Accent on Achievement
Londonderry School District
2018-2019

Wherever we go, we will grow!

Created by:
Andrew Zavorotny
INTRODUCTION .................................................................................................................. 3
VISION, MISSION AND MOTTO .......................................................................................... 4
OUR SHARED BELIEFS ........................................................................................................ 5
DISTRICT GOAL .................................................................................................................... 7
STRATEGIC PLAN ................................................................................................................ 11
ASPECTS OF ACCOMPLISHMENT ................................................................................. 12
GRADUATION STANDARDS ............................................................................................. 14
INPUT / OUTPUT INDICATORS .......................................................................................... 16
15-YEAR ENROLLMENT HISTORY .................................................................................... 17
ENROLLMENT BY GRADE LEVEL ..................................................................................... 19
SPECIAL EDUCATION ENROLLMENT .............................................................................. 20
ADVANCED PLACEMENT .................................................................................................... 21
SCHOOL ATTENDANCE ..................................................................................................... 22
DROP-OUT RATE ................................................................................................................ 23
ADULT EDUCATION: STUDENT ENROLLMENT FIGURES ............................................... 24
ADULT EDUCATION: GRADUATION RATE ....................................................................... 25
POSTSECONDARY EDUCATION .......................................................................................... 26
LONDONDERERY HIGH SCHOOL CLASS OF 2018 ACHIEVEMENTS ......................... 27
DISTRIBUTION OF FUNDS ............................................................................................... 28
PER PUPIL COSTS ............................................................................................................. 29
TRENDS IN ENROLLMENT COMPARED TO TAX RATE .................................................. 30
SAT ..................................................................................................................................... 31
STUDENT ACHIEVEMENT TRENDS ................................................................................... 33
Accent on Achievement 2018-19

COLLEGE BOARD ASSESSMENT SUITE.................................................................34
DUAL CREDIT PROGRAM ........................................................................35
WHAT IS #LDERRYPOP ........................................................................37
STEM IN LONDONDERRY ........................................................................38
NICHE REPORT ..........................................................................................39
KINDERGARTEN AND ELEMENTARY SCHOOLS ....................................40
MIDDLE SCHOOL ....................................................................................43
HIGH SCHOOL ........................................................................................47
REPORT ON TECHNOLOGY .....................................................................50
LEO 21, Wollo-LP AND SCHOOL WEB SITES ........................................52
DISTRICT SOCIAL MEDIA PRESENCE ..................................................53
LIBRARY MEDIA COLLECTIONS AND UTILIZATION .........................54
EDUCATIONAL LEVEL OF PROFESSIONAL STAFF .........................55
EXPERIENCE LEVEL OF PROFESSIONAL STAFF ............................56
SCHOOL VOLUNTEER PROGRAM ..........................................................57
COMMUNITY PROFILE ..........................................................................58
SUMMARY ...............................................................................................59

Appendix (includes district and school profiles) .....................................60

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

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

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

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

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

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

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

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

STUDENTS:

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

PARENTS AND COMMUNITY MEMBERS:

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

SCHOOLS:

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

CURRICULUM AND INSTRUCTION:

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

STAFF:

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

SCHOOL BOARD:

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

Over the past few years, we have instilled a College and Career Ready Mindset within the District. With the support of our faculty, staff, learners, and parents, we have accomplished our goal and made it part of our everyday expectation. As we look to the future of our District, we have encompassed three goals that will move us forward, incorporate our past initiatives, and sustain our College and Career Ready expectations.

- **Continuation of Current Initiatives**: To incorporate past initiatives into the permanent system of operation of the School District.
- **Intentionality**: To examine present methods and systems of operation for efficiency and a focus on the advancement of the learning environment.
- **Climate and Culture**: To create a dynamic and adaptive culture, both personally and collectively, that allows for the growth of our District without sacrificing the quality of our outcomes.

Part of our belief system is that a College and Career Ready learner possesses the content knowledge, skills, and habits necessary to be successful in a wide range of postsecondary settings or training programs that lead to a family sustaining career. This year, we expand our efforts to reflect upon the ways in which we can employ the concept of District-wide competencies to advance what has already been considerable work in this area.

While not every learner needs exactly the same set of knowledge and skills, there are some common competencies that should be applied to a student’s areas of interest and aptitude. That said, we aspire to create a program in which a student’s interests should help determine the precise knowledge and skills the student needs to be ready for the area of postsecondary studies that best advances their career goals.
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.
District Beliefs and Definitions

Key Content Knowledge & Skills

Overarching Academic Skills

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

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

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

Core Academic Subjects Knowledge & Skills

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

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

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

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

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

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

Key Academic Behaviors (self-monitoring and study skills)
(Independent of a particular content area)

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

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

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

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

- **College Knowledge**: Understanding college admissions, curricular, testing and application requirements, college options and choices, tuition costs, financial aid system, placement requirements, challenge level of courses, expectations.
STRATEGIC PLAN

"Giving Wings to Children's Dreams"

Londonderry Public Schools

The Knowledge Business

The Strategic Plan

Curriculum Instruction Assessment

Wings

OPPORTUNITY

REFLECTION

HIGH EXPECTATIONS

RESPECT

TEAM WORK

HUMOR

RESPONSIVE/ACCOUNTABLE

CONTINUOUS IMPROVEMENT

COMMUNICATIONS

LONG TERM THINKING

SELF-DISCIPLINE

STUDENT

SCHOOL LEADERSHIP

OPERATIONS

ORGANIZATIONAL STRENGTH

FINANCIAL MANAGEMENT

STAFF DEVELOPMENT

STUDENT LEARNING

STUDENT CHARACTER

STUDENT HEALTH

STUDENT SAFETY
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

AWARDS AND RECOGNITION
- 2018 NHASC Administrator of the Year – Jason Parent; WZID Teacher of the Month – Josh Bremberg; 2018 Citizen of the Year – Katie Sullican; NH Principal of the Year Finalist 2016 – Linda Boyd; PTA Partnership Award – Dean Farmer; WZID NH Top 20 Most Outstanding Women of the Year – Katie Sullivan; 2016 NH Choreographer of the Year 15-16 – Valerie Nelson; NH Assistant Principal of the Year 2015 – Jill Connors; MTPTA named NHPTA unit of the year 2013-14; NHPTA Administrator of the Year – Linda Boyd 2015 2014 Div I Basketball Coach of the Year and Eagle Tribune Winter Coach of the year John Fagula & Nate Stanton, NH; Assistant Principal of the Year Finalist – Katie Sullivan; Matthew Thornton School selected for Commissioner’s Circle of Excellence 2014; Ann Smith – Excellence in Teaching Award from the NH Society of Professional Engineers; Pauline Pichette – NH Art Teacher of the Year 2012. Howard Sobolov, Athletic Director of the Year 2012, Girls basketball-Nick Theos: Eagle Tribune Winter Coach of the Year, Boys lacrosse-Division I Coach of the Year - Sean LeBlanc
- LEEP program has been awarded NAEYC Accreditation
- Reflections State and National Awards-PTA Sponsored Cultural Arts Program Destination Imagination State and International Awards
- High School Marching Band performed at President Obama’s Inauguration in January, 2009 and January 2013. The LHS Marching Lancers have now performed in four Rose Bowl Parades with another appearance in the 2018 Rose Parade! They also performed in China June ’08 for the pre-Olympics ceremonies.

Londonderry High School Hall of Fame committee inducted the Class of 2017 Hall of Famers and honored them at a dinner ceremony in the LHS cafeteria.

This year’s inductees included:

Amy DeCamp Gosztyla  
Student (1997)

Jim Elefante  
Administration

Stephen Tallo  
Faculty

Scott Fawcett  
Student (1991)

Matthew Young  
Student (2003)

Bob Stuart  
Community Member

Ethan Doherty  
Student (2013)

John Vaughn  
Faculty

KeriAnn Lynch Unger  
Student (2000)

Amity Ferraro Small  
Faculty

Chuck Zappala  
Administration

Heather Tuden Lennon  
Student / Coach

The Hall of Fame Selection Committee is comprised of 10 members (students, staff, community members, administrators, and former faculty/staff). Much like the previous classes, there was an impressive list of nominations for this induction. The nominations of those who were not inducted will remain on a master list for future consideration. The nomination process will, again, take place during the month of April. Inductees will be announced in June and induction will take place Mack Plaque weekend in the fall.
GRADUATION STANDARDS

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

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

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

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

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

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

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

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

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

- Shared Vision and Beliefs
- Mission Statement
- Strategic Plan
- School District Goals & Policies
- School District Budget
- Staff Development Master Plan
- Professional In-service Programs
- On Site 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

**OUTPUT INDICATORS**

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

**Elementary Grades K-5**

**Middle Grades 6-8**
Enrollment Data is accurate as of 10/1/2018.

District Enrollment Data includes only K-12 students. It does not include special education students placed out-of-district.

It also does not include home school students who may access the District for Art, Music, PE and extra-curricular activities pending availability.
**Observations:**

- Enrollment figures do not include LEEP students – 128 students currently for 2018-2019
- Special Education students placed out-of-district and home-schooled students are not included in these figures.
**SPECIAL EDUCATION ENROLLMENT**

**Seven Year Comparison**

2012-13 through 2018-19

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>811</td>
<td>17.4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>760</td>
<td>16.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>729</td>
<td>16.5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>726</td>
<td>16.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>747</td>
<td>16.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>740</td>
<td>16.5%</td>
</tr>
<tr>
<td>2018-19</td>
<td>724</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

**Observations:**

♦ The Londonderry School District is required to provide Special Education and related services to students with educational disabilities according to the Individuals with Disabilities Education Act of 2004 (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. These Federal and State mandates require school districts to evaluate students suspected as having educational disabilities, provide students with Individual Education Programs (IEP’s), and provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, counseling services, behavioral therapy and intervention, along with other special services. These services are to be provided in the Least Restrictive Environment (LRE) providing access to non-disabled peers and the general education curriculum. To meet this legal mandate, the Londonderry School District has developed a wide array of programming supports to meet the unique needs of children within our public schools. In addition, some student’s specific needs are such that they are educated in out-of-district programs due to the severity of their disabilities.

♦ Special educators and related service providers implement services in collaboration with regular classroom teachers.

♦ Figures do not include home schooled students.
ADVANCED PLACEMENT
Comparison 2008-09 through 2017-18

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

Observations:

♦ Advanced Placement courses have been offered at Londonderry High School for over 15 years, providing an opportunity for students to take college level courses and exams while they are still in high school. Through this process students may earn credit, advanced placement or both.

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

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

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

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

Londonderry High School
Average Score 4.24
Total Scholars 21
AP Scholar: 11 learners Average score 4.24
AP Scholar with Honor: 8 learners Average score 4.21
AP Scholar with Distinction: 2 learners Average score 4.27
**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
2012-13 through 2016-17

<table>
<thead>
<tr>
<th>School Year</th>
<th>Londonderry</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>0.12%</td>
<td>1.26%</td>
</tr>
<tr>
<td>2013-14</td>
<td>0.31%</td>
<td>1.05%</td>
</tr>
<tr>
<td>2014-15</td>
<td>0.19%</td>
<td>1.51%</td>
</tr>
<tr>
<td>2015-16</td>
<td>0%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2016-17</td>
<td>0.65%</td>
<td>1.12%</td>
</tr>
</tbody>
</table>

Observations:

♦ Londonderry’s dropout rate has been consistently less than the NH State average, the 2016-2017 it was .72%

♦ School Year 2017-18 dropout rate is not available until April 2019. This is the most current data as of 10/12/18 posted on the NH DOE website.

♦ 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) to seek a twenty credit diploma. Information on the Adult Education Program follows on the next pages.

♦ For Class L schools Londonderry is tied for 4th lowest behind Bedford, Salem and Portsmouth in dropout %
ADULT EDUCATION: STUDENT ENROLLMENT FIGURES

Londonderry High School Students
2009-10 through 2017-18

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)
2007-2018

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS Grads (24 credits)</td>
<td>13</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>32</td>
<td>9</td>
<td>11</td>
<td>24</td>
<td>19</td>
<td>9</td>
<td>8</td>
<td>186</td>
</tr>
<tr>
<td>AE Grads (20 credits)</td>
<td>46</td>
<td>34</td>
<td>36</td>
<td>46</td>
<td>73</td>
<td>35</td>
<td>39</td>
<td>39</td>
<td>50</td>
<td>33</td>
<td>30</td>
<td>533</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>41</td>
<td>46</td>
<td>56</td>
<td>105</td>
<td>44</td>
<td>50</td>
<td>48</td>
<td>63</td>
<td>42</td>
<td>38</td>
<td>719</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Tests Given</td>
<td>110</td>
<td>109</td>
<td>172</td>
<td>214</td>
<td>168</td>
<td>113</td>
<td>173</td>
<td>87</td>
<td>1,243</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>95</td>
<td>88</td>
<td>139</td>
<td>181</td>
<td>137</td>
<td>92</td>
<td>156</td>
<td>62</td>
<td>1,032</td>
</tr>
<tr>
<td>Success Rate</td>
<td>86%</td>
<td>79%</td>
<td>81%</td>
<td>85%</td>
<td>82%</td>
<td>81%</td>
<td>90%</td>
<td>71%</td>
<td>83%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HiSet Tests Given</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>Earned Certificates</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Success Rate</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>96.5%</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 nine years, the school district has experienced a steady and significant decline in our dropout rate from 2.2% in 2004-05, to 1.7% in 2005-06, to 0.7% in 2006-07, 0.8% in 2007-08, 0.7% in 2008-09, 0.25% in 2009-2010, 0.17% in 2010-11, 0.4% in 2011-12, 0.12% in 2012-13, .23% in 2013-14, .19% in 2014-15, 0% in 2015-16. 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) January, 2014. Londonderry High School began testing for this assessment in January, 2015.
**POSTSECONDARY EDUCATION**
Londonderry High School Students Attending Two or Four Year Colleges
2009 through 2018

**LHS Students Attending 2 or 4 Year Colleges**

*Data for the class of 2018 is not available until Spring/Fall 2019.

**Observations:**

- The Class of 2017 had 90.3% of its graduates accepted at two and four year colleges.
- Londonderry High School’s post-secondary education attendance rates are consistently higher than average for the state of New Hampshire. New Hampshire’s Class of 2016 had 73% and Londonderry’s Class of 2016 had 94%. Data for the Class of 2017 62.3%
- Students attend some of the finest institutions of higher education in and around the United States, for example:

- Boston College
- Case Western Reserve
- Drexel University
- Franklin Pierce College
- James Madison University
- Massachusetts Pharmacy
- Norwich University
- University of New Hampshire
- Seton Hall University
- Syracuse University
- University of Maryland
- University of Rochester
- Boston University
- Clarkson University
- Duquesne University
- George Washington University
- Merrimack College
- Northeastern University
- Ohio University
- Rochester Institute of Tech.
- Springfield College
- Texas A&M
- University of Massachusetts
- University of Vermont
- Brown University
- Dartmouth College
- Fordham University
- Hofstra University
- Michigan State University
- Northwestern University
- Penn State University
- University of Rochester
- Stonehill College
- University of Alabama
- University of Pittsburgh
- Yale University
**Londonderry High School Class of 2018 Achievements**

National Merit Commended Students 6 national Merit Semi Finalists 1 Finalists 1  
Identified scholarships from college: $131,734 (not all students report college scholarships)  
Students are attending college in 28 different states and three different countries overseas.  

- 52% in NH  
- 18% in MA  
- 3% in RI  
- 2% in CT  
- 2% in VT  
- 4% in ME  

- 2 Learners attending Ivy League Universities  
- 1 (.03%) Learners are going to a College Prep school  
- 10 (.2%) Learners are entering the Military  
- 2 (.05%) Learners are enrolling in an Apprenticeship Program  
- 3 (.08%) Learners are taking a year off before attending College  
- 8 (2.2%) Learners are attending Career Education programs  
- 19 (5.1%) Learners are choosing to start their career by joining the workforce  
- 90% of learners were accepted into College  
- 21% of learners were accepted into two-year Colleges  
- 69.3% of learners were accepted to four-year Colleges  
- 21.2% of learners are attending a two-year college  
- 65% of learners are attending a four-year college  
- 41 Learners earned a weighted GPA over 4.0  

Average GPA 3.02  
Average Weighted GPA 3.16  
Average SAT EBW 531  
Average SAT M 522  
Average Total SAT 1053  

Class of 2018 learners applied to 1830 Colleges.  
Class of 2018 learners were accepted at 1646 Colleges.  
Class of 2018 learners were denied at 179 Colleges.  
Class of 2018 learners were waitlisted at 52 Colleges.  
Class of 2018 learners deferred at 15 colleges and seven of these learners were accepted.  

Top ten colleges that LHS seniors applied to include UNH, , University of Rhode Island KEENE, SNHU, Boston University, Plymouth State, Quinnipiac University, UMass Lowell, Merrimack College, and Saint Anselm College.
DISTRIBUTION OF FUNDS
Londonderry School District
Fiscal Year 2019: School Year 2018-19

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Education</td>
<td>31.5%</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>
</tr>
<tr>
<td>Special Education</td>
<td>15.6%</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>
</tr>
<tr>
<td>Library / Media</td>
<td>1.6%</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>
</tr>
<tr>
<td>Transportation</td>
<td>4.4%</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>
</tr>
<tr>
<td>Administration</td>
<td>6.3%</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>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>6.8%</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>
</tr>
<tr>
<td>Debt Service</td>
<td>4.5%</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>
</tr>
<tr>
<td>Benefits</td>
<td>25.3%</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>
</tr>
<tr>
<td>Vocational Services/Guidance</td>
<td>2.3%</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>
</tr>
<tr>
<td>Athletics/ Co-curricular Activities</td>
<td>1.7%</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>
</tr>
</tbody>
</table>

Observations:

♦ The 2018-19 distribution of funds for education in the Londonderry School District is representative of various costs from year to year.

♦ Administration includes the School Board, District Office and the six schools.

♦ Employee Services & Benefits include: FICA, NH Retirement, Health & Dental Insurance, Workers’ Compensation, and Unemployment Insurance.

♦ Special Education includes occupational therapy, physical therapy and speech and language pathology. Special Education transportation is included in the transportation category.
### PER PUPIL COSTS

2013-14 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Londonderry Elementary</td>
<td>$15,182</td>
<td>$15,337.83</td>
<td>$16,178.94</td>
<td>$16,438.12</td>
<td>$17,092.80</td>
</tr>
<tr>
<td>Londonderry Middle School</td>
<td>$12,426</td>
<td>$12,782.86</td>
<td>$13,692.68</td>
<td>$13,870.65</td>
<td>$14,964.33</td>
</tr>
<tr>
<td>Londonderry High School</td>
<td>$13,648</td>
<td>$13,479.62</td>
<td>$14,579.20</td>
<td>$15,525.58</td>
<td>$15,950.88</td>
</tr>
<tr>
<td>Londonderry Average</td>
<td>$13,931</td>
<td>$14,021.28</td>
<td>$14,986.00</td>
<td>$15,479.34</td>
<td>$16,176.96</td>
</tr>
<tr>
<td>NH State Elementary</td>
<td>$14,200</td>
<td>$14,581.48</td>
<td>$15,033.57</td>
<td>$15,397.60</td>
<td>$15,981.46</td>
</tr>
<tr>
<td>NH State Middle School</td>
<td>$13,321</td>
<td>$13,698.36</td>
<td>$14,295.37</td>
<td>$14,740.66</td>
<td>$15,021.13</td>
</tr>
<tr>
<td>NH State High School</td>
<td>$14,109</td>
<td>$14,466.37</td>
<td>$15,068.46</td>
<td>$15,537.80</td>
<td>$16,214.73</td>
</tr>
<tr>
<td>NH State Average</td>
<td>$14,001</td>
<td>$14,374.93</td>
<td>$14,901.93</td>
<td>$15,310.67</td>
<td>$15,865.26</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.
The SAT

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

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

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

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

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

Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as pupil teacher ratios, adequate classroom space, and expenditures is also important.
Prior to 2016 the SAT highest possible score was 2400. In 2017 the writing portion was removed from the total score and rated on its own in three separate parts (graph 3, Reading, Analysis, and Writing). Currently the SAT is scored for Math (800 points), Evidence-Based Reading and Writing (800 points), and the writing (on a 2-8 rating scale).
Student Achievement Trends
2014-15 through 2016-17

- 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

Junior SAT Results - Reading

Junior SAT Results - Math
**College Board Assessment Suite**

Students in the Londonderry School District are participating in the College Board’s Suite of Assessments. While the SAT is now the state assessment for all eleventh graders in New Hampshire, we in Londonderry are providing our students with additional practice in developing the skills this test assesses and helping them determine their college readiness. Beginning in the eighth grade, our students take the PSAT 8/9. They take the PSAT 8/9 as freshmen at the High School, and the PSAT/NMSQT (National Merit Scholarship Qualifying Test) as sophomores and juniors. The data we glean from the tests at each level help us better design curriculum and provide us the opportunity to compare the achievement of each individual student to his/her own performance in previous years. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it is easier for students, parents, and educators to monitor student progress.
Dual Credit Program

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

New Hampshire Running Start is an educational initiative for high school students in collaboration with the Community College System of New Hampshire. Londonderry High School has partnered with Manchester Community College (MCC) 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 (scholarships are available), students are able to earn transferable college credits in addition to the credit they are earning toward their Londonderry High School graduation requirements.

Running Start courses include (LHS title, College title):

- Accounting I (ACCT113: Accounting I/MCC)
- Anatomy & Physiology (BIOL110: Anatomy & Physiology I/MCC)
- AP Computer Science (CIS148: JAVA Programming/MCC)
- 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)
- Microbiology through Biomedical Science and Technology (BIOL210: Microbiology/MCC)
- Honors 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)
- Principles of Engineering (MC110: Engineering Principles/NHTI)
Dual Credit Program (continued)

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)
- Biology with Biomedical Science and Technology & Lab (BIO 120/BIO120L: General Biology & Lab)
- Honors College Composition (ENG 120: College Composition I)
- Honors Creative Writing (ENG 226: Introduction to Creative Writing)
- Honors French IV (LFR 111/112: Beginning French I & II)
- Honors World Geography (GEO 200: World Geography)
- Music Theory (MUS211: Music Theory and Aural Skills)
- Public Speaking (COM212: Public Speaking)
What is #LderryPOP?

Part of our district wide college and career ready goal has been focused on POP: P – Perseverance, O – Ownership, P – Practice. All six schools are collaboratively working on instilling a growth mindset in our students through POP. Growth mindset is based on the work of Carol S. Dweck, Ph.D. Through many years of research and analysis, Dweck has found that people with a growth mindset tend to lead more successful and fulfilling lives. Her work is helping us to teach children how to have and demonstrate perseverance and ownership.

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

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

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

What Kind of Mindset Do You Have?

**Growth Mindset**

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

**Fixed Mindset**

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

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

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

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

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

Another important aspect of STEM is developing relationships with businesses throughout our community. The Londonderry School District is proud and thankful to be working with the following companies this school year, and we look forward to continuing these partnerships for many more! Thank you to our friends at:

![Fidelity](image1.png) ![Coca-Cola](image2.png) ![BOSCH](image3.png) ![iRobot](image4.png) ![SERESC](image5.png) ![Bosch](image6.png) ![w4lls](image7.png) ![KMC Systems](image8.png) ![Northeastern University](image9.png) ![Stonyfield](image10.png)

Londonderry School District Rankings
Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Safest School Districts in New Hampshire
#7 of 83

Best School Districts for Athletes in New Hampshire
#7 of 70

Best School Districts in New Hampshire
#10 of 70

Overall Niche Grade
A

Academics
A

Teachers
A

Diversity
D+

College Prep
A

Clubs & Activities
A

Health & Safety
A

Administration
A

Sports
A

Food
A

Resources & Facilities
A-

***See https://www.niche.com/k12/d/londonderry-school-district-nh/ for the full 2019 report.***
Kindergarten and Elementary Schools

Math in Focus
We now have a K-8 math program, further strengthening the belief we are one school in multiple locations.

MIF is especially strong in developing conceptual understanding; understanding the “why”. MIF 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. Thus, algebraic thinking and expressions are introduced early and used frequently throughout MIF.

K-5 teachers have participated in professional development training focusing on the program by MIF trainers throughout the adoption process. Staff members also received a dynamic math training by Dr. Yeap Bon Har in August 2018. Our focus for the 2018-2019 Professional Learning Community time in each building is Math, utilizing an anchor task, and honing our math educating skills to better meet the needs of our evolving learners.

Throughout the series, concepts are taught moving through a sequence of concrete to pictorial to abstract.

Concrete learning happens through hands-on activities with manipulatives. Pictorial learning uses pictures in student books or drawings (such as bar modeling), that illustrate the concept with something more than abstract numbers. The abstract stage is the more familiar way most of us adults learned math problems. Manipulatives are used throughout all levels, but they are used more frequently in the early childhood grades, (K-3). That being said, even at fourth and fifth grade level, manipulatives are still used when needed, while pictorial illustrations are prevalent in all the lessons.

Lessons at all levels follow the same progression. A lesson begins with the teaching presentation. Next, the teacher walks learners through guided practice. Then learners do independent practice, which is typically out of the workbook.
Lessons concentrate on a single concept rather than a sampling of multiple concepts or a review of previous concepts with “bigger” numbers. However, review is provided in a section at the beginning of each chapter titled “Recall Prior Knowledge.” Learners also can take a “Pre-Test” which helps teacher assess if they are ready for a particular concept.

The goal of MIF is to teach concepts so thoroughly that repeated review is unnecessary. MIF challenges Learners to think much more deeply about mathematics; understand and communicate the “why” of a mathematical concept.

We are now accepting our third BOSCH grant that has funded an electronics club we call Londonderry Electronics. The learners spend one afternoon a week working with club advisors in each building who have been trained by the creators of this program Richard Levergood of the Londonderry High School and Martha Miller of the Londonderry Elementary Schools. The instructors continue to teach our learners about resistors, wires, tools, programming, and all things electronic. They learn to create stop watches, thermometers and so much more. The idea of the group is to offer a non-typical elementary program to learners who may not be involved or connected with other groups. The students loved it, the parents raved about it, and our teachers enjoyed every minute of it. Because of this grant a third time we decided to apply for the allow learners to bring one project home, replace materials that need to me, and add new projects if necessary. We were indeed gifted the grant again in August and are currently training our instructors for another year of the program. Each school has two to three instructors, one from an upper level. The teachers will have small group electronics training by Martha and Rich themselves. The curriculum was also developed by Rich and for each project that tools necessary. This is a one of kind club we hope to continue to offer in Londonderry and are proud it was dreamed of, created by, and taught through the hands of our own Londonderry educators and funded by a local Londonderry company. Thank you BOSCH for making this dream a true reality for so many of our learners.
Why is it better to encourage your child’s effort when facing a challenge, instead of commenting on how “smart” they are? We want our learners to focus on improving and “stretching” themselves, and not focus on how they will be judged. Join us in our quest to learn more about “Growth Mindset”. A growth mindset accepts that effort matters, mistakes are healthy, failures lead to learning, and challenging work helps your mind grow. This concept is based on the work of Carol S. Dweck, Ph.D. Through many years of research and analysis, Dweck has found that people with the growth mindset tend to lead more successful and fulfilling lives. An excellent resource for parents on growth mindset can be accessed at https://www.mindsetkit.org/growth-mindset-parents.

As we move forward with our pursuit with POP and Growth Mindset we have started the conversations with our Elementary staff on Conferring. The Elementary Schools have conducted a book read using the book *Conferring: The Keystone of Reader’s Workshop* to start to think about ways to make conferring a reality in our classrooms. As a whole unit the Elementary Schools have also revamped the way that Administration conducts walkthroughs in the classrooms. Google Classroom is being utilized to provide more meaningful feedback from each visit. Our next piece of professional development that has been offered to some staff at the elementary level is a webinar series, *Using Reading Conferences to Foster Student Engagement, Agency, and Critical Thinking* by Ellin Oliver Keene and Dan Feigelson. Here is a great example of conferring that took place at the Oyster River school in NH by Dan Feigelson. We are continuing to add to this approach of teaching by adopting the beginning steps of Reading and Writer’s workshop.

https://youtu.be/ThjcL6ylYxE
LMS is blooming winter, spring, summer and fall!

Each year the 7th grade Health classes share the responsibilities throughout the year of growing the seedlings, planting them in the garden and harvesting them to create healthy snacks and recipes. Sarah Benson, a master gardener and owner of Benson's Garden Center in Londonderry, guides the students as they put their plants in the ground in the spring and teaches students about how to care for their plants throughout the rest of the school year. Food that is harvested over the summer and fall is donated to the Sunshine Soup Kitchen in Derry and to the school cafeteria. Students learn the value of fresh food, the joys of working outside and getting their fingers in the dirt and the benefit to the environment to have a habitat for all to enjoy. The garden is also a focal point for many of the art classes to use for sketching. Last year Mrs. Bernier’s 8th graders each chose a plant that they had planted to study, and created oil pastel pieces to decorate the walls of the 8th grade corridor. English classes use the garden to nature journal as well as Science classes go out to observe the habitats of a variety of animals and insects. Data is collected on our nighttime visitors and annually a new critter might be introduced – watch for the hatching of the praying mantis! The custodians chip in to help with the watering when needed and the staff enjoys a tomato or two on the way to bus duty! It is truly a growing part of our learning community!!
Our **STORM TIME** is off to a great start this year. This is a forty-minute period that provides a wide range of opportunities for our students. It is a flexible block, meeting each day that allows students to be afforded what they need to be successful at LMS. Some children need interventions and meet with their teachers for extra help or re-teaching or just to make up a test. Some children participate in the peer mentoring program and spend time in the 6th grade working with students as a big buddy or as a tutor. Some children are in book-groups and spend this time discussing an independent book of their choice. Others work with our Creative Media teacher to video school events and some participate in Genius Hour or 8th grade Seminar, pursuing a topic of their choice. This is also a time for full school activities like assemblies or a monthly Digital Citizenship video and discussion.

Words change worlds and **literacy** has changed how LMS does business. Weekly WOW words are part of the daily announcements and reinforced in all content areas. Writing prompts are an expectation each trimester in every class. Faculty members display their current reading material outside their classrooms for other staff and students to respond to and each month at the faculty meeting there is a book talk. Book groups run during STORM for students, and Teachers Read, a monthly teacher’s book group, meets to discuss YA literature. The Literacy Team runs an annual book fair to raise money to bring in guest authors as well as to support the purchase of staff reads. And the PTO organizes an annual book fair to provide families the opportunity to purchase popular literature for their children while funding the purchase of additional books for the classrooms. Even the Dining Services is on board with using the words in their food presentations and displays, on their weekly bulletin board and even in their conversations with students!

This year our staff is shifting closer to a **standards based learning environment** by reporting on the Work Study Habits as a separate score from the Academic Achievement score. Teachers are explicitly addressing the skills of POP; Perseverance, Ownership and Practice in their daily lessons. Students are being asked to take more ownership of their learning by signing up for STORM TIME interventions and reassessments. They are being given more opportunities to pace their own learning and reflect on their successes and evidence of their learning.
The middle school continues to provide **virtual learning** opportunities. Whether for enrichment, credit recovery, flipped learning or student interest, students are able to reach beyond the classroom walls to continue their learning process. Whether to take an advanced Computer class or try out a new language, students can now move at their own pace, motivated by their strengths and interests. We are in partnership with both Odysseyware and VLACS to provide accredited opportunities.

**STEM** continues to take over the Middle School in full force! This class extends the math and science block to include additional time to learn and practice the engineering design process through hands on experiences. The learners in the SET Club explore these practices in their morning meetings where they apply these practices to real life problems and truly experience the trials and tribulations of failed solutions, lack of data, problem solving blocks, and the feeling of persevering through to success. Our library is working this year to create a Maker Taker Space utilizing our 3D printer as well as stations of inquiry and research that are student driven.
This year LMS had taken kindness to a new level. Starting off with our annual Wellness Day speaker, students were exposed to the power of positive words and/or receiving a compliment! Whether printing quotes on the kindness rocks in the front of the school, or writing personal compliments down and putting them in the Rock Kindness Box, students are focusing on simple acts of kindness to create a positive community for learning. Each month we will have a celebration of Kindness when “local celebrities” will read them aloud and hopefully encourage a wave of kindness to spread throughout LMS.
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 on-line resources, books, handouts, and by tapping into LHS offerings such as career pathways, job shadow experiences, internships and dual enrollment with colleges and universities, learners are able to explore their interests to determine which careers and colleges they may prefer. Students and parents, in conjunction with the student’s school counselor, can then plan a path towards success in reaching their future goals. That includes planning everything from choosing high school courses and extra-curricular activities to finding ways to pay for college. No matter where the student is in the process of sorting out life after high school, the Futures Lab has resources to help prepare that student to make sound choices to get better results.
The LHS Drama Club has been in existence for nearly 20 years. Throughout those years, the group has been known for executing top-notch musical’s, Haunted Woods, Gingerbread Night and dynamic improvisation performances. Mrs. Nelson serves as lead advisor of these students and with assistance from Mr. Beaulieu, Mr. Paone and Mrs. Fainer, has created an environment of creativity, community service and fun. This year’s school musical will be Disney’s The Little Mermaid. As always, the group is grateful for the continued support from our community and school.
The Londonderry High School Pay-It-Forward group is in its 7th year at LHS. Ms. Sullivan created this group after volunteering at a local event for Breast Cancer Awareness. The group comprised of 40 students who enjoy traveling around the state “Paying It Forward” in the form of volunteerism. Organizations that need volunteers throughout the school year can contact Ms. Sullivan at LHS at ksullivan@londonderry.org. Examples of annual events the group participates in are: Veterans Breakfast, Christmas Trees at the Lions Hall, Tour Guides, Pen Pals, Hats off for Cancer, Step Up Day, Soup Kitchen and VA Hospital, Londonderry Legion Memorial Day ceremonies and many nights of kid sitting for in District functions throughout the year.

The Big Buddy program started 15 years ago to provide strong role models for the younger learners in our district. The program that started off with approximately 20 learners has grown to over 120 members. The mission of the program is to partner a high school student with an elementary student and work on life skills such as positive decision making, self-esteem, being kind, how to be a good friend and how to problem solve. The high school students work in all three Londonderry Elementary schools once a week for the duration of the year. If you have any questions or would like to get involved, please reach out to the current advisor Elsie Carrasquillo at LHS.
REPORT ON TECHNOLOGY

Distribution of computer resources is as follows:

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

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

**Elementary Schools and Moose Hill:**
Modern computers (as defined by the State) are distributed as illustrated in the following table:
- 3 Mobile labs and 1 Curriculum lab at each elementary school
- 4th and 5th Grade Classrooms
  - 5 computers per classroom
- 3rd Grade Classrooms
  - 2 computers per classroom
- 1st and 2nd Grade Classrooms
  - 1 computer per classroom
- Specialists (Art, Music, PE, Special Curriculum, Reading)
  - 1 computer per classroom
- Library (for teacher use)
  - 1 computer
TEACHERS’ ACADEMY
(IN DISTRICT TECHNOLOGY PROFESSIONAL DEVELOPMENT)

Our efforts to ensure access to technology include the provision of on-going professional development opportunities for teachers through Londonderry Teacher's Academy and during the school day. This effort is designed to provide staff with knowledge, skills and opportunities to improve instruction and engage students.

There is a multi-approach for training teachers where and when it is convenient for them, to encourage ongoing learning. First, teachers are offered a series of workshops based on needs and suggestions from teachers. These include workshops during professional days as well as after school workshops throughout the year. Workshops are offered on a range platforms and include an assortment of programs. Additionally, we are offering on-line anytime, anywhere training that teachers access from a Google Classroom. We are also reaching out to teachers for just-in-time training where we can meet them in their classroom or even co-teach lessons with them in their classroom. We offer workshops during PLC and team meeting times for teams of teachers. Furthermore, we provide training opportunities for education and special education support staff.

This multi-facet approach to technology training is designed to offer a convenient schedule that allows and inspires all teachers to continue to develop skills in technology to improve student instruction in Londonderry School District.
Accent on Achievement 2018-19

LEO21, WLLO–LP (LEO 103) AND WEB BASED INFORMATION SERVICES

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

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

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

Between programming, the LEO Bulletin Board continues to provide school news and information such as phone numbers, lunch menus, school calendars of events, school board agendas and the LE021 program schedule. Breaking news and announcements of school cancellations or delays can also be found on the LEO Bulletin Board. Digital pictures featuring student artwork and school district activities are frequently highlighted.

WLLO-LP (LEO 103)

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

DISTRICT and SCHOOL WEBSITES

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

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

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

Twitter Handles

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

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

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

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

<table>
<thead>
<tr>
<th>Collection Statistics at-a-Glance 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moose Hill</strong></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>

**Includes summer school**
Numbers of Staff at each Educational Level:

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Number of Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>46 staff members</td>
</tr>
<tr>
<td>Bachelor’s+15</td>
<td>11 staff members</td>
</tr>
<tr>
<td>Bachelor’s+30</td>
<td>43 staff members</td>
</tr>
<tr>
<td>Master’s</td>
<td>148 staff members</td>
</tr>
<tr>
<td>Master’s+15</td>
<td>54 staff members</td>
</tr>
<tr>
<td>Master’s+30</td>
<td>94 staff members</td>
</tr>
<tr>
<td>PHD</td>
<td>2 staff members</td>
</tr>
</tbody>
</table>

Observations:

- The professional faculty of the Londonderry School District is a community of learners. They continue their own education by earning advanced degrees, attending professional development workshops and conferences, and participating in in-service training.

- We are proud of our well-educated faculty who demonstrate that they value learning.
Observations:

- 87% of Londonderry School District’s teachers have more than three years of classroom teaching experience. An experienced staff is an invaluable asset when they work collaboratively as mentors and cooperating teachers for those who are new to the profession or the district.

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

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

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

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

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

- Matthew Thornton Elementary School – 9,900 Hours
- Moose Hill Kindergarten – 1,962 Hours
- North Londonderry Elementary School – 9,500 Hours
- South Londonderry Elementary School – 2,240 Hours
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.

LONDONDERRY-FACTS AT A GLANCE

<table>
<thead>
<tr>
<th>Land Area</th>
<th>42.0 Square Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporated</td>
<td>1722</td>
</tr>
<tr>
<td>County</td>
<td>Rockingham</td>
</tr>
<tr>
<td>Per Capita Income</td>
<td>$ 40,884</td>
</tr>
<tr>
<td>Total Households</td>
<td>9,244</td>
</tr>
<tr>
<td>Government</td>
<td>Town Council and Town Manager</td>
</tr>
</tbody>
</table>

| Population       | 24,129 | 24,129 | 24,211 | 24,269 | 24,219 | 25,850 | 26,126 |
| Total Tax Rate   | $20.34 | $20.50 | $21.10 | $21.09 | $21.02 | $21.50 | $21.61 | $21.80 |
| Median Sale Price of a Home                  | $261,000 | $265,000 | $295,963 | $311,560 | $319,000 | $312,400 | $356,700 |
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

1. District Profile

2. School Profiles
   a. Londonderry High School Profile
   b. Londonderry Middle School Profile
   c. Matthew Thornton Elementary School Profile
   d. North Londonderry Elementary School Profile
   e. South Londonderry Elementary School Profile
   f. Moose Hill School Profile
Londonderry School District Information Sheet

Location: 6A Kitty Hawk Landing, Ste. 101 Londonderry, NH 03053
Web Address: www.londonderry.org
Area: 42 square miles
Student Enrollment: 4112

Phone 603-432-6920    FAX 603-425-1049
Hours 8:00 a.m. – 4:30 p.m.
Population: 24,211 (2011 census)

Educational Level of Faculty: 73% Master’s degree or higher; 15% currently earning credit toward a Master’s
Experience Level of Faculty: 87% have more than five years of teaching experience

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

Motto: “Giving Wings to Children’s Dreams”

Londonderry School Board: Chair: Jennifer Ganem, Vice-Chair: Nancy Hendricks, Dan Lekas, Michael Saucier and Steve Young

Administration: Superintendent of Schools: Scott Laliberte; Assistant Superintendent: Daniel Black;
Business Administrator: Peter Curro; Director of Pupil Services: Kimberly Carpinone;
Interim Director of Information Technology: Brandon Weinert; Director of Buildings and Grounds: Chuck Zappala;
Manager of Accounting: Lisa McKenney; Human Resources Director: Suzie Swenson; Office Manager: Elaine Allen

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

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

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

Students will:

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

School Board: The Londonderry School Board is composed of five members elected to three-year terms. Elections are held every year. The Board sets policy for the school district and hires the superintendent to serve as chief administrative officer. The superintendent directs the educational and business activities of the school district. The Board generally meets every other Tuesday at 7 p.m. in the Moose Hill Conference Room at the Londonderry Town Hall. The public is encouraged to attend.
School Calendar 2018-19

AUGUST
20th-21st
New Teacher Workshops
22nd-24th
Teacher Workshops
24th
Orientation Grades 1, 6, and 9
27th
First day of school
31st
NO SCHOOL

SEPTEMBER
3rd
Labor Day
TBD
Parents’ Night LMS
TBD
Parents’ Night LHS
TBD
Elementary Parents’ Nights

OCTOBER
8th
Columbus Day
12th
Veteran’s Day
15th
Moose Hill Only Parent Conferences
16th
Parent Conferences
21st-23rd
Thanksgiving Break

DECEMBER
Dec. 24th-Jan 1st
Holiday Break
JANUARY
2nd
Classes Resume
21st
Martin Luther King Jr. Day

FEBRUARY
25th-March 1st
Winter Break
MARCH
14th
Moose Hill Only Parent Conferences
15th
Parent Conference (Elementary) /Teacher Workshop (LMS & LHS)

APRIL
22nd-26th
Spring Break
MAY
27th
Memorial Day
JUNE
13th
Scheduled 180th Day for Students
14th
Scheduled Last Day for Teachers
27th
Last possible day for students (includes 10 snow days-adjustments will be made depending on the # of school cancellations)
28th
Last day for teachers (see note above)
TBD
Graduation

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

Recent Awards and Recognitions: 2018: NHASC Administrator of the Year; (Jason Parent); WZID Teacher of the Month (Josh Bremberg); Citizen of the Year Award (Katie Sullivan); Dollars for Scholars High School Teacher of the Year (Greg DeCloux); Dollars for Scholars Middle School Teacher of the Year (Doug Stith); VFW Loyalty Day Award (Elsie Rivera; 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); Div I Basketball Coach of the Year (Nate Stanton). 2013: NH Teacher of the Year Semifinalist (Peter Willis); Div 1 Baseball Coach of the Year (Brent Demas) Londonderry Citizen of the Year (Steve Juster); Dollar for Scholars Teacher of the Year (Mary DeWinkeleer); Earl Reum Award (Flora Sapsin) Lions Community Service Award & VFW Loyalty Award (Katie Sullivan). 2011: Athletic Director of the Year (Howard Sobolov); PTA Blue Ribbon Volunteer Program; The Lancer Marching Band and Colorguard has performed at (3) Tournament of Roses Parades (invited 2011) Washington, D.C. and NYC St. Patrick’s Day Parades, Disney World and the Orange Bowl Parade, among others, and is annually extended invitations to perform throughout the country including the Olympic International Youth Festival in Beijing, China preceding the 2008 Olympics Games and the 2009 Presidential Inauguration Parade

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

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

Location: 295 Mammoth Road, Londonderry, NH 03053
Web Address: www.londonderry.org/lhs
Hours: 7:20 AM – 1:58 PM
Enrollment: 1437
Motto: "Giving Wings to Children's Dreams"

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

Administrators: Principal: Jason Parent
               Assistant Principals: Crystal Rich, Stephen Secor, Abbey Sloper, Katie Sullivan
               Director of School Counseling: Maureen O'Dea
               Special Education Program Director: Melissa Romein
               Curriculum Coordinators: Kim Lindley-Soucy and Shawn Flynn
               Athletic Director (6-12): Howard Sobolov; Music Director (K-12): 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 and nurturing environment with varied opportunities promoting good character, academic excellence, and responsible citizenship necessary for future success in the local and global community. (Adopted 5/08)

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

Foreign Languages Program: French, Spanish, German, Latin


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

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

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

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

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

Additional Information: 1 National Merit Finalist, 1 Presidential Scholar applicant, 3 National Merit Commended Students. Identified scholarships from college: $1,430,740 (not all students report college scholarships). Students are attending college in 22 states. (46% in NH, 22% in MA, 5% in RI, 4% in CT, 4% in VT, 4% in ME, 2% in VA, 2% in PA). Five students participated in the Early College Program with Nashua Community College. One senior spent his entire year taking college courses. Two juniors are currently on track to earn an Associate's Degree while completing their high school diploma. Londonderry was the first NH school to award the Jae S. Lin Foundation Top Junior in Science and Top Junior in Mathematics with $1,000 each.


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

History: The high school building was built in 1972 as a junior high school. Additions were added in 1975 and 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.
LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry Middle School
School Information Sheet

Sending Schools: Matthew Thornton, North School, South School
Location: 313 Mammoth Road, Londonderry, NH 03053
Web Address: http://lms.londonderry.org
Phone: 603-432-6925
Grades: 6-8
Team Name: Storm
Mascot: Wacky Weatherman
Colors: Red, White, Blue
Enrollment: 950
Average Class Size: 24

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**School Information Sheet**

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

**Location:** 275 Mammoth Road

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

**Phone:** 603-432-6937

**Grades:** 1-5

**Mascot:** “Paws” the Tiger

**Colors:** Black and Orange

**Enrollment:** 536

**Hours:** 8:50 AM – 3:05 PM

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

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

**Administrators:** Principal: Amity Small; Assistant Principal: William McCarthy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sending Schools: Moose Hill Kindergarten, Private Kindergartens
Location: 19 Sanborn Road
Web Address: www.londonderry.org/north
Phone: 603-432-6933
Grades: 1-5
Mascot: Bear
Colors: Red and Black
Enrollment: 486
Average Class Size: 20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Location: 88 South Road, Londonderry, NH 03053
Web Address: south.londonderry.org/
Hours: 8:50 AM – 3:05 PM
Enrollment: 478
Motto: "Giving Wings to Children's Dreams"

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

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

Principal: Linda Boyd; Assistant Principal: Chelsea Hunnewell

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

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

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

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

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

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

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

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

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

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

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

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


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

Sending Schools: LEEP and Private Preschools
Location: 150 Pillsbury Road, Londonderry
Web Address: moose.londonderry.org
Details:
- **Hours**: 8:45 AM – 3:05 PM
- **Enrollment**: 225 Kindergarten and 128 LEEP students
- **Mascot**: Moose
- **Colors**: Green and White
- **Average Kindergarten Class Size**: 18

**Building Personnel**: (Administrators, teachers, support staff, health professional and custodial)
- **Administrators**: Kindergarten Coordinator: Bonnie Breithaup
  - LEEP Coordinator: 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 16 classrooms, seven rooms are used for kindergarten, five are used for LEEP, one is used for our library, one is used for special education, one is used for the reading program and one for the YMCA program. We have a Sensory Motor Room for our LEEP students. We have a pre-school playground as well as a kindergarten playground and an all-purpose field.

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

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

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

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

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

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

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

**History**: Moose Hill School opened in August of 2001.