

PORTSMOUTH SCHOOLS

PROPOSED FY 13 BUDGET & PERFORMANCE MEASURES



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



*A school experience
characterized by*
Personalized Learning

with rich exposure to the
Arts & Athletics

and where every student graduates
**Career or College
&
Citizenship
Ready**



THE SCHOOLS

The Portsmouth Public Schools serve students in grades preschool through grade 12. The district operates a preschool program, three elementary schools, middle school, high school with a career and technical education center and alternative education program for over 2,600 pupils.

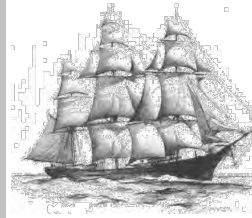
Portsmouth High School enrolls over 390 students from SAU 50 towns of Greenland, New Castle and Rye. Our middle and high school enrolls pupils from the SAU 50 town of Newington.

In addition to the regular school program, Portsmouth offers a full range of co and extra curricular activities, extended summer learning opportunities and after-school enrichment programs. Please visit us at cityofportsmouth.com and click on the school department.

THE CITY

Portsmouth, New Hampshire is a historic seaport incorporated in 1653 in Rockingham county. Today the city serves as a popular tourist destination housing many sites of interest ranging from The Music Hall, Strawberry Banke Museum to Prescott Park, as well as many historic museums.

Portsmouth is a municipal form of government with an elected mayor and city council and appointed city manager. The top employers in the area are Hospital Corporation of America, Liberty Mutual and Lonza.



100 YEARS AGO PUPIL COUNT DECEMBER 1913

| | |
|---------------------|--------------|
| Training School | 18 |
| K-5 | 1,078 |
| 6-7 | 316 |
| 8th Grade | 108 |
| <u>High</u> | <u>381</u> |
| Total Pupils | 1,901 |

PORTSMOUTH 'BY THE NUMBERS'

| SCHOOL | | CITY* | |
|-----------------------------|-------|---------------------|--------|
| TOTAL POPULATION: ('10-'11) | 2,705 | POPULATION (2010) | 20,799 |
| PRESCHOOL | 28 | HOUSEHOLDS | 9,927 |
| K-5 | 1,102 | FAMILIES W/CHILDREN | 20% |
| 6-8 | 475 | UNDER 18 | 16.6% |
| 9-12 | 1,100 | 65 AND OVER | 15.9% |
| WHITE | 88.7% | WHITE | 91.5% |
| BLACK | 1.5% | BLACK | 1.7% |
| ASIAN | 4.6% | ASIAN | 3.5% |
| HISPANIC | 1.0% | HISPANIC | 2.8% |
| OTHER/MULTIRACIAL | 4.2% | OTHER/MULTIRACIAL | 2.3% |
| FREE AND REDUCED LUNCH | 24% | BELOW POVERTY LEVEL | 8.7% |
| ENGLISH LANGUAGE LEARNERS | 2.5% | ENGLISH NOT SPOKEN | 6.8% |
| SPECIAL EDUCATION | 15.5% | FOREIGN BORN | 5.6% |
| | | BACHELOR'S OR > | 48.7% |
| | | HS DIPLOMA | 96.4% |

*SOURCE; FACTFINDER2.CENSUS.GOV

ON THE COVER

Student Photos (TOP) left to right:

1. Maximus Chase
2. Michael Stiles and Tasiana Laureano
3. Madeleine Pettis

Ms. Ann O'Connell (Dondero) and students

Cast of Beauty and the Beast

Girls LAX Champs

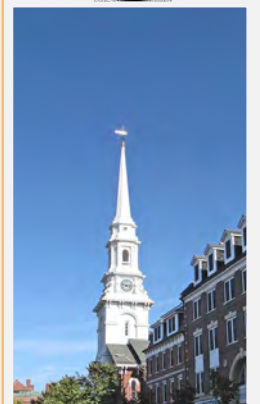


Fig. 2.1

OFFICE OF THE SUPERINTENDENT

I am honored and pleased to provide the citizens of Portsmouth an update on the progress of our public schools. The Portsmouth Schools continue to evidence strong performance and this booklet is intended to highlight, not only details on the FY 13 Proposed Budget, but to report out performance data and share the good news taking place in our district. We will outline key input measures, make comparisons to a cohort group and outline the opportunities and challenges we are addressing in order to ensure that each child achieves at a high level.

The booklet is organized into seven key parts. First, we will share a list of significant achievements this past year entitled “Points of Pride.” Second, we will provide data on student achievement and other output measures such as graduation, drop-out and post secondary attendance data. Third, we will highlight important input measures such as student teacher ratios and data on our professional staff. These input measures are critical to graduating, engaged, healthy, well-rounded young adults ready for career or college. A year ago, the school board established a cohort group so that we might benchmark input and output measures to illustrate our progress and ensure we are achieving at a level commensurate with our resources. The fourth section highlights these metrics against a peer cohort group. Fifth, we will update the community on the strategic steps and plans we are taking to help us realize



our mission. Next, we will share details on the proposed budget and then provide information from each of our school principals on their school’s progress and programs.

Next year, FY 2013, will mark my fourth year as Superintendent of the Portsmouth Schools. I have enjoyed preparing this booklet for there is a tremendous amount of good news to share. First and foremost, the district is on a northeast curve trajectory of improvement. Dedicated teachers, caring support staff, skilled administrators, supportive parents, engaged students, a wonderful community and a thoughtful School Board are evident throughout this performance report. There are far too many student and staff accomplishments to cover in this booklet, but we have attempted to share with you the evidence that we do provide students a personalized experience, rich opportunities in the arts and athletics and that we are focused on graduating every learner career or college and citizenship ready. As Superintendent of Schools, I am

proud of the efforts that the School Board, principals, teachers, staff, and especially students have made to learn, grow and achieve.

Historically, the Superintendent would provide an annual report to the Board of Instruction. As a way to reflect on the history of the district, you will find excerpts looking back over 100 years throughout this report.

100 YEARS AGO

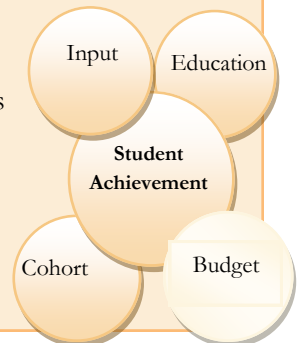
In 1913, James N. Pringle, Superintendent of Schools wrote to the Board of Instruction in the Annual Report:

“We need one or two ungraded schools in which a pupil may have the extra attention needed to enable him to make up work lost through sickness or other causes or to receive special instruction in some subject for a time, thereby enabling him to go on with his class, where otherwise he might lose a year.”

ORGANIZATION OF THE REPORT

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

- Points of Pride
- Student Achievement
- System Input Measures
- Cohort Metrics
- Educational Planning
- Financial and Budget Details
- School Profiles



THE PORTSMOUTH SCHOOL BOARD

Dear Portsmouth Residents, Parents and Friends:

The Portsmouth School Board is committed to excellence defined as ensuring that every child in the Portsmouth School System achieves at high levels and that every student graduates college or career, and citizenship ready. The School Board is committed to see that every child has a rich and rigorous experience in a wide range of curricular, co-curricular and extra-curricular offerings and that every child's social and emotional and physical well-being is addressed. The Portsmouth School Department is a "learning organization" and continuously reflects on how to improve upon and more efficiently deliver education in the early 21st Century. The Portsmouth School Board recognizes the singular most important predictor of student success is the quality of the student's classroom teacher. The School Board is committed to ensuring every child has first - rate, highly effective teachers. To these ends, the School Department has implemented the Professional Learning Communities model as its strategy to ensure that a rigorous curriculum, careful monitoring of student learning and timely and systematic intervention and enrichment take place to ensure the growth of every learner, as well as provide job-embedded professional learning for teachers.

Additionally, the School Board recognizes that technology is a necessary instructional tool for highly skilled teachers to deliver essential knowledge and skills and should be integrated with the curriculum. The School Board is committed to provide students and staff a well maintained, safe and respectful learning environment. The School Board provides students a high quality education program while managing taxpayers' dollars as effectively as possible; the Board has established key metrics and a

cohort group to ensure the district is performing at a level commensurate with its resources. The Portsmouth School Department recognizes that all successful school districts must have parents, community and school personnel working together for student achievement. School to home communication is critical as we partner with families to support student learning; however, it is important to communicate effectively to all stakeholders of the District's plans, priorities and progress. Specifically, the School Board has set the following annual goals.



SCHOOL BOARD MEMBERS

| | |
|------------------------------|---|
| Leslie Stevens, Chair (2013) | Tom Martin, Vice-Chair (2013) |
| Carol Chellman (2013) | Patrick Ellis (2015) |
| Kent LaPage (2013) | Dexter Legg (2015) |
| Mary Olea (2015) | Mitch Shuldman (2013) |
| Ann Walker (2015) | (Legg and Chellman Absent in photo above) |

SCHOOL BOARD GOALS 2011-2012

1. Support the Portsmouth School District's mission to educate *all* students by:

- Monitoring Year #3 of our Professional Learning Communities (PLC) initiative particularly building team SMART goals and implementation of Intervention/Enrichment blocks

- Completing K-12 technology plan that focuses on using technology to enhance teaching and student learning
- Adopting K-12 curriculum frameworks in art, music, health/PE, Tech Informational Literacy and Comprehensive Guidance

2. Implement policies, procedures and practices that will allow the Portsmouth School District to continuously improve its organizational systems and structures by:

- Improving how the district attracts, retains and develops talent
- Determining structure and facilities for K-5 program for the next few decades as well as resolving elementary space issues for 2012-2013
- Defining, within the year, the technology infrastructure (i.e., platform, educational tools)
- Monitoring staff supervision and evaluation process with staff in both the peer and administrative cycles

3. Develop specific strategies for improving communication and community relations including frequent communication about the Portsmouth Schools and opportunities to engage the community in conversation about school related issues.

- Creating a robust communication plan and effective communication strategy and system
- Continuing to track and report the district's performance against a peer cohort group

4. Examine ways to ensure district resources are aligned with the district's strategies to achieve its mission.

- Providing more opportunities for hands-on experiences and problem-solving (e.g., Destination Imagination)
- Articulating criteria for appropriate class size
- Identifying how to expand physical education offerings and physical activity opportunities

POINTS OF PRIDE

The **Portsmouth High School Percussion Ensemble** won the World Championships in Dayton, Ohio.



Principal John Stokel, in his thirtieth year as principal, was recognized by the New Hampshire School Principals Association as the 2012 Role Model of the Year.

The **Portsmouth High School Baseball Team** established a national record for the nation's longest consecutive win streak and will begin the season in April with a record of 83-0. Go Clippers!



Congratulations to Juang Li on her selection as a Presidential Scholar, one of 500 in the country.

The work of students at Portsmouth High School to work with local artist Richard Haynes and UNH Professor Sean McGuinness to create a diversity mural currently displayed at the Portsmouth Public Library and soon to be hung at PHS.

Kudos to students at Lister Academy for sustaining their Leaf Buster fundraising project and for their work



in visiting Costa Rica last year and Puerto Rico this year.

Congratulations to Isabelle Halle for her perfect score on the writing portion of the NH Spelling Bee.

Principal Callahan's selection to the New Hampshire Department of Education's Task Force on Teacher Quality.

The work of **Project Safety** for sustaining the 7th grade educational program and for bringing "Ryan Halligan's Story" to students in Grade 6-12.

The efforts of **ELL teacher Yige Wang** to partner with the UNH Confucius Institute and to bring teaching resources to Portsmouth to teach Mandarin and Chinese culture to secondary school students.

The efforts of **Steve Zdravec, Jeffrey Collins** and community families in organizing and hosting a second consecutive cultural exchange with our sister city Nichinan, Japan.

The dedication of our **Joint Building Committee** members, co-chair **Dexter Legg**, member **Leslie Stevens** and **Ann Walker** and ex-officio members **Steve Bartlett** and **Principal Stokel** to oversee the new middle school project.

Ecology Club students for their fundraising efforts with the 2nd Annual Race de Sol to raise monies for solar energy panels at PHS. The club constructed a rain garden last year.



The **Portsmouth High Football Team** won the Division III State Championship for the 1st time in thirty years.

PMS Instructor Laura Barone, published in Science World periodical.

The work of the Dondero Elementary School "Green Team" for its focus on composting, school garden and sustainability.

St. Baldrick's Cancer Charity raised over \$7,500 this year in support of Ms. Lydia Valdez, a Little Harbour third grader bravely undergoing treatment for cancer.

Mr. Ruel's Science Class winning a \$1000 award for its educational video connected to science and the new middle school project.

Kudos to everyone involved in our **Summer Learning Lab**, the financial support of the **Little Harbour Foundation**, and the efforts to introduce summer reading through **You've Got Mail**.

STUDENT ACHIEVEMENT DATA

NEW ENGLAND COMPREHENSIVE ASSESSMENT PROGRAM (NECAP)

The NECAP is administered annually by the State of New Hampshire as the instrument to measure annual yearly progress of the schools in grades 3-8 and Grade 11.

Below are the results, at grade level, over the past five years, in reading and math. The most recent testing year finds reading proficiency at over 86% at the elementary school and remarkable gains in mathematics, particularly the number of students who are proficient with distinction. (See Fig. 6.1)

MID YEAR MATH SCORE COMPARISON

The district has focused on math lesson study at the elementary school and has locally administered a mid year common assessment the past two years. The results by school are provided in the table to the right.

MID YEAR MATH SCORES: 2011 V. 2012

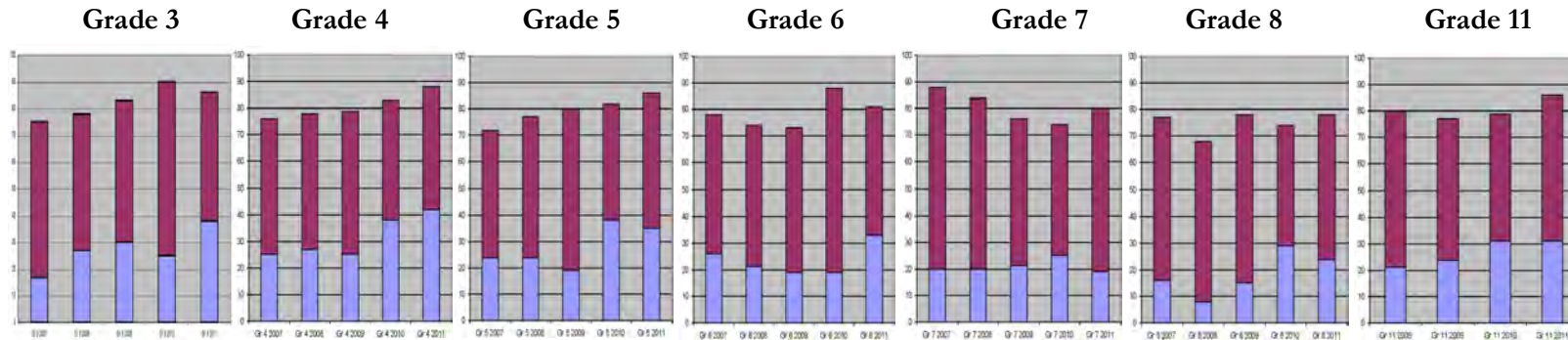
| | NFS | | LHS | | DONDERO | |
|--------------|------------|------------|------------|------------|------------|------------|
| | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| 1st | | 90% | | 89% | | 88% |
| 2nd | 78% | 87% | 83% | 84% | 68% | 82% |
| 3rd | 79% | 93% | 91% | 86% | 69% | 78% |
| 4th | 65% | 85% | 82% | 96% | 59% | 68% |
| 5th | 68% | 68% | 67% | 74% | 47% | 67% |
| Total | 73% | 85% | 81% | 86% | 61% | 77% |

NECAP TEST RESULTS BY GRADE OVER TIME

READING

Percentage of Students Scoring Proficient or Proficient with Distinction

% Proficient ■ % w/Distinction ■



MATH

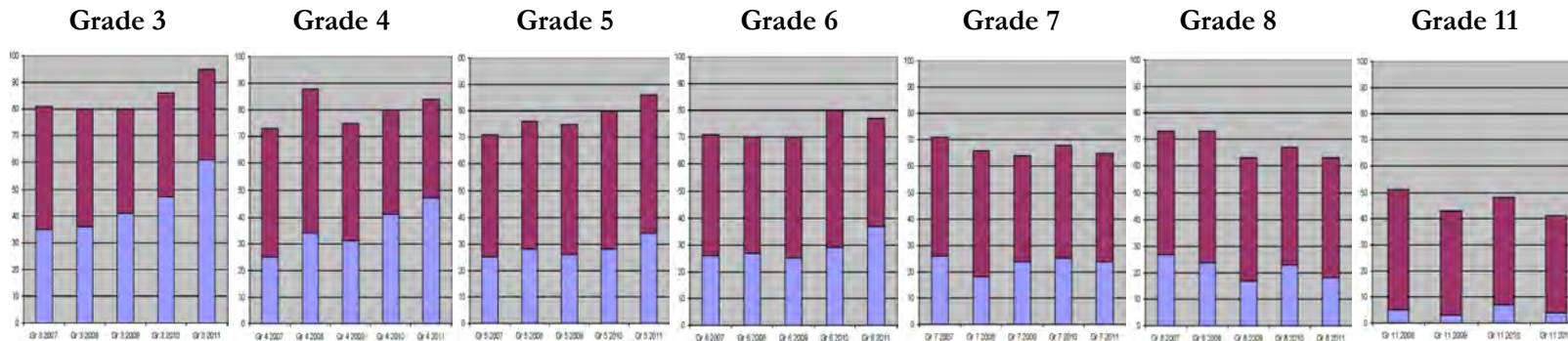


Fig. 6.1

DEVELOPMENTAL READING 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.

Teachers use the data from the DRA to determine a child's independent reading strengths and areas for further instruction. The DRA evaluates the major aspects of reading that are critical to independence as a reader such as previewing and predicting, accuracy, fluency and comprehension.

Students in grades 1-5 are assessed with the DRA each September. Those students who fall below the beginning of year grade level benchmarks are provided intervention support and are reassessed at mid-year as well as with all of their peers in the spring. Kindergarten students are assessed at mid-year and spring to measure growth as a reader.

Through careful analysis of the DRA, students are provided with instruction based on their individual needs. The district employs a reader's workshop model called Learning to Read by Reading (LRR) that provides for ninety minutes of literacy instruction each day. Student progress is monitored frequently with the use of running records and those students who are below benchmark are receiving high quality supplemental instruction beyond their 90 minute workshop.

The table above (Fig 7.1) illustrates the progress we have made over time in ensuring that each child gets off to a great start as a reader in our schools.

END OF YEAR DRA REPORT PERCENT AT OR ABOVE BENCHMARK LEVEL

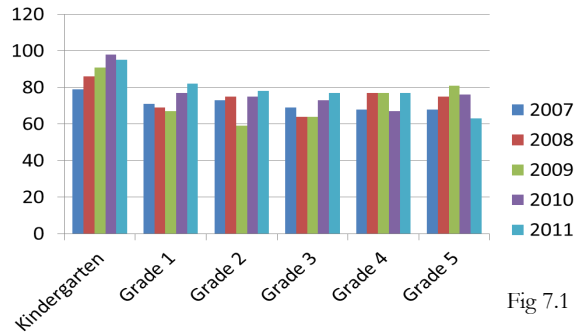


Fig 7.1

NORTHWEST EVALUATION ASSESSMENT NWEA

This year Portsmouth Middle School has started to use a computer adapted assessment called Measures of Academic Progress, or MAP. When students take adaptive tests, they are presented with questions of different levels of difficulty. An incorrect answer prompts an easier question and if a student breezes through, the questions become more difficult.

The value of this exam is that teachers get data within twenty-four hours of the assessment that allows them to differentiate instruction and set growth goals with students.

Students receive a RIT score in math and reading. Like increments on a ruler, a RIT is an equal interval scale used to measure student growth. The data is based entirely on the child's performance. RIT score of 200 means the same thing as a 200 RIT ten years ago. Test Norms are based upon random selection of 5.1 million students in 2,700 school districts in the 50 states. These

norms can be used to locate a student's status (percentile rank), used to suggest "typical growth" from an initial RIT score over an instruction period and can be used to compare school level performance to other schools, statewide and nationally.

Most importantly, periodic administration of the MAP assessment provides a portrait of a child's growth. Students set growth goals. Teachers are able to more quickly identify those students who need interventions and those who need more challenges. MAP assessments allow us to more carefully monitor student growth.

Fig. 7.2

| Grade | Beginning of Year Status Norm (RIT) | PMS READING Mean RIT | Percent Above 50th percentile |
|---------|-------------------------------------|----------------------|-------------------------------|
| Grade 6 | 219.6 | 222.2 | 66.2% |
| Grade 7 | 225.6 | 226.2 | 60.3% |
| Grade 8 | 230.2 | 230.6 | 59.1% |

| Grade | Beginning of Year Status Norm (RIT) | PMS MATH Mean RIT | Percent Above 50th percentile |
|---------|-------------------------------------|-------------------|-------------------------------|
| Grade 6 | 212.3 | 214.1 | 69.7% |
| Grade 7 | 216.3 | 218.1 | 65.8% |
| Grade 8 | 219.3 | 223.0 | 65.9% |

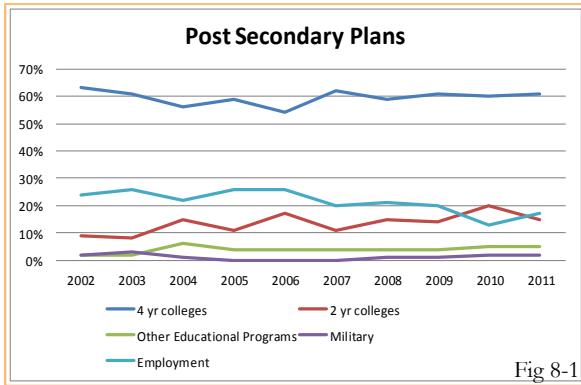


Fig 8-1

In 2010, over 80% of students elected to attend a two or four year college experience. There was a slight decline with the Class of 2011.

More students are opting to take the Scholastic Aptitude Test in recent years as aspirations for post-secondary work have risen. The overall achievement of test-takers continued to make gains in writing and declined in critical reading and math.

However, the overall scores remain well above

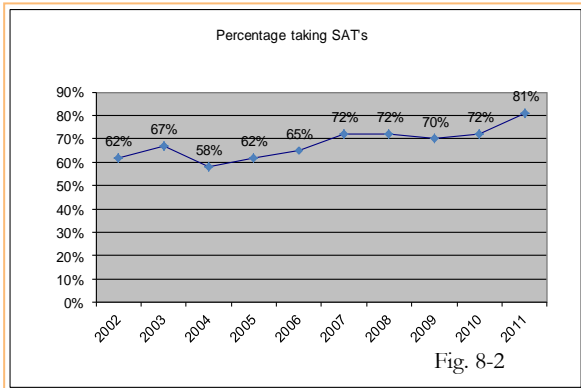


Fig. 8-2

the national average (Fig 8.3).

PORTSMOUTH HIGH OUTPUT MEASURES

Beyond 11th grade NECAP scores, the high school has focused on providing every student an appropriate support structure, or personalized environment in an effort to increase the graduation rate and lower our drop-out rate. Over the last five years there has been a steady decline with a slight uptick in 2010-11 at both the State and local level (Fig. 8.4).

Portsmouth High School offers nine (9) advanced placement courses intended to provide students the most rigorous course of study in preparation for post-secondary work. Students are encouraged to take

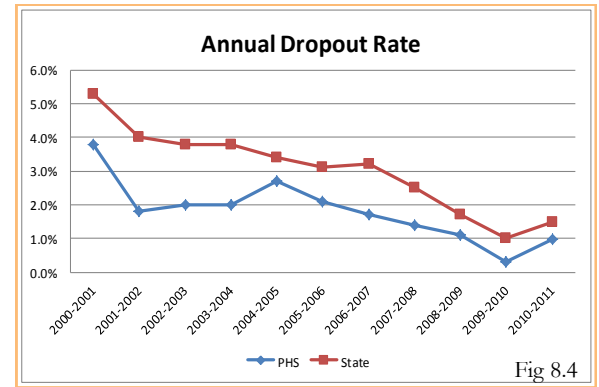


Fig 8.4

ADVANCED PLACEMENT COURSES

| Year | # of AP Courses | # of Pupils Enrolled | # taking AP Exam | % scoring "3" or higher |
|----------------|-----------------|----------------------|------------------|-------------------------|
| 2006-07 | 9 | 89 | 77 | 59% |
| 2007-08 | 9 | 109 | 101 | 55% |
| 2008-09 | 9 | 126 | 122 | 60% |
| 2009-10 | 9 | 126 | 122 | 67% |
| 2010-11 | 9 | 118 | 113 | 71% |

Fig. 8.5

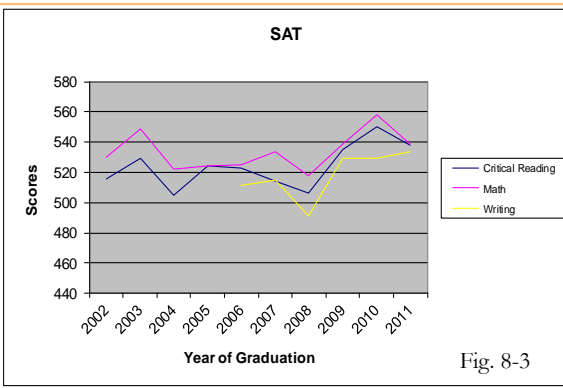


Fig. 8-3

the end of course examination which is scored on a 1-5 scale. Often, an examination grade of "3" or higher may earn college credit at many colleges and universities.

Each year, the percentage of students taking this nationally administered examination and earning a "3" or higher has increased (Fig. 8.5).

PORTSMOUTH SCHOOLS

HISTORICAL AND PROJECTED ENROLLMENTS

| November 2011 Enrollment | | | | | 2012-13 Anticipated | | | | |
|--------------------------|----------------------|----------------------|----------------------|------------------------|---------------------|------------------------|----------------------|----------------------|------------------------|
| Grade | NFS | DO | LHS | TOTAL | Grade | NFS | DO | LHS | TOTAL (NESDEC) |
| K | 36 / 2 18:1 | 57 / 3 19:1 | 70 / 4 18:1 | 163 / 9 18:1 | K | 38 / ? 18:1 | 50+ / 3 16:1 | 65+ / 4 16:1 | (152) |
| 1 | 48 / 3 16:1 | 48 / 3 16:1 | 88 / 4 22:1 | 184 / 10 18:1 | 1 | 36 / 2 18:1 | 57 / 3 19:1 | 70 / 4 18:1 | 163(170) 18:1 |
| 2 | 54 / 3 18:1 | 59 / 3 20:1 | 92 / 4 23:1 | 205 / 10 20:1 | 2 | 50 / 3 16:1 | 47 / 3 16:1 | 88 / 5* 18:1 | 184(186) 18:1 |
| 3 | 36 / 2 18:1 | 36 / 2 18:1 | 94 / 4 24:1 | 166 / 8 21:1 | 3 | 54 / 3 18:1 | 59 / 3 20:1 | 92 / 5* 18:1 | 205(205) 20:1 |
| 4 | 51 / 3 17:1 | 59 / 3 20:1 | 87 / 4 22:1 | 197 / 10 20:1 | 4 | 36 / 2 18:1 | 36 / 2 18:1 | 94 / 5* 19:1 | 166(166) 21:1 |
| 5 | 49 / 3 16:1 | 51 / 3 17:1 | 91 / 4 23:1 | 191 / 10 19:1 | 5 | 51 / 3 17:1 | 59 / 3 20:1 | 87 / 5* 17:1 | 197(194) 20:1 |
| Total | 274 16 FTE | 310 17 FTE | 522 24 FTE | 1,106 57 FTE | Total | 265 15/6 FTE | 308 17 FTE | 496 28 FTE | 1,069 61 FTE |
| S:T | 17:1 | 18:1 | 22:1 | 19:1 | S:T | 17:1 | 18:1 | 18:1 | 18:1 |

Fig. 9.1

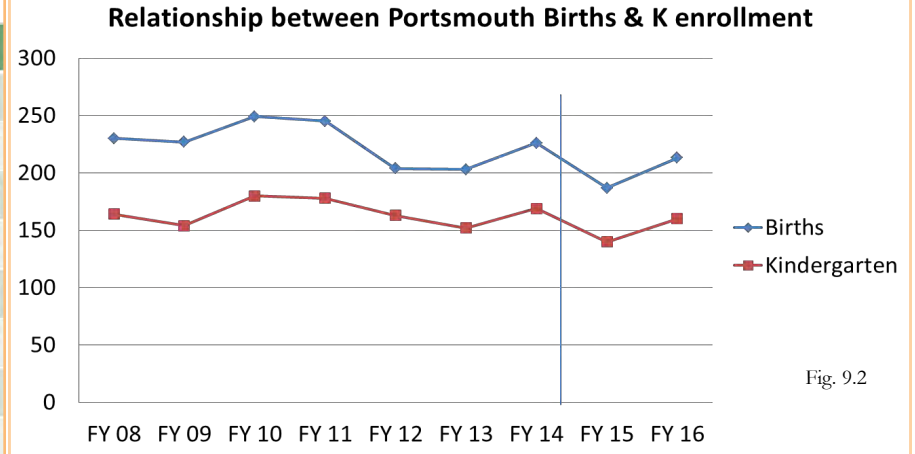


Fig. 9.2

The Portsmouth School Department uses projections provided by the New England School Development Council (NESDC). This past year, we saw an impact at the K-5 level greater than projected. There were two reasons for this jump. One, despite the fact that we have seen a decline in the number of Portsmouth births, we saw more kindergartners enroll. On average, kindergarten enrollment has tracked at 70% of births. While the projection was for 147 kindergartners, we had 163 enrolled as of November 2011 (See Figure 9.2).

The second factor has been higher than expected in-migration, especially at the K-5 level. The district works to maintain appropriate class size so that we may effectively implement our workshop model K-5 at 20 or fewer students.

By adding four new teachers at Little Harbour next year, we achieve this result against the projected enrollment in every K-5 classroom across the district (Figure 9.1)

Overall, the enrollment is expected to remain stable. We should begin to see a decline in our K-5 enrollment and see the current “bubble” work its way through the middle school and then to the high school.

Figure 9.3 illustrates a gradual decline K-5 through FY 2017 to 983 pupils and an increase of over 100 pupils at the middle school to 580 students. The high school will remain relatively flat, but for the 2104 -15 school year where enrollment will dip below 1,000 pupils.

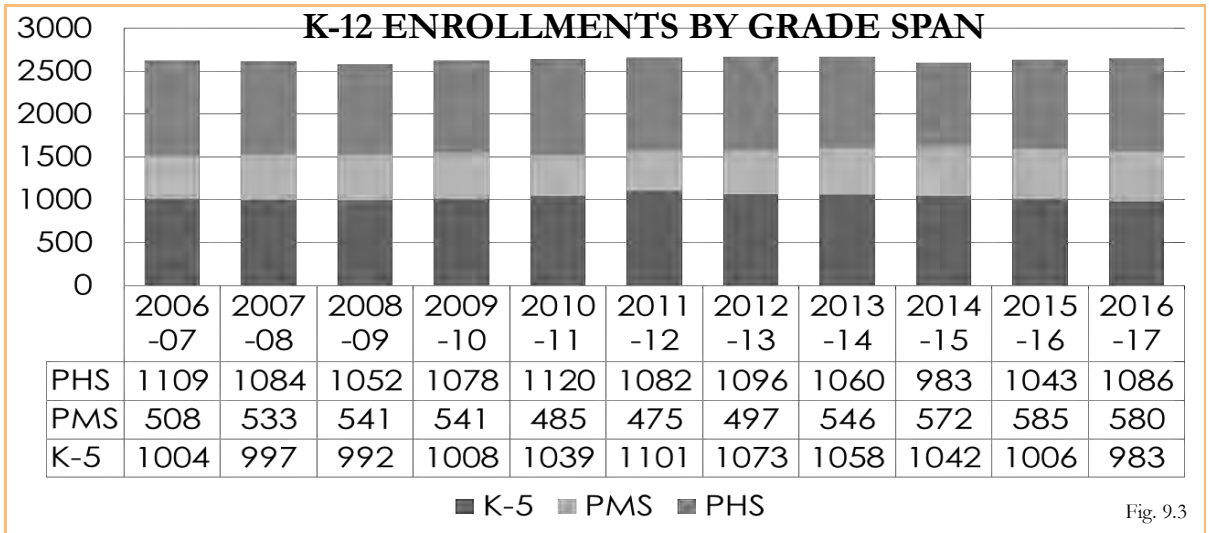


Fig. 9.3

NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL PROJECTIONS

Enrollment Projections By Grade*

| Birth Year | Births | | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
|------------|--------|--------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| 2006 | 204 | | 2011-12 | 29 | 163 | 185 | 202 | 166 | 194 | 191 | 143 | 155 | 177 | 248 | 310 | 272 | 252 | 0 | 2658 | 2687 |
| 2007 | 203 | | 2012-13 | 30 | 152 | 170 | 186 | 205 | 166 | 194 | 191 | 150 | 156 | 270 | 249 | 306 | 271 | 0 | 2666 | 2696 |
| 2008 | 226 | | 2013-14 | 31 | 169 | 159 | 171 | 188 | 205 | 166 | 194 | 201 | 151 | 238 | 272 | 246 | 304 | 0 | 2664 | 2695 |
| 2009 | 187 | | 2014-15 | 32 | 140 | 176 | 160 | 173 | 188 | 205 | 166 | 204 | 202 | 230 | 239 | 269 | 245 | 0 | 2597 | 2629 |
| 2010 | 213 | (est.) | 2015-16 | 33 | 160 | 146 | 177 | 162 | 173 | 188 | 205 | 175 | 205 | 308 | 231 | 236 | 268 | 0 | 2634 | 2667 |
| 2011 | 207 | (est.) | 2016-17 | 34 | 155 | 167 | 147 | 179 | 162 | 173 | 188 | 216 | 176 | 313 | 310 | 228 | 235 | 0 | 2649 | 2683 |
| 2012 | 207 | (est.) | 2017-18 | 35 | 155 | 162 | 168 | 149 | 179 | 162 | 173 | 198 | 217 | 268 | 315 | 306 | 227 | 0 | 2679 | 2714 |
| 2013 | 208 | (est.) | 2018-19 | 36 | 156 | 162 | 163 | 170 | 149 | 179 | 162 | 182 | 199 | 331 | 270 | 311 | 304 | 0 | 2738 | 2774 |
| 2014 | 204 | (est.) | 2019-20 | 37 | 153 | 163 | 163 | 165 | 170 | 149 | 179 | 170 | 183 | 303 | 333 | 267 | 309 | 0 | 2707 | 2744 |
| 2015 | 208 | (est.) | 2020-21 | 38 | 156 | 160 | 164 | 165 | 165 | 170 | 149 | 188 | 171 | 279 | 305 | 329 | 266 | 0 | 2667 | 2705 |
| 2016 | 207 | (est.) | 2021-22 | 39 | 155 | 163 | 161 | 166 | 165 | 165 | 170 | 157 | 189 | 261 | 281 | 301 | 327 | 0 | 2661 | 2700 |

*Projections should be updated on an annual basis. Based on an estimate of births Based on children already born Based on students already enrolled

Projected Enrollment in Grade Combinations*

| Year | PK-5 | K-5 | K-6 | K-8 | 5-8 | 6-8 | 7-8 | 7-12 | 9-12 |
|---------|------|------|------|------|-----|-----|-----|------|------|
| 2011-12 | 1130 | 1101 | 1244 | 1576 | 666 | 475 | 332 | 1414 | 1082 |
| 2012-13 | 1103 | 1073 | 1264 | 1570 | 691 | 497 | 306 | 1402 | 1096 |
| 2013-14 | 1089 | 1058 | 1252 | 1604 | 712 | 546 | 352 | 1412 | 1060 |
| 2014-15 | 1074 | 1042 | 1208 | 1614 | 777 | 572 | 406 | 1389 | 983 |
| 2015-16 | 1039 | 1006 | 1211 | 1591 | 773 | 585 | 380 | 1423 | 1043 |
| 2016-17 | 1017 | 983 | 1171 | 1563 | 753 | 580 | 392 | 1478 | 1086 |
| 2017-18 | 1010 | 975 | 1148 | 1563 | 750 | 588 | 415 | 1531 | 1116 |
| 2018-19 | 1015 | 979 | 1141 | 1522 | 722 | 543 | 381 | 1597 | 1216 |
| 2019-20 | 1000 | 963 | 1142 | 1495 | 681 | 532 | 353 | 1565 | 1212 |
| 2020-21 | 1018 | 980 | 1129 | 1488 | 678 | 508 | 359 | 1538 | 1179 |
| 2021-22 | 1014 | 975 | 1145 | 1491 | 681 | 516 | 346 | 1516 | 1170 |

See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years 1-5 in the future than for Years 6 and beyond.

Projected Percentage Changes

| Years | K-12 | Diff. | % |
|---------|------|-------|-------|
| 2011-12 | 2658 | 0 | 0.0% |
| 2012-13 | 2666 | 8 | 0.3% |
| 2013-14 | 2664 | -2 | -0.1% |
| 2014-15 | 2597 | -67 | -2.5% |
| 2015-16 | 2634 | 37 | 1.4% |
| 2016-17 | 2649 | 15 | 0.6% |
| 2017-18 | 2679 | 30 | 1.1% |
| 2018-19 | 2738 | 59 | 2.2% |
| 2019-20 | 2707 | -31 | -1.1% |
| 2020-21 | 2667 | -40 | -1.5% |
| 2021-22 | 2661 | -6 | -0.2% |

K-12 Change **3** **0.1%**

100 Years Ago High School Enrollment

| CLASS | TOTAL |
|----------------|-------|
| Post Graduates | 10 |
| Seniors | 52 |
| Juniors | 88 |
| Sophomores | 100 |
| Freshmen | 152 |
| | 402 |

PORTSMOUTH SCHOOLS

SPECIAL EDUCATION STUDENT ENROLLMENT AND STATISTICS

Last year, the District reorganized our central office structure and consolidated roles.

Perhaps the most noticeable was combining the Director of Special Education and Title I Services into a singular position entitled Director of Pupil Instruction and Support.

Ms. Joanne Simons serves as Director and has building level support positions known as SPED Coordinator positions to help her administer programming.

In FY 2013, the district will consolidate the Portsmouth Early Education Program (PEEP) to Dondero Elementary and will add an addi-

tional support person to coordinate programming at LHS.

Fig. 11.1

| School Year | Number of SPED Pupils | % of Total Pupils |
|-------------|-----------------------|-------------------|
| 2005-06 | 427 | 16.57% |
| 2006-07 | 451 | 17.12% |
| 2007-08 | 463 | 17.59% |
| 2008-09 | 434 | 16.52% |
| 2009-10 | 405 | 15.30% |
| 2010-11 | 409 | 15.43% |
| 2011-12 | 418.5 | 15.57% |

GRADUATION: 100 YEARS AGO THURSDAY, JUNE 19 AT THE MUSIC HALL

INVOCATION: Rev. Percy Warren Caswell

SINGING - "Carmena" *Wilson*

PRESENTATION OF CLASS GIFT - Roy Albert Macdonald

ACCEPTANCE OF CLASS GIFT - Hon. Calvin Page, for the High School Committee

SINGING - "Bridal Chorus" *Coven*

ADDRESS TO THE GRADUATES - "The Expansion of Education" - Rev. Paul Revere Frothingham, D.D. Boston, MA

PRESENTATION OF HAVEN MEDALS - Mr. Charles E. Hodgdon, for the High School Committee

CONFERRING OF DIPLOMAS - His Honor, Daniel Wesley Badger

SINGING OF CLASS ODE - Class of 1913

Total Identified Students by Disability (Total 418.5 as of 10/1/11)

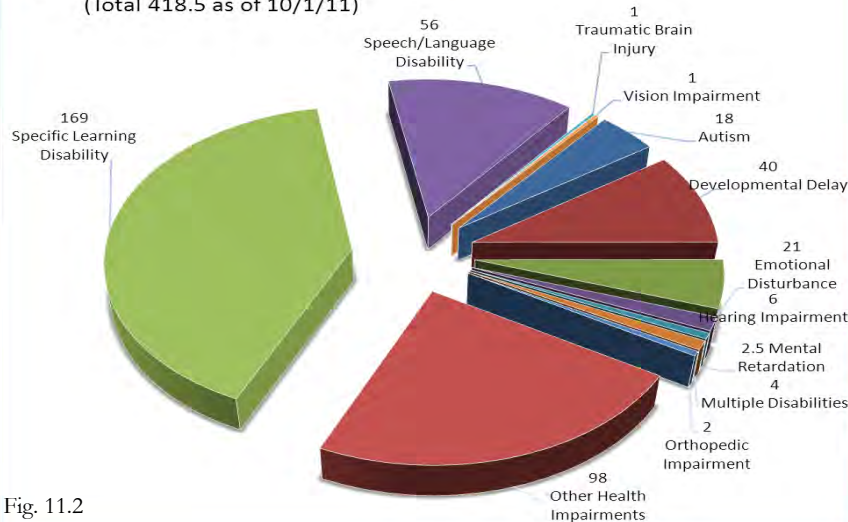


Fig. 11.2

Identified Special Ed Students (Total 418.5 as of 10/1/11)

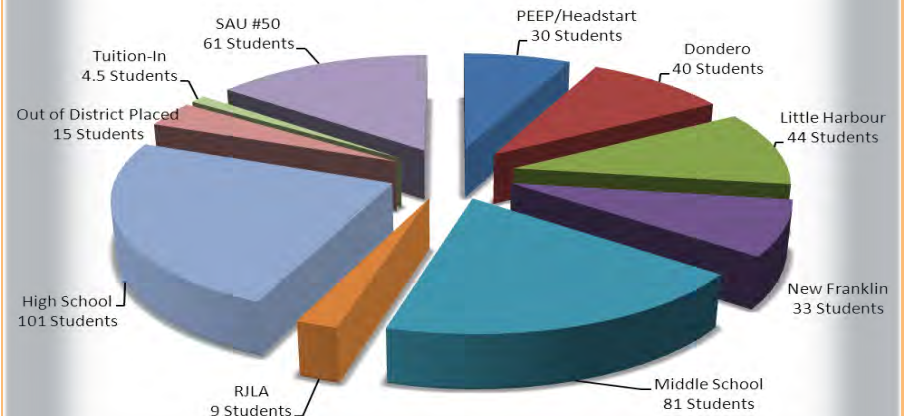


Fig. 11.3

INPUT MEASURES: BENCHMARKING AGAINST A PEER COHORT GROUP

For the past two years, the Portsmouth School Board has set a goal to track and report the district's performance against a peer cohort group.

The cohort group was established by finding school districts with similar enrollments, grade configurations and poverty levels. Admittedly, the governance structures are variable, but the districts selected are Governor Wentworth, Merrimack Valley and Contoocook. The School Board also wanted to measure performance against a "top performer" and selected Oyster River as an additional comparison point. The data includes per pupil spending, teacher degree attainment, teacher salary, student teacher ratios, and average class size.

Ideally, the metrics help us look beyond our district to ensure we are performing at a level com-

mensurate with our resources.

SOCIO-ECONOMIC STATUS FREE & REDUCED LUNCH ELIGIBILITY

| <u>District</u> | <u>FY09</u> | <u>FY10</u> | <u>FY11</u> |
|-------------------------|-------------|-------------|-------------|
| Portsmouth | 20.73% | 22.35% | 23.44% |
| Gov. Wentworth | 29.07% | 33.18% | 33.30% |
| Merrimack Valley | 20.80% | 26.07% | 26.74% |
| Contoocook | 21.10% | 25.33% | 26.33 |
| Oyster River | 6.30% | 5.59% | 5.23% |

PER PUPIL COSTS

2009-2010 v. 2010-2011

Fig. 12.2

| <u>District</u> | <u>Elementary</u> | <u>Middle</u> | <u>High</u> | <u>Total</u> |
|-------------------------|-------------------|------------------|------------------|------------------|
| State Average | 12,599.53 | 11,594.54 | 12,036.99 | 12,213.99 |
| | 13,120.20 | 12,144.55 | 12,649.60 | 12,775.15 |
| Portsmouth | 15,005.89 | 13,715.55 | 14,710.43 | 14,621.20 |
| | 14,688.61 | 15,035.50 | 14,574.49 | 14,697.07 |
| Gov. Wentworth | 14,888.05 | 14,367.17 | 13,895.96 | 13,899.79 |
| | 15,491.16 | 17,153.35 | 13,936.56 | 15,213.91 |
| Merrimack Valley | 11,821.83 | 11,047.96 | 10,749.68 | 11,280.99 |
| | 12,173.69 | 11,265.01 | 11,251.13 | 11,648.26 |
| Contoocook | 15,231.47 | 13,257.89 | 12,755.81 | 13,669.17 |
| | 16,788.58 | 14,080.28 | 13,011.81 | 14,492.80 |
| Oyster River | 15,566.14 | 15,748.26 | 15,217.37 | 15,503.27 |
| | 15,913.31 | 15,639.41 | 16,084.19 | 15,884.31 |

DISTRICT ENROLLMENTS

2009-2010 v. 2010-2011

| <u>District</u> | <u>Pre-K</u> | <u>Kind</u> | <u>Elem</u> | <u>Middle</u> | <u>High</u> | <u>Total</u> |
|-------------------------|--------------|-------------|--------------|---------------|--------------|--------------|
| Portsmouth | 19 | 180 | 826 | 540 | 1,072 | 2,637 |
| | 23 | 168 | 861 | 485 | 1,119 | 2,656 |
| Gov. Wentworth | 25 | 133 | 1,065 | 414 | 868 | 2,505 |
| | 33 | 177 | 1,022 | 397 | 845 | 2,474 |
| Merrimack Valley | 46 | 193 | 972 | 622 | 907 | 2,740 |
| | 49 | 215 | 1,176 | 629 | 887 | 2,956 |
| Contoocook | 39 | 166 | 693 | 846 | 1,003 | 2,747 |
| | 43 | 133 | 663 | 792 | 949 | 2,580 |
| Oyster River | 0 | 115 | 591 | 628 | 695 | 2,029 |
| | 0 | 128 | 608 | 628 | 673 | 2,037 |

Fig. 12.3

100 YEARS AGO

In 1913, Superintendent Pringle reported the Cost per Pupil:

| | |
|--------------------------------|----------------|
| Expenses of General Control: | \$00.77 |
| Expenses of Instruction | \$24.01 |
| Expenses of Operation of Plant | \$ 3.97 |
| Maintenance of Plant | \$ 1.42 |
| Outlays of New Equipment | \$00.42 |
| TOTAL | \$30.59 |

| | | |
|------------------------------|--------------------|----------------|
| Comparative Analysis: | Concord | \$40.53 |
| | Somersworth | \$39.56 |
| | Dover | \$37.76 |

Enrollment: 1,901

Teacher Salaries: Teachers at the high school earned more than those teaching at the elementary school level.

Of the fourteen teachers at the high school, one earned over \$1,000, four between \$950 - \$1,000.

At the elementary level, twenty two of the 39 teachers earned \$650.

PORTSMOUTH SCHOOLS

TEACHER QUALITY & EFFECTIVENESS

The Portsmouth School District is committed to working with our teachers to develop fair and reliable measures of effective teaching so that as a system we may ensure every student has an effective teacher throughout his or her career. This process is underway. We will increase rigor in our hiring process and have established recommendations to train and support new hires. We will continue to look at compensation and differentiated career paths, as well as the conditions under which our teachers are asked to work.

We are proud that Portsmouth has a high percentage of teachers (75.9%) with a masters degree or beyond. Our average salary ranks only behind Oyster River when looking at the cohort group, but our average salary lags behind most of the average seacoast areas districts. Our entry level teacher salary is competitive with our cohort group.

Class size as measured by data collected by the NH DOE suggests class size in grades 1-8 is less than 20 pupils.

| Teacher Degree Attainment 2009-2010 v. 2010-2011 | | | |
|---|--------------|--------------|-----------------|
| | <u>% BA</u> | <u>% MA</u> | <u>% Beyond</u> |
| Portsmouth | 26.6% | 67.8% | 5.2% |
| | 24.2% | 70.7% | 5.2% |
| Gov. Wentworth | 46.6% | 50.6% | 1.5% |
| | 41.5% | 55.5% | 1.6% |
| Merrimack Valley | 60.2% | 39.8% | 0.0% |
| | 58.0% | 42.0% | 0.0% |
| Contoocook | 42.4% | 57.6% | 0.0% |
| | 36.9% | 63.1% | 0.0% |
| Oyster River | 32.9% | 66.5% | 0.6% |
| | 33.0% | 65.3% | 1.7% |

Fig 13.1

| Average Class Size in Public Schools 2009-2010 v. 2010-2011 | | | |
|--|-------------------------|-------------------------|----------------------|
| | <u>Grades 1 & 2</u> | <u>Grades 3 & 4</u> | <u>Grades 5 to 8</u> |
| Portsmouth | 15.7 | 17.4 | 18.6 |
| | 16.2 | 17.8 | 19.6 |
| Gov. Wentworth | 14.5 | 15.8 | 16.7 |
| | 14.6 | 17.6 | 18.1 |
| Merrimack Valley | 17.9 | 19.4 | 21.8 |
| | 19.1 | 18.2 | 19.6 |
| Contoocook | 16.6 | 16.8 | 21.6 |
| | 15.3 | 14.7 | 20.6 |
| Oyster River | 18.6 | 19.6 | 20.3 |
| | 19.1 | 20.1 | 20.3 |

Fig 13.4

| Average Teacher Salary and Entry Level 2009-2010 v. 2010-2011 | | |
|--|-----------------|------------------------------|
| | <u>AVG</u> | <u>Starting Salary w/ BA</u> |
| Portsmouth | \$56,737 | \$35,474 |
| | \$59,995 | \$36,474 |
| Gov. Wentworth | \$53,253 | \$35,000 |
| | \$55,477 | \$35,000 |
| Merrimack Valley | \$49,604 | \$32,900 |
| | \$48,680 | \$32,794 |
| Contoocook | \$44,460 | \$31,821 |
| | \$45,245 | \$31,821 |
| Oyster River | \$62,199 | \$36,155 |
| | \$63,080 | \$36,878 |

Fig 13.2

| Superintendent Salaries 2011-12 | | |
|---------------------------------|------------------|---------------------|
| | <u>2010-11</u> | <u>2011-12</u> |
| Portsmouth | \$133,645 | \$136,893 |
| Gov. Wentworth | \$134,955 | \$134,955 |
| Merrimack Valley | \$70.35/hr. | \$70.35/hr. |
| Contoocook | \$153,066 | \$157,658 |
| Oyster River | \$131,435 | \$125,000 (interim) |

Fig 13.5

100 YEARS AGO

In 1913, Mayor Daniel W. Badger served as the ex-officio Chairman of the eleven (11) member school board. The School Board held its meetings at City Hall on the first Tuesday of the month, 7:30 pm, with the exception of the month of August. There were ten (10) standing committees: Textbooks, Salaries, Examination of Teachers, Purchases, Truancy, Drawing, Music, Training School, Finance and Schoolhouses.

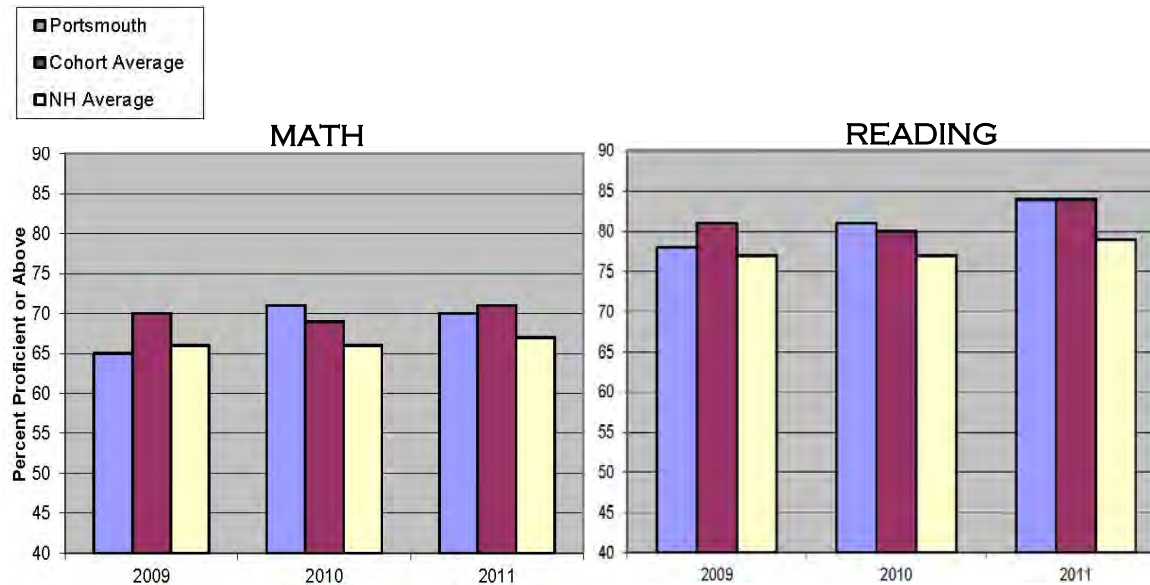
| Seacoast Area Teacher Salaries 2010-11 | |
|--|----------------|
| <u>Community</u> | <u>Average</u> |
| Stratham | \$73,508 |
| Seabrook | \$64,899 |
| Exeter Coop | \$64,097 |
| North Hampton | \$61,532 |
| New Castle | \$61,186 |
| Hampton Falls | \$59,874 |
| Greenland | \$57,587 |

Fig 13.3

| Pupil - Teacher Ratios 2009-2010 v. 2010-2011 | | | |
|--|---------------|----------------------|--------------|
| | <u>Pupils</u> | <u>Total Teacher</u> | <u>Ratio</u> |
| Portsmouth | 2,438 | 236.0 | 10.3 |
| | 2,465 | 221.4 | 11.1 |
| Gov. Wentworth | 2,347 | 226.8 | 10.3 |
| | 2,264 | 216.5 | 10.5 |
| Merrimack Valley | 2,501 | 182.1 | 13.7 |
| | 2,494 | 185.0 | 13.5 |
| Contoocook | 2,542 | 227.4 | 11.2 |
| | 2,404 | 197.6 | 12.2 |
| Oyster River | 1,914 | 166.2 | 11.5 |
| | 1,909 | 172.0 | 11.1 |
| | 33.0% | 65.3% | 1.7% |

Fig 13.6

NECAP PERFORMANCE COMPARISON AGAINST COHORT



PROPERTY TAX RATES 2009-10 V. 2010-11

| | <u>Local Ed</u> | <u>State Ed</u> | <u>Local Other</u> | <u>Total</u> |
|---------------------------|-----------------|-----------------|--------------------|----------------|
| Portsmouth | <i>\$5.72</i> | <i>\$2.32</i> | <i>\$9.05</i> | <i>\$17.09</i> |
| | \$5.40 | \$2.43 | \$9.58 | \$17.41 |
| Governor Wentworth | <i>\$4.81</i> | <i>\$2.27</i> | <i>\$4.93</i> | <i>\$12.01</i> |
| | \$4.61 | \$2.32 | \$5.36 | \$12.29 |
| Merrimack Valley | <i>\$10.41</i> | <i>\$2.29</i> | <i>\$7.92</i> | <i>\$20.62</i> |
| | \$10.27 | \$2.27 | \$8.13 | \$20.67 |
| Contoocook | <i>\$11.16</i> | <i>\$2.36</i> | <i>\$8.17</i> | <i>\$21.69</i> |
| | \$11.54 | \$2.43 | \$8.23 | \$22.20 |
| Oyster River | <i>\$16.23</i> | <i>\$2.07</i> | <i>\$7.58</i> | <i>\$25.88</i> |
| | \$15.55 | \$2.18 | \$8.52 | \$26.25 |

Fig 14.2

Elementary Educational Facilities Committee Established

Last September, the School Board established an Educational Facilities Committee to address a two-step charge:

Step # 1: Engage in fact finding regarding elementary school configuration and bring forward a recommendation as to the best elementary grade configuration for Portsmouth. The School Board will use this information along with other tools and sources of information to make its decision regarding grade configuration.

Step # 2: Based on the Board's configuration determination, the Committee will study the Elementary Facilities Assessment Study and make a recommendation to the Board as to how to proceed regarding the capital improvements to the City's three elementary school facilities.

The committee has been meeting periodically since October. Members include School Board Members Tom Martin, Chair; Carol Chellman and Mitch Shuldman; Elementary School Teachers: Molly French, DO; Karen Jacoby and Mary Ann Driscoll, NFS; and Linda Briolat, LHS as well as community members and PTA representatives: Cliff Lazenby, DO; Tara Mickela, NFS; Craig Welch, LHS and John Shea, W.A.V.E.

An initial report on Step # 1 will be presented to the School Board in May. The summary of the facilities assessment can be found on the district's webpage.

BUILDING CONDITIONS

- Generally good overall condition, well-maintained
- Thermal envelope improvements needed
- Handicapped accessibility fair to poor
- Minor code issues
- Classroom storage issues
- Open classroom issues
- Mechanical and Electrical issues: thermal comfort, lack of ventilation, poor access to power
- Technology infrastructure upgrades needed
- Sprinkler systems recommended
- Interior finishes need renewal

DORE & WIRTHEN AND ASSOCIATES

EDUCATIONAL PLANNING

APPROPRIATE CLASS SIZE & ELEMENTARY WORKSHOP MODEL FEBRUARY 2012

By Chair Stevens and Member Shuldman

Every budget season the issue of class size in our schools is discussed at length in the community. In January the School Board viewed a presentation by elementary teachers representing all three schools discussing the method they use for teaching and why class size matters to this particular teaching model. The presentation (view it on channel 22 and online) helped bring evidence and clarity to the guideline the Board has been advocating regarding what we consider to be appropriate and reasonable elementary class sizes. The Board has affirmed this number, in an ideal world, to be between 16 to 20 students, although recent history has stretched the numbers in some of our elementary grades.

To better understand the impact and implications large class size has on instruction, it is important to understand how elementary teachers teach and the rationale behind their instruction. Portsmouth elementary schools use “The Workshop Model” to deliver elementary level instruction. This model is derived from a research and standards-based curriculum known as LRR (Learn to Read by Reading) developed by education faculty at Tufts University. LRR was designed to help all students learn with a high level of proficiency as outlined in the national, state and district standards. This curriculum provides consistent literacy (reading and writing) and math instruction for K-5 and offers teachers multiple strategies and options for instruction so they can tailor how they teach to the varying needs of all students. Effective teaching in-

volves a variety of strategies that have students working and learning in groups, by themselves, or in one-on-one interaction with their teacher. This model allows teachers to craft different strategies for the children in their classroom based on individual student strengths and needs. In other words, they can more effectively differentiate instruction.



Instruction begins with a daily focus lesson for each topic. This “focus” makes the teaching and the learning transparent. It gives students a context for what they’re about to learn and builds on what they have already learned. This is followed by 10-20 minutes of direct class-wide teacher instruction. Students are then given opportunities to practice what they were just taught by working as a group with guidance from the teacher followed by independent practice. While this is going on, the teacher is actively engaging with her students for an additional 30-45 minutes, moving from table to table, guiding small group inquiry and discussion, and conferring with individual students.



The lesson finishes with the entire class coming back together to discuss and share what they have just learned. It is the combination of individual work, small group work, and teacher instruction and guidance that accounts for much of the learning and skill development. Teachers report consistent success, positive results, and increased student achievement by using this model and strongly advocate for the continued use of the Workshop Model in the elementary classroom.

Larger class sizes have a direct impact on this teaching model in several ways. The teacher’s time for conferencing with individual students and groups of students is limited. Larger class size makes it difficult to reach all the students in a single lesson or day. This might require that a lesson span two to three days instead of one to two, potentially impacting a teacher’s ability to cover the year long curriculum. Teachers who are stretched thin for time might begin to cut corners on instruction and alter the effective implementation of the model. As a result,

EDUCATIONAL PLANNING

achievement may be diminished making it more difficult to reach NECAP growth targets and DRA benchmarks.

Larger class size increases the amount of time teachers need for effective planning, especially for individual and small group instruction. Larger class size also may mean less time for actual instruction given greater demands on the teacher's time in the classroom. And of course, more students also mean more parent/teacher interactions including conferences, e-mails, phone calls, etc., something that happens regularly in the early grades in our public schools.



In addition, it is important to keep in mind that Portsmouth is an “inclusive district.” This also impacts how we deliver education. We educate all of our special education students in their regular classroom with all the other students in their class. Fifteen percent of our students are coded with some sort of disability. Many of these students require extra supports in the classroom. Some have learning disabilities. Others have behavioral disabilities that impact their learning. In larger classes there is the potential

for an increase in behavior problems causing more disruptions in the classroom.



It is clear that larger class size puts a great deal more pressure on teachers. As a result we could begin to see less intentional and reflective practices on the part of teachers, not the direction we'd like to be moving in. In fact, it is counter to the educational culture we have been working towards with our professional learning communities.

On the other hand, when class size is appropriate, students are recognized for their individual contributions and are invested in their daily learning. There are more opportunities for students to be heard. Teachers have more 1:1 contact with students and time to confer with differentiated groups. There is more manageable and consistent family contact, which is a key factor to student performance and success. The classroom has fewer behavior problems. Students have more opportunities to learn by

doing and more chance for inquiry. There are more opportunities for teachers to truly get to know their individual students and provide more personalized instruction and assessment. And there is more time for innovative planning and professional growth. Clearly these are qualities we all want for our elementary classrooms.

The School Board is fully aware of the conversation between teacher quality and class size. The Portsmouth School District



and School Board cares deeply about hiring and retaining the very best teachers. We have recently established a new comprehensive process for teacher evaluation.

At the same time, we are working to create an environment that expects teacher growth and professional development through participation in professional learning communities (PLCs) that focus on teaching practice and student learning ... all in the name of improving teacher quality.

Class size matters with regard to teacher quality and retention as well. In fact we believe it directly impacts how teachers teach. We have a successful model that feeds the growth of students and teachers and will continue to work hard to implement that model throughout our elementary schools.

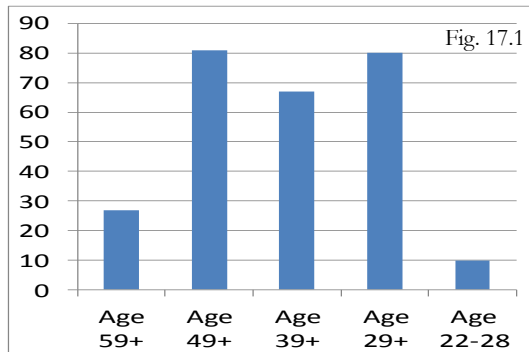
PORTSMOUTH SCHOOLS

EDUCATIONAL PLANNING

TEACHER QUALITY AND EFFECTIVENESS

The School Board is committed to the principle that the singular most important determinant of a quality educational system is the quality of its teaching corps. The District is working to establish a strategic and systemic approach to attract, develop and retain the very best teachers. Because a teacher's effectiveness never stops growing, the district will continue to invest in teacher professional development in critical coursework such as Skillful Teacher and Differentiated Instruction.

Nationally, over the next ten years, more than 50% of today's teachers will be eligible to retire. In Portsmouth, the number is closer to 40% (Fig. 17.1). The next decade will find us supporting those who are already strong teachers, but find us with needing to replace over 120 educators. The district is aligned with the NH Task Force on Effective Teaching to develop a comprehensive search process, meaningful induction and support process and evaluation system that helps Portsmouth recruit and develop the very best teachers.



AGE OF PORTSMOUTH TEACHING CORPS

TECHNOLOGY

Under the leadership of Assistant Superintendent Zdravec and Network Coordinator Lotz, a group of teachers and community members have worked on a three year technology plan; the group has worked to ensure our long-term investment in the new middle school project is leveraged properly.

Our goal is to ensure all students and staff have access to a comprehensive infrastructure for learning, where, and when, they need it. In next year's budget we

dedicate considerable resources to strengthening wireless access, and in order to permit robust integration, we propose expanding our bandwidth five times (5X) what we currently offer. Most importantly, we will offer a virtual cloud computing model that permits us to move to a thin client replacement. (Fig 17.2)

FACILITIES

In December, the City Council approved the use of undesignated fund balance to renovate space within the Municipal Complex to relocate central office. In short, we asked the City to accelerate the recommendation of the Mayor's Blue Ribbon Committee on Operational Efficiencies that noted the school department's administrative office should be moved to Junkins Avenue when reno-

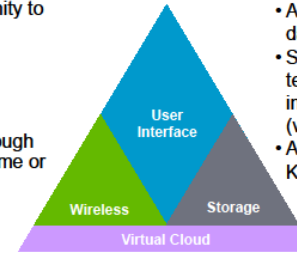
Technology Planning

User Interface

- Need to provide simple unified interface for all members of the community to access:
 - Software applications
 - Self-generated work
 - Communication tools
- Deliver 24/7 access to education resources through the same interface at home or anywhere

Data Storage

- Reduce (eliminate) localized storage requirements
- Address exponential growth in data storage requirements
- Store and access student / teacher generated content including all forms of multimedia (video, audio)
- Archive student digital portfolios K-12



Wireless Access

- Expand coverage to include all school properties
- Enable BYOT (Bring Your Own Technology) model
- Push technology out of the lab and into the classroom

Cloud Computing

- Address new challenges
- 24x7 collaboration
- Instant access
- Consistent and reliable access
- One-to-one computing
- 21st century skills
- Zero budget growth

Fig 17.2

vations at Little Harbour School begins.

This summer we will renovate the LHS space into kindergarten classroom space as recommended by Dore and Whittier Architects when they completed a feasibility study on our elementary school facilities last Spring.

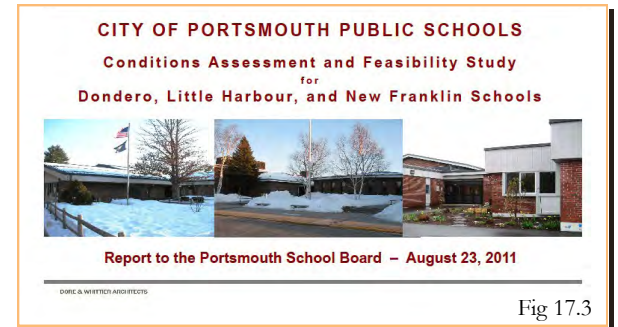


Fig 17.3

SUMMARY OF SCHOOL EXPENDITURES

PROPOSED FY 2013 BUDGET

This year, City Manager Bohenko directed departments to present a budget at no more than 2.9% in line with the Consumer Price Index. On February 16, 2012, the School Board adopted a budget that met the city's target and allows us to:

- Sustain our commitment to create an environment where teachers share their expertise, assess student performance and help all students learn;
- Continue to invest in teacher professional development;
- Significantly improve our technology infrastructure, especially wireless access, bandwidth expansion and implementation of a cloud computing model to provide students and staff 24/7 access to folders and applications;
- Address short term space issues at LHS for next school year; and
- Honor all requests from principals and directors for staffing and support.

The ability to meet budget-maker requests and meet the CPI target was made possible largely through four key items. One, teachers agreed to delay a STEP and COLA increase for six months in exchange for a one year contract extension. Health insurance will not increase in FY 13. All capital improvements have been moved to the city's Capital Plan process. Finally, five teachers took advantage of a retirement incentive.

| | FY11 | FY11 | FY12 | FY13 | FY13 |
|--------------------------------|-------------------|-------------------|-------------------|--------------------|--------------------------|
| | BUDGET | ACTUAL | BUDGET | DEPARTMENT REQUEST | CITY MANAGER RECOMMENDED |
| SCHOOL DEPARTMENT | | | | | |
| TEACHERS | 16,235,902 | 16,237,469 | 16,234,150 | 16,849,794 | 6,849,794 |
| SALARIES | 3,758,139 | 3,658,053 | 3,766,483 | 3,907,380 | 3,907,380 |
| PART-TIME SALARIES | 717,459 | 678,340 | 717,459 | 707,391 | 707,391 |
| SCHOOL BOARD STIPENDS | 14,000 | 12,825 | 14,000 | 14,000 | 14,000 |
| OVERTIME | 69,778 | 84,447 | 69,778 | 69,778 | 69,778 |
| RETIREMENT | 1,672,175 | 1,611,870 | 2,202,842 | 2,311,796 | 2,311,796 |
| HEALTH INSURANCE | 5,781,395 | 5,781,395 | 5,648,665 | 5,648,665 | 5,648,665 |
| DENTAL INSURANCE | 360,936 | 382,647 | 397,619 | 341,953 | 341,953 |
| LEAVE AT TERMINATION | 500,000 | 500,000 | 400,000 | 400,000 | 400,000 |
| WORKERS' COMPENSATION | 94,000 | 95,862 | 108,344 | 100,657 | 100,657 |
| LIFE AND DISABILITY | 205,139 | 171,267 | 200,139 | 200,139 | 200,139 |
| OTHER FRINGE BENEFITS | 1,922,335 | 1,823,127 | 1,869,733 | 1,989,438 | 1,989,438 |
| CONTRACTUAL OBLIGATIONS | 31,331,258 | 31,037,301 | 31,629,212 | 32,540,991 | 32,540,991 |
| TUITION | 876,927 | 1,062,590 | 981,056 | 1,131,549 | 1,131,549 |
| TRANSPORTATION | 868,917 | 898,135 | 856,161 | 931,598 | 931,598 |
| CONTRACTED SERVICES | 913,982 | 982,779 | 914,454 | 880,790 | 880,790 |
| PRINTING | 28,864 | 14,971 | 27,408 | 20,001 | 20,001 |
| TRAVEL / CONFERENCES | 35,615 | 32,115 | 34,412 | 34,605 | 34,605 |
| UTILITIES | 972,097 | 942,349 | 963,090 | 972,559 | 972,559 |
| REPAIR/MAINTENANCE | 373,463 | 442,926 | 357,081 | 351,717 | 351,717 |
| STUDENT BOOKS / PERIODICALS | 235,232 | 187,934 | 212,414 | 212,801 | 212,801 |
| PROFESSIONAL ORGANIZATION DUES | 35,869 | 36,389 | 35,015 | 34,895 | 34,895 |
| OTHER OPERATING | 1,231,777 | 1,266,451 | 1,196,281 | 1,190,754 | 1,190,754 |
| OTHER OPERATING | 5,572,742 | 5,866,639 | 5,577,372 | 5,761,269 | 5,761,269 |
| TOTAL | 36,904,000 | 36,903,940 | 37,206,584 | 38,302,260 | 38,302,260 |

PORTSMOUTH SCHOOLS

| Cost Center - Budget | 2011/12 | | | | | 2012/13 | | | | | |
|--|--------------|------------|------------|-----------|---------------|-----------------------|------------|------------|-----------|---------------|------|
| | Total Budget | Salaries | Benefits | Operating | Positions FTE | Total Proposed Budget | Salaries | Benefits | Operating | Positions FTE | |
| Benefits Budgets | 7,372,514 | | 7,372,514 | 0 | 0.00 | 7,084,952 | | 7,084,952 | 0 | 0.00 | |
| School Instruction & Operations | | | | | | | | | | | |
| 102 DONDERO | 1,714,418 | 1,440,053 | 231,350 | 43,015 | 26.86 | 1,823,898 | 1,518,049 | 265,554 | 40,295 | 28.53 | |
| 104 LITTLE HARBOUR | 2,385,992 | 2,005,980 | 323,979 | 56,033 | 34.58 | 2,519,933 | 2,151,042 | 409,023 | 59,898 | 37.14 | |
| 105 NEW FRANKLIN | 1,645,266 | 1,384,829 | 224,153 | 36,284 | 24.32 | 1,777,234 | 1,479,423 | 261,531 | 36,280 | 26.05 | |
| 108 MIDDLE SCHOOL | 2,908,385 | 2,422,297 | 401,603 | 84,485 | 38.84 | 3,065,256 | 2,520,306 | 459,036 | 85,914 | 39.64 | |
| 109 SENIOR HIGH | 6,286,345 | 5,244,009 | 875,022 | 167,314 | 82.37 | 6,630,754 | 5,453,457 | 989,513 | 187,784 | 83.19 | |
| Total Schools | 14,940,406 | 12,437,168 | 2,056,107 | 387,131 | 206.77 | 15,917,075 | 13,122,227 | 2,384,658 | 410,141 | 214.55 | |
| Other Instruction Budgets | | | | | | | | | | | |
| 110 ART | 644,681 | 508,687 | 85,052 | 50,942 | 7.80 | 646,127 | 499,609 | 94,676 | 51,842 | 7.80 | |
| 111 MUSIC | 510,124 | 420,114 | 70,243 | 19,767 | 6.40 | 500,372 | 404,039 | 76,565 | 19,767 | 6.40 | |
| 112 PHYSICAL EDUCATION | 779,952 | 660,636 | 108,304 | 11,012 | 10.42 | 711,615 | 587,360 | 111,305 | 12,951 | 9.42 | |
| 113 INSTRUMENTAL MUSIC | 169,146 | 114,215 | 19,097 | 35,834 | 1.60 | 178,590 | 117,912 | 22,344 | 38,334 | 1.60 | |
| 114 TECHNICAL CAREERS | 952,219 | 765,731 | 128,770 | 57,718 | 11.50 | 954,789 | 754,958 | 142,113 | 57,718 | 11.49 | |
| 115 ATHLETICS | 598,637 | 270,516 | 46,013 | 282,108 | 1.00 | 618,568 | 266,483 | 49,506 | 302,579 | 1.00 | |
| 116 DRAMA | 27,036 | 10,068 | 1,578 | 15,390 | 0.00 | 27,366 | 10,068 | 1,908 | 15,390 | 0.00 | |
| 117 K-12 COMPUTER | 319,209 | 204,337 | 34,661 | 80,211 | 4.00 | 332,931 | 215,787 | 40,259 | 76,886 | 4.00 | |
| 119 HEALTH INSTRUCTION | 98,712 | 81,100 | 13,560 | 4,052 | 1.24 | 105,823 | 152,812 | 28,958 | 4,052 | 2.24 | |
| Total Other Instruction | 4,099,716 | 3,035,404 | 507,278 | 557,034 | 43.96 | 4,156,180 | 3,009,027 | 567,634 | 579,519 | 43.95 | |
| Instruction Support Budgets | | | | | | | | | | | |
| 130 ENRICHMENT | 11,698 | 3,890 | 650 | 7,158 | 0.00 | 11,785 | 3,890 | 737 | 7,158 | 0.00 | |
| 131 DISTRICT-WIDE ASSESSMENT | 7,695 | 0 | 0 | 7,695 | 0.00 | 10,695 | 0 | 0 | 10,695 | 0.00 | |
| 132 MATHEMATICS ELEMENTARY | 39,545 | 0 | 0 | 39,545 | 0.00 | 39,545 | 0 | 0 | 39,545 | 0.00 | |
| 134 HEALTH | 467,175 | 394,316 | 65,930 | 6,929 | 5.50 | 468,922 | 388,536 | 73,627 | 6,759 | 5.50 | |
| 135 LIBRARY ELEMENTARY | 245,411 | 181,142 | 31,165 | 33,104 | 4.18 | 307,486 | 231,612 | 42,771 | 33,104 | 4.93 | |
| 136 MEDIA SERVICES | 80,276 | 54,426 | 10,199 | 15,651 | 1.00 | 80,517 | 55,703 | 9,163 | 15,651 | 1.00 | |
| 137 SYSTEM - WIDE PSYCHOLOGIST | 52,879 | 36,597 | 6,117 | 10,175 | 0.50 | 54,226 | 37,034 | 7,018 | 10,175 | 0.50 | |
| 138 INTERDISCIPLINARY CURRICULUM | 26,185 | 0 | 0 | 26,185 | 0.00 | 19,909 | 0 | 0 | 19,909 | 0.00 | |
| 139 READING | 801,710 | 496,479 | 83,011 | 22,220 | 6.98 | 738,346 | 596,783 | 113,087 | 28,496 | 8.28 | |
| 140 STAFF DEVELOPMENT | 0 | 0 | 0 | 0 | 0.00 | 0 | 0 | 0 | 0 | 0.00 | |
| 145 PUPIL ENTITLEMENT | 3,255 | 0 | 0 | 3,255 | 0.00 | 3,525 | 0 | 0 | 3,525 | 0.00 | |
| Total Instructional Support | 1,535,830 | 1,166,840 | 197,073 | 171,917 | 18.16 | 1,734,957 | 1,313,537 | 246,403 | 175,017 | 20.21 | |
| Special Education Budgets | | | | | | | | | | | |
| 150 PEEP | 306,526 | 259,058 | 39,874 | 7,594 | 4.95 | 317,254 | 264,210 | 45,450 | 7,594 | 5.08 | |
| 151 SPED/ ELEMENTARY | 905,118 | 771,564 | 120,799 | 12,755 | 19.51 | 984,734 | 828,315 | 135,894 | 20,725 | 20.58 | |
| 152 SPED/ MIDDLE SCHOOL | 576,117 | 493,811 | 78,049 | 4,257 | 11.22 | 590,087 | 499,775 | 84,969 | 5,342 | 11.15 | |
| 153 SPED/HIGH SCHOOL | 671,899 | 564,807 | 95,158 | 11,934 | 8.12 | 647,130 | 535,675 | 100,606 | 10,849 | 8.32 | |
| 156 SPEECH | 472,863 | 398,335 | 65,973 | 8,555 | 5.60 | 459,945 | 383,262 | 72,628 | 4,055 | 5.50 | |
| 157 OCCUPATIONAL THERAPY | 168,280 | 138,537 | 23,163 | 6,560 | 1.90 | 169,985 | 140,307 | 26,598 | 3,090 | 1.90 | |
| 159 ESL | 179,025 | 153,387 | 23,758 | 1,880 | 2.86 | 171,537 | 144,669 | 24,988 | 1,880 | 2.86 | |
| 160 ADAPTIVE SERVICES | 82,364 | 54,550 | 10,223 | 17,591 | 1.00 | 19,968 | 15,000 | 2,468 | 2,500 | 0.00 | |
| 165 OUT OF DISTRICT TUITION | 1,468,466 | 0 | 0 | 1,468,466 | 0.00 | 1,594,549 | 0 | 0 | 1,594,549 | 0.00 | |
| Total Special Instruction | 4,830,639 | 2,834,049 | 456,398 | 1,539,592 | 55.16 | 4,955,188 | 2,811,212 | 493,393 | 1,650,584 | 55.39 | |
| System Support Budgets | | | | | | | | | | | |
| 170 CENTRAL OFFICE | 984,756 | 706,204 | 129,007 | 149,545 | 10.22 | 956,699 | 702,300 | 115,144 | 139,255 | 9.22 | |
| 171 SCHOOL BOARD | 25,633 | 17,000 | 1,633 | 7,000 | 0.00 | 33,815 | 17,000 | 1,565 | 15,250 | 0.00 | |
| 173 RESEARCH & DEVELOPMENT | 3,823 | 0 | 0 | 3,823 | 0.00 | 3,823 | 0 | 0 | 3,823 | 0.00 | |
| 174 ADULT EDUCATION | 3,041 | 0 | 0 | 3,041 | 0.00 | 8,612 | 8,000 | 612 | 0 | 0.00 | |
| 177 TECHNOLOGY PLAN | 524,667 | 293,667 | 53,159 | 187,841 | 5.00 | 584,401 | 296,893 | 48,839 | 238,669 | 5.00 | |
| 178 DATA PROCESSING | 103,932 | 54,219 | 10,161 | 39,552 | 1.00 | 104,384 | 55,674 | 9,158 | 39,552 | 1.00 | |
| 179 LARGE EQUIPMENT | 36,860 | 0 | 0 | 36,860 | 0.00 | 41,561 | 0 | 0 | 41,561 | 0.00 | |
| 180 TRAVEL IN DISTRICT | 31,159 | 0 | 4,562 | 26,597 | 0.00 | 31,938 | 0 | 5,341 | 26,597 | 0.00 | |
| 182 WELLNESS | 2,146 | 0 | 0 | 2,146 | 0.00 | 2,146 | 0 | 0 | 2,146 | 0.00 | |
| 183 INSURANCE | 102,068 | 0 | 0 | 102,068 | 0.00 | 106,824 | 0 | 0 | 106,824 | 0.00 | |
| 184 TELEPHONE | 44,478 | 0 | 0 | 44,478 | 0.00 | 43,002 | 0 | 0 | 43,002 | 0.00 | |
| 187 ATHLETIC FIELDS | 52,758 | 0 | 0 | 52,758 | 0.00 | 58,758 | 0 | 0 | 58,758 | 0.00 | |
| 188 MAINTENANCE | 660,288 | 207,319 | 38,852 | 414,118 | 4.00 | 661,472 | 212,412 | 34,942 | 414,118 | 4.00 | |
| 189 ENERGY | 996,176 | 0 | 0 | 996,176 | 0.00 | 1,011,261 | 0 | 0 | 1,011,261 | 0.00 | |
| 190 CIP | 58,000 | 0 | 0 | 58,000 | 0.00 | 0 | 0 | 0 | 0 | 0.00 | |
| 195 PUPIL TRANSPORTATION | 745,309 | 0 | 0 | 745,309 | 0.00 | 807,210 | 0 | 0 | 807,210 | 0.00 | |
| 197 SPACE RENTAL | 52,384 | 0 | 0 | 52,384 | 0.00 | 0 | 0 | 0 | 0 | 0.00 | |
| Total System Support | 4,427,478 | 1,268,409 | 237,373 | 2,921,696 | 20.22 | 4,453,906 | 1,292,279 | 215,601 | 2,946,026 | 19.22 | |
| TOTAL | 37,206,584 | 20,801,875 | 10,827,344 | 5,577,370 | 344.27 | 38,302,260 | 21,548,337 | 10,932,641 | 5,761,287 | 353.32 | |
| | | | | | | | 1,095,676 | 746,462 | 165,297 | 183,917 | 9.05 |

NEW FRANKLIN SCHOOL

New Franklin School is a vibrant learning community of approximately 280 students.

Built in 1921, our school is rich in history and tradition. Generations of local families have attended NFS.

We are fortunate to have a close-knit, diverse and supportive school community of students, staff and families who continually work together to enhance the New Franklin experience for all.

We are extremely proud of our school and our continued growth and achievement. The following are just a few of our points of pride:

- ◆ This year New Franklin has participated in the USDA's Fresh Fruits and Vegetable's Program, bringing fresh fruits and vegetable snacks and food education to all students, every day of the school year.
- ◆ Check out the New Franklin wiki for student created book trailers, book reviews and Public Service videos. <http://newfranklin.wikispaces.com/>.
- ◆ This year we began reducing our carbon footprint by composting and recycling cafeteria waste with the help of EcoMovement.
- ◆ Our New England Common Assessment Program (NECAP) scores in Reading and



Mathematics have risen for the fifth consecutive year (89 and 83 percent proficient respectively).

- ◆ According to the NECAP indicator, 46% of New Franklin students taking the assessment are considered Proficient with Distinction in Mathematics and 45% achieved the same designation in Reading.
- ◆ New Franklin School's growth and collaborative approach to teaching and learning are featured on the All Things PLC website at <http://www.allthingsplc.info/plcLocator.php>
- ◆ The New Franklin Student Council recently raised over \$1,000 in coins to support the Chase Home.
- ◆ Our School Store has been a great success and provides monetary donations to Grade 5 Environmental School and a gift to the school community at the end of each year.



DONDERO ELEMENTARY

COMMUNITY: School staff and parents are working in partnerships to help their students reach high levels of academic and social achievement. A focus on community at Dondero has afforded students new learning opportunities and has fostered a culture of trust and open communication among staff and families.

In the Fall of 2011, 65% of Dondero families and 100% of staff completed a School Community Index survey. The results of the survey validated the many wonderful aspects of Dondero as well as informed community members of areas that need further attention. This has resulted in parents and staff members meeting monthly to engage in meaningful conversations regarding student learning and parent



engagement to support students.

Working in collaboration with the Parent-Teacher Association (PTA), Dondero's administration has created opportunities for parent-staff collaboration. The year was kicked off with implementation of a parent volunteer program. A day has yet to go by without parents spending time at Dondero completing projects/tasks to assist teachers with the creation of curriculum materials, showcasing students' work or lending a hand in the office.

In turn, staff members are able to use time once spent on these tasks to collaborate with colleagues to reflect upon student achievement and plan instruction to meet the varying academic needs of learners.

The PTA has also promoted community events designed to bring the families and staff together after school hours. On a Friday night in October, approximately 130 community members traveled to Emery Farm to participate in a Corn Maze Walk, have dinner and pick pumpkins. In early December, parents and staff created Dondero's version of "The Polar Express" by enhancing Family Movie Night.

Dondero successfully implemented an intervention block with a focus on math instruction. Extending the work of Professional Learning Communities (PLCs), staff analyzes grade level math outcomes to devise small group instruction

above core instruction. Students are placed in groups based on their outcomes on a teacher devised pre-test. Instruction is designed to either re-teach, pre-teach or enhance concepts.

Since the beginning of the year, afternoons at Dondero "buzz" with student, parent and staff voices. After-school enrichment activities provide opportunities for students and their families to continue to learn new skills and discover new abilities after the school day has ended. Activities such as parent-student-staff book clubs, Khan Academy, and our Green Initiative exist as a result of community partnerships.

Throughout the winter, Dondero's community has focused on "Going Green". Partnering with a local agency and city volunteers, students and staff have implemented a successful composting program during lunch and created a "Green Team" consisting of parents and staff. Throughout the spring, the community will continue to implement green initiatives as well as use the \$5000 grant received from Lowe's to re-create a school garden.



LITTLE HARBOUR SCHOOL



WHO WE ARE

A hallmark of Little Harbour School has been its commitment to community both inside and outside of school.

This year we began recognizing students who demonstrate kindness, compassion and leadership in our school community. The SEAL award, which takes its name from our mascot, is given to students who are recognized by their peers and their teachers as being **Strong**, **Encouraging**, **Active Leaders**. In addition to recognizing kids who make positive contributions to our community, the award also gives us an opportunity to highlight the values which we as a school hold dear.

Over the course of the year, Little Harbour students demonstrated their commitment to the community in a number of different ways. This past November, as they have done for some time, the second grade hosted a Harvest Luncheon. This gives families the opportunity to bring in dishes unique to their heritage. The huge turnout we have for this event and the delight which kids and adults display while they attend remind us that diversity enriches community.

In the February run-up to Valentine's day, fourth grade students organized a food drive for the New Hampshire Food Pantry. They set a goal of 500 cans of food and the Little Harbour community responded by donating 800 items!

Our fifth graders are often reminded during their culminating year at Little Harbour that they

are community leaders. Locally, this year, the fifth grade went around the Little Harbour neighborhood and labeled storm drains, reminding citizens that anything poured down these drains empties directly to the ocean. Somewhat farther afield, the fifth graders raised over \$700 towards drilling drinking water wells in Sudan. The students raised this money by forsaking drinks like soda and juice, drinking only water, and donating the money they would have spent on those beverages to the well-drilling endeavor.

Physical education teacher Steve Schulten, who is retiring this year, has long personified the Little Harbour ethos of community building. On the international front, through Mr. Schulten, LHS donated over \$700 to the Belize National Chess foundation. This money goes toward scholarships for students in Belize. Mr. Schulten, who has been instrumental in establishing a hugely successful chess club at LHS, raised the money by selling chess books written by children in Belize.

Mr. Schulten once again organized a St. Baldrick's fundraiser raising over \$8,400 for kids with cancer. This event, held near St. Patrick's day, involves volunteers coming forward to have their heads shaved to show solidarity with kids who are undergoing cancer treatment. This year, the event was held in honor of Lydia Valdez, a Little Harbour third grader who has been battling a rare form of cancer this year.

ACADEMIC ACHIEVEMENTS

In terms of academic instruction, Little Harbour continues to make growth. This year, we implemented a math intervention and enrichment block which gives students additional differentiated math instruction above and beyond. The Everyday Math Program. We have continued to

show improvement in our NECAP scores, with 90% of students scoring in the proficient range in math and 89% of students demonstrating proficiency in reading. We continue to see more and more students at the highest level of proficiency, and fewer students at the least proficient level.

Whether it is in community building or academics, Little Harbour's strength is students, families and teachers working together to strengthen our community, our learning, and ultimately our children.



Grade 5 Basketball Champs



SEAL Award Winners

PORTSMOUTH MIDDLE SCHOOL

S. W. Cole Engineering in Maine, with offices in two New Hampshire towns, conducted a contest for students to produce a video, no longer than one minute, on how science and engineering affect our lives. 7th grade science teacher Peter Ruel and Technology Instructor Rhonda Johnson, along with students Tyrell Ellis, Mikaela Shevlin and Kayla Franks were excited at the prospect.

Each student chose a few pictures, laid them out in order and wrote a script about each shot. The final product was uploaded to YouTube and submitted for consideration.

Unbeknownst to the students, the company had contacted Mr. Stokel to set up a surprise assembly for the seventh grade where it was announced that they were the contest winners!

The funds will be used to bring the entire 7th grade to the Seacoast Science Center to supplement their learning in ecology and life sciences.



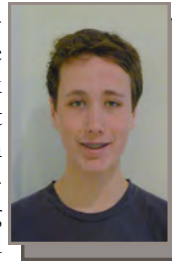
Ms. Laura Barone, a science teacher at Portsmouth Middle School was recently featured in Scholastic Science World Magazine, Teacher's Edition in the Teacher to Teacher section.



National Geographic Geo Bee:

advisors Mrs. Jocelyn Garganta & Ms. Andrea Heath

Since November students have been meeting after school to explore geography through Q&A sessions, online challenges, and small group activities. These practice sessions were open to all interested 6th, 7th and 8th graders. On Wednesday, January 4th, 2012 the 5th official PMS school-wide Geography Bee competition took place and included students from all three grade levels. There were multiple rounds of competition that led to two finalists-- Max Pont (grade 7, 2011 PMS winner & 10th in the NH State Geo Bee Competition in 2011) and Jack Durkin (grade 7, 2nd year participant in the PMS Geo Bee). It was an exciting afternoon with terrific competition that ended in tiebreaking questions that led to our 2012 school winner-- **Jack Durkin**.



Jack became our school representative and took the written qualifying test to see if he could place in the top 100 scorers for a seat in the NH State Geo Bee competition. We just found out that based on Jack's scores he did, in fact, make the top 100 making this the 5th consecutive year PMS will have a student representing our school at the state level. The NH State Bee will be held at Keene State College on March 30th, 2012.

Portsmouth Middle School Young Historians Club:

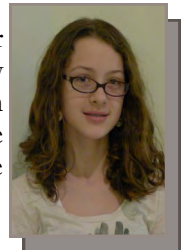
advisors Ms. Andrea Heath & Mrs. Jocelyn Garganta

As construction on the new middle school started to become a reality during the 2010-11 school year, there seemed to be a need for a student-centered view of our current building. This area of focus became possible by a dedicated group of students wanting to share their perspective on all of the interesting "nooks and crannies" that our current building had to offer. Based on this idea, the Portsmouth Middle School Young Historians Club (PMS-YHC) was created. The goal of this group was to archive some of the lesser known tidbits about our school and to try to acknowledge some student items of interest. Students have photographed and archived various parts of our school including but not limited to "doors to nowhere", trees and landscape pre-construction, classroom areas, old vs. "new" areas of our current building, and general items that they found to be of interest. The 2011-12 group has continued this work and are starting to put together some of the collected photos/tidbits to create "stories" that can be shared. This is a volunteer group of dedicated 6th, 7th and 8th grade students who have been working diligently to try to collect and manage all of their photos, videos, and audio. They will continue to try to log the information from those who have stories to tell about our school.

New Hampshire Spelling Bee-Wordsmith Club:

advisor Tara Mickela

Congratulations to eighth grader **Isabelle Halle** for being one of only two students with a perfect score on the 50-word written test of the State level of the National Spelling Bee Competition.



PORTSMOUTH HIGH SCHOOL

“CLIPPER PRIDE” DEFINED

More than just words on the back of a tee-shirt, “Clipper Pride” has long exemplified a sense of belonging to our school and community. It stands for taking pride in all that you do and all that you say. Students from Rye, New Castle, Newington, Greenland and Portsmouth annually converge upon our campus and commit to upholding the ideals and values of a person who is a contributing and productive member of our society.

From working diligently in the classroom, to participating in co- and extracurricular activities that are designed to expand learning beyond the classroom, students are consistently encouraged to recognize the importance of their deeds and accomplishments, both to themselves and to our community.

We will continue to strive to make this simple notion the cornerstone of the educational experience offered at Portsmouth High School.

EVIDENCE “Clipper Pride” manifests itself in many ways, from multiple gold medals won in band competitions, to holding the door open for



a fellow classmate. Clipper Pride carried us to winning the state championship in football for the first time in 30 years.

It is found in groups of students who volunteer their time to serve as student guides for 8th grade orientation, and welcome students new to the high school and invite them to join the lunch table. Students solicited donations, worked to landscape the front of our building during our school makeover project, and did not give up while learning a difficult concept.

Finally, from the countless groups who solicited donations, to the students and parents who contributed cash and items to help those less fortunate both in our community and abroad, with the faculty and staff who are committed and dedicated to their craft, “Clipper Pride” is clearly evident in all we are as a community.

BEYOND PHS Encouraging and guiding our students to build upon the solid foundation that has been laid, and to follow their interests and passions, will continue to be our top priority. The choices and opportunities are endless for the PHS graduate.

Whether it is an Ivy league school, military academy, state or private college or university, community college, an internship, apprenticeship, community service, military service or the workforce, we strive to ensure that no matter where they go, and what they do, our graduates will be well prepared to embrace each life challenge and truly excel.

Beyond this, it is truly our hope that our students will return to our community to work and

raise their families, and carry on the strong traditions that have become the trademark of Portsmouth High School.

One needs only to attend the fall musical, a school concert, a sporting event, or look at the names and dates that are inscribed on the bricks that comprise our memory walk, to see that “Clipper Pride” is alive and well in the many generations of residents who still call Portsmouth High School their home and their school.

Beauty And the Beast Cast



2011 State Champions

PORTSMOUTH SCHOOLS

PHS CAREER TECHNICAL CENTER

Career Technical Student Organization (CTSO) Competitions:

Four students from Culinary Arts are competing in the SkillsUSA Hot Food and Commercial Baking contests. Students have been practicing after school to sharpen their techniques in order to be ready for these intense competitions.

Five Automotive Technology students participated in the first level of the Ford/AAA Challenge. They are anxiously waiting to hear if they qualified to represent the State of NH at national competition in New York City.



FCCLA SPRING CONFERENCE TEAM

Twelve Early Childhood Education students will compete in a variety of STAR events such as Job

Interview and Focus on Children at the Family, Careers, Community Leaders of America (FCCLA) spring conference. Two students have taken leadership roles at the State level.

Ongoing in the Career Technical Center:

Construction Technology students are building benches that will be installed in the PHS library courtyard. The goal is to create an outdoor classroom area for staff and students to enjoy.

One of our Business students in Small Business Management class has made her first million dollars in a stock market simulation. Students began with \$500 in Haus-bucks and throughout the semester make investments to build their portfolio.



AIANH DESIGN COMPETITION

The American Institute of Architects New Hampshire (AIANH) Chapter 2011-2012 High School Design Competition requires students to submit a design for the America's Cup Youth Education Pavilion to be located at Odiorne Point State Park. An Architectural Design student is creating a design that strongly identifies social responsibility and environmental

concerns for the Portsmouth Bay area.

Welding Technology is now a two-year Career Technology program and students are eligible to compete in SkillsUSA. Four students traveled to Berlin, NH to test their welding abilities against other high school students. They made some new contacts and learned a lot about what it takes to be an excellent welder.



The Clipper News Report is a news show created, filmed and produced by the students in the TV Production/Media class. It is aired every week bringing important news, information and special reports to the staff and students of Portsmouth High School.

In collaboration with Portsmouth Public Media TV, the Clipper News Report is now available to the public every Friday evening at 5 and 9 PM on Comcast Channel 98.

Tune in to see what's going on at Portsmouth High School!

THE ROBERT J. LISTER ACADEMY

The Robert J. Lister Academy (RJLA) is an innovative public high school program designed for students who have been unable to succeed in more traditional settings.

RJLA strives to provide each student with a child specific education tailored to their individual academic, social, behavioral, and therapeutic needs, while preparing students for their vocational and post-secondary school aspirations.

The program is funded through out-of-district tuition with minimal cost to the Portsmouth School District. This funding structure allows 18 Portsmouth students to attend our specialized program. The savings to the Portsmouth School Department by educating these students within our own district and avoiding out-of-district special education placements is \$735,570, not including transportation costs.



Great Bay Community College:

Eight junior and senior students are taking a class on-campus at Great Bay Community College as part of their regular high school day.

This program was developed seven years ago, as a transition pathway to post-secondary education for our students.

Students receive three (3) college credits and the opportunity to take an additional class at Great Bay Community College.

Thirty-eight (38) students have participated in this program to date.

Vocational Rehabilitation Services:

Vocational Rehabilitation has supported our efforts of career and work-based education through a two year grant.

Presently, students participate in a two tier career education curriculum culminating in community based internships.

Eligible students also meet with a vocational rehabilitation counselor on a monthly basis at our school.



Innovative Project-Based Curriculum

Seven students are participating in an integrated ecology and business class. Students have designed individual research projects and they will travel to Puerto Rico in May.

The business class was used as a means for students to study and practice entrepreneurial and fundraising principles with the task of raising \$15,000 dollars to fund their research by the deadline of March 1, 2012.

These students successfully met their goal through numerous fundraisers including Lister Leaf Busters.

