

# SAU #9 Report Card

*The State of Education in School Administrative Unit #9*

## APRIL 2020

Albany ♦ Bartlett ♦ Conway ♦ Chatham ♦ Eaton ♦ Hart's Location ♦ Jackson

### SAU #9 MISSION STATEMENT

*To cultivate the natural inclination to learn by providing an exceptional environment in which students embrace excellence in learning for a lifetime of success.*

Thank you for reading the SAU #9 report card. I hope this finds you well amidst the COVID-19 crisis. At this time it is important to recognize the efforts of the entire educational community to provide remote instruction to our students. This document provides data points including state assessment results, post-graduation surveys, demographic information as well as social-economic information. The information is historical and reflective of some measures of success for schools. It is important to note that due to the changes in education resulting from the COVID-19 crisis these statistics will not be applicable next year (attendance, discipline, statewide assessment scores, etc.). The focus will be on individual student growth, engagement, social emotional well-being and resiliency. Academic achievement reporting will look different.

The 2019-2020 year is quite different. All SAU #9 schools made the transition to remote learning on March 23rd for the remainder of the school year. The staff worked diligently to ensure that quality educational experiences were in place for students. The move to remote learning would not have been as successful had it not been for all of the work that began with the adoption of the Strategic Plan. As a result of its development in 2015, the vision, mission, and values of our educational community shaped and supported the changing needs of our students.

Educational delivery and structure will never be the same as a result of what is currently occurring. The good news is that our community had already identified some of these beliefs and attitudes about students and learning. Here are three beliefs that have helped frame our work (Strategic Plan 2015):

- ♦ We believe learning for everyone is a lifelong process that transcends the walls and hours of the school days.
- ♦ We believe community and school (non-profit, business, education, parents and students) must collaborate effectively and demonstrate mutual respect.
- ♦ We believe we must provide innovative technology and instruction so that students will have ready access to a broad spectrum of information (classroom and beyond) to broaden their educational experiences.

The COVID-19 crisis forced changes to the delivery of education to our students with great urgency. SAU #9 was more prepared than many districts for this change due to the work that has been done over the past five years. Because these beliefs were well rooted in the school culture and community, the quality instruction, assessment and environment practices transferred to "remote instruction." It is very difficult to replicate the school experience virtually, but there is much to learn from this experience.

Thank you for taking time to review our report card. We hope you will learn more about our schools, ask questions, and continue to collaborate with us as we work to realize the full potential of each and every student.

Sincerely,



Mr. Kevin Richard, Superintendent of Schools

SAU #9 is composed of seven school districts: Albany, Bartlett, Chatham, Conway, Eaton, Hart's Location, and Jackson. The students attend SAU #9 schools except for Chatham students, who attend school in Maine's SAD #72. Source: [www.education.nh.gov/Who We Are> Bureau of Education Statistics> Data Reports> Attendance & Enrollment Reports](http://www.education.nh.gov/WhoWeAre/BureauofEducationStatistics/DataReports/Attendance&EnrollmentReports)

**SAU #9 Schools Enrollment for 2019-20 School Year**  
 Source: October 1, 2019 Fall Report, NH Department of Education

Districts	School Enrollment (Attendance Areas and Grades)	2017-18	2018-19	2019-20
Conway	Conway Elementary (Conway, Albany) (K-6)	238	214	223
	John Fuller (Conway) (K-6)	220	194	180
	Pine Tree (Conway, Eaton) (K-6)	270	267	263
	Kennett Middle (Conway, Albany, Eaton, Madison, Freedom) (7-8)	286	296	281
Bartlett	Josiah Bartlett (Bartlett, Jackson, Hart's Location) (PreK-8)	183	198	209
Jackson	Jackson (Jackson) (K-6)	40	49	43
	<b>Total SAU #9 PreK-8 Enrollment</b>	<b>1237</b>	<b>1218</b>	<b>1199</b>
Conway	Kennett High School (9-12)	741	744	713
	<b>TOTAL SAU #9 ENROLLMENT</b>	<b>1978</b>	<b>1962</b>	<b>1912</b>

Student attendance is high and generally stable across all SAU #9 schools. Student attendance is one determiner of statewide funding. Source: [www.education.nh.gov/Who We Are> Bureau of Education Statistics> Data Reports> Attendance & Enrollment Reports](http://www.education.nh.gov/WhoWeAre/BureauofEducationStatistics/DataReports/Attendance&EnrollmentReports)

**2018-2019 Attendance Rate By District (PreK-12)**

District	Pre-K	Kind.	Elem	Middle	High	Total
Conway	—	94.5%	94.7%	93.0%	92.4%	<b>93.4%</b>
Bartlett	89.3%	93.4%	93.3%	In Elem. Figure	—	<b>92.8%</b>
Jackson	—	94.6%	95.4%	—	—	<b>95.2%</b>
State Total	91.8%	94.2%	95.1%	94.3%	92.9%	<b>94.1%</b>

This chart represents the percent of students receiving special education in each of the SAU #9 schools. Source: SAU #9 Dir. of Special Services. Data Collection as of October 1, 2019

**Percent of Special Education Students by Schools (K-8) 2019-20** See page 4 for Kennett High School (9-12)

Schools	Districts	Conway	Albany	Eaton	Bartlett	Jackson	SAU#13
Conway Elementary		8.5%	4.0%	-	-	-	-
John Fuller		12.2%	-	0.6%	-	-	-
Pine Tree		15.6%	-	0.04%	-	-	-
Kennett Middle		11.7%	0.7%	-	-	-	3.2%
Josiah Bartlett *Includes Early Childhood Education		-	-	-	18.2%	1.0%	-
Jackson		-	-	-	-	20.9%	-

The Free and Reduced Lunch Chart represents the percentage of students eligible to receive free and reduced lunch in each SAU #9 school. Eligibility for free lunch is based on federal income guidelines. Source: [www.education.nh.gov/Who We Are> Bureau of Education Statistics> Data Reports> Free & Reduced Lunch Eligibility](http://www.education.nh.gov/WhoWeAre/BureauofEducationStatistics/DataReports/Free&ReducedLunchEligibility)

**Percent of Free and Reduced Lunch Students (Grades 1-8)**

See page 4 for Kennett High School (9-12)

Years	2017-18	2018-19	2019-20
Conway Elementary	58.17%	59.12%	56.91%
John Fuller	42.21%	37.28%	24.38%
Pine Tree	39.66%	38.79%	35.75%
Josiah Bartlett	32.28%	27.81%	28.57%
Jackson	13.51%	23.08%	15.00%
Kennett Middle	31.47%	40.88%	37.37%
State Ave. (Gr. 1-8)	28.89%	29.71%	27.40%

The costs per pupil represent current expenditures, less tuition and transportation COSTS. Source: [www.education.nh.gov/](http://www.education.nh.gov/) Who We Are> Bureau of Education Statistics> Data Reports> Financial Reports

**Cost per Pupil by District (K-6)**

**\* Bartlett PreK-8**

*Kennett High School See page 4*

Years	2016-17	2017-18	2018-19
Conway K-6	\$16,949	\$17,769	\$19,214
Jackson K-6	\$27,117	\$27,357	\$25,219
Bartlett PreK-8	\$23,936	\$24,476	\$24,264
State	\$15,398	\$15,981	\$16,520

**Cost per Pupil by District  
A. Crosby Kennett Middle School**

Years	2016-17	2017-18	2018-19
Conway 7-8	\$16,936	\$18,430	\$17,617
State	\$14,741	\$15,021	\$15,490

This chart reflects external suspensions for such things as physical force, fighting, possession of weapons, or insubordination. Kennett Middle School also has internal suspension and social restriction options.

Source: SAU #9 School Principals

**Student Discipline Data  
Kennett Middle School & Elementary Schools  
Number of Instances of External Suspensions**

Schools	2016-17	2017-18	2018-19
Conway Elementary	9	10	10
John Fuller	5	0	3
Pine Tree	3	11	6
Bartlett	2	0	2
Jackson	0	0	0
Kennett Middle	26	24	14

**New Hampshire Statewide Assessment System & PACE**

Each year students across SAU #9 engage in assessments to meet federal accountability requirements. The majority of students in grades 3 through 8 participated in the NH Statewide Assessment System (NH SAS). These are online, computer-adaptive, standards-based assessments in English language arts, mathematics and science. They are unique to New Hampshire and include items based upon New Hampshire's College and Career Readiness Standards. Students at Pine Tree Elementary School participated in Performance Assessment of Competency Education (PACE) in lieu of NH SAS. PACE uses data from a variety of local assessments given throughout the school year to inform determinations about proficiency.

These assessments provide one measure of student achievement. Across SAU #9 curriculum teams meet to identify needs in curriculum, assessment and instruction. Examining performance on NH SAS and PACE in conjunction with other pieces of local data allows educators to support individual students' growth and achievement.

**New Hampshire Statewide Assessment System (NH SAS) / PACE Accountability  
Level 3 or 4 (Meets or Exceeds the Achievement Level)**

Years	Spring 2018				Spring 2019			
	English/Language Arts		Math		English/Language Arts		Math	
	SAU #9	State	SAU #9	State	SAU #9	State	SAU #9	State
3	56%	54%	58%	55%	44%	52%	56%	57%
4	47%	55%	51%	52%	53%	55%	44%	52%
5	60%	61%	69%	46%	51%	57%	44%	44%
6	42%	55%	37%	47%	56%	56%	46%	47%
7	62%	59%	39%	46%	43%	56%	29%	47%
8	59%	63%	40%	40%	43%	53%	27%	45%

# KENNETT HIGH SCHOOL

## School Profile (Grades 9-12)

### KENNETT HIGH SCHOOL MISSION STATEMENT

“We believe that students become life-long learners by working with supportive faculty through a series of rich, relevant learning experiences.”

### KENNETT HIGH SCHOOL ENDURING UNDERSTANDINGS

#### Students will understand. . .

- Cooperation, rights, respect, empathy, and responsibility create an orderly and productive learning environment, establishing the foundation for citizenship.
- Literacy, in all its forms, is an important lifelong skill.
- Critical thinking is necessary to gaining new perspectives.
- Continually developing a strong work ethic is vital for individuals to achieve success.
- Modern global society is a result of the connections and interactions between people, culture, events, both past and present.
- Technology is a tool that can be used for collecting, organizing, creating and presenting information.
- Solving problems requires the application of technology, math, reading and writing skills.
- Active learning occurs through collaboration, observation, effective communication, taking risks and overcoming setbacks.
- Mathematical and scientific models as well as reasoning are necessary to collect, represent, analyze and interpret data.
- Positive self-image can be developed through wellness, creativity and leisure.

### Kennett High School Total Enrollment

Source: [www.education.nh.gov/](http://www.education.nh.gov/) Who We Are> Bureau of Education Statistics> Data Reports> Attendance & Enrollment Reports

Enrollment Attendance Areas (Albany, Bartlett, Conway, Eaton, Hart's Location, Jackson, Madison, Freedom, Tamworth)	2017-18	2018-19	2019-20
Kennett High School	741	744	713

Continuing to decrease and maintain a low dropout rate at Kennett is a school-wide goal. To help in this effort, data is used to examine student patterns and drive educational decision-making.

### Student Annual Dropout Percentage

Source: [www.education.nh.gov/](http://www.education.nh.gov/) Who We Are> Bureau of Education Statistics> Data Reports> Dropouts and Completers

Years	2016-17	2017-18	2018-19
Kennett Grades 9-12	0%	0.27%	0.80%
NH State 9-12	1.12%	1.05%	1.02%

### Percent of Free and Reduced Lunch Students

Source: [www.education.nh.gov/](http://www.education.nh.gov/) Who We Are> Bureau of Education Statistics> Data Reports> Free & Reduced Lunch Eligibility

Years	2017-18	2018-19	2019-20
Kennett Grades 9-12	25.78%	28.15%	24.12%
State Ave. 9-12	21.70%	22.37%	19.76%

### Cost Per Pupil

Source: [www.education.nh.gov/](http://www.education.nh.gov/) Who We Are> Bureau of Education Statistics> Data Reports> Financial Reports

Years	2016-17	2017-18	2018-19
Kennett Grades 9-12	\$16,076	\$16,777	\$17,208
NH State 9-12	\$15,538	\$16,215	\$16,600

### Percent of Special Education Students by District Kennett High School 2019-20

Source: SAU #9 Director of Special Services. Data Collection as of Oct. 1, 2019

Conway	Albany	Eaton	Bartlett	Jackson	Hart's Loc.	Chatham	SAU #13
6.7%	0.6%	0.3%	1.4%	0.3%	0%	0%	3.5%

## Student Discipline Data

### Total Number of Student Days Missed for External Suspensions

Years	2016-17		2017-18		2018-19	
	Total Days	Days per 100 students	Total Days	Days per 100 students	Total Days	Days per 100 students
<i>Kennett High School Grades 9-12</i>	198	26.4%	219	29.5%	161	21.6%

### Number of Instances of External Suspensions

Years	2016-17	2017-18	2018-19
<i>Kennett 9-12</i>	77	64	49

*Source: Kennett High School  
Vice Principal's Office*

## Post Secondary Education Statistics & Testing

Many colleges and universities recognize course credit for scoring at certain levels in Advanced Placement tests. Generally, to earn college credit a student must earn a score of 3 or higher on a 5 point scale. For the 2018-19 school year, 93 Kennett High School AP students took at least one Advanced Placement exam. Of the 160 exams taken by Kennett High School students, 75% scored a 3 or higher, indicating a passing benchmark.

### Advanced Placement Test Results

Year	2016	2017	2018	2019
<i>Number of Graduates</i>	203	147	171	179
<i>Kennett Exams</i>	164	174	179	160
<i>% of AP students w/ scores of 3+</i>	71.4%	78.4%	75%	75%

*Source: KHS Guidance Department*

### Scholastic Aptitude Test (SAT) Mean Scores—Senior Class of 2019 Data

87% of students from the class of 2019 at Kennett High School took the SAT.

*The SAT scores are provided by the College Board*

Year	2018-19					
	Test Portion			Essay Portion (Score 2-8)		
	Evidence-based Reading and Writing	Math	Total	Reading	Analysis	Writing
<i>Kennett High School Seniors</i>	512	500	1012	4	3	5
<i>NH</i>	533	526	1059	5	3	5
<i>Nat'l Average</i>	531	528	1059	5	3	5

### Scholastic Aptitude Test (SAT) Mean Scores—Junior Data

Starting with the 2015-16 school year, the SAT replaced the Smarter Balanced assessment for 11th grade.

Year	2018-19					
	Test Portion			Essay Portion (Score 2-8)		
	Evidence-based Reading and Writing	Math	Total	Reading	Analysis	Writing
<i>Kennett High School Juniors</i>	511	500	1012	4	3	4
<i>NH</i>	516	509	1025	4	3	5
<i>Nat'l Average</i>	491	482	973	4	3	5

## Post Secondary Education for the Class of 2019

Air Force	Hood College	Rensselaer Polytechnic Institute
Army	Husson University	Saint Michael's College
Bay Path University	HVAC Trade school	School of the Art Institute of Chicago
Bentley College	Ithaca College	Southern Maine Community College
Boston College	Johnson & Wales University	Southern New Hampshire University
Brandeis University	Keene State College	St. Joseph University
Castleton University	Lafayette College	St. Lawrence University
Central Maine Community College	Lakes Region Community College	Unity College
Champlain College	Lasell College	University of California - Santa Cruz
Clarkson University	Liberty University	University of Iowa
Colby-Sawyer College	Meredith College	University of Maine
Colorado College	Middlesex Community College	University of Maine—Orono
Dartmouth College	Mitchell College	University of New England
Eckerd College	Montserrat College of Art	University of New Hampshire
Embry Riddle Aeronautical University	National Guard	University of Southern Maine
Emerson College	Navy	University of Vermont
Endicott College	New England College	Virginia Polytechnic Institute
Fire Academy	New Hampshire Institute of Arts	Wentworth Institute of Technology
Florida Agricultural & Mechanical Univ.	New Hampshire Institute of Technology	West Virginia University
Florida Institute of Technology	Northeastern University	White Mountains Community College
Fullerton Community College	Northern Vermont University	
Granite State College	Plymouth State University	
Hawaii Pacific University	Regis University	

*Source: KHS Principal & Guidance Dept.*

### Postgraduate Placement for SAU #9 Students

Years	2016-17		2017-18		2018-19	
	Number	%	Number	%	Number	%
<i>Students Attending</i>						
4 year schools	99	68%	98	57%	103	57%
2 & 3 year schools	1	1%	27	16%	24	13%
Employment	33	22%	34	20%	44	25%
Armed Forces	7	5%	9	5%	7	4%
Unaccounted for	6	4%	3	2%	1	1%

## Eagle Academy

### HiSET Data - As of March 31st, 2020

Compiled by Chief Examiner: Kim Mathison

Year	Number of People Testing	Tests Taken	People who Passed ALL Tests	Notes
2018-19	16	64	9	In general it was a "normal" testing year. There were missed test dates due to snow storms and sick students who cancelled their testing, but we made up some of those dates later in the year
2019-20	10	18	2	There were many cancellations this fall due to sickness or other issues. Testing stopped in mid March due to COVID-19. The amount of testers/passings is disproportionately low compared to "normal" test years. We currently have many people still 'in process' awaiting the test center reopening.

The HiSET exam demonstrates that a test taker has attained the academic knowledge and proficiency equivalent to those of a high school graduate. HiSET is offered through a partnership between Eagle Academy and Carroll County Academy. Mandatory pre-testing and any necessary prep courses are delivered by Carroll County Academy and when ready, the examination is delivered at Kennett High School by the HiSET Chief Examiner.

Information from the exam helps identify the areas where test takers are career and college ready, as well as areas where they may need additional preparation. Test takers are tested in five core areas:

- *Language Arts – Reading*
- *Science*
- *Language Arts – Writing*
- *Social Studies*
- *Mathematics*

### Eagle Academy Graduates

Years	2015-16	2016-17	2017-18	2018-19	2019-20
Total Graduates	29	27	28	18	15* estimated

## Technology Updates in SAU #9

### *Bartlett School District* *Amelia Emery, Technology Director*

#### *'Better Together Through Technology'*

A huge thank you goes out to our families, students, and staff. Not only have they supported technology at JBES throughout the years, but they've embraced it and put it into action as we moved into distance learning.

As technology became the foundation of our new learning style, we moved what students and staff learned in school to our communities. We weren't a bit surprised to find our families are tech savvy and were soon using the technology programs and video meetings with grace and expertise. As always, the Bartlett community came together and it tied right into our theme this year ~ 'Better Together'. We quickly connected - and we're staying connected.

But, what was happening earlier in the year?

- As our **youngest students** headed to the lab to begin their technology journey, they learned keyboarding, wrote letters to our veterans and did code.
- **Grades 2-3 students** continued keyboarding, logged into their Google Accounts, wrote to our veterans and created a

brochure. They also came to the lab for an extra block dedicated to guided reading.

- **Fourth and Fifth graders** created digital citizenship posters, wrote thank you messages to our veterans, did 'Code Your Hero' to share with an important person they know and created websites. And of course, keyboarding practice!
- To run our school store, **Sixth graders** learned about spreadsheets, created posters and wrote morning announcements to sell their products. Profits are donated to a local charity.
- **Seventh graders** designed two self-reflective images, one showing all their current positive personality traits, the second image illustrated how building upon those traits, the students could be even better in the future.
- **Eighth graders** created a career website. They did extensive research on possible careers, took several career interest inventories, did budget exercises and then shared a website dedicated to their selected career.
- All students discuss digital citizenship, practice it daily and revisit it often.
- Our staff members engage in ongoing technology professional development throughout the school year. We have students engaged in before school coding, and after-school Robotics and Technology Clubs!

### *Jackson School District* *Alison Verran, Technology Director*

Jackson Grammar School (JGS) continues to improve academic success and progression in digital learning for each student using new technology hardware, applications, websites and databases. In the beginning of the 2019 school year JGS increased the bandwidth from 25 Mbps download and 10 Mbps upload to 400 Mbps download and 25 Mbps upload. The increase in bandwidth allows students to simultaneously research, review and work together in a more efficient manner while faculty is able to present and stream their lessons concurrently.

The world has changed since COVID-19 and JGS along with the rest of SAU #9 had to quickly embrace and adapt to remote learning. The week prior to introducing remote learning, JGS staff worked to gather necessary data to find out which families needed internet access and devices to continue their learning and facilitate the distribution of the materials to students in a timely manner. JGS prepared and loaned 18 devices to families along with a hot spot and directions on how to use them. All the while, JGS technical support has remained flexible to help families troubleshoot virtual classroom and device issues.

Virtual learning is a continuing process. The K-3 teachers had to create their first-ever Google Classroom. The teachers use Flipgrid as a way to facilitate class discussions on varied topics. Using Flipgrid, students are able to respond to their peers in a measured environment, and this application has proven to keep students in touch with one another while showcasing their work. Jackson Grammar teachers also use Google Meet for classroom discussions and live art classes, some use YouTube for individualized instruction and several educational applications to enhance their student's learning. All staff have modified their way of teaching and have done an incredible and creative job transitioning to remote learning.

### *Conway School District* *Dale Anderson, Technology Director*

This has been a busy year for the Conway School District Technology Department. Here are a few of the technology department highlights:

- Actively participated in the setup and installation of a new Avaya VoIP phone system at CES and KHS, joining them both to the VoIP network installed last year at KMS. We are now providing ongoing support for that system at three schools.
- Refresh of several Chromebooks and iPads across the district
- Purchased two new interactive whiteboards for KHS, scheduled to be installed in late April
- Completed a network-backbone update at ALL campuses, standardized on the Aruba 2930F switch platform
- Installed new Sophos Unified Threat Management (UTM) devices at KMS, CES, PTS, and JFS
- Installed two new servers to host virtual servers at KMS and CES
- Replaced and expanded coverage of all Aerohive Wi-Fi access points in all three elementary schools
- Expanded the Makerspace initiative into PTS
- Upgraded the memory, graphics, and power-supplies in all computers in the CTC Drafting/CAD lab to support the latest software versions

In March, we reconfigured over 1,800 Chromebooks for home-use in response to COVID-19 remote-learning. Additionally, we created a remote user support system that included an online ticket-system and call-in line, for both students and faculty to use, for timely issue resolution. Enhancements are being made daily to the process to ensure a safe, secure remote-learning/instruction experience for all students and faculty.

## SAU #9 Professional Development

One of our goals in SAU #9 is to recruit, recognize, and develop the most effective personnel. Achieving this goal means our staff must have access to high quality professional development that is aligned to school and district goals and also personalized to meet the needs of individuals. Across SAU #9, educators access professional development in many ways. They take graduate level classes, engage in conferences and workshops and take part in our district-wide professional development days.

During the 2019-2020 school year, educators have engaged in professional learning that focuses on the development of high quality instruction, assessment and learning environments. In July of 2019, SAU #9 hosted a two-day conference focused on social emotional learning and trauma informed education. Over 200 educators from across NH and Maine participated. Local SAU #9 educators took part both as participants and presenters.

When staff returned in August, we continued to build upon the work from the prior years. We collaborated to specifically define what is meant by high quality learning environments, instruction, and assessments. Educators have worked with a variety of consultants from around the country to hone their skills in these areas.

We continued to develop assessment maps and high quality performance assessments that can be used with students. Mathematics educators from kindergarten through high school worked with the On-Going Assessment Project (OGAP) to develop their use of formative

assessment to drive instruction. We are supporting social emotional learning and trauma-informed instructional practices with support from both Brian Hastings and Alex Venet. We have leveraged our connection with Elaine Millen to enhance workshop model for instruction at the secondary level and the use of reflective practice to grow professionally.

While remote instruction may have meant our delivery of education changed, it did not stop our professional growth. During the month of May, educators will be able to continue to remotely work with many of our professional learning partners. The focus will be to implement what we know about high quality instruction, assessment, and learning environments while working in a remote environment.

Our professional development model in SAU #9 continues to grow and evolve as needs changed. However, our goals remain consistent. Through our transformation to a competency-based system of education, we will realize the potential of each and every student.

<b>Educational Attainment for Teachers 2019-20</b> <i>Based on staffing 10/01/19</i>				
District	% Less than Bachelor's	% Bachelor's	% Master's	% Degree Beyond Master's
<i>Conway</i>	2.6%	51.5%	43.3%	2.6%
<i>Bartlett</i>	0%	43.7%	46.6%	9.7%
<i>Jackson</i>	0%	27.6%	72.4%	0%

### SAU #9 Retirees for the 2019-2020 School Year \*known at time of printing

Name	School	Position	Years In Service
<i>Jeanne Blodgett</i>	Kennett High School	Paraprofessional	15 years
<i>Laurie Burnell</i>	SAU #9 Office	Administrative Assistant	43 years
<i>Linda Burns</i>	Kennett Middle School	Secretary	25 years
<i>W. Denny Cromwell</i>	Conway School District	Bus Driver	10 years
<i>Jeannette Croteau</i>	SAU #9 Office	Financial Assistant	12 years
<i>Gustaf Friberg</i>	Pine Tree Elementary School	Reading Specialist	27 years
<i>Victoria Garland</i>	Josiah Bartlett Elementary School	Family Support Liaison	20 years
<i>Sandra Hall</i>	Kennett High School	Art Teacher	22 years
<i>Marianne Lucy</i>	Conway Elementary School	Speech/Language Assistant	16 years
<i>Mary Miller</i>	Josiah Bartlett Elementary School	Administrative Assistant	15 years
<i>Sally Smith</i>	Pine Tree Elementary School	Grade 4 Teacher	21 years
<i>Dennis Sullivan</i>	Kennett High School	Mathematics Teacher	8 years
<i>Beverly Tremblay</i>	Josiah Bartlett Elementary School	Kindergarten Teacher	32 years