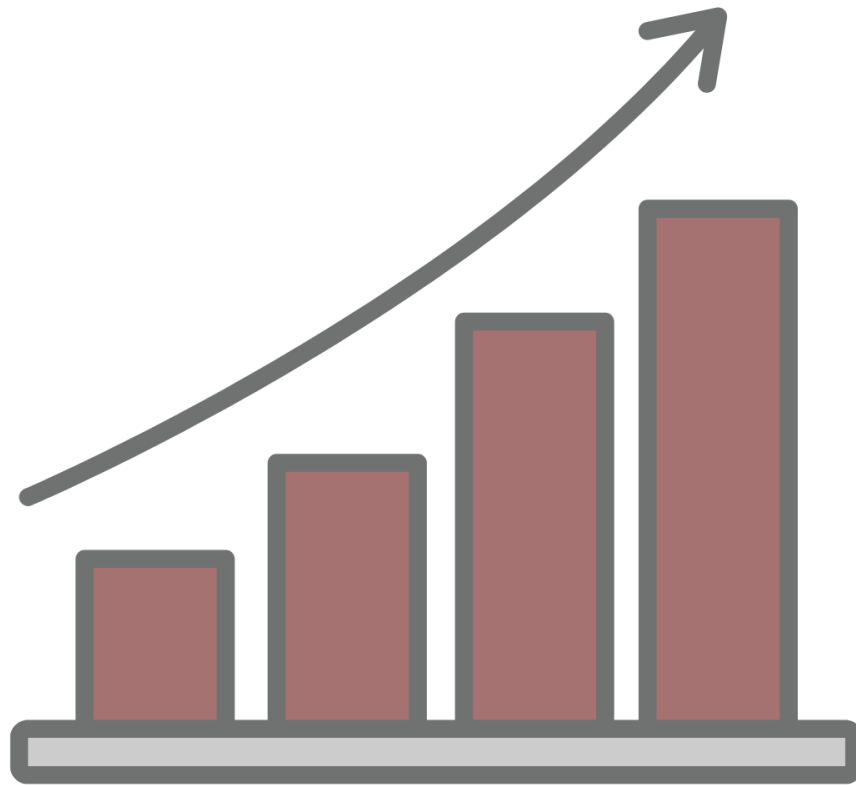


# **Goffstown Achievement**



**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 2024** 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 of 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.

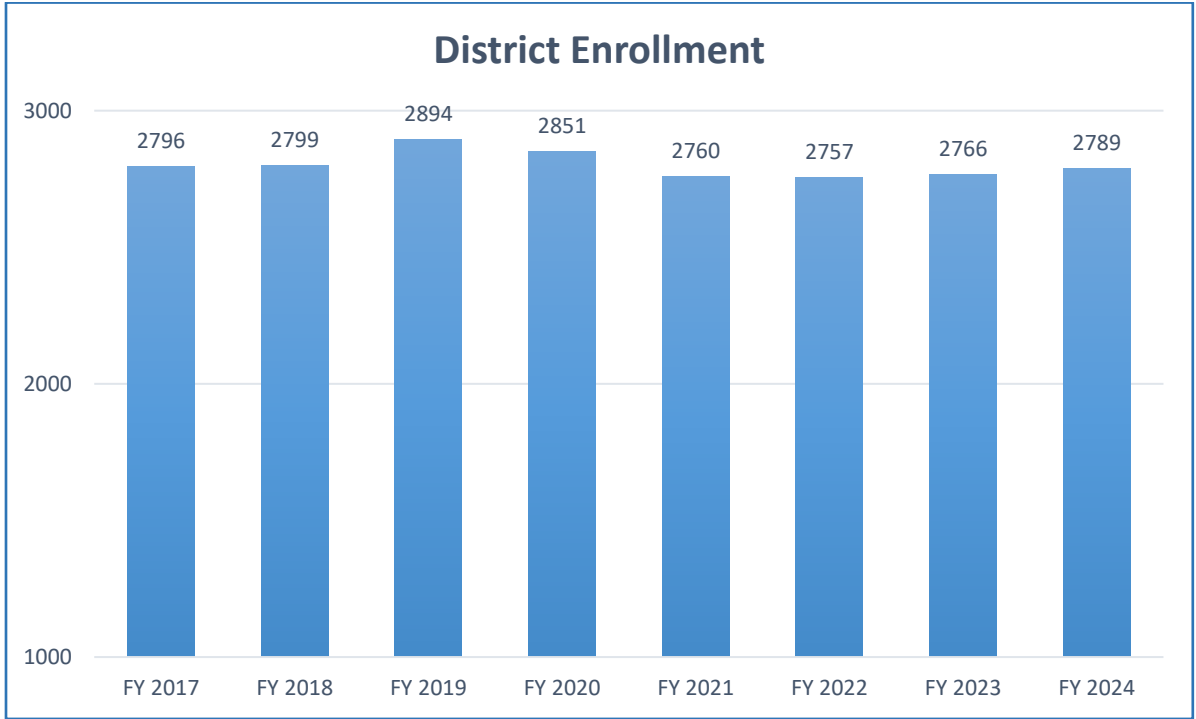
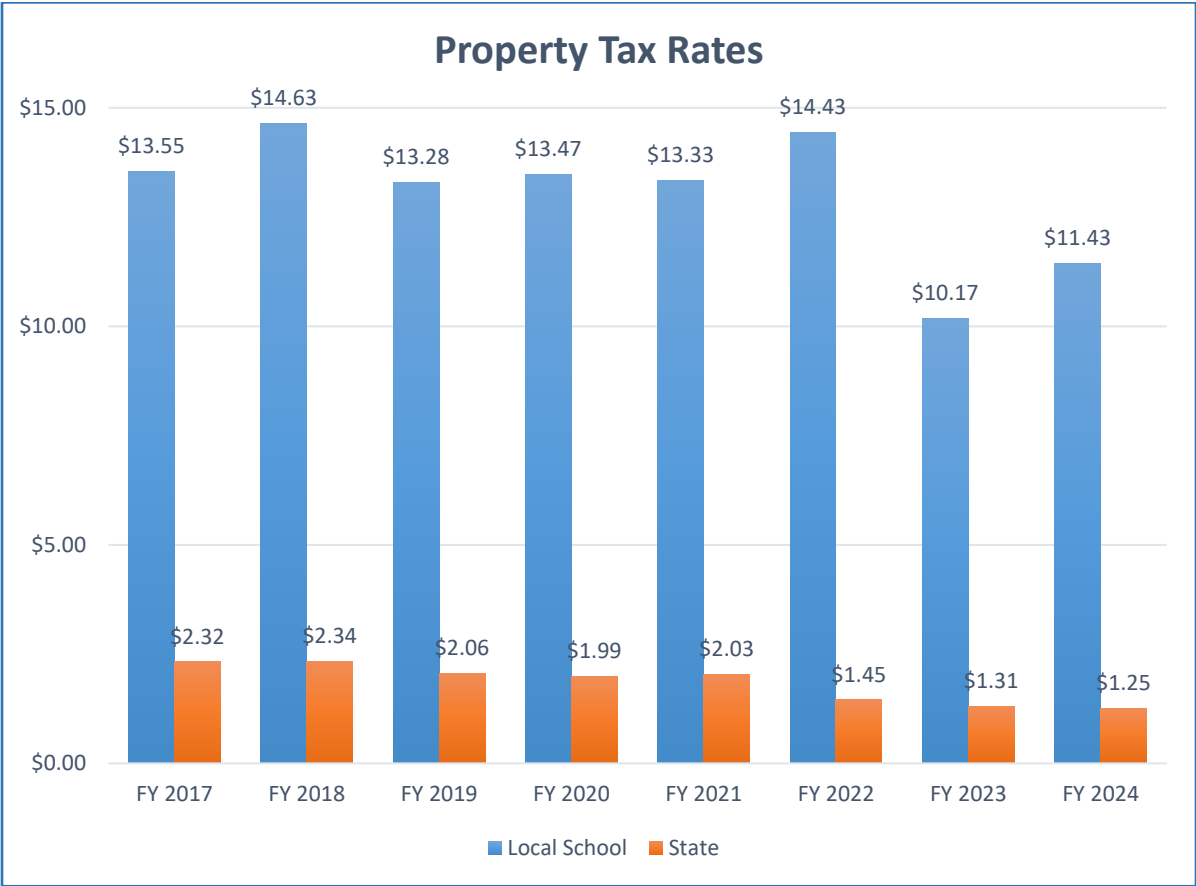
## PER PUPIL COSTS

2015-16 through 2023-24

|                        | 2015 - 16 | 2016 - 17 | 2017 - 18 | 2018 - 19 | 2019 - 20 | 2020 - 21 | 2021 -22 | 2022 - 23 | 2023 - 2024 |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-------------|
| Goffs. Elementary      | \$13,562  | \$13,966  | \$13,667  | \$13,724  | \$14,399  | \$15,608  | \$16,477 | \$16,808  | \$18,676    |
| Goffs. Middle School   | \$11,750  | \$12,134  | \$13,157  | \$12,748  | \$13,104  | \$13,879  | \$14,787 | \$15,879  | \$15,913    |
| Goffs. High School     | \$12,408  | \$12,924  | \$13,784  | \$14,158  | \$14,970  | \$15,371  | \$16,765 | \$16,501  | \$16,816    |
| Goffs. Average         | \$12,508  | \$12,943  | \$13,554  | \$13,583  | \$14,198  | \$14,952  | \$16,029 | \$16,401  | \$17,079    |
|                        |           |           |           |           |           |           |          |           |             |
| NH State Elementary    | \$15,034  | \$15,398  | \$15,981  | \$16,520  | \$17,188  | \$19,332  | \$20,060 | \$20,901  | \$22,107    |
| NH State Middle School | \$14,295  | \$14,741  | \$15,021  | \$15,490  | \$15,938  | \$17,263  | \$18,529 | \$19,459  | \$20,583    |
| NH State High School   | \$15,068  | \$15,538  | \$16,215  | \$16,600  | \$16,776  | \$17,758  | \$18,870 | \$19,918  | \$21,222    |
| NH State Average       | \$14,902  | \$15,311  | \$15,865  | \$16,346  | \$16,824  | \$18,434  | \$19,400 | \$20,323  | \$21,545    |

- 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.

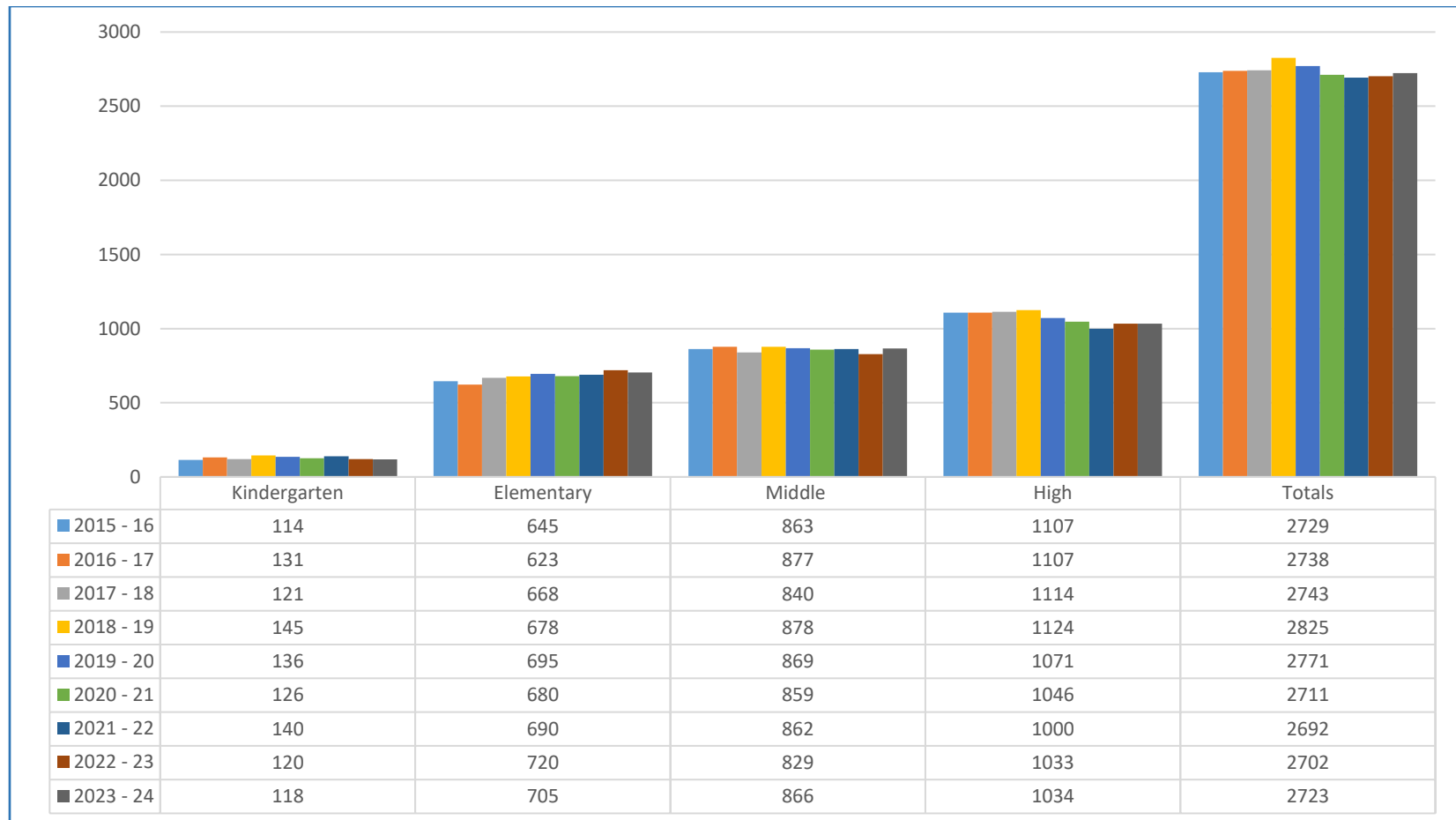
TRENDS IN ENROLLMENT COMPARED TO TAX RATE





## SCHOOL ENROLLMENTS BY GRADE LEVEL

9-Year Comparison: 2015-16 through 2023-24



- 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

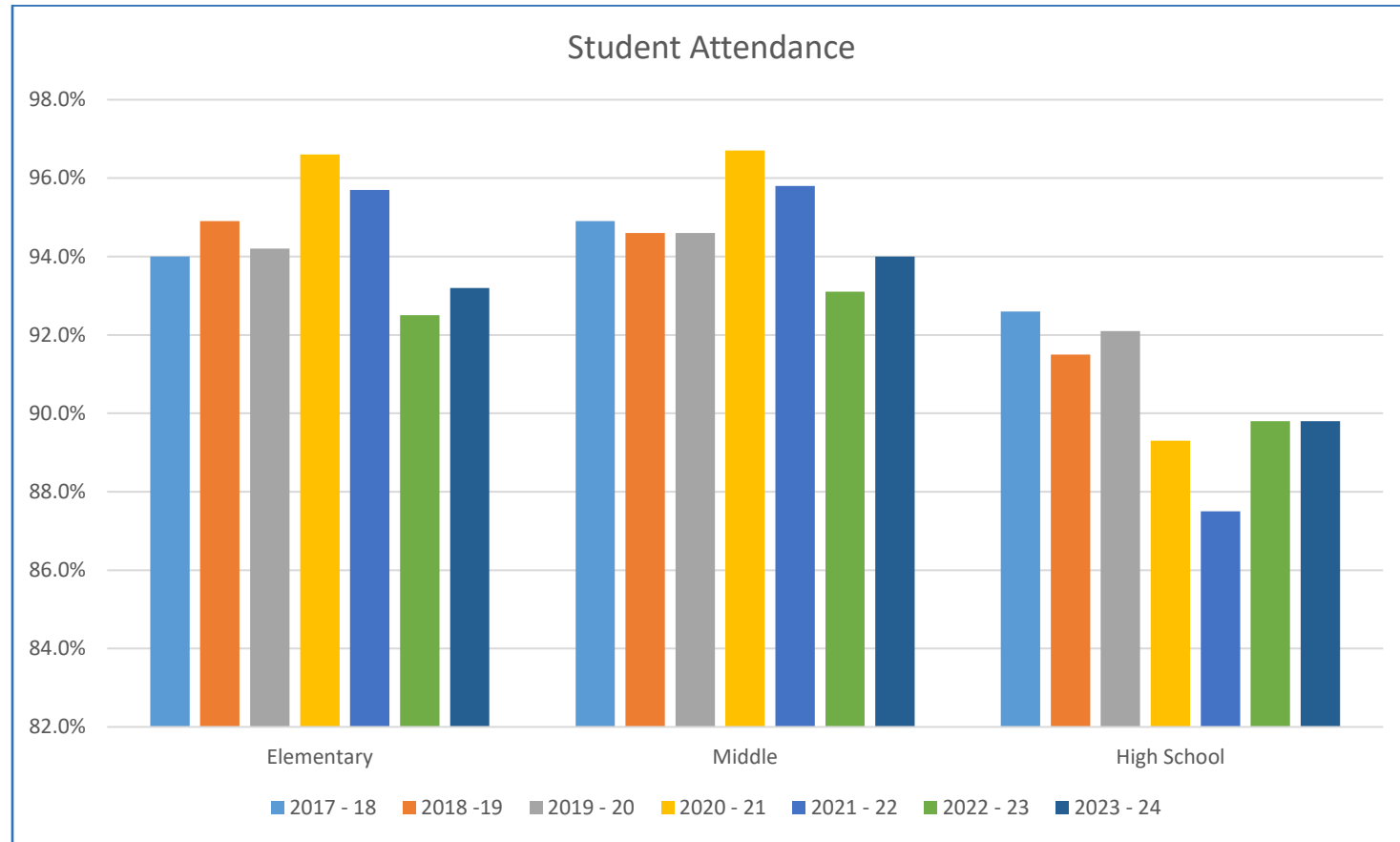
14 Year Comparison  
2010-11 through 2023–24

| Year    | Number of Students | % of Total Enrollment |
|---------|--------------------|-----------------------|
| 2010-11 | 457                | 14.9%                 |
| 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%                |
| 2023-24 | 556                | 20.31%                |

- 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.

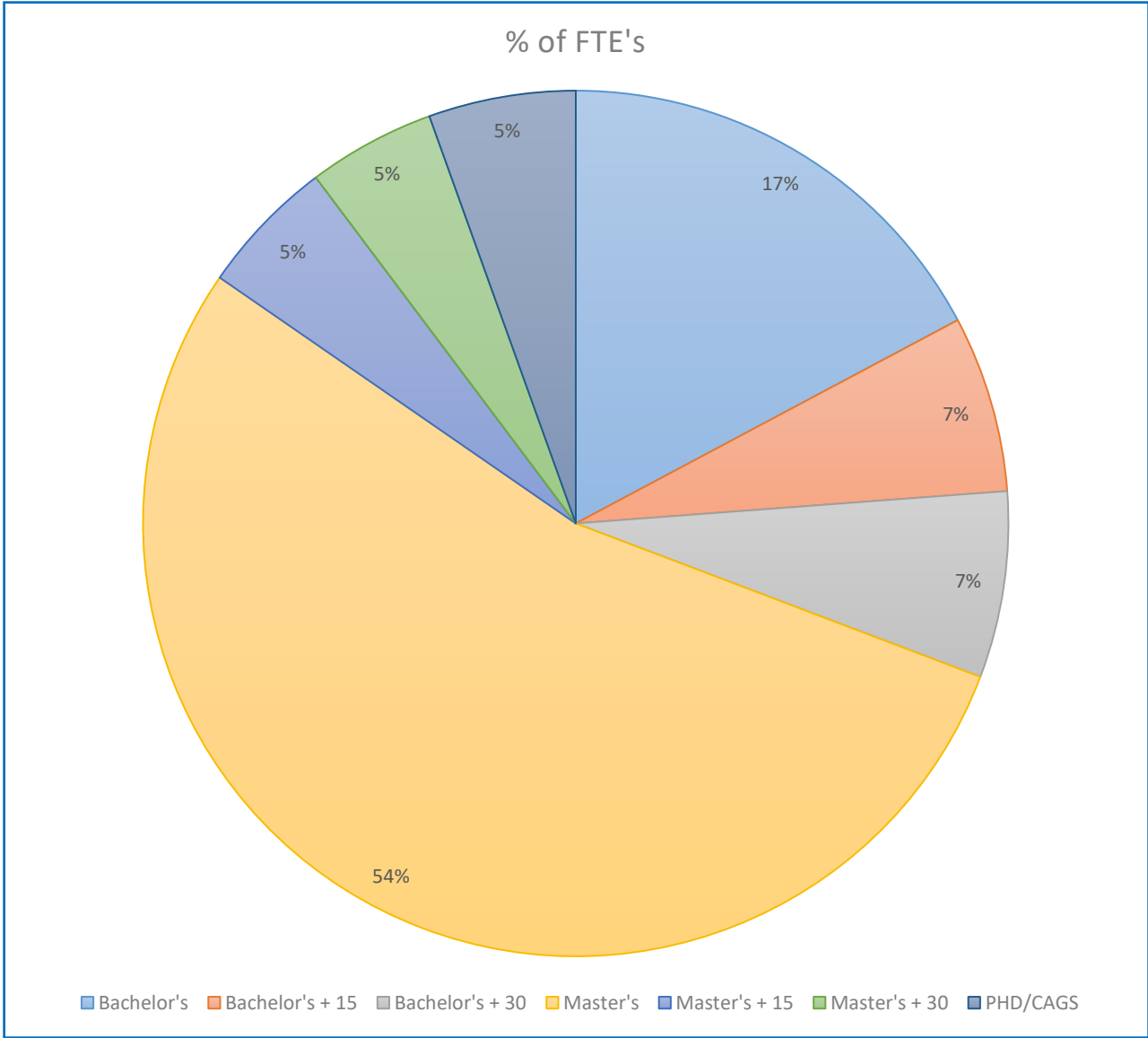
## SCHOOL ATTENDANCE

Average Daily Membership



2017-18 through 2023-24

- 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 2024**

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

| Track           | # of FTE's | % of FTE's |
|-----------------|------------|------------|
| Bachelor's      | 47         | 17%        |
| Bachelor's + 15 | 18         | 7%         |
| Bachelor's + 30 | 19         | 7%         |
| Master's        | 147        | 54%        |
| Master's + 15   | 14         | 5%         |
| Master's + 30   | 13         | 5%         |
| PHD/CAGS        | 15         | 5%         |

- 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

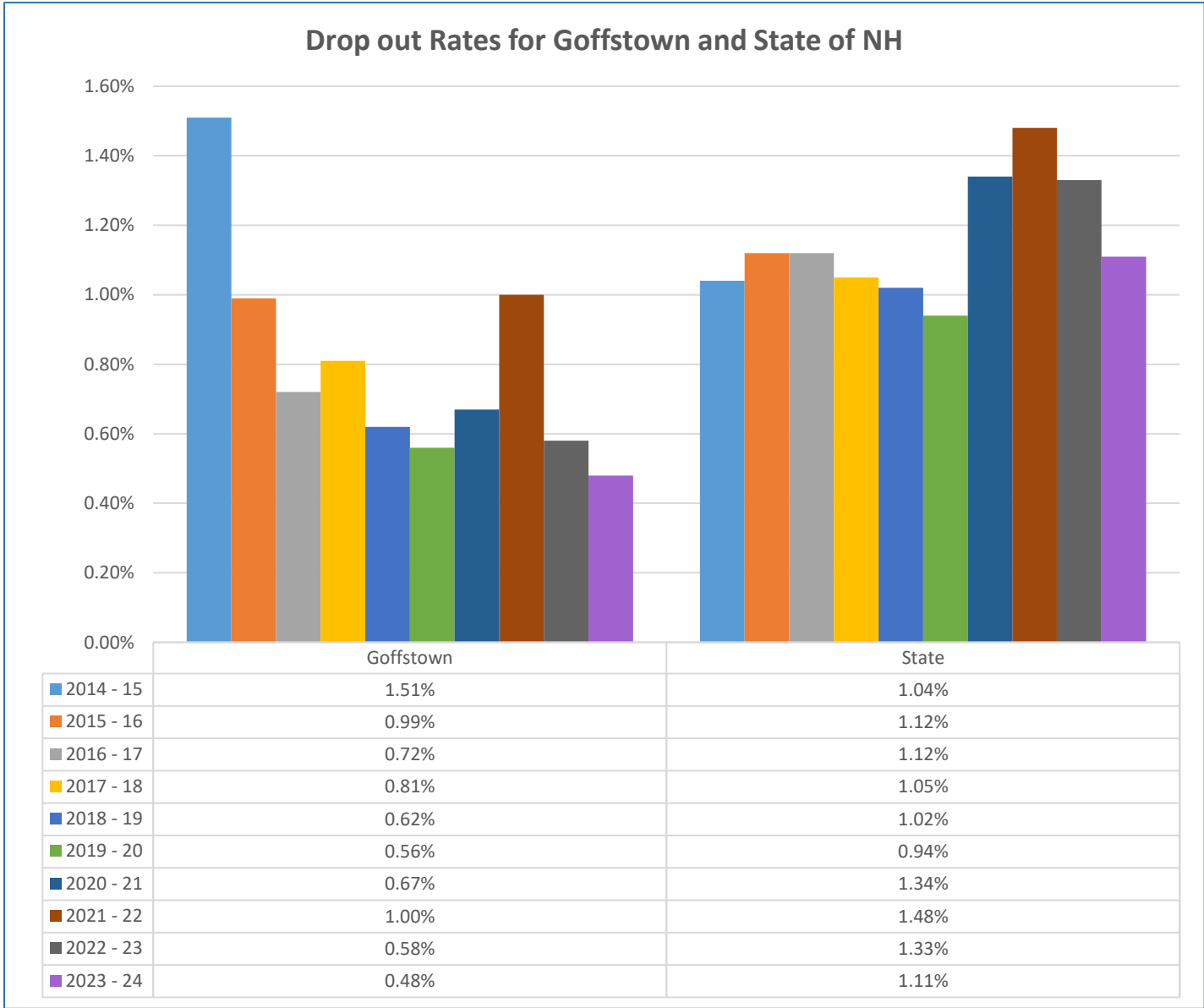
2014 – 2024

| Class | 4 Year | 2-year | Total |
|-------|--------|--------|-------|
| 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%   |
| 2024  | 59%    | 15%    | 74%   |

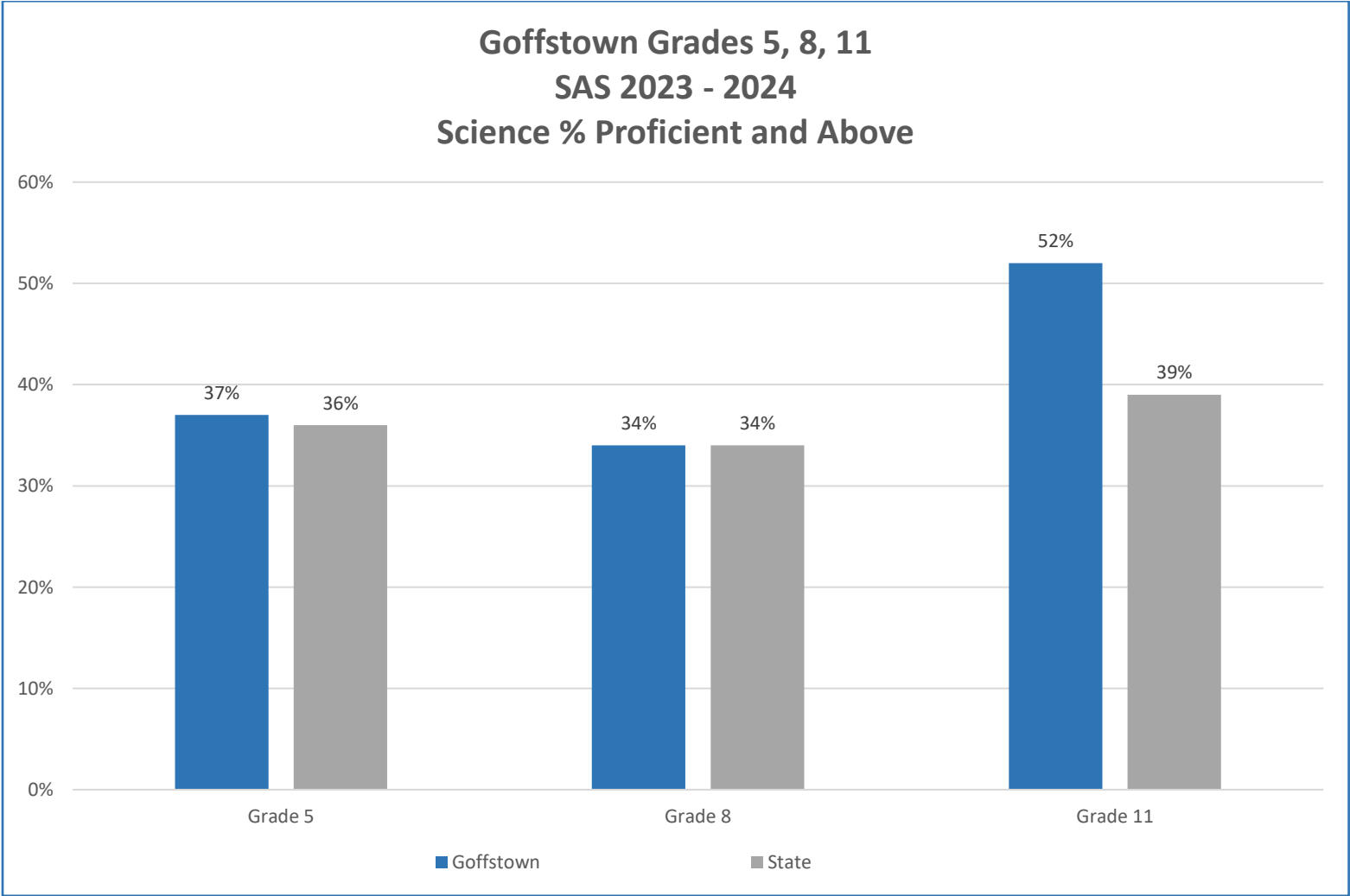
### Notable College Matriculation for 2024

|                                      |                                  |                                   |
|--------------------------------------|----------------------------------|-----------------------------------|
| Bentley University                   | Keene State College              | Southern New Hampshire University |
| Boston University                    | Merrimack College                | Stonehill College                 |
| Brigham University                   | Montana State University         | Temple University                 |
| Bryant University                    | Northeastern University          | University of Alabama             |
| Clemson University                   | Norwich University               | University of Hawaii              |
| College of Charleston                | Plymouth State University        | University of Maine               |
| Delaware Valley University           | Rensselaer Polytechnic Institute | University of New Hampshire       |
| Embry-Riddle Aeronautical University | Roger Williams University        | University of Rhode Island        |
| Endicott College                     | Saint Anselm College             | University of Vermont             |
| Hofstra University                   | Saint Lawrence University        | Virginia Technical Institute      |
| James Madison University             | Saint Michael's College          | Western Carolina University       |
| Wheaton College                      |                                  |                                   |

**DROP OUT RATE**  
Goffstown High School Students  
2013-2014 through 2023-2024

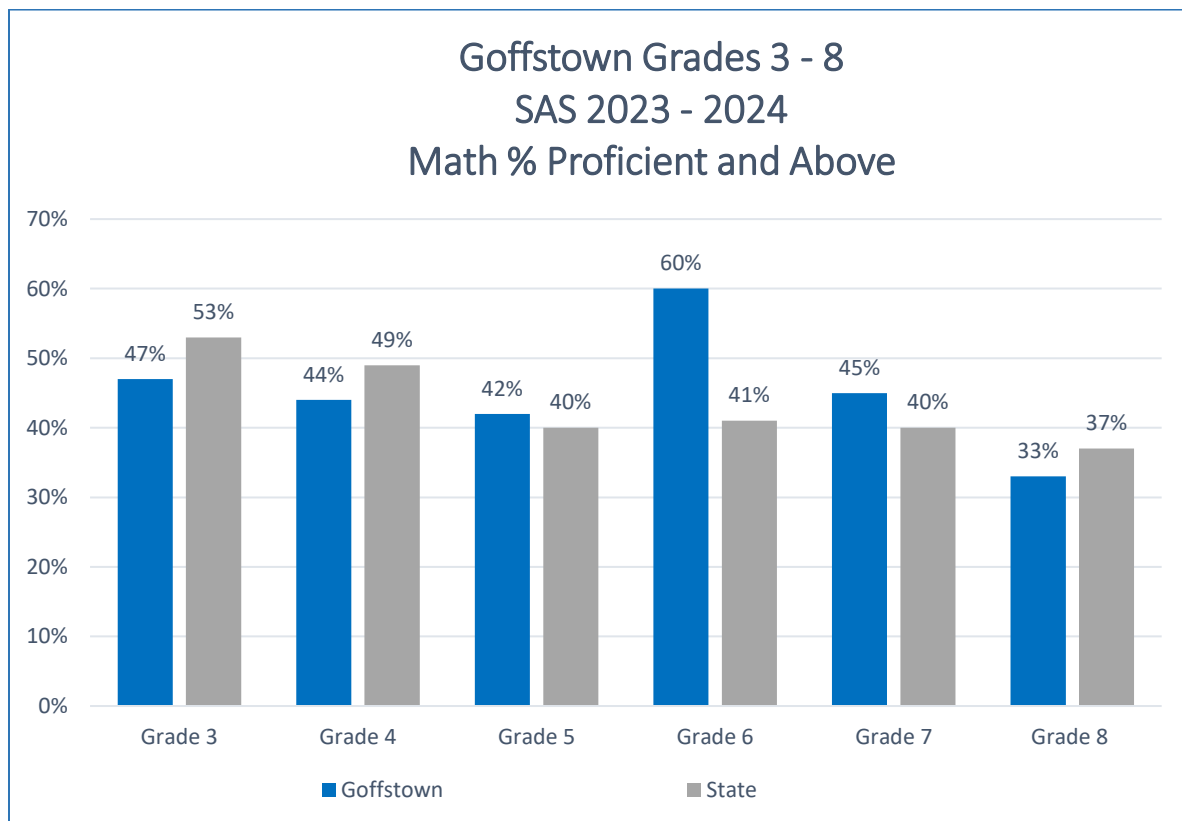
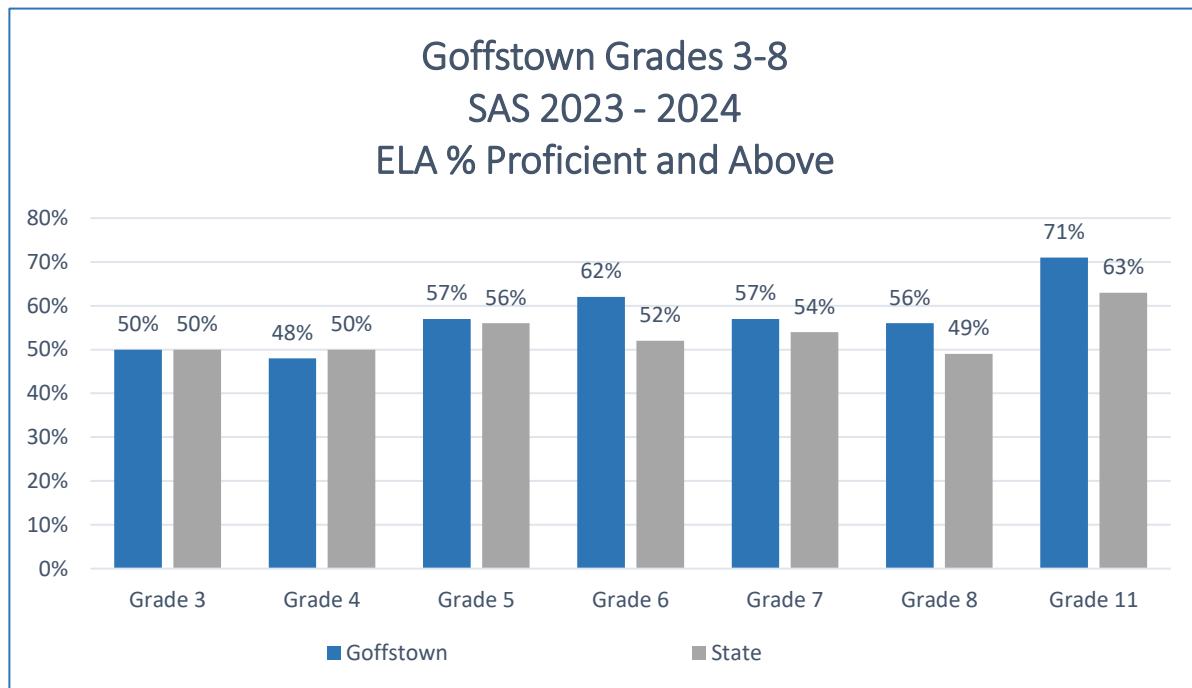


NH STATEWIDE ASSESSMENT SYSTEM  
2023 – 2024



## NH STATEWIDE ASSESSMENT SYSTEM

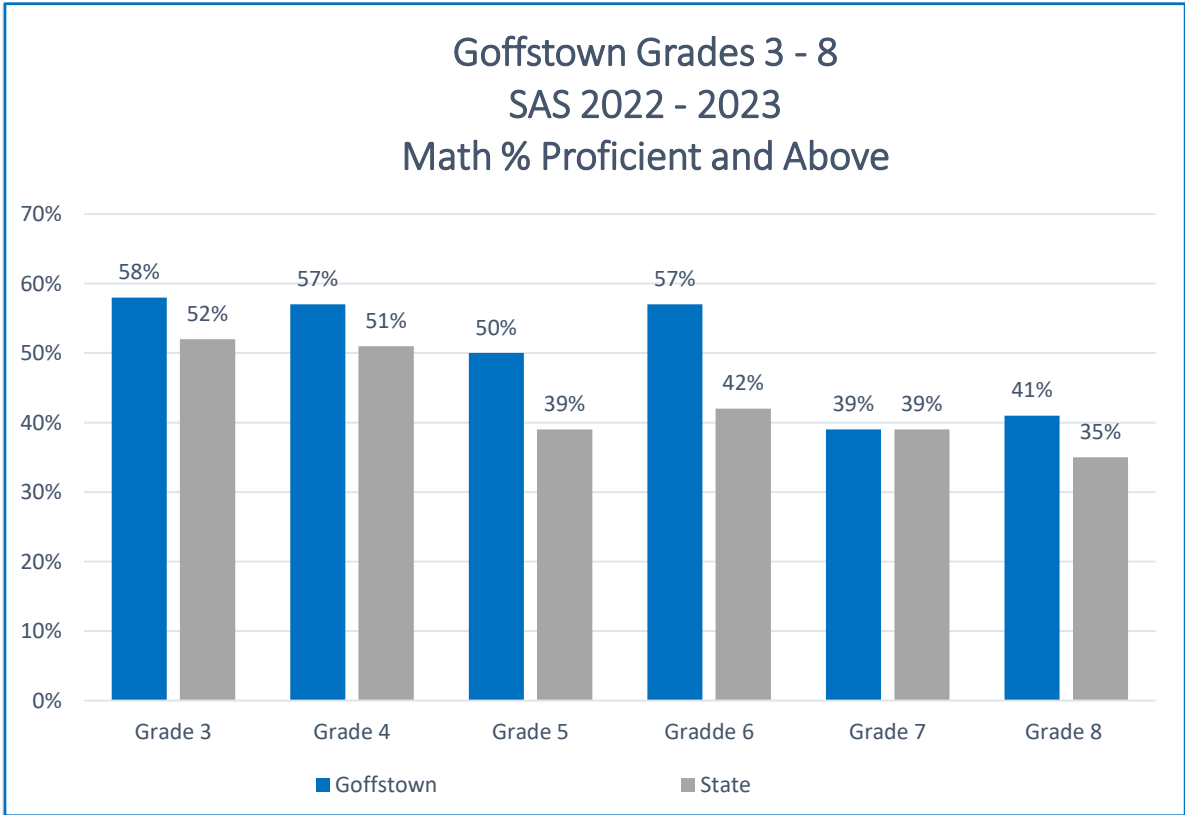
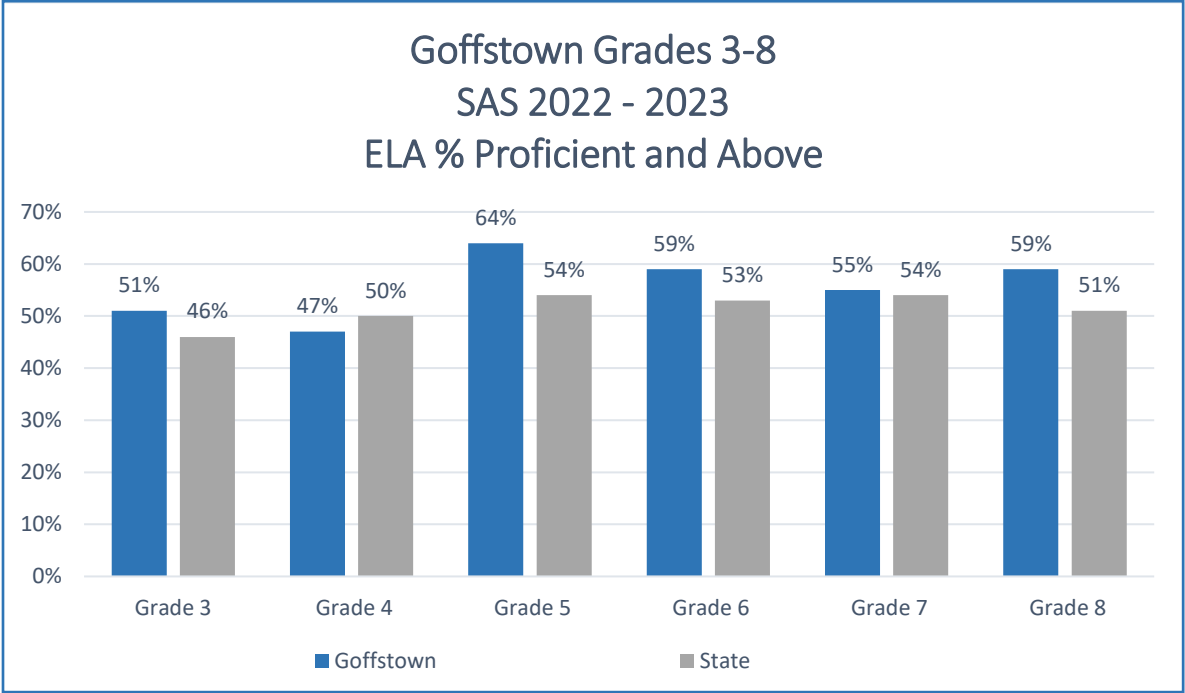
2023 – 2024





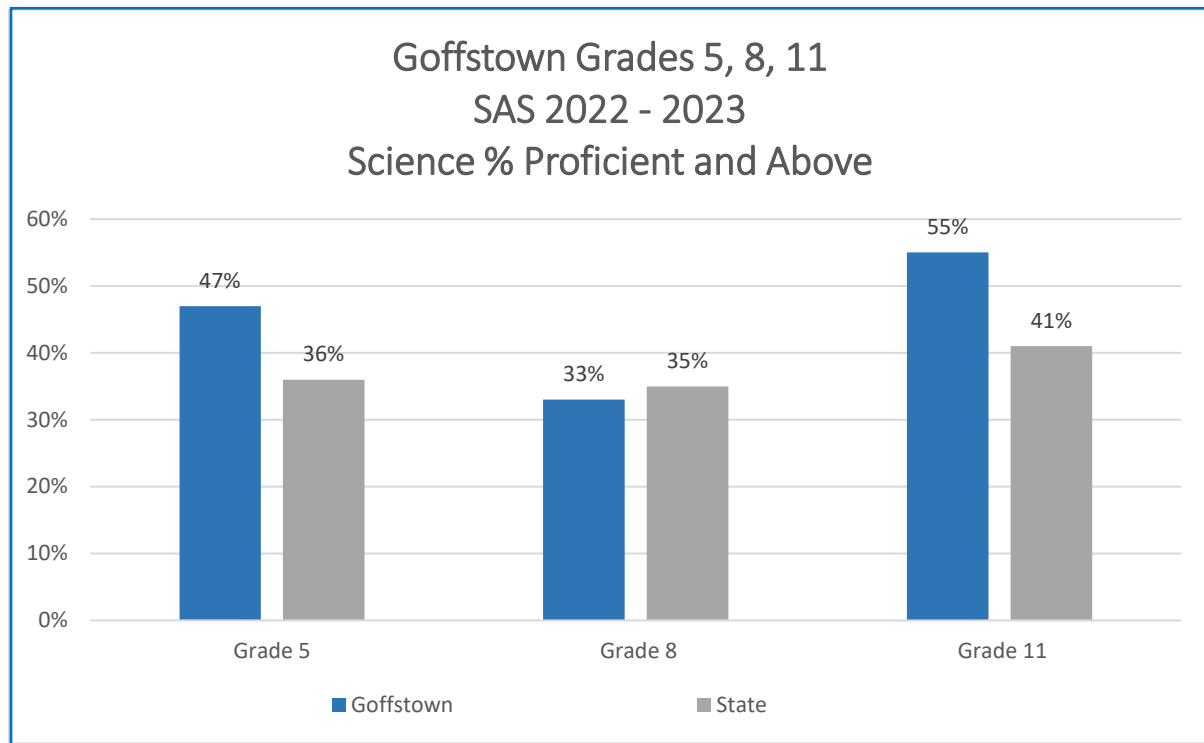
NH STATEWIDE ASSESSMENT SYSTEM

2022 – 2023

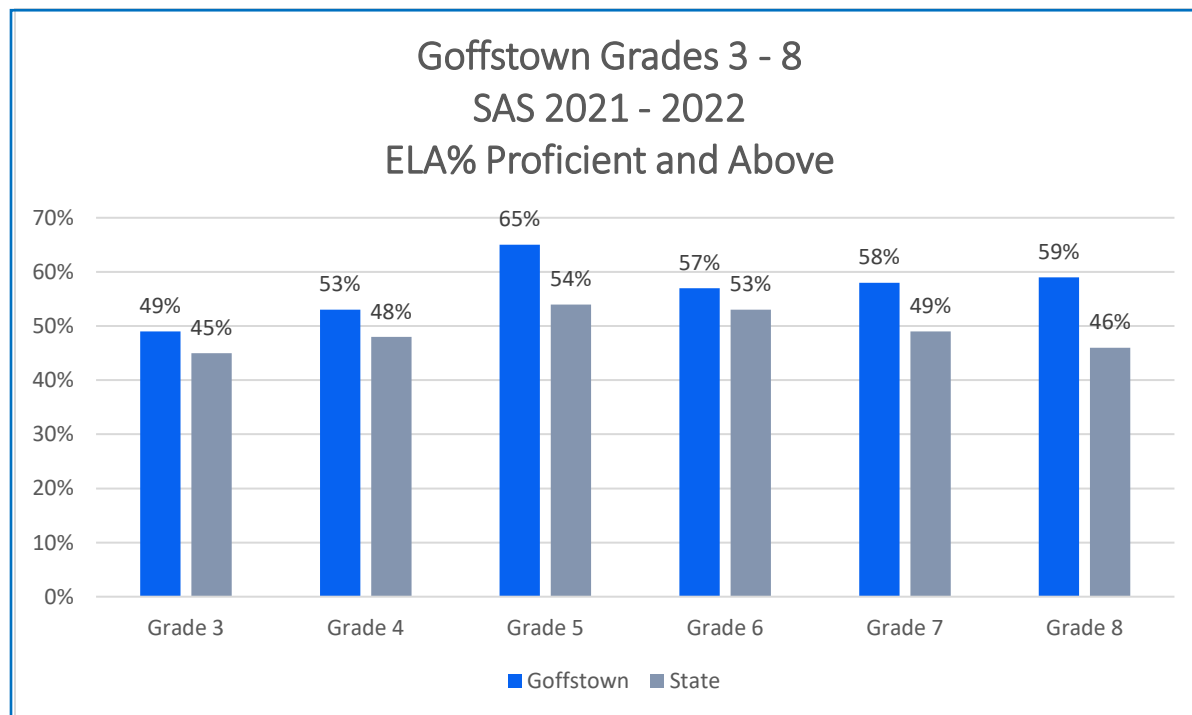


## NH STATEWIDE ASSESSMENT SYSTEM

2022 – 2023

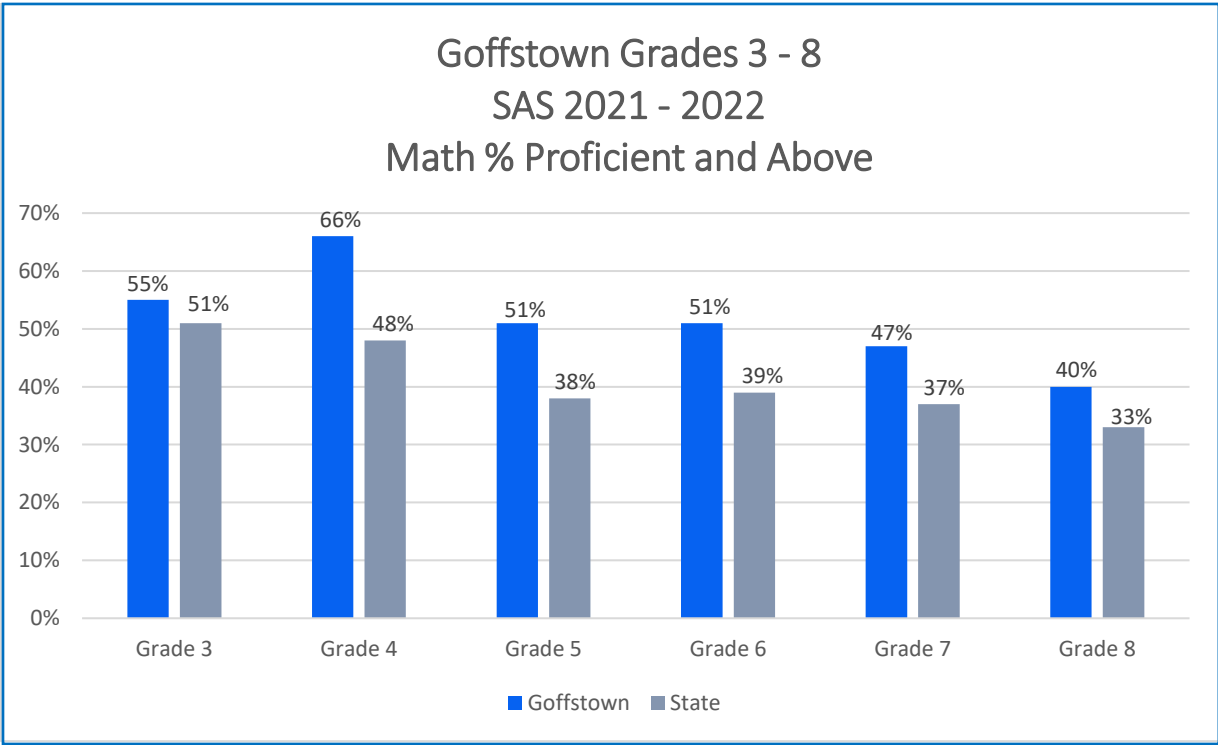


2021- 2022

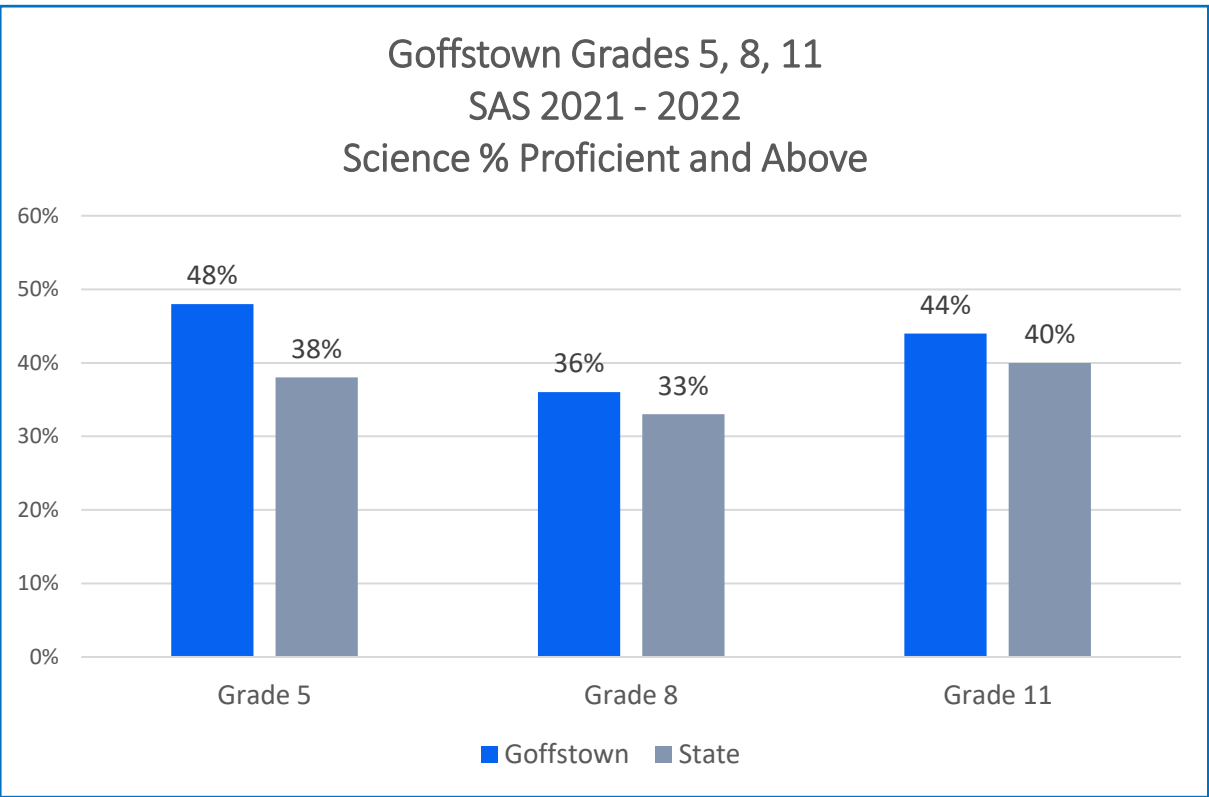


NH STATEWIDE ASSESSMENT SYSTEM

2021-2022

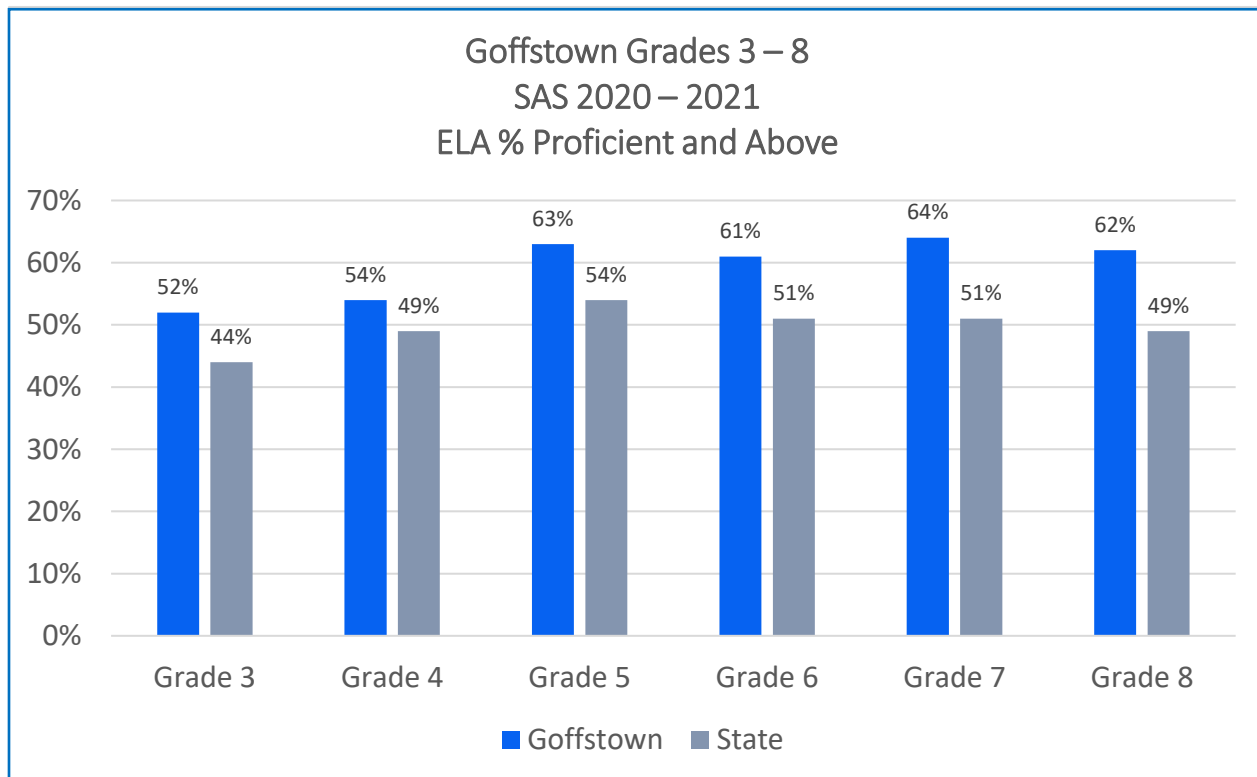


2021 – 2022

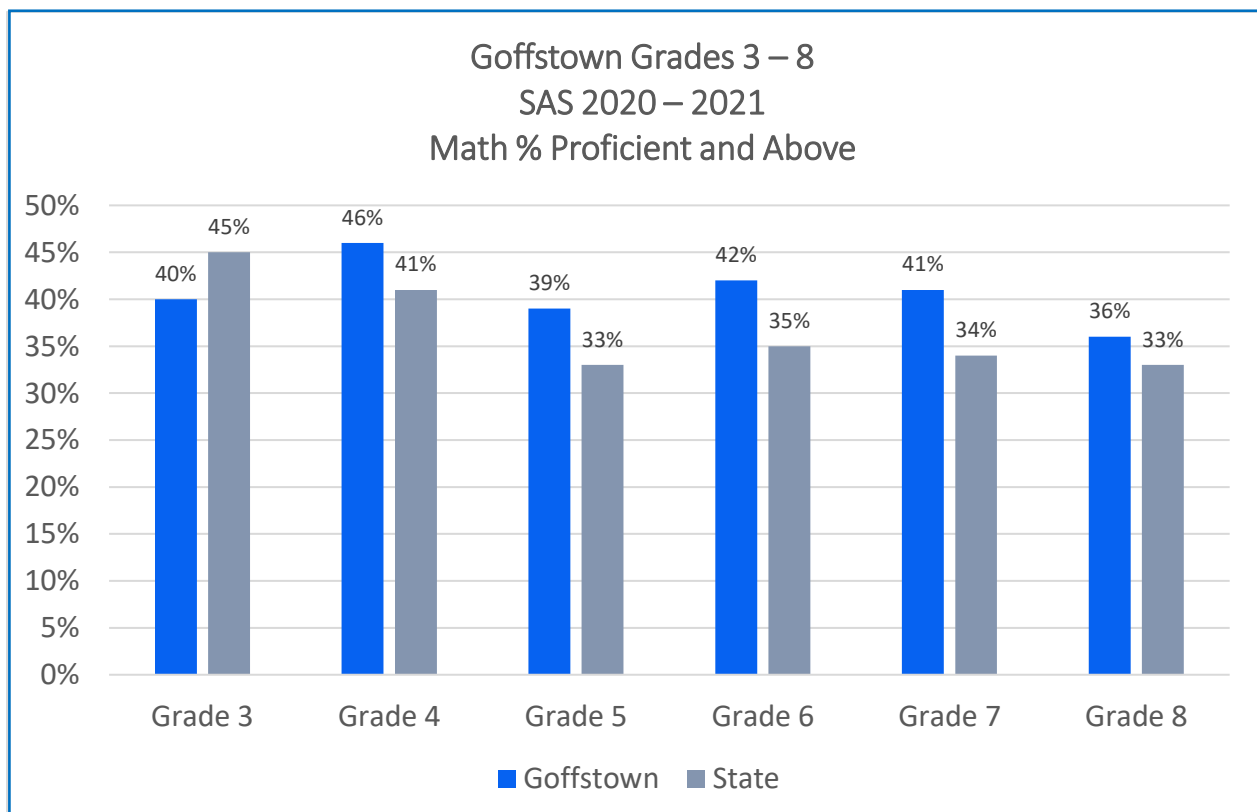


## NH STATEWIDE ASSESSMENT SYSTEM

2020 – 2021

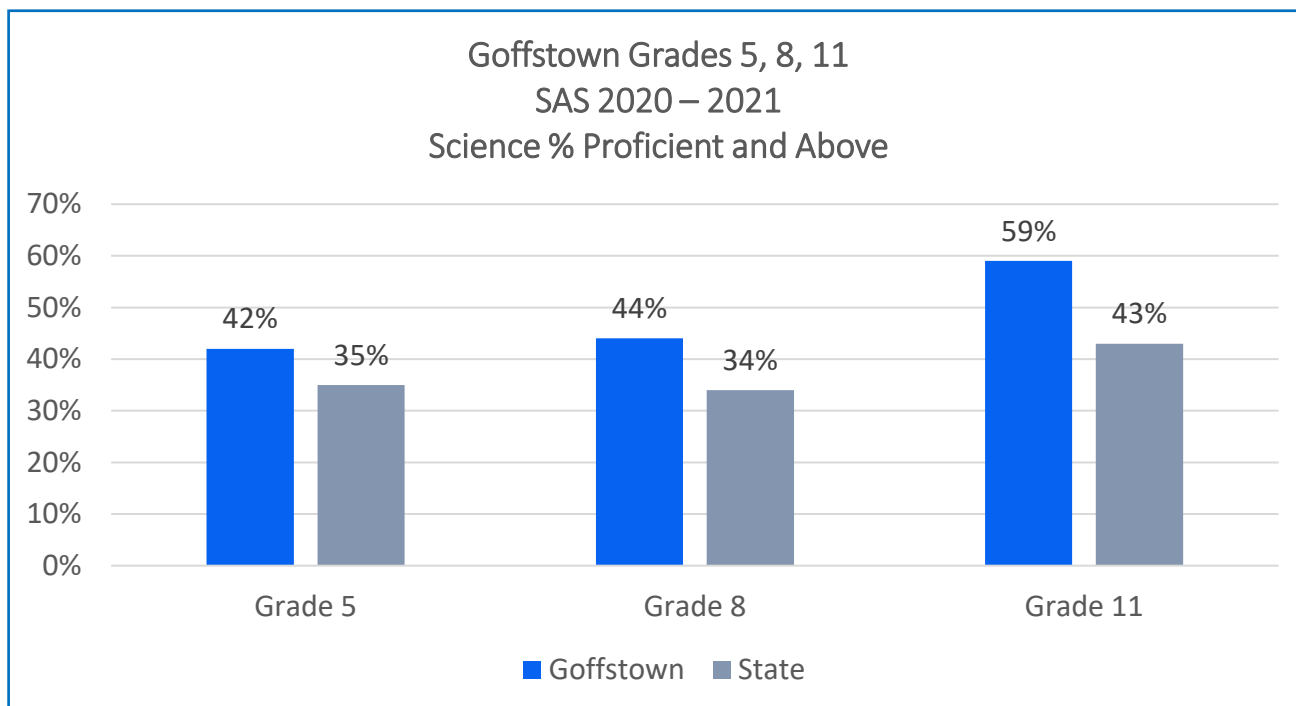


2020 – 2021

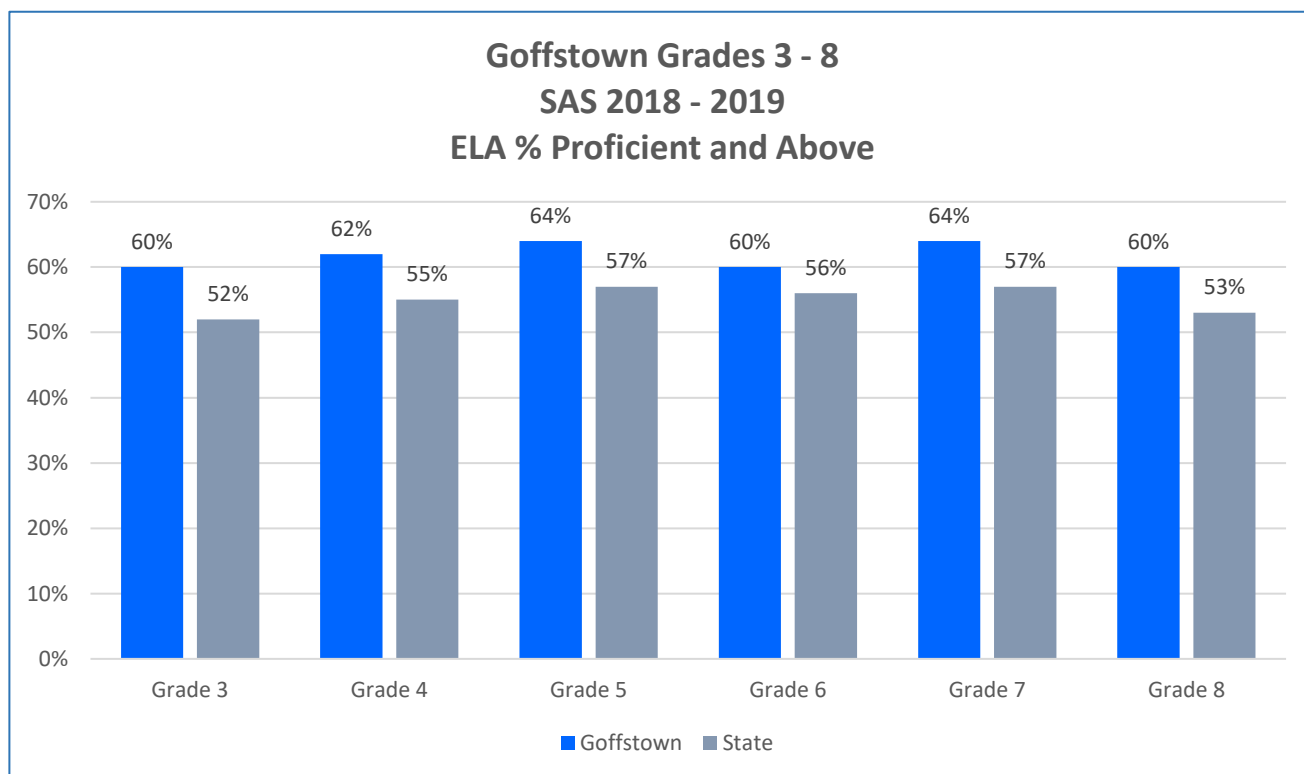


## NH STATEWIDE ASSESSMENT SYSTEM

2020 – 2021

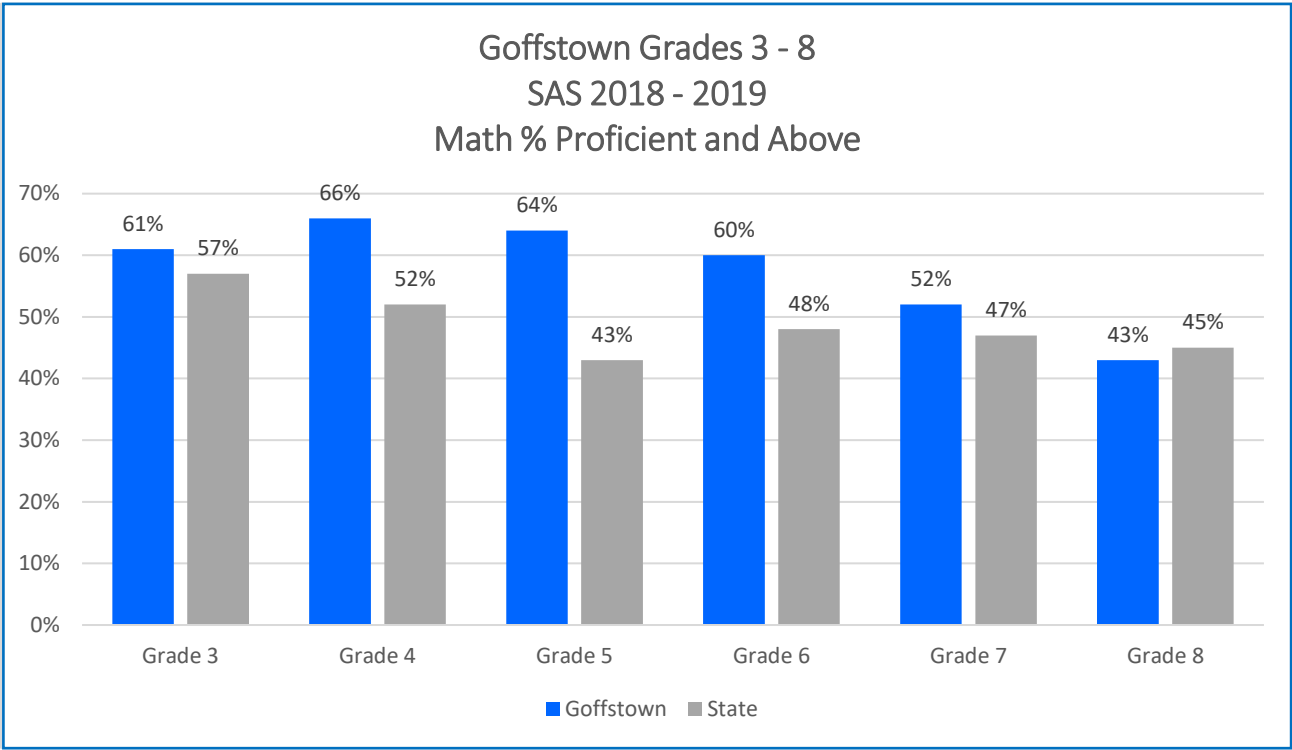


2018 – 2019

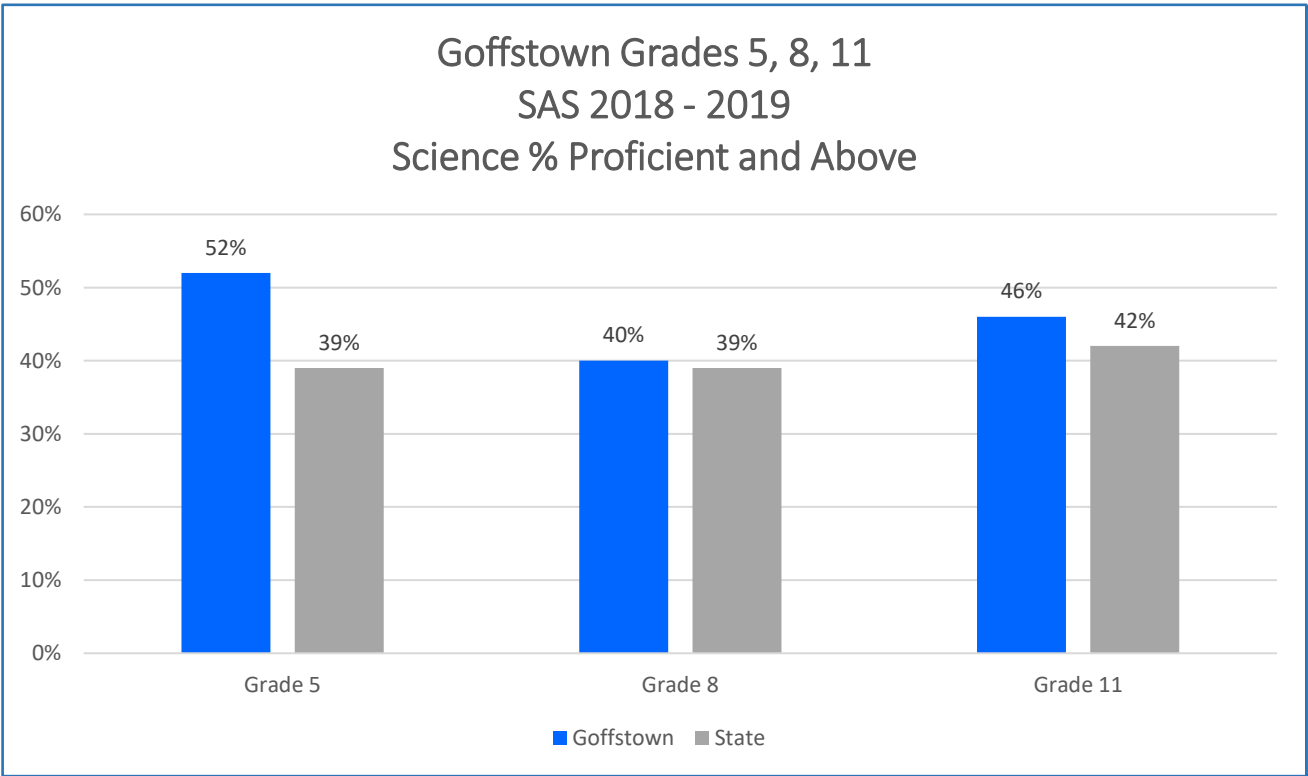


NH STATEWIDE ASSESSMENT SYSTEM

2018 - 2019

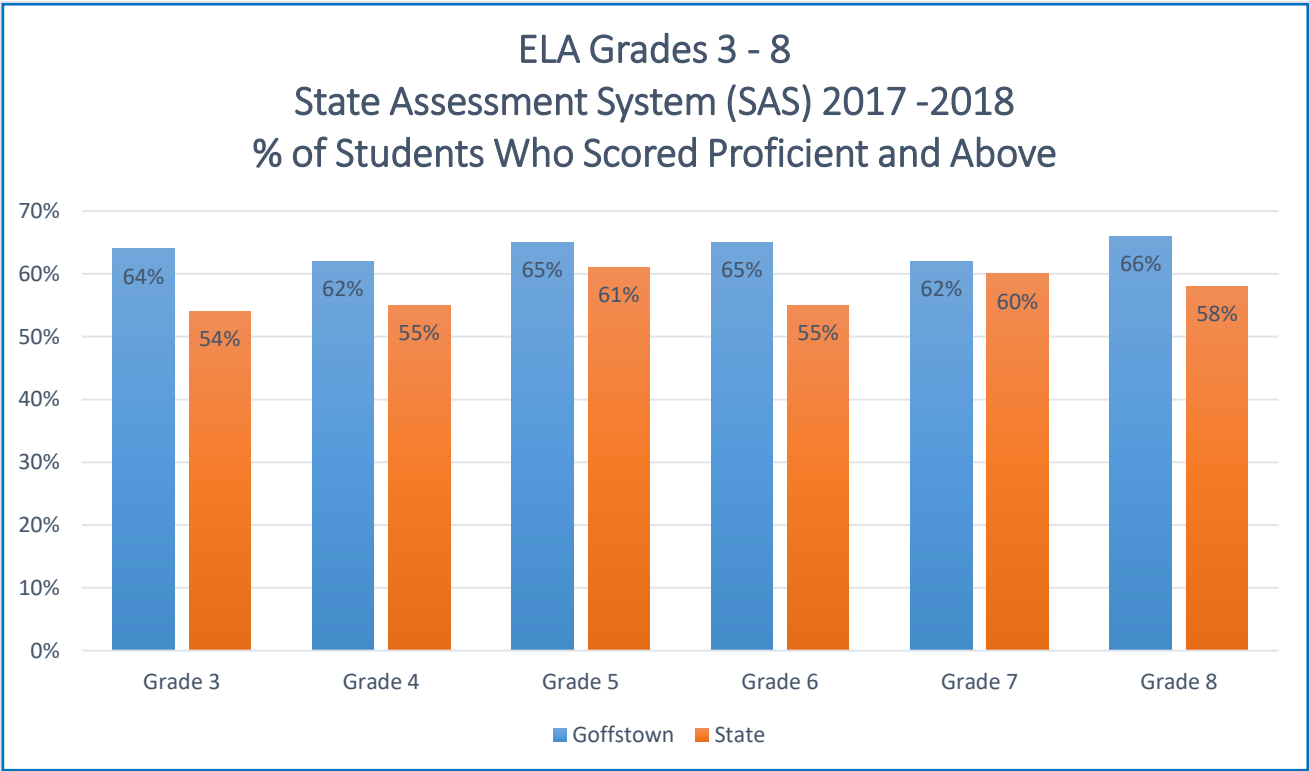


2018 - 2019

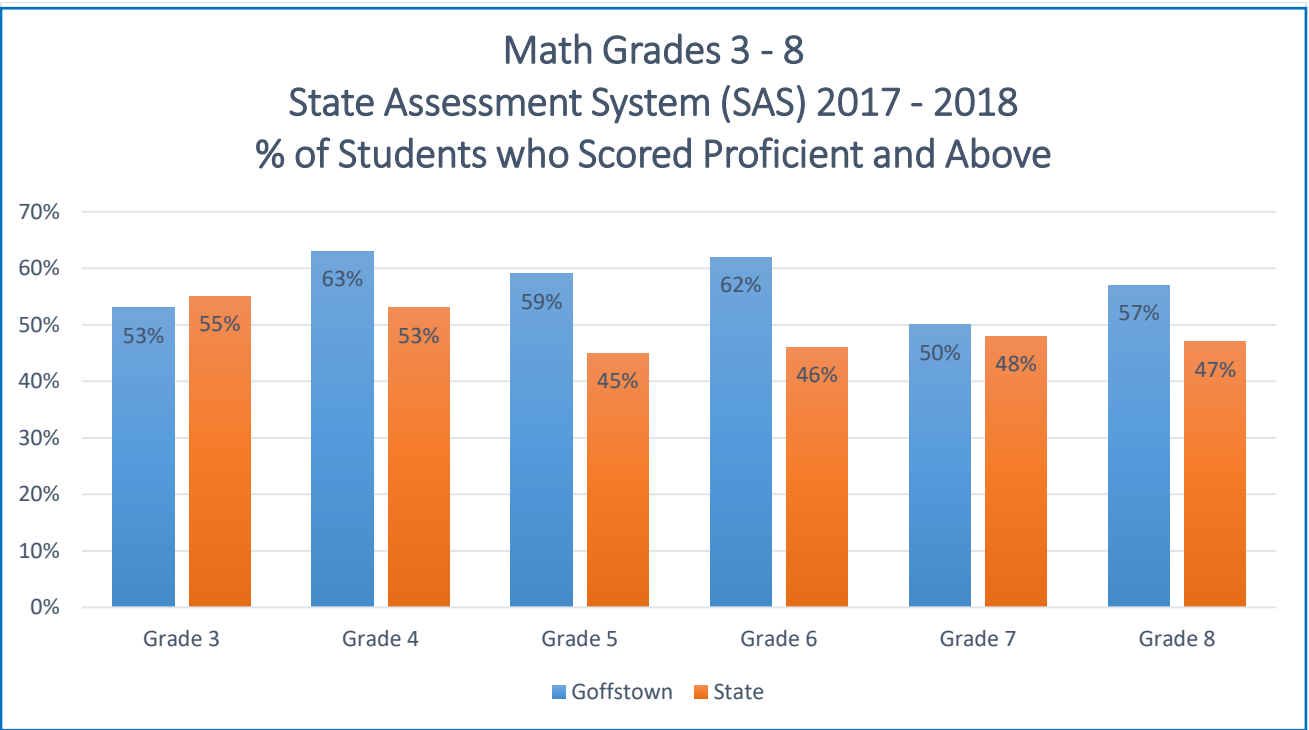


NH STATEWIDE ASSESSMENT SYSTEM

2017 - 2018

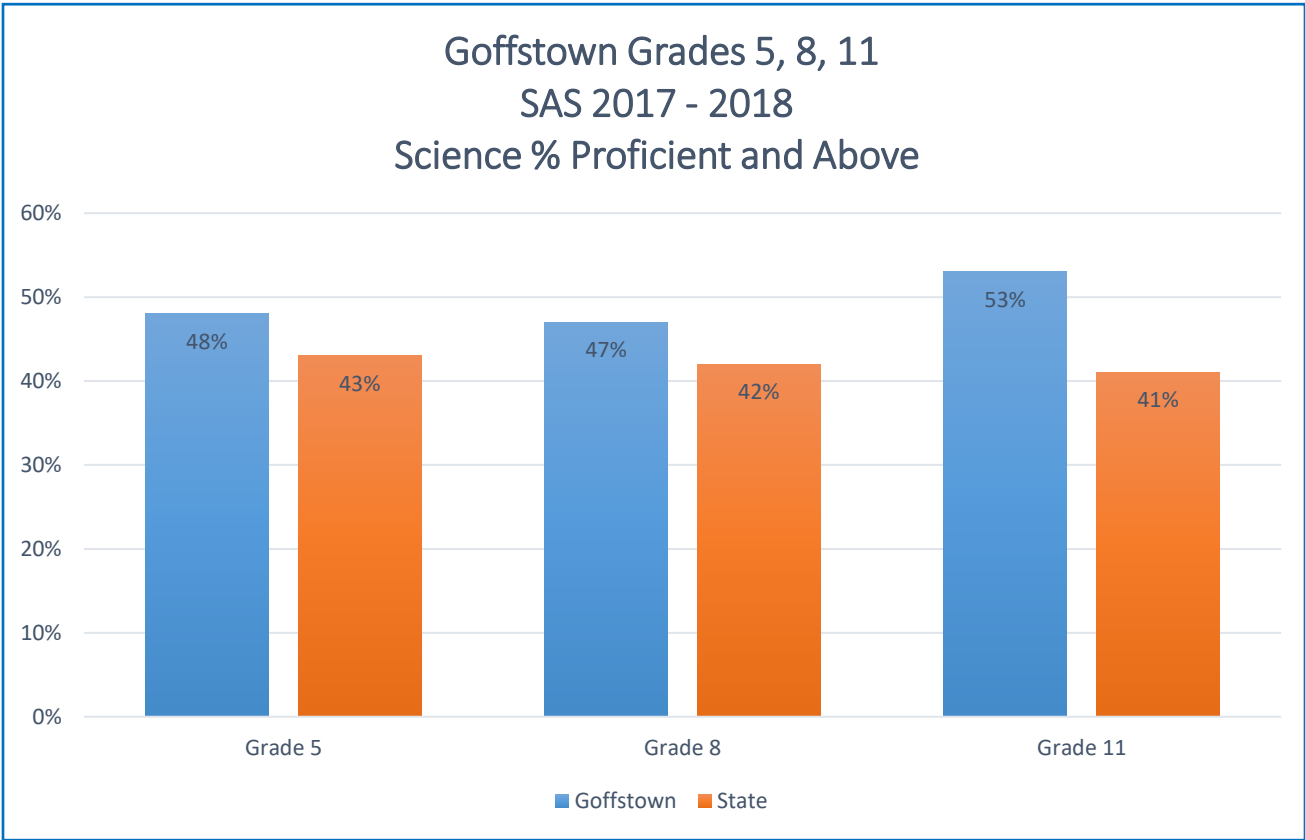


2017 - 2018



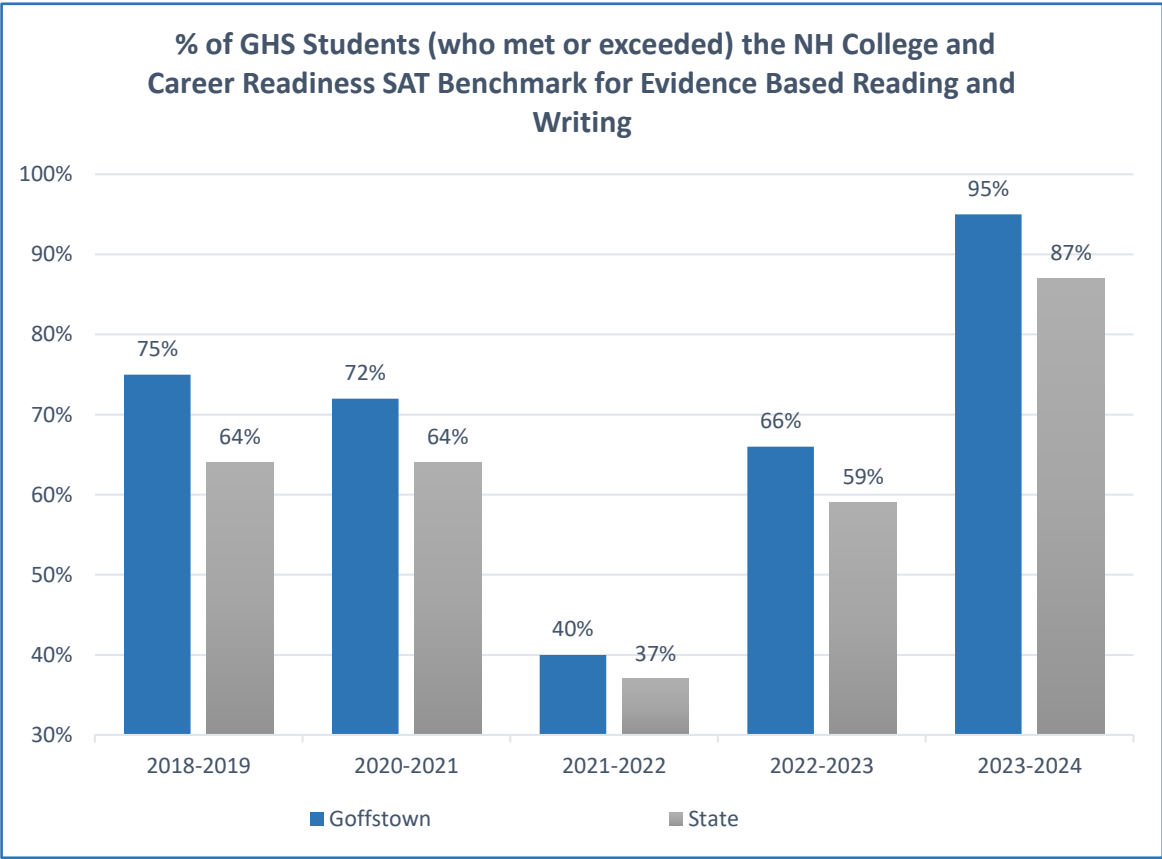
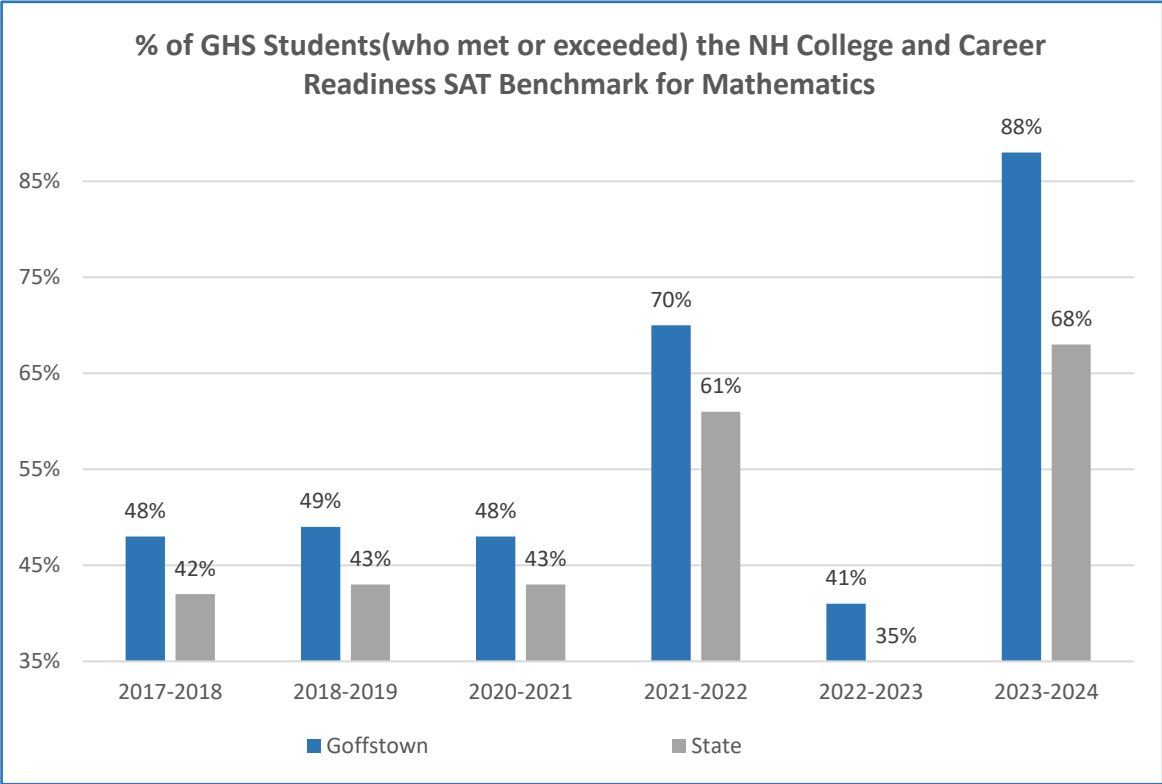
NH STATEWIDE ASSESSMENT SYSTEM

2017 – 2018





SCHOLASTIC APTITUDE TEST SCORES (SAT)



## ADVANCED PLACEMENT

| Course                         | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|--------------------------------|------|--------------------------|-----------------------|
| English Language & Composition | 2018 | 28                       | 75%                   |
|                                | 2019 | 16                       | 94%                   |
|                                | 2020 | 28                       | 75%                   |
|                                | 2021 | 30                       | 73%                   |
|                                | 2022 | 25                       | 72%                   |
|                                | 2023 | 26                       | 92%                   |
|                                | 2024 | 63                       | 78%                   |

| Course                           | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|----------------------------------|------|--------------------------|-----------------------|
| English Literature & Composition | 2018 | 21                       | 81%                   |
|                                  | 2019 | 19                       | 79%                   |
|                                  | 2020 | 16                       | 88%                   |
|                                  | 2021 | 23                       | 65%                   |
|                                  | 2022 | 7                        | 100%                  |
|                                  | 2023 | 19                       | 84%                   |
|                                  | 2024 | 23                       | 100%                  |

| Course      | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-------------|------|--------------------------|-----------------------|
| Calculus AB | 2018 | 26                       | 89%                   |
|             | 2019 | 34                       | 71%                   |
|             | 2020 | 46                       | 89%                   |
|             | 2021 | 36                       | 94%                   |
|             | 2022 | 27                       | 85%                   |
|             | 2023 | 35                       | 86%                   |
|             | 2024 | 39                       | 100%                  |

## ADVANCED PLACEMENT

| Course      | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-------------|------|--------------------------|-----------------------|
| Calculus BC | 2018 | 17                       | 100%                  |
|             | 2019 | 15                       | 94%                   |
|             | 2020 | 15                       | 93%                   |
|             | 2021 | 18                       | 94%                   |
|             | 2022 | 17                       | 95%                   |
|             | 2023 | 13                       | 85%                   |
|             | 2024 | 22                       | 94%                   |

| Course     | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|------------|------|--------------------------|-----------------------|
| Statistics | 2018 | 46                       | 61%                   |
|            | 2019 | 28                       | 50%                   |
|            | 2020 | 37                       | 41%                   |
|            | 2021 | 40                       | 45%                   |
|            | 2022 | 43                       | 47%                   |
|            | 2023 | 33                       | 55%                   |
|            | 2024 | 53                       | 59%                   |

| Course  | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|---------|------|--------------------------|-----------------------|
| Biology | 2018 | 8                        | 63%                   |
|         | 2019 | 10                       | 60%                   |
|         | 2020 | 18                       | 72%                   |
|         | 2021 | 11                       | 64%                   |
|         | 2022 | 18                       | 89%                   |
|         | 2023 | 8                        | 75%                   |
|         | 2024 | 16                       | 79%                   |

## ADVANCED PLACEMENT

| Course    | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-----------|------|--------------------------|-----------------------|
| Chemistry | 2018 | 13                       | 46%                   |
|           | 2019 | 16                       | 38%                   |
|           | 2020 | 13                       | 69%                   |
|           | 2021 | 19                       | 63%                   |
|           | 2022 | 13                       | 61%                   |
|           | 2023 | 16                       | 88%                   |
|           | 2024 | 22                       | 67%                   |

| Course    | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-----------|------|--------------------------|-----------------------|
| Physics I | 2018 | 17                       | 71%                   |
|           | 2019 | 17                       | 65%                   |
|           | 2020 | 14                       | 43%                   |
|           | 2021 | 24                       | 50%                   |
|           | 2022 | 9                        | 89%                   |
|           | 2023 | 14                       | 79%                   |
|           | 2024 | 19                       | 70%                   |

| Course    | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-----------|------|--------------------------|-----------------------|
| Physics 2 | 2018 | 9                        | 44%                   |
|           | 2019 | 4                        | 100%                  |
|           | 2020 | 9                        | 89%                   |
|           | 2021 | 8                        | 50%                   |
|           | 2022 | 10                       | 80%                   |
|           | 2023 | 6                        | 100%                  |
|           | 2024 | 16                       | 88%                   |

**ADVANCED PLACEMENT**

| Course                        | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-------------------------------|------|--------------------------|-----------------------|
| French Language & Composition | 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 | 2018 | 12                       | 83%                   |
|                            | 2019 | 2                        | 100%                  |
|                            | 2020 | 13                       | 100%                  |
|                            | 2021 | 9                        | 89%                   |
|                            | 2022 | 6                        | 100%                  |
|                            | 2024 | 5                        | 100%                  |

| Course           | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|------------------|------|--------------------------|-----------------------|
| European History | 2024 | 9                        | 91%                   |

| Course          | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|-----------------|------|--------------------------|-----------------------|
| Human Geography | 2024 | 19                       | 69%                   |

| Course         | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|----------------|------|--------------------------|-----------------------|
| Microeconomics | 2024 | 17                       | 82%                   |

## ADVANCED PLACEMENT

| Course             | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|--------------------|------|--------------------------|-----------------------|
| US Gov. & Politics | 2024 | 39                       | 100%                  |

| Course     | Year | Students Taking AP Exams | % Scoring 3 or Higher |
|------------|------|--------------------------|-----------------------|
| US History | 2024 | 49                       | 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 – 2024

- 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)
  - 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.

| Adult Education: Graduation Rate                 |      |      |           |      |      |      |      |      |      |      |      |      |       |      |      |      |      |      |             |
|--|------|------|-----------|------|------|------|------|------|------|------|------|------|-------|------|------|------|------|------|-------------|
|  | 2007 | 2008 | 2009      | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019  | 2020 | 2021 | 2022 | 2023 | 2024 | Total       |
| GHS Graduates (20 credits)                       | 27   | 20   | 18        | 23   | 27   | 44   | 34   | 26   | 31   | 29   | 32   | 19   | 20    | 26   | 29   | 24   | 30   | 32   | 212         |
| <b>Total</b>                                     |      |      |           |      |      |      |      |      |      |      |      |      |       |      |      |      |      |      | <b>459</b>  |
|  | 2007 | 2008 | 2009      | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019  | 2020 | 2021 | 2022 | 2023 | 2024 | Total       |
| HISET Tests Given (replaced GED as of 1/12/2014) | 8    | 11   | 5         | 8    | 11   | 26   | 21   | 18   | 12   | 9    | 7    | 6    | 2     | 0    | 10   | 7    | 15   | 25   | 176         |
| Earned Certificates                              |      |      |           |      |      |      |      |      |      |      |      |      |       |      | 10   | 7    | 13   | 5    | 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 | 2024 | Total       |
| Students   | 72   | 73   | no school | 85   | 106  | 74   | 51   | 103  | 83   | 61   | 63   | 75   | Cncld | 145  | 141  | 100  | 108  | 63   | 1403        |
| <b>Total</b>                                     |      |      |           |      |      |      |      |      |      |      |      |      |       |      |      |      |      |      | <b>1403</b> |