

**DRAFT 11/15/11**

*Report For The*

***Rollinsford School District***

**SAU # 56**

**Middle - High School  
Student Placement Alternatives  
Study and Analysis**

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**November 15, 2011**

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## **I. Introduction**

### *Scope of the Study*

The New Hampshire School Administrators Association (NHSAA) was selected to complete an independent investigation and analysis of the Rollinsford School District's grades 7-12 student placement options. NHSAA agreed to complete Phase One of the study as defined in our proposal dated June 24, 2011 on or before September 21, 2011. Furthermore, it was agreed that Phase Two would be completed on or before November 15, 2011.

Phase One: NHSAA consultants met with and surveyed the identified school districts in Maine and New Hampshire (Marshwood, Noble, Dover, Oyster River and Somersworth), and assessed their willingness to receive Rollinsford's middle (grades 7-8) and high school (grades 9-12) students into the future. In particular, we assessed their willingness to: 1. Accept all eligible students on a guaranteed basis (that is, be the "school of record"), or 2. Accept some but not all the students on a guaranteed basis, and/or 3. Accept some students each year with no guaranteed basis and if so, is there a limit?

Phase Two: NHSAA completed a comparison of identified indicators as initially drafted during our June 6, 2011 meeting and redefined by the School board after the completion of Phase One.

In order to promote accuracy and clarity in our work, the consultants identified all assumptions that were made and used in our analysis and interviewed, as appropriate various stakeholders.

### *About NHSAA*

NHSAA is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in New Hampshire, to offer high quality services to its members, and to support and promote public education in New Hampshire.

As part of our ongoing service to schools, NHSAA periodically provides highly specialized services directly to individual public school districts in New Hampshire. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

### *Timeline*

The study, as defined, began in July 2011, progressed with research, meetings and discussions during the summer and concluded with a final analysis and list of alternatives in November 2011. Specific process dates and tasks are identified in later sections of this report. The final report was submitted to the Superintendent of Schools office on November 15, 2011.

### *Limitations of the Study*

This study was completed in accordance with the written proposal, approved on June 29, 2011. The consultants wish to identify several of the following assumptions and limitations that were fundamental to this work:

1. It was assumed that all written and oral information shared by the representatives of the Rollinsford and identified school districts is accurate and complete to the best of their knowledge.
2. It is important to note that the data points examined in this study represent a benchmark for one period of time with a common and comparable data point noted within the various tables. It is possible to gain beginning insights from a thorough analysis of the data points and to acquire valuable information to guide the decision making process. However, in order to gather larger inferences regarding trends and summative evaluations, the Rollinsford School District would need to gather similar data in future years.
3. The information in this report should not be used as an indication of the performance of any one school, individual employee, group of employees, or citizen, either positively or negatively. The study's focus is solely on the various options available to educate the Rollinsford School District's students in middle and high school levels (grades 7-12).

## **II. Principal Consultants**

*Lead Project Consultant and Contact:* Dr. Mark V. Joyce

Education and Professional Experience:

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

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

*Associate Project Consultant:*

Mr. Dennis Pope

Education and Professional Experience:

Mr. Pope retired in 2003 after serving fifteen (15) years as Superintendent of Schools in SAU #25 – Bedford, New Hampshire. Prior to his service to SAU #25, Mr. Pope held a wide variety of positions in education including: assistant superintendent of schools, high school principal, elementary and middle school assistant principal and teacher in New Hampshire school districts.

Dennis received a Bachelor of Science degree from the Whittemore School of Business and his Masters and Certificate of Advanced Graduate Studies in Education degrees from the University of New Hampshire (UNH). In addition to his service to school districts, Dennis has been a teacher at the graduate school level, participated on numerous accreditation teams for the New England Association of Schools and Colleges, and represented New Hampshire in state-wide and regional educational leadership initiatives and organizations. Dennis is a resident of Concord, New Hampshire.

*Selected Specialists*

The consultants conferred with educational specialists and local officials as necessary, to clarify questions and complete the full scope of the study proposal.

### **III. Process Activities**

As part of our investigation, the investigators, at a minimum, accomplished the following major activities.

*Phase One Elements:*

1. ***Identified research and developed an analysis tool and decision matrix:*** Identified and created a common survey and procedure for assessing the interest of the identified districts. Developed a decision-making grid (matrix) to organize the information.
2. ***Surveyed Five School Districts:*** Reviewed and analyzed local documents, compliance reports and state requirements as necessary.
3. ***Developed an analysis of responses from the school districts:*** Developed a reporting matrix of all survey responses together with an analysis of the strengths and weaknesses of each.
4. ***Developed and delivered a Phase One report:*** Created summary for presentation to the school Board.

*Phase Two Elements:*

5. ***Researched the indicators of comparison for selected School Districts:***  
Reviewed research and investigated the indicators identified and refined upon completion of Phase One. It was estimated in this proposal that this will include about 30 indicators organized into measures of at a minimum: Academic, Student Performance Data, Demographic and Capacity Information, Special Education Information, and Other Program Information.
6. ***Reviewed the results of an independent survey and analysis:*** Reviewed and analyzed the data collected.
7. ***Analyzed Implications:*** Following steps 5 and 6, developed a list of strengths and weaknesses, observations and findings that provided insight into the options for placement.
8. ***Solution Evaluation:*** In light of the above, the consultants defined alternatives for the Rollinsford School Board and citizens to consider. Specifically, we created a comprehensive written report that documents all aspects of our study and prepared and delivered an oral presentation to the Rollinsford School Board by November 15, 2011. In addition, we provided ten bound copies, one unbound white copy of the report (suitable for copying) and an electronic copy on a CD.

#### **IV. Steps and Timeline**

The following is a listing of major steps that were completed in the project and the date of completion.

<i>Process Steps</i>	<i>Date of Completion</i>
a. Received authorization to proceed	June 29, 2011
b. Surveyed desired school districts and met with Superintendents	August 9, 2011
c. Developed summary report of Phase One	August 31, 2011
d. Collected and Analyzed indicators	September 24, 2011
<ul style="list-style-type: none"><li>• collected and analyzed data,</li><li>• analyzed impact on program and services,</li><li>• considered results of data analysis, state standards, surveys, future priorities and good educational practice in developing educational alternatives</li><li>• defined possible solutions/alternatives and their essential elements</li><li>• created a list of advantages and disadvantages</li></ul>	

- e. Created statement of findings and drafted report October 29, 2011
  - detailed feasible options/alternatives and listed advantages and disadvantages of each
  
- f. Shared final report November 15, 2011
  - submitted final report to the School Board and Superintendent of Schools and schedule public meeting to review final report
  
- g. Presented final report to Rollinsford School Board November, 2011

## **V. The Town of Rollinsford**

The Town of Rollinsford is a rural and suburban community located at the eastern edge of Strafford County, New Hampshire and is bordered by Dover and Somersworth, New Hampshire and Elliott and South Berwick, Maine. The community is located along New Hampshire Route 4 and is located about 44 miles from Manchester, New Hampshire, 69 miles from Boston, Massachusetts and 46 miles from Portland, Maine.

The town's 2009 population was estimated to be 2,651, growing by 1 person since 2000. The town offers a small community atmosphere marked by attractive neighborhoods, and attractive rural areas. The area's geographic location provides easy access to commuter routes (NH Routes 4, 9 and 16 and US Interstate 95). These characteristics mark the Town of Rollinsford as a desirable location to buy a home, work, and raise a family.

According to the 2009 US Census the community's population included a fairly even mixture of ages with the largest age group of 867 between the ages 35-54 (32.8%), about 844 age nineteen or younger (32%) and 407 age sixty-five or older (15.4%). The median age was 42.1 in 2009.

The Town of Rollinsford's 2009 total property tax rate was \$18.29 (per \$1,000 of assessed valuation) with an Equalization Ratio of 103.6 generating a Full Value Tax Rate (per \$1,000 of value) of \$18.78. The percent of Local Assessed Value by Property Type is in: Residential land and buildings 88.3%; Commercial land and buildings 10.7%; and Public Utilities, Current Use and Other 1%.

### *Rollinsford School District*

The Rollinsford School District is a single town school district that is coterminous with the Town of Rollinsford. The system maintains one elementary school building housing grades K-6. Currently the resident students in grades 7-12 are tuitioned to the Somersworth School District under an AREA agreement.

A three-member school board governs under New Hampshire statutes and its legislative body is the school district meeting of the Rollinsford School District.

The Superintendent of Schools Office (New Hampshire School Administrative Unit #56) provides administrative and leadership services for the school district as well as the Somersworth School District. These services include the superintendent office serving as the school district’s CEO and providing all central system leadership.

## VI. Phase I – Survey and Assess Identified School Districts

The Rollinsford School Board selected five school districts for this study and analysis, which are of close geographic proximity and which they believed would offer a quality education to the Rollinsford students. The Dover, Oyster River Cooperative, Somersworth, Marshwood, and Noble School Districts were selected. The consultants initially met with the Rollinsford School Board to establish an understanding of the study’s process and scope.

Table 1 - School Districts’ Responses

School Districts	Accept All “Guaranteed Basis”	Accept Some “Guaranteed Basis”	Accept Some with no “Guaranteed Basis”
Dover		x	
Oyster River			x
Somersworth	x		
Marshwood	x	x	x
Noble	x	x	x

\*Source: School District Administration

Table 1 shows that each of the identified communities would have an interest in receiving students from the Rollinsford community under different arrangements. Somersworth, Marshwood and Noble would potentially accept all students on a guaranteed basis and Dover and Oyster River would be interested in accepting some of the resident students. In brief, this demonstrates a favorable environment for Rollinsford and sets the stage for phase two of the study. Clearly the Rollinsford community will need to evaluate the options available and then negotiate a long-term solution that is in their best interest.

## VII. Phase II – High School Analysis of Identified Indicators

The following tables offer comparative information about all of the identified high schools. The information is grouped into categories titled Academic Data (Table 2), Student Performance Data (Table 3), Demographic and Capacity Information (Table 4), Special Education Information (Table 5), and Additional Program Information (Table 6).

Table 2 - High School (grades 9-12) Academic Data

<b>High School Academic Data*</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Meets State's Minimum Standards (Y/N)	Y	Y	Y	Y	Y
Number of Courses Offered	231 (plus offerings at the Dover, Somersworth, and Rochester RCTCs)	157 (plus offerings at the Dover, Somersworth, and Rochester RCTCs)	163 (plus offerings at Dover, Somersworth, Rochester RCTCs, and Sanford RVC)	123 (plus offerings at Dover RCTC, and Sanford RVC)	122 (plus offerings at Sanford RVC)
World Languages (No. and Type)	3/L, Fr., Sp.	2/Fr., Sp.	2/Fr., Sp.	3/L, Fr., Sp.	3/ Chinese, French, Spanish
Advanced Placement Courses (Y/N and No.)	Y/12	Y/6	Y/3 + 12 Noble HS	Y/11	Y/12
Career/Technical Program (Y/N and Where)	Y on site	Y to other schools	Y/Rochester, Dover	Y/ Sanford, Dover	Y/Sanford, Somersworth
Gifted/Talented Program (Y/N)	Project Search UNH	N	N	Biddeford Performing Arts Program	Y
English as Second Language Program (Y/N)	Y	Y	Y	Y	Y
Alternative Learning Program (Y/N and No.)	Y/ Alt. School on site plus other programs	N	Y/6	N	Y/2
Required Credits for Graduation	26	22	26	21	24.5
Type of Student Schedule (Block/7 period)	Block 4/4	Comb. Block every other Th. Fr.	Block 4 periods	Hybrid (7period-3 days and block-2)	Block 4/4 (with teaming)

\*Source: School District Administration

An analysis of Table 2 shows that each of the high schools under study meet all appropriate state standards, offer a wide variety of courses and programs, have multiple foreign language options and advanced placement courses. Additionally, each of the schools offer access to Career Technical educational programs but at different locations with Dover and Somersworth offering home based programs. The schools differ in the number of credits required for graduation, the type of day schedule that they implement and what they offer in Alternative Educational Programs.

Table 3 – High School (grades 9-12) Student Performance Data

<b>HS Student Performance Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Enrollment 2010-11*	1487	673	566	739	1005
NECAP Scores (% proficient and above) 2010-11*^	R-73 M-36 W-45	R-81 M-62 W-66	R-64 M-28 W-35	R-61 M-71 W-54	R-50 M-55 W-44
Attendance Rate 2009-10*	93.7%	95.7%	97.0%	92.1%	91.1%
Graduation Rate 2009-10*	91.5%	97.3%	94.1%	92.9%	80.6%
Dropout Rate 2009-10*	1.1%	0.3%	1.4%	1.8%	3.0%
College Acceptance Rate 2009-10**	47% to 4 yr 23% to 2 yr. 26% employ 4% military	74% to 4yr. 12% to 2-3yr.	38% to 4yr 33% to 1-2yr 26% to employ 3% to military	55% to 4yr 18% to 1-2yr 26% to employ 1% to military	80% to 1-4yr 16% to employ 4% to military

\*Source: NH Dept of Ed – Enrollment - 10/1/10, NECAP Results – 2010-11, Attendance, Graduation, Dropout rates – 2009-2010;

ME Dept of Ed: Attending Counts 10/1/10, Graduation, Dropout rates – 2009-2010,

^Maine HS Assessment Results - convert SAT scale scores to MHSA scale scores and then the “incorporate the NECAP achievement levels”

\*\*School District Administration

The NH Department of Education’s website stated that in 2009-2010 it started “reporting the NH Annual Drop-out rate using the same methodology as in the past, as well as a new cohort rate defined by the New England Secondary School Consortium (NESSC) in parallel with national definitions. The cohort model includes all students during the past four years who were expected to graduate at the end of the 2009-2010 school year. This analysis results in a more accurate picture of students who were in NH schools during the past four years.” The school administrators for the two Maine school districts also stated that the NESSC’s cohort model definition is used in Maine.

Schools differ in some of these indicators and each by themselves may not reveal the complete story of a school’s success. In New Hampshire, the 11<sup>th</sup> grade students participate in the NECAP testing program. In Maine, high school students take the SAT test. The SAT scale scores are converted to Maine High School Assessment scale scores and then “incorporate the NECAP achievement levels” for comparative purposes. However, the scores represent the performance of just one cohort of students.

Each school has a low drop out rate and a measure of school performance may be gained by analyzing the percent of students that dropped out of school before completion of twelfth grade. It is particularly interesting to note how this impacts the graduation rates.

However, it may be more appropriate to consider the collection of indicators and combine that with a first hand visit of the school by a representative group of Rollinsford residents.

Table 4 – High School (grades 9-12) Demographic and Capacity Data

<b>Demographic Capacity Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Enrollment 2010-11*	1487	673	566	739	1005
Building Capacity**	1575	815	750	1100	1500
Average Class Size**	< 20	16-18	14	19	14-15
Length of the School Year/Day**	180/6.5 hrs.	180/6.5 hrs.	175/7.0	175/6.25	175/6.5
Date of last Renovation**	2003	2004	1996	1999	2001
Pending Building Projects**	Yes and ongoing plans	No	No	No	No

\*Source: NH Dept of Ed: Enrollment 10/1/10; ME Dept of Ed Attending Counts 10/1/10

\*\* School District Administration

A review of Table 4 reveals that each of the high schools has available capacity to receive new tuition students and that average class sizes are fairly moderate. In addition, despite the fact that each school uses a different schedule the instructional day remains about the same. One clear difference is that the schools' student population ranges from an enrollment of 566 in Somersworth to almost 1500 in Dover. It is instructive to note that Dover and Oyster River may exceed their stated capacity if they were to accept all of Rollinsford High School students and therefore, they would only agree to "accept some" students.

Table 5 – High School (grades 9-12) Special Education Information

<b>Special Education Data for Identified Students</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Meets all State Requirements (Y/N)	Y	Y	Y	Y	Y
Student Enrollment in Grades 9-12* 2010-11	1487	673	566	739	1005
Special Ed Students in Grades 9-12*** 2010-11	229	133	125	53	192
% Identified Special Ed*** 2010-11	15.4%	19.8%	22.1%	7.2%	19.1%
% Out-of-District Sped Placements *** 2010-11	3.1%	3.8%	12.8%	5.7 %	9.4%
Graduation Rate ** 2008-09	88.8%	86.2%	73.9%	65.0%^	78.7%^
Dropout Rate ** 2008-09	2.9%	3.7%	7.3%	5.6%^	5.2%^
Inclusion Philosophy (Y/N)***	Y	Y	Y	Y	Y
Transition Plans (Y/N)***	Y	Y	Y	Y	Y
Programs Offered 2010-11 (No.)***	3	Variety - 4	3	Changes with needs - 2	4
Related Services Provided***	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW

\*Source: NH Dept of Ed - 10/1/10 Enrollments, School and District Profiles, ME Dept of Ed Attending Counts 10/1/10

\*\* NH Dept of Ed - NH Special Education District Report to Public 2009-2010, ages 3 – 21

^ Maine data provided by School District Administration versus NH State Report

\*\*\* School District Administration

Table 5 above provides information regarding the number high school students enrolled on October 1, 2010 for the 2010-11 school year and the number of students identified with educational disabilities in each comparison district in grades nine through twelve. With a 7.2% special education identification rate, Marshwood is lowest among the sample districts, with a range up to 22.1% in Somersworth. Although knowing the total number of special education students is important, it is essential to understand that sometimes the percentage rate has a relationship to the school district's special education philosophy/approach and the available services offered within the school to all children that do not require prior identification.

While the total number of special education students varies, as does the total student enrollment, the number and type of services offered by specialists is similar. Variations among the districts are to be expected, since each district makes decisions regarding special education independently and the needs of students are unique.

Table 6 – Additional High School (grades 9-12) Program Information

<b>Additional Data*</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Technology Plan (Y/N)	Y	Y	Y	Y	Y
Extra/Co-Curricular Offerings (Y/No.)	Y/ 33 Clubs 30 sports	Y/ 12+ Clubs 14 sports	Y/ 24 clubs, 14 sports	Y/ 15 clubs, 15 sports	Y/ 20 clubs, 15 sports
Safe Schools Policies and Procedures (Y/N)	Y	Y	Y	Y	Y
Positive Behavioral Interventions and Supports (PBIS) (Y/N)	N	N – Local plan similar	Y	N – Local plan	Y
Response to Intervention in Practice (RTI) (Y/N)	N	Y	Y	Y	Y
Transportation for all HS students (Y/N)	N	N (only residents)	N (only residents)	N (only residents)	N (only residents)

\*Source: School District Administration

Each of the high schools have a technology plan to guide the implementation of a district's instructional use of technology and complies with federal and state laws in maintaining safe schools that is coordinated with a school wide student behavior management plan. Some have developed formal plans named Response to Intervention (RTI) or Positive Behavioral Interventions and Supports (PBIS) yet all admitted to striving for these practices in their individual school programs. The schools offer a wide range of student activities including athletic teams as well as students interest clubs; the number varies quite logically on the overall size of the student enrollment.

The next group of tables in this section includes comparable information about the school districts as a whole. These include Special Education Financial Data (Table 7), Overall School Districts Financial Data (Table 8) and a Comparison of Teacher Educational Attainment (Table 9).

Table 7 - School Districts' Special Education Financial Data

<b>Special Education District Financial Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Total District Expenditures* 2009-10	39,587,228	32,635,163.	20,924,706.	24,386,340.	32,731,548.
Special Education Expenditures* 2009-10	10,175,584	8,291,060	6,666,941	2,952,832	5,114,149
% of Budget for Special Education	25.7	25.4	31.9	12.1	15.6
Sp Ed. Enrollment 2009-10**	436	335	325	260^	530^
Cost Per Sp Ed. Student - 2009-10	23,338	24,749	20,514	11,357	9,649

\* Source: General Fund Expenditures - NH Dept of Ed 25 for 2009-10, pp 10 and 21; ME Dept of Ed Operating Costs 2009-10, p5

\*\* NH Dept of Ed: NH Special Education District Report to Public 2009-2010, ages 3 – 21

^ School District Administration

The school districts' 2009-10 general fund and special education expenditures (see Table 7 above) are not comparable. They show significant variations because the State of Maine uses a different reporting formula. That being said, the New Hampshire and Maine districts when compared against the districts within the State show little variances. For example, the percentage of the budget spent on students with disabilities (special education) ranged from a high of 31.9% (Somersworth) to a low of 25.4% (Dover). In Maine the percentage of the budget spent on students with disabilities ranged from 15.6% to 12.1%. This percentage was calculated by dividing the total special education expenditures by the total district expenditures.

Additionally, each districts' total special education expenditure was divided by the special education enrollment for 2009-10 to acquire a cost per special education student. In NH the figures ranged from a low of \$20,514 (Somersworth) to a high of \$24,749 (Oyster River), and in Maine from a low of \$9,649 (Noble) to a high of \$11,357 (Marshwood). It is important to note that there are a number of variables that affect the total budgets and costs per student resulting in variation in expenditures. It is not a simple matter of assuming that a higher spending district is spending excessively, nor is it possible to simply conclude that a lower spending district is more efficient.

For example, the number and type of disabilities present or absent in a community have a direct impact on the special education costs which result from the need to have special programs and services within the district and possibly students in expensive, but necessary, out-of-district placements. In addition, a district's salary schedules, the seniority of employees, and transition of students have major impacts on costs.

Perhaps the most significant and subtle variable is the district’s philosophy behind the delivery system of special education services to students. For example, does the district provide for and focus on early intervention (see Table 6 RTI)? Does the district provide outreach to parents? Is there a rich continuum of services available to meet student needs? While the answers to some of these questions fall beyond the scope of this study, it is important to understand what makes up the cost per student and the cost per special education student in the selected districts and the state as a whole.

Table 8 outlines the total cost per pupil spent by the selected schools in the school year 2009 - 2010 (FY10). The New Hampshire and Maine Department of Education statistics are not representative of all expenditures; they exclude costs associated with major capital projects/debt service, tuition and food service costs.

The Cost Per Pupil represents, with certain adjustments, current expenditures from all funding sources (local, state and federal) associated with the daily operation of schools. Payments to other school districts and private schools have been subtracted. Revenues from the sales of lunches have also been excluded.

The data shows that Noble spent less in FY10 on per pupil high school costs (\$9,384) than four of the comparison districts. It is important to note that it is appropriate to compare two districts only when they have the same grade range. Even when the grade ranges are identical, only the total per pupil cost figures should be considered comparable because different formulas may have been used to allocate district-wide costs. Therefore, “total” per pupil costs have been provided. When total per pupil costs are compared, the data shows that Marshwood spent less per pupil (\$8,605) in FY 10.

Table 8 - School Districts’ Financial Data

<b>Financial Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Total District Expenditures* 2009-10	39,587,228.	32,635,163.	20,924,706.	24,386,340.	32,731,548.
HS/Total Per Pupil Cost ** 2009-10	HS -10,413 Total -10,085	HS - 15,217 Total - 15,503	HS - 11,027 Total -11,644	HS – 9,630 Total - 8,605	HS – 9,384 Total – 8,852
HS Tuition Rate*** 2011-12	13,399	12,500	11,200	8,674^	7,958^

\*Source: NH Dept of Ed 25 for 2009-10, p 10

\*\* NH Dept of Ed Data and Reports 2009-10; ME Dept of Ed Data Center – School Finance 2009-10

\*\*\* School District Administration

^Maine Tuition Rates are set by the State - 2011-12 are not available; used 2010-11

Maine’s HS Tuition Rates are set by the State and the 2011-12 rates were not available; therefore, the 2010-11 rates were used. To the extent that the Maine rates are expected to vary slightly for the 2011-12 school year, one could do a cursory comparison with Noble (\$7,958) remaining the lowest and Dover (\$13,399) being the highest.

Table 9 – School Districts’ Comparison of Teacher Educational Attainment

<b>Teacher Quality: Degrees</b>	<b>Dover*</b>	<b>Oyster River*</b>	<b>Somersworth*</b>	<b>Marshwood**</b>	<b>Noble**</b>
% with a Bachelor’s	44.5	33.0	42.7	32.5	46.2
% with a Master’s	52.9	65.3	57.3	62.2	53.9
% with a Master’s plus	1.1	1.7	0.0	5.4	0.0

\*Source: NH Dept of Ed - NH School and District Profiles 2010-11

\*\* Maine School District Administration

Table 9 offers a view of the educational attainment of the professional teaching staff at each of the school districts. Not surprisingly all five schools’ staff members have at least a bachelors degrees with over 50% + also have attained a Masters degree. It is important to note that in addition to the formal degree level work, educators also receive ongoing professional development that is designed and delivered as part of their ongoing school based training and recertification process.

## **VIII. Phase II – Middle School Analysis of Identified Indicators**

The following tables offer comparative information about all of the identified middle schools. The information is grouped into categories titled Academic Data (Table 10), Student Performance Data (Table 11), Demographic and Capacity Information (Table 12), Special Education Information (Table 13), and Additional Program Information (Table 14).

An analysis of Table 10 shows that each of the middle schools meet all appropriate state standards, offer a common “team structure by grade level”, have foreign language options and have an ESL program (English as a second language). Some of the schools offer an alternative learning program but all offer interventions for students in need of differentiation.

Table 10 - Middle School Academic Data

<b>Middle School Academic Data*</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Meets State's Minimum Standards (Y/N)	Y	Y	Y	Y	Y
Teaming Structure Used (Y/N)	Y	Y	Y	Y	Y
World Languages No. and Type	1/World Language	2/Fr., Sp. starting in grade 6	None	2/Fr., Sp.	2/Fr., Sp.
Gifted/Talented Program (Y/N)	N	N	N	Y	Y
English as Second Language Program (Y/N)	Y	Y	Y	Y	Y
Alternative Learning Programs (Y/N)	Y	N	Y	N	Y

\*Source: School District Administration

Table 11 shows that each school differs in some of the indicators and each data point by itself may not reveal the complete story of a school's success. For example, all schools participate in the NECAP testing program however, these scores represent the performance of just one cohort of students.

Table 11 – Middle School Student Performance Data

<b>MS Student Performance Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Enrollment 2010 – 11*	1084	628	540	574	451
Grade Configuration	5 - 8	5 - 8	6 - 8	6 - 8	7 - 8
NECAP Scores (% proficient and above) 2010-11*	R-85 M-75 W-72	R-87 M-83 W-68	R-62 M-48 W-40	R-81 M-82 W-66	R-66 M-62 W-40
Attendance Rate 2009-10*	95.2%	96.1%	93.9%	99.8%	91.8%
8 <sup>th</sup> Grade Students Promotion Rate 2009-10**	91.5%	97.3%	94.0%	100%	99.6%

\*Source: NH Dept of Ed: Enrollment 10/1/10, NECAP Results - 2010-2011, Attendance - 2009-2010, Maine Dept of Ed Data Center: Attending Counts - 2009-2010, NECAP Results - 2010-2011

\*\*Source: School District Administration

Each school has a 91+% attendance rate and it is particularly interesting to note how this impacts the 8<sup>th</sup> grade promotion rates. In the final analysis, it may be more appropriate to consider the collection of indicators and combine that with a first hand visit of the school by a representative group of Rollinsford residents.

A review of Table 12 reveals that each of the middle schools has available capacity to receive new tuition students and that average class sizes are fairly moderate. In addition, despite the fact that each school uses a slightly different schedule the instructional day varies from 6 to 7 hours. One clear difference is that the schools' student population ranges from an enrollment of 540 in Somersworth to almost 1100 in Dover.

Table 12 – Middle School Demographic and Capacity Information

<b>Demographic Capacity Data</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Enrollment 2010-11*	1084	629	540	574	451
Building Capacity**	1250	750	550	700	600
Average Class Size*	23.6	20.3	25^	22^	15.6^
Length of the School Year/Day**	180/6	180/6.5	175/7	175/6.5	175/6.5
Date of last Renovation**	2003	1996	2011	2011	2011
Pending Building Projects**	N	Facility Study Comm.	N	N	N

\*Source: NH Dept of Ed: Enrollment 10/1/10, Average Class Size 10/1/10

\*\*School District Administration, ^ School District Administration

Table 13 below provides information regarding the number of middle school students enrolled on October 1, 2010 for the 2010-11 school year and the number of students identified with educational disabilities in each comparison district in the middle school. With a 10.6% special education identification rate, Marshwood is lowest among the comparison districts, with a range up to 19.3% in Somersworth. Although knowing the total number of special education students is important, it is instructive to understand that sometimes the percentage rate has a relationship to the school district's special education philosophy/approach and the available services offered within the school to all children that do not require prior identification.

Table 13 – Middle School Special Education Information

<b>Special Education Data for Identified Students</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Meets all State Requirements (Y/N)	Y	Y	Y	Y	Y
Student Enrollment in Middle School* 2010-11	1084	629	540	574	451
Special Ed Students in Middle School** 2010-11	145	98	104	61	77
% Identified Special Ed 2010-11	13.4%	15.6%	19.3%	10.6%	17.1%
% Out-of-District Placements** 2010-11	3.5%	0%	8.7%	8.2%	9.1%
Inclusion Philosophy (Y/N)	Y	Y	Y	Y	Y
Transition Plans (Y/N)	Y	Y	Y	Y	Y
Programs Offered 2010-11 (No.)	Y	Resource and as needed	4	5	5
Related Services Provided**	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy	OT, PT, S/L, Psy, SW	OT, PT, S/L, Psy, SW

\*Source: NH Dept of Ed - 10/1/10 Enrollments, School and District Profiles, ME Dept of Ed Attending Counts 10/1/10

\*\* School District Administration

While the total number of special education students varies as does the total student enrollment, the number and type of services offered by specialists is similar. Variations among the districts are to be expected, since each district makes decisions regarding special education independently and the needs of students are unique.

An analysis of Table 14 shows that each of the middle schools have a technology plan to guide the implementation of a district's instructional use of technology and complies with federal and state laws in maintaining safe schools that is coordinated with a school wide student behavior management plan. Some have developed formal plans named Response to Intervention (RTI) or Positive Behavior Supports (PBIS) yet all admitted to striving for these practices in their individual school programs. The schools offer a wide range of student activities including athletic teams as well as student interest clubs, and the number varies quite logically on the overall size of the student enrollment.

Table 14 – Additional Middle School Program Information

<b>Additional Data*</b>	<b>Dover</b>	<b>Oyster River</b>	<b>Somersworth</b>	<b>Marshwood</b>	<b>Noble</b>
Technology Plan (Y/N)	Y	Y	Y	Y	Y
Extra/Co-Curricular Offerings (Y/No.)	Y/ 10 Clubs 12 Sports	Y/ 8 Clubs 8 Sports	Y/ 5 clubs, 9 sports	Y/ 6 clubs 10 Sports	Y/ 7 clubs, 10 sports
Safe Schools Policies and Procedures (Y/N)	Y	Y	Y	Y	Y
Positive Behavioral Interventions and Supports (PBIS) (Y/N)	Y	N (Local Plan similar)	Y	N	Y
Response to Intervention in Practice (RTI) (Y/N)	N	Y	Y	Y	Y
Transportation for all MS students (Y/N)	Y	Y	N (only residents)	N (only residents)	N (only residents)

\*Source: School District Administration 2010-11

## IX. Findings and/or Observations

The following findings and/or observations are offered based on a careful consideration of the preceding information and the consultants’ interaction with the districts’ personnel. It is important to note that the investigation included an in-depth look at the data primarily available for the 2009-10 and 2010-11 school years.

1. All professional staffs with whom we met were thoughtful, candid and most cooperative. Each professional staff and school board member demonstrated a deep commitment to serve the students of their school district at a high level of professional competence.
2. As stated earlier, it may be more important to consider and assess the collection of indicators and combine that assessment with a first hand visit of the selected school(s) by a representative group of Rollinsford School Board members, residents and students. This would provide an opportunity to observe the intangibles such as the “feeling tone, culture, and climate” of the school(s).
3. Although there are a number of alternatives available, there exists no known easy or simple solution to the challenge of identifying and choosing where to educate the Rollinsford School District’s students in grades 7-12. Specifically, the next major

challenge for the leadership of the Rollinsford School District's school board members and system leaders is to evaluate the content of this report, as well as the feedback from community members (especially, parents and students) and to create a sustainable, long-term plan as outlined in the alternatives in Section X.

## **X. Alternatives for Middle/High School Education**

The following are eight alternatives that emerge as possible solutions to the identified educational and program needs facing the resident students of the Rollinsford School District in grades 7-12. Each alternative has a set of advantages and disadvantages which, when carefully reviewed and discussed by the school board and community, should bring greater understanding and clarity as the board proceeds through the decision making process.

**Alternative 1** – Negotiate and extend Current AREA contract with the Somersworth School District.

**Alternative 2a** – Negotiate and enter an exclusive long-term contract with the Somersworth School District.

**Alternative 2b** – Negotiate and enter an exclusive long-term contract with (Marshwood) Maine School Administrative District No. 35.

**Alternative 2c** – Negotiate and enter an exclusive long-term contract with (Noble) Maine School Administrative District No. 60.

**Alternative 3a** – Negotiate and enter an exclusive long-term contract with Somersworth that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

**Alternative 3b** – Negotiate and enter an exclusive long-term contract with (Marshwood) Maine School Administrative District No. 35 that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

**Alternative 3c** – Negotiate and enter an exclusive, long-term contract with (Noble) Maine School Administrative District No. 60 that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

**Alternative 4** – Create an open “Choice” system to allow parents to decide where they want their child(ren) to attend school at the Rollinsford School District's expense.

*Advantages and Disadvantages:*

**Alternative 1** – Negotiate and extend current AREA Agreement with Somersworth.

This represents a basic alternative designed to accommodate the anticipated enrollment for grades 7-12 for the indefinite future. In essence, the current AREA agreement would be renegotiated and approved by both communities.

Essential elements of this alternative:

- Renegotiate the current AREA contract with the Somersworth School District as per the requirements of RSA 195-A (See Appendix A)

Advantages ( + )	Disadvantages ( - )
1. Provides a definite program and services for students at both middle and high school levels for the indefinite future	4. No change in historic enrollment area or variation of school attendance allowed to parents and students
2. Allows a smooth continuation of the long time practice of attendance for the community’s grades 7-12 students	5. Tuition rate is set by AREA Agreement and not open to annual negotiations for the term of the contract
3. The annual tuition rate would be set by AREA agreement and be known in advance of budget approval	6. May not be the lowest cost alternative

**Alternative 2a** – Negotiate and enter an exclusive long-term contract with the Somersworth School District.

This represents a basic alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of years. In essence, the current AREA agreement would need to be vacated and a new long-term contract would need to be approved by both communities.

Essential elements of this step:

- Initiate a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14 (See Appendix A)
- Negotiate the terms of a new long-term contract with Somersworth School District as per RSA 194:21-a or 194:22 (See Appendix B)

Advantages ( + )	Disadvantages ( - )
1. Provides a definite program and services for students at both middle and high school levels for a specified period of time	5. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal
2. Establishes one school district for all residents to attend	6. The new contract will have a specific term of years
3. Allows a smooth continuation of the long time practice of attendance for the community.	7. The contract will need to be approved by the NH State Board of Education
4. The annual tuition rate would be set by contract and be known in advance of budget approval	

**Recommendation 2b** – Negotiate and enter an exclusive long-term contract with Marshwood (Maine School Administrative District No. 35).

This represents a basic alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of years. In essence, the current AREA agreement would need to be vacated and a new long-term contract will need to be approved by Rollinsford and Marshwood communities.

Essential elements of this step:

- Initiate a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14 (See Appendix A)
- Negotiate the terms of new long-term contract with Marshwood MSAD # 35 as per RSA 194:21-a or 194:22 (See Appendix B)

Advantages ( + )	Disadvantages ( - )
<ol style="list-style-type: none"> <li>1. Provides a definite program and services for students at both middle and high school levels for a specified period of time</li> <li>2. Establishes one school district for all residents to attend</li> <li>3. Allows for the creation of new attendance relationship and educational environment for Rollinsford students</li> <li>4. The annual tuition rate would be set by contract and be known in advance of budget approval</li> </ol>	<ol style="list-style-type: none"> <li>5. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal</li> <li>6. The new contract will have a specific term of years</li> <li>7. The contract will need to be approved by the NH State Board of Education</li> <li>8. There will be a need to transition students who may be currently enrolled in the Somersworth School District and to develop a transition plan for the students to the new school district</li> <li>9. New transportation routes to provide transportation for students to the new school district will need to be established</li> <li>10. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates</li> </ol>

**Recommendation 2c** – Negotiate and enter an exclusive long-term contract with Noble (Maine School Administrative District No. 60).

This represents a basic alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of time. In essence, the current AREA agreement would need to be vacated and a new long-term contract will need to be approved by Rollinsford and Noble school communities.

Essential elements of this step:

- Initiate a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14 (See Appendix A)

- Negotiate the terms of new long-term contract with Noble MSAD #60 as per RSA 194:21-a or 194:22 (See Appendix B)

Advantages ( + )	Disadvantages ( - )
<ol style="list-style-type: none"> <li>1. Provides a definite program and services for students at both middle and high school levels for a specified period of time</li> <li>2. Establishes one school district for all residents to attend</li> <li>3. Allows for the creation of new attendance relationship and educational environment for Rollinsford students</li> <li>4. The annual tuition rate would be set by contract and be known in advance of budget approval</li> </ol>	<ol style="list-style-type: none"> <li>5. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal</li> <li>6. The new contract will have a specific term of years</li> <li>7. The contract will need to be approved by the NH State Board of Education</li> <li>8. There will be a need to transition students who may be currently enrolled in the Somersworth School District and to develop a transition plan for the students to the new school district</li> <li>9. New transportation routes to provide transportation for students to the new school district will need to be established</li> <li>10. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates</li> </ol>

**Alternative 3a** – Negotiate and enter an exclusive long-term contract with Somersworth that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

This represents a more complex alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of time with a guarantee of placement for some but with a limited option for choice for other students. In essence, the current AREA agreement would need to be vacated and new long-term contracts will need to be approved by Rollinsford and other school communities.

Essential elements of this step:

- Initiate and complete a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14. (See Appendix A)
- Negotiate the terms of new long-term contract with a primary resident district as per RSA 194:21-a or 194:22. (See Appendix B)
- Negotiate separate contract(s) for attendance in other certain school districts.  
*Note: The option to receive a majority of students on a guaranteed basis is available only in Somersworth, Noble and Marshwood, not in Dover or Oyster River.*
- All five Communities have indicated a willingness to receive some of the students on a space available basis.

Advantages ( + )	Disadvantages ( - )
<ol style="list-style-type: none"> <li>1. Provides a definite program and services for students at both middle and high school levels for a specified period of time.</li> <li>2. Establishes multiple schools for some residents to attend.</li> <li>3. Allows for the creation of new attendance relationships and educational environments for Rollinsford students.</li> </ol>	<ol style="list-style-type: none"> <li>4. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal.</li> <li>5. The new contracts will have a specific term of years.</li> <li>6. The contract will need to be approved by the NH State Board of Education</li> <li>7. There will be a need to transition students who may be currently enrolled in the Somersworth School District and to provide a transition plan for the students to the new school district</li> <li>8. The option calls for the creation of multiple contracts to be negotiated</li> <li>9. This alternative creates choice and the need for the school board to annually manage and decide placement options for students and creates the option that some families may not be allowed to attend their school of choice because of space limitations.</li> <li>10. The cost of the option is likely to vary among the various schools and according to current legal advise, the Rollinsford School District would be responsible for full payment of costs.</li> <li>11. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates.</li> </ol>

**Alternative 3b** – Negotiate and enter an exclusive long-term contract with Marshwood (MSAD No. 35) that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

This represents a more complex alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of time with a guarantee of placement for some but with a limited option for choice for other students. In essence, the current AREA agreement would need to be vacated and new long-term contracts will need to be approved by Rollinsford and other school communities.

Essential elements of this step:

- Initiate and complete a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14 (See Appendix A).

- Negotiate the terms of new long-term contract with a primary resident district.
- Negotiate separate contract(s) for attendance in other certain school districts.  
*Note: The option to receive a majority of students on a guaranteed basis is available only in Somersworth, Noble and Marshwood, not in Dover or Oyster River.*
- All five Communities have indicated a willingness to receive some of the students on a space available basis.

Advantages ( + )	Disadvantages ( - )
1. Provides a definite program and services for students at both middle and high school levels for a specified period of time	4. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal
2. Establishes multiple schools for some residents to attend	5. The new contracts will have a specific term of years
3. Allows for the creation of new attendance relationships and educational environments for Rollinsford students	6. The contract will need to be approved by the NH State Board of Education
	7. There will be a need to transition students who may be currently enrolled in the Somersworth School District and provide a transition of students to the new school district
	8. The option calls for the creation of multiple contracts to be negotiated
	9. This alternative creates choice and the need for the school board to annually manage and decide placement options for students and creates the option that some families may not be allowed to attend their school of choice because of space limitations
	10. The cost of the option is likely to vary among the various schools and according to current legal advise the Rollinsford School District would be responsible for full payment of costs.
	11. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates.

**Alternative 3c** – Negotiate and enter an exclusive long-term contract with Noble (MSAD No. 60) that would guarantee a percentage of eligible students but allow up to a certain percentage to attend other schools.

This represents a more complex alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of time with a guarantee of placement for some but with a limited option for choice for other students. In essence, the current AREA agreement would need to be vacated and new long-term contracts will need to be approved by Rollinsford and other school communities.

Essential elements of this step:

- Initiate and complete a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14 (See Appendix A).
- Negotiate the terms of new long-term contract with a primary resident district.
- Negotiate separate contract(s) for attendance in other certain school districts.  
*Note: The option to receive a majority of students on a guaranteed basis is available only in Somersworth, Noble and Marshwood, not in Dover or Oyster River.*
- All five communities have indicated a willingness to receive some of the students on a space available basis.

Advantages ( + )	Disadvantages ( - )
<ol style="list-style-type: none"> <li>1. Provides a definite program and services for students at both middle and high school levels for a specified period of time</li> <li>2. Establishes multiple schools for some residents to attend</li> <li>3. Allows for the creation of new attendance relationships and educational environments for Rollinsford students</li> </ol>	<ol style="list-style-type: none"> <li>4. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal</li> <li>5. The new contracts will have a specific term of years</li> <li>6. The contract will need to be approved by the NH State Board of Education</li> <li>7. There will be a need to transition students who may be currently enrolled in the Somersworth School District and provide a transition of students to the new school district</li> <li>8. The option calls for the creation of multiple contracts to be negotiated</li> <li>9. This alternative creates choice and the need for the school board to annually manage and decide placement options for students and creates the option that some families may not be allowed to attend their school of choice because of space limitations</li> <li>10. The cost of the option is likely to vary among the various schools and according to current legal advise the Rollinsford School District would be responsible for full payment of costs.</li> <li>11. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates.</li> </ol>

**Alternative 4** – Create an open “Choice” option for parents to decide where they want their child(ren) to attend school, at school district expense.

This represents the most complex alternative designed to accommodate the anticipated enrollment for grades 7-12 for a specified period of time with no true guarantee

of placement for perhaps some students but with a broad option for choice for all students. In essence, the current AREA agreement would need to be vacated and new attendance arrangements would need to be approved by Rollinsford and other school communities.

Essential elements of this option:

- Initiate and complete a procedure to leave the current AREA relationship with the Somersworth School District as per RSA 195-A:14. (See Appendix A)
- Negotiate the terms of “arrangements” with districts of interest.
- All five Communities have indicated a willingness to receive some of the students on a space available basis.

Advantages ( + )	Disadvantages ( - )
<ol style="list-style-type: none"> <li>1. Provides choice in attendance to families and to the school district based on the willingness of the receiving school to accept the students.</li> <li>2. Establishes multiple schools for some residents to attend.</li> <li>3. Allows for the creation of new attendance relationships and educational environments for Rollinsford students.</li> </ol>	<ol style="list-style-type: none"> <li>4. The transition to this arrangement will take a period of time and involve meeting the state guidelines and requirements on withdrawal.</li> <li>5. There exists a real concern that some students may not be accepted into area schools and the Rollinsford School District still remains legally responsible to provide a free and appropriate education at public expense, with no sure alternative.</li> <li>6. There will be a need to transition students who may be currently enrolled in the Somersworth School District and to provide a transition plan for the students to the new school district.</li> <li>7. The option calls for the creation of multiple contracts to be negotiated and implemented.</li> <li>8. This alternative creates the need for the school board to annually manage and decide placement options for students and creates the very real possibility that some families may not be allowed to attend their school of choice because of space limitations.</li> <li>9. This choice creates a real concern that some family members may not be able to attend the same area school because of space limitations and/or transition planning.</li> <li>10. Requires careful analysis of cost items such as transportation, technology (ME Laptop Initiative), and special education in addition to basic tuition rates.</li> <li>11. The cost of the option is likely to vary among the various schools potentially exceeding the cost of all other options and according to current legal advise the Rollinsford School District would be responsible for full payment of costs.</li> </ol>

## **XI. Summary Recommendation and Closing Comments**

As identified in our earlier meetings and throughout this report, while there exists a number of attractive alternatives for the Rollinsford school community regarding the educational placement of its middle and high school students, there is no one simple or clear choice. Rather, it is recommended that the Rollinsford School Board lead its community through a multi-step decision making process that includes: 1. a careful review of the research and analysis contained in this report, 2. the sharing of information with your community, 3. the selection of a few possible choices and tours by a representative group, 4. the collection and analysis of visitors' feedback, and 5. after review and analysis of all feedback and information, a final decision by the Rollinsford School Board. Once completed the Rollinsford School Board should make its recommendation to the Rollinsford School District Meeting, gain public approval by vote and then implement its chosen alternative following the steps identified.

It has been a pleasure to work on this independent investigation and evaluation of the Rollinsford School District's educational program options for providing grades 7-12 educational services, and we look forward to attending an upcoming meeting of the Rollinsford School Board to answer questions and discuss this report.

We would like to express our deep appreciation for the administrators, staff members and school board members from each of the communities involved in this study for their openness and cooperation. Thank you.

## **XII. Summary Notation of Research Sources**

1. New Hampshire's and Maine's Department of Education research data and reports.
2. New Hampshire Education Laws (Revised Statutes Annotated).
3. New Hampshire Department of Education's Special Education District Report – Report to Public FFY 2009 APR (July1, 2009 – June 30, 2010).
5. Various other documents and internal reports from the selected School Districts.
6. Interviews with the Rollinsford and the selected school district officials.

## **Appendix A**

### **New Hampshire Revised Statute 195-A on AREA**

Draft

# New Hampshire Statutes

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- [Section 195-A:1 Definitions.](#)
- [Section 195-A:2 Policy and Standards.](#)
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- [Section 195-A:13 Addition of New Grades to Area Plan.](#)
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- [Section 195-A:15 Conversion of Area School Plan to Cooperative School District.](#)
- [Section 195-A:16 Modification.](#)

## **Appendix B**

### **New Hampshire Revised Statute 194-21A and 194:22 on Long-term Contracts**

Draft

# TITLE XV EDUCATION

## CHAPTER 194 SCHOOL DISTRICTS

### High Schools

#### Section 194:21-a

**194:21-a Long-Term Contracts.** – The school districts of the state may enter into a contract with each other for the establishing and maintaining jointly a high school for the benefit of their pupils and may raise and appropriate money to carry said contracts into effect. The school boards of said districts, acting jointly or otherwise, shall have the authority and perform such duties in relation to schools so maintained as may be provided for in the contracts. The term of any such contract may be for a term not to exceed 20 years from the date of the contract. In entering into such contract either of said school districts may bind itself to the payment of tuition for the entire term of the contract and may also bind itself to annual payments on account of capital investments.

**Source.** 1959, 218:1, eff. Aug. 11, 1959.

# TITLE XV EDUCATION

## CHAPTER 194 SCHOOL DISTRICTS

### High Schools

#### Section 194:22

**194:22 Contracts With Schools.** – Any school district may make a contract with an academy, high school or other literary institution located in this or, when distance or transportation facilities make it necessary, in another state, and raise and appropriate money to carry the contract into effect. If the contract is approved by the state board the school with which it is made shall be deemed a high school maintained by the district.

**Source.** 1874, 69:1. GL 90:15. 1885, 89:2. 1887, 111:1. PS 89:11. 1901, 96:6. 1903, 118:1. 1905, 90:1. 1909, 100:1. 1911, 137:1. 1915, 126:1. 1917, 219:1. 1921, 85, IV:21. PL 119:21. RL 138:21.