



PORTSMOUTH SCHOOL DISTRICT

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

DATA PROFILE

<i>Portsmouth Fall 2008 Enrollment</i>	2,600
<i>Students w/ Disabilities</i>	16.9%
<i>Economically Disadvantaged</i>	20.8%
<i>Limited English Proficient</i>	0.02%
<i>Average Daily Attendance</i>	95.2%
<i>Dropouts 2007-2008</i>	1.4%
<i>Highly Qualified Teachers</i>	100%

The District is required to report progress of each school in making adequate yearly progress (AYP).

For More Information visit:

www.ed.state.nh.us/education

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A NOTE FROM THE SUPERINTENDENT OF SCHOOLS, EDWARD McDONOUGH

I am delighted to have been given the opportunity and proud to have been selected as Portsmouth’s new superintendent. I have spent the past few months learning a great deal about the district, most notably, the strong community support it enjoys, its rich and varied programming, its dedicated and high quality staff and significant parental involvement. Portsmouth enjoys a strong foundation to serve all of its children.

The purpose of this publication is two-fold. First, the district is required to report out its performance results. Citizens will see how the district’s students performed on New Hampshire’s Assessment test and how we fared under the federal government’s No Child Left Behind mandates. While the results are strong, we will continue to work and monitor progress to ensure every child’s growth.

Second, this newsletter will share with you the good work underway in the district to ensure “internal accountability,” which is to say, the steps the district has taken to keep the focus on all of our learners. You will read about the district’s professional learning communities (PLC), groups of teachers organized by grade level or content area who work collaboratively. The addition of late start s will help sustain PLC work where teacher identify power standards (what we expects children to learn), common assessments (how we know students have learned) and interventions (how we respond when evidence suggests they have not learned it). You will also read about some of our programming, namely, Title I, Career Technical Education and our alternative school.

As parents and citizens of the Portsmouth School District, you know all too well that

there are many ways to measure the quality and success of our schools. The federal government’s NCLB looks solely at the NECAP results to make judgments about the quality of our schools’ performance.

As you review the data within, I encourage you to also consider many of the other indicators not contemplated in the federal legislation. Be it the quality of the teachers your child encounters, the quality of the extra and co-curricular programs, or most importantly, the quality of the young men and women who graduate from the Portsmouth School District. While we have a ways to go to realize the noble intent of NCLB, I encourage you to take into account the multiple ways the Portsmouth School District realizes its mission on a daily basis.

Portsmouth School Board

- Dr. Mitchell Shuldman, Chair
- Sheri Ham Garrity, Vice Chair
- Patrick Ellis
- Rebecca Emerson
- Kent LaPage
- Dexter Legg
- Leslie Stevens
- Lisa Sweet
- Ann Walker

THE PORTSMOUTH SCHOOL BOARD IS COMMITTED TO ESTABLISHING A SHARED COMMUNITY VISION FOR THE EDUCATION OF ALL CHILDREN. IT PLEDGES OPEN AND HONEST COMMUNICATION WITH ITS EDUCATORS, PARENTS, STUDENTS AND THE PUBLIC AT LARGE.

PORTSMOUTH SCHOOL DISTRICT NECAP PERFORMANCE RESULTS

IN 2009, THE PORTSMOUTH SCHOOL DISTRICT MAKES AYP IN READING & MATH

The State of New Hampshire released performance results, based upon October 2008 assessments known as the New England Common Assessment Program (NECAP). New Hampshire uses this assessment to report conformance with the federal "No Child Left Behind" (NCLB) legislation.

Schools are held accountable for the participation rate of their students, as well as the performance of their students. 95% of students enrolled must participate in the assessment. On the performance side, schools

must meet the expected index targets.

In 2008-09, the targets remained unchanged. In reading, the index target is 86 in grades 3-8 and 84 at grade 11. In mathematics, the target is 82 in grades 3-8 and 58 at grade 11. Targets will increase in 2009-10 until 2014, when the target will reflect an index of 100 or a goal of 100% proficiency.

At the elementary and middle school levels, the other indicator is the attendance rate. Schools must have an attendance rate of

90% or better at the high school level. The "other" indicator is a graduation rate of 75% or better. A school is deemed a school in need of improvement (SINI) if, for two consecutive years, in the same subject, it misses AYP. Subcategories can also trigger such a classification. New Franklin and PMS are "SINI" schools in math.

A school or district must meet AYP targets for two years in order to exit from the "SINI" label. The district, while it made AYP in reading for 2009, remains a "DINI".

GLOSSARY

AYP: "Adequate Yearly Progress." If schools meet proficiency index targets, they have made "AYP".

DINI/SINI: A school or district in need of improvement because it did not meet the annual performance target for two consecutive years in the same subject area.

NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP): Assessment administered to children in grades 3-8 and grade 10. Test meets accountability demands of

NO CHILD LEFT BEHIND (NCLB): Federal legislation enacted in 2001 that places greater accountability demands on school districts. All students are expected to be proficient by the year 2014.

NEW HAMPSHIRE'S ADEQUATE YEARLY PROGRESS RESULTS FOR THE PORTSMOUTH SCHOOLS 2009

While the "whole population" in as well as the whole population, was and was not met. For more each school made AYP, at least do not make AYP, then the detail on individual subgroups in one subgroup in some schools school does not make AYP. The schools, go to: <http://reporting.nhprofile.org/> did not make AYP in one or more chart below shows the schools measured progress.org/ subject areas. If all subgroups, and subject areas where AYP

	2009 Reading	2009 Math	2009 Other	2008 Reading	2008 Math	2008 Other
LHS	No	Yes	Yes	Yes	Yes	Yes
Dondero	No	No	Yes	Yes	Yes	Yes
NFS	No	No	Yes	Yes	No	Yes
PMS	Yes	No	Yes	Yes	No	Yes
PHS	Yes	Yes	Yes	No	No	Yes
Portsmouth	YES	YES	YES	NO	YES	YES

"Overall, the best thing we can do for kids is help them all try to reach high standards."

*Assistant Superintendent
Steve Zadravec*

PORTSMOUTH SCHOOLS BOAST HIGH TEACHER QUALITY

Under the NCLB, all core subject area, teachers are expected to be "highly qualified".

The table to the right illustrates the degree status of teachers in Portsmouth, as compared to the state.

2008 -2009 Degree Attainment Data Report

	% w/ BA	% w/ MA	% Beyond MA
Portsmouth	26.3%	67.1%	6.2%
State	48.7%	50.2%	0.8%

The New England Common Assessments Program (NECAP) is administered to every child in grades 3-8 as part of the Federal Law known as "No Child Left Behind" (NCLB).

Performance results are reported out in four categories:

- Proficient with Distinction
- Proficient
- Partially Proficient
- Substantially Below Proficient

Annually, the district is expected to reach a series of proficiency targets.

Successful attainment is known as "adequate yearly progress" or AYP.

By 2014, all students are expected to be proficient.



K-5 ELEMENTARY SCHOOL STATISTICS

Average Daily Attendance

95.3%

Average Class Size

Grade 1 & 2

18.0

Average Class Size

Grade 3 & 4

19.0

ELEMENTARY READING SCORES: NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP)

Results from the 2008-09 NECAP in grades 3-5 reveal high levels of proficiency.

In reading, 77% of children were deemed proficient in all three grades and roughly one quarter of students at each grade level have earned distinction as readers.

Impressively, last year's 4th grade class, the Class of 2017, improved in the percentage of students proficient since 3rd grade when 74% met or exceeded the standards.

Similarly, last year's 5th grade class, the Class of 2016,

moved from 73% percent proficiency in 3rd grade to 77% the past two years.

In all cases, the scaled scores are above the state average. The challenge is to provide targeted support to help move the remaining 23% (114 readers) to become proficient.

READING	# Tested	# Distinction	# Proficient	Percent Proficient	Scaled Score PSD v. (NH)
Grade 3	151	40	75	77%	349 (348)
Grade 4	155	41	75	77%	448 (447)
Grade 5	166	39	88	77%	548 (547)
TOTALS	472	120	238	77%	

ELEMENTARY MATH NECAP SCORES

Math performance results in grades 3-5 suggest slightly higher levels of proficiency and even greater numbers of students who earned distinction on the NECAP assessment.

In grades 3 and 4 the district's scaled score is significantly above the state's while grade 5 is equivalent to the state's average. One hundred (100) students or roughly 21% of

students need more time and supports to achieve proficiency in math. The district is using stimulus dollars to provide math coaching at the elementary schools.

MATH	# Tested	# Distinction	# Proficient	Percent	Scaled Score
Grade 3	150	53	67	81%	349 (345)
WASHINGTON –	153	48	76	83%	449 (446)
Grade 5	167	44	82	76%	546 (546)
TOTALS	470	145	225	79%	

ELEMENTARY SCHOOL ENROLLMENT STATISTICS

	K	1	2	3	4	5	TOTAL
LHS	75	71	75	68	61	73	423
H							
NFS	39	47	52	35	45	39	257
Dondero	40	67	56	49	46	54	312
TOTALS	154	185	183	152	152	166	992

PORTSMOUTH MIDDLE SCHOOL STRONG READING SCORES

Portsmouth Middle School has made AYP for the past two years.

Roughly 75% of students are deemed proficient in reading, with 84% proficiency with the

Class of 2014. The school offers readers strong support in improving skills.

READING	# Tested	# Distinction	# Proficient	Percent	Scaled Score
Grade 6	152	32	79	73%	645 (644)
Grade 7	208	42	133	84%	750 (747)
Grade 8	178	15	105	67%	846 (846)
TOTALS	538	89	317	75%	

PMS WORKS TO IMPROVE MATH

The Portsmouth Middle School has, for the first time, become 'a school in need of improvement'. Principal John Stokel has developed a plan

to improve math scores. The plan includes using the Performance Tracker Software with NECAP data to identify missing math skills.

These missing skills will be targeted in small group instruction.

MATH	# Tested	# Distinction	# Proficient	Percent	Scaled Score
Grade 6	152	39	65	68%	644 (645)
Grade 7	208	39	101	67%	744 (744)
Grade 8	178	42	85	71%	844 (843)
TOTALS	538	120	251	69%	

PASS BECOMES THE ROBERT J. LISTER ACADEMY

Dr. Robert J. Lister began his career as a Special Education teacher at Portsmouth High School over thirty-three years ago.

Although he later moved on to a variety of administrative roles, ending with Superintendent, his heart always remained close to

Special Education.

Dr. Lister is a champion of Special Olympics, and an especially proud founder of the PASS Program. This project based differentiated curriculum ensures success for all students. For these reasons, the Portsmouth School Board felt it was most

appropriate to name this successful banner program for its founder.... Robert J. Lister.

Through this program piloted by Dr. Lister, literally thousands of students have stayed in school to achieve a diploma by other districts emulating the program.

CONGRATULATIONS CLASS OF 2009!!

In 2009, ten students graduated from the Robert J. Lister Academy.

Several graduates will be attending Southern Maine University and Great Bay Community College in the fall, while others will further their education at Michael's School of Hair Design,

LNA training and through apprenticeships at the Portsmouth Naval Shipyard.

We wish all of our graduates continued success!

"I do not see any way to achieve a good future for our children more effectively than debating together and working together on how we educate the next generation. Children may be about 20 percent of the population, but they are 100 percent of the future."

-David Tyack, educational historian

MIDDLE SCHOOL STATISTICS

2008-2009	Enrollment
Grade 6:	154
Grade 7:	209
Grade 8:	178
TOTAL:	541

Economically Disadvantaged
25.88%

Average Class Size (5-8)
18.4

Average Daily Attendance
95.7%



**PORTSMOUTH SCHOOL
DEPARTMENT**

PROFESSIONAL DEVELOPMENT IN PORTSMOUTH-WHERE WE'VE BEEN..... WHERE WE ARE GOING....

POWER STANDARDS—As an organization focused on learning, our most fundamental question is, “what is it we expect our students to learn”? The heart of our district-wide work in Portsmouth over the last three years has been focused on developing consensus on a high level of common student learning expectations. These standards, called “power standards”, are the result of focused collaborative work teachers have engaged in during our summer institutes. Through these institutes, teachers have examined state and national standards, as well as our local curriculum, in determining which standards are most essential and represent learning that is most enduring, most critical for the next grade level, and most universal to other subject areas. Teachers have followed up the work of these institutes by aligning the units of instruction for students with these standards.

COMMON ASSESSMENTS—As we have collectively answered the first fundamental

question, the second question that follows is, “how do we know when they have learned it”? Teachers have used common planning time and early release days to collaboratively develop assessments that can be given to all students across a grade level or course. These assessments are used to look at student understanding and identify students who may need additional help in reaching common learning expectations.

PYRAMID OF INTERVENTIONS—As we have worked to define our power standards and develop assessments that measure student progress in meeting them, we have begun to address the questions of “how will we respond when they do not learn” and “how will we respond when they already know it”? Our focus on professional development in addressing these questions is not just on the quality of individual classroom instruction, but also on the *systemic* response to student needs in the school as a whole. Often described as a “pyramid of interven-

tions”, this systemic response includes additional targeted and increasingly directive support to students who struggle. Our ongoing work includes the expanded use of common assessments to help teams of teachers make instructional decisions and the continued development of the pyramid of interventions. All of this work is directly related to the goal of increasing and enhancing student learning for all students in Portsmouth.



TITLE 1 - ITS PURPOSE...

Title I (of the *No Child Left Behind* legislation) is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet state and local standards. Title I resources are distributed to schools based on their free and reduced lunch population, in amounts sufficient to make a difference in the improvement of instruction. Title I provides greater decision-making authority and flexibility within the schools and for teachers.

However, greater responsibility for student performance is the exchange made for this flexibility. When schools who receive Title I funds do not meet Adequate Yearly Progress for 2 years, it is required under NCLB to set-aside a portion of our allocation to provide professional development to teachers in the area of concern. As a District in Need of Improvement, we are also required to set-aside a total of our district’s Title I allocation to put towards professional development. During the 2008-2009 school year, DINI monies were put towards identifying Power Standards, developing assessments and attendance at the Professional Learning Communities Institute. Parents are encouraged to

become partners in helping their children achieve and become actively involved in all aspects of the process of the Title I program. A strong connection between the home and the school is a key element in student success. Materials, strategies, and help from teachers are available to all parents within a Title I school. All New Franklin families and the families of our targeted Title I students receive the monthly, Parents Make a Difference Newsletter full of ideas and activities to support their children’s learning at home. During the 2008-2009 school year Title I funded parent involvement activities both at the schools and in the community.

Each Title I school is required to ask for input from parents regarding the development of a parent involvement policy and a school-parent compact. The parent involvement policy explains how the school plans to work with parents to review and improve parent programs and describes how parents can participate in planning these programs. The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which

the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Below are some of the expenditures funded through Title I during the previous school year:

- Employed both one full-time and one part-time literacy teacher at all three elementary schools
- Employed between 2 and 3 Title I tutors at each elementary school
- Part-time clerical position
- 50% of the Reading/Title I Director’s salary
- Mandatory McKinney-Vento set-aside to support the needs of homeless students
- Purchases materials and leveled text for staff and students
- Provides professional development for staff
- Provides parent involvement activities
- Provides summer school, transportation and materials for over 60 students taught by certified teachers

Portsmouth School District

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DISTRICT MISSION

The purpose of the Portsmouth Schools is to educate all students by challenging them to become thinking, responsible, contributing citizens who continue to learn throughout their lives.

PORTSMOUTH HIGH SCHOOL MAKES AYP IN BOTH READING AND MATH

Portsmouth High School has made AYP in all categories based upon the NECAP assessment administered to students in grade 11.

The test is intended to measure content and skills students are expected to have through their sophomore year.

Although the New England Common Assessment Program (NECAP) is but one measure of a school's success, we are very proud of the efforts and achievements of our juniors.

The gains made over the last testing cycle are due to the hard work and dedication of our faculty and students.

80% of students are proficient readers.

As a school, we will continue to analyze this important data to inform our instruction and our curricular goals in order to increase the achievement of each student at Portsmouth High School.

	# Tested	# Proficient w/ Distinction	# Proficient	Percentage Proficient	PHS v (NH) Scaled Score
READING	278	57	165	80%	1147 v (1145)
MATH	278	12	127	50%	1139 v (1135)
WRITING	278	11	119	47%	6.3 v (6.0)

2008-2009	Enrollment	Dropouts / Completers	Post-Graduate Plans: '07
Grade 9:	243	Fall 2007	4 year college: 62%
Grade 10:	281		2 year college: 11%
Grade 11:	284	PHS Enrollment: 1,084	Other education: 4%
Grade 12:	244	Enrolled in College: 189	Employment: 22%
TOTAL:	1,052	Dropped Out: 15	Military: < 1%
		Entered College Early: 2	SAT Results Class of 2007
Economically Disadvantaged		Total: 17	PHS Nation
16.06%		Annual Early Exit: 1.6%	Critical Reading 514 502
Average Daily Attendance		Annual Drop outs only: 1.4%	Math 534 515
95.0%		4 Year Cumulative: 5.4%	Writing 515 494

WHAT'S HAPPENING IN CAREER TECHNOLOGY?

The mission of Career Technical Education (CTE) is to ensure that every citizen of New Hampshire who graduates from high school is prepared for higher education and the world of work.

At Portsmouth High School we offer a number of CTE programs and courses including Architecture, Automotive Technology, Business, Construction Trades, Culinary Arts, Early Childhood Education, Electricity/Electronics/Robotics, Video Production/Media and Welding Technology. Students enrolled in these courses acquire important technical and work-place skills required for success in post secondary education and careers. Additionally, the Career Center provides students with

assistance in resume writing, job interviews, college searches/applications, and any other type of career planning assistance a student might need.

This year will be exciting in the CTE Center:

- We are expanding our Business course to include Accounting and intend to expand industry certifications already offered (CPR, OSHA and ServSafe) to more students.
- Applications for the National Technical Honor Society will be accepted in the fall.
- A Career Fair is planned for the spring, bringing employers and

post-secondary educators together in one place for parents and students to become better informed of the choices students have in planning their careers.

- Currently, we have one Project Running Start course (Early Childhood Education) and we are working with post secondary to create more partnerships.

Career Technical Education courses represent the newest developments in industry and technology and provide students with skills to meet the ever changing challenges and demands of our technology-based economy.