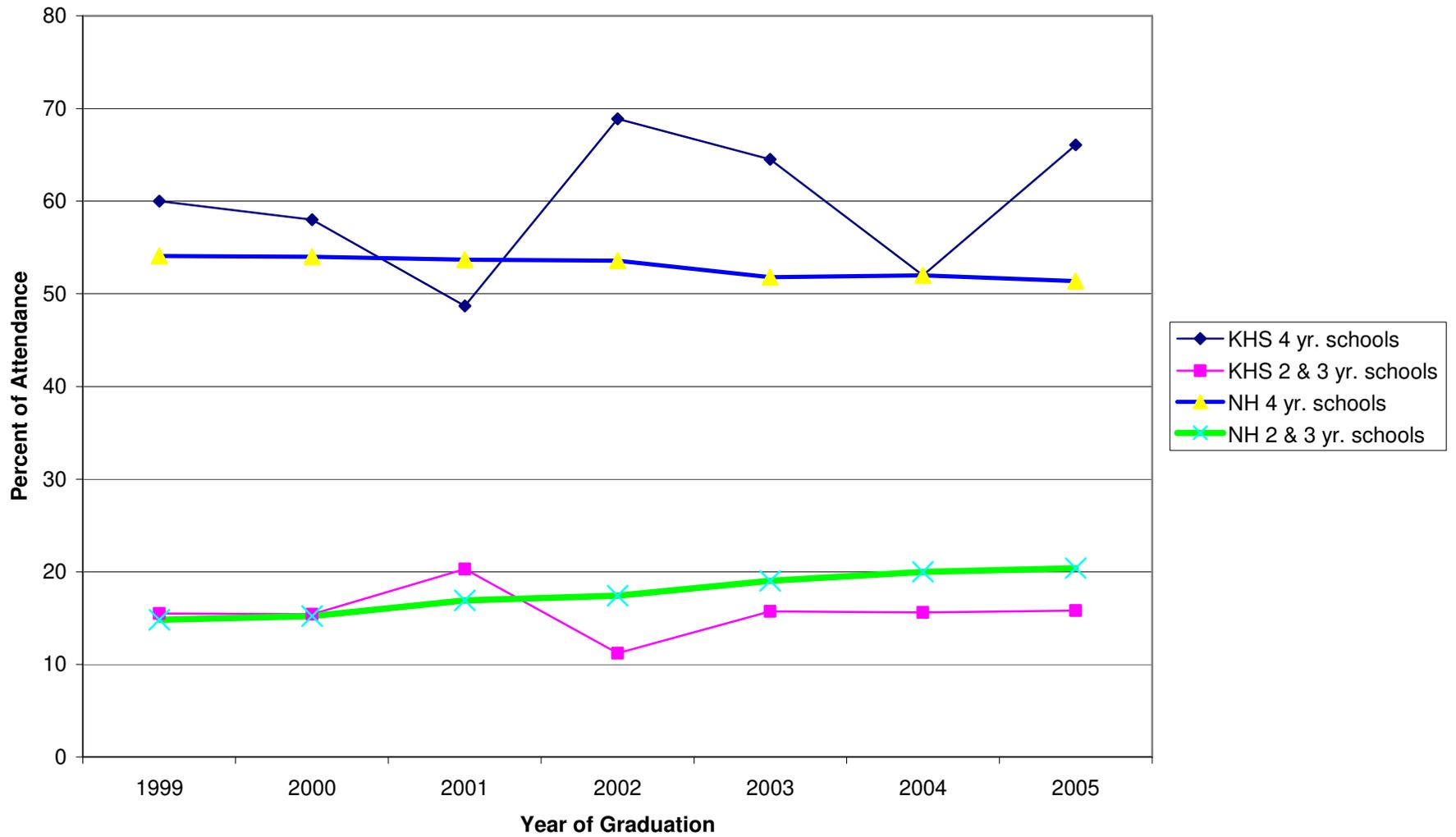
NH = State Distribution, C = Conway District Distribution, B = Bartlett District Distribution, J = Jackson District Distribution

Analysis of Kennett High School Three-Year NHEIAP Results - 2003-04 to 2005-06

		Number Kennett	Mean Kennett	Mean NH	Adv Kennett	Adv NH	Proficient or Above Kennett	Proficient or Above NH	Basic or Above Kennett	Basic or Above NH
Reading	2004	196	256	255	10%	9%	45%	43%	82%	78%
	2005	216	260	257	11%	11%	55%	45%	83%	79%
	2006	225	259	259	10%	12%	47%	48%	84%	82%
	3-year	637	258	257	10%	11%	49%	46%	83%	80%
3-year rank		27								
Male	2004	95	252	251	7%	6%	35%	35%	74%	71%
	2005	115	257	254	9%	8%	51%	40%	81%	76%
	2006	105	253	255	6%	9%	31%	41%	77%	77%
	3-year	315	254	253	7%	8%	40%	39%	78%	75%
Female	2004	100	260	259	12%	13%	54%	52%	88%	86%
	2005	101	262	260	13%	14%	60%	51%	84%	83%
	2006	120	264	263	13%	16%	60%	56%	91%	88%
	3-year	321	262	261	13%	14%	58%	53%	88%	86%
IEP	2004	13	231	235	0%	1%	8%	8%	31%	37%
	2005	20	234	236	0%	2%	10%	11%	40%	42%
	2006	17	238	239	0%	2%	12%	12%	53%	48%
	3-year	50	235	237	0%	2%	10%	10%	42%	42%
Economically Disadvantaged	2004	26	243	245	4%	3%	19%	24%	54%	60%
	2005	33	253	247	0%	4%	42%	26%	75%	62%
	2006	41	248	249	0%	5%	32%	29%	71%	66%
	3-year	100	248	247	1%	4%	32%	26%	68%	63%

		Number Kennett	Mean Kennett	Mean NH	Adv Kennett	Adv NH	Proficient or Above Kennett	Proficient or Above NH	Basic or Above Kennett	Basic or Above NH
Mathematics	2004	196	251	251	7%	9%	34%	33%	66%	65%
	2005	216	260	255	21%	16%	48%	39%	78%	72%
	2006	225	257	256	9%	13%	43%	41%	80%	76%
	3-year 3-year rank	637	256 21	254	13%	13%	42%	38%	75%	72%
Male	2004	95	253	251	7%	11%	35%	35%	66%	66%
	2005	115	259	255	21%	17%	48%	39%	77%	71%
	2006	105	255	256	7%	15%	37%	42%	80%	75%
	3-year	315	256	254	12%	14%	40%	39%	75%	71%
Female	2004	100	249	249	6%	8%	31%	32%	65%	66%
	2005	101	260	256	23%	15%	49%	39%	81%	74%
	2006	120	258	256	12%	12%	49%	41%	82%	78%
	3-year	321	256	254	14%	12%	43%	37%	76%	73%
IEP	2004	13	230	232	0%	1%	8%	6%	16%	24%
	2005	20	233	236	5%	3%	5%	9%	15%	33%
	2006	17	241	239	6%	2%	18%	10%	47%	38%
	3-year	50	235	236	4%	2%	10%	8%	26%	32%
Economically Disadvantaged	2004	26	239	241	0%	3%	12%	16%	39%	43%
	2005	33	250	245	9%	6%	33%	19%	57%	52%
	2006	41	249	247	10%	5%	27%	22%	61%	57%
	3-year	100	247	244	7%	5%	25%	19%	54%	51%

Comparison of Post-Secondary Attendance Rates for Kennett High School and New Hampshire High Schools from 1999 to 2006



APEX II: School Initiatives, Teams and Committees, Kennett High School

Organization, project, program or initiative	STAT TEAM (Student-Teacher Assistance Team)	School Improvement Team	PLC	Discipline Team	Trails
Purpose/Mission	Create multiple interventions for at-risk students	To reduce dropout; increase school pride; close achievement gap	Consistency in Curriculum	Recommend Changes to Handbook. Review discipline data.	*Transitional Program *Academic Support *Behavior Program
Target population served / # served	Students At-Risk (Yellow & Red Zone Kids)	School-wide	Teachers	All students	*SPED children *Small groups of 3-4 kids
Problem being addressed (When started)	Truant, abuse, academic failure, chronic misbehavior	*Dropouts *Budget	*Assessment *Curriculum	Behavior, school protocols	*Behavioral Issues, Academic problems, transition
Internal or External to School	Internal	Both (attend school board meetings)	Internal	Internal	Internal
Activities / Services		Review school-wide data Set performance goals	*Resources for Teachers *Individualized Help	Meet to discuss handbook changes	*Social skills are taught
Chairperson / Contact	Mr. Woodcock	Jack Loynd	Jack Loynd	Amy Burnap	Sharon Cross
Team Members	Steve Woodcock–admin. C. Watson –guidance N. Jaus – guidance B. Lee – guidance C. Furtado – guidance A. Burnap – admin. J. Kiely – Sped Director	Anne Chant – student Melinda Edgerly – student Ned Goodwin – student Zachary Tresp - student Paul Chant – parent Sandy Callahan – parent Anne Kantack – parent Allen Gould – business leader Chris Bailey – teacher Becky Gates – teacher Suzanne Lee – teacher Neal Moylan – admin.	All teachers are members of one or two PLC’s. Each PLC has a leader. Department heads support PLC leaders in their departments	S. Woodcock - admin S. Callahan – parent J. Gray – school board D. Deschenes – school board J. Judge – faculty C. Roberts – faculty D. Lennon – faculty S. Hill – parent M. Mullins – student S. Woodcock – AP	
Meeting Date / Time	Wednesdays @ 1:15	Quarterly meetings	Thursdays @ 7 A.M.	TBD	
Minutes Available	Confidential	Notes available	Minutes for some PLCs	Yes	
Data Source (if used)		Student Achievement and School Climate Data – Endicott Survey	Local Assessment Data		
Funding (if applicable)		None	None		
Partnering agencies or teams					
Other (products, expected outcomes)	Limitations: No resources, SPED, 504??		Revision of curriculum, instruction and assessment. Teacher reflections and SMART Goals for individual classes		

APEX II: School Initiatives, Teams and Committees, Kennett High School

Organization, project, program or initiative	Directed Study	Ninth Grade House	Alternative Ed Program	JAGs Program	Alternative Credit (two prongs)
Purpose/Mission	Support struggling students in small classes for English/math	Help students make transition from middle school to high school	To provide at-risk students with experiential learning opportunities and routes to meeting academic standards through innovative methods	To reduce dropout rate	To provide students to earn credits through individually determined learning plans
Target population served / # served	Students receiving D+/- and F grades	Ninth graders	7 students	36 students	All Kennett students
Problem being addressed (When started)	High failure rate and repeaters	Low success rate (high failure rate in ninth grade courses)	About 10 years ago – current model has been in place for 6 years	Disenfranchised students – students who lack support at home	Need to connect learning to unique student situations and opportunities
Internal or External to School	Internal	Internal	Internal	External	Internal and External
Activities / Services	Support, particularly in core academic areas, for struggling students		Regular classroom instruction. Regular experiences related to academic standards	Year-round connection to a JAGS employee – team-building and job-related skill-building course	Approve alternative course proposals. Placement for student interns
Chairperson / Contact	Alenia Miles	Amy Burnap	Darron Laughland	Mike Douglas	Alenia Miles
Team Members		Nate Jaus Projecting three teams of ninth grade teachers for 2007-08 school year.	One support staff member		Cheryl Furtado Carrie Costello
Meeting Date / Time	Regular class period				
Minutes Available	No			no	
Data Source (if used)	Failure rates			JAGS has specific data gathering requirements	
Funding (if applicable)	Regular budget			About \$55,000 annually	
Partnering agencies or teams					
Other (products, expected outcomes)		Link Crew: older student paired with younger student			

APEX II: School Initiatives, Teams and Committees, Kennett High School

Organization, project, program or initiative	School-To-Career Partnership	Respectful School Initiative	Jack Plan	Health Clinic	Juvenile Justice
Purpose/Mission		Improve school climate. Reduce harassment and hate crime	To help students recover credits being lost because of too many absences	To serve students who may not have access to health facilities otherwise	Three Year Grant to support prevention (dropout?) and school-to-career
Target population served / # served	All students	All students	Student with 11 or more absences or students with grades between 60 and 64	Student's in need of health care; 3 students sent per week, once a week	
Problem being addressed (When started)	Students need to see the relevance of their course work. About 10 years ago	Intolerance and disrespect among students. Bullying and harassment of students Initiative – August 2006	At 11 th absence students begin to lose portion of credits	*Pregnancy, Contraception *OBGYN *Dental Issues *Medical Issues	
Internal or External to School	Internal/External	External	Internal		
Activities / Services	Externships for teachers Parent support groups	Controversial Conversations??	Students complete independent study projects with the principal		
Chairperson / Contact	Betsy Gemmecke	Amy Burnap	Jack Loynd	Trish Jacobson	
Team Members					
Meeting Date / Time	Monthly – 7:45				
Minutes Available					
Data Source (if used)		Endicott survey			
Funding (if applicable)		SAU 9			
Partnering agencies or teams		Center for Prevention of Hate & Violence			
Other (products, expected outcomes)					

KHS Support Programs and Services

Program/Service	Contact	Target Population	# Members 2006 - 2007	Evidence of effectiveness
Alternative Instruction	Alenia Miles	Gr. 9 - 12	14	Grades and enrollment
Independent Study	Guidance Dept.	Gr. 10 - 12	48	Grades and credits
Work Based Learning Projects	Cheryl Furtado	Focus on Gr. 11, 12	46	Portfolio and log (1.5 credits per 200 hours; 1.5 credits for 5 hrs per week for 9 weeks)
SAT Prep	Pat Philbrick, Adult Ed Program – C&T	Gr. 11, 12	69	Participation
Art Club	Sandy Hall	Gr. 9 - 12	11	Participation
Computer Club	Dan MacLeon	Gr. 9 - 12	20	Membership and attendance
DECA	Virginia Schrader	Gr. 9 - 12	30	Membership and participation; competitions
Drama Club	Rich Russo Suzanne Lee	Gr. 9 - 12	9	Membership
FBLA	Lori Babine	Gr. 9 - 12	29	Membership, community service, leadership conference attendance
FFA	Bill McKay	Gr. 9 - 12	14	Participation in events
International Club	Kathleen Frenette	Gr. 9 - 12	19	New/ESL/ interested in cultural discussions, field trips
JACF	Trudi Kasianchuk			
Key Club	Charlie Mallar	Gr. 9 - 12	114	Community service projects/hours; money raised for charities
Link Crew	Hanna Billington Amy Burnap			
Mountain Bike team	Chris Darling	Gr. 9 - 12	13	Membership
Outing Club	Scott Lajoie	Gr. 9 - 12	20	Membership
Prom Committee	Art Walker			
Skills USA	Cheryl Cook	Gr. 10, 11, 12	31	State competition, community service projects, post-secondary enrollment rising
Student Council	Jack Loynd			
Team 3	Chris Darling			
YMCA Youth Outreach	Jody Skelton/Kara C.	Gr. 10 - 12	15	Partnerships with CES students
YMCA Youth & Gov't	Kara Couture	Gr. 10 - 12	20	3 day program of Gov't simulation

Adv. Studies at St. Paul	Alenia Miles	Gr. 11	(7 app) 3	Participation in the summer academic program
Honor Societies	National Honor Society – Lesley Woodsum			
	Spanish Honor Society – Jocelyn Judge		15	membership
	French Honor Society – Susan Nordwick	Yr. 2 French with A (B in all other subj.)	29	membership
	National Technical Honor Society Neal Moylan	C/T Programs Gr. 11, 12	7	membership
Rotary Youth Exchange	??			
Rotary Leadership Conf.	??			
UNH Upward Bound	Alenia Miles	Econ. Dis or 1 st gen. college	2	Enrollment (program is discontinued for KHS students)
Project Running Start	Alenia Miles	Gr. 12	9	AP Calc & Physiology; ECE & Drafting: Students receive college credit & KHS credit for courses.
Interscholastic Athletics	Steve Mello	Gr. 9 - 12	662	Based on Spring 2007 sign-ups

Student Profile Summary

Gender	YR #	Credits (C/T Credits)	Sending School	IEP	504	What are you doing now?	What is next for you?	Top 3 reasons for dropping out?
F	5 TH YR	66 (10)	CES	X		Job seeking, Moving?	Job seeking, moving	Student conflicts Time management Homework
M	12	45.5 (23)	Tamworth			Odd jobs Did Part 1-GED	Part 2 - GED, NHCTE (firefighting)	Lost credits
F	12	48 (3.5)	Transfer		X	Voc. Rehab & NHS	CNA through Job Corp	No home and no way to stay on meds, got behind, concentration
F	12	54.5 (4)	CES		X	Job	New job Carroll Academy	Depression, social problems, needed a break
M	12	31	Kingswood			Carroll Academy	Job	Home tutoring didn't work
F	12	30	Madison		X	GED done JAGS in Laconia	College in Criminal Justice	Girls bullying, peer pressure, teachers had not control of it
M	11	9	CES	X		Work at family business	Work	Behind in credits, Attendance policy, School rules
F	11	46	PTS			Carroll Academy	Cosmetology School in Portland, ME	Early start, Immature students KHS environment
F	11	30	Tamworth			Just left Job Corp	Will return to KHS and move in with boyfriend	Drama of life & school was too much
M	11	9	JBES	X		Nothing	Get a job Maybe get GED	Picked on by kids Harassed by others Teachers didn't control kids
M	11	41 (10)	Tamworth			Child care (siblings)	Job	Discipline problems Forced out
M	10	0	PTS			Working 2 days per week	Job	Searched often Got into trouble in grade 9
F	10	0	CES			Took the GED pretest Job hunting	GED Open shop	Held back in grade 7 & gave up. Couldn't concentrate Couldn't learn like other kids

Student Profile Summary

Gender	YR #	Credits	Sending School	IEP	504	Interest
M	5 TH YR	54	PTS		X	N
M	12	36.5	JF			N
F	12	63	PTS			N
M	12	47	JF			N
M	12	35	Tamworth			N
M	12	48.5	Littleton			N
F	12	42	Milton			N
M	12	19	Kingswood			N
F	11	20	CES	X		N
M	11	28	CES	X		N
M	11	48.5	JF			N
F	11	24.5	Freedom			N
F	11	32	CES			N
M	10	4	CES			N
M	10	0	Tamworth			N
M	10	0	?	X		N
M	10	?	JBES			N