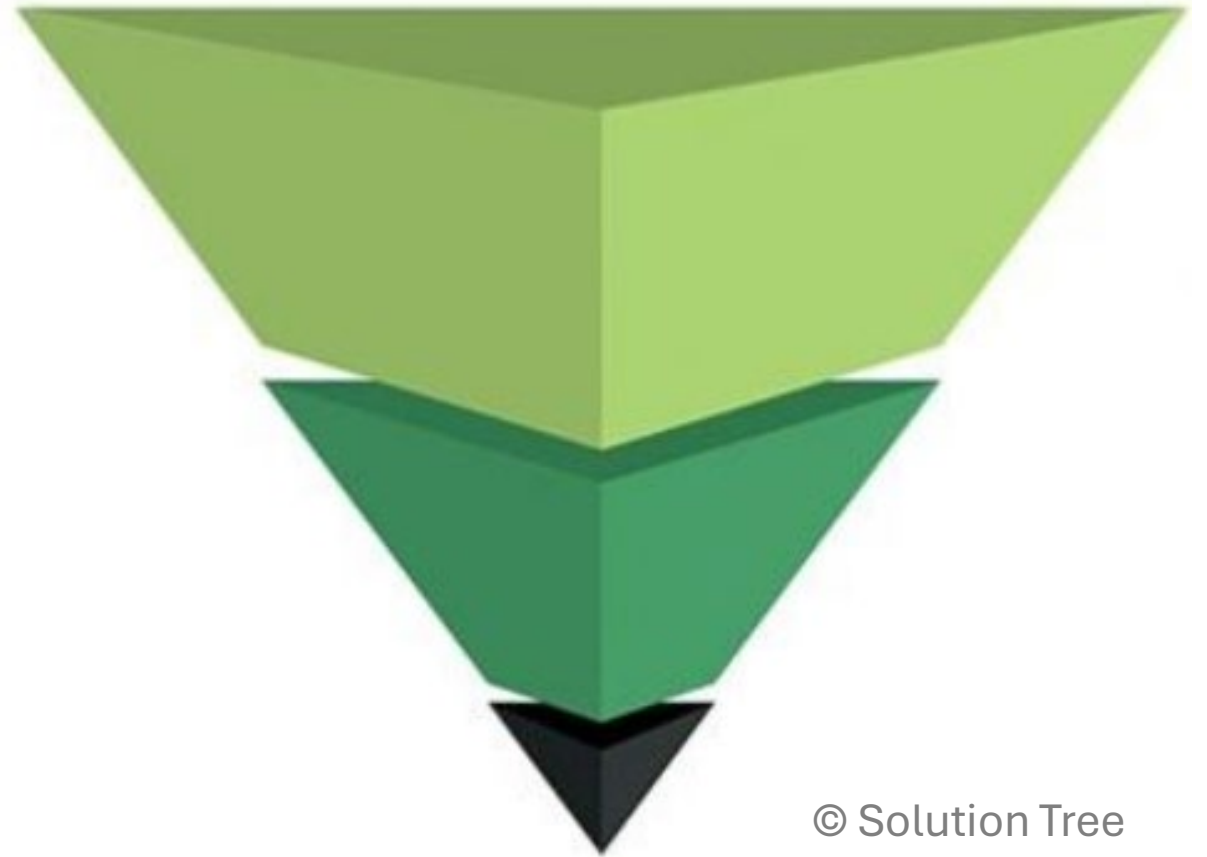


District Fall Databook

Dover School District
November 10, 2025



© Solution Tree

District Data Profile

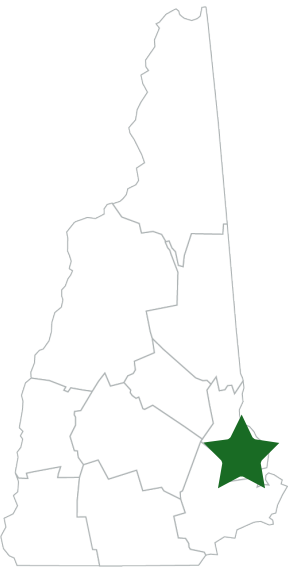
2025 District Snapshot

Ethnicity & Race

	SAU #11	New Hampshire
American Indian or Alaskan	N < 10	0.2%
Asian or Pacific Islander	6.2%	3.1%
Black or African American	1.6%	2.1%
Hispanic or Latino	6.6%	9.1%
White	79.2%	81.7%
Multiple Races	6.2%	3.8%

N = Data suppressed due to student population being <11

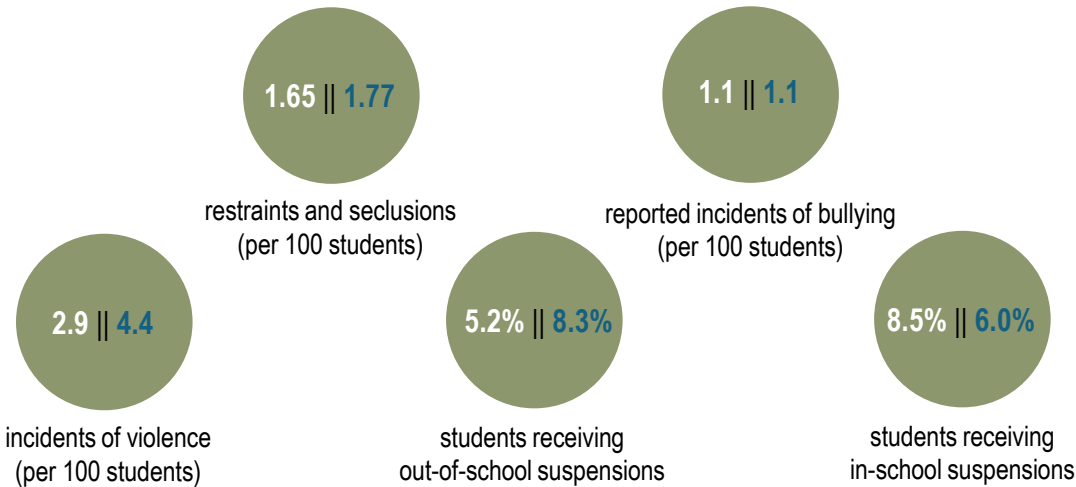
Dover School District



3,479 || 162,660
student enrollment

Discipline & Safety

Dover School District || New Hampshire



21.3% || 20.3%
students with disabilities



25.3% || 23.7%
eligible for Free & Reduced Lunch



5.1% || 4.7%
Limited English Proficiency Enrollment



33.0 || 17.1
students habitually truant (per 100 students)



88.0% || 89.2%
annual graduation rate



56% || 55%
proficiency in English Language Arts (ELA)



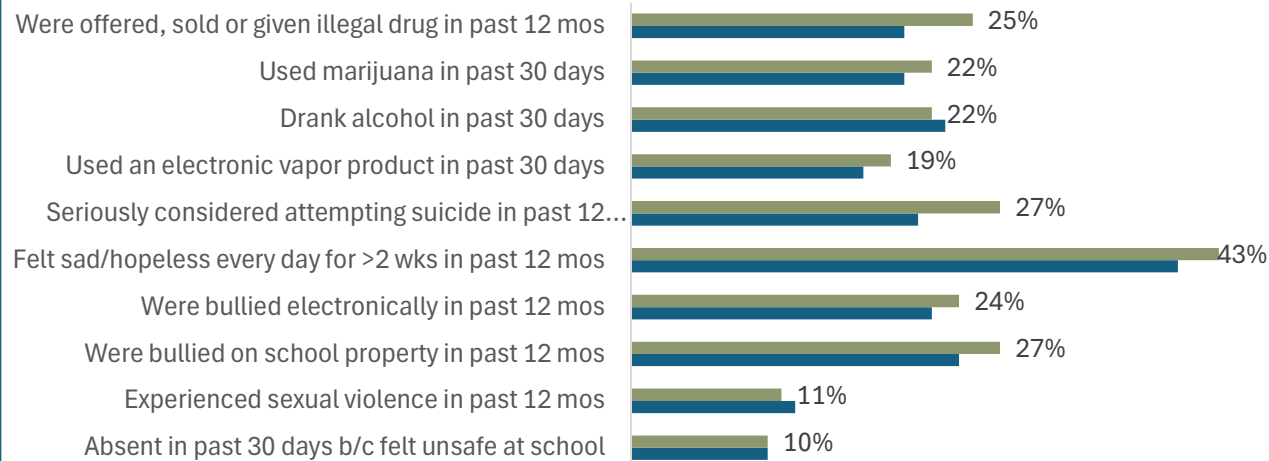
39% || 42%
proficiency in mathematics



\$18,618 || \$21,545
cost per pupil

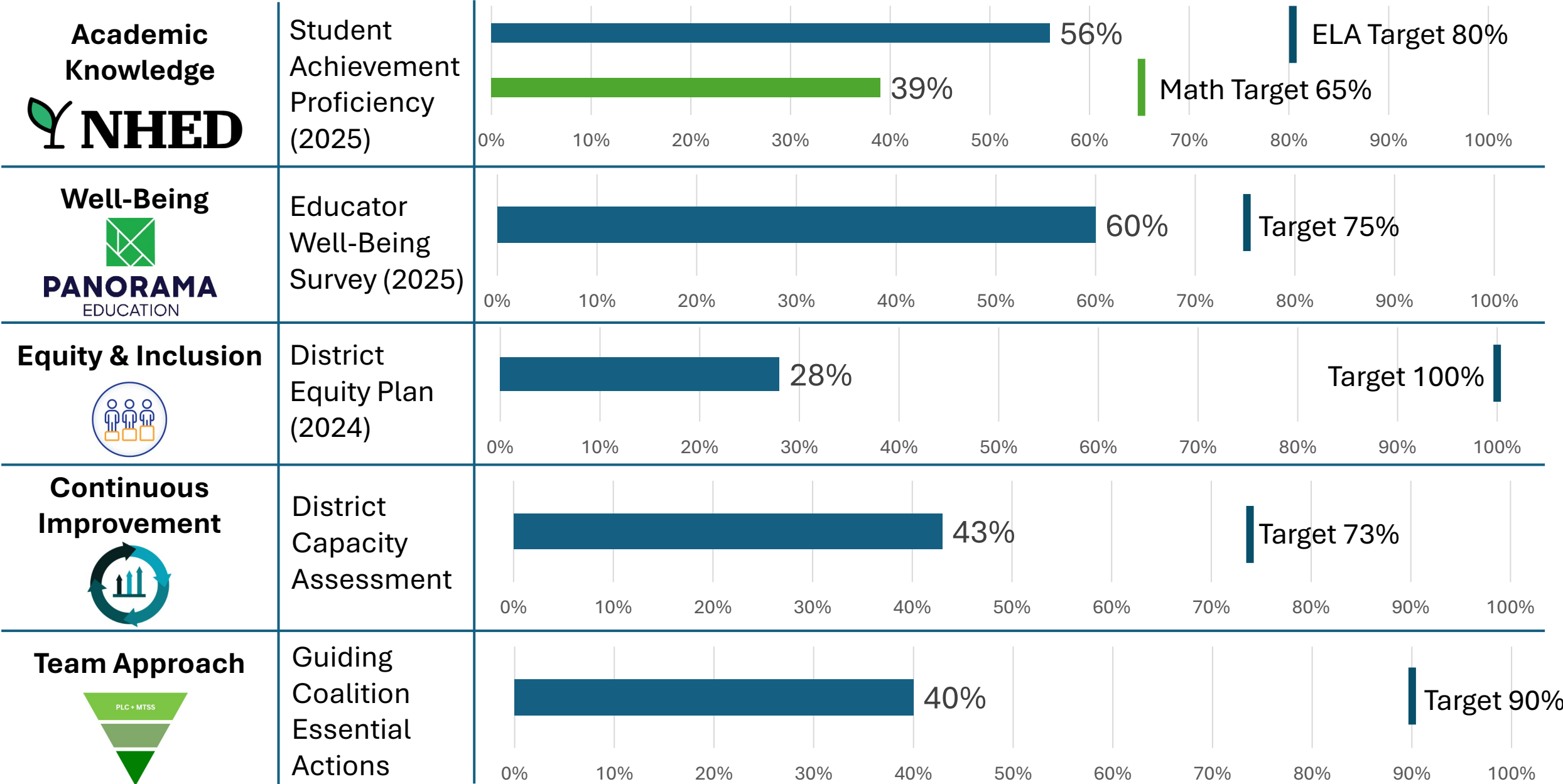
2023 YRBS Risk Behaviors

Strafford County Region || New Hampshire



■ Region ■ NH

Tracking Our Progress: Strategic Goals to Be Achieved by 2030



Renaissance Star vs. NH SAS

Feature	Renaissance Star Assessment (Predictive)	New Hampshire State Assessment (NH SAS) (Accountability)
Purpose	Measures student progress and growth throughout the year	Measures mastery of state academic standards at the end of the year
Focus	Skills-based, adaptive assessment for reading and math	Standards-based, summative assessment in English, math, and science
Timing	Administered multiple times per year	Administered once per year (accountability measure)
Use of Results	Guides instruction and identifies learning gaps	Evaluates overall district, school, grade level, and student performance against NH standards
Format	Computer-adaptive (adjusts to student responses)	Fixed-form test based on grade-level standards

Tier 1 Benchmark: Linking National Scores to State Outcomes



40th percentile benchmark:

Students at or above this level on most national assessments (DIBELS, Star) are **likely to score proficient or above** on the NH Statewide Assessment.

Level 4: Above Proficient

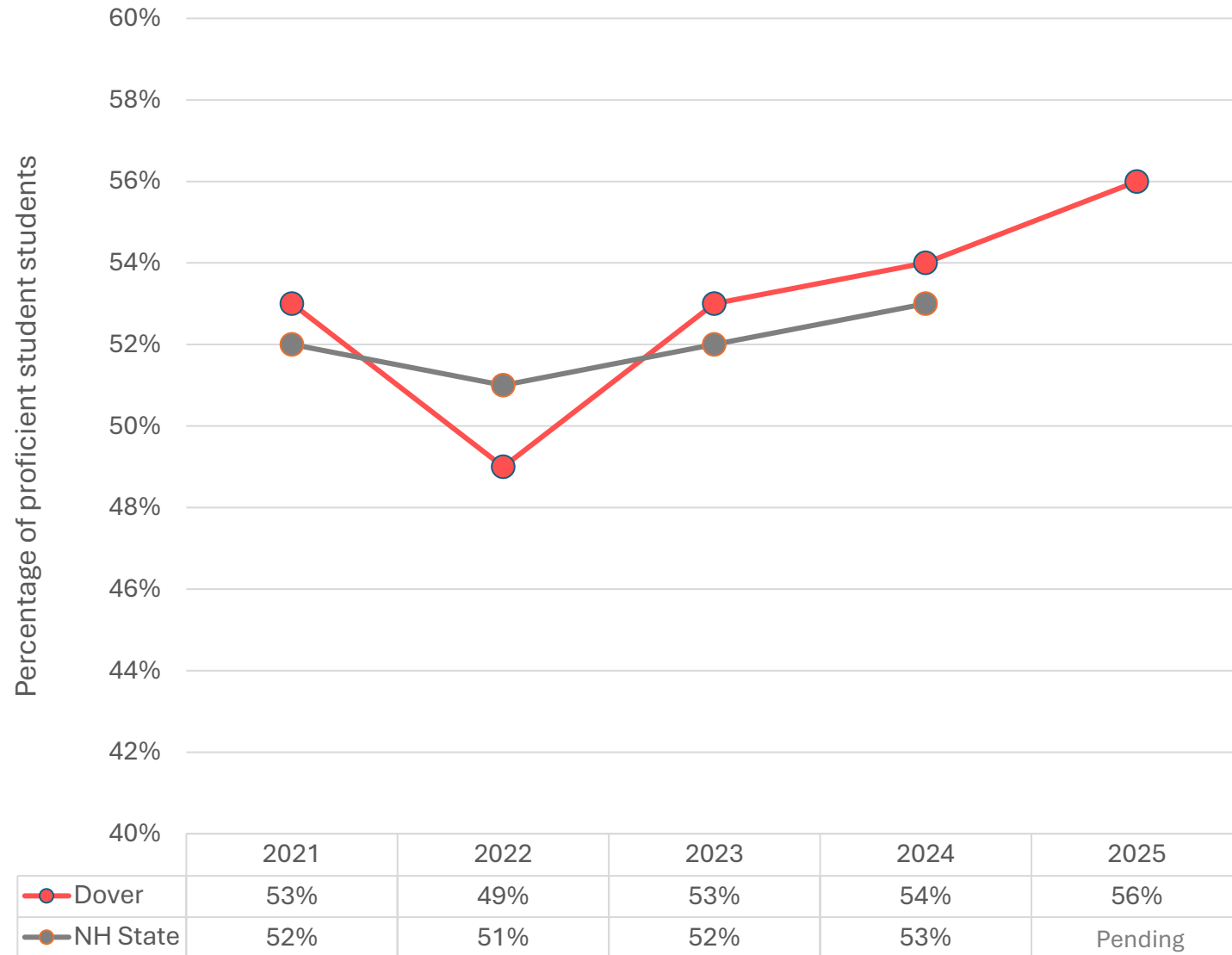
Level 3: Proficient

Level 2: Approaching Proficient

Level 1: Below Proficient



ELA NH SAS Proficiency Over Time



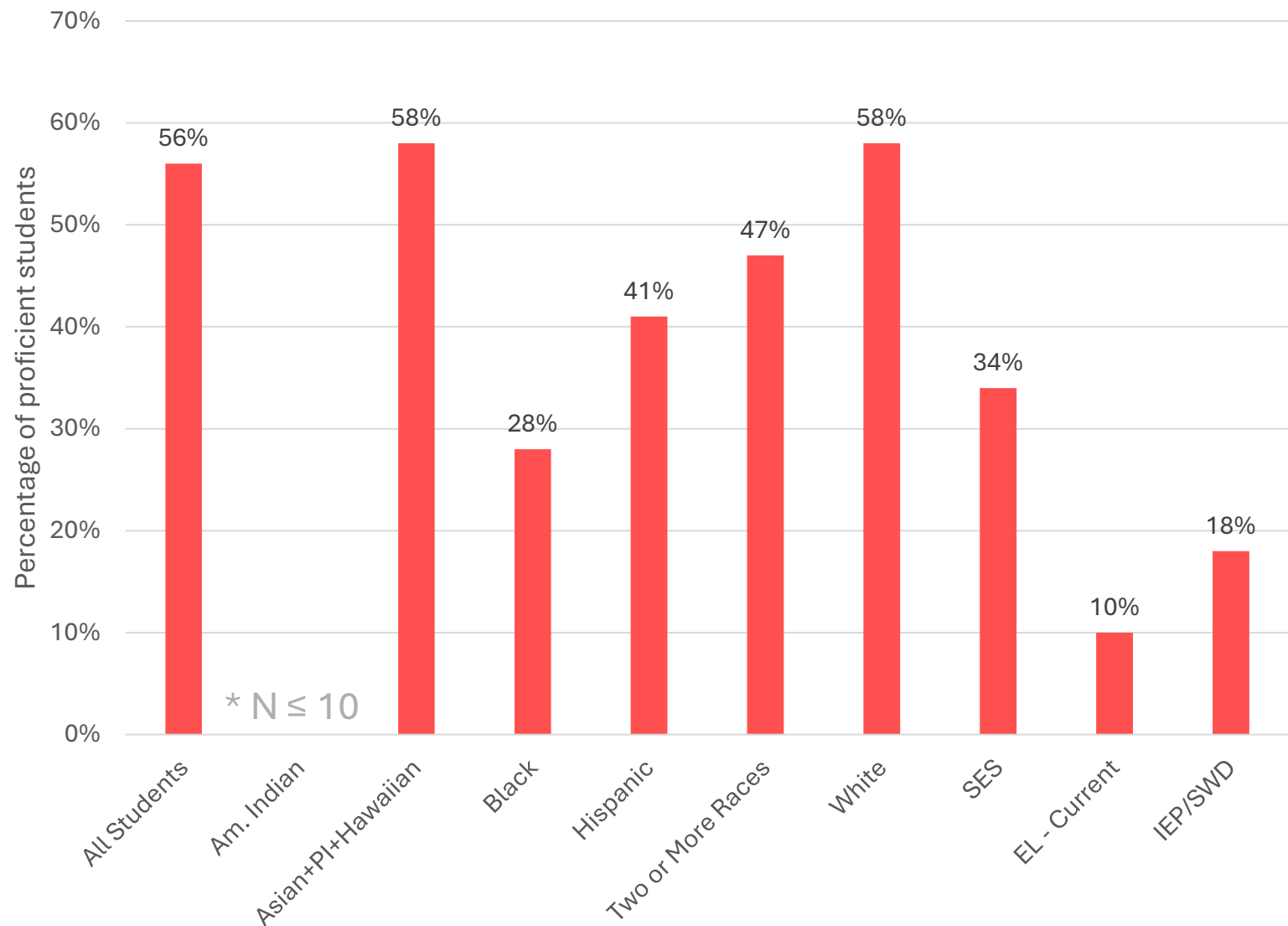
What is the NH SAS ELA?

- **Purpose:** to measure student mastery of grade-level ELA standards in reading and writing
- **Grades:** Administered to students in grades 3 through 8 + school-day SAT for grade 11
- **Format:** Computer-adaptive
- **Administration:** Annually, spring
- **Scoring:** Results are reported in performance levels
 - Level 1: Below Proficient
 - Level 2: Approaching Proficient
 - Level 3: Proficient
 - Level 4: Above Proficient
- **Proficiency:** Students who score either a level 3 or level 4

Districtwide NH SAS ELA Proficiency: Cohort Analysis by Grade and Year

District ELA	May 2021	May 2022	May 2023	May 2024	May 2025
Grade 3	52%	41%	56%	46%	51%
Grade 4	49%	48%	50%	60%	54%
Grade 5	49%	51%	56%	64%	64%
Grade 6	58%	51%	50%	52%	54%
Grade 7	45%	51%	54%	50%	53%
Grade 8	60%	41%	51%	48%	49%

2025 ELA NH SAS Proficiency by Subgroup

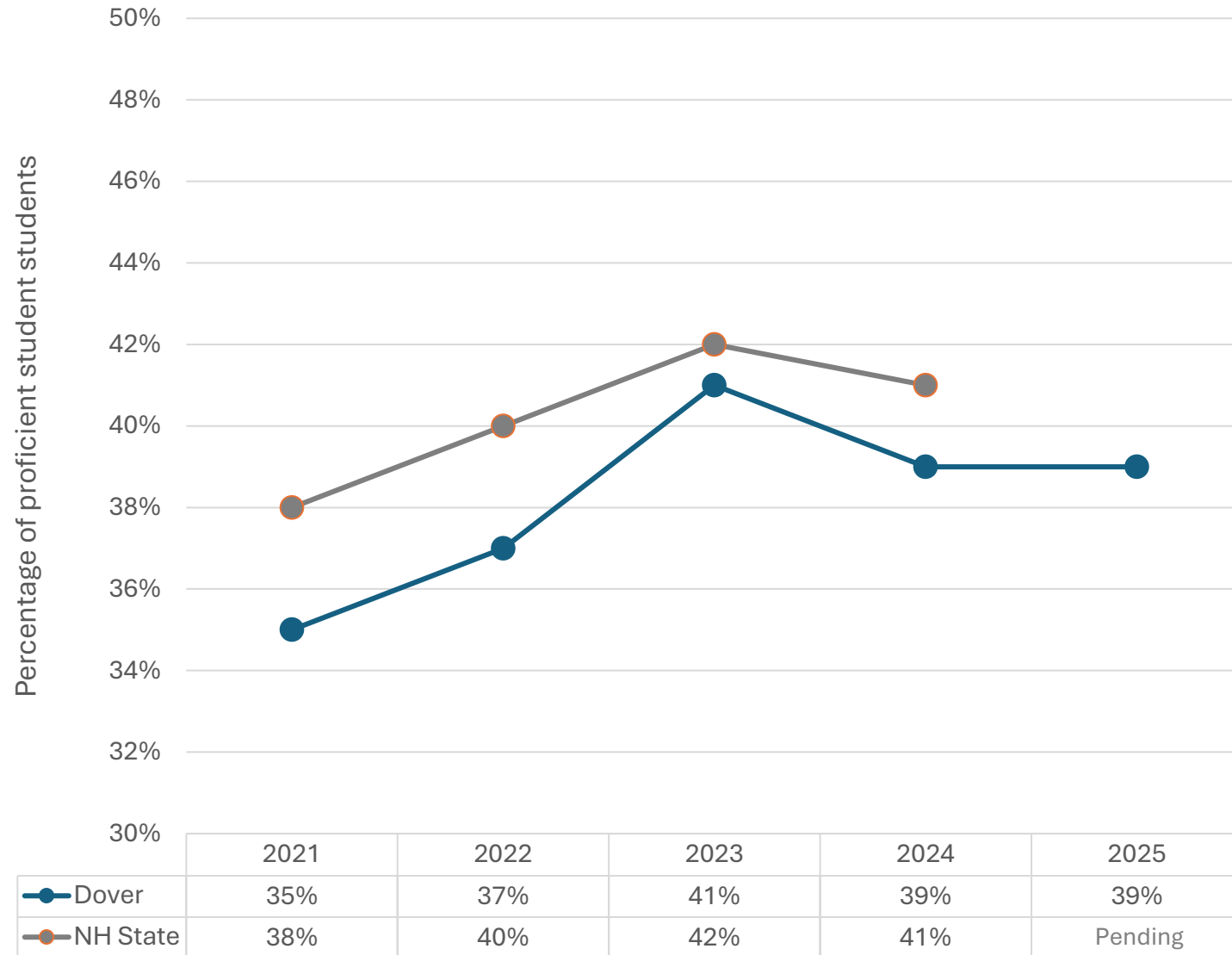


Glossary of Terms

- **SES:** Economically disadvantaged students; Free/Reduced Lunch
- **EL- Current:** English language learner
- **IEP/SWD:** Students with an active enrollment who are placed on an IEP during the school year



Math NH SAS Proficiency Over Time



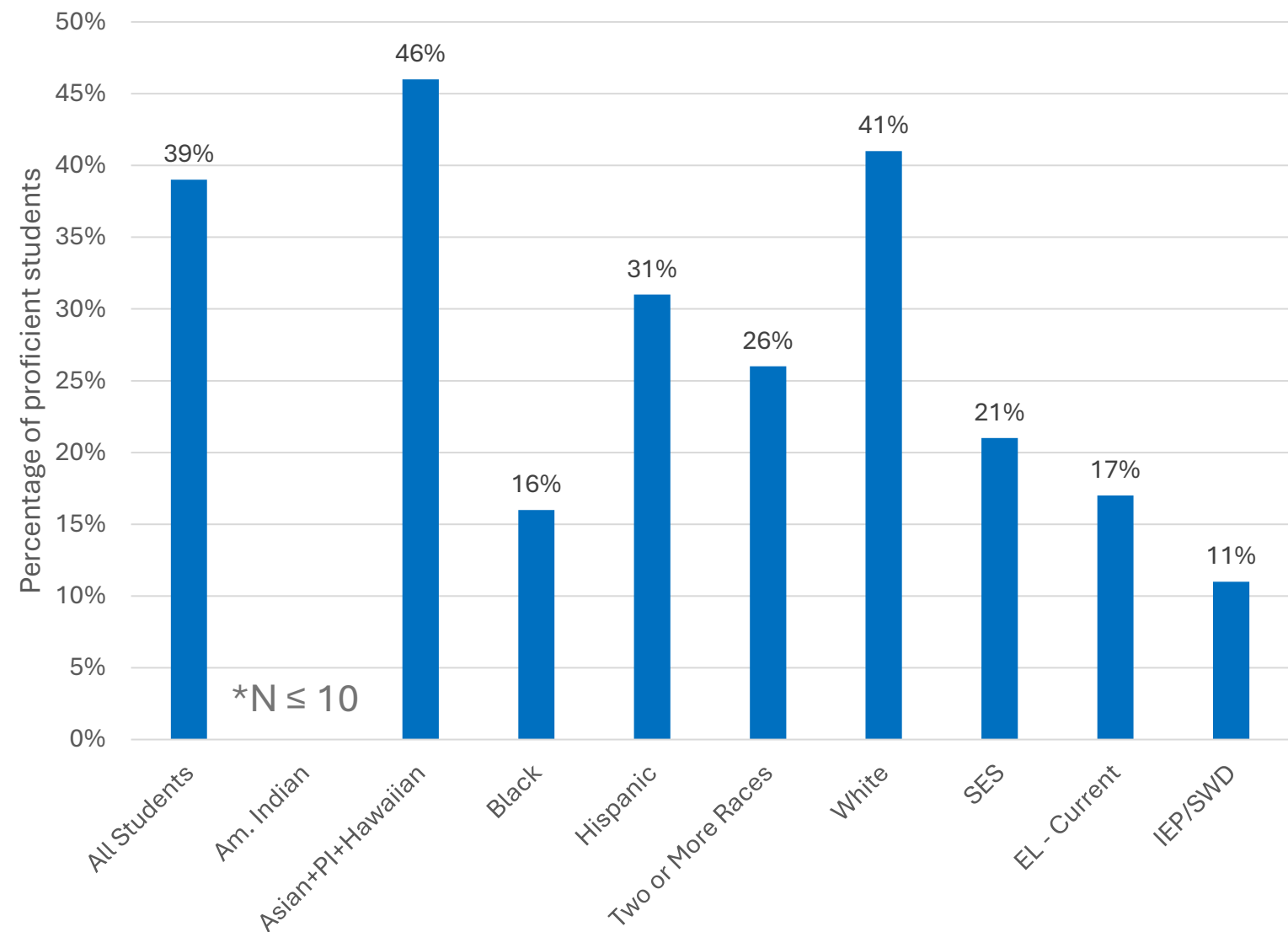
What is the NH SAS Math?

- **Purpose:** to measure student mastery of grade-level math standards
- **Grades:** Administered to students in grades 3 through 8 + school-day SAT for grade 11
- **Format:** Computer-adaptive
- **Administration:** Annually, spring
- **Scoring:** Results are reported in performance levels
 - Level 1: Below Proficient
 - Level 2: Approaching Proficient
 - Level 3: Proficient
 - Level 4: Above Proficient
- **Proficiency:** Students who score either a level 3 or level 4

Districtwide NH SAS Math Proficiency: Cohort Analysis by Grade and Year

District Math	2021	2022	2023	2024	2025
Grade 3	44%	44%	59%	47%	54%
Grade 4	36%	55%	53%	52%	47%
Grade 5	26%	42%	43%	43%	51%
Grade 6	33%	27%	41%	36%	32%
Grade 7	24%	32%	31%	31%	43%
Grade 8	40%	29%	36%	29%	29%

2025 Math NH SAS Proficiency by Subgroup



Glossary of Terms

- **SES:** Economically disadvantaged students; Free/Reduced Lunch
- **EL- Current:** English language learner
- **IEP/SWD:** Students with an active enrollment who are placed on an IEP during the school year

Kindergarten - Grade 8 Reading Performance: Fall Screening Results

Tier 1: Universal access for all students.
Target Goal: 80% achieve Tier 1 benchmark ***without*** additional support.

Tier %		School	# Tier 1	# Tier 2	# Tier 3	Total
		All Campuses	61.6%	19.1%	19.3%	1976
		Kindergarten	30.1%	19.6%	50.2%	209
		1st Grade	48.4%	26.1%	25.5%	188
		2nd Grade	60.2%	13.0%	26.8%	231
		3rd Grade	61.3%	17.4%	21.3%	235
		4th Grade	61.4%	18.5%	20.1%	249
		5th Grade	73.8%	18.9%	7.3%	206
		6th Grade	75.0%	19.1%	5.9%	220
		7th Grade	73.0%	19.0%	8.1%	211
		8th Grade	69.2%	21.6%	9.3%	227



Grades K - 4



STARTM
Reading

Grades 5 - 8

Grade 2 - 8 Math Performance: Fall Screening Results

Tier 1: Universal access for all students.
Target Goal: 80% achieve Tier 1 benchmark *without* additional support.

Tier %		School	# Tier 1	# Tier 2	# Tier 3	Total
		All Campuses	65.9%	25.2%	8.8%	1574
		2nd Grade	62.1%	23.8%	14.1%	227
		3rd Grade	65.8%	24.5%	9.7%	237
		4th Grade	66.9%	27.0%	6.0%	248
		5th Grade	68.8%	25.9%	5.4%	205
		6th Grade	68.9%	24.7%	6.4%	219
		7th Grade	63.0%	26.5%	10.4%	211
		8th Grade	66.4%	24.3%	9.3%	226



Grades 2 - 8

Grade Level Heat Map for Student Attendance Risk (September – October 2025)

Concentration of students high risk for attendance based on:

- Excused Absence
- Unexcused Absence
- Tardy

High Risk: student has attended less than 90% of scheduled days

- 42 Scheduled Student Days for Sept/Oct
- High Risk = ≥ 4.2 days

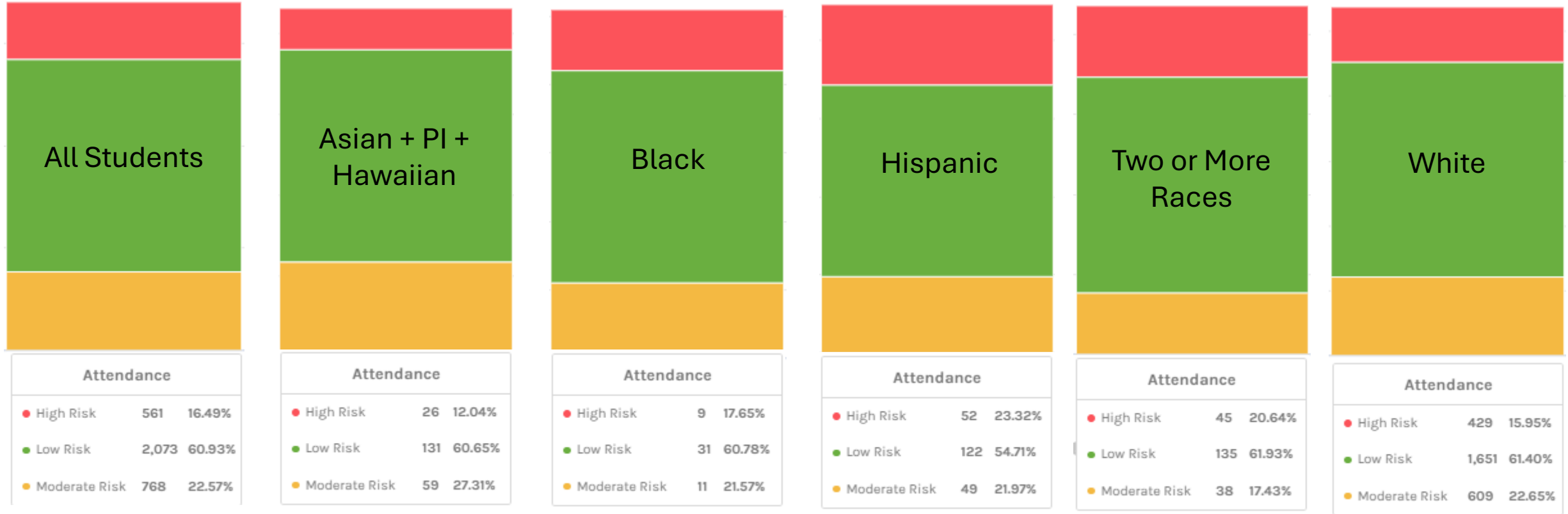
Rates of Chronic Absenteeism

- Dover 24-25: 22%
- NH State 22-23: 25%
- U.S. DOE 22-23: 28%

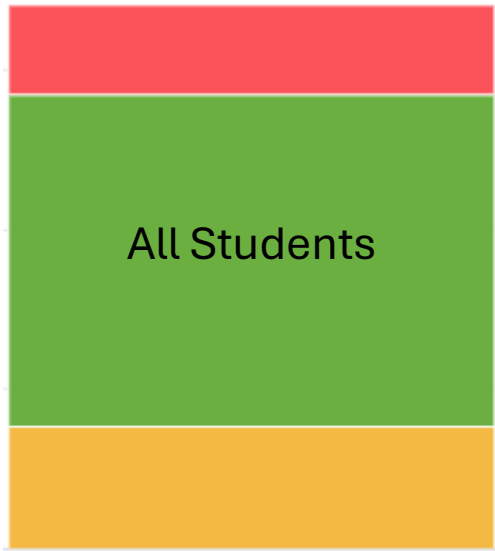
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	District
# of Students	26	15	21	23	29	27	32	43	44	49	59	54	79	501
% of Grade enrollment	12%	8%	9%	10%	12%	13%	14%	20%	19%	13%	16%	18%	22%	14%

- **Lighter Red/No Shading:** Represents **lower concentration** of students with attendance risk.
- **Darker Red:** Represents **higher concentration** of students with attendance risk.

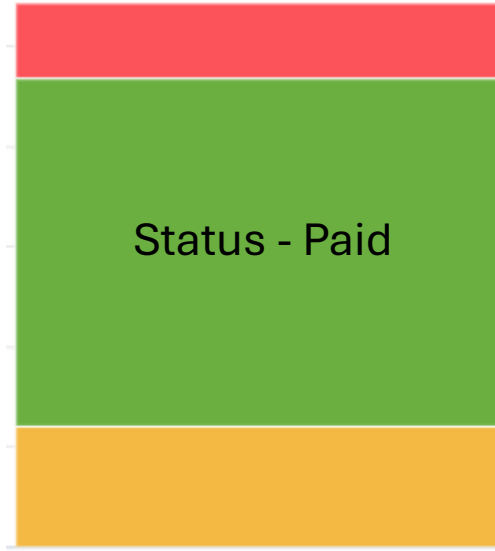
Attendance Risk Analysis by Race/Ethnicity (September–October 2025)



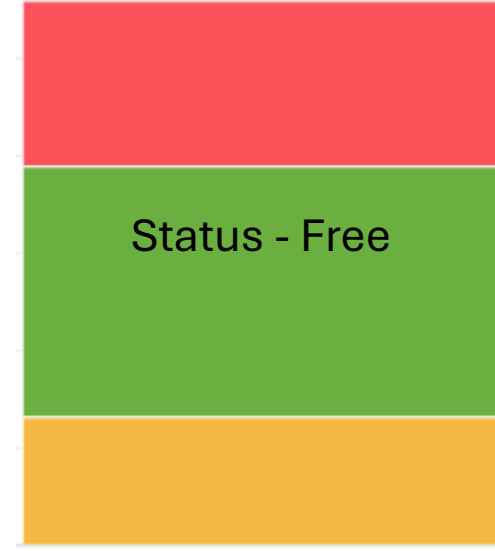
Attendance Risk Analysis by FRL Status (September–October 2025)



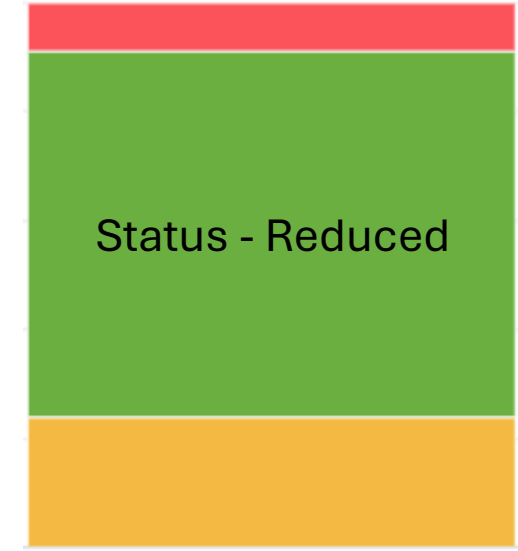
Attendance			
● High Risk	561	16.49%	
● Low Risk	2,073	60.93%	
● Moderate Risk	768	22.57%	



Attendance			
● High Risk	380	13.98%	
● Low Risk	1,731	63.69%	
● Moderate Risk	607	22.33%	



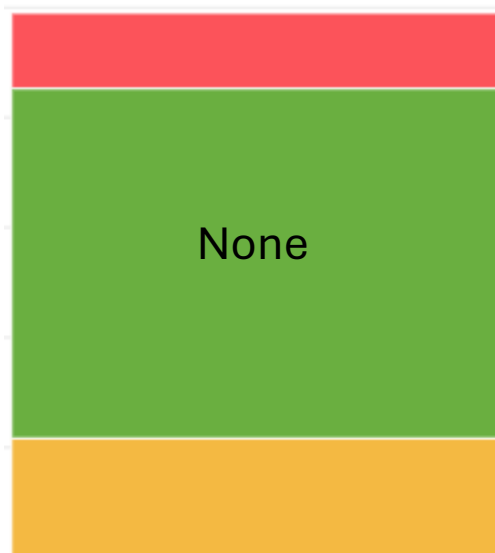
Attendance			
● High Risk	170	30.41%	
● Low Risk	258	46.15%	
● Moderate Risk	131	23.43%	



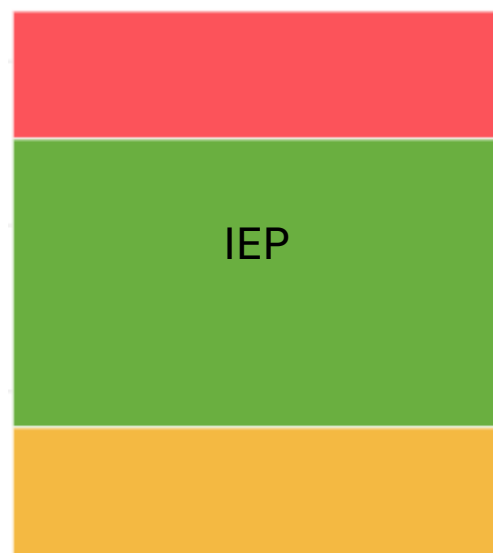
Attendance			
● High Risk	11	8.80%	
● Low Risk	84	67.20%	
● Moderate Risk	30	24.00%	

FRL Status: Economically disadvantaged; Free/Reduced Lunch

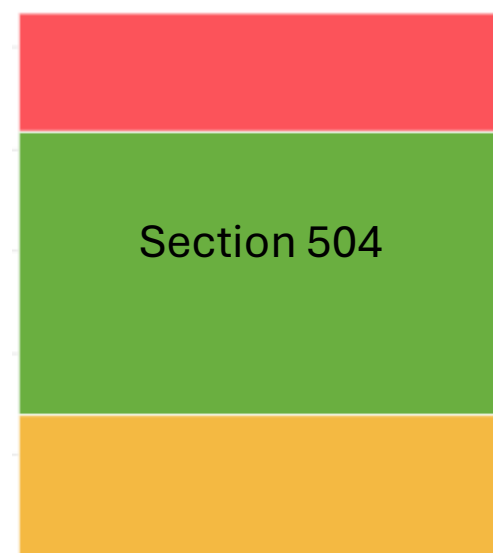
Attendance Risk Analysis by Mandated Learning Plan (September–October 2025)



Attendance			
● High Risk	347	14.02%	
● Low Risk	1,585	64.04%	
● Moderate Risk	543	21.94%	



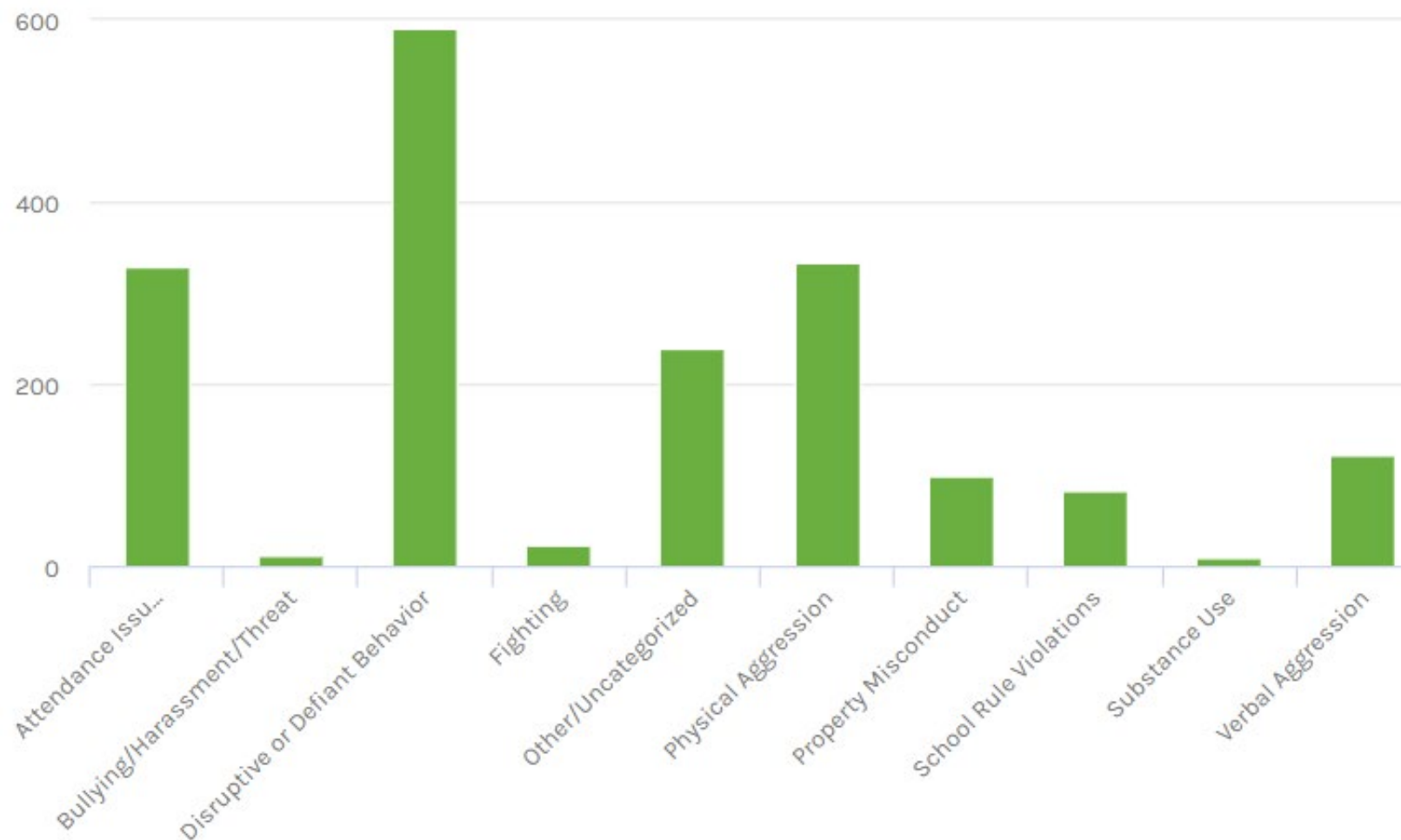
Attendance			
● High Risk	156	23.64%	
● Low Risk	349	52.88%	
● Moderate Risk	155	23.48%	



Attendance			
● High Risk	58	21.72%	
● Low Risk	139	52.06%	
● Moderate Risk	70	26.22%	

- **IEP:** Students with an active enrollment who are placed on an Individualized Education Program (IEP) during the school year
- **Section 504:** A student with a qualifying condition who needs reasonable accommodation(s) to access the general education program.

Behavior Incidents by Type for Sept + Oct.

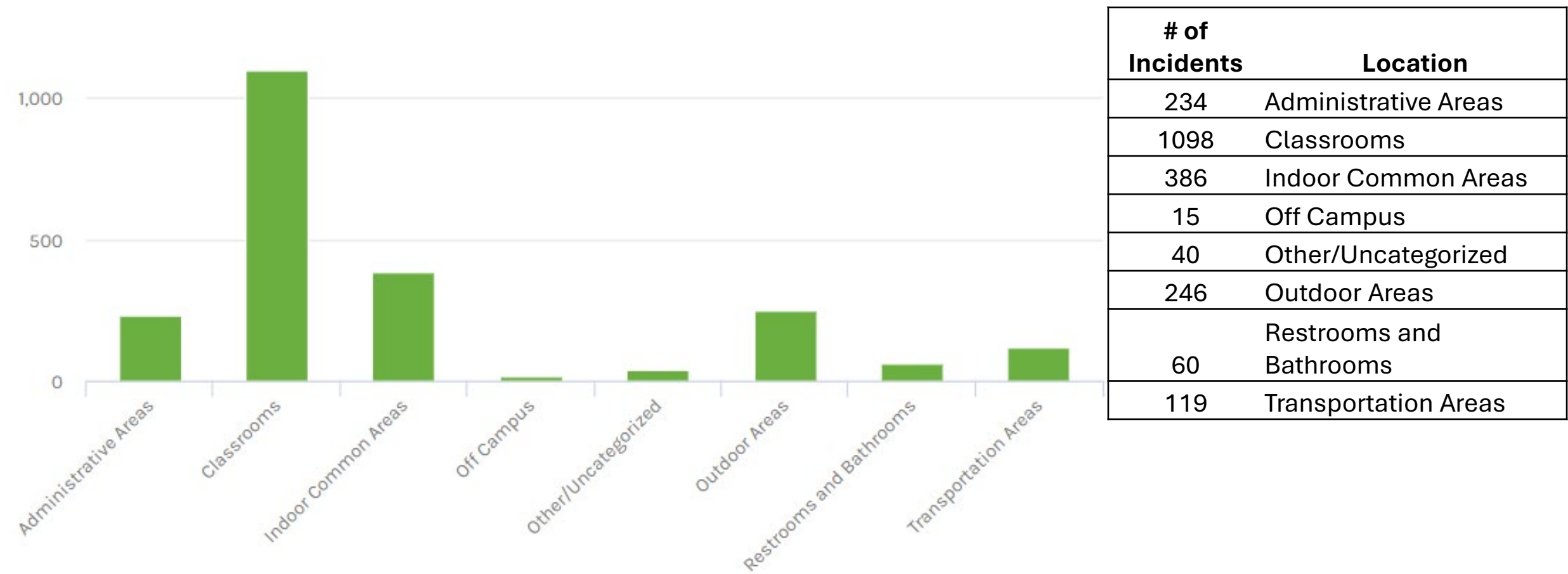


# of Incidents	Incident Type
327	Attendance Issues
11	Bullying/Harassment/Threat
590	Disruptive or Defiant Behavior
24	Fighting
239	Other/Uncategorized
332	Physical Aggression
98	Property Misconduct
82	School Rule Violations
10	Substance Use
121	Verbal Aggression

Behavior Incident: A recorded instance of a student violating the code of conduct, tracked to guide informed decisions.

Purpose: Helps schools spot patterns, understand behaviors, and provide targeted support instead of just punishment.

Behavior Incidents by Location



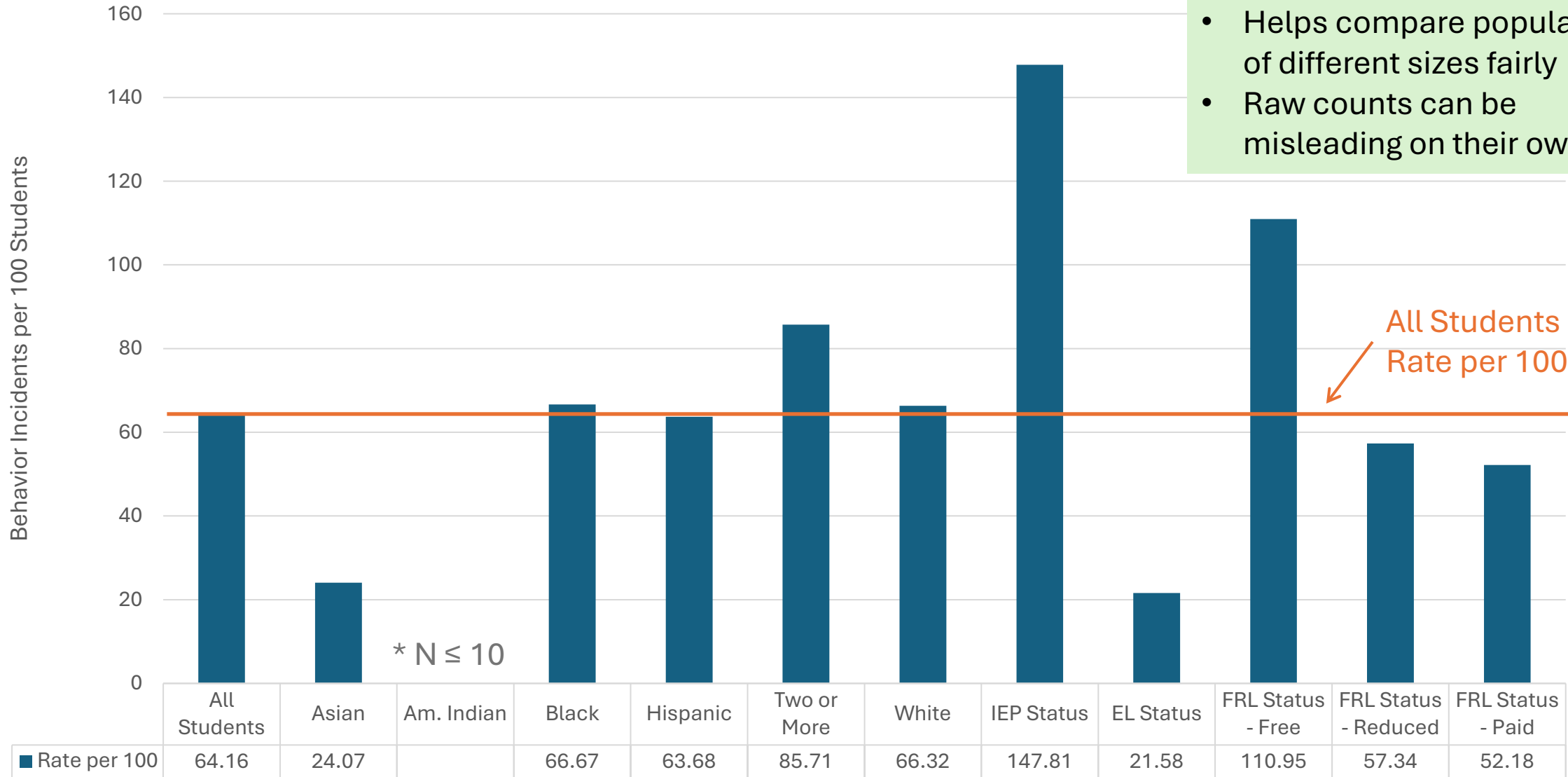
Location: Shows where behavior incidents happen so schools can address problem areas and provide support where it's needed most.

Behaviors Incidents Per 100 Students by Subgroup

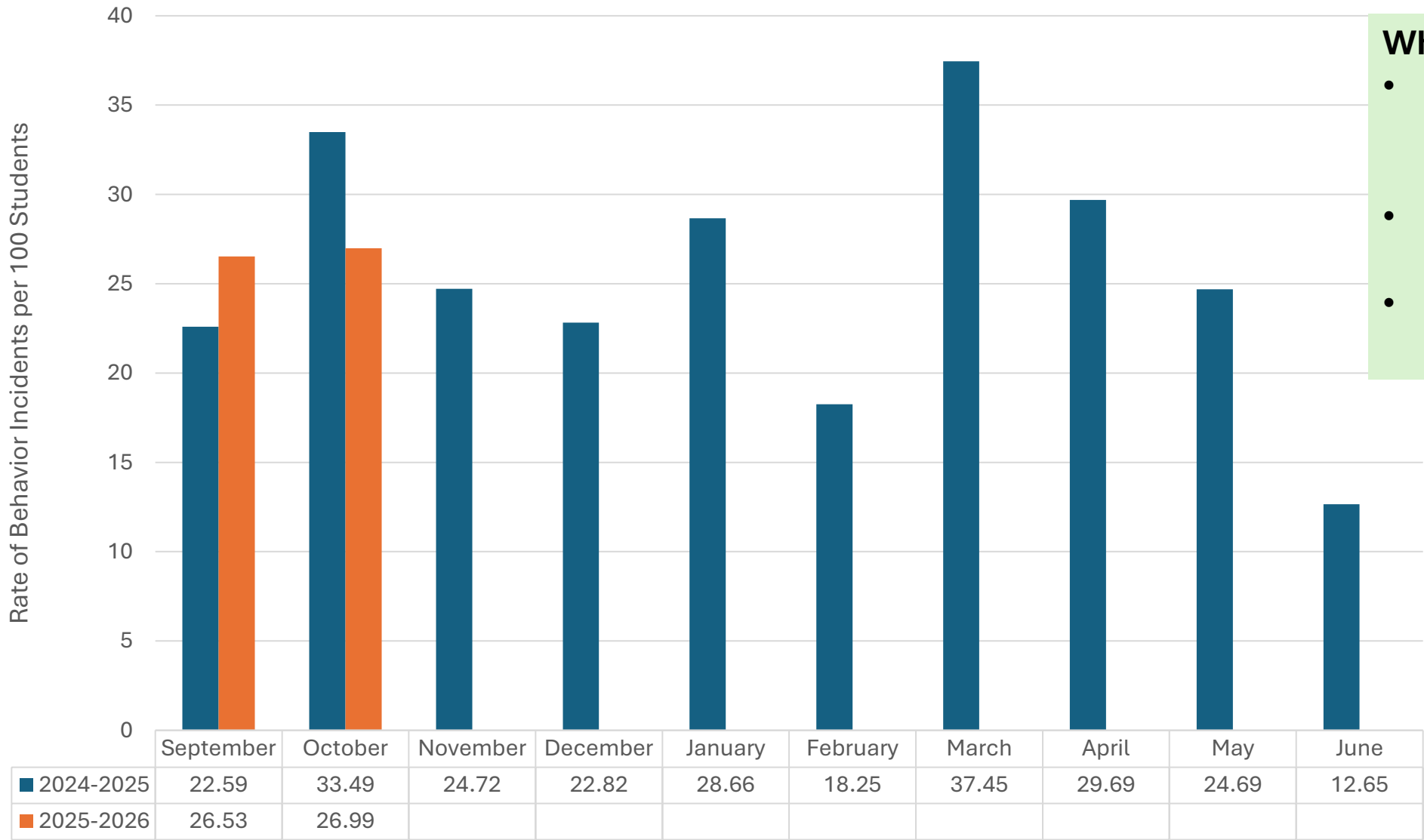
$$\text{Rate per 100} = \left(\frac{\text{Number of events}}{\text{Total population}} \right) \times 100$$

Why is Rate per 100 Used?

- Using rate per 100 shows the number of events in a population as if it were 100
- Helps compare populations of different sizes fairly
- Raw counts can be misleading on their own



Behavior Incidents Per 100 Students: Sept/Oct Rate Analysis



Why is Rate per 100 Used?

- Using rate per 100 shows the number of events in a population as if it were 100
- Helps compare populations of different sizes fairly
- Raw counts can be misleading on their own

$$\text{Rate per 100} = \left(\frac{\text{Number of events}}{\text{Total population}} \right) \times 100$$

Data Reporting Timelines

October

Implementation Rubrics

- District Capacity Assessment
- School Building - Guiding Coalitions

November

Student Data

- NH SAS ELA + Math
- Fall Universal Screening
- Attendance + Behavior

December

Implementation Rubric

- Professional Learning Community(PLC) Continuum

February

Student Data

- Winter Universal Screening
- Attendance + Behavior

May

Feedback Survey

- School Climate

June

Equity & Student Data

- Equity Plan
- Spring Universal Screening
- Attendance + Behavior