
TIMBERLANE REGIONAL SCHOOL DISTRICT

Serving the communities of

ATKINSON DANVILLE PLAISTOW SANDOWN

ANNUAL REPORT

For the Financial Year Ending June 30, 2012

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.





Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation.

~ John F. Kennedy



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OFFICERS OF THE TIMBERLANE REGIONAL SCHOOL DISTRICT

Term Expires	SCHOOL BOARD			Phone
2013	Lori Aubrey – Vice Chair	Sandown	trsb@timberlane.net	887-7267
	Nancy Steenson	Danville	nancy.steenson@comcast.net	382-9522
	Lisa Withee	Plaistow	trsb@timberlane.net	382-7043
2014	Robert Collins – Chair	Danville	robcollins89@gmail.com	378-9389
	Michael Mascola	Atkinson	trsb@timberlane.net	475-2039
	Peter Bealo	Plaistow	pbealo@comcast.net	382-7039
2015	Roger Barczak	Sandown	rogerbcz@comcast.net	716-1464
	Kate Delfino	Atkinson	trsb@timberlane.net	234-5346
	Elizabeth Kosta	Plaistow	trsb@timberlane.net	300-2472

BUDGET COMMITTEE				
2013	Michelle O'Neil – Chair	Danville	michelle_oneil@yahoo.com	382-8313
	Barry Weymouth	Plaistow	budcom2@timberlane.net	682-3693
	Cathy Lisi	Sandown	budcom2@timberlane.net	682-3693
2014	Kate Rochford (1- yr appt ending 2013)	Atkinson	budcom2@timberlane.net	329-5979
	Dennis Francoeur	Danville	safetysoccer@yahoo.com	382-5171
	Diane Rothwell	Plaistow	budcom2@timberlane.net	382-4947
2015	Gregory Spero – Vice Chair	Atkinson	gregory.spero@yahoo.com	362-6415
	Vacant	Plaistow		
	Donna Green	Sandown	donnagre@gmail.com	974-0758

OTHER DISTRICT OFFICERS				
2014	Steve Ranlett	Moderator		
Appointed	Lorna Walker	School District Clerk		
Appointed	Paul Sullivan	Treasurer		
Appointed	Lori Parrillo	Assistant Treasurer		

SCHOOL ADMINISTRATION			
Dr. Earl Metzler, II	Superintendent of Schools	earl.metzler@timberlane.net	
Winfried Feneberg	Assistant Superintendent	winfried.feneberg@timberlane.net	
George Stokinger	Business Administrator	george.stokinger@timberlane.net	
Kathleen Smith	Assistant Business Administrator	kathleen.smith@timberlane.net	
Nancy Danahy	Director of Human Resources	nancy.danahy@timberlane.net	
Dr. Roxanne Wilson	Director of Pupil Personnel Services	roxanne.wilson@timberlane.net	
Elizabeth Rincon	Assistant Director of Pupil Personnel Serv.	elizabeth.rincon@timberlane.net	
Kelli Killen	Director of Elementary Education	kelli.killen@timberlane.net	
Scott Strainge	Director of Secondary Education	scott.strainge@timberlane.net	
Debra Armfield	Director of Professional Learning	debra.armfield@timberlane.net	
John Holland	Director of Technology	john.holland@timberlane.net	
Sandra Hodgkins	Transportation Coordinator	sandra.hodgkins@timberlane.net	
Angelo Fantasia	Director of Athletics	angelo.fantasia@timberlane.net	
Anthony DiBartolomeo	Director of Music & Performing Arts Center	anthony.dibartolomeo@timberlane.net	
Renzo Binaghi	Director of Evening Division/Adult Educ.	renzo.binaghi@timberlane.net	
James Hughes	Director of Facilities	james.hughes@timberlane.net	

ATKINSON ACADEMY
 362-5521 www.atkinsonacademy.com
 Kathleen Dayotis– Principal
 Christopher Snyder – Assistant Principal

DANVILLE ELEMENTARY SCHOOL
 382-5554 www.danvilleschool.com
 Nancy Barcelos – Principal
 William Pimley– Assistant Principal

POLLARD SCHOOL
 382-7146 www.pollardschool.com
 Michelle Gaydos – Principal
 Michelle Vance – Assistant Principal

SANDOWN CENTRAL ELEMENTARY SCHOOL
 887-3648 www.sandownschool.com
 Douglas Rolph – Principal

SANDOWN NORTH ELEMENTARY SCHOOL
 887-8505 www.sandownnorth.com
 Jo-Ann Georgian – Principal
 Patrice Liff – Assistant Principal

TIMBERLANE REGIONAL MIDDLE SCHOOL
 382-7131 www.timberlanems.com
 Michael Hogan – Principal
 Janet Hart – Assistant Principal
 Marilyn Hutnick – Assistant Principal
 Carol Mrowka– Assistant Principal

TIMBERLANE REGIONAL HIGH SCHOOL
 382-6541 www.timberlanehs.com
 Donald Woodworth – Principal
 John Leary – Associate Principal
 Maria DiNola – Assistant Principal
 Brian O'Connell – Assistant Principal
 Mary Widman – Assistant Principal

THE TIMBERLANE REGIONAL SCHOOL BOARD

The Timberlane Regional School District's Governance Team is comprised of the 9 School Board members and the Superintendent of Schools. Each of the four towns within Timberlane are represented and form our cohesive board where town affiliations fade behind the Timberlane students and what's best for them.

During the 2011-2012 school year, we are elated to report, Sandown North Elementary School was awarded the National Blue Ribbon Award under the High Performing School category. This is an amazing honor for the Timberlane District and even more amazing, knowing there were only 266 schools nationwide recognized and only one in the entire state of New Hampshire. We are extremely proud of and fortunate to be working with the administration, teachers, staff, students and community of Sandown North Elementary School! Congratulations can't be said enough.

Conversely, the 2011-2012 school year was also a sobering one with the announcement that two of our five elementary schools along with the Middle School and High School were designated Schools in Need of Improvement (SINI). The Timberlane Regional School District was also designated a District in Need of Improvement (DINI). The determination of this status is based on the New England Common Assessment Program (NECAP) exam, taken by all students grades three through eight and eleven in the subject areas of reading and math as well as science in grades four, eight and eleven and Writing in grades five, eight and eleven. Every two years the threshold by which any school can obtain Adequate Yearly Progress (AYP) is increased significantly on a march toward requiring "proficiency" of all students, as mandated by the Elementary and Secondary Education Act, better known as No Child Left Behind (NCLB). If any school does not make AYP for two consecutive years, they are given SINI status. Similarly, if the district as a whole does not make AYP for two consecutive years, the district is given DINI status.

While the value and accuracy of the NECAP exam has been challenged, and many question the real world meaning of a school or district "in need of improvement" the Timberlane Governance Team



takes these designations very seriously. While not perfect, the NECAP exam and AYP determinations are the only third party objective means by which our schools are compared to the rest of the state. Consistent and steady progress of all of our students is of the utmost importance and is reflected in the work that was done during the 2011-2012 academic year.



While many goals were met and tasks accomplished, some of the most significant include laying the foundation for the Freshman Academy; beginning the establishment of “common assessments” at all grade levels and subject areas throughout the high school; negotiation of and passage of a one year agreement with the Timberlane Teachers’ Association (TTA); and signing a contractual agreement with a new food service program in an effort to make our children’s meals at school more nutritious. We also accepted extremely generous donations from the Timberlane community. New goal posts were installed, donated by the Timberlane Football Boosters and the kickball field at Danville Elementary was given a major and overdue overhaul donated by the Danville PTA to name a couple.

This academic year was also a reflective one for the School Board as we completed our first ever self- evaluation creating the basis for our 2012-2013 School Board goals. Through this process School Board members discovered areas we needed to improve upon. From this information measurable goals with timelines were adopted, creating a completely transparent and tangible path toward their completion.

While Timberlane saw the departure of Superintendent Mr. LaSalle, long standing Board member William Baldwin of Atkinson and Board member Lou Porcelli of Sandown, we also welcomed two new members Kate Delfino of Atkinson and Roger Barczak of Sandown. Our newest members have proven to be thoughtful, inquisitive and intelligent individuals who will continue to enhance our Governance Team for years to come.

Looking ahead to 2012-2013 and beyond with our newly hired Superintendent, Dr. Earl Metzler, the Timberlane Governance Team is in a strong position with superb leadership to truly transform our schools into high performing academic institutions where excellence is celebrated and each and every student’s academic growth is paramount.

Please join us at our School Board meetings the first and third Thursday evenings of every month during the academic year. Meeting information and important Timberlane documents can be found online at: <https://public.timberlane.net/sau/trsb/default.aspx>. Emails to the Board are welcome at trsb@timberlane.net.

Thank you for your trust and support.

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REPORT FROM THE OFFICE OF THE SUPERINTENDENT

Dr. Earl Metzler, Superintendent

Let me begin by noting since this is my very first report to the community, my focus will be on current school year and upcoming plans, though the remainder of this report will focus on the 2011-12 school year.

The first thing I'd like to do is to take this opportunity to thank the Timberlane community for their warm welcome. My entire family is appreciative of the incredible support and well wishes we have received. Our recent move from Quincy, MA to Hampstead has afforded us a connectivity to the community I might not have experienced otherwise; though this city boy is not accustomed to the snow removal tasks suddenly before me (see picture of my driveway below). I know how fortunate I am to have this opportunity to service as your Superintendent and I will not let you down. I am excited to work with the Timberlane community to make great schools even better. And, I am committed to listening to all of the stakeholders and working as a team to improve student achievement.

One of my first tasks as your Superintendent was to organize a Superintendent's Leadership Team (SLT) to examine all of the key issues in the school system. The SLT has been apprising me of the district's norms which affect how it functions now and what changes are anticipated in the near future. They have also identified the current strengths and weaknesses of the district,



and together we will develop plans to celebrate successes, set goals to address weaknesses and develop a District Action Plan. School and Program Action Plans will then be developed by Principals and Directors and will be linked to the District Action Plan. The SLT will work in concert with the School Board and Superintendent to ensure the District Action Plan aligns with the district's Strategic plan as well as the School Board's goals.

By the end of September 2012 district administrators were busy preparing for the upcoming budget session. Our hats are off to the hard work contributed by many, but especially Business Administrator George Stokinger, the Budget Committee and the School Board. We believe we have put forth a budget that is both mindful of the taxpayer and upholds our commitment to offering quality educational opportunities to our most valued commodity – our kids.

In November 2012 the teachers' union and the School Board reached a tentative agreement on a contract that both sides feel addressed issues equitably and amiably. This agreement includes a considerable move in curtailing health insurance costs, and continued contract language that has guided a collaborative and productive relationship between teachers and administration. Both sides enthusiastically endorse this contract and consider it a priority. As such, we have put improvements to our facilities on hold for this upcoming school year; *though they are still very important and need to be addressed.*

A team of administrators and I conducted a comprehensive safety and security review of district schools and developed an enhancement plan. This was presented to the School Board and funds were allocated to address some of our top concerns. Our students' safety will always be at the forefront of our mission to educate them.

In January I presented my entry report to the School Board. The purpose of this report is to assist me in developing a comprehensive view of the Timberlane Regional School District and to secure a deep understanding of what is

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important to the Timberlane Regional School Board, staff members, parents, students, community and other stakeholders. It is also intended to help me develop a sense of the district's strategic plan as well as my future goals. Additionally, it will serve as a means for the district to get to know me, both professionally and personally, as a new member to the community. You may read this report in full by accessing the School Board's website or clicking the link below:

<http://portal/sau/trsb/Shared%20Documents/2012-2013/Superintendents%20Entry%20Report%20ONLINE%2001%202013.pdf>

Inclement weather poses problems for all of us, especially for Superintendents that have to call off school. Whenever feasible I like to do it as early as possible so that parents can plan for family coverage; however, some storms do not provide that luxury. I will continue to make the safety of your children and our staff the major driver in every decision and I thank you for your patience with the new guy as I try to figure out the weather patterns in Southern New Hampshire.

These last six months as your Superintendent have been incredibly rewarding and challenging. With utmost confidence I can say that Timberlane is filled with exceptional teachers, staff and administrators and I will do my very best to grow and enhance all of the good that is here.

In closing, I'd like to acknowledge and thank the retiring staff members of June 2012 whose

combined years of service calculate to over 310 years of service to the district.

PROFESSIONAL STAFF: Al Bradley, *TRHS Math*, Susan Culver, *TRMS Guidance*, Elisabeth Gustavson, *District IWM Coordinator*, John Hayes, *District Psychologist*, Ann Lake, *TRMS Special Education*, Dave Morse, *TRHS Social Studies*, Ellen Stutman, *Pollard Art*, Karen Sullivan, *Pollard Enrichment*, Susan Swirbalus, *Atkinson Academy Grade 3*, William Vickers, *TRHS Math*, and Carla Wilson, *Atkinson Academy Grade 1*.

SUPPORT STAFF: Robert Crossman, *Pollard Custodian*, John Defio, *Atkinson Academy Custodian*, Sharon Hasfjord, *Sandown North Secretary*, Elizabeth Noel, *TRHS LNA*, William Sargent, *Sandown Central Custodian*, Debra Taylor, *TRMS SPED Secretary*, and Patricia Williams, *Guidance Secretary*.

And Richard La Salle, *Superintendent of Schools* who often spoke of moving this district from *Good to Great*; I intend on honoring this goal.

Finally, I would like to congratulate our Assistant Superintendent Winfried Feneberg on his new appointment to the Windham Superintendency. He welcomed me with open arms and helped me learn the ropes here in Timberlane. I am eternally grateful for his professionalism and friendship. He has given us more than 25 years of outstanding service. Windham is fortunate to be getting a true professional. We will be working together for the remainder of this school year. Thank you Mr. Feneberg!



DIRECTOR OF PUPIL PERSONNEL SERVICES

Dr. Roxanne Wilson

Introduction

The School year 2011-2012 was my first year working in the Timberlane District, and I am pleased to say how impressed I was with the staff, students and resources district-wide. Pupil Personnel Services consists of many staff spread out over several departments who offer a variety of support services to students in order to help them successfully access and make progress in their education. Pupil Personnel Services is committed to meeting the individual needs of students.

Special Education

Under Federal and State law, schools are required to ensure that students with disabilities receive a "free and appropriate public education." Each school is staffed with special education teachers and paraprofessionals to assist students with their individual education plans. We also have district programs housed in each of the elementary and secondary schools that address specific types of learning needs, including Autism, Emotional/Behavioral and Intensive Needs.

We provide high quality, researched-based resources and professional development on a continual basis to maintain highly effective specialized instruction in reading and math, and to ensure that teams conduct quality evaluations to determine how students' disabilities impact their learning. Sometimes it becomes necessary to seek expertise outside the Timberlane District for students' educational needs, and this is reflected in our contracted services and tuition accounts to other schools. We provide a six week Extended School Year Program during the summer for those students who require it.

New this year is the addition of the Life Skills Suite at the high school where students receive training in a variety of critical life skills including cooking, self-management, and home management. In addition, specific students explore various community job and volunteer opportunities with adult support in order to prepare them for the world of work upon graduation.



Guidance

Each elementary school has one guidance counselor, with three counselors at the middle and five at the high school level, including the Guidance Director. These counselors play an integral role in the success of their students in school. They assist families during times of crisis, personal struggle or adolescence. Counselors also coordinate Section 504 in their buildings, which is the Federal anti-discrimination law aimed at minimizing barriers to education for children with qualifying disabilities. At the high school, in addition to scheduling courses, guidance counselors help students with college admissions and post-secondary work plans.

Counselors continue to meet as a group monthly in Professional Learning Communities to share information and strategies to support students. Timberlane's District Behavioral Health Team meets four times a year to keep current on school crisis response protocols. There are additional therapeutic counselors at the middle and high schools to assist specific students with disabilities with more intensive interventions, as needed.

Nurses

Each school has one nurse, with the middle and high schools having two each, as well as a part time nurse for the TLC Preschool at Pollard Elementary. These nurses play an important role in helping students be successful in school. The nurses assist with health screenings and evaluations and dispense medications that many students require during the day. They are the first responders in a medical emergency, and are part of multi-disciplinary teams for students with the most severe disabilities. Nurses help keep our schools safe and healthy during times of widespread colds or flu.

English as a Second Language Program: ESOL

Students who grew up speaking a language other than English might qualify for services of our English as a Second Language Program. Timberlane has one ESOL Teacher who meets with approximately seventeen children in grades 1-12, to help them access their education.

DIRECTOR OF ELEMENTARY EDUCATION

Kelli Killen

Writing: Staff in third grade is working with Mary Ellen Giacobbe on writing instruction. Students in writing are focusing on shorter pieces of text and different areas of writing to prepare them for beginning use of the 6+ Traits as they move to the intermediate grades. Fred Wolff began working with our fourth and fifth grade teachers on 6+ Traits writing instruction and assessment.

LETRS: Language Essentials for Teachers of Reading and Spelling:

Teachers from each grade level spent a week, twice this year, being trained in how students learn to read and what instruction is best to teach those specific skills by Dr. Carol Tolman. Teachers use this information as they prepare lessons in reading and to determine what areas students might need intervention.

Learning Targets: Teachers write learning targets for reading, writing, and math. Learning targets are the focus of the lesson. These are posted and referred to often during the instruction time so that students are clear on what they are learning and what they need to do for mastery. Ask your child what the learning target was for today.

Handwriting without Tears: Handwriting Without Tears was chosen as the district handwriting program for the elementary level. Explicit instruction will be given in manuscript and cursive. The handwriting skills will be practiced and used at each grade level K to 5. Teachers have been trained and will work with our occupational and physical therapists to implement this curriculum.

Other District Programs

Common Core State Standards

The Curriculum Coordinators and Directors of Education are planning and beginning the implementation of the Common Core Standards for Timberlane. This first year has been spent familiarizing staff, students, parents, and communities with what the Common Core State Standards are. Staff throughout the district are reviewing curriculum, programs, and materials to determine our current level of alignment. Staff will begin to make the instructional and curriculum changes that are needed so that full



teaching of the Common Core Standards will begin in the fall of 2013. You may access more information about the Common Core at <https://public.timberlane.net/curr/parent/default.aspx>

District In Need of Improvement

(DINI): The district was classified as a District in Need of Improvement in both reading and math for not making Adequate Yearly Progress (AYP) for two years in a row. A district team has met and completed an action plan in each of these areas around these two goals:

GOAL 1: The Timberlane Regional School District supports targeted early intensive intervention for all students based upon systematic data collection and analysis.

GOAL 2: All administrative and staff Professional Learning Communities (PLC's) will make use of data to make decisions about school improvement and professional development needs and to focus on improved student learning.

Title I District Program: The district's Title I program provides services for students who need more time and practice with reading skills. Pollard School, Danville Elementary, and Sandown North qualified for Title I funding. Title I services are provided through a pull out program as part of the RTI model at each school in addition to the reading instruction in the regular classroom. Math intervention for students needing that extra support in mathematical concepts has been added to our summer program as well as at Pollard School. We hope to expand math instruction to Danville and Sandown North as well in the coming year.

Homeless Education: In the year 2011-12, we had 39 students who were homeless. Out of those, 33 were able to find housing either in our district or another. Any student who meets the criteria for homelessness is entitled to continue his/her education and can qualify for certain educational services. If you know of a family that is experiencing homelessness, please contact your school's guidance counselor so that services can begin.

DIRECTOR OF SECONDARY EDUCATION

Scott Strainge

As the school house doors opened for the 2011-12 school year, both the high school and the middle school were focused on delivering a standards-based learning environment that challenge all students to perform at their highest levels. Through innovative and creative teaching methods, standards based curriculum, common assessments, and standard rubrics teachers looked to support learning and enrich student understanding towards mastery of the major concepts and ideas articulated at the secondary level.

Similar to all schools across the nation we have also been working hard to ensure that our curricula are aligned with the Common Core State Standards.

Middle School

The middle school has continued to grow as one of the finest institutions in the state as it looks to deliver a learning environment and curriculum that challenges all students to be their best. The focus this year for the staff again has been the piloting of a standards-based report card with the goal of moving to a full implementation in the 2013-14 school year.

Teachers continue to move towards the Common Core State Standards and have focused on the skills students will need to perform successfully on the Common Core Test which will be arriving in the fall of 2015.

Grades 6-8 have been working hard to fine tune the standards-based rubrics to match their common assessments as the standards based teaching and learning program comes into sharper focus.

We continue to foster the development of literacy and are currently beginning the process to create a 3-5 year plan for addressing literacy

at the middle school level.

Grades 6-8 began NWEA Testing this year in English and math and will test in science next year. Data teams have been working to assess the data taken from this testing and have begun to look for ways to use this data to inform instruction across the curriculum.

High School

The high school continues to focus on competency-based assessments that will better reflect both the learning and the teaching going on at the high school working this year to deliver common competency assessments in core courses while gathering and analyzing data from those assessments. The high school has also started a new Freshman Academy program for the 2012-13 school year that will emphasize personalization and a common core of teachers that will bring a student-centered focus to the all important transition from middle school to high school. Also, the high school has become a member of the New Hampshire Scholars Program and continues to further develop its Project Lead the Way Engineering Program as we move towards licensure in that program.

The Division of Alternative and Continuing Education (Evening Division) continues to grow and develop adding new adult education courses for the community and a dual enrollment program with Southern New Hampshire University.

As we continue to work towards finding ways to support all of our students in their learning and personal growth, we need to take time to extend our thanks to all of the teachers and support staff who make Timberlane such a great place to live and work. The countless hours and endless effort they put forth to teach our students is what makes up the heart and soul of our institution and we are proud to call Timberlane our home.



ATKINSON ACADEMY

Kathleen Dayotis, Principal

Atkinson Academy is always striving for excellence! I see evidence of this as our staff works each day to provide high quality learning for all of our students. Our office staff, classroom teachers, paraprofessionals, custodians, and food service personnel all give their best to help our students succeed. Our school community is truly at its' best when everyone works together with one common goal: helping all students achieve their best! I also recognize that parents play an important role in helping students succeed and we are fortunate to work with such a supportive community.



One notable award of excellence was received this year by Hannah Luscomb, one of our grade 5 students. The Atkinson Garden Club encourages students of all ages to enter the Smokey Bear/Woodsy Owl Poster/ Poetry contest. Many excellent entries are received each year, but Hannah's was the first poster to be chosen at the state level. She was invited to a special reception at the State House in Concord and was personally recognized by Governor John Lynch.

To achieve greater levels of excellence in instruction, our highly-qualified staff began the process of writing learning targets for each lesson. By clearly identifying what students are expected to learn during each lesson, teachers have a better means to evaluate whether or not

students have learned what they need to learn. I am amazed at how often I can walk into a classroom and hear students actively talking about what they are learning. This is further evidence of how committed our staff is to helping students continue to learn and grow each day.

Only minor renovations to the building took place this past summer. The front of the 1803 building was repainted and a few exterior doors replaced around the building. These doors helped make our building safer and more energy efficient.

We are continually encouraged by the generous support of the PTA and Night Owls. Both parent groups have worked hard this year to offer outstanding events for our students, which raise funds to make improvements around our school. We are thrilled to know that funding is available to provide a sizable shade structure on our playground. This will provide staff and students an appreciated break from the sun on hot days and will offer a major upgrade to the quiet area near the building. Construction is to be completed by June 2013.

I say it each year, but Atkinson Academy is fortunate to be part of such a supportive community and as the leader of this school, that is never far from my mind. We take our work very seriously, but also recognize that it would be much harder if we had to do it alone. As always thank you for your continued support!



READ ACROSS AMERICA INITIATIVE

DANVILLE ELEMENTARY SCHOOL

Nancy Barcelos, Principal

Danville School has been involved with a NH Responds Grant. The purpose of the grant is to develop a three-tiered approach to literacy and behavioral expectations for all students. We believe all children can learn with a systematic approach to instruction and interventions to support students. The tiered approach to learning allows for instruction to be delivered based on student need. We are working as a team to strengthen our systems and responses to help students achieve their potential.

Danville School attained the status of School In Need of Improvement in 2012 as a result of the increasing cut scores established by the State of New Hampshire. The staff is working collaboratively to review practices with the alignment of student profiles, while following TRSD curriculum expectations. Danville staff and parents completed a self-assessment and have identified annual objectives to promote continuous progress for all students. Teams within the school are using data to make decisions about school improvement needs. Teachers are using a variety of instructional modes to individualize instruction and assignments in response to students' data.

We are proud to say we have strengthened our community relations by holding a school-wide enrichment day with a theme of colonial times. The school worked with the Danville Heritage Commission, as well as many NH historians to learn about colonial times. The town of Danville



is rich with history with its many historical locations. We have local "celebrities" from the police, fire, library and town hall read to our students as they participate in the Ladybug Book Program through the NH State Library. Once again we offer after school opportunities for students to enhance learning opportunities. The "Science Sleuths" is the latest after school offering for students in second and third grades. They use the scientific learning process to explore and hypothesize. Hands on science activities engage students while reinforcing important skills in concepts including literacy and math.

Our PTA remains an active and enthusiastic group providing many wonderful opportunities for children and their families. Because of their efforts, Danville School received the Blue Ribbon Award, from the New Hampshire Partners in Education, once again for many hours of volunteerism in our schools. At Danville School we value the support we receive from all stakeholders.

Fungo, the mascot from NH Fisher Cats held an assembly for students and invited all to participate in a reading challenge. Many students met the reading challenge and were awarded tickets to a baseball game and were treated to special recognition at the game.

Danville School students and staff continue to learn together and work hard each day to make our part of the world a better place.



POLLARD SCHOOL

Michelle Gaydos, Principal

Have you filled a bucket today? Everyone carries an invisible bucket. You fill someone's bucket when you show love, kindness and respect. You empty someone's bucket when you bully or hurt someone's feelings. All day long we are either filling up or dipping into each other's bucket by what we say and what we do. Pollard School continues to work on making our school a bully-free zone and the 2011-12 school year can best be categorized as a "*Bucket Filling Year*." The message is clear, encouraging positive behavior as children see how very easy and rewarding it is to express kindness and appreciation toward their peers on a daily basis.

Pollard School continues to work on our School In Need Of Improvement (SINI) status. Our SINI plan was put into action and we put much of our efforts into working with our students struggling in the areas of reading and math. All staff attended professional development activities to increase our knowledge in helping our students grow academically. We have collected data, worked in our Professional Learning Communities (PLC's) to interpret and understand our students' skill deficits and have begun to implement small group instruction times where we can truly target these areas. We are confident that with these interventions we will soon see an increase in our annual yearly progress in both reading and math. In the areas of science and social studies, teachers worked to find ways to incorporate non-fiction text into our reading times. As always, Pollard staff successfully utilized our model of instruction: "I Do, We Do, You Do" to assist us in all academic areas.

Always present in our thoughts is our school motto: *What you do today makes a difference tomorrow*. We were very excited that our



students and staff did just that, made a difference, for many people and animals during the 2011-12 school year. Instead of holiday gift swaps, every classroom at Pollard collected money, books, toys, food (for animals too) or clothing for a charity of their choice. Our student council conducted a very successful food drive in November and in December collected almost \$1,000 for the Make-A-Wish Foundation. Student Council also participates annually in the Pennies for Patients program to support The Leukemia & Lymphoma Society. The Pollard Staff collected over \$6,000 for various charities by paying to wear jeans on Fridays. Pollard School truly does make a difference!

We love our PTA! They continue to enrich our school with their ideas and generosity. Every year we receive the Blue Ribbon Award because of the countless hours that volunteers contribute to our school. The PTA has worked hard to raise funds that will be utilized throughout the year by all of our students, sponsoring parent workshops, student assemblies and helping to subsidize our field trips.

A key part of every school year at Pollard School are the many day and evening activities planned to contribute to our students' education. Open houses, Star Gazing Night, Wellness Day, our second grade musical and our Academic Fair are just some of the different activities that involve the whole family in the day to day learning of our students. Activities such as our concerts, Grandparents/Special Persons Day and our infamous Halloween parade bring large groups of the Pollard School community together to enjoy the children and their efforts. We are truly lucky to have such an active school community. As always, we at Pollard School welcome parents and community members to join us in creating a warm, caring and safe learning environment for our children.



SANDOWN CENTRAL ELEMENTARY

Douglas Rolph, Principal

We continue to utilize data to inform our teaching practices to help students achieve success. With the adoption of core instructional programs in reading and math, the Response to Intervention model, and DIBELS Next Assessment, the process of collecting, analyzing, and taking action on data was instituted. LINKIT data management system currently provides assistance in sorting and analyzing our literacy data. We focus on what has been learned, not what has been taught. In literacy, daily assessment takes place during universal, Tier One instruction in whole group, small group, and one on one instruction. Formative assessments are given as part of our core Reading Street program weekly, at the end of a unit of study, and at the end of the year. Individual student results are collected and analyzed to identify strengths and weaknesses on specific skills and strategies and to inform our instruction.

In math, informal daily assessment takes place with our core, EveryDay Math program. Students are also assessed at the end of a unit of study, at midyear, and at the end of the year. These assessments all serve as formative sources to inform our teaching and learning during universal instruction, Tier One, and Tier Two instruction.

We held an exciting Art Enrichment Day, where students explored the arts in music, theatre, visual arts, poetry writing and dance. Our students attended four different workshops throughout the day. Students had the opportunity to learn and discover the arts in many inter-active ways. Such as displays of a laser light show by Prismatic Magic, and storytelling of the amazing Angela Klingler. Many parents and community members were the presenters on this day!

The OLWEUS Bullying Prevention Program is designed for all students. It continues to be preventive and responsive, and is focused on changing norms and restructuring the school setting. Our teachers are meeting with their students twice a week on Monday mornings and Friday afternoons to discuss developing a bully



free environment, a caring attitude, positive expectations of students, positive group identity, and all students having potential for success. We review regularly our core values of respect, responsibility, right choices, and safety.

In technology class, students learn skills important for today's digital citizens. This includes using Excel to analyze data, along with Photo Story, Voice Thread, PowerPoint, and, XtraNormal animation to create presentations. Students also use GPS devices in math for decimal work. Web

Path Express is used for online research. Our students also have the opportunity to use digital cameras to create their own images which are later used to enhance their projects.

The Destination Imagination team scored first place in the regional competition! Moving onto the state competition at Winnacunnet High School!

We continue to meet with all our classrooms reviewing our emergency drills and we practice our drills throughout the school year along with our off site evacuation.

Every year Sandown Central School continues to participate in giving back to the community. We donate to our local food pantry and several charities. This support from the students and staff helps meet the needs of many.

We would like to thank our PTA for their ongoing contributions and support of our school. Without the PTA many of our school activities to support learning would not happen!

We are continually supported by many parents and community members volunteering several hours to Sandown Central School. The many hours devoted to our school has for the 27th year, won us the New Hampshire Blue Ribbon Award for Volunteerism!



SANDOWN NORTH ELEMENTARY

Jo-Ann Georgian, Principal

The 2011 National Blue Ribbon Award brought with it many opportunities for the Sandown North staff to communicate with other educators throughout the country. We were asked to meet in study groups and offer feedback on the *Reauthorization of the Elementary AND Secondary Act (ESEA)*, *Early Learning*, and *Teacher Evaluation* to the United States Department of Education. Having a voice in Washington, D.C. has been a highly motivating experience. Within our own state of New Hampshire, Commissioner Barry is working to network districts to share best practices and to support each other in our important work with students. The goal of the networking, of course, is to positively impact student achievement.

Our staff members meet in their Professional Learning Community groups weekly to talk about teaching and learning. Best practices are examined as are the needs of the learners at their grade levels. Educators share what has worked for them and, on the flip side, present their challenges to their colleagues. Groups read current research and/or books on topics of interest and consider how their new learning can improve their instruction. This professional discussion time has contributed to student growth.

For children to succeed, they must feel respected and safe. At Sandown North, we consider the children's strengths, challenges, and interests when making decisions. Student and family input is sought and valued. We live by our mission to "challenge learners to succeed in a respectful environment."

To do our best to ensure student safety, we practice our drills throughout the school year. After each drill, we debrief to examine our practices and then make any necessary tweaks to our procedures. This fall, we conducted an offsite drill, requiring us to leave the campus

by bus and to relocate. Some glitches were noted, causing us to look closely at our procedures and then to tweak them to make them more efficient and effective.

As a Positive Behavior Intervention and Supports (PBIS) exemplar school, we host visitors from other schools. This experience is a win-win situation in that the visitors learn new information and we get reenergized by their excitement. In addition, in preparing for their visit and later when answering their questions, we revisit our work and improve on existing practices. Learning from each other is beneficial not just for children, but for the adults as well.

A highly supportive community and Parent Teacher Association (PTA) allow us to offer more experiences and to accomplish so much more than would be possible alone. Monday Morning Meeting is still a time when community members can share information or their passion with our students as yet another learning experience. The Star Quest Universal Team prepares rollouts and that is a time, when, all together, we can hear the same message about the behavioral expectation being taught. The consistency of message is so important to a deep understanding. Parents and family members are in the audience every week, showing the children their support and enthusiasm for their learning.

Sandlots Sports Field continues to welcome our third graders for a day of teamwork, activity and camaraderie. This special day is much appreciated by both children and adults. Parent volunteers participate in the events and help to grill the food. This annual happening has truly become a Sandown community event.

In all environments, whether small group or whole group, onsite or on a field trip, Sandown North children are **STARS**. They are **Safe, Trustworthy, Always Respectful and Responsible**.



TIMBERLANE REGIONAL MIDDLE SCHOOL

Michael Hogan, Principal

Timberlane Regional Middle School opened the school year with 963 students in grades 6-8. Sixth graders from our four sending schools quickly adapted to our culture, which is based on the core values of respect, responsibility and right choices. TRMS is shaped by these cultural norms, which are critical to our active and engaging learning environment. For students, each day is an opportunity to learn and grow, sometimes from our successes and sometimes from our mistakes. Our staff is committed to providing a developmentally appropriate and personalized learning environment for our middle level students.

At TRMS, we understand the importance of the social-emotional component of being a young adolescent. Our proactive approach to positive school culture supports individual growth and development of the whole-child. Students begin each day warming-up in an advisory group. The primary focus of advisory is to create trusting relationships between students and teachers. Students also benefit from leadership opportunities, service learning projects, bullying prevention and communication skill development.

TRMS faculty continues to evaluate instructional strategies that best influence middle level learning. As 21st Century learning environments, schools are challenged to foster student creativity, critical thinking, problem-solving skills and collaborative teamwork. We believe in providing opportunities for children to explore and discover more about themselves and their world. Of course, the adoption of technology into classroom instruction is a



critical part of 21st Century learning. These technology tools placed in the hands of students and teachers are necessary for increased student engagement. This year, TRMS has the use of a new video production lab where students can produce films related to subjects in class or for enrichment. This lab enables students to use video to create products and demonstrations of their learning.

TRMS continues to recognize that literacy skills are the foundation of most learning. Each day all students receive universal instruction from their core teachers. Using the Response to Intervention (RTI) instructional approach, students in grades 6 and 7 also receive another block of instruction in literacy. Literacy block in grade 8 is for students who would benefit from support in language arts or math instead of full year world language. Teachers use the literacy block to re-teach, re-enforce or enrich learning for all students. Our model identifies individual student needs and supports their learning with targeted delivery.

TRMS teachers have operated in a continuous improvement model of instruction, adopting teaching practices designed to personalize learning within our curriculum. As a staff, we continue to make adjustments to existing practices through our professional learning community model. Each week teachers have conversations with grade-level and subject area colleagues. This model encourages teachers to plan lessons, create and examine their assessments, and access professional development. Collaborative professional time has served as an opportunity to move practices forward building-wide.



TIMBERLANE REGIONAL SCHOOL DISTRICT 2012 ANNUAL REPORT

The world our students live in is changing rapidly, requiring adjustments in the way we prepare them for future educational and employment experiences. Nationally, “standards” have been identified that define what our students should be learning at each grade level, and in all content areas. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers and for us to compete successfully in the global economy. We are using the current year to prepare for the transition to the Common Core. TRMS has already adopted a standards-based model for instruction and assessment that will make the transition to the Common Core more fluid. The Common Core requires us to teach for acquisition, understanding, and transfer of knowledge, understandings, and skills. Teaching is no longer just about information and coverage.

Creating physical spaces that positively influence learning is essential to middle school environment. This remains a challenge at TRMS. We continue to use every available space for offices, classrooms or storage. Perhaps the greatest areas of concern for future consideration are the lack of team and conferencing spaces and an inability to flexibly create large spaces for large group learning activities.



TIMBERLANE REGIONAL HIGH SCHOOL

Donald Woodworth, Principal

Timberlane Regional High School has made significant change and progress in the past school year. We have initiated new programs, such as the Freshman Academy, the New Hampshire Scholars Program, and forged new affiliations, such as the New England Secondary School Consortium and a college partnership with Southern New Hampshire University. It has also been a year that has seen exciting events and new opportunities, such as hosting a TEDx symposium and joining with the University of New Hampshire to develop leadership skills for ambitious students.

The Freshman Academy has provided a smooth transition for students as they enter a new school. Teachers have been teamed to provide opportunities for collaboration around academics, personalization and behavior. The result has been improved academic performance at all ability levels and a reduction in behavioral issues. Teachers are more accessible to parents throughout the school year and more proactive in regard to response to student support.

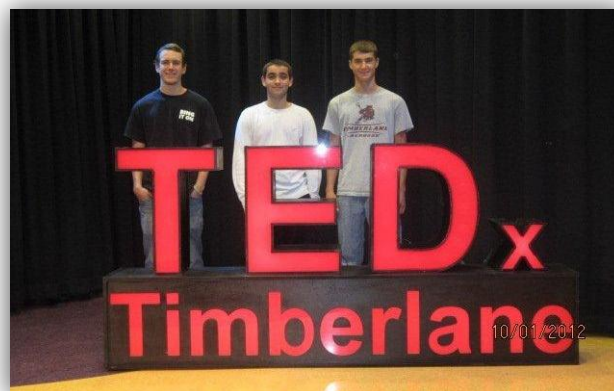
The New Hampshire Scholars program is part of the State Scholars Initiative, a national program that uses business leaders to motivate students to complete a rigorous course of study in high school – one that will give them a boost in college and careers. The academic expectations are patterned after the National Commission on Excellence in Education. New Hampshire Scholars gives students an edge, one that is of real value to them, the schools they attend, the companies they work for and the communities where they live. Students are encouraged to plan ahead, choose a course of study that will benefit them and to challenge themselves in all aspects of their education.

This is the first year that students will be able to earn dual credit (both high school and college credit) by taking select courses at the high school. High school teachers are selected and must be approved by Southern New Hampshire University (SNHU) as adjunct professors in order to qualify. The curriculum in these courses is scrutinized by SNHU. If both the teacher and the course is approved, students can elect to pay



\$100.00 to earn the right to gain college credit. So far, four courses are up and running. The plan is to increase dual credit opportunities through this program. The high school enjoys a similar arrangement through project Running Start which is run by the New Hampshire Technical College in Stratham. In addition, students can enroll in “E-start” class through the Virtual Learning Academy, a NH accredited charter school out of Exeter, NH.

Scott Strainge, Eric Constantineau, Lois Pajak, and Mark Pedersen organized a TEDx event on the theme of Compassion in Education, enlisting prominent regional intellectuals as presenters and involving high school students and community members to make the entire process a valuable learning experience. Both those in attendance and those who helped host the two days of related activities were treated to an array of thought provoking lectures. Already, planning is underway for a second TEDx event. A partnership has been established with the University of New Hampshire to train students in leadership and compassion studies as a follow-up to the presentation made by UNH professor, Dr. Malcolm Smith. Bringing this nationally acclaimed program to the high school has already opened doors of opportunity to our students.



The high school has developed a school climate committee for teachers and a student voice group for students in an attempt to keep all stakeholders in the culture of the school in dialogue about school issues and processes.

TIMBERLANE REGIONAL SCHOOL DISTRICT 2012 ANNUAL REPORT

Opportunities for sharing between these groups and the administration are intended to create a sense of collective responsibility for the tenor and focus of the school.

The New England Secondary School Consortium has provided the high school with both access to professional development opportunities and recognition for participation as a "cohort school." Timberlane has been showcased for development of a Response to Instruction program (RTI), Freshman Academy and a variety of graduation pathways, such as Evening Division, Virtual Learning Academy and Project Lead the Way. The high school was selected to present at "Students at the Center," in Connecticut to an audience of State Board of Education officials, superintendents, and principals from the New England states.

The high school continues to develop ways to improve parent communication. This year sign-ups for parent/teacher conference nights are being done electronically. This has proven to be more efficient, to improve attendance, and to make the event run more smoothly. The principals' newsletter has been a valuable source of information on current events and has provided links to information that parents may find interesting or valuable. Again last year, the

PTSA sponsored Reflections program highlighted student creative work and earned many students state and national recognition. This year over forty high school students have submitted art work for the competition.

The co-curricular activities at the high school continue to provide approximately 80% of our students with learning experiences beyond academics. The new athletic eligibility program has resulted in all students on athletic teams meeting the requirement that they have passed all of their courses. Co-curricular programs, such as the theater program have adopted that standard as well. Our service organizations, honor societies, and athletic teams have all embraced community service through such activities as the student council's Big Buddy-Little Buddy Program that creates a relationship between elementary and high school students, high school athletes reading to elementary students, and honor society students tutoring throughout the school day in our literacy and math labs. Mealey's Meals, Project Hope and other community support programs have raised thousands of dollars to help families who are enduring financial or medical difficulties. We are proud of the many ways our students are making a positive impact on our school and community.



Freshman Academy at Adventurelore

DIVISION OF ALTERNATIVE & CONTINUING EDUCATION

Renzo Binaghi, Director

For at least the past two decades, Timberlane Regional High School has maintained a strong and effective Evening Division program for its students. This past year, the program has continued to grow in ways that allow many students who were off track on their route to graduation find a path to success. During the first semester of 2012-2013, over 100 students made selections from 13 courses made available through the Evening Division. We are keenly aware of the financial commitment the residents of the Timberlane District make to allow this to continue, so we thank you on their behalf.

Many students have supplemented their senior year classes with one or two courses without which graduation most likely would have been delayed for an additional year. Combine the various pieces, and you have a huge part of the reason our school's dropout rate is below 1%—one of the lowest in New Hampshire. The Adult Continuing Education classes continue to thrive and this past fall community members registered for 13 offerings. We have added 10 new classes to our spring / second semester list of offerings that I'm sure will serve members of our community well. At the same time we sought out and acquired additional quality instructors. By way of example, we added a series of creative writing classes entitled: "Playwriting," "Poetry," and "Improvisational Comedy." The "Spring Semester Brochure" has been posted on our website. Please feel free to peruse it.



As we look to the future, I am confident the various learning opportunities that occur outside of the school day will continue to expand. Schools across the country are looking for ways to make high school more accessible to students who don't fit well during the traditional day, and also for those students who would like to expand their learning through college-level coursework after school. Last year I reported that we were working on developing a partnership with Southern New Hampshire University.

We now have students who are enrolled in chemistry, physics, environmental issues and college accounting who, as they earn credits toward graduation, are also earning 3 credits per course toward their Bachelor's Degree. We are working on expanding these offerings to include social studies and English. The possibility exists for this to develop to the point that upon receiving a Timberlane High School diploma, our students would also receive an Associate's Degree from SNHU. (All for \$100 per course.) It has already been affirmed that major colleges and universities will accept SNHU credits.

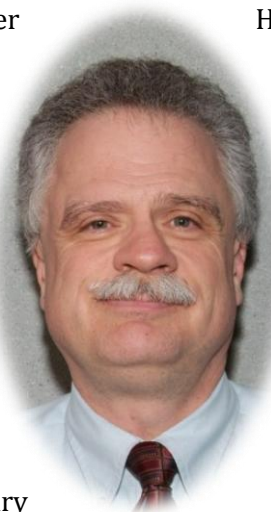
We are excited about the possibilities that lie before us and we deeply appreciate your continued support as we work to provide quality programs for all members of our community. I would be remiss if I did not express sincere thanks to staff (especially Mark Pedersen who has worked tirelessly and diligently with SNHU), school, and SAU administration for their contributions to the Evening Division Program.



TIMBERLANE PERFORMING ARTS CENTER

Anthony DiBartolomeo, Director

The Timberlane Performing Arts Center is alive and well and serving many of the artistic needs for the Timberlane educational community. As the *"largest classroom in the district,"* the TPAC serves as home to all of our high school and middle school inspiring thespians, musicians, comedians, poets and dancers throughout the year. Through the ever developing student opportunities, the TPAC has become an integral part of the total educational life of hundreds of high school, middle school and elementary student performing artists as well as the whole community. The greater Timberlane community has enjoyed the likes of the Rockingham Wind Symphony, an organization that has come to life with the TPAC, the Timberlane Community Band; and wonderful performances and presentations such as magician Lyn Dillies, the Stan Kenton Alumni Big Band, the New Hampshire Concert Band Festival, the NH Jazz Band Festival and the Seacoast Jazz Ensembles, as well as being the home of the New



Hampshire Music Educators All State Chamber Music Festival to name just a few.

When teachers use the TPAC for class presentations and performances, it enhances academic classes, adding a new dimension to the curriculum and fulfilling our state educational standards for each subject.

Please visit and enjoy some of the wonderful student and professional offerings that the TPAC has to offer.

Timberlane Musicians at the NHMEA All State Chamber Music Festival: Nick Quirk, Paul Cronin, Nick Bealo, and Angela Simmons



2012-2013 Presentations

- ★ HS Performing Arts
 - Les Miserables
 - Holiday Show
 - Almost Maine
 - Wit
 - Women of Lockerbie
- ★ Student Written
 - One Act Plays
 - Monologue Night
- ★ Improv Comedy
 - The Milkmen
- ★ MS Musical
 - Willy Wonka

TPAC Presentations

- ★ The Magic of Lyn Dillies
- ★ Timberlane Guitar Festival with the Boston Guitar Orchestra and Back Bay Guitar Trio
- ★ Afternoon of Jazz with the Seacoast Jazz Band
- ★ New Hampshire Band Festival

- ★ The Rockingham Wind Symphony
- ★ Jazz Festival with Stan Kenton Alumni Band

School/Community Presentations

- ★ NHBDA Chamber Music Festival
- ★ Timberlane Community Band Concerts
- ★ TUBACHRISTMAS
- ★ Comedy Night
- ★ TRSD Deliberative Sessions

TRSD Concerts and Assemblies

- ★ 28 TRSD Student Concerts
- ★ 5 TRSD Small Ensemble Concerts
- ★ 80 Assemblies, Speakers, Presentations

Public Performances

- ★ 11 Local Dance Studios
- ★ 1 Piano Studio Recital
- ★ 3 Local Dance Competitions
- ★ Public Speakers & Forums

PERFORMING ARTS CENTER FINANCIALS**Financial Statement through June 30, 2012**July 1, 2010 - June
30, 2011July 1, 2011 - June
30, 2012**REVENUE**

Rental Revenue	\$46,885	\$47,915
PAC Sponsored Events	25,544	25,957
Other Revenue	74	22
TOTAL REVENUE	\$72,502	\$73,893

EXPENSES

Salaries and Benefits	\$18,742	\$11,908
Professional Services	22,936	41,776
Repair and Maintenance	1,018	1,620
Advertising	8,372	8,581
Supplies & Equipment	10,421	3,290
Rent & Utilities	5,000	5,000
TOTAL EXPENSES	\$66,489	\$73,815

Profit/(Loss)**\$6,014****\$78**

ATHLETICS DEPARTMENT

Angelo Fantasia, Director

The Timberlane High School Athletic Department offers a wide variety of sports to our students with over 55 teams and over 700 students participating in programs.

Our coaches are required to be first-aid/CPR certified, and must also complete an online concussion training course through the National Federation of High Schools. They must also complete a coaching principles course and rules review through the NHIAA.

Several Timberlane coaches received Coach of the Year honors. Coach Mark Behan was awarded Coach of the Year in both cross country and indoor track, and Coach Barry Chooljian also won Coach of the Year for wrestling.

Student-athletes who participate in recognized contact sports must complete an online Impact Concussion Test prior to participation. Concussion education is provided to coaches, parents, and athletes at beginning of each season in an attempt to improve knowledge and awareness.

Timberlane student-athletes, coaches and fans understand the importance of healthy competition. It is the responsibility of all involved to represent the Timberlane Regional School District with dignity and pride. This past year, the field hockey team, as well as the boys' indoor and outdoor track teams finished in first

place in the Division 1 Sportsmanship Ballots for their particular sport.

The Athletic Department celebrated the recognition of approximately 20 male and female scholar-athletes at the Annual NHADA Scholar-Athlete Awards Ceremony at the Capitol Center for the Arts in Concord, NH. This is an honor bestowed on student-athletes from around the state who participate in more than one sport, maintain a B+ average or higher and are positive role models in the community.

Aside from athletic participation, many coaches and teams continue to give back to the community in terms of volunteering and community service projects.

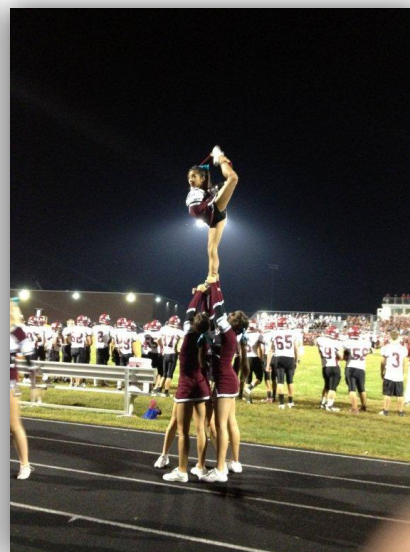
Many of our teams qualified for NHIAA Tournament Play. During the fall season, football, field hockey, volleyball, boys and girls soccer teams all made it to the NHIAA state playoffs. In the winter season, the girls basketball and ice hockey teams qualified for post-season play. The Timberlane High School Wrestling Program continues to be successful in New Hampshire and throughout New England. The team has won 13 straight NH State Championships! They have also won 5 straight New England Championships! The spring season saw the baseball, softball and boys' tennis teams advance to the State Tournament.





The Timberlane Middle School Athletic Department offers 22 athletic teams, as well as intramural programs. These interscholastic teams compete in the Tri County League which has over 50 middle schools in its membership. This year, the middle school teams represented our school very well in terms of sportsmanship and pride. Several teams managed to win championships, including girls division 1 volleyball, field hockey division 1, boys track division 1, girls B team soccer, and boys B team Soccer. The field hockey B team finished as runner up.

We thank you for your continued support as we look forward to future successes.



2013 - 2014 PROPOSED BUDGET

<u>Account</u>	<u>Description</u>	<u>2011-2012 Budget</u>	<u>2011-2012 Expended</u>	<u>2012-2013 Budget</u>	<u>PROPOSED</u>	
					<u>2013-2014 Sch Board</u>	<u>2013-2014 Bud Comm</u>
1100	Regular Programs					
1100.112	PROFESSIONAL SALARIES	16,440,767	15,700,899	15,916,910	15,522,520	15,522,520
1100.114	EDUC ASSISTANTS SALARIES	1,011,877	976,965	1,046,772	1,026,319	1,026,319
1100.115	OFFICE SALARIES	0	24,561	24,783	25,509	25,509
1100.122	SUBS SALARIES-TEACHERS	293,693	363,735	289,812	290,258	290,258
1100.123	LONG TERM SUBSTITUTES	136,796	214,953	130,000	130,000	130,000
1100.320	PROFESSIONAL EDUC. SERVICES	0	0	2,000	2,000	2,000
1100.330	OTHER PROFESSIONAL SERVICE	49,900	28,230	45,200	44,700	44,700
1100.430	REPAIR AND MAINTENANCE	29,689	19,104	29,221	31,871	31,871
1100.550	PRINTING	5,000	4,980	5,000	5,000	5,000
1100.580	TRAVEL/WORKSHOPS	9,850	5,248	10,300	10,300	10,300
1100.610	SUPPLIES	565,089	513,039	581,707	532,080	532,080
1100.640	BOOKS & INFO RESOURCES	228,762	165,564	175,440	412,729	412,729
1100.643	INFORMATION ACCESS FEES	60,235	14,574	93,310	83,245	83,245
1100.650	SOFTWARE	108,730	101,334	119,508	96,890	96,890
1100.733	NEW EQUIPMENT	67,646	65,678	98,417	92,274	92,274
1100.734	NEW COMPUTER EQUIP	135,874	134,042	70,650	184,699	184,699
1100.737	REPLACEMENT EQUIPMENT	89,123	65,704	58,347	48,987	48,987
1100.738	REPLACE COMPUTER EQUIP	250,442	240,953	323,475	298,000	298,000
1100.810	DUES AND FEES	7,740	5,931	7,340	10,340	10,340
	TOTAL	19,491,214	18,645,494	19,028,191	18,847,721	18,847,721
1200	Special Programs					
1200.111	ADMINISTRATIVE SALARIES	149,085	149,085	155,108	165,777	165,777
1200.112	PROFESSIONAL SALARIES	3,342,570	3,301,437	3,434,110	3,414,742	3,414,742
1200.114	EDUC ASSISTANTS SALARIES	2,045,944	1,978,103	2,159,282	2,187,060	2,187,060
1200.115	OFFICE SALARIES	46,733	67,543	68,218	63,794	63,794
1200.117	HOME INSTRUCTION/ESOL	64,938	74,917	68,886	75,886	75,886
1200.124	SUBS SALARIES-ASSISTANTS	31,089	57,048	50,000	50,000	50,000
1200.330	OTHER PROFESSIONAL SERVICE	298,320	385,786	372,200	427,200	427,200
1200.430	REPAIR AND MAINTENANCE	0	465	1,260	1,260	1,260
1200.564	TUITION-PRIVATE	1,995,218	1,655,032	1,891,700	1,881,790	1,881,790
1200.580	TRAVEL/WORKSHOPS	13,500	7,970	15,340	9,740	9,740
1200.610	SUPPLIES	34,000	20,375	35,475	39,039	39,039
1200.640	BOOKS & INFO RESOURCES	15,000	10,184	14,711	38,353	38,353
1200.733	NEW EQUIPMENT	8,200	2,610	10,340	9,110	9,110
1200.737	REPLACEMENT EQUIPMENT	800	0	3,515	3,219	3,219
1200.738	REPLACE COMPUTE EQUIP	0	0	21,000	15,200	15,200
	TOTAL	8,045,396	7,710,555	8,301,145	8,382,169	8,382,169
1300	Vocational Programs					
1300.561	TUITION- LEA'S IN STATE	76,700	47,929	52,000	52,000	52,000
	TOTAL	76,700	47,929	52,000	52,000	52,000
1410	Extra-Curricular Activities					
1410.112	PROFESSIONAL SALARIES	102,128	104,535	103,734	104,035	104,035
1410.610	SUPPLIES	37,600	17,391	32,800	33,000	33,000
1410.810	DUES AND FEES	4,500	4,470	12,825	13,250	13,250
1410.890	MISCELLANEOUS EXPENSE	16,295	14,900	27,500	29,500	29,500

2013 - 2014 PROPOSED BUDGET

Account	Description	2011-2012 Budget	2011-2012 Expended	2012-2013 Budget	PROPOSED	
					2013-2014 Sch Board	2013-2014 Bud Comm
	TOTAL	160,522	141,296	176,859	179,785	179,785
1420	School Athletics					
1420.111	ADMINISTRATIVE SALARIES	89,826	89,826	93,455	95,791	95,791
1420.112	PROFESSIONAL SALARIES	239,017	212,778	244,320	257,098	257,098
1420.115	OFFICE SALARIES	25,235	26,774	27,754	28,415	28,415
1420.330	OTHER PROFESSIONAL SERVICE	44,330	44,570	34,320	37,130	37,130
1420.390	GAME EXPENSES	86,550	79,275	77,550	79,550	79,550
1420.430	REPAIR AND MAINTENANCE	7,700	6,924	7,700	7,700	7,700
1420.520	INSURANCE	9,800	8,851	9,800	9,800	9,800
1420.580	TRAVEL/WORKSHOPS	975	712	975	975	975
1420.610	SUPPLIES	55,200	49,454	30,698	30,698	30,698
1420.733	NEW EQUIPMENT	5,884	3,154	17,300	23,600	23,600
1420.737	REPLACEMENT EQUIPMENT	6,976	22,267	9,225	9,225	9,225
1420.810	DUES AND FEES	8,100	7,036	8,100	8,825	8,825
1420.880	MISCELLANEOUS EXPENSE	0	0	3,000	3,000	3,000
1420.890	HOCKEY/SKI/SWIM FEES	35,560	29,503	50,600	50,600	50,600
	TOTAL	615,152	581,122	614,797	642,407	642,407
1430	Summer School					
1430.112	PROFESSIONAL SALARIES	19,150	18,610	19,150	19,200	19,200
1430.320	PROFESSIONAL EDUC. SERVICES	0	0	0	1,100	1,100
1430.610	SUPPLIES	1,000	926	300	300	300
	TOTAL	20,150	19,536	19,450	20,600	20,600
1490	Driver Education					
1490.111	ADMINISTRATIVE SALARIES	2,000	0	2,000	2,000	2,000
1490.112	PROFESSIONAL SALARIES	130,998	132,028	123,747	126,828	126,828
1490.430	REPAIR AND MAINTENANCE	5,050	4,472	4,000	4,000	4,000
1490.610	SUPPLIES	200	199	200	300	300
1490.626	GASOLINE	7,750	7,875	6,000	9,000	9,000
1490.737	REPLACEMENT EQUIPMENT	0	0	19,000	0	0
	TOTAL	145,998	144,573	154,947	142,128	142,128
1600	Evening Division / Adult-Cont Ed Program					
1600.111	ADMINISTRATIVE SALARIES	41,239	44,786	41,820	42,866	42,866
1600.112	PROFESSIONAL SALARIES	94,000	87,415	94,531	102,050	102,050
1600.610	SUPPLIES	7,550	7,122	10,397	11,397	11,397
1600.640	BOOKS & INFO RESOURCES	583	387	500	3,500	3,500
1600.643	INFORMATION ACCESS FEES	28,470	23,890	28,470	29,340	29,340
	TOTAL	171,842	163,600	175,718	189,153	189,153
1800	Other Community Services					
1820.118	COMMUNITY SERVICE	1	0	0	1	1
	TOTAL	1	0	0	1	1
2112	Attend & Social Work Services					
2112.111	ADMINISTRATIVE SALARIES	1	0	0	0	0
2112.112	PROFESSIONAL SALARIES	0	0	0	72,000	72,000

2013 - 2014 PROPOSED BUDGET

<u>Account</u>	<u>Description</u>	2011-2012 <u>Budget</u>	2011-2012 <u>Expended</u>	2012-2013 <u>Budget</u>	PROPOSED	
					2013-2014 <u>Sch Board</u>	2013-2014 <u>Bud Comm</u>
2112.320	PROF EDUCATIONAL SERVICES	44,465	47,147	44,465	1,000	1,000
TOTAL		44,466	47,147	44,465	73,000	73,000
2122	Guidance Services					
2122.111	ADMINISTRATIVE SALARIES	76,347	76,347	79,431	81,417	81,417
2122.112	PROFESSIONAL SALARIES	1,028,987	940,202	956,530	937,160	937,160
2122.115	OFFICE SALARIES	120,133	121,172	124,938	125,454	125,454
2122.320	PROF EDUCATIONAL SERVICES	4,980	1,880	7,975	7,781	7,781
2122.534	POSTAGE	2,600	15	700	700	700
2122.550	PRINTING	3,650	3,297	3,850	2,560	2,560
2122.580	TRAVEL/WORKSHOPS	500	75	500	500	500
2122.610	SUPPLIES	3,980	3,473	4,157	3,824	3,824
2122.640	BOOKS & INFO RESOURCES	3,010	2,168	3,176	2,614	2,614
2122.733	NEW EQUIPMENT	0	0	570	410	410
2122.810	DUES AND FEES	490	0	294	294	294
TOTAL		1,244,677	1,148,628	1,182,121	1,162,714	1,162,714
2134	Health Services					
2134.113	NURSES SALARIES	557,517	496,697	525,729	489,676	489,676
2134.115	OFFICE SALARIES	39,498	40,431	41,207	42,560	42,560
2134.330	OTHER PROFESSIONAL SERVICE	4,000	5,363	7,270	6,845	6,845
2134.340	TECHNICAL SERVICES	5,000	4,970	5,000	5,000	5,000
2134.430	REPAIR AND MAINTENANCE	900	843	900	900	900
2134.580	TRAVEL/WORKSHOPS	500	62	500	500	500
2134.610	SUPPLIES	20,000	18,382	23,000	23,000	23,000
2134.640	BOOKS & INFO RESOURCES	200	173	700	700	700
2134.733	NEW EQUIPMENT	275	219	4,000	1,230	1,230
2134.734	NEW COMPUTER EQUIP	1,500	0	0	0	0
2134.737	REPLACEMENT EQUIPMENT	4,320	3,754	2,900	1,238	1,238
TOTAL		633,709	570,895	611,206	571,649	571,649
2143	Psychological Services					
2143.112	PROFESSIONAL SALARIES	333,179	325,119	333,744	346,288	346,288
2143.330	OTHER PROFESSIONAL SERVICE	15,935	4,853	11,500	10,000	10,000
2143.580	TRAVEL/WORKSHOPS	1,000	267	1,000	1,000	1,000
2143.610	SUPPLIES	9,670	8,553	9,850	9,090	9,090
2143.640	BOOKS & INFO RESOURCES	0	0	525	525	525
2143.733	NEW EQUIPMENT	500	0	500	350	350
2149.810	SERESC	16,500	15,390	15,390	14,760	14,760
TOTAL		376,784	354,182	372,509	382,013	382,013
2152	Speech Pathology & Audiology					
2152.112	PROFESSIONAL SALARIES	820,595	831,381	871,418	691,815	691,815
2152.114	EDUC ASSISTANTS SALARIES	53,144	21,112	51,983	151,170	151,170
2152.330	OTHER PROF SERVICES	37,700	95,975	76,900	111,900	111,900
2152.580	TRAVEL/WORKSHOPS	700	675	700	700	700
2152.610	SUPPLIES	6,800	4,654	7,730	5,511	5,511
2152.640	BOOKS & INFO RESOURCES	1,000	664	370	340	340
2152.733	NEW EQUIPMENT	700	0	700	8,160	8,160

2013 - 2014 PROPOSED BUDGET

Account	Description	PROPOSED				
		2011-2012	2011-2012	2012-2013	2013-2014	2013-2014
		Budget	Expended	Budget	Sch Board	Bud Comm
	TOTAL	920,639	954,461	1,009,801	969,595	969,595
2190	Other Services - Pupils					
2190.112	PROF SALARIES (offset/revenue)	101,827	69,077	100,000	100,000	100,000
2190.330	OTHER PROFESSIONAL SERVICE	9,800	260	0	0	0
	TOTAL	111,627	69,337	100,000	100,000	100,000
2210	Improvement of Instruction					
2210.320	PROF EDUCATIONAL SERVICES	25,700	12,525	20,000	46,000	46,000
2210.330	NEASC EVALUATION	1,000	450	1,000	1,000	1,000
2213.111	ADMINISTRATIVE SALARIES	0	0	0	104,550	104,550
2213.112	PROFESSIONAL SALARIES	29,927	21,345	26,000	26,000	26,000
2213.240	PROFESSIONAL IMPROVEMENT	205,273	168,223	182,400	185,900	185,900
2213.320	IN-SERVICE TRAINING	79,354	51,776	91,050	92,197	92,197
2213.321	IN-SERVICE REGIONAL	12,523	7,953	10,023	10,050	10,050
2213.580	TRAVEL/WORKSHOPS	0	186	0	0	0
2213.610	SUPPLIES	0	0	500	500	500
2213.640	BOOKS & INFO RESOURCES	3,227	3,201	3,500	3,500	3,500
2219.610	OTHER EXPENSE-INST	3,414	3,400	5,500	2,500	2,500
	TOTAL	360,418	269,059	339,973	472,197	472,197
2222	Education Media Services					
2222.112	PROFESSIONAL SALARIES	335,530	326,154	330,953	330,953	330,953
2222.114	EDUC ASSISTANTS SALARIES	161,644	74,798	154,409	146,597	146,597
2222.610	SUPPLIES	6,558	6,191	6,597	7,465	7,465
2222.640	BOOKS & INFO RESOURCES	60,105	57,885	58,292	62,172	62,172
2222.641	WORKBOOKS	14,769	13,906	14,637	13,763	13,763
2222.643	INFORMATION ACCESS FEES	22,487	21,306	23,968	21,323	21,323
2222.733	NEW EQUIPMENT	2,321	2,167	0	664	664
2222.737	REPLACEMENT EQUIPMENT	5,000	5,000	14,370	2,275	2,275
2223.112	PROFESSIONAL SALARIES	900	0	900	900	900
2223.430	REPAIR AND MAINTENANCE	1,075	1,004	900	1,080	1,080
2223.580	TRAVEL/WORKSHOPS	0	0	400	400	400
2223.610	SUPPLIES	6,780	5,616	4,783	4,897	4,897
2223.640	AUDIO VISUAL	7,436	6,864	6,964	7,177	7,177
2223.733	NEW EQUIPMENT	3,329	3,180	3,330	2,349	2,349
2223.737	REPLACEMENT EQUIPMENT	1,225	1,095	2,656	878	878
2224.340	EDUCATIONAL TV	3,565	0	3,565	0	0
	TOTAL	632,723	525,167	626,724	602,893	602,893
2311	School Board Service					
2311.111	SALARIES - SCHOOL BOARD	9,200	9,200	9,200	9,200	9,200
2312.115	SCHOOL BOARD CLERK	2,039	2,800	2,400	2,400	2,400
2312.610	SUPPLIES	360	0	360	360	360
2313.111	SALARY - TREAS/ASST	3,300	3,300	3,400	3,400	3,400
2313.610	SUPPLIES	1,000	1,226	1,000	1,000	1,000
2314.340	ANNUAL MEETING STIPENDS	1,200	830	1,200	1,200	1,200
2314.550	PRINT - ANNUAL RPT/BALLOTS	8,000	5,474	6,000	6,000	6,000
2314.610	ANNUAL MEETING SUPPLIES	400	0	400	400	400

2013 - 2014 PROPOSED BUDGET

		PROPOSED				
<u>Account</u>	<u>Description</u>	2011-2012 <u>Budget</u>	2011-2012 <u>Expended</u>	2012-2013 <u>Budget</u>	2013-2014 <u>Sch Board</u>	2013-2014 <u>Bud Comm</u>
2317.330	OTHER PROF SERVICES-AUDIT	26,000	23,966	27,000	27,000	27,000
2318.330	OTHER PROF SERVICES-LEGAL	81,397	90,059	70,000	70,000	70,000
2319.115	BUDGET COMMITTEE CLERK	1,029	880	1,050	1,050	1,050
2319.340	EXP - SCHOOL BD SUB-COMM	3,000	0	3,000	3,000	3,000
2319.540	RECRUITMENT	10,012	3,144	8,000	8,000	8,000
2319.580	SCHOOL BOARD CONFERENCES	1,500	1,467	1,500	1,500	1,500
2319.810	DUES AND FEES	11,000	13,780	15,000	15,000	15,000
2319.890	MISCELLANEOUS EXPENSE	13,039	28,285	20,000	20,000	20,000
TOTAL		172,476	184,410	169,510	169,510	169,510
2320	Office of Superintendent Services					
2320.310	SAU #55 BUDGET	1,002,073	1,002,073	990,866	1,028,131	1,028,131
TOTAL		1,002,073	1,002,073	990,866	1,028,131	1,028,131
2330	Special Education Administrative Services					
2330.111	ADMINISTRATIVE SALARIES	185,336	181,198	190,060	194,811	194,811
2330.112	PROFESSIONAL SALARIES	32,618	32,046	32,618	32,618	32,618
2330.115	OFFICE SALARIES	81,257	83,064	82,641	84,455	84,455
2330.330	OTHER PROFESSIONAL SERVICE	30,000	300	0	0	0
2330.531	VOICE COMMUNICATIONS	500	240	480	480	480
2330.534	POSTAGE	400	276	400	400	400
2330.580	TRAVEL/WORKSHOPS	7,000	6,088	9,110	9,260	9,260
2330.610	SUPPLIES	1,000	596	800	600	600
TOTAL		338,110	303,808	316,109	322,623	322,623
2340	Directors of Curriculum					
2340.111	ADMINISTRATIVE SALARIES	201,774	201,774	205,810	210,956	210,956
2340.115	OFFICE SALARIES	31,767	31,944	32,296	32,296	32,296
2340.580	TRAVEL/WORKSHOPS	4,700	3,099	4,500	4,500	4,500
2340.610	SUPPLIES	11,757	9,035	6,000	8,000	8,000
2340.640	BOOKS & INFO RESOURCES	0	0	2,000	2,000	2,000
2340.810	DUES AND FEES	4,000	3,946	3,800	4,000	4,000
TOTAL		253,998	249,797	254,406	261,752	261,752
2410	Office Of The Principal					
2410.111	ADMINISTRATIVE SALARIES	1,406,246	1,405,355	1,443,567	1,558,159	1,558,159
2410.114	EDUC ASSISTANTS SALARIES	22,884	3,279	0	0	0
2410.115	OFFICE SALARIES	523,519	552,582	552,374	567,694	567,694
2410.531	VOICE COMMUNICATIONS	134,200	154,539	146,700	155,950	155,950
2410.534	POSTAGE	3,500	2,301	4,000	4,000	4,000
2410.580	TRAVEL/WORKSHOPS	5,000	5,167	5,000	5,500	5,500
2410.610	SUPPLIES	74,017	64,673	82,800	95,500	95,500
2410.640	BOOKS & INFO RESOURCES	3,000	2,006	5,450	3,000	3,000
2410.733	NEW EQUIPMENT	9,740	9,155	7,900	3,825	3,825
2410.737	REPLACEMENT EQUIPMENT	51,437	50,144	12,558	51,750	51,750
2410.810	DUES AND FEES	19,925	20,603	20,725	18,925	18,925
TOTAL		2,253,468	2,269,805	2,281,073	2,464,303	2,464,303
2490	Other Services - School Administration					

2013 - 2014 PROPOSED BUDGET

<u>Account</u>	<u>Description</u>	2011-2012 <u>Budget</u>	2011-2012 <u>Expended</u>	2012-2013 <u>Budget</u>	PROPOSED	
					2013-2014 <u>Sch Board</u>	2013-2014 <u>Bud Comm</u>
2490.111	ADMINISTRATIVE SALARIES	70,163	70,163	72,998	74,822	74,822
2490.112	PROFESSIONAL SALARIES	68,073	63,300	69,519	71,744	71,744
2490.610	GRADUATION EXPENSE	26,500	25,616	26,500	27,000	27,000
TOTAL		164,736	159,079	169,017	173,566	173,566
2510	Fiscal Services					
2510.310	CONT SERVICES - MEDICAID	38,026	49,599	52,000	55,000	55,000
TOTAL		38,026	49,599	52,000	55,000	55,000
2610	Operations & Maintenance - Super.					
2610.111	ADMINISTRATIVE SALARIES	73,437	74,906	76,404	78,314	78,314
TOTAL		73,437	74,906	76,404	78,314	78,314
2620	Operations & Maintenance - Plant					
2620.115	OFFICE SALARIES	20,583	0	0	0	0
2620.116	CUSTODIAL SALARIES	1,352,244	1,327,857	1,408,396	1,382,305	1,382,305
2620.126	SUBS SALARIES-CUSTODIAL	0	6,912	0	0	0
2620.290	OTHER EMPLOYEE BENEFITS	22,000	29,867	24,000	26,000	26,000
2620.330	OTHER PROFESSIONAL SERVICE	55,275	53,145	47,275	71,375	71,375
2620.410	WATER/SEWER/SEPTIC	25,000	22,484	29,000	29,000	29,000
2620.420	RUBBISH REMOVAL	62,000	54,845	63,000	63,000	63,000
2620.430	REPAIR AND MAINTENANCE	155,852	152,871	143,400	143,400	143,400
2620.441	RENT - PORTABLES	1,136	1,136	0	0	0
2620.520	INSURANCE	181,500	173,558	164,200	168,235	168,235
2620.580	TRAVEL/WORKSHOPS	14,500	8,767	14,500	11,500	11,500
2620.610	SUPPLIES	161,801	164,363	164,475	165,670	165,670
2620.621	NATURAL GAS	235,000	129,713	220,000	220,000	220,000
2620.622	ELECTRICITY	650,000	463,449	650,000	650,000	650,000
2620.623	BOTTLED GAS	10,000	7,744	10,000	10,000	10,000
2620.624	FUEL OIL	251,200	123,356	251,200	251,200	251,200
2620.629	OTHER ENERGY	7,000	0	1,000	1	1
2620.643	INFORMATION ACCESS FEES	7,000	0	7,000	7,000	7,000
2620.737	REPLACEMENT EQUIPMENT	81,000	71,396	85,000	85,000	85,000
TOTAL		3,293,091	2,791,465	3,282,446	3,283,686	3,283,686
2630	Operations & Maintenance - Grounds					
2630.420	CONTRACT SERVICES	18,528	13,748	18,000	22,000	22,000
2630.422	SNOW REMOVAL	6,200	1,200	6,700	6,700	6,700
2630.430	REPAIR AND MAINTENANCE	2,500	5,723	2,500	2,500	2,500
2630.610	SUPPLIES	25,001	10,964	25,000	150,000	150,000
2630.733	NEW EQUIPMENT	5,900	5,900	0	25,000	25,000
TOTAL		58,129	37,535	52,200	206,200	206,200
2640	Operations & Maintenance - Equip.					
2640.430	REPAIR AND MAINTENANCE	150,000	138,008	152,000	152,000	152,000
TOTAL		150,000	138,008	152,000	152,000	152,000
2650	Operations & Maintenance - Vehicle					
2650.430	REPAIR AND MAINTENANCE	3,000	4,899	3,000	3,000	3,000

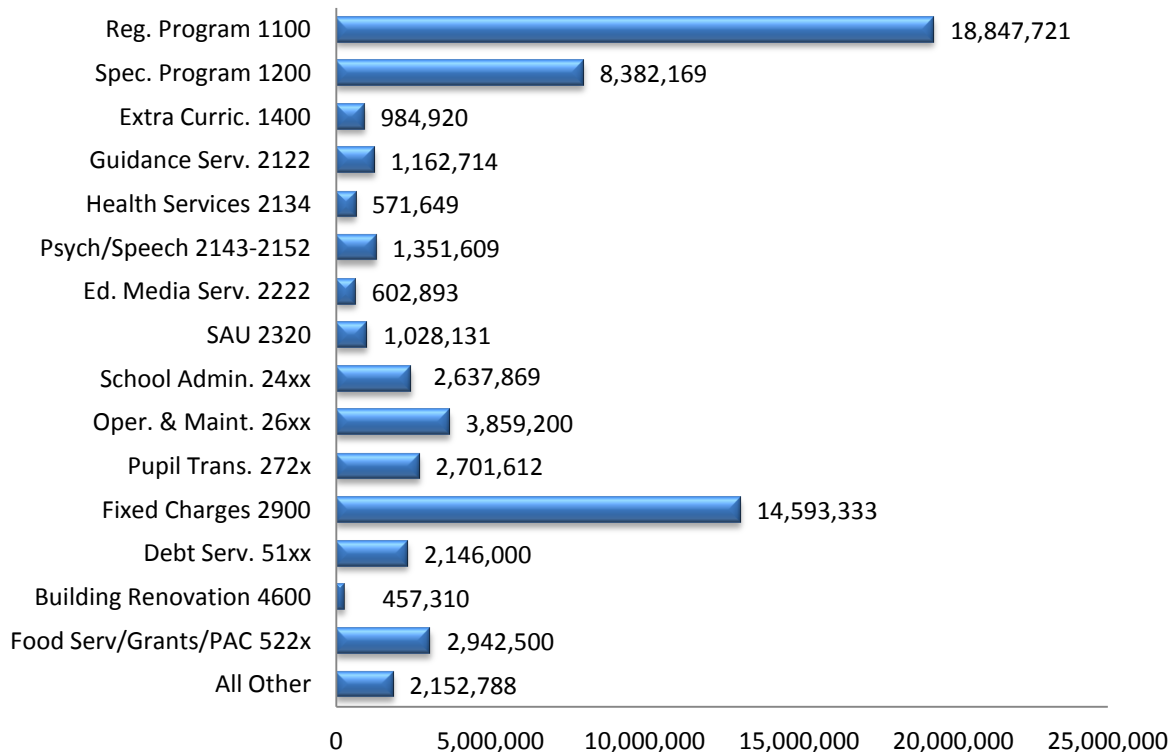
2013 - 2014 PROPOSED BUDGET

<u>Account</u>	<u>Description</u>	2011-2012 <u>Budget</u>	2011-2012 <u>Expended</u>	2012-2013 <u>Budget</u>	PROPOSED	
					2013-2014 <u>Sch Board</u>	2013-2014 <u>Bud Comm</u>
2650.626	VEHICLE FUEL	10,000	11,389	11,000	13,000	13,000
2650.733	NEW EQUIPMENT	0	0	0	18,000	18,000
TOTAL		13,000	16,288	14,000	34,000	34,000
2660	Operations & Maintenance - Other					
2660.330	SCHOOL RESOURCE OFFICER	56,000	57,732	60,000	61,000	61,000
2660.340	SECURITY	34,399	29,710	32,200	32,200	32,200
2660.430	REPAIR AND MAINTENANCE	8,400	20,147	8,400	8,400	8,400
2660.490	ALARM MONITORING	3,400	3,420	3,400	3,400	3,400
2660.737	REPLACEMENT EQUIPMENT	0	1,984	0	0	0
TOTAL		102,200	112,993	104,000	105,000	105,000
2721	Pupil Transportation Services					
2721.519	STUDENT TRANSPORTATION	1,642,073	1,637,852	1,653,132	1,711,691	1,711,691
2722.519	STUDENT TRANS-SPECIAL ED	870,950	684,997	804,350	806,250	806,250
2723.519	STUDENT TRANS-OTHER	52,750	50,284	50,721	52,063	52,063
2724.519	STUDENT TRANS-TEAM	86,900	79,872	86,900	86,900	86,900
2725.519	STUDENT TRANS-FIELD TRIPS	30,179	23,816	29,550	29,708	29,708
2729.519	STUDENT TRANS-MUSIC	14,000	11,543	15,000	15,000	15,000
TOTAL		2,696,853	2,488,364	2,639,653	2,701,612	2,701,612
2840	Data Processing Services					
2840.111	ADMINISTRATIVE SALARIES	93,767	93,767	95,642	98,033	98,033
2840.114	OPERATION SALARIES	34,024	34,689	34,585	35,365	35,365
2840.430	REPAIR AND MAINTENANCE	12,875	10,077	15,145	0	0
2840.610	SUPPLIES	10,079	8,455	10,000	10,000	10,000
2840.643	INFORMATION ACCESS FEES	16,850	18,753	35,368	33,425	33,425
2840.650	SOFTWARE	87,700	75,903	70,260	119,680	119,680
2840.733	NEW EQUIPMENT	20,285	16,653	0	0	0
2840.734	NEW COMPUTER EQUIP	0	1,010	0	0	0
2840.738	REPLACE COMPUTER EQUIP	10,790	10,809	29,500	2,000	2,000
TOTAL		286,369	270,115	290,500	298,503	298,503
2900	Other Services					
2900.210	GROUP INSURANCE	7,332,100	7,239,330	7,193,133	7,706,159	7,706,159
2900.220	SOCIAL SECURITY	2,547,477	2,356,164	2,394,648	2,369,630	2,369,630
2900.231	CLASSIFIED RETIREMENT	583,635	513,049	488,496	605,975	605,975
2900.232	TEACHER RETIREMENT	2,453,938	2,817,453	3,008,251	3,710,038	3,710,038
2900.250	UNEMPLOYMENT COMPENSATION	30,000	43,504	32,000	37,000	37,000
2900.260	WORKER'S COMPENSATION	140,000	138,116	147,800	159,530	159,530
2900.290	OTHER EMPLOYEE BENEFITS	7,500	632	5,000	5,000	5,000
TOTAL		13,094,651	13,108,248	13,269,328	14,593,333	14,593,333
4200	Site Improvements					
4200.430	SITE MAINTENANCE	79,800	74,104	143,500	159,050	159,050
TOTAL		79,800	74,104	143,500	159,050	159,050
4600	Building Improvements					
4600.450	BUILDING MAINTENANCE	640,625	556,224	472,400	457,310	457,310

2013 - 2014 PROPOSED BUDGET

Account	Description	2011-2012 Budget	2011-2012 Expended	2012-2013 Budget	PROPOSED	
					2013-2014 Sch Board	2013-2014 Bud Comm
	TOTAL	640,625	556,224	472,400	457,310	457,310
5110	Debt Service - Principle					
5110.910	PRINCIPLE	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
	TOTAL	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
5120	Debt Service - Interest					
5120.830	INTEREST	714,000	714,000	630,000	546,000	546,000
	TOTAL	714,000	714,000	630,000	546,000	546,000
5221	Fund Transfers (offset by revenue)					
5221.930	FOOD SERVICE FUND	1,625,000	1,533,975	1,625,000	1,625,000	1,625,000
5222.930	FEDERAL PROJECTS	1,350,000	1,785,117	1,350,000	1,240,000	1,240,000
5223.930	PAC	77,500	73,815	77,500	77,500	77,500
	TOTAL	3,052,500	3,392,906	3,052,500	2,942,500	2,942,500
5250	Transfer To Capital Reserve Fund					
5250.930	CAPITAL RESERVE	200,000	200,000	200,000	0	0
	TOTAL	200,000	200,000	200,000	0	0
5310	Allocation to Charter Schools					
5310.890	MISCELLANEOUS EXPENSE	0	0	0	0	0
	TOTAL	0	0	0	0	0
GRAND TOTAL		63,329,559	61,186,707	63,021,817	64,422,418	64,422,418

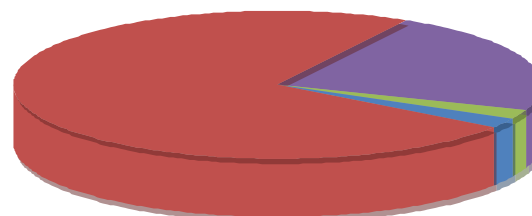
TOTAL: \$64,422,418



2012-2013 REVENUE

		Proposed				
Account	Description	2011-2012 Budget	2011-2012 Received	2012-2013 Budget	2013-2014 Sch Board	2013-2014 Bud Comm
Local Revenue						
0770	UNASSIGNED FUND BAL.	\$900,000	\$1,995,623	\$1,078,000	\$1,200,000	\$1,200,000
1310	REG DAY TUITION	80,000	143,059	80,000	90,000	90,000
1314	SUMMER SCHOOL TUITION	15,000	3,525	15,000	5,000	5,000
1315	DRIVER ED TUITION	110,000	121,296	155,000	145,000	145,000
1316	EVE. DIV./ADULT ED TUITION	10,000	13,585	10,000	10,000	10,000
1510	EARNED INCOME	8,000	4,512	7,000	4,500	4,500
1600	FOOD SERVICE	1,257,000	1,084,736	1,257,000	1,257,000	1,257,000
1920	PERMANENT FUNDS	500	0	500	500	500
1990	OTHER LOCAL REVENUE	294,700	488,538	296,750	297,750	297,750
1990	SAU RENTAL	42,250	42,250	42,250	42,250	42,250
5223	PAC PROGRAMS	77,500	73,893	77,500	77,500	77,500
STATE REVENUE						
3111	EDUCATION GRANT	11,010,298	11,620,385	11,620,385	11,367,975	11,367,975
3210	BUILDING AID	1,103,810	1,103,811	1,103,810	1,103,810	1,103,810
3220	KINDERGARTEN AID	0	0	0	0	0
3249	VOC ED TRANSPORTATION	20,000	11,771	20,000	12,000	12,000
3260	CHILD NUTRITION	18,000	18,827	18,000	18,000	18,000
3270	DRIVER ED AID	35,000	0	0	0	0
3230	CATASTROPHIC AID	500,000	563,438	500,000	500,000	500,000
3290	OTHER		55,091			
FEDERAL REVENUE						
4300	FEDERAL PROJECTS	1,350,000	1,785,117	1,350,000	1,240,000	1,240,000
4560	LUNCH REIMBURSEMENTS	350,000	436,478	350,000	350,000	350,000
4580	MEDICAID	450,000	512,044	450,000	450,000	450,000
4590	OTHER					
OTHER REVENUE						
5230	TRANS- CAPITAL PROJECTS					
5250	TRANS- CAPITAL RESERVE	300,000				
Total Income		17,932,058	20,077,977	18,431,195	18,171,285	18,171,285
District Assessment		45,004,997	42,942,286	44,590,622	46,251,133	46,251,133
Total		62,937,055	63,020,263	63,021,817	64,422,418	64,422,418

Local Taxes \$ **46,251,133**
State sources \$ **13,001,785**
Federal sources \$ **2,040,000**
Other than taxes \$ **3,129,500**
Total Revenues \$ **64,422,418**



LOCAL TAXES: 71.73% FEDERAL 3.17%
 STATE: 20.23% NON-TAX: 4.87%

2013-14 DEFAULT BUDGET

Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3,V)	Prior Year Adopted Operating Budget	Reductions & Increases	Minus 1-Time Appropriations	DEFAULT BUDGET
--------	--	--	---------------------------	-----------------------------------	-------------------

INSTRUCTION

1100-1199	Regular Programs	19,028,191	7,128		19,035,319
1200-1299	Special Programs	8,301,145	66,370		8,367,515
1300-1399	Vocational Programs	52,000			52,000
1400-1499	Other Programs	966,052		(19,000)	947,052
1500-1599	Non-Public Programs				
1600-1699	Adult/Continuing Ed Pro	175,718	13,434		189,152
1700-1799	Community/Jr. College				
1800-1899	Community Service Prog				

SUPPORT SERVICE

2000-2199	Student Support Services	3,320,101	68,746		3,388,847
2200-2299	Instruction Staff Services	966,697	135,224		1,101,921

GENERAL ADMINISTRATION

2310 840	Sch Board Contingency				
2310-2319	Other School Board	169,510			169,510

EXECUTIVE ADMINISTRATION

2320-310	SAU Managemnt Service	990,866	37,265		1,028,131
2320-2399	All Other Admin	570,514			570,514
2400-2499	School Administration	2,450,090	9,250		2,459,340
2500-2599	Business	52,000	3,000		55,000
2600-2699	Oper & Maint of Plant	3,681,050	17,035		3,698,085
2700-2799	Student Transport	2,639,653	61,959		2,701,612
2800-2999	Support Services Central	13,559,828	1,280,533		14,840,361

NON-INSTRUCTIONAL SERVICES

3100	Food Service Operations				
3200	Enterprise Operations				

FACILITIES ACQUISITION AND CONSTRUCTION

4100	Site Acquisition				
4200	Site Improvement	143,500			143,500
4300	Architectural/Engineer				
4400	Educational Spec Dev				
4500	Building Acquisition/Con				
4600	Building Improve Serv	472,400			472,400
4900	Other Facilities/Constru				

OTHER OUTLAYS

5110	Debt Service - Principle	1,600,000			1,600,000
5120	Debt Service - Interest	630,000	(84,000)		546,000

FUND TRANSFERS

5220-5221	To Food Service	1,625,000			1,625,000
5222-5229	To Other Special Rev	1,427,500			1,427,500

2013-14 DEFAULT BUDGET

Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3,V)	Prior Year Adopted Operating Budget	Reductions & Increases	Minus 1-Time Appropriations	DEFAULT BUDGET
5230-5239	To Capital Projects	200,000		(200,000)	0
5254	To Agency Funds				
5300-5399	Intergovern Agency All				
	Supplemental				
	Deficit				
	TOTAL	63,021,817	1,615,944	(219,000)	64,418,761

Acct #	Explanation for Increases	Acct #	Explanation for Reductions
1100	RIF and CCSS Curriculum	2410	Telephone
1200	IEP Required Services	2510	Medical Billing
1600	Evening Division	26XX	P/L Ins, AHERA Insp & Utilities
2112	Attendance/Tuancy	2660	SRO/Safety/Security
2152	IEP Required Speech Therapy	27XX	Transportation
22XX	Professional Improvement CCSS	2900	Fringe Benefits
2320	SAU Budget	1490	Driver Education Vehicle
520	Bond Interest	5250	Capital Reserve

NOTE: RSA 40:13, IX (b) "Default budget" as used in this subdivision means the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures contained in the operating budget. For the purposes of this paragraph, one-time expenditures shall be appropriations not likely to recur in the succeeding budget, as determined by the governing body, unless the provisions of RSA 40:14-b are adopted, of the local political subdivision.



The Owl Patch Club

Mission: To create a sustainable vegetable garden that will provide the opportunity for staff and students to care for and learn the benefits and value of fresh food. To plant, harvest and then sell the produce to the cafeteria and at a local farmers market.

DEFINITION OF MAJOR BUDGET ACCOUNTS

1100 Regular Programs - Includes activities dealing directly with the teaching of pupils, or the interaction between teacher and pupils. Included in this category are salaries of instructional personnel, supplies, textbooks, equipment and any other costs directly related to the instructional process.

1200 Special Education - Instructional activities designed primarily to deal with students having special needs. Includes personnel, supplies, equipment, tuition for students placed in programs outside of the District and other services required as part of the instructional process.

1400 Extra Curricula Activities - School sponsored activities, under the guidance and supervision of school staff, designed to provide students such experiences as motivation, enjoyment, and improvement of skills. Extra curricula activities supplement the regular instructional program and include sports, band, chorus, and student clubs and associations.

2122 Guidance Services - Activities involving counseling with students and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting students as they make their own educational and career plans and choices, assisting students in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for students.

2222 Educational Media Services - Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. Library supplies, books, reference materials, audiovisual materials and equipment are included here.

2320 SAU Budget - Activities associated with the overall general administration of the school districts in SAU No. 55. The superintendent, assistant superintendent, business administrator and associated support personnel are included in this account. The budget is prorated between the Timberlane Regional School District and the Hampstead School District based on Average Daily Membership and eEqualized valuations of the towns.

2410 Office of the Principal - Activities concerned with directing and managing the operation of a particular school. It includes the principals, assistant principals and other staff involved in the general supervision of the school, evaluation of the staff members and coordination of school instructional activities.

2490 School Administration - Other Support Services - This function includes expenditure for graduation and department chairpersons.

2620 Operation and Maintenance - Activities concerned with keeping the physical plant clean and ready for daily use. It includes operating the heating, lighting, and ventilating systems, and repair and replacement of maintenance equipment as well as insurance of the school buildings.

2721 Pupil Transportation - Activities concerned with the conveyance of pupils to and from school, as provided by State and Federal law and local policy. The account also includes trips for student activities such as field trips, band, and extra curricula activities.

2900 Fixed Charges - This account includes the cost of health insurance, worker's compensation and unemployment compensation, retirement, and FICA.

5100 Debt Service - This account provides for repayment of the debt of the school district. It includes principal and interest.



PER PUPIL COST

The New Hampshire Department of Education has released the 2011-12 cost per pupil. Timberlane continues to have costs below state average. The 2011-12 figures are:

Elementary: State average cost per pupil - \$13,413.70; Timberlane - \$13,479.93. Out of 154 school districts with elementary schools 52 spend less than we do per pupil at the elementary level and 101 spend more.

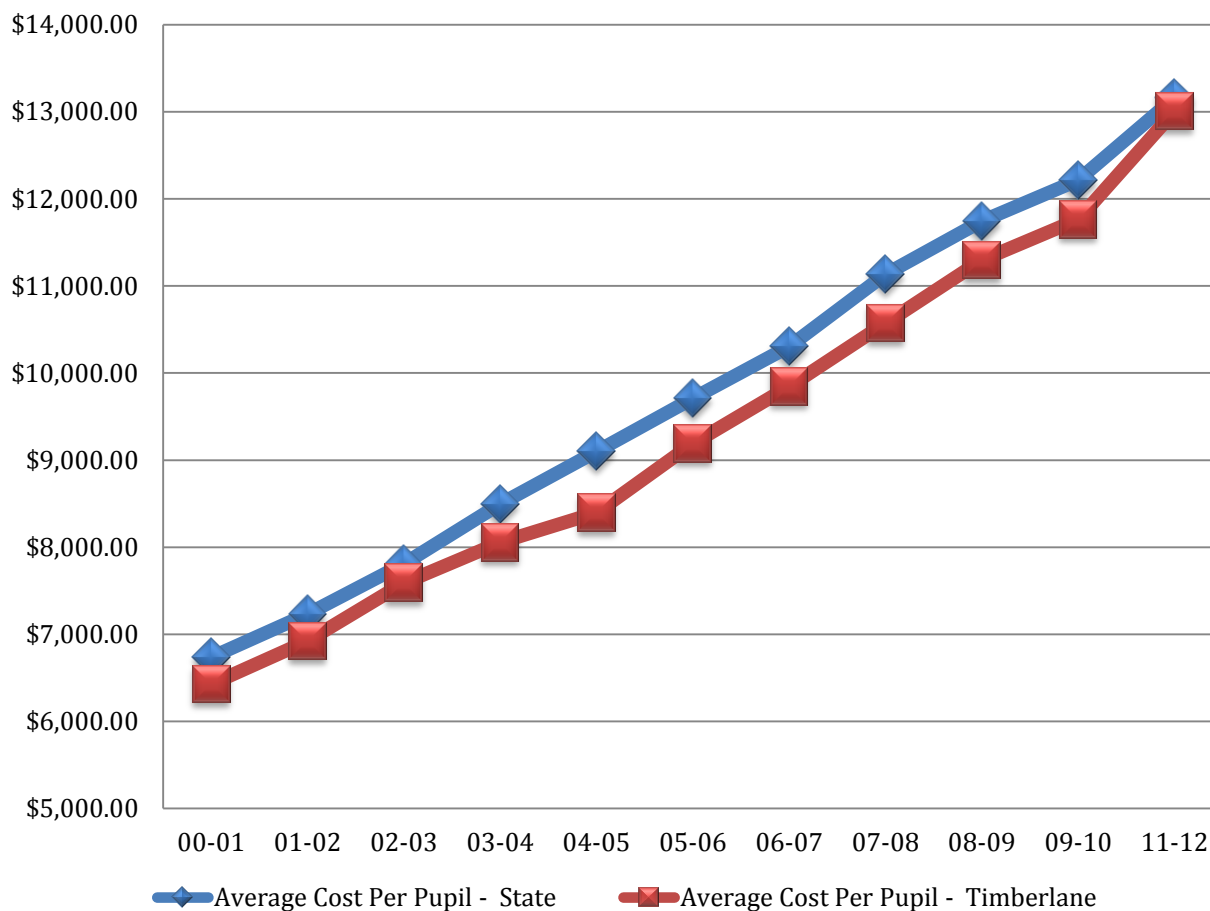
Middle School: State average cost per pupil - \$12,605.50; Timberlane - \$13,146.89. Out of 63 school districts with middle schools 25 spend less than we do per pupil at the middle school level and 37 spend more.

High School: State average cost per pupil - \$13,101.48; Timberlane - \$12,364.30. Out of 73 school districts with high schools 19 spend less than we do per pupil at the high school level and 54 spend more.

District Average: State average cost per pupil - \$13,159.15; Timberlane - \$13,004.65. Out of 161 school districts 45 spend less than we do per pupil and 115 spend more.

The following chart compares Timberlane's per pupil cost for all district students since 2000-2001. This chart clearly shows that Timberlane's cost per pupil has been less than the state average cost per pupil during this period. It should be noted that Timberlane spent \$154.50 less per pupil than the state average during 2011-2012.

COST PER PUPIL COMPARISON



2013-2014 SCHOOL ADMINISTRATIVE UNIT NO. 55 BUDGET

Budget line item #2320, SAU #55 Budget, is developed in accordance with state statute RSA 194-C:9, "Each district within a school administrative unit shall raise at the next annual school district meeting the sum of money apportioned to it by the school administrative board for the expenses of services which each district received in connection with the school administrative unit office." In order to comply with this RSA, a public hearing is held in November and the budget is voted on by the SAU Board after that Public Hearing. Thus no changes can be made to the SAU budget at the annual school district meeting.

			BUDGETED	ACTUAL	BUDGETED	BUDGETED	TRSD Share
			2011-2012	2011-2012	2012-2013	2013-2014	2013-2014
PROFESSIONAL SALARIES							
SUPERINTENDENT OF SCHOOLS			138,679	193,243	141,453	138,450	107,304
ASSISTANT SUPERINTENDENT			110,313	110,313	112,519	115,332	89,387
BUSINESS ADMINISTRATOR			102,838	102,838	104,895	107,517	83,330
ASSIST. BUSINESS ADMIN.			58,510	58,510	59,680	63,672	49,348
HUMAN RESOURCES/OFFICE MGR			62,277	62,277	63,523	67,611	52,401
TRANSPORTATION COORDINATOR			43,626	43,626	44,499	45,611	35,350
SUBTOTAL			516,243	570,807	526,569	538,193	417,120
CLASSIFIED SALARIES			245,576	250,063	249,672	255,107	197,717
TOTAL SALARIES			761,819	820,870	776,241	793,300	614,837
OPERATING EXPENSES							
2317	330	AUDIT	7,000	5,093	7,000	7,000	5,425
2319	310	SCHOOL BOARD EXP	200	284	200	200	155
2320	580	CONF & TRAVEL EXPENSE	10,000	8,025	10,000	15,000	11,626
2390	270	COURSE REIMBURSEMENT	4,600	0	4,600	4,600	3,565
2390	360	TECHNOLOGY SERVICES	50,700	50,700	52,750	53,750	41,658
2390	390	LEGAL SERVICES	500	1,242	500	500	388
2390	440	MAINTENANCE OF EQUIPMENT	200	0	200	200	155
2390	451	OFFICE RENTAL	42,250	42,250	42,250	42,250	32,745
2390	452	CONTRACTED SERVICES	400	992	400	800	620
2390	521	LIABILITY INSURANCE	3,000	3,152	3,500	3,500	2,713
2390	531	TELEPHONE	8,500	8,500	8,000	8,000	6,200
2390	532	POSTAGE	3,500	3,500	4,000	4,000	3,100
2390	580	IN DISTRICT TRAVEL	4,600	4,600	4,600	3,000	2,325
2390	610	SUPPLIES	8,000	9,190	7,000	7,000	5,425
2390	810	DUES AND FEES	8,000	8,357	8,000	8,000	6,200
2620	433	CUSTODIAL SERVICE	4,511	4,577	5,000	5,500	4,263
2620	610	CUSTODIAL SUPPLIES	300	300	300	300	233
2620	652	ELECTRIC SERVICE	8,000	8,000	7,500	7,000	5,425
2620	653	FUEL	2,500	2,500	2,500	2,500	1,938
2900	211	EMP. INSURANCE	196,604	176,998	184,444	195,000	151,132
2900	225	SICK LEAVE REDEMPTION	1,900	1,498	2,400	2,400	1,860
2900	221	EMP. RETIREMENT	87,395	73,524	70,618	88,677	68,728
2900	230	SOCIAL SECURITY	60,286	60,198	61,389	62,988	48,818
2900	250	UNEMPLOYMENT COMP.	700	0	700	700	543
2900	260	WORKERS' COMPENSATION	2,600	2,238	2,600	2,600	2,015
2900	290	OTHER EMPLOYEE BENEFITS	34,628	33,852	33,462	33,292	25,803
5220	880	FEDERAL PROJECTS	1	0	1	1	1
TOTAL EXPENSES			550,876	509,570	523,914	558,757	433,059
TOTAL SALARY AND EXPENSES			1,312,695	1,330,439	1,300,155	1,352,057	1,047,896
RECEIPTS							
BEGINNING FUND BALANCE			25,000	56,340	20,000	25,000	19,376
DISTRICT SUPPORT			1,287,194	1,287,194	1,279,654	1,326,556	1,028,131
OTHER INCOME			500	557	500	500	388
FEDERAL PROJECTS			1	0	1	1	1
TOTAL RECEIPTS			1,312,695	1,344,090	1,300,155	1,352,057	1,047,896
TRSD Share			891,849		990,866	1,028,131	1,028,131

REPORT OF THE DISTRICT TREASURER

General Fund For the Fiscal Year July 1, 2011 through June 30, 2012

Cash on Hand July 1, 2011		\$1,166,023
Current Appropriation	\$43,232,286	
Revenue from State Sources	13,354,495	
Revenue from Federal Sources	2,286,667	
Received from Tuitions	281,465	
Received from Capital Reserve	0	
Received from All Other Sources	255,793	
 Total Receipts		 59,410,707
 Total Amount Available for Fiscal Year		 60,576,730
Less School Board Orders Paid		59,306,075
 Balance on Hand June 30, 2012		 \$1,270,655

August 2012

Paul Sullivan, Treasurer

DETAILS OF ADMINISTRATIVE SALARIES 2011-2012**Superintendent of Schools**

Timberlane	\$107,962
Hampstead	30,717
Total	\$138,679

Assistant Superintendent

Timberlane	\$85,879
Hampstead	24,434
Total	\$110,313

Business Administrator

Timberlane	\$80,060
Hampstead	22,778
Total	\$102,838

*Timberlane's Share: 77.85%**Hampstead's Share: 22.15%***EXPENDITURES FOR SPECIAL EDUCATION
PROGRAMS & SERVICES**

(Per RSA 32:11-a)

School Year	Expenditures	Revenues
2010-2011	\$13,580,274	\$2,617,268
2011-2012	\$13,771,811	\$2,118,804

TAX ASSESSMENT

Determination of member town's tax assessment is necessary to meet the March 2012 voted appropriation for the Timberlane Regional School District. This appropriation is calculated by assessing each town for the operating costs based on their Average Daily Membership (ADM) and for capital costs based on equalized valuation of each town.

I. REFERENCE DATA

A. Proration Factors Based Upon 2010 Equalized Valuation

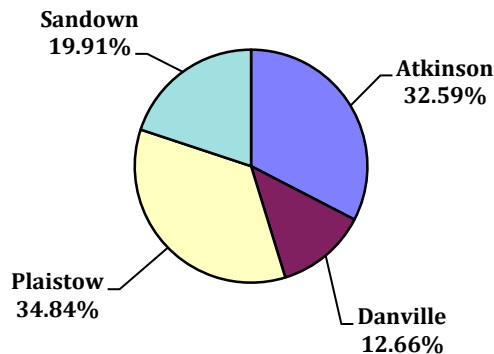
<u>Town</u>	<u>Valuation</u>	<u>Percent</u>
Atkinson	\$861,030,452	32.59%
Danville	334,406,107	12.66%
Plaistow	920,467,303	34.84%
Sandown	525,943,436	19.91%
Totals	\$2,641,847,298	100.00%

B. Proration Factors Based Upon 2010-2011 ADM In Residence

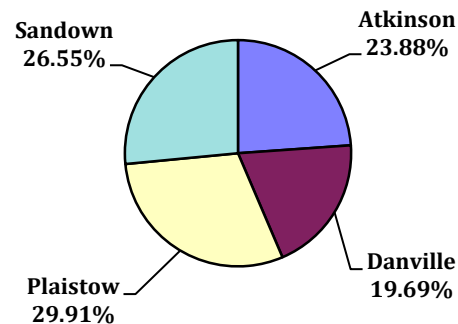
<u>Town</u>	<u>Membership</u>	<u>Percent</u>
Atkinson	991.3	23.88%
Danville	817.4	19.69%
Plaistow	1,241.8	29.91%
Sandown	1,101.1	26.52%
Totals	4,151.6	100.00%

TAX ASSESSMENT PERCENT BY TOWN

Capital Assessment



Operating Assessment



TAX ASSESSMENT

II. APPORTIONMENT OF APPROPRIATION FOR 2011-2012

Total Appropriation Voted \$63,021,817

A. Operating Expenditures \$59,380,664

Less:

Unassigned Balance (Surplus) 2,188,459

Local Revenue

Tuition 250,000

Other Income 321,000

Food Service 1,625,000

State Aid and Revenue

Driver Education 0

Kindergarten Aid 0

Catastrophic Aid 475,000

Vocational Education Refunds 10,000

Federal Aid

Federal Projects \$1,350,000

Medicaid 450,000

Income & Surplus to offset operating expenses \$6,669,459

Tax Assessment Required - Operating Expenditures **\$52,711,205**

Resulting Assessments Required from Tax Sources, Apportioned on A.D.M.

<u>Town</u>	<u>Percent</u>	<u>Assessment</u>
Atkinson	23.88%	\$12,586,515
Danville	19.69%	\$10,377,666
Plaistow	29.91%	\$15,766,282
Sandown	26.52%	\$13,980,742
Totals	100.00%	\$52,711,205

B. Capital Expenses \$3,641,153

Less:

Building Aid 1,103,811

Transfer from Capital Projects 0

Voted from Capital Reserve 0

Interest 0

Tax Assessment Required for Capital Expenditures **\$2,537,342**

TAX ASSESSMENT

Resulting Assessments for Capital Outlay, Apportioned on Equalized Valuations

<u>Town</u>	<u>Percent</u>	<u>Assessment</u>
Atkinson	32.59%	\$826,970
Danville	12.66%	\$321,177
Plaistow	34.84%	\$884,056
Sandown	19.91%	\$505,139
Totals	100.00%	\$2,537,342

III. SUMMARY

Atkinson

Operating Assessment	\$12,586,515
Capital Assessment	826,970
Less: Education Grant	1,047,436
Less: Impact Fees	0

Total Assessment Required from Tax Sources **\$12,366,049**

Danville

Operating Assessment	\$10,377,666
Capital Assessment	321,177
Less: Trust Funds	0
Less: Education Grant	3,691,842
Less: Impact Fees	0

Total Assessment Required from Tax Sources **\$7,007,001**

Plaistow

Operating Assessment	\$15,766,282
Capital Assessment	884,056
Less: Education Grant	2,141,546
Less: Impact Fees	10,000

Total Assessment Required from Tax Sources **\$14,498,792**

Sandown

Operating Assessment	\$13,980,742
Capital Assessment	505,139
Less: Education Grant	4,739,561
Less: Impact Fees	138,389

Total Assessment Required from Tax Sources **\$9,607,931**

TAX ASSESSMENT

Assessment Comparison Figures:

<u>Town</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Atkinson	\$13,126,145	\$12,164,969	\$12,366,049
Danville	7,462,298	7,018,087	7,007,001
Plaistow	14,993,234	14,266,258	14,498,792
Sandown	9,695,057	9,492,972	9,607,931
	\$45,276,734	\$42,942,286	\$43,479,773

District - Total Assessment Increases:

Change From:

2010 to 2011	(\$2,334,448)	-5.16%
2011 to 2012	\$537,487	1.25%



HIGHLY QUALIFIED TEACHER REPORT

One of the goals of No Child Left Behind is to insure that students are being taught by teachers who demonstrate expertise in their content area.

% of Core Content Area teachers	TRSD	Atkinson Academy	Danville	Pollard	Sandown Central	Sandown North	TRMS	TRHS
With advanced degrees	63	55	65	66	60	63	60	67
With full certification for position	91	100	99	100	100	99	99	93
Alternative Plans (Provisional Credentials)	9	0	1	0	0	0	1	7
% of classes NOT taught by highly qualified teachers (as defined in Section 9101(23) of ESEA (NCLB))	0	0	0	0	0	0	0	0

Elementary and Secondary Adequate Yearly Progress Report

	Made AYP in Reading		Made AYP in Math		School designated as making AYP		School designated in need of improvement	
	2011	2012	2011	2012	2011	2012	2011	2012
ATKINSON ACADEMY	Y	Y	Y	Y	N	N	Y	Y
Students with an IEP	Y	N	N	Y				
Economically Disadvantaged	Y	Y	Y	Y				
DANVILLE	Y	Y	Y	Y	N	N	N	Y
Students with an IEP	N	Y	N	N				
Economically Disadvantaged	Y	Y	Y	Y				
POLLARD	Y	Y	Y	Y	N	N	Y	Y
Students with an IEP	N	N	Y	N				
Economically Disadvantaged	Y	Y	Y	Y				
SANDOWN NORTH	Y	Y	Y	Y	Y	N	N	N
Students with an IEP	Y	N	Y	Y				
Economically Disadvantaged	Y	Y	Y	Y				
SANDOWN CENTRAL	Y	Y	Y	Y	Y	Y	N	N
Students with an IEP	Y	Y	Y	Y				
Economically Disadvantaged	Y	Y	Y	Y				
MIDDLE SCHOOL	Y	Y	Y	Y	N	N	Y	Y
Students with an IEP	N	N	N	N				
Economically Disadvantaged	N	Y	N	Y				
HIGH SCHOOL	Y	Y	N	Y	N	N	Y	Y
Students with an IEP	N	N	N	N				
Economically Disadvantaged	N	Y	N	Y				



NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

ATKINSON ACADEMY READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	26	8	61	72	8	16	5	4
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	23	8	59	68	10	16	8	*8
Female	30	8	62	76	5	16	3	0
State	24	18	57	60	13	15	6	7
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	43	23	52	57	6	12	0	8
Students with an IEP	*	0	*	20	*	30	*	*
Economically Disadvantaged	*	0	*	40	*	40	*	*
Male	38	18	57	63	5	11	0	4
Female	52	28	41	51	7	13	0	12
State	26	22	53	56	14	15	7	9
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	40	24	54	68	5	6	2	2
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	37	16	60	77	3	5	0	2
Female	43	41	49	48	6	7	3	3
State	22	19	55	58	17	17	6	5
GRADE 6	2011	2012	2011	2012	2011	2012	2011	2012
All Students	33	21	60	69	5	6	1	3
Students with an IEP	*	9	*	64	*	9	*	18
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	21	19	68	74	9	7	3	0
Female	44	23	54	66	2	6	0	6
State	25	18	55	61	15	15	6	6

ATKINSON ACADEMY MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	26	26	49	48	17	18	8	8
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	26	32	56	44	10	20	8	4
Female	27	20	41	52	24	16	8	12
State	28	25	48	49	15	17	8	9
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	48	25	43	45	6	22	3	8
Students with an IEP	*	0	*	60	*	10	*	30
Economically Disadvantaged	*	0	*	70	*	20	*	10
Male	48	26	50	53	0	16	2	5
Female	48	23	28	38	17	28	7	10
State	29	30	47	47	14	15	9	8
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	51	56	34	36	12	4	3	4
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	67	54	23	41	7	3	3	2
Female	37	59	43	24	17	7	3	10
State	26	26	50	48	13	14	11	12
GRADE 6	2011	2012	2011	2012	2011	2012	2011	2012
All Students	50	45	35	37	11	11	4	6
Students with an IEP	*	0	*	36	*	36	*	27
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	50	56	32	33	9	7	9	4
Female	50	37	38	40	13	14	0	9
State	29	29	43	45	14	14	13	13

NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

ATKINSON ACADEMY SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 4								
All Students	1	1	79	79	19	20	0	0
Students with an IEP	*	*	*	8	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	3	2	90	82	6	16	0	0
Female	0	0	70	72	30	28	0	0
State	1	1	54	52	36	37	8	10

ATKINSON ACADEMY WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 5								
All Students	22	13	60	59	17	26	2	2
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	20	7	60	59	17	31	3	3
Female	23	28	60	59	17	14	0	0
State	11	15	44	43	37	34	8	9

DANVILLE ELEMENTARY READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 3								
All Students	21	13	60	69	13	16	6	2
Students with an IEP	*	0	*	80	*	20	*	0
Economically Disadvantaged	*	8	*	42	*	50	*	0
Male	13	10	59	62	22	24	6	3
Female	33	16	62	75	0	9	5	0
Title I	*	0	*	69	*	23	*	8
State	24	18	57	60	13	15	6	7
GRADE 4								
All Students	21	11	53	58	16	25	11	6
Students with an IEP	7	0	29	18	29	55	36	27
Economically Disadvantaged	13	*	53	*	20	*	13	*
Male	16	3	56	61	19	29	9	6
Female	28	23	48	55	12	18	12	5
Title I	0	0	40	40	40	60	20	0
State	26	22	53	56	14	15	7	7
GRADE 5								
All Students	17	21	52	52	25	25	5	2
Students with an IEP	*	15	*	15	*	62	*	8
Economically Disadvantaged	*	15	*	46	*	38	*	0
Male	13	13	47	53	33	33	7	0
Female	21	31	58	50	18	15	3	4
State	22	19	55	58	17	17	6	5
GRADE 6								
All Students	23	13	63	67	11	12	4	8
Students with an IEP	0	*	42	*	42	*	17	*
Economically Disadvantaged	14	*	57	*	14	*	14	*
Male	24	11	61	63	12	11	2	15
Female	21	15	64	70	10	12	5	3
State	25	18	55	61	15	15	6	6

NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

DANVILLE ELEMENTARY MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	38	21	38	56	15	18	8	5
Students with an IEP	*	20	*	70	*	10	8	0
Economically Disadvantaged	*	8	*	58	*	25	*	8
Male	29	24	35	55	26	14	10	7
Female	52	19	43	56	0	22	5	3
State	28	25	48	49	15	17	8	9
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	21	32	51	40	16	17	6	11
Students with an IEP	14	0	21	45	21	36	12	18
Economically Disadvantaged	7	*	53	*	27	*	43	*
Male	22	23	50	42	19	19	13	16
Female	20	45	52	36	12	14	9	5
State	29	30	47	47	14	15	16	8
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	16	23	57	50	13	16	14	11
Students with an IEP	*	8	*	38	*	23	*	31
Economically Disadvantaged	*	15	*	38	*	31	*	15
Male	17	27	53	43	10	17	20	13
Female	15	19	61	58	15	15	9	8
State	26	26	50	48	13	14	11	12
GRADE 6	2011	2012	2011	2012	2011	2012	2011	2012
All Students	34	22	46	50	12	13	8	15
Students with an IEP	0	*	33	*	33	*	33	*
Economically Disadvantaged	29	*	50	*	7	*	14	*
Male	24	22	59	44	10	11	7	22
Female	43	21	33	55	14	15	10	9
State	29	29	43	45	14	14	13	13

DANVILLE ELEMENTARY SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	3	0	44	58	43	35	10	7
Students with an IEP	*	0	*	38	*	46	*	15
Economically Disadvantaged	*	0	*	58	*	42	*	0
Male	3	0	48	59	38	41	10	0
Female	3	0	41	58	47	27	9	15
State	1	1	54	52	36	37	8	10

DANVILLE ELEMENTARY WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	8	14	43	46	40	36	10	4
Students with an IEP	*	0	*	0	*	85	*	15
Economically Disadvantaged	*	23	*	46	*	15	*	15
Male	10	7	30	40	43	47	17	7
Female	6	23	55	54	36	23	3	0
State	11	15	44	43	37	34	8	9

NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

POLLARD SCHOOL READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	23	16	62	64	10	13	5	7
Students with an IEP	0	0	60	63	20	19	20	19
Economically Disadvantaged	24	6	59	50	18	25	0	19
Male	14	17	68	65	12	13	6	6
Female	35	14	54	63	8	14	3	9
Title I	0	0	64	53	21	32	14	16
State	24	18	57	60	13	15	6	7
GRADE 4								
All Students	14	15	65	62	17	18	4	5
Students with an IEP	0	0	46	8	38	75	15	17
Economically Disadvantaged	0	5	50	68	40	26	10	0
Male	7	8	75	61	18	22	0	8
Female	24	24	52	63	15	13	9	0
Title I	0	0	31	42	54	33	15	25
State	26	22	53	56	14	15	7	7
GRADE 5								
All Students	7	14	61	59	28	20	4	7
Students with an IEP	0	7	31	47	50	20	19	27
Economically Disadvantaged	0	11	73	44	27	39	0	6
Male	7	5	53	65	33	23	7	7
Female	7	27	72	52	21	15	0	6
State	22	19	55	58	17	17	6	5
GRADE 6								
All Students	15	11	66	55	15	28	5	7
Students with an IEP	8	0	46	37	23	53	23	11
Economically Disadvantaged	20	0	33	62	40	31	7	8
Male	9	9	70	52	13	30	9	9
Female	22	14	61	59	17	24	0	3
State	25	18	55	61	15	15	6	6

POLLARD SCHOOL MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	24	23	52	57	18	13	6	7
Students with an IEP	0	13	40	63	50	6	10	19
Economically Disadvantaged	12	6	65	56	18	13	6	25
Male	26	29	46	54	20	10	8	6
Female	22	14	59	60	16	17	3	9
State	28	25	48	49	15	17	8	9
GRADE 4								
All Students	31	18	35	53	25	23	9	6
Students with an IEP	8	0	31	42	46	42	15	17
Economically Disadvantaged	15	5	30	42	40	47	15	5
Male	30	20	45	49	18	27	7	4
Female	33	16	21	58	33	18	12	8
State	29	30	47	47	14	15	9	8
GRADE 5								
All Students	19	18	47	42	19	22	15	17
Students with an IEP	6	0	50	40	13	27	31	33
Economically Disadvantaged	9	17	55	50	27	6	9	28
Male	22	12	47	58	18	23	13	7
Female	14	27	48	21	21	21	17	30
State	26	26	50	48	13	14	11	12
GRADE 6								
All Students	27	19	42	40	20	29	10	12
Students with an IEP	8	5	23	26	31	42	38	26
Economically Disadvantaged	20	8	20	38	20	54	40	0
Male	30	20	36	43	21	24	13	13
Female	24	17	49	34	20	38	7	10
State	29	29	43	45	14	14	13	13

NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

POLLARD SCHOOL SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 4								
All Students	0	1	37	33	50	52	13	14
Students with an IEP	0	0	0	6	81	75	19	19
Economically Disadvantaged	0	0	42	29	50	57	8	14
Male	0	2	32	31	57	53	11	13
Female	0	0	45	35	38	50	17	15
State	1	1	54	52	36	37	8	10

POLLARD SCHOOL WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 5								
All Students	7	11	51	34	41	45	1	11
Students with an IEP	0	0	31	27	69	47	0	27
Economically Disadvantaged	0	6	64	28	36	44	0	22
Male	9	2	40	28	49	56	2	14
Female	3	21	69	42	28	30	0	6
State	11	15	44	43	37	34	8	9

SANDOWN NORTH AND SANDOWN CENTRAL READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
	2011	2012	2011	2012	2011	2012	2011	2012
GRADE 3								
All Students	17	13	54	72	24	10	6	4
Students with an IEP	9	10	36	60	18	10	36	20
Economically Disadvantaged	0	0	64	75	29	17	7	8
Male	9	12	52	76	27	9	12	3
Female	23	14	56	69	21	11	0	6
Title I	0	0	33	82	67	6	0	12
State	24	18	57	60	13	15	6	7
GRADE 4								
All Students	22	24	65	49	12	24	1	3
Students with an IEP	0	0	69	38	23	46	8	15
Economically Disadvantaged	8	10	69	50	23	40	0	0
Male	7	21	75	45	18	28	0	7
Female	39	26	53	53	5	21	3	0
State	26	22	53	56	14	15	7	7
GRADE 5								
All Students	37	22	51	67	11	8	1	2
Students with an IEP	18	7	59	57	24	21	0	14
Economically Disadvantaged	17	13	67	56	17	25	0	6
Male	24	9	58	80	16	9	2	2
Female	51	36	44	54	5	8	0	3
State	22	19	55	58	17	17	6	5
GRADE 6								
All Students	32	10	46	78	19	11	4	1
Students with an IEP	18	10	36	65	32	20	14	5
Economically Disadvantaged	23	0	31	69	46	31	0	0
Male	28	4	50	76	15	18	8	2
Female	37	16	41	82	22	3	0	0
State	25	18	55	61	15	15	6	6

NECAP RESULTS BY SCHOOL – ELEMENTARY

New England Common Assessment Program

SANDOWN NORTH AND SANDOWN CENTRAL MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	2011	2012	2011	2012	2011	2012	2011	2012
All Students	33	23	51	58	13	17	3	1
Students with an IEP	27	10	45	60	18	30	9	0
Economically Disadvantaged	7	8	57	50	21	42	14	0
Male	27	18	58	68	15	15	0	0
Female	38	29	46	49	10	20	5	3
State	28	25	48	49	15	17	8	9
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	17	22	63	61	18	12	1	4
Students with an IEP	15	8	38	62	38	23	8	8
Economically Disadvantaged	15	20	46	40	31	30	8	10
Male	18	17	61	72	20	10	0	0
Female	16	26	66	53	16	13	3	8
State	29	30	47	47	14	15	9	8
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	23	18	64	59	13	19	0	4
Students with an IEP	0	7	82	29	18	43	0	21
Economically Disadvantaged	17	6	75	38	8	44	0	13
Male	22	11	64	64	13	23	0	2
Female	23	26	64	54	13	15	0	5
State	26	26	50	48	13	14	11	12
GRADE 6	2011	2012	2011	2012	2011	2012	2011	2012
All Students	35	25	44	52	11	17	10	6
Students with an IEP	19	5	52	55	10	30	19	10
Economically Disadvantaged	46	8	31	62	0	23	23	8
Male	38	20	44	56	8	16	10	9
Female	32	32	44	47	15	18	10	3
State	29	29	43	45	14	14	13	13

SANDOWN CENTRAL SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 4	2011	2012	2011	2012	2011	2012	2011	2012
All Students	0	0	61	59	37	40	2	1
Students with an IEP	0	0	59	64	41	29	0	7
Economically Disadvantaged	0	0	55	40	45	60	0	0
Male	0	0	51	53	47	44	2	2
Female	0	0	72	66	26	34	3	0
State	1	1	54	52	36	37	8	10

SANDOWN CENTRAL WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 5	2011	2012	2011	2012	2011	2012	2011	2012
All Students	13	24	45	35	40	39	1	2
Students with an IEP	6	0	24	7	71	79	0	14
Economically Disadvantaged	0	0	42	25	50	69	8	6
Male	4	5	38	34	56	59	2	2
Female	23	46	54	36	23	15	0	3
State	11	15	44	43	37	34	8	9

NECAP RESULTS – TIMBERLANE REGIONAL MIDDLE

New England Common Assessment Program

Reading (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 6 - Reading	2011	2012	2011	2012	2011	2012	2011	2012
All Students	25	13	59	68	13	15	4	5
Students with an IEP	11	5	40	49	32	30	17	16
Economically Disadvantaged	19	7	43	68	32	20	6	5
Male	20	9	62	65	13	20	5	6
Female	30	17	55	71	13	9	2	3
State	25	18	55	61	15	15	6	6
Grade 7 - Reading								
All Students	16	18	64	63	16	16	4	3
Students with an IEP	2	2	38	31	38	50	23	17
Economically Disadvantaged	7	4	72	70	17	17	4	9
Male	12	9	66	65	18	22	5	4
Female	20	26	62	61	15	10	3	3
State	19	20	58	57	16	17	7	7
Grade 8 - Reading								
All Students	21	20	67	61	10	15	2	4
Students with an IEP	2	9	58	38	34	36	6	18
Economically Disadvantaged	6	8	69	76	20	12	6	4
Male	14	14	73	64	11	17	2	6
Female	28	27	60	58	10	14	2	1
State	27	25	55	57	13	14	5	5

Mathematics (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 6 - Mathematics	2011	2012	2011	2012	2011	2012	2011	2012
All Students	36	27	42	44	14	19	9	10
Students with an IEP	11	4	37	37	22	32	30	28
Economically Disadvantaged	32	12	36	56	6	29	26	2
Male	35	26	43	45	12	18	10	12
Female	36	28	41	43	15	20	8	8
State	29	29	43	45	14	14	13	13
Grade 7 - Mathematics								
All Students	22	25	48	45	18	20	12	10
Students with an IEP	5	7	18	11	30	37	46	44
Economically Disadvantaged	22	13	37	52	26	15	15	20
Male	31	24	38	46	22	16	9	13
Female	25	27	46	43	16	23	13	8
State	28	27	40	42	16	17	15	14
Grade 8 - Mathematics								
All Students	20	23	56	44	16	22	8	12
Students with an IEP	7	5	25	25	31	32	38	38
Economically Disadvantaged	9	14	52	45	19	31	20	10
Male	17	22	60	42	13	23	10	13
Female	23	24	51	46	20	21	6	9
State	23	21	45	47	18	17	14	15

SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 8	2011	2012	2011	2012	2011	2012	2011	2012
All Students	1	1	29	42	54	47	17	9
Students with an IEP	0	0	9	11	43	58	48	31
Economically Disadvantaged	2	0	8	25	51	58	39	16
Male	0	2	31	42	51	46	18	11
Female	1	1	27	42	57	49	15	17
State	1	1	27	31	52	49	21	19

NECAP RESULTS – TIMBERLANE REGIONAL HIGH

New England Common Assessment Program

Reading (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 11 - Reading	2011	2012	2011	2012	2011	2012	2011	2012
All Students	26	33	48	48	19	15	8	5
Students with an IEP	3	2	34	32	35	44	27	23
Economically Disadvantaged	16	22	38	49	31	20	16	10
Male	18	23	48	51	21	20	13	5
Female	34	43	48	43	15	9	2	4
State	30	29	47	48	15	15	9	8

Mathematics (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade11 - Mathematics	2011	2012	2011	2012	2011	2012	2011	2012
All Students	1	2	32	38	31	27	36	32
Students with an IEP	0	2	5	5	21	14	74	79
Economically Disadvantaged	2	0	18	37	24	20	56	44
Male	1	3	35	40	27	23	36	34
Female	2	2	29	36	34	32	36	30
State	2	2	34	35	27	26	37	36

Writing (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 11 - Writing	2011	2012	2011	2012	2011	2012	2011	2012
All Students	2	3	38	49	54	41	6	8
Students with an IEP	0	0	8	19	71	56	21	25
Economically Disadvantaged	2	0	27	34	60	56	11	10
Male	3	2	29	41	60	48	8	8
Female	2	4	46	57	48	33	4	7
State	4	3	42	38	46	48	9	11

SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 11	2011	2012	2011	2012	2011	2012	2011	2012
All Students	1	1	16	20	52	51	31	28
Students with an IEP	0	0	6	5	23	35	71	60
Economically Disadvantaged	0	0	18	11	40	57	43	32
Male	1	1	16	20	52	47	31	32
Female	1	1	17	20	55	56	27	23
State	1	2	26	31	47	45	26	22



STAFF LIST SUMMARY

2011-2012

	Atkinson	Danville	District	Pollard	Sandown Central	Sandown North	Middle School	High School	Total
Administrators	2	2	9	2	1	2	6	11	35
Teachers/ Specialist	37	36	3	53	20	26	103	121	399
Teacher Assistants	18	23	8	34	10	19	32	41	185
Secretaries	2	2	4	3	1	2	8	12	34
Facilities	3.5	3	6.5	5	3	2	6	8	37
Food Service	3	3	0	3	2	2	5	7	24
Total	65.5	68	30.5	100	37	23	160	200	714

Administrators include principals, assistant principals, department heads, curriculum coordinators and directors.

Teachers/specialists include members of the bargaining unit: regular classroom teachers, special education teachers, media specialists, guidance counselors, psychologists, occupational therapists, physical therapists, speech pathologists, nurses and technology integration specialists.

Teacher assistants include regular classroom assistants, special education assistants, library assistants, speech assistants, occupational therapist assistants, nursing assistants, Title I tutors, computer technicians and driver's ed instructors.

Facilities include custodians, outside grounds, HVAC and maintenance technicians, and electricians.

PROFESSIONAL SALARY SCHEDULE

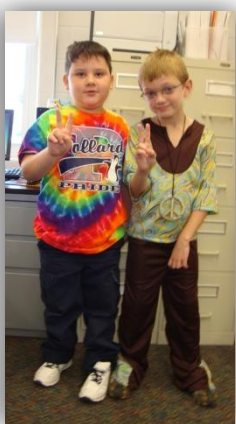
2009-2012

Years	LPN	RN	Bachelors	Bach+15	Masters	Mast +30	Doctorate
1	30,003	31,768	35,298	36,871	39,183	40,948	41,948
2	31,059	32,886	36,540	38,174	40,577	42,413	43,413
3	32,156	34,048	37,831	39,530	42,028	43,937	44,937
4	33,297	35,255	39,173	40,939	43,536	45,519	46,519
5	34,483	36,512	40,568	42,404	45,102	47,165	48,165
6	35,716	37,817	42,019	43,927	46,732	48,877	49,877
7	36,997	39,173	43,526	45,511	48,426	50,654	51,654
8	38,329	40,584	45,093	47,156	50,187	52,503	53,503
9	39,714	42,050	46,722	48,867	52,017	54,425	55,425
10	41,154	43,575	48,416	50,644	53,919	56,423	57,423
11	42,650	45,159	50,176	52,493	55,898	58,500	59,500
12	44,206	46,806	52,007	54,414	57,953	60,658	61,658
13	45,822	48,517	53,908	56,412	60,090	62,902	63,902
14	47,503	50,297	55,886	58,487	62,312	65,235	66,235

ENROLLMENT REPORT

As of October 1, 2012

GRADE	ATKINSON	DANVILLE	PLAISTOW	SANDOWN	TUITION	TOTALS
Elementary Schools						
Pre-School	18	13	65	<u>Sandown North</u> Grades K-3	1	96
				<u>Sandown Central</u> Grades 4-5		
Kindergarten	52	4	82	58		238
01	38	54	76	73	1	241
02	81	26	73	72	1	252
03	53	59	89	72		273
04	78	54	87	71	1	290
05	94	54	80	84		312
TOTALS	414	306	552	430	4	1702
Timberlane Regional Middle School						
06	65	62	73	90		290
07	79	79	93	83	1	335
08	77	65	95	97	3	337
TOTALS	221	206	261	270	4	962
Timberlane Regional High School						
09	74	66	113	76	2	331
10	83	67	119	85	2	356
11	76	69	94	93	1	333
12	92	63	123	108	2	388
TOTALS	325	265	449	362	7	1408
TOTAL ALL	960	777	1262	1062	15	4072

Pollard Faces

2013 DISTRICT WARRANT

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, Greenough Road, Plaistow, New Hampshire, on Thursday, the 7th day of February 2013, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number 8. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number 8 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 12th day of March, 2013, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7am-8pm
Danville	Voting will be conducted at the Danville Community Center from 8am-7pm
Plaistow	Voting will be conducted at Pollard School from 7am-8pm
Sandown	Voting will be conducted at the Sandown Town Hall from 8am-8pm

Article 1 - Election of Officers (March 12th only)

To choose the following school district officers:

Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Sandown Voters	School Board Member	3-Year Term
Atkinson Voters	Budget Committee Member	1-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	2-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

Article 2 – Operating Budget

Shall the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$64,272,418¹**? Should this article be defeated, the operating budget shall be **\$64,418,761** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-0

¹ This amount was increased by \$150,000 as a result of action taken on the floor at Deliberative Session. The amount to appear on the official ballot is \$64,422,418. Also, recommendations by the School Board and Budget Committee were amended at a special meeting following the Deliberative Session. The official ballot will reflect those changes.

Article 3 – Capital Reserve Fund

Shall the Timberlane Regional School District raise and appropriate up to **\$200,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from the June 30, 2013 unassigned fund balance (surplus) available for transfer on July 1 of this year? (MAJORITY VOTE REQUIRED)

(The funds for this article come from the 2012-2013 school budget surplus, not from additional taxes.)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-0

Article 4 – Collective Bargaining Agreement (Timberlane Teachers’ Association)

Shall the Timberlane Regional School District vote to approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers’ Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Cost Distribution	2013-14	2014-15	2015-16
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Salaries	\$494,737	\$589,674	\$561,794
FICA	37,847	45,110	42,977
NH State Retirement	70,055	83,498	79,550
Medical	(204,436)	0	0
TOTAL	\$398,203	\$718,281	\$684,321

and further to raise and appropriate the sum of **\$398,203** for the 2013-14 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-1

Recommended by the Budget Committee 7-1

Article 5 - Authorization for Special Meeting on Cost Items

Shall the Timberlane Regional School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only?

(Without this Article the District would have to petition Superior Court for a Special School District Meeting. This saves the District the expense of attorney fees and court costs).

Recommended by the School Board 9-0

Recommended by the Budget Committee 7-1

Article 6 – Fund Balance Retention (Surplus)

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, the retention of year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year’s net assessment, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over-expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate, all in accordance with RSA 198:4-b, II? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-1

Recommended by the Budget Committee 8-0

Article 7 – General Acceptance of Reports

Shall the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2012 Annual Report? (MAJORITY VOTE REQUIRED)

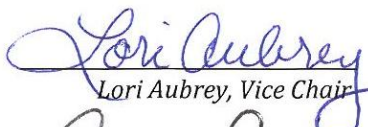
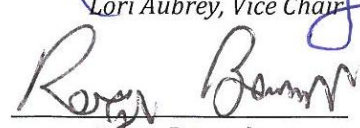
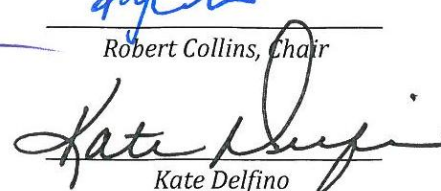
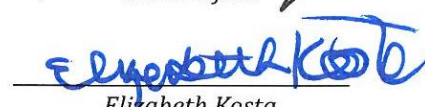
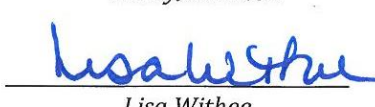
Recommended by the School Board 9-0

Article 8 – SAU Budget on Warrant Petition by Donna Green et al

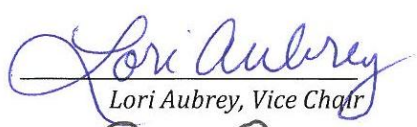
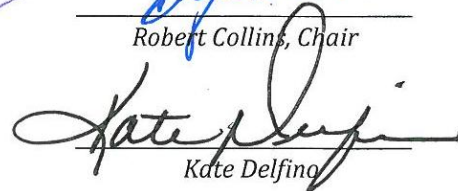
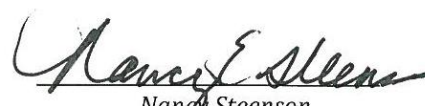
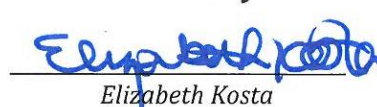
Shall the voters of the Timberlane Regional School District within School Administrative Unit number 55 adopt the provisions of RSA 194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual school district meetings? (MAJORITY VOTE REQUIRED)

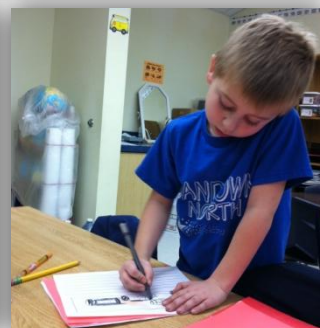
Given under our hands this 10th day of January 2013.

Timberlane Regional School Board

 Lori Aubrey, Vice Chair	 Robert Collins, Chair	 Michael Mascola
 Roger Barczak	 Kate Delfino	 Nancy Steenson
 Peter Bealo	 Elizabeth Kosta	 Lisa Withee

A true copy of Warrant - Attest
Timberlane Regional School Board

 Lori Aubrey, Vice Chair	 Robert Collins, Chair	 Michael Mascola
 Roger Barczak	 Kate Delfino	 Nancy Steenson
 Peter Bealo	 Elizabeth Kosta	 Lisa Withee



2012 ELECTION RESULTS

Article 1 - Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	3-Year Term	Kate Delfino
Plaistow Voters	School Board Member	3-Year Term	Elizabeth Kosta
Sandown Voters	School Board Member	3-Year Term	Roger Barczak
Atkinson Voters	Budget Committee Member	2-Year Term	Kate Rochford (appointed 1 year)
Atkinson Voters	Budget Committee Member	3-Year Term	Gregory Spero
Danville Voters	Budget Committee Member	2-Year Term	Dennis Francoeur
Plaistow Voters	Budget Committee Member	1-Year Term	Barry Weymouth
Plaistow Voters	Budget Committee Member	2-Year Term	Diane Rothwell
Plaistow Voters	Budget Committee Member	3-Year Term	Dan Bush (declined/seat vacant)
Sandown Voters	Budget Committee Member	3-Year Term	Donna Green

Article 2 – High School Physical Education/Athletic Locker Rooms, Team Rooms and Mini Gym Renovation and Reconstruction Project/5-Year Bond

Shall the Timberlane Regional School District vote to raise and appropriate the sum of **\$4,800,000** for the *renovation and reconstruction of the Timberlane Regional High School Physical Education/Athletic Locker Rooms, Team Rooms and Mini Gym* and to authorize the issuance of not more than **\$4,800,000** of bonds or notes in accordance with the provisions of the Municipal Finance Act (RSA 33) and to authorize the District to issue and negotiate such bonds or notes and to determine the rate of interest thereon; and to further raise and appropriate an additional sum of **\$82,000** for the first year's interest payment on the bond? (3/5 MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-0

Recommended by the Budget Committee 8-0

YES – 1439 NO – 2853 FAILED

Article 3 – Operating Budget

Shall the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$62,821,817**? Should this article be defeated, the operating budget shall be **\$62,568,852** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 3 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-0

Recommended by the Budget Committee 8-0

YES – 2347 NO – 1896 PASSED

Article 4 – Capital Reserve Fund

Shall the Timberlane Regional School District raise and appropriate up to **\$200,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from the June 30, 2012 unassigned fund balance (surplus) available for transfer on July 1 of this year? (MAJORITY VOTE REQUIRED)

(The funds for this article come from the 2011-2012 school budget surplus, not from additional taxes.)

Recommended by the School Board 8-0

Recommended by the Budget Committee 8-0

YES – 2426 NO – 1817 PASSED

Article 5 – Collective Bargaining Agreement (Timberlane Teachers’ Association)

Shall the Timberlane Regional School District approve the cost items included in a one-year collective bargaining agreement reached between the Timberlane Teachers’ Association and the Timberlane Regional School Board which calls for a \$0 increase in salaries and benefits at current staffing levels

Year 2012-2013 \$0 estimated increase

and to further raise and appropriate no funds for the upcoming fiscal year such sum representing the fact that there are \$0 in additional costs attributable to increases in salaries and benefits required by the new agreement over those that would be paid at current staffing levels in the current fiscal year?

Recommended by the School Board 8-0

Recommended by the Budget Committee 8-0

YES – 3328 NO – 883 PASSED

Article 6 - Authorization for Special Meeting on Cost Items

Shall the Timberlane Regional School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only?

(Without this Article the District would have to petition Superior Court for a Special School District Meeting. This saves the District the expense of attorney fees and court costs).

Recommended by the School Board 8-0

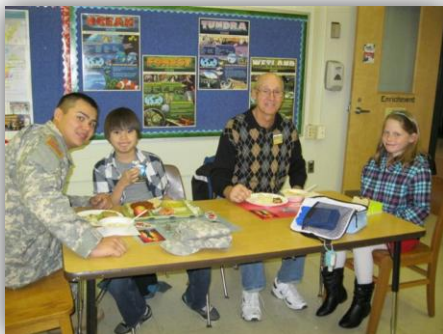
Recommended by the Budget Committee 8-0

YES – 2843 NO – 1311 PASSED

Article 7 – General Acceptance of Reports

Shall the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2011 Annual Report? (MAJORITY VOTE REQUIRED)

YES – 3461 NO – 611 PASSED



Sandown Central Faces

