



Accent on Achievement
Londonderry School District
2016

January 2016

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Cover designed by South School PTA Volunteer Mrs. Carmen Zavorotny.

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 student accomplishments.

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

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

Vision, Mission and Motto

Our Shared Vision:

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

Our Mission:

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

Our Motto:

“Giving Wings to Children’s Dreams”

OUR SHARED BELIEFS

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

STUDENTS:

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

PARENTS AND COMMUNITY MEMBERS:

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

SCHOOLS:

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

OUR SHARED BELIEFS (Continued)

CURRICULUM AND INSTRUCTION:

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

STAFF:

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

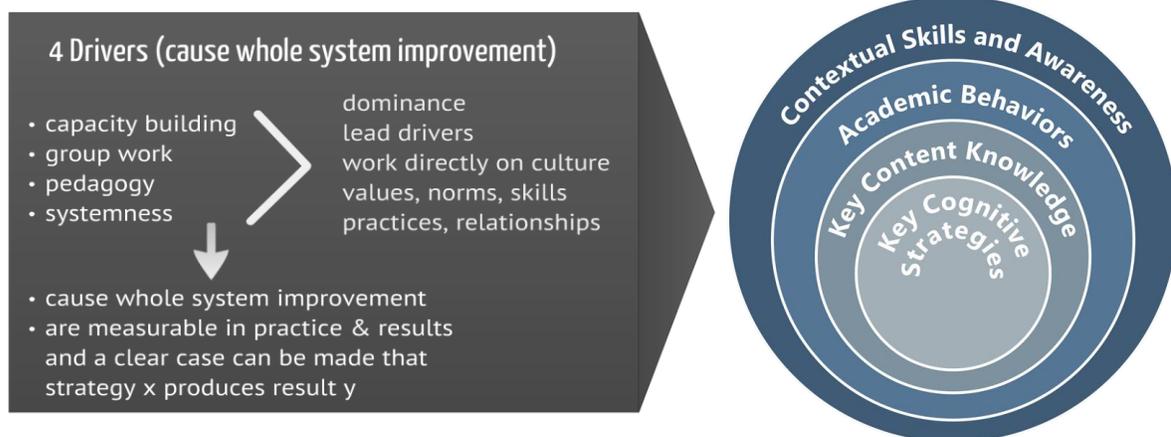
SCHOOL BOARD:

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

DISTRICT GOAL

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

Current Reality: Londonderry School District increased its two and four year college acceptance rate to 92% as of June 2015. We are proud to have accomplished our goal one year early. We will continue to raise our standards and reach for our next goal of 95% by 2020.



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

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

DISTRICT GOAL (Continued)

DEFINITIONS

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

Learn content from range of disciplines:

- Intellectual Openness:
Curiosity, thirst, deeper understanding, questions views when not logically supported, accepts constructive criticism, changes views if warranted by evidence, helps students deal with novelty and ambiguity.
- Inquisitiveness:
Active inquiry and dialogue (subject matter and research) seeks evidence to defend arguments, explanations, lines of reasoning; does not simply accept any assertion, asks why.
- Interpretation:
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 GOAL (Continued)

Key Content Knowledge & Skills

Overarching Academic Skills

- Writing:
 - Expository, descriptive and persuasive
 - Pre-write, edit, rewrite
 - Present arguments clearly, substantiate each point, use style manual when conducting research.
 - Free of grammatical, spelling and usage errors.
- Research:
 - Able to identify and use appropriate strategies and methodologies to explore and answer problems and to conduct research.
 - Evaluate appropriateness of source material and synthesize and incorporate into coherent paper or report.
 - Access variety of types of information, range or locations, formats and source environments.
- Technology:
 - Ability to access and adapt technology
 - Ethical user of information
 - Ability to collaborate electronically – (e-collaboration)
 - To assist with the development of functional and cognitive strategies via technology
 - To enhance communication and publication
 - To further develop the concept of a self-directed learner

Core Academic Subjects Knowledge & Skills

- English: Engage texts critically and create well-written, organized and supported products; oral and written includes reading comprehension and literature, writing and editing, information gathering, analysis, critiques and connections, build vocabulary, word analysis (including roots and derivations) strategic reading, key terms and concepts.
- Math: Basic concepts, principles and techniques of algebra at deep level, grasp complex concepts, apply conceptual understandings to extract problem from context, use mathematics to solve problem, and then interpret solution back into context, when and how to estimate reasonableness of answers, use calculator as tool.
- Science:
 - Emphasize scientific thinking, utilize all steps of scientific method “think like a scientist”.
 - Ways to use empirical evidence to draw conclusion and how such are subject to scrutiny and alternate conclusions, appreciate science is both constant and

DISTRICT GOAL (Continued)

dynamic, grasp scientists thinking in terms of models and systems to comprehend complex phenomena, master core concepts, principals, laws and vocabulary.

- Social Sciences: Range of subjects include: geography, political science, economics, psychology, sociology, history and humanities. Scientific method emphasizing interpreting sources, evaluating evidence and competing claims; social science consists of certain “big ideas”.
- World Languages: Communicate effectively and receive communication from speakers of another language in authentic cultural context through skills of listening, speaking, reading and writing; understand cultural context from which the language arose.
- Arts: Art history, dance, music, theater and visual arts understanding and appreciation of contribution by most innovative creators. Students perceive themselves as instruments of communication and expression through sound, movement and visual representation.

Key Academic Behaviors (self-monitoring and study skills)

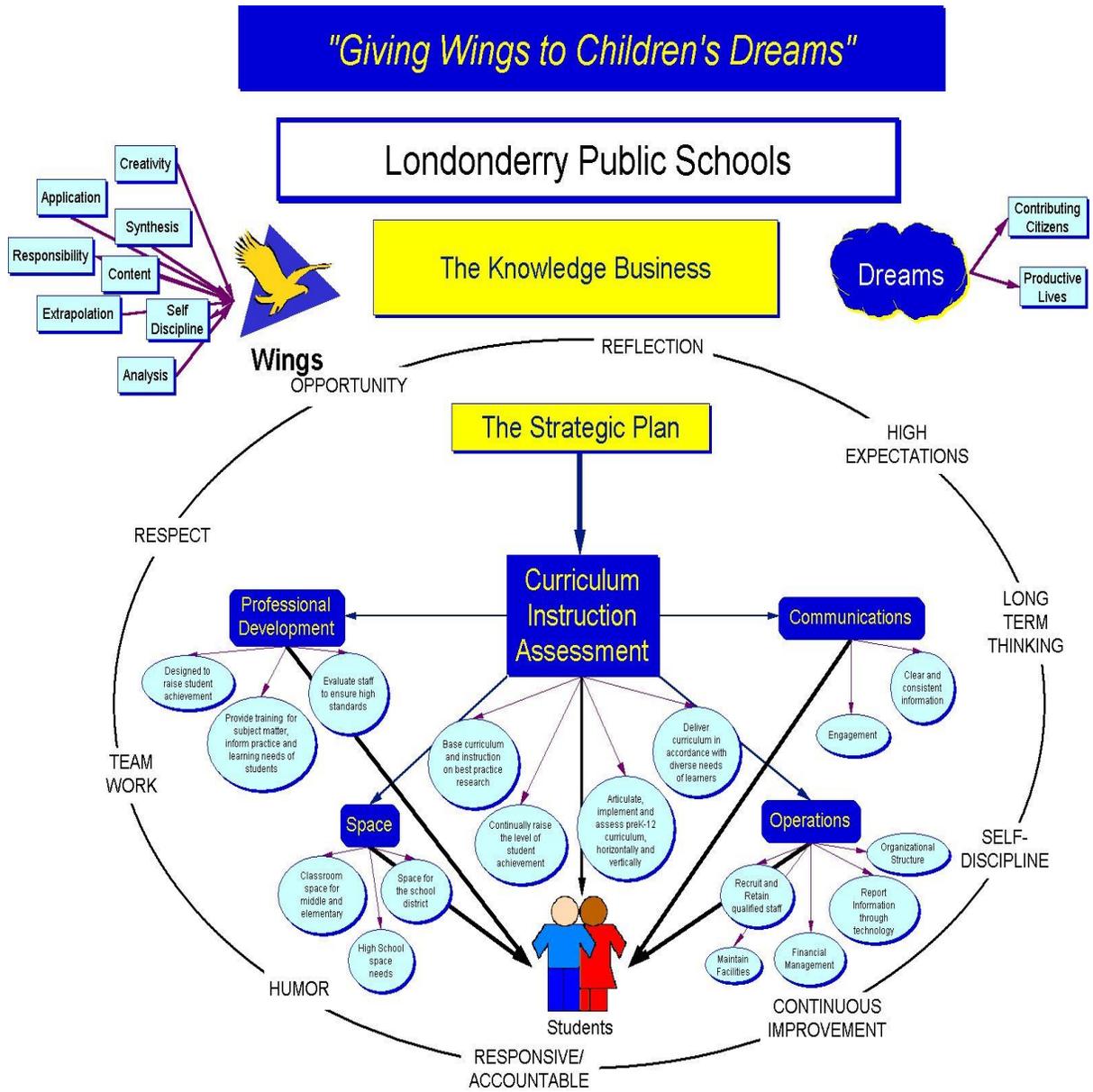
(Independent of a particular content area)

- Self-Monitoring: Form of meta cognition (ability to think about how one is thinking), alertness of current level of mastery and understanding of a subject; ability to reflect on what worked/what needs improvement; persistence, identify, employ select range of learning strategies, transfer same to new situations.
- Study Skills: Requires mastery of key skills to comprehend material and complete tasks successfully outside of class: include time management, preparing and taking exams, 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



(For a more detailed version of the Strategic Plan please go to the school district web site and select the "Press/Links" tab: <http://www.londonderry.org/>
 A video summary of the plan may also be viewed through the school district YouTube channel by selecting the "YouTube" icon on the school district web site; search "Uploads" for "Strategic Plan 2015"

ASPECTS OF ACCOMPLISHMENT

COMMUNITY, CLIMATE AND CULTURE

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

INNOVATIVE PROGRAMS

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

AWARDS AND RECOGNITION

- Superintendent Nathan Greenberg, Administrator of the Year from NH Music Educators Association 2010, NH 2009 School Superintendent of the Year; 2007 National School Administrator of the Year by School Library Journal and Distinguished Administrator of the Year by the American Association of School Librarians; The NH Educational Media Association School Administrator of the Year for 2008
- NH 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 VFW Loyalty Day Award recipients: Peter Curro and Susan Rouse; 2015 Dollars for Scholars Teacher of the Year: High School – Betty Mack; Middle School – Sharon Kilduff; 2014 Div I Basketball Coach of the Year and Eagle Tribune Winter Coach of the year John Fagula & Nate Stanton, NH; Assistant Principal of the Year Finalist – Katie Sullivan; Ann Gaffney – NH Recipient of the Presidential Award for Excellence in Mathematics and Science Teaching; Matthew Thornton School selected for Commissioners 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,

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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

- 2015 Educators Award from the National Alliance on Mental Illness NH – Gregory Warren
- 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, 2010 LHS Marching Band marched in Rose Bowl Parade (fourth time). Performed in China June '08 for pre-Olympics.

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

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INPUT INDICATORS

Shared Vision and Beliefs

Mission Statement

Strategic Plan

School District Goals & Policies

School District Budget

Staff Development Master Plan

Professional In-service Programs
On Site Masters Program

Faculty's Educational Level

Faculty's Experience Level

Master Negotiated Agreements

Employee Evaluation Process

Academic Recognition Programs

Culture of the Community

Education Level of the Populace

Londonderry's Tax Base

Technology Plan

NH State Curriculum Frameworks

NH State Minimum Standards for
School Approval

District Curriculum

OUTPUT INDICATORS

Graduation Standards

Grade Level Benchmarks

School Enrollments

Student Attendance

High School Drop-Out Rate

Student Post-Secondary School
Acceptance and Attendance

Advance Placement Course Results

Special Education Enrollment

Distribution of Budgeted Funds

Per Pupil Expenditure

Scholastic Aptitude Test Scores

NECAP Assessment
DIBELS Reading Results
Iowa Reading and Math Results

Reading and Math Series Assessments

Library Media Reports

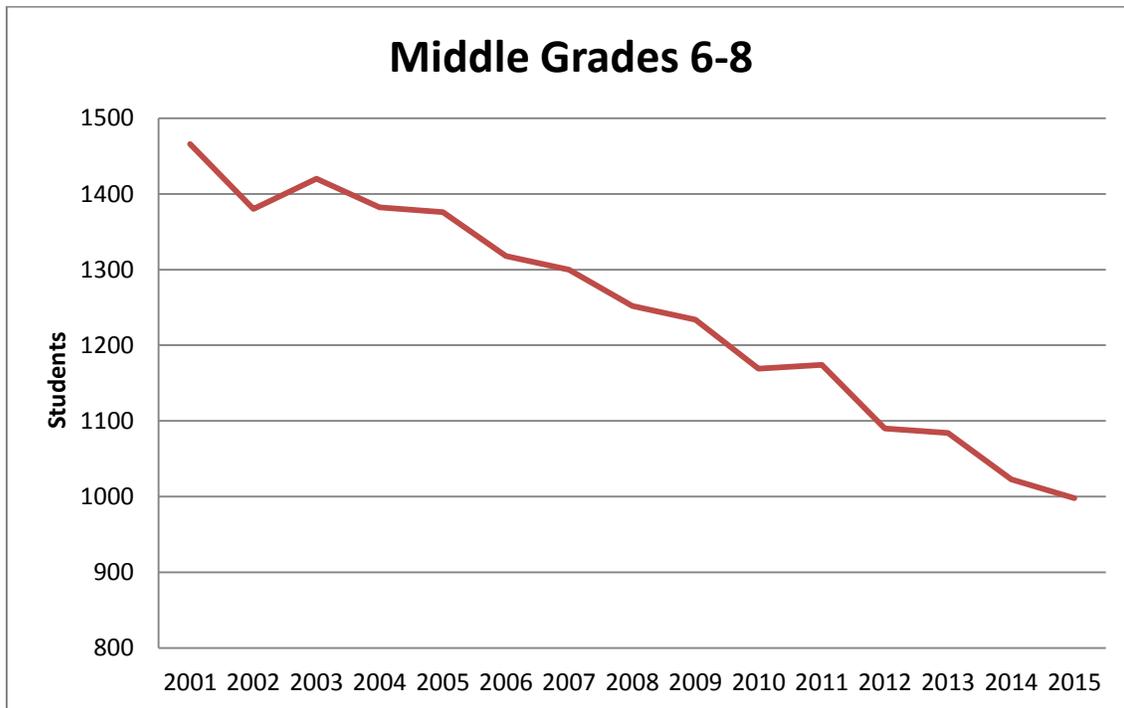
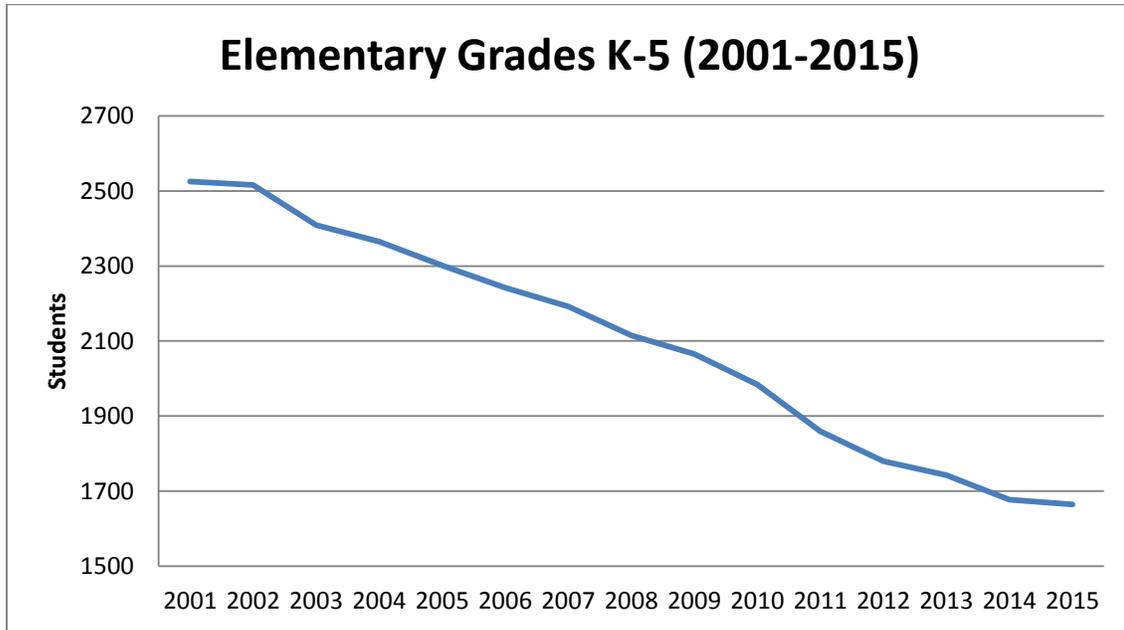
NH School and Special Education
Program Approval

NEASC Accreditation

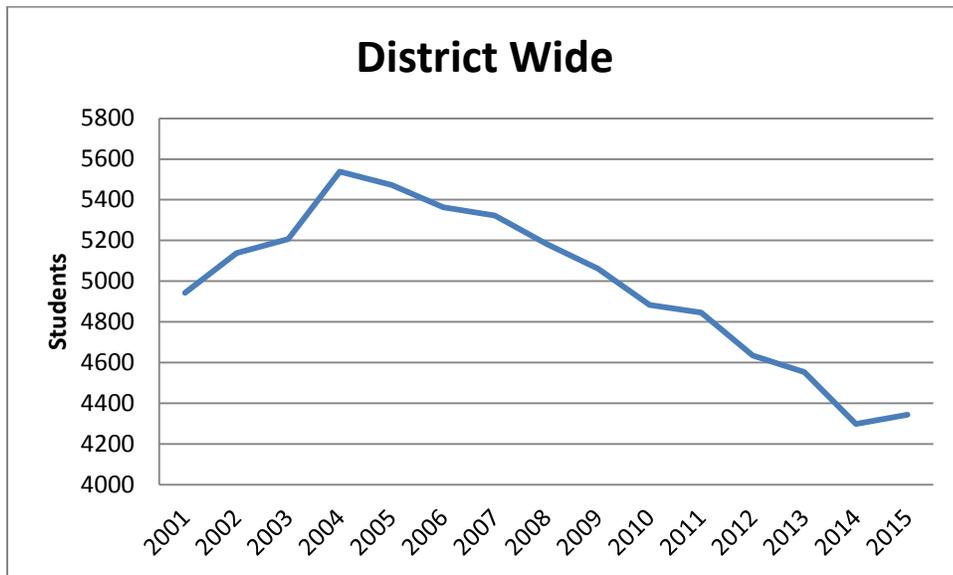
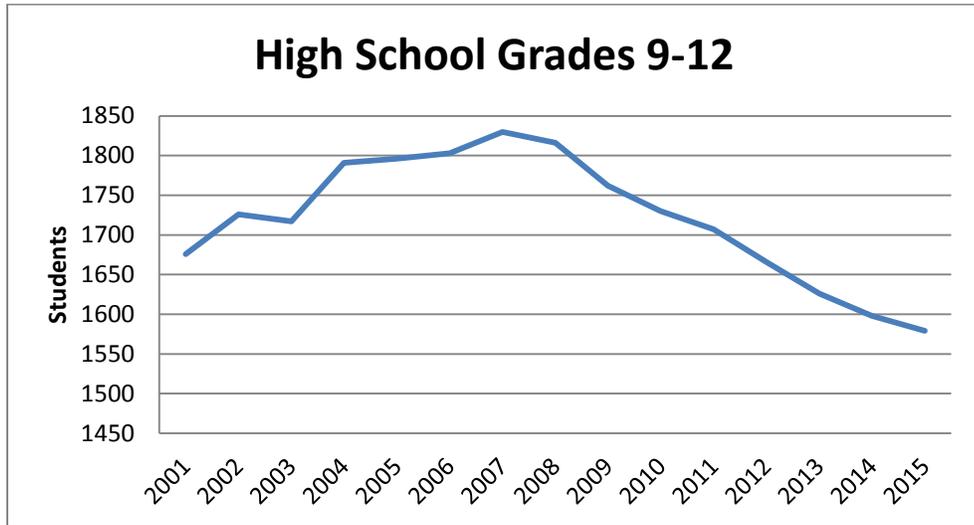
Excellence in Education Awards

Employee Awards and Recognition

15-YEAR ENROLLMENT HISTORY



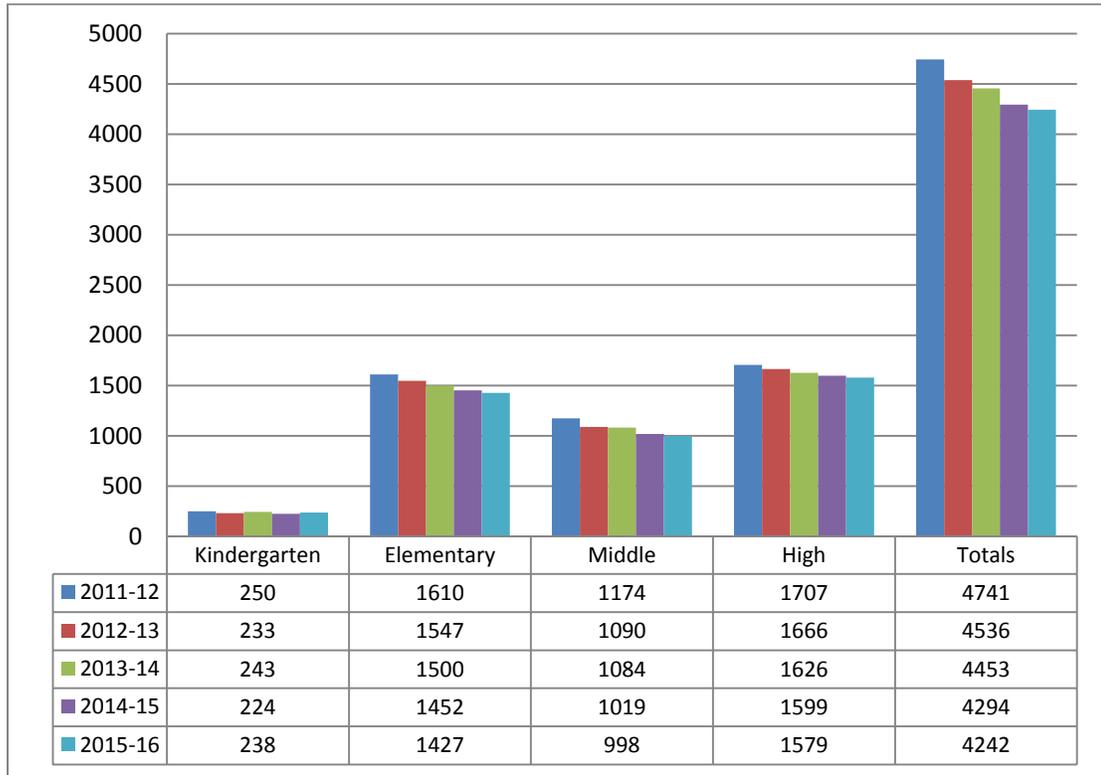
15-YEAR ENROLLMENT HISTORY (CONTINUED)



***Note: The District Wide graph includes Kindergarten students in the enrollment figures for 2001-2015

ENROLLMENT BY GRADE LEVEL

Five-Year Comparison: 2011-12 through 2015-16



Observations:

- ◆ Enrollment figures do not include LEEP students – 111 students currently for 2015-2016
- ◆ Special Education students placed out-of-district and home-schooled students are not included in these figures.

SPECIAL EDUCATION ENROLLMENT

Seven Year Comparison

2008-09 through 2014-15

Year	Number of Students	% of Total Enrollment
2008-09	888	17.1%
2009-10	882	17.1%
2010-11	822	15.0%
2011-12	810	16.7%
2012-13	811	17.4%
2013-14	760	16.6%
2014-15	729	16.5%

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

2007-08 through 2014-15

Year	# of AP Courses Offered	# of Students Enrolled	Students Taking AP Exams	% Scoring 3 or Higher
2007-08	10	358	192	73%
2008-09	11	404	193	77%
2009-10	11	388	229	74%
2010-11	11	353	204	87%
2011-12	10	307	193	75%
2012-13	11	183	228	72%
2013-14	11	159	239	75%
2014-15	11	163	153	77.4%

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.

Data Updated Jul 3, 2015

Londonderry High School (300347)

Total Scholars: 15

Average Score: 4.02

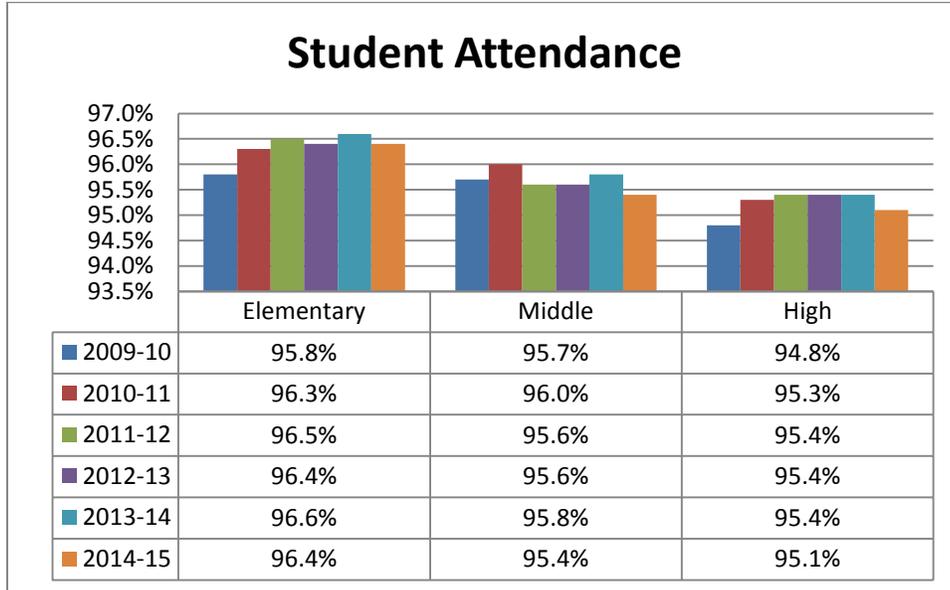
AP Scholars: 12

AP Scholar with Honors: 2

AP Scholar with Distinction: 1

SCHOOL ATTENDANCE

Average Daily Membership
2009-10 through 2014-15

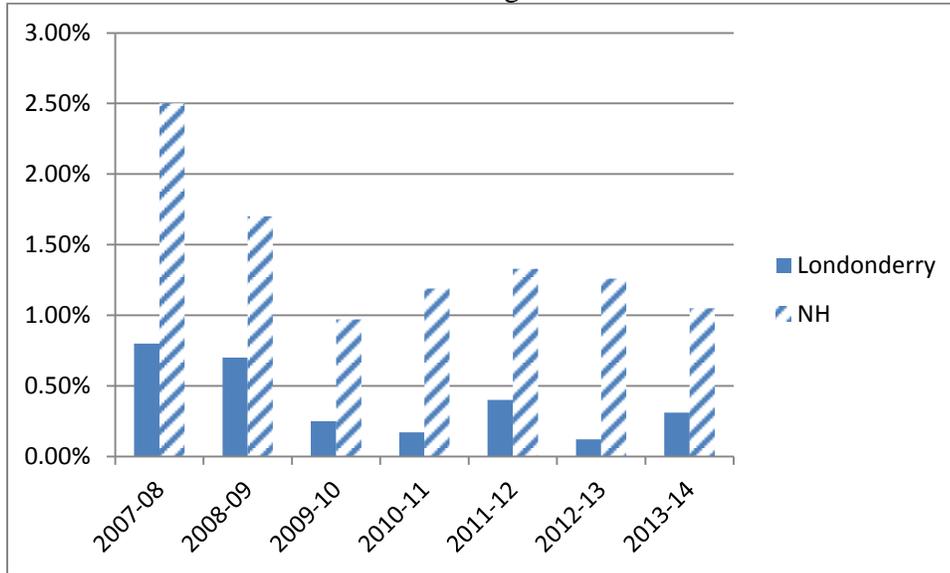


Observations:

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

DROP-OUT RATE

Londonderry High School Students
2007-08 through 2014-15



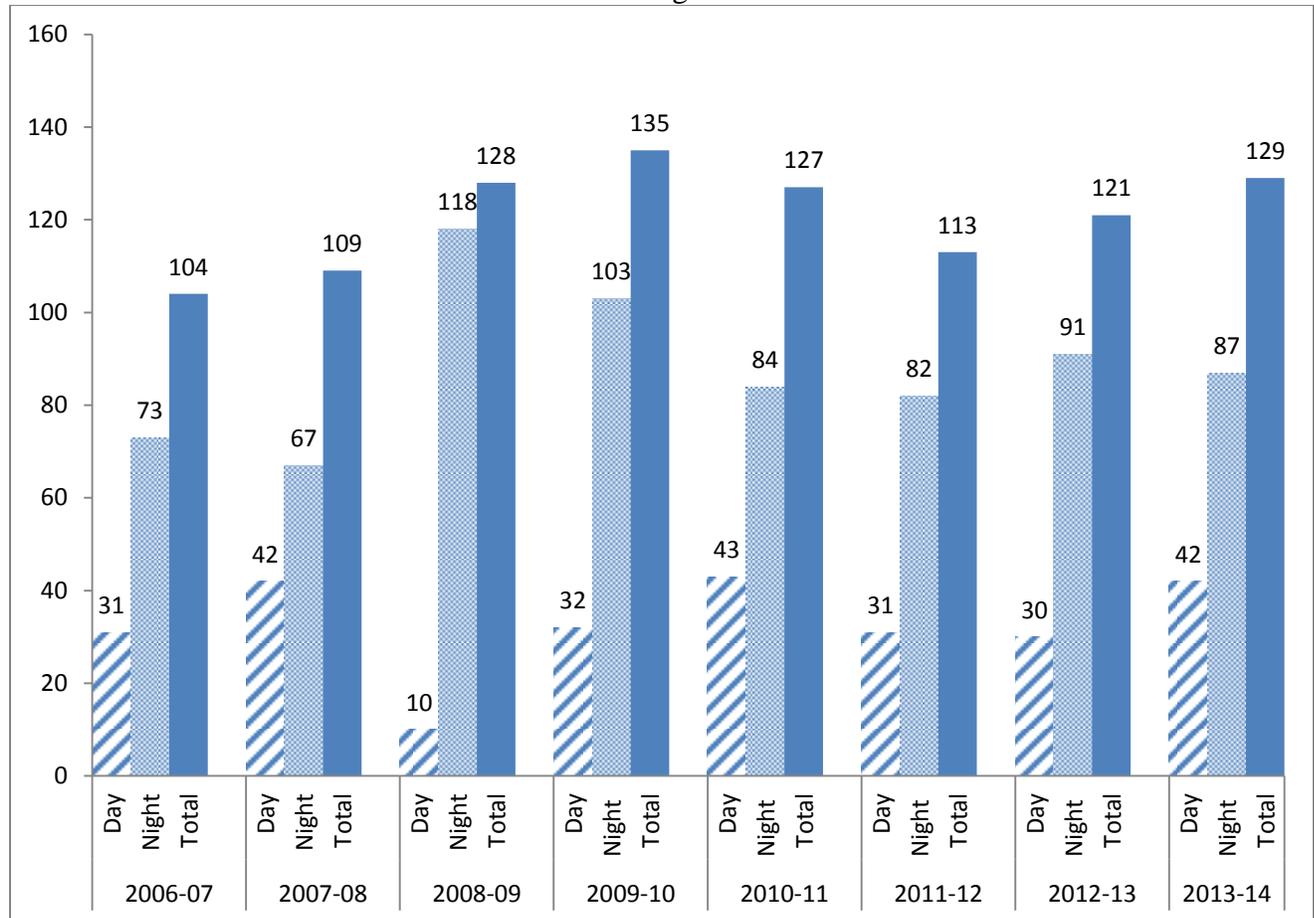
School Year	Londonderry	NH
2007-08	0.80%	2.50%
2008-09	0.70%	1.70%
2009-10	0.25%	0.97%
2010-11	0.17%	1.19%
2011-12	0.40%	1.33%
2012-13	0.12%	1.26%
2013-14	0.31%	1.05%

Observations:

- ◆ Londonderry’s dropout rate has been consistently less than the NH State average.
- ◆ Since 2007-08 Londonderry’s dropout rate has decreased by 0.5%.
- ◆ School Year 2014-15 dropout rate is not available until April 2016.
- ◆ Londonderry High School continues to have one of the lowest dropout rates in the state of NH when compared to over 80 other high schools in the state.
- ◆ In order to provide alternatives for students, Adult Education is now offered to students enrolled in the High School’s Day Program as an option to make up for failed courses and earn needed credits. Students are also able to transfer to the Adult Education Program from the Day Program (with permission of their parents) to seek a twenty credit diploma. Information on the Adult Education Program follows on the next pages.

ADULT EDUCATION: STUDENT ENROLLMENT FIGURES

Londonderry High School Students
2006-07 through 2013-14



Observations:

- ◆ The Londonderry Adult Education program is a state accredited regional tuition program that enables students to obtain a high school diploma.
- ◆ The Class of 2015 had 92% of its graduates accepted at two or four year colleges.
- ◆ Students can reach their educational goals in the LAE program through the following options:
 - Londonderry High School Diploma (24 credits)
 - Londonderry High School Adult Education Diploma (20 credits)
 - High School Equivalence Test (HiSet) (Previously the GED or General Educational Development Certificate)
- ◆ Londonderry High School day students can make up credits in the Adult Ed. program at night and are still considered full time day students seeking to earn the traditional 24 credit diploma.
- ◆ Londonderry Adult Education night students are also full time students seeking to earn the adult 20 credit diploma.

ADULT EDUCATION: GRADUATION RATE

Graduation figures as a result of Adult Education
(24 credit LHS diploma or 20 credit LAE Diploma)
2005-2015

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	Total
LHS Grads (24 credits)	26	8	13	7	10	10	32	9	11	14	140
LAE Grads (20 credits)	31	41	46	34	36	46	73	35	39	34	415
Total	57	49	59	41	46	56	105	44	50	48	555

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
GED Tests Given	97	110	109	172	214	168	113	173	87	0	1	1,244
Earned Certificates	82	95	88	139	181	137	92	156	62	0	1	1,033
Success Rate	85%	86%	79%	81%	85%	82%	81%	90%	71%	n/a	100%	83%

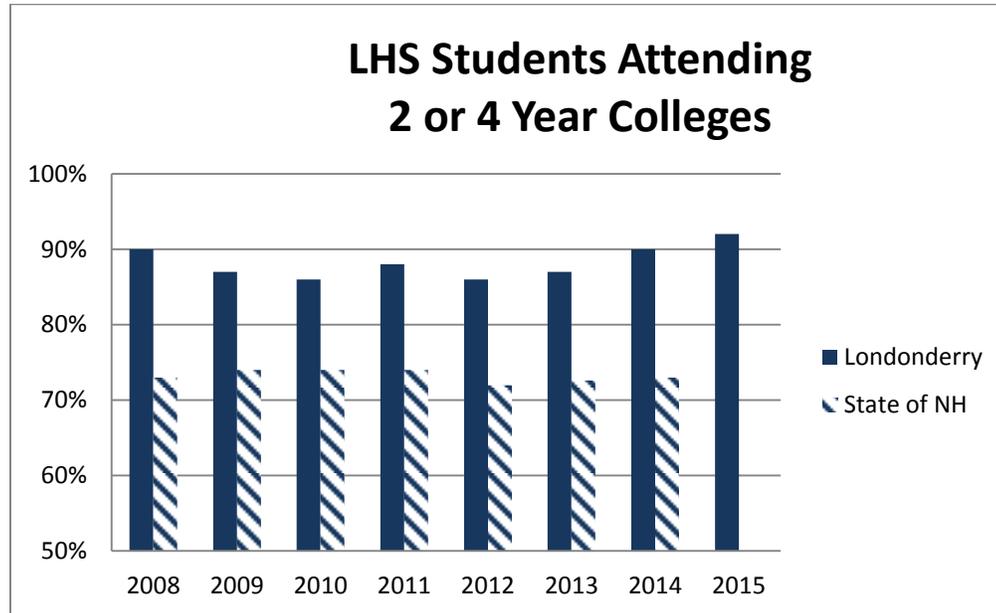
Observations:

- ◆ 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 seven 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, and .23% in 2013-14 and in 2014-15. This is a direct correlation to having the Londonderry Alternative Educational Program.

Note: The GED test switched over to the HiSET (High School Equivalence Test) January, 2014. Londonderry High School begins testing for this assessment January, 2015.

POSTSECONDARY EDUCATION

Londonderry High School Students Attending Two or Four Year Colleges
2008-09 through 2014-15



**State data for the class of 2015 was not available at the time of printing.*

Observations:

- ◆ The Class of 2015 had 92% of its graduates accepted at a 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 (2013-14 data from the state was unavailable at press time).
- ◆ Londonderry High School's post-secondary education attendance rates are consistently higher than average for the state of New Hampshire. Class of 2013-2014 State had 73% Londonderry had 90%. State data for the Class of 2015 will not be available until April 2016. Londonderry High School had 92% accepted.
- ◆ Students attend some of the finest institutions of higher education in and around the United States, for example:

- Boston College
- College of the Holy Cross
- Drexel University
- Franklin Pierce College
- James Madison University
- McGill University
- Norwich University
- University of New Hampshire
- Seaton Hall University
- Syracuse University
- University of Maryland
- University of Rochester

- Boston University
- Clarkson University
- Duquesne University
- George Washington University
- Michigan State University
- Northeastern University
- Ohio University
- Rochester Institute of Tech.
- Springfield College
- Texas A&M
- University of Massachusetts
- University of Vermont

- Catholic University
- Dartmouth College
- Fordham University
- Hofstra University
- Massachusetts Pharmacy
- Northwestern University
- Penn State University
- University of Rochester
- Stonehill College
- University of Alabama
- University of Pittsburg
- Virginia Polytech.University

ARTICULATION AGREEMENTS

Londonderry High School (LHS) and the following post-secondary schools have built bridges to allow LHS graduates to attend them. The articulation programs seek to encourage all LHS students to consider post-secondary options, and to make Londonderry course selection more purposeful for students. Articulation Agreements may require a certain course load or a minimum GPA for admission and may include scholarship money for those students attaining higher levels of achievement. As of 2014-2015, Londonderry High School has articulation agreements with the following colleges and universities:

Franklin Pierce University
Johnson and Wales University
New England School of Communication
UMass Lowell
UNH Manchester
Rivier College
Suffolk University
Southern NH University

DISTRIBUTION OF FUNDS

Londonderry School District
Fiscal Year 2016: School Year 2015-16

Budget Category	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Regular Education	33.4%	33.5%	31.5%	31.7%	30.7%	30.4%	29.8%
Special Education	15.2%	15.1%	15.6%	15.7%	15.6%	15.9%	16.0%
Library / Media	1.8%	1.8%	1.6%	1.6%	1.7%	1.6%	1.6%
Transportation	4.4%	4.4%	4.4%	4.7%	4.8%	4.9%	4.9%
Administration	6.3%	6.6%	6.3%	6.3%	6.5%	6.6%	6.4%
Buildings and Grounds	7.2%	7.0%	6.8%	6.9%	6.9%	6.8%	6.6%
Debt Service	4.9%	4.7%	4.5%	4.4%	4.2%	4.1%	4.2%
Benefits	22.6%	22.8%	25.3%	24.8%	25.6%	25.8%	26.6%
Vocational Services/ Guidance	2.6%	2.5%	2.3%	2.2%	2.3%	2.2%	2.1%
Athletics/ Co-curricular Activities	1.6%	1.6%	1.7%	1.7%	1.7%	1.7%	1.89%

Observations:

- ◆ The 2015-16 distribution of funds for education in the Londonderry School District is representative of various costs from year to year.
- ◆ Administration includes the School Board, District Office and the six schools.
- ◆ Employee Services & Benefits include: FICA, NH Retirement, Health & Dental Insurance, Workers' Compensation, and Unemployment Insurance.
- ◆ Special Education includes occupational therapy, physical therapy and speech and language pathology. Special Education transportation is included in the transportation category.

PER PUPIL COSTS

2011-12 through 2014-15

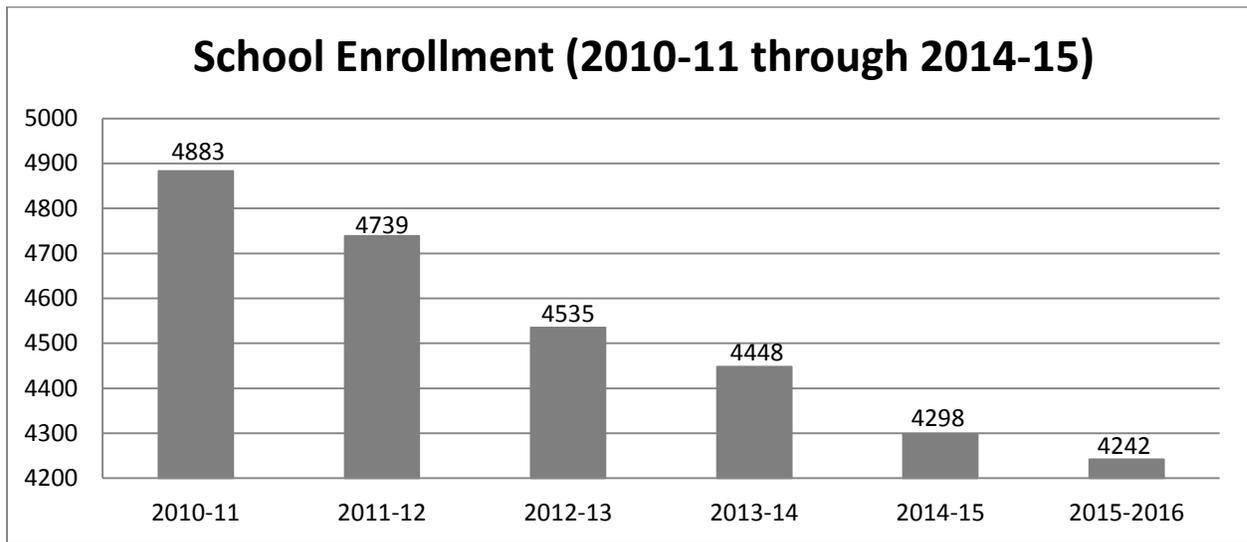
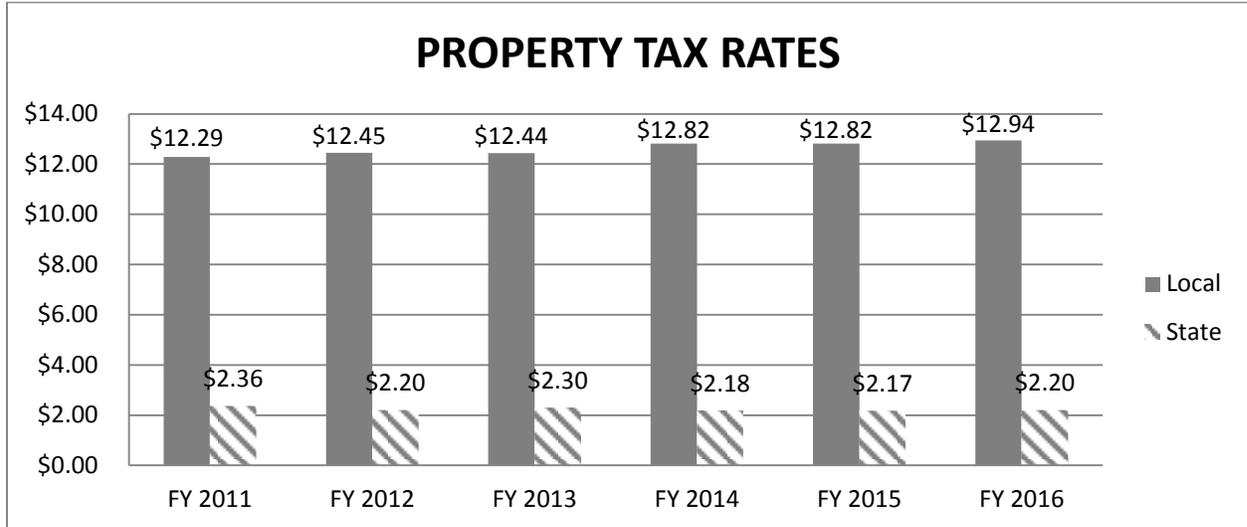
	2011-12	2012-13	2013-14	2014-15
Londonderry Elementary	\$ 14,150	\$ 14,771	\$15,182	\$15,337.83
Londonderry Middle School	\$ 11,411	\$ 12,202	\$12,426	\$12,782.86
Londonderry High School	\$ 12,232	\$ 12,744	\$13,648	\$13,479.62
Londonderry Average	\$ 12,764	\$ 13,396	\$13,931	\$14,021.28
NH State Elementary	\$13,414	\$13,628	\$14,200	\$14,581.48
NH State Middle School	\$12,606	\$12,992	\$13,321	\$13,698.36
NH State High School	\$13,101	\$13,490	\$14,109	\$14,466.37
NH State Average	\$13,159	\$13,459	\$14,001	\$14,374.93

Observations:

Londonderry's per pupil average cost continues to fall **BELOW** the NH state average. 183 school districts report the Cost per Pupil information to the state each year. Errol ranks first with \$34,707 spent per student each year. Londonderry ranks 136th.

- ◆ Per Pupil costs are based on yearly operating costs that do not include tuition, transportation, capital expenditures, debt service, and food service expenditures.
- ◆ These are the most recent figures available from the state.

TRENDS IN ENROLLMENT COMPARED TO TAX RATE



**Does not include kindergarten enrollment*

Observations:

- ◆ The Londonderry School District is a cost efficient operation.

SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test (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.

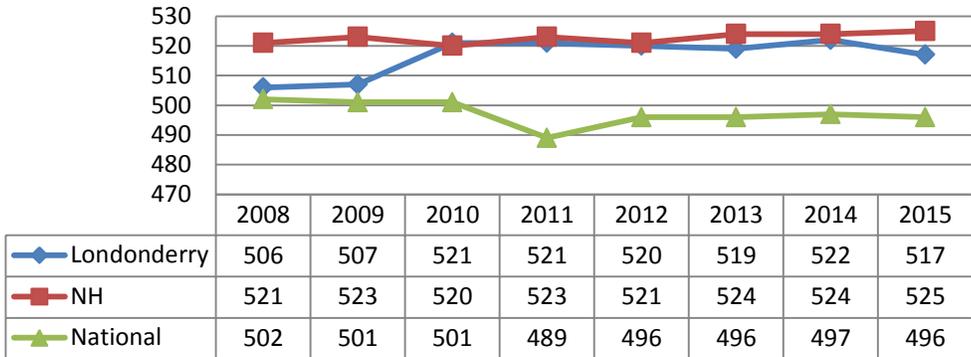
The SAT assesses reading, writing and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student's linguistic and mathematical abilities, and in assessing academic preparation. 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.

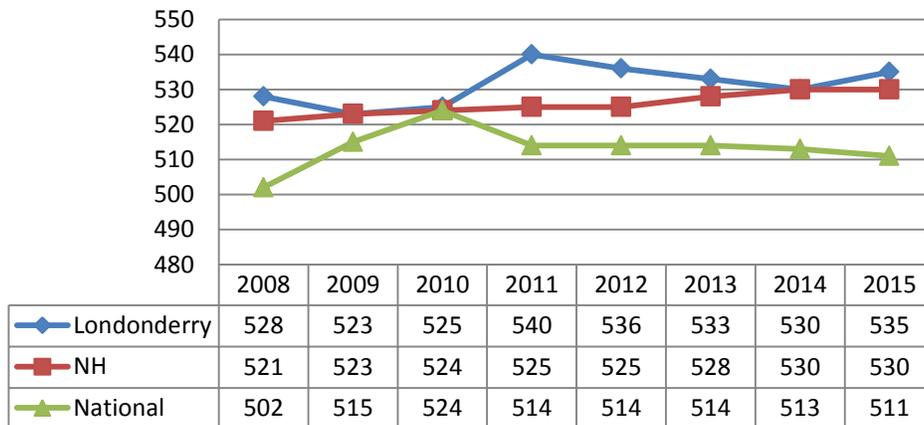
Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as pupil teacher ratios, adequate classroom space, and expenditures is also important.

SCHOLASTIC APTITUDE TEST SCORES

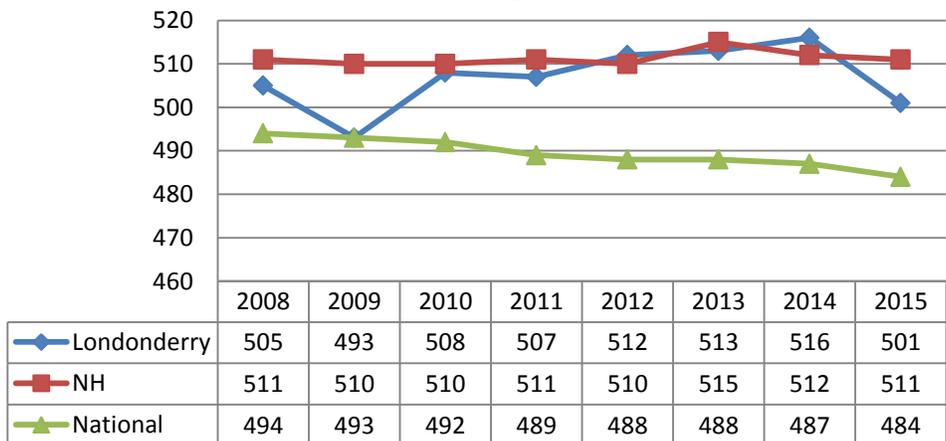
SAT: Critical Reading Scores



SAT: Mathematics Scores



SAT: Writing Scores



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 challenges of college academics while providing the scaffolding that Londonderry High School does so well.

The New Hampshire Project 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/or New Hampshire Technical Institute (NHTI) since 2001. In the fall of 2013, Londonderry High School began a partnership with Southern New Hampshire University and their SNHU in the High School Program.

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

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

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

- Accounting I (ACCT113: Accounting I/MCC)
- Anatomy & Physiology (BIOL110: Anatomy & Physiology I/MCC)
- AP Computer Science (CIS148: JAVA Programming/MCC)
- Biotechnology (BIOL210: Microbiology/ 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)
- Fundamentals of College Algebra (MATH131: Algebra Fundamentals/MCC)
- Honors Physics (PHYS135: College Physics I/MCC)
- Honors C++ Programming (CIS158: C# Programming/MCC)
- Honors Macroeconomics (ECON134: Macroeconomics/MCC)

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Introduction to Engineering Design (MC105: Engineering Design/NHTI)
Marketing (MKTG125: Principles of Marketing/MCC)
Principles of Engineering (MC110: Engineering Principles/NHTI)
Visual Basic (CIS118: Visual Basic.Net Programming/MCC)

SNHU in the High School courses include (LHS title, College title):

Honors College Composition (ENG 120: College Composition I)
Honors Creative Writing (ENG 226: Introduction to Creative Writing)
AP French Language and Culture (LFR 211/212: Intermediate French I & II)
AP Spanish Language and Culture (LSP 211/212: Intermediate Spanish I & II)
Parenting & Children (Dev 104: Child Development I)

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, #collegeandcareerready, and #LderryPOP. These hashtags represent and showcase the fine work our teachers and staff are doing to provide our students with opportunities to improve their POP skills!

What Kind of Mindset Do You Have?



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.



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

STEM in Londonderry



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

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

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

We currently have students in grades K-12 working with STEM. We have LHS students working on robots and rockets, and History and Physics classes collaborating to create launchers! At LMS, we have a STEM class that all sixth grade students will experience during one trimester over the course of the year. All three elementary schools are doing STEM days/weeks/assemblies, Principal Challenges, and experiencing the Hour of Code through Math Enrichment. And 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:



Kindergarten and Elementary Schools

Data and Standards Driven Instruction

In an effort to better assess and report on student learning, the Elementary Schools have begun using Standards based report cards. Grades K-3 are now using the new reporting



system and next year it will be transitioned into all fourth and fifth grades. This standards based report card focuses on standards so students and parents have a better understanding of what skills they have developed and what skills they continue to require instruction in.

Additionally, the Elementary Schools have formed Data Teams at each building. These teams, made up of teachers at each grade level have

worked together to develop district wide templates for aggregating information about student learning and creating data statements around this information. The teams are using this data to determine effectiveness of instruction, plan remediation and extensions and ensure that students at-risk are identified.



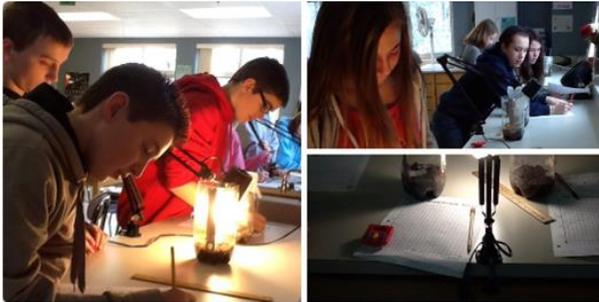
A new rollout that has been well received this year has been piloting i-Ready at our second and third grade levels. I-Ready assesses students, in the areas of math and reading, by using an adaptive on-line test to help teachers develop a clear understanding of students' specific strengths and weaknesses. This information assists teachers in designing appropriate instruction that will challenge students at their instructional level. For our second grade students, individualized on-line lessons are also assigned, based on their performance from the diagnostic assessments, providing individualized instruction based on each child's unique learning needs.

Londonderry Middle School

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



During ASD (academic skill development) we have implemented a FLEX model to focus on meeting each student’s individual needs. This is based on targeted interventions and flexible grouping in the area of Mathematics and Language Arts for academic purposes, and enrichment opportunities including STEM opportunities across the grade levels.



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

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The middle school continues to provide flipped learning videos as well as other virtual and physical opportunities to actively involve parents and students in the learning process. Additional opportunities include sixth grade Portfolio Night, Interactive Journals, Science and Math Nights etc.

STEM has taken over the Middle School in full force! The first year of the 6th grade STEM class has been a great success. This class extends the math and science block to include additional time to learn and practice the engineering design process through hands on experiences. 7th graders are further exploring these practices in their Friday Genius Hour where they apply these practices to real life problems and truly experience the trials and tribulations of failed solutions, lack of data, problem solving blocks and the feeling of persevering through to success. The next step in our STEM journey is to create a Maker Taker Space utilizing our new 3D printer as well as to pilot an 8th Grade Seminar. 8th graders will select a topic of their choice to research and then produce evidence of the learning that took place from this research to share. These products could include events like a play, health and wellness fair, newly designed website, a greenhouse, a cook book or a novel, newspaper article or presentation to a panel or board.



Finally, the middle school will continue to focus on student achievement and the district's college and career ready initiative. We will continue to refine our school goals which include the analysis of data on the PSAT8 assessment as well as the use of our iReady and Scholastic data. As a result we will make the necessary adjustments to our curriculum, with the potential implementation of needed interventions or enrichment in the areas of Reading, Writing, and Mathematics.

Londonderry High School

Futures Lab

The Londonderry High School Futures Lab, staffed by LHS teachers, is a drop-in center located in the main lobby where students and parents can go to gather information for planning future career and college endeavors. Using on-line resources, books, and handouts and by tapping into LHS offerings such as career pathways, job shadow experiences, internships and articulation agreements with colleges and universities, students are able to explore their interests to determine which careers and colleges they may prefer. Students and parents, in conjunction with the student's school counselor, can then plan a path towards success in reaching their future goals. That includes planning everything from choosing high school courses and extra-curricular activities to finding ways to pay for college. No matter where the student is in the process of sorting out life after high school, the Futures Lab has resources to help prepare that student to make sound choices to get better results.

Futures Lab also looks forward to sponsoring breakfast meetings and afternoon seminars where students are joined by individuals in a particular career or college major who will paint a picture of what their life experience is like and how they got to be where they are. In these casual settings, small groups of students will be able to hear first-hand accounts of what could directly relate to their future and will be able to ask questions and have conversations with the experts.



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FUTURES LAB OFFERINGS:

- ☞ take a personal interests inventory survey to find careers reflecting your interests
- ☞ research and explore career options
- ☞ learn what types of education and experiences are required for specific jobs and careers, including what to do in high school
- ☞ discover which colleges and universities offer studies in the career you are interested in
- ☞ learn LOTS about financing college
- ☞ explore the possibility of an internship
- ☞ explore LHS resources & programs to help you become College and Career Ready
- ☞ review your RediStep/PSAT/SAT scores and practice incorrect problems
- ☞ practice questions and tests to prepare for RediStep/PSAT/SAT assessments
- ☞ explore AP course options

Making a plan that works!

Pay It Forward

The Londonderry High School Pay-It-Forward group is in its fifth year at LHS. Ms. Sullivan created this group after volunteering at a local event for a school board member. The group, comprised of 30 students, enjoy going around the state “Paying It Forward” in the form of volunteerism.

Annual events the group is involved with include:

- Hosting a Thank You breakfast for Veterans
- Christmas trees at the Lions Hall
- Down Syndrome Buddy Walk
- Sunshine Soup Kitchen
- Toys for Tots
- Hats off for Cancer
- Step up Day



9 Years of Senior Tailgating



The 2014-15 school year marks Londonderry High School's eighth year of Senior Tailgating. The senior "gator" crew started many years ago with the help of former LHS Principal Jim Elefante. It was his vision that LHS Seniors have a safe and supervised way to support their friends on the football team. Since its inception, Ms. Sullivan has taken the lead, ensuring that every Friday night of the Fall season the Seniors have a place to celebrate in community with grilling before every home football game. In recent years the tailgaters have taken fan busses to away games to continue their support of their peers and the team. This group of students has become known for its outstanding spirit, character and great sportsmanship.



REPORT ON TECHNOLOGY

DISTRIBUTION OF COMPUTERS

Access to and equitable distribution of equipment and resources continues to be a critical goal of administrators and staff in the area of computer technology. At the Middle and High School, computers are available in curriculum labs, specialty areas and pods, as well as in Computer Ed and Business Ed labs and specialty area labs (Vocational Ed, CAD/CAM, and Graphics). In addition, students access and use computer technologies in the library media centers. We also integrate computers into classroom environments with the development of tech rich and single station content area classrooms. The High School uses a mobile lab to support the Adult Ed program and the Middle School also employs the use of three mobile labs to extend the curriculum and provide one-to-one computer integration opportunities in all grades.

Additionally, four mobile labs are also in place at each elementary school in order to provide one-to-one curriculum integration when appropriate. The elementary computers are utilized in the classroom as learning stations for students and as presentation tools by teachers. They afford teachers and students the ability to use computers for communication, multimedia authoring and content creation, electronic referencing, word processing, database and spreadsheet design, as well as provide a connection to the Internet for research purposes. Students also use library computers for a variety of research and information literacy activities.

Across the district we have 7 student response systems, 91 interactive white boards, and 965 tablets/iPads. The iPads are used at the high school in a 1:1 pilot for students taking Environmental Science. The iPad pilot at LMS has led to iPads being available for all Middle School teams. In addition, all LHS Junior English classes have 1:1 computing.

Library/IT assistants, who support the Computer Education Program, are assigned at each school. They also support and assist teachers and students with integrating computers and other technologies into the curriculum. At LHS and LMS, an educational assistant (or full time equivalent) is assigned to curriculum lab areas. The educational assistant at the high school also provides support to the tech-rich classrooms in Science and English. At the Middle and Elementary Schools they also assist with the integration of the mobile lab into the classroom environment. At all schools, assistants handle the first level of technical troubleshooting with all computers.

REPORT ON TECHNOLOGY(continued)

TEACHER'S ACADEMY (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. This effort is designed to provide staff with knowledge, skills and opportunities to improve instruction for students.

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

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

Our Teacher Technology Trainer/Integrationist also provides one-on-one work directly with individual teachers as well as in the classroom environment and also works with small groups of teachers to address particular training and integration needs. Many teachers take advantage of this as an additional venue in which to improve their practice.

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

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

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

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

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

WLLO-LP (LEO 103)

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

<http://www.londonderry.org/leo103/>.

DISTRICT and SCHOOL WEB SITES

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 cancelation 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 also started 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.

Accent on Achievement 2016

LIBRARY MEDIA COLLECTIONS AND UTILIZATION

Certified Library Media Specialists provide professional services at the three elementary schools on a full-time basis. A Library Media Assistant (under the supervision of the MT LMS) is assigned to the Moose Hill School to support Kindergarten and LEEP teachers and students. There are two certified Library Media Specialists at the Middle School and three certified Library Media Specialists serve the High School program. Technology and Library Media Assistants, who assist in all aspects of programming, support their efforts.

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

Collection Statistics At-a-Glance (2014-15)

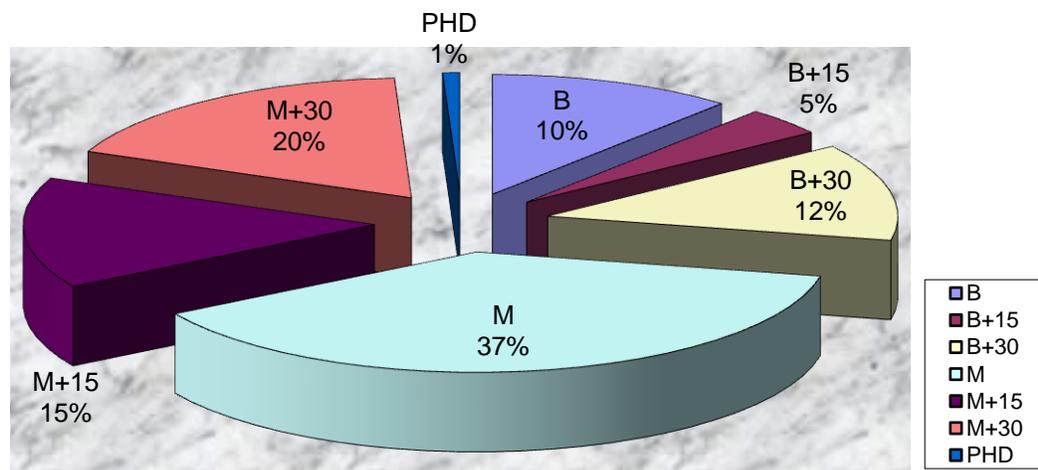
School	Total Collection	Periodicals/Newspapers	Databases
Londonderry High	19,378*	46	25
Middle School	20,498*	28	7
Matthew Thornton	21,976	38	5
North School	17,604	30	6
South School	17,452	22	4
Moose Hill	5231	4	0

*LHS and LMS have shifted acquisition efforts from traditional print resources to electronic resources and subscription databases

School	Days Open	Circulation	# of Classes	# of Units Supported
Londonderry High	180	9,783	1124	248
Middle School	180	12,426	988	92
Matthew Thornton	180	50,089	735	143
North School	180	35,763	955	130
South School	180	40,579	900	146
Moose Hill	107	19,516	665	10

EDUCATIONAL LEVEL OF PROFESSIONAL STAFF

FY16 Teachers on Scale



B = 38 M = 144 PHD = 4
B+15 = 18 M+15 = 57
B+30 = 48 M+30 = 80 Total = 389*

*This total represents general & federal fund, part time & full time positions (not FTE)

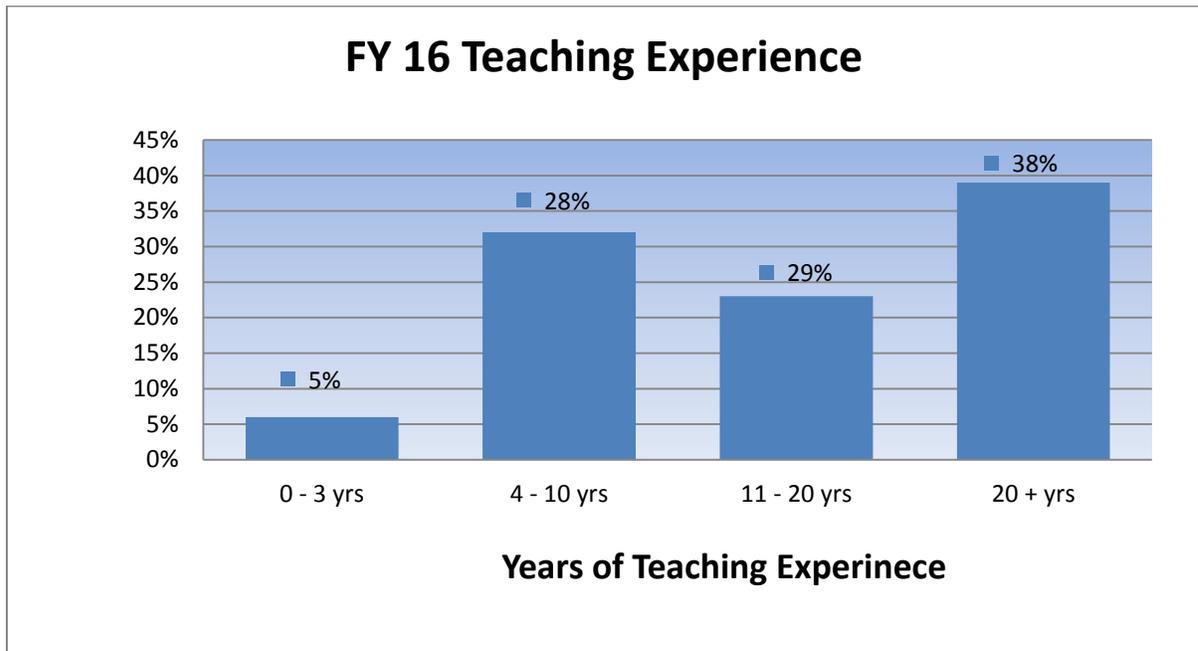
Numbers of Staff at each Educational Level:

Bachelor's	38 staff members	Master's	144 staff members
Bachelor's+15	18 staff members	Master's+15	57 staff members
Bachelor's+30	48 staff members	Master's+30	80 staff members
		PHD	4 staff members

Observations:

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

EXPERIENCE LEVEL OF PROFESSIONAL STAFF



Observations:

- 94% of Londonderry School District's teachers have more than three years of classroom teaching experience. An experienced staff is an invaluable asset when they work collaboratively as mentors and cooperating teachers for those who are new to the profession or the district.
- The balance in the years of experience of the faculty provides an ideal learning environment to suit the needs of the students and their diverse learning styles.

SCHOOL VOLUNTEER PROGRAM

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

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

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

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

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

Matthew Thornton Elementary School – 7,654 Hours
South Londonderry Elementary School – 5,500 Hours
Moose Hill Kindergarten – 3,640 Hours
North Londonderry Elementary School – 2,296 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

Land Area.....42.0 Square Miles
Incorporated.....1722
County.....Rockingham
Per Capita Income (2009-2013).....\$ 37,865
Total Households..... 8,843
Government Town Council and Town Manager

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Population	26,210	24,129	24,129	24,211	24,269
Total Tax Rate	\$20.33	\$20.34	\$20.50	\$21.10	\$21.10
Median Sale Price of a Home	\$278,000	\$261,000	\$265,000	\$295,963	\$311,560

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 life long process.

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

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

Nathan Greenberg
Superintendent of Schools

APPENDIX

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



LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH

Londonderry School District Information Sheet

Location: 268C Mammoth Road, Londonderry, NH 03053

Web Address: www.londonderry.org

Area: 42 square miles

Student Enrollment: 4401

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: 71.6% Master's degree or higher; 15% currently earning credit toward a Master's

Experience Level of Faculty: 87% have more than five years of teaching experience

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

Motto: "Giving Wings to Children's Dreams"

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

Administration: Superintendent of Schools: Nathan S. Greenberg; **Assistant Superintendent:** Scott Laliberte;

Business Administrator: Peter Curro; **Director of Pupil Services:** Kimberly Carpinone;

Director of Information Technology: TBD ; **Director of Buildings and Grounds:** Chuck Zappala;

Manager of Accounting: Lisa McKenney; **Human Resources Director:** Suzie Swenson; **Office Manager:** Elaine Allen

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

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

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

Students will:

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

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

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH

Londonderry School District Information Sheet

School Calendar 2015-16

AUGUST	20-21	New Teacher Workshops
	24-26	Teacher Workshops
	26th	Orientation Grades 1, 6, and 9
	27th	First day of school
SEPTEMBER	4th	NO SCHOOL
	7th	Labor Day
	TBA	Parents' Night LMS
	TBA	Parents' Night LHS
	TBD	Elementary Open Houses
OCTOBER	12th	Columbus Day
NOVEMBER	11th	Veteran's Day
	19th	Moose Hill Only Parent Conferences
	20th	Parent Conferences
	25-27	Thanksgiving Break
DECEMBER	Dec. 24-Jan 1	Holiday Break
JANUARY	4th	Classes Resume
	18th	MLK Day
FEBRUARY	22-26	Winter Break
MARCH	10th	Moose Hill Only Parent Conferences
	11th	Parent Conf. /Teacher Workshop
APRIL	25-29	Spring Break
MAY	30th	Memorial Day
JUNE	28th	Last possible day for students (includes 10 snow days-adjustments will be made depending on the # of school cancellations)
	29 th	Last day for teachers (see note above)
	TBD	Graduation

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

Recent Awards and Recognitions: 2015: Educators Award –National Alliance on Mental Illness NH (Greg Warren); 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 DeWinkleer); 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.



LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry High School

School Information Sheet

Location: 295 Mammoth Road, Londonderry, NH 03053

Web Address: www.londonderry.org/lhs

Hours: 7:20 AM – 1:58 PM

Enrollment: 1582

Motto: "Giving Wings to Children's Dreams"

Phone: 603-432-6941

Grades: 9–12

Mascot: Lancer

Colors: Red, White, Blue

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

Administrators: Principal: Jason Parent;

Assistant Principals: Amity Ferraro, Gregory Warren, Abbey Sloper, Katie Sullivan

Guidance Director: Maureen O'Dea;

Special Education Program Director: Connie Biedrzycki;

Curriculum Coordinators: Kim Lindley-Soucy and Diane Malley;

Athletic Director (6-12): Howard Sobolov; **Music Director (K-12):** Andy Soucy; **Food Service Director:** Amanda Venezia

Facilities Profile: Londonderry High School is located on a 135-acre site on Mammoth Road in the center of town. The main building is 232,250 sq. ft., 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: Running Start Courses (college credit for 16 courses such as Marketing, C++ Programming, Anatomy and Physiology, Biotechnology); Career Pathway Programs (Academy of Finance, Athletic Training, Biotechnology, Computer Maintenance & Repair, Future Educators Academy, Information Technology, MOUS Certification, Project Lead the Way, Vocational Television Production); SNHU in the High School (7 dual credit courses); 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; Articulation agreements with area colleges and universities (48% of the Class of 2014 enrolled at articulation schools).

Foreign Languages Program: French, Spanish, German, Latin

Honors and AP Classes: Londonderry High School offers a wide range of honors and Advanced Placement classes. AP classes include English Language, English Literature & Composition, US History, European History, US Government & Politics, Environmental Science, Calculus A/B, Statistics, Computer Science A, French Language and Culture, Spanish Language and Culture.

Music: The internationally recognized music program includes marching band, orchestra, concert band, jazz ensemble and choral groups. Recognition includes four Tournament of Roses Parade appearances and numerous All-State winners. The Marching Band participated in the Olympic International Youth Festival in Beijing, China preceding the 2008 Olympic Games, the 2009 Presidential Inauguration Parade and participates in the New York City St. Patrick's Day Parade annually.

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry High School
School Information Sheet

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 Guidance Director and seven guidance 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 2014, 90% of graduates went on to college – 71% to four-year, 15% to two-year colleges, 4% joined the Armed Forces, 9% pursued employment and 1% other.

Athletics: The High School competes in Division 1 of the New Hampshire Interscholastic Athletic Association. Sports include Cross Country, Soccer, Football, Field Hockey, Volleyball, Cheerleading, Basketball, Gymnastics, Indoor & Outdoor Track, Hockey, Wrestling, Swimming, Skiing, Baseball, Softball, Tennis, Lacrosse, Golf, and Unified Sports. Recent Championships – **2015:** Unified Track and Field Team-NHIAA State Champions; Boys Basketball Team-NHIAA Division I Champions; Girls Basketball Team-NHIAA Division I Champions; Wrestling Team-NHIAA Division I Champions

Parent Involvement: Parents become involved through organizations such as the Parent Teacher Students Organization, Booster Club, 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, Color guard & Marching Band, Dance Team, Drama, Big Buddies, Blue Star Lancers, Foreign Language Clubs, Foreign Language Honor Societies, Future Business Leaders of America, Granite State Challenge Team, International Club, Intramural Sports, Literary Publications, Londonderry Police Explorers Post 1137, Mathematics Honor Society, Mathematics Team, National Honor Society, PVC Pirates (Robotics Team), Equestrian Team, Newspaper, Ski Club, Student Council, Students for Environmental Action, Weight Training (Physical Exam Required), Yearbook (Reflections), Youth & Government, Radio Broadcasting Club. Activities may be added as students indicate a serious interest in new areas.

Recent Recognition: 2015: Educators Award –National Alliance on Mental Illness NH (Greg Warren); Dollars for Scholars High School Teacher of the Year (Betty Mack); Finalist for Assistant Principal of the Year (Katie Sullivan). **2014:** Dollars for Scholars Teacher of the Year (Dan Grant); **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).

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 Jr/Sr High School in Sept. 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: www.londonderry.org/lms

Hours: 8:05 AM – 2:35 PM

Enrollment: 999

Motto: "Giving Wings to Children's Dreams"

Phone: 603-432-6925

Grades: 6-8

Team Name: Storm

Mascot: Wacky Weatherman

Colors: Red, White, Blue

Average Class Size: 24

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

Administrators: **Principal:** Richard Zacchilli; **Assistant Principals:** David Sutherland and Donna Dyer;

Special Education Coordinator: Joan Campo; **Curriculum Coordinator:** Ann Collacchi

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

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

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

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

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

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

Music: General music is for students to explore music in a non-performing environment. This course is designed to enhance music appreciation through studies of musical styles, music theory and music history. Students involved in performing ensembles participate in school-sponsored concerts and festivals. Performance opportunities exist with: Chorus, Select Chorus, Introduction to Orchestral Strings, Band, Jazz Band, and Orchestra.

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Londonderry Middle School
School Information Sheet

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

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

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

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

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

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

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

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



LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Matthew Thornton Elementary School
School Information Sheet

Sending Schools: Moose Hill Kindergarten, Private Kindergartens

Location: 275 Mammoth Road

Web Address: www.londonderry.org/mt

Hours: 8:50 AM – 3:05 PM

Enrollment: 538

Motto: "Giving Wings to Children's Dreams"

Phone: 603-432-6937

Grades: 1-5

Mascot: "Paws" the Tiger

Colors: Black and Orange

Average Class Size: 20

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

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

Facilities Profile: Matthew Thornton School is a school of 74,250 sq. ft. (including a second floor in the back of the building) consisting of 25 classrooms and two district special education classrooms, a gymnasium with stage, art room, music room, a cafeteria 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.

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
Matthew Thornton Elementary School
School Information Sheet

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
- Walking Club
- Student Council
- Math Olympiad
- Science Club
- Wellness Club
- Drama Club
- Health Fair
- 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.



LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
North Londonderry Elementary School
School Information Sheet

Sending Schools: Moose Hill Kindergarten, Private Kindergartens

Location: 19 Sanborn Road

Web Address: www.londonderry.org/north

Hours: 8:50 AM - 3:05 PM

Enrollment: 449

Motto: "Giving Wings to Children's Dreams"

Phone: 603-432-6933

Grades: 1-5

Mascot: Bear

Colors: Red and Black

Average Class Size: 20

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

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

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.

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
North Londonderry Elementary School
School Information Sheet

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.



LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
South Londonderry Elementary School
School Information Sheet

Sending Schools: Moose Hill School and Private Kindergartens

Location: 88 South Road, Londonderry, NH 03053

Web Address: www.londonderry.org/south

Hours: 8:50 AM – 3:05 PM

Enrollment: 460

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, 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.

LONDONDERRY SCHOOL DISTRICT, SAU #12, LONDONDERRY, NH
South Londonderry Elementary School
School Information Sheet

Guidance/Counseling: Counselors are available for our student population at South School when developmental challenges occur, as well as being a support system in dealing with issues from divorce, alcohol and or drug dependency, death of a loved one, or difficult peer relationships. Their goal is to help children grow academically while giving support and education related to these issues. Referrals to the guidance department may come from students, parents and teachers.

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

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

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

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

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

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

Recent Awards and Recognitions: 2014: VFW Loyalty Day Awards (Jennifer Cutuli).

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



LONDONDERRY 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: www.londonderry.org/moose

Hours: 8:45 AM – 3:05 PM

Enrollment: 243 Kindergarten and 122 LEEP students

Motto: "Giving Wings to Children's Dreams"

Phone: 603-437-5855

Grades: LEEP and Kindergarten

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 Breithaupt

SPED Coordinator: Deb Setterlund

LEEP Coordinator: Kim Speers/Jane Ward Guaraldi

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

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

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

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

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

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

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

<http://moosehillpta.org/wordpress/>

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

History: Moose Hill School opened in August of 2001.

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