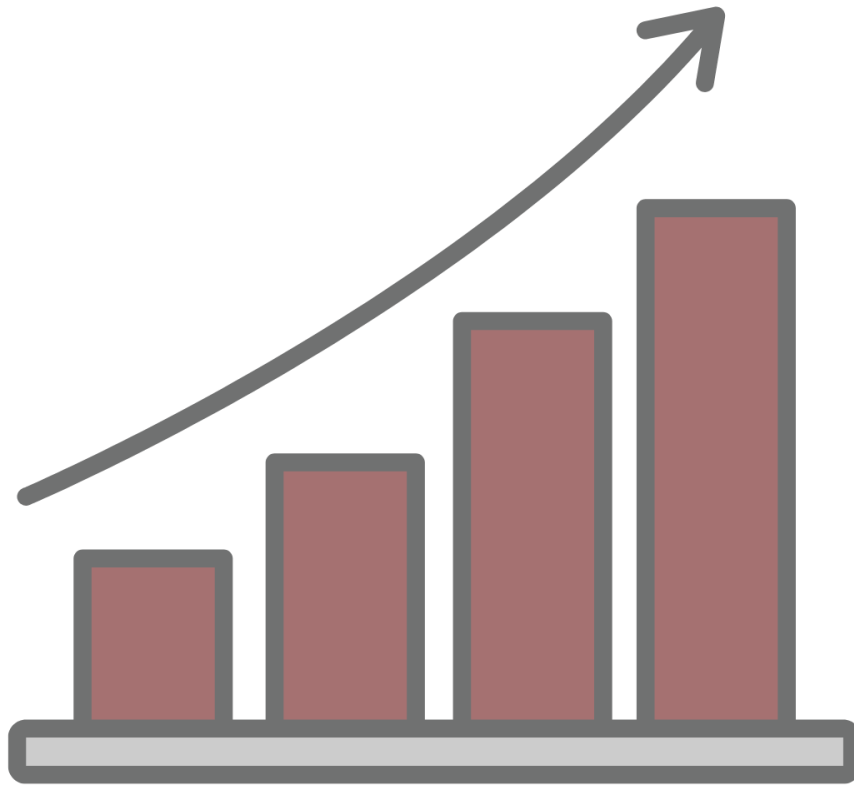


# Goffstown Achievement



**Bartlett Elementary School**  
**Glen Lake Elementary School**  
**Goffstown High School**  
**Maple Avenue Elementary School**  
**Mountain View Middle School**

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## INTRODUCTION

**Goffstown Achievement 2023** provides a comprehensive profile of our school district.

The compilation and distribution of this report is in keeping with the Superintendent's message for both accountability and transparency. The information in this document comes from the New Hampshire Department of Education, Goffstown School District, and Town of Goffstown publications and data. The Goffstown Educational Community is proud of our academic programs and student accomplishments. The indicators in this report will be updated annually.

## SAU #19 MISSION AND VISION

### Mission Statement

#### ACHIEVEMENT:

The mission of School Administrative Unit #19 is to develop and support an educational community that advances rigorous standards for learning for all students, resulting in high student achievement

#### SAU #19 Vision Statements:

- The Educational Community is responsible for setting high standards for student learning.
- The Educational Community communicates and analyzes district, school and student expectations and achievements.
- The Educational Community fosters individual and group responsibility.
- The Educational Community promotes and holds individuals accountable for a safe and caring environment.
- The Educational Community instills a lifelong desire for learning: recognizing this as an ongoing process.
- The Educational Community develops student and staff ability to problem solve, make decisions involving creative and critical thinking, research, and application.
- Our schools are adaptable and flexible in an ever-changing environment.

#### SAU #19 Educational Goals:

- In partnership with family and community, our goals are as follows:
- All students will develop reading ability in order to comprehend content materials at or beyond what is required at each level.
- All students will develop their writing skills in order to communicate effectively in each content area.
- All students will acquire mathematical skills and applications at or beyond the need to succeed in each content area.
- All students will participate in educational experiences beyond the core curriculum and the boundaries of the traditional classroom (such as community service, athletics, Student Council, band, drama, etc.).

#### SAU #19 Educational Community Roles:

The purpose of our schools is to promote learning. While learning occurs primarily through faculty and student interaction, each member of the Educational Community serves an important role in Achievement. The following statements are examples of those roles. They are not intended to be all-inclusive.

### Student Roles:

- To take responsibility for their own learning by setting learning goals for themselves.
- To treat all members of the learning community with respect.
- To take an active role in expanding learning beyond the classroom.
- To be a role model to other students of appropriate behavior and learning. Support Staff Roles
- To support students in attaining their learning goals.
- To support classroom and school environment in assisting students to reach their goals.
- To take an active role in modeling appropriate behavior and learning.
- To continue to learn and to upgrade skills to assist in the school community.

### Educator Roles:

- To look upon student learning as their number one responsibility.
- To employ a variety/range of instructional strategies to insure student achievement.
- To utilize research, knowledge and experience to enhance student outcomes.
- To create a learning environment that supports learning.
- To assist students with setting learning goals at the beginning of each school year.
- To be a role model to students and the community of appropriate behavior and learning.
- To continue to advance and upgrade their own professional growth.
- To provide students with opportunities for learning and involvement beyond the classroom experience.

### Administrator Roles:

- To act as cognitive coaches for staff; they model good teaching.
- To support exploration and experimentation in teaching and learning.
- To act as role model to students, staff and community of appropriate behavior and learning.
- To continue to advance and upgrade their own professional growth.

### Parents/Guardians/Caregivers' Roles

- To set high standards of learning at home.
- To promote a healthy environment at home.
- To send their children to school ready to learn.
- To act as role models of behavior and learning.
- To help and support children at home with their learning.
- To be involved in their child's school through assisting and volunteering.
- To support an appropriate school district budget.
- To serve in a partnership with school personnel in educating children.
- To support and encourage their children to become involved beyond the classroom.

### SAU Office Roles:

- To provide appropriate plan and resources to meet goals.
- To provide district employees with the support and encouragement to carry-out their specific roles.
- To serve as role models for the educational community of appropriate behavior and learning.
- To continue to upgrade and advance their own professional growth.
- To provide evaluation materials to be used as pre-post testing guidelines to measure growth.
- To provide resource materials, personnel and support for students identified as not being able to accomplish academic goals by the end of each school year.
- To develop resource guides for each curriculum area that include classroom expansion activities.
- To draft a scoring rubric for writing which will be consistently used throughout the SAU.
- To identify the mathematics benchmarks selected as level of competency to be used for each grade level.
- To provide supportive and efficient business services to each school and district.
- To provide specialized student services and support through Special Education Services.

### School Board Roles:

- To develop and support a realistic and appropriate budget to the educational community.
- To serve as role models of appropriate behavior and learning.
- To be visible to the educational community in school activities and functions.
- To be open and encouraging of district employee dialogue and discussion.
- To be active members of district initiatives.
- To open the dialogue with the greater community on the role of the school in the community.

### Communities' Roles:

- To support a realistic and appropriate budget.
- To assess the effectiveness of the learning community.
- To support opportunities for expanding learning in the community.
- To support learning opportunities beyond the classroom.
- To be actively engaged in setting high standards for the educational Community.

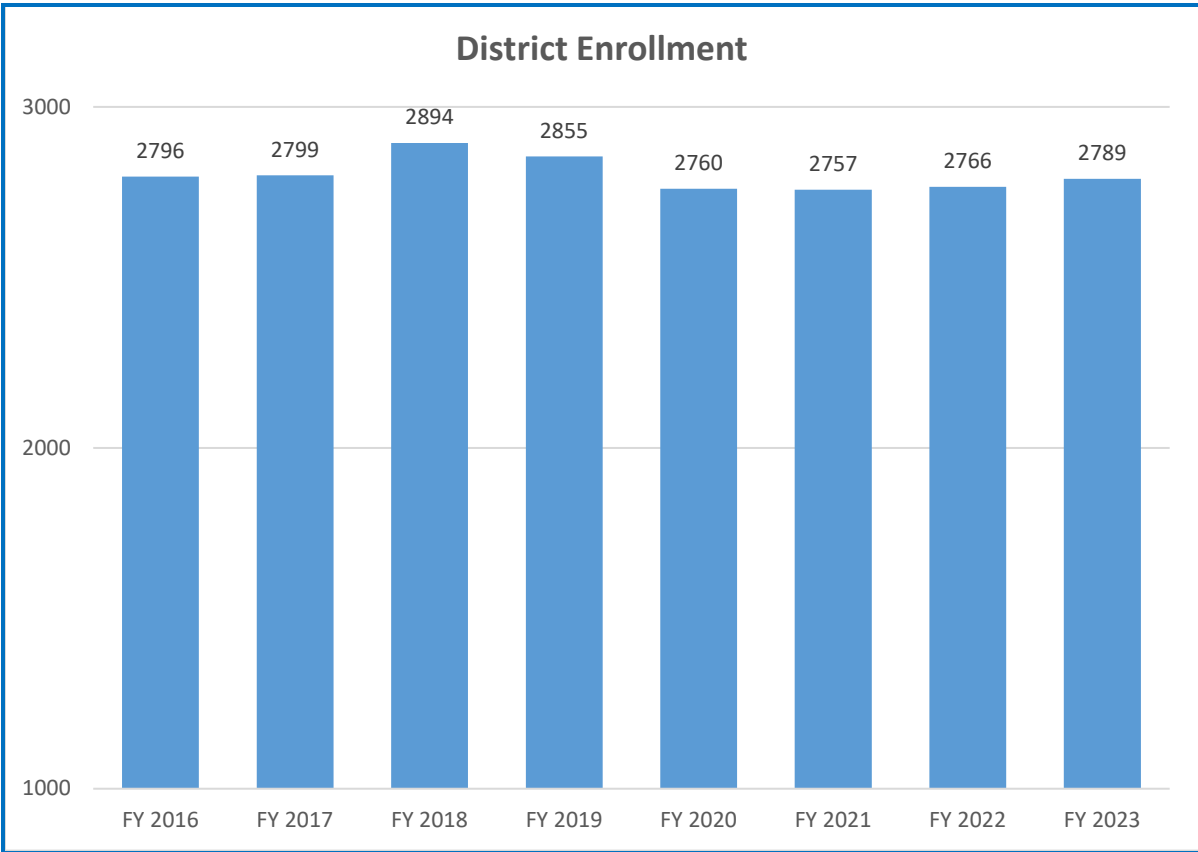
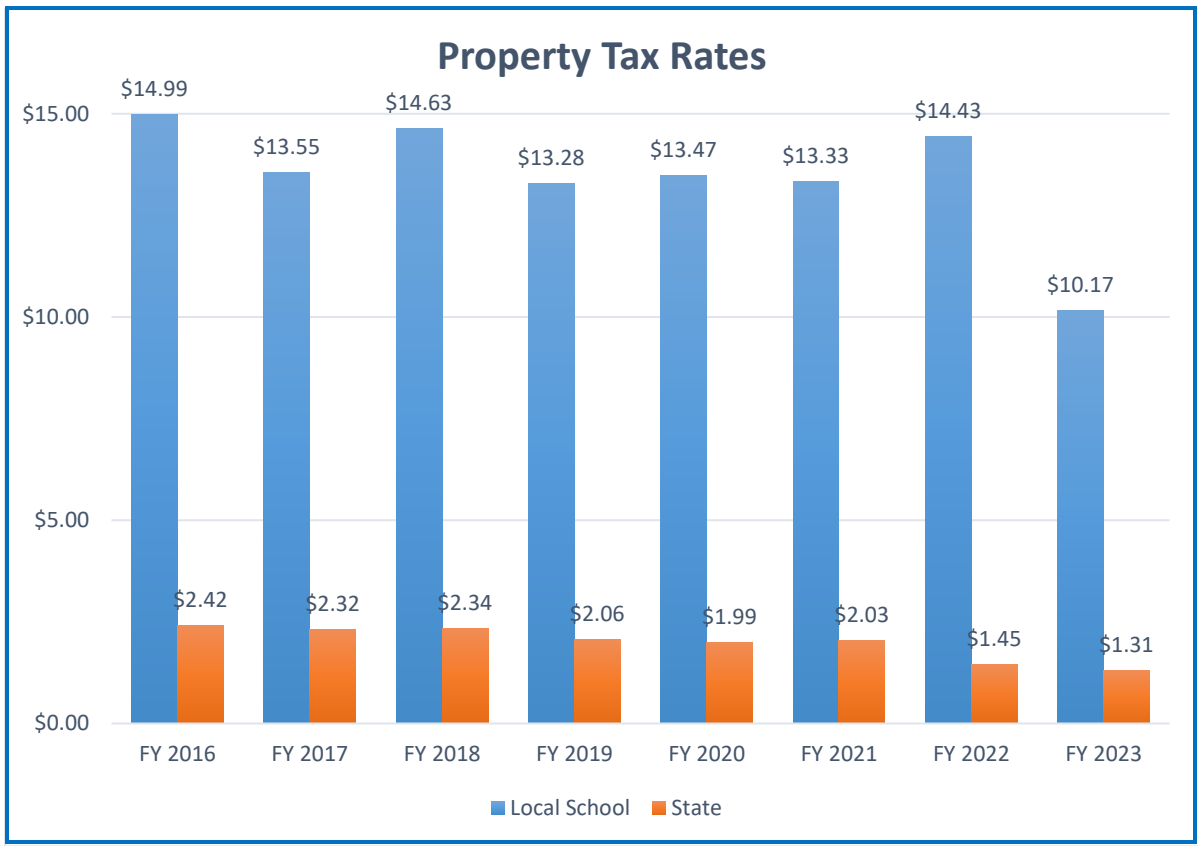
## PER PUPIL COSTS

2013-14 through 2022-23

	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 -22	2022 - 23
Goffs. Elementary	\$12,961	\$13,679	\$13,562	\$13,966	\$13,667	\$13,724	\$14,399	\$15,608	\$16,477	\$16,808
Goffs. Middle School	\$10,750	\$11,523	\$11,750	\$12,134	\$13,157	\$12,748	\$13,104	\$13,879	\$14,787	\$15,879
Goffs. High School	\$11,333	\$12,195	\$12,408	\$12,924	\$13,784	\$14,158	\$14,970	\$15,371	\$16,765	\$16,501
Goffs. Average	\$11,571	\$12,377	\$12,508	\$12,943	\$13,554	\$13,583	\$14,198	\$14,952	\$16,029	\$16,401
NH State Elementary	\$14,200	\$14,581	\$15,034	\$15,398	\$15,981	\$16,520	\$17,188	\$19,332	\$20,060	\$20,901
NH State Middle School	\$13,321	\$13,698	\$14,295	\$14,741	\$15,021	\$15,490	\$15,938	\$17,263	\$18,529	\$19,459
NH State High School	\$14,109	\$14,466	\$15,068	\$15,538	\$16,215	\$16,600	\$16,776	\$17,758	\$18,870	\$19,918
NH State Average	\$14,001	\$14,375	\$14,902	\$15,311	\$15,865	\$16,346	\$16,824	\$18,434	\$19,400	\$20,323

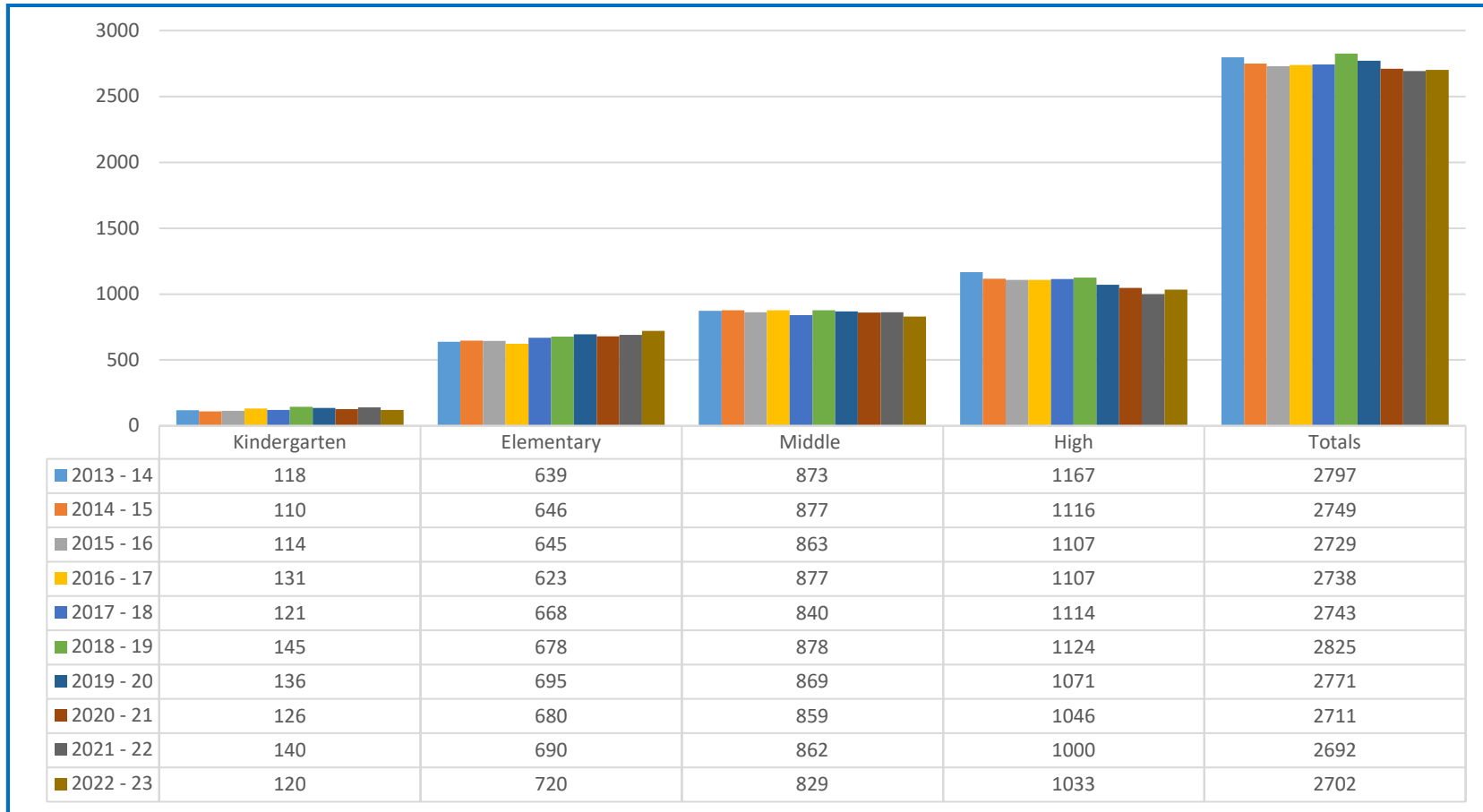
- Goffstown per pupil average cost continues to be below the NH state average.
- Per pupil costs are based on yearly operating costs that do not include tuition, transportation, capital expenditures, debt service, and food service expenditures.

### TRENDS IN ENROLLMENT COMPARED TO TAX RATE





## SCHOOL ENROLLMENTS BY GRADE LEVEL 10-Year Comparison: 2013-14 through 2022-23



- The district school population remains steady.
- Special Education students placed out of district and home schooled are not included in these figures.

## SPECIAL EDUCATION ENROLLMENT

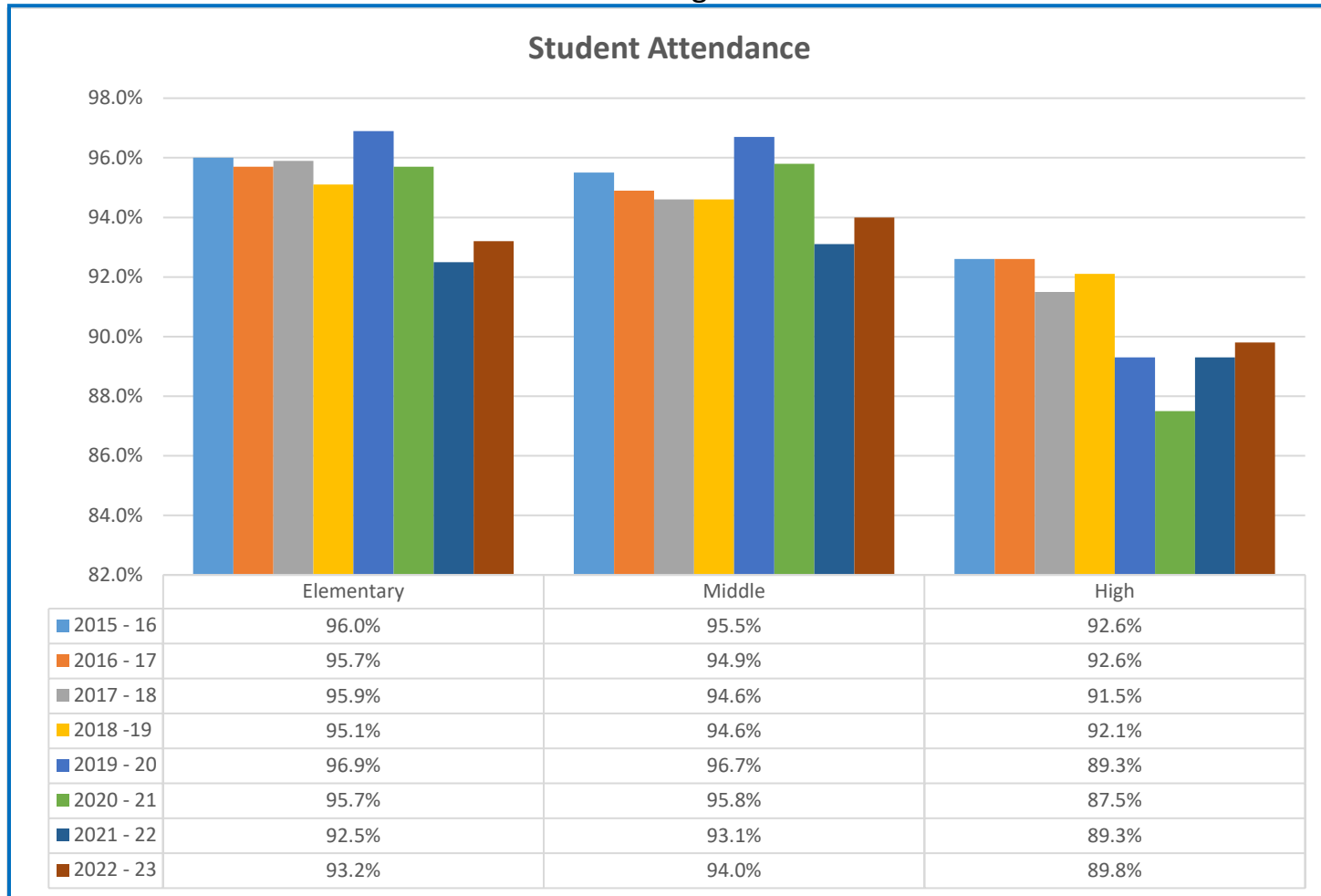
14 Year Comparison  
2009-10 through 2022–23

Year	Number of Students	% of Total Enrollment
2009-10	449	14.9%
2010-11	457	15%
2011-12	469	16.0%
2012-13	433	15.07%
2013-14	428	14.97%
2014-15	430	15.31%
2015-16	360	12.90%
2016-17	420	14.99%
2017-18	432	15.41%
2018 - 19	470	16.23%
2019 - 20	500	17.50%
2020 - 21	520	18.75%
2021 - 22	497	17.97%
2022-23	531	19.17%

- Efforts in Multi-Tiered Systems of Support (MTSS) continue to proactively support students and provide instruction to prevent gaps in skill acquisition.
- The Goffstown School District is required to provide Special Education and related services to students with educational disabilities pursuant to the Federal Individuals with Disabilities Education Act (IDEA) along with the New Hampshire Standards for the Education of Children with Disabilities. These Federal and State mandates require school districts to evaluate students suspected as having educational disabilities, provide students with Individual Education Programs (IEPs), and provide services, occupational and physical therapy, counseling services, behavioral therapy and intervention, along with other special services. These services are to be provided in the Least Restrictive Environment (LRE) providing access to non-disabled peers and the general education curriculum. To meet this legal mandate, the Goffstown School District has developed a wide array of programming supports to meet the unique needs of children within our public school. In addition, some student’s specific needs are such that they are educated in out-of-district programs due to the severity of their disabilities.
- Special educators provide services in collaboration with regular classroom teachers.

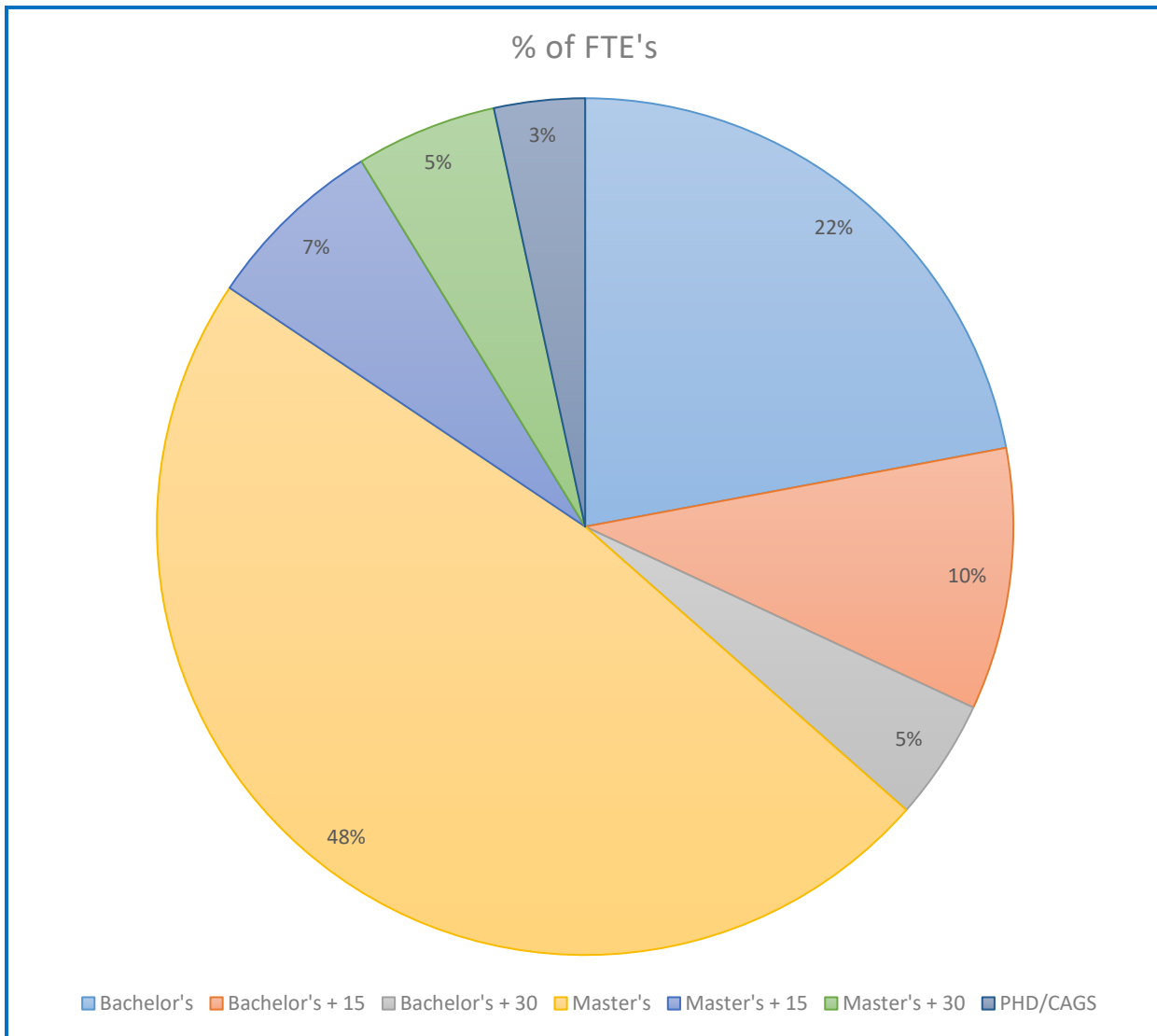
## SCHOOL ATTENDANCE

Average Daily Membership  
2015-16 through 2022-23



- Consistently high attendance rates have been achieved at all levels.
- We recognize the importance of attendance because there is a positive correlation between attendance and achievement.

### EDUCATIONAL LEVEL OF PROFESSIONAL STAFF 2023



#### Numbers of Staff at each Education Level:

Track	# of FTE's	% of FTE's
Bachelor's	58	20%
Bachelor's + 15	26	6%
Bachelor's + 30	12	6%
Master's	126	59%
Master's + 15	18	3%
Master's + 30	14	4%
PHD/CAGS	9	6%

- The professional faculty of the Goffstown School District is a community of learners.
- They continue their own education by earning advanced degrees, attending professional development workshops, conferences, and participating in district provided trainings.

## POST SECONDARY EDUCATION

Goffstown High School Students Attending Two- or Four-Year Colleges  
2010 – 2023

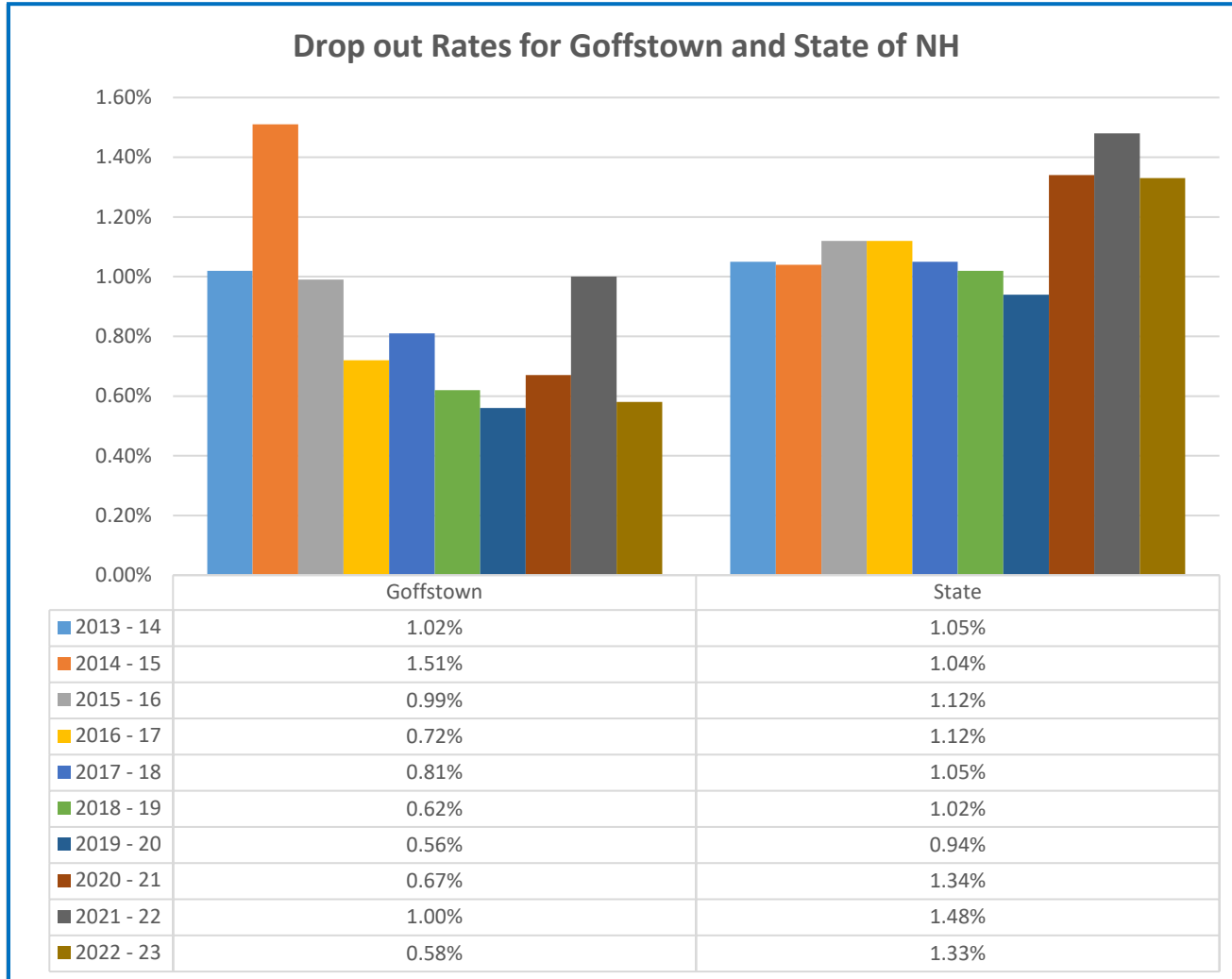
Class	4 Year	2-year	Total
2010	60%	21%	81%
2011	57%	21%	78%
2012	62%	17%	79%
2013	58%	20%	78%
2014	56%	26%	82%
2015	57%	23%	80%
2016	57%	21%	78%
2017	56%	26%	82%
2018	61%	16%	77%
2019	56%	20%	76%
2020	56%	18%	74%
2021	54%	13%	67%
2022	63%	13%	76%
2023	59%	19%	78%

### Notable College Matriculation for 2023

Arizona State University	Mount Holyoke College	University of Rhode Island
Bentley University	Plymouth State University	University of Vermont
Coastal Carolina University	Rensselaer Polytechnic Institute	University of Washington
College of Charlestown	Rochester Institute of Technology	Villanova University
Colorado State University	Roger Williams University	Virginia Technical Institute
Concordia University	Saint Anselm College	Wheaton College
Clarkson University	Savannah College of Art & Design	Worcester Polytechnic Institute
Endicott College	Southern New Hampshire University	University of Maine
Hobart & William Smith Colleges	Saint Lawrence University	University of Rhode Island
Keene State College	Mount Holyoke College	University of Vermont
Merrimack College	University of Maine	

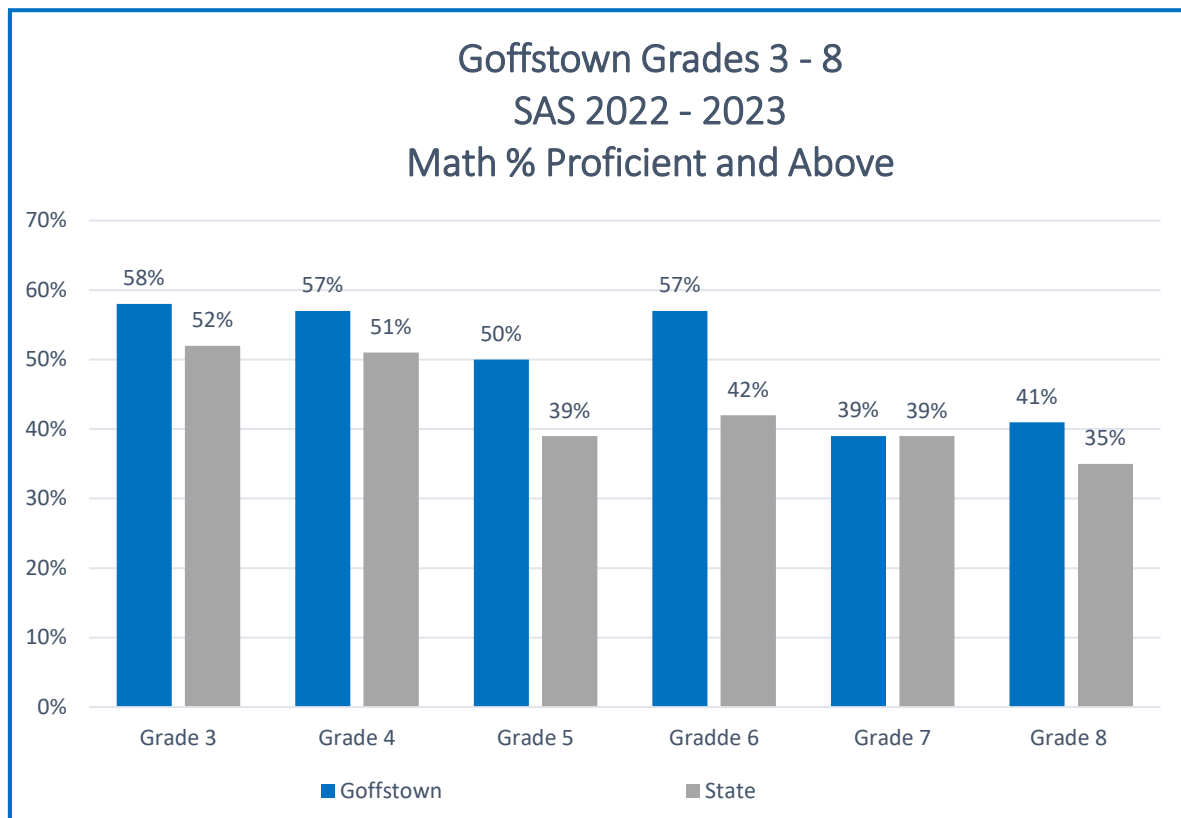
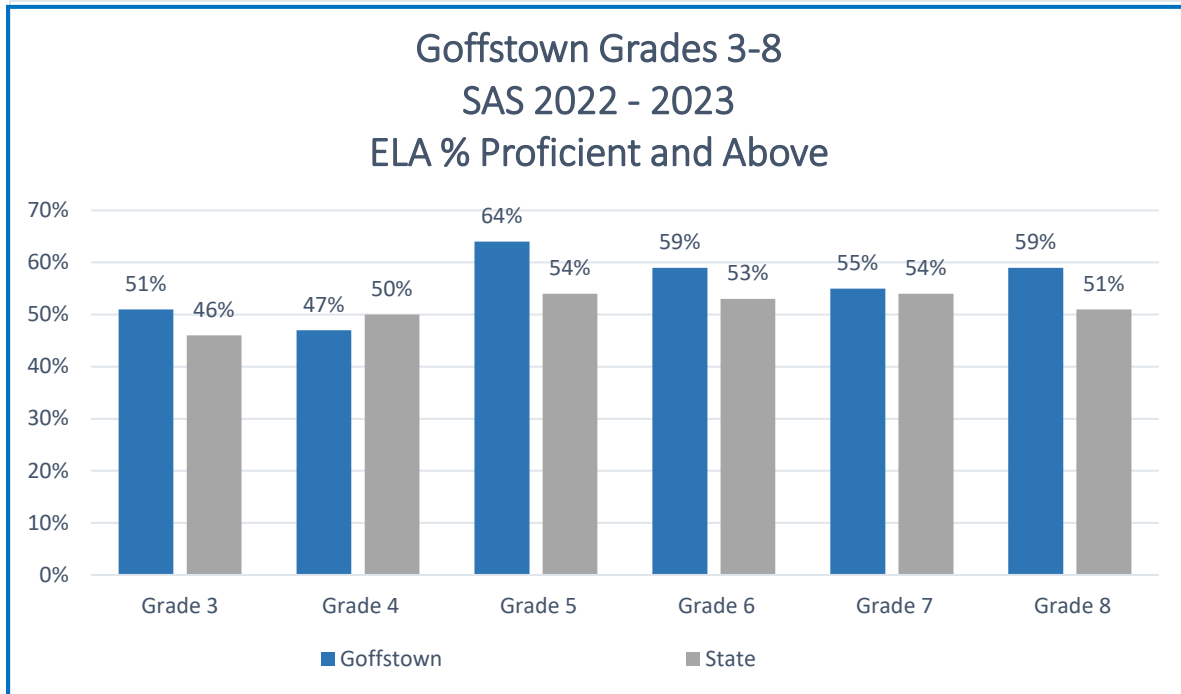
## DROP OUT RATE

### Goffstown High School Students 2013-2014 through 2022-2023



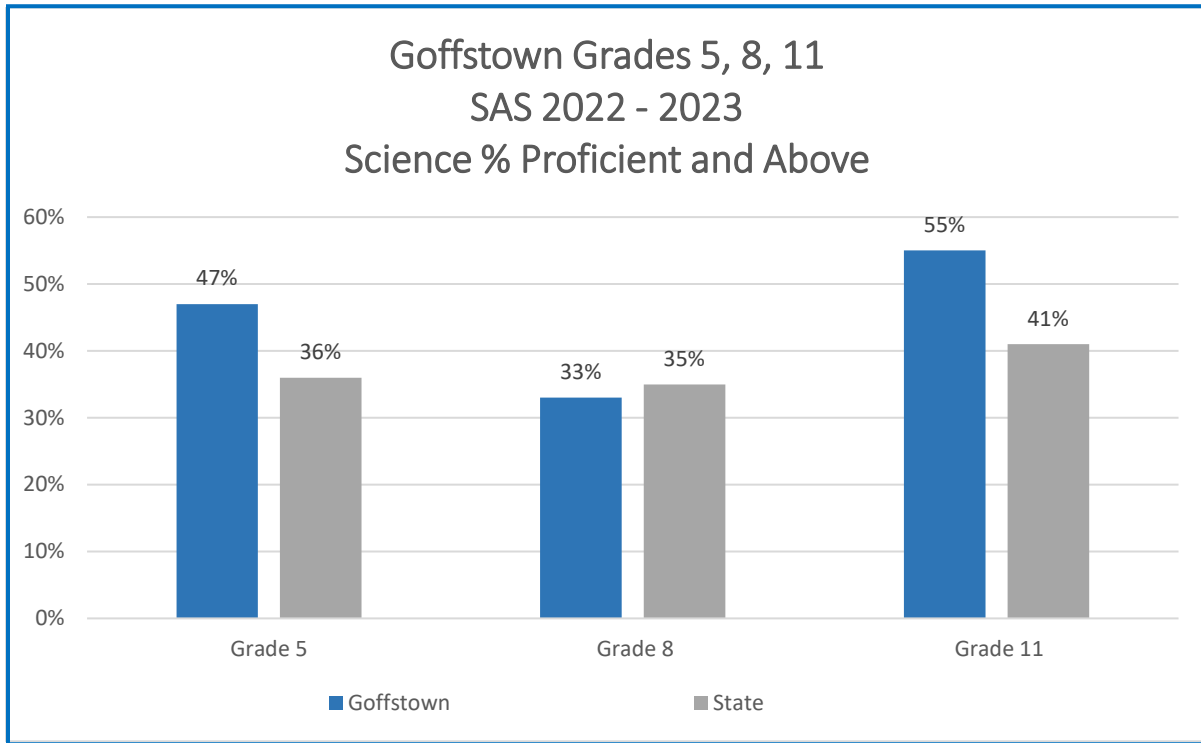
## NH STATEWIDE ASSESSMENT SYSTEM

2022 – 2023

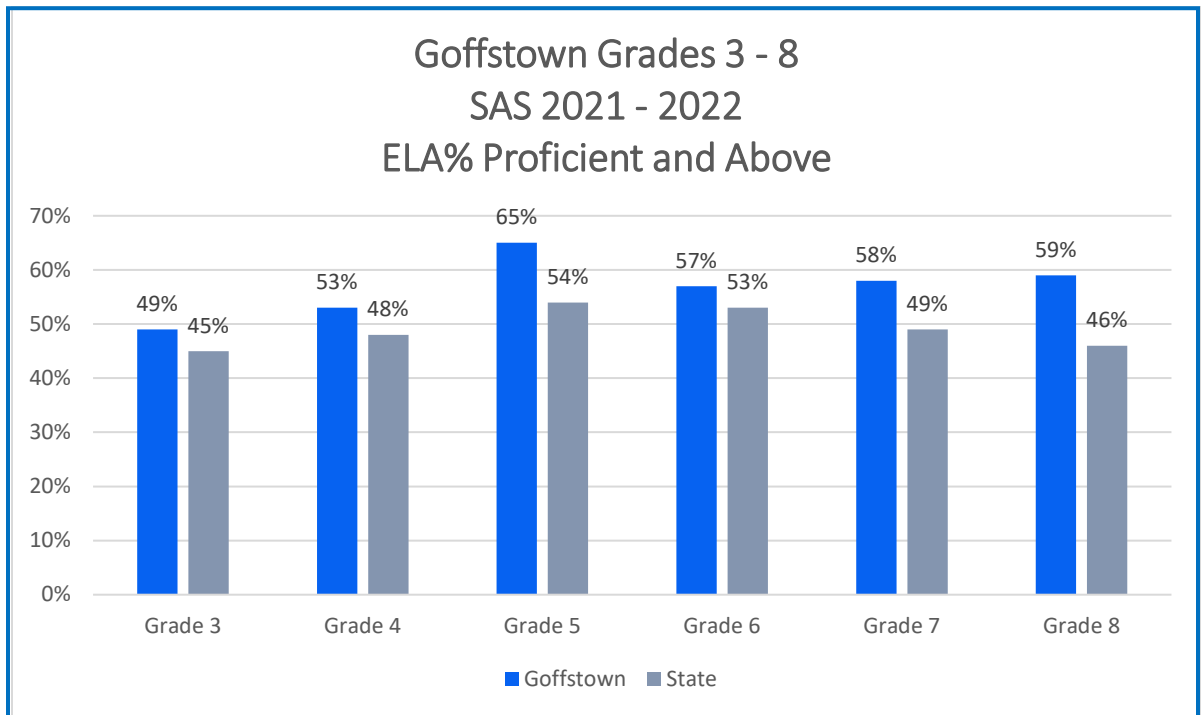


## NH STATEWIDE ASSESSMENT SYSTEM

2022 – 2023



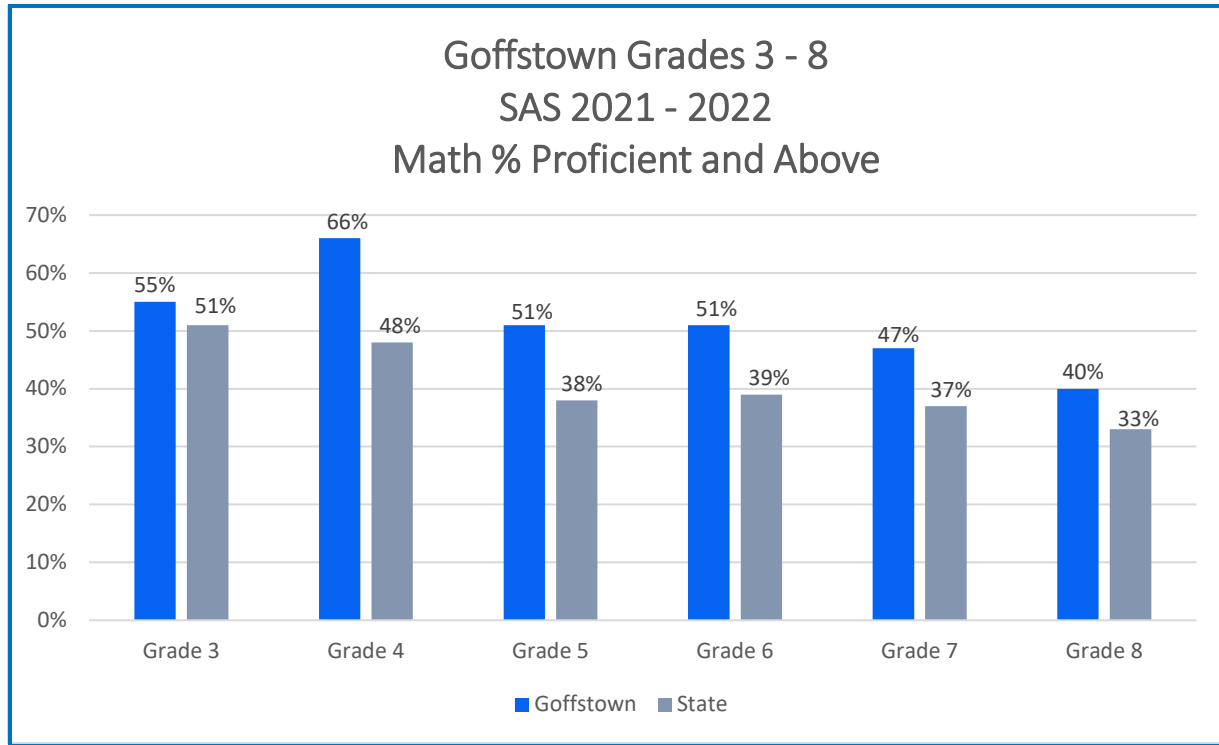
2021- 2022



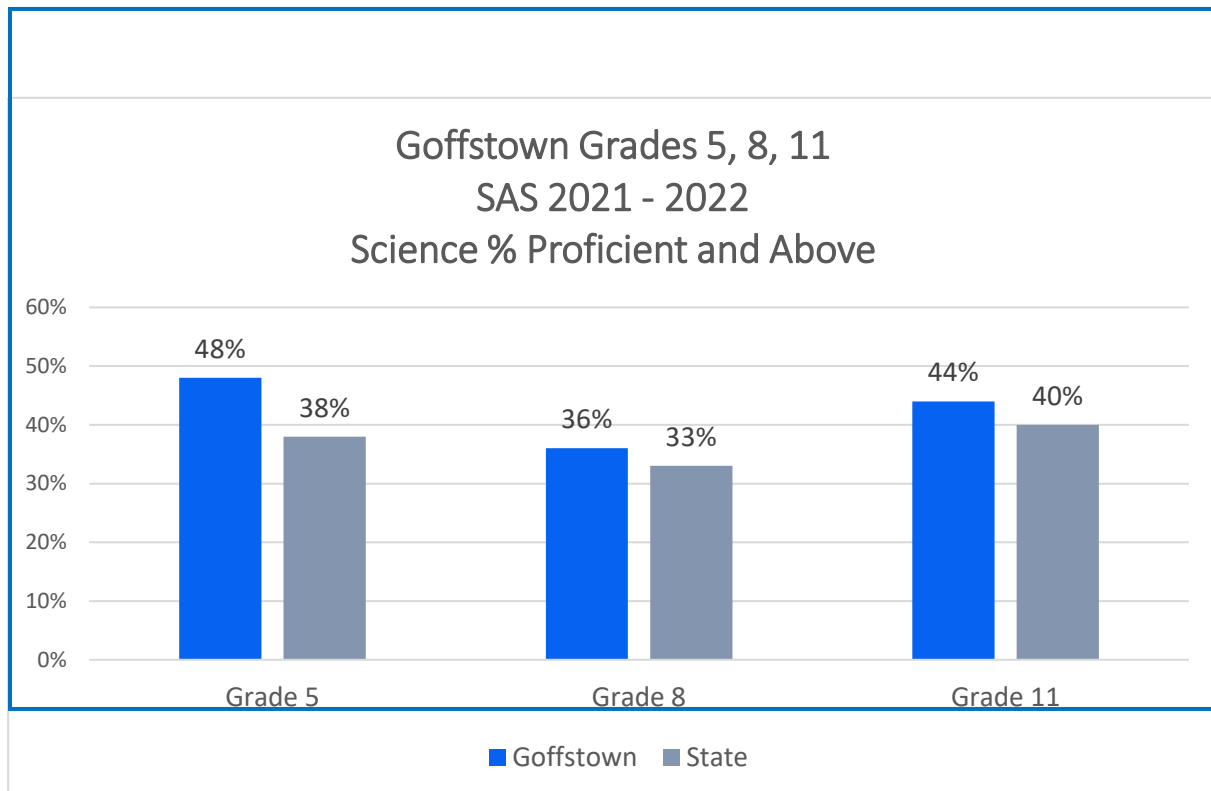


## NH STATEWIDE ASSESSMENT SYSTEM

2021-2022

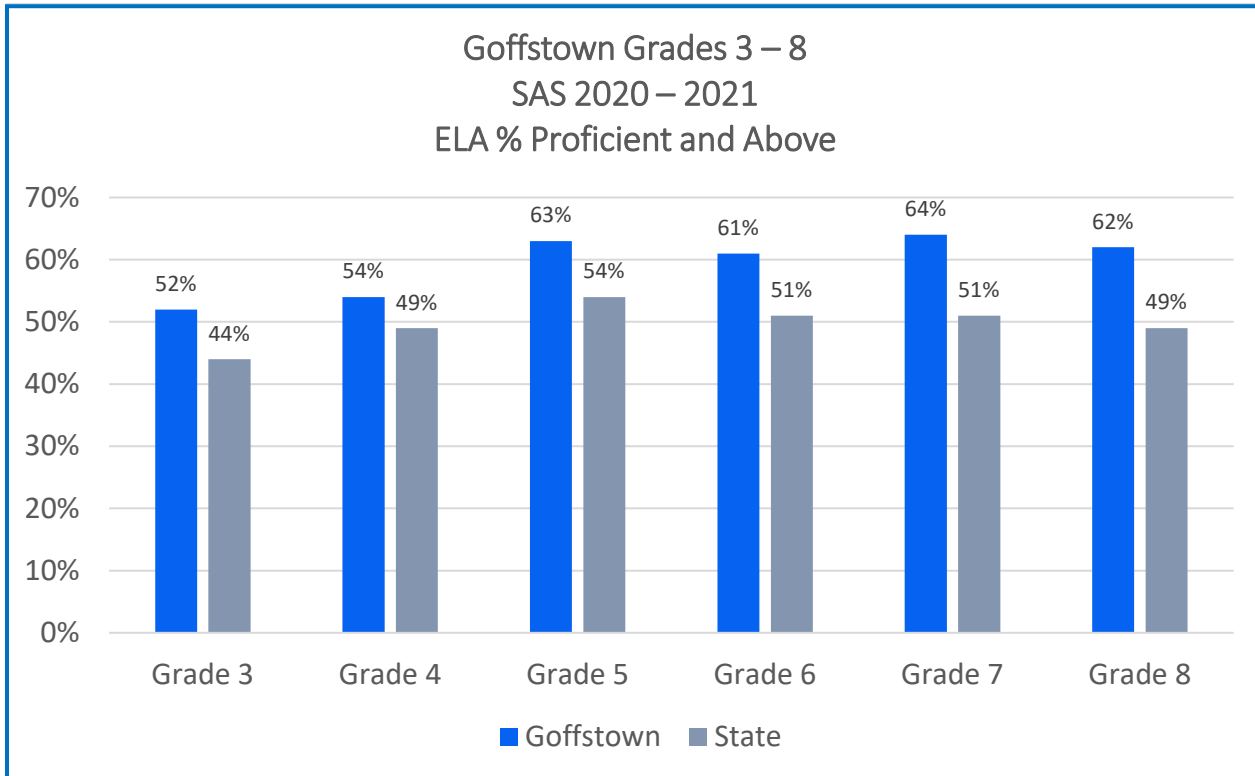


2021 - 2022

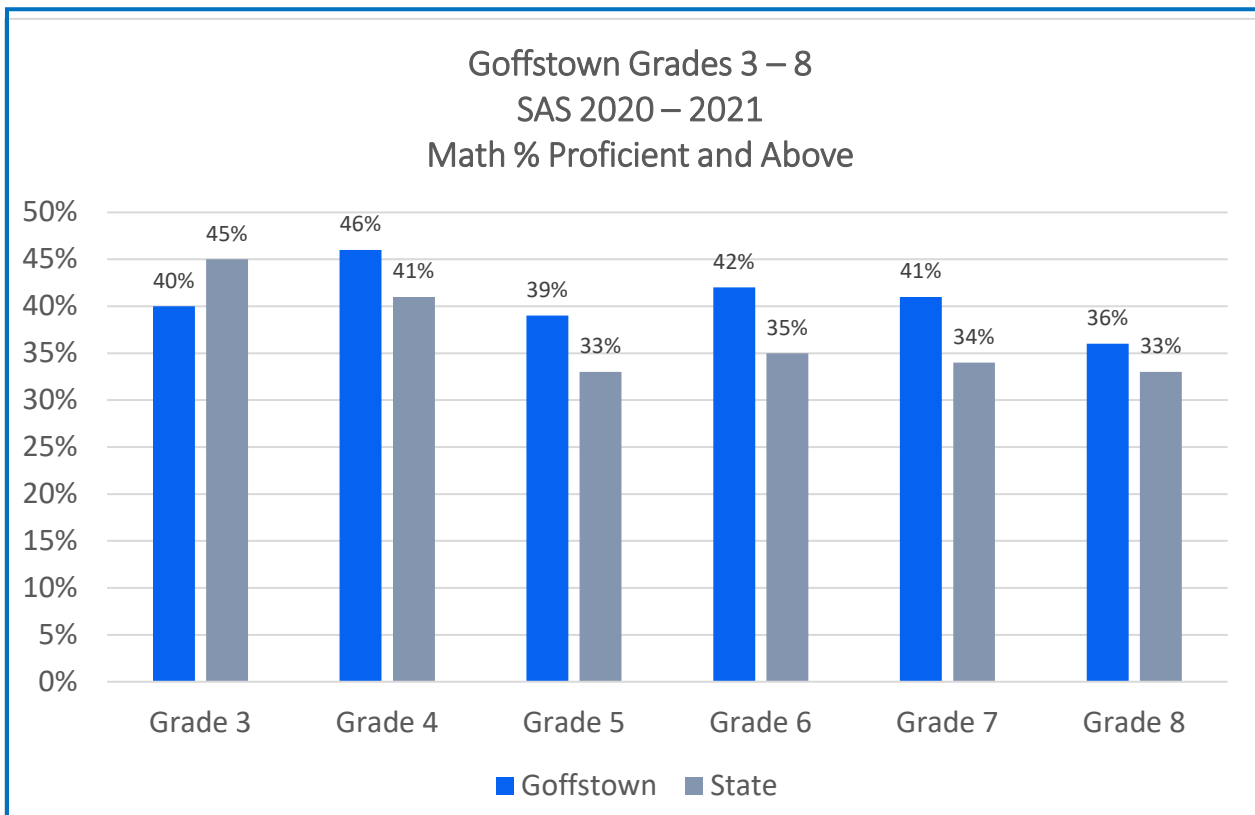


## NH STATEWIDE ASSESSMENT SYSTEM

2020 – 2021

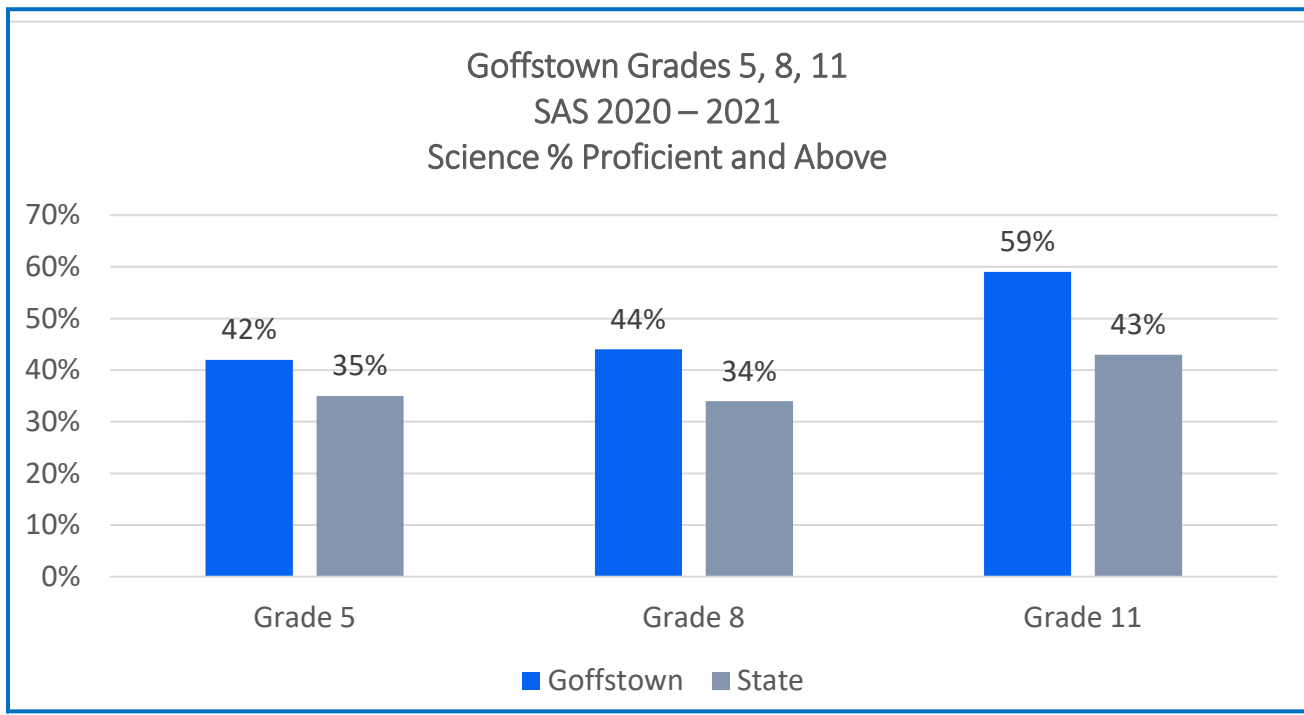


2020 – 2021

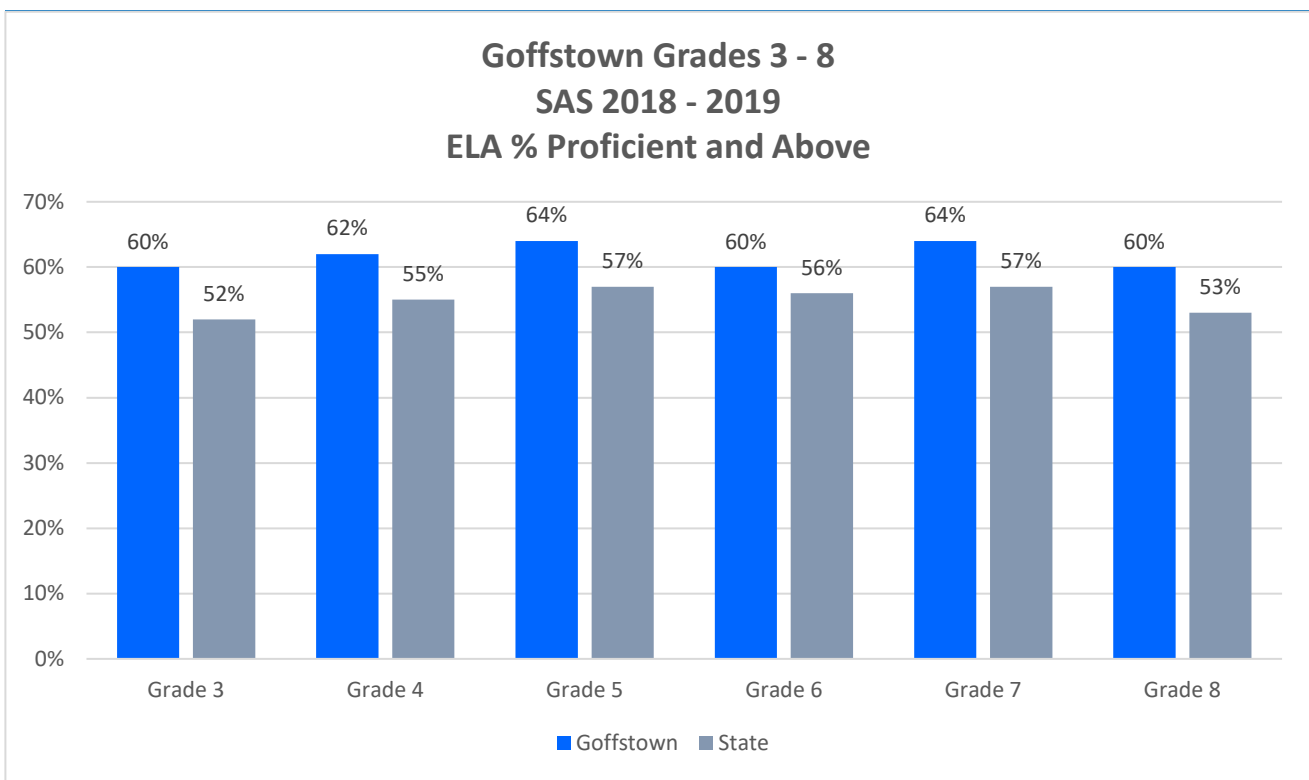


## NH STATEWIDE ASSESSMENT SYSTEM

2020 – 2021

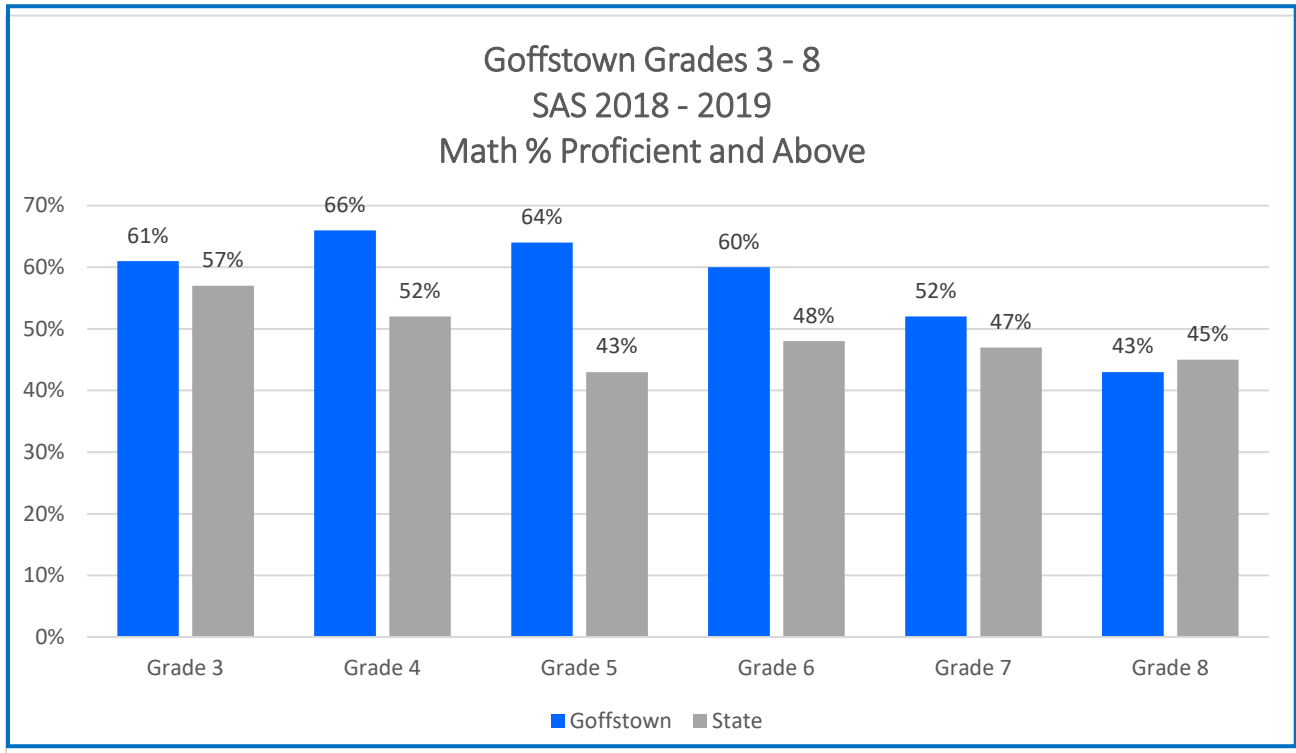


2018 – 2019

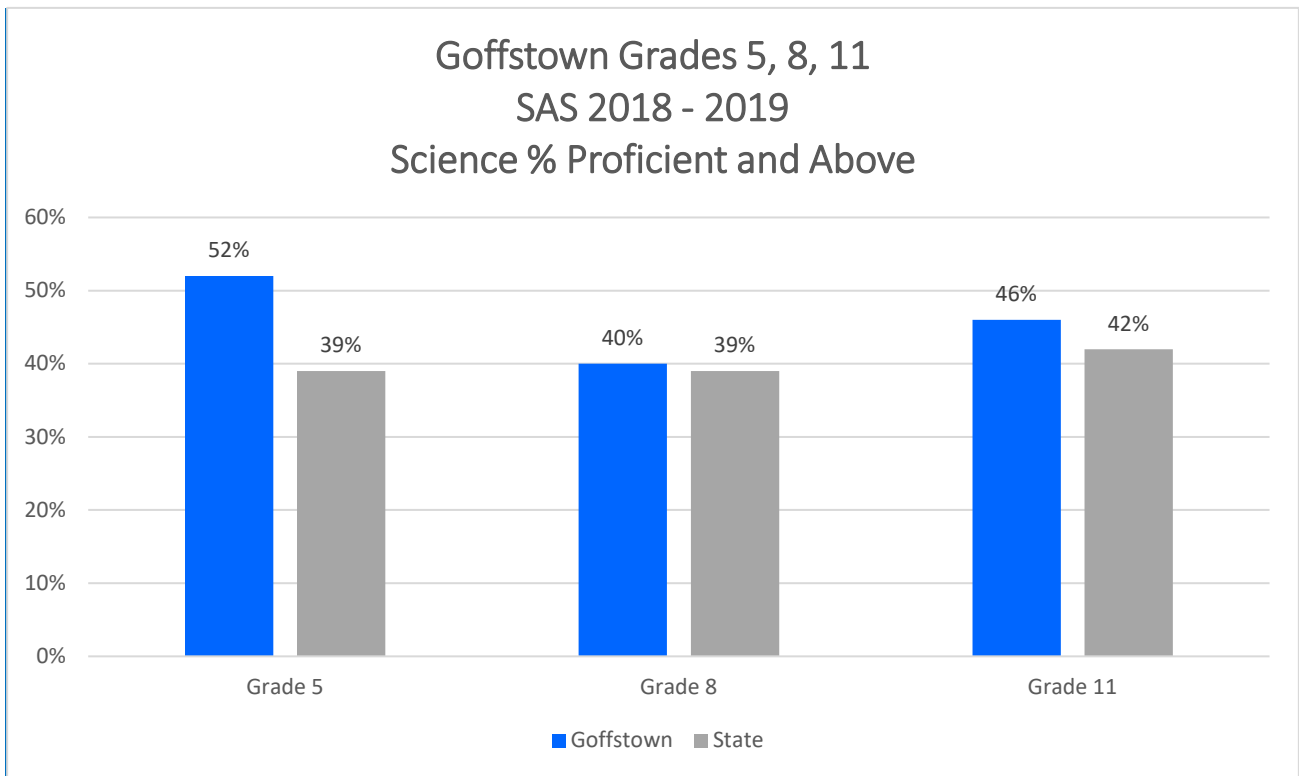


## NH STATEWIDE ASSESSMENT SYSTEM

2018 - 2019

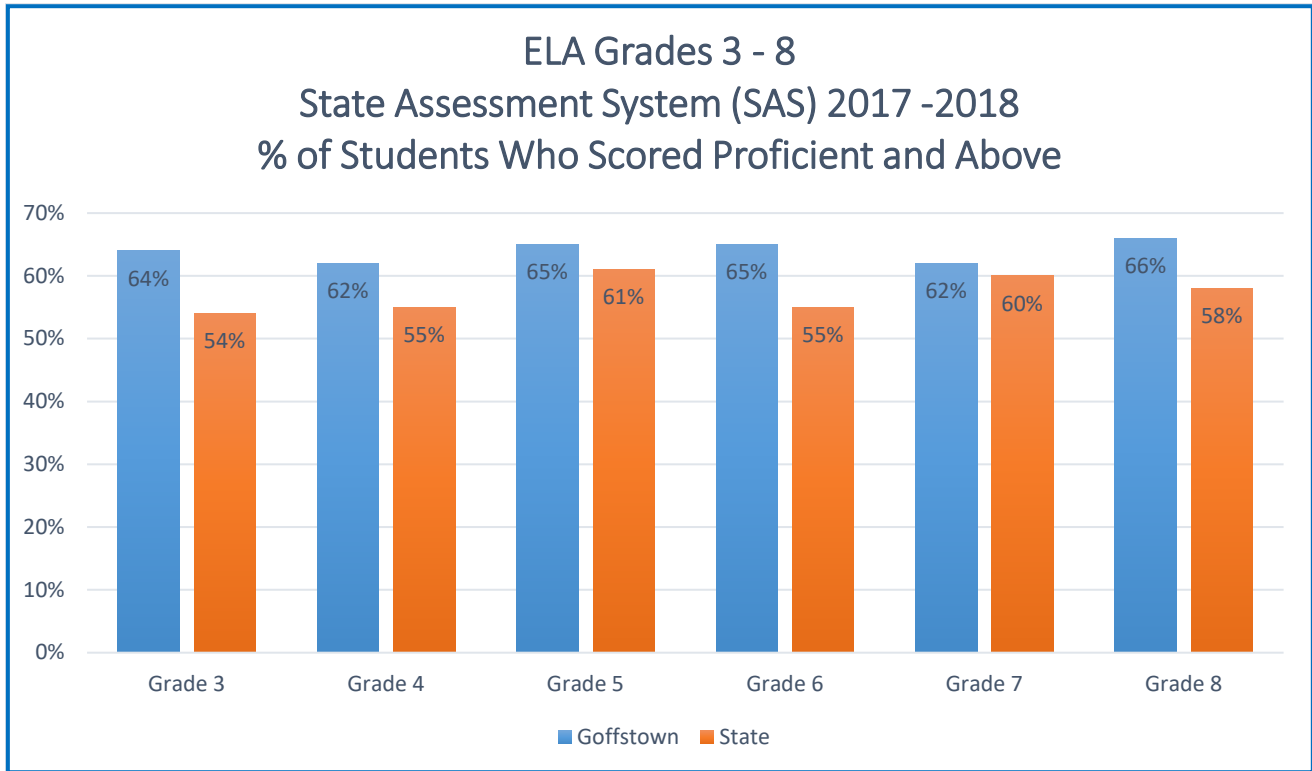


2018 - 2019

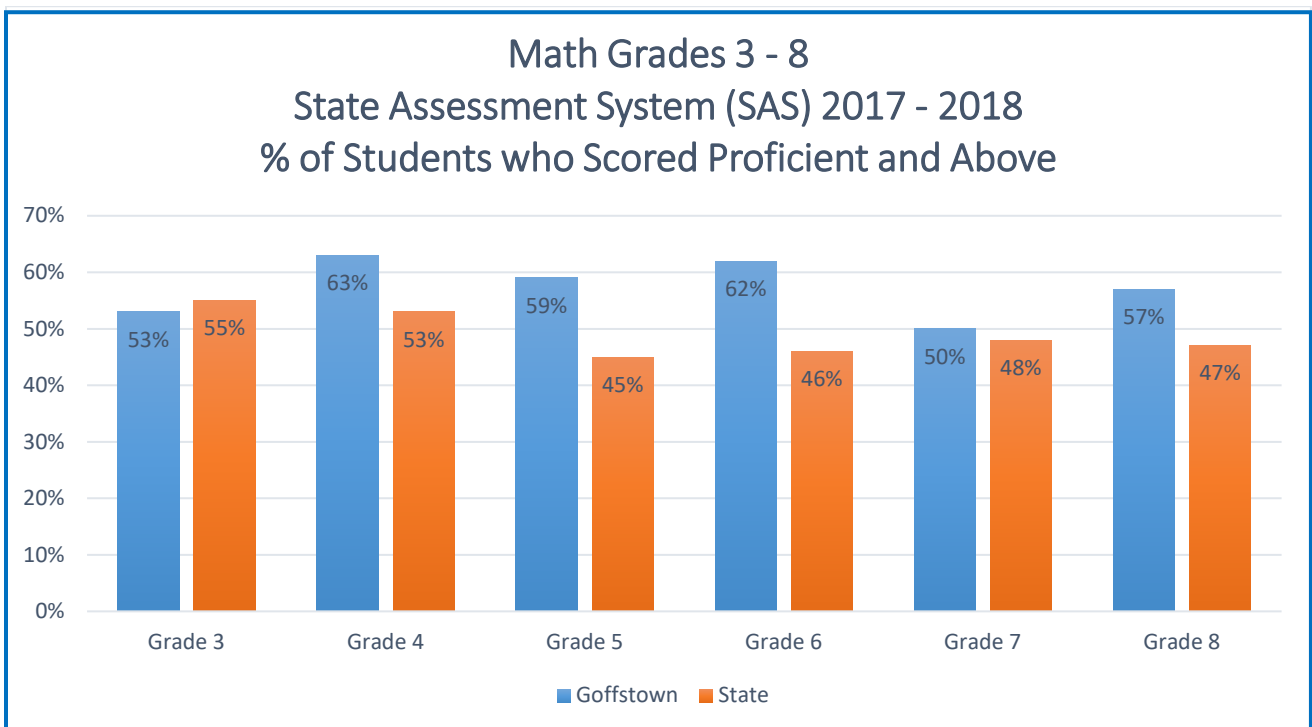


## NH STATEWIDE ASSESSMENT SYSTEM

2017 - 2018

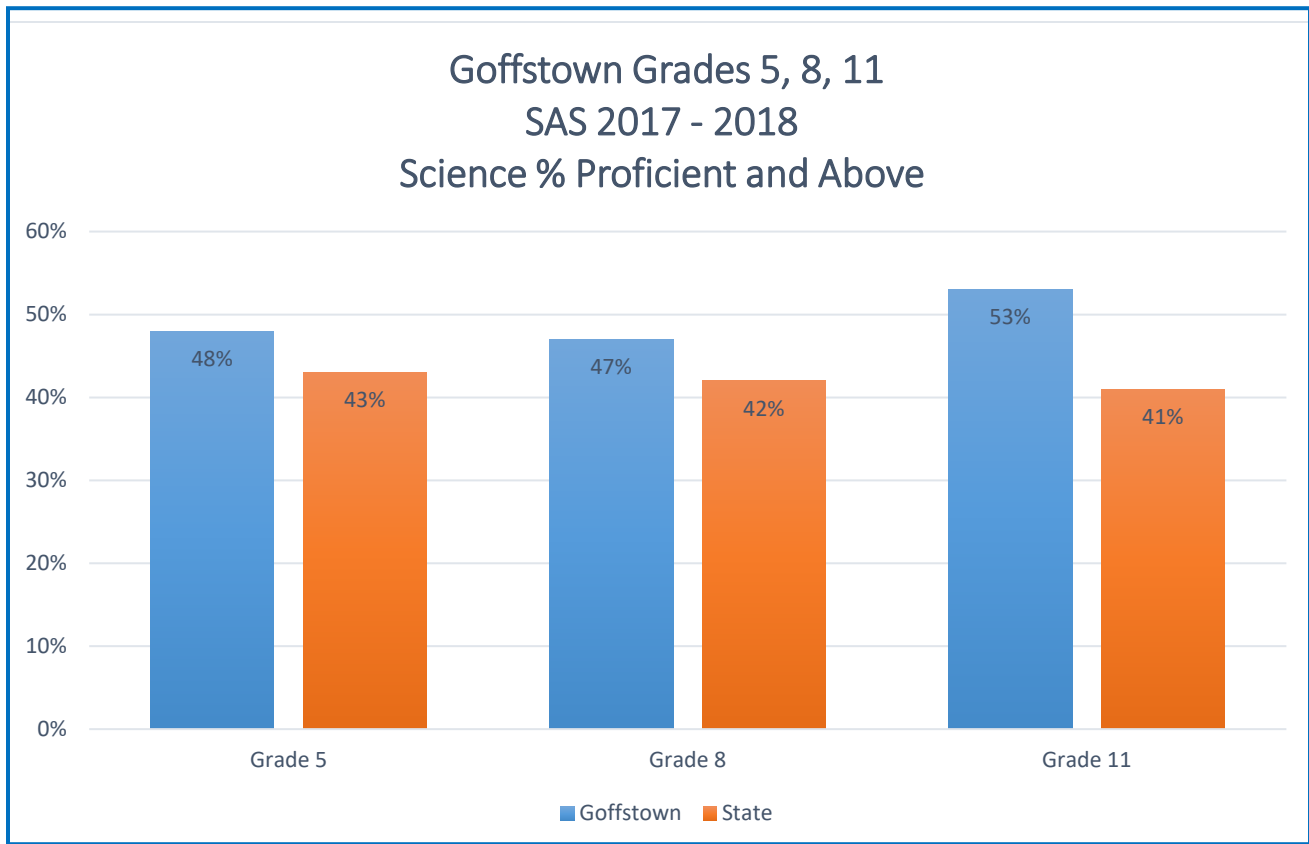


2017 - 2018

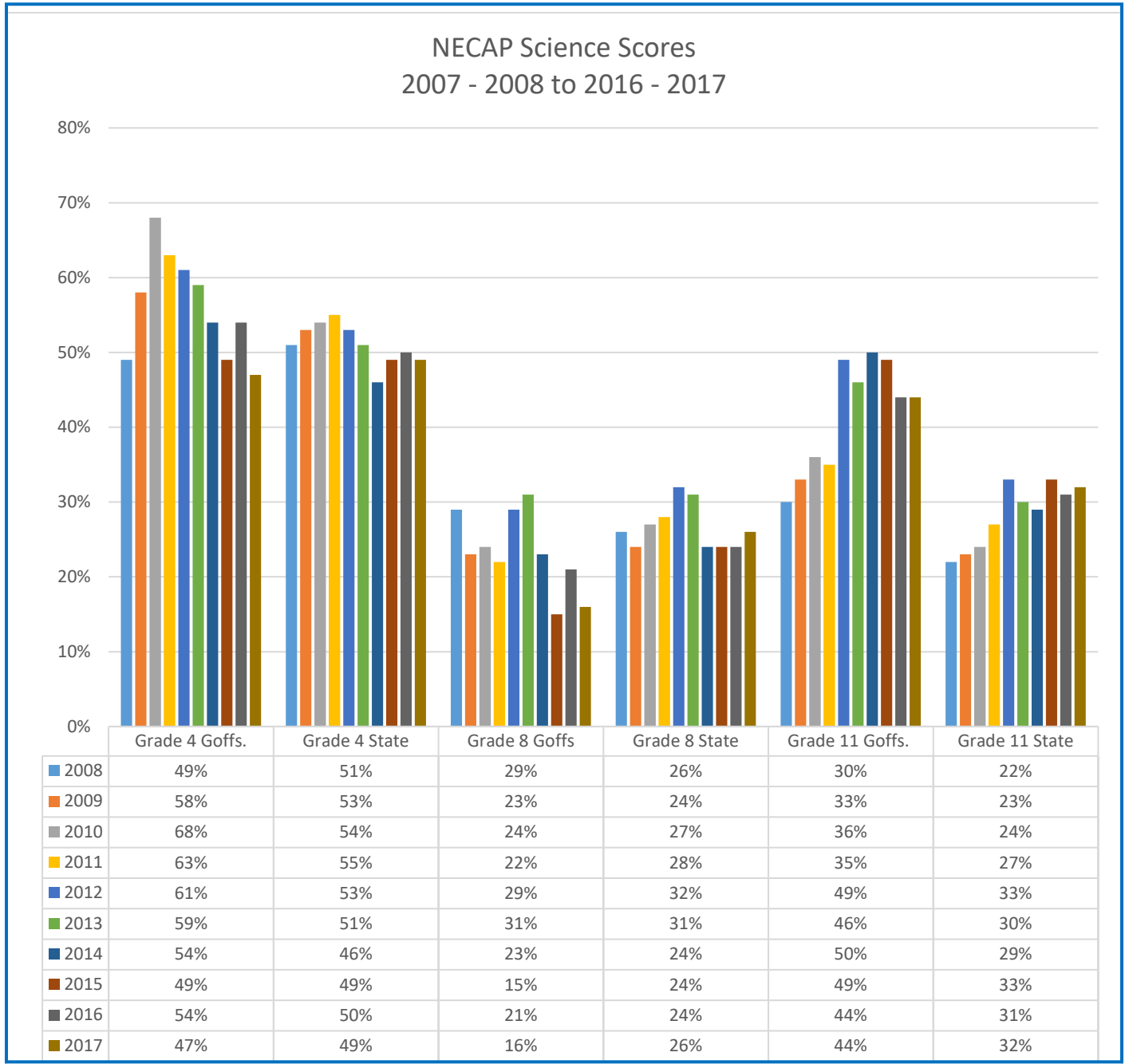


## NH STATEWIDE ASSESSMENT SYSTEM

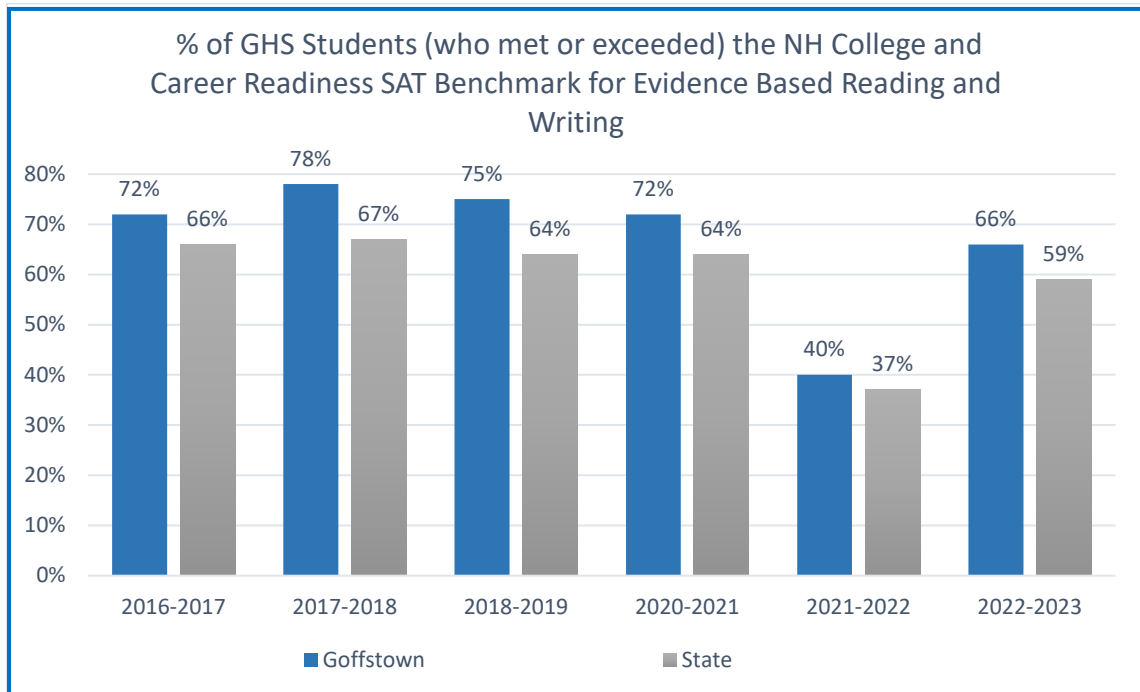
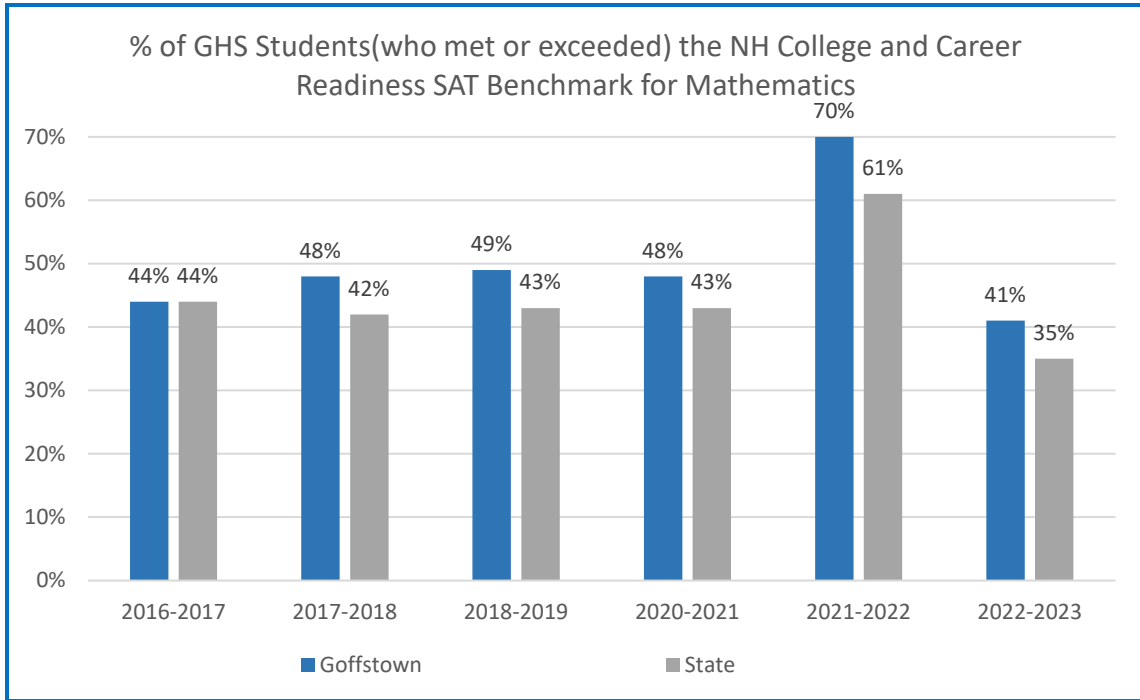
2017 – 2018



## NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP)



## SCHOLASTIC APTITUDE TEST SCORES (SAT)





### ADVANCED PLACEMENT

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
English Language & Composition	2016	44	66%
	2017	37	78%
	2018	28	75%
	2019	16	94%
	2020	28	75%
	2021	30	73%
	2022	25	72%
	2023	26	92%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
English Literature	2016	18	94%
	2017	35	71%
	2018	21	81%
	2019	19	79%
	2020	16	88%
	2021	23	65%
	2022	7	100%
	2023	19	84%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Calculus AB	2016	36	94%
	2017	25	84%
	2018	26	89%
	2019	34	71%
	2020	46	89%
	2021	36	94%
	2022	27	85%
	2023	35	86%

### ADVANCED PLACEMENT

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Calculus BC	2016	11	82%
	2017	12	100%
	2018	17	100%
	2019	15	94%
	2020	15	93%
	2021	18	94%
	2022	17	95%
	2023	13	85%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Statistics	2016	20	60%
	2017	41	61%
	2018	46	61%
	2019	28	50%
	2020	37	41%
	2021	40	45%
	2022	43	47%
	2023	33	55%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Biology	2016	12	75%
	2017	17	53%
	2018	8	63%
	2019	10	60%
	2020	18	72%
	2021	11	64%
	2022	18	89%
	2023	8	75%

**ADVANCED PLACEMENT**

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Chemistry	2016	20	55%
	2017	13	69%
	2018	13	46%
	2019	16	38%
	2020	13	69%
	2021	19	63%
	2022	13	61%
	2023	16	88%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Physics I	2016	18	61%
	2017	13	54%
	2018	17	71%
	2019	17	65%
	2020	14	43%
	2021	24	50%
	2022	9	89%
	2023	14	79%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Physics 2	2016	9	89%
	2017	4	100%
	2018	9	44%
	2019	4	100%
	2020	9	89%
	2021	8	50%
	2022	10	80%
	2023	6	100%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
European History	2016	10	50%
	2017	1	100%
	2018	3	33%
	2019	6	50%
	2020	4	75%
	2021	3	67%
	2022	6	67%
	2023	7	71%

**ADVANCED PLACEMENT**

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
US Government & Politics	2016	23	87%
	2017	14	64%
	2018	27	59%
	2019	21	91%
	2020	38	68%
	2021	44	70%
	2022	29	66%
	2023	41	63%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
US History	2016	38	74%
	2017	24	67%
	2018	31	61%
	2019	33	73%
	2020	24	92%
	2021	28	79%
	2022	24	75%
	2023	31	68%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
World History	2016	6	50%
	2017	15	47%
	2018	19	58%
	2019	17	94%
	2020	26	77%
	2021	20	55%
	2022	15	100%
	2023	26	96%

**ADVANCED PLACEMENT**

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
French Language & Composition	2016	7	43%
	2017	7	29%
	2018	6	67%
	2019	5	60%
	2020	1	0%
	2021	1	100%
	2022	4	75%

Course	Year	Students Taking AP Exams	% Scoring 3 or Higher
Spanish Language & Culture	2016	12	75%
	2017	19	90%
	2018	12	83%
	2019	2	100%
	2020	13	100%
	2021	9	89%
	2022	6	100%

Advanced Placement courses have been offered at Goffstown High School for over 15 years providing an opportunity for students to take college level courses and exams while they are still in high school. Scores on the AP Exams range from 1 to 5. Each college decides the AP exam score it will accept for credit and/or advanced placement.

## Goffstown Adult Education Program (GAP): Graduation Rate

Graduation figures as a result of Adult Education  
2007 – 2023

Adult Education: Graduation Rate																		
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
GHS Graduates (20 credits)	27	20	18	23	27	44	34	26	31	29	32	19	20	26	29	24	30	459
<b>Total</b>																		<b>459</b>
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
GED Tests Given	8	11	5	8	11	26	21	18	12	9	7	6	2	0	10	7	15	176
Earned Certificates															10	7	13	30
<b>Success Rate</b>																		
Total Summer School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
Students	72	73	no school	85	106	74	51	103	83	61	63	75	Cncl'd	145	141	100	108	1340
<b>Total</b>																		<b>1340</b>

- The Goffstown Adult Education program is a state accredited regional tuition program that enables students to obtain a high school diploma.
- Students can reach their educational goals in the GAP program through the following options:
  - Goffstown High School Diploma (22.5 credits)
  - Goffstown High School Adult Education Diploma (20 credits)
  - General Educational Development Certificate (GED State Standard Test)
  - As of January 12, 2014, the High School Equivalency Test (HiSeT) has been used in place of the GED
- The Adult Education Diploma enables students to attend two- or four-year colleges, join the Armed Services, or enter the workplace. There has been a steady increase in graduation rates, as more students are using the Goffstown Adult Education Program to earn a traditional or adult education diploma.