

# School Administrative Unit 5



## ANNUAL REPORT OF THE DISTRICT

FEBRUARY  
2012



*Working Together to  
Engage Every Learner*

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Dear Residents of Oyster River Cooperative School District:

The 2012 school year has been an engaging year for addressing organizational structures and establishing a foundation for the district to embark upon strategic planning. Several administrative appointments have occurred that include Todd Allen as high school principal and Phyllis Schlichter as Curriculum Director with oversight for special education services.

In the area of planning, a district facilities and program analysis, along with school energy audits, was completed for our school facilities. The District Long Range Planning Committee refined its methodology for student enrollment projections and is compiling demographic data to complement its enrollment projections. A recent transportation report provides benchmarks and guidance for consolidating bus routes to achieve more efficiency. The district Sustainability Committee completed its charge and gave its recommendations to the School Board. The School Board adopted the Vision and Philosophy Statement that will form the basis for developing a district strategic plan. With the completion of policy reviews, the Board will adopt a review cycle to keep district policies current with practice and statutes.

To enhance communication, schools rolled out PowerSchool, our new student management system, which provides students and parents a portal to access academic information. The Advisory Budget Committee and district administration collaborated to improve our budget review process and to provide more public information with budget detail and visualizations. A Superintendent Corner was added to the school department web site to provide the community with monthly updates on school district news. Additionally, in the fall a Listening Tour was conducted to gather parent and community sentiment regarding the quality of instruction and services in Oyster River.

Where do we go from here? Oyster River needs a strategic plan with goals and strategies that recognize the strengths, weaknesses, and opportunities that exist for the school system. Clear communication is possible when the residents, parents, staff, and students know the issues and where the district is going. However, prior to engaging in such work, the School Board and community must come together to promote trust and civility in conducting school business. To proceed with the important work ahead, a common understanding of "how we agree to agree, and how we agree to disagree" must be in place. For the important work ahead our community must come together.

Here are critical issues that strategic thinking and planning must address: (1) 21<sup>st</sup> century learning for all students; (2) professional development for staff; (3) impact of reduction of state aid on per pupil costs; (4) declining student enrollment; (5) facilities maintenance and planning; and (6) community relations.

I express my appreciation to the School Board for the opportunity to serve as superintendent and to the staff, students and community for welcoming me. I will assist in making the leadership transition on July 1, 2011, a smooth one. I remain hopeful that the spirit that made Oyster River great will emerge to lead it to its next chapter of excellence.

Sincerely,  
Leon Levesque, Interim Superintendent

*We welcome your feedback.*

After reviewing this report, please do not  
hesitate to contact us at  
wdifruscio@orcsd.org  
or by calling 868-5100 x 2002



**OFFICIAL BALLOT**  
**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT**  
**ANNUAL SCHOOL DISTRICT MEETING— SESSION II**  
**MARCH 13, 2012**

**INSTRUCTIONS TO VOTERS:**

William R. Leslie ●  
 School District Clerk

- A. To vote, completely fill in the oval to the right of your choice(s) like this:
- B. Follow directions as to the number of candidates to be marked for each office.
- C. To vote for a person whose name is not printed on the ballot, write the candidate's name on the line provided and completely fill in the oval.

**ARTICLE 1:**  
**MODERATOR (1 year term)**  
**Vote for ONE**

Richard Laughton   
 \_\_\_\_\_ (Write in)

**ARTICLE 2:**  
**SCHOOL BOARD (1 year term)**  
**At-Large (Vote for not more than ONE)**

Thomas Newkirk   
 Peter Macdonald   
 \_\_\_\_\_ (Write in)

**ARTICLE 2:**  
**SCHOOL BOARD (3 year terms)**  
**Vote for not more than ONE**  
**Durham**

Allan Howland   
 \_\_\_\_\_ (Write in)

**SCHOOL BOARD (3 year terms)**  
**Vote for not more than ONE**  
**Lee**

Henry Brackett   
 Maria S. Barth   
 \_\_\_\_\_ (Write in)

**SCHOOL BOARD (3 year terms)**  
**Vote for not more than ONE**  
**Madbury**

James M. Kach   
 Edwin Charle   
 \_\_\_\_\_ (Write in)

ARTICLE 3: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the cost items included in the collective bargaining agreement reached between the Oyster River Paraprofessionals and Support staff (ORPaSS) and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

2012-2013	\$ -0-
2013-2014	\$ 33,540
2014-2015	\$ 52,718

and further to raise and appropriate the sum of \$ -0- for the 2012-2013 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal year? *The School Board recommends this appropriation. (Majority vote required)*

YES   
 NO

ARTICLE 4: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the cost items included in the collective bargaining agreement reached between the Oyster River Bus Drivers' Association (ORBDA) and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

2012-2013	\$ -0-
2013-2014	\$ -0-
2014-2015	\$ 5,346

and further to raise and appropriate the sum of \$ -0- for the 2012-2013 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal year? *The School Board recommends this appropriation. (Majority vote required)*

ARTICLE 5: Shall the District raise and appropriate the sum of \$47,000 for the purpose of supporting initiatives requested by the Oyster River Sustainability Committee. These requests include: \$25,000 for additional energy audits of the buildings, \$14,000 for the food service to purchase food from local farmers, \$6,000 for biodiesel (B20) fuel conversion on school buses, and \$2,000 for education and outreach projects.

YES   
NO

ARTICLE 6: Shall the District vote to continue the ORCSD Sustainability Committee, established by Warrant Article #7 in March 2011, allowing them to assist the school district in the identification and integration of sustainable ecological, economic, and cultural equity policies and best practices into school operations and the curricula. The committee will be comprised of ORCSD teachers, administrators, students and School Board members, along with community members from each town. Findings and recommendations will be presented at regular intervals to the Oyster River community.

YES   
NO

ARTICLE 7: Shall the District raise and appropriate as an operating budget, not including appropriations by special warrant article and other appropriations voted separately, the amount set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$38,360,788 distributed as follows: Fund 10 = \$37,021,367 (regular operating budget); Fund 21 = \$634,795 (expenditures from food service revenues); Fund 22 = \$700,000 (expenditures from federal/special revenues); Fund 23 = \$4,626(expenditures from pass through funds)? Should this article be defeated, the operating budget shall be \$38,257,079 (Default Budget) which is the same as last year with certain adjustments required by previous action of the district or by law; or the district may hold one special meeting in accordance with RSA 40:13, X, and XVI to take up the issue of the revised operating budget only. *The School Board recommends this appropriation. (Majority vote required)*

YES   
NO

**2012-2013 Proposed Appropriations**

Below is the School Board proposed FY2013 Operating Budget and the following funds:  
 General Fund 10, Food Service Fund 21, Federal Programs Fund 22, and other Pass Through Funds Fund 23.

<u>Appropriations</u>	<u>FY2012</u>	<u>FY2013</u>
Regular Programs	14,277,531	14,933,691
Special Programs	6,689,461	6,671,584
Vocational Programs	26,000	19,994
Other Programs	814,385	810,493
<b>Non-Public Programs</b>		
<b>Adult &amp; Community Programs</b>		
Student Support Services	2,467,951	2,592,409
Instructional Staff Services	1,026,779	998,362
School Board Contingency	858	
Other School Board	139,510	268,505
<b>SAU Management Services</b>		
All Other Administration	1,049,258	1,001,506
School Administration Service	1,466,906	1,383,932
Business	538,247	549,056
Operation & Maintenance of Plant	2,835,062	3,385,501
Student Transportation	2,043,802	2,022,655
Support Service, Central & Other	746,259	618,883
Food Service Operations	131,000	131,000
<b>Non-Instructional</b>		
<b>Facilities Acquisitions &amp; Construction</b>		
Debt Service - Principal	1,185,000	1,135,000
Debt Service - Interest	540,496	498,796
To Food Service	650,000	634,795
To Other Special Revenue	811,048	704,626
To Capital Projects		
To Capital Reserves (page 3)		
To Expendable Trust (page 3)		
To Non-Expendable Trusts		
To Agency Funds	125,000	
Intergovernmental		
<b>TOTAL</b>	<b>38,272,569</b>	<b>38,360,788</b>

<u>Special &amp; Individual Warrant Articles</u>	<u>FY2013</u>
Paraprofessional & Support Staff (ORPaSS) CBA	\$ 0.00
Bus Driver's (ORBDA) CBA	\$ 0.00
Sustainability Initiatives	\$ 47,000
Operating Budget	\$ 38,360,788

Total Appropriations FY2013--->    **\$ 38,407,788**

## Tax Rate Impacts & Apportionment

	FY 2012	FY 2013	\$ incr	% incr	
<b>Total Appropriations</b>	\$38,272,569	\$38,360,788	88,219	.23%	
<b>Revenue &amp; Credits</b>	\$ 4,556,713	\$ 3,785,163	(771,550)	-20.4%	
<b>Amount to be Apportioned</b>	\$ 33,715,856	\$ 34,575,625	859,769	2.6%	
<b>Apportionment</b>	<b>FY2012</b>	<b>FY2013</b>	<b>\$ incr</b>	<b>% incr</b>	
<b>Durham</b>	52.0466%	52.0466%			
Apportioned	\$ 17, 547,957	\$17,995,437	447,480	2.6%	
Less state grant	\$ 1,396,819	\$ 1,396,819	—	0.00%	
Less state tax	\$ 2,062,013	\$ 2,062,013	—	0.00%	
Net to apportion	\$14,089,125	\$14,536,605	447,480	3.1%	
	<b>FY2012</b>	<b>FY2013</b>	<b>\$ incr</b>	<b>% incr</b>	
<b>Lee</b>	32.5231%	32.5231%			
Apportioned	\$ 10,965,442	\$ 11,245,065	279,623	3.8%	
Less state grant	\$ 2,635,704	\$ 2,635,704	—	0.00%	
Less state tax	\$ 1,012,897	\$ 1,012,897	—		
Net to apportion	\$ 7,316,841	\$ 7,596,464	279,623	2.5%	
	<b>FY2012</b>	<b>FY2013</b>	<b>\$ incr</b>	<b>% incr</b>	
<b>Madbury</b>	15.4303%	15.4303%			
Apportioned	\$ 5,202,458	\$ 5,335,123	132,665	2.6%	
Less state grant	\$ 881,499	\$ 881,499	—	0.00%	
Less state tax	\$ 520,742	\$ 520,742	—	0.00%	
Net to apportion	\$ 3,800,217	\$ 3,932,882	132,665	3.5%	
<b>Local Tax Rate</b>	<b>FY2012</b>	<b>FY2013</b>	<b>\$ incr</b>	<b>% incr</b>	
<b>Durham</b>					
net assessed value	\$ 898,172,169	\$ 898,172,169	—	0.00%	
LOCAL property tax rate	\$ 15.68	\$ 16.18	0.50	3.2%	
<b>Lee</b>					
net assessed value	\$ 408,425,460	\$ 408,425,460	—	0.00%	
LOCAL property tax rate	\$ 17.91	\$ 18.60	0.69	3.9%	
<b>Madbury</b>					
net assessed value	\$ 232,572,310	\$ 232,572,310	—	0.00%	
LOCAL property tax rate	\$ 16.34	\$ 16.91	0.57	3.5%	
<b>House Valued at:</b>	<b>FY2013</b>	<b>FY2013</b>	<b>\$ incr</b>	<b>% incr</b>	
Durham	\$200,000	\$ 3,603	\$ 3,703	100	2.8%
	\$400,000	\$ 7,206	\$ 7,405	199	2.8%
Lee	\$200,000	\$ 4,084	\$ 4,221	137	3.4%
	\$400,000	\$ 8,168	\$ 8,442	274	3.4%
Madbury	\$200,000	\$ 3,740	\$ 3,854	114	3.0%
	\$400,000	\$ 7,481	\$ 7,709	228	3.0%



## INDEPENDENT AUDITORS' REPORT

To the School Committee  
Oyster River Cooperative School District  
Durham, New Hampshire

In planning and performing our audit of the financial statements of the Oyster River Cooperative School District, as of and for the year ended June 30, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered the Oyster River Cooperative School District's internal accounting control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. In addition, because of the inherent limitation in internal control, including the possibility of management's override of controls, misstatements due to error or fraud may occur and not be detected by such controls. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

During our audit we became aware of other matters that we believe represent opportunities for strengthening internal controls and operating efficiency. The recommendations that accompany this letter summarize our comments and suggestions concerning those matters.

The District's written response to our comments and suggestions has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, School Committee, and others, within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

After you have had an opportunity to consider our comments and recommendations, we would be pleased to discuss them with you.

Nashua, New Hampshire  
December 28, 2011

Please find the complete report at  
[www.orcsd.org/Departments/Business  
Office/Audit Reports](http://www.orcsd.org/Departments/BusinessOffice/Audit%20Reports)



OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
GOVERNMENTAL FUNDS

BALANCE SHEET

JUNE 30, 2011

	<u>General</u>	Nonmajor Governmental <u>Funds</u>	Total Governmental <u>Funds</u>
<b>ASSETS</b>			
Cash and short-term investments	\$ 2,524,699	\$ 60,308	\$ 2,585,007
Receivables:			
Departmental and other	76,210	15,963	92,173
Intergovernmental	774,408	467,135	1,241,543
Due from other funds	<u>388,466</u>	<u>31,694</u>	<u>420,160</u>
<b>TOTAL ASSETS</b>	<b><u>\$3,763,783</u></b>	<b><u>\$ 575,100</u></b>	<b><u>\$ 4,338,883</u></b>
<b>LIABILITIES AND FUND BALANCES</b>			
Liabilities:			
Accounts payable	\$ 391,897	\$ 39,978	\$ 431,875
Accrued liabilities	94,782	--	94,782
Deferred revenues	175	25,148	25,323
Due to other funds	27,400	392,760	420,160
Other liabilities	<u>690,209</u>	--	<u>690,209</u>
<b>TOTAL LIABILITIES</b>	<b><u>\$ 1,204,463</u></b>	<b><u>457,886</u></b>	<b><u>\$ 1,662,349</u></b>
Fund Balances:			
Restricted	--	117,214	117,214
Committed	774,408	--	774,408
Assigned	167,161	--	167,161
Unassigned	<u>1,617,751</u>	<u>--</u>	<u>1,617,751</u>
<b>TOTAL FUND BALANCES</b>	<b><u>\$ 2,559,320</u></b>	<b><u>117,214</u></b>	<b><u>2,676,534</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b><u>\$ 3,763,783</u></b>	<b><u>\$ 575,100</u></b>	<b><u>\$ 4,338,883</u></b>

See notes to financial statements.



OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

FOR THE YEAR ENDED JUNE 30, 2011

	<u>General</u>	Nonmajor Governmental <u>Funds</u>	Total Governmental <u>Funds</u>
<b>Revenues:</b>			
Property taxes	\$ 33,341,151	--	\$33,341,151
Tuition	464,783	--	464,783
Intergovernmental	1,331,391	1,120,202	2,451,593
Medicaid	184,077	--	184,077
Charges for service	16,445	465,028	481,473
Investment income	14,340	812	15,152
Other	<u>71,339</u>	<u>--</u>	<u>71,339</u>
<b>Total Revenues</b>	<b>\$ 35,423,526</b>	<b>\$ 1,586,042</b>	<b>\$37,009,568</b>
<b>Expenditures:</b>			
Current:			
Instruction	\$ 21,034,129	\$ 970,707	\$ 22,004,836
Other school services:			
Student	2,459,123	13,913	2,473,036
Instructional staff	1,028,155	14,669	1,042,824
General administration	1,412,765	--	1,412,765
School administration	1,390,757	--	1,390,757
Business	453,464	--	453,464
Operation and maintenance	3,586,642	612,291	4,198,933
Student transportation	2,148,992	--	2,148,992
Other	862,014	69,136	931,150
Debt service	<u>2,056,193</u>	<u>--</u>	<u>2,056,193</u>
<b>Total Expenditures</b>	<b>\$ 36,432,234</b>	<b>1,680,716</b>	<b>\$ 38,112,950</b>
Excess (deficiency) of revenues over expenditures	(1,008,708)	(94,674)	(1,103,382)
<b>Other Financing Sources (Uses):</b>			
Transfers in	77,933	75,970	153,903
Transfer out	<u>(75,970)</u>	<u>(77,933)</u>	<u>(153,903)</u>
Total Other Financing Sources (Uses)	<u>1,963</u>	<u>(1,963)</u>	--
Change in fund balance	(1,006,745)	(96,637)	(1,103,382)
Fund Equity, at Beginning of Year, as adjusted	<u>3,566,065</u>	<u>213,851</u>	<u>3,779,916</u>
Fund Equity, at End of Year	<u>2,559,320</u>	<u>117,214</u>	<u>2,676,534</u>

See notes to financial statements.

## 2011 Annual Report of the ORCSD Advisory Budget Committee

The ORCSD Advisory Budget Committee (ABC) was formed by the School Board (SB) in October 2010. Its charge "to study the proposed budget and make recommendations that meet the needs of the students, taxpayers and be fiscally responsible" was revised and adopted on July 27, 2011. Members of the committee are volunteers appointed by the School Board.

Last spring and summer the committee, consisting of Tom Merrick, Jenna Roberts, Anne Knight, Rob McEwan, David Taylor, Lisa Allison, David Proulx and Leslie Martin helped develop the budget process calendar with the Business Administrator and met with the Director of Facilities prior to the authorization of the facilities study. In November, two new ABC members, Phil Dollar (Durham) and Steve Woodruff (Lee), were appointed to replace David Proulx and Leslie Martin who both had resigned.

The proposed FY13 budget was presented to the SB and ABC at an all-day budget workshop on October 4<sup>th</sup>, 2011, after which the ABC met regularly reviewing each budget area with the department heads and principals and with the SB to examine and ask questions of the school administration. Several preliminary recommendations for each of the budget centers were reviewed by the SB. Finally, on December 7, the ABC presented its comprehensive report which incorporates those preliminary recommendations as well as several additional recommendations about the budget and the budget process. The report's Executive Summary highlights six overarching concerns ABC identified with our district's budget. Detail is provided in the subsequent sections of the report.

The ABC understands that it cannot properly address more substantive items in the budget until some basics are fixed. Therefore, we focused on improving the functional budget process which will give us time to drill deeper into budget detail. The ABC's nineteen specific budget process recommendations will impact future budgets but will not affect the current budget. In particular, the ABC recommends that every effort be made to develop a budget that contains a reasonable contingency to address unforeseen cost increases and that reduces the likelihood of large, year-end surpluses similar to those ORCSD has experienced in the past several years, and specifically, the SB should restrict spending from budget surpluses.

Some of ABC's recommendations for reductions in the budget areas were approved and others proposed by the administration were adopted by the SB to formulate the FY13 budget that is going to the voters. Areas for increasing revenues are being considered as the budget process moves forward. Because budget development and review is ongoing, the ABC expects to continue to advise the Board and the administration, review recommendations and assist in the process leading up to budget adoption. Specifically, we anticipate the opportunity to analyze the budget impact of both the facilities study and transportation study in the months ahead.

While challenging, the budget review process this year was made easier through the cooperation and regular involvement of many people. Several members of the administrative team who began their new positions over the summer made extraordinary efforts to assist the ABC and the SB. School Board members asked incisive questions and were willing listeners. We appreciated the helpful correspondence, public reports and useful dialogue at our meetings and around town with members of the community as such feedback is essential to an open budget review process.

The most pressing challenges we see over the next 5-10 years that will affect the budget are the district's declining population, its aging infrastructure as highlighted in the facilities report, and the lack of long-range planning to deal with these items. Therefore, the ABC will continue to encourage the administration to develop budgets with little or no increase over the next two years until the impact of the facilities study, the transportation study and the magnitude of declining student population can be incorporated into a long range strategic plan for ORCSD.

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The *ABC FY13 Final Report* with its appendices and *APPENDIX B - Budget Visualizations* are posted on the district website ([www.orcsd.org](http://www.orcsd.org)) under [Budget/ABC Updates Read More](#). In addition other supporting documents used by the ABC during the budget review process are posted under the tab for [School Board/Subcommittees/ABC](#). Minutes for all ABC meetings, which provide a comprehensive picture of the committee's work, also are posted under the [School Board/Subcommittees/ABC](#) tab.

Appendix B of the Final Report includes charts and graphs that provide visual representations of the FY13 budget by expenditure category, by school, and by location (budget center or department). Included among the charts and graphs, significant changes, one-time savings, and new spending are presented using a "Budget Dashboard" for each school and district department.

A *Tax Estimator* developed by ABC member Rob McEwan is available on the district website for anyone to use to calculate their own school tax based on the proposed FY13 budget. Also, a *Glossary of Acronyms and School-used Terms* is posted and will be maintained.

Respectfully submitted by Anne Knight (Durham) ABC Chairperson

## **Annual Report of Oyster River High School**

The last year at Oyster River High School has been, to say the least, an eventful one. In this time we have experienced a transition in school leadership, implemented a new student information system, developed our school's first improvement plan, expanded our use of data to meet student needs, worked to refine and expand our curricular offerings, and all while achieving a 100% high school completion rate. Overall, 2011-12 has been a busy but highly successful year at ORHS.

Implementing PowerSchool as our student information system has been a very time-consuming initiative. This effort started over the summer with staff training and has continued throughout the year. Professional staff met in departments over the summer to learn the new system and get set up for the start of school. In the fall a major effort was made to educate our student and parent communities about the use of PowerSchool and its potential value in improving home-school communication. At this point all student progress is reported on PowerSchool and 90% of all families are accessing it on a regular basis.

In 2011 ORHS was identified as a School in Need of Improvement under the Federal No Child Left Behind Act. Despite the fact that our students scores on the reading and math NECAP tests were a combined 4<sup>th</sup> in the state of New Hampshire out of 78 high schools we were identified as a SINI school. As a result of this designation, a committee of dedicated individuals met over the summer to create our schools first SINI plan. The focus of the plan has been to increase curricular continuity across all disciplines. Efforts are underway in every department to refine course level competencies and to promote the implementation of effective instructional practices.

Efforts to refine the use of data are also underway at ORHS. The school Data Team meets regularly throughout the year to collect and report data in an accessible format for teachers to utilize in meeting student needs. Additionally, as a means to improve communication about student needs, ORHS has implemented a Response to Intervention (RTI) model over the last 3 years. This is the first year of full implementation of the model. Moving forward our goal will be to utilize RTI in the most effective manner to improve student outcomes.

ORHS is proud of the fact that 100% of our students from the class of 2011 completed high school. This was made possible in part by a variety of programs put in place to support students. We offer Learning Lab, Homework Den, independent study opportunities, on-line courses, adult education classes offered through Strafford Learning Center, a variety of credit recovery program options and a wide range of other Extended Learning Opportunities (ELOs). These programs, combined with an engaging range of elective offerings and the efforts of a very committed staff have produced extraordinary results.

Submitted by Todd Allen

## **Annual Report – Oyster River Middle School**

It's hard to believe, but this is my third year as principal of ORMS. There is not a day that I do not feel fortunate and appreciate the privilege to work in this school community. As a school we continue to focus on improving the student experience at ORMS, and our professional discussions center on student growth, both socially and academically. When I walk the halls and visit classrooms, our students are engaged and happy to be here. With the variety of after school opportunities we now provide, our building is very active well after dismissal at 2:30. One of my goals as principal has always been to have every student involved in at least one extra-curricular activity during the year, and I'm confident we are almost there. In recognizing the importance of the use of technology, we continue to use a variety of technologies to engage our students in learning at ORMS. We are one of the few middle schools that allows and promotes students bringing their personal electronic devices to school for academic use, and through the support of IT, we have created a wireless environment to support it. Further, some of our students are beginning to use these resources to engage in learning experiences beyond our walls. We currently have several students taking online courses at the Virtual Learning Academy (vlacs.org), and it's great to have a venue to expand student choice and options. A future goal is to have all of our work stored to the cloud and become paperless. I know we'll get there; many institutions and universities are already embracing this approach.

ORMS is in year two with using a universal standardized screening tool (Star assessments). We use these assessments to help improve the identification of students who would benefit from extra assistance, but as important, we want to identify students that we need to challenge at higher levels. These assessments take only a few hours to complete and are taken by all students at ORMS. We recently received our 2011 NECAP results and had significant gains in all three areas (reading, math and writing). We don't "teach to the test", but do value the data these assessments provide. Our teachers continue to work on creating common learning experiences which are based on essential learning goals. With the hard work and collaborative efforts of our teachers, we continue to foster hands on learning experiences with UNH and for the first time partnered this year with the Portsmouth Naval Shipyard on the Sea Perch Project (check out the ROV video on our website). In January, we were chosen as a potential "school of excellence at the middle school level" by a selection committee. In working with others on this project, our biggest challenge has been what to focus on as we have so many great things happening here. I look forward to sharing the results of this experience with the school community in the spring.

Please know at ORMS we put great value in student voice and parent feedback. If you have a question, a concern, or want to share a positive experience, never hesitate to contact us.

Submitted by: Jay Richard

## **Mast Way Report - 2012**

Get walking! Fifty-two staff members participated on teams of four to walk the most miles in eight weeks. As a staff, we walked 10,107 miles! This challenge created a sense of teamwork, increased awareness about our daily activity, and encouraged people to make positive healthy changes to their lifestyle.

Kindergarten is our students' first formal school experience where community and a love for learning are fostered. Students establish good work habits and a cooperative spirit as they learn the foundations of literacy and numeracy.

Our Speech and Language staff provides in-classroom support to our kindergartners. The Listening Detectives program focuses on the instruction and practice of phonological awareness skills to provide reading readiness. In collaboration with the school counselor, our newer program Social Detectives pro-actively teaches social skills and provides children with the skills and language to navigate their social world.

Our first graders study life cycles of butterflies and apple trees. Students are introduced to the Fairy House series of books by local author Tracy Kane and create their own fairy houses in the courtyard. Students learn about habitats in different biomes and revisit life cycles as they hatch chicks in their classrooms! Visits include the Lee Safety Complex, the UNH organic dairy farm, and a theatrical performance related to their literacy studies.

The second grade team works collaboratively on planning opportunities for inter-class activities to enrich their curriculum. Common activities include the Flat Stanley project, Polar Express Day, and the Fairy Tale Ball. Whole grade experiences include a variety of themes on Wacky Wednesdays and shared projects between classes. This year, we added Simple Machines to our Science curriculum and shared ideas and resources for this unit.

The third graders begin their year with a study of our local communities of Durham and Lee, interviewing community members to learn about the people and places in our community and their functions. The annual Mystery Festival "Who Borrowed Mr. Bear?" introduces the scientific process through a series of experiments leading to clues that solve the mystery. Students learn about Ellis Island and the immigration wave of the 1880's through early 1900's culminating in our traditional Ellis Island Day simulation.

The fourth grade and 3/4 multi-age classes travel back in time to study New Hampshire Colonial life. They immensely enjoy their trip to the Museums of Old York where they arrive in colonial garb and participate in life activities during the 1780s-90s. In their classrooms, students research occupations and study typical life for colonial boys and girls.

With the help and support of the staff, students and PTO, we created two more mosaics to beautify and personalize our school's exterior, and we continue to create more for the interior of our building. The Art program has teamed up with various classroom teachers to enrich all students' learning experiences. Every student in the school will be represented in the Annual Student Art Show in May, a popular community event.

Our music programs integrate technology and focus on students' personal expression, collaboration, listening, evaluating, and having fun as part of a larger community of musicians! This year's chorus includes 140 third and fourth graders. Peter Pan is this year's musical. Band includes about 85% of our fourth grade students.

Noteworthy topics and events: We invited TIGER in to educate our students about bullying; we hosted Maine author and illustrator Chris Van Dusen; we welcomed our new cohort of students to 4th grade Student Leadership Council; we continue to utilize and explore our nature trails; we've made progress in our sustainability efforts by growing some of our own food; and we have developed a popular before and after school enrichment program.

Submitted by Kris Gallo

## Moharimet Report 2012

The year 2012 is here. It seems only a short time ago that Moharimet opened, and we as a staff began the journey towards the 21<sup>st</sup> Century. We are now well into it. The calamity that was possible because of technology did not happen when the calendar turned in 2000. However, the economy has led to some difficult times for all of us including whether or not social and economic mobility will be a viable choice for all people currently being born. Will public schools offer the option for all children to grow into what they want to be, as we move forward in times that few of us expected?

When my father died in 1984, I wrote a poem in his honor. It reminded me how important philosophy is now as we move forward. The thought in one of the lines in my poem hit me as I was reflecting on our collective work here over the first half of the year. "Eight decades you lived to see the horse turn to car to plane to rocket but never once did the bedrock of your character change to fit some new need". Every five years, we review the philosophy statement that was crafted by 42 staff members in 1992. Here is the statement of philosophy.

*Moharimet School educators are committed to an environment which recognizes the individual needs of all children. We seek to help all students know themselves and their capabilities in order to ultimately develop increasingly positive perceptions of self-worth.*

*We accept our responsibility to know the uniqueness of each child. Recognizing diverse intelligences, we aim to provide each student with appropriate skills, knowledge, and appreciation for continuing intellectual, physical, and emotional growth. We seek to nurture student initiative, resourcefulness and ownership for learning.*

*Our school incorporates attitudes of respect, mutual purpose, collaboration and cooperation. We strive to develop in our children, our parents, ourselves and our community, a growing understanding of the moral and ethical consequences of personal and collective decisions and actions. We provide opportunities for children to contribute to and participate in a community and to learn how to engage in a purpose greater than themselves.*

*In a complex and changing world, we as educators, appreciate that we must continually evaluate and improve techniques for meeting the dynamic needs of our children and ourselves.*

The staff took parts of three meetings this fall to reflect on this piece written so long ago. After bouncing it back and forth, looking for synthesis of thought and whether or not there should be some revisions, we think not. Our philosophy statement has served us and more importantly your children well, and has stood the test of time. Most importantly, we have for the most part made the statement a living part of our school behavior.

Personally, I read it at least once a week and have done so every year since 1992.

Creativity in providing for our children's needs, while at the same time synthesis of thought and action has been a regular part of Moharimet throughout its existence. It has led us from the blackboard to the white board to the interactive Promethean Boards, while at the same time the "bedrock" of the school's character has not changed. I attest that to the strong philosophy that has led us through the years.

Submitted by Dennis Harrington



## TECHNOLOGY REPORT – 2012

Oyster River IT has been busy keeping an ever growing collection of technology devices working in the classrooms and offices, as well as managing a hearty array of servers, infrastructure and connections! This past year, we added yet another physical location (the Transportation building) to our support environment bringing us to 7 buildings. We replaced a suite of 5 disparate phone systems with a single IP based system. Along with alleviating many issues that the old phone systems brought, this new system allows us to transfer calls between buildings, use (and pay for!) fewer POTS lines, and gives us a richer set of features.

One of our biggest projects this year was to implement PowerSchool, spearheaded by Sue Johnson and supported by many throughout the district. With this we are able to give more staff access to data critical to understanding our students, improve reporting to state and federal agencies, improve data sharing with other databases, and have a single database to house data for all schools and students. With the expertise of our new database manager, John Burrill, we have been able to form links to other databases to reduce repetitive data entry and improve data consistency. While this has been a large undertaking, we are excited about how well the implementation has gone and how quickly our staff, students and parents have gotten familiar with it.

Behind the scenes, directed by Bob McCann, we upgraded the server environment at both elementary schools so that they are now virtualized, giving us a more dependable and flexible server environment. We began using the System Center suite of applications provided by Microsoft to improve the ability to manage enterprise computing. In this first phase, Bruce Stocker has introduced Configuration Manager to be able to provide applications and refresh computers for staff and student use. We look to add other pieces of this suite in the future. We also have a new air conditioner and generator at the service building which serves as the core of our technology services.

Promethean Boards have been installed across the district in an effort to increase student engagement through the integration of technology in the classroom. This installation was a continuation of efforts that began during the 2008-09 school year with Promethean Boards being installed based on an ARRA grant written to increase student engagement in the area of science across the district. Based on the success of the grant, we continued to install interactive white boards in classrooms across the district.

Google Apps for education has been used at the middle school and high school to increase classroom engagement and assessment with real-time collaboration tools. Since it's all browser-based, it's easy for teachers and students to work from any computer and have a school to home connection.

The iPad initiative was started at the high school. The intent of the program is to place iPad technology in the hands of teachers in order to assist with differentiating instruction, classroom productivity, classroom management, communication, and technology integration. Each participant is required to individually or within small groups develop and implement a project that demonstrates how the iPad can successfully be integrated into the curriculum. Each project will have documentation on the objectives of the lesson and the role of the technology within the lesson that will be shared with the entire faculty. iPads are also being piloted across the district.

Our most valuable resource is the staff that works hard every day to support educational technology. IT Director Sonja Gonzalez was awarded the 2011 Susan Janosz Technology Impact Award from the International Society for Technology in Education. The award is given to a NH educator that provides leadership in NH schools, has a significant positive impact on technology use in education, supports technology within the context of school reform, and demonstrates a commitment to ongoing self-education by keeping abreast of emerging technologies. Jon Koelker works tirelessly to maintain our network infrastructure, constantly tweaking our connections and adding new tools for our users. Our Media/Communication Specialist, Kathleen Young supports teachers, staff and administration in the production and editing of media products for classroom use, cable TV and the web. In addition, she also runs the middle school Video Production Enrichment club. Sharon Kondratenko, technology integrator at Mast Way School, has worked together with staff to incorporate technologies into their curricular activities throughout the year. The feedback from the teachers and students has been overwhelmingly positive. Sharing ideas with others is both energizing and exciting and this positive energy carries over into the classroom and excites students.

Submitted by Danielle Bolduc



## Food Service Report - 2012

Dear Community Members, Staff, Parents, and Students:

I would like to take this opportunity to introduce myself. My name is Andrea Tran, and I have been given the privilege of becoming the new Child Nutrition Director of the Oyster River School District. I am a registered and licensed dietitian, and also a mother of two elementary school age children, and understand the importance of good nutrition for our children's health and readiness to learn.

I also understand, as a parent, the need to be well informed about issues that affect your children. Therefore, the Child Nutrition Department now has a Food Services link on the ORCSD web page, as a way of keeping the community informed about important issues and changes regarding our districts school nutrition environment. Here you can find information on the new **interactive** menus, lunch prices, Fit Future monthly newsletters, and even read about a new visitor to the Elementary schools this year, "Miss Vegetable".

### Did You Know?

The National School Lunch Program (NSLP) started in 1946 after young men rejected from the WW II draft revealed a correlation between their physical deficiencies and childhood malnutrition.

The NSLP was enacted by congress to "safeguard the health and well-being of the nation's children." Although this program initially had the goal of preventing nutrient deficiencies and under consumption, we are rarely faced with the same issues today. The regulations still require school meals to meet minimum calorie and nutrient levels, but at the same time, they also focus on decreasing the levels of sodium, cholesterol, and percentage of calories from fat and saturated fat, and increasing the fiber of school meals.

With the signing of the Healthy Hunger-Free Kids Act of 2010, and the release of the new Dietary Guidelines on January 31, 2011, the standards for school meals are once again in the process of being updated.

Our school meals have already begun to incorporate the recommendations we may be seeing in the future. In each of our districts four kitchens, you can find the Child Nutrition Staff, busily preparing from scratch recipes such as shepherd's pie, spaghetti and meatballs, and rice dishes that start with simple brown rice and have spices added into them. Every year, the staff prepares a traditional Thanksgiving meal, complete with roasting whole turkey's and all the fixings are made at school.

In closing I would just like to say, that none of the changes in the Child Nutrition program would be possible without the dedication of all of my staff! I am amazed at their willingness to take on new challenges that are presented to them on a daily basis. These are very hardworking, skilled, and talented individuals, who have always had the best intentions for the children that they see each day. They are so very willing to do whatever is asked of them, and they go above and beyond the call of duty on a daily basis.

I am looking forward to the rest of my first year as a school food service director, and being a part of the gradual improvement of school meals that is happening across the country.

*Thank you for your participation in the School Meals Program!*

*Most Sincerely,  
Andrea Tran, RD, LD  
Child Nutrition Director*



## ORCSD Special Education Report - 2012

The Oyster River Cooperative School District provides a free appropriate public education and necessary related services to all students with disabilities residing within the district, as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and New Hampshire Law. This obligation to provide instruction and programming that is designed to meet the unique learning needs of eligible children from preschool through age 21 has the intended outcome of preparing our students for further education, employment and independent living.

With a goal of raising proficiencies of individual learners, a district leadership priority is the implementation of an effective Response to Intervention (RTI) process and approach to instruction. With the goal of high-quality instruction for all students, systematic implementation of research-based intervention and student response to intervention is closely monitored. A basic tenet of an RTI model is the shared responsibility for student success by general and special education staff. Responsibility for providing student access to the curriculum requires collaboration among educators to differentiate instruction to address individual student needs while maintaining rigor and high expectations. Supporting this effort has been Michael Shackelford, Ed.D., a national educational consultant, who has worked with ORCSD for two years to provide support to general and special education teachers in co-planning and delivering instruction to students with disabilities in the regular classroom setting.

Recognizing that students with disabilities need highly qualified professional educators to provide instructional intervention and support, the special education model at the middle school was changed this year to promote collaborative teaching and planning between general and special education staff by decreasing the paraprofessional staff and increasing the professional teaching staff. Identified students are now receiving services based on identified need in the general classrooms, learning center, direct instruction classroom and the extended resource room.

As of September, 2011, 399 students are enrolled in our special education program from preschool to high school. Primary disabilities fall into 12 categories, with a range of programs and services provided to our students. The Preschool Education Program (PEP) is serviced by Strafford Learning Center and our students in elementary through high school are serviced by full and part-time district employees, contracted providers and part-time independent contractors. Our related service providers include speech language pathologists, physical therapists, occupational therapists, behavioral consultants, psychologists, interpreters, teachers of the deaf and hearing disabilities, and vision specialists.

To achieve optimal outcomes for our students with disabilities, it takes the whole school community, parent involvement, and an effective communication process between school and home.

Submitted by Phyllis Schlichter

<b>Report of Special Education Costs, Per RSA 21:11-a</b>		
	<b>2009-2012</b>	<b>2010-2011</b>
<b>EXPENDITURES</b>	<b>\$8,276,695</b>	<b>\$8,350,258</b>
<b>REVENUES</b>		
State Sources: Catastrophic Aid	210,465	113,038
Federal Sources: Handicapped Programs	463,283	331,391
Other Sources	<u>0</u>	<u>0</u>
Total Revenues:	673,748	444,429
 Net Cost of Special Education:	 \$7,602,947	 \$7,905,829

## FACILITIES REPORT - 2012

As the Facilities Director at Oyster River Cooperative School District, it is my responsibility and privilege to ensure the safety and maintenance of all buildings and grounds. Our mission is to support the educational experience by having the district staff routinely cleans all restrooms, halls, offices and classrooms each day to promote a clean, safe and healthy environment for student, faculty staff and community visitors.

Numerous projects that have taken place over the summer.

The district installed a new A.C. unit for the server room in the Service building. This ensures that the district's main servers operate at proper running temperatures to prevent equipment failure maximizing equipment life cycles and an emergency generator to prevent the loss of equipment related to power failure. Without the generator, the cost to the District for equipment replacement ran \$2,000-\$3,000 for each power outage.

Middle School renovations included the third floor men's and ladies rest rooms which enhanced the overall facility and cleanliness of the bathroom for students; faculty and staff, and a renovation was completed to the main entrance resulting in greater accessibility to the principal and his support staff for students and the community.

At the Mast Way School the District installed a centralized H.V.A.C. system to better monitor heating systems to ensure the proper climate optimization of the building. Classroom settings and building heating schedules are in place to reduce utility consumption.

At the Moharimet School the pump house along with the piping from the wet well at the bus loop to the building was installed. Three electrical conduit lines were installed to address electrical needs for the pump house to support future back up generation for the building. The last phase of the project is scheduled for later in the year which is the installation of the pump to support the sprinkler system installed last year.

Special thanks and appreciation goes out to all of our district custodial staff and summer workers for the tremendous amount of work completed to prepare all of our district schools for the fall opening. This accomplishment had them working around an increased number of summer events that needed set ups and break downs for school events as well supporting the community with their event needs as well.

High School Head Custodian, Marek Filip and his custodial team, Middle School Head Custodian, Garth Mitchell and his custodial team, Mast Way Head Custodian, David Morin and his custodial team, and Moharimet Head Custodian, Paul Byron and his custodial team did a great job refinishing the gym floors with two coats of floor finish using the Ultra-Trac floor application machine. This ensured that the proper amount of finish was applied to the floors. The use of micro fiber floor pads reduced the amount of finish needed as well as eliminating the use of floor mops to apply floor finishes which were thrown away after use. Other summer projects included washing light fixtures, walls, windows, and furniture. Carpets and walk off mats were extracted. Custodians as well as summer employees were involved in painting rooms and corridors.

Facilities Supervisor Richard Verville, and his maintenance and grounds staff undertook many summer projects working towards saving the district in contractor costs. They installed Promethean boards and projectors throughout the district. We sent a staff member, Rick Sorensen, to a Promethean installation class to be a certified installer last summer. This saves the district \$500 with each board installed. We have installed over 50 boards and projectors. The class paid for itself after two installations.

HVAC systems have been programmed by Richard Verville and he maintains and makes adjustments as needed for holidays and breaks, decreasing the utility demand for the buildings. The grounds team finished the girls softball field to new league standards. They also finished work on the baseball fields. The pitcher's mounds were lowered to meet regulations. The grounds team kept our field ready for play by lining and seeding them for our Oyster River Bobcats. The winter storm response has been minimal so far this year. On three occasions the crew arrived to work early for weather events. The maintenance/grounds and custodial teams have worked continuously to provide students, staff and parents of the Oyster River Cooperative School District a facility to learn, work and play during the school year. It is my pleasure to work with this dedicated team of professionals.

Submitted by Randy Loring



## Transportation Report - 2012

"Transportation budget \$2,123,973.53 is the cost of transporting students to and from school".

***Below is actual data taken from School year 2011.***

### Daily Routes:

- 46 AM Bus Routes (HSMS; Elementary)
- 46 PM Bus Routes (HSMS; Elementary)
- 7 Special Need vehicles running all day (HS, MS, MW, MO & Preschool Program) meeting individual student needs for transportation.
- Kindergarten Routes - 13 Daily Routes (MO & MW)
- Vocational Runs - 4 runs (ORHS to DHS and back, ORHS to SHS and back)
- Activity Runs "late buses" - 4 buses daily; 4 days a week (no Fridays; No Early Release Days) 524 "late buses" used 2011 Mid Term in Jan - 4 days; 4 buses "late bus" style transport = 16 buses & special needs transport as needed. Finals in June - 4 days; 4 buses "late bus" style transport = 16 buses & special needs transport as needed.
- Athletic Buses - 319 Athletic buses (269 HS; 59 MS) from ORCSD/6 hired outside district due to high athletic demands
- Field Trip Buses - 188 Field Trips (52 Elementary; 74 MS, 62 HS) from ORCSD/3 hired outside district due to high transportation demands during regular AM/PM bus route times.
- Summer School - 122 students transported (HS, MS, MO, MW, PEP)  
17 Buses running 4 days a week from 7/6/10 – 7/29/10 for HS, MS, Elem and Preschool  
14 Buses continued running until 8/5/10 for HS, Elementary and Preschool students

### Transportation costs included within budget that most don't realize:

#### Federal and/or State Mandated School Bus related costs:

NH D.O.T. Physicals, Random Drug Screen Pool, Bus supplies (first aid kits, spill containment kits, sanitary cleaner, Pre-Trip log books), Annual Fire Extinguisher inspection, Two way radio communication, Annual Driver Training min.10 hours

#### Operational Costs:

Electricity – bus plug in for cold weather, sanding/plowing bus lot, rent – bus lot, porta potty rental

### 2012

#### **July 1, 2011 – January 7, 2012 TRANSPORTING CHILDREN TO AND FROM SCHOOL CONSISTS OF:**

### Daily Routes:

- 44 AM Bus Routes (HSMS; Elementary)
- 44 PM Bus Routes (HSMS; Elementary)
- 7 Special Need vehicles running all day (HS, MS, MW, MO & Preschool Program) meeting individual student needs for transportation.
- Kindergarten Routes - 12 Daily Routes (MO & MW)
- Vocational Runs - 3 runs (ORHS to DHS and back, ORHS to SHS and back)
- Activity Runs "late buses" - 4 buses daily; 4 days a week (no Fridays; No Early Release Days) 240 "late buses" used to date
- Athletic Buses - 156 Athletic buses (HS & MS) from ORCSD
- Field Trip Buses - 79 Field Trips (Elementary; MS, HS) from ORCSD
- Summer School - (HS, MS, MO, MW, PEP) - 14 Buses running 4 days a week from 7/6/11 – 8/5/2011 for district

### Driver info from 2006 through 2012

2006: 37 drivers; 4 spares

2012: 32 drivers; 4 spares



### **Stop Consolidation information from 2010-2011 & 2011-2012**

2010-2011: Two buses eliminated removing 8 daily bus routes.

41 bus stop consolidations made to accommodate (HS,MS) time issues getting to the Elementary in PM

Kindergarten consolidations from single route to double route per bus has eliminated 4 drivers and buses from the road midday.

2011-2012 Mid year (driver retired) one bus eliminated from road (4 daily bus routes) Only 1 possible bus stop consolidation; consolidated no others due to student safety concerns:

Students walking down highly traveled roads with no lighting, sidewalks or breakdown lanes for walking.

The three bus routes were involved in taking on students to do this consolidation. Two are arriving to Elementary Schools after dismissal.

Submitted by Lisa Huppe

## Long Range Planning Committee

### Committee Members

*Durham*  
Michael Goldberg  
Tom Merrick  
David Taylor

*Lee*  
Lisa Allison  
Tim Burke  
Katrin Kasper

*Madbury*  
Frank Radack  
Lorna Jacobsen  
Jennifer De Stefano

The Long Range Planning Committee for the Oyster River Cooperative School District has updated its enrollment projections for the years 2012 through 2021. The ORCSD Enrollment Projection Model uses data on births and historical enrollment to forecast kindergarten and first grade enrollments and “grade progression ratios” to project enrollments for grades 2 through 12. Births to mothers residing in the three towns of the ORCSD have fallen sharply, from 104 in 2009 to 75 in 2010 and 72 reported so far for 2011 (we have used an estimate of 81 for 2011, as births can be reported weeks or even months after the event.). Last year, we had used an estimate for 2010 that proved to be too high. If births continue at the current low levels, enrollment will decline by about 400 students, or 20%, over the next 10 years, from approximately 2,000 now to approximately 1,600 in 2021-22.

A separate enrollment projection by New England School Development Council (NESDEC), which assumes that births rebound to the high 80’s, shows a decline of 300 students over the ten year projection period. Highlights from the LRPC presentation to the School Board are shown below:

- Student populations at the elementary schools are projected to decrease, particularly in the later years of the projection period, with each school losing about 100 students (1 class per grade).
- Middle School enrollment, now 612, is projected to rise slightly and then drop to under 500 by 2021.
- High School enrollment, now 680, will drop to 640, with 60 tuition students. Future district policy, contracts and family choice all could impact tuition student numbers.

#### Enrollment Projections For Oyster River School District 2011 Actual to 2021 Projected

<b>YEAR</b>	<b>K</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>Total</b>
2011-12	106	606	612	680	2004
2012-13	113	598	637	676	2024
2013-14	101	573	632	677	1983
2014-15	102	568	621	675	1965
2015-16	94	536	633	656	1919
2016-17	88	496	625	683	1891
2017-18	82	473	598	678	1830
2018-19	80	439	592	665	1776
2019-20	77	421	560	678	1735
2020-21	76	404	517	670	1667
2021-22	74	389	494	641	1598

Average error of estimate in 2012-22 is plus or minus 8%

Lisa Allison, Chair





**Oyster River Cooperative School District  
SCHOOL CALENDAR**

**2012-2013**

ADOPTED 02/01/12

Deliberative Session: 2/5\*  
Voting Day: 3/12  
\*Subject to Change

(22)

AUGUST/ SEPTEMBER 2012				
M	T	W	Th	F
W	W	△	30	31
X	4	5	6	7
10	11	ER	13	14
17	18	19	20	21
24	25	26	27	28

(21)

OCTOBER 2012				
M	T	W	Th	F
1	2	3	4	5
X	9	ER	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

(18)

NOVEMBER 2012				
M	T	W	Th	F
			1	2*
5	W	7	8	9
X	13	14	15	16
19	20	ED	X	X
26	27	28	29	30

(15)

DECEMBER 2012				
M	T	W	Th	F
3	4	5	6	7
10	11	ER	13	14
17	18	19	20	21
X	X	X	X	X
X				

(20)

JANUARY 2013				
M	T	W	Th	F
	X	2	3	4
7	8	9	10	11
14	15	16	17	18
X	22*	23	24	25
W	29	30	31	

(16)

FEBRUARY 2013				
M	T	W	Th	F
				1
4	5	ER	7	8
11	12	13	14	15
18	19	20	21	22
X	X	X	X	

(19)

MARCH 2013				
M	T	W	Th	F
				X
4	5	6	7	8
11	12	13	14	W
18	19	20	21	22
25	26	27	28	29

(17)

APRIL 2013				
M	T	W	Th	F
1	2	3	4*	5
8	9	ER	11	12
15	16	17	18	19
X	X	X	X	X
29	30			

(22)

MAY 2013				
M	T	W	Th	F
		1	2	3
6	7	ER	9	10
13	14	15	16	17
20	21	22	23	24
X	28	29	30	31

(15)

JUNE 2013				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	△
W	W			

8/27 & 8/28... Teacher Workshop Days  
8/29..... 1st Day for Students Gr. 1-12  
8/30..... 1st Day for Kindergarten  
9/3..... Labor Day Observance  
9/4..... 1st Day Preschool  
9/12..... Early Release (ER)

10/8..... Columbus Day Obs.  
10/10..... Early Release

11/6..... Teacher Workshop Day  
11/12..... Veterans' Day (Observed)  
11/21..... Early Dismissal  
11/22 & 11/23 Thanksgiving Recess

12/12..... Early Release  
12/24-1/1..... Holiday Recess

1/21/2013..... Martin Luther King Day  
1/28..... Teacher Workshop Day

2/6..... Early Release Day  
2/25..... President's Day (Observed)  
2/25-3/1..... Winter Vacation

3/15..... Teacher Workshop Day

4/10..... Early Release Day  
4/22 - 4/26... Spring Vacation

5/8..... Early Release Day  
5/27..... Memorial Day Obs.

6/7..... ORHS Graduation  
6/21..... With 5 Built In - Snow Days  
6/22..... Teacher Workshop

"W". - Principals will need to choose which 2 "W" days in August & June they want for their school.

- △ First Day of School for Students
- △ Last Day of School (unless more than 5 make-up days are required)
- ER-Early Release ED-Early Dismissal
- W Teacher Organization/Building/District Workshop Days (no school for students)
- X School Closed - Holiday/Vacation
- \* End of Quarter

Anticipated last day for students is 6/21. The calendar allows for five school cancellation days. If less or more than five days are needed to cover cancellations, the schedule will be adjusted accordingly.

The school calendar is subject to changes authorized by the School Board and the State Department of Education, or when school is closed because of dangerous traveling conditions or emergencies.



# Fall 2011 NECAP Results

The New England Common Assessment program was mutually developed by NH, VT and RI and is designed to measure content and skills that students are expected to know as they begin the current school year. Achievement results are used in the state accountability system as required under No Child Left Behind legislation.

Level 4 = Proficient with Distinction; Level 3 = Proficient

Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

## % of Students at Each Level

### Elementary School Level <sup>1</sup>

	Reading		Mathematics		Writing <sup>3</sup>	
	State	OR	State	OR	State	OR
	Level 4	26%	39%	29%	44%	NA
Level 3	53%	52%	47%	48%	NA	NA
Level 2	14%	8%	14%	6%	NA	NA
Level 1	7%	1%	9%	3%	NA	NA

### Middle School Level <sup>2</sup>

	Reading		Mathematics		Writing <sup>3</sup>	
	State	OR	State	OR	State	OR
	Level 4	27%	40%	23%	42%	11%
Level 3	55%	54%	45%	45%	50%	60%
Level 2	13%	6%	18%	9%	30%	13%
Level 1	5%	1%	14%	4%	8%	2%

### High School Level <sup>4</sup>

	Reading		Mathematics		Writing <sup>3</sup>	
	State	OR	State	OR	State	OR
	Level 4	30%	34%	2%	5%	4%
Level 3	47%	52%	34%	53%	42%	54%
Level 2	15%	9%	27%	24%	46%	35%
Level 1	9%	5%	37%	18%	9%	5%

<sup>1</sup> Elementary School Level = students tested in the fall of grades 3, 4 and 5 for material learned in grades 2, 3 and 4.

<sup>2</sup> Middle School Level = students tested in the fall of grades 6, 7 and 8 for material learned in grades 5, 6 and 7.

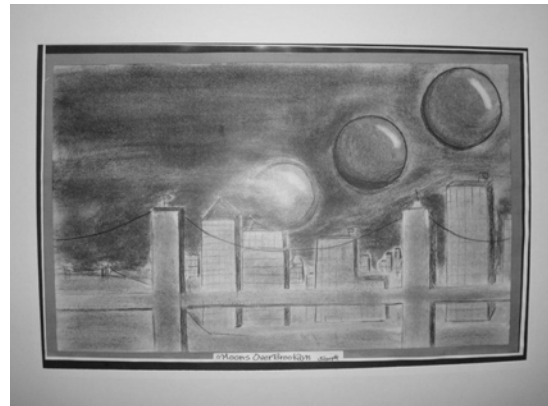
<sup>3</sup> The NECAP writing test is administered in the fall of grades 5, 8 and 11 only for material learned in grades 4, 7 and 10.

<sup>4</sup> High School Level = students tested in the fall of grade 11 for material learned in grade 10.

## SECTION III ~ Annual Report Card 2012

### RESULTS OF 2011 ANNUAL MEETING

<u>Warrant Articles</u>	<u>Description</u>	<u>Count</u>	<u>Status</u>	
<b>Article 1</b>	<b>Moderator</b>			
	Richard Laughton	1557	Elected	
	Write-ins	5		
<b>Article 2</b>	<b>School Board (At-Large)</b>			
	John Collins	768		
	Chandler Hull	667		
	Ann Lane	1089	Elected	
	Megan Turnbull	962	Elected	
	Write-ins	7		
	<b>School Board (Madbury) 1 Year</b>			
	Jim Kach	898	Elected	
	Susan Willer	605		
	Write-ins	3		
		<u>Yes</u>	<u>No</u>	<u>Vote</u>
<b>Article 3</b>	<b>Guild Agreement</b>	1107	788	Passed
<b>Article 4</b>	<b>Capital Improvements</b>	1314	579	Passed
<b>Article 5</b>	<b>Technology</b>	1257	615	Passed
<b>Article 6</b>	<b>SpEd Trust Fund</b>	1126	741	Passed
<b>Article 7</b>	<b>Environ. Sust. District</b>	1326	556	Passed
<b>Article 8</b>	<b>Operating Budget</b>	1143	730	Passed



Also available by visiting our web page:

**[www.orcsd.org](http://www.orcsd.org)**

Then click on

School Board/Report of the  
District/February 2012

## High School SAT Scores

*The score range for each section is 200-800, with a total score maximum of 2400.*

Year	Particip.	Verbal (Reading)		Math		Writing		Total Score	
		ORHS	Mean Score	ORHS	Mean Score	ORHS	Mean Score	ORHS	Nation
2010	83%	555	501	571	516	548	492	1674	1509
2009	81%	561	501	565	515	558	493	1684	1509
2008	92%	548	502	556	515	546	494	1650	1511

*Source: College Board June 2010*

## Special Education Statistics

*Number of students receiving special education services as of October 1 each year.*

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b>In-District</b>						
Elementary	93	102	91	87	94	101
Middle School	123	112	118	112	105	100
High School	131	135	132	133	123	121
<b>Out-of-District</b>						
Ages 3-5	25	14	13	19	12	14
Ages 6-21	<u>14</u>	<u>13</u>	<u>10</u>	<u>5</u>	<u>6</u>	<u>5</u>
<b>Totals</b>	386	376	364	356	340	341

*Source: ORCSD SpEd Dept 10/01/11*

## Teacher Experience

*This chart reflects the number of staff who have 14 or more years of professional experience.*

	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>	<u>10/11</u>
Mast Way	22	22	22	18
Moharimet	19	20	22	23
Middle	51	49	50	49
High	31	32	34	36

*Source: School District Office, 12/2/11*

## Student to Teacher Ratio

*Staff includes teachers, guidance, special education, library and nursing professionals.*

	<u>08-09</u>		<u>09-10</u>		<u>10-11</u>	
	District	State	District	State	District	State
Oyster River	11.9	12.3	11.5	12.3	11.1	12.2

*Source: NH Dept of Education, 3/11/11*

## Home School Count

*Number of children being home schooled whose Durham, Lee or Madbury parents use the District as their participating agency.*

	<u>08-09</u>		<u>09-10</u>		<u>10-11</u>	
	District	State	District	State	District	State
Oyster River	43	4800	28	5113	34	5395

*Source: NH Dept of Education 3/11/11*

## Average Teacher Salary

	<u>08-09</u>		<u>09-10</u>		<u>10-11</u>	
	District	State	District	State	District	State
Oyster River	\$60,734	\$50,128	\$62,199	\$51,443	\$63,080	\$52,706

*Source: NH Dept of Education, 3/11/11*

## Limited English Proficiency

*Percentage of students receiving English language assistance.*

	<u>06-07</u>		<u>07-08</u>		<u>08-09</u>		<u>09-10</u>	
	District	State	District	State	District	State	District	State
	.82	.97	1.07	N/A	.49	1.12	.49	1.15

*Source: NH Dept of Education, 2/18/10*

### Student—Computer Ratio

Ratio computed per building using number of students and number of Instructional computers.

	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
Mast Way	4.0	7.1	3.6	
Moharimet	4.0	4.4	2.9	
Middle	5.1	2.1	1.4	
High	5.0	3.1	1.9	

Source: Oyster River Tech Dept., 1/7/11

### Official Enrollment Counts

Fall enrollment data is collected yearly around October 1.

Level	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
Kindergarten	128	127	124	115	128
Elementary	589	586	604	591	608
Middle	656	637	624	628	628
High School	<u>709</u>	<u>707</u>	<u>692</u>	<u>695</u>	<u>673</u>
Totals	2,082	2,057	2,044	2,029	2037

Source: NH Dept. Of Education, 2/14/11

### 2011-2012 School Year Enrollment

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
<u>MastWay</u>	41	73	59	85	66	X	X	X	X	X	X	X	X	324
Moharimet	65	72	83	72	96	X	X	X	X	X	X	X	X	388
Middle	X	X	X	X	X	141	159	168	144	X	X	X	X	612
High	X	X	X	X	X	X	X	X	X	170	175	177	158	680
Totals	106	145	142	157	162	141	159	168	144	170	175	177	158	2004

Source: ORCSD Fall Enrollment Report.

### Average Class Size

	<u>08-09</u>		<u>09/10</u>		<u>10/11</u>	
	District	State	District	State	District	State
Gr 1&2 Mastway	16	17.5	18.4	17.8	19	17.7
Moharimet	17	17.5	18.8	17.8	19.2	17.7
Gr 3&4 Mastway	21	19.1	19	19.3	19.4	19.2
Moharimet	21.4	19.1	20.1	19.3	20.8	19.2
Middle School	20.1	20.1	20.3	19.8	20.3	19.9

Source: NH Dept of Education, 3/11/11

### Student Attendance Rate

Percentage defined as actual attendance divided membership.

	<u>06/07</u>		<u>07-08</u>		<u>08-09</u>		<u>09-10</u>	
	District	State	District	State	District	State	District	State
Kindergarten	94.6	94.1	95.4	N/A	95.8	94.2	95	93.9
Elementary	96.2	95.7	95.9	“	96.2	95.7	95.7	95.4
Middle School	96.5	94.8	96.5	“	96.6	94.9	96.1	94.6
High School	96.6	93.2	96.7	“	96.4	93.5	95.7	93.5

Source: NH Dept of Education, 2/11/11

### Cost Per Pupil

Figures from our Annual Financial report are filed with the Dept. of Ed each Sept. 1 for the preceding fiscal year. The rate is calculated by taking gross expenditures and subtracting tuition and transportation, and then dividing by the average daily membership in attendance.

	<u>07-08</u>		<u>08/09</u>		<u>09/10</u>	
	District	State	District	State	District	State
K-4	15,223	11,507	15,652	12,096	15,566	12,600
5-8	14,670	10,640	15,653	11,161	15,748	11,550
9-12	13,978	10,877	15,425	11,573	15,217	12,036

Source: NH Dept of Education 2/11/11

## High School Completers

*Reported for all students: those that receive a diploma, non-standard diploma or certificate of attendance.*

	<u>07-08</u>		<u>08-09</u>		<u>09-10</u>	
	District	State	District	State	District	State
Entering 4 yr college	66	51.2	70.6	51.0	68.1	48.3
Entering less than 4 yr	10.9	21.8	11.2	22.6	10.4	25
Returning to post second	0.0	0.4	0.0	0.3	0.6	0.3
Employed	14.7	17.7	14.1	16.7	15.4	15.9
Armed Forces	0.6	2.7	0.0	3.4	5.0	3.1
Unemployed	0.0	0.9	0.0	1.4	0.6	1.4
Unknown	7.7	5.3	4.1	4.4	0.0	6.1

Source: NH Dept of Education 2/22/11

## Drop Out Rate

*Report of students who finished a school year but did not return after the summer or dropped out during the next school year and/or did not return by October 2 of the following year.*

	<u>06-07</u>		<u>07-08</u>		<u>08-09</u>		<u>09-10</u>	
	District	State	District	State	District	State	District	State
Oyster River	3	2185	3	1986	6	1127	2	1028

Source: NH Dept of Education, 2/16/11

## Teacher Educational Attainment

*Percentage of full time equivalent professionals: includes teachers, guidance, special education, library, and nursing staff.*

Degree	<u>08-09</u>		<u>09-10</u>		<u>10-11</u>	
	District	State	District	State	District	State
% Bachelor's	35.6	48.7	32.9	47.8	33	46
% Masters	57.2	50.2	66.5	51.2	65.3	52.9
% Beyond Masters	7.3	0.8	0.6	0.7	1.7	0.8

Source: NH Dept of Education, 3/11/11

## UNH CATS Program

*"Challenging Academically Talented Students Program" is open to highly motivated and academically strong seniors and juniors who want to enrich academic experience with a college level course.*

	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09/10</u>
High School students	24	15	10*	8

\*1st Semester

Source: High School Guidance Dept. 12/14/10

## Free/Reduced Lunch Eligibility

*Eligibility for this program is based on federal income level.*

	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09/10</u>	<u>10/11</u>
Oyster River	79	99	121	107	100

Source: NH Dept of Education, 5/10/11

## Career Technology

*Tri-City Career Technology Centers are designed to provide hands-on technical education which prepares students for further education or careers which require specific skills.*

	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>
High School students	20	14	25	23

Source: High School Guidance Dept, 12/14/10

*2011—2012  
Distinguished Service Award Recipients*

**DAVID PROULX**

David Proulx has been named by the Oyster River School Board as a co-recipient of the Distinguished Service Award for 2012. Dave has been instrumental in the lives of our elementary and middle school children and also in assisting the Board and Administration with multiple facets of the budgetary process and its relationships with the University of New Hampshire.

Dave served as a coach, coordinator for multiple sports, and board member for the Oyster River Youth Association which provides athletic opportunities for many of our preschool, elementary, and middle school students at Oyster River. Even when not serving in a leading capacity Dave was always willing to give pointers to kids during practice and games. His patience and ability to teach kids the fundamentals of sports in a fun and educational way was paramount. As Mike Gamache, Director of ORYA stated, "It is often difficult finding individuals like Dave who are always willing to volunteer time and energy into youth programs – his presence in our community will be greatly missed."

David immediately offered his time and service to the Oyster River Cooperative School District and the Board when the Board was creating an Advisory Budget Committee. He became a primary contributor to the group and spent countless hours conducting research, reviewing additional materials and drafting the first comprehensive ABC report submitted to the School Board last January. Previous to his tenure on the ABC, David served on the fiscal subcommittee of the Strategic Planning Committee. As ABC concluded its first budget cycle, Dave stepped up again to assume the leadership position as ABC Chair. Current Chair Anne Knight and Vice Chair Jenna Roberts of the ABC Committee agree, "He was well-organized, thoughtful, thorough, and his background in finance as an invaluable asset to the ABC. His easy going personality and expertise made him a pleasure to work with, as well. He is greatly missed by all members of the committee."

Dave recently left his position as Associate Vice President for Finance at the University of New Hampshire and accepted a position at Franklin and Marshall College as Vice President for Finance and Administration which relocated him and his family to the Lancaster, Pennsylvania area. While we wish him all the best in Pennsylvania, the Oyster River community will miss him greatly and will forever appreciate his service and dedication to our community.



**TRUDY BROWN**

As a parent volunteer since 1996, when her oldest son was in first grade at Moharimet, Trudy Brown embodies the characteristics this Board seeks for recipients of its Distinguished Service Award. Trudy was a former math teacher who enjoys spending time with children. She was a regular classroom volunteer at Moharimet, assisting with math and enrichment programs. With two boys in the schools, she never slowed down. By the time her kids were in the middle school, she focused on teacher appreciation. She was known for making edible frosted sugar cookie houses which she would place every December in the teachers' room, front office and janitor's room.

Trudy has also and most significantly volunteered at the high school level helping the drama program. She has assisted with costumes, advertising and make-up for many of the plays including the dramas, musicals, murder mystery dinners and the one-act play competition. She also established a booster club called ORPoPS (Oyster River Patrons of Performing Students) that purchased microphones for the auditorium and paid for the rental of wireless mikes. ORHS Drama Teacher, Meredith Freeman-Caple, says that Trudy Brown embodies the "true meaning of community volunteer...who has selflessly given so much of her time and talent."

Trudy served on two Project Graduation Committees. For the PTO she also helped raise awareness regarding how the alcohol and drug laws can affect our children. As Ms. Freeman-Caple said, "I can think of no one more deserving of this award."