

School Administrative Unit 5

ANNUAL REPORT OF THE DISTRICT



Working Together to Engage Every Learner

February 2023

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District Report available by visiting our web page:

www.orcsd.org

click on

School Board/Report of the District February 2022

Dear Residents of the Oyster River Cooperative School District:

I hope this report finds you all healthy.

Thank you to all who joined us at the new Middle School in the Recital Hall on February 7, 2023, for our budget Deliberative Session. Despite an 8.2% inflation at the time of its development, the 2023-2024 Oyster River Cooperative District's budget only sees a 1.54% increase from the previous year. It is one of our smallest increases in a decade. This annual inflation rate, combined with our loss of state funding equaled to \$847,318, created a challenging situation for the School Board.

We are offering early retirement incentives, cutting unfilled positions, choosing not to repave the Moharimet parking lot, and will be forgoing a new carpet for Mast Way's library. However, the real story isn't about numbers or financial operations. It's about maintaining an unwavering focus on our students' needs. Parents, guardians, and teaching staff's high expectations coupled with engaging coursework are the reasons our students distinguish themselves.

Oyster River is highly competitive, and we are proud to be one of the highest performing school systems in the country. Our high aggregate SAT score of 1118 with 82% participation is one of the highest in the state and our math scores are 27% above state average. In 2022, our high school's graduation rate was 98.58% and our college placement was 83%. Our students shine locally and internationally. The Middle School's Robotics Club sent three teams to the world championship in Dallas last year, and the following High School athletic clubs won their respective state championships: Division II Golf (2021), Unified Soccer Team (2021), Girls' Cross Country (2022) and selected music students participated in All States.

Recent recognition of our staff's achievements includes Alida Carter receiving the New Hampshire Department of Education's NH PE Teacher of the Year Award (2022-2023) and Val Wolfson receiving the NH Social Studies Teacher of the Year. Nevertheless, not all children thrive academically. It is therefore imperative we maintain a holistic perspective of their development. To the end, Oyster River has implemented a multi-tiered support system (MTSS), prioritized social emotional learning (SEL), mental health, and suicide prevention. These initiatives have proven to be vital to our community schools.

Thank you for your support.

Respectfully submitted
Dr. James C. Morse, Sr.
Superintendent

Oyster River Curriculum Development

During the 2022-2023 school year K-12 leadership, faculty and staff have focused their efforts on the bolstering the supports that our MTSS B systems through Tier 1 universal supports such as the implementation of Open Circle at grade 5, Caring School Community at grades 6-8, and One Trusted Adult at grades 9-12. While our work with MTSS-B will continue, the 2023 – 2024 budget focuses on MTSS Academics: Curriculum, Instruction and Assessment through professional development, academic programming, and curriculum.

In the 2023 – 2024 budget Tier 1 academic programming and faculty professional development are focus areas. In the summer of 2022, we saw an increased interest in professional development, at the building level as well as K-12 vertical work. Professionals sought out opportunities for collaboration with their colleagues and specialists at the building level. One such example was K-4 interests in collaboration focused on the Science of Reading including further examination/learning of Foundations (our K-4 literacy program). Our middle school and high school faculty sought out to work together to evaluate and revise their competencies and standards as well as their instructional practices. District K-12 vertical curriculum work also began again (after a necessary break due to the pandemic) resulting in beneficial conversations and curricular decisions that benefit our learners.

In the summer of 2022, our district bolstered the professional development programming for new faculty. In the past new faculty received one day of training which was primarily used for laptops distribution, HR, certification, meet and greet with administration, and direct work with their mentor. This school year we increased the training to three days. As a part of the three days faculty received training with our Technology Integrators as well as on specific curriculum and programs. Grant funds (of \$10,000) were used for this work however these funds are not available moving forward as they were remaining grant funds due to COVID-19. The 2023-2024 budget has included summer professional development funds for new faculty training.

The 2023 – 2024 budget reflects programmatic requests to improve student academic experiences through curriculum enhancements. Our current K-5 Mathematics program is in need of an “upgrade”. As a district we have found Eureka to be effective, however teachers have requested the “upgrade” to Eureka Squared. This “upgrade” allows for increased progress monitoring and data to inform instruction as well as increased accessibility and acceleration of learning for students. The increase in the elementary and middle school curriculum cycle and curriculum development lines are a reflection of the cost associated with this program (\$42,000) and additional training that may be needed. High school and middle school have also seen an increase in their curriculum cycle line which reflects their resource needs for both mathematics and world language (renewing subscription with appropriate access numbers) as well as the diversification of high school resources in English Department as they revise and develop their 9th and 10th grade programming.

The World Language Department continues to review and adjust the development, implementation, and progression of the proficiency-based model due to interrupted instruction as a result of the pandemic. Grade 5 students in the district can now study a world language and the ORCSD has hired Mandarin teachers to stabilize the world language offerings. Included in this budget is the implementation of the AAPPL language proficiency assessment (\$7,000). This assessment is aligned with the WL curriculum and will help to guide faculty as they monitor student learning and program needs. The faculty and leadership from the K-12 World Language Committee has also revisited the World Language Report and expansion possibilities K-4 for the FLEX model/Exposure.

The ORCSD is committed to providing equitable access to a relevant and rigorous academic experience for all students. The dedication of our community to academics and wellness, as well as our faculty and staff, is remarkable. Our faculty are requesting programs and materials as well as time to collaborate and professional develop to enhance the educational experiences of our students. This budget not only recognizes the increased requests for collaboration and professional development but also the programmatic/curricular enhancements requested by faculty.

Respectfully submitted,
Suzanne Filippone, Assistant Superintendent

Oyster River High School Annual Report

The 2023-2024 Oyster River High School budget was prepared with the goals of: Living the district’s Vision of a Graduate through unique and personalized academic programs and pathways for students. We are continuously working to integrate the Vision of a Graduate, Competencies, and 21st Century Learning Expectations into the curriculum and culture. It is through unique opportunities and individualized plans that our students are prepared for their post-high school goals.

Oyster River High School’s enrollment as of October 1st, 2022, was 871 and the projected enrollment for the 2022-2023 school year is 853. We have experienced a higher rate of new enrollments over the summer for the past two years. If this trend continues, the enrollment numbers for the 22-23 school year will be in line with the current number of students, 871. The increase in the 2023-2024 budget is due to personnel costs, an increase in student interest in CTE programs, and funding for curriculum resources.

Oyster River High School continues to perform and be recognized nationally as well as within the state as a highly ranked school. This past year started with masks and social distancing, but we were able to be in the building with our school community for the full year. Our staff worked extremely hard to help students adjust in a transition year where Covid and protocols were still present, and we were able to have in-person learning. Social Emotional Learning (SEL) and building positive, appropriate relationships with students was a priority as they transitioned back into the building. Our theme for the 21-22 school year was “Better Together”, because we recognized that as a community, we are stronger, more resilient, and more persistent when we are together.

Evidence of our commitment to our Mission and Vision of a Graduate:

| | |
|---|---|
| Rankings | ORHS is consistently ranked as one of the top schools in NH –ORHS is ranked in the top 5% of the state by the Public-School Review and 12 th in the state by The Best Public High Schools in New Hampshire review. US News and World Report gathers data from 24,000 high schools each year. Oyster River High School is consistently ranked in the top 10% of schools nationally. |
| Expanding Access to Individualized Programs and Rigor | -Career Technical Education programs continue to increase enrollment. In the 21-22 school year, 69 students were involved in CTE programs. -We have maintained enrollments in Running Start and Dual Enrollment -Continued post-secondary placement in higher education and the workforce -increased participation in Extended Learning Opportunities (ELOs) - student surveys to include student voice in Music electives offered |
| Ethical, Responsible Citizens & Student Leadership | Extracurricular activities and sports were able to run with Covid protocols in place. Clubs and student run activities as well as student voice and leadership, examples include: Debate Team, JEDI club, Student Senate, Student Athletic Leadership Team (S.A.L.T.), Math Team, Quiz Bowl club, Mouth of the River |
| Faculty Growth and PD | ORHS faculty is innovate, passionate, hardworking and caring. Award examples: Teacher of the Year, Erica Cooke, Dover Chamber of Commerce, Extended Learning Opportunities Coordinator of the Year, Sean Peschel, Semi-Finalist for Teacher of the Year in NH, Cathi Stetson, and Coach of the Year, Girls Hockey, Jamie Long. Professional Development: competency work throughout the year, DEIJ Committee, Scheduling Committee, Staff Teams, Advisory Committee, Grading and Reporting Committee, HOW/L Committee, Schoology Pilot, Vision of a Graduate committee. |

In the 2021-2022 school year, students were learning how to “do school” again. Communication was a key goal for the year as we focused on accurate, timely, consistent messaging. We continued to use Schoology to unify classes and communicate to all students and parents. Quarantine was an issue for various students and staff, and Schoology allowed students to keep up with their education as they were able. We consolidated our social media presence and focused on a few key places for parents and students to follow. A weekly newsletter was also initiated for parents. Even though Covid was still with us, we had many successes and found opportunities for a more ‘normal’ high school experience.

- We had six National Merit Scholarship Semi-Finalists.
- We created a fall festival, outdoor pep rally, and senior picnic for students to unify as classes and a school.
- We created the Writing Center staffed with an Academic Tutor for any student to drop in for help.
- The student JEDI club worked with our DEIJ committee to bring Tona Brown, remotely, to ORHS.
- A student led Dress Code committee revised the Dress Code to make sure it was fair, equitable, and gender neutral.
- Students participated in the fall play *Rumors*, and spring musical *You’re a Good Man Charlie Brown*.

Professionally, teachers worked hard all year to keep moving curriculum forward and give our students individualized learning opportunities. The Vision of a Graduate implementation work. The NEASC five-year report was completed. Next Gen Earth, the sophomore English class, social studies US History, and English Essentials curriculum were a focus on professional work in the summer to align curriculum. Several staff worked with Mike Anderson and Mike McSheehan on professional goals that directly impacted student learning. Administration began to implement Restorative Practices in discipline.

As a school community, we are proud of what we accomplished last year and are excited to keep the momentum going. The presented budget is to improve our current programming and practices and help us move forward in our goals for the future. The increase in the 2023-2024 budget reflects personnel costs, an increase in student interest in the CTE programs, and funding for curriculum resources. We look forward to helping our students continue growing and chasing their goals, and our continued work to improve as a school.

Respectfully submitted,
Rebecca Noe, Principal

Oyster River Middle School Annual Report

Words cannot properly express how great it has been to start the school year in our new facility. As a staff, we are appreciative and grateful for the learning environment that has been provided by the community for ORMS students. As I write this, the final tasks are being completed with site work. In the next several days, our students will begin to use our new turf field (late October 2022).

Transition highlights:

- ◆ Donating classroom items from the former ORMS to other NH schools and our own community. 90% of the old ORMS was repurposed or recycled.
- ◆ Hosted our first open house to parents in September. A common adult comment: “I wish I could go back to school.” A variety of groups and dignitaries have visited, they have been amazed and impressed with the facility.
- ◆ All learning spaces meet state standards and ORMS program needs.
- ◆ A climate-controlled learning environment. We hosted 2022 district summer programming.
- ◆ A student favorite, new recess play areas.
- ◆ Improved student safety with current standards in security. A separated bus loop from parent traffic and new sidewalks for walkers and bicyclists.

Budget highlights:

Current staffing and the proposed budget meet the learning needs of our students. The budget supports MTSS strategic goals.

No significant cost increases in supplies and equipment. Budget lines are level funded, with an exception for our robotics program. Student participation has increased which has increased the need for more student supplies.

The two intervention tutors have been a significant benefit to students that need support during Bobcat Time. Data continues to support the need for these positions.

The budget supports our SEL efforts and strategic plan. An example is our implementation of an advisory program during 2022/2023. We continue to have a school counselor at each grade level.

The 2023 budget supports a wide range of learning opportunities and programs for students. After school club opportunities continue to shift and grow due to student requests and interests.

Respectively submitted,
Jay Richard
Principal

Mast Way/Moharimet Schools Annual Report

We are excited to write our joint Oyster River Elementary Schools Executive Summary. As the District has worked diligently to align Moharimet and Mast Way and to provide equity in budgeting and programming to both Oyster River elementary schools, we feel it appropriate to present one executive summary.

Our building budgets continue the work that we have done over the past two years, including a continued evolution in how we utilize our 1:1 technology resources within our school. Our increase in technology naturally leads to greater resource needs for both hardware and applications as we manage the physical devices, and as we integrate technology applications as part of our instructional experiences.

Strategic plan goals continue to shape our daily work. MTSS-A for reading and math and MTSS-B for social-emotional learning are driving changes to our internal systems for recognizing and supporting students in need. This is quite powerful work, as there are many students without disabilities, and therefore not eligible for special education support, who need additional learning opportunities, beyond what classroom teachers provide to all students, in order to learn and to grow at grade level. There are three levels to MTSS systems: assessing, identifying, and communicating about student need; teaching all students (Tier 1) at a rigorous level; having systems, people, and programs to support those students who need additional learning (Tier 2 and Tier 3). This work takes place at MTSS Stakeholder meetings, Interventionist meetings, grade level meetings, and through professional development opportunities. It requires realigning curriculum, readjusting daily schedules, implementing new programs, and more. The budget impacts from this work are mostly found in professional development needs, especially over the summer, and curricular material needs for both Tier 1 (differentiated classroom resources for all learners) and Tiers 2 and 3 (interventions and support material).

With our school-year Workshop Days scheduled with annual requirements, such as Suicide Prevention Training, School Safety work, and conferences, our summer work takes on a greater importance for providing teachers time to develop the new systems, procedures, and materials generated from our MTSS work. This summer, we hope to be able to offer more professional development time than before, in order to make greater change in our systems to better support all students.

We continue to be excited to work with students, staff, and families who are engaged in the work of educating our community. Through our work with our curriculum, systems, and enrichment, we strive to “work together to engage every learner.”

Respectively submitted,

Misty Lowe
Principal
Mast Way School

David Goldsmith
Principal
Moharimet School

Special Education Report

The purpose of Special Education is to provide a Free and Appropriate Public Education (FAPE) to students who are eligible through the IDEA. We not only have a requirement to meet their unique learning needs, including providing specially designed instruction and related services in the least restrictive environment, but we also know based on student success in Oyster River this works. Supporting the students individually is more than meeting the requirements in the law; students have improved achievement and focused instruction and supports help them grow and be career and college ready which is part of our vision of a graduate. The special education budget is based on actual staffing, programming, services, supplies, and materials required in order to meet the federal and state rules and regulations of the IDEA (Individuals with Disabilities Education Act).

Specific priorities (beyond required services for students) based on the Strategic Plan and the IDEA that impact the special education budget are:

- ◆ Specialized Instruction: Professional Development in highly specialized, research-based interventions in the areas of reading, writing, and mathematics
- ◆ MTSS-B: Social/Emotional Learning, Mental Health and Executive Function- Professional Development to improve our direct instruction in social skills and executive skills. Offer professional development to those professionals providing Tier 2 and Tier 3 interventions.
- ◆ MTSS Academic: Continue to be an advocate for interventions and progress monitoring and assist our colleagues with implementation.
- ◆ Parent Education and Support: develop a structured plan for outreach (executive function strategies, social and emotional/social skills instruction, understanding interventions, special education process) Compliance with the IDEA and NH Standards

ORHS has 19 current Barrington students who have IEPs. Our case managers and related services staff provide the services as stated in the IEP. We bill the Barrington School District for the actual cost of related services and paraeducators, which are above and beyond the tuition rate, as agreed upon in the ORCSD/ Barrington tuition agreement.

I have submitted 3 yellow sheets: increase in OT services, shift from a tutor position to a special education teacher position, and shift of a speech and language assistant from grant funds to the local budget.

Respectfully submitted,
Catherine Plourde
Director of Student Services

Current Enrollment for Special Education as of 10/1/2022

| | |
|---|----------------------------|
| PEP (Preschool Education Program) | 22 |
| Mast Way | 34 |
| Moharimet | 35 |
| Oyster River Middle School | 126 |
| Oyster River High School | 114 |
| Out of District | 8 |
| Barrington Students at ORHS | 19 |
| Total | 339 ORCSD + 19 Barrington |
| Percent of students receiving Special Education | 16.67% (increase of 1.37%) |

Technology Annual Report

The 2021-22 school year continued to be a busy year with the opening of the new middle school. This was the biggest project for us during the school year and consumed the most amount of our time. Products were delayed and we had to work with vendors on backup plans just in case we couldn't get the devices in time for the opening. We also built a new network and had to consult with all the various contractors on how their equipment needed to work on the network. It was a fantastic experience to open the new building with minimal issues and very few missing pieces of equipment.

During the 2022 summer IT unboxed and setup 1,115 devices! These devices replaced the aging 1:1 student devices in both ORMS and grades 1 and 2 at the elementary schools. We also provided each paraeducator a laptop.

For the 2023-24 budget I am proposing that we change the way we lease and instead of trying to replace an entire building at a time we focus each year on grades 1, 5, and 9. This allows us to give a student a device and they use that same device for four years. It also breaks down the number of devices we are purchasing into a more manageable amount for IT.

Another device area that we need to start replacing is classroom technology at the elementary schools. The interactive boards in the classrooms have been in service for over 10 years and we are starting to have issues getting support. I have budgeted to replace half the devices in the 2023-24 budget and the other half in the 2024-25 budget.

We continue our work on data privacy, cybersecurity, and emergency planning. Unfortunately, K12 is a soft target and has seen a dramatic increase in cyberattacks. We are working hard to implement best practices to protect our systems and then test our systems. Technology plays an important role in our physical safety and communications, so we continue our work on making sure our systems are working well and that everyone knows how to use them.

Finally, I would like to recognize all the members of the IT Department. Over the last few years, we have added many additional computers and a building. Many times, they had to drop everything they were doing for an "all hands-on deck" project and they responded quickly and efficiently.

Respectfully submitted,
Joshua Olstad
IT Director

Facilities Annual Report

The district has worked diligently to meet the demands and increasing needs of our students, staff, and community. The Facilities Department is only one of many that has a hand in this progression.

This year's budget will reflect the introduction to preventative maintenance methods, high demand for immediate services, and the goal to enhance the security measures to protect our students. We have transitioned back to normal cleaning protocols and purchasing and continue to follow safety guidelines as required.

The Capital Improvement Plan will decrease by \$123,984 over the prior year while allowing us to still attend to the demand for more space and special accommodations to meet student needs. With the increased salaries for 2 positions at the middle school, we also re-introduced the Custodial position that was eliminated from ORHS during COVID. Snow removal contracts will increase due to losing our prior vendor.

The CIP for FY23 Totals \$816,016

| | |
|--|-----------|
| AC Floor Tower- Phase 2 at the High School | \$300,000 |
| Art Room Renovation at the High School | \$ 25,000 |
| Parking Lot Upgrade at MOH | \$385,000 |
| Shed Replacement at MOH | \$ 15,000 |
| Shed Replacement at Mast Way | \$ 15,000 |
| Buy Out of Solar Array at Service Building | \$ 18,000 |
| High School Roof repair Phase 1 | \$ 2,016 |
| Mast Way Library Flooring Replacement | \$ 16,000 |
| Gym Floor Refinish – High School | \$ 40,000 |

Respectfully submitted,
Jasmine Daniels
Facilities Director



School Nutrition Annual Report

Our Farm to School program continues into this year, and we are looking for more sources to purchase farm fresh products. I am working with UNH on a grant that, if passed, will give child nutrition programs a reimbursement of \$1 for every \$3 spent on local foods from New Hampshire, and \$1 on every \$5 spent on local foods from other New England states. We continue to buy local beef, fruits, and vegetables, at all schools, and local milk at our high school and middle school.

Last year's free meals helped bring our program back into the black and enabled us to purchase equipment, small-wares and other kitchen items that were long overdue. We are extremely grateful for the support our program received during the last few years and thank parents for enabling their children to eat school meals. Although participation has dropped now that meals are no longer free, the decrease is lower than anticipated going into this school year.

If families believe they might qualify for free or reduced meals it is worth filling out an application to check if their children will qualify. With the passing of a state bill and the generosity of our School Board, students who qualify for reduced meals are getting their meals free this year. Other revenues may be available if a family income is in the free/reduced range. This can be done easily online at <https://family.TitanK12.com>. Parents can also view their child's expenditures and balances, including purchase history, and online payments. Many programs in the district also get funding based on our free and reduced numbers so it may benefit the district in other ways.

We continue to navigate through sourcing difficulties that were a huge problem during the pandemic, however at a much lower level. Food and supplies are becoming more readily available, although costs have risen dramatically in the last two years. We have been able to continue offering a healthy, fresh, child-friendly menu that our students are enjoying. All meals meet or exceed USDA regulations.

Oyster River is blessed with a wonderful team of caring professionals in our school kitchens. Thank you for giving us the opportunity to provide healthy meals to your children.

Respectfully submitted,
Doris Demers
School Nutrition Director

Transportation Annual Report

Transportation closely evaluates operations for safety and efficiency working with the community and bus drivers, considering their feedback when making decisions. It is a continuous balancing act of district/community requests vs district guidelines for route design.

Transportation operates with a Director, a dispatcher, and 30 bus driver positions, 26 of which are filled. There are two trainees working toward their SBC & CDL B license.

As a result of driver shortage, Transportation continues with route consolidations. We are covering limited Athletics pending driver availability. We are covering field trips within our time constraints. We are back to covering Late/Activity Buses from both the MS and HS

Transportation Daily Breakdown:

- 18 “home to school” bus routes 18 “school to home” bus routes
- 3 “home to school” Specialized Transport bus routes
- 5 “school to home” Specialized Transport bus routes
- 8 CTE shuttle buses
- 3 AM PEP bus
- 4 PM PEP buses

The transportation “77 passenger” fleet is diesel operated for improved vehicle performance and reduced fuel costs. We have 5 vans and 2 minibuses operating on Unleaded fuel.

Transportation reduces idle time when possible; to remain conservative and to minimize exposure to harmful exhaust. We continue to research alternate fuel options.

May 2022, two 77 passenger Thomas buses were ordered to replace two 77 passenger International buses. These two buses are due in December 2022. Buses are custom ordered with built in 5-point harnesses, surveillance systems, and webasto heaters. These replacements provide better vehicle performance, decreased fuel costs, vehicle repair costs and reduced vehicle idle time.

NH State Pumps @ UNH cost based on rack pricing (price on day of delivery) starting October of 2022.

Current fuel cost:

- Diesel - \$2.20 per gallon
- Unleaded - \$3.90 per gallon

The ORCSD transportation department's goal is to provide the best transportation service while keeping within the ORCSD operating guidelines. ORCSD bus drivers are professionally trained drivers and are dedicated to providing top-notch transportation for our community. It is never a surprise to see ORCSD bus drivers going above and beyond the call of duty. It's in our DNA.

Respectfully submitted,
Lisa Huppe
Transportation Director

NESDEC/ORCSD/LRPC Enrollment Report Comparisons

ORCSD ~ October 1 vs LRPC Projection

| | Mast Way | Moharimet | Middle School | High School | Total |
|-------------------------|------------|------------|---------------|-------------|-------------|
| ORCSD 10/1 | 328 | 297 | 644 | 846 | 2115 |
| LRPC Projections | 324 | 276 | 628 | 832 | 2060 |

NESDEC vs LRPC Projection K-12

| NESDEC | Year | K-12 | LRPC | Year | K-12 |
|--------|-----------|------|------|-----------|------|
| | 2023-2024 | 2118 | | 2023-2024 | 2047 |
| | 2024-2025 | 2139 | | 2024-2025 | 2015 |
| | 2025-2026 | 2149 | | 2025-2026 | 4988 |
| | 2026-2027 | 2170 | | 2026-2027 | 1978 |
| | 2027-2028 | 2177 | | 2027-2028 | 1981 |

HIGH SCHOOL PROJECTIONS ~ NESDEC vs LRPC

| NESDEC | Year | Projection | LRPC | Year | Projections | Tuition | Total |
|--------|-----------|------------|------|-----------|-------------|---------|-------|
| | 2023-2024 | 853 | | 2023-2024 | 654 | 169 | 823 |
| | 2024-2025 | 854 | | 2024-2025 | 651 | 158 | 809 |
| | 2025-2026 | 842 | | 2025-2026 | 625 | 158 | 783 |
| | 2026-2027 | 843 | | 2026-2027 | 623 | 158 | 781 |
| | 2027-2028 | 805 | | 2027-2028 | 587 | 158 | 745 |

MIDDLE SCHOOL PROJECTIONS ~ NESDEC vs LRPC

| NESDEC | Year | Projection Total | LRPC | Year | Projections Total |
|--------|-----------|------------------|------|-----------|-------------------|
| | 2023-2024 | 616 | | 2023-2024 | 593 |
| | 2024-2025 | 594 | | 2024-2025 | 574 |
| | 2025-2026 | 560 | | 2025-2026 | 542 |
| | 2026-2027 | 560 | | 2026-2027 | 558 |
| | 2027-2028 | 588 | | 2027-2028 | 576 |

ELEMENTARY PROJECTIONS ~ NESDEC vs LRPC

| NESDEC | Year | Projection Total | LRPC | Year | MAST WAY | MOHARIMET | Projections Total |
|--------|-----------|------------------|------|-----------|----------|-----------|-------------------|
| | 2023-2024 | 649 | | 2023-2024 | 341 | 292 | 633 |
| | 2024-2025 | 691 | | 2024-2025 | 346 | 287 | 633 |
| | 2025-2026 | 747 | | 2025-2026 | 364 | 301 | 665 |
| | 2026-2027 | 767 | | 2026-2027 | 351 | 290 | 641 |
| | 2027-2028 | 784 | | 2027-2028 | 362 | 300 | 662 |

Historical & Projected Enrollment

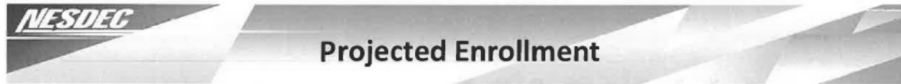


School District: SAU #05, NH

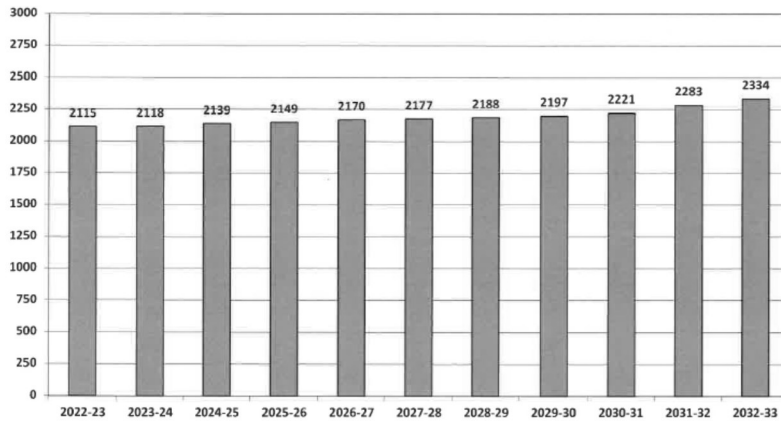
10/20/2022

| Historical Enrollment By Grade | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births* | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2007 | 102 | 2012-13 | 0 | 116 | 129 | 144 | 144 | 158 | 166 | 146 | 168 | 171 | 150 | 179 | 166 | 176 | 0 | 2013 | 2013 |
| 2008 | 92 | 2013-14 | 0 | 99 | 157 | 139 | 152 | 153 | 171 | 175 | 162 | 174 | 184 | 146 | 181 | 165 | 0 | 2058 | 2058 |
| 2009 | 104 | 2014-15 | 0 | 112 | 130 | 152 | 144 | 159 | 162 | 178 | 176 | 163 | 198 | 184 | 146 | 191 | 0 | 2095 | 2095 |
| 2010 | 75 | 2015-16 | 24 | 107 | 133 | 131 | 153 | 143 | 162 | 163 | 176 | 173 | 187 | 197 | 181 | 149 | 0 | 2055 | 2079 |
| 2011 | 78 | 2016-17 | 24 | 116 | 132 | 144 | 141 | 160 | 150 | 167 | 164 | 175 | 210 | 184 | 187 | 185 | 0 | 2115 | 2139 |
| 2012 | 76 | 2017-18 | 32 | 119 | 135 | 140 | 149 | 152 | 169 | 159 | 169 | 163 | 212 | 209 | 179 | 193 | 0 | 2148 | 2180 |
| 2013 | 77 | 2018-19 | 24 | 92 | 138 | 147 | 148 | 156 | 159 | 179 | 161 | 170 | 214 | 206 | 207 | 185 | 0 | 2162 | 2186 |
| 2014 | 70 | 2019-20 | 34 | 120 | 101 | 150 | 149 | 151 | 162 | 159 | 183 | 161 | 210 | 217 | 205 | 205 | 0 | 2173 | 2207 |
| 2015 | 91 | 2020-21 | 0 | 101 | 112 | 106 | 148 | 147 | 152 | 161 | 160 | 185 | 210 | 204 | 218 | 207 | 0 | 2111 | 2111 |
| 2016 | 94 | 2021-22 | 32 | 128 | 104 | 125 | 112 | 145 | 153 | 160 | 159 | 158 | 223 | 211 | 202 | 226 | 0 | 2106 | 2138 |
| 2017 | 86 | 2022-23 | 0 | 127 | 132 | 118 | 126 | 122 | 153 | 166 | 161 | 164 | 207 | 227 | 207 | 205 | 0 | 2115 | 2115 |

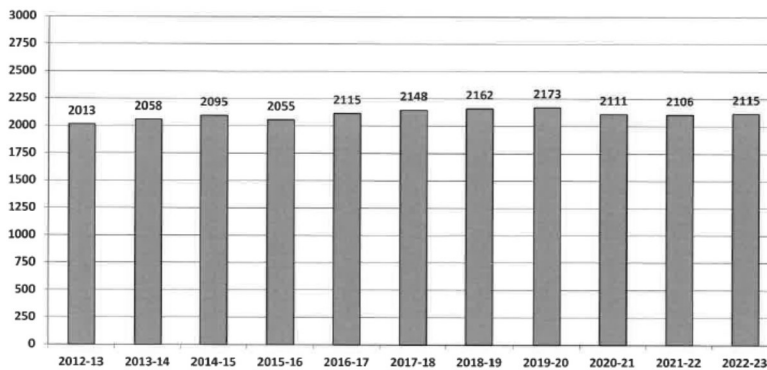
*Birth data provided by Public Health Vital Records Departments in each state.



K-12, School Years 2022-23 to 2032-33



K-12, School Years 2012-13 to 2022-23



OFFICIAL BALLOT
OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
ANNUAL SCHOOL DISTRICT MEETING—SESSION II
MARCH 8, 2022

Susan P. Caswell —School District Clerk

INSTRUCTIONS TO VOTERS:



- 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: (1 year term)
MODERATOR
Vote for One

Michael Williams

_____ (Write in)

ARTICLE 2: (3 year term)
SCHOOL BOARD AT-LARGE
Vote for not more than Two

Giana Gelsey

Denise Day

_____ (Write in)

ARTICLE 2: (1 year term)
SCHOOL BOARD—DURHAM
Vote for not more than One

Thomas Newkirk

_____ (Write in)

Article 3: 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 \$53,211,098. Should this article be defeated, the operating budget shall be \$52,953,910 (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)*

Note:

Fund 10 = \$51,679,884 (regular operating budget); Fund 21 = \$890,214 (expenditures from food service revenues); Fund 22 = \$600,000 (expenditures from federal/special revenues); Fund 23 = \$41,000 (expenditures from pass through funds).

Article 4: Shall the District vote to raise and appropriate the sum of \$125,000 to be added to the Facilities Development, Maintenance, and Replacement Trust which was established in March of 2017. This sum to come from June 30 fund balance available for transfer on July 1. *The School Board recommends this appropriation. (Majority vote required)* No amounts to be raised from taxation.

WARRANT DESCRIPTION BREAKDOWN

Article 3-Operating Budget

The Operating Budget for 2023-24 consists of:

| | | | |
|-----------------------|--------------|---------|--------------|
| Fund 10 General Fund | \$51,679,884 | | |
| Fund 21 Food Service | \$ 890,214 | | |
| Fund 22 Federal Funds | \$ 600,000 | | |
| Fund 23 Pass Through | \$ 41,000 | | |
| Total | \$53,211,098 | Default | \$52,953,910 |

The Fund 10, General Fund, is the budget supported by local property tax as well as local, state, and federal sources of revenue. This budget contains staff salaries and benefits, instructional supplies and equipment, utilities and maintenance costs, debt service as well as legal and professional services costs. The proposed general fund budget for next year has increased by \$763,742 or approximately 1.54%. To bring this down the board intends to use \$550,000 of the Retained Fund Balance Account.

Fund 21, Food Service Budget, supports the school nutrition program in all the schools and is supported primarily by revenues generated by the federal government and program sales.

Fund 22, Federal Projects, covers grant and other revenues that come from federal sources.

Fund 23, Pass Through, covers those funds that are awarded to the District from either the state or from sources other than the federal government or from local donations.

Funds 21,22, and 23 remain the same regardless of the vote. The Default Budget becomes the General Fund budget if and when the proposed operating budget fails to be approved by the voters.

Per state statute, the Default Budget for FY2024 consists of the amount of the appropriations for FY2023(current year), reduced or increased by legal and contractual obligations such as debt service, employee contracts, and other obligations previously incurred and/or mandated by law. It is also reduced by one-time expenditures contained in the operating budget, such as appropriations that originated in special or individual warrant articles.

The estimated tax impact for the Operating Budget is:

- \$1.27 Durham,
- \$. 63 Lee,
- \$. 97 Madbury

Article 4 – Addition to Facilities Development, Maintenance, and Replacement Trust Fund

Article 4 proposes to add \$125,000 of unreserved(unspent)FY2023 appropriated funds to the existing Facilities Development, Maintenance, and Replacement Trust Fund. These funds would be used to purchase the solar array on the new middle school. The best option for savings in energy costs are obtained when this is purchased after 6 years. By saving \$125,000 each year we would have the total needed and avoid the need to budget for the entire amount in one year.

INDEPENDENT AUDITORS' REPORT

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

To the School Board of the Oyster River Cooperative School District

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Oyster River Cooperative School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Oyster River Cooperative School District, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

The District's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we: Exercise professional judgment and maintain professional skepticism throughout the audit. Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements. Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed. Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements. Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, the budgetary comparison for the General Fund, and certain pension and OPEB schedules be presented to supplement the basic financial statements. Such information is the responsibility of management, and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with evidence sufficient to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 4, 2023 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

GOVERNMENTAL FUNDS

BALANCE SHEET

JUNE 30, 2022

| | General Fund | Capital Projects Fund | Nonmajor Governmental Funds | Total Governmental Funds |
|--|---------------------|-----------------------------|-----------------------------------|--------------------------------|
| ASSETS | | | | |
| Cash and short-term investments | \$ 3,394,634 | \$ 5,116,930 | \$331,241 | \$8,842,805 |
| Receivables: | | | | |
| Departmental and other | 19,790 | - | 319,734 | 339,524 |
| Intergovernmental | 1,458,809 | - | 359,118 | 1,817,927 |
| Due from other funds | 1,303,740 | - | | 1,303,740 |
| Prepays | <u>13,761</u> | - | - | <u>13,761</u> |
| TOTAL ASSETS | <u>\$ 6,190,734</u> | <u>\$ 5,116,930</u> | <u>\$ 1,010,093</u> | <u>\$12,317,757</u> |
| LIABILITIES | | | | |
| Accounts payable | \$ 308,011 | - | \$6,223 | \$314,234 |
| Accrued liabilities | 2,175,729 | - | - | 2,175,729 |
| Due to other funds | - | 1,122,203 | 181,537 | 1,303,740 |
| Other liabilities | - | - | <u>44,452</u> | <u>44,452</u> |
| TOTAL LIABILITIES | 2,483,740 | 1,122,203 | 232,212 | 3,838,155 |
| FUND BALANCES | | | | |
| Nonspendable | 13,761 | - | - | 13,761 |
| Restricted | 125,0000 | 3,994,727 | 777,881 | 4,897,608 |
| Committed | 2,343,483 | - | - | 2,343,483 |
| Assigned | 93,860 | - | - | 93,860 |
| Unassigned | <u>1,130,890</u> | | - | <u>1,130,890</u> |
| TOTAL FUND BALANCES | <u>3,706,994</u> | <u>3,994,727</u> | <u>777,881</u> | <u>8,479,602</u> |
| TOTAL LIABILITIES AND FUND BALANCES | <u>\$ 6,190,734</u> | <u>\$ 5,116,930</u> | <u>\$ 1,010,093</u> | <u>\$12,317,757</u> |

The accompanying notes are an integral part of these financial statements.

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2022**

| | General Fund | Capital Projects Fund | Nonmajor Governmental Funds | Total Governmental Funds |
|--|---------------------|-----------------------------|-----------------------------------|--------------------------------|
| Revenues | | | | |
| Property taxes | \$ 43,680,588 | \$ - | \$ - | \$ 43,680,588 |
| Tuition | 3,266,130 | - | - | 3,266,130 |
| Intergovernmental | 816,958 | - | 2,143,072 | 2,960,030 |
| Charges for services | 1,966 | - | 179,979 | 181,945 |
| Investment income (loss) | (159,698) | 11,776 | - | (147,922) |
| Other | 187,572 | - | 462,272 | 649,844 |
| | <u>47,793,516</u> | <u>11,776</u> | <u>2,785,323</u> | <u>50,590,615</u> |
| Total Revenues | | | | |
| Expenditures | | | | |
| Current: | | | | |
| Instruction | 27,469,253 | 1,696,232 | 893,012 | 30,058,497 |
| Other school services: | | | | |
| Student | 4,617,400 | - | 292,636 | 4,910,036 |
| Instructional staff | 861,620 | - | 79,321 | 940,941 |
| General administration | 1,665,982 | - | - | 1,665,982 |
| School administration | 2,028,406 | - | - | 2,028,406 |
| Business | 236,713 | - | 57,939 | 294,652 |
| Operation and maintenance | 4,348,052 | - | 1,010,362 | 5,358,414 |
| Student transportation | 2,344,528 | - | - | 2,344,528 |
| Support service, central, and other | 1,540,826 | - | - | 1,540,826 |
| Debt service: | | | | |
| Principal | 1,285,000 | - | - | 1,285,000 |
| Interest | 1,168,999 | - | - | 1,168,999 |
| Capital outlay | 519,534 | 14,524,939 | - | 15,044,473 |
| | <u>48,086,313</u> | <u>16,221,171</u> | <u>2,333,270</u> | <u>66,640,754</u> |
| Total Expenditures | | | | |
| Excess (deficiency) of Revenues over Expenditures | (292,797) | (16,209,395) | 452,053 | (16,050,139) |
| Other Financing Sources (Uses) | | | | |
| Bond proceeds | - | 22,513,950 | - | 22,513,950 |
| Bond premium | - | 2,333,782 | - | 2,333,782 |
| Issuance of notes | 183,598 | - | - | 183,598 |
| | <u>183,598</u> | <u>24,847,732</u> | <u>-</u> | <u>25,031,330</u> |
| Total Other Financing Sources (Uses) | | | | |
| Change in Fund Balance | (109,199) | 8,638,337 | 452,053 | 8,981,191 |
| Fund Balance, at Beginning of Year | 3,816,193 | (4,643,610) | 325,828 | (501,589) |
| Fund Balance, at End of Year | <u>\$ 3,706,994</u> | <u>\$ 3,994,727</u> | <u>\$ 777,881</u> | <u>\$ 8,479,602</u> |

General Fund Budget Comparison

Summary of 2022-23 Proposed Appropriations Comparison to prior year appropriation

| <u>Department</u> | <u>FY 2022/2023</u> | <u>FY 2023/2024</u> |
|--|---------------------|---------------------|
| Mast Way | 4,359,192 | 4,527,904 |
| Moharimet | 4,321,042 | 4,479,081 |
| Middle School | 8,306,520 | 8,736,426 |
| High School | 10,717,822 | 10,916,259 |
| District Office | 2,908,493 | 1,939,235 |
| Transportation | 2,276,511 | 2,400,675 |
| Technology | 1,578,927 | 1,652,172 |
| Facilities | 5,010,825 | 4,644,270 |
| Special Education | 9,962,440 | 10,156,130 |
| Debt Service | <u>1,474,370</u> | <u>2,227,732</u> |
| | 50,916,142 | 51,679,884 |
| Food Service costs paid by students (Fund 21) | 846,173 | 890,214 |
| Expenditures reimbursed through federal grants (Fund 22) | 600,000 | 600,000 |
| Other activity costs paid by participants (Fund 23) | 41,000 | 41,000 |
| Total | | |
| | Total | |
| | 52,403,315 | 53,211,098 |



| ORCSD FY 24 Budget Summary by Location | | | | | | |
|--|---------------------|---------------------|---------------------|----------------|--------------|----------------|
| | 2021/22 Expended | 2022/23 Approved | 2023/24 Proposed | Difference | % Increase | % of Total |
| Mast Way | 4,280,364 | 4,359,192 | 4,527,904 | 168,712 | 3.87% | 8.76% |
| Moharimet | 3,995,173 | 4,321,042 | 4,479,081 | 158,039 | 3.66% | 8.67% |
| Middle School | 7,804,092 | 8,306,520 | 8,736,426 | 429,906 | 5.18% | 16.90% |
| High School | 10,173,721 | 10,717,822 | 10,916,259 | 198,437 | 1.85% | 21.12% |
| SAU/ADMN | 4,268,674 | 4,382,863 | 4,166,967 | -215,896 | -4.93% | 8.06% |
| Transportation | 2,201,945 | 2,276,511 | 2,400,675 | 124,164 | 5.45% | 4.65% |
| Technology | 1,471,030 | 1,578,927 | 1,652,172 | 73,245 | 4.64% | 3.20% |
| Facilities | 4,536,839 | 5,010,825 | 4,644,270 | -366,555 | -7.32% | 8.99% |
| Special Ed | <u>9,382,407</u> | <u>9,962,440</u> | <u>10,156,130</u> | <u>193,690</u> | 1.94% | 19.65% |
| TOTAL | 48,114,245 | 50,916,142 | 51,679,884 | 763,742 | 1.50% | 100.00% |

The accompanying notes are an integral part of these financial statements.

Tax Rate Impacts & Apportionment

| | Present Budget Year | Proposed Budget | | State Grant |
|-------------------------|----------------------|----------------------|----------------|--------------|
| <u>Apportionment</u> | FY2023/Tax rate 2022 | FY2024/Tax rate 2023 | | Change |
| Durham | 54.0882% | 54.3861% | | |
| apportioned | \$ 24,502,040 | \$ 25,412,930 | | |
| less state grant | \$ 2,098,692 | \$ 1,476,724 | | \$ (621,968) |
| less state tax | \$ 1,796,982 | \$ 2,431,391 | | |
| less kindergarten aid | \$ | \$ | | |
| Less impact aid | \$ | | | |
| net to apportion | \$ 20,606,366 | \$ 21,504,815 | | |
| Lee | 30.7527% | 30.5890% | | |
| apportioned | \$ 13,931,022 | \$ 14,293,287 | | |
| less state grant | \$ 2,845,685 | \$ 2,747,731 | | \$ (97,954) |
| less state tax | \$ 798,404 | \$ 1,078,084 | | |
| Less kindergarten aid | \$ | \$ | | |
| net to apportion | \$ 10,286,933 | \$ 10,467,472 | | |
| Madbury | 15.1591% | 15.0250% | | |
| apportioned | \$ 6,867,096 | \$ 7,020,714 | | |
| less state grant | \$ 1,226,289 | \$ 1,098,893 | | \$ (127,396) |
| less state tax | \$ 354,071 | \$ 505,687 | | |
| Less kindergarten aid | \$ | \$ | | |
| net to apportion | \$ 5,286,736 | \$ 5,416,134 | | |
| Tax Rate Impact: | | | | |
| | Current Budget | Proposed Budget | | |
| Durham | | | | |
| net assessed value | \$ 1,244,023,342 | \$ 1,244,023,342 | Impact Revised | |
| LOCAL property tax rate | \$ 16.56 | \$ 17.29 | \$ 1.27 | 7.02% |
| STATE school rate | \$ 1.53 | \$ 2.07 | | |
| Lee | | | | |
| net assessed value | \$ 736,219,980 | \$ 736,219,980 | | |
| LOCAL property tax rate | \$ 13.97 | \$ 14.22 | \$ 0.63 | 4.20% |
| STATE school rate | \$ 1.11 | \$ 1.50 | | |
| Madbury | | | | |
| net assessed value | \$ 305,534,300 | \$ 305,534,300 | | |
| LOCAL property tax rate | \$ 17.30 | \$ 17.73 | \$ 0.97 | 5.21% |
| STATE school rate | \$ 1.27 | \$ 1.81 | | |
| House Valued at | | | | |
| | FY2023-Current | FY2024-Proposed | | Tax Impact |
| | | | | Proposed |
| Durham | | | | |
| \$300,000 | \$5,427 | \$5,808 | | \$381 |
| \$600,000 | \$10,854 | \$11,616 | | \$762 |
| Lee | | | | |
| \$300,000 | \$4,524 | \$4,714 | | \$190 |
| \$600,000 | \$9,048 | \$9,428 | | \$380 |
| Madbury | | | | |
| \$300,000 | \$5,571 | \$5,861 | | \$290 |
| \$600,000 | \$11,142 | \$11,723 | | \$581 |

The total proposed general fund operating budget for 2023-24 is an increase of \$763,742 or 1.54% impact over the current 2023 general fund operating budget. The major factors in this increase are listed below.

FY 2024 BUDGET FOR GENERAL FUND
Major Drivers

| | |
|---|-----------|
| 3% Increase in Health Insurance | \$180,000 |
| Collective Bargaining Contracts | \$813,497 |
| Non-Union Salaries | \$272,472 |
| Other Retirement, Tax and Benefits | \$ 78,431 |
| Capital Account: Adjusted to meet Board Budget Goal | |

Revenue Breakdown:

| | MS24 | FY24 Projected | Difference |
|----------------------------|-------------|-----------------------|-------------------|
| <u>Fund Balance</u> | 1,153,499 | 500,000 | (653,499) |
| Tuition | 3,250,000 | 3,460,000 | 210,000 |
| Transportation Fees | | | |
| Interest | 8,000 | 10,000 | 2,000 |
| Food Service | 824,050 | 890,214 | 66,164 |
| Other | 30,000 | 30,000 | |
| Building Aid | 523,742 | | (523,742) |
| <u>EFA-One Time</u> | 6,627 | | (6,627) |
| Special Education Aid | 296,705 | 300,000 | 3,295 |
| Vocational Aid | 3,000 | 3,000 | |
| Grants | 641,000 | 641,000 | |
| Medicaid | 100,000 | 100,000 | |
| Retirement Refund | 266,534 | | (266,534) |
| Expend Trust | | | |
| Retained Fund Balance | | 550,000 | |
| | 7,103,157 | 6,484,214 | (618,943) |

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

2023-2024 SCHOOL CALENDAR

School Board Approved – December 21, 2022

Deliberative Session: February 6, 2024*

Voting Day: March 12, 2024

*Subject to Change

| AUGUST/ SEPTEMBER 2023 | | | | |
|---------------------------|----|----|----|----|
| M | T | W | Th | F |
| TW | TW | ▲ | 31 | X |
| X | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

S(21)
T(23)

| OCTOBER 2023 | | | | |
|--------------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | TW |
| X | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

S(20)
T(21)

| NOVEMBER 2023 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | TW | 8 | 9 | X |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | X | X | X |
| 27 | 28 | 29 | 30 | |

S(17)
T(18)

| DECEMBER 2023 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | ER |
| X | X | X | X | X |

S(16)
T(16)

| JANUARY 2024 | | | | |
|--------------|----|----|----|-----|
| M | T | W | Th | F |
| X | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| X | 16 | 17 | 18 | *19 |
| TW | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

S(20)
T(21)

8/28, 8/29..... Teacher Workshop Days
 8/30 1st Day for All Students
 8/31..... 1st Day Preschool
 9/1 – 9/4..... Labor Day Observance
 10/6..... Teacher Workshop
 10/9..... Indigenous Peoples' Day

11/7 Teacher Workshop -
 (Parent/Teacher Conference Gr K-8)
 (Due to Election)

11/10..... Veterans' Day Observed
 11/22 - 11/24... Thanksgiving Break

12/22/23..... Early Release
 12/25 - 1/1..... Winter Break

1/15..... Martin Luther King Day
 1/22 Teacher Workshop

2/13 Teacher Workshop (Due to
 Presidential Primary) Tentative
 2/26 - 3/1..... February Break

4/22 – 4/26..... April Break

5/24 Teacher Workshop
 5/27..... Memorial Day

TBD..... ORHS Graduation
 6/21..... With 5 Built In - Snow Days

▲ First Day of School for Students

▲ Last Day of School - Early Release
(unless more than 5 make-up days are required)

TW Teacher District Workshop Days
(no school for students)

X School Closed – Holiday/Vacation

* End of Semester One

SD Snow Days (5 Built in)

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.

| FEBRUARY 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | TW | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| X | X | X | X | |

S(16)
T(17)

| MARCH 2024 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| | | | | X |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

S(20)
T(20)

| APRIL 2024 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| X | X | X | X | X |
| 29 | 30 | | | |

S(17)
T(17)

| MAY 2024 | | | | |
|----------|----|----|----|----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | TW |
| X | 28 | 29 | 30 | 31 |

S(21)
T(22)

| JUNE 2024 | | | | |
|-----------|----|----|----|------|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| SD | SD | SD | SD | SD/▲ |

S(10)
T(10)

November 7, 2023 – General Election

178 Student Days

185 Teacher Days

SECTION II ~ Annual Report Card 2022

RESULTS OF 2022 ANNUAL MEETING

| Warrant Articles | Description | Count | | | Status |
|-----------------------------|---------------------------------------|--------------|------------|-----------|---------------|
| Article 1 | Moderator | | | | |
| | Richard Laughton | 2,530 | | | Elected |
| | Write-ins | 10 | | | |
| Article 2 | School Board At-Large (3 Year) | | | | |
| | Matthew Bacon | 1,343 | | | Elected |
| | Marie Therese D'Agostino | 449 | | | |
| | Giana Gelsey | 985 | | | |
| | Debra Harmon | 893 | | | |
| | Heather Smith | 1,268 | | | Elected |
| | Write-ins | 25 | | | |
| | | | Yes | No | Vote |
| Article 3 | Operating Budget | 2,205 | 689 | | Passed |
| Article 4 | ORESPA Negotiated Agreement | 2,501 | 537 | | Passed |
| Article 5 | ORPaSS Negotiated Agreement | 2,481 | 559 | | Passed |
| Article 6 | Facilities Trust Fund | 2,509 | 508 | | Passed |

Your opinion matters to us.

If you have any questions or comments after reviewing this report, please do not hesitate to contact Wendy DiFruscio wdifruscio@orcsd.org or by calling 603-389-3286

High School SAT Scores

| Year | Reading & Writing | | | Math | | |
|------|-------------------|-----|----------|------|-----|----------|
| | ORHS | NH | National | ORHS | NH | National |
| 2021 | 577 | 531 | 528 | 566 | 514 | 523 |
| 2020 | 577 | 528 | 523 | 567 | 512 | 508 |
| 2019 | 580 | 508 | 479 | 564 | 516 | 489 |
| 2018 | 573 | 535 | 536 | 578 | 528 | 531 |
| 2017 | 582 | 524 | 538 | 588 | 511 | 533 |

| Year | Verbal (Reading) Mean Score | | | Math Mean Score | | | Writing Mean Score | | |
|------|--------------------------------|-----|----------|--------------------|-----|----------|-----------------------|-----|----------|
| | ORHS | NH | National | ORHS | NH | National | ORHS | NH | National |
| 2016 | 546 | 527 | 494 | 551 | 531 | 508 | 537 | 510 | 482 |
| 2015 | 551 | 525 | 495 | 564 | 530 | 511 | 537 | 511 | 484 |

Source: ORHS Counseling

Special Education Statistics

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

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------------------------|------|------|------|------|------|------|------|------|------|------|------|
| In-District | | | | | | | | | | | |
| Elementary | 92 | 80 | 90 | 81 | 88 | 86 | 96 | 115 | 71 | 65 | 67 |
| Middle School | 122 | 121 | 117 | 121 | 104 | 105 | 100 | 107 | 108 | 109 | 125 |
| High School | 119 | 115 | 116 | 113 | 121 | 120 | 85 | 90 | 90 | 106 | 110 |
| Out-of-District | | | | | | | | | | | |
| Ages 3-5 | 16 | 20 | 16 | 11 | 17 | 17 | 24 | 0 | 17 | 21 | 20 |
| Ages 6-21 | 5 | 6 | 5 | 4 | 8 | 5 | 3 | 4 | 5 | 8 | 8 |
| Totals | 354 | 342 | 344 | 330 | 338 | 333 | 308 | 316 | 291 | 309 | 330 |

Source: ORCSD SpEd Dept. 10/01/22

Student to Teacher Ratio

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

| | 18/19 | | 19/20 | | 20/21 | | 21/22 | |
|--------------|----------|-------|----------|-------|----------|-------|----------|-------|
| | District | State | District | State | District | State | District | State |
| Oyster River | 12 | 12.1 | 12 | 11.9 | 11.8 | 11.3 | 11.7 | 11.5 |

Source: NH Dept. of Education, 2/15/22

Teacher Experience

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

| | 18/19 | 19/20 | 20/21 | 21/22 |
|-----------|-------|-------|-------|-------|
| Mast Way | 24 | 26 | 25 | 23 |
| Moharimet | 30 | 30 | 30 | 21 |
| Middle | 42 | 42 | 44 | 38 |
| High | 45 | 54 | 55 | 50 |

Source: School District Office, 11/1/22

Average Teacher Salary

| | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | | 21/22 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| Oyster River | \$71,810 | \$57,522 | \$70,514 | \$53,984 | \$73,778 | \$59,198 | \$75,202 | \$59,624 | \$76,645 | \$61,849 | \$76,257 | \$62,695 |

Source: NH Dept. of Education, 3/15/22

Limited English Proficiency

Students eligible for receiving English language assistance.

| 14-15 | | 15/16 | | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | | 21/22 | |
|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| District | State | District | State | District | State | District | State | District | State | District | State | District | State | District | State |
| 41 | 4147 | 40 | 4128 | 38 | 4272 | 44 | 4961 | 47 | 4640 | 47 | 4626 | 43 | 5436 | 32 | 4787 |

Source: NH Dept. of Education, 2/16/22

Official Enrollment Counts

Fall enrollment data is collected yearly on October 1.

| Level | 11-12 | 12-13 | 13-14 | 14-15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Kindergarten | 105 | 116 | 99 | 113 | 107 | 116 | 119 | 92 | 120 | 101 | 128 |
| Elementary | 605 | 577 | 600 | 587 | 560 | 577 | 576 | 589 | 551 | 513 | 486 |
| Middle | 611 | 651 | 678 | 679 | 673 | 656 | 659 | 667 | 665 | 658 | 629 |
| High School | <u>673</u> | <u>672</u> | <u>673</u> | <u>719</u> | <u>714</u> | <u>764</u> | <u>793</u> | <u>809</u> | <u>832</u> | <u>835</u> | <u>858</u> |
| Totals | 1,994 | 2,016 | 2,050 | 2,098 | 2,054 | 2,113 | 2,147 | 2,157 | 2,168 | 2,132 | 2,130 |

Source: NH Dept. Of Education, 11/15/22

2022-2023 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> | |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|--------------|-------|
| Mast Way | 72 | 65 | 60 | 64 | 67 | X | X | X | X | X | X | X | X | 328 | |
| Moharimet | 55 | 67 | 58 | 62 | 55 | X | X | X | X | X | X | X | X | 297 | |
| Middle | X | X | X | X | X | 153 | 166 | 161 | 164 | X | X | X | X | 644 | |
| High | X | X | X | X | X | X | X | X | X | 207 | 227 | 207 | 205 | 846 | |
| Totals | | 127 | 132 | 118 | 126 | 122 | 153 | 166 | 161 | 164 | 207 | 227 | 207 | 205 | 2,115 |

Source: ORCSD October 1 Fall Enrollment Report.

Average Class Size

| | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | | 21/22 | |
|-----------------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| Gr 1&2 Mast Way | 20.2 | 17.4 | 21.1 | 16.1 | 20.8 | 17.4 | 20.0 | 17.2 | 16.3 | 16.2 | 17.6 | 16.2 |
| Moharimet | 21.0 | 17.4 | 21.2 | 16.1 | 20.8 | 17.4 | 18.5 | 17.2 | 17.3 | 16.2 | 17.6 | 16.2 |
| Gr 3&4 Mast Way | 21.5 | 19.2 | 19.1 | 17.5 | 21.1 | 18.8 | 21.1 | 18.7 | 17.7 | 17.2 | 19.8 | 17.5 |
| Moharimet | 21.5 | 19.2 | 20.9 | 17.5 | 21.1 | 18.8 | 18.7 | 18.7 | 19.4 | 17.2 | 19.8 | 17.5 |
| Middle School | 0 | 19.4 | 0 | 16.1 | 0 | 19.6 | 0 | 18.7 | 0 | 17.1 | 0 | 17.0 |

Source: NH Dept. of Education, 2/1/22

Student Attendance Rate

Percentage defined as actual attendance divided membership.

| | 15/16 | | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | |
|---------------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| Kindergarten | 96.3 | 94.5 | 96.2 | 94.5 | 96.2 | 94.2 | 95.6 | 94.2 | 97.7 | 95.4 | 98.1 | 93.3 |
| Elementary | 96.4 | 95.7 | 96.3 | 95.4 | 96.3 | 95.3 | 96.0 | 95.1 | 97.5 | 96.1 | 98.1 | 94.5 |
| Middle School | 96.1 | 95.1 | 95.7 | 94.8 | 96.3 | 94.7 | 96.2 | 94.3 | 97.2 | 94.9 | 97.8 | 93.0 |
| High School | 95.5 | 93.5 | 95 | 93.7 | 95 | 93.2 | 95.7 | 92.9 | 97.1 | 94.0 | 94.9 | 91.3 |

Source: NH Dept. of Education, 1/18/22

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.

| | 16/17 | | 17/18 | | 18/19 | | 19/20 | | 20/21 | | 21/22 | |
|------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|
| | District | State | District | State | District | State | District | State | District | State | District | State |
| K-4 | 17,068 | 15,397 | 18,421 | 15,981 | 17,996 | 16,520 | 18,390 | 17,188 | 21,573 | 19,332 | 20,831 | 20,060 |
| 5-8 | 17,609 | 14,740 | 17,055 | 15,021 | 17,409 | 15,490 | 18,167 | 15,938 | 19,393 | 17,263 | 20,613 | 18,529 |
| 9-12 | 17,776 | 15,310 | 18,704 | 16,215 | 18,240 | 16,600 | 18,130 | 16,776 | 19,547 | 17,758 | 20,235 | 18,870 |

Source: NH Dept. of Education 12/28/22

High School Completers

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

| | <u>16/17</u> | | <u>17/18</u> | | <u>18/19</u> | | <u>19/20</u> | | <u>20/21</u> | |
|--------------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> |
| Entering 4 yr. college | 73.6 | 50 | 68.5 | 52.3 | 72.6 | 50.80 | 70.7 | 51.8 | 69.2 | 49.4 |
| Entering less than 4 yr. | 17.4 | 22 | 19 | 20.2 | 13.6 | 20.20 | 10.1 | 16.4 | 14.4 | 16 |
| Returning to post second | 0.0 | 0.3 | 0 | 0.3 | 0 | .29 | 0 | .2 | 0.0 | 0.3 |
| Employed | 7.9 | 17.5 | 10.9 | 17.8 | 11.4 | 17.90 | 12.6 | 18.3 | 12.4 | 20.9 |
| Armed Forces | 1.1 | 3.1 | 1.6 | 3.3 | 2.1 | 2.90 | 1.5 | 2.7 | 2.0 | 2.3 |
| Unemployed | 0.0 | 1.1 | 0 | 1.0 | 0 | .95 | 0 | 1.0 | 0.5 | 1.5 |
| Unknown | 0.0 | 6.0 | 0 | 5.4 | 0 | 6.81 | 5.1 | 9.7 | 1.5 | 9.6 |

Source: NH Dept. of Education 12/17/21

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>14/15</u> | | <u>15/16</u> | | <u>16/17</u> | | <u>17/18</u> | | <u>18/19</u> | | <u>19/20</u> | | <u>20/21</u> | |
|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> |
| Oyster River | 3 | 605 | 2 | 646 | 0 | 638 | 1 | 593 | 1 | 572 | 0 | 523 | 1 | 734 |

Source: NH Dept. of Education, 12/16/21

Teacher Educational Attainment

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

| Degree | <u>15/16</u> | | <u>16/17</u> | | <u>17/18</u> | | <u>18/19</u> | | <u>20/21</u> | | <u>21/22</u> | |
|------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> |
| % Bachelor's | 30 | 40 | 28.6 | 39 | 26 | 38.9 | 25.5 | 38.1 | 22.7 | 35.9 | 19.0 | 35.4 |
| % Masters | 68.8 | 58.8 | 71.4 | 59.4 | 74 | 58.9 | 66.7 | 59.6 | 67.8 | 61.2 | 79.8 | 61.5 |
| % Beyond Masters | 1.2 | 1.2 | 0 | 1.2 | 0 | 1.8 | 7.8 | 1.9 | 9.5 | 2.2 | 1.1 | 2.4 |

Source: NH Dept. of Education, 12/16/21

Free/Reduced Lunch Eligibility

Eligibility for this program is based on federal income level.

| | <u>12/13</u> | <u>13/14</u> | <u>14/15</u> | <u>15/16</u> | <u>16/17</u> | <u>17/18</u> | <u>18/19</u> | <u>19/20</u> | <u>20/21</u> | <u>21/22</u> |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Oyster River | 141 | 169 | 163 | 128 | 118 | 129 | 138 | 112 | 158 | 117 |

Source: NH Dept. of Education, 11/24/21

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>13/14</u> | <u>14/15</u> | <u>15/16</u> | <u>16/17</u> | <u>17/18</u> | <u>18/19</u> | <u>19/20</u> | <u>20/21</u> | <u>21/22</u> |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| High School students | 13 | 9 | 10 | 14 | 33 | 36 | 53 | 57 | 69 |

Source: High School Guidance Dept.

2022—2023

Distinguished Service Award Recipient

This year's Distinguished Service Award goes to Paul Bamford:

Paul Bamford exemplifies the word "service". His contributions to not only the Oyster River community, but the entire seacoast area itself have been amazing. Paul's love for Oyster River started back in his days as a student-athlete here. A 1971 graduate of ORHS, Paul was a standout soccer and basketball player. Since that time, Paul has given countless hours of his life giving back to sports as an ORHS as a coach. He has coached basketball for many years here in the past and is currently the school's golf coach. Some of the very most important lessons that Paul emphasizes with our student-athletes is to give back and to strive to make a difference in someone else's life. His teams have always set the standard for others in terms of community service and fundraising for worthy causes. An example of this is the charity golf event that Paul puts on every year, in which all proceeds go to Cancer research. His team is always actively participating in the event.

In the spring of 2021, the Athletic Director approached Paul about looking at ways to fundraise for a press box for the High School Turf Field. Paul jumped right in to help and has been working on it ever since. He has created a committee and is working with coaches and other alumni to make it happen. In the Fall of 2021, Paul organized an ORHS Soccer Weekend that brought alumni from a wide range of graduation years back to campus for a celebration. All proceeds from the weekend were to go towards the press box fund.

The following are some thoughts people have about Paul:

Former ORHS Boys Varsity Basketball Coach Lorne Lucas:

"I was fortunate to have Paul Bamford volunteer to assist the boys' basketball team. Paul immediately made an impact with the team and coaching staff on the floor and off. He got to know each player and member of the coaching staff and would check in with all of us everyday. I can easily say that my life and all that are fortunate to have met him are better due to knowing Paul Bamford".

Jack Edwards, Boston Bruins Play by Play Announcer and ORHS Alum:

"From his "lighthouse" vantage point, standing taller than most of the world, Paul Bamford has had a good view of the rising tide that raises all boats. I first met Bamf when I was an anxious 13-year-old. My parents had just gotten divorced, and I found solace in sports. The biggest sport was the Oyster River High School Soccer team, which drew several hundred fans to each home game -- even on rainy weekdays. I got a job as a ball-boy on the sideline nearer to the school, and I would run myself ragged to stay with the play, enabling my heroes to inbound another ball as soon as the one in play went out. At the end of every victory (that team was literally perfect), I would rush onto the pitch (we called it a "field" back then) and hold my palms together: that was the precursor to the high five. We called it "gimme some skin." Bamf would smile at me just like I was his teammate and bring his one massive hand down across my two. He, at 6'7", could have looked right over me and joined his real teammates as they gathered in the sweaty celebration of another win. But he made a point of including me... and every kid who approached him. That made us all feel really special. He has not changed. He made his living as an insurance executive. Think about that. Protecting people and planning for their futures. He has raised funds for many causes, coached in several sports at all kinds of levels, and has helped many more people than the public knows about.

If you ask him to take credit for something, he'll deflect the conversation. He'll end up telling you of how incompetent he was in Junior High Shop class and you will laugh so hard at his self-deprecation that tears will come to your eyes. He is a beacon on a stormy, rocky coast. We all should follow his illuminating path".

Suzanne Filippone, Assistant Superintendent at ORCSD

"Paul inspires me every time I speak with him. He brings positive energy and love to everything and everyone he meets. I can't thank Paul enough for all he has given and continues to give to our students and community".

Jen Goldberg, ORHS Parent

"He did reach out to me when my older son passed away in 2017, having gone through his own terrible ordeal. I will just say, that is the kind of person he is -- you don't even have to know him and he's there for you".

It is our pleasure to honor Paul with the Distinguished Service Award.