Londonderry School District
Accent on Achievement 2020
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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.

From the onset of the COVID-19 Global Pandemic in March of 2020, the normal operations of the school district changed dramatically for the spring of 2020 as we stayed in remote instruction the entire time; as well as our reopening in August 2020 where we built two schools systems; one in person with public safety measures in place, and one for families wishing to continue in remote instruction. Where it was appropriate to capture these dramatic changes for our school district in Accent on Achievement we did. However, we did not take extra steps to describe and capture the immense effort that went into the two major redesigns of our school system over the last year. We are deeply grateful for the ongoing support of the community during these challenging times. We are humbled by our staff’s dedication to our students over this time period and their willingness to make our school system work despite all these challenges.

Included in this report are our goals, beliefs, and values that we believe are necessary components for quality education and the projects, opportunities, and data 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

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 Goals and Strategic Plan

Since March of 2020, with the onset of the global pandemic, we have paused on some of the major goals in our Strategic Plan. When we are set to return to more normal operations we will update the scope of the 5 year plan.

For the full five-year plan and building goals visit our Londonderry School District website. Go to:

- https://www.londonderry.org/
- Information
- Strategic plan

Or follow this direct link

District Beliefs and 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:**
  Analyzes 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.
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.

- **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.
  o Ability to participate in study groups.
  o 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.
From 2016 to 2018, curriculum leaders and administrators researched the approach to “competencies” both in New Hampshire as well as nationally. During the 2018-19 school year, we convened over 100 teachers to think deeply about the long term skills (competencies) we wanted to build in all our learners that would best prepare them for college, their careers and life. The result of that collaborative work was “Londonderry’s Portrait of a Graduate”. The competencies outlined in that portrait map out the goals we have for all our students by the time they graduate. These competencies will continue to be embedded in our curriculum K to 12 in the coming years once the pandemic and the disruption it caused is behind us.

Londonderry’s Portrait of a Graduate

Our Portrait of a Graduate as a school district will be anchored by our four district wide competencies.

Our graduates work well with others, think, and focus on themselves and their communities.

Competency #1: Our graduates work well with others through communication & collaboration.

Definition: Working well with others means our graduates have clear expression and can work towards a shared goal.

Expression can be in written, oral, digital, artistic, or visual form.

Competency #2: Our graduates think critically, with creativity, and as problem solvers.

Definition: Thinking deeply means our graduates use critical thinking habits and with those habits are able to solve problems and be original when necessary.

Habits such as analysis, evaluation, interpretation, and reflection.

Competencies #3 and #4: Our graduates focus on themselves (through self-direction) and their communities (as an engaged citizen).

Self-Direction

Definition: Self-Direction is a growth mindset that means our graduates are self-reflective while finding perseverance, ownership, and practice in their learning.

Engaged Citizen

Definition: Engaged Citizens means our graduates participate and contribute to their local, national, global, and digital communities.

March 2019 – Londonderry School District
## Input Indicators and Output Indicators

### 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 Master's 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
- District-wide Competencies

### 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
- Acadience 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
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

- One 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
- iReady Lesson and Assessment Program for grades 1-8
- 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
Aspects of Accomplishment (continued)

INDIVIDUAL AWARDS AND RECOGNITION

2020 Union Leader 40 Under Forty – Amanda Venezia
2020 NH DOE Teacher of the Year Nominee – Danielle Bowersox
2019 School Band and Orchestra Magazine 50 Directors Who Make a Difference – Serge Beaulieu
2019 WZID Teacher of the Month – Lori Jabar
2019 NHTFCA Peter Lovejoy Award – Suzanne Johnson
2019 New England Scholastic Press Association NH Freedom to Write Award – Jason Parent
2018 NHASC Administrator of the Year – Jason Parent
2018 AHA Andrew S. Blanchard Heart of Excellence Award – Jen Cutuli
2018 AHA Andrew S. Blanchard Heart of Excellence Award – Scott Lohnes
2018 WZID Teacher of the Month – Josh Bremberg
2018 Londonderry Citizen of the Year – Katie Sullivan
2017 PTA Partnership Award – Dean Farmer
2016 NH Principal of the Year Finalist – Linda Boyd
2016 WZID NH Top 20 Most Outstanding Women of the Year – Katie Sullivan
2016 NH Choreographer of the Year 15-16 – Valerie Nelson
2015 NH Assistant Principal of the Year – Jill Connors
2015 NHPTA Administrator of the Year – Linda Boyd
2015 NH Coaches Association Lacrosse Coach of the Year – Sean LeBlanc
2014 Eagle Tribune Boys Basketball Coach of the Year – Nate Stanton
2014 Eagle Tribune Girls Basketball Coach of the Year – Nick Theos
2014 Div I Basketball Coach of the Year and Eagle Tribune Winter Coach of the year John Fagula & Nate Stanton, NH
2015 NHASP Assistant Principal of the Year Finalist – Katie Sullivan
2014 - Matthew Thornton School selected for Commissioner’s Circle of Excellence
2013-14 NHPTA unit of the year - MTPTA
2013 Eagle Tribune Girls Basketball Coach of the Year – John Fagula
2013 Eagle Tribune Wrestling Coach of the Year – Jim Marron
2012 Ann Smith – Excellence in Teaching Award from the NH Society of Professional Engineers
2012 - Pauline Pichette – NH Art Teacher of the Year
2010-2011 – NH Athletic Directors Association Division I Athletic Director of the Year - Howard Sobolov,
2012 – Eagle Tribune Girls Track Coach of the Year – Sue Johnson

Organizational and Program Awards and Recognitions

- 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 Inaugurations in January, 2009 and January 2013. The LHS Marching Lancers have now performed in five Rose Bowl Parades! They also performed in China June ’08 for the pre-Olympics ceremonies.
Hall of Fame

The Hall of Fame Selection Committee is comprised of 11 members (students, staff/faculty, community members, administrators, and former faculty/staff). The nominations of those who were not inducted will remain on a master list for future consideration. The nomination process will take place during the month of April. Inductees will be announced in June and induction will take place Mack Plaque weekend in the fall.

*The Londonderry High School Hall of Fame Committee paused inductions for 2020 year due to Covid-19. Hall of Fame nominations will resume in April 2021*
15-Year Enrollment History (2006-2020)
• Enrollment Data is accurate as of 10/1/2020.
• Enrollment data above includes K-12 students
• Enrollment data above does not include:
  o students enrolled in LEEP
  o Adult Education program
  o out-of-district programs
  o home school students who may access the district for art, music, PE, and extra-curricular activities
Five-Year Comparison by Grade Band

- Enrollment Data is accurate as of 10/1/2020.
- Enrollment data above includes K-12 students
- Enrollment data above does not include:
  - students enrolled in LEEP – 94 students in 20
  - Adult Education program
  - out-of-district programs
  - home school students who may access the district for art, music, PE, and extra-curricular activities
### Special Education Enrollment

#### Seven-Year Comparison

2014-2015 through 2020-2021

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>729</td>
<td>16.50%</td>
</tr>
<tr>
<td>2015-16</td>
<td>726</td>
<td>16.00%</td>
</tr>
<tr>
<td>2016-17</td>
<td>747</td>
<td>16.20%</td>
</tr>
<tr>
<td>2017-18</td>
<td>740</td>
<td>16.50%</td>
</tr>
<tr>
<td>2018-19</td>
<td>724</td>
<td>16.70%</td>
</tr>
<tr>
<td>2019-20</td>
<td>728</td>
<td>17%</td>
</tr>
<tr>
<td>2020-21</td>
<td>728</td>
<td>17%</td>
</tr>
</tbody>
</table>

- 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.
School Attendance

![Average Daily Membership (ADM) 2015-2016 through 2020-2021](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary K-5 (%)</th>
<th>Middle 6-8 (%)</th>
<th>High 9-12 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>96.4%</td>
<td>95.4%</td>
<td>94.7%</td>
</tr>
<tr>
<td>2016-17</td>
<td>96.3%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>96.3%</td>
<td>95.3%</td>
<td>94.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.9%</td>
<td>95.2%</td>
<td>94.7%</td>
</tr>
<tr>
<td>2019-20</td>
<td>97.0%</td>
<td>96.9%</td>
<td>96.5%</td>
</tr>
</tbody>
</table>

**Observations**

- Very consistent high attendance rates have been achieved at all levels.
- We recognize the importance of attendance because there is a positive correlation between attendance and achievement.
- 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
2013-2014 through 2019-2020

<table>
<thead>
<tr>
<th>School Year</th>
<th>Londonderry School District</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2015-16</td>
<td>0.00%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2016-17</td>
<td>0.65%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2017-18</td>
<td>0.20%</td>
<td>1.05%</td>
</tr>
<tr>
<td>2018-19</td>
<td>0.21%</td>
<td>1.02%</td>
</tr>
<tr>
<td>2019-20</td>
<td>0.007%</td>
<td>0.92%</td>
</tr>
</tbody>
</table>

Observations

- Londonderry’s dropout rate has been consistently less than the NH State average, the 2019-2020 rate was 007%.
- Londonderry High School continues to have one of the lower 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/guardians) to seek a twenty-credit diploma. Information on the Adult Education Program follows on the next pages.
- For Class L schools Londonderry is second lowest behind Hanover in dropout %
Adult Education: Student Enrollment Figures

Observations:

- The Londonderry Adult Education program is a state accredited regional tuition program that enables students to obtain a high school diploma.
- Students can reach their educational goals in the 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)

|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|       |
| LHS Graduates (24 Credits) | 7       | 10      | 10      | 32      | 9       | 11      | 24      | 19      | 9       | 8       | 9       | 6       | 154    |
| AE Graduates (20 Credits)  | 34      | 36      | 46      | 73      | 35      | 39      | 39      | 50      | 33      | 30      | 49      | 42      | 506    |
| Total                 | 41      | 46      | 56      | 105     | 44      | 50      | 63      | 69      | 42      | 38      | 58      | 48      | 660    |

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Tests Administered</td>
<td>172</td>
<td>214</td>
<td>168</td>
<td>113</td>
<td>173</td>
<td>87</td>
<td>927</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>139</td>
<td>181</td>
<td>137</td>
<td>92</td>
<td>156</td>
<td>62</td>
<td>767</td>
</tr>
<tr>
<td>Success Rate</td>
<td>81%</td>
<td>85%</td>
<td>82%</td>
<td>81%</td>
<td>90%</td>
<td>71%</td>
<td>83%</td>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HiSetTests Administered</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>Success Rate</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

Observations:

- The Adult Education diploma is recognized as a legitimate high school diploma and is endorsed by the Londonderry School District. This diploma enables students to attend two- or four-year colleges, join the Armed Services, or enter the workplace. There has been a steady increase in graduation rates, as more students are using the Londonderry Adult Education Program to earn a traditional or adult education diploma.
- In the past sixteen years, the school district has experienced a steady and significant decline in our dropout rate from 2.2% in 2004-05, to .007% in 2020 (see page 23 “Drop-Out Rate”). This is a direct correlation to having the Londonderry Alternative Educational Program.

Note: The GED test switched over to the HiSET (High School Equivalency Test) in January of 2014. Londonderry High School began testing for this assessment in January 2015.
Post-Secondary Education
Londonderry High School Students Attending
Two or Four-Year Colleges Compared to the State of NH
2009 Through 2020

Observations:

- The Class of 2020 has 86% of its graduates attending two and four-year colleges.
- Students attend some of the finest institutions of higher education in and around the United States.

- Boston College
- Case Western Reserve
- Franklin Pierce College
- Hofstra University
- Merrimack College
- Northwestern University
- Plymouth State University
- University of Rochester
- St. Anselm
- Syracuse University
- University of Massachusetts
- University of Vermont
- Yale University
- Boston University
- Clarkson University
- George Washington University
- James Madison University
- Michigan State University
- University of New Hampshire
- Seton Hall University
- Stonehill College
- University of Alabama
- University of Pittsburgh
- West Virginia University
- Brown University
- Fordham University
- Harvard University
- Keene State College
- Northeastern University
- Penn State University
- Rochester Institute of Tech.
- Springfield College
- Southern NH University
- University of Maryland
- University of Rochester
- Williams College

Note: The NH DOE did not provide statistics for NH students attending 2 to 4 year colleges since 2018.
Londonderry High School Class of 2020
Achievements

National Merit Commended Students: 4; National Merit Semi-Finalists: 2

Identified scholarship from college: $138,548 (not all students report college scholarships)

Students are attending college in 20 different stages.

- 52% in NH
- 14% in MA
- 5% in RI
- 4% in CT
- 2% in VT
- 7% in ME

- 2 Learners are entering the military
- 2 Learners are enrolling in an Apprenticeship Program
- 22 learners are pursuing full-time employment
- 7 learners are attending career education programs
- 86% of Learners are attending a two or four year college
- 161 learners earned between 3 and 28 college credits through Early College Program

Average GPA: 3.21
Average SAT EBRW 550
Average SAT M 532
Average Total SAT: 1081

Top ten colleges that LHS seniors applied to include University of New Hampshire, University of Rhode Island, Keene State College, SNHU, Plymouth State, UMass Lowell, Northeastern University, Merrimack College, Rivier University, UMass Amherst

Unavailable data due to Covid-19:

- Learners taking a year off before attending college
- Learners choosing to start their career by joining the workforce
# Distribution of Funds

**Londonderry School District**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Education</td>
<td>31.7%</td>
<td>30.7%</td>
<td>30.4%</td>
<td>29.8%</td>
<td>29.0%</td>
<td>29.0%</td>
<td>28.9%</td>
<td>28.7%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>15.7%</td>
<td>15.6%</td>
<td>15.9%</td>
<td>16.0%</td>
<td>16.3%</td>
<td>16.47%</td>
<td>16.09%</td>
<td>16.2%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Library / Media</td>
<td>1.6%</td>
<td>1.7%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Transportation</td>
<td>4.7%</td>
<td>4.8%</td>
<td>4.9%</td>
<td>4.9%</td>
<td>5.0%</td>
<td>5.1%</td>
<td>5.2%</td>
<td>5.1%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Administration</td>
<td>6.3%</td>
<td>6.5%</td>
<td>6.6%</td>
<td>6.4%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>6.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>6.9%</td>
<td>6.9%</td>
<td>6.8%</td>
<td>6.6%</td>
<td>6.6%</td>
<td>6.5%</td>
<td>7.19%</td>
<td>7.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>4.4%</td>
<td>4.2%</td>
<td>4.1%</td>
<td>4.2%</td>
<td>3.9%</td>
<td>3.0%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Benefits</td>
<td>24.8%</td>
<td>25.6%</td>
<td>25.8%</td>
<td>26.6%</td>
<td>27.0%</td>
<td>28.0%</td>
<td>28.3%</td>
<td>28.2%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Vocational Services/ Guidance</td>
<td>2.2%</td>
<td>2.3%</td>
<td>2.2%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>2.1%</td>
<td>2.0%</td>
<td>2.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Athletics/ Co-curricular Activities</td>
<td>1.7%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>1.89%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

**Observations:**

- The distribution of funds for education in the Londonderry School District is representative of the approved budgets 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

## 2014-15 through 2019-2020

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Londonderry Elementary</strong></td>
<td>$15,337.83</td>
<td>$16,178.94</td>
<td>$16,438.12</td>
<td>$17,092.80</td>
<td>$17,608.27</td>
<td>$18,621.15</td>
</tr>
<tr>
<td><strong>Londonderry Middle School</strong></td>
<td>$12,782.86</td>
<td>$13,692.68</td>
<td>$13,870.65</td>
<td>$14,964.33</td>
<td>$15,780.51</td>
<td>$16,664.11</td>
</tr>
<tr>
<td><strong>Londonderry High School</strong></td>
<td>$13,479.62</td>
<td>$14,579.20</td>
<td>$15,525.58</td>
<td>$15,950.88</td>
<td>$16,488.52</td>
<td>$16,941.01</td>
</tr>
<tr>
<td><strong>Londonderry Average</strong></td>
<td>$14,021.28</td>
<td>$14,986.00</td>
<td>$15,479.34</td>
<td>$16,176.96</td>
<td>$16,789.11</td>
<td>$17,566.86</td>
</tr>
<tr>
<td><strong>NH State Elementary</strong></td>
<td>$14,581.48</td>
<td>$15,033.57</td>
<td>$15,397.60</td>
<td>$15,981.46</td>
<td>$16,519.77</td>
<td>$17,188.49</td>
</tr>
<tr>
<td><strong>NH State Middle School</strong></td>
<td>$13,698.36</td>
<td>$14,295.37</td>
<td>$14,740.66</td>
<td>$15,021.13</td>
<td>$15,489.74</td>
<td>$15,938.20</td>
</tr>
<tr>
<td><strong>NH State High School</strong></td>
<td>$14,466.37</td>
<td>$15,068.46</td>
<td>$15,537.80</td>
<td>$16,214.73</td>
<td>$16,599.80</td>
<td>$16,776.10</td>
</tr>
<tr>
<td><strong>NH State Average</strong></td>
<td>$14,374.93</td>
<td>$14,901.93</td>
<td>$15,310.67</td>
<td>$15,865.26</td>
<td>$16,346.45</td>
<td>$16,823.88</td>
</tr>
</tbody>
</table>

## Observations:
- 163 school districts report the Cost Per Pupil information to the State each year.
- 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 of New Hampshire.
Observations:

- The Londonderry School District is a cost-efficient operation.
Advanced Placement

Comparison 2009-10 through 2019-20

<table>
<thead>
<tr>
<th>Year</th>
<th># of AP Courses Offered</th>
<th># of Students Enrolled</th>
<th>AP Exams Taken</th>
<th>% Scoring 3 or Higher</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2016-17</td>
<td>13</td>
<td>476</td>
<td>209</td>
<td>73.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>13</td>
<td>492</td>
<td>179</td>
<td>73.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>13</td>
<td>519</td>
<td>195</td>
<td>73%</td>
</tr>
<tr>
<td>2019-20</td>
<td>13</td>
<td>131</td>
<td>169</td>
<td>72.5%</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.
- Due to the pandemic the format of the AP Exam for the 2020-2021 was changed. As a result, many students opted not to take the test.
- 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.
- LHS is always investigating AP opportunities. AP Biology and AP Physics are new for the 2020-2021 school year.
- 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
Average Score 4.25
Total Scholars 18
AP Scholar: 12 learners Average score 3.76
AP Scholar with Honor: 2 learners Average score 3.75
AP Scholar with Distinction:4 learners Average score 4.25
SAT and the College Board Assessment Suite

SAT

The SAT is administered by the College Board to high school juniors and seniors who intend on applying to college.

The College Board offers guidelines on the appropriate use of SAT scores. Results are important indicators in predicting college success for individual students. Extensive studies show, meeting recommended benchmarks indicates a 70% chance of earning a grade of C or better in the first year of college. It should be noted that many scholarships require maintenance of grades of B or better. 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 Profile sent to high schools in the early fall. The scores sent to each participating high school reflect each student’s most recent SAT Scores. If a student takes the SAT as a junior and never takes it again, that junior SAT score becomes the most recent SAT score as a senior.

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 as a single measure to evaluate or rate schools, teachers, districts, or states is invalid. 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.

College Board Assessment Suite

Students in the Londonderry School District participate in the College Board’s Suite of Assessments. While the SAT is 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.
SAT Scores

In 2017, the writing portion was removed from the total score of the SAT and rated on its own in three separate parts (Reading, Analysis, and Writing). Currently the SAT is scored for Math (800 points), Evidence-Based Reading and Writing (800 points), and Writing (on a 2-8 rating scale).
Student Achievement Trends

2014-15 through 2020-21

- 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

*The 2020-21 test was taken in September of senior year due to Covid-19*
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) and New Hampshire Technical Institute (NHTI) 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) or New Hampshire Technical Institute (NHTI). For a nominal fee of $150 for Running Start or $100 for SNHU in the HS 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)
- Athletic Training I (EXERIO5M: Exercise Science 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)
- Finite Math (MATH200M: Finite Math/MCC)
- Microbiology through Biomedical Science and Technology (BIOL210: Microbiology/MCC)
- AP Physics (PHYS135: College Physics I/MCC)
- 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)
- Personal Finance (FINCIZOM: Financial Planning/MCC)
- Principles of Engineering (MC110: Engineering Principles/NHTI)
- Probability and Statistics (MATH202M: Probability and statistics/MCC)
- Strength and Conditioning (EXER112M: Health Risk/MCC)
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)
Honors College Composition (ENG 120: College Composition I)
Honors Creative Writing (ENG 226: Introduction to Creative Writing)
Honors French IV (LFR 111/112: Beginning French I & II)
Honors Spanish IV (LSP 111/112: Beginning Spanish I & II)
Honors World Geography (GEO 200: World Geography)
Music Theory (MUS211: Music Theory and Aural Skills)
Public Speaking (COM212: Public Speaking)

From the Class of 2020, 161 Learners earned between 3 and 28 college credits.
Social Emotional Learning in K-5

Throughout the year, South School introduced the students to a program called the Choose Love Enrichment Program.© This program teaches Social and Emotional Learning, Character Education traits, along with related Neuroscience. This program will play an important role in promoting student academic and personal success.

After successful implementation at South School and the need to overcome the social and emotional challenges created by remote learning, the rest of the Londonderry School District’s K-5 community adopted the Choose Love Enrichment Program.© This 2020-2021 school year Scarlett Lewis, founder of the Choose Love Enrichment Program©, gave a powerful, virtual workshop to our staff, which was able to be recorded and shared with the entire K-5 community. Since then, our K-5 schools have been implementing the programs in ways such as morning meetings, weekly lessons and videos from the counselor, and application of strategies during everyday interactions to resolve conflict and relieve stress, thus practicing COURAGE, GRATITUDE, FORGIVENESS & COMPASSION IN ACTION.

There are over 30 years of research showing the benefits of teaching Social and Emotional Learning. Students who actively participate, practice, and apply skills and concepts learned in Social and Emotional Learning programs have higher self-esteem, stronger communication and relationship skills, greater pro-social behavior, better class participation and attitude, and an increase in academic performance and test scores. All of the evidence points to Social and Emotional Learning as being very beneficial for our children. For further information on Social and Emotional Learning please visit the Collaborative for Academic, Social and Emotional Learning (CASEL) website, http://www.casel.org/.

The Choose Love Enrichment Program© teaches 4 character values and Social and Emotional Learning skills that help to cultivate optimism, resiliency, and personal responsibility. Each unit provides lessons which include important concepts and skills associated with Social and Emotional Learning and connections to neuroscience and mindfulness, and activities for students to put learning into action and to have a lot of fun while doing so!

The Social and Emotional Learning Competencies that children will develop include:

- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision-Making Skills

© 2017 Jesse Lewis Choose Love Movement
The four character values include:

**Courage**: Students will learn what it means to have courage in any situation. They will develop a great confidence in themselves to help them strongly face adversity and do the right thing even when it is hard.

**Gratitude**: Students will learn what it means to be grateful for all of the good in their lives. They will discover the many people and things they are grateful for and better understand how to express gratitude. This will nurture a positive attitude and inspire them to be kind and giving to others.

**Forgiveness**: Students will understand what it means to forgive someone who has hurt you. They will learn that forgiving does not mean you forget or accept the hurtful actions as OK. But instead, students learn why forgiving is important as it will free them from bad feelings and helps them to have a positive mindset that will help them in school and life.

**Compassion**: Students will understand that compassion is LOVE in action. They will understand what it means to have empathy and be sensitive to the feelings of others. And then, they will move beyond that to realize the importance of being in service to those who need help or support.

Visit [https://www.jesselewischooselove.org/choose-love-home-program/](https://www.jesselewischooselove.org/choose-love-home-program/) to find out more about the FREE at home program that you can do with your children of all ages.
Niche Report on Londonderry School District

Londonderry School District
#9 in Best School Districts in New Hampshire
Londonderry, NH • ★★★★★ 29 reviews

Overall Niche Grade
How are grades calculated?
Data Sources

A- Academics
A+ Teachers
A+ Clubs & Activities
A+ Administration
A Food

C- Diversity
A- College Prep
A Health & Safety
A+ Sports
A- Resources & Facilities

***See https://www.niche.com/k12/d/londonderry-school-district-nh/#report-card for the full report***
Pre-K, Kindergarten, and Elementary Schools

Pre-K

The Londonderry Early Education Program (L.E.E.P.) is a developmental preschool servicing youngsters age three to four with and without special needs. Its mission is to provide high quality developmental programming to all children, including those requiring educational/therapeutic intervention.

L.E.E.P. utilizes an interdisciplinary team approach consisting of a Preschool Program Director, early childhood special education teachers, speech and language pathologists, an occupational therapist, a certified occupational therapist assistant, a part-time physical therapist, a school nurse, and educational assistants. This holistic method, in full cooperation with the parents, incorporates all disciplines to meet the children’s individual needs in a creative early childhood environment.

Kindergarten through Elementary

Phonics, Phonemic Awareness, and Literacy

Before normal operations were halted due to the global pandemic, we had made a concerted effort over the last few years to invest more time and curriculum resources into the building blocks of literacy development for our learners in grade Kindergarten to 5th grade.

Our Kindergarten and 1st grade teams have integrated Heggerty’s Phonemic Awareness curriculum into our daily literacy routines. This resource helps our youngest learners make the connection between letters and sounds as one of the first steps towards becoming an effective reader.
In grades 1, 2, and 3 we have spent the last couple of years looking at our daily instructional practices in phonics, and we have reviewed a number of potential resources that best work for our students and our curriculum. During the 2020-21 school year, we have completed a multi-year effort for all our grade 1st to 3rd staff to use Fundations as our primary resource for phonics instruction in the classroom. Phonics instruction helps our students build the necessary skills to decode words for more advanced literacy instruction at the upper elementary level.

As a school district we will continue learning more about the Science of Literacy instruction and address areas of our reading, writing, and word study curriculum over the coming years when the pandemic is behind us.

Math in Focus

In the 2020-21 school year we are continuing to use Math in Focus (MIF) as our primary resource for mathematics instruction in grade K to 8. MIF is especially strong in developing conceptual understanding; understanding the “why”. The program focuses on fewer topics but teaches them comprehensively so they need not be retaught. MIF places a major focus upon preparing learners for success in algebra which they will reach at Londonderry Middle School or High School.

With the pandemic disrupting our normal curriculum pacing, we are tracking the outcomes of our learners very closely to figure out what gaps exist both in literacy and mathematics to make sure we are able to minimize those gaps this year, and have an appropriate response for when more normal operations return in the near future.
Londonderry Middle School

This year LMS, like all schools across the country, was challenged to develop a remote learning environment that was adaptable on a minute's notice and able to be implemented with limited personnel and technology. Without a doubt, the staff rose to the occasion! Google Classrooms were not just built, but included virtual backgrounds, Bitmojis and virtual classroom accessories. Teachers designed curriculum that included videos, links, interactive opportunities and differentiated text. They learned how to incorporate new apps and tools so that the students could meet in small groups, share their work with the other students, participate in virtual labs, and access online libraries. The whole school, students, staff, and parents took technology to a new level. We were no longer learning to read - we were reading to learn! Technology was now a tool to use, not a curriculum to learn!

Coding Comes into Play

In this new learning environment, technology was no longer a standalone curriculum. Everyone was doing it! So we were able to reinvent our computer curriculum time to add in CODING as our computer class. This was another example of our staff thinking on the run and developing lessons for both 6th and 7th graders in related arts that were a huge hit with our students. Being presented with a challenge, developing resilience as they failed and tried again, speaking a math language when doing something fun, and allowing time for experimenting and creatively thinking, were all unintended consequences of this exciting class. Students are growing as problem solvers and critical thinkers while practicing their math computational skills and acquiring a very marketable skill for later in life.

Let’s “Get SET” for SEL

With this new remote environment came an even greater need to focus on Social Emotional Learning. LMS developed a morning Get SET time for all students to start their day off with an adult, and then an afternoon Get SET to check in before signing off. The morning session consists of taking attendance, checking in to see if everyone is OK and “all set” for the day, and then some community building and fun. The afternoon consists of extra help and organizing or planning time for work to be completed. We have found this dedicated time to be an opportunity for being connected in a way that surprised us all. Kids are thinking of ways to show spirit, share their pets and siblings, talk about what they do for fun and interact with each other that truly mimics the in school social environment.

On Your Mark, Get Set, Go!

Physical wellbeing is also a priority at LMS. Unlike some districts, our middle school has students participate in PE all three years for 2-3 days a week. This course is designed as an exposure class. The goal is for students to be exposed to many different sports and healthy activities so that they can find at least one to carry with them into their adult life. These activities range from snow shoeing to ping pong and basketball to archery. There is truly something for everyone. Even during this remote year, PE teachers are using healthy monthly themes to focus on and meeting with students daily to get them off the screen and moving! This has been a very big challenge for students and staff alike but another way that we walk the walk! Literally!
Reading is the Key that Opens Doors

iLiteracy is an integral part of every content area in LMS. iReady guides us on student reading levels and reading teachers are assigned to every team to not only challenge or remediate students, but also to support staff in integrating reading into every content. WOW words (word of the week) are on the daily announcements. Showcases are filled with book themes like - Compare the movie to the book. Book Talk Tuesdays are broadcast for all to listen to and What Teachers are Reading is on a clipboard outside every classroom highlighting teacher’s current read. Teachers run book clubs as after school clubs and attend Teacher book groups on their own time. The staff participates in a staff read every year - sometimes focusing on YAL literature, or professional development or a current best seller. The Literacy Team works hard each year to run fundraisers such as the annual book fair or candle drive to raise monies to fund last minute book choices for staff or providing books for our incoming 6th graders to read over the summer. For sure, LMS loves to read!

We are all ready for iReady!

iReady continues to be the backbone of data we use to make instructional and placement decisions. This year the first diagnostic test was more important than ever as we were challenged to begin a new year with many students still remote learning. The data informed us on what standards to focus on in the fall as well as to inform parents and students on goals for this year of learning in both math and reading. Understanding not only where a student is ready to begin learning but also knowing how much growth they made allows us to better set goals for the year and to better differentiate in our classrooms.
Londonderry High School

LHS Futures Lab

The Londonderry High School Futures Lab, staffed by LHS teachers, is a drop-in center located in the main lobby where learners and parents can go to gather information for planning future career and college endeavors. Using online resources, books, handouts, and by tapping into LHS offerings such as career pathways, job shadow experiences, internships, and dual enrollment with colleges and universities, learners are able to explore their interests to determine which careers and colleges they may prefer. The Lab also guides students through the process of completing our School College and Career Ready Goals. Students and parents, in conjunction with the student’s school counselor, can then plan a path towards success in reaching their future goals.

LHS Drama

The LHS Drama Club has been in existence for nearly 20 years. Throughout those years, the group has been known for executing top-notch musicals, Haunted Woods, Gingerbread Night and dynamic improvisation performances. Mr. Paone serves as lead advisor of these students and with assistance from Mr. Mundy, Mrs. Currier, Mrs. Loschiavo, and Mr. Beaulieu they have created an environment of creativity, community service and fun. Due to the COVID-19 pandemic theater closures, the Drama Club is performing virtually this year; students are meeting in person and virtually this year for Theater workshops, which include choreography, acting, and Improv lessons. In the Spring of 2021, the club will perform and stream a Remote Musical, a Remote Improv Show, and a Remote One-Act Play. As always, the group is grateful for the continued support from our community and school.
Londonderry High School Celebrates The Class of 2020 Through A Global Pandemic

2020 LHS Graduation

The LHS admin team brought graduation back to campus for the Class of 2020. With a lot of help from the LHS custodial, grounds and maintenance staff, the set up was absolutely perfect to celebrate the seniors. Through the tough times of Covid and following all safety precautions, over 400 Lancers got to walk across the beautiful stage to get their well-deserved diplomas. The night was filled with live speakers, music acts and even a beautiful clear sky. The LHS staff is so thankful the community pulled together to make this night possible for our learners.

2020 LHS Prom

Through a group effort led by the dedicated LHS Class Advisors, Ashley Tebbetts and Holly Lafore, the Class of 2020 had their night in the summer to get dressed up and have their prom. With the support of the Castleton in Windham NH, the entire prom was a success. Complete with socially distanced dancing, masks, the outside venue and some of the best LHS staff chaperones, the 2020 prom was a night to remember for all.
LHS Senior Events

This senior class was celebrated in more ways than one by the LHS admin, staff, parents and community. When the pandemic hit, there was no doubt we were going to give these kids all the celebrations they deserve, including the banners on Mammoth Road donated by the Londonderry Rotary Club, the One Last Lap Parade, the Posters of Lancer Strong designed by Scott Sicard and donated by our Londonderry Staples, the virtual award ceremonies, the back packs donated by the Londonderry Athletic Alumni Association, the LHS Yard Signs led by Mr. Rick Perry, the Virtual Prom with Teen Vogue, the WMUR Senior Salutes, the Light Up the Night for our Athletes, the LAAA raising enough money for every senior who couldn’t afford a yearbook to get one, all of the Lancer Shout-outs, and the Senior Slide show. Thank you, Lancer Nation and the town of Londonderry, for helping with all of these celebrations; we truly live in a community that cares about our kids.
Report on Technology

Over the prior couple of school years, the investments we made in technology hardware and the growth of our staff skill’s integrating technology into the curriculum better prepared us for the challenge of being a Remote School district during the Spring of 2020; and the ongoing challenges with running a school district during a pandemic for the entire 2020-21 school year. During the current school year we continued our investments in a replacement cycle for both staff and student devices that ensured we had enough devices for the demands of Remote instruction in Londonderry homes as well as technology integration for in person learning in our schools.

Londonderry High School

At the high school we continued our plan to transition the majority of the devices for both staff and students to mobile laptops that can be used for the majority of our curriculum needs. This push around mobile devices does mean we are continuing to replace our stationary computer labs over the coming years. We do expect to keep a small contingent of Specialized labs with Mac OS desktops run design software such as the Adobe Creative Cloud Suite, and Final Cut Pro. We also do plan on keeping these specialized labs for engineering and computer science with power Windows desktops that allow students to work on programming skills.

Londonderry Middle School

At the middle school we continued with our investment in mobile labs that can be shared among the grade level teams in the building. Having shared devices by each grade level team allows us to balance the need of providing enough hardware tools for students and teachers while being careful of the amount of screen time our middle school students are engaged with in their curriculum and instruction. At the middle school level, we transition away from Chromebooks and have our students use Windows based mobile labs so they can use the necessary desktop and cloud-based tools for their classes.

Elementary Schools and Moose Hill

At the elementary level we continued to use our replacement cycle investments to ensure equal access to technology for all students in a given grade level. The unplanned move to Remote Instruction during the Spring of 2020 and the needs of our Londonderry families during the 2020-21 school year has forced us to rethink our assumptions around the number of devices we need in an elementary school setting for the long term. We had made enough of an investment in devices to survive the current pandemic; but with more demands on our curriculum transitioning to a digital environment we will most likely make larger investments; with the community’s support, at the elementary level. Over the 2020-21 school year we have found a greater use for Chromebooks at all grade levels K to 5 to meet the cloud-based curriculum tools we use; mainly because standard Chromebooks are also touch-screen devices as well.
LEO 21, WLLO-LP, and School Web Sites

The Londonderry School District has many resources to share information with the Londonderry community. Video or written messages from the Superintendent or building principals are posted on our websites, as well as through email blasts and twitter. Additionally, many school-based events and activities are also shared through these outlets. This year, we have significantly increased our live web streaming and on-demand delivery on our YouTube channels.

The school district's educational cable television channel is on Comcast channel 21. Programming includes school events, classroom activities, student productions, and informational programs for parents and the local community. School Board meetings are cablecast live and streamed live on the [Londonderry School District YouTube Channel](https://www.youtube.com/channel/UCm56pwxQ90DYFqwkVGRLsNQ). They are replayed on cable for additional viewing opportunities, and meetings are also archived with the rest of the district’s videos through this link - [District and Schools On-Demand Video](https://www.youtube.com/channel/UCm56pwxQ90DYFqwkVGRLsNQ).

This year, since game attendance has been limited due to COVID-19 safety requirements, we have added extensive coverage of LHS sports. We’re able to provide live television and streaming of Lancer Football, Soccer, Field Hockey, Volleyball and Basketball. These are now streamed and cablecast live with enhanced technology, including instant replay. High school media production students and interested middle school students are part of the production crew for these events, 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 102.9)**

WLLO-LP is the school district’s low power FM radio station. On the air since 2004, WLLO-LP is still the only FCC-licensed radio station in New Hampshire operated by a public school system. Located at 102.9 FM, program production facilities are housed in the newly renovated Media Studio at Londonderry High School. WLLO-LP provides curricular and enrichment activities for students in all grades and schools. Students produce podcasts, music shows and public service announcements to be heard on the air. “Once a Lancer, Always a Lancer: Where are they now?” is a series of interviews recorded remotely during last spring’s quarantine. Multimedia students asked LHS alumni about their careers and how they got there. Interviews include a Londonderry police officer, Boston TV news producer, video game designer, and an assistant district attorney. In addition to our FM broadcast, WLLO-LP is also live streamed at [WLLO-LP Radio Stream](https://sites.google.com/view/londonderryradio/), or click the radio icon next to the social media shortcuts on any school district’s website banner.

**District and School Web Sites**

Lastly, we have continued efforts to provide up-to-date information at our web site, [www.londonderry.org](http://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).

**URLS:**

- Londonderry School District YouTube Channel - [https://www.youtube.com/channel/UCm56pw8Q90DYFqwkVGRLsNQ](https://www.youtube.com/channel/UCm56pw8Q90DYFqwkVGRLsNQ)
- District and Schools On Demand Video - [https://www.youtube.com/channel/UCm56pw8Q90DYFqwkVGRLsNQ](https://www.youtube.com/channel/UCm56pw8Q90DYFqwkVGRLsNQ)
- WLLO-L Radio Stream - [https://sites.google.com/view/londonderryradio/](https://sites.google.com/view/londonderryradio/)
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

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.

https://www.facebook.com/londonderrynhschooldistrict/
Library Media Collections and Utilization

Certified full-time Library Media Specialists curate quality educational resources to help support inquiry, instruction, and digital literacy. Additionally they are also champions of equity, diversity, and digital citizenship. Using this expertise, they support colleagues, students, and families. Two certified Library Media Specialists staff Londonderry Middle School and Londonderry High School. One Library Media Specialist is at each of the elementary schools. Moose Hill School is supported by a part-time library media assistant. The elementary schools, middle and high school are also staffed with library media assistants and/or library media/technology assistants to support library services and provide technical assistance, as appropriate.

All collections are continually evaluated and updated to maintain resources appropriate for current curriculum needs and student interest. All students can access print resources, digital resources and technology appropriate for a 21st century learning environment. Research database subscriptions, e-books and audiobooks provide 24/7 access to resources.

The data included below is a representation of library work from September 2019-February 2020, as this data parallels data from previous years.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Moose Hill</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Total Collection</td>
</tr>
<tr>
<td>Periodicals/Newspapers</td>
</tr>
<tr>
<td>Databases</td>
</tr>
<tr>
<td>Days Open</td>
</tr>
<tr>
<td>Circulation</td>
</tr>
<tr>
<td># of Classes</td>
</tr>
<tr>
<td># of Units Supported</td>
</tr>
</tbody>
</table>

*As of March 13 2020, Londonderry School District transitioned to remote learning due to the COVID 19 pandemic. Library resources were used differently, and staff were engaged in activities such as point of need professional development or videoconference support to students. Staff examined resources that could support staff and students most effectively. During the spring of 2020, the middle and high school libraries joined the New Hampshire Overdrive School Library Consortium to expand access to digital ebooks and audiobooks for students at home. Participation will extend to the elementary schools in the 20-21 school year.
Educational Level of Professional Staff

Numbers of Staff at each Educational Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>Staff Members</th>
<th>Level</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>44 members</td>
<td>Master's</td>
<td>152 members</td>
</tr>
<tr>
<td>Bachelor's+15</td>
<td>17 members</td>
<td>Master's+15</td>
<td>57 members</td>
</tr>
<tr>
<td>Bachelor's+30</td>
<td>38 members</td>
<td>Master's+30</td>
<td>88 members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHD</td>
<td>3 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:

- 77% 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.
COMMUNITY PROFILE

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>Londonderry – Facts At A Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Land Area:</strong> 42.0 Square Miles</td>
</tr>
<tr>
<td><strong>Incorporated:</strong> 1722</td>
</tr>
<tr>
<td><strong>County:</strong> Rockingham</td>
</tr>
<tr>
<td><strong>Total Households:</strong> 9,211</td>
</tr>
<tr>
<td><strong>Government:</strong> Town Council and Town Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Total Tax Rate</th>
<th>Median Sale Price of a Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>24,129</td>
<td>$20.50</td>
<td>$265,000</td>
</tr>
<tr>
<td>2013</td>
<td>24,211</td>
<td>$21.10</td>
<td>$295,963</td>
</tr>
<tr>
<td>2014</td>
<td>24,269</td>
<td>$21.09</td>
<td>$311,560</td>
</tr>
<tr>
<td>2015</td>
<td>24,219</td>
<td>$21.02</td>
<td>$319,000</td>
</tr>
<tr>
<td>2016</td>
<td>25,850</td>
<td>$21.50</td>
<td>$312,400</td>
</tr>
<tr>
<td>2017</td>
<td>26,126</td>
<td>$21.61</td>
<td>$356,700</td>
</tr>
<tr>
<td>2018</td>
<td>25,850</td>
<td>$21.80</td>
<td>$355,731</td>
</tr>
<tr>
<td>2019</td>
<td>25,114</td>
<td>$21.61</td>
<td>$389,900</td>
</tr>
<tr>
<td>2020</td>
<td>25,732</td>
<td>$20.11</td>
<td>$392,548*</td>
</tr>
</tbody>
</table>

*Note: 2020 Median Sale Price of a Home is as of December, 10, 2020 and does not include sale prices in the last 3 weeks of 2020.
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.

While the contents of this publication illustrate the extensive nature of the good work of our school district, we are far from content with what we see here. The past efforts of our community to support education have given us an opportunity to reach even higher, and to extend our work in challenging all students at their most appropriate level of engagement. 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.

We are very pleased with the large number of positive performance indicators identified on the previous pages. 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.

Scott Laliberte
Superintendent of Schools
Appendix

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Cover Contest Runner-Up

Accent on Achievement
2020-2021

Londonderry School District

We are stronger together

Created by: Eva Z.
Londonderry School District
6A Kitty Hawk Landing, Suite 101, Londonderry, NH 03053
(603)432-6920; Fax (603)425-1049
londonderry.org
“Giving Wings to Children’s Dreams”

District Office Hours: 8:00 AM – 4:30 PM
Town Area: 42 square miles
Town Population: 24,211 (2011 census)
Student Enrollment: 4086

Schools:
Moose Hill: Preschool; Kindergarten
Matthew Thornton Elementary: Grades 1-5
North Elementary: Grades 1-5
South Elementary: Grades 1-5
Middle School: Grades 6-8
High School: Grades 9-12

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

Londonderry School Board: schoolboard@londonderry.org
Chair: Michael Saucier
Vice-Chair: Steve Young
Board Member: Jenn Ganem
Board Member: Amy Finamore
Board Member: Bob Slater

Administration:
Superintendent of Schools: Scott Laliberte
Assistant Superintendent: Daniel Black
Business Administrator: Peter Curro
Director of Pupil Services: Kimberly Carpinone
Director of Buildings and Grounds: Chuck Zappala
Finance Director: Lisa McKenney
Human Resources Director: Suzie Swenson

Educational Level of Faculty: 73% Master’s degree or higher; 14% currently earning credit toward a Master’s

Experience Level of Faculty: 77% have more than five years of teaching experience

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.

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

Recent Awards and Recognitions: 2019: VFW Loyalty Day Award (Tom Ciccarello, Mary Sohm, Elizabeth Juster and Katie Miller); Dollars for Scholars High School Teacher of the Year (Joe Mundy); Dollars for Scholars Middle School Teacher of the Year (Robert MacLeHann); NESPA’s “Freedom to Write” Award (Jason Parent); Peter Lovejoy Award (Suzanne Johnson). 2018: Citizen of the Year (Katie Sullivan); NHASC Administrator of the Year (Jason Parent). 2017: NH Principal of the Year Finalist (Linda Boyd). 2016: NH Assistant Principal of the Year (Jill Connors). 2015: VFW Loyalty Day/Scholastic Award (Peter Curro & Sue Rouse); Dollars for Scholars High School Teacher of the Year (Betty Mack); 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); Division I Basketball Coach of the Year (Nate Stanton). 2013: NH Teacher of the Year Semifinalist (Peter Willis); Division 1 Baseball Coach of the Year (Brent Demas); Londonderry Citizen of the Year (Steve Juster); Dollar for Scholars Teacher of the Year (Mary DeWinkleler); Earl Reum Award (Flora Sapsin); Lions Community Service Award & VFW Loyalty Day Award (Katie Sullivan).

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. In July of 2018, the District administrative offices relocated to a leased facility on Kitty Hawk Landing.
Moose Hill School
150 Pillsbury Road, Londonderry, NH 03053
(603)437-5855
Moose.londonderry.org
“Giving Wings to Children’s Dreams”

**Sending Schools:** LEEP and Private Preschools

**Grades:** LEEP and Kindergarten

**Mascot:** “Mack” the Moose

**Colors:** Green and White

**Hours:**
- AM K: 8:42 AM – 11:25 AM
- PM K: 12:35 PM – 3:15 PM
- AM LEEP: 8:25 AM – 10:55 AM
- PM LEEP: 12:00 PM – 2:30 PM

**Enrollment as of 9/30/2020:** 241 Kindergarten; 94 LEEP students

**Average Kindergarten Class Size:** AM-17, PM-16

**Administrators:**
- Kindergarten Coordinator: Sandra Mack
- Special Education Program Director/K: Carol Scionti
- Special Education Program Director/LEEP: Kim Speers

**Facilities Profile:** Moose Hill School opened its doors for the 2001-2002 school year. It was designed specifically for preschool and kindergarten children with room for expansion, if needed, in the future. Moose Hill has 19 classrooms. 8 rooms are used for kindergarten, 6 for LEEP, 4 for special education, and 1 for the reading program. There is a library, and we have a Sensory Motor Room for our LEEP students. We have a pre-school playground, a kindergarten playground, as well as 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 2 hours and 43 minutes each day. 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 – 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 Intervention) process and by teachers, parent(s), school 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 at least one computer with network access in each instructional area which is 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 is open to Kindergarten and LEEP families and meets on the first Thursday of each month.

**Activities:** Moose Hill School has a spring book fair/pajama night where books can be purchased, and students can listen to stories. We also take part in several community outreach programs during the school year, such as collecting food for the local food pantry, as well as for the End 68 Hours of Hunger program. We also collect for Toys for Tots, Pennies for Patients, and our annual winter coat collection.

**History:** Moose Hill School opened in August of 2001.
Matthew Thornton Elementary School
275 Mammoth Road, Londonderry, NH 03053
(603)432-6937
mt.londonderry.org
“Giving Wings to Children’s Dreams”

Sending Schools: Moose Hill K, Private K’s
Mascot: “Paws” the Tiger
Grades: 1-5
Colors: Black and Orange
Hours: 8:42 AM – 3:13 PM
Enrollment as of 9/30/2020: 512
Average Class Size: Gr 1-16, Gr 2-23, Gr 3-21, Gr 4-20, Gr 5-20

Administrators:
Principal: Amity Small
Assistant Principal: William McCarthy
Special Education Program Director: Lisa Frenette
Music Director: Serge Beaulieu (K-12)
Food Service Director: Amanda Venezia (1-12)

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 27 classrooms and two district special education classrooms, a gymnasium with stage, art room, music room, a cafeteria, 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. An Instrumental Band Program is offered 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: Programming for students with educational disabilities is highly individualized with the idea that all students are included in the regular curriculum to the largest extent possible. The regular classroom teacher, special education teachers and paraprofessionals provide services through the use of small group and/or individual instruction. Other services include speech language therapy, occupational therapy, physical therapy and counseling. Students with more significant disabilities may also be serviced by one of our district wide programs, if deemed appropriate.

School 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. As of 9/01/2019, the collection includes: 20,642 circulating items; 449 reference volumes; 8 electronic data base subscription services and 17 periodical subscriptions. 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:** Computers with internet access for instructional use are located in the classrooms and in the Library Media Center. Additionally, four mobile labs of 25 computers each are available for classroom use. Technology skills and benchmarks are integrated into the curriculum. Interactive white boards are also available to support classroom and information literacy instruction which serves to enrich shared learning experiences. Each first grade classroom currently has 6 iPads, while one second grade class will have 6 and the others, one iPad each this year.

**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.

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

- After School Sports
- Band
- Chorus
- Cross Country Team
- Destination Imagination
- Drama Club
- IGYB
- Orchestra
- Reflections
- Student Council
- Track Team

**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
19 Sanborn Road, Londonderry, NH 03053
(603)432-6933
north.londonderry.org
“Giving Wings to Children’s Dreams”

**Sending Schools:** Moose Hill K, Private K’s
**Mascot:** “Brownie” the Bear

**Grades:** 1-5
**Colors:** Red and Black

**Hours:** 8:42 AM - 3:13 PM
**Enrollment as of 9/30/2020:** 480

**Average Class Size:** Gr 1-19, Gr 2-18, Gr 3-19, Gr 4-21, Gr 5-21

**Administrators:**
Principal: Paul Dutton
Assistant Principal/Special Education Program Director: Jill Connors
Music Director: Serge Beaulieu (K-12)
Food Service Director: Amanda Venezia (1-12)

**Facilities Profile:** North School is a 61,052 sq. ft. building consisting of 25 general classrooms, 2 special education classrooms, art space, music space, 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 9 hours/day of Instructional Assistants who provide primary classroom teachers with the support needed to establish smaller “learning communities” within the classroom. This also allows for flexible grouping practices daily 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) Program, Before/After School Program, 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.

**School Counseling:** There are two school counselors 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 school counseling 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.

**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 in the classrooms and in the Library Media Center.

**PE/Athletics:** All 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 first Wednesday of each month. [http://www.northschoolpta.com/](http://www.northschoolpta.com/)

**Activities:** North School students can participate in a variety of extra-curricular activities, including:

- After School Intramural Program Grades 3-5
- Annual Art Show
- Band Program Grade 5
- Chorus Program Grades 4-5
- Cross Country Team
- Destination Imagination
- Girls on the Run
- Glee Club 3 -5
- IGYB
- Images of Greatness
- Reflections
- Safety Patrol
- Strings Program Grades 4-5

**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 daily. 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.
South Londonderry Elementary School
88 South Road, Londonderry, NH 03053
(603)432-6956
south.londonderry.org
“Giving Wings to Children’s Dreams”

Sending Schools: Moose Hill K, Private K’s
Mascot: Hawk
Grades: 1-5
Colors: Blue and White

Hours: 8:42 AM – 3:13 PM
Enrollment as of 9/30/2020: 439
Average Class Size: Gr 1-16, Gr 2-20, Gr 3-20, Gr 4-21, Gr 5-19

Administrators:
Principal: Linda Boyd
Assistant Principal: Paul Biron
Special Education Program Director: Deb Setterlund
Music Director: Serge Beaulieu (K-12)
Food Service Director: Amanda Venezia (1-12)

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 daily 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, and Annual Talent Show.

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.
School 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 school counseling 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 eighteen 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 in the classrooms and in the Library Media Center, including six mobile computer labs with classroom sets of iPads, laptops or Chromebooks.

PE/Athletics: All 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. Fifth graders also have the opportunity to practice and participate in an elementary track and field event. 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 third Monday of each month. [http://www.southschoolpta.org/](http://www.southschoolpta.org/)

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

- Band
- Chorus
- Cross Country Team
- Destination Imagination
- Drama Club
- Images of Greatness
- Jump Rope Club
- Jump Rope Team
- Orchestra
- People to Paws
- Photography Club
- Reflections
- Safety Patrol
- Student Council

Recent Awards and Recognitions: 2018: AHA Andrew S. Blanchard Heart of Excellence Award (Scott Lohnes & Jennifer Cutuli)

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 Middle School
313 Mammoth Road,
Londonderry, NH 03053
(603)432-6925
lms.londonderry.org
“Giving Wings to Children's Dreams”

Sending Schools: Matthew Thornton, North School, South School
Grades: 6-8
Hours: 7:50 AM – 2:35 PM
Enrollment as of October 1, 2020: 890

Mascot: Wacky Weatherman
Colors: Red, White, Blue

Administrators: Building Leadership Team
Principal: William J. Van Bennekum
Assistant Principals: David Sutherland; Ross McLean
Special Education Program Director: Joan Campo
Curriculum Coordinator: Ann Collacchi
Athletic Director: Howard Sobolov (6-12)
Music Director: Serge Beaulieu (K-12)
Food Service Director: Amanda Venezia (1-12)

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

Learning Environment: The 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 essential 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 programs offer students the ability to enhance and meet the learning needs of those who demonstrate an aptitude for mathematics. All other classes remain heterogeneously grouped. Differentiated Instruction provides students of all abilities an educational experience that is challenging yet appropriate. All students are enrolled in a Get "Set" homeroom group that emphasizes our students' social and emotional needs. The Get "Set" program allows students to connect personally to the middle school experience and supports their social and emotional development. The Get "Set" program, combined with other academic support programs, aims to provide a comprehensive learning experience for all students.

Londonderry Middle School’s Objectives: Expose students to a rigorous and challenging curriculum with the appropriate educational supports to provide a rich, personalized learning experience to meet 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 grade eight. Middle-level students will be 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 philosophy and physical structure. Our two special curriculum teachers provide a curriculum specifically designed for students identified by their classroom teachers.

Music: General music is for students to explore music in a non-performing environment. This course is designed to enhance music appreciation by studying 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.

School Counselors: The Londonderry School District Counseling Program's 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 conflict.
**Special Education:** The Special Education Department offers various services designed to meet individual students' specific needs with disabilities. Referrals to Special Education can be made through the RTI (Response to Interventions) process and by teachers, parent(s), guidance counselors, and others working with the student. Eligibility for Special Education is determined through a team process with a review of academic and functional achievement and cognitive profile measurements, 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 student's supports and services are implemented and monitored to ensure successful access to the general curriculum. The IEP team determines placement to provide programming in the least restrictive environment.

**LMS Library:** The LMS Library provides a comprehensive collection of print and digital resources to support the curriculum, promote an appreciation of reading, and develop information literacy skills. Librarians work collaboratively with teachers to create projects that reinforce these necessary life skills to prepare them for high school and beyond. The library circulates various print and audiovisual resources for student, professional, and community use and provides access to laptops for in-library 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. 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, such as special education, technology education, and the library media center.

**Physical Education:** 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.

**Sports:** LMS participates in the following trio-county league for both boys and girl's athletic programs:
- Fall: Soccer, Cross Country, Field Hockey, Volleyball
- Winter: Basketball, Cheering, Wrestling
- Spring: Lacrosse, Baseball, Softball, Track & Field

**Extra-Curricular Activities & Clubs:** One of the highlights for LMS students is access to co-curricular clubs and activities. Examples include Drama, World Language Clubs, Reading Club, Health and Wellness, Golf Club, Student Council, Art Club, Boys' and Girls' Respect Clubs, Yearbook, and many 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/](https://sites.google.com/site/londonderrymiddleschoolpto/)

**Recent Awards and Recognitions:**
- **2020:** Dollars for Scholars Middle School Teacher of the Year (Ryan Barry)
- **2019:** Dollars for Scholars Middle School Teacher of the Year (Joshua Bremer)
- **2018:** VFW Loyalty Award (Suzan Rowe); Dollars for Scholars Middle School Teacher of the Year (Doug Stith) WZID Teacher of the Month (Joshua Bremer)
- **2017:** Dollars for Scholars Middle School Teacher of the Year (Bob MacLellan)
- **2016:** Dollars for Scholars Middle School Teacher of the Year (Lynn Coveney)
- **2015:** VFW Loyalty Day/Scholastic Award (Sue Rouse); Dollars for Scholars Middle School Teacher of the Year (Sharon Kiduff)
- **2014:** Dollars for Scholars Middle School Teacher of the Year (Trudy Morris); VFW Loyalty Day Awards (Mary Soares)
- **2013:** Dollars for Scholars Middle School Teacher of the Year (Marie Laliberte)
- **2012:** Dollars for Scholars Middle School Teacher of the Year (Steve Iarocci)
- **2011:** Dollars for Scholars Middle School Teacher of the Year (Heather Courtemanche)

**History:** Londonderry Middle School was initially constructed as a junior high school in 1982. In 1997/98, a large addition was built and adjoined to the school to accommodate sixth-grade students moving to a middle school philosophy in the Londonderry School District.
**Londonderry High School**  
295 Mammoth Road, Londonderry, NH 03053  
(603) 432-6941  
[ls.londonderry.org](http://ls.londonderry.org)  
*“Giving Wings to Children’s Dreams”*

**Sending School:** Middle School  
**Mascot:** “Larry” the Lancer  
**Grades:** 9–12  
**Colors:** Red, White, Blue  
**Hours:** 7:30 AM – 2:24 PM  
**Enrollment as of 9/30/2019:** 1430

**Administrators:**  
**Principal:** Jason Parent  
**Assistant Principals:** Crystal Rich, Stephen Secor, Abbey Sloper, Katie Sullivan  
**Director of School Counseling:** Maureen O’Dea  
**Special Education Program Director:** Melissa Romain  
**Curriculum Coordinators:** Kim Lindley-Soucy; Shawn Flynn  
**Athletic Director:** Howard Sobolov, **Music Director:** Serge Beaulieu, **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, supportive, and nurturing environment with varied opportunities promoting good character, academic excellence, and responsible citizenship necessary for future success in the local and global community.

**Special Programs:** SNHU in the High School (15 dual credit courses); Running Start Courses (19 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.
**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.

**School 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 2020, 86% of learners went on to college (63% to four-year colleges, 23% to two-year colleges). Students are attending college in 20 states. (52% in NH, 14% in MA, 5% in RI, 4% in CT, 2% in VT, and 7% in ME). 1 student is attending college in Canada. Learners joined the Armed Forces, 22 learners pursued full-time employment, 2 learners enrolled in an Apprenticeship Program and 7 learners are attending career education programs. 161 learners earned between 3 and 28 college credits through the Early College Program. There was 2 National Merit Semi-Finalist and 4 National Merit Commended Students.

**Athletics:** The High School competes in Division1 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.

**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 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:** National Banner Unified Champion School (LHS); Dollars for Scholars High School Teacher of the Year (Kelly Giguerre); School Band & Orchestra’s “50 Directors Who Make a Difference” (Serge Beaulieu).

**History:** The high school building was built in 1972 as a junior high school. Additions were added in 1975 and 1978, 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.