Report For The

Oyster River Cooperative School District

Subject:

Assessment of Enrollment and an

Educational Facility Capacity

PreK-12

Prepared by:
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October, 2012

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I. Introduction

Purpose of Study

NHSAA is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in NH, to offer high quality services to its members, and to support and promote public education in New Hampshire. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public school districts in NH. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Oyster River Cooperative School District (ORCSD) contracted with the New Hampshire School Administrators Association to complete a demographic analysis and an assessment of educational capacity needs for the Oyster River Cooperative Schools. This report represents the final product of our work.

Scope of Work and Timeline

Scope of Work

NHSAA agreed to complete the study as defined and to submit fifteen (15) copies of the final report to the School Board through Superintendent Dr. James Morse on or before October 31, 2012.

As part of our work, we analyzed the demographic analysis completed in October, assessed the district's general educational needs and the educational condition of the Oyster River Cooperative Schools which currently house grades PreK-12.

Timeline

The study as defined began in August, 2012, progressed with tours of the schools throughout the fall and concluded with the final analysis in October 2012, after receiving staff ideas and perceptions regarding present and future school needs. Specific process dates and tasks are identified in later sections of this report. The final report was submitted to the Superintendent of Schools on October 31, 2012, and a public meeting was scheduled with the school board.

II. Consultants' Backgrounds

A. Lead Project Investigator and Contact: Dr. Mark V. Joyce

Education and Professional Experience:

Dr. Joyce earned his BA from Niagara University, along with a teaching certification and a Masters in Education specializing in Educational Administration from the University of New Hampshire. In 1986, Mark earned his Doctorate in Education (with highest distinction) from Boston College with a specialization in leadership, curriculum and instruction.

Mark has been a teacher of students in grades 7-12 and teaches at the graduate school level at Plymouth State University and the University of New Hampshire. In addition, he has served as a secondary and elementary school principal and an assistant superintendent of schools in New Hampshire. Mark has also served as a superintendent of schools in both New Hampshire and Maine. Dr. Joyce is currently the Executive Director of the New Hampshire School Administrators Association, a consultant to school districts and businesses throughout New England, a member of various statewide boards and served as a national representative of the Association of State Executives. Mark is a resident of Epping, New Hampshire.

B. Associate Project Investigator: Mr. Keith Burke

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Keith received his Bachelor of Science degree from Norwich University and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Educational Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in state-wide and Cooperative educational leadership initiatives and organizations. Keith is a resident of Hancock, New Hampshire.

In addition to their extensive educational experience, the consultants have been directly involved in completing over 55 major construction projects totaling over five hundred million dollars ($500,000,000) in construction costs. Furthermore, over the last thirteen years, NHSAA has completed more than sixty (60) different demographic or educational facility studies for New Hampshire school districts.

The contents of this report represent the best professional judgment of the consultants, not necessarily the ideas of NHSAA or its members. Any questions about the report should be directed to Dr. Joyce. He can be contacted by calling the NHSAA office at 603-225-3230, faxing to 603-225-3225, (or e-mailing to mark@nhsaa.org). The NHSAA office is located at 46 Donovan Street, Suite 3, Concord, NH 03301.

III. Overview of the Oyster River Cooperative School District

The Oyster River Community

The Oyster River School District is composed of a three town cooperative including the rural-suburban communities of: Durham, Lee, and Madbury, NH, located in the southeastern portion of Strafford County.

Durham

The Town of Durham, incorporated in 1732, is attractive, diverse and the home of the state land grant University of New Hampshire, located on southern edge of Strafford County, New Hampshire. The community is bordered by: Lee, Madbury, and Newmarket, NH, and portions of the Great Bay of NH. The community is within an hour and half drive of Boston, MA (64 miles) and 37 miles to Manchester, NH. The community is located along NH Routes 4, 155, 152 and 108 and within 8 miles of US Interstate 95.

The town's 2010 population was estimated to be 14,638 by the US Census Bureau; growing by 1,954 people (15.4%) since 2000. This growing community offers an atmosphere marked by beautiful homes, small commercial areas, attractive neighborhoods, convenient access to various activities offered by the university and the conveniently located K-12 educational facilities. The area's geographic location offers easy access to both NH and interstate commuter routes and direct access to larger cities and service centers. These unique characteristics mark the community of Durham as a desirable location to live, raise a family and work or commute to work.

The town's 2010 population included a fairly even mixture of ages with the largest age group of 5,799 between ages five to nineteen (45.7% that is no doubt influenced by the large number of resident students 18-19 years of age attending the University), about 2,159 within the 35-54 age group (25%), and 937 age sixty-five or older (7.38%). According to the 2010 US Census Bureau, median age was an artificially low 20.7 years of age.

The Town of Durham's 2010 property tax rate was $27.28 with 2010 Equalization ratio of 100.0 and 2010 Full Value Tax Rate (per 1000 of value) of $27.27. The total Percent of Assessed Value by Property Type was: Residential Land and Buildings (87.0%), Commercial Land and Buildings (11.5%), and Public Utilities, Current Use, and Other (1.5%). The 2010 median household income was $59,972.

Lee

The Town of Lee, incorporated in 1766, is an attractive rural and suburban community that includes some of the land from the state land grant University of New Hampshire, located on the southern edge of Strafford County, New Hampshire. The community is bordered by: Epping, Barrington, Durham and Madbury, NH. The community is within an hour and half drive of Boston, MA (67 miles) and 30 miles to Manchester, NH. The community is located along NH Routes 4, 125, 155, 152 and within 15 miles of US Interstate 95.

The town's 2010 population was estimated to be 4,330 by the US Census Bureau; growing by 161 people (3.86%) since 2000. This slow growing community offers an atmosphere marked by beautiful farms, small commercial areas, attractive neighborhoods, convenient access to various activities offered by the university and the conveniently located K-12 educational facilities. The area's geographic location offers easy access to both NH and interstate commuter routes and direct access to larger cities and service centers. These unique characteristics mark the community of Lee as a desirable location to live, raise a family and work or commute to work.

The town's 2010 population included a fairly even mixture of ages with the largest age group of 1,483 between ages 35 and 54 (34.2%) about 1,056 within the birth to age 19 group (24.3%), and 538 age sixty-five or older (12.4%). According to the 2010 US Census Bureau, median age was 44 years of age.

The Town of Lee's 2010 property tax rate was $25.42 with 2010 Equalization ratio of 122.2 and 2010 Full Value Tax Rate (per 1000 of value) of $30.33. The total Percent of Assessed Value by Property Type was: Residential Land and Buildings (87.5%), Commercial Land and Buildings (11.4%), and Public Utilities, Current Use, and Other (1.1%). The 2010 median household income was $70,024.

Madbury

The Town of Madbury, incorporated in 1755, is an attractive rural and suburban community, located in southern Strafford County, New Hampshire. The community is bordered by: Lee, Barrington, Durham and Dover, NH. The community is within an hour and half drive of Boston, MA (67 miles) and 36 miles to Manchester, NH. The community is located along NH Routes 9, 108, 155, and within 12 miles of US Interstate 95.

The town's 2010 population was estimated to be 1,771 by the US Census Bureau; growing by 260 people (17.2%) since 2000. This growing community offers an atmosphere marked by beautiful farms, limited commercial areas, attractive neighborhoods, convenient access to various activities offered by the nearby university and the conveniently located K-12 educational facilities. The area's geographic location offers easy access to both NH and interstate commuter routes and direct access to larger cities and service centers. These unique characteristics mark the community of Madbury as a desirable location to live, raise a family and work or commute to work.

The town's 2010 population included a fairly even mixture of ages with the largest age group of 633 between ages 35 and 54 (35.7%) about 589 within the birth to age 19 group (33.2%), and 104 age sixty-five or older (5.8%). According to the 2010 US Census Bureau, median age was 34.6 years of age.

The Town of Madbury's 2010 property tax rate was $23.99 with 2010 Equalization ratio of 105 and 2010 Full Value Tax Rate (per 1000 of value) of $25.56. The total Percent of Assessed Value by Property Type was: Residential Land and Buildings (90.1%), Commercial Land and Buildings (4.7%), and Public Utilities, Current Use, and Other (5.3%). The 2010 median household income was $84,286.

The Oyster River School District

The Oyster River School District is a multi-town district encompassing the Towns of Durham, Lee and Madbury, NH. The system maintains four school divisions located within the communities to service the PreK-12 population of students.

The Oyster River School District is governed by a seven member school board, which operates under New Hampshire's statutes. The district's legislative body is the school district meeting of the Oyster River Cooperative School District.

The Superintendent of Schools Office (NH School Administrative Unit #05) provides the system administrative and leadership services for the School District. These services include a full range of leadership and administrative services including acting as the school district's executive officer, business operations and providing all central system leadership.

History of School Facility Studies

The consultants were presented with a variety of data about the school district from the Superintendent's Office, from the principals within the Oyster River Cooperative School District and from interviews with district administrators and employees. In addition, extensive materials were shared that were developed by the Oyster River Cooperative School District. These materials included floor plans, a program of study, demographic data, and descriptions of past and current uses. In addition, we verified some of our information with the comprehensive study completed by Davis Goudreau Architects in December of 2011.

It is in the context of the above materials that this study was commissioned with the goal of detailing the future grades PreK-12 educational program and facility needs for the Oyster River Cooperative School District.

IV. Process and Timeline

Process/Steps completed

As part of our investigation the investigators accomplished the following major activities.

1. ***Demographic Trend Analysis:*** Analyzed and interpreted enrollment projections that included a review of ten (10) years of history for grades K-12 and projections for the next ten (10) years of student population for grades K-12. The data used for historical purposes are the official counts reported to the New Hampshire Department of Education as of October 1 of each year.

   As part of our analysis, we investigated local conditions with the town and school agents, and analyzed the data in comparison to historic data

including: births, building permits, census information, employment patterns, overall population trends, regional trends, migration trends, the potential impacts of immigration and more. Results were reviewed and shared with town officials designated by the district.

2. ***Review documents:***
   - Reviewed and analyzed local planning documents, state requirements and local educational materials that define policy and programs.

3. ***Programs and Use Analysis:***
   - Toured Oyster River Cooperative Schools when students were in session.
   - Conducted a complete review of written information including reports, prior studies and other significant artifacts.
   - Conducted interviews with administrators, teachers, and staff as necessary, and provided opportunities for informal input.
   - Created a detailed study of the current educational program expectations and requirements of Oyster River Cooperative School District, and analyzed how students are scheduled into the identified programs for grades PreK-12 in the Oyster River Cooperative School District.

4. ***Building/Room Utilization Analysis:***
   - Completed building/room utilization analysis for grades PreK-12 by creating a profile of how existing space (buildings and land) are utilized in all of the district's schools and assessed educational efficiency with suggestions for improvement in the use of current facilities.

5. ***Created Formal Report***
   - Surveyed the Oyster River Cooperative School District's staff members and the school principals to collect feedback and ideas about the educational programs and future facility needs.
   - Compiled information gained and presented findings to the Oyster River Cooperative School Board for review and use as a planning tool.

6. ***Future Space Needs and Utilization:***

* Following steps 1-5, we:
   - Developed a list of the number and type of rooms or spaces needed (if any) to accommodate projected enrollment and program needs for the district's students in grades PreK-12.

7. ***Solution Evaluation****:*

* In light of the above, we:
   - Identify possible pathways to accommodate the future of enrollment patterns and their implications for the Oyster River Cooperative School Board to consider in meeting their identified educational program needs.

The final report provides a clear statement of Oyster River Cooperative School District's educational program and its projected facility needs for the next ten (10) years, as well as a projected vision of what the school's facilities may be like over the next ten (10) years. Architectural assessments or designs are not provided as a component of this study.

Timeline

Process Steps	Date of Completion
a. Received authorization to proceed	August 23, 2012
b. Communicated with Central Office Staff Members - defined and secured data for research - secured and reviewed enrollment and other data	August, 2012
c. Toured school buildings and grounds - met with building principal - toured facility while students were present - analyzed use of all spaces - created detailed utilization analysis of building and site	September 18 & 19, 2012
d. Reviewed prior facility and/or program studies	September, 2012
e. Analyzed completed enrollment study - evaluated data - analyzed state and Cooperative data - began to analyze impact of enrollment on program	October, 2012
f. Defined program needs - considered enrollment projections, state standards, future priorities and good educational practice in developing educational specifications - outlined possible options/alternatives	October, 2012
g. Compared desired program to existing facility and site - determined future needs	October, 2012
h. Created statement of findings and draft report - Detailed feasible options/alternatives and listed strengths and weaknesses of each	October, 2012
i. Shared final report - submitted final report to the Superintendent of Schools and scheduled school board meeting to review final report	October, 2012

Overview of Process

The Oyster River Cooperative School District was initially toured on the dates noted above and additional visits and discussions were necessary to clarify specific information. The initial visit was scheduled when students and teachers were present so that the school could be observed under operational conditions. Extensive discussions were held with the principals of the district's schools and other staff members, as requested or possible.

For each school, the consultants reviewed a variety of written materials and documents including floor plans, time schedules, room utilization data, and program of study. A facility data form was used as a guide for collecting and recording needed information. Class size data and building utilization data were prepared, examined and analyzed.

During the process of the study, the consultants reviewed enrollment projections and analyzed local and Cooperative demographic conditions. From projections dated October 2012 (See Appendix A) and information provided by state and local officials, it appeared that the three-year weighted average method offered the best guideline in helping to forecast future conditions for the Oyster River Cooperative School District.

Once the data was collected and analyzed and enrollment projections became available, the consultants began the task of formulating alternatives for addressing facility needs and recommendations. They drew upon their prior experience as school administrators and consultants as one element in their recommendation-making process. It was also important to take into account local traditions and practices, goals and needs articulated by administrators, faculty, school board members and citizens, and certain externally generated guidelines and standards. Key examples of the latter are the newly revised New Hampshire Department of Education's Manual for Planning and Construction of School Buildings and Minimum Standards for Public School Approval.

The consultants also conferred on occasion with the Superintendent of Schools, and other school administrators. These contacts enabled the investigators to obtain information, seek clarification, and better understand the background shaping current conditions.

The consultants express their gratitude to the Superintendent, administrators, faculty, staff, school board members, citizens, and town officials who met with them to share information, impressions and ideas. People within the Oyster River Cooperative School District are sincerely interested in improving educational opportunities for children and youth.

V. Demographic Data and Enrollment Projections

The Oyster River Cooperative School District

The Oyster River Cooperative K-12 School District is a multi town cooperative school district that includes the Towns of Durham, Lee and Madbury, NH. The system maintains four school divisions located within the communities to service the PreK-12 population of students. Oyster River Cooperative has two elementary schools serving 710 students in grades K-4, one Oyster River Middle School serving grades 5-8 housed 611 students and the Oyster River High School serving grades 9-12 housed 673 students during the 2011-12 school year.

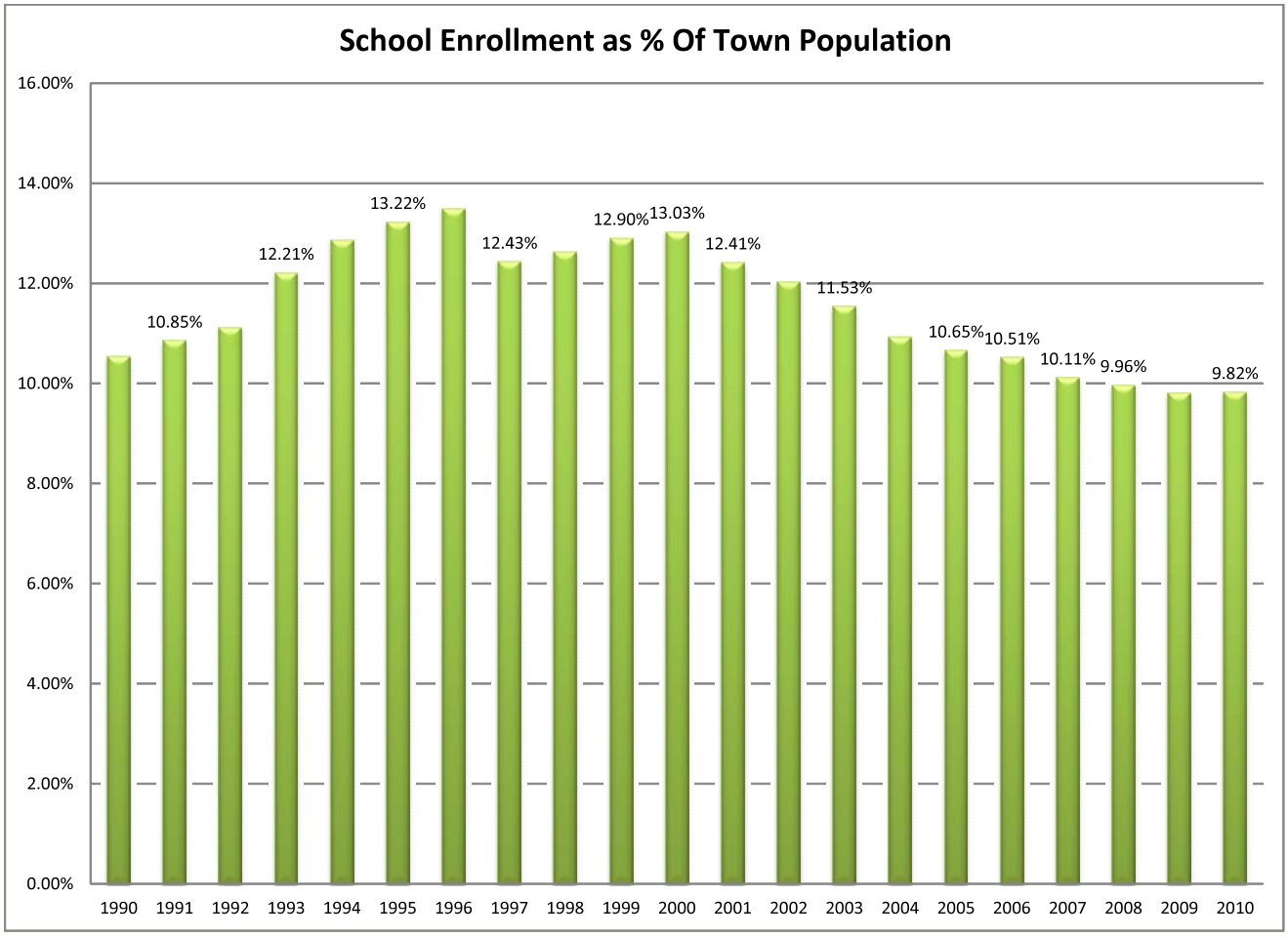
Throughout this report the student population numbers being cited will be for the "native resident students" that is the student population that is drawn from ONLY from the towns in the district. A separate table in Appendix A Page 54 identifies the number of tuition students that have attended annually in the past.

TABLE 1
Comparison of Oyster River Cooperative K-12 Enrollment and Overall Population

Year	School Enrollment K-12	Total District Population (US Census)	Student Enrollment K-12 as a % of District Population
04-05	2,085	19,063	10.94%
05-06	2,060	19,336	10.65%
06-07	2,082	19,801	10.51%
07-08	2,057	20,347	10.11%
08-09	2,044	20,520	9.96%
09-10	2,029	20,704	9.80%
10-11	2,037	20,739	9.82%

The school district's K-12 student enrollment has seen a slight decline (See Table 1) over the last seven (7) years (2004-2011), with a net decrease of 48 students. During the same seven-year period, the district's overall population in the town has increased by 1,676 people. It is important to note that the actual school enrollment has been augmented by the increasing practice of including tuition students at the high school school level.

GRAPH 1



The percent of the population that was of school age in grades K-12 ranged from a high of 13.49% in 1996, to a low of 9.8% in 2009, showing a steady decrease (See Graph 1). It is important to note that an increase or decrease in a community's total population does not always lead to a corresponding change in student enrollment. In particular, this is true when certain other demographic, economic and growth characteristics of the community appear to cause a lowering of student enrollment.

The following table (Table 2) shows the pattern of births to residents of the district, which is an important indicator of student population.

TABLE 2
Population and Births from 2001 – 2010

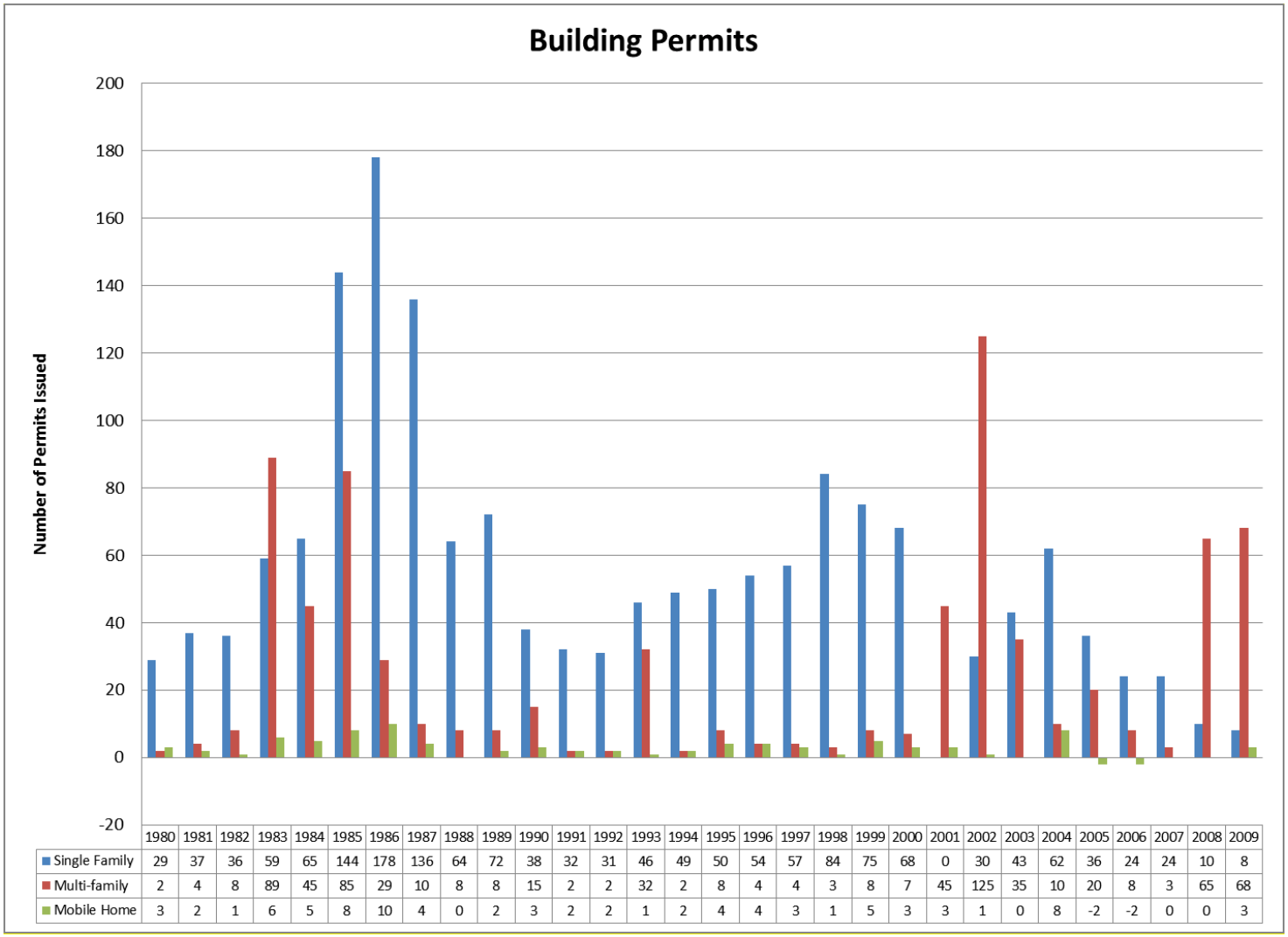
Year	Births (Bureau Vital Records)	District Population (NHOEP)	Births as a % of District Population
2001	135	18,491	0.73%
2002	112	18,775	0.60%
2003	119	18,848	0.63%
2004	121	19,063	0.63%
2005	108	19,336	0.56%
2006	94	19,801	0.47%
2007	103	20,347	0.51%
2008	92	20,520	0.45%
2009	105	20,704	0.51%
2010	75	20,739	0.36%

The number of births in relation to the number of residents in the district has declined since 2001. The number reached a high of 135 in 2001 and a low of 75 in 2010. It will be important to continue to monitor the number of births to residents in order to identify any significant changes in this pattern. When the above data points are considered, it would appear to forecast a slowly declining elementary student population for the foreseeable future.

Another feature illustrating the potential for student growth within the district is the history of building permits issued. The following Graph 2 depicts the number of building permits issued during the last 30 years in the school district.

From reviewing the graph a reader can see a decline in the issuance of residencial building permits. From comunications with the town's planners, there appears to be no major new projects on the docket, and there appear to be no current plans to add projects that would change the recent trends. This fact is supported by our recent analysis of available housing in Oyster River Cooperative and the surrounding communities showing a large number of available homes for sale or rent. There is no doubt that this is caused by a variety of factors, not least of which are: the historic economic slowdown and the slow recovery, as well as the overall aging population throughout NH.

GRAPH 2



	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Single Family	29	37	36	59	65	144	178	136	64	72	38	32	31	46	49	50	54	57	84	75	68	0	30	43	62	36	24	24	10	8
Multi-family	2	4	8	89	45	85	29	10	8	8	15	2	2	32	2	8	4	4	3	8	7	45	125	35	10	20	8	3	65	68
Mobile Home	3	2	1	6	5	8	10	4	0	2	3	2	2	1	2	4	4	3	1	5	3	3	1	0	8	-2	-2	0	0	3

It is estimated by one NH study that each residential new house, on average may add .45 school age students to the school enrollments (Thibeault, 2006). Based upon US Census data (Census 2000 Summary File 1 (SF 1) 100-Percent Data) and household data from the NH Office of Energy and Planning, it is estimated that there are .5 students (ages 6-17) per household in the town. The fact that the Oyster River Cooperative school population has slightly declined over the past few years while few homes have been constructed and the town's population has also increased would seem to indicate that the percent of school age children per household may also be slightly declining as well for the Oyster River Cooperative district from the 2010 data point. Of course an exception would impact this trend if a major new large-scale development were to be approved by the community(ies).

VI. Overview of State

New Hampshire's student enrollments on average have shown a decline over the past 10 years from 203,072 in the 2001-02 school year to 188,595 in the 2010-11 school year, a decrease of 14,477 students. According to the NH Economic and Labor Market Information Bureau:

The New Hampshire economy has been working through the difficult economic times like all states and in fact countries during the last decade. However, indicators suggest that when the economy does improve, New Hampshire is positioned to recover.

- Although still high, the unemployment rate remains below the national average.
- Resident labor force growth in the state has nearly kept pace with growth of the U.S. labor force.
- Non-farm jobs in New Hampshire have accrued at about the same rate as the nation.
- After rising for several years, counts of initial and continued claims for unemployment compensation appear to have flattened off at levels about double their pre-recession counts.
- Housing permits in New Hampshire have declined as a symptom of the difficulty in the real estate market.

Many of the forces that determine the success of the New Hampshire economy are external. World events and, closer to home, a struggling regional economy may dampen growth in New Hampshire. As the national economy stabilizes and adjusts to sharply rising fuel costs, it is expected that New Hampshire will respond with positive growth, particularly in higher wage jobs. These jobs signal the continued growth of the service sector, requiring education and training.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing by an average of 14,000 people per year. This trend has slowed substantially in recent years. While this growth has been high, it has not been uniform for all NH communities. Clearly, communities in the south central and southeastern counties have seen higher growth with some northern and western counties witnessing a decline. While regions that border Massachusetts had experienced historic growth, that has slowed significantly in recent years.

Cohort Survival Enrollment Projections

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The grade progression method is generally the most reliable measure used as a short-range (one to five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who progress or "survive" to the next grade in the next year. First grade enrollments are calculated independently on the basis of past (six year prior) birth data, i.e. the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten projections are an inverse operation since they are based on the first grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average, which briefly defined, is an average of the grade-to-grade progressions over the past five-years (shown as 5 yr. avg.). The second format takes into account some of the trends of the most recent years as well as, considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. weighted avg.). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.). The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's Office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the

resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public school system, then depending upon the numbers, some adjustments may be necessary.

Appendix A contains detailed, grade-by-grade enrollment projections for the Oyster River Cooperative district. The data is presented in chart and graph form. The charts include historic enrollment data, resident live births, and projections using the three methods described herein. Graphs include (1) line graphs depicting historical and projected trends; and (2) bar graphs showing actual resident live births for the past ten years and estimated live births for 2012 and on.

Summary

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade and therefore any out-of-district special education, home schooled or private school students have not been included.

The Oyster River Cooperative's K-12 student population has declined by 48 students since 2004. Town building permits have remained consistently low. In addition, the town's population has increased while the number of births to residents has also declined.

Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the three year weighted average cohort model are the most reliable and that the district should adopt the model as the "reasonable" basis for assessing future student populations and facility needs. It is interesting to note that all three models show a very similar downward trend (See Graphs in Appendix).

A word of caution is important when predicting future changes based on a very small sample enrollment. For example, a slight change in the number of births may have a significant relative impact on a grade/school enrollment; however the gross changes would still be minor. While the impact of the low 2010 birth data may be seen in the projections, the projections are assuming that those annual numbers will increase slightly and stabilize around 88 annually.

TABLE 3
Projected K-12 Enrollments 2013–2023 Using Three Year Weighted Method

School Year	Grades K-12 Projections	Difference from Previous Year	Percent Change
2013-14	1,913	-31	-1.59%
2014-15	1,909	-4	-0.21%
2015-16	1,869	-40	-2.10%
2016-17	1,849	-20	-1.07%
2017-18	1,814	-35	-1.89%
2018-19	1,779	-35	-1.93%
2019-20	1,758	-21	-1.18%
2020-21	1,708	-50	-2.84%
2021-22	1,664	-44	-2.58%
2022-23	1,636	-28	-1.68%

*Complete data set included in Appendix A

The confidence level of any enrollment projection drops as we extend further into the future and as birth data becomes projected information. As a result, it is recommended that the district continue its practice of revising projections annually based on the most current information.

VII. Description of Schools in the Oyster River Cooperative School District

A. *Mast Way School*

Introduction

Mast Way School houses students in grades K-4 for a total school enrollment on September 17, 2012 of 313 students. There are fifteen class divisions for grades 1-4 and three half-day Kindergarten classes in this school. These include: three divisions of grade 1 with avg. class size of 15.6; five divisions of grade 2 with an avg. class size of 15; two third grades and two three-four combination grades with an avg. 19.5; and three grade 4 divisions with an avg. of 20 per class.

Program Description

The school day for the students at the Mast Way School extends from 8:45 am to 3:10 pm. Students are grouped heterogeneously and generally receive instruction in all core subjects in their self-contained classrooms. The curriculum includes a major focus on reading/literacy, mathematics, social studies and science. Students are also exposed to an integrated arts program including weekly instruction (45 minutes) in art, music, physical education, computers and library.

The continuum of supplemental services available to students also include: a reading specialist, , English Language Learners Support (ELL), Title One staff, school nurse, guidance and counseling services, a school psychologist, occupational therapy and speech services. Through the leadership team and input from school teams, the school has established school initiatives on improving student achievement, and utilizing school-wide assessment.

The Facility and Site

The Mast Way School is an older facility originally built in 1960 and has benefited from multiple additions and renovations in 1995. The district's maintenance department estimates the total square footage of the structure to be 43,700 square feet and the structure is located on 3.85 acres. Clearly, among the facility's greatest strengths is its prominent location within the community.

The facility's limitations are largely caused by the size of the site, the age of the facility, and its many additions. The building essentially has seventeen classrooms, a multi-purpose cafeteria space, a number of specialized classes and small office areas. The storage areas for employees (e.g. classroom, general and custodial) are insufficient.

While the site of the school offers many advantages that are gained by its proximity to the center of the community, the site size is very small and the fields, roadways and parking lot are under current heavy use.

Facility and Site Strengths

- School is located near the center of the community
- General condition of the building is clean and bright
- Facility offers a community resource
- Size of educational spaces are adequate and appropriate for instruction
- Building design offers great lighting
- Open "common areas" add great flexibility

Facility and Site Limitations

- Lack of storage spaces
- Certain office areas are undersized (e.g. guidance, main office)
- Small site size

Determining Functional Capacity of Mast Way School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for a K-4 population the school needs spaces for programs such as art, music, physical education, special education, reading, library/media, and food preparation, as well as, areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

Mast Way currently has seventeen (17) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized rooms such as art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 4

Mast Way School Capacity Using ORCSD Guideline

Grade Level	# of Rms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten	2	20	80 in half day
Grades 1 - 4	15	22	330
Total	17		410

Functional Capacity = 90% of 410; .90 X 410 = 369

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 1-2), and to make allowances for assigning fewer students to undersized classrooms as may be the case. The school's overall capacity is 410 but using the 90 percent factor it is 369 students using ORCSD guidelines and a half-day Kindergarten.

TABLE 5

Mast Way School Capacity Using State of NH Guideline

Grade Level	# of Rms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten - 1	2	25	100
Grade 1	3	25	75
Grades 2-4	12	30	360
Total	17		535

Functional Capacity = 90% of 535; .90 X 535 = 481

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 1-2), and to make allowances for assigning fewer students to undersized classrooms as may be the case here. The school's overall capacity is 535 but using the 90 percent factor it is 481 students using NH guideline and a half-day Kindergarten.

TABLE 6
Inventory of Current Program Spaces at Mast Way School

Function	Quantity	Comments
Kindergarten classrooms	2	About 920 sf - slightly undersized
Classrooms	15	Classrooms are about 900 +SF
Multi-purpose room/ Area	1	Large area used as gym, assembly and more (3300sf)
Special Education	1	Room about 900sf
Cafeteria	1	Area of about 1400 sf used for band as well
Kitchen	2	Kitchen and receiving about 1000 sf
Common Area	1	Offers flexibility
Tech Lab	1	
Title One	1	Small Group Instr about 680sf
Special Education Specialist areas	5	Shared spaces for OT, Spec Ed dir., ESOL, PT, Reading, Speech
Library-Media Center	1	Room center section (1480sf)
Art Room	1	Large area located off main hallway
Computer	1	Small area bout 430 sf
Music	1	Stage area about 850 sf
Psychologist Office Health/ Nurse	1 1	Room near main office about 358sf Primary Wing
Guidance	1	
Admin Office-Gen Office, Reception and Conference	3	Next to main entrance divided into several spaces principal, secretary and general reception
Staff bathrooms	1	Single station area also used for ADA accessibility
Student bathrooms	In hall and certain instructional rooms	Restroom areas have 2 stations
Staff work room	2	About 600sf near main office
Kitchen	1	Currently serves as a complete kitchen for meals
Storage	Limited	All extra spaces are utilized. There is a perception that space is limited
Boiler Room	1	Clean and safe

Note: The inventory of current program space represents usage during the 2012-13 school year.

B. *Moharimet School (Grades K-4)*

Introduction

Moharimet School houses students in grades K-4 and the total school enrollment on September 17, 2012, was 385 students. There are twenty class divisions housed in this school. This includes: four half-day kindergartens, four grade ones, four grade twos, three grade three and fours, and two combination three-fours.

Program Description

The school day for the students at the Moharimet School extends from 8:45 am to 3:10 pm. Students are grouped heterogeneously and generally receive instruction in all core subjects in their self-contained classrooms. Curriculum includes a major focus on reading/literacy, mathematics, social studies and science. Students are also exposed to an integrated arts program including weekly instruction (45 minutes) in art, music, physical education, and open learning.

The continuum of supplemental services available to students also include: a reading specialist, 504 plans, English Language Learners (ELL), Title One staff, school nurse, guidance and counseling services, a school psychologist, occupational therapy and speech services. Through the leadership team and input from school teams, the school has established school initiatives on improving student achievement, and utilizing school-wide assessment.

The Facility and Site

The Moharimet School is a relatively new facility built in 1988 with an addition in 1994-95. The district's maintenance department estimates the total square footage of the structure to be 43,780 square feet and the structure is located on 33 acres. Clearly, among the facility's greatest strengths is its new design and large site.

The facility's limitations are largely caused by a lack of storage, and a dedicated cafeteria. The building essentially has eighteen classrooms, a café/multi-purpose space, a number of specialized classes and small office areas. The storage areas for employees (e.g. classroom, general and custodial) are clearly insufficient.

The site of the school offers many advantages that are gained by its large size, good playing fields and ample parking areas.

Facility and Site Strengths

- School is relatively new
- General condition of the building is clean and bright
- Facility offers a community resource
- Teaching spaces are of adequate size

- Specialized areas of ample size

Facility and Site Limitations

- Lack of small storage spaces
- Lack of a dedicated cafeteria

Determining Functional Capacity of Moharimet School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs for a 3-5 population, the school needs spaces for programs such as art, music, physical education, special education, reading, library/media, and food preparation, as well as, areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

Moharimet School currently has twenty (18/16) regular or core classrooms. For the purposes of the educational capacity we will exclude the two temporary classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Several specialized rooms, art or music "receive" groups of students daily, under the Related Arts program, from the regular core-subject classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 7
Moharimet School Capacity Using ORCSD Guideline

Grade Level	# of Rms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten	2	20	80 in half day
Grades 1 - 4	14	22	308
Total	16		388

Functional Capacity = 90% of 388; .90 X 388 = 349

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 3-4), and to make allowances for assigning fewer students to undersized classrooms as may be the case. The school's overall capacity is 388 but using the 90 percent factor it is 349

students using the ORCSD guidelines. It is important to note that we excluded the temporary classrooms (2).

TABLE 8
Moharimet School Capacity Using State of NH Guideline

Grade Level	# of Rms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten	2	25	100
Grade 1	4	25	100
Grades 2 - 4	8	30	300
Total	16		500

Functional Capacity = 90% of 500; .90 X 500 = 450

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 3-4), and to make allowances for assigning fewer students to undersized classrooms as may be the case. The school's overall capacity is 500 but using the 90 percent factor it is 450 students using the higher state guidelines. Again it is important to note that we excluded the two existing temporary classrooms from this calculation and used a half-day kindergarten.

TABLE 9
Inventory of Current Program Spaces at Moharimet School

Function	Quantity	Comments
Kindergarten classrooms	2	Room size about 1120 sf
Classrooms	16	Classrooms are about 900 +SF
Temporary Classrooms	2	Located on Campus but disconnected from main building
Multi-purpose room/ gym and cafeteria area	1	Large area used as gym, cafeteria, assembly and more (3600sf)
Special Education	1	Room about 900sf
Music	1	Room about 880 sf
Common Areas	2	Large open areas one in each wing 2000 SF
Art	1	Room about 960 sf plus kiln room
Intervention Specialist	1	Small Group Instr about 150 sf
Special Education Specialist areas	7	Shared spaces for OT, Spec Ed dir., ESOL, PT, Reading, Speech
Library-Media Center	1	Room center section (1480sf)
Art Room	1	Large area located off main hallway
Health/ Nurse	1	Room near main office about 120

Function	Quantity	Comments
		sf
Guidance/Psychology	1	
Admin Office-Gen Office, Reception and Conference	3	Next to main entrance divided into several spaces principal, secretary and general reception
Staff bathrooms	3	Single station areas also used for ADA accessibility
Student bathrooms	In hall and all classrooms	Adequate
Staff work room	2	About 600sf near main office
Kitchen	1	Currently serves as a complete kitchen for meals
Storage	Limited	All extra spaces are utilized. There is a perception that space is limited
Boiler Room	1	Clean and safe

Note: The inventory of current program space represents usage during the 2012-13 school year.

C. *Oyster River Middle School (Grades 5-8)*

Introduction

The Oyster River Middle School houses students in grades 5-8 and the total school enrollment on October 1, 2012 was 650 students.

Program Description

The school day for students in grades 5-8 at the Oyster River Middle School extends from 7:35 am to 2:30 pm. Students have daily instruction based upon state standards in the areas of: language arts, math, science and social studies.

In addition, students receive one quarter of instruction in exploratory courses in a sequence of 5 days per week. These include instruction in:, health, art, technology education, life skills (FCS) and music. Students receive PE every other day (90 times per year)

The continuum of supplemental services available to all students also includes; a full array of special education support services, a school nurse, 504 plans, ELL, guidance and counseling services, a school psychologist, occupational therapy and speech services.

The Facility and Site

The Oyster River Middle School was originally built in 1936 with substantial additions/renovations in 1949, 1954, 1979, 1985 and 1995. The school department estimates the total square footage of the structure to be 106,996 square feet.

The facility's strengths are numerous and center on its central location near the UNH campus and ORHS. The building has a few limitations that are the result of its age, repeated renovations and some class areas are smaller than recommended sizes according to NH school construction standards. The building and grounds are very well maintained.

Facility and Site Strengths

- Proximity to high school
- School is located in the center of the Durham community and is advantaged by its proximity to the UNH campus
- Many classrooms are large and generally well illuminated
- General condition of the building is clean and bright

Facility and Site Limitations

- There are some classrooms that are undersized
- Shortage of currently available space for special education (e.g. small group instruction, autistic area, etc.)
- Significant limitation on overall parking for employees and guests

Determining Functional Capacity of the Oyster River Middle School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

The Oyster River Middle School currently has thirty four (34) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. At the present time, all classrooms are utilized on a daily basis. There are additional spaces for special subject areas.

TABLE 10

Oyster River Cooperative Middle School Capacity Using Local Guideline

Grade Level	# of Rooms	Maximum Number of Students/Room by ORCSD guideline	Mathematical Capacity
General classrooms	28	22	616
Science Rms.	6	22	132
Total	34		748

Functional Capacity = 90% of 748; .90 X 748 = 673

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 5-6), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 748 but using the 90 percent factor it is 673 students when using the ORCSD class size guideline.

TABLE 11

Oyster River Cooperative Middle School Capacity Using State of NH Guideline

Grade Level	# of Rooms	Maximum Number of Students/Room by NH guideline	Mathematical Capacity
General classrooms	28	30	840
Science Rms.	6	25	150
Total	34		990

Functional Capacity = 90% of 990; .90 X 990 = 890

The 90 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g. 5-6), and to make allowances for assigning fewer students to undersized classrooms as is the case here. The school's overall capacity is 990 but using the 90 percent factor it is 890 students when using the ORCSD class size guideline. While these calculations are mathematically correct it is important to note that a number of classrooms in this facility are under the square footage guidelines of NH school construction and therefore would be very crowded if enrollments approach 30 students (e.g. Rooms 108, 110, and specialty areas like the Art room 212 and 213).

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and

will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, the school needs spaces for programs such as art, music, physical education, special education, reading, library/media, technology education, health education, and food preparation as well as areas for a variety of support services. Included under support services are spaces for guidance, health services, administration, food services, and custodial support.

TABLE 12

Inventory of Current Program Spaces at the Oyster River Cooperative Middle School

Function	Quantity	Comments
Grades 5-8 Classrooms	28	A few are under sized in relation to state guideline
Grades 5-8 Science rooms	6	
Art Room	2	Undersized – about 800 vs. 1200 sf
Music Room	2	2200 sf in total Plus practice room
Technology Ed	2	Under sized per state guidelines
Consumer Education	2	2000 in total area
Gym/Phys Education Area	1	About 6300 sf With M/W locker rooms
Cafeteria	2	3500 sf in total area
Library-Media Center	1	About 3400 sf
Small group areas	5	Located throughout
SPED-Resource Rooms, OT/PT, Dev. Dis., Speech	6	Located throughout
Guidance Suite	1	Rm. 221
Health Suite	1	Rm. 222
Admin Office - Gen Office and Reception	4	Principal, Asst. Principal, Conf. Room, Reception, Storage
Staff Work Room	1	
Staff Lavatories	1	
Student Lavatories	Multiple	Located throughout
Conference Room	2	
Kitchen	1	
Storage	Various	
Boiler Room	1	

Note: The inventory of current program space represents usage during the 2012-13 school year.

D. *Oyster River High School (Grades 9-12)*

Introduction

Located on Coe Drive in Durham, NH, Oyster River High School is an intermediate size high school that offers a comprehensive curriculum including Career and Technical Education (through the Dover, Rochester and Somersworth Regional Career and Technical Centers) and enrolls students in grades 9 – 12 from the towns of Durham, Madbury and Lee. As of October 1, 2012, the high school's enrollment totaled six hundred seventy one (671) students of which six hundred seven are "native resident students" to the district.

Please see Appendix A for more detail.

Program Description

Oyster River High School offers a wide range of instructional programs. The curriculum is designed to meet the needs of a student population with diverse interests, skills, academic backgrounds and aspirations. The school's 2010–2011 Program of Studies lists a rich and diverse offering of courses.

Students are encouraged to opt into levels of study that challenge their potential. The schedule is a modified block schedule.

Students graduating from Oyster River High School in June 2013 must earn a minimum of 22 credits. It is instructive to note that New Hampshire's public high schools are required by the New Hampshire Department of Education to have students acquire a minimum of twenty (20) credits for graduation. With few exceptions, students are required to carry a minimum of six credits per academic year, except for seniors who may carry five.

Minimum credit requirements by subject area are: English – 4 units; mathematics – 3 units; science - 2 units; social studies – 2 and ½ units; PE/health education - 2 units; arts education – ½ unit; plus 7 elective credits. Additionally, there is a requirement for ½ unit in Computer Science.

Oyster River High School provides for the education of students with special needs, as well as for those who are academically able and sufficiently motivated to pursue college-level and AP courses. The special education staff provides teaching and/or tutoring in the content areas, support services in classrooms, and directed study halls to assist students with special needs in developing appropriate study habits and learning skills.

The programs at Oyster River High School extend well beyond the formal course offerings. Numerous student support services are available and include the guidance department.

Oyster River High School supports numerous athletic programs and other co-curricular activities for its students. A variety of varsity and junior varsity athletic teams are available during each of the three sports seasons – fall, winter, and spring. Co-curricular activities include, but are not limited to, student council,

various clubs, National Honor Society, drama, chorus, yearbook, and academic teams.

The Facility and Site

The original Oyster River High School facility was constructed in 1963, with additions and renovations in 2005. It has a total area of 198,000 square feet. The high school is located on Coe Drive in Durham, NH and share the same site with the Middle School.

Positive features about the facility are cited below and the high school facility is well maintained.

Facility and Site Strengths

- Gymnasium is good size and separate from the cafeteria
- Large auditorium
- Library/media area is sufficiently large
- Facility is clean and well maintained

Facility and Site Limitations

None

Determining Functional Capacity of Oyster River High School

Many factors influence the facility and site needs of Oyster River High School. Among the most important are projected school enrollments, enrollments by department/program areas, operational issues including class size, requirements for support program spaces, traditions and community expectations, allowance for extensive community use of the school and site, and cooperative arrangements for providing specialized educational programs.

Projecting the number of classrooms needed by academic departments is based in large part on average class size practices, projected departmental enrollments, and a classroom utilization factor. In Table 13 below we have computed capacities for each room and have determined three different capacities for the school. These calculations, when combined with a projected overall school enrollment, will yield the number of students the facility may reasonably accommodate. A classroom utilization factor of 85 percent was then applied because generally high schools are considered "fully scheduled" at an 85 percent classroom utilization rate. Employing an 85 percent room utilization rate provides an allowance for some rooms being available for use as study halls, as well as a buffer against the realities of scheduling in a high school where period-by-period class section needs often cannot be equally balanced. It should also permit many teachers to have access to their primary room assignment during their planning period.

Classroom or teaching stations needed by other departments are generally quite specialized and therefore more difficult to reassign from one department to another. While the 85 percent utilization rate will be used as a guideline in determining needed teaching spaces, anticipated period-by-period use may fall well below 85 percent for some spaces, while other spaces may be utilized at or near 100 percent. For example, a sufficiently spacious and well-designed music area is clearly needed even if period-by-period utilization rate is under the 85 percent. Conversely, it is possible that the business education and computer departments may occasionally be constrained with an allocation of three rooms equipped with computers and related equipment.

TABLE 13

Inventory and Capacity of Instructional Spaces at ORHS

Room Number	Room Name	Type	Sq. Ft.	NHDOE CAP	ARCHITECT CAP REPORT	ORSD Class Size Guidelines
A101	Industrial Arts	Classroom	478	15	0	15
A102	Industrial Arts	Shop	2,101	28	0	22
A120	Art	Classroom	1,025	17	17	17
A122	Drawing/Painting	Classroom	980	16	16	16
A124	Pottery	Classroom	766	13	13	13
A128	Music	Classroom	910	28	60	22
A130	Music	Classroom	1,932	77	77	22
A130B	Practice	Breakout	76	2	1	2
A130F	Practice	Breakout	146	5	3	5
A138	Gymnasium	Common	11,817	79	0	22
C123	Learning	Classroom	1,186	37	0	22
C124	Media	Classroom	930	29	0	22
C127	Computer	Classroom	775	24	25	22
L150	Economics	Classroom	1,206	38	30	22
L151	Life	Lab	1,196	27	20	22
L152	Biology	Lab	1,196	27	20	22
T104	English	Classroom	833	26	25	22
T105	English	Classroom	833	26	25	22
T106	English	Classroom	827	26	25	22
T107	Foreign	Classroom	827	26	25	22
T108	Foreign	Classroom	833	26	25	22
T109	Foreign	Classroom	833	26	25	22
T111	Foreign	Classroom	830	26	25	22
T112	Foreign	Classroom	830	26	25	22
C216	Computer	Classroom	1,340	42	40	22
C221	Computer	Classroom	1,012	32	33	22
C223	Health	Classroom	750	23	25	22
C226	Consumer	Classroom	1,450	19	20	19
L250	Chemistry	Lab	1,202	27	20	22
L251	Chemistry	Lab	1,196	27	20	22
L252	Biology	Lab	1,197	27	20	22
L253	Biology	Lab	1,206	27	20	22
T201	Social	Classroom	830	26	20	22
T202	Social	Classroom	830	26	25	22
T204	Social	Classroom	833	26	26	22
T205	Social	Classroom	833	26	26	22
T206	Social	Classroom	827	26	25	22
T207	English	Classroom	827	26	25	22
T208	English	Classroom	833	26	26	22
T209	English	Classroom	833	26	26	22
T211	English	Classroom	830	26	25	22
T212	English	Classroom	830	26	25	22
T301	Social	Classroom	830	26	25	22
T302	Math	Classroom	830	26	25	22

Room Number	Room Name	Type	Sq. Ft.	NHDOE CAP	ARCHITECT CAP REPORT	ORSD Class Size Guidelines
T304	Math	Classroom	832	26	26	22
T305	Math	Classroom	832	26	26	22
T306	Math	Classroom	826	26	25	22
T307	Math	Classroom	826	26	25	22
T308	Math	Classroom	832	26	26	22
T309	Math	Classroom	832	26	26	22
T311	Math	Classroom	830	26	25	22
T312	Social	Classroom	830	26	25	22
Total			59,325	1,414	1,183	1,077
Functional Capacity				1,202	1,006	915

Table Notations:

NHDOE CAP: Capacities as calculated using NH Department of Education Guidelines

ARCHITECT CAP REPORT: Capacities as calculated in the Facilities and Program Analysis Report prepared by Davis Goudreau Architects, December 2011

ORSD SIZE GUIDELINES: Capacities calculated by applying 22 students per classroom where the NHDOE capacity is equal to or greater than 22, and applying the NHDOE guidelines where capacities are less than 22.

The FUNCTIONAL CAPACITY is the calculated capacity multiplied by a factor of .85 or 85%.

TABLE 14 - Summary of Educational Spaces by Type at ORHS

Type	*Function*	*Quantity*	*Total Sq Ft.*
Access	Lift	1	21
Art	Dark	1	287
	Kiln	1	128
Auditorium	Light	2	74
	Stage	1	2353
Breakout	Practice	3	298
	Work	1	136
Circulation	Corridor	21	17403
	Elevator	4	220
	EMR	1	64
	Lobby	1	468
	S201	1	291
	S202	1	286
	Stair	21	4555
	Vestibule	4	1013
Classroom	Art	1	1025
	Computer	3	3127
	Consumer	1	1450
	Drawing/Painting	1	980
	Economics	1	1206
	English	8	6646
	Foreign	5	4153
	Health	1	750
	Industrial Arts	1	478
	Learning	1	1186
	Math	8	6640
	Media	1	930
	Music	2	2842
	Pottery	1	766
	Preschool	2	1658
	Social	7	5813
Common	Auditorium	1	4582
	Dining	1	6238
	Gymnasium	1	11817
	Locker	2	1880
	Mens	1	1126
	Multi-Purpose	1	3644
	Weight	1	830
	Womens	1	1126
	Work	1	286
Concesions	Conc.	1	168
Conference	Conference	2	948
	Storage	1	59

TABLE 14 (Continued)

Type	*Function*	*Quantity*	*Total Sq Ft.*
Group	PEP	1	385
	Project	2	770
	SPED	1	796
	Speech	1	286
	Study	6	3004
	Testing	1	101
Gym	Storage	1	584
Internet	IT	1	313
Kitchen	Dishwasher	1	161
	Kitchen	1	110
	Mop	1	39
Lab	Biology	3	3599
	Chemistry	2	2398
	Life	1	1196
Lounge	Teacher	1	782
Media	Control	1	129
	Editing	1	338
	Storage	1	41
Multipurpose	Platform	1	1037
	Storage	1	153
Nurse	Exam	1	131
	H/C	1	103
	Storage	1	150
	Waiting	1	147
Office	Athletic	2	530
	Emer.	1	96
	Guidance	4	607
	IA	1	111
	Music	1	144
	Nurse	1	160
	Office	8	1163
	Ticket	1	28
	World	1	385
Reception	Guidance	1	470
roof	Stair	1	53
Sci	Kitchen	1	502
	Storage	1	106
Security	SRO	1	144
Server	Data	3	371
Service	Kitchen	1	1762
Shop	Industrial Arts	1	2101
Showers	Showers	4	456
Skills	OT/PT	1	374
Storage	Art	2	478
	Athletic	1	440

TABLE 14 (Continued)

Type	*Function*	*Quantity*	*Total Sq Ft.*
	Closet	2	35
	Guidance	1	123
	Library	2	487
	Music	1	292
	Storage	8	3415
Students	Locker	2	1982
Teacher	Storage	1	150
Theater	Green	1	78
Toilet	Men	7	994
	Mens	2	330
	Staff	1	64
	Toilet	9	538
	Women	7	994
	Womens	2	529
Toilets	Men	1	182
	Women	1	182
Utility	Control	1	287
	Custodial	1	64
	Data	1	86
	Elec	3	318
	Elec./Mech.	1	890
	Electrical	4	1155
	Fire	1	101
	Janitor	7	585
	Laundry	1	84
	Loft	2	512
	Mechanical	2	2057
	Ship/Receiving	1	805
	Sprinkler	1	140
	Tech/File	1	572
Workroom	Office	1	350
	Prep	4	872
	Project	2	770
Grand Total		275	147208

VIII. Closing Comments

After carefully considering the information gained throughout our research and from our tours, the Consultants would like to share the following general findings, summary observations and suggested next steps:

1. All employees and citizens we met in our meetings were cooperative, full of ideas and deeply committed to making the Oyster River Cooperative School District a high quality public school. We would like to extend our special appreciation to Superintendent Dr. James Morse, Principals, all school employees, municipal officials and citizens of the Oyster River Cooperative School District for their careful preparation of materials and generous allowance of time.

2. The buildings and grounds of Oyster River Cooperative School District were very clean and reflected a high regard for district resources by employees and students.

3. Summary of Student Enrollment Projections – The projections are based on using the three-year weighted average method and subject to all of the limitations previously illustrated.

A.) Elementary enrollments - The combined elementary enrollment for grades K-4 in 2012 is 698. The five-year projections show it decreasing to 571 in 2017 (- 127) and in ten years to 560 in 2022, or by about 138 students.

B.) Middle School enrollments - The middle school enrollment for grades 5-8 in 2012 is 656. The five-year projections show it decreasing to 604 in 2017 (-52) and in ten years to 508 in 2022, or by about 148 students.

C.) High School enrollments - The Oyster River High School's enrollment has decreased from 2007 through 2012, decreasing from 702 to 605. It is projected that this decrease in enrollment will be seen through 2022 when its enrollment could be as low as 568 (a decrease of 5.6%). However, it is also projected that the 9-12 enrollments will see a slight "bounce" in the years of 2016 through 2019, after which it is projected that they will return to the current levels and follow a slow decline.

4. Summary of educational capacity:

A.) Mast Way School – The Mast Way School has a functional educational capacity using the ORCSD class size guideline of 369 students, while using the state of NH's maximum class size guideline it would be 481.

B.) Moharimet School - The Moharimet School has a functional educational capacity using the ORCSD class size guideline of 349 students, while using the state of NH's maximum class size guideline it would be 450.

The combined elementary capacity using the ORCSD class size guideline is 718 and using the state guidelines it is 931.

C.) Oyster River Middle School - The ORMS has a functional educational capacity using the ORCSD class size guideline of 673 students, while using the state of NH's maximum class size guideline it would be 890.

D.) Oyster River High School – The ORHS has a functional educational capacity using the ORCSD class size guideline of 915 students, while using the state of NH's maximum class size guideline it would be 1202.

IX. Suggestions

This study is but one step in preparing for what could be an important comprehensive solution for the Oyster River Cooperative School District. We offer for your consideration a few ideas about follow-up steps that may be pursued.

A.) Continue to update demographic data points and enrollment projections annually to verify accuracy of projections and determine future need.

B.) Given the recent experience and projected future decline of resident student enrollments the school district may choose among various options in order to accommodate these changes and the growing pressure to save public dollars. The two options that occur to the consultants are either to actively pursue adding tuition students to the school district particularly at the levels where the greatest excess capacity exists (e.g. High school) or reduce the scope of program in an effort to right size program and staffing to become more cost efficient.

C.) Develop a written maintenance plan. It must be noted that when applying for School Building Aid school districts are now required by state law to submit a written maintenance plan and Form A24M which includes an analysis of the project's impact on the district's maintenance program and a statement of assurance signed by the school board chair that the district intends to maintain new equipment according to the manufacturer's instructions. A sample maintenance plan is available from the Department of Education and on their website at www.ed.state.nh.us/buildingaid.

D.) Develop a long-term capital improvement plan that will identify and plan for the needed upgrades to structures and systems (e.g. roofs, HVAC, paving, fixtures, etc.) In fact, a Capital/Facilities Plan must be in place for any school district to be eligible for future construction aid from the state.

E.) Storage Needs - Additional storage may be found by adopting and enforcing a policy that requires the clearing out of all current storage areas of unnecessary materials. In addition, small sheds or "out buildings" may be purchased or constructed in order to provide inexpensive "cold" storage for items and materials that need to be saved, but are not often used.

In closing, the consultants look forward to attending an upcoming meeting of the Oyster River Cooperative School Board to answer questions and discuss all aspects of this report.

X. General Considerations for the Future of Oyster River Cooperative School District

As part of this study, the investigators considered potential future needs and trends for education in general in developing needs and recommendations for the Oyster River Cooperative School District. While the authors do not profess to have a secret "window into the future," we did give careful attention to the concept future needs and trends in our overall report.

In particular, we addressed this expectation in discussing issues of potential growth and change in enrollment trend in the demographic section and gave special consideration to certain necessary structural attributes in the "General Features and Requirements Section IX" of this report. Additionally, the following observations are offered for consideration in designing a school for the distant future. At a minimum, a school district that wants to meet the needs of its community for the next ten years will have to build school facilities that are Community Friendly, Technology Smart, Flexible and Adaptable, and Open to Potential Change.

1. Be Community Friendly

As most New Hampshire, and in fact, communities nationally realize, we are now dealing with the effects of an aging population. With the advent of the graying of the Baby Boom generation, we not only have a diminishing natural political constituency (fewer parents as voters); we are experiencing increased competition for public resources by the other governmental services (community senior centers, health costs, etc) that are designed to meet the needs of this ever increasing segment of the population.

In response, schools and all public service agencies must reach out by transforming and extending its programs and services to directly engage and serve this non-traditional group. Programs like senior centers in the schools, offering free or reduced fee access to unique services like computer education, adult learning, enrichment programs and access to expensive or rare equipment would be beneficial. The benefits would likely include a much stronger connection between the school and its community.

2. Be Technology Smart

The growth and impact of new technologies on all aspects of society has been amazing and all indications suggest that these effects will continue and expand. Just as technologies have changed all forms of work and leisure activities, the field of education is no exception. We can easily see that it has not only impacted the delivery system (e.g. one-on-one learning, research techniques, writing, etc.), it has also impacted the amount of knowledge. Futurists now tell us that the amount of "known information = knowledge" is now doubling in less than every eight months. In a recent study conducted by IBM, is was projected that by 2010, " the world's information base will be doubling in size every 11 hours." Astounding!

The impact of this apparently unstoppable change will be profound on the field of education causing in part potentially drastic changes in the delivery system of learning. Students and parents will expect an ever-increasing use of the current and emerging technologies in the day-to-day delivery of instruction. As examples, they will expect greater use of the web, wireless access, use and access of data in all forms in the learning and evaluation process and progress reporting in almost real time.

As schools build for the future, at a minimum, they must include allowances for all of the known technologies (e.g. wireless, computer labs, technical service and storage areas, cable and fiber optic pathways, and more) plus build in flexibility to allow for the inexpensive integration of new inventions (e.g. open conduits, flexible spaces, access to overhead transit areas and more.).

3. Be Flexible and Adaptable

Over the last fifty years, public education has seen many changes (see item 4 below) and the physical structure of schools has not always been friendly to the new additions and/or changes. Schools built in the 1950's were built to educate larger class sizes of relatively pre-selected students and designed to deliver a similar education to all students. In the 1970's, schools were built to suit a new philosophy of open education (e.g. schools with out walls) and since the 1990's, we have struggled to find small group instructional spaces to meet the demand of a more specialized educational program for all students.

In addition, improvements in utility systems, safety knowledge, changed governmental standards and technologies have caused a major overhaul of school buildings to accommodate a variety of new rules, laws and practices. These include the allowances for TV cables, internet access, new telephone and communications systems, sprinklers, energy efficient heating and cooling systems, HVAC systems, handicap accessibility and more. In addition, dangerous substances needed to be removed or encapsulated within building (e.g. asbestos, construction chemicals, insulations and more).

If there is a lesson from our past, it may be that we must build in flexibility and adaptability into any new structure. Since these buildings are among the largest public investments in most communities, it is essential that they be built

with an eye towards being able to serve yet to be known purposes. Architects and engineers are increasingly aware of this need and have developed techniques and strategies that allow for the need. As examples, they encourage the creation of flexible multi-use spaces (e.g. a few rooms with portable walls), avoid overly specialized areas (e.g. rooms with fixed furniture or fixtures), allow for easily accessible overhead areas, and construct new first floors that are built to handle a second floor addition later and more.

There is no question that the future will pose new challenges for education and school structures must be built in a way that allows for the economical transformation of space and inclusion of all foreseen changes. It is clearly more economical to build this capacity during a time of construction or alteration than it is to alter after the fact. In many ways the old adage of "penny wise and pound foolish" applies to new public construction. The need to create a careful plan is perhaps the greatest lesson learned.

4. Be Open to Change in the Scope and/or Purpose of Education

Educational historians have noted a significant change in the scope and purposes of education throughout history. As an example of this changing role we can consider that the percent of students who entered kindergarten together and reasonably expected to graduate together roughly mirrors the decade markers of the 20th Century. In the 1950's only about 50% of the students graduated together. Many left school for a variety of reasons often accepted by society (e.g. work, war, to raise a family and more). In the 1960's about 60% of the students graduated, in the 80's, about 80% and on. Beginning at about the turn of this century, we justifiably now expect that ALL children will be in school through at least graduation.

The inclusion of all students in public education has, by action, significantly changed schools. Public educational institutions must now be equipped to meet the learning needs of all children. These include the children who want to be in school and those that do not, the disabled (physically, emotionally and mentally), as well as, the highly able and the medically fragile and the physically strong. We need only look at the impact of federal laws like "No Child left Behind" (NCLB) or the Individuals with Disability Act" (IDEA) or state initiatives like "Follow the Child" as evidence of this changed expectation. While these laws and society's expectations have changed the needs for space and facilities in our schools and are addressed in this report, we need to consider the next potential changes on the horizon.

While there will no doubt be many unexpected new responsibilities for public education in response to the needs of society, it is clear that there appears to be an emerging movement towards greater individual choice in the education system. There is clear evidence when one considers the increase in the number of families that choose to home educate children, and the increasing pressure to allow for open choice for parents among schools. This movement towards an individualized or personalized education for each child is supported by recent changes in the State of New Hampshire's new School Approval Standards, as well as, in some aspects of the federal NCLB Act. This movement also gains some momentum from the advances in technology (see Item 2) which now allows (and

no doubt will expand) remote access to school programs and services from home or in fact anywhere.

As it becomes easier to access a traditional school program and services in non-traditional ways, schools will need to change their policies, practices and delivery system to meet the corresponding demand from citizens and taxpayers. These changes may offer additional support to the prior three items noted above and at a minimum require educators and policy makers to be vigilant in assessing public interest and needs, and more than ever remain open to reevaluating and changing past practices.

XI. Summary Notation of Research Sources

1. New Hampshire School Administrator's Association – Enrollment Studies
2. New Hampshire Office of Energy and Planning – Reports on the Towns of the Oyster River School District.
3. Various documents and internal reports or the school district.
4. Interview with school district and town officials
5. US Census Data
6. Council of Chief State School Officers
7. NH Department of Revenue Administration Tax Data
8. NH Department of Education Enrollment Data
9. NH Department of Vital Statistics
10. NH Economic and Labor Market Information Bureau

Appendix A

Enrollment Projections

ENROLLMENT PROJECTIONS -5 Year Average Method										
OYSTER RIVER SCHOOL DISTRICT										
2013 - 2014 to 2022 - 2023										
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
K	99	113	81	85	98	95	94	91	93	94
1	131	117	134	96	100	116	112	111	107	110
2	128	132	118	135	97	101	117	113	112	108
3	147	130	134	120	138	99	103	119	115	114
4	145	148	131	135	121	139	100	104	120	116
5	161	148	151	134	138	123	142	102	106	122
6	169	164	151	154	136	140	125	144	104	108
7	150	173	168	155	158	140	144	128	148	107
8	170	152	175	170	157	160	142	146	130	150
9	162	162	145	167	162	150	153	136	140	124
10	131	164	164	147	170	164	152	155	138	142
11	156	128	160	160	144	166	160	149	151	135
12	155	157	128	161	161	145	167	161	150	152
TOTAL	1,904	1,888	1,840	1,819	1,780	1,738	1,711	1,659	1,614	1,582
K-4	650	640	598	571	554	550	526	538	547	542
5-8	650	637	645	613	589	563	553	520	488	487
9-12	604	611	597	635	637	625	632	601	579	553

ENROLLMENT PROJECTIONS - 3 Year Weighted Method										
OYSTER RIVER SCHOOL DISTRICT										
2013 - 2014 to 2022 - 2023										
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
K	102	117	83	87	101	97	97	93	96	97
1	136	122	139	99	103	120	116	115	111	114
2	127	136	122	139	99	103	120	116	115	111
3	147	130	139	125	142	101	105	123	119	118
4	146	149	131	141	126	144	102	106	124	120
5	161	149	152	133	143	128	147	104	108	126
6	171	166	153	156	137	147	132	151	107	111
7	153	179	174	160	163	144	154	138	158	112
8	169	154	180	175	161	164	145	155	139	159
9	158	158	144	168	163	150	153	135	144	130
10	133	163	163	148	173	168	154	158	139	148
11	156	130	159	159	144	169	164	150	154	136
12	154	156	130	159	159	144	169	164	150	154
TOTAL	1,913	1,909	1,869	1,849	1,814	1,779	1,758	1,708	1,664	1,636
K-4	658	654	614	591	571	565	540	553	565	560
5-8	654	648	659	624	604	583	578	548	512	508
9-12	601	607	596	634	639	631	640	607	587	568

ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
OYSTER RIVER SCHOOL DISTRICT										
2013 - 2014 to 2022 - 2023										
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
K	103	119	84	88	103	99	98	94	97	98
1	139	124	142	101	105	123	119	118	113	116
2	127	139	124	142	101	105	123	119	118	113
3	146	129	141	126	144	102	106	125	121	120
4	145	147	130	142	127	145	103	107	126	122
5	162	149	151	133	146	130	149	106	110	129
6	172	168	154	156	138	151	135	154	110	114
7	154	182	178	163	165	146	160	143	163	116
8	171	157	185	181	166	168	149	163	146	166
9	152	153	141	166	162	149	150	133	146	131
10	136	160	161	148	175	171	157	158	140	154
11	152	129	152	153	141	166	163	149	150	133
12	150	148	126	148	149	138	162	159	145	146
TOTAL	1,909	1,904	1,869	1,847	1,822	1,793	1,774	1,728	1,685	1,658
K-4	660	658	621	599	580	574	549	563	575	569
5-8	659	656	668	633	615	595	593	566	529	525
9-12	590	590	580	615	627	624	632	599	581	564

ENROLLMENT HISTORY

OYSTER RIVER SCHOOL DISTRICT

October 1, 2002 To October 1, 2011

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
K	130	112	130	118	128	127	124	115	128	105
1	147	158	125	155	144	145	143	147	149	144
2	178	152	150	130	160	151	143	150	157	142
3	154	170	155	150	131	160	156	139	161	157
4	174	159	164	153	154	130	162	155	141	162
5	184	178	156	163	159	157	140	162	156	141
6	176	184	173	150	167	158	157	144	163	158
7	180	176	180	168	154	163	160	157	149	168
8	198	163	183	189	176	159	167	165	160	144
9	171	186	157	180	185	172	154	176	172	169
10	185	163	186	164	176	188	174	160	172	173
11	191	187	149	185	163	182	183	172	154	176
12	191	186	177	155	185	165	181	187	175	155
TOTAL	2,259	2,174	2,085	2,060	2,082	2,057	2,044	2,029	2,037	1,994
K-4	783	751	724	706	717	713	728	706	736	710
5-8	738	701	692	670	656	637	624	628	628	611
9-12	738	722	669	684	709	707	692	695	673	673

ENROLLMENT HISTORY PROJECTIONS - Model Comparisons

OYSTER RIVER SCHOOL DISTRICT

2013 - 2014 to 2022 - 2023

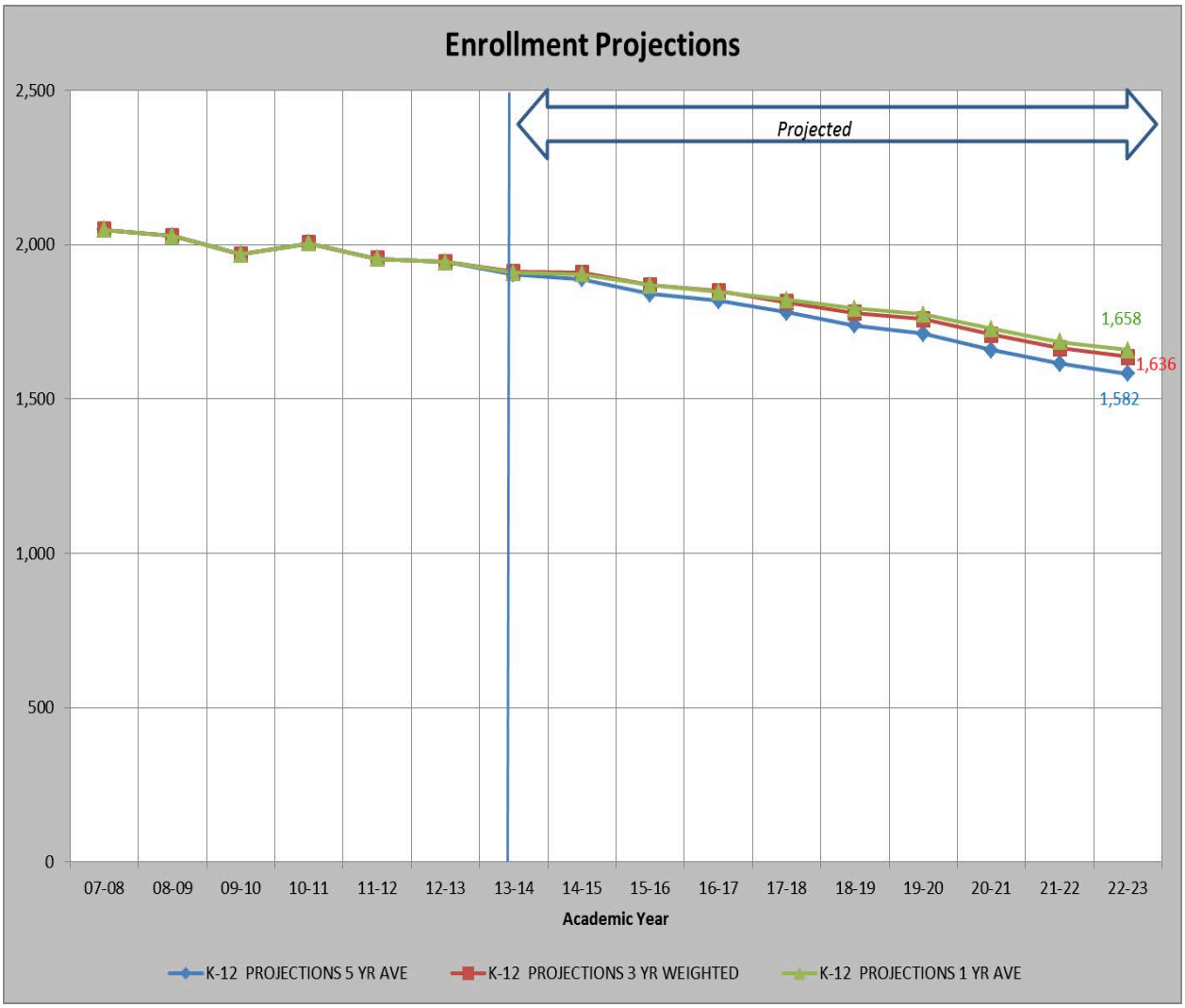
Model	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
5 Year Average	1,904	1,888	1,840	1,819	1,780	1,738	1,711	1,659	1,614	1,582
3 Year Weighted	1,913	1,909	1,869	1,849	1,814	1,779	1,758	1,708	1,664	1,636
1 Year Cohort	1,909	1,904	1,869	1,847	1,822	1,793	1,774	1,728	1,685	1,658

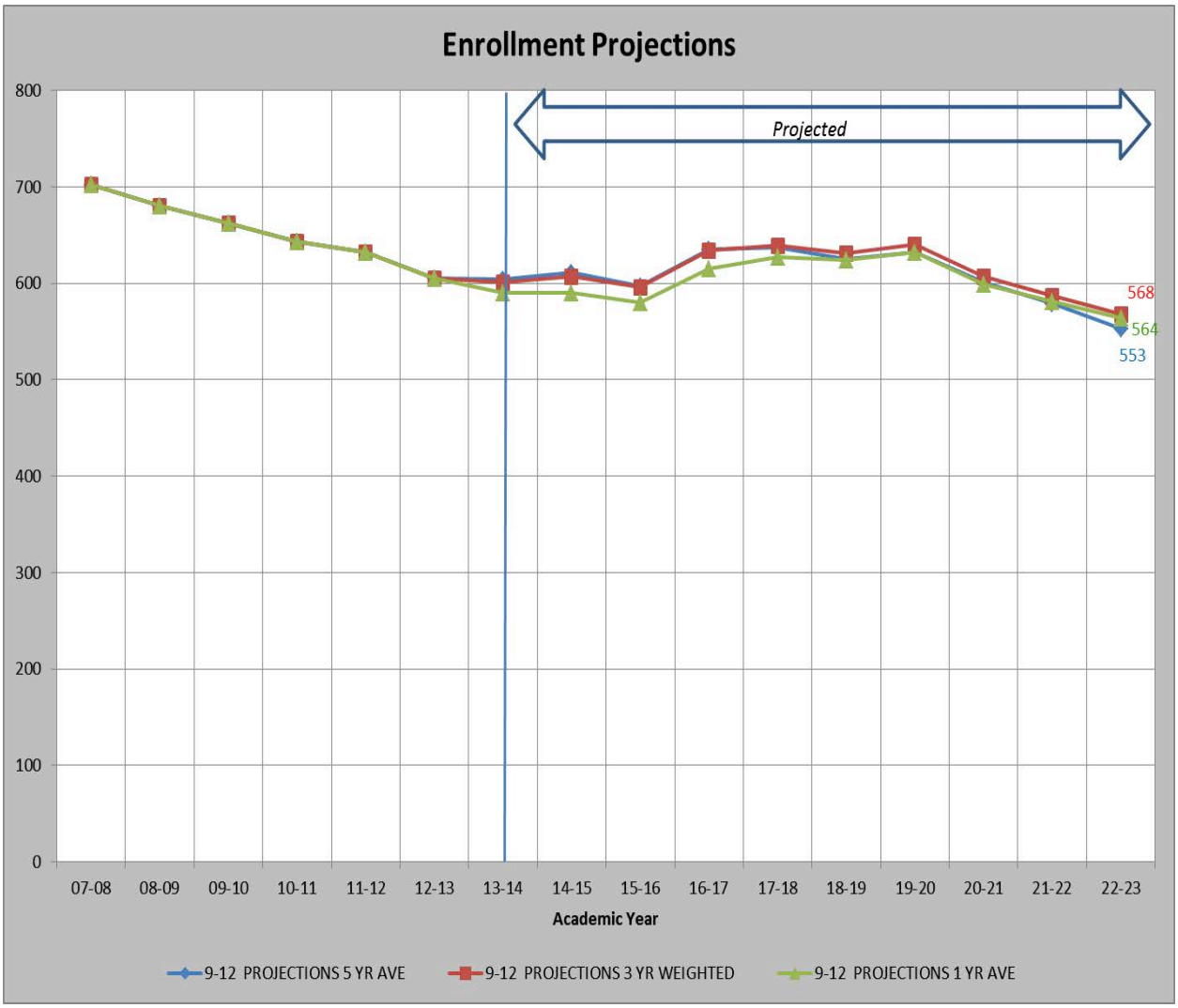
Model Comparisons Using Retrospective Data

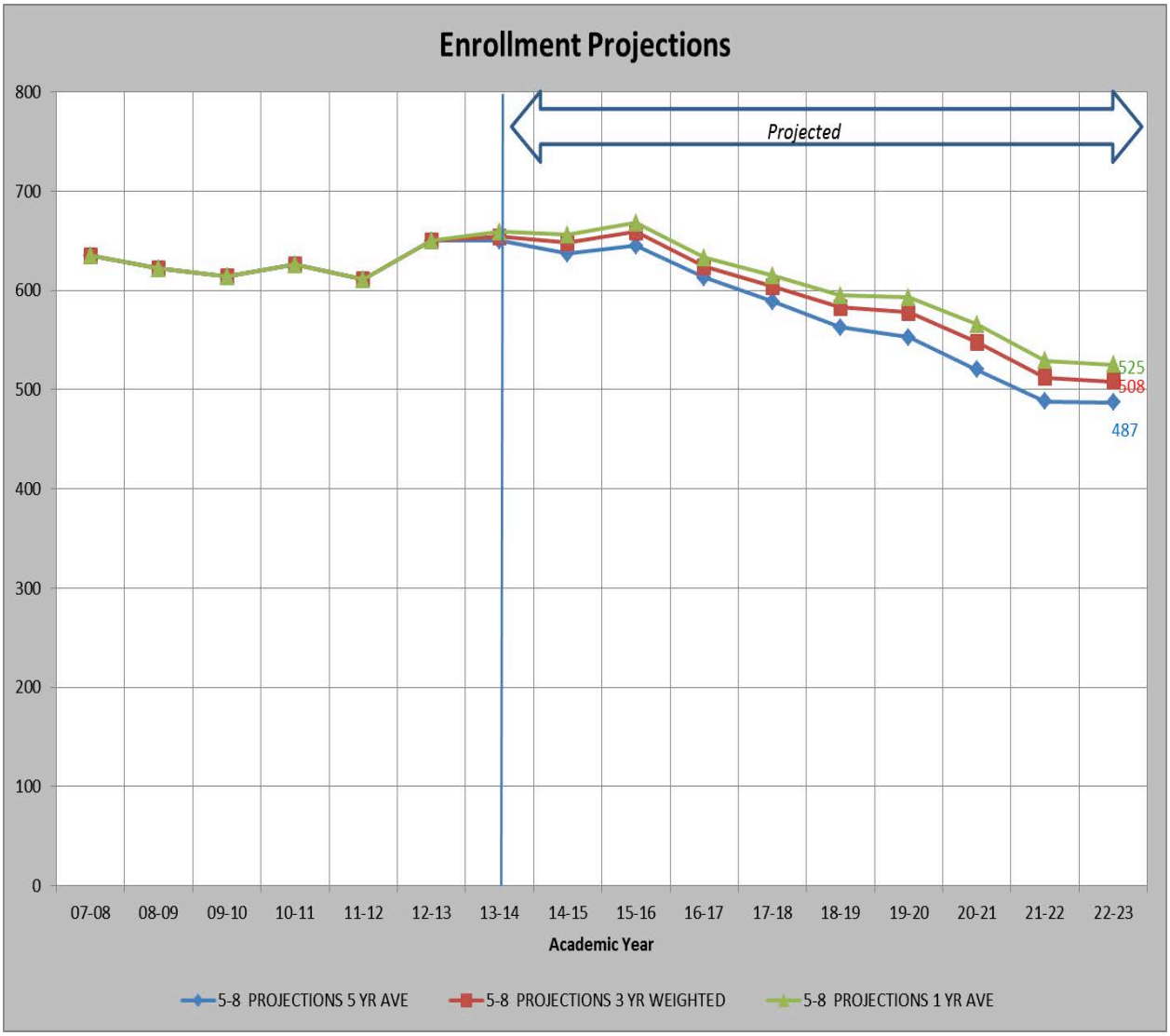
OYSTER RIVER SCHOOL DISTRICT

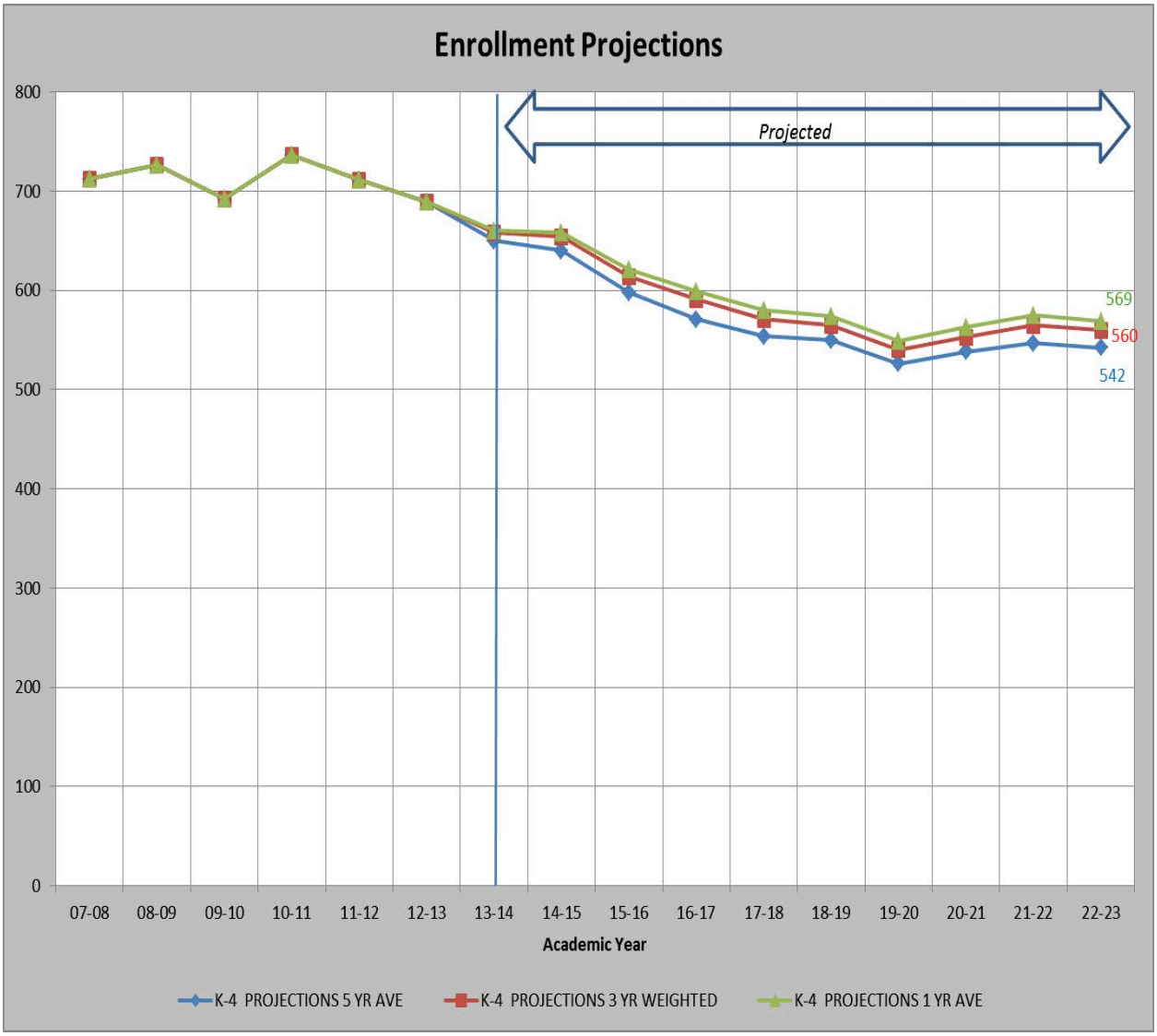
Model	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
5 Year Average										
Difference	1	60	75	76	87	102	128	125	182	207
% Difference	0.05%	2.88%	3.64%	3.65%	4.23%	4.99%	6.31%	6.14%	9.13%	10.38%
3 Year Weighted										
Difference	-10	26	18	-2	-6	1	14	9	64	83
% Difference	-0.46%	1.25%	0.87%	-0.10%	-0.29%	0.05%	0.69%	0.44%	3.21%	4.16%
1 Year Cohort										
Difference	-8	34	26	4	1	9	19	7	59	76
% Difference	-0.37%	1.63%	1.26%	0.19%	0.05%	0.44%	0.94%	0.34%	2.96%	3.81%

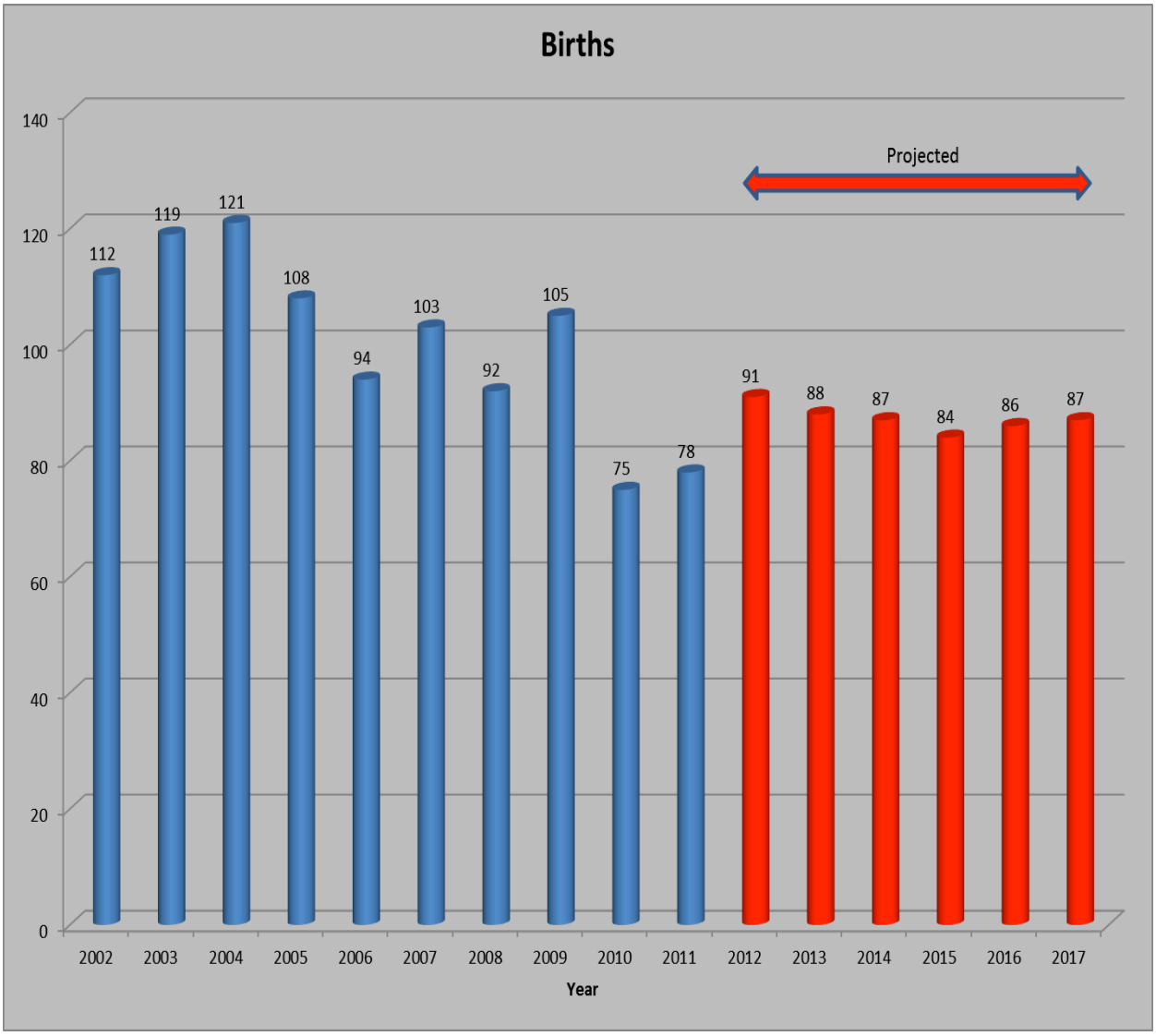
Model	1st 5Years	2nd 5years	10 Years
5 Year Average			
Difference	60	149	104
% Difference	2.89%	7.39%	5.14%
3 Year Weighted			
Difference	5	34	20
% Difference	0.25%	1.71%	0.98%
1 Year Cohort			
Difference	11	34	23
% Difference	0.55%	1.70%	1.13%


Enrollment Projections
2,500
2,000
1,500
1,000
500
0
Projected
1,658
1,636
1,582
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
Academic Year
K-12 PROJECTIONS 5 YR AVE
K-12 PROJECTIONS 3 YR WEIGHTED
K-12 PROJECTIONS 1 YR AVE


Enrollment Projections
800
700
600
500
400
300
200
100
0
Projected
568
564
553
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
Academic Year
9-12 PROJECTIONS 5 YR AVE
9-12 PROJECTIONS 3 YR WEIGHTED
9-12 PROJECTIONS 1 YR AVE


Enrollment Projections
800
700
600
500
400
300
200
100
0
Projected
525
508
487
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
Academic Year
5-8 PROJECTIONS 5 YR AVE
5-8 PROJECTIONS 3 YR WEIGHTED
5-8 PROJECTIONS 1 YR AVE


Enrollment Projections
800
700
600
500
400
300
200
100
0
Projected
569
560
542
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
Academic Year
K-4 PROJECTIONS 5 YR AVE
K-4 PROJECTIONS 3 YR WEIGHTED
K-4 PROJECTIONS 1 YR AVE


Births
Projected
140
120
100
80
60
40
20
0
112
119
121
108
94
103
92
105
75
78
91
88
87
84
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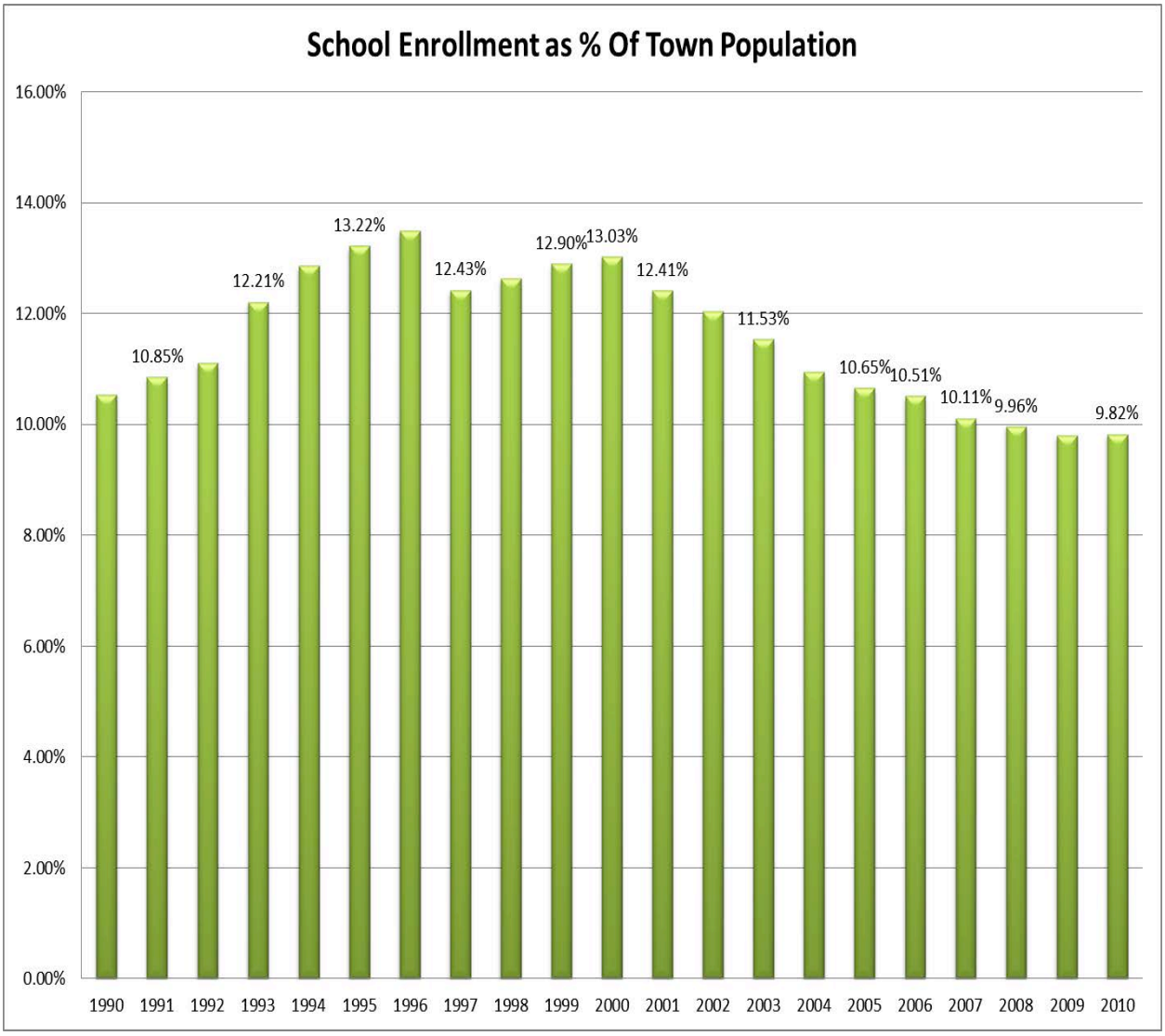
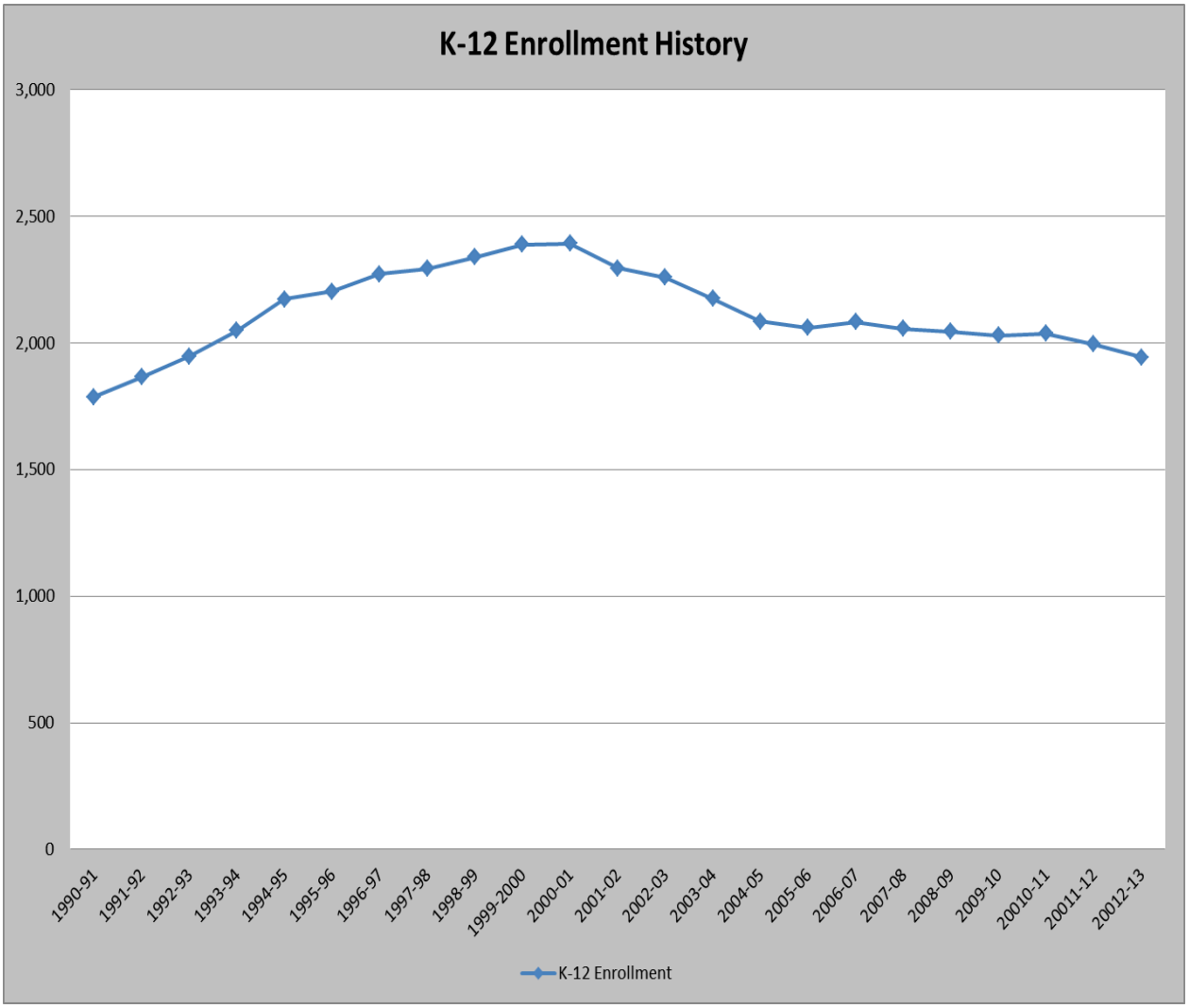
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
Year


School Enrollment as % Of Town Population
16.00%
14.00%
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
10.85%
12.21%
13.22%
12.43%
12.90%
13.03%
12.41%
11.53%
10.65%
10.51%
10.11%
9.96%
9.82%
1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010


K-12 Enrollment History
3,000
2,500
2,000
1,500
1,000
500
0
1990-91
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-2000
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
20010-11
20011-12
20012-13
K-12 Enrollment

Summary of Tuition Students that Attended
Oyster River Cooperative School District

Academic Year			K	1	2	3	4	5	6	7	8	9	10	11	12	K-4	5-8	9-12	K-12
2007	-	2008	0	1	0	1	0	1	0	1	1	5	0	0	1	2	3	6	11
2008	-	2009	0	0	1	0	1		1	0	1	5	5	1	0	2	2	11	15
2009	-	2010	0	0	0	1	0	1	0	1	0	8	5	5	3	1	2	21	24
2010	-	2011	0	0	0	0	0	0	1	0	1	12	8	7	5	0	2	32	34
2011	-	2012	0	1	0	0	0	0	0	1	0	18	13	11	6	1	1	48	50
2012	-	2013	0	2	0	0	0	0	0	0	0	21	18	12	14	2	0	65	67

Appendix B

Copy of Feedback Instrument

To: Oyster River Cooperative School District Faculty and Staff
From: Mark Joyce and Keith Burke, Consultants
Subject: Assessment of Educational Facility Needs
Date: September 2012

We have been selected to complete an assessment of educational facility needs for the Oyster River Cooperative School District. Our study includes developing enrollment projections, studying the existing educational program, examining the current utilization of classrooms and other spaces, providing an educational assessment of current facilities, envisioning future educational needs, and, as needed, making recommendations for added and/or reconfigured facilities.

We completed the initial tours of Oyster River Cooperative School District during September and additional tours of school facilities will occur over the next few weeks. Although we have already met some members of the faculty and staff and hope to meet several more during future visits, we also want to provide an opportunity for short written comments. Kindly respond briefly to the three questions, which follow. Question one is related to your school's overall needs, the second question is linked to your specific program area or grade level, and the third is an open-ended question about emerging needs.

1. As you assess your current school facility (building and site), what do you believe are its overall strengths and limitations?

   a.) Strengths:

   b.) Limitations or areas in need of change:

2. As you look more specifically at the facilities available <u>to your program area or grade level</u>, what do you see as strengths and limitations?

   a.) Strengths:

   b.) Limitations:

3. What do you envision as emerging facility needs over the next decade?

School: _____ Name (optional): _____

PLEASE RETURN TO YOUR PRINCIPAL BY: _____

Appendix C

Oyster River Cooperative School District

Oyster River School District
Staff Survey Results

Mast Way School
Survey Summary

Based on 14 responses received as of October 10, 2012 Strengths, Limitations and Emergency Facility Needs as Reported Through the Mast Way School Faculty and Staff Responses to the Survey.

<u>Question 1(a)</u> – As you assess your school facility (building and site), what do you believe are its overall *strengths*?

Strengths	# of References
Well kept building & great custodial staff	6
Beautiful spaces	4
Centrally located	1
Courtyard	3
No portables	1
Ability to personalize décor in classrooms	1
Classroom space	8
Close proximity to copier, printer & lunch room	1
Classrooms with bathrooms	1
Grades clustered in the same area of building	1
Great library	5
Playground & outside accessibility	1
Great playground	3
Separate computer lab & Unified Arts rooms	5
Adequately sized gym	1

<u>Question 1(b)</u> – As you assess your school facility (building and site), what do you believe are its overall *limitations*?

Limitations or Areas in Need of Change	# of References
Color-scheme on walls is outdated	3
No cross-ventilation from windows & doors	4
Loss of common area	2
Lack of energy efficiency in old section of building	1
Bathrooms are too far away	2
Poor music room/too small	9
Limited classroom storage	7
Older rooms lack wall space to display art	1
PA system is inconsistent	1

Hot copy room causes machines to overheat & malfunction	1
Institutional overhead lighting	1
Bus loop should be extended	1
Noise level in hallway	4
Lack of small breakout areas	9
Layout of main entrance should lead directly to front office	1
Better spaces for viewing presentations	1
Less blacktop on the playground	1
Parking area needs repair	2
Replace carpeting	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *strengths*?

Strengths	# of References
Music room has a stage	1
Knowledgeable teaching staff	1
Great gym	2
Great playground	1
Large classrooms	4
Bathroom in classroom	2
Smart board/magnetic whiteboard	1
Lots of natural light	1
Flexibility in furniture layout	1
Close to specialists	1
Separate room for kiln	1
Large open space	1
Multiple sinks make cleanup easier	1
Close proximity to other grades	1

Question 2(b) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *limitations*?

Limitations	# of References
Not all grade levels are close by	1
Library should be centrally located	1
Shelving units are needed	1
Lack of storage	5
Lack of confidential meeting spaces	3
Special education room is too small & noisy	1
Lack of windows in some rooms	2
No ventilation	3
Lack of sharing the outdoor teaching area	1
Need A/C in all rooms	2
Sinks are too low for adults	1
Carpet is dirty & needs to be replaced	1

Noisy hallways	1
Large hallway windows distract the students	1
Building is too hot	1

<u>Question 3</u> – What do you envision as *emerging facility needs* over the next decade?

Emerging Needs	# of References
Large classrooms with acoustic tiles	1
Infrastructure to support technology	2
Develop a PEP, K-2, 3-5, 6-8, 9-12 school system	2
Keep building up to code & well maintained	1
Secure wireless access	1
1:1 ratio for devices	1
Cloud capabilities for collaboration	1
Flexible use of small quiet areas	2
Moving screens in classrooms	1
School-wide air conditioning	1
Full day kindergarten needs space	1
Music program needs dedicated space	1
Storage	1
Ergonomic flooring (high rate of plantar fasciitis)	1
Bathroom upgrades	1
Better drainage in parking lot	1
Renovations to building	1

Oyster River School District
Staff Survey Results

Moharimet Elementary School
Survey Summary

Based on 6 responses received as of October 12, 2012 Strengths, Limitations and Emergency Facility Needs as Reported Through the Mohariment Elementary School Faculty and Staff Responses to the Survey.

Question 1(a) – As you assess your school facility (building and site), what do you believe are its overall *strengths*?

Strengths	# of References
Exterior of building is beautiful & has great curb appeal	2
Nice playground	2
Adequate use of outside land	1
Wide hallways & large classrooms	1
Great centrally located library	2
Small communities within the school/great use of wing space	4
Restroom in classrooms	1
Great layout of front office, counseling area & school nurse	1

Question 1(b) – As you assess your school facility (building and site), what do you believe are its overall *limitations*?

Limitations or Areas in Need of Change	# of References
Lack of proper heating & cooling in classrooms	2
Modular classrooms isolate students	5
No separate gym/lunchroom	5
Not enough meeting space for small, private groups	3
Need a spare classroom	1
Poorly designed interior layout	1
Wing space is under-utilized	1
Lack of adult restrooms	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *strengths*?

Strengths	# of References
K-4 school has many advantages	1
Designated music room	1
Stages & great area for performances	1
Large outside space for learning	2
Library is inviting & easily accessible	1

Lots of storage space available	1
Bathroom in classroom	1
Flexible lighting	1
Large, easy to open windows	1
Tiled floor makes clean up quick & easy	1
Rug for circle reduces noise	1

Question 2(b) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *limitations*?

Limitations	# of References
Rugs are in need of new padding	1
Need larger rooms	2
Lack of electrical outlets	1
Cubby area is too small & too close together	1
Classrooms get very hot in the spring & summer	1
Limited storage	1
Modular classrooms isolate students	1
Icy conditions during winter months	1
Lack of outside air	1
Lack of conference room	1
Sharing the gym disrupts the P.E. schedule	1
Door between gym & classroom is broken & hard to operate	1
Soundproof the above mentioned common wall	1

Question 3 – What do you envision as *emerging facility needs* over the next decade?

Emerging Needs	# of References
Increase tax base by attracting businesses in general area	1
Merging local facilities that provide the same services (library)	1
Redistricting to get more balanced enrollment	1
Ceiling panels	1
New bathroom flooring	1
Replace aging modulars & deck	1
Classroom space	1
Gym could produce more revenue than a new cafeteria	1
More conference space	2
Heat is too low	1
Establish a garden & use what's grown in the daily menu	1
Outside storage	1
Separate gym from cafeteria	1
Improve grounds	1
Renovations to building	1

Oyster River School District
Staff Survey Results

Oyster River Middle School
Survey Summary

Based on 9 responses received as of October 10, 2012 Strengths, Limitations and Emergency Facility Needs as Reported Through the Oyster River Middle School Faculty and Staff Responses to the Survey.

<u>Question 1(a)</u> – As you assess your school facility (building and site), what do you believe are its overall *strengths*?

Strengths	# of References
Welcoming main office area	2
Spacious & beautiful library	1
No locker activity in the hallways	1
Separation of teams creates a small school atmosphere	3
Unique spaces for Art, Music, Tech Ed & Life Skills	1
Outdoor classroom	2
Stolworthy Woods is a great resource	2
Nice gym	1
Wide hallways	1
Nice lockers	1
Parking has improved	1
Good field/playground space	1
Good location near ORHS & UNH	3
Improvements to restrooms are great	1
Good lighting	1
Centrally located office staff	1

<u>Question 1(b)</u> – As you assess your school facility (building and site), what do you believe are its overall *limitations*?

Limitations or Areas in Need of Change	# of References
Temperature on the third floor is unhealthy & too hot	2
More staff restrooms	3
Outdated restrooms	3
Computer infrastructure	1
Revitalize classrooms with new ceiling tiles	1
Heating system update	1
Clean air vents/ducts	2
Poor lab space for meaningful science exploration	1
Small athletic field/poor quality field	1
WIFI & 3G are limited	2
Poorly insulated windows	2
No auditorium	4

Core classes are not close by/poor building layout	3
Lunch room is too small	1
Teachers work areas are too far apart	1
Noise level in hall disturbs students	3
Temperature is not consistent	2
Larger classrooms are needed	4
Need for a mobile & fixed computer lab	1
Old infrastructure	1
No instrument/sports equipment storage	1
Electrical system needs updating	1
Handicapped access is limited due to stairwells	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *strengths*?

Strengths	# of References
Great location on 3rd floor – private & quiet	1
Nicely updated bathrooms	1
Green space/outdoor classroom	1
Large rooms allow for better student movement	3
Teams are close together	3
No stove or refrigerator in the classroom	1
Large windows allow in lots of natural light	2
Hallways are large & great for displaying art	1
Pottery room allows for special lessons & has easy accessibility	1
Ground floor access from the parking lot & playground	1

Question 2(b) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *limitations*?

Limitations	# of References
No storage	3
Poor lighting	1
Need more electrical plugs	1
Loud hallway traffic	2
Rooms are too small	3
Upkeep on playground is not sufficient	1
Athletic field space/quality is poor	1
Teams are far apart	1
Poor access to computers	1
No auditorium	1
Outdated classroom design/Front of room lecture delivery only	1
Poor WIFI	1
Cold in the winter	1
Leaky roof	2
Technological infrastructure	1
Poor plumbing/need additional sinks	1

<u>Question 3</u> – What do you envision as *emerging facility needs* over the next decade?

Emerging Needs	# of References
Poor temperature on 3rd floor	1
Restrooms need to be remodeled	2
Music room needs to be remodeled	1
Poor air quality	3
New building is necessary	2
Technological infrastructure revitalization	2
Proper insulation in ceilings	1
Wifi/3G upgrades	1
Proper lab space for Science studies	1
Facility is not as clean as it should be	1
Roof leaks	1
Better lighting for reading/learning	1
Handicapped accessibility is very poor	1
Poor climate control	1
Acoustic modifications/microphoned classrooms	1
Smart boards should be added in all classrooms	1
Better quality furniture	1
Sustainable hydration systems/solar panels	1
Plant holly outside for landscaping	1
Removal of chalkboards that may contain asbestos	1
External delivery of courses	1
Add on to the front of the building	1

Oyster River School District
Staff Survey Results

Oyster River High School
Survey Summary

Based on 6 responses received as of October 10, 2012 Strengths, Limitations and Emergency Facility Needs as Reported Through the Oyster River High School Faculty and Staff Responses to the Survey.

<u>Question 1(a)</u> – As you assess your school facility (building and site), what do you believe are its overall *strengths*?

Strengths	# of References
Wide hallways	1
Cleanliness	2
Teachers have their own teaching space	3
Small class size	1
Facility is in good condition	1
Security	1
Reliable windows	1
Strong school culture	1
Common areas easily accessible by students and teachers	2
Large amount of academically motivated students	1

<u>Question 1(b)</u> – As you assess your school facility (building and site), what do you believe are its overall *limitations*?

Limitations or Areas in Need of Change	# of References
Not enough field space	1
Not enough parking	1
Specialized classrooms being used for regular classes	1
Education literature should be small	1
Small auditorium	1
No faculty room	1
Lack of computer lab access	1
Building is in poor condition/needs repair	1
Unreliable wireless connection	1
Poor air circulation	1
Not enough photocopiers upstairs	1
Better/consistent heat distribution	3
Doors are difficult to monitor & are easy to prop open	1

Question 2(a) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *strengths*?

Strengths	# of References
Computer lab access	1
Library	1
Writing lab	1
Limited class size	1
All books are available in hardcover	1
Lecture & lab areas should be separate	1
Accessible outdoor teaching area for science classes	1
Departments are clustered together	1

Question 2(b) – As you look more specifically at the facilities available to your program area or grade level, what do you see as *limitations*?

Limitations	# of References
Math department needs more room for higher student population	1
Need more overhead projectors	1
Need electrical outlets on lab benches	1
Lecture area only fits 16 students	1
Lecture area only seats 24 students	1
Lack of cupboard space	1
Furniture is falling into a state of disrepair	1
Loss of budget for supplies	1
Greater access to more computers and/or laptops	1
More opportunities for experimental learning for students	1
More opportunities for cross-curricular development for teachers	1
Ports for web access	1
Rooms only offer 1 or 2 access points/Rooms have no access points	1

Question 3 – What do you envision as *emerging facility needs* over the next decade?

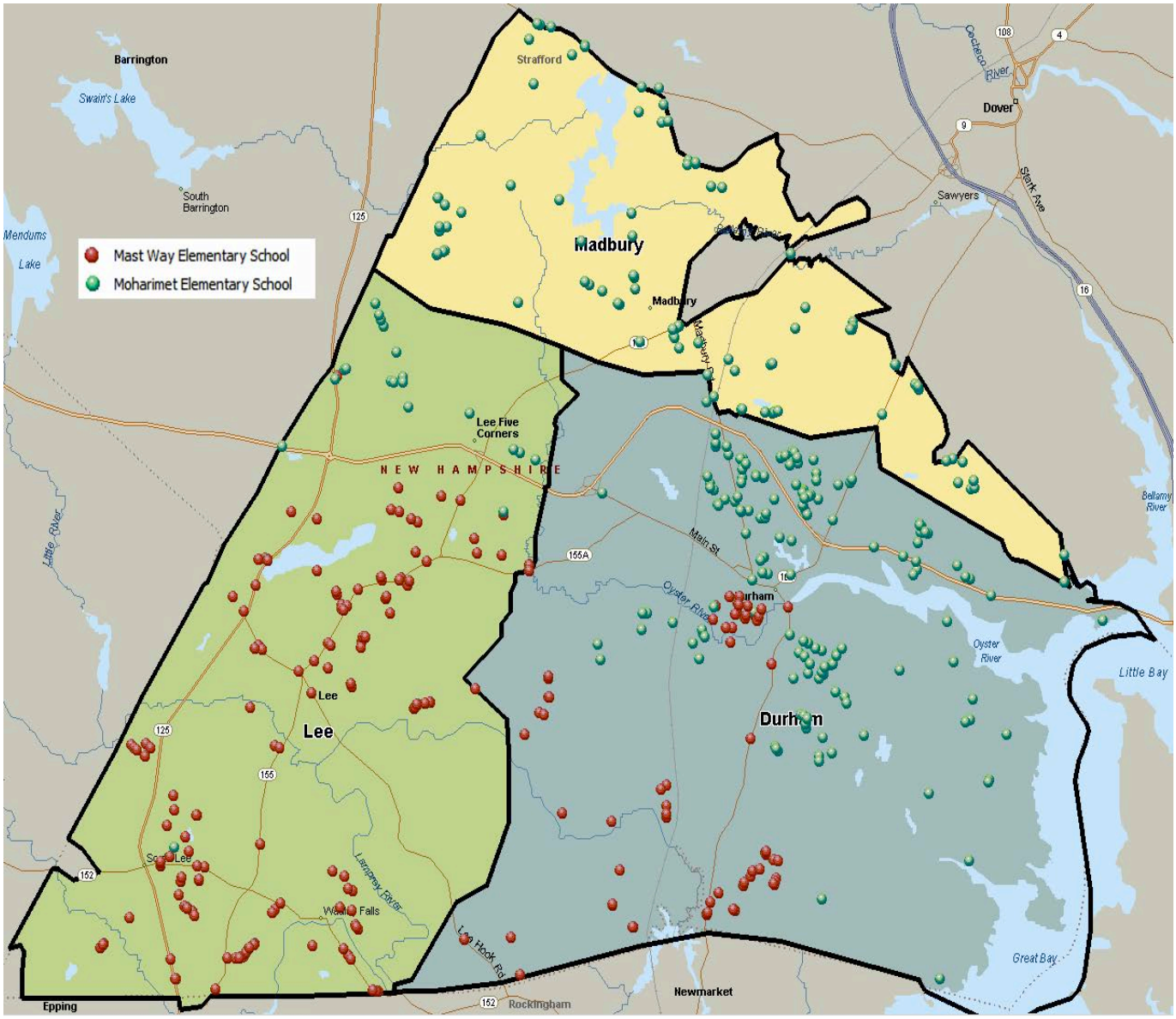
Emerging Needs	# of References
Wireless access/increased bandwidth for network	2
More athletic space to include a track	1
Improve tennis courts	1
One on one laptops	1
More funding for field trips	1
More resources for teachers to collaborate on enrichment opportunities for students	1
More teaching "spaces"	1
More space is needed for authentic instruction	1

Opposition to tuitioning New Market Students	1
If New Market joins this SAU, the population will grow & less students will opt for private school	1
Lower tax rates & home prices will attract families & increase population, resulting in the need for more classrooms	1
PEP program will have to relocated & teachers will be forced out of their classrooms into	1

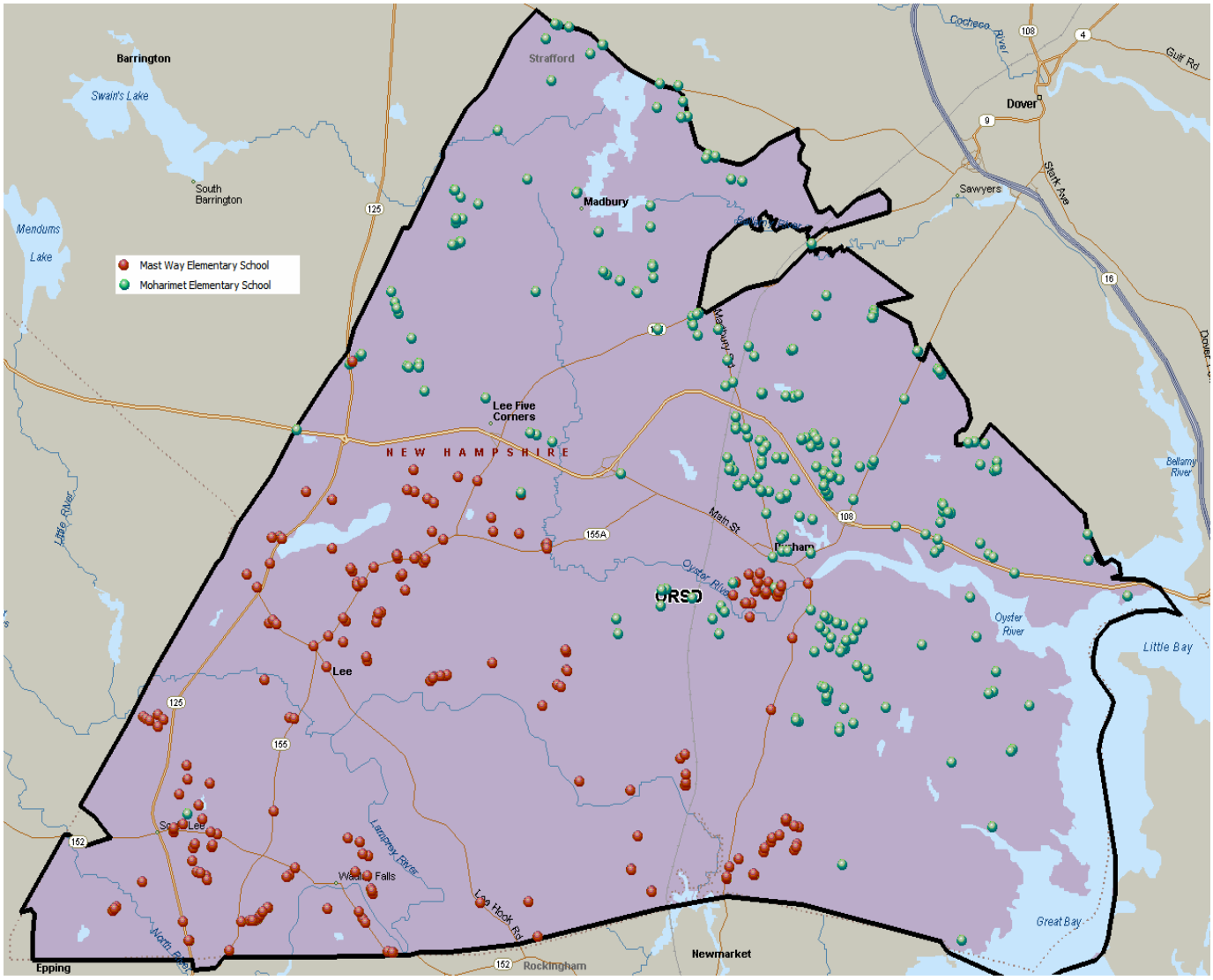
Appendix D

Resident Student Location Maps

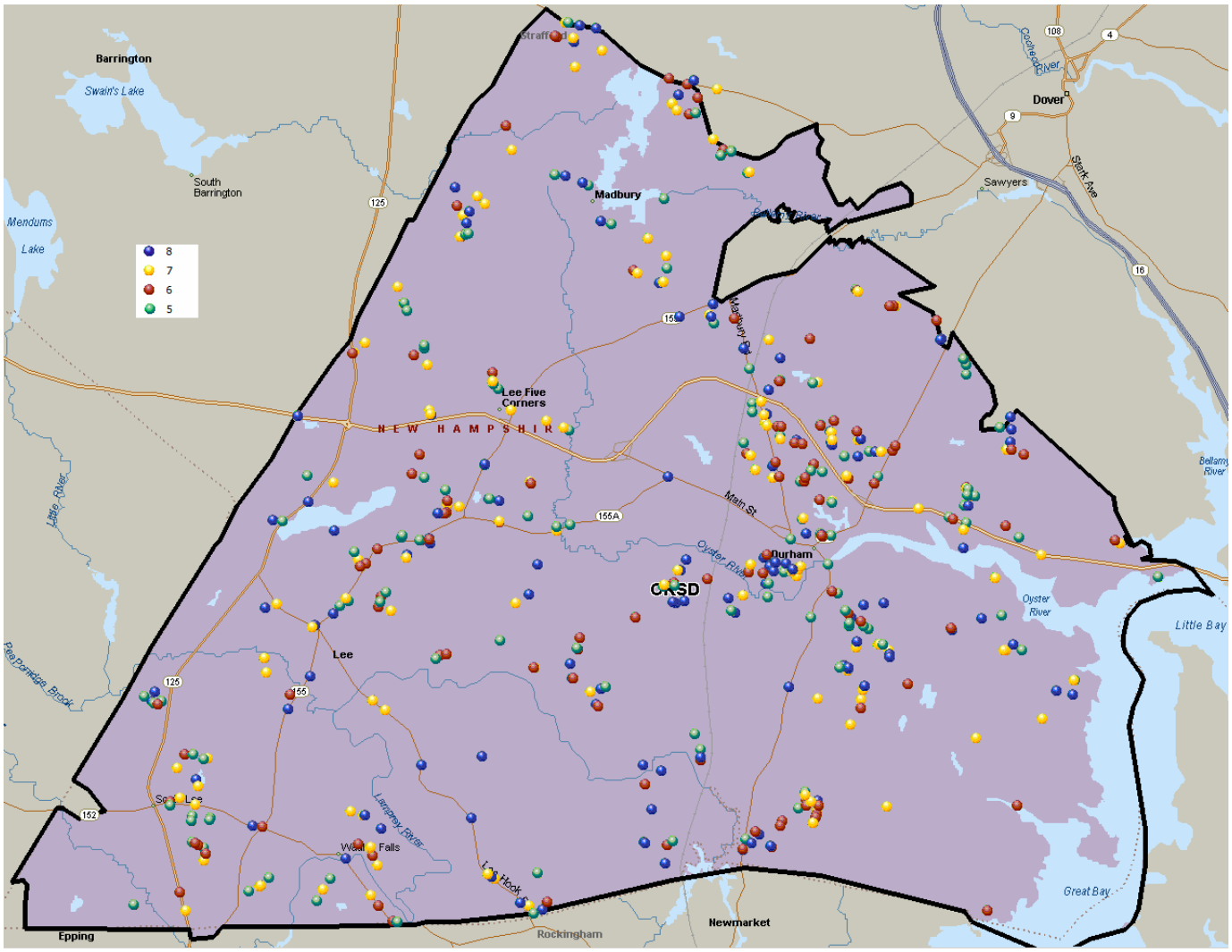
Oyster River Cooperative School District
Distribution of Elementary Students by Home School and Town of Residence



Elementary Location Map by School



Map of Middle School Students by Residence and Grade



Map of High School Students by Residence and Grade