Accent On Achievement
Londonderry School District
2019 -- 2020

Communication
Self-Directed
Collaboration
Communities

Cover by: Asher Comtois
# Accent on Achievement 2019-20

January 2020

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Cover designed by Londonderry Middle School learner, Asher Comtois, student of Mrs. Carolyn Roy (LMS Tech and Media Teacher). “Our ‘client’, Chelsea Hunnewell, ‘hired’ the 8th Grade Technology & Media classes to design a cover for the Accent on Achievement” report. Once the purpose of the report was described, and the requirements were identified, students transformed their original ideas into digital designs. Using the concepts and design techniques discussed in class, Microsoft Publisher and photography editing tools, students “wowed” our client by producing some amazing covers that captured all levels of aspects of building and being part of a larger community.
Accent on Achievement provides a descriptive profile of our school district, a progress report which demonstrates the educational effectiveness of our school system, and with careful reflection and analysis may indicate areas for continued change and improvement. The compilation and distribution of this report is in keeping with the School Board’s desire for both accountability and communication with our public. The employees of our district are proud of our educational programs and learner accomplishments.

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

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

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

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

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

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

STUDENTS:

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

PARENTS AND COMMUNITY MEMBERS:

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

SCHOOLS:

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

CURRICULUM AND INSTRUCTION:

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

STAFF:

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

SCHOOL BOARD:

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

2019 to 2024 Londonderry School District Strategic Plan

As we move through the next five years of Londonderry School District’s Strategic Plan, we made two changes to the document:

1. Since the 2017-18 School Year the District Leadership Team has been focusing on a smaller set of prioritized goals that we captured in the two pillars and the five operational goals of the 2019-2024 Strategic Plan. These seven areas encompass all the prioritized work currently underway in the district. The graphic below shows how prior goals from the Strategic Plan transitioned into the new document, as well as which goals are new to the Strategic Plan in our five-year update.

For the full five-year plan and building goals visit our Londonderry School District website.
Go to: https://www.londonderry.org/
   ➔ Information
   ➔ Strategic plan

OR follow this direct link.

District Beliefs and Definitions

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

Learn content from range of disciplines:

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

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

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

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

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

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

- **Problem Solving:**
  Develops and applies multiple strategies to solve routine problems; generates strategies to solve non-routine problems; applies method of problem solving.
District Beliefs and Definitions

Key Content Knowledge & Skills

Overarching Academic Skills

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

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

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

Core Academic Subjects Knowledge & Skills

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

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

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

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

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

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

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

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

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

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

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

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

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

INNOVATIVE PROGRAMS
• One Year Teacher Induction Program
• Collaboration with SNHU for on-site Masters Program
• Articulation agreements with twenty-two colleges (for LHS seniors)
• Video Production Program/Radio Station
• Granite State Distance Learning Network (Video Conferencing and Telecommunications)
• Adult Education and G.E.D. Programs at High School/ Career Pathways for Juniors and Seniors
• Technology Teachers’ Academies for Professional Development
• Three Tier Reading Program for Elementary Students
• iReady Lesson and Assessment Program for grades 1-8
• In-house Special Education Programs for low incidence populations
• Positive Behavior Intervention and Support (PBIS) Program at all three elementary schools
• Continuing implementation of Professional Learning Communities
• Project Lead the Way, Bridges and Project Running Start, SNHU Dual Enrollment courses (allow students to earn college credits)
• New Hampshire Scholars Program at LHS and LMS

AWARDS AND RECOGNITION
• 2019 WZID Teacher of the Month – Lori Jabar; 2020 NH Teacher of the Year Nominee – Danielle Bowersox; Peter Lovejoy Award – Suzanne Johnson; NH Freedom to Write Award – Jason Parent; 2018 NHASC Administrator of the Year – Jason Parent; WZID Teacher of the Month – Josh Bremberg; 2018 Citizen of the Year – Katie Sullivan; NH Principal of the Year Finalist 2016 – Linda Boyd; PTA Partnership Award – Dean Farmer; WZID NH Top 20 Most Outstanding Women of the Year – Katie Sullivan; 2016 NH Choreographer of the Year 15-16 – Valerie Nelson; NH Assistant Principal of the Year 2015 – Jill Connors; MTPTA named NHPTA unit of the year 2013-14; NHPTA Administrator of the Year – Linda Boyd 2015 2014 Div I Basketball Coach of the Year and Eagle Tribune Winter Coach of the year John Fagula & Nate Stanton, NH; Assistant Principal of the Year Finalist – Katie Sullivan; Matthew Thornton School selected for Commissioner’s Circle of Excellence 2014; Ann Smith – Excellence in Teaching Award from the NH Society of Professional Engineers; Pauline Pichette – NH Art Teacher of the Year 2012, Howard Sobolov, Athletic Director of the Year 2012, Girls basketball- Nick Theos; Eagle Tribune Winter Coach of the Year, Boys lacrosse-Division I Coach of the Year - Sean LeBlanc
• LEEP program has been awarded NAEYC Accreditation
• Reflections State and National Awards-PTA Sponsored Cultural Arts Program
  Destination Imagination State and International Awards
• High School Marching Band performed at President Obama’s Inaugurations in January, 2009 and January 2013. The LHS Marching Lancers have now performed in five Rose Bowl Parades! They also performed in China June ’08 for the pre-Olympics ceremonies.

Londonderry High School Hall of Fame committee inducted the Class of 2019 Hall of Famers and honored them at a dinner ceremony in the LHS cafeteria.

This year’s inductees included:

Zach Bencal
Student (2009)

Katie Lannan
Student (2008)

Dana Boyle
Student (2010)

Kim Lindley-Soucy
Faculty

Cliff Chulada
Student (1980)

Courtney MacLaren
Student (2001)

Sherry Farrell
Community Member

Ann MacLean
Faculty

Jerry Gulezian
Community Member

Charlie Wilton
Staff

Steven Sullivan
(2003)

The Hall of Fame Selection Committee is comprised of 11 members (students, staff/faculty, community members, administrators, and former faculty/staff). Much like the previous classes, there was an impressive list of nominations for this induction. The nominations of those who were not inducted will remain on a master list for future consideration. The nomination process will, again, take place during the month of April. Inductees will be announced in June and induction will take place Mack Plaque weekend in the fall.
Londonderry’s Portrait of a Graduate

Our Portrait of a Graduate as a school district will be anchored by our four district wide competencies. Our graduates work well with others, think, and focus on themselves and their communities.

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

Definition: Working well with others means our graduates have clear expression and can work towards a shared goal. Expression can be in written, oral, digital, artistic, or musical form.

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

Definition: Thinking deeply means our graduates use critical thinking habits and with those habits are able to solve problems and be original when necessary. Habits such as analysis, evaluation, interpretation, and reflection.

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

Self-Direction

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

Engaged Citizen

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

March 2019 – Londonderry School District
**INPUT INDICATORS**
- Shared Vision and Beliefs
  - Mission Statement
  - Strategic Plan
- School District Goals & Policies
- School District Budget
- Staff Development Master Plan
- Professional In-service Programs
  - On Site Master’s Program
- Faculty’s Educational Level
- Faculty’s Experience Level
- Master Negotiated Agreements
- Employee Evaluation Process
- Academic Recognition Programs
- Culture of the Community
- Education Level of the Populace
- Londonderry’s Tax Base
- Technology Plan
- NH State Curriculum Frameworks
- NH State Minimum Standards for School Approval
- District Curriculum

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

Elementary Grades K-5

Middle Grades 6-8
Enrollment Data is accurate as of 10/1/2019.

Enrollment data above does not include students enrolled in LEEP, Adult Education program, or in out-of-district programs.

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

It also does not include home school students who may access the District for Art, Music, PE and extra-curricular activities pending availability.
ENROLLMENT BY GRADE LEVEL

Five-Year Comparison: 2015-16 through 2019-20

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>238</td>
<td>1427</td>
<td>998</td>
<td>1579</td>
<td>4242</td>
</tr>
<tr>
<td>2016-17</td>
<td>283</td>
<td>1457</td>
<td>1023</td>
<td>1518</td>
<td>4281</td>
</tr>
<tr>
<td>2017-18</td>
<td>273</td>
<td>1482</td>
<td>968</td>
<td>1495</td>
<td>4218</td>
</tr>
<tr>
<td>2018-19</td>
<td>225</td>
<td>1500</td>
<td>950</td>
<td>1437</td>
<td>4112</td>
</tr>
<tr>
<td>2019-20</td>
<td>260</td>
<td>1457</td>
<td>923</td>
<td>1457</td>
<td>4097</td>
</tr>
</tbody>
</table>

Observations:

◆ Enrollment figures do not include LEEP students – 125 students currently for 2019-2020

◆ Special Education students placed out-of-district and home-schooled students are not included in these figures.

◆ Enrollment data is reported to the state DOE on October 1 of every year. This is the data we report out.
SPECIAL EDUCATION ENROLLMENT
Seven Year Comparison
2012-13 through 2019-20

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>811</td>
<td>17.4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>760</td>
<td>16.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>729</td>
<td>16.5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>726</td>
<td>16.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>747</td>
<td>16.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>740</td>
<td>16.5%</td>
</tr>
<tr>
<td>2018-19</td>
<td>724</td>
<td>16.7%</td>
</tr>
<tr>
<td>2019-20</td>
<td>728</td>
<td>17%</td>
</tr>
</tbody>
</table>

Observations:

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

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

♦ Figures do not include home schooled students.
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.


❖ LHS is always investigating AP opportunities, with two additional courses, AP Biology and AP Physics slated to be offered in 2020-2021.

❖ 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.

<table>
<thead>
<tr>
<th>Year</th>
<th># of AP Courses Offered</th>
<th># of Students Enrolled</th>
<th>AP Exams Taken</th>
<th>% Scoring 3 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>11</td>
<td>388</td>
<td>229</td>
<td>74%</td>
</tr>
<tr>
<td>2010-11</td>
<td>11</td>
<td>353</td>
<td>204</td>
<td>87%</td>
</tr>
<tr>
<td>2011-12</td>
<td>10</td>
<td>307</td>
<td>193</td>
<td>75%</td>
</tr>
<tr>
<td>2012-13</td>
<td>11</td>
<td>183</td>
<td>228</td>
<td>72%</td>
</tr>
<tr>
<td>2013-14</td>
<td>11</td>
<td>159</td>
<td>239</td>
<td>75%</td>
</tr>
<tr>
<td>2014-15</td>
<td>11</td>
<td>163</td>
<td>153</td>
<td>77.4%</td>
</tr>
<tr>
<td>2015-16</td>
<td>13</td>
<td>162</td>
<td>117</td>
<td>79%</td>
</tr>
<tr>
<td>2016-17</td>
<td>13</td>
<td>476</td>
<td>209</td>
<td>73.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>13</td>
<td>492</td>
<td>179</td>
<td>73.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>13</td>
<td>519</td>
<td>195</td>
<td>73%</td>
</tr>
</tbody>
</table>

Londonderry High School
Average Score 4.24
Total Scholars 21
AP Scholar: 11 learners Average score 4.24
AP Scholar with Honor: 8 learners Average score 4.21
AP Scholar with Distinction: 2 learners Average score 4.27
Observations:

- Very consistent high attendance rates have been achieved at all levels.

- We recognize the importance of attendance because there is a positive correlation between attendance and achievement.

- All parents and staff should continue to work with the schools to encourage excellent school attendance for all students.
DROP-OUT RATE

Londonderry High School Students
2012-13 through 2017-18

<table>
<thead>
<tr>
<th>School Year</th>
<th>Londonderry</th>
<th>NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>0.12%</td>
<td>1.26%</td>
</tr>
<tr>
<td>2013-14</td>
<td>0.31%</td>
<td>1.05%</td>
</tr>
<tr>
<td>2014-15</td>
<td>0.19%</td>
<td>1.51%</td>
</tr>
<tr>
<td>2015-16</td>
<td>0%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2016-17</td>
<td>.65%</td>
<td>1.12%</td>
</tr>
<tr>
<td>2017-18</td>
<td>.20%</td>
<td>1.05%</td>
</tr>
</tbody>
</table>

Observations:

- Londonderry’s dropout rate has been consistently less than the NH State average, the 2017-2018 rate was .20%.
- School Year 2018-19 dropout rate is not available until February 2020. This is the most current data as of 12/5/19 posted on the NH DOE website.
- Londonderry High School continues to have one of the lower dropout rates in the state of NH when compared to over 80 other high schools in the state.
- In order to provide alternatives for students, Adult Education is now offered to students enrolled in the High School’s Day Program as an option to make up for failed courses and earn needed credits. Students are also able to transfer to the Adult Education Program from the Day Program (with permission of their parents/guardians) to seek a twenty credit diploma. Information on the Adult Education Program follows on the next pages.
- For Class L schools Londonderry is second lowest behind Bedford in dropout %
ADULT EDUCATION: STUDENT ENROLLMENT FIGURES

Londonderry High School Students
2009-10 through 2018-19

Observations:

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

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

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

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

Graduation figures as a result of Adult Education
(24 credit LHS diploma or 20 credit LAE Diploma)
2008-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>LHS Grads (24 credits)</th>
<th>AE Grads (20 credits)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>7</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>09-10</td>
<td>10</td>
<td>36</td>
<td>46</td>
</tr>
<tr>
<td>10-11</td>
<td>10</td>
<td>46</td>
<td>56</td>
</tr>
<tr>
<td>11-12</td>
<td>32</td>
<td>73</td>
<td>105</td>
</tr>
<tr>
<td>12-13</td>
<td>9</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>13-14</td>
<td>11</td>
<td>39</td>
<td>50</td>
</tr>
<tr>
<td>14-15</td>
<td>24</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>15-16</td>
<td>19</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>16-17</td>
<td>9</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>17-18</td>
<td>8</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td>18-19</td>
<td>9</td>
<td>592</td>
<td>719</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>GED Tests Given</th>
<th>Earned Certificates</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>172</td>
<td>139</td>
<td>81%</td>
</tr>
<tr>
<td>2009</td>
<td>214</td>
<td>181</td>
<td>85%</td>
</tr>
<tr>
<td>2010</td>
<td>168</td>
<td>137</td>
<td>82%</td>
</tr>
<tr>
<td>2011</td>
<td>113</td>
<td>92</td>
<td>81%</td>
</tr>
<tr>
<td>2012</td>
<td>173</td>
<td>156</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
<td>87</td>
<td>62</td>
<td>72%</td>
</tr>
<tr>
<td>Total</td>
<td>1,243</td>
<td>1,032</td>
<td>83%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>HiSet Tests Given</th>
<th>Earned Certificates</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2015</td>
<td>1</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>2018</td>
<td>16</td>
<td>16</td>
<td>93%</td>
</tr>
<tr>
<td>2019</td>
<td>16</td>
<td>15</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>

Observations:

- The Adult Education diploma is recognized as a legitimate high school diploma and is endorsed by the Londonderry School District. This diploma enables students to attend two or four year colleges, join the Armed Services, or enter the workplace. There has been a steady increase in graduation rates, as more students are using the Londonderry Adult Education Program to earn a traditional or adult education diploma.

- In the past nine years, the school district has experienced a steady and significant decline in our dropout rate from 2.2% in 2004-05, to 1.7% in 2005-06, to 0.7% in 2006-07, 0.8% in 2007-08, 0.7% in 2008-09, 0.25% in 2009-2010, 0.17% in 2010-11, 0.4% in 2011-12, 0.12% in 2012-13, .23% in 2013-14, .19% in 2014-15, 0% in 2015-16. This is a direct correlation to having the Londonderry Alternative Educational Program.

Note: The GED test switched over to the HiSET (High School Equivalency Test) January, 2014. Londonderry High School began testing for this assessment in January, 2015.
POSTSECONDARY EDUCATION
Londonderry High School Students Attending Two or Four Year Colleges
2009 through 2019

Observations:
♦ The Class of 2019 had 92% of its graduates accepted at two and four year colleges.
♦ Students attend some of the finest institutions of higher education in and around the United States, for example:

- Boston College
- Case Western Reserve
- Franklin Pierce College
- Hofstra University
- Merrimack College
- Northwestern University
- Plymouth State University
- University of Rochester
- St. Anselm
- Syracuse University
- University of Massachusetts
- University of Vermont
- Yale University
- Boston University
- Clarkson University
- George Washington University
- James Madison University
- Michigan State University
- Norwich University
- University of New Hampshire
- Seton Hall University
- Stonehill College
- University of Alabama
- University of Pittsburgh
- West Virginia University
- Brown University
- Fordham University
- Harvard University
- Keene State College
- Northeastern University
- Penn State University
- Rochester Institute of Tech.
- Springfield College
- Southern NH University
- University of Maryland
- University of Rochester
- Williams College
Londonderry High School Class of 2019 Achievements

National Merit Commended Students: 5; National Merit Semi Finalists: 1
Identified scholarship from college: $130,282 (not all students report college scholarships)
Students are attending college in 24 different states.

- 47% in NH
- 18% in MA
- 4% in RI
- 4% in CT
- 2% in VT
- 3% in ME

- 1 (.03%) Learner is going playing Junior Hockey before attending college
- 18 (5%) Learners are entering the Military
- 2 (.06%) Learners are enrolling in an Apprenticeship Program
- 8 (2.5%) Learners are taking a year off before attending College
- 7 (2.2%) Learners are attending Career Education programs
- 20 (6.2%) Learners are choosing to start their career by joining the workforce
- 90.3 % of learners were accepted into College
- 21.2% of learners are attending a two-year college
- 2% of learners participating in some form of Career Education (Apprenticeship, Trade School, Job Corp)
- 41 Learners earned a weighted GPA over 4.0

Average GPA 3.18
Average SAT EBRW 549
Average SAT M 543
Average Total SAT 1091

Top ten colleges that LHS seniors applied to include UNH, University of Rhode Island, Keene, SNHU, Plymouth State, UMass Lowell, Northeastern University, Merrimack College, Rivier University, UMass Amherst
DISTRIBUTION OF FUNDS
Londonderry School District
Fiscal Year 2020: School Year 2019-20

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

Observations:

♦ The 2019-20 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**

2014-15 through 2018-19

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

**Observations:**

163 school districts report the Cost Per Pupil information to the State each year.

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

Observations:

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

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

The College Board offers guidelines on the appropriate use of SAT scores. Results are important indicators in predicting college success for individual students. Extensive studies show, meeting recommended benchmarks indicates a 70% chance of earning a grade of C or better in the first year of college. It should be noted that many scholarships require maintenance of grades of B or better. It is not a curriculum based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative or character.

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

The SAT assesses reading, writing, and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student’s linguistic and mathematical abilities, and in assessing academic preparation. However, using these scores as a single measure to evaluate or rate schools, teachers, districts, or states is invalid. Furthermore, the College Board stresses that in looking at average SAT scores the user must understand the context in which the particular test scores were earned.
In 2017, the writing portion was removed from the total score of the SAT and rated on its own in three separate parts (Reading, Analysis, and Writing). Currently the SAT is scored for Math (800 points), Evidence-Based Reading and Writing (800 points), and Writing (on a 2-8 rating scale).
Student Achievement Trends
2014-15 through 2019-20

- Number and Percent of Students Scoring Proficient or Above
- N is the number of students enrolled during testing minus the number of state-approved nonparticipants

Junior SAT Results - Evidence Based Reading and Writing

Junior SAT Results - Math
Students in the Londonderry School District participate in the College Board’s Suite of Assessments. While the SAT is the state assessment for all eleventh graders in New Hampshire, we in Londonderry are providing our students with additional practice in developing the skills this test assesses and helping them determine their college readiness. Beginning in the eighth grade, our students take the PSAT 8/9. They take the PSAT 8/9 as freshmen at the High School, and the PSAT/NMSQT (National Merit Scholarship Qualifying Test) as sophomores and juniors. The data we glean from the tests at each level help us better design curriculum and provide us the opportunity to compare the achievement of each individual student to his/her own performance in previous years. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it is easier for students, parents, and educators to monitor student progress.
As we at Londonderry High School continue to pursue our goal of preparing students to be college and career ready, we have expanded our dual enrollment opportunities with the Community College System of New Hampshire and Southern New Hampshire University. By taking true college level courses while still at Londonderry High School, we provide students the opportunity to better understand the rigor of college academics while providing the scaffolding that Londonderry High School can offer.

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

The Londonderry High School instructors teaching these courses have met Adjunct Faculty criteria through the Community College System of NH or Southern New Hampshire University, and the curricula for the courses have been approved by the chairs of the respective undergraduate departments at Southern New Hampshire University (SNHU), Manchester Community College (MCC), New Hampshire Technical Institute (NHTI), or Lakes Region Community College (LRCC). For a nominal fee of $150 for Running Start or $100 for SNHU in the HS students are able to earn transferable college credits in addition to the credit they are earning toward their Londonderry High School graduation requirements.

**Running Start courses include (LHS title, College title):**
- Accounting I (ACCT113: Accounting I/MCC)
- Anatomy & Physiology (BIOL110: Anatomy & Physiology I/MCC)
- AP Computer Science (CIS148: JAVA Programming/MCC)
- Athletic Training I (EXER105M: Exercise Science MCC)
- Business Management (BUS114: Management/MCC)
- Calculus (MATH204: Calculus I/MCC)
- Computer Maintenance & Repair I & II (CIS102: A+/Prep Hardware/MCC)
- Digital Electronics (EL115: Digital Electronics/NHTI)
- Exploring/Practicing the Art of Teaching (EDU104: Foundations of Education/MCC)
- Finite Math (MATH200M: Finite Math/MCC)
- Microbiology through Biomedical Science and Technology (BIOL210: Microbiology/ MCC)
- Honors Physics (PHYS135: College Physics I/MCC)
- C# Programming (CIS158: C# Programming/MCC)
- Honors Macroeconomics (ECON134: Macroeconomics/MCC)
Dual Credit Program (continued)

Introduction to Engineering Design (MC105: Engineering Design/NHTI)
Marketing (MKTG125: Principles of Marketing/MCC)
Personal Finance (FINCIZOM: Financial Planning/MCC)
Principles of Engineering (MC110: Engineering Principles/NHTI)
Probability and Statistics (MATH202M: Probability and statistics/MCC)
Strength and Conditioning (EXER112M: Health Risk/MCC)

SNHU in the High School courses include (LHS title, College title):
Advanced Drawing (FAS110: Introductory Drawing)
AP French Language and Culture (LFR 211/212: Intermediate French I & II)
AP Spanish Language and Culture (LSP 211/212: Intermediate Spanish I & II)
AP Statistics (MAT240: Applied Statistics)
Biology with Biomedical Science and Technology & Lab (BIO 120/BIO120L: General Biology & Lab)
Honors College Composition (ENG 120: College Composition I)
Honors Creative Writing (ENG 226: Introduction to Creative Writing)
Honors French IV (LFR 111/112: Beginning French I & II)
Honors World Geography (GEO 200: World Geography)
Music Theory (MUS211: Music Theory and Aural Skills)
Public Speaking (COM212: Public Speaking)
Throughout the year, South School introduced the students to a program called the Choose Love Enrichment Program. This program teaches Social and Emotional Learning, Character Education traits, along with related Neuroscience. This program will play an important role in promoting student academic and personal success.

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

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

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

- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision-Making Skills
The four character values include:

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

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

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

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

Visit https://www.jesselewischooselove.org/choose-love-home-program/ to find out more about the FREE at home program that you can do with your children of all ages.

---

**Jesse Lewis Choose Love Movement**

www.jesselewischooselove.org © 2017 Jesse Lewis Choose Love Movement
STEM in Londonderry

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

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

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

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

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

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

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

Safest School Districts in New Hampshire
#7 of 83

Best Places to Teach in New Hampshire
#9 of 83

Overall Niche Grade
How are grades calculated?

A- Academics
A Teachers
A+ Clubs & Activities
C- Diversity
A- College Prep
A Health & Safety

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

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

MIF is especially strong in developing conceptual understanding; understanding the “why”. MIF focuses on fewer topics but teaches them comprehensively so they need not be retaught. MiF places a major focus upon preparing learners for success in algebra. Thus, algebraic thinking and expressions are introduced early and used frequently throughout MiF.

K-5 teachers have participated in professional development training focusing on the program by MiF trainers throughout the adoption process. Staff members also received a dynamic math training by Dr. Yeap Bon Har in August 2018. Our new staff members will continue to attend a workshop by Dr. Yeap Bon Har to ensure their own understanding of teaching math. Our focus for 2019-2020 Professional Learning Community time (every other one) in each building is unpacking the next Math chapter and lessons, utilizing an anchor task, and honing our math educating skills to better meet the needs of our evolving learners.

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

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

Lessons at all levels follow the same progression. A lesson begins with the teaching presentation. Next, the teacher walks learners through guided practice. Then learners do independent practice, which is typically out of the workbook.

Lessons concentrate on a single concept rather than a sampling of multiple concepts or a review of previous concepts with “bigger” numbers. However, review is provided in a section at the beginning of each chapter titled “Recall Prior Knowledge.” Learners also can take a “Pre-Test” which helps teacher assess if they are ready for a particular concept.
The goal of MIF is to teach concepts so thoroughly that repeated review is unnecessary. MIF challenges Learners to think much more deeply about mathematics; understand and communicate the “why” of a mathematical concept.

We are proud to once again accept the BOSCH grant that has funded an electronics club we call Londonderry Electronics. The learners spend one afternoon a week working with club advisors in each building who have been trained by the creators of this program Richard Levergood of the Londonderry High School and Martha Miller of the Londonderry Elementary Schools. The instructors continue to teach our learners about resistors, wires, tools, programming, and all things electronic. They learn to create stop watches, thermometers and so much more. The idea of the group is to offer a non typical elementary program to learners who may not be involved or connected with other groups. The students loved it, the parents raved about it, and our teachers enjoyed every minute of it. Because of this we decide to apply for the grant a third time allowing learners to bring one project home, replace materials that need to me, and add new projects if necessary. We were indeed gifted the grant again in August and are currently training our instructors for another year of the program. Each school has two to three instructors, one from the elementary level and one from an upper level. The teachers will have a small group electronics training by Martha and Rich each year to review the lessons, introduce new lessons, and prepare for the 8 week sessions. The curriculum was developed by Rich and Martha which includes a kit for each project that includes all materials and tools necessary. This is a one of kind club we hope to continue to offer in Londonderry and are proud it was dreamed of, created by, and taught through the hands of our own Londonderry educators and funded by a local Londonderry partner.

Thank you BOSCH for making this club once again a true success for so many of our learners.
Londonderry Middle School

LMS chooses kindness every day!

This year LMS continues to take Kindness to a new level! Partnering with the Fisher Cats last year and joining their Kindness initiative has brought new life to our message. The Fisher Cat team has come to our celebrations, sponsored raffle prizes, and created a wonderful video to start our year off showing our students what kindness can look like even on the ball field! To supplement their efforts, we also invited Harriet Turk, a motivational speaker to speak to our students. She is known for inspiring teens to discover who they are and how to achieve their full potential. Teachers extended her message into their classroom and teams chose ways to continue being kind throughout the year. To keep the message current, we honor those acts of kindness in our monthly celebrations and we invite local “celebrities” to share their stories of kindness.

STEM continues to be a favorite theme at LMS! Students take a fun and popular interactive class in 6th grade where they are introduced to the Design Process and apply many of their math and science skills to real world situations. In addition, students can attend SET Club or Robotics as after school clubs to have more opportunities to collaborate, create, invent and problem solve. The 3D printers are always in use, and during STORM time students sign up for our Media Center Maker Space where they can choose from an array of project based learning experiences. Finally, in the spring, we partner with Fidelity to provide a Girl’s Stem Night. In our 4th year of offering, this event engages many of our 6th and 7th grade girls in activities that push them to think critically and problem solve. The mentors from Fidelity expose our students to many of the career opportunities that will be available to them as young women and connect their education now to having those choices in the future.

STORM Time is a 30-minute block at the end of the day where students are provided the opportunity to choose enrichment, academic support, reading time or interventions. Organized by a program called Enriching Students, students can look at a menu of choices on Monday, and teachers can pre-select students they need to work with. This
results in a weekly schedule being created and available for staff and students to use. During this time as well the administration may run grade level assemblies, school counselors can run support groups and the special educators can run directed studies. In its second year, we are very excited to see the growing list of offerings and hear the excitement from students on Mondays as they plan their week!

**Personalized learning** is evident in many forms at LMS. Some of our students’ access credit recovery or remediation through digital lessons overseen by an EOL teacher. Some students are expanding their learning by opting to take a course on VLACS that the Middle School does not offer, like Coding, or Financial Literacy or Mandarin. Some choose to challenge themselves and double up on a Math or Literature class to get a jump start on High School. This coupled with our STORM offerings and our progress monitoring data allows us to dig into the specific learning needs of all students and be proactive in their placement and coursework and pave the way for students to individualize their learning paths. We hope to continue to add more opportunities next year.

**Student Assistants** are another way that we can provide a more personalized learning experience for our students. Currently in many 6th grade Math, Science, English and Reading classes, students who have now moved on to 7th or 8th grade may apply to their 6th grade teacher to come back and assist them in their content classroom. These students guide their younger peers through questioning them during class time, assessing their understanding through interviewing, monitoring their focus, and helping with peer and classwork frustrations. This responsibility builds confidence, content knowledge and leadership skills as well as provides the support in the classroom to better differentiate and personalize the learning experience.
Outdoor Education is an ever expanding educational component at the Middle School. Over the past few years our school garden and the curriculum attached to it has grown to include: planning, budgeting, planting, harvesting, cooking and donating produce to the school cafeteria. The garden serves as an environment for reflection and journaling, observations in art and the study of environmental factors and ecosystems for Science. In addition, our 7th grade science department has installed an outdoor camera and is observing and graphing the data on our outside visitors. 8th grade students attend a day long floating lab experience where they collect data on our oceans and apply all of their science process skills to analyzing it. Finally, the PE department teaches biking, archery, soccer, snow shoeing, and many other outdoor physical activities. Living in a state like NH affords our students many opportunities to enjoy the outdoor world.

Finally, LMS is focusing on intentionally dedicating time to promote Social Emotional Learning (SEL). Classroom teachers are embedding it into their curriculum through readings, reflections, and research opportunities for students to increase their social and self-awareness. Our layers of discipline now include education around responsible decision making and self-management. Our speakers and role models share their experiences around building healthy relationships. It is our hope to touch upon these components of a child’s character and social/emotional growth as many times a day as possible and through as many lenses and perspectives.
Londonderry High School

LHS Futures Lab

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

LHS Drama

The LHS Drama Club has been in existence for nearly 20 years. Throughout those years, the group has been known for executing top-notch musicals, Haunted Woods, Gingerbread Night and dynamic improvisation performances. Mr. Paone serves as lead advisor of these students and with assistance from Mr. Beaulieu, Mrs. Loschiavo and Mr. Mundy they have created an environment of creativity, community service and fun. This year’s school musical will be Seussical. As always, the group is grateful for the continued support from our community and school.
The Londonderry High School Pay-It-Forward group is in its 8th year at LHS. Ms. Sullivan created this group after volunteering at a local event for Breast Cancer Awareness. The group comprised of 40 students who enjoy traveling around the state “Paying It Forward” in the form of volunteerism. Organizations that need volunteers throughout the school year can contact Ms. Sullivan at LHS at ksullivan@londonderry.org. Examples of annual events the group participates in are: Veterans Breakfast, Christmas Trees at the Lions Hall, Tour Guides, Pen Pals, Hats off for Cancer, Step Up Day, Soup Kitchen and VA Hospital, Londonderry Legion Memorial Day ceremonies and many nights of kid sitting for in District functions throughout the year.

**LHS Senior Gators**

The Senior Tailgaters started 13 years ago to provide a fun experience for our senior class before football games. The program that started off with approximately 20 students and has grown to over 80 members. The mission of the program is for our students to create a positive fan section and make life long memories during their senior year on Friday nights. The high school seniors meet every Friday during the fall athletic season.
The Londonderry School District made great strides in updating student and staff technology during the 2019-2020 school year. Londonderry now has a 7-year replacement cycle to phase our old equipment (Chromebooks, iPads, Laptops, Desktops). 622 devices were replaced as part of the new technology plan, and all classroom teachers were given new 2 in 1 laptops. As part of our vision for technology in Londonderry we asked all building technology committees to refocus on curricular challenges that could be potentially solved by technology.

### Londonderry High School
The high school technology ecosystem consists of a wide variety of devices and operating systems which support the diverse curricular needs of the students. Specialized labs with Mac OS desktops run design software such as the Adobe Creative Cloud Suite, and Final Cut Pro. There are engineering and computer science labs with power Windows desktops that allow students to work on programming skills. Additionally, there are dozens of mobile labs (Windows Laptops, iPads, & Chromebooks) spread throughout the building and touching all curricular areas.

### Londonderry Middle School
During the 2019-2020 school year, the focus in the middle school was to provide an equitable technology environment for all students. Multiple mobile labs consisting of Windows laptops were added to the middle school as replacements for aged out desktops and iPads. This is being the first step of reaching the goal of one Windows laptop mobile lab for each team, (a total of 9 mobile labs) we expect to complete the mobile lab project in the 2020-2021 school year.

### Elementary Schools and Moose Hill
As with the middle school, the focus for technology during the 2019-2020 school year for prek-5th grade was providing equal access to technology for all students in a given grade level. Moose Hill school primarily has iPads for students use in both the LEEP program and in kindergarten. First and second grades also rely primarily on iPads for student work, with some introduction of Chromebooks for iReady. Grades 3-5 utilize mobile labs of Chromebooks which can be checked-out either for whole class assignment or for group work. While Chromebooks are the primary device in grades 3-5, Windows laptops are also available in some mobile classroom labs.
TEACHERS’ ACADEMY
(IN DISTRICT TECHNOLOGY PROFESSIONAL DEVELOPMENT)

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

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

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

Achievement

www.londonderry.org.

Lastly, programs journalists. newspaper) and studying presently LE0
Londonderry WLLO student information Between events and values live educational programming and LE0 the Linked District Londonderry Accent on Achievement 20
ISTRICT and SCHOOL WEB http://www.londonderry.org/stream/
content additional also television programming, the LEO 21 is the school district's educational access channel. All programming is locally produced and includes school events, classroom activities, student productions, as well as informational programming for parents and the community relating to Londonderry schools, students and educational topics. School Board meetings are cablecast and streamed live and later rebroadcast for additional viewing opportunities as well as archived for on-demand viewing from our website at http://www.londonderry.org/stream/.

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

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

 **WLLO-LP (LEO 103)**

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

**DISTRICT and SCHOOL WEBSITES**

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

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

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

Twitter Handles

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

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

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

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

<table>
<thead>
<tr>
<th>COLLECTION STATISTICS AT-A-GLANCE 2018-2019</th>
<th>MH</th>
<th>MT</th>
<th>North</th>
<th>South</th>
<th>MS</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Collection</td>
<td>5,598</td>
<td>20,637</td>
<td>16,625</td>
<td>16,571</td>
<td>19,741</td>
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</tr>
<tr>
<td>Periodicals/Newspapers</td>
<td>0</td>
<td>17</td>
<td>10</td>
<td>15</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Databases</td>
<td>0</td>
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<td>7</td>
<td>7</td>
<td>8</td>
<td>27</td>
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<tr>
<td>Database Usage</td>
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<td>13,924</td>
<td>20,849</td>
<td>17,239</td>
<td>70,309</td>
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<tr>
<td>Days Open</td>
<td>114</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>205**</td>
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<td>Circulation</td>
<td>15,173</td>
<td>42,347</td>
<td>34,723</td>
<td>33,936</td>
<td>10,199</td>
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<td>977</td>
<td>805</td>
<td>894</td>
<td>1,319</td>
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<td># of Units Supported</td>
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<td>75</td>
<td>102</td>
<td>76</td>
<td>116</td>
<td>187</td>
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**Includes summer school

Database usage added for 2018-2019
EDUCATIONAL LEVEL OF PROFESSIONAL STAFF

Numbers of Staff at each Educational Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>38 staff members</td>
</tr>
<tr>
<td>Bachelor’s+15</td>
<td>18 staff members</td>
</tr>
<tr>
<td>Bachelor’s+30</td>
<td>47 staff members</td>
</tr>
<tr>
<td>PhD/EdD</td>
<td>2 staff members</td>
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</table>

Observations:

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

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

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

The balance in the years of experience of the faculty provides an ideal learning environment to suit the needs of the students and their diverse learning styles.
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 – 9,847 Hours
Moose Hill Kindergarten – 1,320 Hours
North Londonderry Elementary School – 7,250 Hours
South Londonderry Elementary School – 2,161 Hours
COMMUNITY PROFILE

Londonderry, New Hampshire...

Since 1960, Londonderry has been one of the fastest growing towns in the Manchester region. It’s 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 |
| County    | Rockingham       |
| Per Capita Income | $42,266 |

| Total Households | 9,344 |
| Government       | Town Council and Town Manager |

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</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>24,129</td>
<td>24,211</td>
<td>24,269</td>
<td>24,219</td>
<td>25,850</td>
<td>26,126</td>
<td>25,850</td>
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<tr>
<td>Median Sale Price of a Home</td>
<td>$265,000</td>
<td>$295,963</td>
<td>$311,560</td>
<td>$319,000</td>
<td>$312,400</td>
<td>$356,700</td>
<td>$355,731</td>
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SUMMARY

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

While the contents of this publication illustrate the extensive nature of the good work of our school district, we are far from content with what we see here. The past efforts of our community to support education have given us an opportunity to reach even higher, and to extend our work in challenging all students at their most appropriate level of engagement. In order for us to accomplish this mission, we must continue to review, evaluate and analyze our programs, curriculum, instructional methods, evaluation strategy, and expectations.

We are very pleased with the large number of positive performance indicators identified on the previous pages. The indicators contained in this report provide a picture in time of our district operation for both inputs and outputs. The data will help us with our continuous and ongoing planning in developing a truly outstanding educational experience for all of our children.

Scott Laliberte
Superintendent of Schools
APPENDIX

1. District Profile

2. School Profiles
   a. Londonderry High School Profile
   b. Londonderry Middle School Profile
   c. Matthew Thornton Elementary School Profile
   d. North Londonderry Elementary School Profile
   e. South Londonderry Elementary School Profile
   f. Moose Hill School Profile
District Office Hours: 8:00 AM – 4:30 PM
Town Area: 42 square miles
Town Population: 24,211 (2011 census)
Student Enrollment: 4222

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

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

Londonderry School Board: schoolboard@londonderry.org
Chair: Nancy Hendricks
Vice-Chair: Dan Lekas
Board Member: Jenn Ganem
Board Member: Michael Saucier
Board Member: Steve Young

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

Educational Level of Faculty: 73% Master's degree or higher; 15% currently earning credit toward a Master's

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

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

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

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

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

Special Programs: Southern New Hampshire University on-site Master's Program; Teacher Induction Program; Educational Access Channel LEO 21; radio station 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: 2018: Citizen of the Year (Katie Sullivan), NHASC Administrator of the Year (Jason Parent), 2017: NH Principal of the Year Finalist (Linda Boyd). 2016: NH Assistant Principal of the Year (Jill Connors). 2015: VFW Loyalty Day/Scholastic Award (Peter Curro & Sue Rouse); Dollars for Scholars High School Teacher of the Year (Betty Mack); Dollars for Scholars Middle School Teacher of the Year (Sharon Kilduff); Finalist for Assistant Principal of the Year (Katie Sullivan). 2014: Commissioner’s Circle of Excellence Award (Sharon Putney & Matthew Thornton School); NH Recipient of the Presidential Award for Excellence in Mathematics & Science Teaching (Ann Gaffney); Dollars for Scholars High School Teacher of the Year (Daniel Grant); Dollars for Scholars Middle School Teacher of the Year (Trudy Morris); VFW Loyalty Day Awards (Jennifer Cutuli, Roger Sampson, and Mary Soares); Division I Basketball Coach of the Year (Nate Stanton). 2013: NH Teacher of the Year Semifinalist (Peter Willis); Division 1 Baseball Coach of the Year (Brent Demas) Londonderry Citizen of the Year (Steve Juster); Dollar for Scholars Teacher of the Year (Mary DeWinkeleer); Earl Reum Award (Flora Sapsin) Lions Community Service Award & VFW Loyalty Award (Katie Sullivan). 2011: Athletic Director of the Year (Howard Sobolov); PTA Blue Ribbon Volunteer Program; The Lancer Marching Band and Color guard has performed at (5) Tournament of Roses Parades 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 and 2013 Presidential Inauguration Parades.

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

History: Londonderry, incorporated in 1722, has a proud tradition of support for education. In the modern era, prior to the construction of Central School (now Matthew Thornton) in 1949, youngsters in grades 1-8 were educated in one-room schoolhouses located throughout the community. The school district was part of SAU#10, which included Derry, and several other neighboring towns. High school students were educated primarily at Pinkerton Academy through a tuition agreement. North School opened in 1969. Later in 1972, Londonderry Junior High opened; housing grades 5-8 while grades 1-4 were educated at Matthew Thornton and North. That same year, Londonderry successfully petitioned to become its own school administrative unit. In 1978, as the result of a vote by the citizens to end their tuition agreements and embark on a building program, Londonderry High School opened. In the ensuing years, grade level configurations were adjusted and the community constructed South School (1978), Londonderry Middle School (1982) and Moose Hill School (2001). Throughout this time numerous upgrades, additions and renovations have taken place in all school facilities. District administrative offices were housed in leased facilities from 1972-1985 at which time a building was constructed adjacent to the Town Municipal Complex on Mammoth Road. In July of 2018, the District administrative offices relocated to a leased facility on Kitty Hawk Landing.
Londonderry High School
295 Mammoth Road, Londonderry, NH 03053
(603)432-6941
lhs.londonderry.org
“Giving Wings to Children’s Dreams”

**Sending School:** Londonderry Middle School & Cawley Middle School
**Mascot:** “Larry” the Lancer

**Grades:** 9–12
**Colors:** Red, White, Blue

**Hours:** 7:20 AM – 2:14 PM
**Enrollment as of 9/30/2019:** 1457

**Administrators:**
- **Principal:** Jason Parent
- **Assistant Principals:** Crystal Rich, Stephen Secor, Abbey Sloper, Katie Sullivan
- **Director of School Counseling:** Maureen O’Dea
- **Special Education Program Director:** Melissa Romein
- **Curriculum Coordinators:** Kim Lindley-Soucy; Shawn Flynn
- **Athletic Director:** Howard Sobolov, **Music Director:** Serge Beaulieu, **Food Service Director:** Amanda Venezia

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

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

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

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

**Foreign Languages Program:** French, Spanish, German, Latin


**Music:** The internationally recognized music program includes marching band, concert band, symphonic band, orchestra, jazz ensemble, intro to jazz ensemble, concert choir, chamber choir, piano classes, and music theory. Recognition includes five appearances in the Pasadena Tournament of Roses Parade, the 2009 and 2013 Presidential Inaugural Parades, and annually in the New York City St. Patrick’s Day Parade. The Marching Band also participated in the Olympic International Youth Festival in Beijing, China preceding the 2008 Olympic Games.

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

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

**Library Media Program:** The Library Media Center provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy and research skills. Additionally, the Library Media Specialists work collaboratively with teachers to develop projects that reinforce these skills. Presently, there are 80 computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.
Technology Resources: The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District’s IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. There are instructional computer labs used by Computer, Business and Technology education and additional labs available to all curriculum areas.

Graduates: For the class of 2019, 82% of learners went on to college (65% to four-year colleges, 17% to two-year colleges). Students are attending college in 24 states. (47% in NH, 19% in MA, 4% in RI, 4% in CT, 2% in VT, and 3% in ME). 18 learners joined the Armed Forces, 20 learners pursued full-time employment. 2 learners enrolled in an Apprenticeship Program and 7 learners are attending career education programs. 83 learners earned between 3 and 28 college credits through the Early College Program. There was 1 National Merit Semi-Finalist and 5 National Merit Commended Students.


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

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

Recent Recognition: 2019: Dollars for Scholars High School Teacher of the Year (Joe Mundy); Peter Lovejoy Award (Suzanne Johnson); NESPA’s Freedom to Write Award (Jason Parent).

History: The high school building was built in 1972 as a junior high school. Additions were added in 1975 and 1978, and the building opened as a Junior/Senior High School in September 1978. The current 9-12 grade configuration was adopted in 1982. Additions in 1998 and 2003 brought the building to its current capacity of 2000 students.
Sending Schools: Matthew Thornton, North School, South School  
Grades: 6-8  
Hours: 8:00 AM – 2:46 PM  
Enrollment as of 9/30/2019: 923

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

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

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

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

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

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

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

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

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

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

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

Technology Resources: The Information Technology Department strives to create an infrastructure that supports the curriculum and administrative objectives of the Londonderry School District, aiding all students and staff in research, communication and learning. In order to do so, Londonderry School District's IT Department strives to maintain a network of updated, modern computer hardware running some of the latest software available on the market. Computers with internet access for instructional use are located in the classrooms and in such specialty areas as special education, technology education and the library media center.
**Athletics & Activities:** The goal of the Physical Education Department at Londonderry Middle School is to develop the whole individual. Activities include team, individual and dual sports, adventure activities, and fitness programs. Twenty-three teams participate in the Tri-County League. In addition, LMS has boys' and girls' cross country, boys' and girls' track and field, co-ed volleyball, wrestling and golf. More than 550 students participate on these teams. More than 500 students participate in twenty-three active co-curricular clubs including Drama, World Language Clubs, Reading Club, Health and Wellness, Student Council, Art Club, Boys' and Girls' Respect Clubs, Yearbook, and others.

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

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

**History:** Londonderry Middle School was originally constructed as a junior high school in 1982. In 1997/98, a large addition was added to the school to accommodate sixth grade students in a move to a middle school philosophy in the Londonderry School District.
Matthew Thornton Elementary School
275 Mammoth Road, Londonderry, NH 03053
(603)432-6937
mt.londonderry.org
“Giving Wings to Children's Dreams”

Sending Schools: Moose Hill K, Private K's
Grades: 1-5
Enrollment as of 9/30/2019: 517
Average Class Size: Gr 1-16, Gr 2-23, Gr 3-21, Gr 4-20, Gr 5-20

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

Facilities Profile: Matthew Thornton School is a school of 74,250 sq. ft. (including a second floor in the back of the building) consisting of 27 classrooms and two district special education classrooms, a gymnasium with stage, art room, music room, a cafeteria, and a library media center. The school has a playground area, a baseball/softball field and an all-purpose field.

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

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

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

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

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

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. As of 9/01/2019, the collection includes: 20,642 circulating items; 449 reference volumes; 8 electronic data base subscription services and 17 periodical subscriptions. Presently, there are ten library computers available to support teaching and learning as well as a variety of other audio-visual and technology resources.

Technology Resources: Computers with internet access for instructional use are located in the classrooms and in the Library Media Center. Additionally, four mobile labs of 25 computers each are available for classroom use. Technology skills and benchmarks are integrated into the curriculum. Interactive white boards are also available to support classroom and information literacy instruction which serves to enrich shared learning experiences. Each first grade classroom currently has 6 iPads, while one second grade class will have 6 and the others, one iPad each this year.

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

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

- After School Sports
- Band
- Chorus
- Cross Country Team
- Destination Imagination
- Drama Club
- IGYB
- Images of Greatness
- Math Olympiad
- Orchestra
- Reflections
- Student Council
- Track Team
- Wellness Club

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.
**Sending Schools:** Moose Hill K, Private K’s  
**Mascot:** “Brownie” the Bear  
**Colors:** Red and Black

**Grades:** 1-5  
**Hours:** 8:42 AM - 3:13 PM  
**Enrollment as of 9/30/2019:** 488  
**Average Class Size:** Gr 1-19, Gr 2-18, Gr 3-19, Gr 4-21, Gr 5-21

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

**Facilities Profile:** North School is a 61,052 sq. ft. building consisting of 25 general classrooms, 2 special education classrooms, art space, music space, gymnasium, and a library media center. The school has a playground area and an all-purpose field.

**Learning Environment:** North School offers a wide variety of instructional programs designed to meet individual student needs. We provide remedial reading support and enrichment at all grade levels as needs dictate and math enrichment programs at the 4th and 5th grade levels. North School has 9 hours/day of Instructional Assistants who provide 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) Program, Before/After School Program, Honey-Bear Pot Savings Program, National School Library Recognition, Blue Ribbon Volunteer Program, Battle of the Books, and Extra Curricular Activities.

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

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

**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.

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

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

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

**History:** North School opened in 1967. In 1991, portable classrooms were added to the building housing seven fourth and fifth grade classrooms, as well as a smaller special curriculum area. In 1997, a beautiful full-size gymnasium and corridor area was added. Our students and the community at large use this facility 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.
LONONDERRY SCHOOL DISTRICT, SAU #12, LONONDERRY, NH
South Londonderry Elementary School
School Information Sheet

Sending Schools: Moose Hill School and Private Kindergartens
Location: 88 South Road, Londonderry, NH 03053
Web Address: south.londonderry.org/
Hours: 8:42 AM – 3:13 PM
Enrollment: 478
Motto: "Giving Wings to Children's Dreams"

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

Principal: Linda Boyd; Assistant Principal: Chelsea Hunnewell

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

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

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

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

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

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

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

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

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

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. Fifth graders also have the opportunity to practice and participate in an elementary track and field event. We also have an extensive intramural program for all grade levels.
**Parent Involvement:** South School has a very active Parent/Teacher Association. The PTA facilitates our mission statement by providing a variety of learning and extra-curricular programming. Volunteers are welcome and necessary to support our instructional programs. The PTA typically meets on the third Monday of each month. [http://www.southschoolpta.org/](http://www.southschoolpta.org/)

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

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

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

**History:** South School was built in 1978 as a 26-classroom building to house approximately 500–550 students in grades Readiness through six. Eight portable classrooms were added to the original core facility in order to accommodate a larger student population. A full size gymnasium and two new bathrooms were added in 1997. In December 2008, a renovation/addition project was completed and the portable classrooms were removed.
Moose Hill School
150 Pillsbury Road, Londonderry, NH 03053
(603)437-5855
Moose.londonderry.org
“Giving Wings to Children’s Dreams”

Sending Schools: LEEP and Private Preschools

Mascot: “Mack” the Moose

Colors: Green and White

Grades: LEEP and Kindergarten

Hours: AM K: 8:37 AM – 11:20 AM
PM K: 12:30 PM – 3:13 PM
AM LEEP: 8:30 AM – 11:00 AM
PM LEEP: 12:00 PM – 2:30 PM

Enrollment as of 9/30/2019: 260 Kindergarten; 125 LEEP students

Average Kindergarten Class Size: AM-17, PM-18

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

Facilities Profile: Moose Hill School opened its doors for the 2001-2002 school year. It was designed specifically for pre-school and kindergarten children with room for expansion, if needed, in the future. Moose Hill has 20 classrooms. 8 rooms are used for kindergarten, 7 for LEEP, 3 for special education, 1 for the reading program and 1 for the library. We have 1 Sensory Motor Room for our LEEP students. We have a pre-school playground, a kindergarten playground as well as an all-purpose field.

Learning Environment: Moose Hill School provides a half day Kindergarten program with a morning and an afternoon session in an environment that educates the whole child through positive social, physical, and academic experiences. Sessions meet for 2 hours and 43 minutes each day. Each classroom has a certified teacher and an instructional assistant, which allows for smaller “learning communities” within the classroom. Instructional programs are designed to meet the individual needs of the students.

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

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

Special Education: The Special Education Department offers an array of services designed to meet the specific needs of individual students with disabilities. Referrals to Special Education can be made through the RTI (Response to 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 is used to enhance instruction. Assistive/adaptive technologies are provided for youngsters in our LEEP program and others with special needs.

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

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