Accent on Achievement 2016-17

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Cover designed by Londonderry Middle School learner, Mimi Maldonado, student of Mrs. Carolyn Roy. “Our ‘client’, Chelsea Hunnewell, ‘hired’ the 8th Grade Technology & Media classes to design a cover for the “Accent on Achievement” report. Once the purpose of the report was described, and the requirements were identified, students transformed their original ideas into digital designs. Using the concepts and design techniques discussed in class, Microsoft Publisher and photography editing tools, students “wowed” our client by producing some amazing covers that captured all levels of learning in the Londonderry School District.” – Carolyn Roy LMS   Tech and Media Teacher
INTRODUCTION

Accent on Achievement provides a descriptive profile of our school district, a progress report which demonstrates the educational effectiveness of our school system, and with careful reflection and analysis may indicate areas for continued change and improvement. The compilation and distribution of this report is in keeping with the School Board’s desire for both accountability and communication with our public. The employees of our district are proud of our educational programs and learner accomplishments.

Included in this report are “inputs” that are necessary components for quality education and “outputs” which indicate the degree of effectiveness and achievement. In addition to the objective, quantifiable data presented in the following pages, a review of the literature on high performing schools identifies several other factors that contribute to their effectiveness. Among these identified factors are strong leadership, school mission focused on students and results, staff agreement on the general approach to teaching and learning, a civil and safe school climate, and a view of schools as problem-solving institutions. It must be understood that no single indicator gives a complete picture. All indicators should be examined and reviewed over time to gain an understanding of the school district’s accomplishments and a clear view of the quality of educational experiences provided for our young people.

Whenever possible, comparisons are made using data from the district, state, and the nation. The indicators in this report will be updated annually, and will form the basis of continual review and analysis. Londonderry schools have a reputation for excellence. The data in this report provides the vehicle for continuous improvement.
Vision, Mission and Motto

Our Shared Vision:

The Londonderry School District will provide appropriate individualized academic, social, emotional and physical learning opportunities in order to establish a dynamic foundation for quality education and continued student growth.

Our Mission:

Our mission is to provide all students with the vision, skills, and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

Our Motto:

“Giving Wings to Children’s Dreams”
OUR SHARED BELIEFS

We believe that all members of our community are responsible for student learning and performance. Furthermore, we believe that

**STUDENTS:**

- Are successful learners, but at different rates and under different conditions
- Are excited about and fully engaged in their learning
- Are prepared to meet the challenges of an ever-changing world
- Have a vision of their future
- Respect varied viewpoints, cultural diversity and individual differences
- Are safe
- Have equal access to information and educational opportunity
- Are all included and challenged to achieve their highest individual potential
- Use the community as their classroom

**PARENTS AND COMMUNITY MEMBERS:**

- Are important teachers inside and outside our schools
- Are supportive of staff and schools both as partners in governance and in providing resources
- Encourage and support children
- Continue learning in our schools
- Expect children to work hard, persevere and display commitment in order to achieve in school and in life
- Respect varied viewpoints, cultural diversity and individual differences
- Work as partners with the school district in accepting responsibility and finding solutions for unacceptable student behavior

**SCHOOLS:**

- Are continuously evolving
- Are designed to personalize instruction for students
- Engage families and are supportive of them
- Provide a clean and safe environment
- Have appropriately designed facilities that provide a positive learning environment for all students
- Are responsive and accountable to the community
- Extend beyond the classroom
OUR SHARED BELIEFS (Continued)

CURRICULUM AND INSTRUCTION:

- Are designed to meet the needs of all students
- Are organized by defined learning standards
- Are designed to enhance learning for the future
- Are utilized by a community of life-long learners
- Engage students in individual and group learning activities

STAFF:

- Encourages and practices teamwork
- Communicates appropriately
- Uses research and data as part of the decision-making process
- Respects varied viewpoints, cultural diversity and individual differences
- Seeks ways to provide instructional methods that reach students whose learning style is different from our present model
- Reflects upon their practices through continued professional development
- Looks and thinks long term
- Encourages students to have a vision of their future
- Participates in and implements the long range vision of the district community
- Has high expectations and is accountable for student achievement
- Implements programs
- Engages in individual and group learning activities

SCHOOL BOARD:

- Develops, reviews, and supports policies
- Supports the district’s vision through effective communication, efficient and effective operations
- Provides the staff with the tools and support necessary to provide the most effective instructional program possible for all students
- Accepts responsibility for overall student and program performance
- Respects varied viewpoints, cultural diversity and individual differences
**DISTRICT GOAL**

All graduating students will demonstrate college and/or career readiness based upon expanded definitions of rigorous content, adaptive skills, and critical dispositions by 2017 and forever more. The Londonderry School District will increase its two and four year college acceptance rate from its current 90% to 92% by 2016 and 95% by 2020.

Current Reality: Londonderry School District increased its two and four year college acceptance rate to 95% as of June 2016. We are just meeting our next goal of 95% by 2020 four years early! We will continue to raise the bar and try to meet the needs of all our learners.

A college and career ready student possesses the content knowledge, skills, and habits necessary to be successful in any of a wide range of postsecondary settings or training programs that lead to a family sustaining career.

While not every student needs exactly the same set of knowledge and skills, a student’s interests should help determine the precise knowledge and skills the student needs to be ready for postsecondary studies.
DISTRICT GOAL (Continued)

DEFINITIONS

Key Cognitive Strategies (heart of intellectual pursuits at university levels)

Learn content from range of disciplines:

- **Intellectual Openness:**
  Curiosity, thirst, deeper understanding, questions views when not logically supported, accepts constructive criticism, changes views if warranted by evidence, helps students deal with novelty and ambiguity.

- **Inquisitiveness:**
  Active inquiry and dialogue (subject matter and research) seeks evidence to defend arguments, explanations, lines of reasoning; does not simply accept any assertion, asks why.

- **Interpretation:**
  Analyses competing and conflicting descriptions to determine strengths; flaws in each, commonalities or distinctions among or between; synthesizes results of analysis of competing or conflicting descriptions into coherent explanation; states interpretation most likely correct/reasonable; presents orally/written extended description summary/evaluation of varied perspectives and conflicting points of view.

- **Analysis:**
  Identifies and evaluates data, material and sources for quality of content, validity, credibility and relevance; compares and contrasts sources and findings; generates summaries and explanations of source materials.

- **Reasoning, Argumentation, Proof:**
  Constructs well-reasoned arguments or proofs to explain phenomena or issues, utilizes recognized forms of reasoning to construct an argument and defend point of view/conclusion; accepts critiques/challenges to assertions; addresses same by providing logical explanation or refutation or acknowledges accuracy of the critique/challenge.

- **Precision and Accuracy:**
  Knows type of precision most appropriate for task and subject area; able to increase precision and accuracy through successive approximations; uses precision appropriately to reach correct conclusions in context of task.

- **Problem Solving:**
  Develops and applies multiple strategies to solve routine problems; generates strategies to solve non-routine problems; applies method of problem solving.
DISTRICT GOAL (Continued)

Key Content Knowledge & Skills

Overarching Academic Skills

- **Writing:**
  - Expository, descriptive and persuasive
  - Pre-write, edit, rewrite
  - Present arguments clearly, substantiate each point, use style manual when conducting research.
  - Free of grammatical, spelling and usage errors.

- **Research:**
  - Able to identify and use appropriate strategies and methodologies to explore and answer problems and to conduct research.
  - Evaluate appropriateness of source material and synthesize and incorporate into coherent paper or report.
  - Access variety of types of information, range or locations, formats and source environments.

- **Technology:**
  - Ability to access and adapt technology
  - Ethical user of information
  - Ability to collaborate electronically (e-collaboration)
  - To assist with the development of functional and cognitive strategies via technology
  - To enhance communication and publication
  - To further develop the concept of a self-directed learner

Core Academic Subjects Knowledge & Skills

- **English:** Engage texts critically and create well-written, organized and supported products; oral and written includes reading comprehension and literature, writing and editing, information gathering, analysis, critiques and connections, build vocabulary, word analysis (including roots and derivations) strategic reading, key terms and concepts.

- **Math:** Basic concepts, principles and techniques of algebra at deep level, grasp complex concepts, apply conceptual understandings to extract problem from context, use mathematics to solve problem, and then interpret solution back into context, when and how to estimate reasonableness of answers, use calculator as tool.

- **Science:** Emphasize scientific thinking, utilize all steps of scientific method “think like a scientist.” Ways to use empirical evidence to draw conclusion and how such are subject to scrutiny and alternate conclusions, appreciate science is both constant and dynamic, grasp scientists thinking in terms of models and systems to comprehend complex phenomena, master core concepts, principals, laws and vocabulary.
DISTRICT GOAL (Continued)

- **Social Sciences**: Range of subjects include: geography, political science, economics, psychology, sociology, history and humanities. Scientific method emphasizing interpreting sources, evaluating evidence and competing claims; social science consists of certain “big ideas.”

- **World Languages**: Communicate effectively and receive communication from speakers of another language in authentic cultural context through skills of listening, speaking, reading and writing; understand cultural context from which the language arose.

- **Arts**: Art history, dance, music, theater and visual arts understanding, and appreciation of contribution by most innovative creators. Students perceive themselves as instruments of communication and expression through sound, movement and visual representation.

**Key Academic Behaviors (self-monitoring and study skills)**

(Independent of a particular content area)

- **Self-Monitoring**: Form of meta cognition (ability to think about how one is thinking), alertness of current level of mastery and understanding of a subject; ability to reflect on what worked/what needs improvement; persistence; identify, employ select range of learning strategies, transfer same to new situations.

- **Study Skills**: Requires mastery of key skills to comprehend material and complete tasks successfully outside of class: include time management, preparing for and taking assessments, using information resources, taking notes, communicating with teachers.
  - Ability to participate in study groups.
  - Time management includes: accurately restricting how much time to complete assignments using calendars, to do lists to organize studying, balancing study time with other demands.

**Contextual Skills & Awareness (understand how college/high school operates)**

- Understanding of postsecondary system specific knowledge of norms, values and conventions of interaction in college context, human relations skills to cope at college; interpersonal skills to interact with cross section of people; protocol interacting with professors.

- **College Knowledge**: Understanding college admissions, curricular, testing and application requirements, college options and choices, tuition costs, financial aid system, placement requirements, challenge level of courses, expectations.
For a more detailed version of the Strategic Plan please go to the school district web site [http://www.londonderry.org/](http://www.londonderry.org/) and select the “Information” tab and select Strategic Plan. A video summary of the plan may also be viewed through the school district YouTube channel by selecting the “YouTube” icon on the school district web site; search “Uploads” for “Strategic Plan 2016”
ASPECTS OF ACCOMPLISHMENT

COMMUNITY, CLIMATE AND CULTURE

Our learning community is a place where everyone: administrators, faculty, support staff and parents work together to help all youngsters reach their potential. Our public schools share the responsibility of preparing our young people for life in a democratic society with families, civic and religious organizations, business groups, other government agencies, and the community at large.

INNOVATIVE PROGRAMS

- District Strategic Plan reviewed and updated annually, currently planned through 2016
- Two Year Teacher Induction Program
- Collaboration with SNHU for on-site Masters Program
- Articulation agreements with twenty-two colleges (for LHS seniors)
- Video Production Program/Radio Station
- Granite State Distance Learning Network (Video Conferencing and Telecommunications)
- Adult Education and G.E.D. Programs at High School/ Career Pathways for Juniors and Seniors
- Technology Teachers’ Academies for Professional Development
- Three Tier Reading Program for Elementary Students
- In-house Special Education Programs for low incidence populations
- Positive Behavior Intervention and Support (PBIS) Program at all three elementary schools
- Continuing implementation of Professional Learning Communities
- Project Lead the Way, Bridges and Project Running Start, SNHU Dual Enrollment courses (allow students to earn college credits)
- New Hampshire Scholars Program at LHS and LMS

AWARDS AND RECOGNITION

- Superintendent Nathan Greenberg, Administrator of the Year from NH Music Educators Association 2010, NH 2009 School Superintendent of the Year; 2007 National School Administrator of the Year by School Library Journal and Distinguished Administrator of the Year by the American Association of School Librarians; The NH Educational Media Association School Administrator of the Year for 2008
- NH Principal of the Year Finalist 2016 – Linda Boyd; PTA Partnership Award – Dean Farmer; WZID NH Top 20 Most Outstanding Women of the Year – Katie Sullivan; 2016 Presidential Award for Excellence in Math – Ann Gaffney; NH Choreographer of the Year 15-16 – Valerie Nelson; NH Assistant Principal of the Year 2015 – Jill Connors; MTPTA named NHP TA unit of the year 2013-14; NHP TA Administrator of the Year – Linda Boyd 2015 VFW Loyalty Day Award recipients: Peter Curro and Susan Rouse; 2015 Dollars for Scholars Teacher of the Year: High School – Betty Mak; Middle School – Sharon Kilduff; 2014 Div I Basketball Coach of the Year and Eagle Tribune Winter Coach of the year John Fagula & Nate Stanton, NH; Assistant Principal of the Year Finalist – Katie Sullivan; Ann Gaffney – NH Recipient of the Presidential Award for Excellence in Mathematics and Science Teaching; Matthew Thornton School selected for
Commissioner’s Circle of Excellence 2014; Ann Smith – Excellence in Teaching Award from the NH Society of Professional Engineers; Pauline Pichette – NH Art Teacher of the Year 2012, Howard Sobolov, Athletic Director of the Year 2012, Girls basketball-Nick Theos: Eagle Tribune Winter Coach of the Year, Boys lacrosse-Division I Coach of the Year - Sean LeBlanc

- LEEP program has been awarded NAEYC Accreditation
- Reflections State and National Awards-PTA Sponsored Cultural Arts Program 
  Destination Imagination State and International Awards
- High School Marching Band performed at President Obama’s Inauguration in January, 2009 and January 2013. The LHS Marching Lancers have now performed in four Rose Bowl Parades with another anticipated appearance in the 2018 Rose Parade. They also performed in China June ’08 for the pre-Olympics ceremonies.

After a twenty-year hiatus, Londonderry High School is proud to bring back the Hall of Fame. Fourteen inductees were honored at a dinner ceremony at LHS. This year’s inductees include former students, current and former staff and administrators, as well as community members. They include: Mike Beeman, Ed Burgess, Matt Charette, Sean Delisle, Paul Dutton, Chris Gingrow, Dr. Stephen Guerra, Michelle Hart-Miller, Suzanne Johnson, Stefanie Murphy, Bob Ross, Katie Sullivan, Art Tsetsilas, and Peter Willis. The Hall of Fame Selection Committee is composed of 12 members (students, staff, community members, administrators, and former faculty/staff) There was an impressive list of nominations for this first class. The nominations of those who were not inducted will remain on a master list for future consideration. For future years, the nomination process will take place during the month of April with inductees announced in August, with a dinner ceremony to take place Mack Plaque weekend.
**GRADUATION STANDARDS**

These graduation standards represent what students should know and be able to do upon completion of twelfth grade. They were developed by the district’s Curriculum Advisory Committee, a standing committee of the School Board, composed of faculty, administrators, and community members, and were adopted by the School Board in 1998.

Students will:

**Use the English language with competence and confidence.**
- Read fluently and critically with understanding and appreciation
- Write effectively for a variety of purposes and audiences
- Speak with purpose, power and clarity
- Listen and view for understanding

**Understand, explain and apply mathematical concepts and disciplines and recognize the connections to other curriculum areas, the workplace and everyday settings.**
- Compute accurately and fluently
- Solve problems using algebraic and geometric concepts
- Apply estimation in working with quantities, measurement, computation and problem solving
- Make and use accurate measurements
- Apply mathematical skills with confidence, appropriately matching techniques to problems

**Understand, explain and apply scientific concepts and disciplines and use scientific processes of inquiry to make decisions and to explore solutions to ever changing problems.**
- Demonstrate broad content knowledge of physical, earth and life sciences
- Integrate the knowledge from various scientific disciplines
- Formulate hypotheses and conduct experiments using the scientific method
- Question, justify, and explain scientific knowledge / principles
- Construct new understandings and new questions from prior knowledge

**Understand the principles and apply their knowledge of history, civics and government, economics, and geography.**
- Participate in an approved community service project
- Explain major historical events and themes, geographic and economic principles, and their significance in American and world history, past and present
- Understand and explain the principles of democracy and other forms of government
- Understand and respect all people and their cultures
GRADUATION STANDARDS (Continued)

Be effective and ethical users of ideas, information and related computer technologies across disciplines.
- Locate, access, analyze and communicate ideas and information
- Create presentation
- Use technology to solve practical problems
- Use the internet to access information

Communicate in at least one of the four Arts disciplines (dance, music, theater, and visual arts) and explain various types of arts knowledge and skills.
- Create an original work of art or perform a work of art
- Develop and present an analysis of a work of art
- Explain the role of the arts as an integral component of culture
- Discuss exemplary works of art from a variety of cultures and historical periods

Converse in a second language.
- Communicate to others basic living needs in the language
- Observe appropriate social etiquette of the language / culture
- Understand the customs and traditions of a country where the language is spoken

Develop a safe and healthy lifestyle.
- Self-assess one’s own physical and mental wellness
- Develop an individual plan for good health
- Understand the risk factors of substance abuse and an unhealthy lifestyle
- Recognize the benefits of good nutrition
- Acquire the knowledge to develop constructive personal relationships
### INPUT INDICATORS

- Shared Vision and Beliefs
- Mission Statement
- Strategic Plan
- School District Goals & Policies
- School District Budget
- Staff Development Master Plan
- Professional In-service Programs
  - On Site Masters Program
- Faculty’s Educational Level
- Faculty’s Experience Level
- Master Negotiated Agreements
- Employee Evaluation Process
- Academic Recognition Programs
- Culture of the Community
- Education Level of the Populace
- Londonderry’s Tax Base
- Technology Plan
- NH State Curriculum Frameworks
- NH State Minimum Standards for School Approval
- District Curriculum

### OUTPUT INDICATORS

- Graduation Standards
- Grade Level Benchmarks
- School Enrollments
- Student Attendance
- High School Drop-Out Rate
- Student Post-Secondary School Acceptance and Attendance
- Advanced Placement Course Results
- Special Education Enrollment
- Distribution of Budgeted Funds
- Per Pupil Expenditure
- PSAT/SAT
- Smarter Balanced Assessment
  - DIBELS Reading Results
- iReady Reading and Math Assessments
- Library Media Reports
- NH School and Special Education Program Approval
- NEASC Accreditation
- Excellence in Education Awards
- Employee Awards and Recognition
15-YEAR ENROLLMENT HISTORY (2002-2016)

Elementary Grades K-5

Middle Grades 6-8
15-YEAR ENROLLMENT HISTORY (CONTINUED)

High School Grades 9-12

District Wide
Observations:

- Enrollment figures do not include LEEP students – 132 students currently for 2016-2017
- Special Education students placed out-of-district and home-schooled students are not included in these figures.
SPECIAL EDUCATION ENROLLMENT
Seven Year Comparison

2010-11 through 2016-17

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>822</td>
<td>15.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>810</td>
<td>16.7%</td>
</tr>
<tr>
<td>2012-13</td>
<td>811</td>
<td>17.4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>760</td>
<td>16.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>729</td>
<td>16.5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>726</td>
<td>16.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>747</td>
<td>16.2%</td>
</tr>
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Observations:

♦ The Londonderry School District is required to provide Special Education and related services to students with educational disabilities according to the Individuals with Disabilities Education Act of 2004 (IDEA) along with the New Hampshire Rules 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 (IEP’s), and provide students with specialized instruction including reading and math programs, speech and language 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 Londonderry School District has developed a wide array of programming supports to meet the unique needs of children within our public schools. 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 and related service providers implement services in collaboration with regular classroom teachers.

♦ Figures do not include home schooled students.
**ADVANCED PLACEMENT**

**Comparison**

2008-09 through 2015-16

<table>
<thead>
<tr>
<th>Year</th>
<th># of AP Courses Offered</th>
<th># of Students Enrolled</th>
<th>Students Taking AP Exams</th>
<th>% Scoring 3 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>11</td>
<td>404</td>
<td>193</td>
<td>77%</td>
</tr>
<tr>
<td>2009-10</td>
<td>11</td>
<td>388</td>
<td>229</td>
<td>74%</td>
</tr>
<tr>
<td>2010-11</td>
<td>11</td>
<td>353</td>
<td>204</td>
<td>87%</td>
</tr>
<tr>
<td>2011-12</td>
<td>10</td>
<td>307</td>
<td>193</td>
<td>75%</td>
</tr>
<tr>
<td>2012-13</td>
<td>11</td>
<td>183</td>
<td>228</td>
<td>72%</td>
</tr>
<tr>
<td>2013-14</td>
<td>11</td>
<td>159</td>
<td>239</td>
<td>75%</td>
</tr>
<tr>
<td>2014-15</td>
<td>11</td>
<td>163</td>
<td>153</td>
<td>77.4%</td>
</tr>
<tr>
<td>2015-16</td>
<td>13</td>
<td>162</td>
<td>117</td>
<td>79%</td>
</tr>
</tbody>
</table>

**Observations:**

- Advanced Placement courses have been offered at Londonderry 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. Through this process students may earn credit, advanced placement or both.

- Scores on the AP Exams range from 1 to 5. Each college decides which AP exam grades it will accept for credit and/or advanced placement. Many institutions accept grades of 3 and above, which is the recommendation of the American Council on Education.

- Londonderry High School currently offers Advanced Placement coursework in English Language, English Literature, U.S. History, European History, Environmental Science, Calculus, Computer Science, U.S. Government and Politics, French Language, Spanish Language and Statistics. Additionally, LHS is proposing the expansion of the AP programming to include Psychology and Studio Art.

- The drop in overall student enrollment can, in part, be explained by the expansion of the Dual Credit program outlined later in this document. Additionally, changes in criteria from accepting colleges have led to lower participation.

AP Scholar – Granted to students who receive scores of 3 or higher on three or more AP Exams. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

Date Updated June 26, 2016 Report Run Nov. 2, 2016
Londonderry High School
Average Score 4.14
Total Scholars 16
AP Scholar: 10 learners Average score 4.06
AP Scholar with Honor: 5 learners Average score 4.15
AP Scholar with Distinction: 1 learner Average score 4.60

2 new AP Courses were offered this year AP Studio Art with an average score of 4.5 and AP Psychology with an average score of 3.5. AP Calculus once again all students earned a 5.
**Observations:**

- Very consistent high attendance rates have been achieved at all levels.
- Londonderry’s attendance rates exceed the State average in all categories (based on latest figures released).
- We recognize the importance of attendance because there is a positive correlation between attendance and achievement.
- All parents and staff should continue to work with the schools to encourage excellent school attendance for all students.
DROP-OUT RATE

Londonderry High School Students
2008-09 through 2014-15

<table>
<thead>
<tr>
<th>School Year</th>
<th>Londonderry</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>0.70%</td>
<td>1.70%</td>
</tr>
<tr>
<td>2009-10</td>
<td>0.25%</td>
<td>0.97%</td>
</tr>
<tr>
<td>2010-11</td>
<td>0.17%</td>
<td>1.19%</td>
</tr>
<tr>
<td>2011-12</td>
<td>0.40%</td>
<td>1.33%</td>
</tr>
<tr>
<td>2012-13</td>
<td>0.12%</td>
<td>1.26%</td>
</tr>
<tr>
<td>2013-14</td>
<td>0.31%</td>
<td>1.05%</td>
</tr>
<tr>
<td>2014-15</td>
<td>0.19%</td>
<td>1.51%</td>
</tr>
</tbody>
</table>

Observations:
♦ Londonderry’s dropout rate has been consistently less than the NH State average.
♦ Since 2008-09 Londonderry’s dropout rate has decreased from 0.70% to 0.19%, a total of 0.51%.
♦ School Year 2015-16 dropout rate is not available until April 2017.
♦ Londonderry High School continues to have one of the lowest dropout rates in the state of NH when compared to over 80 other high schools in the state.
♦ In order to provide alternatives for students, Adult Education is now offered to students enrolled in the High School’s Day Program as an option to make up for failed courses and earn needed credits. Students are also able to transfer to the Adult Education Program from the Day Program (with permission of their parents) to seek a twenty credit diploma. Information on the Adult Education Program follows on the next pages.
ADULT EDUCATION: STUDENT ENROLLMENT FIGURES

Londonderry High School Students
2006-07 through 2014-15

Observations:

♦ The Londonderry Adult Education program is a state accredited regional tuition program that enables students to obtain a high school diploma.

♦ The Class of 2016 had 94% of its graduates accepted at two or four year colleges.

♦ Students can reach their educational goals in the LAE program through the following options:
  - Londonderry High School Diploma (24 credits)
  - Londonderry High School Adult Education Diploma (20 credits)
  - High School Equivalence Test (HiSet) (Previously the GED or General Educational Development Certificate)

♦ Londonderry High School day students can make up credits in the Adult Ed. program at night and are still considered full time day students seeking to earn the traditional 24 credit diploma.

♦ Londonderry Adult Education night students are also full time students seeking to earn the adult 20 credit diploma.
ADULT EDUCATION: GRADUATION RATE

Graduation figures as a result of Adult Education
(24 credit LHS diploma or 20 credit LAE Diploma)
2006-2016

<table>
<thead>
<tr>
<th></th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS Grads (24 credits)</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>32</td>
<td>9</td>
<td>11</td>
<td>24</td>
<td>19</td>
<td>169</td>
</tr>
<tr>
<td>LAE Grads (20 credits)</td>
<td>41</td>
<td>46</td>
<td>34</td>
<td>36</td>
<td>46</td>
<td>73</td>
<td>35</td>
<td>39</td>
<td>39</td>
<td>50</td>
<td>470</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>59</strong></td>
<td><strong>41</strong></td>
<td><strong>46</strong></td>
<td><strong>56</strong></td>
<td><strong>105</strong></td>
<td><strong>44</strong></td>
<td><strong>50</strong></td>
<td><strong>48</strong></td>
<td><strong>63</strong></td>
<td><strong>639</strong></td>
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<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>GED Tests Given</td>
<td>110</td>
<td>109</td>
<td>172</td>
<td>214</td>
<td>168</td>
<td>113</td>
<td>173</td>
<td>87</td>
<td>1,243</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>95</td>
<td>88</td>
<td>139</td>
<td>181</td>
<td>137</td>
<td>92</td>
<td>156</td>
<td>62</td>
<td>1,032</td>
</tr>
<tr>
<td><strong>Success Rate</strong></td>
<td><strong>86%</strong></td>
<td><strong>79%</strong></td>
<td><strong>81%</strong></td>
<td><strong>85%</strong></td>
<td><strong>82%</strong></td>
<td><strong>81%</strong></td>
<td><strong>90%</strong></td>
<td><strong>71%</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HiSet Tests Given</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Success Rate</strong></td>
<td><strong>100%</strong></td>
<td><strong>80%</strong></td>
<td><strong>83%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Observations:

- The Class of 2016 had 95% of its graduates accepted at two and four year colleges.
- Londonderry High School’s post-secondary education attendance rates are consistently higher than average for the State of New Hampshire (2015-16 data from the state was unavailable at time of printing).
- Londonderry High School’s post-secondary education attendance rates are consistently higher than average for the state of New Hampshire. Class of 2014-2015 State had 72.9% Londonderry had 92%. State data for the Class of 2016 will not be available until Spring/Fall 2017.
- Students attend some of the finest institutions of higher education in and around the United States, for example:

  - Boston College
  - Boston University
  - Catholic University
  - College of the Holy Cross - Clarkson University - Dartmouth College
  - Drexel University - Duquesne University - Fordham University
  - Franklin Pierce College - George Washington University - Hofstra University
  - James Madison University - Michigan State University - Massachusetts Pharmacy
  - McGill University - Northeastern University - Northwestern University
  - Norwich University - Ohio University - Penn State University
  - University of New Hampshire - Rochester Institute of Tech. - University of Rochester
  - Seton Hall University - Springfield College - Stonehill College
  - Syracuse University - Texas A&M - University of Alabama
  - University of Maryland - University of Massachusetts - University of Pittsburgh
  - University of Rochester - University of Vermont - Virginia Polytech Institute
Londonderry High School Class of 2016 Achievements

- 1 National Merit Finalist
- 1 Presidential Scholar applicant
- 3 National Merit Commended Students
- Identified scholarships from college: $1,430,740 (not all students report college scholarships)
- Students are attending college in 22 states:
  - 46% in NH, 22% in MA, 5% in RI, 4% in CT, 4% in VT, 4% in ME, 2% in VA, 2% in PA
- 1 student is playing Junior Hockey before going to college
- 1 student is pursuing his competitive water skiing career
- 1 student is going to a College Prep school
- 4 students taking a year off before attending college
- 5 students are attending career education programs
- 9 students entering the Military
- 13 students are going into the workforce
- 22% accepted at 2 year colleges
- 73% accepted at 4 year colleges

Other information

5 students participated in the Early College Program with Nashua Community College. One senior spent his entire year taking college course. Two juniors are on track to earn an associate degree while completing their high school diploma. The cost of a course is $250 for a high school student compared to the $200 per credit ($600-$800). This summer Londonderry High School will have several students taking part in this opportunity to save while working towards a college degree.

On May 24th we had a Career Fair with 5 companies ready to hire Londonderry students with full time employment opportunities.

Londonderry was the first NH school to award the Jae S. Lin Foundation Top Junior in Science and Top Junior in Math with $1000 each (next year Central High School will join Londonderry in awarding these prizes).

AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

Londonderry High School (300347)
Total Scholars: 15; Average Score: 4.02
AP Scholar 12 students average score 4.08
AP Scholar with Honor 2 students average score 4.00
AP Scholar with Distinction 1 student average score 3.60

Date Updated June 26, 2016 Report Run Nov. 2, 2016
Londonderry High School
Average Score 4.14
Total Scholars 16
AP Scholar: 10 learners Average score 4.06
AP Scholar with Honor: 5 learners Average score 4.15
AP Scholar with Distinction: 1 learner Average score 4.60

2 new AP Courses were offered this year AP Studio Art with an average score of 4.5 and AP Psychology with an average score of 3.5. AP Calculus once again all students earned a 5.
**Observations:**

- The 2016-17 distribution of funds for education in the Londonderry School District is representative of various costs from year to year.
- Administration includes the School Board, District Office and the six schools.
- Employee Services & Benefits include: FICA, NH Retirement, Health & Dental Insurance, Workers’ Compensation, and Unemployment Insurance.
- Special Education includes occupational therapy, physical therapy and speech and language pathology. Special Education transportation is included in the transportation category.
## PER PUPIL COSTS

2011-12 through 2015-16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Londonderry Elementary</td>
<td>$14,150</td>
<td>$14,771</td>
<td>$15,182</td>
<td>$15,337.83</td>
<td>$16,178.94</td>
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<tr>
<td>Londonderry Middle School</td>
<td>$11,411</td>
<td>$12,202</td>
<td>$12,426</td>
<td>$12,782.86</td>
<td>$13,692.68</td>
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<tr>
<td>Londonderry High School</td>
<td>$12,232</td>
<td>$12,744</td>
<td>$13,648</td>
<td>$13,479.62</td>
<td>$14,579.20</td>
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<tr>
<td>Londonderry Average</td>
<td>$12,764</td>
<td>$13,396</td>
<td>$13,931</td>
<td>$14,021.28</td>
<td>$14,986.00</td>
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<tr>
<td>NH State Elementary</td>
<td>$13,414</td>
<td>$13,628</td>
<td>$14,200</td>
<td>$14,581.48</td>
<td>$15,033.57</td>
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<tr>
<td>NH State Middle School</td>
<td>$12,606</td>
<td>$12,992</td>
<td>$13,321</td>
<td>$13,698.36</td>
<td>$14,295.37</td>
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<td>NH State High School</td>
<td>$13,101</td>
<td>$13,490</td>
<td>$14,109</td>
<td>$14,466.37</td>
<td>$15,068.46</td>
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<tr>
<td>NH State Average</td>
<td>$13,159</td>
<td>$13,459</td>
<td>$14,001</td>
<td>$14,374.93</td>
<td>$14,901.93</td>
</tr>
</tbody>
</table>

**Observations:**

Londonderry’s per pupil average cost is equal to the NH state average. 162 school districts report the Cost per Pupil information to the state each year. Waterville Valley ranks first with $31,268.83 spent per student.

- Per Pupil costs are based on yearly operating costs that do not include tuition, transportation, capital expenditures, debt service, and food service expenditures.
- These are the most recent figures available from the state.
TRENDS IN ENROLLMENT COMPARED TO TAX RATE

Observations:
♦ The Londonderry School District is a cost efficient operation.
SAT

The SAT is administered by the College Board to high school juniors and seniors who intend on applying to college. It must be noted that all students, even some college bound students, do not choose to take this test so it should not be construed to reflect the performance of an entire school population. However, in Londonderry, the vast majority of our students do take the test.

The College Board offers guidelines on the appropriate use of SAT scores, and notes that most College Board tests are taken only by particular groups of self-selected students. The results are important indicators in predicting college success for individual students. It is not a curriculum based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative or character.

College Board SAT results are outlined in the SAT-I Profile sent to high schools in the early fall. The scores sent to each participating high school reflect each senior’s most recent SAT-I Scores. If a student takes the SAT-I as a junior and never takes it again, that junior SAT-I score becomes his most recent SAT-I score as a senior and is included in the totals provided to the school.

The SAT assesses reading, writing and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student’s linguistic and mathematical abilities, and in assessing academic preparation. However, using these scores in aggregate form as a single measure to evaluate or rate schools, teachers, districts, or states is invalid because they do not include all students.

Furthermore, the College Board stresses that in looking at average SAT scores the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors, and others which are less apparent, may have a significant influence on average test scores.

Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as pupil teacher ratios, adequate classroom space, and expenditures is also important.
*Student Participation for Londonderry is 98% while the NH State average is 64% and National Average is 49%.
Student Achievement Trends

2014-15 through 2015-16
Number and Percent of Students Scoring Proficient or Above
N is the number of students enrolled during testing minus the number of state-approved nonparticipants.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td>Reading</td>
<td>304</td>
<td>62%</td>
</tr>
<tr>
<td>11</td>
<td>Math</td>
<td>307</td>
<td>50%</td>
</tr>
</tbody>
</table>
Students in the Londonderry School District are participating in the College Board’s Suite of Assessments. While the SAT is now the state assessment for all eleventh graders in New Hampshire, we in Londonderry are providing our students with additional practice in developing the skills this test assesses and helping them determine their college readiness.

Beginning in the eighth grade, our students take the PSAT 8/9. They take the PSAT 8/9 as freshmen at the High School, and the PSAT/NMSQT (National Merit Scholarship Qualifying Test) as sophomores and juniors. The data we glean from the tests at each level help us better design curriculum and provide us the opportunity to compare the achievement of each individual student to his/her own performance in previous years. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it is easier for students, parents, and educators to monitor student progress.
Dual Credit Program

As we at Londonderry High School continue to pursue our goal of preparing students to be college and career ready, we have expanded our dual enrollment opportunities with the Community College System of New Hampshire and Southern New Hampshire University. By taking true college level courses while still at Londonderry High School, we provide students the opportunity to better understand the rigor of college academics while providing the scaffolding that Londonderry High School can offer.

New Hampshire Running Start is an educational initiative for high school students in collaboration with the Community College System of New Hampshire. Londonderry High School has partnered with Manchester Community College (MCC), New Hampshire Technical Institute (NHTI), and Lakes Region Community College (LRCC) as part of this program. In the fall of 2013, Londonderry High School began a partnership with Southern New Hampshire University and their SNHU in the High School Program.

The Londonderry High School instructors teaching these courses have met Adjunct Faculty criteria through the Community College System of NH or Southern New Hampshire University, and the curricula for the courses have been approved by the chairs of the respective undergraduate departments at Southern New Hampshire University (SNHU), Manchester Community College (MCC), Lakes Region Community College (LRCC), or New Hampshire Technical Institute (NHTI).

For a nominal fee of $150 for Running Start or $100 for SNHU in the HS (scholarships are available), students are able to earn transferable college credits in addition to the credit they are earning toward their Londonderry High School graduation requirements.

Running Start courses include (LHS title, College title):
- Accounting I (ACCT113: Accounting I/MCC)
- Anatomy & Physiology (BIOL110: Anatomy & Physiology I/MCC)
- AP Computer Science (CIS148: JAVA Programming/MCC)
- Biotechnology (BIOL210: Microbiology/ MCC)
- Business Management (BUS114: Management/MCC)
- Calculus (MATH204: Calculus I/MCC)
- Computer Maintenance & Repair I & II (CIS102: A+/Prep Hardware/MCC)
- Digital Electronics (EL115: Digital Electronics/NHTI)
- Exploring/Practicing the Art of Teaching (EDU104: Foundations of Education/MCC)
- Honors Physics (PHYS135: College Physics I/MCC)
- Honors C++ Programming (CIS158: C# Programming/MCC)
- Honors Macroeconomics (ECON134: Macroeconomics/MCC)
Introduction to Engineering Design (MC105: Engineering Design/NHTI)
Marketing (MKTG125: Principles of Marketing/MCC)
Principles of Engineering (MC110: Engineering Principles/NHTI)
Television Production (MMDA1300 Movie-Making I/LRCC)

SNHU in the High School courses include (LHS title, College title):
Advanced Drawing (FAS110: Introductory Drawing)
AP French Language and Culture (LFR 211/212: Intermediate French I & II)
AP Spanish Language and Culture (LSP 211/212: Intermediate Spanish I & II)
AP Statistics (MAT240: Applied Statistics)
Bio through Biotechnology & Lab (BIO 120/BIO120L: General Biology & Lab)
Honors College Composition (ENG 120: College Composition I)
Honors Creative Writing (ENG 226: Introduction to Creative Writing)
Honors World Geography (GEO 200: World Geography)
Music Theory (MUS211: Music Theory and Aural Skills)
Parenting & Children (Dev 104: Child Development I)
Public Speaking (COM212: Public Speaking)
Part of our district wide college and career ready goal has been focused on POP: P – Perseverance, O – Ownership, P – Practice. All six schools are collaboratively working on instilling a growth mindset in our students through POP. Growth mindset is based on the work of Carol S. Dweck, Ph.D. Through many years of research and analysis, Dweck has found that people with a growth mindset tend to lead more successful and fulfilling lives. Her work is helping us to teach children how to have and demonstrate perseverance and ownership.

What’s the connection between “growth mindset” and the district’s college and career ready goal through POP? A growth mindset accepts that effort matters, mistakes are healthy, failures lead to learning, and challenging work helps your mind grow. In Michael Jordan’s words, “I’ve missed over 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game-winning shot… and missed. I’ve failed over and over again in my life. And that’s why I succeed.”

Throughout the year, teachers have taken steps to be informed on how to foster a growth mindset in our students. We have done workshops using mindsetkit.org, some have read Carol S. Dweck’s *Mindset* book or *Mindsets in the Classroom* by Mary Cay Ricci, and others have learned how to change their own language in order to praise the process and not the product.

If you follow the district’s and/or staff’s twitter accounts, you will see us use #POP, #growthmindset, #collegeandcareerready, and #LderryPOP. These hashtags represent and showcase the fine work our teachers and staff are doing to provide our students with opportunities to improve their POP skills!

### What Kind of Mindset Do You Have?

**Growth Mindset**

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

**Fixed Mindset**

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.
STEM in Londonderry

STEM is the new buzz word in the education world but STEM lessons have been around for a long time. S – Science, T – Technology, E – Engineering, and M – Mathematics. The idea behind STEM is to create lessons that are cross-curricular; involving multiple subject areas at a time. The lessons provide hands on learning and are often project based.

In Londonderry we are focusing on STEM integration. The Londonderry School District’s definition of STEM is: **Students will use the Design Process to explore existing curriculum in order to encourage student lead problem solving, creativity, and perseverance across multiple disciplines.** This definition was created by the District STEM Leadership Team specifically for the Londonderry School District.

STEM has a particular place in the Londonderry Schools because it supports our college and career ready goal using POP. In a STEM lesson, students use the design process to solve real life problems. They learn to persevere when things don’t work or ideas are running flat; they own their projects and the product they create, and they certainly learn the art of practice when it comes to the redesign portion of a STEM lesson.

We currently have students in grades K-12 working with STEM. We have LHS students working on robots and rockets, and History and Physics classes collaborating to create launchers! At LMS, we have a STEM class that all sixth grade students will experience during one trimester over the course of the year. All three elementary schools are doing STEM days/weeks/assemblies, Principal Challenges, and experiencing the Hour of Code through Math Enrichment. At Moose Hill, we have students working on STEM projects that directly relate to fairy tales; i.e., building houses for the Three Little Pigs that the big bad Wolf cannot blow down!

Another important aspect of STEM is developing relationships with businesses throughout our community. The Londonderry School District is proud and thankful to be working with the following companies this school year, and we look forward to continuing these partnerships for many more! Thank you to our friends at:
Why is it better to encourage your child’s effort when facing a challenge, instead of commenting on how “smart” they are? We want our learners to focus on improving and “stretching” themselves, and not focus on how they will be judged. Join us in our quest to learn more about “Growth Mindset”. A growth mindset accepts that effort matters, mistakes are healthy, failures lead to learning, and challenging work helps your mind grow. This concept is based on the work of Carol S. Dweck, Ph.D. Through many years of research and analysis, Dweck has found that people with the growth mindset tend to lead more successful and fulfilling lives.

In Michael Jordan’s words, “I’ve missed over 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game-winning shot… and missed. I’ve failed over and over and over again in my life. And that’s why I succeed.” As a district, we are continuing to help our learners identify the differences between a “fixed” mindset and a “growth” mindset, and how we can all move toward a growth mindset. An excellent resource for parents on growth mindset can be accessed at https://www.mindsetkit.org/growth-mindset-parents.

You can incorporate growth mindset at home by carefully choosing the words you use to praise or encourage your child. Instead of commenting on how “smart” they are. In a pinch, end your comment with “… and you tried hard” or “maybe you can’t yet, but…..”

Here are some examples:

**Instead of:** “You’re so smart.”
**Try…** “Your hard work paid off!”

**Instead of:** “Math is easy for you, because you’re so good at it.”
**Try…** “I see that these math problems are easy for you. Let’s try something challenging that will be more fun.”

**Instead of:** “This is too hard.”
**Try…** “This may take more time and effort.”
According to the 2017 Niche reporting system our Londonderry School District has been ranked in the top 5% of districts, Nationally. Our graduation rate of 94% has provided our District and all employees with national recognition.

***See https://k12.niche.com/d/londonderry-school-district-nh/ for the full 2017 report.***
Kindergarten and Elementary Schools
Data and Standards Driven Instruction

In an effort to better assess and report on student learning, the Elementary Schools have begun using standards based report cards. Grades K-4 are now using the new reporting system and next year it will be transitioned into fifth grade. This standards based report card focuses on standards so students and parents have a better understanding of what skills they have developed and in which skills they continue to require instruction. The standards based report cards give wonderful detailed feedback for parents to know exactly where their child falls within their learning process.

A new rollout that has been well received this year has been the implementation of i-Ready in grades 2-5, in the areas of mathematics and reading. The program is an adaptive on-line assessment and compilation of individualized tutorials that will help teachers develop a clear understanding of students’ specific strengths and weaknesses. This information assists teachers in designing appropriate instruction that will challenge students at their instructional level. Our first grade students will begin the to use this tool after Trimester one at the discretion of their teacher. The PLC time will include time to analyze the iReady data to identify patterns and potential areas of weakness that need to be retaught and areas of strength that need to be enriched.
Londonderry Middle School

Londonderry Middle School is in its third year of adoption of a new math program, “Math in Focus.” This program teaches math concepts to mastery by deeply focusing on the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each. Additional time is dedicated to the application of the concept and then this is when the practice takes place. Math is taught in a three-step process: concrete, pictorial, and abstract, based on the research that people learn in three stages; first handling the real objects before transitioning to pictures, and then to symbols.

During ASD (academic skill development) we have implemented a FLEX model to focus on meeting each student’s individual needs. This is based on targeted interventions and flexible grouping in the area of Mathematics and Language Arts for academic purposes, and enrichment opportunities including STEM opportunities across the grade levels. In addition, this year each student will create personal and academic goals. This ownership of, and reflection on learning, is the next stage in building POP and becoming more college and career ready.

An additional opportunity is now offered to our 8th graders during this timeframe. They may choose during ASD to attend 8th Grade Seminar. During seminar they pursue an area of interest under the guidance of a mentor. They determine their end product, create their timeline and choose how to complete their research. These end products include events like a play, health and wellness fair, a personally designed website, a greenhouse design, a cook book, a novel, a newspaper article, or a presentation to a panel or board. This student driven learning is an exciting process to watch!

Another focus of ASD this year is our Digital Citizenship curriculum. Each month teachers will view a video in their faculty meeting and create discussion questions for students. In the following ASD (the second Thursday of the month) they will show the
students the video and have the discussions. These videos will be available to families on the LMS website under Student Activities as well as under Family.

Our Annual College and Career Day was another big success. This year many speakers presented a variety of career options to our 6th graders. They focused on the skills and education needed for each career. In 7th grade learners explored a number of college and career options off campus, visiting companies and schools like Coca Cola, Auto Auction, Saint Anselm and our local Fire and Police Departments. 8th graders, participated in the PSAT8 and then enjoyed participating in a STEM activity involving the engineering design process. The staff was dressed in their college attire and their resumes were hung throughout the building while college fit songs played over the intercom. It was an exciting day building wings to student’s dreams!

The middle school continues to emphasize writing across the content areas with increased professional development opportunities, and increased focus on response to text in the area of non-fiction writing. Students reflect on their writing regularly in Language Arts classes and set personal goals to improve in all facets of writing including technical as well as response to text.

The middle school continues to provide virtual learning opportunities. Whether for enrichment, credit recovery, flipped learning or student interest, students are now able to reach beyond the classroom walls to continue the learning process. We are in partnership with both Odysseyware and VLACS to provide accredited opportunities in the academic areas as well.

STEM has taken over the Middle School in full force! The first year of the 6th grade STEM class was a great success and kids are asking for more! This class extends the math and science block to include additional time to learn and practice the engineering design process through hands on experiences. The learners in the SET Club are further exploring these practices in their morning meetings where they apply these practices to real life problems and truly experience the trials and tribulations of failed solutions, lack of data, problem solving blocks, and the feeling of persevering through to success. The next step in our STEM journey is to create a Maker Taker Space utilizing our new 3D printers as well as to expand our 8th Grade Seminar.
The Londonderry High School Futures Lab, staffed by LHS teachers, is a drop-in center located in the main lobby where students and parents can go to gather information for planning future career and college endeavors. Using on-line resources, books, handouts, and by tapping into LHS offerings such as career pathways, job shadow experiences, internships and dual enrollment with colleges and universities, students are able to explore their interests to determine which careers and colleges they may prefer. Students and parents, in conjunction with the student’s school counselor, can then plan a path towards success in reaching their future goals. That includes planning everything from choosing high school courses and extra-curricular activities to finding ways to pay for college. No matter where the student is in the process of sorting out life after high school, the Futures Lab has resources to help prepare that student to make sound choices to get better results.

FUTURES LAB OFFERINGS:

- take a personal interests inventory survey to find careers reflecting your interests
- research and explore career options
- learn what types of education and experiences are required for specific jobs and careers, including what to do in high school
- discover which colleges offer studies in the career in which you are interested in
- career breakfasts
- explore the possibility of an internship
- explore LHS resources & programs to help you become College and Career Ready
- review your PSAT/SAT scores and practice incorrect problems
- practice questions and tests to prepare for PSAT/SAT assessments
The Londonderry High School Pay-It-Forward group is in its 6th year at LHS. Ms. Sullivan created this group after volunteering at a local event for Breast Cancer Awareness. The group comprised of 30 students enjoy going around the state “Paying It Forward” in the form of volunteerism. Organizations that need volunteers throughout the school year can contact Ms. Sullivan at LHS.

Examples of annual events in which the group is involved include:

- Thank You breakfast for local Veterans
- Christmas trees at the Lions Hall
- Down Syndrome Buddy Walk
- Sonshine Soup Kitchen
- Toys for Tots
- Hats off for Cancer
- Step Up Day
- Veterans Bingo at the VA hospital
The 2016-17 school year marks Londonderry High School’s 9th year of Senior Tailgating. The senior “gator” crew started many years ago with hopes of providing a fun, safe and enjoyable Friday night for the graduating class. The vision that the LHS Seniors would have a safe and fun way to support their friends on the football team has exceeded the Administration’s expectations. Since its inception, Ms. Sullivan has taken the lead, ensuring that every Friday night of the Fall season the Seniors would have a place to celebrate in the community with a bbq, games and friendly competitions before every home football game. The tailgaters have also taken fan busses to away games to continue their support of their peers and the team. This group of students has become known for its outstanding spirit, character, and great sportsmanship.
**REPORT ON TECHNOLOGY**

Distribution of computer resources is as follows:

**Londonderry High School:**
- 14 labs (1 Computer Ed, 1 CRC Lab, 2 Computer/Business Ed, 1 Curriculum, 3 mobile, 1 Journalism, 1 Graphics Lab, 1 Music Lab and 1 Project Lead the Way 308 (Engineering) Lab, 2 Adult Ed.)
- Specialty Areas (Learning Lab, Art, School to Career, Video Production, Vocational Video, Robotics, Radio, FACS, ISS, SPED, Adult Education Online Learning, 3 Tech Rich Freshman Science iPads and Physics pc STEM labs, and 5 One-to-One Next Generation Tech Rich English, 2 One-to-One AP English and Environmental Science surface Lab).
- Classroom and Faculty Room Computers
- Library Media Center

**Londonderry Middle School:**
- 8 labs (2 Computer Ed, 2 Curriculum, 3 Mobile and 1 Special Education Lab), 1 Three-to-One Sixth Grade Science iPad Lab.
- Specialty Areas
- Classroom Computers
- Library Media Center

**Elementary Schools and Moose Hill:**
Modern computers (as defined by the State) are distributed as illustrated in the following table:
- 3 Mobile labs and 1 Curriculum lab at each elementary school
- 4th and 5th Grade Classrooms
  - 5 computers per classroom
- 3rd Grade Classrooms
  - 2 computers per classroom
- 1st and 2nd Grade Classrooms
  - 1 computer per classroom
- Specialists (Art, Music, PE, Special Curriculum, Reading)
  - 1 computer per classroom
- Library (for teacher use)
  - 1 computer
Our efforts to ensure access to technology include the provision of on-going professional development opportunities for teachers through Londonderry Teacher's Academy. This effort is designed to provide staff with knowledge, skills and opportunities to improve instruction for students.

Using a peer-to-peer training model, the academy is designed to help teachers help students achieve local learning goals and benchmarks using technology. This year-round approach to providing knowledge, skills and opportunities for teachers to improve instruction consists of several interconnected strands. These include half-day workshops in the summer and after school during the school year, release time and early release day activities. Efforts also include "Teachers' Academy To Go" through which teachers are able to check out and complete professional development modules at their own pace, at school or at home, on such topics as using electronic data base resources, our web-based library catalog, web portals, or specific software applications. We are using some on demand tutorials in order that our teachers may access the resources at point of need for just in time training purposes.

We also provide training opportunities for educational and special education support staff as it relates to their work with students. When possible, we provide opportunities for teachers at the elementary schools to have grade level release time in order to focus in on training directly related to student technology benchmark achievement.

Our Teacher Technology Trainer/Integrationist also provides one-on-one work directly with individual teachers as well as in the classroom environment and also works with small groups of teachers to address particular training and integration needs. Many teachers take advantage of this as an additional venue in which to improve their practice.
LEO21, WLLO-LP (LEO 103) AND WEB BASED INFORMATION SERVICES

Londonderry Educational Outreach includes the various outlets used by the Londonderry School District to communicate with and inform the public. This year, we have continued our LEOLinked programming which provides live web streaming and on-demand delivery of much of the content of LEO.

LEO 21 is the school district’s educational access channel. All programming is locally produced and includes school events, classroom activities, student productions, as well as informational programming for parents and the community relating to Londonderry schools, students and educational topics. School Board meetings are cablecast and streamed live and later rebroadcast for additional viewing opportunities as well as archived for on-demand viewing from our website at http://www.londonderry.org/stream/.

This year, LEO 21 has provided more coverage of Lancer sports and we were able to provide live television and streaming of Lancer Football and Soccer games with enhanced production values including instant replay. More and more of our high school television production students and also middle school students are involved in the production and operations aspects of these events and are gaining valuable real world skills and knowledge in the process.

Between programming, the LEO Bulletin Board continues to provide school news and information such as phone numbers, lunch menus, school calendars of events, school board agendas and the LEO21 program schedule. Breaking news and announcements of school cancellations or delays can also be found on the LEO Bulletin Board. Digital pictures featuring student artwork and school district activities are frequently highlighted.

WLLO-LP (LEO 103)

WLLO-LP (LEO 103), broadcasting at 102.9 on the FM dial, is another member of the Londonderry Educational Outreach (LEO) family. With studios in Londonderry High School, LEO 103 provides curricular and enrichment activities for students in all grades and schools. We presently broadcast music, a block of children's programming and PSA's produced by students studying radio broadcasting at the high school, as well as increasing live coverage of local events and happenings. This year we continued our broadcast of the Lancer Spirit (the school newspaper) On The Air where student radio broadcasters read copy provided by LHS student journalists. In addition to live 24/7 streaming of WLLO programs, audio files of special WLLO programs and student podcast are also available on-demand at:
http://www.londonderry.org/leo103/.

DISTRICT and SCHOOL WEBSITES

Lastly, we have continued efforts to provide up-to-date information at our web site, www.londonderry.org. We are always looking for ways to improve the site. As Accent on Achievement goes to press, you will find dynamic and interactive publications such as the Lancer Spirit under the High School tab (Clubs/Activities).
DISTRICT SOCIAL MEDIA PRESENCE

In an effort to reach out to our community and to facilitate inter-school communications, the Londonderry School District has begun a systematic use of social media.

Many of our teachers and grade level teams have joined Twitter, enabling them to give the community a glimpse of how they are making our children, “College and career ready”. If you would like to follow your student’s teacher, just email them and ask for their twitter handle. Each school, athletics and the district office, has created a twitter handle to send out reminders, event information and delay or cancellation information.

**Twitter Handles**
- Londonderry_sch – District Office
- Londonderry_lhs – High School
- Londonderry_lms – Middle School
- Londonderry_mte – Matthew Thornton
- Londonderry_nes – North School
- Londonderry_ses – South School
- Londonderry_mhs – Moose Hill
- Londonderry_ath – Londonderry Athletics

Additionally, in order for our community to view many of our events, we have established YouTube channels to distribute videos. Each school, athletics and the district office has created a YouTube channel. You can subscribe to the YouTube Channel to keep updated when new videos are available or follow the school’s twitter account, as video updates are also published there. You can find any of our YouTube channels by going to the school website and selecting “resources” from the menu.

The district has a Facebook page that will mirror all of the updates that are published through Twitter and our YouTube channel for those of us that would prefer to follow the district there. Facebook pages for the rest of our schools will be coming throughout the year.
Certified Library Media Specialists provide professional services at the three elementary schools on a full-time basis. A Library Media Assistant (under the supervision of the MT LMS) is assigned to the Moose Hill School to support Kindergarten and LEEP teachers and students. There are two certified Library Media Specialists at the Middle School and three certified Library Media Specialists serve the High School program. Technology and Library Media Assistants, who assist in all aspects of programming, support their efforts.

Resources provided include print and digital resources appropriate for a 21st century learning environment. The elementary collections exceed the 27 volume per student national average reported by the American Library Association (2009.) All collections are continually evaluated and updated, weeding out dated or worn items, to maintain resources appropriate for current curriculum needs. The library catalog is web-based, and along with digital information subscriptions and e-books, provides 24/7 access to resources. These resources are supplemented by databases collaboratively purchased by schools through the New Hampshire State Library for student use.

Collection Statistics At-a-Glance (2015-16)

<table>
<thead>
<tr>
<th>School</th>
<th>Total Collection</th>
<th>Periodicals/Newspapers</th>
<th>Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Londonderry High</td>
<td>19,378*</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>Middle School</td>
<td>20,498*</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Matthew Thornton</td>
<td>21,976</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>North School</td>
<td>17,604</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>South School</td>
<td>17,452</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Moose Hill</td>
<td>5231</td>
<td>4</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Days Open</th>
<th>Circulation</th>
<th># of Classes</th>
<th># of Units Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Londonderry High</td>
<td>180</td>
<td>8597</td>
<td>1289</td>
<td>236</td>
</tr>
<tr>
<td>Middle School</td>
<td>180</td>
<td>10,827</td>
<td>863</td>
<td>110</td>
</tr>
<tr>
<td>Matthew Thornton</td>
<td>180</td>
<td>46,273</td>
<td>709</td>
<td>131</td>
</tr>
<tr>
<td>North School</td>
<td>180</td>
<td>35,235</td>
<td>766</td>
<td>100</td>
</tr>
<tr>
<td>South School</td>
<td>180</td>
<td>37,332</td>
<td>892</td>
<td>137</td>
</tr>
<tr>
<td>Moose Hill</td>
<td>114</td>
<td>22,752</td>
<td>682</td>
<td>38</td>
</tr>
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</table>
**Educational Level of Professional Staff**

**FY17 Teachers on Scale**

Numbers of Staff at each Educational Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>47 staff members</td>
</tr>
<tr>
<td>Bachelor’s+15</td>
<td>16 staff members</td>
</tr>
<tr>
<td>Bachelor’s+30</td>
<td>42 staff members</td>
</tr>
<tr>
<td>Master’s</td>
<td>138 staff members</td>
</tr>
<tr>
<td>Master’s+15</td>
<td>52 staff members</td>
</tr>
<tr>
<td>Master’s+30</td>
<td>85 staff members</td>
</tr>
<tr>
<td>PhD</td>
<td>3 staff members</td>
</tr>
</tbody>
</table>

Observations:

- The professional faculty of the Londonderry School District is a community of learners. They continue their own education by earning advanced degrees, attending professional development workshops and conferences, and participating in in-service training.
- We are proud of our well-educated faculty who demonstrate that they value learning.
EXPERIENCE LEVEL OF PROFESSIONAL STAFF

Observations:

- 94% of Londonderry School District’s teachers have more than three years of classroom teaching experience. An experienced staff is an invaluable asset when they work collaboratively as mentors and cooperating teachers for those who are new to the profession or the district.

- The balance in the years of experience of the faculty provides an ideal learning environment to suit the needs of the students and their diverse learning styles.
Volunteers are an integral part of the education of our students. They support direct instruction in classrooms, are guest speakers, assist in library media centers, help the school nurse, do clerical work behind the scenes to assist teachers, chaperone field trips and other special events, make costumes for school plays, bring snacks for athletes, etc. School volunteers willingly do just about anything that is asked of them, and we greatly appreciate their continuous efforts on behalf of our students and programs.

Each year the New Hampshire Partners in Education and the New Hampshire State Department of Education recognize schools with outstanding volunteer programs. All three of Londonderry’s elementary schools receive this award annually.

To qualify for Blue Ribbon Award recognition, a school must meet the following criteria:

- The annual report of volunteer activities is submitted to New Hampshire Partners in Education by the specified date.
- There is demonstrated support for the school volunteer program from the administration and staff.
- All new volunteers receive orientation and veteran volunteers have the opportunity for growth.
- There is systematic evaluation of the program.
- Volunteers receive recognition and appreciation.

The Annual Blue Ribbon School Achievement Awards were presented at the Center of New Hampshire in Manchester, NH. Receiving recognition from the Londonderry School District:

Matthew Thornton Elementary School – 7,734 Hours
Moose Hill Kindergarten – 3,038 Hours
South Londonderry Elementary School – 2,650 Hours
North Londonderry Elementary School – 2,477 Hours
Londonderry, New Hampshire…

Since 1960, Londonderry has been one of the fastest growing towns in the Manchester region. Its ideal location, healthy economy, easy access to major transportation systems, rural atmosphere, and quality of life have made this community an attractive residential area for growing families and a positive business climate for developing environmentally friendly companies.

Located in south central New Hampshire, the town is only an hour or so away from the beautiful Lakes region, skiing and hiking in the White Mountains, the seacoast, and all that the cosmopolitan city of Boston has to offer. Londonderry borders Manchester, and has easy access to Salem, Nashua and Portsmouth.

Stone walls, open fields, woods, and apple orchards are the picturesque backdrop for the enjoyable country charm which local residents have appreciated throughout the years. Consequently, Londonderry has taken environmental conservation and preserving its past seriously.

There is a strong sense of community that is demonstrated by broad participation in numerous service and recreational organizations and civic involvement. Family activities, including school volunteer programs and youth sports, are well supported. We have the highest ratio of school age children to population in the state. Residents take an active role in the school system, which is comprised of six public schools educating over 4,200 students in grades kindergarten through twelve. The schools provide a rigorous, challenging academic program, as well as extensive co-curricular activities, within a caring environment.

Londonderry’s location in close proximity to northern New England’s best cultural and recreational areas, in combination with its own charm and amenities, make it one of the most desirable areas in New Hampshire.

<table>
<thead>
<tr>
<th>LONDONDERY-FACTS AT A GLANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Area…………………………………..42.0 Square Miles</td>
</tr>
<tr>
<td>Incorporated………………………………..1722</td>
</tr>
<tr>
<td>County………………………………………..Rockingham</td>
</tr>
<tr>
<td>Per Capita Income (2009-2013)……………….$ 40,369</td>
</tr>
<tr>
<td>Total Households………………………………9,045</td>
</tr>
<tr>
<td>Government ……………… Town Council and Town Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>26,210</td>
<td>24,129</td>
<td>24,129</td>
<td>24,211</td>
<td>24,269</td>
</tr>
<tr>
<td>Total Tax Rate</td>
<td>$20.33</td>
<td>$20.34</td>
<td>$20.50</td>
<td>$21.10</td>
<td>$21.09</td>
</tr>
<tr>
<td>Median Sale Price of a Home</td>
<td>$278,000</td>
<td>$261,000</td>
<td>$265,000</td>
<td>$295,963</td>
<td>$311,560</td>
</tr>
</tbody>
</table>
SUMMARY

Our School District will continue to strive towards providing all of our students with the skills and attitudes necessary to achieve their potential. As future citizens they must learn to think critically and creatively to solve problems, make decisions, communicate clearly, respect individual rights, assume responsibilities and appreciate that learning is a lifelong process.

In order for us to accomplish this mission, we must continue to review, evaluate and analyze our programs, curriculum, instructional methods, evaluation strategy, and expectations. To that end, we must view our ability to deliver services and the performance of our students with a consistent and critical eye.

We are very pleased with the large number of positive performance indicators identified on the previous pages. We are also aware of areas that indicate to us that we need to examine what services and delivery systems we provide to our students. The indicators contained in this report provide a picture in time of our district operation for both inputs and outputs. The data will help us with our continuous and ongoing planning in developing a truly outstanding educational experience for all of our children.

Nathan Greenberg
Superintendent of Schools
APPENDIX

1. District Profile

2. School Profiles
   a. Londonderry High School Profile
   b. Londonderry Middle School Profile
   c. Matthew Thornton Elementary School Profile
   d. North Londonderry Elementary School Profile
   e. South Londonderry Elementary School Profile
   f. Moose Hill School Profile
Location: 268C Mammoth Road, Londonderry, NH 03053
Phone: 603-432-6920  FAX: 603-425-1049
Web Address: www.londonderry.org
Area: 42 square miles
Student Enrollment: 4413

Educational Level of Faculty: 71.6% Master’s degree or higher; 15% currently earning credit toward a Master’s
Experience Level of Faculty: 87% have more than five years of teaching experience

Schools: 1 Pre-school/Kindergarten (Moose Hill); 3 elementary schools (North Londonderry, Matthew Thornton, South Londonderry), 1 middle school (Londonderry Middle School), 1 senior high (Londonderry High School)

Motto: “Giving Wings to Children’s Dreams”

Londonderry School Board: Chair; Leitha Reilly, Vice-Chair; Nancy Hendricks, Dan Lekas, John Laferriere and Steve Young

Administration: Superintendent of Schools: Nathan S. Greenberg; Assistant Superintendent: Scott Laliberte;
Business Administrator: Peter Curro; Director of Pupil Services: Kimberly Carpinone;
Director of Information Technology: TBD; Director of Buildings and Grounds: Chuck Zappala;
Manager of Accounting: Lisa McKenney; Human Resources Director: Suzie Swenson; Office Manager: Elaine Allen

District Vision Statement: The Londonderry School District will provide appropriate individualized academic, social, emotional and physical learning opportunities in order to establish a dynamic foundation for quality educational and continued student growth.

District Mission Statement: Our mission is to provide all students with the vision, skills and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

Graduation Standards: The graduation standards represent what students should know and be able to do upon completion of twelfth grade. They were developed by the Curriculum Advisory Committee composed of faculty, administrators, and community members; and were adopted by the School Board in 1998.

Students will:

- Use the English Language with competence and confidence.
- Understand, explain and apply mathematical concepts and disciplines and recognize the connections to other curriculum areas, the workplace and everyday settings.
- Understand, explain and apply scientific concepts and disciplines and use scientific processes of inquiry to make decisions and to explore solutions to ever changing problems.
- Understand the principles and apply their knowledge of history, civics and government, economics and geography.
- Be effective and ethical users of ideas, information and related computer technologies across disciplines.
- Communicate in at least one of the four Arts disciplines (dance, music, theater and visual arts) and explain various types of arts knowledge and skills.
- Converse in a second language.
- Develop a safe and healthy lifestyle.

School Board: The Londonderry School Board is composed of five members elected to three-year terms. Elections are held every year. The Board sets policy for the school district and hires the superintendent to serve as chief administrative officer. The superintendent directs the educational and business activities of the school district. The Board generally meets every other Tuesday at 7 p.m. in the Moose Hill Conference Room at the Londonderry Town Hall. The public is encouraged to attend.
School Calendar 2016-17

AUGUST
20-21 New Teacher Workshops
24-26 Teacher Workshops
26th Orientation Grades 1, 6, and 9
27th First day of school

SEPTEMBER
4th NO SCHOOL
7th Labor Day
TBA Parents’ Night LMS
TBA Parents’ Night LHS
TBD Elementary Open Houses

OCTOBER
12th Columbus Day
11th Veteran’s Day
19th Moose Hill Only Parent Conferences
20th Parent Conferences
25-27 Thanksgiving Break

DECEMBER
Dec. 24-Jan 1 Holiday Break

JANUARY
4th Classes Resume
18th MLK Day

FEBRUARY
22-26 Winter Break

MARCH
10th Moose Hill Only Parent Conferences
11th Parent Conf. /Teacher Workshop

APRIL
25-29 Spring Break

MAY
30th Memorial Day

JUNE
28th Last possible day for students (includes 10 snow days adjustments will be made depending on the # of school cancellations)
29th Last day for teachers (see note above)

TBD Graduation

Special Programs: Southern New Hampshire University on-site Master’s Program; Teacher Induction Program; Educational Access Channel LEO 21; radio station WLLO-LP-FM and district web presence www.londonderry.org; Charter member of SERESC (Southeastern Regional Educational Services Consortium); Teachers’ Academy - professional development for technology training; “Above and Beyond” Employee Recognition Program; Employee Newsletter; Energy Management and Conservation Program.

Recent Awards and Recognitions: 2017: NH Principal of the Year Finalist Linda Boyd; 2016: NH Assistant Principal of the Year – Jill Connors; 2015: Loyalty Day/Scholastic Award (Peter Curro & Sue Rouse); Dollars for Scholars High School Teacher of the Year (Betty Mak); Dollars for Scholars Middle School Teacher of the Year (Sharon Kilduff); Finalist for Assistant Principal of the Year (Katie Sullivan); 2014: Commissioner’s Circle of Excellence Award (Sharon Putney & Matthew Thornton School); NH Recipient of the Presidential Award for Excellence in Mathematics & Science Teaching (Ann Gaffney); Dollars for Scholars High School Teacher of the Year (Daniel Grant); Dollars for Scholars Middle School Teacher of the Year (Trudy Morris); VFW Loyalty Day Awards (Jennifer Cutuli, Roger Sampson, and Mary Soares); Div I Basketball Coach of the Year (Nate Stanton) 2013: NH Teacher of the Year Semifinalist (Peter Willis); Div I Baseball Coach of the Year (Brent Demas) Londonderry Citizen of the Year (Steve Juster); Dollar for Scholars Teacher of the Year (Mary DeWinkeleer); Earl Reum Award (Flora Sapsin) Lions Community Service Award & VFW Loyalty Award (Katie Sullivan); 2011: Athletic Director of the Year (Howard Sobolov); PTA Blue Ribbon Volunteer Program; The Lancer Marching Band and Colorguard has performed at (4) Tournament of Roses Parades (invited 2011) Washington, D.C. and NYC St. Patrick’s Day Parades, Disney World and the Orange Bowl Parade, among others, and is annually extended invitations to perform throughout the country including the Olympic International Youth Festival in Beijing, China preceding the 2008 Olympics Games and the 2009 Presidential Inauguration Parade

Community Involvement: The district is strongly committed to community involvement, as it is the participation of residents that provides continued educational excellence. To ensure the opportunity to participate, the district has various committees on which citizens may consider serving by contacting the district office. Committees deal with such issues as facilities and space needs, curriculum, technology planning and the like. Committees are appointed by and report to the Londonderry School Board.

History: Londonderry, incorporated in 1722, has a proud tradition of support for education. In the modern era, prior to the construction of Central School (now Matthew Thornton) in 1949, youngsters in grades 1-8 were educated in one-room schoolhouses located throughout the community. The school district was part of SAU#10, which included Derry, and several other neighboring towns. High school students were educated primarily at Pinkerton Academy through a tuition agreement. North School opened in 1969. Later in 1972, Londonderry Junior High opened; housing grades 5-8 while grades 1-4 were educated at Matthew Thornton and North. That same year, Londonderry successfully petitioned to become its own school administrative unit. In 1978, as the result of a vote by the citizens to end their tuition agreements and embark on a building program, Londonderry High School opened. In the ensuing years, grade level configurations were adjusted and the community constructed South School (1978), Londonderry Middle School (1982) and Moose Hill School (2001). Throughout this time numerous upgrades, additions and renovations have taken place in all school facilities. District administrative offices were housed in leased facilities from 1972-1985 at which time a building was constructed adjacent to the Town Municipal Complex on Mammoth Road.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry High School
School Information Sheet

Location: 295 Mammoth Road, Londonderry, NH 03053
Web Address: www.londonderry.org/lhs
Hours: 7:20 AM – 1:58 PM
Enrollment: 1518
Motto: "Giving Wings to Children's Dreams"

Building Personnel: Administrators, teachers, support staff, health professionals, and custodial and food services

Administrators: Principal: Jason Parent
Assistant Principals: Stephen Secor, Abbey Siplor, Amity Small, Katie Sullivan
Director of School Counseling: Maureen O’Dea
Special Education Program Director: Connie Biedrzycki
Curriculum Coordinators: Kim Lindley-Soucy and Shawn Flynn
Athletic Director (6-12): Howard Sobolov; Music Director (K-12): Andy Soucy; Food Service Director: Amanda Venezia

Facilities Profile: Londonderry High School is located on a 135-acre site on Mammoth Road in the center of town. The main building is 232,250 sq. ft. and houses approximately 105 classrooms, cafeteria, and library media center. The two-story 52,000 sq. ft. gymnasium, opened in January 2003, sports a 17,000 sq. ft. wooden court.

Learning Environment: Londonderry High School is a public comprehensive high school accredited by the New England Association of Schools and Colleges. Students are encouraged to take courses from a variety of subject areas to fulfill their 24 credit graduation requirement. Most subject areas offer advanced placement, honors and college preparatory courses, as well as specialized programs for students with learning disabilities and special needs. Students participate in an array of interscholastic sports and extracurricular activities.

Mission Statement: Londonderry High School, in partnership with parents and the community, provides a safe and nurturing environment with varied opportunities promoting good character, academic excellence, and responsible citizenship necessary for future success in the local and global community. (Adopted 5/08)

Special Programs: SNHU in the High School (11 dual credit courses); Running Start Courses (16 dual credit courses); Career Pathway Programs (Academy of Finance, Athletic Training, Biotechnology, Computer Maintenance & Repair, Future Educators Academy, Information Technology, Project Lead the Way, Vocational Television Production); Independent Study Options; Adult Education Program; Summer School; Affiliation with the Manchester School of Technology and Wilbur H. Palmer Vocational Technical Center at Alvirne High School.

Foreign Languages Program: French, Spanish, German, Latin

Music: The internationally recognized music program includes marching band, concert band, symphonic band, orchestra, jazz ensemble, intro to jazz ensemble, concert choir, chamber choir, piano classes, and music theory. Recognition includes four appearances in the Pasadena Tournament of Roses Parade, the 2009 and 2013 Presidential Inaugural Parades, and annually in the New York City St. Patrick’s Day Parade. The Marching Band also participated in the Olympic International Youth Festival in Beijing, China preceding the 2008 Olympic Games. Over the years, numerous music students have represented the school in the NH All-State and NH Jazz All-State Festivals. The music program annually presents a rigorous calendar of events to its students which consists of much more than what is reflected in this context.

Special Education: The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process.
with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.

**Guidance/Counseling:** The comprehensive school guidance program includes a Director of School Counseling and six school counselors. Counseling is available on an individual and/or group basis to help students make intelligent decisions that meet their personal, educational, and vocational objectives.

**Library Media Program:** The Library Media Center provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy and research skills. Additionally, the Library Media Specialists work collaboratively with teachers to develop projects that reinforce these skills. Presently, there are 80 computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

**Technology Resources:** The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. There are instructional computer labs used by Computer, Business and Technology education and additional labs available to all curriculum areas.

**Graduates:** For the class of 2016, 95% of graduates went on to college (73% to four-year colleges, 22% to two-year colleges), 2% joined the Armed Forces, 9% pursued full-time employment and 1% other (including one student playing Junior Hockey and one student pursuing a competitive water skiing career).

Additional Information: 1 National Merit Finalist, 1 Presidential Scholar applicant, 3 National Merit Commended Students. Identified scholarships from college: $1,430,740 (not all students report college scholarships).

Students are attending college in 22 states. (46% in NH, 22% in MA, 5% in RI, 4% in CT, 4% in VT, 4% in ME, 2% in VA, 2% in PA). Five students participated in the Early College Program with Nashua Community College. One senior spent his entire year taking college courses. Two juniors are currently on track to earn an Associate's Degree while completing their high school diploma. Londonderry was the first NH school to award the Jae S. Lin Foundation Top Junior in Science and Top Junior in Mathematics with $1000 each.

**Athletics:** The High School competes in Division I of the New Hampshire Interscholastic Athletic Association. Sports include Cross Country, Soccer, Football, Field Hockey, Volleyball, Cheerleading, Basketball, Gymnastics, Indoor & Outdoor Track, Hockey, Wrestling, Swim, Ski, Baseball, Softball, Tennis, Lacrosse, Golf, and Unified Sports. Recent Championships – 2016: Gymnastics NHIAA Division I Champions, Unified Track and Field NHIAA Champions

**Parent Involvement:** Parents become involved through organizations such as the Parent Teacher Student Organization, Booster Club, and Friends of Music, as well as numerous parent support groups for the individual sports teams.

**Activities:** Londonderry High School provides a wide variety of organizations and activities as outlets and opportunities for diverse talents and interests. Examples of these activities are: Anime Club, Art Club, Big Buddy Program, BioConnect Club, Chess Club, Marching Lancers Band & Guard, Dance Team, Drama, Big Buddies, Blue Star Lancers, Future Business Leaders of America, Granite State Challenge Team, International Club, Intramural Sports, Lancer Spirit Outdoor Newspaper, Londonderry Police Explorers Post 1137, Mathematics Honor Society, Mathematics Team, National Honor Society, PVC Pirates (Robotics Team), Equestrian Team, Student Council, Weight Training (Physical Exam Required), Yearbook (Reflections), and Radio Broadcasting Club. Activities may be added as students indicate a serious interest in new areas.

**Recent Recognition: 2016:** NH Choreographer of the Year (Val Nelson); Dollars for Scholars High School Teacher of the Year (Steve Tallo); WZID NH Top 20 Outstanding Women of the Year (Katie Sullivan).

**History:** The high school building was built in 1972 as a junior high school. Additions were added in 1975 and 1976, and the building opened as a Junior/Senior High School in September 1978. The current 9-12 grade configuration was adopted in 1982. Additions in 1998 and 2003 brought the building to its current capacity of 2000 students.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry Middle School
School Information Sheet

Sending Schools: Matthew Thornton, North School, South School
Phone: 603-432-6925
Location: 313 Mammoth Road, Londonderry, NH 03053
Grades: 6-8
Web Address: http://lms.londonderry.org
Team Name: Storm
Hours: 8:05 AM – 2:35 PM
Mascot: Wacky Weatherman
Enrollment: 1023
Colors: Red, White, Blue
Motto: “Giving Wings to Children’s Dreams”
Average Class Size: 24

Building Personnel: Administrators, teachers, support staff, health professionals, custodial and food services

Administrators: Principal: Richard Zacchilli; Assistant Principals: David Sutherland and Donna Dyer;
Special Education Coordinator: Joan Campo; Curriculum Coordinator: Ann Collacchi

Facilities Profile: The 163,000 square foot building includes a library media center, classrooms, band and chorus rooms, science and computer labs, industrial arts rooms, cafeteria, gym and a multi-purpose room.

Learning Environment: Our school is organized into interdisciplinary, heterogeneous teams of up to approximately 125 students, each being taught by a team of teachers (English, Social Studies, Science, Mathematics, Special Education, Health, Industrial Arts, Computer Education and Art). Reading, World Language, Music and Physical Education teachers are an important adjunct to the team. The diverse talents, skills, learning styles and interests of students at this age level, lead to a variety of grouping patterns. Our math program groups students by ability levels to enhance students’ chances of success. All other classes are heterogeneously grouped. Differentiated Instruction provides students of all abilities in one classroom with an educational experience that is challenging, yet appropriate. Each student is assigned to an academic skills development section (ASD) that meets Monday and Thursday for forty minutes. This program is used to review a variety of study skills techniques, as well as assist with strategies for note taking, homework completion, time management and various other strategies needed to be a successful student at LMS. Teams will, on occasion, utilize this time to address a group issue, a team project or to facilitate an upcoming field trip.

Londonderry Middle School’s Objectives: Expose students to a variety of teaching/learning methods by providing academic programs and experiences appropriate to the needs, interests, and abilities of each student.

Special Programs: The Middle School Acceleration Program has three major components: Math in Focus, Differentiated Instruction and Advanced Studies.

Foreign Language Program: First level courses are offered to students in grades seven and eight. The learner is exposed to cultural aspects of French and Spanish Speaking countries.

Special Curriculum: Advanced studies are unique to the Middle School and dovetail nicely into the existing middle school in terms of philosophy and physical structure. Our two special curriculum teachers provide curriculum design and instruction for students as identified by classroom teachers.

Music: General music is for students to explore music in a non-performing environment. This course is designed to enhance music appreciation through studies of musical styles, music theory and music history. Students involved in performing ensembles participate in school-sponsored concerts and festivals. Performance opportunities exist with: Chorus, Select Chorus, Introduction to Orchestral Strings, Band, Jazz Band, and Orchestra.
Special Education: The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.

Guidance/Counseling: The Londonderry School District Counseling Program mission, in cooperation with family, community and school, advocates for and promotes the educational, personal, social and career development of students. Counselors are trained and skilled in helping students confront and resolve difficulties or conflicts.

Library Media Program: The Library Media Center provides a comprehensive collection of resources to support the curriculum, promote an appreciation of reading, and to develop information literacy skills. Additionally, the Library Media Specialists work collaboratively with teachers to develop projects that reinforce these skills. Presently, there are 28 desktop computers and a mobile lab of 28 laptops, as well as three circulating mobile computer labs available to support teaching and learning in the classroom. The library also circulates a variety of other audio-visual and technology resources for student and professional use.

Technology Resources: The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. Computers with internet access for instructional use are located in the classrooms and in such specialty areas as special education, technology education and the library media center.

Athletics & Activities: The goal of the Physical Education Department at Londonderry Middle School is to develop the whole individual. Activities include team, individual and dual sports, adventure activities, and fitness programs. Twenty-three teams participate in the Tri-County League. In addition, LMS has boys and girls cross country, boys and girls track and field, co-ed volleyball, wrestling and golf. More than 550 students participate on these teams. More than 500 students participate in twenty-three active co-curricular clubs including Drama, World Language Clubs, Reading Club, Health and Wellness, Student Council, Art Club, Boys and Girls Respect Clubs, –Yearbook, and others.

Parent/Community Volunteers: Our active and supportive PTO has been awarded the Blue Ribbon School Achievement for an outstanding volunteer program. https://sites.google.com/site/londonderrymiddleschoolpto/

Recent Awards and Recognitions: 2015: VFW Loyalty Day/Scholastic Award (Sue Rouse); Dollars for Scholars Middle School Teacher of the Year (Sharon Kilduff).
2014: Dollars for Scholars Middle School Teacher of the Year (Trudy Morris); VFW Loyalty Day Awards (Mary Soares).

History: Londonderry Middle School was originally constructed as a junior high school in 1982. In 1997/98, a large addition was added to the school to accommodate sixth grade students in a move to a middle school philosophy in the Londonderry School District.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Matthew Thornton Elementary School
School Information Sheet

**Sending Schools:** Moose Hill Kindergarten, Private Kindergartens

**Location:** 275 Mammoth Road

**Web Address:** mt.londonderry.org

**Hours:** 8:50 AM – 3:05 PM

**Enrollment:** 545

**Motto:** “Giving Wings to Children’s Dreams”

**Grades:** 1-5

**Hours:** 8:50 AM – 3:05 PM

**Mascot:** “Paws” the Tiger

**Colors:** Black and Orange

**Average Class Size:** 20

**Building Personnel:** Administrators, teachers, support staff, health professionals, custodial and food services

**Administrators:** Principal: Sharon Putney; Assistant Principal: William McCarthy

**Facilities Profile:** Matthew Thornton School is a school of 74,250 sq. ft. (including a second floor in the back of the building) consisting of 25 classrooms and two district special education classrooms, a gymnasium with stage, art room, music room, a cafeteria, computer lab and a library media center. The school has a playground area, a baseball/softball field and an all-purpose field.

**Learning Environment:** Matthew Thornton School offers a variety of instructional programs designed to meet individual student needs. We also provide remedial reading and math support as well as enrichment programs at all grade levels. Instructional assistance is provided on a daily basis to teachers for reading and as needed in other curricular areas. This assistance helps us to create smaller “learning communities” in the classroom. It also enables the use of flexible grouping practices in the areas of reading and mathematics.

**Mission Statement:** Matthew Thornton School’s mission is to provide all students with the vision, skills, and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

**Special Programs:** We provide many opportunities for students to grow and develop their varied talents including: Enrichment Programs, Before/After School Programs, Nationally Recognized School Library Program, Blue Ribbon Volunteer Program, Books and Beyond Reading Program, Student Council and Community Reading Program.

**Music:** General Music classes are held for all students on a weekly basis. There is an Instrumental Band Program for Grade 5, an Orchestra Program and a Choral Program for students in Grades 4-5, and a String Ensemble Program. Performance members participate in a variety of programs including winter and spring concerts, Memorial Day Parade Program and other special activities.

**Special Education:** The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.
**Guidance/Counseling:** Counselors are available for our student population at Matthew Thornton School when developmental challenges occur, as well as being a support system in dealing with issues from divorce, alcohol and or drug dependency, death of a loved one, or difficult peer relationships. The goal is to help children grow academically while giving support and education related to these issues. Referrals to the guidance department may come from students, parents and teachers.

**Library Media Program:** The Library Media Center provides a comprehensive collection of resources to support the curriculum, promote an appreciation of reading, and develop information literacy skills. Additionally, the Library Media Specialist works collaboratively with teachers to develop projects that reinforce these skills. Presently there are ten library computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

**Technology Resources:** The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. Computers with internet access for instructional use are located in the classrooms and in the Library Media Center.

**PE/Athletics:** All of our students receive weekly PE instruction focusing on fitness, safety and good sportsmanship. Fifth grade students participate in a district wide Cross Country Program, which culminates in a Londonderry Cross Country Race attended by fifth grade students from the three elementary schools. We also have an extensive intramural program for all grade levels.

**Parent Involvement:** Matthew Thornton School has a very active Parent/Teacher Association. The PTA helps to facilitate our mission statement by providing a variety of learning experiences through extra-curricular and curricular programming. Volunteers are welcome and necessary to support our instructional programs. The PTA meets on the second Thursday of each month. [http://www.mtpta.com/](http://www.mtpta.com/)

**Activities:** Matthew Thornton School students are able to participate in a variety of extra-curricular activities, including:

- Destination Imagination
- Drama Club
- Student Council
- Math Wizards
- Health Fair
- Wellness Club
- Cross Country Team
- Band
- Images of Greatness
- Reflections
- Orchestra
- Chorus

**Recent Awards/Recognitions: 2014:** Commissioner’s Circle of Excellence Award (Matthew Thornton School).

**History:** Matthew Thornton School opened as Central School in 1949. Additions were made in 1952, 1960, 1965 and 1985. In 1975 the name of Central School was changed to Matthew Thornton School.
North Londonderry Elementary School
School Information Sheet

**Sending Schools:** Moose Hill Kindergarten, Private Kindergartens

**Location:** 19 Sanborn Road

**Web Address:** [www.londonderry.org/north](http://www.londonderry.org/north)

**Hours:** 8:50 AM - 3:05 PM

**Enrollment:** 449

**Motto:** “Giving Wings to Children’s Dreams”

**Phone:** 603-432-6933

**Grades:** 1-5

**Mascot:** Bear

**Colors:** Red and Black

**Average Class Size:** 20

**Building Personnel:** Administrators, teachers, support staff, health professionals, custodial and food services

**Administration:** Principal: Paul Dutton; Assistant Principal: Jill Connors

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**Facilities Profile:** North School is a 61,052 sq. ft. building consisting of 24 general classrooms, 3 special education classrooms, art space, music space, a multi-purpose room, gymnasium, and a library media center. The school has a playground area and an all-purpose field.

**Learning Environment:** North School offers a wide variety of instructional programs designed to meet individual student needs. We provide remedial reading support and enrichment at all grade levels as needs dictate and math enrichment programs at the 4th and 5th grade levels. North School has 15 hours/day of Instructional Assistants who provide classroom teachers with the support needed to establish smaller "learning communities" within the classroom. This also allows for flexible grouping practices on a daily basis in the areas of Reading and Mathematics.

**Mission Statement:** North School’s mission is to provide all our students with the vision, skills and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

**Special Programs:** We provide many opportunities for students to grow and develop their varied talents, including: Gifted and Talented (KEY) Programs, Sum-It Math Program, Before/After School Programs, Honey-Bear Pot Savings Program, National School Library Recognition, Blue Ribbon Volunteer Program, Battle of the Books, and Extra Curricular Activities.

**Music:** General music classes are provided for all students on a weekly basis. There is an instrumental Band Program for Grade 5, an Orchestra Program and a Choral Program for students in Grades 4-5. Band and Chorus members participate in a variety of programs including winter and spring concerts, Memorial Day Parade Program and other special activities.

**Special Education:** The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.
Guidance/Counseling: The school counselor is available for our student population when developmental challenges occur, as well as being a support system in dealing with issues from divorce, alcohol and or drug dependency, death of a loved one, or difficult peer relationships. The counselor’s goal is to help children grow academically while giving support and education related to these issues. Referrals to the guidance department may come from students, parents and teachers.

Library Media Program: The Library Media Center provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy skills. Additionally, the Library Media Specialist works collaboratively with teachers to develop projects that reinforce these skills. Presently there are six library computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

Technology Resources: The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. Computers with internet access for instructional use are located in the classrooms and in the Library Media Center.

PE/Athletics: All of our students receive weekly PE instruction focusing on fitness, safety, and good sportsmanship. Fifth grade students participate in a district wide Cross Country Program, which culminates in a Londonderry Cross Country Race attended by fifth grade students from the three elementary schools. We also have an extensive intramural program for all grade levels.

Parent Involvement: North School has a very active Parent/Teacher Association. The PTA facilitates our mission statement by providing a variety of learning and extra-curricular programming. Volunteers are welcome and necessary to support our instructional programs. The PTA meets on the second Thursday of each month. [http://www.northschoolpta.com/](http://www.northschoolpta.com/)

Activities: North School students are able to participate in a variety of extra-curricular activities, including:
- After School Intramural Program Grades 2-5
- Cross Country Team
- Band Program Grade 5
- Chorus Program Grades 4-5
- Strings Program Grades 4-5
- Images of Greatness
- Reflections
- Girls on the Run
- Annual Art Show
- Wellness Club
- Walking Club
- Science Club
- Glee Club 3 -5
- Destination Imagination
- Safety Patrol

History: North School opened in 1967. In 1991, portable classrooms were added to the building housing seven fourth and fifth grade classrooms, as well as a smaller special curriculum area. In 1997, a beautiful full-size gymnasium and corridor area was added. Our students and the community at large use this facility on a daily basis. In 2005 an expansion renovation project was undertaken and 11 permanent classrooms replaced the modular ones. In addition, an expanded parking area, expanded lobby, office area, and nurse's area were realized, and in the fall of 2006, the project was completed with an expanded library media center, new kitchen equipment and playground facility. A dedication ceremony was held on October 15, 2006.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
South Londonderry Elementary School
School Information Sheet

Sending Schools: Moose Hill School and Private Kindergartens
Location: 88 South Road, Londonderry, NH 03053
Web Address: south.londonderry.org/
Hours: 8:50 AM – 3:05 PM
Enrollment: 443
Motto: "Giving Wings to Children's Dreams"

Phone: 603-432-6956
Grades: 1-5
Mascot: Hawk
Colors: Blue and White
Average Class Size: 21

Building Personnel: Administrators, teachers, support staff, health professionals, custodial and food services
Principal: Linda Boyd; Assistant Principal: Chelsea Hunnewell

Facilities Profile: South school is a 70,938 sq. ft. building consisting of 32 classroom spaces, a library media center, gymnasium, computer lab, cafeteria and a multi-purpose room. The school sits on 20.5 acres with the playground area and all purpose field using approximately 6 of those acres.

Learning Environment: South School offers a variety of instructional programs designed to meet individual student needs. We also provide remedial reading and math support as well as enrichment programs at all grade levels. Instructional assistance is provided on a daily basis to teachers for reading and as needed in other curricular areas. This assistance helps us to create smaller “learning communities” in the classroom. It also enables the use of flexible grouping practices in the areas of reading and mathematics.

Mission Statement: South School’s mission is to provide all our students with the vision, and skills and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

Special Programs: We provide many opportunities for students to grow and develop their varied talents including: Enrichment Programs, Before/After School Programs, Nationally Recognized School Library Program, Blue Ribbon Volunteer Program, Artist in Residence Program, Annual Art Show, Annual Drama Production, Annual Talent Show, Sum+It Math Program, and Wee Deliver Program.

Music: General Music classes are held for all students on a weekly basis. There is an Instrumental Band Program for Grade 5, an Orchestra Program and a Choral Program for students in Grades 4-5, and a String Ensemble Program. Performance members participate in a variety of programs including winter and spring concerts, Memorial Day Parade Program and other special activities.

Special Education: The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.
Guidance/Counseling: Counselors are available for our student population at South School when developmental challenges occur, as well as being a support system in dealing with issues from divorce, alcohol and or drug dependency, death of a loved one, or difficult peer relationships. Their goal is to help children grow academically while giving support and education related to these issues. Referrals to the guidance department may come from students, parents and teachers.

Library Media Program: The Library Media Center provides a comprehensive collection of resources to support the curriculum, promote an appreciation of reading, and develop information literacy skills. Additionally, the Library Media Specialist works collaboratively with teachers to develop projects that reinforce these skills. Presently, there are eleven library computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

Technology Resources: The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. Computers with internet access for instructional use are located in the classrooms and in the Library Media Center.

PE/Athletics: All of our students receive weekly PE instruction focusing on fitness, safety, and good sportsmanship. Fifth grade students participate in a district wide Cross Country Program, which culminates in a Londonderry Cross Country Race attended by fifth grade students from the three elementary schools. We also have an extensive intramural program for all grade levels.

Parent Involvement: South School has a very active Parent/Teacher Association. The PTA facilitates our mission statement by providing a variety of learning and extra-curricular programming. Volunteers are welcome and necessary to support our instructional programs. The PTA typically meets on the second Wednesday of each month. http://www.southschoolpta.org/

Activities: South School students are able to participate in a variety of extra-curricular activities, including:

- Destination ImagiNation
- Safety Patrol
- Student Council
- Apprentice Gardeners
- Drama Club
- Photography Club
- Cross Country Team
- Band
- Orchestra
- Chorus
- Sum+It Math
- Art Club
- Jump Rope Club
- Jump Rope Team
- People to Paws
- Images of Greatness
- Reflections
- Library Club


History: South School was built in 1978 as a 26 classroom building to house approximately 500–550 students in grades Readiness through six. Eight portable classrooms were added to the original core facility in order to accommodate a larger student population. A full size gymnasium and two new bathrooms were added in 1997. In December 2008, a renovation/addition project was completed and the portable classrooms were removed.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Moose Hill School
School Information Sheet

Sending Schools: LEEP and Private Preschools
Location: 150 Pillsbury Road, Londonderry

Phone: 603-437-5855
Web Address: moose.londonderry.org
Grades: LEEP and Kindergarten
Mascot: Moose
Colors: Green and White
Average Kindergarten Class Size: 18

Enrollment: 282 Kindergarten and 117 LEEP students

Hours: 8:45 AM – 3:05 PM

Motto: “Giving Wings to Children’s Dreams”

Building Personnel: (Administrators, teachers, support staff, health professional and custodial
Administrators: Kindergarten Coordinator: Bonnie Breithaupt
SPED Coordinator: Deb Setterlund
LEEP Coordinator: Kim Speers

Facilities Profile: Moose Hill School opened its doors for the 2001-2002 school year. It was designed specifically for pre-school and kindergarten children with room for expansion, if needed, in the future. Moose Hill has 16 classrooms, seven rooms are used for kindergarten, five are used for LEEP, one is used for our library, one is used for special education, one is used for the reading program and one for the YMCA program. We have a Sensory Motor Room for our LEEP students. We have a pre-school playground as well as a kindergarten playground and an all-purpose field.

Learning Environment: Moose Hill School provides a half day Kindergarten program with a morning and an afternoon session in an environment that educates the whole child through positive social, physical and academic experiences. Sessions meet for two and one half hours. Each classroom has a certified teacher and an instructional assistant, which allows for smaller “learning communities” within the classroom. Instructional programs are designed to meet the individual needs of the students.

Mission Statement: Moose Hill School seeks to develop a community of learners composed of students and staff who are effective users of ideas and information. We are a committed partnership with the paramount focus of positively affecting a child’s intellectual, physical, social, and emotional development, that he or she may reach their full potential.

Special Programs: LEEP – the Londonderry Early Education Program for children ages 3–5 with special needs.

Special Education: The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors and/or others working with the student. Eligibility for Special Education is determined through a team process with a review of measurements of academic and functional achievement and cognitive profile, classroom performance, teacher and parent input and a determination of the need for specialized instruction. If eligibility criteria are met, a case manager is assigned, an Individualized Educational Program (IEP) is developed and the supports and services needed by the student are implemented and monitored to ensure successful access to the general curriculum. Placement is determined by the IEP team to ensure programming in the least restrictive environment.

Library Media and Technology Program: The library collection at Moose Hill is designed to begin to foster a love of reading by young children. In addition to the book collection we have a variety of instructional materials, audio visual and computer technologies that are available for teachers. Presently there is a least one computer with network access in each instructional area which are used to enhance instruction. Assistive/adaptive technologies are provided for youngsters in our LEEP program and others with special needs.

Parent Involvement: Moose Hill School has a very active Parent Teacher Association. The PTA helps to facilitate volunteers in and out of the classroom. Volunteers are welcome and encouraged to assist with the instructional programs as well as social events. The PTA meets on the third Thursday of each month.
http://moosehillpta.org/wordpress/

Activities: Moose Hill School invites the elementary principals and assistant principals to our book fair and pajama night to read to our students as a way to familiarize our students with administrators in the school they will be attending in the future. Moose Hill takes part in several community outreach programs during the school year such as collecting canned goods for the soup kitchen, Pennies for Patients, Stockings for Soldiers and the Warm Homes collection.
