

# PORTSMOUTH SCHOOLS

## PROPOSED FY18 BUDGET & PERFORMANCE MEASURES



### District Mission

*Educating all students by  
challenging them to become  
thinking, responsible,  
contributing citizens who  
continue to learn throughout  
their lives.*

**School Department**  
City Of Portsmouth, NH

A SCHOOL EXPERIENCE  
CHARACTERIZED BY  
**PERSONALIZED LEARNING**  
WITH RICH EXPOSURE TO THE  
**ARTS & ATHLETICS**  
AND WHERE EVERY STUDENT  
GRADUATES  
**CAREER AND COLLEGE**  
&  
**CITIZENSHIP**  
**READY**



## THE SCHOOLS

The Portsmouth Schools serve students in grades preschool through 12. The District operates a pre-school program, three elementary schools, a middle school, a high school with a career and technical education center, and an alternative education program for approximately 2,600 students.

Portsmouth High School enrolls approximately 390 students from the SAU 50 towns of Greenland, New Castle, Newington, and Rye. Portsmouth Middle School enrolls students from the SAU 50 towns of New Castle and Newington.

In addition to the regular school program, Portsmouth School District offers a full range of co-curricular and extra-curricular activities, extended summer learning opportunities, and after-school enrichment programs. Please visit us at [cityofportsmouth.com](http://cityofportsmouth.com) and click on the School Department to learn more about our school community.

## THE CITY

Portsmouth, New Hampshire is a historic seaport incorporated in 1653, in Rockingham County. Today, Portsmouth serves as a popular tourist destination, hosting a wealth of historical and cultural attractions.

Portsmouth is a municipal form of government with an elected Mayor, City Council, and appointed City Manager. The top employers in the area are the US Department of State Portsmouth Consular Center, Liberty Mutual Insurance, Hospital Corporation of America, Portsmouth Regional Hospital, City of Portsmouth, John Hancock Insurance, and Lonza Biologies.

## ON THE COVER

*Second Annual PHS Bubble Soccer Champions*



## PORTSMOUTH 'BY THE NUMBERS'

### SCHOOL\*

Total Population: (as of 10/1/16)	2,599
Preschool	18
K-5	972
6-8	521
9-12	1,088
White	81.3%
Black/African American	0.9%
Asian	6.2%
Hispanic/Latino	6.2%
Other/Multiracial	5.5%
Free and Reduced Lunch	15%
English Language Learners	3.38%
Special Education	16.66%

\*source: Infinite Campus

\*\*source: census.gov/quickfacts

### CITY\*\*

Population (2015)	21,530
Housing Units	10,625
Households	10,262
Under 5	4.7%
Under 18	16.6%
65 and Over	15.9%
White	89.8%
Black/African American	1.7%
Asian	3.5%
Hispanic/Latino	2.8%
Other/Multiracial	2.3%
Below Poverty Level	6.6%
English Not Spoken	10.4%
Foreign Born	7.9%
Bachelor's or Greater	57.7%
HS Diploma	95.8%
Median Household Income	\$71,392
Home Ownership	52.7%
Median Home Value	\$352,700

# REPORT OF THE SUPERINTENDENT



It is again my honor and privilege to share an update on the programs and progress of Portsmouth Schools. Our schools continue to offer a comprehensive set of programs, with a strong emphasis on the Arts, Academics, and Athletics. We are pleased to be recognized again for having some of the best schools in the State through rating agencies such as Niche and SchoolDigger. At the same time, we continue to be driven by clear goals for improvement.

The FY 18 Budget is \$46,471,405, which represents a 4.0% increase over FY 17. This budget keeps all of our existing positions and allows us to address some pressing budget priorities. These priorities include filling existing deficits in Maintenance, as well as reallocating considerable Contracted Service expenses in Special Education in order to add a Board Certified Behavioral Analyst (BCBA) position, and making minor adjustments to Speech (increase 0.2) and

Occupational Therapy (increase 0.45) staffing to better meet the needs of students.

The School Board has maintained a focus on a quality educational system that is responsive to the taxpayer of Portsmouth. The Board has set goals that focus on both efficiency and excellence. These goals are found under the School Board tab on our website at <http://www.cityofportsmouth.com/school/2016-2017SchoolBoardGoals.pdf>. Here you will see goals that guide our strategic focus on leading New Hampshire in closing gaps of opportunity and achievement, and increasing college and career readiness for all students.

One strategic change aligned with these goals is the change in school start times, with a focus on later start times for middle and high school students. This change is supported by a large research base on adolescent sleep needs and overall wellness. While this change will have a broad effect, we also look forward to the opportunity to expand our breakfast program to support students who otherwise may not have a full, healthy breakfast. Another strategic change is the inclusion of a Teachers in Academic Support Centers (TASC) block at PHS. This 40-minute period during the day is designed with the purpose of reaching and engaging all students and teachers with dedicated time for

academic support and enrichment.

Overall, the FY 18 Budget allows us to continue high-quality programming and move forward with District goals and priorities. The School Board is also starting now to plan for potential program adjustments to be contemplated for FY 19. As was done with the process to consider a later school start, the Board will form two committees; one to study the feasibility of an expanded preschool program and the other to study potential expansion in our World Language program to include elementary school. These committees would meet from approximately April through October to formulate recommendations for the Board to consider in preparing the FY 19 Budget.

As this publication will highlight, our schools offer a comprehensive program in the Arts, Academics, and Athletics with a focus on the social and emotional development of the whole child. We hope you enjoy reading about the many student and staff accomplishments. We are proud of our schools and understand that our success is made possible through the support of our community and our collective commitment to excellence.

Sincerely,

Stephen Zdravac  
Superintendent of Schools

## ORGANIZATION OF THE REPORT

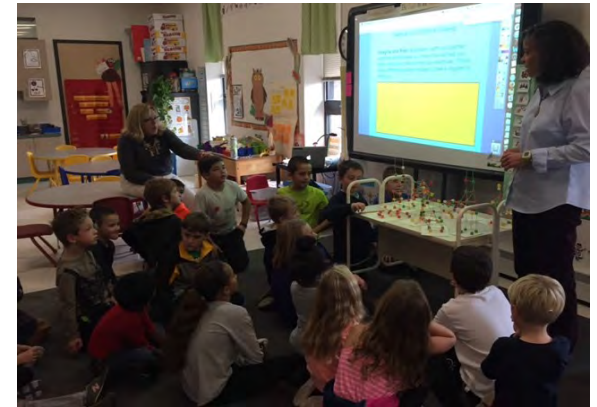
The Budget and Performance Measures Report is organized into the following sections:

- Portsmouth by the Numbers
- Report of the Superintendent of Schools
- View Pages
- College Acceptances for the Class of 2016
- Portsmouth Notables
- School Highlights
- School Nutrition and Clippers Farm to School
- Nurse Highlights
- Portsmouth School Board
- Data Dashboard
- Cohort Analysis
- Historical and Projected Enrollments
- Pupil Support and Instruction
- A Focus of Student Learning and Staff Development
- Technology and STEAM
- FY 18 Budget Overview





# PERSONALIZED INSTRUCTION SUPPORTING STUDENT GROWTH



## ACADEMIC ACHIEVEMENT

*The District's mission is to educate  
all children to high levels.*

*We provide appropriate class sizes to  
support personalized instruction  
and our teachers work collaboratively  
to monitor and support individual student growth.*





## ENRICHING STUDENT LIFE THROUGH THE ARTS



*Every one of our students has talents  
just waiting to be explored.  
We provide students wonderful opportunities  
to experience courses and  
extra-curricular experiences  
in music, visual arts, and theatre.*





## A RICH TRADITION OF EXCELLENCE



### ATHLETICS

Over the past 10+ years, Portsmouth High School Athletic Teams have competed in 64 State Championships, resulting in 24 State Champion Titles!

Students who participate in extra-curricular activities typically perform better in school and reap the benefits in a number of interrelated areas: academic, social-emotional, prevention, health, and wellness.

**It's a great time to be a Clipper!**



# GRADUATES: CAREER, COLLEGE, AND CITIZENSHIP READY

## ACCEPTANCES FOR THE CLASS OF 2016

Academy of Art University  
Allegheny College  
American University  
Assumption College  
Bard College  
Barrett, The Honors College  
Bay State College  
Becker College  
Belmont University  
Bentley University  
Berklee College of Music  
Boston College  
Boston University  
Bowdoin College  
Brandeis University  
Bryant University  
Bucknell University  
Case Western Reserve University  
Castleton State College  
Central Connecticut State  
Chapman University  
Clark University  
Clarkson University  
Clemson University  
Coastal Carolina University  
Colby College  
Colby-Sawyer College  
Colgate University  
College of Charleston  
College of the Atlantic  
College of the Holy Cross  
College of William and Mary  
Colorado College  
Colorado State University  
Columbia College Chicago  
Columbia University  
Connecticut College  
Curry College  
Dean College  
Denison University  
DePaul University  
DePauw University  
East Carolina University

Elon University  
Embry-Riddle Aeronautical  
Emerson College  
Emmanuel College  
Endicott College  
Fairfield University  
Fisher College  
Fitchburg State University  
Florida Institute of Technology  
Florida International University  
Florida Southern College  
Florida State University  
Fordham University  
Framingham State University  
Full Sail University  
Furman University  
George Mason University  
Gettysburg College  
Gordon College  
Goucher College  
Hamilton College  
High Point University  
Hobart and William Smith Colleges  
Hofstra University  
Humboldt State University  
Husson University  
Ithaca College  
James Madison University  
Johnson & Wales University  
Johnson State College  
Keene State College  
Kent State University  
**King's College**  
Knox College  
Lafayette College  
Lake Superior State University  
Landmark College  
Lewis & Clark College  
Liberty University  
Long Island University, Brooklyn  
Loyola Marymount University  
Loyola University Chicago  
Loyola University Maryland

Lynn University  
Macalester College  
Maine College of Art  
Marist College  
Marymount Manhattan College  
Mass College of Pharmacy & Health Sciences  
Massachusetts Maritime Academy  
McGill University  
Merrimack College  
Miami University, Oxford  
Montana State University, Bozeman  
Mount Holyoke College  
Muhlenberg College  
New England College  
New York Institute of Technology  
Newbury College  
Nichols College  
Northeastern University  
Norwich University  
Old Dominion University  
Pace University, New York City  
Pennsylvania State University  
Philadelphia University  
Plymouth State University  
Princeton University  
Providence College  
Purchase College-SUNY  
Purdue University  
Quinnipiac University  
Rensselaer Polytechnic Institute  
Rhodes College  
Roanoke College  
Rochester Institute of Technology  
Roger Williams University  
Rollins College  
Saint Anselm College  
**Saint Joseph's College**  
Saint Michael's College  
Salem State University  
Salve Regina University  
San Diego State University  
Savannah College of Art and Design

Simmons College  
Skidmore College  
Smith College  
Southern New Hampshire University  
St. Lawrence University  
State University of NY at Albany  
State University of NY at New Paltz  
Stetson University  
Stevens Institute of Technology  
Stonehill College  
Stony Brook University  
Suffolk University  
Syracuse University  
Temple University  
The American University in Paris  
The Culinary Institute of America  
The George Washington University  
The Ohio State University  
The University of Edinburgh  
Trinity College  
Trinity College of Dublin  
Tufts University  
Union College  
United States Coast Guard Academy  
University of California Santa Cruz  
University of Colorado at Boulder  
University of Connecticut  
University of Delaware  
University of Denver  
University of Hartford  
University of Illinois at Chicago  
University of Kansas  
University of Kentucky  
University of Maine  
University of Mary Washington  
University of Massachusetts  
University of Miami  
University of New England  
University of New Hampshire  
University of New Haven  
University of New Mexico  
University of North Carolina

University of Redlands  
University of Rhode Island  
University of Rochester  
University of St. Andrews  
University of Tennessee, Knoxville  
University of Vermont  
University of Washington  
Ursinus College  
Wagner College  
Wentworth Institute of Technology  
Wesleyan University  
West Virginia University  
Western Michigan University  
Western New England University  
Western State Colorado University  
Western Washington University  
Westminster College  
Wheaton College  
Wheelock College  
Worcester Polytechnic Institute

### TWO-YEAR COLLEGES, TECHNICAL COLLEGES, AND OTHER PROGRAMS

Academy of Freelance Make-Up  
London  
Air National Guard  
United States Army  
Great Bay Community College  
Manchester Community College  
NHTI-Concord Community College  
Santa Barbara City College  
Southern Maine Community College  
GAP Year





## PORTSMOUTH NOTABLES

### **Congratulations to our Clipper Foundation Grant Recipients!**

The Clipper Foundation awards grants annually to support innovative educational practices in SAU 50 and 52. Here are this year's recipients and their proposals. For more information, visit: <http://www.clipperfoundation.org>.

- ◆ Dondero Elementary School: Learning Portsmouth's History, a Collaboration with The Portsmouth Historical Society for all Portsmouth 3rd graders
- ◆ Little Harbour School: STEAM Academy for K-5
- ◆ Portsmouth Elementary Schools: Robotics in the Classroom for Portsmouth 4th and 5th graders
- ◆ Nina Keating, Rye Elementary School: Physical Computing for all Rye 4th and 5th graders
- ◆ Laura LaVallee, Portsmouth High School: Clippers Read! A summer reading program for all Portsmouth High School students.

### **PMS Boys JV**

**Basketball Team** spent their day off from school volunteering at the local food pantry.



**The Portsmouth High School Granite State College Team** was one of the 14 teams to move on to the televised round of Granite State Challenge on



NHPTV. They competed against 49 other NH schools this year.

### **PMS's Project Adventure Club**

Seventeen students and two faculty advisors worked on building strong communication and problem-solving skills, challenging themselves on high ropes courses and climbing walls, and most importantly, supporting their fellow teammates. The group's work culminated with a trip to UNH's Browne Center Outdoor Education Center. Many thanks to the Little Harbor Foundation's Drug Free Kids Grant for funding this amazing program!

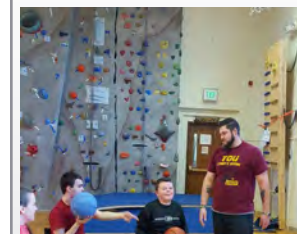


**PHS Giving Tree** Many thanks to PHS artists Haley Dewsnap and Lauren Marin for creating the beautiful PHS Giving Tree displayed in the main foyer. The

display is an opportunity for anyone in the PHS community to extend care to PHS students and families experiencing hardship. Parents, students, staff, clubs, alumni, and friends are all welcome to participate by selecting a leaf and fulfilling the listed need. Proceeds gathered from the Giving Tree will go to the the Clipper Family Fund and are overseen and dispersed to PHS families in need through a collaboration of the PHS Guidance Department and the School Nurses.

**Portsmouth High School** and host families welcomed 21 students from our sister city in Nichinan, Japan. The hosts and guests showcased their cul-

tures, and Nichinan students got to take in many Seacoast offerings throughout their stay.



### **All Sports Day at UNH**

Students with special needs from Portsmouth High School and Dover High School participated in the first All Sports Day at UNH in December. UNH students planned and participated in a variety of sports with special need students. Activities included wall climbing, wheelchair sports, bocce, sitting volleyball, and cooperative games.



### **Congratulations to New Franklin Spelling Bee Champion**

Elise Katzenstein and Runner-Up Sophia Cosgrove. These two spelling wonders and twelve other NFS wordsmiths battled for 35 rounds before the final digraph was dictated.

### **PMS Food Drive**

In December, PMS students collected approximately 1,200 items for donation to the Seacoast Family Food Pantry.



# PORTSMOUTH HIGH SCHOOL

## Enrollment/ Staffing

There are 1,072 students enrolled at Portsmouth High School for 2016-17. Of the 35 male and 64 female faculty members, 78% hold a Master's Degree or higher. Accredited by the New England Association of Schools and Colleges, in addition to Portsmouth, our high school also serves the communities of Rye, Greenland, New Castle, and Newington. Portsmouth High School also provides the opportunity for students to participate in athletics, the performing arts, student government, and over 50 extracurricular clubs.

## POST SECONDARY EDUCATION CLASS OF 2016

4 Year College	70%
2 Year College	13%
1 Year and Other Educational Programs	2%
Military	1%
GAP Year	1%
Employment	13%



## Costa Rica Writing Workshop for District Teachers

This past August, eight teachers from SAU 50 and SAU 52, visited Costa Rica as participants in the Live the Osa/Plymouth State Summer Writing Workshop. They visited and taught at several schools, learned language and culture while living with host families, and experienced the incredibly bio-diverse region via hikes, horseback, and boat. The experience brought these teachers together and they continue to share their experience in their classrooms, as well as generate ideas among one another.



## Clipper Foundation Funds Yoga Class

With heartfelt gratitude to the Clipper Foundation for their generous grant, we have had our first yoga class at PHS. Students work with breathing, movement, meditation, and journaling to a reading or

quote each day. Some days the practice is vigorous, and other days, it is restorative. All practices encourage self-reflection, feeling connected, and foster an ability to clarify limitations and points where the practice can grow. Namaste!



## Two PHS Teams Compete in a Social Innovation Competition at UNH

The PHS Business Club and a selected group of Social Studies students formed two teams to compete in the pilot, invite-only High School Social Innovation Competition at the University of New Hampshire. Both teams presented in front of a panel of judges to pitch an idea that was innovative, yet also socially aware. The PHS Business Club members presented a simple, impactful idea, to reuse high school students' backpacks and school supplies. The members would collect, clean, and redistribute the gently-used backpack



and supplies to the middle and elementary schools in the District. The hope is that this initiative will prove successful and be done in other school districts. The selected Social Studies Team presented a proposal to address the drought in Portsmouth, through environmental sustainable actions. Students utilized the previously designed solar panel road, and then constructed a greywater runoff collection system under the roadways to be used at golf courses, parks, and for other non-potable uses. The hope is to get local businesses involved in sponsoring the construction to promote the City as an environmentally friendly business community. Congratulations to the PHS selected Social Studies Team who tied for second place in the competition!



## Service Learning Class

The PHS Service Learning class is an elective for juniors and seniors who enjoy community service. Four days a week, students volunteer at a community non-profit organization. One day a week, they visit local non-profits and give back to the community. Some sites the students chose include: schools, Goss Farm, Pro-Portsmouth, RAIN, Portsmouth Chamber of Commerce, Urgent Care Clinic, and Operation Blessing.



## PORTSMOUTH HIGH SCHOOL CONTINUED



### International Language Department

The International Language Department enjoyed its' first exchange with students from Puerto Rico! These students arrived in Portsmouth to see snow and experience very cold temperatures, yet shared endearing stories and experiences from the Caribbean island. Our students will travel to Puerto Rico in April to complete the exchange circle.

On their own, with passion and love of French, a group of students is going to France. Students hosted a dinner show "Wizard of Oz" as a fundraiser for the trip to France. Students were completely in charge of preparing French food for the dinner, memorizing lines, and putting together costumes for the first ever International Language Dinner Show Fundraiser. Bravo!

We applaud the student initiative in practicing and working toward fluidity. The work of the teachers is honored as they put together the exchange, and the many hours it takes to organize homestays, excursions, and pleasant, authentic experiences for all involved. Merci! Gracias!



### Students Learn the Value of Rain Gardens in Ecology Class

Students in the Ecology Class have been studying the Nitrogen Cycle and the effects of too much nitrogen (and phosphorus) in the environment. When too many nutrients dissolve in bodies of water, they remove oxygen from the water, making it a "Dead Zone" and creating hypoxic conditions. Most excess nutrients come from fertilizer runoff. In order to prevent this type of pollution, students studied rain gardens. Rain gardens are depressions built with various plants and soils in hopes of collecting polluted runoff, only to allow it to percolate through the rain garden, removing some of the toxins from the water. This runoff ends up flowing into major waterways. If the water does not travel over well vegetated

areas with topsoil, the water never has a chance to "cleanse", and therefore, the pollution (in this case nutrient pollution) will travel into the water, polluting it. In this particular lab, students modeled a rain garden with recycled 2-liter bottles. They built their own rain garden, consisting of any material they believe has good filtering qualities, and compared their "brand new" rain

garden to one that is mature and has a substantial root system. They performed various water tests, such as nitrate, phosphate, turbidity, conductivity, pH, etc. on polluted water samples that mimic real polluted runoff. Pouring some polluted water through their rain garden and through a mature rain garden, they hope that both will "clean" the water to some degree. The purpose of comparing their rain garden to a mature one, is to reveal whether or not substantial root systems played a role in cleaning the water (which often proves). Students used the Vernier probes and machines purchased through Clipper Grant funds last year.



### Unified Soccer

The PHS Unified Soccer Team has students with special needs and students without disabilities competing against other Unified Teams through the State.

### District Wellness Committee Teams Up with PHS Students in the Fight Against Breast Cancer

This fall, the PHS Wellness Committee held their second annual Bubble Soccer Tournament. The Committee was able to donate \$1,600 to My Breast Cancer Support, which provides financial and emo-

tional support to Seacoast New Hampshire and Southern Maine breast cancer patients. PHS students, District staff, and administration, local businesses, and the Portsmouth Police and Fire Departments came together as a community to support this wonderful cause.



# ROBERT J. LISTER ACADEMY

## Programming, Enrollment, and Staffing

The Robert J. Lister Academy (RJLA) was developed in 1992 as part of the Portsmouth School District's commitment to excellence in education. RJLA is an innovative public high school program designed to serve the most vulnerable students in the Portsmouth School District. RJLA provides each student with a child-specific education tailored to their individual academic, social, behavioral, and therapeutic needs. RJLA also prepares students for their vocational and post-secondary school goals through unique programs and partnerships.

The Program is designed to accommodate 24 special education students. Currently, there are 16 students from the Portsmouth School District and 6 students from surrounding districts such as Epping, Dover, Winnisquam, and York, Maine. Students from out of district pay tuition to attend the Program, which has four masters-level teachers, one paraprofessional, a half-time guidance counselor, one administrative assistant, and a principal.

## Highlights/Points of Pride

### Great Bay Community College Partnership

RJLA is committed to preparing students to be college or career ready post-high school graduation. To better serve this mission, RJLA has created a specialized program with Great Bay Community College (GBCC) which integrates a post-

secondary college transition plan into our high school curriculum, providing students with an opportunity to be dually enrolled in high school and college. Eight students currently take a GBCC course on the GBCC campus during their regular school day. Our goal is to both identify and address the barriers that exist between high school and college transition, while increasing our students' sense of belonging and ability to succeed in a college setting.

### Community Collaborations

Thirty-six percent of our students are enrolled in college classes.

Forty-five percent of our students are participating in blended learning environments.



The YMCA of the Seacoast has generously partnered with RJLA to implement a fitness program as part of our physical education program. Students use the YMCA facility and their staff twice a week.

New Heights has also generously partnered with RJLA to contribute to our Physical Education and Healthy Recreation program.

The NH Food Bank will be implementing "Cooking Matters" a six-week curriculum for students as part of their Health curriculum.

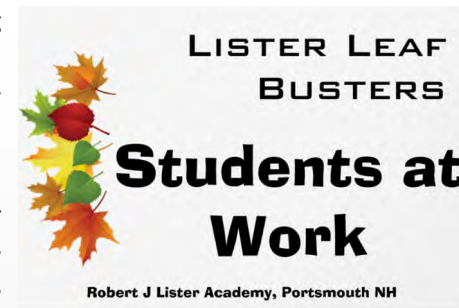
We have partnered with the Appalachian Mountain Club (AMC) to provide outdoor experiential activities for students including hiking and snowshoeing. These trips are typically overnight trips in the AMC lodges.



Media Wing, a local marketing company, is working with students to create and produce a short informational film about our school which will be posted on our web-site.

### Lister Leaf Busters

Students participate in an intensive small business and fundraising campaign



through raking leaves to raise money for participation in an end-of-year school trip. Students learn about perseverance, delayed gratification, work ethic, team work, and goal setting. Students also research, plan, and budget the trip based upon the amount of money earned. This year student's raised \$8,000 in three weeks!





# PORTSMOUTH MIDDLE SCHOOL

## Enrollment/Staffing

Portsmouth Middle School is a community of 519 students in grades six through eight, with nearly 100 faculty and staff members working together to educate Portsmouth's Middle School population. Following the middle school model, we divide each grade into two teams, breaking a large school into much smaller interdisciplinary teams. Each "team" is made up of an English Language Arts teacher, a Mathematics teacher, a Science teacher, a Social Studies teacher, and a Student Services teacher. These teams work as a unit with 80 to 95 students planning their instruction, creating educational opportunities, and managing student experiences. As students move from grade to grade, they remain together as a team of students, while changing their teachers and location within the building.

Meeting in 50-minute blocks of instruction, teachers use a variety of instructional techniques to pique student interest, creating 21st Century learners. The students of Portsmouth Middle School are often engaged in collaborative project-based learning, as teachers design instruction to align with the Common Core State Standards. Often with the use of technology, students delve deep into content area studies, working toward mastery of unit objectives. Content area teachers work together in grade-level partnerships, as well as in departments to focus learning objectives and improve their teaching.

Aside from their core curricular classes, students have a wide variety of opportunities to broaden their exposure to what the middle school calls Unified Arts. Student schedules are set up to expose students

to courses in sixth and seventh grade so that they can make selections of courses in eighth grade. Our Unified Arts Team offers courses in the Performing Arts, Arts, Technology Education, Physical Education, Foreign Language, and Family and Consumer Sciences. Portsmouth Middle School offers one of the strongest Unified Arts departments in the State, giving all students opportunities to thrive in hands-on learning.

Portsmouth Middle School offers enrichment/intervention courses to students who are in need of additional focus in a particular content area. Without missing regular class instruction, these blocks of time within the school day allow teachers to work with smaller groups of students around individualized needs. Similarly, in small groups, every teacher at PMS works with a group of Advisory students once a week to build a sense of community and excitement within the school.

Some initiatives that Portsmouth Middle School is particularly proud of in the 2016-2017 school year include:



**South Mill Pond Data Collection-** Throughout the academic year, eighth grade Science students, working with Ms. Sweeney and Mr. Rose, have been participating in citizen science data collec-

tion. Tracking the ecological health of the South Mill Pond, students in each Science class are tracking a number of data points and uploading them to the Global Learning and Observations to Benefit the Environment (GLOBE) database. Students are not only learning that all people can contribute valuable information to the science community at large, but also of the work that scientists do to accurately and precisely track ecological changes over long periods of time. Scientific inquiry at its best!

**Project Adventure** learning in Physical Education classes offers students the opportunity to challenge themselves and their comfort levels when it comes to high and low ropes course elements. Using "Challenge by Choice" as their mantra, students enjoy safely pushing their limits.

**Weekend Trips to NYC and Quebec-** Annually, two eighth grade trips depart Portsmouth for long weekends full of firsthand learning. In December, PMS sent a cohort of 83 students to NYC to consider immigration and the expansion and growth of cities. Martin Luther King Jr. weekend saw 46 French Language students travel to neighboring Quebec for an immersive language weekend experience.

**The Great East Music Festival** was once again attended by all seventh and eighth grade students who participate in our Band and Chorus programs. Our PMS Choir received a Platinum Medal and the PMS Band received a Gold Medal at the Festival held in Agawam, MA.

**Civic Pride** - With the loss of shrubbery around our new flag pole and the increase in flag size, custodian Abdel Touhami struggled to raise the American flag each

morning without allowing it to touch the ground. Eighth graders Evan Campbell and Kevin Cummings took it upon themselves to help Mr. Touhami to raise the flag each morning. Evan and Kevin are symbols of how we hope all of our PMS students will conduct themselves; even without notoriety or praise.

**Mindful Learning-** Using the MindUp curriculum, all students and teachers in the school were trained in the area of Mindful Learning. Students learned about brain function and how to "reset" their frame of mind in taking short "brain breaks". By clearing their mind utilizing simple breathing exercises, students are encouraged to stop, breathe, and think before making a decision.

**Adventure Club** was a wonderful experience that offered students an opportunity for fun, adventure, and skill building, together with personal and leadership growth. This after-school club utilized the PMS indoor challenge ropes course, rock wall, and low-element activities. Adventure Club's fall schedule culminated with a trip to UNH to spend the day at the Browne Center, the University's nationally-recognized outdoor education center.

Portsmouth Middle School continues on its quest to bring excitement, rigor, and experience to the education of Portsmouth's sixth, seventh, and eighth graders. We welcome the support of parents and the community at large in creating a positive learning experience for our students.

# ELEMENTARY PROGRAM

While Portsmouth has three distinct Kindergarten through Grade 5 (K-5) schools, together we have one K-5 elementary program driven by a common child-centered philosophy and common academic experiences. The pages that follow highlight each school and some of their notable work this year, but this page is designed to give you a sense of our core elementary program.



## Literacy

All of our elementary schools provide a rich, balanced Literacy program firmly based in a Readers and Writers Workshop model. This means that teachers provide instruction in a specific area



(focus lesson) to the class and then meet the needs of individual students through targeted individual and small group instruction.



This workshop model allows teachers to tailor instruction (differentiate) for students at various levels. Our Literacy programs also utilize language building components of Foundations (K-2) and Word Study (3-5)



## Mathematics

Our Math program is rooted in the newest edition of Everyday Mathematics. This program is aligned with the Common Core Standards and provides a strong base in mathematics reasoning, number sense, and computation. Teachers supplement with addi-



tional materials to intervene when students struggle and enrich when students need more challenge.



## Science

Teachers have been focused over the last two years on building new and revised units of study in Science with guidance from the Next Generation Science Standards. In addition to the content, grade-level teams are focusing on incorporating the experiential practices and skills of scientists into their units. These units feature components of engineering and problem solving through hands-on activities. We are excited to expand our work

in Science with the support of a grant from the Clipper Foundation, focusing on experiences with robotics in the upper elementary grades. This work will be in partnership with New Heights and involve embedded programming for students during the school day.

## Social Studies

Social Studies concepts of place and community are integrated through Literacy in grades K-2. Students also access the rich historical resources in our community and focus on Portsmouth and NH history in grades 3 through 4. Students build on those concepts while they explore early American History, including the Revolutionary War period in grade 5.

## Holistic Focus

Equally important to the academics is the focus on the development of the “whole child”. Our K-5 program focuses on the social and emotional needs of students as well, primarily through the use of the “Open Circle” program. Each school also uses various activities to build community while focusing on responsibility and “good citizenship”. These include everything from our school gardens to “Cops and Kids” events to fifth grade environmental school experiences.





# DONDERO ELEMENTARY

Dondero's population continues to grow. With a current student population of 311, we opened a fourth Kindergarten classroom and this year have welcomed students at each grade level from all around the world, including France, Egypt, Brazil, and India.

Dondero teachers continue to refine their practice through collaborative PLC work. Grade-level teams meet weekly to analyze Math, Reading, and/or Writing results in order to create personalized learning goals for each student, as well as to implement interventions. Working smarter, not harder continues to be reinforced with students.

Expanding our Science knowledge and revising lessons has been a focus at Dondero since the Spring of 2016. In doing so, teachers have been moving towards embracing the Next Generation Science Standards. Recently, fifth graders at Dondero learned about the relationship between the sun, the moon, and the earth. Students began with a simple investigation to discover the location of each in our solar system. With a visit from "Ena G. Fishant," students were thrown into the driver's seat of their learning. This mystery guest posed a scientific challenge requiring students to don their engineering hats and dive into their familiar Science, Technology, Engineering, Art, and Math (STEAM) process. Students brainstormed questions to guide their research. Using videos, reading, and hands-on experiments, students learned about how

the earth's revolution around the sun creates day and night, how the earth's axis and rotation cause seasons, and how the angle of the sun's rays relate to the temperature.



Dondero teachers have implemented STEAM activities into their instruction, by providing hands-on and minds-on lessons for the student. Making Math and Science both fun and interesting helps the student to do much more than just learn. Fifth graders had the opportunity to meet with engineers and construction workers at the Sarah Mildred Long Bridge. How many people can say their names are inscribed inside the new Sara Mildred Long Bridge? In classrooms, teachers have set-aside time throughout the week to engage students in activities that foster a sense of wonder and inquiry.



**SOS"-Stretching Our Skills-** Lisa Chapman, School Counselor, is working with a second grade classroom by implementing lessons around the books written by Julia Cook to support and reinforce concepts of Open Circle. Topics include the importance of rules, bragging behavior, personal space, listening to/following instructions, having the courage to be who you are, staying on task/asking for help, using our social filter, and/or accepting responsibility.



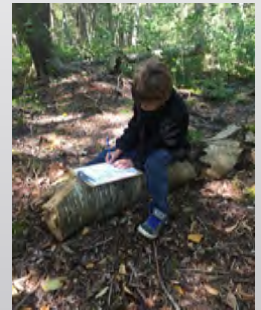
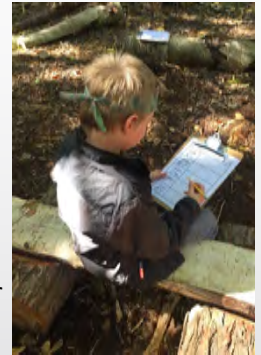
**The Teacher Book Club, A Mindset for Learning** by Kristine Mraz and Christine Hertz, was implemented last year and has turned into a philosophy that embodies the staff. Whole-school morning meetings teach students how to have a growth mindset; believing that their talents and abilities can be developed through effort and persistence.

**The Response to Instruction (RTI)** continues to refine its practice by analyzing data to determine a targeted learning goal that is shared by the interventionist and classroom teacher. In doing so, the team has built a stronger system for utilizing related service providers in the RTI

structure. It has also encouraged special education teachers to create targeted learning groups that bring the general education curriculum to where the learner is at times serving as the core instructor, while the classroom teacher is moving into the role of the interventionist.

## Outdoor Classroom-

Throughout the fall, parents and teachers cleared a wooded area on school grounds to create an Outdoor Classroom. Students have enjoyed spending time in the space with their reading buddy or writing about what they see and hear.



## Dondero PTA-

Words can't properly express the amazing parent volunteers who are part of Dondero's community. The PTA actively works in partnership with teachers to extend student learning opportunities, lend helping hands to classrooms and/or individual teachers, bring outside programming to all grade levels, and offer monthly events to engage families and school community. Members always go the extra mile to make every event, big or small, memorable.

# LITTLE HARBOUR ELEMENTARY



Little Harbour currently has 419 students, including the enrollment of 15 new students since school started. Currently, we have 25 classrooms; Kindergarten is our smallest grade level, while third grade is our largest grade level. We have 51 students receiving Special Education services, and 25 students who receive English as a Second Language (ESOL) support.

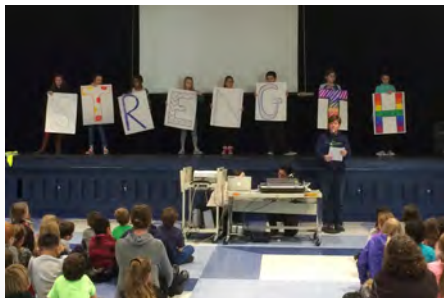
Little Harbour completed Phase 2 of renovations this summer. Construction comes with its drawbacks, including starting a week later than the rest of the District, but the results of the renovation are remarkable. The building itself is now more in line with the quality of the education we provide in Portsmouth.

Our population is changing, in that we have an influx of English Speakers of Other Languages. We currently have 25 students eligible for services in this area, with several students being newcomers. This has been an exciting year for staff to think about immersing these students and providing opportunities to build background knowledge about unfamiliar topics and related vocabulary.

Our staff has shifted slightly this year too, as we have added a Math Interventionist/STEAM Coordinator position. Stacey

Weeks has taken the helm, and provides guidance around Math instruction and interventions. In addition, she has worked to provide opportunities for students to engage in Science, Technology, Engineering, Arts, and Math (STEAM) activities in grades two through five. Ms. Weeks has visited other schools and met with various teaching teams to learn more about what works, and she has successfully integrated many of these ideas. Students love the activities and challenges and may not even know they are learning! These activities challenge them to think outside the box, engage in the problem solving process, and work as a collaborative team. Teachers are learning too and looking for ways to integrate more lessons like this so that they are not standing alone. One grade level brought together Reading and STEAM by challenging teams to create a chair. Upon completion of their Fairy tale unit, students were challenged to create a chair out of simple materials that could hold Papa Bear. Ms. Weeks has managed this while also acting as the Interim Assistant Principal over the last few months. We are lucky to have her as a part of our Little Harbour Team, and even more fortunate to have her in a leadership role.

As a school, we have focused on community in a very intentional way over the past two years. Some of our work as a community this year includes:



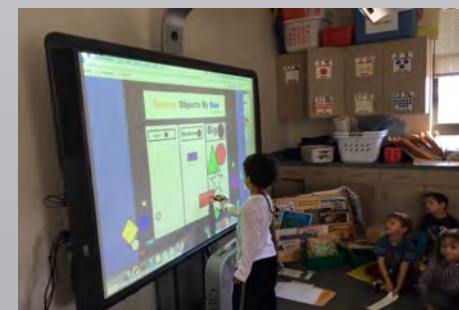
**Open Circle Curriculum-** We now have all classrooms implementing the Open Circle curriculum, and are finding that the shared values, common language, and meeting protocol are positively impacting our school.

**LHS Morning Meetings-** We have strengthened our commitment and programming content in our monthly LHS Morning Meetings. This is an opportunity (scheduled for Early Release Days) for the whole school to come together for 30 minutes around a community principle. This year we have focused on Unity, Giving, Strength, and Empathy. When there is not an Early Release Day in the schedule, we have chosen to use an interactive bulletin board to guide our monthly principle, including positivity and gratitude. A monthly newsletter to parents helps bring these ideals full circle by providing articles and resources, suggested books and activities, and a synopsis of the assembly. While the Culture and Climate Committee guides the planning and theme development, grade-level teams are involved in facilitating these events, and they are a big hit!

**Collaborative Leadership Team-** We have continued to build and refine a Collaborative Leadership Team. This Team's

mission is to involve all staff in decision making and information sharing. One outcome is that we have developed Vertical Leadership Teams that involve all staff members. Vertical Teams meet to share information about what is happening in various departments and grade levels, and to discuss issues that impact our community- this might include discussions about how field day should be organized, schedule concerns, intervention practices, or classroom management/grade-level management systems. It ensures that everyone has a voice and that we continue to value one another's perspective and expertise.

We continue to have an active and involved parent network of volunteers that help around the school. Parents can be seen doing all sorts of tasks including making copies, running book groups, helping in the cafeteria, reading with kids, wrapping presents at the Holiday Shoppe, and working at the Book Fair. The PTO is also a valuable resource for funds for field trips and putting on fun events such as Movie Nights and the Fifth Grade Spaghetti Dinner. We are fortunate to have so many parents who are willing to donate their time, whether once a year or weekly.





# NEW FRANKLIN ELEMENTARY



New Franklin School is a vibrant learning community of 257 amazing students and 60 passionate, dedicated staff members. Built in 1921, our school is rich in history and tradition. Generations of local families have attended NFS. A holiday concert, Family Math Night, or an Open House can find New Franklin alumni ages 8 to 80 in our hallways, gym, and classrooms. We have a close-knit and supportive school community, who continually work together to enhance the New Franklin experience for all. New Franklin has the distinction of being a Title I School-Wide School, meaning we are able to use additional funds from Title I monies to supplement our programs in the area of Literacy and Math for all students. We are extremely proud of our school and our continued growth and achievement. Below are just a few of our Points of Pride from 2016 into the current school year.

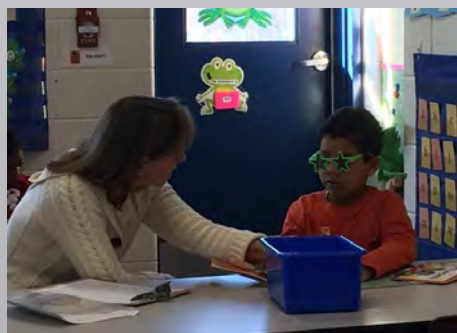
\*New Franklin was one of 54 schools across the country designated as a 2016 Title I Distinguished School in the area of student achievement.

\*New Franklin's PTO designated over \$12,000 to fund field trips during the 16-17 school year. A mission of the PTO is to ensure that NFS children have access to enriching field trips by paying for admission and transportation for every NFS student.



\*New Franklin is in the fourth year of a 21st Century After-School Grant, focused on providing enriching opportunities for students in the areas of Math, Science, and the Arts. Over 100 students are enrolled as of January 1, 2017.

\*Second grade (formerly fifth) teacher Ian Fleischer was selected to be a Heinemann Fellow. This highly-competitive program selects accomplished educators from across the country who share the



goal of advancing the teaching profession through action-research projects.

\*According to the 2015-2016 Smarter Balanced Assessment, New Franklin students in grades three through five were 92% proficient in Reading and 91% proficient in Mathematics.

\*New Franklin continues a long tradition of community outreach by hosting over 25 parent-teacher conferences at Gosling Meadow Housing Authority this past November, promoting a culture of partnership with families by removing barriers such as transportation.

\*Each year, fourth graders across the State take the Science NECAP as a measurement of understanding of the New Hampshire State Standards. Results from the spring of 2016 showed that 92% of New Franklin students were proficient in Science.

\*According to Niche.com, New Franklin is ranked second in elementary schools across the State, while Schooldigger.com ranks New Franklin number one. These two sites take into account such things as

academic success, cultural diversity, and teacher education and experience.

\*Last April, Gary Giraud, Ringling Brothers and Barnum Bailey Instructor and Hall of Fame Clown, conducted an Artist-in-Residence program culminating in an awe-inspiring performance by New Franklin fifth graders. For over 20 years,



Mr. Giraud has worked with New Franklin students thanks to funding by Title I and the New Franklin PTO.

\*For the 16-17 school year, New Franklin is focusing on Science, Technology, Engineering, Art, and Mathematics (STEAM) through professional development opportunities for teachers, expanded classroom lessons, and the creation of a monthly STEAM Club, consisting of teachers from across the grade levels, Math and Reading specialists, and Unified Arts teachers.



## PORTSMOUTH EARLY EDUCATION PROGRAM - PEEP



any additional information needed is gathered to determine the need for a developmental assessment. Once completed, a determination of eligibility is made. When children are identified, an Individual Education Plan is written and a placement is offered to provide early childhood special education services.



As part of the staffs' PLC work, they are focused on creating and implementing STEM units utilizing Brain Building for Science, Technology, Engineering, and Math (STEM) from the Boston Children's Museum, including weather, the life cycle, and the five senses.

The PEEP Program was established in 1980 to provide educational programs for children ages three through five years who have identified educational disabilities. These services are regulated by State and Federal law and are provided at no cost to families.



rooms. Identified students attend HS or Community School at Dondero. Parents can access full-time childcare, preschool, or Head Start depending on their needs.

PEEP is staffed by a part-time Preschool Coordinator (who is also the Special Education Coordinator for Dondero), one full-time Special Educator, one 80%-time Special Educator, one 80%-time Speech Pathologist, and one 60%-time Occupational Therapist. Physical therapy is provided on a contracted basis, when needed. There are also five paraprofessionals who work part time when the children attend school.



Children are referred to PEEP by parents, physicians, early childhood educators, Early Supports and Services agencies, and others when there are any developmental concerns. The information provided is reviewed and

PEEP is located at the Dondero Elementary School and works in collaboration with Head Start (HS) and Seacoast Community School (formally Ocean Community Child Care Center) to provide early childhood special education services in inclusive class-



As of January 18, 2017, PEEP is serving 28 preschoolers and is expecting five or six more before the end of the 2016-2017 school year.





# SCHOOL NUTRITION DEPARTMENT AND CLIPPERS FARM TO SCHOOL PROGRAM



The School Nutrition Department is self-supporting and financially relies on participation in the school meals program and we are increasingly sourcing from local farmers, vendors, and distributors. Support local, buy local, eat local with us by participating in the breakfast and lunch programs offered at each of the Portsmouth schools!

## DID YOU KNOW?

\*The Portsmouth Elementary Schools won the USDA Healthier US School Challenge in 2014! With the awarded funds, the Nutrition Department purchased a Vitamix blender for each school kitchen and offers fresh, healthy smoothies for breakfast at least one day a week.

\*The Healthy Try-It Program at the elementary schools continues to be a wild success. Offered as a free tasting once a month in the cafeteria, dedicated parent volunteers lead this Program in collaboration with the Nutrition Department, expanding kids pallets by encouraging them to try new foods. The featured food of the first half of the school year is typically sourced from the school gardens. The second half of the school year features a

different food students might not typically see. We have started to integrate math lessons by surveying student reactions to the new foods. The most popular foods, according to positive feedback, are incorporated into our school menu offerings.

\*Dishwashers were installed at Portsmouth Middle School and Little Harbour Elementary. Plans are to continue to install dishwashers at every school, omitting Styrofoam!

\*The new kitchen at Little Harbour features not only a salad bar offered every day, but also two serving lines, increasing the amount of time students have to consume their meals.



\*Taste Tests continue at Portsmouth Middle and High Schools in collaboration with guest chefs, and also the High School Eco-Club, featuring local fish, beef, fruits, and vegetables. Local fish tacos and burgers have been enthusiastically received and are already making it into school lunch menu rotations. The new juicer has been a big hit, with school garden harvests inspiring recipes.

\*Breakfast is offered three times a day at Portsmouth Middle School. Students are

welcome to bring this breakfast to their classroom, helping them to start their academic day off fueled and ready for learning.

\*Portsmouth Middle School boasts a fresh made-to order salad bar and sandwich station.

\*Portsmouth Middle School kitchen featured school garden-grown cucumbers, zucchini, tomatoes, carrots, basil, and broccoli on the lunch line after just one season of having a garden on campus.

\*Portsmouth High School offers delicious homemade soups every Friday and breakfast twice every morning!

\*The new double salad bar at PHS highlights a variety of fresh options, including some locally sourced foods that rotate frequently.

\*The new Smart Snack vending machine in the PHS cafeteria is now equipped with a debit card reader making it easier for quick purchases.

\*As of May 11, 2016, all Portsmouth schools have gardens, and their harvests are welcome in all school kitchens!

\*October was celebrated by National Farm to School Month and Food Day. All students and staff crunched on a New Hampshire grown apple at the same time! That is more than 3,000 local apples!

\*A new district-wide "Farm Fresh Fridays" initiative exposes students and staff to



locally grown seasonal harvests from our local farmers we know and love.

\*Our Clippers Farm to School Program is actively connecting students to agriculture through community partners and curriculum integration.

\*Through events, USDA grants, donated time, and further grant-writing, our Nutrition Department and Farm to School efforts have raised more than \$155,000 over the past three years. Every penny counts!



# PORTSMOUTH SCHOOL NURSES

## **School Nurse Guidelines: Nursing Resource and Reference Manual 2016**

*"School Nursing, a specialized practice of public health nursing, protects and promotes student health, facilitates normal development and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders that bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potentials." NASN June 2016*

After a two-year collaborative effort, the School Nurse Guidelines have been finalized and a 144-page Resource and Reference for the Portsmouth School Department (PSD) Nursing and Health Services has been approved for use in the Portsmouth School Department. The following Nursing Professional Learning Community (PLC) is credited with contributions to this resource:

Barbara Pamboukes, RN  
Kathy Casperson, RN

Cynthia Hart, RN  
Maria Costa, RN

Lisa Carchidi, RN  
Gina Rodriguez LaPage, RN, ARNP

There are 11 chapters in the School Nurse Guidelines which cover topics such as:

- Standards of Professional Nursing Practice, School Nurse Role, and Job Description
- Requirements for School Entry, Health Screenings, New Hampshire Department of Health and Human Services (NHDHHS) Immunization Requirements
- Management of Medication, Electronic Documentation, First Aid and Emergency Care
- Allergy and Asthma Management, Concussion, Diabetes Management

Resources included New Hampshire School Nurses Association (NHSNA) and National Association of School Nurses (NASN). The Guidelines were reviewed by H. Dixon Turner, MD, PSD Health Services.

The School Nurse Guidelines were approved by the PSD Policy Committee in July 2016. On August 9, 2016, members of our Nursing PLC presented a PowerPoint program for the Portsmouth School Board. A letter from Superintendent Zdravec thanked the nursing team for our collaborative effort establishing the School Nurse Guidelines. "It was an impressive undertaking to create such a comprehensive living document. Please accept this letter as approval of the use of these Guidelines in the Portsmouth School Department."

As a Professional Learning Community, we are pleased and proud of our success and accomplishment together. For more information, please contact Barbara Pamboukes at 603-436-0910 or [bpamboukes@portsmouth.k12.nh.us](mailto:bpamboukes@portsmouth.k12.nh.us).

Barbara C. Pamboukes, RN  
PSD Nursing and Health Service Department Head





## PORTSMOUTH SCHOOL BOARD

The School Board met in August for a day-long retreat with Portsmouth School Department Administrators, and together we reviewed our goals for the upcoming year. Our goals continue to focus on teacher quality, stewardship of resources, and student achievement. We are focused this year on continuing to raise the bar for all students in our District and closing the achievement gap between our students who are socio-economically challenged and those who are not. All budgetary decisions are made with this overarching goal as a background.

There are many exciting developments going on in our schools. For example, all of our schools now have school gardens that are being used extensively during the growing season (spring and fall) by students and being incorporated into school curriculums. We are in our second year of a USDA Farm to School Grant which has helped make this vision a reality. Our students are learning the value of growing and eating food they have produced and studying all the benefits of locally-sourced food. As the recipients of the first Farm to School Grant in New Hampshire, we are very proud of our program. The USDA has visited us twice and our Nutrition Director and Farm to School Coordinator have been asked to present at National conferences. Our program is a model for other districts in New Hampshire, and we are hopeful that more districts will be receiving this type of grant in the future.

Another exciting development is the anticipated later start times in the fall at the middle and high school level. After many months of study, discussion, presentations, together with community, staff, and student input, the Board voted in December to move the start times of all schools into alignment so that middle and high school students will now be starting at approximately 8:20 a.m., instead of 7:30 a.m. Research shows that the benefits of this change far outweigh the challenges, and we are excited to make this transition for our students this fall. While change can be hard, we are confident this will have far-reaching benefits for our students and our schools.

Much needed upgrades will continue this summer at the elementary level, with the bulk of the work occurring at Dondero Elementary School over the next two years. Upgrades will include LED lighting, a school-wide sprinkler system, and classroom improvements. Little Harbour Elementary School received similar upgrades over the previous two summers and we are excited to see these changes and upgrades coming to Dondero. We have been able to make these upgrades with an eye toward sustainability, energy conservation, and lighting improvements. These improvements will have a long-term positive impact on our energy consumption, which in turn will have a positive impact on our budget, making the initial investment very worthwhile.

Portsmouth is a community that values education and our schools benefit in immeasurable ways from this support. We are very grateful to the community for its continued support and encouragement. Donations, job internships and opportunities, partnerships, and fundraisers are just a few examples of the numerous ways our community supports our schools. We offer our sincere thanks and look forward to continuing these partnerships in the upcoming year.

Sincerely,  
Leslie Stevens, School Board Chair



### SCHOOL BOARD MEMBERS

#### TOP ROW, LEFT TO RIGHT

**Leslie Stevens, Chair (2017)**  
**Tom Martin, Vice Chair (2017)**  
**Nancy N. Clayburgh (2017)**

#### MIDDLE ROW, LEFT TO RIGHT

**Patrick Ellis (2019)**  
**Gary Epler (2019)**  
**Kristin Jeffrey (2017)**

#### BOTTOM ROW, LEFT TO RIGHT

**Jeff Landry (2017)**  
**Roseann Vozella Clark (2019)**  
**Ann Walker (2019)**

# DATA DASHBOARD: MULTIPLE MEASURES OF STUDENT LEARNING

The Portsmouth School District uses a number of assessment measures to monitor individual student progress and inform our instructional responses. Good teaching involves frequent informal and formal assessment to gauge how students are responding to learning experiences. Through multiple measures of assessment, we're able to create a clearer picture of each student and better understand how to design educational experiences that challenge and enhance each learner.

Large-scale measures of student achievement, such as state testing, are helpful feedback on the effects of our programmatic and professional development efforts and can also serve to inform future programming and provide focus for staff development. In general, Portsmouth continues to perform well above state and national averages on many indicators of student progress. New Hampshire utilizes the Smarter Balanced Assessment Consortium (SBAC) for the State accountability assessment in grades 3 through 8 in Mathematics and English/Language Arts. In 2016, Grade 11 students transitioned from the SBAC to the Scholastic Achievement Test (SAT) as a state-accountability measure. Students in grades 4, 8, and 11 will continue to take the Science New England Common Assessment Program (NECAP).

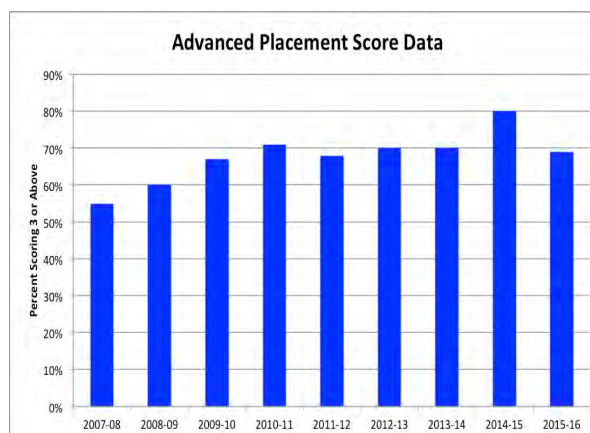
As a district, we are proud of the continual growth of our students and staff. We are also appreciative of the recognition our schools have received from sites such as Schooldigger (<http://www.schooldigger.com>) and Niche (<https://niche.com>).

The following charts represent various components of student academic progress and post graduate preparation.

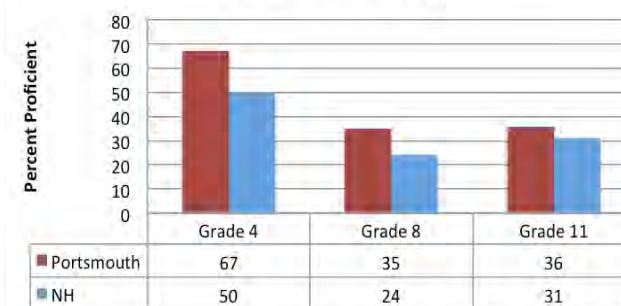
## AP SCORE DATA

Year	# of AP Courses	# of Pupils Enrolled	# Pupils taking AP Exam	% scoring "3" or higher
2007-08	9	109	101	55%
2008-09	9	126	122	60%
2009-10	9	126	122	67%
2010-11	9	118	113	71%
2011-12	9	128	117	68%
2012-13	9	159	151	70%
2013-14	9	141	136	70%
2014-15	9	142	138	80%
2015-16	10	166	154	69%

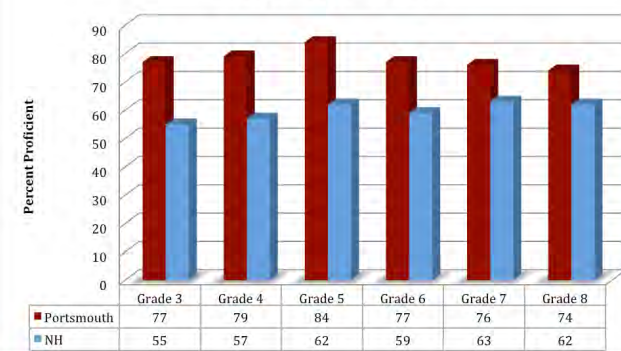
## PHS ADVANCED PLACEMENT RESULTS (STUDENTS TAKING AP EXAM & SCORING WELL)



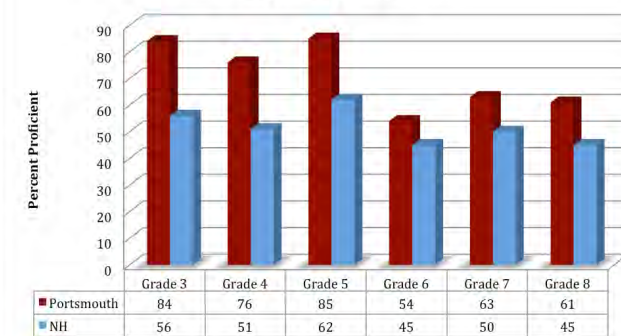
## 2016 Science NECAP Proficiency Portsmouth/NH



## 2016 Smarter Balanced English Language Arts Percent Proficient



## 2016 Smarter Balanced Mathematics Percent Proficient

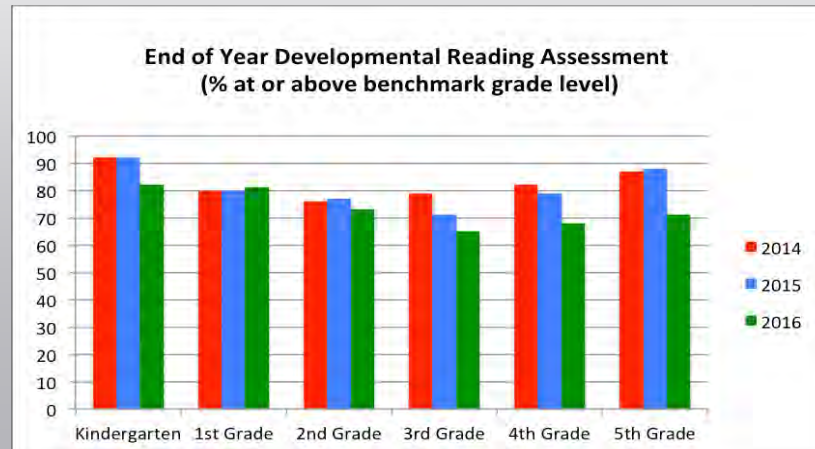




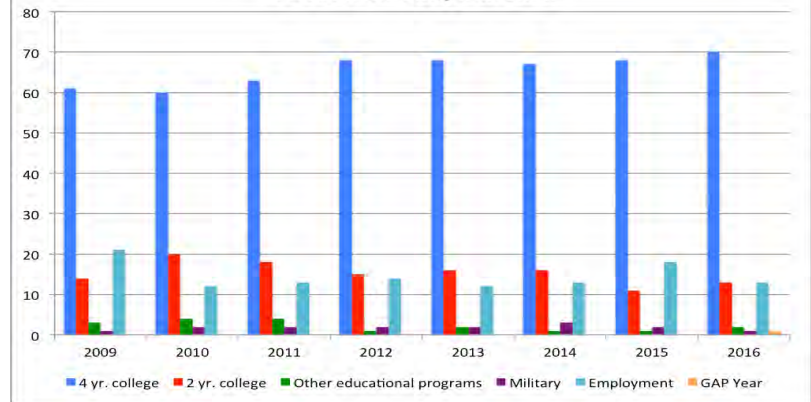
# DATA DASHBOARD: MULTIPLE MEASURES OF STUDENT LEARNING CONTINUED

## Elementary Developmental Reading Assessment (DRA) Results

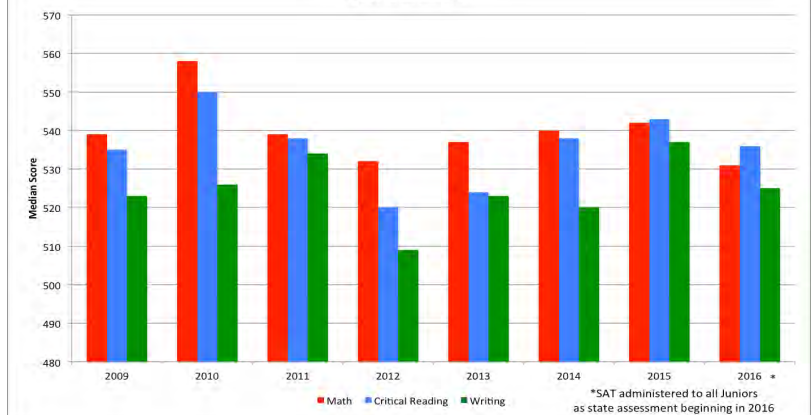
The Developmental Reading Assessment (DRA) provides a method for assessing and documenting elementary students' progress as readers over time. The DRA identifies a student's individual reading level and allows us to measure whether a child is on track as a reader. Students in kindergarten through fifth grade are assessed in September, and those who fall below benchmark are provided intervention support and re-assessed at mid-year. Student progress is monitored frequently and all students take an end-of-year DRA to measure growth. The information helps guide the instruction for the next year's teacher, so they can hit the ground running in the fall. The table below illustrates the progress we have made over time in ensuring every child gets off to a great start as a reader.



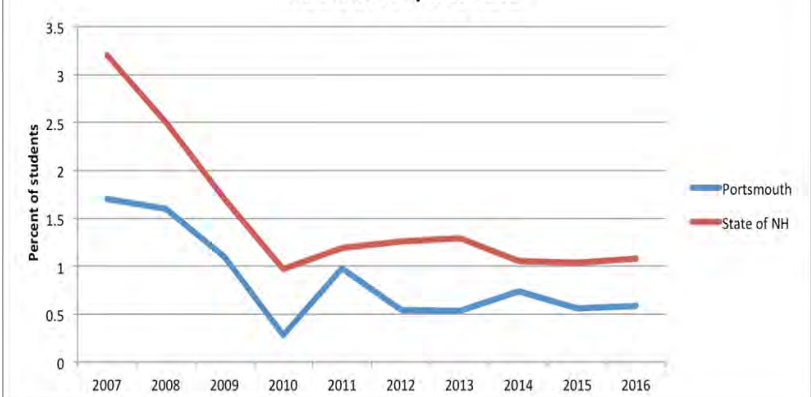
## Postsecondary Pursuits



## SAT Statistics



## Annual Dropout Rate

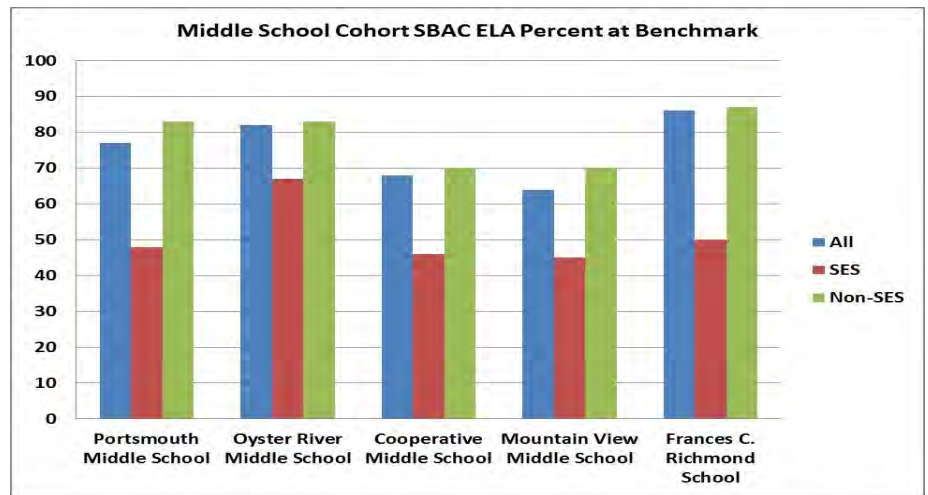
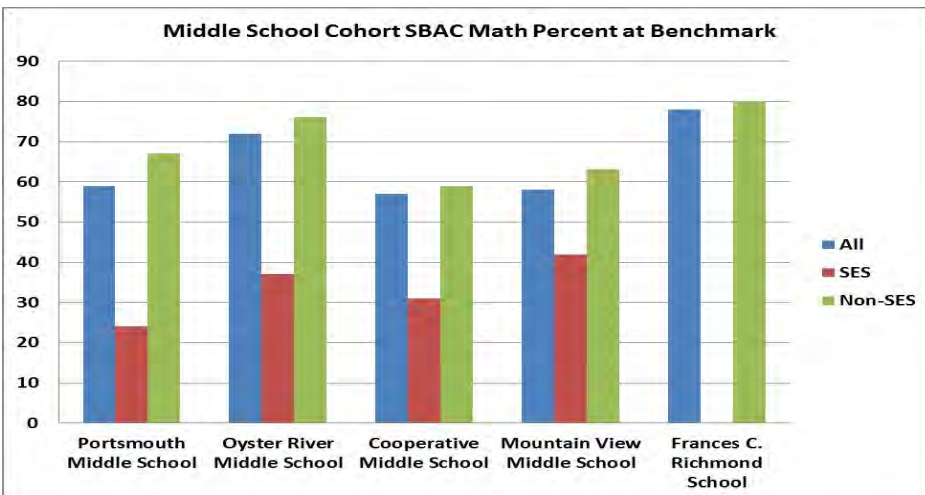
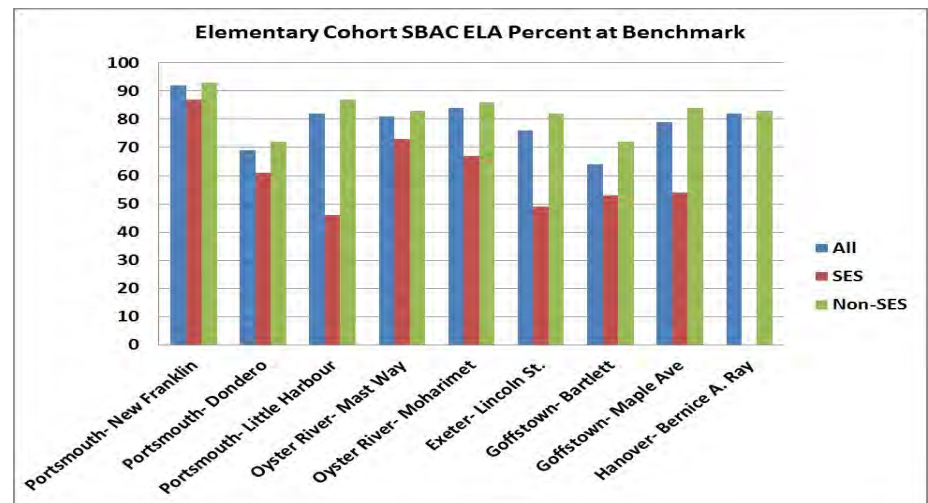
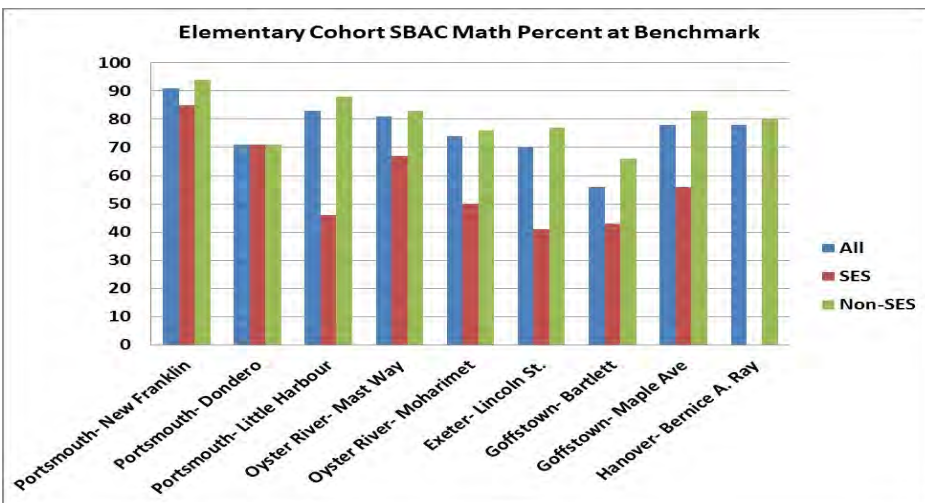


# COHORT ANALYSIS

**Cohort Data on SES Achievement Gap:** The Portsmouth School Department is committed to a goal of reducing gaps of opportunity and achievement between socio-economic groups. The graphs below represent data from the Smarter Balanced Assessments (SBAC), given to students in grades three through eight in English Language Arts (ELA) and Math. The state assessment at the high school level is the SAT, given to students in their junior year.

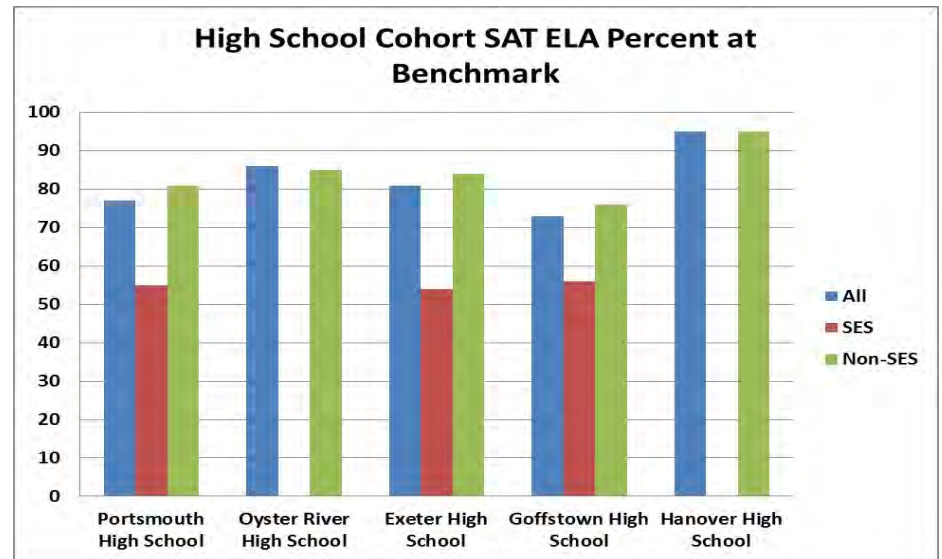
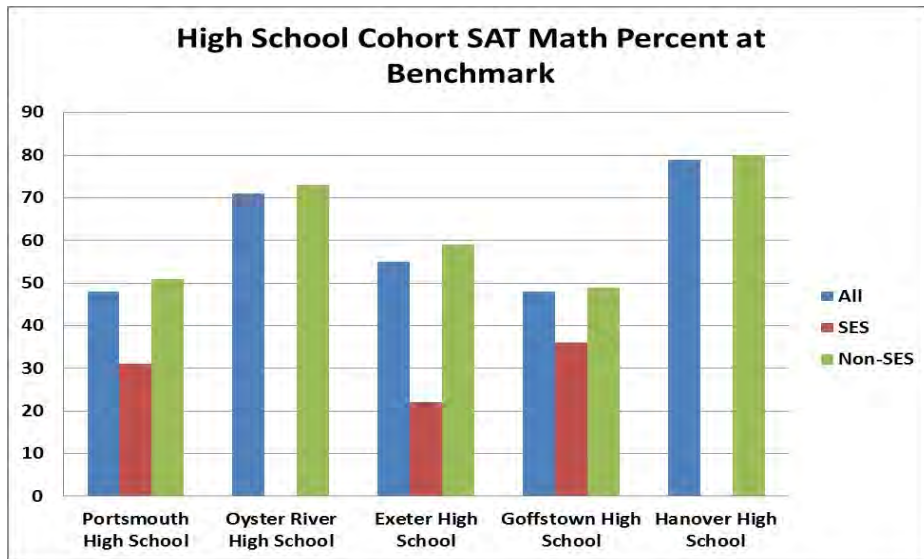
These graphs show the achievement of students as a whole, as well as students on free or reduced lunch, who are considered low socioeconomic status (SES). The achievement of SES students is also compared to non-SES students. If there is no SES bar showing, the school had a population of SES students tested under 11, and therefore not reported by the state.

The comparison schools shown represent our selected “cohort” of schools, chosen from recognized US News and World Report top-performing high schools in NH with sizes similar to Portsmouth. It is our goal to focus on closing these gaps of achievement, in fact, to lead the state in doing so, while also continuing to raise the achievement of all students. We will be communicating more on current and future strategies to reach this important goal.





## COHORT ANALYSIS CONTINUED



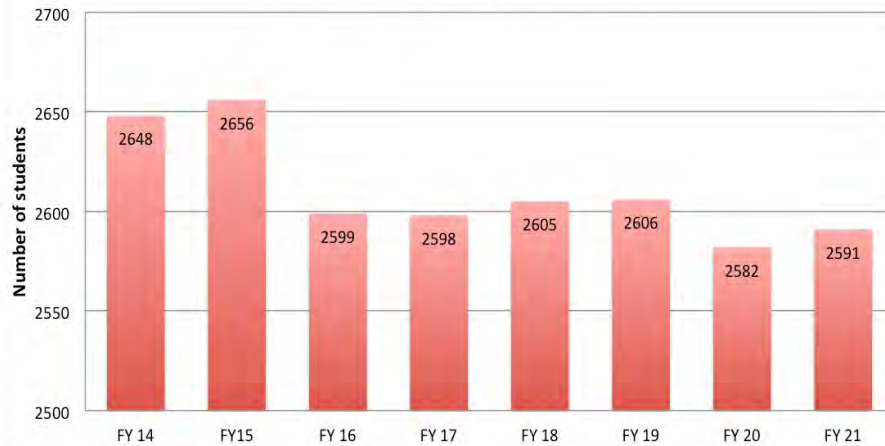
2015-2016 Percent of Free and Reduced Lunch Students	
Hanover/Dresden	4%
Oyster River	7%
Exeter	12%
Portsmouth	17%
Goffstown	20%



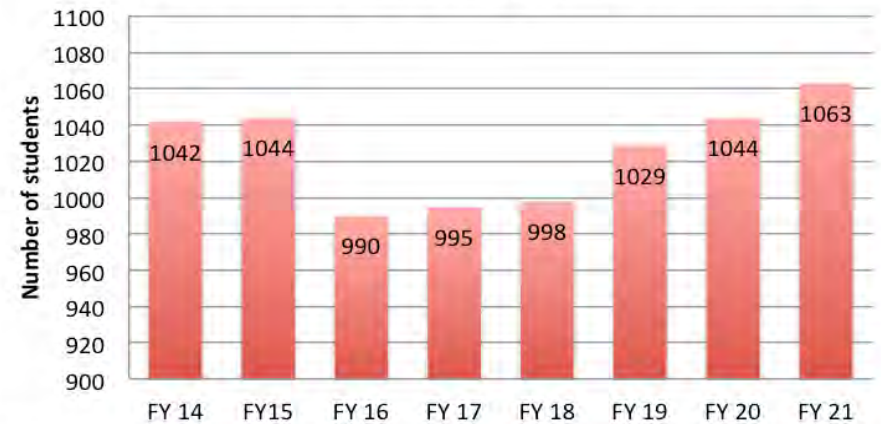
## HISTORICAL AND PROJECTED ENROLLMENTS

After a small overall dip this year, aggregate enrollment is predicted to remain stable for the next several years. According to New England School Development Council models, Portsmouth elementary enrollments are expected to significantly surge beginning in the 2019-2020 school year and continuing through 2026-2027.

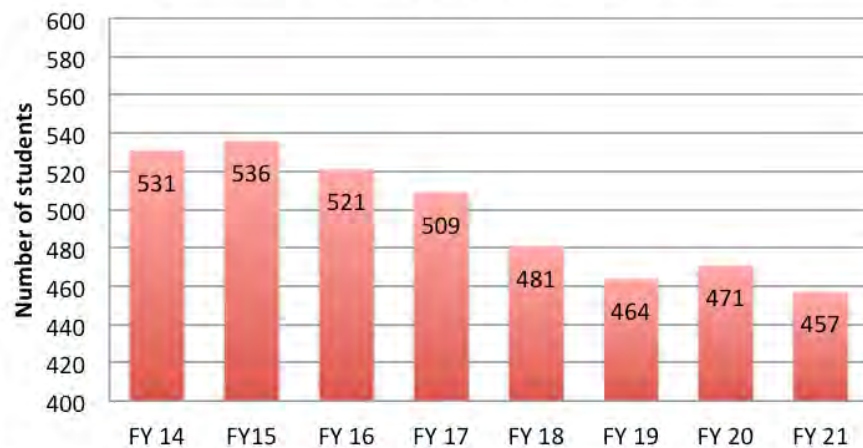
**PSD K-12 Projected Enrollment**



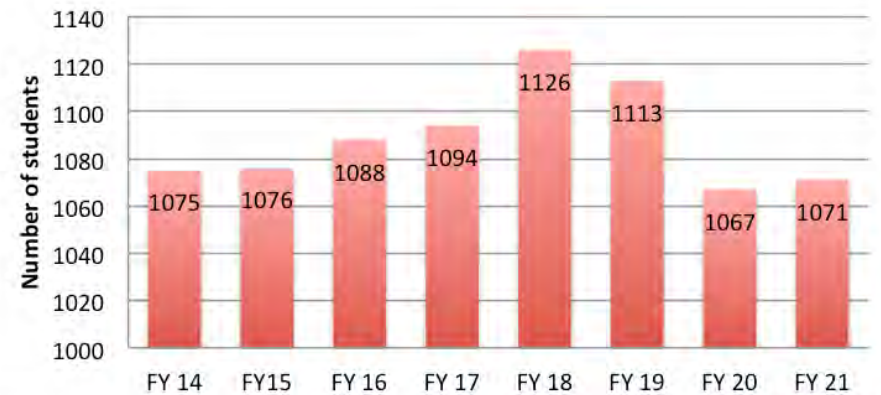
**K-5 Historical and Projected Enrollment**



**PMS Historical and Projected Enrollment**



**PHS Historical and Projected Enrollment**





# PUPIL SUPPORT AND INSTRUCTION

## SPECIAL EDUCATION

Portsmouth School Department supports special education needs from preschool through transition beyond high school. Services are determined by each student's individual team, and include such supports as direct instruction in academics, speech therapy, occupational therapy, nurse services, and counseling. This school year, 433 students with disabilities are supported by 49 professional staff and 91 paraprofessionals across the District schools.

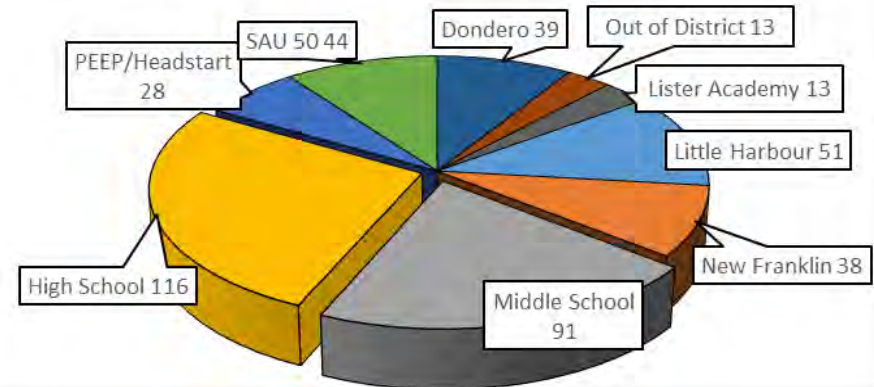
In FY 17, the District received \$578,250 from the Federal government IDEA Grant. These funds allowed for such activities as professional development in specific reading interventions, community/staff training in executive functioning skills, and the purchase of technology to support academic, communication, and hearing needs. An additional \$13,575 from the Preschool Grant allowed for the purchase of adaptive equipment and expanding communication access with instruction in American Sign Language in the preschool classroom and for families of those students with hearing loss.



## Number of Students by Primary Disability

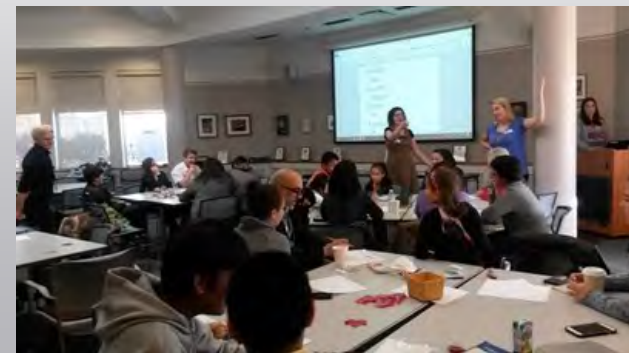
<b>Autism</b>	<b>31</b>	<b>Other Health Impairment</b>	<b>133</b>
<b>Developmental Delay</b>	<b>29</b>	<b>Specific Learning Disability</b>	<b>173</b>
<b>Emotional Disturbance</b>	<b>13</b>	<b>Speech/Language Impairment</b>	<b>38</b>
<b>Hearing Impairment</b>	<b>4</b>	<b>Traumatic Brain Injury</b>	<b>3</b>
<b>Intellectual Disability</b>	<b>4</b>	<b>Visual Impairment</b>	<b>3</b>
<b>Multiple Disabilities</b>	<b>2</b>		

## Number of Students by School



## English for Speakers of Other Languages (ESOL)

Four professional staff serve the 88 students receiving ESOL supports across the District. Services include vocabulary building, support in content classes, and classroom teacher consultation. Title III ESOL Grant funds (FY 17=\$18,954) allowed for professional development activities for staff and the purchase of instructional materials. Additionally, family engagement activities and resources are funded through this Grant. A family event took place in collaboration with Portsmouth Public Library on November 8, 2016, with over 50 students and family members engaging in information sharing and fun activities.



# A FOCUS ON STUDENT LEARNING AND STAFF DEVELOPMENT



## Professional Learning Communities

In Portsmouth Schools, we believe all children can learn and that a teacher's primary responsibility is to ensure learning. This responsibility doesn't rest squarely on the shoulders of individual teachers, rather it's the collective duty of interdependent teams working collaboratively to ensure student learning.

Under our Professional Learning Community (PLC) process model, teams of educators meet regularly to monitor student attainment of knowledge and skills they've identified as essential. Teams discuss students and student work to develop timely responses to address the needs of individual students. Responses may include re-teaching, remediation, or enrichment.

The Professional Learning Community process shifts the focus away from what teachers have taught and focuses in on what students have learned. This occurs as teachers at the same level or content area identify core standards, skills, and competencies they deem essential for all students to be able to know and do. While still responsible for addressing all the standards through our curriculum, these core standards are what we target and monitor through the PLC process. By establishing a "guaranteed and viable" curriculum across grade levels and schools and with-

in content areas, we ensure that all students, regardless of teacher or school, attain essential knowledge and skills.

In the 2017-2018 school year, the inclusion of the TASC (Teachers in Academic Support Centers) block at Portsmouth High School and refinements to the enrichment block at Portsmouth Middle School will allow for more personalized enrichment, mediation, and practice for students. We know that "when time and support are the variables, learning is the constant," and these new structures will enable staff to be more adaptive to what students need.

Portsmouth educators share a commitment to ongoing improvement in student learning and continuous improvement in our own instructional practice. By continually analyzing our practices through the lens of how they affect student learning outcomes, we can pinpoint, replicate, and retain our most successful techniques. The goal isn't simply for educators to learn something new, but to weave effective strategies into our teaching. Innovation shouldn't be an event, but a routine as teams continue to discover what's effective. When teachers collaborate around a shared problem or goal, years of training and experience form a greater mind that benefits the students and the educators sitting around the table.

## Professional Development

In addition to individual and team staff development activities, staff are engaged in numerous district-wide development efforts to enhance teacher craft and improve student learning experiences. For the past two years, elementary teachers have been using their district days developing common Science units of study aligned with the Next Generation Sci-

ence Standards. In addition to the content knowledge, staff ensure that these units include authentic practices of scientists to build skills of analysis, designing solutions, modeling, arguing from evidence, etc. Teachers also develop authentic performance assessments that ask students to synthesize and apply their newly-acquired knowledge and skills with prior knowledge to solve novel problems and challenges.

Departments in Grades 6 through 12 have been focused on developing core competencies by identifying essential knowledge and skills by course and department, and creating assessments to measure student attainment of these essential skills and concepts.

## Teacher Quality Panel

The Teacher Quality Panel (TQP) of teachers and administrators is charged with promoting a framework for highly-effective teaching, establishing criteria, and reviewing applications for teachers to receive Additional Achievement Units for their initiatives, coursework, and professional development activities. The TQP website (<http://teacherqualitypanel.weebly.com/>) outlines much of the work of the TQP, including a description of the Model Teacher designation process which will begin in the 2017-2018 school year.





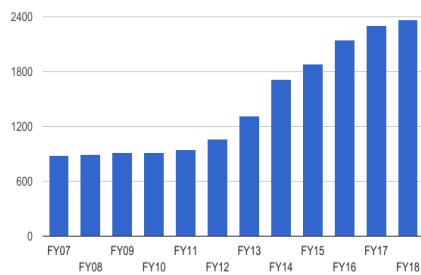
# TECHNOLOGY AND STEAM



## TECHNOLOGY

The 2016-2017 school year saw sustained growth in District technology devices, infrastructure, and staff development. We continue to invest in bringing more technology to the margins of instruction, where mobile devices serve as valuable tools for promoting critical thinking, creativity, communication, and collaboration amongst students. Portsmouth Schools are thoughtfully approaching a 1:1 student:technology model, where all students will have consistent access to individual devices. The addition of more devices brings a need for stronger infrastructure. This year we expanded our Internet bandwidth from 200Mb to 1Gb, allowing more de-

PSD Hardware Total Client Devices by Year



vices to access increasingly rich and bandwidth-heavy online educational content.

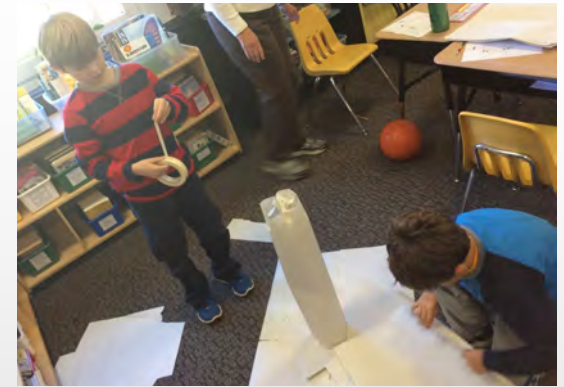
As the number of devices in our classrooms expands, professional development for staff becomes essential as we seek to maximize powerful new tools for learning in dynamic classroom environments. Many staff have taken part in in-house and outside trainings for blending Google Apps For Education (GAFE) into their classroom practices. Staff continue to utilize Google Classroom, Google Sites, and extensions as tools for communication, content development, and supporting student learning.



## Science, Technology, Engineering, Arts, and Mathematics (STEAM)

Integrated Science, Technology, Engineering, Art, and Mathematics STEAM projects help prepare Portsmouth students for a future career landscape that demands people who can simultaneously think creatively and scientifically; utilize and build new technology; develop engineering skills to understand and solve complex problems; and, develop and expand upon their use of mathematics to solve these problems. All Portsmouth Schools have been creating STEAM-based projects and experiences for students. It's impressive to watch how captivated

and engaged students at all levels are when they pool their collective wits to solve problems and design solutions.



**PORTSMOUTH SCHOOL DEPARTMENT GENERAL FUND DETAIL COMPARISON**

	2016/2017					2017/2018				
Cost Center - Budget	Total Budget	Salaries	Benefits	Operating	Positions FTE	Total Proposed Budget	Salaries	Benefits	Operating	Positions FTE
Benefits Budgets	7,912,490		7,912,490	0	0.00	8,291,251		8,291,251	0	0.00
School Instruction/Operations										
102 DONDERO	2,039,848	1,652,028	344,725	43,095	28.26	1,981,557	1,522,777	415,885	42,895	21.89
104 LITTLE HARBOUR	3,114,495	2,474,394	580,021	60,080	36.66	3,120,602	2,467,125	594,667	58,810	33.02
105 NEW FRANKLIN	2,185,957	1,769,989	381,222	34,745	26.97	2,142,354	1,696,374	409,735	36,245	22.39
108 MIDDLE SCHOOL	3,506,822	2,793,916	619,286	93,621	40.59	3,588,993	2,826,528	668,579	93,886	40.59
109 SENIOR HIGH	7,553,080	6,042,844	1,338,806	171,430	82.25	7,841,920	6,188,305	1,477,325	176,290	82.67
Total Schools	18,400,202	14,733,171	3,264,060	402,971	214.72	18,675,426	14,701,109	3,566,191	408,126	200.56
Other Instruction Budgets										
110 ART	815,253	613,506	143,070	58,677	7.80	842,812	626,864	156,779	59,169	7.80
111 MUSIC	608,843	473,545	110,431	24,867	6.40	680,757	526,270	131,620	22,867	7.30
112 PHYSICAL EDUCATION	837,897	668,290	155,845	13,762	8.84	871,171	685,872	171,537	13,762	8.84
113 INSTRUMENTAL MUSIC	238,736	152,094	35,468	51,174	1.60	180,563	101,903	25,486	53,174	0.70
114 TECHNICAL CAREERS	1,435,050	1,127,578	261,039	46,433	14.81	1,431,201	1,105,951	274,005	51,245	14.63
115 ATHLETICS	696,325	280,351	63,354	352,620	1.00	707,208	281,276	67,602	358,330	1.00
116 DRAMA	65,017	36,512	8,515	19,990	0.50	82,395	48,320	12,085	21,990	0.70
117 K-12 COMPUTER	284,121	211,543	48,078	24,500	4.00	265,458	192,751	48,207	24,500	3.00
119 HEALTH INSTRUCTION	337,458	270,360	63,048	4,050	3.53	336,187	265,688	66,449	4,050	3.53
Total Other Instruction	5,318,699	3,833,779	888,847	596,073	48.48	5,397,751	3,834,895	953,769	609,087	47.50
Instruction Support Budgets										
130 ENRICHMENT	11,099	9,000	2,099	0	0.00	11,251	9,000	2,251	0	0.00
131 DISTRICT-WIDE ASSESSMENT	19,435	0	0	19,435	0.00	19,435	0	0	19,435	0.00
132 MATHEMATICS ELEMENTARY	61,505	0	0	61,505	0.00	61,505	0	0	61,505	0.00
134 HEALTH	564,338	450,890	105,148	8,300	5.60	583,836	460,392	115,144	8,300	5.60
135 LIBRARY ELEMENTARY	410,704	313,388	68,725	28,591	5.43	419,454	316,965	73,898	28,591	5.43
136 MEDIA SERVICES	90,740	60,670	11,418	18,651	1.00	92,364	61,928	11,785	18,651	1.00
137 SYSTEM - WIDE PSYCHOLOGIST	116,755	82,371	19,209	15,175	1.00	190,734	140,436	35,123	15,175	2.00
138 INTERDISCIPLINARY CURR.	19,909	0	0	19,909	0.00	19,909	0	0	19,909	0.00
139 READING	801,529	630,124	142,919	28,486	8.82	860,467	670,493	161,488	28,486	10.56
145 PUPIL ENTITLEMENT	3,525	0	0	3,525	0.00	3,525	0	0	3,525	0.00
Total Instructional Support	2,099,538	1,546,443	349,517	203,577	30.21	2,262,480	1,659,214	399,689	203,577	24.59



**PORTSMOUTH SCHOOL DEPARTMENT GENERAL FUND DETAIL COMPARISON**

Cost Center - Budget	2016/2017					2017/2018				
	Total Budget	Salaries	Benefits	Operating	Positions FTE	Total Proposed Budget	Salaries	Benefits	Operating	Positions FTE
<b>Special Education Budgets</b>										
<b>150</b> PEEP	355,031	289,220	58,197	7,614	5.23	376,025	301,671	64,740	9,614	5.23
<b>151</b> SPED/ ELEMENTARY	1,013,208	842,502	151,518	19,188	20.63	1,558,466	1,335,793	197,685	24,988	40.01
<b>152</b> SPED/ MIDDLE SCHOOL	868,750	707,960	151,582	9,208	12.12	884,517	711,801	160,908	11,808	12.05
<b>153</b> SPED/HIGH SCHOOL	645,248	519,377	115,023	10,849	7.77	632,334	503,527	117,178	11,629	7.77
<b>156</b> SPEECH	588,762	474,138	110,569	4,055	5.80	627,997	497,914	124,528	5,555	6.00
<b>157</b> OCCUPATIONAL THERAPY	159,899	127,156	29,653	3,090	2.05	222,583	175,580	43,913	3,090	2.50
<b>159</b> ESL	255,433	205,606	47,947	1,880	3.60	281,312	223,528	55,904	1,880	3.60
<b>160</b> ADAPTIVE SERVICES	9,723	6,500	1,223	2,000	0.00	9,737	6,500	1,237	2,000	0.00
<b>165</b> OUT OF DISTRICT TUITION	1,705,923	0	0	1,705,923	0.00	1,753,372	0	0	1,753,372	0.00
<b>Total Special Instruction</b>	<b>5,601,978</b>	<b>3,172,458</b>	<b>665,712</b>	<b>1,763,807</b>	<b>57.20</b>	<b>6,346,342</b>	<b>3,756,314</b>	<b>766,092</b>	<b>1,823,936</b>	<b>77.15</b>
<b>System Support Budgets</b>										
<b>170</b> CENTRAL OFFICE	1,154,490	765,473	144,881	244,136	8.82	1,124,830	728,580	145,360	250,890	8.82
<b>171</b> SCHOOL BOARD	30,361	17,000	1,636	11,725	0.00	30,367	17,000	1,642	11,725	0.00
<b>173</b> RESEARCH & DEVELOPMENT	0	0	0	0	0.00	0	0	0	0	0.00
<b>177</b> TECHNOLOGY PLAN	696,093	350,527	65,969	279,597	5.00	778,608	397,816	81,172	299,620	6.00
<b>178</b> DATA PROCESSING	129,366	71,072	13,376	44,918	1.00	112,621	56,879	10,824	44,918	1.00
<b>179</b> LARGE EQUIPMENT	65,921	0	0	65,921	0.00	65,921	0	0	65,921	0.00
<b>180</b> TRAVEL IN DISTRICT	31,533	0	2,241	29,292	0.00	31,533	0	2,241	29,292	0.00
<b>182</b> WELLNESS	2,000	0	0	2,000	0.00	2,000	0	0	2,000	0.00
<b>183</b> INSURANCE	136,789	0	0	136,789	0.00	139,820	0	0	139,820	0.00
<b>184</b> TELEPHONE	55,651	0	0	55,651	0.00	55,651	0	0	55,651	0.00
<b>187</b> ATHLETIC FIELDS	73,460	0	0	73,460	0.00	73,460	0	0	73,460	0.00
<b>188</b> MAINTENANCE	788,250	238,857	44,953	504,441	4.00	838,207	246,800	46,966	544,441	4.00
<b>189</b> ENERGY	1,305,839	0	0	1,305,839	0.00	1,305,839	0	0	1,305,839	0.00
<b>195</b> PUPIL TRANSPORTATION	881,425	0	0	881,425	0.00	939,298	0	0	939,298	0.00
<b>Total System Support</b>	<b>5,351,178</b>	<b>1,442,929</b>	<b>273,055</b>	<b>3,635,194</b>	<b>18.82</b>	<b>5,498,154</b>	<b>1,447,075</b>	<b>288,204</b>	<b>3,762,875</b>	<b>19.82</b>
	<b>44,684,084</b>	<b>24,728,780</b>	<b>13,353,682</b>	<b>6,601,622</b>	<b>361.07</b>	<b>46,471,405</b>	<b>25,398,607</b>	<b>14,265,197</b>	<b>6,807,602</b>	<b>369.63</b>



Portsmouth School Department

1 Junkins Avenue, Suite 402

Portsmouth, NH 03801

Phone: 603.431.5080

Fax: 603.431.6753

[www.cityofportsmouth.com/school/index.htm](http://www.cityofportsmouth.com/school/index.htm)



## DISTRICT MISSION

EDUCATING ALL STUDENTS BY CHALLENGING THEM TO  
BECOME THINKING, RESPONSIBLE, CONTRIBUTING CITIZENS  
WHO CONTINUE TO LEARN THROUGHOUT THEIR LIVES.

# THE PORTSMOUTH SCHOOL DEPARTMENT