TIMBERLANE REGIONAL SCHOOL DISTRICT

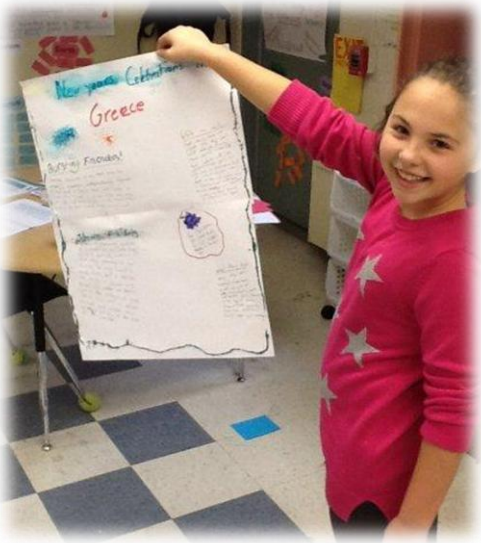
Serving the communities of

ATKINSON DANVILLE PLAISTOW SANDOWN

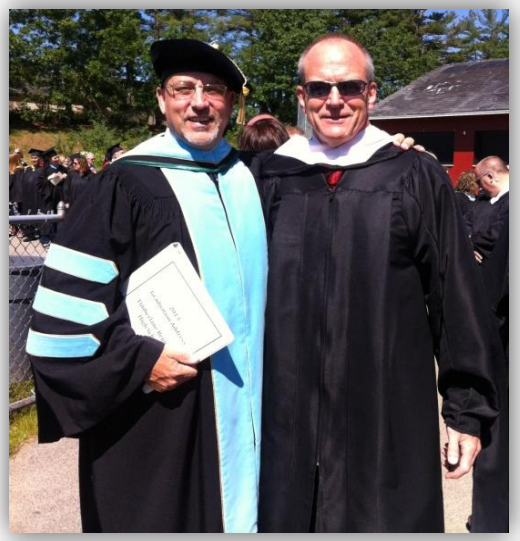
ANNUAL REPORT

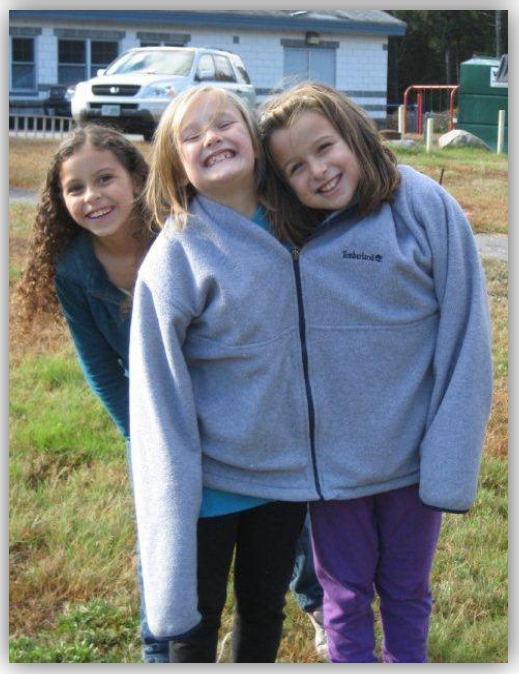
For the Financial Year Ending June 30, 2013

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.



30 Greenough Road – Plaistow, NH 03865 – 603-382-6119 (phone) – 603-382-3334 (fax) – www.timberlane.net





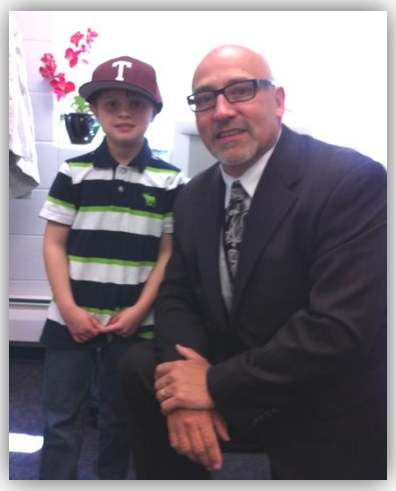
TIMBERLANE REGIONAL SCHOOL DISTRICT

ANNUAL REPORT

For the fiscal year ending June 30, 2013

Table of Contents

2013 Election Results....68-69
2014 Warrant....65-67
2014-2015 Budget....38-43
2014-2015 Budget Revenues....44
2014-2015 SAU No. 55 Budget....49
2014-15 Default Budget....45-46
Administrative Salaries....50
Athletics Report....36-37
Budget Definitions....47
Director of Elementary Education Report....15
Director of Human Resources Report....9-10
Director of Professional Learning Report....18
Director of Special Education Report....14
Director of Secondary Education Report....16-17
Director of Student Services Report....12-13
Director of Technology Report....11
Division of Alternative and Continuing Ed Report..32
Enrollment Report....64
Highly Qualified Teacher Report....54
NECAP Results....55-62
Performing Arts Center....33-35
Per Pupil Cost....48
Reports of School Principals....19-31
Report of Superintendent of Schools....7-8
School Board Report....5-6
School District Officers....4
Special Education Expenditures....50
Staffing Report....63
Tax Assessment....51-53
Teacher Salary Schedule....63
Treasurer's Report....50



OFFICERS OF THE TIMBERLANE REGIONAL SCHOOL DISTRICT

Term Expires	SCHOOL BOARD			Phone
2014	Robert Collins – Chair	Danville	robcollins89@gmail.com	378-9389
	Peter Bealo	Plaistow	pbealo@comcast.net	382-7039
	Michael Mascola	Atkinson	trsb@timberlane.net	475-2039
	Joseph Morris (appointed/2015)	Sandown	trsb@timberlane.net	887-0744
	Susan Sherman (appointed/2015)	Plaistow	trsb@timberlane.net	382-6249
2015	Kate Delfino	Atkinson	trsb@timberlane.net	234-5346
2016	Richard Blair	Plaistow	softwarethatworks@gmail.com	382-3335
	Nancy Steenson	Danville	nancy.steenson@comcast.net	382-9522
	Kelly Ward	Sandown	kellyward9700@gmail.com	382-9700

BUDGET COMMITTEE				
2014	Dennis Francoeur	Danville	safetysoccer@yahoo.com	382-5171
	Jason Grosky	Atkinson	jasonbgrosky@comcast.net	327-4488
	Diane Rothwell	Plaistow	budcom2@timberlane.net	382-4947
	Barry Weymouth (appointed/2015)	Plaistow	budcom2@timberlane.net	682-3693
2015	Donna Green	Sandown	donnagre@gmail.com	974-0758
	Gregory Spero – Chair	Atkinson	gregory.spero@yahoo.com	362-6415
2016	Cathleen Gorman	Sandown	cgormanconsulting@yahoo.com	978-337-6478
	Dennis Heffernan	Plaistow	dennis.heffernan@state.ma.us	553-1250
	Michelle O'Neil – Vice Chair	Danville	michelle_oneil@yahoo.com	382-8313

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
Dr. Roxanne Wilson	Assistant Superintendent	roxanne.wilson@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
Susan Rasicot	Director of Student Services	susan.rasicot@timberlane.net
Elizabeth Rincon	Director of Special Education	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	Dean of Alternative & Continuing Education	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
Heather Roy – Assistant Principal
Marilyn Hutnick – Assistant Principal
Carol Mrowka– Assistant Principal

TIMBERLANE REGIONAL HIGH SCHOOL
382-6541 www.timberlanehs.com
Donald Woodworth – Principal
Maria DiNola – Assistant Principal of Operations
Brian O'Connell – Assistant Principal of Student Services
Mary Widman – Assistant Principal of Academics

THE TIMBERLANE REGIONAL SCHOOL BOARD

Sitting: Sue Sherman, Plaistow; Nancy Steenson, Vice Chair, Danville; and Kate Delfino, Atkinson. Standing: Dr. Earl Metzler, Superintendent; Joe Morris, Sandown; Kelly Ward, Sandown; Peter Bealo, Plaistow; Michael Mascola, Atkinson; Rob Collins, Chair, Danville, and Rick Blair, Plaistow.

The Timberlane Regional School District's Governance Team is made up of the nine School Board members and the Superintendent of Schools. Representatives from each of Timberlane's four towns form a unified board where the focus is always on doing what's best for our students.

The 2012-13 school year was highlighted by transitions and new endeavors. The year began with the transition to our newly hired Superintendent, Dr. Earl Metzler. When Dr. Metzler arrived at Timberlane he immediately immersed himself in our school district. He spent a great deal of time observing everything we do, how we do it, and what it is we value. Based on a four month period of observation, Dr. Metzler compiled the Superintendent's Entry Report, which he presented at the January 17th, 2013 School Board meeting. This report is our blueprint for rebuilding the Timberlane Regional School District and developing a culture of academic excellence. You can find the report at the School Board's website (see link on page 6).

2012-13 also began a transition away from the New England Common Assessment Program (NECAP) and the requirements of No Child Left Behind to the Common Core State Standards (CCSS) and a new, state administered standardized assessment called "Smarter Balance." While still working to maintain and improve our NECAP scores, we must responsibly shift our focus toward Common Core and this new standardized test. The "Smarter Balance" assessment will be administered for the first time in the 2014-15 school year.

The School Board is proud to report that there are many new areas of collaboration with Dr. Metzler and the Superintendent's Leadership Team (SLT):

- Retreat with the Superintendent where many new ideas were discussed and have since been implemented.
- Rotation of the School Board's meeting location to include District schools, allowing the Board and Superintendent to reach out to our communities.
- The formation of the Citizens Advisory Committee whose mission is to examine family, school and community engagement; we look forward to their

report and recommendations in the near future.

- The first ever comprehensive District Report Card pulling together all important information and data about Timberlane. This can be found on the School Board website (see link below).
- The formation of Data Teams at both the District and School level whose sole purpose is to analyze data and make it useable for our teachers to improve instruction in the classroom.
- Alignment of curriculum and assessment at the Middle School and High School (grades six through twelve) began with the hiring of Academic Deans at the High School. The Deans are responsible for evaluating teachers ensuring that what we teach from grade six through twelve makes sense to all those involved.

This year was also a year of reflection and major decisions about the direction our district will take going forward. We gave careful consideration to a new math program for the elementary schools. We also completed an extensive evaluation of standards based grading at the Middle School. In addition, we reviewed the usefulness of the Northwest Evaluation Association (NWEA) assessment program which was in use at all of our schools. Faced with difficult decisions, the School Board turned away these initiatives after concluding they did not align with the district's goals. The Board thanks everyone who helped to assess these initiatives for Timberlane. Their efforts are greatly appreciated.

While breaking ground with all of the previously mentioned tasks and accomplishments, the work of previous years continued. Once again, the School Board conducted a self-evaluation and set goals based upon the results. The Board worked successfully with the Timberlane Teachers' Association (TTA) to negotiate and obtain voter approval of a three year contract agreement. By all measures the contract is considered fair to all those involved, teachers and taxpayers included. New endeavors at the High School continued. Both the Freshman Academy and our move toward Common Assessments marched on with great success.

We also accepted extremely generous donations from the Timberlane community. A beautiful new score board was installed at the High School football field. The purchase and installation were donated by the Timberlane Football Boosters.

While Timberlane sadly saw the departure of long time Board members Lori Aubrey of Sandown and Lisa Withee and Liz Kosta of Plaistow, we also welcomed and enjoyed three new members - Rick Blair and Sue Sherman of Plaistow and Kelly Ward 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 2013-14, and beyond, with our new Superintendent, Dr. Earl Metzler, the Timberlane Governance Team is in a strong position with superb leadership to truly transform our schools. Our goal is to make Timberlane a district of 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.

REPORT FROM THE OFFICE OF THE SUPERINTENDENT

Dr. Earl Metzler, Superintendent
Dr. Roxanne Wilson, Assistant Superintendent

We present to you this report of the Timberlane Regional School District and are pleased to report that many of our goals as presented to the School Board are well underway. As mentioned in our report last year, we established the Superintendent's Leadership Team (SLT) consisting of district directors of elementary education, secondary education, professional learning, special education, student services, human resources, business, technology and the superintendent and assistant superintendent. This team meets on a weekly basis to review district initiatives, address weaknesses and implement plans for improved successes. A list of the great work achieved and/or currently underway includes improvements in the areas of:

Teaching and Learning: We implemented and continue to explore initiatives to improve the teaching and learning at Timberlane. Those initiatives include completing our first cycle of instructional rounds, and review of other initiatives i.e. Understanding By Design, Danielson's Observation and Evaluation System, Data Driven Dialogue and Decision Making, The Tripod Survey, Standards of Professional Learning and School Net.

Communication: Our automated messages have increased in an effort to keep parents more informed; Superintendent Messages are posted to the district website (both video and written posts); a district calendar of events has been enhanced and is available on all district websites; and efforts to improve in-district communication are ongoing. We meet regularly with our food service managers, building principals, district office teams (including SLT) and representatives from the teachers' union.

Evaluation and Support of Instructional Staff: It is our belief that programs don't teach students, teachers do. With that comes a commitment to provide our instructional staff the tools necessary to help our students succeed in the classroom. We are accomplishing this with providing professional development opportunities for our staff, conducting instructional rounds to provide feedback on teaching strategies, and conducting evaluations and goal setting standards.

We also established a new practice of conducting exit interviews for parting staff members in an effort to hear from the ranks what we do well and where we need to improve. To date we have met with approximately 30 staff members.

Assessment: Part of the assessment piece includes the establishment of action plans, both for district schools and the district as a whole. Plans were written and presented to the School Board in December 2013.

Capital Improvement: Each fall the School Board, Budget Committee and others conduct an annual tour of our buildings. During the 2012 tour, one area in particular needed immediate attention. With the support of the School Board we replaced two portable buildings at the high school over the summer break.

Program Review: Accomplishments in this area include the establishment of vertical teams for grade 6-12. This included the administrative restructuring at the high school whereby the new administrative team's mission will include focus on the creation, alignment, student issues and operations for students in grades 6 through 12. Freshman Academy has proven to be an

important part of the 9th grade experience. We also established an Academic Excellence Plan for Athletes as a means to improve both personal and team grade point averages. Additionally, we are pleased to announce that the School Board has approved our plans to implement a full day kindergarten program beginning the fall of 2014.

Personnel: Personnel changes in 2012-13 included the retirement of 12 staff members. We are especially grateful for the over 270 collective years of district service given by the following:

Professional Staff Members
Janet Hart, TRMS Assistant Principal, 10 years; John Leary, TRHS Associate Principal, 27 years; Gail Dacey, TRMS Special Education Teacher, 14.5 years; Cathlen Daenz, Sandown North Kindergarten Teacher, 25 years; Joan Gough, Pollard Special Education Teacher, 17 years; Deborah Lincoln, District Music Teacher. 36 years; Marjorie Nelson, District Music Teacher, 28 years; Susan Quigley, Sandown Music Teacher, 26 years; and Susan Sherman, TRMS Science Teacher, 35 years.

Support Staff Members
Cynthia Fraser, SAU Curriculum Secretary, 19 years; Deborah Fraza, SAU Technology Specialist, 26 years and George Jodoin, TRHS Custodian, 15 years.

We are pleased to report that Sue Sherman continues to serve the school district in the capacity of Plaistow representative to the School Board.

As part of the restructuring of the administration at the high school, we welcomed some new and current staff members to the following positions: Academic Dean of Attendance – Mr. Bill Mealey; Academic Dean of Business, Information, Communication and Technology – Mr. Michael Flynn; Dean of Humanities – Mrs. Sandra Allaire; and Dean of Science, Technology, Engineering and Math – Mr. Mark Pedersen; and Dean of Continuing and Alternative Education – Mr. Renzo Binaghi.

And then there are the students. The reason we do what we do. Timberlane houses some of the best and brightest students in the state. Their accomplishments and their desire for an excellent education are evidenced each time we visit our schools. We boast New Hampshire Scholars, Eagle Scouts, top athletes and performers, and a student body that is compassionate to the needs of their community. Dr. Metzler had the opportunity to meet with each of the high school class presidents, team captains and drum majors earlier this year and was impressed at their commitment to their education and to Timberlane.

In conclusion, this report merely scratches the surface of the great things underway here at Timberlane. Many of the department reports following our report will expound on some of the items we listed.

We are most appreciative to the support we receive by parents, staff, students and the community at large. This support is imperative to our mission in providing our students, *your children,* the very best education. We are committed to working hard and smart with what we have and pledge to keep our students in the center of our work.

Dr. Earl Metzler
Dr. Roxanne Wilson

Note: I am very pleased to welcome Dr. Roxanne Wilson to the position of Assistant Superintendent of Schools. Dr. Wilson succeeds Mr. Winfried Feneberg who accepted a Superintendentship in Windham in July 2013. Dr. Wilson considers herself a lifelong learner, and is always striving to improve her skills and knowledge. I am most confident that her fifteen years experience as an Assistant Superintendent, nine in SAU 24 and six in SAU 28, coupled with her most recent position as Director of Pupil Personnel Services for Timberlane, will allow her to offer us the very best in delivering high quality educational programs for the students in our district.

Dr. Earl Metzler

DIRECTOR OF HUMAN RESOURCES

Nancy Danahy

I am delighted to provide my very first report of the Human Resources Department and share with you the exciting human resource happenings of 2012-2013 school year as well as upcoming plans currently in progress. The Human Resource Department oversees and implements all facets of employee benefits, the hiring process, staff leaves, and other personnel matters. We work closely with the business department and Superintendent of Schools.

Every summer the Human Resource Department processes incoming staff members and provides them important information so they can make informed decisions about the insurance benefits available to them. It is important that all employees have access to their benefit information at all times, thus we use an online pass code employee portal to communicate pertinent information. As part of the hiring process, we also conduct a criminal background check on all new staff members as required under RSA 189:13-a.

Once the majority of hiring is completed, we then enter into budget season where our focus turns to budgeting for the upcoming insurance rates. We receive the (Guaranteed Maximum Rate) GMR from the HealthTrust (aka Local Government Center) during the month of October. In October of 2012 we had to prepare for and incorporate into our 2013-14 budget a 10.3% overall increase in insurance rates.

Side note: HealthTrust is an employee benefits pool devoted exclusively to serving towns, cities, counties, schools and quasi-municipal organizations in New Hampshire. The Board of Directors sets premium rates for all members.

As some of you may have read in newspaper headlines, the HealthTrust rate setting process was disputed by a group of members which resulted in the HealthTrust being ordered by the Bureau of Securities Regulation to return $33.2 million of premium surplus. This surplus was calculated based on Health Trust's audited financial statements. Timberlane received a portion of this surplus which has since been proportionally returned to the subscribers that paid premiums through the district.

The fall of 2012 also saw the successful negotiations between the Timberlane Regional School Board and the Timberlane Teachers Association. These negotiations resulted in a new collective bargaining agreement that spans a three year period (2013-2016). This contract includes changes to the prescription drug program and added the new Lumenos $2,500 medical insurance plan option for staff members. We worked with HealthTrust to communicate the new prescription drug and medical insurance plan details to our current staff and retirees.

Once the New Year rolled around and the proposed 2013-2014 budget was moved to the public hearing and deliberative session we prepared for the election. We were pleased to see the support from the voters in favor of both the budget and the collective bargaining agreement. We were also pleased to welcome two new school board members: Mr. Richard Blair from Plaistow and Mr. Kelly Ward from Sandown.

After elections, we continued our efforts in preparing for the implementation of the National Health Reform law scheduled for 2014. We provide current employees and retirees with information regarding the upcoming changes as soon as it becomes available to us.

In April we began the process of securing 2013-14 school year staff. This includes administrators, professional, support, food service and custodians/facilities. We prepared

contracts and also presented open enrollment sessions at each school.

Prior to the end of each school year we meet with individuals who are planning to retire at the end of that school year. This meeting was held at the SAU office in April 2013 and included anticipated retirees from Hampstead, Timberlane and the SAU office. At this meeting we communicated retirement options. Both New Hampshire Retirement and Health Trust representatives attended this informational meeting.

As the school year concludes we begin planning for this annual cycle all over again, each time looking at ways to improve and be more efficient in any and all areas.

One of the upcoming projects for the 2013-14 school year includes creating an online employee portal for retirees. This will allow us to communicate more effectively with this ever growing group.

We also entered into negotiations with a new collective bargaining group called the Timberlane Support Staff Union. This item will appear on the 2014 ballot.

In closing, I would like to thank the following for their part in the operations of the Human Resource Department: Mrs. Lorna Walker and Mrs. Cindy Hendy for their continued efforts on improving our hiring process and the software program that we use to retain information for all staff; Mrs. Morgan and Mrs. Welch who without their assistance we'd be hard-pressed to accomplish all the tasks set before us. I am also grateful to the residents of Timberlane who continue to show their support for the teaching, learning and operations of the school district each year.

DIRECTOR OF TECHNOLOGY

John Holland

The 2012-13 school year was the first year of the district's newest 3-year District Technology Plan. In this plan, the Technology Vision Statement reads as follows:

"The Timberlane Regional School District is committed to applying technology resources in an integrated approach to support learning in all subject areas, and to provide students with the knowledge, skills, and expertise to succeed in work and life in the 21st century."

The major goals and focus for the recent technology initiatives include 21st Century Skills Literacy, Media Literacy, Technology Integration, and Emerging Technologies. In the 2012-13 School Year, the Technology Department researched, reviewed, and deployed a number of exciting emerging technology resources and integration strategies including Web 2.0 Collaboration, Project-Based Learning, Immersive Technologies, and Cloud Computing.

Our recently established Google Apps for Education resource use has expanded rapidly as we provided students the capabilities to store their work on Google Drive, and with access to a number of valuable Google Apps such as Google Docs and many educational apps such as EasyBib, Gooru, Lucidchart, and others. Using Google Drive, students can now have 24/7 access to their school work. The school district's Google Apps for Education domain is a dedicated and secure workspace environment.

An excellent example of 21st century collaboration that took place in 2012-13 included a robotics project that involved one of Michael Wild's engineering classes at our high school, and an engineering class located at Norwood High School in Massachusetts. For this project, the Timberlane students created Vex robot designs and wrote software programs to provide control instructions to the robots. The Norwood students built the Vex robots in their engineering lab based on our students' designs, and performed live tests with the control software. All of the students and instructors met live remotely using our respective videoconference resources. Mr. Wilds intends to continue this valuable collaboration with Norwood High School this school year.

Toward the end of the 2012-13 School Year, the Technology Department held an event at the high school titled "A Celebration of Learning using Technology." At this event, about 20 to 25 high school students demonstrated projects that they had worked on during the school year that included the use of technology. Many subject areas were represented including Science, Business, History, World Languages, and others. All of the students did a fantastic job we were all very proud of their accomplishments. They captured the event as it happened, as students from the middle school Video Club conducted video interviews with the student presenters. This video collection is located on the high school's Vimeo site.

As we wind our way through this school year, we continue to explore new technology resources, such as the deployment of Chromebooks, and tablets such as the iPad. New software applications that utilize augmented and immersive reality are becoming more prevalent in education and learning. The Technology Department will continue to strive toward helping our students to become successful using technology.

DIRECTOR OF STUDENT SERVICES

Susan Rasicot

Introduction

As the Director of Student Services, I oversee programs in the district including out-of-district special education programs, home programs, homeschooling programs, attendance and truancy, tutoring services, K-12 guidance department, K-12 psychologists, K-12 nursing, the Autism Spectrum Disorder programs and students protected under the McKinney-Vento Act. My position also includes a strong partnership with the Director of Special Education to promote improved outcomes for students within the district as well as for transitions out of district into special educational settings.

Charter School Special Education Programs

Under Federal and State law, schools are required to ensure that students with disabilities receive a "free and appropriate" public education. Each of the three charter schools selected by families in the district are provided with a special education teacher and related services that are required as stated in the student's educational plan. This district also provides substitutes when the service providers are absent from their positions. The district provided service to 11 students during the 2012-13 school year. The students who required related services received these services through the provision of outside vendors. One school psychologist oversees the students' educational plans, attends the annual review, and completes the assessments for triennial review of these educational plans in collaboration with the charter school professionals. The district school psychologist provides updates regarding students on a weekly basis to me. I also receive quarterly reports from the special education professionals at each of the three charter schools.

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 a significant 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. Our nurses are also a tremendous resource providing training to staff on necessary state mandated trainings throughout the year.

Section 504

The guidance counselors at each of our school buildings are responsible for the implementation and determination of accommodations under Section 504. Students in each building are monitored by these professionals and the teachers are also updated regarding changes in accommodations by the guidance counselors.

Students protected under the McKinney-Vento Homeless Assistance Act which has been reauthorized under Title X, Part C of the No Child Left Behind Act are also the responsibility of the guidance counselors at the building level. Students who are protected under this act receive bussing and tutorial services to insure a seamless education during their state of homelessness.

McKinney –Vento

In the year 2012-1213, we had 60 students who were deemed homeless. Out of those, seven 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.

Psychologists

In the year 2012-13 the district had seven psychologists and an intern. This group of professionals is responsible for evaluating students in both district and out of district placements including charter schools. The psychologists facilitate weekly meetings in their respective buildings and are also a resource to our teaching professionals regarding learning style profiles. Our psychologists also provide risk assessments and facilitate small group therapy sessions so that students are able to access their education.

English as a Second Language

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 17 children in grades 1-12, to assist each student with access to their education.

Home School program

Under school choice, families have the option to provide their children with an education in the home environment. During the 2012-13 school year the district had more than 123 students taking advantage of this educational option.

Student Assistance Program

The student assistance program provides support to students who are involved with the court system as well as demonstrating high risk behaviors. This program has a strong community partner component to provide students with supports necessary to recover from their emotional and behavioral disorders. Over 30 students received supports through this program during the 2012-13 school year. An important component to this program is the networking with professional staff in the Timberlane district including the Assistant Principal of Student Services as well as the Dean of Attendance. Additional services are secured through their efforts in collaboration with the nurses, guidance counselors and psychologists.

Truancy and absence throughout the district was identified by the Timberlane administrators and the state as an area that required direct address. There are a number of reasons for student absences and for this reason the Dean of Attendance is a new position created to monitor and address student absences. The position supports the efforts of the guidance department, nursing department, psychologists and school administrators to resolve the individual issues which are significant and diverse. The Dean of Attendance position is a strong conduit to the partnerships in district as well as outside the district to promote positive outcomes for students and their families. Though the attendance and truancy numbers were high during the 2012-13 school year. The commendable work completed during the 2013-14 school year by this team will provide significant reduction in student truancy and absence. During the 2012-13 school year 234 letters were sent to students with nine or more absences. At this time, 64 letters have been sent to students with nine or more absences.

Out of District Placements

Students who were identified as requiring educational settings outside of the district were placed in more than three different locations in Massachusetts and New Hampshire. This decision is made by the special education team and is a last resort placement. During the 2012-13 school year over 10 students were placed in these types of educational settings.

In conclusion, this report provides a strong representation of the partnerships and collaborative efforts of our focused, strongly determined and supportive staff at Timberlane. I am very proud to lead such a wonderful group of professionals who are keenly focused on promoting the improvements of each of our students in the district.

DIRECTOR OF SPECIAL EDUCATION

Beth Rincon

The 2012-13 school year saw the incumbent Director of Pupil Personnel, Dr. Roxanne Wilson, accept the position of Assistant Superintendent of Schools for Timberlane and Hampstead Districts. This led to the restructuring of the Pupil Personnel Department into two distinct departments: special education and student services. After seven years as the Assistant Director of Pupil Personnel Services, I was excited to accept the new challenge as the Director of Special Education. In this capacity, I work closely with the Director of Student Services, Susan Rasicot, to ensure that students receive the necessary supports and services in order for them to be successful learners at Timberlane. This change has allowed us to provide more direct support to schools, and continue our quality processes and procedures.

As the Director of Special Education, I oversee all aspects of special education services for students Pre-K through grade 12, including Extended Year Summer Programming. Under Federal and State law, schools are required to ensure that students with disabilities receive a "free and appropriate public education." Our schools are staffed with special education teachers, paraprofessionals and related service providers to assist students with achieving their Individual Education Plan (IEP) goals. We offer programs in each of the elementary and secondary schools that address specific types of learning needs, including Autism, Emotional/Behavioral and Intensive Needs. This allows us to best utilize our resources to meet individual student needs, and educate more of our students within the district.

We offer high quality, research-based resources and professional development on a regular basis. This allows us to maintain highly effective specialized instruction in reading, math, and writing to ensure that IEP teams conduct quality evaluations to determine how students' disabilities impact their learning. We are fortunate to retain highly trained and effective staff, but when the need arises for a specialized service or program that we cannot provide in the district, we contract those services outside of our district. This expense is reflected in our budget under tuition and contracted services.

In addition to our school year program, sometimes it becomes necessary for students to continue their instruction and learning during the summer in order to retain the skills they have developed during the year. To that end, we offer an Extended School Year Program for five weeks in July and August. Placement in this program is determined by the IEP team, and is not to be confused with summer school, a program offered at various district schools for all students for the purpose of earning extra credit, enriching knowledge, or credit recovery.

The staff focus this year is to analyze the Common Core State Standards and align IEP goals with those standards. The goal is to challenge all learners, including those with learning disabilities, to perform at their highest level. The focus for high school students with disabilities is to prepare them for a career or post-secondary education after graduation. The Department of Education has recognized our district as having exemplary transition plans, programs and services. We build community and job exploration, volunteer opportunities, job skills and life skills training into students' programs. We are adding internships for select students in the 2013-14 school year in order to provide students a more meaningful Transition experience. We are proud of our hardworking and dedicated staff, and our students.

DIRECTOR OF ELEMENTARY EDUCATION

Kelli Killen

Common Core State Standards

The curriculum coordinators and staff at each building began the work of analyzing all programs and curriculum materials for alignment with the Common Core State Standards. During the school year, teachers collected data on the current reading program to determine if the lessons matched the requirements of the standards, and if not, how to revise those lessons so that they would. Teachers also kept notes on the different types of writing that they asked students to do to see how much informational, narrative, and opinion writing was already being done as these are the major areas in the Common Core State Standards. An extensive study was done of math involving 25 teachers across all five elementary schools. At this time our current math program does not align well, and we will be looking at other options for the coming school year. Staff spent time on early release and professional development days studying the standards in depth and learning about the instructional shifts that would be necessary to teach those standards. Informational evenings were held and articles appeared in each elementary school newsletter to give parents information about the Common Core State Standards. More information about the standards can be found at http://www.corestandards.org/ .

The Model of Instruction

Teachers use the Model of Instruction to teach the curriculum at the elementary level. It is a model where the responsibility for learning moves from the teacher to the student. The teacher begins with modeling the concept for students and talking about what he/she is thinking and doing. Then students try the concept individually or in groups for more learning and practice with guidance from the teacher. The last step is for students to show that they have learned the concept on their own. This is known as "I Do", "We Do", and "You Do" or "The Gradual Release of Responsibility." This model is not subject specific and is used in all areas including Unified Arts.

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 Response to Instruction 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.

DIRECTOR OF SECONDARY EDUCATION

Scott Strainge

The middle and high schools entered the 2012-13 School year looking forward to forging a stronger partnership from grades six through twelve with goals of raising standardized test scores and also raising the level of personalization for each and every student.

Administration as well as staff teams continued working on developing and fine tuning RTI (Response to Instruction) systems in the schools to more readily respond to the academic needs of all students at all levels.

The work of creating common competency assessments, and rubrics to measure student success and achievement at all secondary grade levels continued. Both the middle and high schools have worked hard to accomplish this task.

Another on-going focus was the transition to the Common Core State Standards as all grades and courses look to align with the new standards to prepare for the Smarter Balance Test in 2015. Committee work at all levels continued to focus on this task by completing "Crosswalk" comparisons of our current curriculum standards with the new Common Core State Standards.

Both schools were asked to create action plans for the 2013-14 school year and many hours of discussions with faculty, staff, and administration produced two documents that will be the focus of the coming school year. With clear goals, ready leadership, and hard working staff we believe we can achieve what we have set out to accomplish.

Middle School

With the bar set high, the middle school continues to focus on personalization, rigor, and engagement for all students.

We continue working diligently to create a 6-12 world languages curriculum. Common assessments and student expectations for each language have been established.

We continue to foster the development of literacy in all our students emphasizing reading comprehension skills in all content areas. Targeted supports for struggling readers, instruction to move more students to higher levels, and enrichment activities for strong reading students has been the focus and continued throughout the 2012-13 school year.

Additional focus at the middle school has included expanded support for teachers of Science. In 2012-13 the 6-8 grade science standards were realigned to more closely match the state standards. We await the Next Generation Math Standards (Common Core) to begin the work of aligning our curriculum to those standards. Math teachers along with the Math Curriculum Coordinator have also continued to participate in a Tufts Math Teaching Grant which will also help support the many efforts of the middle school math program.

As always, technology is a focus as teachers and students look for new and innovative ways to integrate technology in a meaningful way into their daily lessons and learning.

High School

The high school continued its work on Common Assessments, moving into the implementation phase. Common assessments are now being given in all courses at all levels. The 2013-14 school year will focus on gathering data from these assessments in order to inform instruction and learning.

The Division of Alternative and Continuing Education (Evening Division) continues to

grow and develop with many new programs and courses being offered to students and residents of the four towns. Plans also began to expand both the evening division and summer school offerings to include dual enrollment courses, enrichment activities, credit bearing courses, and Pre-Advanced Placement offerings.

With action plans in hand, we are set to embark on the 2013-14 school year with confidence. We would like to thank our faculty and leadership for the many hours they have dedicated to ensuring a quality education for all students and look forward to all we can achieve by working together toward a shared vision.

DIRECTOR OF PROFESSIONAL LEARNING

Debra Armfield

Professional Learning

The purpose of professional learning in the district is to improve educator practice and student results. Effective professional learning is job imbedded and sustainable; promoting a culture that is committed to continuous improvement and informed by data and research on student and educator performance. In the past year we have provided teachers with various opportunities designed to support the more rigorous requirements that are inherent in the Common Core Standards. At the secondary level the focus has been related to literacy in the content areas, where greater demands are being placed on students to work with the specific organization and text structures of content materials. At the elementary level we have addressed the new demands in mathematics applied to shifts in the progression of learning. Workshops have been designed to support teachers as they develop their pedagogy in building foundational skills for number sense, place value, and using model drawing to solve word problems using whole numbers, decimals and fractions.

Administration of the Tripod Survey

Last year the Professional Learning Committee attended the annual Learning Forward Conference where they had the privilege of hearing Rob Ramsdell, vice president of Cambridge Education speak to the power of the Tripod Project Student Survey in informing professional learning and school improvement. The survey measures student perceptions and perspectives in order to induce and inform professional development for educators and strategic planning and priority setting in schools and school systems. Grounded in theoretical and empirical work in education, psychology, and the study of organizations, the survey is an objective, valid and reliable indicator of student performance. By virtue of measuring student voice, we are looking to understand how children feel about their experiences in the classroom as they relate to the seven C's: care, confer, captivate, clarify, consolidate, challenge and control. Workshops framed around the seven C's will be ongoing.

Mentoring and Induction

This year we have 122 new teachers and mentors participating in Mentoring and Induction. Much work has been done to strengthen and redesign various aspects of the program. The district is committed to supporting the growth, development, and retention of new teachers in their first five years of service, through comprehensive induction and mentoring. Research consistently demonstrates that 30%-50% of new teachers who do not receive support will exit the profession within the first five years of service. By sharp contrast, teachers who participate in a high quality mentoring program retain their positions, and experience greater levels of success and job satisfaction. Additionally, teachers who have observed the practices of experienced colleagues possess more effective classroom management techniques, instructional strategies, and problem solving skills. Of equal impact are the focused conversations that result from being observed and receiving constructive and non-judgmental feedback from an effective mentor. All of these practices are imbedded in our program, and we strive to strengthen the levels of support offered to the newest members of our team.

ATKINSON ACADEMY

Kathleen Dayotis, Principal

Through the process of learning, we value and build knowledge, respect and community. This is a simple motto that we at Atkinson Academy try to base our entire school ideals around.

The Atkinson Academy staff works extremely hard instilling strong work ethics in each student. We value education and have high expectations for our students. From pre-k through fifth grade, we feel that it is important to form strong foundations so that students will go onto middle school, high School and college to be successful.

RTI, or Response to Instruction, was added this year to all grade levels. As we all know, sometimes we might need some information repeated a couple of times to clearly understand a concept or idea. There's nothing wrong with that! It is the same with children; repetition is sometimes needed. Thirty minutes each day was added to the schedule for reading and math. During these times, children are grouped according to their needs, whether it is enrichment, maintaining skills or an extra boost. These flexible groups of 4-5 students change about every 6-8 weeks. Everyone in the school helps deliver services so we can maintain the small group ratio. Classroom teachers, literacy specialists and special educators are responsible to work with re-teaching groups while our media generalist, guidance, enrichment, technology and teaching assistants work differentiating other learning activities revolving around reading units. The same is also repeated for math. We have seen tremendous growth. Small groups allow the children to really shine, explore new concepts and be re-taught with success.

We have also adopted the Olweus model of Respect, Responsibility and Right Choices along with PBIS/ Positive Behavioral Interventions and Supports. Students will continue following both of these models at the middle school. The Atkinson Police Department has trained an officer once again this year to work with our fifth graders using the D.A.R.E. program. This program helps the children learn to JUST SAY NO when faced with difficult decisions or situations.

Community involvement surrounds the Academy almost every day. We are lucky to have a strong, involved PTA/Night Owls Dads group. Atkinson partners with many local organizations also. The Atkinson Cub Scouts Pack 95 is responsible for keeping our grounds well groomed in the fall and spring. The Atkinson Garden Club involves the children in the Smokey the Bear poster contest along with Woodsy Owl poetry writings. The Atkinson Lions Club, along with the King Lion, comes into our younger student's classrooms to read to them. They have donated all the books that are read to the classrooms so the children will have many years of reading enjoyment. The Atkinson Women's Civic Club is available to take care of daily needs of families whenever I call. Our Fire Department spends a week at school talking to the children about fire safety while the Kimball Library partners with us on yearlong activities. The Police Department is visible this year eating lunch, attending recess and reading to our students. VOLUNTEERS are the heart of any school and I feel very lucky to have this school involved with so many organizations that care about our students.

As always, I want to thank everyone for their constant support of Atkinson Academy students and staff. We strive towards the same goal—to make our students successful in and out of the classroom.

DANVILLE ELEMENTARY SCHOOL

Nancy Barcelos, Principal

Danville students began feathering their nests on day one of school year 2012-13. Our mascot, the Danville Hawke, along with staff reminds students of our core values, Respect, Responsibility, and Pride. When students are noticed modeling targeted behaviors, they are given feathers to help fill a classroom nest. Our goal is to maintain a structure that enhances positive outcomes for students both academically and socially.

The leadership team at Danville School developed a School Action Plan that focuses on student achievement by targeting three areas: Differentiate instruction to improve student learning, use data to inform instruction within a Response to Instruction tiered model, and create clear behavioral expectations and consistent consequences by designing, facilitating, and evaluating a program of positive interventions and supports using collected data. The leadership team disaggregates data regularly to monitor progress achieved toward meeting school goals. Teaching staff meets weekly to analyze student work and determine students' needs in the content areas.

Teachers are engaged in professional learning related to the changes in curricula tied to Common Core State Standards. Staff collaborates often to implement best practices based on current research. The Common Core articulates what students are expected to know and be able to do after each grade level. The standards are evidence based. Our challenge is to help each student successfully achieve state standards in creative ways. We are working together as a staff to promote teacher effectiveness resulting in higher student performance.

We continue to implement a three tiered model of instruction as the structure to deliver instruction. Students are assessed at regular intervals using a variety of methods, including curriculum-based measures, to ensure that they are making progress. Students who need additional support are identified in tier one (regular classroom instruction) and provided with alternative methods of instruction or intervention within the classroom. For students who do not respond to these additional in-class supports, tier two interventions are implemented and can include support from a literacy specialist, a Title One tutor, or through a specific researched based intervention. If tier two interventions fail to help the child achieve acceptable progress, students can then be considered for tier three services, which include specially designed instruction and/or an individualized education program (IEP), also known as special education services.

At Danville School, we are proud of our students and their achievements and strive for continued success. Several students in Kindergarten through grade five participated in the Young Inventor's Program at the state level in March. Two very successful Destination Imagination teams emerged from Danville this past spring and placed first and second at the state level, one of which went on to compete at the Destination Imagination Global Competition in Tennessee. This was a true example of collaboration and teamwork made possible due to the efforts of many students, parents, and the community.

New at Danville during the school year 2012-13 was the addition of the grade four and five chorus program. The music program at Danville is a long-standing source of pride for the school community. The newly formed chorus had over fifty members at the onset and continues to grow. Learning music in a variety of genres has been credited to helping children develop stronger social skills, which leads to good emotional expression, and instills self-discipline. Students are enthusiastic with this new opportunity at school.

In addition to academic rigor, Danville School has a culture that emphasizes health and overall well-being. The Wellness Committee has instituted *Vegetable and Fruity Fridays*. Students are encouraged to bring in healthy snacks. Students collect data on foods consumed as a class, and use this data weekly to create and solve mathematical number models. The kitchen staff work in conjunction with our wellness efforts by providing fresh and local fruit and vegetables on a daily basis.

Our parents and community members volunteer many hours in support of our school. Their commitment earned us a Blue Ribbon Award for Volunteerism through the New Hampshire Partners in Education, as well as four Gold Circle Awards for partnerships and volunteer programs with local businesses and community organizations. We are appreciative of those who support our school.

We are grateful to the Timberlane community for approving and installing a generator at Danville School. It is accessed often, during all four seasons. Learning is no longer interrupted due to weather. The lighting system in the gymnasium was upgraded to be more energy efficient while providing suitable lighting for all activities. Extra security cameras have been installed with our eye continually on the safety of the building inhabitants. The building is a comfortable space for children to learn.

Dr. Metzler has challenged his staff to maintain a focus on teaching and learning directed towards increased student achievement for all students, within standards based environment. Together with the district office staff we believe we are able to offer a quality education at the highest level possible.

POLLARD SCHOOL

Michelle Gaydos, Principal

This school year encompassed a wide variety of activities by staff at Pollard School focusing on the academic betterment of all students. With the assistance of our entire staff, we developed four goals specific to our students' needs. We also revisited the Common Core Standards to assure our students would experience measurable growth with these standards while keeping our student specific data in mind.

We have employed the use of research based best practices in the area of language arts. All classroom and special education teachers, as well as Title I tutors and para educators were provided professional development in the area of best practices in reading instruction including: guided reading, phonetic instruction, comprehension, and fluency. Special educators attended workshops designed to increase their understanding of diagnostics and instructional planning, as well as, training in writing Individual Educational Plans (IEPs) that specifically addressed the NH grade level expectations and soon to be Common Core Standards. We are beginning to shift our thinking to a more data driven decision making instructional process including various universal screenings, Response to Intervention/ Instruction (RTI) and progress monitoring. Through these trainings, as well as, authentic planning and dialogue during Professional Learning Community (PLC) time, teachers are gradually increasing their understanding of using data to inform their instruction. Students are now on their way to reaching their full potential in language arts.

Our increased understanding of assessment and instruction has also impacted our math instruction. We provided training for our para educators so that they could assist all children while in the classroom and during tier times. We have a dedicated 30-minute Math Intervention Time (MIT) block where classroom teachers and Title I tutors reinforce math skills and facts with struggling learners and students needing enrichment are provided extending activities to challenge them at their academic level. Based upon teacher observation, instruction and assessments, students in need of math reinforcements rotate in and out of these groups. We also used Title I grant funds to purchase 30 iPads for our Title I reading and math students. Staff are now able to differentiate their instruction and therefore meet the needs of all learners.

Pollard School students, parents and staff are committed to our three core values: respect, responsibility and safety and we focus on these values each and every day. We have created a school community where every child's individuality and needs are considered when our instructional practices and enhanced programs are implemented. Our School Motto: "What we do today makes a difference tomorrow" is truly the first thought we have when implementing a new program or activity and the last thought when we are assessing the final results. It is obvious that past Pollard students have taken this message to heart as well. During the spring of 2013 Bryce Whittaker completed his Eagle Scout Project at Pollard, building a fully operating greenhouse. This past summer/fall Patrick Radford completed his Eagle Scout Project by building us an outdoor classroom. We also had a fifth grade Webelos II Den clean up our front school sign and add solar powered lights as a service project this fall. They have all truly made a difference here at Pollard School and we are grateful for all of them thinking of us.

We have many traditions at Pollard School that bring us together to celebrate both learning and community. Open houses, Star Gazing Night, Wellness Day, Second Grade Musical, Pancake

Breakfasts, Bingo for Books and our Night at the Museum 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. Our PTA continues to work for the benefit of our students both socially and academically. Our parent volunteer program once again earned a "Blue Ribbon Award" from New Hampshire Partners in Education for outstanding volunteerism in the school. 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

This year we have continued to focus on educating the whole child which means personalizing education as much as possible for each individual student. We focus on personalizing education by providing students with a balanced, yet rigorous, academic program and a variety of enriching educational opportunities. This approach along with parent involvement continues to build a successful learning environment.

We have continued with the Response to Intervention model, and DIBELS Next Assessment, and DIBELS Early Release Math as this process of collecting, analyzing, and utilizing data to inform our instruction helps students achieve success.

In anticipation of the upcoming Common Core State Standards, we have made a concerted effort to ensure that our students are becoming proficient readers of both fiction and nonfiction text. In writing, have continued to teach all forms set forth by the standards, which include narrative, opinion, and informational writing. The alignment of math instruction to the standards has been a priority as well. Students must master concepts completely in order to be able to apply them to problem solve.

This year we were a finalist for the New Hampshire Excellence in Education Award. New Hampshire schools are selected based on best practices, through conversation, on site visits and a presentation.

We held an exciting Day of the Coast Enrichment Day, where students listened to and learned from the docents from the University of New Hampshire. The students dissected squid, measured whale sizes, touched horseshoe crabs and had conversations with all the experts from the University of New Hampshire. Our teachers worked with the students to create fish print shirts, think about the ocean of the future and discover the life of fish in the depths of the ocean.

We have continued with the OLWEUS Bullying Prevention Program to develop a bully-free environment. We meet twice a week on Monday mornings and Friday afternoons discussing some of the following items: a caring attitude, positive expectations of students, positive group identity, and all students having potential for success. We also continue to review our core values: Respect, Responsibility, and Making Right Choices.

In technology class, students learn skills important for today's digital citizens. Technology is woven throughout the school in innovative ways beginning with the equipment accessible to the students. Classrooms have the availability of Chromebooks, laptops, and a computer lab with stations for each individual student. In addition to learning technological skills, teachers use technology to engage students in the curriculum. The Mobi cart and tablet is a particularly exciting tool for teaching as it allows teachers to instantly bring the most up to date information into the classroom. Teachers also use this technology to support the model of instruction by sharing their own thinking about writing, reading, and problem solving. Technology is a necessary part of our global world, and incorporating it into the classroom is an important part of our approach to educating the whole child.

The Destination Imagination team won first place at Kingston Regional and the team moved onto the state competition!

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.

Our media specialist, held our annual Scholastic Book Fair.

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 so many!

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

We are continually supported by many parents and community members volunteering numerous hours to Sandown Central School. The many hours devoted to our school has for the 28th year, won us the New Hampshire Blue Ribbon Award for Volunteerism!

SANDOWN NORTH ELEMENTARY

Jo-Ann Georgian, Principal

Young learners need consistency, predictability, and connections with trusted adults to feel safe when embarking on new experiences. Our children are so fortunate to have many caring adults in their school community. Some of our students begin their day at a daycare center where they are greeted and have a chance to chat with an adult before they arrive at our school. The bus drivers who safely transport them to Sandown North know the children's names and make an early morning connection with them. Staff members greet students as they exit from the buses or from their parents' cars. Many of us are in the halls to personally greet the children and to support them in any way they may need. Classroom teachers are in the doorways to welcome each child to a new day of learning. Throughout the day, our students see the many parent volunteers working in the building. At Monday Morning Meeting, students are celebrated by community members. Our PTA members work diligently to provide enriching, fun activities for our children throughout the year, with lots of smiles on faces and laughter in the air. The children can "feel" that school is a place where people care about you and help you to be socially, behaviorally, and academically successful. Young children sometimes felt unsure in the novel situations that the 2012-13 school year brought, but knowing that the adults see each child as an individual and respond accordingly, reduced the stress and put them at ease.

Consistency and predictability does not just happen; it is purposefully planned. Staff members were in frequent contact with parents and families, with bus drivers, with adults outside the school walls who work with the children (as requested by families), and certainly with each other. Careful plans were put in place. Staff members met with parents to help them understand how certain techniques, strategies, and vocabulary used at school could be transferred to a home situation. Being Safe, Trustworthy, Always responsible, and Respectful (STARs) can happen in any setting; children do need to be taught how it would look in each situation. Equally important was for staff members to hear the parent's perspective regarding his/her child's strengths, challenges, and needs. When all the significant adults in a child's life worked closely together to provide the needed scaffolds and challenges, a child was much more likely to be successful in his learning experiences. As staff members worked together, they asked: "Is this best for our students?" If it was, they made it happen.

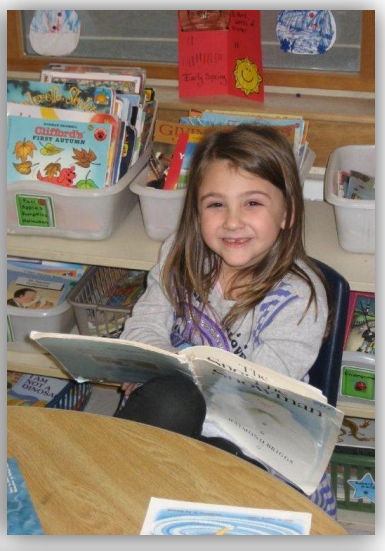
In their Professional Learning Communities (PLCs), our staff members were working to understand the Common Core State Standards (CCSS) and their intent at a deeper level. The standards require in-depth skill application and rigorous work in content areas. Students are expected to work collaboratively with others to complete projects, showing what they have learned in meaningful ways. To help our students be successful in achieving the standards, we needed to be involved in reflective teaching practices, looking at how we do what we do and questioning how we could improve our practices to meet each child's needs. The time provided for Professional Learning Communities allowed staff members to share ideas, teaching strategies, and general educational practices with colleagues.

To ensure the safety of all, our staff practiced many drills throughout the year, including our most complex drill, the offsite evacuation to Chester. We kept careful anecdotal records of the occurrences during the drill and then solicited feedback from each staff member after the drill so that we could make necessary changes. Again, collaboration was required, this time with Sandown Police and Fire Departments, Chester

Police Department and town hall employees, our school administrative unit, the bus company and families. Our plans were designed with the safety and comfort of all being the priorities. As we practiced, we looked for ways to be more efficient. Once again, it required many of us working closely together to evacuate approximately three hundred children to another community. Our procedures were firmly in place; we practiced and then we worked together to make the transition to our offsite location as seamlessly as possible. The children were proud of how well they accomplished this rather large task.

Our year came to a close with a special event for our third graders who transition to Sandown Central for the fourth grade. A Celebration Field Day at Sandlots Fields has become an annual tradition. The children use the skills that they have learned in physical education classes as they work collaboratively with teammates to be the fastest, the strongest, or simply the ones having the most fun! Family volunteers run each of the events and also serve as chefs at the grill. The children so appreciate the efforts of many school staff members, community members, and especially Linda Meehan and Ed Mencis for welcoming us to their fields and providing the children with an experience that will ultimately be a lifelong fond memory.

The 2012-13 school year was definitely a rewarding one. The true sense of community allowed children and adults alike to take risks and to grow in their learning. Staff members and families worked together as partners in education and our children benefitted. To quote an old African proverb, "It takes a village to raise a child." We are so fortunate to have such a village in the Sandown community.



TIMBERLANE REGIONAL MIDDLE SCHOOL

Michael Hogan, Principal

Timberlane Regional Middle School prides itself on the way we incorporate our core values of respect, responsibility and right choices into our school culture. Our cultural norms shape our learning environment and are embedded in all we do. We are committed to fostering a developmentally appropriate middle school culture, where we honor the era of young adolescence as one of tremendous social-emotional growth. Our proactive approach to positive school culture supports individual growth and development of the whole-child.

TRMS students and staff begin each day in advisory. Advisory is a dedicated time to create trusting relationships between students and teachers. Students benefit from leadership opportunities, service learning projects, bullying prevention and communication skill development. This time also feeds our school culture with positive interactions and community development.

This year, TRMS identified three goals to focus on in a continuous improvement model. We continue to evaluate instructional strategies that best influence middle level learning in a 21st Century learning environment. Strategies that develop creativity, critical thinking, problem-solving skills and collaborative teamwork help students explore and discover more about themselves and their world. As goal number one, technology infusion is a critical part of this 21st Century learning environment. TRMS continues to use our new video production lab, where students can produce films related to subjects in class or for enrichment. Students enjoy the use of laptops, netbooks, Chromebooks and i-Pads as part of regular instruction and learning. This year, TRMS administration will track technology use and provide technology training to staff using the data we collect.

The middle school Response to Intervention (RTI) instructional approach model identifies individual student needs, and supports their learning with targeted delivery. As a second school-wide goal, we are focusing on ways we can reach students who are struggling with some of the social-emotional needs related to being a successful student. We continue to recognize that literacy skills are the foundation of most learning. We dedicate a literacy block each day for teachers to re-teach, re-enforce or enrich learning for all students.

Our third school-wide goal is centered on the adoption of Common Core Standards. Nation "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. Since TRMS has already adopted a standards-based model for instruction and assessment, and our collaborative staff model for professional discussions are in place, our transition has been smooth. 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.

We have been pleased with the completion of the redesign of the middle school cafeteria. This year we have a new glass wall that separates the café into two distinct spaces. The café annex, as we refer to it, is a space we often use to run team activities, bring in guest speakers or put on various events. The wall helps us use part of the café creatively. Space continues to be a challenge at TRMS. We have created offices, classrooms and storage areas out of closets or places originally designed for some other use.

TRMS students and staff continue to be very involved in community outreach. Our Student

Senate has a strong partnership with the Vic Geary Senior Center, sponsoring many events that bring middle school children together with the senior citizens in the area. In addition, TRMS continues to support a food drive, Mealey's Meals, a hat and coat drive, Toys for Tots, fundraisers for cancer and heart research, just to name a few regular events. We are very proud of the efforts of our school community.

TIMBERLANE REGIONAL HIGH SCHOOL

Donald Woodworth, Principal

In the past year, the high school has focused on improving academic performance through enhancement of the Program of Studies, strengthening of curriculum, involvement in professional development in the areas of instruction and assessment, and the development of academic supports for all students. These are the components of the current high school Action Plan, and through a re-structuring of the administration the plan is yielding impressive results.

The new configuration of the administrative structure redefined the roles of assistant principals and created academic deans for Humanities, Math and Science, and Business, Engineering and Technology. Their work with the Assistant Principal of Academics and the Director of Secondary Education has led to changes in the Program of Studies, such as new courses, course prerequisites, curriculum revision to meet the expectations of the Common Core, and work with the faculty on instruction and assessment. In addition, the defining of positions of assistant principal in charge of student services, and the assistant principal in charge of operations has contributed to a positive school climate, highlighted by improved student behavior, effective academic support options, and improved communication and safety throughout the building.

A priority for the district in the past year has been the alignment of practice, policy and curriculum. To that end, the academic deans and the assistant principals have worked closely with the middle school to coordinate these critical areas. This focus will help to eliminate gaps in the academic preparation of our students. It will also create consistency in the reporting of student progress relative to grades and competencies, while at the same time keeping practice considerate of the social, emotional, and academic needs of all students at both grade levels.

In the past year, this senior class posted the best scores on the NECAP tests in math and literacy in the history of the NECAP testing process at the high school, among the best scores in the state. The combined efforts of the teachers and support staff to provide support for struggling students and high quality instruction for all students has paid dividends.

The high school has enjoyed the continued success of Freshman Academy helping our ninth graders assimilate into the high school culture successfully. Freshmen spend half of their day immersed in core instruction with their team of teachers and the other half of the day off-team, taking courses necessary to fill various other graduation requirements.

This year Guidance Director Barry Chooljian and the Guidance Department organized Timberlane's first college fair, which was attended by 120 colleges from around the country. Student leaders and parent volunteers assisted with running of the event, and as a result of all the planning and their help, it was an enormous success. Students were well prepared for the event, arrived with a sense of purpose and left with answers to questions about colleges and universities that interested them. Our college and university guests had nothing but praise for the quality of the event and of our student body.

This is the second 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. Once the teacher and the course are approved, students can elect to pay

$100.00 to earn the right to gain college credit. 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. Between evening division offerings, on-line course opportunities, increased course offerings and dual credit options, Timberlane High School is able to provide students with multiple pathways to graduation.

The high school students have benefited from student involvement in community service programs, project learning opportunities, student-run events, and PTSA sponsored guest speakers. So many great things are going on all around us. We have enjoyed great participation in events like spirit week and the junior semiformal. We have been impacted by the words of motivational speaker Jeff Yalden, and tremendous performances in our concerts, our incredible theater productions. Our music department produced fifty all state musicians, and our athletic department numerous award winning athletes along with NH championships in wrestling and softball. This fall our cross country team had its best finish in fifteen years, and our AP Art students not only beautified our library with incredible reproductions, but they did an amazing service learning project, creating a life-like rock wall painting at Adventurelore, in Danville (see photo below). Our Students of Service organization was recognized in Concord for their impressive efforts to impact student and community attitudes towards such issues as substance abuse and bullying and harassment. Our school benefits from the community service efforts of many student leadership groups, including Student Voice, the Student Council, the class executive committees, the Athletic Leadership Team, the Leadership Council, and our many honor societies. The staff and students have raised funds for individuals and causes in response to medical and financial hardships, and Mealey's Meals, our school-wide program to assist families and individuals in need, raised over ten thousand dollars to achieve the level of support that has become customary.

All in all, it has been a successful year at the high school.

DIVISION OF ALTERNATIVE & CONTINUING EDUCATION

Renzo Binaghi, Dean

During 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 2013-14, 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 significant 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 14 offerings. furthermore, we acquired additional quality instructors. By way of example, we added "Intro to the Night Using the Telescope," "Guitar," and three classes in "Interior Design." Our Excel 2010 class, this year, was filled to capacity (20) as one of our area companies, "Beckwood Services Inc." registered eight of their employees. It is a genuine pleasure to be able to offer courses, especially in the area of technology, that are of benefit to the business community.

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. We continue to run SAT prep classes both during Fall and Spring semesters. We have had students raise their combined scores by 100 to 200 points on their SAT exams. Our student Evening Division offerings to students have seen an increase in the form of two social studies courses: Cultural Geography and Geography of Life. Also, due to student demand, we have added additional class sections to the following courses: Foundations of College Math, American Literature and Physical Education.

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. The "Spring Semester" brochure has been posted on our website. Please feel free to peruse it.

TIMBERLANE PERFORMING ARTS CENTER

Anthony DiBartolomeo, Director

The Timberlane Performing Arts Center (TPAC) is alive and well, serving many of the artistic needs for the Timberlane community. As the *largest classroom in the district*, the TPAC serves as home to all of our high school and middle school students, inspiring hundreds of thespians, musicians, comedians, poets, and dancers throughout the year. Through ever-broadening student opportunities, the TPAC has become an integral part of the total educational scope for every student in the district; the TPAC also provides a venue for the Timberlane community to experience student productions and concerts as well as professional groups. The greater Timberlane community has enjoyed the likes of the Rockingham Wind Symphony, an organization that has its origins within the TPAC and the Timberlane Community Band has made the TPAC its home. Other highlights of the recent TPAC season have been a Barbershop Festival, the Timberlane Guitar Festival, the Timberlane Concert Band Festival, the Timberlane Jazz Band Festival, the Seacoast Jazz Ensembles, as well as the TPAC being the home of the New Hampshire Music Educators All State Chamber Festival.

The TPAC is where you can hear the difference and see for yourself why Timberlane sets the standard for performing arts.

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.

The future of the facility and more importantly, <u>our students</u> is bright with the best yet to come.

LEFT: Timberlane Musician Laura Erickson rehearsing at the NHMEA Chamber All State Festival held at the PAC.

ABOVE: Nick Bealo performing at the NHMEA Chamber All State Festival.

2013-2014 PRESENTATIONS

PERFORMING ARTS CENTER

HS Performing Arts

- Fiddler on the Roof
- Our Town
- Noises Off
- All My Sons
- Student Written (One Act Plays, Monologue Night, 24 Hr Play Project)

Improv Comedy

- The Milkmen

MS Musical

- Guys & Dolls, Jr.

TPAC PRESENTATIONS

- Barbershop Festival
- Guitar & Mandolin Concert featuring Germany's Mare Duo
- Timberlane Guitar Festival with special guest artists Jerom Mouffe, Kangaralien, Boston Guitar Orchestra and performance by the Timberlane Guitar Orchestra
- Afternoon of Jazz with the Chris Klaxton Group
- Timberlane Concert Band Festival featuring the Metropolitan Wind Symphony and performance by Timberlane Community Band, Seacoast Wind Ensemble, Strafford Wind Ensemble
- Timberlane Jazz Festival featuring the Seacoast Jazz Ensemble and BC bOp! Ensemble and performances by the Volare Jazz Band, Bedford Big Band, Freese Brothers Big Band

SCHOOL/COMMUNITY PRESENTATIONS

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

TRSD CONCERTS AND ASSEMBLIES

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

PUBLIC PERFORMANCES

- 7 Local Dance Studios
- 1 Piano Studio Recital
- 2 Dance Competitions
- Public Speakers & Forums

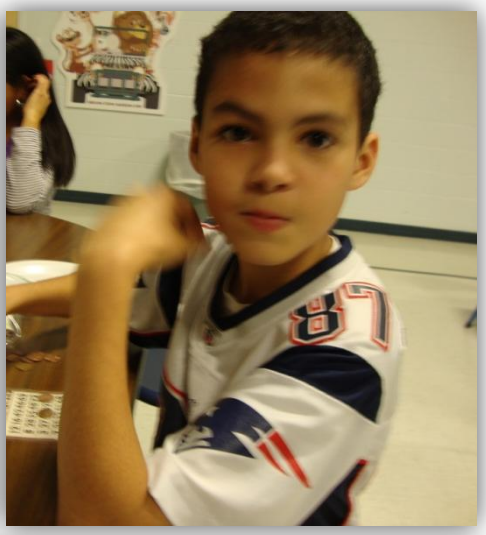
ABOVE: NHBDA Jazz All-State musicians Danny Reynolds, Kyle Brown, Amanda Kenerson, Colin McCarthy, Candace DeLeon, Kassandra Stavropoulos and Annie Steenson

BELOW: Timberlane Musician Daniel Main rehearsing at the NHMEA Chamber All State Festival held at the PAC

PERFORMING ARTS CENTER FINANCIALS

Financial Statement through June 30, 2013

		July 1, 2011 - June 30, 2012	July 1, 2012 – June 30, 2013
REVENUE			
	Rental Revenue	$47,915	$62,127
	PAC Sponsored Events	25,957	7,833
	Other Revenue	22	
	TOTAL REVENUE	**$73,894**	**$69,960**
EXPENSES			
	Salaries and Benefits	$13,847	$24,395
	Professional Services	41,476	17,228
	Repair and Maintenance	1,620	677
	Advertising	8,581	10,012
	Supplies & Equipment	3,290	4,295
	Rent & Utilities	5,000	5,000
	TOTAL EXPENSES	**$73,814**	**$61,607**
	Profit/(Loss)	***$80***	***$8,353***



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.

The TRHS Athletic Department considers itself an extension of the educational process. During the 2012-13 school year, the collective GPA of all teams was an impressive 3.49. Congratulations to the Girls' Swim Team for having the highest GPA of 4.0.

Several Timberlane coaches received Coach of the Year Honors. Coach Sean Hogan was selected Division 1 Girls Volleyball Coach of the Year, Coach Jim Clavette won the Division 1 Softball Coach of the Year honor, and Coach Dan Donovan was selected Assistant Wrestling Coach of the Year.

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 Girls' 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.

Aside from athletic participation, many coaches and teams continue to give back to the community in terms of volunteering and community service projects. Our football team and cheerleaders participated in a reading program where TRHS senior football players and cheerleaders visit the elementary schools and read to the young students. The field hockey team showed their support for breast cancer research by hosting Play for A Cure. Our spring sports teams participated in the Project Hope fundraiser in order to raise funds and awareness for local families with cancer.

Many of our teams qualified for NHIAA Tournament play. During the fall season, field hockey, volleyball, boys' and girls' soccer teams all made it to the NHIAA state playoffs. In the winter season, Girls' basketball 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 14 straight NH State Championships! The spring season saw the baseball and boys' tennis teams advance to the State tournament. The spring season culminated with the softball team winning the Division 1 State Championship!

The Timberlane Middle School Athletic Department offers 22 athletic teams, as well as intramural programs. This past year, we had over 400 students participating in our athletic programs. This year, the middle school teams represented our school very well in terms of sportsmanship and pride. Several teams managed to win championships, including Division 1 and Class A field hockey, boys' Division 1 and Class A soccer and girls' Class A soccer. The middle school wrestling team finished as Tri County League runner up.

We thank you for your continued support, and we look forward to future success.

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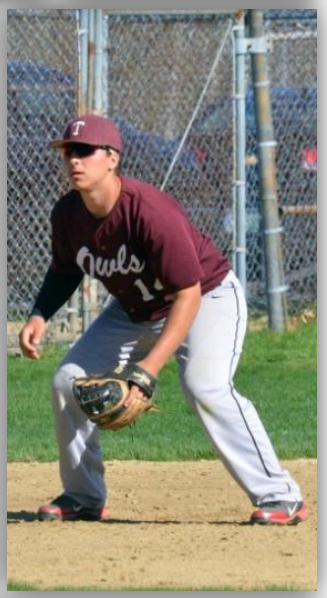
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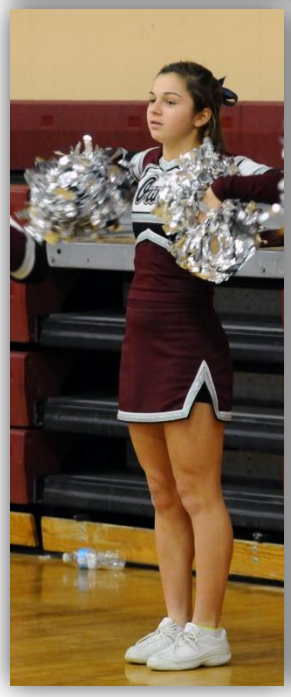

TIMBERLANE
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2014-15 PROPOSED BUDGET

Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
1100	**Regular Programs**					
1100.112	PROFESSIONAL SALARIES	15,922,810	15,314,591	15,864,006	16,135,167	16,135,167
1100.114	EDUC ASSIST SALARIES	1,046,772	990,252	1,026,319	1,088,846	1,088,846
1100.115	OFFICE SALARIES	24,783	25,008	25,509	26,730	26,730
1100.122	SUBSTITUTE TEACHERS	289,812	343,612	290,258	314,526	314,526
1100.123	LONG TERM SUBSTITUTES	130,000	249,708	130,000	130,000	130,000
1100.320	PROFESSIONAL EDUC. SER	2,000	(65)	2,000	2,500	2,500
1100.330	OTHER PROFESSIONAL	42,732	35,327	44,700	45,775	45,775
1100.430	REPAIR /MAINTENANCE	29,931	21,604	31,871	45,389	45,389
1100.550	PRINTING	5,000	5,000	5,000	5,000	5,000
1100.580	TRAVEL/WORKSHOPS	12,900	9,631	10,300	10,500	10,500
1100.610	SUPPLIES	586,945	535,887	532,080	569,806	569,806
1100.640	BOOKS /INFO RESOURCES	161,754	112,355	412,729	385,761	385,761
1100.643	INFORMATION ACCESS FEES	83,338	75,861	83,245	123,390	123,390
1100.650	SOFTWARE	128,460	128,164	96,890	125,402	125,402
1100.733	NEW EQUIPMENT	81,703	62,220	92,274	115,064	115,064
1100.734	NEW COMPUTER EQUIP	103,089	102,927	184,699	208,905	208,905
1100.737	REPLACEMENT EQUIPMENT	62,347	51,390	48,987	46,385	46,385
1100.738	REPLACEMENT COMP EQUIP	309,488	291,896	298,000	332,382	332,382
1100.810	DUES AND FEES	7,765	6,355	10,340	11,100	11,100
	TOTAL	**19,031,628**	**18,361,722**	**19,189,207**	**19,722,627**	**19,722,627**
1200	**Special Programs**					
1200.111	ADMINISTRATIVE SALARIES	155,108	161,734	165,777	253,175	253,175
1200.112	PROFESSIONAL SALARIES	3,434,110	3,415,349	3,505,972	3,526,797	3,526,797
1200.114	EDUC ASSISTANTS SALARIES	2,159,282	2,100,868	2,187,060	2,305,772	2,305,772
1200.115	OFFICE SALARIES	68,218	56,575	63,794	66,761	66,761
1200.117	HOME INSTRUCTION/ESOL	68,886	72,351	76,445	77,009	77,009
1200.124	SUBSTITUTE ASSISTANTS	50,000	34,622	50,000	50,000	50,000
1200.330	OTHER PROFESSIONAL SERV	375,200	413,942	427,200	464,440	464,440
1200.430	REPAIR AND MAINTENANCE	1,260	1,108	1,260	1,400	1,400
1200.564	TUITION-PRIVATE	1,917,700	1,711,086	1,881,790	1,679,300	1,679,300
1200.569	RESIDENTIAL COST	0	0	0	269,000	269,000
1200.580	TRAVEL/WORKSHOPS	15,340	9,552	9,740	9,940	9,940
1200.610	SUPPLIES	35,475	21,452	39,039	47,415	47,415
1200.640	BOOKS & INFO RESOURCES	14,711	9,533	38,353	20,246	20,246
1200.650	SOFTWARE	0	0	0	15,000	15,000
1200.733	NEW EQUIPMENT	10,340	9,452	9,110	6,436	6,436
1200.737	REPLACEMENT EQUIPMENT	3,515	1,988	3,219	9,559	9,559
1200.738	REPLACEMENT COMP EQUIP	21,000	12,799	15,200	15,000	15,000
	TOTAL	**8,330,145**	**8,032,412**	**8,473,959**	**8,817,248**	**8,817,248**
1300	**Vocational Programs**					
1300.561	TUITION-LEA'S IN STATE	75,725	76,039	52,000	61,000	61,000
	TOTAL	**75,725**	**76,039**	**52,000**	**61,000**	**61,000**
1410	**Extra-Curricular Activities**					
1410.112	PROFESSIONAL SALARIES	103,734	111,252	104,035	104,309	104,309
1410.610	SUPPLIES	33,387	21,379	33,000	36,150	36,150
1410.810	DUES AND FEES	15,041	14,951	13,250	13,500	13,500
1410.890	MISCELLANEOUS EXPENSE	26,084	24,683	29,500	32,750	32,750
	TOTAL	**178,245**	**172,265**	**179,785**	**186,709**	**186,709**
1420	**School Athletics**					
1420.111	ADMINISTRATIVE SALARIES	93,455	93,455	95,791	98,186	98,186
1420.112	PROFESSIONAL SALARIES	244,320	219,868	257,098	263,665	263,665
1420.115	OFFICE SALARIES	27,754	27,796	28,415	37,201	37,201
1420.330	OTHER PROF SERVICES	34,320	34,725	37,130	29,325	29,325
1420.390	GAME EXPENSES	77,550	73,243	79,550	90,649	90,649
1420.430	REPAIR AND MAINTENANCE	2,100	1,656	7,700	7,700	7,700
1420.520	INSURANCE	9,800	8,851	9,800	9,800	9,800
1420.580	TRAVEL/WORKSHOPS	1,775	1,555	975	975	975
1420.610	SUPPLIES	60,893	57,115	30,698	32,448	32,448
1420.733	NEW EQUIPMENT	9,515	9,467	23,600	26,760	26,760
1420.737	REPLACEMENT EQUIPMENT	5,025	5,829	9,225	9,225	9,225

2014-15 PROPOSED BUDGET

Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
1420.810	DUES AND FEES	8,100	6,870	8,825	8,825	8,825
1420.880	MISCELLANEOUS EXPENSE	3,000	2,908	3,000	5,000	5,000
1420.890	HOCKEY/SKI/SWIM FEES	33,400	30,969	50,600	47,600	47,600
	TOTAL	**611,006**	**574,307**	**642,407**	**667,359**	**667,359**
1430	**Summer School**					
1430.112	PROFESSIONAL SALARIES	19,150	21,032	19,200	20,200	20,200
1430.320	PROF EDUC SERVICES	0	0	1,100	2,200	2,200
1430.610	SUPPLIES	1,355	1,346	300	800	800
	TOTAL	**20,505**	**22,377**	**20,600**	**23,200**	**23,200**
1490	**Driver Education**					
1490.111	ADMINISTRATIVE SALARIES	2,000	0	2,000	0	0
1490.112	PROFESSIONAL SALARIES	123,747	134,023	126,828	130,016	130,016
1490.430	REPAIR AND MAINTENANCE	2,600	1,716	4,000	4,000	4,000
1490.610	SUPPLIES	200	206	300	300	300
1490.626	GASOLINE	7,400	7,802	9,000	9,000	9,000
1490.737	REPLACEMENT EQUIPMENT	19,000	16,226	0	0	0
	TOTAL	**154,947**	**159,973**	**142,128**	**143,316**	**143,316**
1600	**Evening Division/Adult Education**					
1600.111	ADMINISTRATIVE SALARIES	41,820	41,820	42,866	43,050	43,050
1600.112	PROFESSIONAL SALARIES	94,531	83,426	102,050	102,050	102,050
1600.115	PROFESSIONAL SALARIES	0	3,155	0	9,572	9,572
1600.610	SUPPLIES	9,342	9,304	11,397	11,807	11,807
1600.640	BOOKS & INFO RESOURCES	500	274	3,500	500	500
1600.643	INFORMATION ACCESS FEES	28,470	15,976	29,340	29,340	29,340
	TOTAL	**174,663**	**153,955**	**189,153**	**196,319**	**196,319**
1800	**Other Community Services**					
1820.118	COMMUNITY SERVICE	0	0	1	1	1
	TOTAL	**0**	**0**	**1**	**1**	**1**
2112	**Attendance/Social Work Services**					
2112.111	ADMINISTRATIVE SALARIES	0	0	0	76,875	76,875
2112.112	PROFESSIONAL SALARIES	0	0	72,000	0	0
2112.320	PROFESSIONAL EDUC SERV	44,465	41,183	1,000	0	0
	TOTAL	**44,465**	**41,183**	**73,000**	**76,875**	**76,875**
2122	**Guidance Services**					
2122.111	ADMINISTRATIVE SALARIES	79,431	79,431	81,417	86,100	86,100
2122.112	PROFESSIONAL SALARIES	956,530	916,523	958,357	1,027,051	1,027,051
2122.115	OFFICE SALARIES	124,938	119,523	125,454	128,418	128,418
2122.320	PROFESSIONAL EDUC SERV	8,160	5,800	7,781	9,125	9,125
2122.534	POSTAGE	700	0	700	900	900
2122.550	PRINTING	3,850	3,229	2,560	2,710	2,710
2122.580	TRAVEL/WORKSHOPS	500	0	500	500	500
2122.610	SUPPLIES	4,157	2,607	3,824	5,543	5,543
2122.640	BOOKS & INFO RESOURCES	3,176	2,752	2,614	2,122	2,122
2122.733	NEW EQUIPMENT	570	398	410	380	380
2122.810	DUES AND FEES	294	0	294	309	309
	TOTAL	**1,182,306**	**1,130,261**	**1,183,912**	**1,263,157**	**1,263,157**
2134	**Health Services**					
2134.113	NURSES SALARIES	525,729	488,614	500,370	534,493	534,493
2134.115	OFFICE SALARIES	41,207	41,372	42,560	44,276	44,276
2134.330	OTHER PROF SERVICES	7,270	12,889	6,845	7,625	7,625
2134.340	TECHNICAL SERVICES	5,000	4,000	5,000	5,000	5,000
2134.430	REPAIR AND MAINTENANCE	900	835	900	950	950
2134.580	TRAVEL/WORKSHOPS	500	78	500	500	500
2134.610	SUPPLIES	23,000	20,201	23,000	23,000	23,000
2134.640	BOOKS & INFO RESOURCES	700	353	700	700	700
2134.733	NEW EQUIPMENT	4,000	3,405	1,230	1,170	1,170
2134.737	REPLACEMENT EQUIPMENT	2,900	1,632	1,238	1,000	1,000
	TOTAL	**611,206**	**573,379**	**582,343**	**618,714**	**618,714**
2143	**Psychological Services**					
2143.112	PROFESSIONAL SALARIES	333,744	330,940	353,450	362,708	362,708

2014-15 PROPOSED BUDGET

Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
2143.330	OTHER PROF SERVICES	13,795	7,881	10,000	10,000	10,000
2143.580	TRAVEL/WORKSHOPS	1,000	0	1,000	1,000	1,000
2143.610	SUPPLIES	9,850	9,310	9,090	10,147	10,147
2143.640	BOOKS & INFO RESOURCES	525	324	525	525	525
2143.733	NEW EQUIPMENT	500	165	350	0	0
2149.810	SERESC	15,390	14,659	14,760	15,000	15,000
	TOTAL	**374,804**	**363,280**	**389,175**	**399,380**	**399,380**
2152	**Speech Pathology/Audiology Services**					
2152.112	PROFESSIONAL SALARIES	871,418	691,674	703,571	716,575	716,575
2152.114	EDUC ASSIST SALARIES	51,983	136,176	151,170	152,349	152,349
2152.330	OTHER PROF SERVICES	76,900	96,408	111,900	108,200	108,200
2152.580	TRAVEL/WORKSHOPS	700	69	700	700	700
2152.610	SUPPLIES	7,730	7,008	5,511	5,970	5,970
2152.640	BOOKS & INFO RESOURCES	370	338	340	311	311
2152.733	NEW EQUIPMENT	700	435	8,160	7,834	7,834
	TOTAL	**1,009,801**	**932,107**	**981,351**	**991,939**	**991,939**
2190	**Other Services - Pupils**					
2190.112	PROF SALARIES (offset by revenue)	100,000	63,005	100,000	100,000	100,000
2190.330	OTHER PROF SERVICES	0	0	0	0	0
	TOTAL	**100,000**	**63,005**	**100,000**	**100,000**	**100,000**
2210	**Improvement of Instruction**					
2210.320	PROFESSIONAL EDUC SERV	25,654	16,695	46,000	64,000	64,000
2210.330	NEASC EVALUATION	1,000	0	1,000	1,000	1,000
2213.111	ADMINISTRATIVE SALARIES	0	102,000	104,550	189,625	189,625
2213.112	PROFESSIONAL SALARIES	26,000	27,070	26,000	26,000	26,000
2213.240	PROF IMPROVEMENT	188,573	170,611	185,900	196,400	196,400
2213.320	IN-SERVICE TRAINING	91,575	56,911	92,197	140,758	140,758
2213.321	IN-SERVICE REGIONAL	11,623	7,140	10,050	10,050	10,050
2213.580	TRAVEL/WORKSHOPS	0	0	0	15,000	15,000
2213.610	SUPPLIES	1,000	846	500	4,000	4,000
2213.640	BOOKS & INFO RESOURCES	4,877	4,591	3,500	2,000	2,000
2219.610	OTHER EXPENSE-INST	2,514	2,493	2,500	2,500	2,500
	TOTAL	**352,815**	**388,357**	**472,197**	**651,333**	**651,333**
2222	**Educational Media Services**					
2222.112	PROFESSIONAL SALARIES	330,953	327,173	341,279	358,702	358,702
2222.114	EDUC ASSIST SALARIES	154,409	145,275	146,597	149,882	149,882
2222.610	SUPPLIES	6,808	6,478	7,465	8,150	8,150
2222.640	BOOKS & INFO RESOURCES	60,191	58,692	62,172	62,172	62,172
2222.641	WORKBOOKS	13,624	12,315	13,763	13,325	13,325
2222.643	INFORMATION ACCESS FEES	23,499	20,432	21,323	36,296	36,296
2222.733	NEW EQUIPMENT	0	0	664	2,000	2,000
2222.737	REPLACEMENT EQUIPMENT	14,466	14,555	2,275	4,398	4,398
2223.112	PROFESSIONAL SALARIES	900	900	900	900	900
2223.430	REPAIR AND MAINTENANCE	1,031	1,031	1,080	1,080	1,080
2223.580	TRAVEL/WORKSHOPS	400	400	400	500	500
2223.610	SUPPLIES	3,790	3,204	4,897	5,040	5,040
2223.640	AUDIO VISUAL	7,684	6,853	7,177	8,077	8,077
2223.733	NEW EQUIPMENT	4,059	2,681	2,349	2,309	2,309
2223.737	REPLACEMENT EQUIPMENT	2,656	565	878	1,895	1,895
2224.340	EDUCATIONAL TV	3,565	0	0	0	0
	TOTAL	**628,034**	**600,555**	**613,219**	**654,726**	**654,726**
2311	**School Board Service**					
2311.111	SALARIES - SCHOOL BOARD	9,200	9,200	9,200	9,200	9,200
2312.115	SCH BOARD CLK	2,400	2,080	2,400	2,480	2,480
2312.610	SUPPLIES	360	0	360	360	360
2313.111	SALARY - TREAS/ASST	3,400	3,400	3,400	3,400	3,400
2313.610	SUPPLIES	1,000	954	1,000	1,000	1,000
2314.340	ANNUAL MEET STIPENDS	1,200	858	1,200	1,200	1,200
2314.550	PRINTING - BALLOTS	6,000	5,357	6,000	6,000	6,000
2314.610	ANNUAL MEETING SUPPLIES	400	224	400	400	400
2317.330	OTHER PROF SERV-AUDIT	27,000	25,139	27,000	27,000	27,000

2014-15 PROPOSED BUDGET

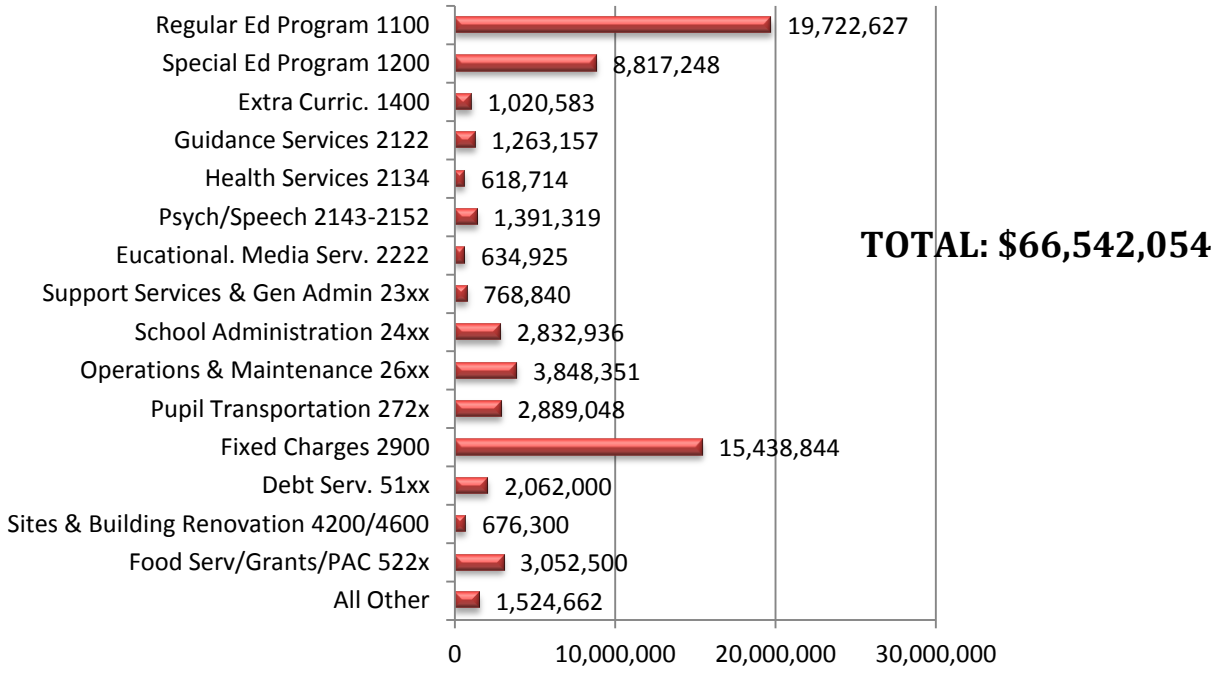
Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
2318.330	OTHER PROF SERV-LEGAL	75,000	40,648	70,000	70,000	70,000
2319.115	BUDGET COMMITTEE CLERK	1,050	800	1,050	1,050	1,050
2319.340	EXP - SCHOOL BD SUB-COMM	3,000	0	3,000	3,000	3,000
2319.540	RECRUITMENT	8,102	3,148	8,000	8,000	8,000
2319.580	SCH BOARD CONFERENCES	1,500	1,467	1,500	1,500	1,500
2319.810	DUES AND FEES	15,000	13,833	15,000	15,000	15,000
2319.890	MISCELLANEOUS EXPENSE	27,840	20,315	20,000	20,000	20,000
	TOTAL	**182,452**	**127,423**	**169,510**	**169,590**	**169,590**
2320	**Office of Superintendent**					
2320.310	SAU #55 BUDGET	990,866	990,866	1,028,131	0	0
	TOTAL	**990,866**	**990,866**	**1,028,131**	**0**	**0**
2330	**Special Education Administrative Services**					
2330.111	ADMINISTRATIVE SALARIES	190,060	190,060	194,811	194,750	194,750
2330.112	PROFESSIONAL SALARIES	32,618	32,618	32,944	33,273	33,273
2330.115	OFFICE SALARIES	82,641	83,332	84,455	88,413	88,413
2330.330	OTHER PROF SERVICES	0	0	0	0	0
2330.531	VOICE COMMUNICATIONS	480	240	480	480	480
2330.534	POSTAGE	400	275	400	500	500
2330.580	TRAVEL/WORKSHOPS	9,110	6,049	9,260	9,760	9,760
2330.610	SUPPLIES	847	717	600	600	600
	TOTAL	**316,155**	**313,290**	**322,949**	**327,776**	**327,776**
2340	**Directors of Curriculum**					
2340.111	ADMINISTRATIVE SALARIES	205,810	205,810	210,956	217,300	217,300
2340.115	OFFICE SALARIES	32,296	34,424	32,296	24,909	24,909
2340.580	TRAVEL/WORKSHOPS	4,500	1,242	4,500	12,500	12,500
2340.610	SUPPLIES	5,500	3,545	8,000	8,000	8,000
2340.640	BOOKS & INFO RESOURCES	2,000	1,994	2,000	2,000	2,000
2340.733	NEW EQUIPMENT	0	0	0	1,665	1,665
2340.810	DUES AND FEES	3,800	2,306	4,000	5,100	5,100
	TOTAL	**253,906**	**249,322**	**261,752**	**271,474**	**271,474**
2410	**Office Of The Principal**					
2410.111	ADMINISTRATIVE SALARIES	1,443,567	1,481,882	1,558,159	1,678,690	1,678,690
2410.114	EDUC ASSIST SALARIES	0	0	0	0	0
2410.115	OFFICE SALARIES	552,374	557,782	567,694	597,051	597,051
2410.531	VOICE COMMUNICATIONS	146,701	166,987	155,950	169,940	169,940
2410.534	POSTAGE	4,000	3,571	4,000	4,500	4,500
2410.580	TRAVEL/WORKSHOPS	5,000	5,282	5,500	6,000	6,000
2410.610	SUPPLIES	80,545	70,949	95,500	106,310	106,310
2410.640	BOOKS & INFO RESOURCES	5,635	3,736	3,000	3,100	3,100
2410.733	NEW EQUIPMENT	7,800	7,289	3,825	7,300	7,300
2410.737	REPLACEMENT EQUIPMENT	13,497	11,233	51,750	53,219	53,219
2410.810	DUES AND FEES	19,862	16,351	18,925	20,925	20,925
	TOTAL	**2,278,980**	**2,325,062**	**2,464,303**	**2,647,035**	**2,647,035**
2490	**Other Services - School Administration**					
2490.111	ADMINISTRATIVE SALARIES	72,998	72,998	74,822	76,693	76,693
2490.112	PROFESSIONAL SALARIES	69,519	64,369	71,744	82,209	82,209
2490.610	GRADUATION EXPENSE	26,500	25,505	27,000	27,000	27,000
	TOTAL	**169,017**	**162,872**	**173,566**	**185,902**	**185,902**
2510	**Fiscal Services**					
2510.310	CONT SERVICES - MEDICAID	52,000	52,121	55,000	55,000	55,000
	TOTAL	**52,000**	**52,121**	**55,000**	**55,000**	**55,000**
2610	**Operations & Maintenance - Supervisor**					
2610.111	ADMINISTRATIVE SALARIES	76,404	76,404	78,314	80,272	80,272
	TOTAL	**76,404**	**76,404**	**78,314**	**80,272**	**80,272**
2620	**Operations & Maintenance - Plant**					
2620.116	CUSTODIAL SALARIES	1,408,396	1,339,993	1,382,305	1,441,127	1,441,127
2620.126	SUBSTITUTE -CUSTODIAL	0	5,277	0	0	0
2620.290	OTHER EMPLOYEE BENEFITS	24,000	32,492	26,000	28,000	28,000
2620.330	OTHER PROF SERVICES	48,350	38,633	71,375	61,625	61,625
2620.410	WATER/SEWER/SEPTIC	29,000	20,217	29,000	29,000	29,000

2014-15 PROPOSED BUDGET

Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
2620.420	RUBBISH REMOVAL	63,000	70,689	63,000	63,000	63,000
2620.430	REPAIR AND MAINTENANCE	144,553	174,983	143,400	158,400	158,400
2620.441	RENT - PORTABLES	0	0	0	34,785	34,785
2620.520	INSURANCE	164,200	162,407	168,235	174,967	174,967
2620.580	TRAVEL/WORKSHOPS	14,500	8,176	11,500	15,700	15,700
2620.610	SUPPLIES	166,411	152,356	165,670	165,875	165,875
2620.621	NATURAL GAS	220,000	173,292	220,000	220,000	220,000
2620.622	ELECTRICITY	650,000	415,578	650,000	650,000	650,000
2620.623	BOTTLED GAS	10,000	9,004	10,000	10,000	10,000
2620.624	FUEL OIL	251,200	212,105	251,200	251,200	251,200
2620.629	OTHER ENERGY	1,000	0	1	0	0
2620.643	INFORMATION ACCESS FEES	7,000	6,110	7,000	7,000	7,000
2620.733	NEW EQUIPMENT	0	2,264	0	0	0
2620.737	REPLACEMENT EQUIPMENT	85,000	66,016	85,000	85,000	85,000
	TOTAL	**3,286,611**	**2,889,592**	**3,283,686**	**3,395,679**	**3,395,679**
2630	**Operations & Maintenance - Grounds**					
2630.420	CONTRACT SERVICES	23,016	13,807	22,000	22,000	22,000
2630.422	SNOW REMOVAL	6,700	5,893	6,700	6,700	6,700
2630.430	REPAIR AND MAINTENANCE	2,500	5,874	2,500	2,500	2,500
2630.610	SUPPLIES	25,000	26,478	150,000	30,000	30,000
2630.733	NEW EQUIPMENT	0	1,110	25,000	10,000	10,000
2630.737	REPLACEMENT EQUIPMENT	0	0	0	18,000	18,000
	TOTAL	**57,216**	**53,162**	**206,200**	**89,200**	**89,200**
2640	**Operations & Maintenance - Equipment**					
2640.430	REPAIR AND MAINTENANCE	152,000	143,722	152,000	152,000	152,000
	TOTAL	**152,000**	**143,722**	**152,000**	**152,000**	**152,000**
2650	**Operations & Maintenance - Vehicle**					
2650.430	REPAIR AND MAINTENANCE	3,000	8,161	3,000	5,000	5,000
2650.626	VEHICLE FUEL	11,000	13,730	13,000	15,000	15,000
2650.733	NEW EQUIPMENT	0	0	18,000	0	0
	TOTAL	**14,000**	**21,891**	**34,000**	**20,000**	**20,000**
2660	**Operations & Maintenance - Other**					
2660.330	SCH RESOURCE OFFICER	60,000	59,166	61,000	63,000	63,000
2660.340	SECURITY	32,500	14,127	32,200	36,000	36,000
2660.430	REPAIR AND MAINTENANCE	8,400	4,972	8,400	8,400	8,400
2660.490	ALARM MONITORING	3,400	3,420	3,400	3,800	3,800
2660.737	REPLACEMENT EQUIPMENT	0	42,710	0	0	0
	TOTAL	**104,300**	**124,395**	**105,000**	**111,200**	**111,200**
2721	**Pupil Transporation Services**					
2721.519	STUDENT TRANSPORT	1,674,140	1,671,132	1,711,691	1,833,645	1,833,645
2722.519	STUDENT TRANS-SPEC ED	805,870	719,570	806,250	860,375	860,375
2723.519	STUDENT TRANS-OTHER	50,721	60,857	52,063	54,362	54,362
2724.519	STUDENT TRANS-TEAM	101,570	97,073	86,900	94,400	94,400
2725.519	STUDENT TRANS-FIELD TRIPS	30,219	22,487	29,708	31,266	31,266
2729.519	STUDENT TRANS-MUSIC	15,000	10,608	15,000	15,000	15,000
	TOTAL	**2,677,520**	**2,581,727**	**2,701,612**	**2,889,048**	**2,889,048**
2840	**Data Processing Services**					
2840.111	ADMINISTRATIVE SALARIES	95,642	95,642	98,033	101,475	101,475
2840.114	OPERATION SALARIES	34,585	51,098	35,365	33,361	33,361
2840.430	REPAIR AND MAINTENANCE	14,645	9,629	0	0	0
2840.610	SUPPLIES	10,500	10,239	10,000	15,000	15,000
2840.643	INFORMATION ACCESS FEES	35,368	38,168	33,425	129,735	129,735
2840.650	SOFTWARE	71,760	72,428	119,680	54,172	54,172
2840.733	NEW EQUIPMENT	3,775	0	0	0	0
2840.734	NEW COMPUTER EQUIP	434	427	0	4,000	4,000
2840.738	REPLACEMENT COMP EQUIP	29,629	31,001	2,000	26,590	26,590
	TOTAL	**296,339**	**308,632**	**298,503**	**364,333**	**364,333**
2900	**Other Services**					
2900.210	GROUP INSURANCE	7,193,133	7,206,838	7,501,723	8,168,746	8,168,746
2900.220	SOCIAL SECURITY	2,394,648	2,341,403	2,407,477	2,508,542	2,508,542

2014-15 PROPOSED BUDGET

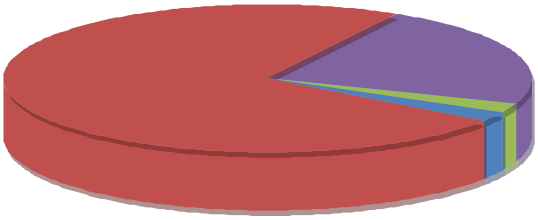
Account	Description	2012-2013 Budget	2012-2013 Expended	2013-2014 Budget	PROPOSED 2014-2015 Sch Board	PROPOSED 2014-2015 Bud Comm
2900.231	CLASSIFIED RETIREMENT	488,496	515,429	605,975	637,133	637,133
2900.232	TEACHER RETIREMENT	3,008,251	2,777,786	3,780,093	3,921,431	3,921,431
2900.250	UNEMPLOYMENT COMP	32,000	13,547	37,000	32,000	32,000
2900.260	WORKER'S COMPENSATION	147,800	95,789	159,530	165,992	165,992
2900.290	OTHER EMPLOYEE BENEFITS	5,000	0	5,000	5,000	5,000
	TOTAL	**13,269,328**	**12,950,793**	**14,496,799**	**15,438,844**	**15,438,844**
4200	**Site Improvements**					
4200.430	SITE MAINTENANCE	180,325	184,252	159,050	311,000	311,000
	TOTAL	**180,325**	**184,252**	**159,050**	**311,000**	**311,000**
4600	**Building Improvements**					
4600.450	BUILDING MAINTENANCE	527,950	406,213	457,310	365,300	365,300
	TOTAL	**527,950**	**406,213**	**457,310**	**365,300**	**365,300**
5110	**Debt Service - Principal**					
5110.910	PRINCIPAL	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	630,000	630,000	546,000	462,000	462,000
	TOTAL	**630,000**	**630,000**	**546,000**	**462,000**	**462,000**
5221	**Fund Transfers (offset by revenue)**					
5221.930	FOOD SERVICE FUND	1,625,000	1,601,005	1,625,000	1,625,000	1,625,000
5222.930	FEDERAL PROJECTS	1,350,000	1,355,051	1,240,000	1,240,000	1,240,000
5223.930	PAC	77,500	61,607	77,500	77,500	77,500
	TOTAL	**3,052,500**	**3,017,663**	**2,942,500**	**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	**63,248,164**	**61,054,575**	**65,020,621**	**66,452,054**	**66,452,054**



2014-2015 REVENUE

Account	Description	2012-2013 Budget	2012-2013 Received	2013-2014 Budget	Proposed 2014-2015 Sch Board	Proposed 2014-2015 Bud Comm
LOCAL REVENUE						
0770	Unassigned Fund Bal.	$1,078,000	$1,988,459	$1,200,000	$1,900,000	$1,900,000
1310	Regular Day Tuition	80,000	135,948	90,000	450,000	450,000
1314	Summer School Tuition	15,000	7,340	5,000	5,000	5,000
1315	Driver Ed Tuition	155,000	104,150	145,000	145,000	145,000
1316	Eve. Div./Adult Ed Tuition	10,000	7,445	10,000	10,000	10,000
1510	Earned Income	7,000	5,762	4,500	4,500	4,500
1600	Food Service	1,257,000	972,543	1,257,000	1,257,000	1,257,000
1920	Permanent Funds	500	303	500	500	500
1990	Other Local Revenue	296,750	625,694	297,750	596,450	596,450
1990	SAU Rental	42,250	42,250	42,250	42,250	42,250
5223	PAC Programs	77,500	69,960	77,500	77,500	77,500
STATE REVENUE						
3111	Education Grant	11,620,385	11,620,385	11,367,975	11,382,085	11,382,085
3210	Building Aid	1,103,810	1,083,467	1,103,810	1,103,810	1,103,810
3220	Kindergarten Aid	0	0	0	0	0
3249	Voc Ed Transportation	20,000	14,042	12,000	10,000	10,000
3260	Child Nutrition	18,000	18,305	18,000	18,000	18,000
3270	Driver Ed Aid	0	0	0	0	0
3230	Catastrophic Aid	500,000	552,943	500,000	475,000	475,000
3290	Other					
FEDERAL REVENUE						
4300	Federal Projects	1,350,000	1,355,051	1,240,000	1,240,000	1,240,000
4560	Lunch Reimbursements	350,000	429,037	350,000	350,000	350,000
4580	Medicaid	450,000	570,534	450,000	450,000	450,000
4590	Other					
OTHER REVENUE						
5230	Trans- Capital Projects					
5250	Trans- Capital Reserve					
	TOTAL INCOME	**18,431,195**	**19,603,618**	**18,171,285**	**19,517,095**	**19,517,095**
	DISTRICT ASSESSMENT	**44,590,622**	**43,479,773**	**46,849,336**	**46,934,959**	**46,934,959**
	TOTAL	**63,021,817**	**63,083,391**	**65,020,621**	**66,452,054**	**66,452,054**

Local Taxes	**$**	**46,934,959**
State sources	**$**	**12,988,895**
Federal sources	**$**	**2,040,000**
Other than taxes	**$**	**4,488,200**
Total Revenues	**$**	**64,422,418**



LOCAL TAXES: 70.63%

FEDERAL 3.07%

STATE: 19.55%

NON-TAX: 6.75%

2014-15 DEFAULT BUDGET

Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3,V)	Prior Year Adopted Operating Budget	Reductions & Increases	Minus 1-Time Appropria tions	DEFAULT BUDGET
INSTRUCTION					
1100-1199	Regular Programs	19,189,207	585,412		19,774,618
1200-1299	Special Programs	8,473,959	283,758		8,757,717
1300-1399	Vocational Programs	52,000	9,000		61,000
1400-1499	Other Programs	984,920			984,920
1500-1599	Non-Public Programs				
1600-1699	Adult/Continuing Ed Pro	189,153	2,010		191,163
1700-1799	Community/Jr. College				
1800-1899	Community Service Prog	1			
SUPPORT SERVICE					
2000-2199	Student Support Services	3,309,781	66,855		3,376,636
2200-2299	Instruction Staff Services	1,085,416	122,401		1,207,817
GENERAL ADMINISTRATION					
2310 840	Sch Board Contingency				
2310-2319	Other School Board	169,510			169,510
EXECUTIVE ADMINISTRATION					
2320-310	SAU Managemnt Service	1,028,131	(1,028,131)		0
2320-2399	All Other Admin	584,701			584,701
2400-2499	School Administration	2,637,869			2,637,869
2500-2599	Business	55,000			55,000
2600-2699	Oper & Maint of Plant	3,859,200	85,111	(18,000)	3,926,311
2700-2799	Student Transport	2,701,612	187,436		2,889,048
2800-2999	Support Services Central	14,795,302	941,543		15,736,845
NON-INSTRUCTIONAL SERVICES					
3100	Food Service Operations				
3200	Enterprise Operations				
FACILITIES ACQUISITION AND CONSTRUCTION					
4100	Site Acquisition				
4200	Site Improvement	159,050			159,050
4300	Architectural/Engineer				
4400	Educational Spec Dev				
4500	Building Acquisition/Con				
4600	Building Improve Serv	457,310			457,310
4900	Other Facilities/Constru				
OTHER OUTLAYS					
5110	Debt Service - Principle	1,600,000			1,600,000
5120	Debt Service - Interest	546,000	(84,000)		462,000
FUND TRANSFERS					
5220-5221	To Food Service	1,625,000			1,625,000
5222-5229	To Other Special Rev	1,317,500			1,317,500

2014-15 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	**65,020,621**	**1,171,395**	**(218,000)**	**65,974,014**

Acct #	Explanation for Increases	Acct #	Explanation for Reductions
1100	Bargaining Unit Salaries & Info Access Fees	2320	SAU Separate Warrant Article
1200	Bargaining Unit Salaries & IEP Req Services	2650	Remove Vehicle
1300	Vocation Tuition	5120	Decrease in Bond Interest
1600	Evening Division/Summer School	5250	Capital Reserve
21xx-22xx	Student Services & Imp of Instuct/PD CCSS		
2620	Modular Lease		
2840	Computer Services		
2900	Fringe Benefits		

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.

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 equalized 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 2012-13 cost per pupil. Timberlane continues to have costs below state average. The 2012-13 figures are:

Elementary: State average cost per pupil - $13,627.50; Timberlane - $13,543.17. Out of 154 school districts with elementary schools 50 spend less than we do per pupil at the elementary level and 103 spend more.

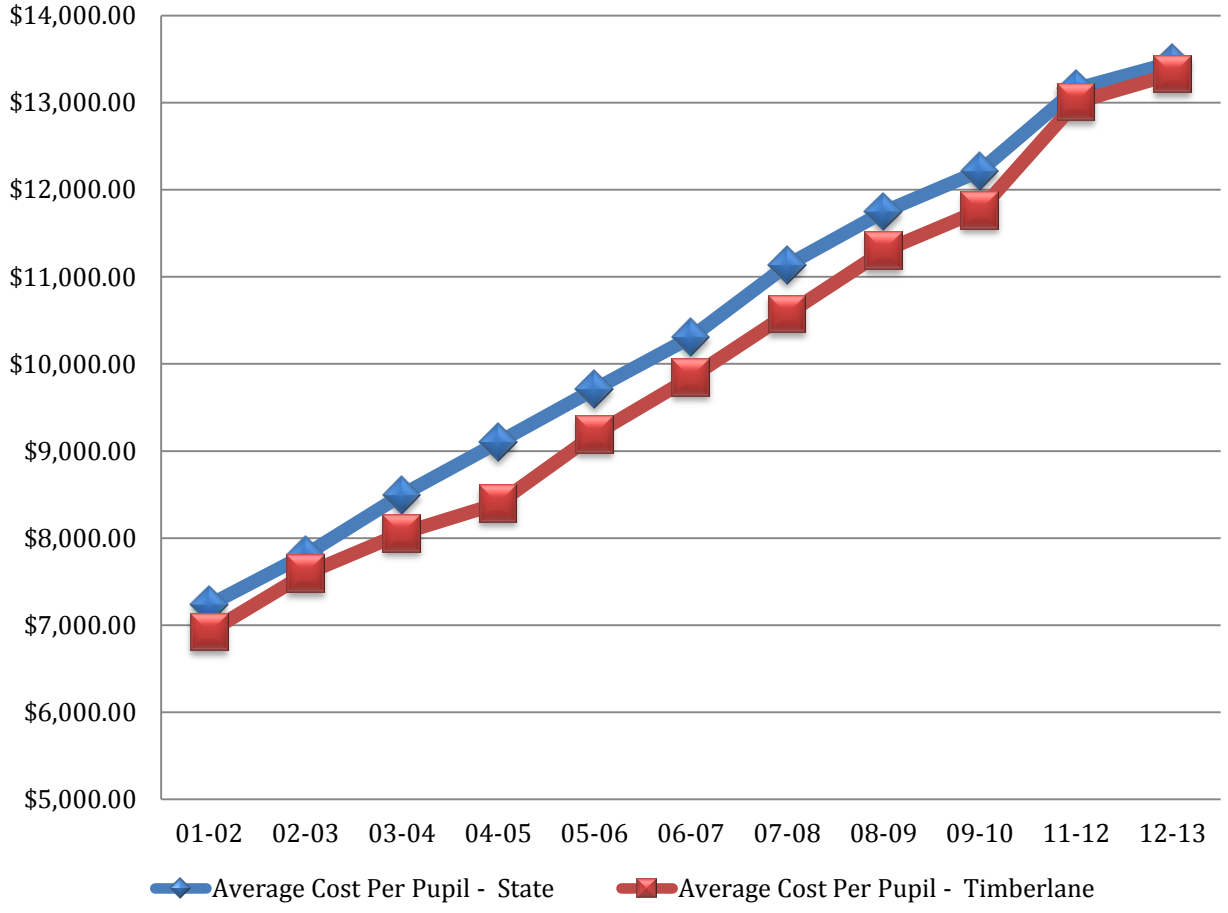
Middle School: State average cost per pupil - $12,991.70; Timberlane - $13,751.91. Out of 63 school districts with middle schools 28 spend less than we do per pupil at the middle school level and 34 spend more.

High School: State average cost per pupil - $13,489.88; Timberlane - $12,793.28. Out of 73 school districts with high schools 20 spend less than we do per pupil at the high school level and 52 spend more.

District Average: State average cost per pupil - $13,459.39; Timberlane - $13,329.27. 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 2001-2002. 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 $130.12 less per pupil than the state average during 2012-2013.

COST PER PUPIL COMPARISON



2014-2015 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.

PROFESSIONAL SALARIES			BUDGETED 2012-2013	ACTUAL 2012-2013	BUDGETED 2013-2014	BUDGETED 2014-2015	TRSD Share 2014-2015
		TOTAL SALARIES	776,241	750,209	793,300	825,029	639,846
OPERATING EXPENSES							
2317	330	AUDIT	7,000	5,825	7,000	7,000	5,429
2319	310	SCHOOL BOARD EXP	200	1,705	200	200	155
2320	580	CONF & TRAVEL EXPENSE	10,000	13,287	15,000	15,000	11,633
2390	270	COURSE REIMB	4,600	184	4,600	4,600	3,568
2390	360	TECHNOLOGY SERVICES	52,750	52,750	53,750	57,450	44,555
2390	390	LEGAL SERVICES	500	1,814	500	500	388
2390	440	MAINT OF EQUIP	200	0	200	200	155
2390	451	OFFICE RENTAL	42,250	42,250	42,250	42,250	32,767
2390	452	CONTRACTED SERVICES	400	1,200	800	13,600	10,547
2390	521	LIABILITY INSURANCE	3,500	2,933	3,500	3,500	2,714
2390	531	TELEPHONE	8,000	8,500	8,000	8,750	6,786
2390	532	POSTAGE	4,000	4,000	4,000	4,000	3,102
2390	580	IN DISTRICT TRAVEL	4,600	3,000	3,000	5,000	3,878
2390	610	SUPPLIES	7,000	7,174	7,000	7,500	5,817
2390	741	NEW EQUIPMENT	0	0	0	0	0
2390	742	REPLACE EQUIP	0	0	0	0	0
2390	810	DUES AND FEES	8,000	7,925	8,000	8,000	6,204
2620	433	CUSTODIAL SERVICE	5,000	5,000	5,500	5,500	4,265
2620	441	MAINTENANCE	0	0	0	0	0
2620	610	CUSTODIAL SUPPLIES	300	300	300	300	233
2620	652	ELECTRIC SERVICE	7,500	7,500	7,000	7,000	5,429
2620	653	FUEL	2,500	2,500	2,500	2,500	1,939
2900	211	EMP. INSURANCE	184,444	166,553	195,000	287,764	223,173
2900	225	SICK LEAVE REDEMPTION	2,400	2,477	2,400	3,000	2,327
2900	221	EMP. RETIREMENT	70,618	65,762	88,677	89,280	69,240
2900	230	SOCIAL SECURITY	61,389	56,788	62,988	63,416	49,182
2900	250	UNEMPLOYMENT COMP.	700	0	700	700	543
2900	260	WORKERS' COMPENSATION	2,600	0	2,600	2,600	2,016
2900	290	OTH EMPLOYEE BENEFITS	33,462	37,034	33,292	22,385	17,361
5220	880	FEDERAL PROJECTS	1	0	1	1	1
		TOTAL EXPENSES	523,914	496,461	558,757	661,996	513,407
		TOTAL SALARY AND EXPENSES	1,300,155	1,246,670	1,352,057	1,487,025	1,153,253
RECEIPTS							
BEGINNING FUND BALANCE			20,000	13,561	25,000	20,000	15,511
DISTRICT SUPPORT			1,279,654	1,279,654	1,326,556	1,467,024	1,137,741
OTHER INCOME			500	2,331	500	0	0
FEDERAL PROJECTS			1	0	1	1	1
		TOTAL RECEIPTS	1,300,155	1,295,546	1,352,057	1,487,025	1,153,253
TRSD Share			**990,866**		**1,028,131**	**1,137,741**	**1,137,741**

REPORT OF THE DISTRICT TREASURER

General Fund For the Fiscal Year July 1, 2012 through June 30, 2013

Cash on Hand July 1, 2012		$1,270,655
Current Appropriation	$43,479,773	
Revenue from State Sources	13,270,838	
Revenue from Federal Sources	1,908,233	
Received from Tuitions	254,883	
Received from Capital Reserve	0	
Received from All Other Sources	770,512	
Total Receipts		59,684,239
Total Amount Available for Fiscal Year		60,954,894
Less School Board Orders Paid		59,355,514
Balance on Hand June 30, 2013		$1,599,380

August 2013 Paul Sullivan, Treasurer

DETAILS OF ADMINISTRATIVE SALARIES 2012-2013

Superintendent of Schools

Timberlane	$100,659
Hampstead	29,341
Total	$130,000

Assistant Superintendent

Timberlane	$87,123
Hampstead	25,396
Total	$112,519

Business Administrator

Timberlane	$81,220
Hampstead	23,675
Total	$104,895

Timberlane's Share: 77.43% *Hampstead's Share: 22.57%*

EXPENDITURES FOR SPECIAL EDUCATION PROGRAMS & SERVICES

(Per RSA 32:11-a)

School Year	Expenditures	Revenues
2011-2012	$13,771,811	$2,118,804
2012-2013	$13,412,727	$2,141,956

TAX ASSESSMENT

Determination of member town's tax assessment is necessary to meet the March 2013 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 2011 Equalized Valuation

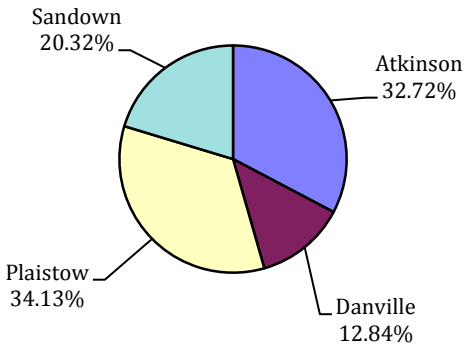
Town	Valuation	Percent
Atkinson	$842,492,003	32.72%
Danville	330,590,251	12.84%
Plaistow	878,755,744	34.13%
Sandown	523,254,664	20.32%
Totals	$2,575,092,662	100.00%

B. Proration Factors Based Upon 2011-2012 ADM In Residence

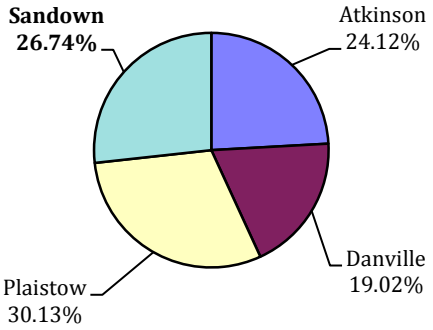
Town	Membership	Percent
Atkinson	966.6	24.12%
Danville	762.1	19.02%
Plaistow	1,207.4	30.13%
Sandown	1,071.6	26.74%
Totals	4,007.7	100.00%

TAX ASSESSMENT PERCENT BY TOWN

Capital Assessment



Operating Assessment



TAX ASSESSMENT

II. APPORTIONMENT OF APPROPRIATION FOR 2013-2014

Total Appropriation Voted		$65,020,621
A. Operating Expenditures		$61,519,872
Less:		
Unassigned Balance (Surplus)	2,328,647	
Local Revenue		
Tuition	250,000	
Other Income	321,500	
Food Service	1,625,000	
State Aid and Revenue		
Driver Education	0	
Kindergarten Aid	0	
Catastrophic Aid	622,000	
Vocational Education Refunds	14,000	
Federal Aid		
Federal Projects	$1,240,000	
Medicaid	400,000	
Income & Surplus to offset operating expenses		$6,801,147
Tax Assessment Required - Operating Expenditures		$54,718,725

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

Town	Percent	Assessment
Atkinson	24.12%	$13,197,233
Danville	19.02%	$10,405,359
Plaistow	30.13%	$16,485,688
Sandown	26.74%	$14,630,445
Totals	100.00%	$54,718,725

B. Capital Expenses	$3,500,749
Less:	
Building Aid	1,103,811
Transfer from Capital Projects	0
Voted from Capital Reserve	0
Interest	0
Tax Assessment Required for Capital Expenditures	$2,396,938

Resulting Assessments for Capital Outlay, Apportioned on Equalized Valuations

Town	Percent	Assessment
Atkinson	32.72%	$784,206
Danville	12.84%	$307,719
Plaistow	34.13%	$817,960
Sandown	20.32%	$487,053
Totals	100.00%	$2,396,938

TAX ASSESSMENT

III. SUMMARY

Atkinson		
Operating Assessment	$13,197,233	
Capital Assessment	784,206	
Less: Education Grant	1,131,231	
Less: Impact Fees	0	
Total Assessment Required from Tax Sources		$12,850,208
Danville		
Operating Assessment	$10,405,359	
Capital Assessment	307,719	
Less: Trust Funds	0	
Less: Education Grant	3,346,873	
Less: Impact Fees	0	
Total Assessment Required from Tax Sources		$7,366,205
Plaistow		
Operating Assessment	$16,485,688	
Capital Assessment	817,960	
Less: Education Grant	2,312,870	
Less: Impact Fees	10,000	
Total Assessment Required from Tax Sources		$14,980,778
Sandown		
Operating Assessment	$14,630,445	
Capital Assessment	487,053	
Less: Education Grant	4,546,559	
Less: Impact Fees	50,000	
Total Assessment Required from Tax Sources		$10,520,939

Assessment Comparison Figures:

Town	2011	2012	2013
Atkinson	$12,164,969	$12,366,049	$12,850,208
Danville	7,018,087	7,007,001	7,366,205
Plaistow	14,266,258	14,498,792	14,980,778
Sandown	9,492,972	9,607,931	10,520,939
	$42,942,286	$43,479,773	$45,718,130

District - Total Assessment Increases:

Change From:		
2011 to 2012	$537,487	1.25%
2012 to 2013	$2,238,357	5.15%

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	68	62	65	72	58	72	79	60
With full certification for position	98	100	100	100	100	100	99	95
Alternative Plans (Provisional Credentials)	2	0	1	0	0	0	1	5
% 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

MIDDLE SCHOOL FACES

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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	8	27	72	59	16	14	4	0
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	8	10	68	74	16	15	*8	0
Female	8	44	76	44	16	13	0	0
State	18	21	60	56	15	14	7	9
GRADE 4								
All Students	23	25	57	65	12	4	8	6
Students with an IEP	0	*	20	*	30	*	*	*
Economically Disadvantaged	0	*	40	*	40	*	20	*
Male	18	23	63	62	11	4	4	12
Female	28	28	51	68	13	4	12	0
State	22	23	56	52	15	17	9	9
GRADE 5								
All Students	24	34	68	51	6	14	2	1
*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	16	26	77	55	5	16	2	3
Female	41	41	48	46	7	13	3	0
State	19	20	58	59	17	17	5	5
GRADE 6								
All Students	21	27	69	68	6	4	3	1
Students with an IEP	9	*	64	*	9	*	18	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	19	23	74	73	7	3	0	0
Female	23	33	66	57	6	7	6	3
State	18	20	61	57	15	16	6	7

ATKINSON ACADEMY MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	26	22	48	58	18	14	8	6
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	32	15	44	64	20	15	4	5
Female	20	28	52	51	16	13	12	8
State	25	24	49	46	17	18	9	12
GRADE 4								
All Students	25	41	45	43	22	12	8	4
Students with an IEP	0	*	60	*	10	*	30	*
Economically Disadvantaged	0	*	70	*	20	*	10	*
Male	26	58	53	31	16	4	5	8
Female	23	24	38	56	28	20	10	0
State	30	27	47	46	15	16	8	11
GRADE 5								
All Students	56	23	36	56	4	12	4	9
Students with an IEP	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	54	24	41	61	3	8	2	8
Female	59	23	24	51	7	15	10	10
State	26	21	48	52	14	15	12	12
GRADE 6								
All Students	45	48	37	40	11	8	6	4
Students with an IEP	0	*	36	*	36	*	27	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	56	47	33	48	7	3	4	2
Female	37	50	40	23	14	17	9	10
State	29	25	45	45	14	15	13	15

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	
GRADE 4	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	1	0	79	54	20	41	0	5
Students with an IEP	*	*	8	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	2	0	82	54	16	41	0	5
Female	0	0	72	54	28	41	0	5
State	1	1	52	50	37	39	10	10

ATKINSON ACADEMY WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 5	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	13		59		26		2	
Students with an IEP	*		*		*		*	
Economically Disadvantaged	*		*		*		*	
Male	7		59		31		3	
Female	28		59		14		0	
State	15		43		34		9	

DANVILLE ELEMENTARY READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	13	19	69	65	16	12	2	4
Students with an IEP	0	18	80	64	20	9	0	9
Economically Disadvantaged	8	*	42	*	50	*	0	*
Male	10	7	62	79	24	14	3	0
Female	16	33	75	50	9	8	0	8
Title I	0	*	69	*	23	*	8	*
State	18	21	60	56	15	14	7	9
GRADE 4								
All Students	11	12	58	68	25	17	6	3
Students with an IEP	0	*	18	*	55	*	27	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	3	14	61	54	29	25	6	7
Female	23	10	55	81	18	10	5	0
Title I	0	0	40	58	60	33	0	8
State	22	23	56	52	15	17	7	9
GRADE 5								
All Students	21	24	52	48	25	24	2	4
Students with an IEP	15	0	15	0	62	82	8	18
Economically Disadvantaged	15	18	46	36	38	27	0	18
Male	13	19	53	47	33	28	0	6
Female	31	32	50	50	15	18	4	0
State	19	20	58	59	17	17	5	5
GRADE 6								
All Students	13	8	67	65	12	23	8	4
Students with an IEP	*	0	*	23	*	69	*	8
Economically Disadvantaged	*	0	*	70	*	20	*	10
Male	11	0	63	76	11	21	15	3
Female	15	17	70	52	12	26	3	4
State	18	20	61	57	15	16	6	7

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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	21	19	56	42	18	35	5	4
Students with an IEP	20	18	70	18	10	55	0	9
Economically Disadvantaged	8	*	58	*	25	*	8	*
Male	24	7	55	43	14	50	7	0
Female	19	33	56	42	22	17	3	8
State	25	24	49	46	17	18	9	12
GRADE 4								
All Students	32	22	40	43	17	28	11	7
Students with an IEP	0	*	45	*	36	*	18	*
Economically Disadvantaged	*	*	*	*	*	*	*	*
Male	23	25	42	36	19	29	16	11
Female	45	20	36	50	14	27	5	3
State	30	27	47	46	15	16	8	11
GRADE 5								
All Students	23	21	50	46	16	21	11	12
Students with an IEP	8	0	38	30	23	40	31	30
Economically Disadvantaged	15	*	38	*	31	*	15	*
Male	27	13	43	45	17	26	13	16
Female	19	33	58	48	15	14	8	5
State	26	21	48	52	14	15	12	12
GRADE 6								
All Students	22	24	50	48	13	13	15	13
Students with an IEP	*	8	*	23	*	15	*	54
Economically Disadvantaged	*	10	*	40	*	30	*	20
Male	22	28	44	45	11	14	22	14
Female	21	22	55	52	15	13	9	13
State	29	25	45	45	14	15	13	15

DANVILLE ELEMENTARY SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 4	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	0	0	58	44	35	39	7	17
Students with an IEP	0	0	38	0	46	55	15	45
Economically Disadvantaged	0	0	58	9	42	45	0	45
Male	0	0	59	34	41	47	0	19
Female	0	0	58	59	27	27	15	14
State	1	1	52	50	37	39	10	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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	14	21	46	46	36	29	4	4
Students with an IEP	0	0	0	40	85	50	15	10
Economically Disadvantaged	23	*	46	*	15	*	15	*
Male	7	13	40	45	47	35	7	6
Female	23	33	54	48	23	19	0	0
State	15	16	43	46	34	28	9	10

NECAP RESULTS BY SCHOOL – ELEMENTARY

POLLARD SCHOOL READING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	16	24	64	53	13	19	7	4
Students with an IEP	0	6	63	44	19	38	19	13
Economically Disadvantaged	6	26	50	43	25	26	19	4
Male	17	21	65	54	13	19	6	6
Female	14	30	63	52	14	19	9	0
Title I	0	5	53	53	32	32	16	11
State	18	21	60	56	15	14	7	9
GRADE 4								
All Students	15	21	62	57	18	17	5	5
Students with an IEP	0	8	8	54	75	15	17	23
Economically Disadvantaged	5	6	68	53	26	29	0	12
Male	8	18	61	59	22	14	8	8
Female	24	26	63	54	13	20	0	0
Title I	0	7	42	53	33	33	25	7
State	22	23	56	52	15	17	7	9
GRADE 5								
All Students	14	14	59	66	20	20	7	1
Students with an IEP	7	0	47	25	20	67	27	8
Economically Disadvantaged	11	14	44	67	39	14	6	5
Male	5	2	65	67	23	29	7	2
Female	27	29	52	63	15	8	6	0
State	19	20	58	59	17	17	5	5
GRADE 6								
All Students	11	16	55	57	28	20	7	6
Students with an IEP	0	13	37	19	53	44	11	25
Economically Disadvantaged	0	21	62	47	31	21	8	11
Male	9	5	52	62	30	26	9	7
Female	14	30	59	51	24	14	3	5
State	18	20	61	57	15	16	6	7

POLLARD SCHOOL MATH (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 3	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	23	21	57	52	13	19	7	8
Students with an IEP	13	13	63	50	6	25	19	13
Economically Disadvantaged	6	13	56	65	13	17	25	4
Male	29	21	54	58	10	15	6	6
Female	14	22	60	41	17	26	9	11
State	25	24	49	46	17	18	9	12
GRADE 4								
All Students	18	23	53	49	23	20	6	8
Students with an IEP	0	15	42	31	42	31	17	23
Economically Disadvantaged	5	6	42	53	47	24	5	18
Male	20	24	49	45	27	24	4	6
Female	16	20	58	54	18	14	8	11
Title I	0	0	55	20	36	50	9	30
State	30	27	47	46	15	16	8	11
GRADE 5								
All Students	18	16	42	54	22	15	17	15
Students with an IEP	0	0	40	25	27	25	33	50
Economically Disadvantaged	17	10	50	48	6	24	28	19
Male	12	14	58	55	23	16	7	14
Female	27	18	21	53	21	13	30	16
Title I	0	0	27	8	36	33	36	58
State	26	21	48	52	14	15	12	12
GRADE 6								
All Students	19	19	40	41	29	18	12	23
Students with an IEP	5	6	26	19	42	6	26	69
Economically Disadvantaged	8	21	38	32	54	26	0	21
Male	20	21	43	50	24	7	13	21
Female	17	16	34	30	38	30	10	24
Title I	0	0	18	9	55	45	27	45
State	29	25	45	45	14	15	13	15

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	
GRADE 4	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	1	2	33	47	52	43	14	8
Students with an IEP	0	0	6	17	75	58	19	25
Economically Disadvantaged	0	0	29	43	57	38	14	19
Male	2	2	31	42	53	50	13	6
Female	0	3	35	54	50	33	15	10
State	1	1	52	50	37	39	10	10

POLLARD SCHOOL WRITING (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 5	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	11	11	34	60	45	24	11	5
Students with an IEP	0	0	27	25	47	42	27	33
Economically Disadvantaged	6	14	28	52	44	29	22	5
Male	2	2	28	61	56	29	14	8
Female	21	24	42	58	30	18	6	0
State	15	16	43	46	34	28	9	10

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	
GRADE 3	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	13	22	72	71	10	6	4	1
Students with an IEP	10	14	60	71	10	7	20	7
Economically Disadvantaged	0	10	75	90	17	0	8	0
Male	12	22	76	71	9	5	3	2
Female	14	23	69	71	11	6	6	0
Title I	0	*	82	*	6	*	12	*
State	18	21	60	56	15	14	7	9
GRADE 4								
All Students	24	21	49	66	24	10	3	3
Students with an IEP	0	0	38	67	46	17	15	17
Economically Disadvantaged	10	8	50	85	40	0	0	8
Male	21	15	45	71	28	9	7	6
Female	26	26	53	62	21	12	0	0
Title I	8	0	33	80	58	20	0	0
State	22	23	56	52	15	17	7	9
GRADE 5								
All Students	22	34	67	51	8	15	2	0
Students with an IEP	7	0	57	50	21	50	14	0
Economically Disadvantaged	13	*	56	*	25	*	6	*
Male	9	20	80	53	9	27	2	0
Female	36	45	54	50	8	5	3	0
State	19	20	58	59	17	17	5	5
GRADE 6								
All Students	10	15	78	66	11	15	1	5
Students with an IEP	10	0	65	27	20	47	5	27
Economically Disadvantaged	0	6	69	59	31	24	0	12
Male	4	4	76	62	18	27	2	7
Female	16	27	82	70	3	0	0	3
State	18	20	61	57	15	16	6	7

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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	23	31	58	53	17	17	1	0
Students with an IEP	10	29	60	43	30	29	0	0
Economically Disadvantaged	8	30	50	60	42	10	0	0
Male	18	34	68	51	15	15	0	0
Female	29	26	49	55	20	19	3	0
State	25	24	49	46	17	18	9	12
GRADE 4								
All Students	22	21	61	60	12	12	4	7
Students with an IEP	8	8	62	58	23	17	8	17
Economically Disadvantaged	20	8	40	69	30	15	10	8
Male	17	15	72	62	10	12	0	12
Female	26	26	53	59	13	12	8	3
State	30	27	47	46	15	16	8	11
GRADE 5								
All Students	18	19	59	51	19	24	4	6
Students with an IEP	7	0	29	36	43	50	21	14
Economically Disadvantaged	6	*	38	*	44	*	13	*
Male	11	13	64	47	23	30	2	10
Female	26	24	54	55	15	18	5	3
State	26	21	48	52	14	15	12	12
GRADE 6								
All Students	25	15	52	52	17	18	6	15
Students with an IEP	5	0	55	13	30	27	10	60
Economically Disadvantaged	8	6	62	35	23	29	8	29
Male	20	7	56	51	16	20	9	22
Female	32	24	47	54	18	16	3	5
State	29	25	45	45	14	15	13	15

SANDOWN CENTRAL SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 4	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	0	0	59	66	40	30	1	4
Students with an IEP	0	0	64	43	29	43	7	14
Economically Disadvantaged	0	*	40	*	60	*	0	*
Male	0	0	53	61	44	32	2	6
Female	0	0	66	69	34	28	0	3
State	1	1	52	50	37	39	10	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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	24	25	35	49	39	16	2	10
Students with an IEP	0	7	7	43	79	21	14	29
Economically Disadvantaged	0	*	25	*	69	*	6	*
Male	5	7	34	50	59	23	2	20
Female	46	39	36	47	15	11	3	3
State	15	16	43	46	34	28	9	10

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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	13	16	68	64	15	15	5	4
Students with an IEP	5	4	49	27	30	49	16	20
Economically Disadvantaged	7	10	68	59	20	22	5	10
Male	9	9	65	68	20	18	6	4
Female	17	26	71	59	9	11	3	5
State	18	20	61	57	15	16	6	7
Grade 7 - Reading								
All Students	18	18	63	62	16	16	3	4
Students with an IEP	2	4	31	47	50	36	17	13
Economically Disadvantaged	4	15	70	58	17	21	9	6
Male	9	12	65	65	22	19	4	4
Female	26	24	61	59	10	14	3	4
State	20	19	57	56	17	18	7	7
Grade 8 - Reading								
All Students	20	19	61	61	15	15	4	5
Students with an IEP	9	5	38	40	36	33	18	22
Economically Disadvantaged	8	7	76	49	12	33	4	11
Male	14	9	64	65	17	18	6	8
Female	27	27	58	57	14	13	1	3
State	25	25	57	53	14	16	5	6

Mathematics (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 6 - Mathematics	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	27	26	44	45	19	15	10	14
Students with an IEP	4	4	37	16	32	16	28	63
Economically Disadvantaged	12	14	56	41	29	24	2	22
Male	26	26	45	49	18	11	12	14
Female	28	26	43	40	20	20	8	14
Title I	0	0	18	8	55	50	27	42
State	29	25	45	45	14	15	13	15
Grade 7 - Mathematics								
All Students	25	28	45	42	20	19	10	11
Students with an IEP	7	4	11	26	37	32	44	38
Economically Disadvantaged	13	16	52	53	15	25	20	6
Male	24	28	46	41	16	18	13	14
Female	27	27	43	44	23	20	8	9
State	27	27	42	42	17	17	14	15
Grade 8 - Mathematics								
All Students	23	24	44	46	22	16	12	13
Students with an IEP	5	5	25	25	32	22	38	48
Economically Disadvantaged	14	11	45	38	31	27	10	24
Male	22	21	42	47	23	16	13	17
Female	24	28	46	46	21	17	9	9
State	21	21	47	43	17	20	15	16

Writing (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 8 - Writing	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	10	2	54	52	28	37	8	8
Students with an IEP	0	2	25	13	48	53	27	32
Economically Disadvantaged	8	0	43	40	45	44	4	16
Male	5	1	48	45	33	41	14	13
Female	16	3	61	60	22	33	2	4
State	16	6	51	51	25	33	8	10

NECAP RESULTS – TIMBERLANE REGIONAL MIDDLE

New England Common Assessment Program

SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 8	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	1	<1	42	34	47	52	9	14
Students with an IEP	0	0	11	7	58	50	31	43
Economically Disadvantaged	0	0	25	14	58	67	16	19
Male	2	0	42	33	46	52	11	15
Female	1	1	42	35	49	51	17	13
State	1	<1	31	31	49	50	19	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	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	33	33	48	42	15	14	5	11
Students with an IEP	2	0	32	28	44	39	23	33
Economically Disadvantaged	22	12	49	32	20	27	10	29
Male	23	30	51	41	20	18	5	11
Female	43	36	43	44	9	10	4	10
State	29	34	48	43	15	14	8	9

Mathematics (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade11 - Mathematics	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	2	2	38	31	27	31	32	36
Students with an IEP	2	0	5	4	14	21	79	75
Economically Disadvantaged	0	0	37	12	20	27	44	61
Male	3	1	40	35	23	32	34	32
Female	2	3	36	27	32	31	30	39
State	2	3	35	33	26	27	36	36

Writing (Testing Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
Grade 11 - Writing	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	3	8	49	51	41	37	8	4
Students with an IEP	0	0	19	11	56	74	25	15
Economically Disadvantaged	0	12	34	22	56	56	10	10
Male	2	5	41	49	48	41	8	5
Female	4	11	57	53	33	34	7	2
State	3	8	38	46	48	42	11	4

SCIENCE (Teaching Year)

	Proficient with Distinction % Level 4		Proficient % Level 3		Partially Proficient % Level 2		Substantially Below Proficient % Level 1	
GRADE 11	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
All Students	1	<1	20	25	51	51	28	24
Students with an IEP	0	0	5	3	35	38	60	59
Economically Disadvantaged	0	0	11	17	57	42	32	42
Male	1	1	20	25	47	47	32	27
Female	1	0	20	25	56	54	23	21
State	2	1	31	29	45	50	22	20

STAFF LIST SUMMARY
2012-2013

	Atkinson	Danville	District	Pollard	Sandown Central	Sandown North	Middle School	High School	Total
Administrators	2	2	10	2	1	2	6	11	36
Teachers/ Specialist	34	39	2	54	20	26	104	121	400
Teacher Assistants	19	23	8	36	10	18	32	43	189
Administrate Assistants	2	2	4	3	1	2	9	13	36
Facilities	3.5	3	7.5	5	2	3	6	8	38
Food Service	3	2	0	3	2	2	5	5	22
Total	63.5	71	31.5	103	36	53	162	201	721

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
2012-13

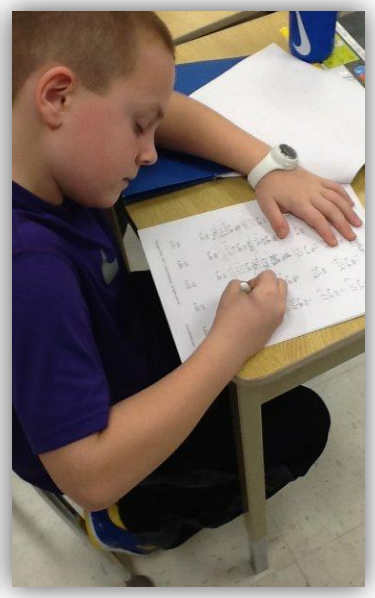
Step	LPN	RN	B	B+15	M	M+30	D
1	30,003	31 ,768	35,298	36,871	39,183	40,948	41,948
2	31,059	32,886	36,540	38,174	40,577	42,413	43,413
3	32,156	34,048	37,831	39,530	42,028	43,937	44,937
4	33,297	35,256	39,173	40,939	43,536	45,519	46,519
5	34,483	36,511	40,568	42,404	45,102	47,165	48,165
6	35,716	37,817	42,019	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	43,574	48,416	50,644	53,919	56,423	57,423
11	42,650	45,158	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

*The 2012-13 Teachers' Contract reflected a 0% cost of living increase.

ENROLLMENT REPORT

As of October 1, 2013

GRADE	ATKINSON	DANVILLE	PLAISTOW	SANDOWN Sandown North Grades Pre-K-3 Sandown Central Grades 4-5	TUITION	TOTALS
Elementary Schools						
Pre-School	17	14	69	17	3	117
Kindergarten	39	41	70	55	2	205
01	60	54	82	69		265
02	44	49	74	74	1	241
03	79	27	78	74	1	258
04	53	60	86	68		267
05	78	56	90	70		294
TOTALS	353	287	480	410	4	1530
Timberlane Regional Middle School						
06	88	53	87	88	1	217
07	63	62	72	89		286
08	78	79	94	78	2	331
TOTALS	229	194	253	255	3	934
Timberlane Regional High School						
09	68	56	90	88	3	305
10	76	63	114	78	2	333
11	81	67	122	84	2	356
12	79	76	101	92	1	349
TOTALS	304	262	427	342	8	1343
TOTAL ALL	903	757	1229	1024	18	3924



2014 DISTRICT WARRANT
(Ballot Questions)

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number 9 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 11th day of March, 2014, 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

To choose the following school district officers:

Atkinson Voters	School Board Member	3-year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	1-Year Term
Plaistow Voters	School Board Member	3-year Term
Sandown Voters	School Board Member	1-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
All Voters	District Moderator	3-Year Term

Article 2 – Operating Budget

Shall the voters of 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 **$66,452,054**? Should this article be defeated, the operating budget shall be **$65,974,014** 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 8-2

Article 3 – School Administrative Unit Budget

Shall the voters of the Timberlane Regional School District adopt a school administrative unit budget of **$1,487,025** for the forthcoming fiscal year in which **$1,137,741** is assigned to the school budget of this school district? This year's adjusted (default) budget of **$1,455,409**, with **$1,113,221** assigned to the school budget of this school district, will be adopted if the article does not receive a majority vote of all the school district voters voting in this school administrative unit. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-2

Article 4 – Capital Reserve Fund

Shall the voters of the Timberlane Regional School District raise and appropriate up to **$350,000** 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, 2014 unassigned fund balance (surplus) available for transfer on July 1 of this year? This sum to come from fund balance (2013-14 budget surplus) and no amount to be raised by taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Recommended by the Budget Committee 6-4

Article 5 – Sandown Central Kitchen Renovation

Shall the voters of the Timberlane Regional School District raise and appropriate the sum of **$385,412** to renovate the kitchen at Sandown Central Elementary School and to authorize the District to withdraw up to the sum of **$335,412** from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund with remaining funds ($50,000) to come from the 2014-15 operating budget? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-2

Article 6 – One Year Collective Bargaining Agreement (Timberlane Support Staff Union)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union and the Timberlane Regional School Board, which calls for the following increases in salaries at the current staffing levels over the amount paid in the prior fiscal year:

COST DISTRIBUTION	**2014-15**
Salaries	$49,969.92
FICA	3,822.70
New Hampshire State Retirement	5,104.16
Insurance	189,550.62
TOTAL	**$248,447.40**

and further to raise and appropriate the sum of **$248,447.40** for the 2014-15 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 9-0

Recommended by the Budget Committee 8-2

Article 7 - Authorization for Special Meeting on Cost Items

Shall the voters of the Timberlane Regional School District, if Article 6 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 6 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 8-2

Article 8 – General Acceptance of Reports

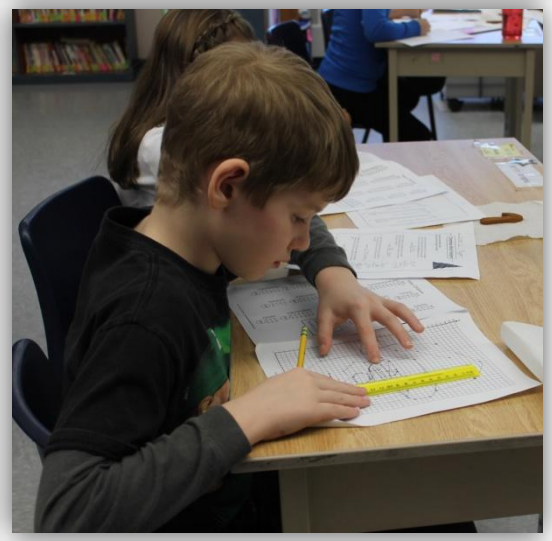
Shall the voters of the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2013 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Article 9 – Rescind SAU Budget on Warrant Petition by Julie Knight et al

Shall the voters of the Timberlane Regional School District within School Administrative Unit Number 55 rescind the adoption of RSA 194-C:9-b, relative to the alternative school administrative unit budget adoption procedure, and adopt the provisions of RSA 194-C:9 as the method for governing the adoption of the school administrative unit budget? (MAJORITY VOTE OF BOTH DISTRICTS REQUIRED)

Recommended by the School Board 9-0



2013 ELECTION RESULTS

Article 1 - Election of Officers

Danville	School Board Member	3-Year Term	**Nancy Steenson 482**
Plaistow	School Board Member	3-Year Term	**Richard Blair 477**
Sandown	School Board Member	3-Year Term	**Kelly Ward 566**
Atkinson	Budget Committee Member	1-Year Term	**Raymond Fournier 5 write ins** (refused)
Danville	Budget Committee Member	3-Year Term	**Michelle O'Neil 13 write ins**
Plaistow	Budget Committee Member	2-Year Term	**Dennis Heffernan 97 write ins** (refused)
Plaistow	Budget Committee Member	3-Year Term	**Dennis Heffernan 59 write ins**
Sandown	Budget Committee Member	3-Year Term	**Cathy Gorman 57 write ins**

Article 2 – Operating Budget — Yes 1952 No 1193

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 **$64,422,418**? 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

Article 3 – Capital Reserve Fund — Yes 1838 No 1300

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 (TTA) — Yes 1643 No 1501

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 Year 1	2014-15 Year 2	2015-16 Year 3
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 **Yes 2073 No 997**

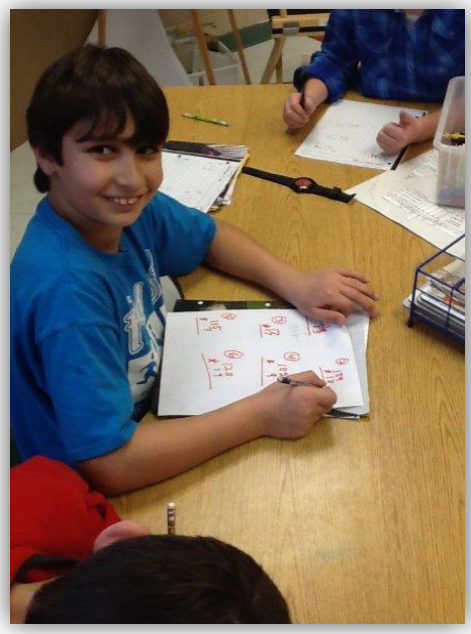
Shall the Timberlane Regional School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only? *(Without this Article the District would have to petition Superior Court for a Special School District 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) **Yes 1955 No 1073**

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 **Yes 2508 No 512**

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 **Yes 1712 No 1165**

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)