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November 30, 2015

Dear Colleagues and Members of the Rye Community,

I am honored to present the Administration's proposed school budget for fiscal year 2017 which focuses on our students and is dedicated to their learning. With increased expectations for students and staff, the focus of this budget is how to best address the educational needs of our students while being cognizant of the economic realities of the District. The proposed budget is designed to support our endeavors to provide a sound educational environment for our students to be stimulated and grow. This budget represents the dedication and hard work of many individuals and is a reflection of the resources needed to sustain a high-quality education for all students in the Rye School District.

The proposed fiscal year 2017 budget represents a (0.43%) decrease over the fiscal year 2016. Please be advised that the Rye School Board and the Rye Educational Support Personnel Association (RESPA) are involved in contractual negotiations over the Collective Bargaining Agreement. All increases in cost items from a tentative agreement, under State law, will be included in a separate warrant article.

The following are areas of focus included in the fiscal year 2017 budget:

- net decrease of two (2) full time classroom teachers to offset declining student enrollment;
- increase in tuition costs for students to attend Portsmouth High School;
- meeting the obligations of federal and state requirements in special education;
- promoting extended learning opportunities for students;
- continued investment in professional learning for staff;
- increased costs assessed by the New Hampshire Retirement System;
- decrease in the district assessment (potential tax rate decrease per \$1,000 of property valuation) for the proposed budget, not including any warrant articles is (\$0.01).

I wish to commend members of the Rye School Board, educators, parents, and community members for their commitment during this budgeting process. In the next several weeks, this budget will be extensively reviewed, analyzed and formulated by further discussion and input from the Rye School Board, the Rye Budget Committee, parents, and members of the community. I look forward to engaging the community in these deliberations.

Sincerely,



Salvatore Petralia
Superintendent, SAU 50

Curriculum, Assessment, and Instruction Overview

Kelli R. Killen, Assistant Superintendent

Curriculum:

This year teachers and staff in the Rye School District have been continuing to update all curriculum into the Understanding by Design Model. (<https://www.authenticeducation.org/ubd/ubd.lasso>) Teachers have been writing competencies at each grade level and in each subject. They are also deciding on performance assessments in which students can demonstrate that they have met those competencies. We are on track to be in compliance with the NH requirements for competencies in the grade K to 8 curriculum by July 2017. (*School Performance and Accountability Act of 2013, and NH Minimum Standards for Public Approval*)

Assessment:

STAR Assessment by Renaissance Learning

Both Rye Elementary School and Rye Junior High continue to use the STAR Assessments, computer adaptive tests that are valid, reliable and aligned with the New Hampshire's College and Career Readiness Standards. STAR is a universal screening of early literacy, reading and math that will be administered three times per year to monitor student achievement. The percentages for proficiency at each grade level are listed below from the Spring 2015 assessment.

Grade	Reading Fall 2014	Reading Spring 2015	Math Fall 2014	Math Spring 2015
K	83%	91%	-----	-----
1 st	78%	94%	-----	-----
2 nd	79%	86%	74%	91%
3 rd	78%	90%	92%	90%
4 th	76%	87%	80%	88%
5 th	90%	87%	95%	90%
6 th	74%	75%	87%	95%
7 th	77%	74%	79%	89%
8 th	83%	67%	85%	77%

Smarter Balanced Assessment

The new state assessment, Smarter Balanced Assessment was given for the first time in the late spring of 2015 to students in grades 3 to 8. Different from the NECAP items, these required students to apply their learning, not just recall specific content. The percentages of those students meeting proficiency on this assessment are listed below.

English Language Arts 2015

Grade	Level 3 and Level 4 (proficient)	State
3	75%	55%
4	71%	56%
5	87%	63%
6	70%	57%
7	78%	63%
8	73%	58%

Mathematics 2015

Grade	Level 3 and Level 4 (proficient)	State
3	80%	52%
4	49%	49%
5	82%	44%
6	63%	46%
7	71%	51%
8	65%	44%

The Science NECAP

The Science NECAP was given in May of 2015 as it is the only assessment available at this time for science. Only 4th and 8th grade students take this assessment. Listed below are the percentages of proficiency.

Grade	Proficient with Distinction/Proficient	State
8	35%	25%
4	67%	46%

Instruction:

Science Programs

Teachers are reviewing several science programs and materials that will support the revised science curriculum. A determination will be made during the spring for science resources that will support the learning of the Next Generation Science Standards for the 2016-17 school year. (<http://www.nextgenscience.org/>)

Pupil Services:

The following is information about areas of Pupil Services that the district supports for certain student subgroups that is required by law and the current number of students involved.

Home Education: These students' education is provided by parents and not in a school setting.

ESOL; English for Speakers of Other Languages: These students have limited English proficiency due to English being a second language for them.

McKinney-Vento Act: These students meet the criteria as homeless.

Title I: These students are provided instructional support in reading and/or math.

Program	Number of Students K to 8
Home Education	10
ESOL	1
Homeless Education	1
Title I	0

SAU 50 Committees:

SAU 50 Competency Education Committee

The SAU 50 Competency Education Committee is a group of teachers, staff, administrators, and school board members who are meeting during the course of this year to explore what is involved in competency education in order to make a recommendation in terms of the direction for the district.

SAU 50 Curriculum Cabinet

The Curriculum Cabinet is a committee that will review the curriculum for each subject area as it becomes ready for adoption. The members would be presented with the curriculum per area, such as math, review it, and make a recommendation to move to the school board for adoption or sent back to staff for revisions. Members will include parents, teacher representatives from each school, administrators, and school board members.

Professional Learning Advisory Committee

The Professional Learning Advisory Committee is a group of teachers, staff, administrators, board members, and parents whose purpose is to oversee the SAU 50 Plan for Effective Teaching by evaluating the professional development in the SAU, providing parameters for that professional development, and managing mini-grants.

Induction with Mentoring Committee

The Induction with Mentoring Committee is a group of teachers, administrators, and community members established by the SAU Plan for Effective Teaching. Responsibilities of the committee include having clarity on the components of the Induction with Mentoring program, overseeing the implementation of the program, evaluating the effectiveness of the program, planning the summer orientation, and mentor training. The Induction with Mentoring program was operational this year beginning with the Mentor selection process and training, the New Teacher Orientation days, and scheduled Focus Sessions for new teachers.

SAU 50 Technology Advisory Committee

The SAU 50 Technology Advisory Committee is comprised of technology personnel, administrators, teachers, and school board members. The purpose of the committee is to create a common vision across the four districts and to establish priorities in terms of technology that will allow the districts to economize resources and be more efficient to support students and staff in their use of technology as a tool for learning.

