

## 6

# Education

Providing Goffstown's school children with a complete and well-rounded education is one of the most important responsibilities which can be undertaken by the community. However, due to the system used to finance education in New Hampshire, it is also the largest expenditure which will have to be paid for from local property taxes. Therefore, providing a complete yet cost-effective program for education is one of the most difficult issues that the town must confront each year during preparation of the municipal and school district budgets.

The mission statement for those charged with the preparation of the Education chapter states that "the goal of the education subcommittee is to identify the factors which affect the public education trends and practices in the Town of Goffstown." This chapter of the master plan addresses a number of the issues associated with this complex process. The first portion of the chapter provides an overview of the existing education system, including an assessment of existing school facilities and their ability to accommodate future growth. The second part focuses on the issues and realities of funding education in Goffstown. The chapter concludes with a series of recommendations, as well as some parameters which should be considered by decision-makers when evaluating education options for the town in the future.

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## 1 Overview of the Education System



The Goffstown School District provides educational services for Goffstown children in grades 1 through 12. In addition, the District also provides, in exchange for tuition payments, education for children from the Dunbarton and New Boston school districts for Grades 7 through 12.

The responsibility for operation of the Goffstown School District rests with a 9 member school board elected by the citizens of Goffstown. The electoral term for each board member is 3 years. Electoral terms for board members are staggered such that 3 positions are elected each year.

Funds to operate the Goffstown schools are provided from grants, state revenues, tuition, and local property taxes, with the bulk of funds derived from local property taxes. The budget for operation of the Goffstown School District is set by the eligible voters residing in the district. In 1996 and prior years, the budget was set at an annual School District meeting. However, by vote of the electorate in 1996, the annual budget for years subsequent to 1996 will be determined by official ballot at the time of elections in March. The budget presented to the voters for approval is prepared jointly by the Goffstown School Board and the Goffstown Budget Committee.

Administrative services for the Goffstown School District are provided by a School Administrative Unit (SAU #19). Established by state law, the Goffstown, New Boston and Dunbarton School Districts are each members of SAU #19, sharing its administrative staff. Overall responsibility for day-to-day operation of the schools rests with the Superintendent of Schools and his staff. They are hired by the SAU Board, which is comprised of the combined membership from the Goffstown, New Boston, and Dunbarton School Boards. Votes of SAU #19 board members are weighted according to the percentage of students in the SAU from a particular board member's district. SAU #19 offices are located in the Village in a 19<sup>th</sup> century wooden school house which once served as the Goffstown High School. This building is owned by the Town of Goffstown, which makes it available rent-free, for use by the SAU. The SAU is responsible for maintenance of the facility. Although administrative staff is shared by Goffstown, New Boston, and Dunbarton, each school district separately sets its own budget, policies, and curriculum.

At the 1996 Goffstown School District meeting, voters established a joint committee with New Boston and Dunbarton to investigate and report on the feasibility of establishing a cooperative school district. In a cooperative school district, a single school board comprised of membership from Goffstown, New Boston, and Dunbarton, would jointly establish budgets, policies, and curriculum and share in costs. Under the current Area Agreement, established in 1971, Goffstown receives students from New Boston and Dunbarton for Grades 7 through 12. However, the responsibility for establishing budgets, policies, and curriculum rests solely with the Goffstown School District and board. Under existing agreement, New Boston and Dunbarton pay tuition to Goffstown. During the 1995/96 school year, estimated tuition per student was \$5,647 for the High School and \$4,745 for the Middle School. The cost of transporting students is paid for separately by the participating districts.

As an incentive for participation in an Area Agreement, the State of New Hampshire pays 40% of the principal amount for building construction bond issues, versus 30% for school districts which are not part of such an agreement. There is no difference in the amount of state aid provided under Area Agreements versus that provided to cooperative school districts (it would remain at 40% of payments on bond principal).

The Goffstown School District owns four school buildings. The Bartlett School in the Pinardville section of town is a neighborhood school for grades 1 through 3. The Maple Avenue School, located in the Village area of Goffstown receives the remainder of students for grades 1 through 3 and also

houses a pre-school program (there is no Kindergarten program). Mountain View Middle School, in the Grasmere section of town, houses grades 4 through 8 and the Goffstown High School, on Wallace Road, houses grades 9 through 12. Vocational Education for Goffstown High School students is provided under contract with the Manchester Skills Center. Students attend this facility on a part-time basis for vocational training with academic education provided at the Goffstown High School.

## 2 Education Facilities

This section provides an overview of the present condition of each of the town's four schools, as well as comments on each school's ability to accommodate projected enrollment levels. Table 1 presents a summary of statistics for each of these facilities. More detailed building data, as well as site plans for each of the school properties, can be found in the Education section of the master plan appendix.

	Bartlett	Maple Avenue	MVMS	High School
<b>Year Built</b>	1922	1956	1991	1965/66
<b>Additions</b>	1960s	1960,1990	none	unknown
<b>Grades</b>	1-3	pre-school-3	4-8	9-12
<b>Total Faculty/Staff</b>	27	46	108	91
<b>Student Population<sup>(1)</sup></b>	165	464	1,108	923
<b>Max. Rated Capacity</b>	204	475	1,244 <sup>(2)</sup>	1,115 <sup>(3)</sup>
<b>Average Class Size</b>	16.5	23	24.5	24.5
<b>Gross Bldg. Sq. Feet</b>	22,190	40,500	116,000	116,000
<b>Site Acreage</b>	1.2	6+	60.6	30
<b>Acreage Required</b>	7.0 <sup>(4)</sup>	10 <sup>(4)</sup>	21 <sup>(5)</sup>	24 <sup>(6)</sup>
<b>Parking Spaces</b>	24	48	136	180
<b>Water/Sewer</b>	town/town	town/town	town/septic	town/town

(1) As of 4/25/97  
 (2) Assumes all classrooms are fully utilized every class period. This is not practical due to the fact that students choose some of their own classes. A more practical maximum number is 85% of 1,244, or 1,057. This number allows more flexibility in class size and scheduling.  
 (3) For the same reason as stated in (2) a more practical maximum number is 85% of 1,115, or 948.  
 (4) 5 acres plus 1 acre per 100 students - NH Dept. of Education  
 (5) 10 acres plus 1 acre per 100 students - NH Dept. of Education  
 (6) 15 acres plus 1 acre per 100 students - NH Dept. of Education

### A. Facilities Assessment

#### 1) Bartlett School

##### Observations

1. The site is severely undersized based on state standards, and lacks soft-surface play space. Since all adjacent land is developed, any property next to the school on Mast Road should be considered for purchase when available in order to expand the play area.

2. The facility adequately serves the current student population, however, the introduction of the 4<sup>th</sup> grade class, a kindergarten program, and/or reintroduction of the pre-school program, could affect space availability. The availability of building lots in the Pinardville section of town should be studied to determine future population growth in this area and the affect that future growth will have on the school.
3. All classrooms are smaller than the state minimum standard of 900 square feet, however, based on current class size of 16, all classrooms are adequate based on state minimum standards of 30 square feet per student.
4. The music/art room is shared on alternate days. It is not acoustically isolated from adjacent spaces nor does it contain a sink or water source.
5. The guidance office is located at the end of a corridor offering no privacy.
6. The reading specialist's/testing room should be acoustically treated.
7. The kitchen food storage area is undersized, remote from the kitchen and shared with general building storage.
8. Public use of the facility includes: Brownies use of the gym once a week; Cub Scouts use of the gym once a week plus one Friday per month; the Pinardville Lions Club uses the teacher's room once a month; and the Goffstown Parks and Recreation Department operates an after school activity period in the gym one day a week during fall and spring.

### **Recommendations**

1. The District should consider purchase of the adjacent property for a grass play area.
2. Implement redistricting within the school district in order to move students from the overcrowded Maple Avenue School to the Bartlett School.
3. Implement corrective measures needed to resolve items 4 through 7 above.

## 2) Maple Avenue School

### **Observations**

1. Based on state standards, the site is very undersized and it lacks grass play space. All land adjacent to the school has been developed. Furthermore, parking is adequate for daily activities but severely lacking for special events.
2. The facility is nearing its total capacity. The rated capacity of 475 students is based on an average of 25 students per classroom. As of September 1996, most of the 3rd grade classes had 26 or 27 students in each room. The introduction of the 4th grade class (six classrooms), a kindergarten

program, or expansion of the pre-school program could affect space availability. The availability of building lots outside of the Pinardville section of town should be evaluated to determine future population growth in this area, and the affect that this growth would have on school enrollment.

3. Fourteen of the 19 classrooms are smaller than the state minimum standard of 900 square feet, however, based on current class size of 23, all classrooms are adequate based on the state minimum standard of 30 square feet per student.
4. Space for general supply storage is lacking.
5. Space for specialists is lacking. Speech therapy is currently conducted in a closet and no "testing" room exists.
6. The Administration area is crowded.
7. Public use of the facility includes: three Brownie troops using three classroom once a week; Cub Scouts use of a classroom once a week; Boy Scouts use of a classroom once a week; the Goffstown Parks and Recreation Department operates an after-school activity period in the gymnasium two days a week in the fall and spring and an adult basketball league in the gymnasium every night in the winter; baseball and softball teams use the gymnasium four days per week in the late spring; the Goffstown Rotary uses the gymnasium one day a year for their auction; and Merri-Lou Community Pre-School uses the gymnasium one evening in the spring for their graduation.

### **Recommendations**

1. Study the possible acquisition of adjacent land for the development of a grass play area and parking.
2. Implement redistricting to move students from the overcrowded Maple Avenue School to the underutilized Bartlett School and/or, move the Pre-School program from the Maple Avenue School to the Bartlett School.
3. Teacher aides should be added to all classes with more than 22 students, or, one classroom and one teacher should be added to reduce the large class sizes.
4. Implement corrective measures to resolve items 4 through 6 above.

### 3) Mountain View Middle School

#### **Observations**

1. The site is generously sized by state standards.
2. The facility adequately serves the current student population, but is quickly reaching its maximum student capacity and has already surpassed its maximum rated capacity. The departure of the 4th grade

class, or the 7th and 8th grade classes to the “sending” towns of New Boston and Dunbarton, would greatly affect how the facility is utilized (167 students in the 7th and 8th grades are from Dunbarton and New Boston). The long range growth projections and educational goals of both “sending” towns should be studied to determine the affect they would have on the school.

3. All standard classrooms are slightly smaller than the state minimum standard of 900 square feet, however, all classrooms are adequate based on the state minimum standard of 30 square feet per student.
4. Space for paper goods storage is lacking.
5. Space for science supplies storage is lacking.
6. The Title One program is being taught in a room originally designed for storage.
7. The special needs classroom has been taken over for use as a standard classroom.
8. Public use of the facility includes: Girl Scouts use of a classroom once a week; Cub Scouts use three classrooms once a week plus the cafeteria once a month; Boy Scouts use one classroom once a week; and the Goffstown Parks and Recreation Department operates various programs (aerobics, volleyball, basketball, etc.) six nights a week throughout the year.

#### **Recommendations**

1. Future use of the facility should be studied as if the following conditions existed.
    - a) The 4th grade is moved back to the Bartlett School and Maple Avenue School.
    - b) Dunbarton and/or New Boston decide to take their 7th and 8th graders back.
  2. Implement corrective measures to resolve items 4 through 7 above.
- 4) Goffstown Area High School

#### **Observations**

1. The site appears to be large enough to accommodate the facility, but has not been fully developed. The facility lacks adequate parking for students and staff and has minimal athletic field development. The students currently use many of the athletic facilities at Barnard Park, which leads to the potential for a lack of supervision, as well as safety concerns.
2. The facility is presently nearing its total student capacity. The departure of students from the “sending” towns of New Boston and Dunbarton would greatly affect how the facility is utilized (257 students, or 28%, of

the students at the High School, are from Dunbarton and New Boston). The long range projections and educational goals of both "sending" towns should be studied to determine the affect they would have on the facility.

3. The building is not fully handicap accessible. Violations include ramps which are too steep, obstructions to walkway paths, lack of lever-style handles on doors, controls and equipment mounted too high above the floor, etc.
4. A lack of mechanical fresh air ventilation occurs throughout the building.
5. Many of the entry vestibules do not have a second set of interior doors which would provide an energy-saving air lock.
6. Many of the windows and glazing systems have single pane glass, not energy efficient thermal units.
7. Many spaces are inadequate in size to accommodate the student population including the cafeteria, art rooms and support spaces, the science area, business rooms, and special needs spaces.
8. The administration area is too small and lacks adequate conference space.
9. Asbestos tile in the corridors is worn through to the underlying concrete slab.
10. The green colored table tops in some of the science rooms are asbestos. Students work on these every day.
11. Public use of the facility is extensive and occurs year round.

### **Recommendations**

1. Develop additional athletic playfields so that students will not have to use the facilities at Barnard Park.
2. The facility does not adequately serve the current student population.
3. A complete facility analysis performed by a qualified design professional should be undertaken immediately. This analysis, in conjunction with an updated educational specification, would provide a long range plan for the facility and users. It should provide information on mechanical, electrical, communication, computer, and fire alarm systems. The report should also review how the building is currently being utilized relative to the demand for certain types of classes versus what can realistically be offered. For example, if students are showing great interest in the arts, then rooms must be equipped with the necessary items such as sinks, proper lighting, extra ventilation, electrical power, and dust control. The study should also examine building and life safety code compliance, Americans with Disabilities Act (ADA) compliance, and potential expansion/renovation options and costs.

## B. Population and Enrollment Projections

This section is divided into two main parts. The first part provides town wide data for the school district towns of Goffstown, New Boston and Dunbarton. The information includes several statistical indicators which are used to evaluate overall community growth trends which may also affect school enrollment levels. The second part presents historical and projected levels of enrollment for all of the district's school facilities.

### 1) Town Trends

The data in Table 2 and Figure 1 illustrate population trends in the Goffstown area between 1970 and 2015. The data presented for 1970 to 1990 represents actual Census enumeration. The 1995 estimate and the projected fig-

	1970	1980	1990	1995	2000	2005	2010	2015
<b>Goffstown</b>	9,284	11,315	14,621	15,177	15,625	16,448	17,041	17,839
<b>New Boston</b>	1,390	1,928	3,214	3,524	4,467	5,051	5,510	5,739
<b>Dunbarton</b>	825	1,174	1,759	1,876	2,249	2,465	2,638	2,733
<b>Total</b>	11,499	14,417	19,594	18,857	22,341	23,964	25,189	26,311

Source: 1970 - 1990 U.S. Census  
1995 and 2000 - 2015 NH Office of State Planning

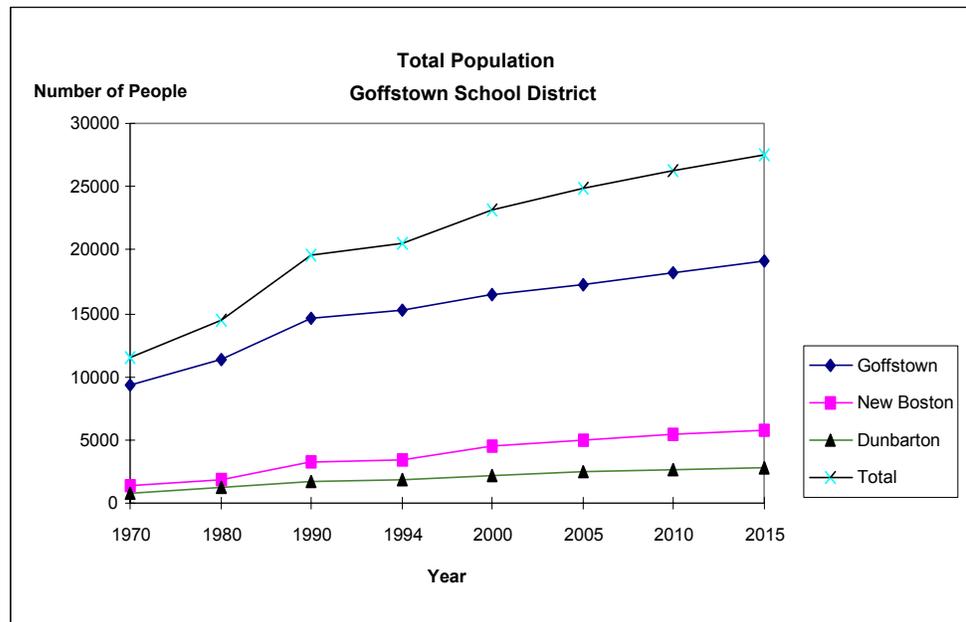


Figure 1

ures for years 2000 to 2015, were developed by the NH Office of State Planning (NHOSP). The data indicates that by the year 2015, the combined population of Goffstown, New Boston, and Dunbarton, is expected to increase by an estimated 6,000 people.

Table 3 and Figure 2 depict the number of births which occurred annually within the school district's three towns between 1970 and 1995. This data illustrates that there was a slight decrease in births over the past several years, while the highest single year increase in births occurred in 1990. It is estimated that these children entered first grade in the 96-97 school year.

	1970	1975	1980	1985	1990	1991	1992	1993	1994	1995
Goffstown	90	87	117	130	171	160	150	135	155	140
New Boston	31	17	30	51	57	54	47	50	49	51
Dunbarton	11	10	16	18	20	32	21	28	32	24
<b>Total</b>	<b>132</b>	<b>114</b>	<b>163</b>	<b>199</b>	<b>248</b>	<b>246</b>	<b>218</b>	<b>213</b>	<b>236</b>	<b>215</b>

Source: Town Reports

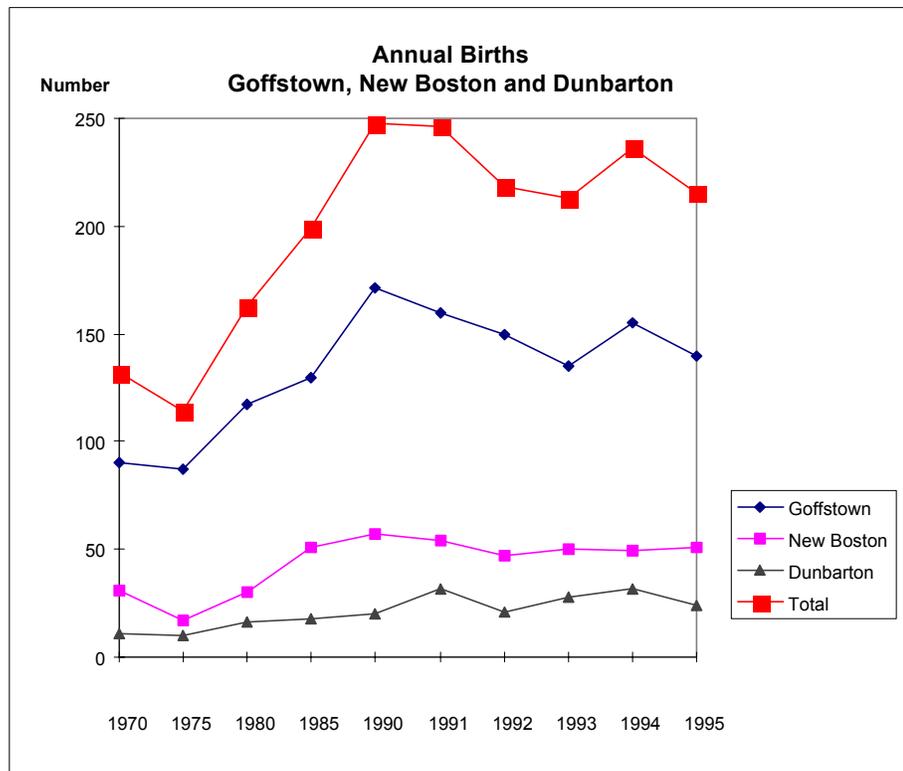


Figure 2

Another factor which can affect school enrollment levels is the number of residential building permits issued within the town. As shown in Table 4 and Figure 3, building permits issued in Goffstown for new residential dwelling units ranged between 51 and 71 from 1990 to 1995. These figures represent approximately 45% to 62% of the total permits issued (114) in 1985.

	1985	1990	1991	1992	1993	1994	1995
Goffstown	114	50	59	70	71	70	51
New Boston	94	37	30	15	20	24	29
Dunbarton	4	10	13	11	15	15	29
Total	212	97	102	96	106	109	109

Source: Town Reports

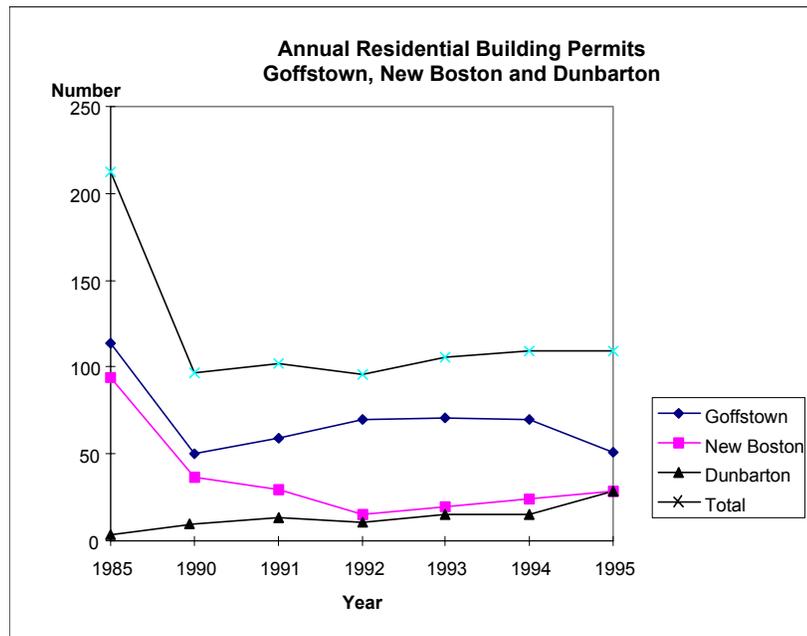


Figure 3

## 2) School Enrollment Trends and Projections

### Bartlett Elementary School

Table 5 and Figure 4 depict actual enrollment for the Bartlett School from 1986 to 1996 (data for 1996 is estimated). These figures indicate that the school exceeded its maximum rated capacity of 204 students every year between 1986 and 1990. However, between 1991 and 1996, enrollment levels did not exceed the facility's capacity in any year. This is largely due to the fact that fourth grade students were relocated to MVMS in 1991 and the Preschool Program was relocated to the Maple Avenue Elementary School in 1993.

**Table 5**  
**Enrollment by Grade- 1986 to 1996**  
**Bartlett Elementary School**

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Pre-school	--	9	9	8	15	17	20	--	--	--	--
Multi-age	--	--	--	--	--	--	--	--	--	40	38
First	61	48	45	69	57	49	74	46	52	39	36
Second	50	54	46	66	45	54	48	72	53	36	36
Third	53	60	56	47	60	49	52	42	74	46	44
Fourth	52	45	61	62	40	--	--	--	--	--	--
Special ed	--	--	18	10	18	--	--	--	--	--	--
<b>Total</b>	<b>216</b>	<b>216</b>	<b>235</b>	<b>262</b>	<b>235</b>	<b>169</b>	<b>194</b>	<b>160</b>	<b>179</b>	<b>161</b>	<b>154</b>

Source: Town Reports and SAU Office

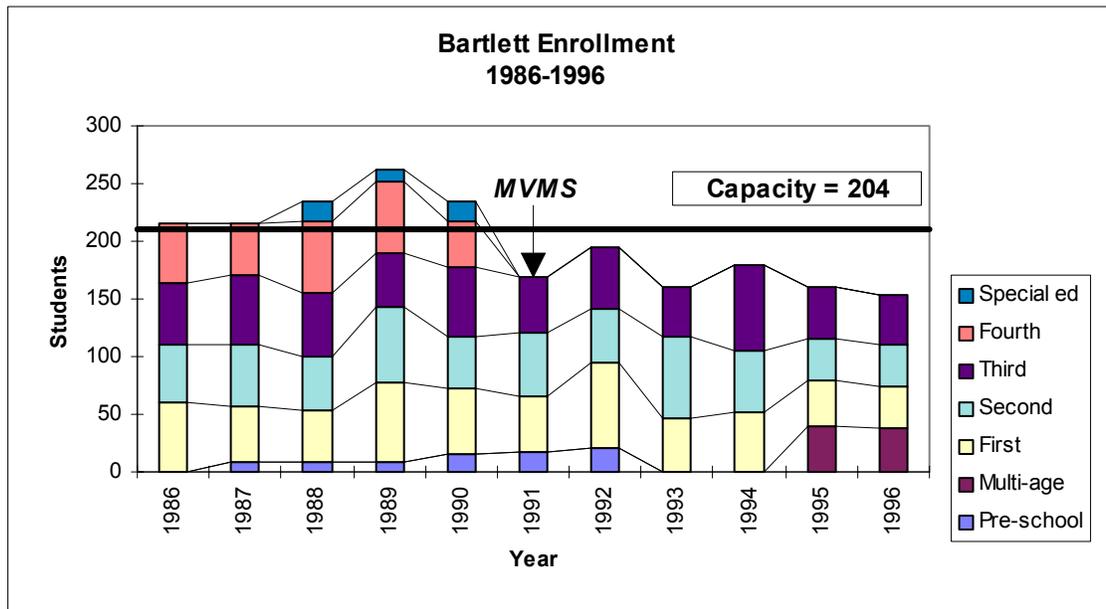


Figure 4

Table 6 and Figure 5 present information regarding projected enrollment for the Bartlett School facility. It should be noted however, that these figures were derived based on combined total historical enrollment levels at both the Bartlett and Maple Avenue schools. The initial projections were developed by the NHOSP and presented as the total number of students at the elementary grade levels. This total was then allocated between both schools based on enrollment levels for school years 1993 through 1996. The percentage of students at the Bartlett School for those years is presented below.

- 1993 - Bartlett 28% of total elementary population (160 out of 577)
- 1994 - Bartlett 29% of total elementary population (179 out of 624)
- 1995 - Bartlett 28% of total elementary population (161 out of 572)

- 1996 - Bartlett 27% of total elementary population (154 out of 581)

Based on these historical percentages, projected enrollment for the Bartlett School is based on an average of 28% of the total number of students at the elementary level in Goffstown.

	1997	1998	1999	2000	2001	2002	2003	2004
<b>first</b>	50	46	49	52	54	57	60	63
<b>second</b>	53	51	47	50	53	55	58	61
<b>third</b>	57	53	52	48	51	53	56	59
<b>total</b>	160	150	148	150	158	165	174	183

Source: Source: Office of State Planning - 1994

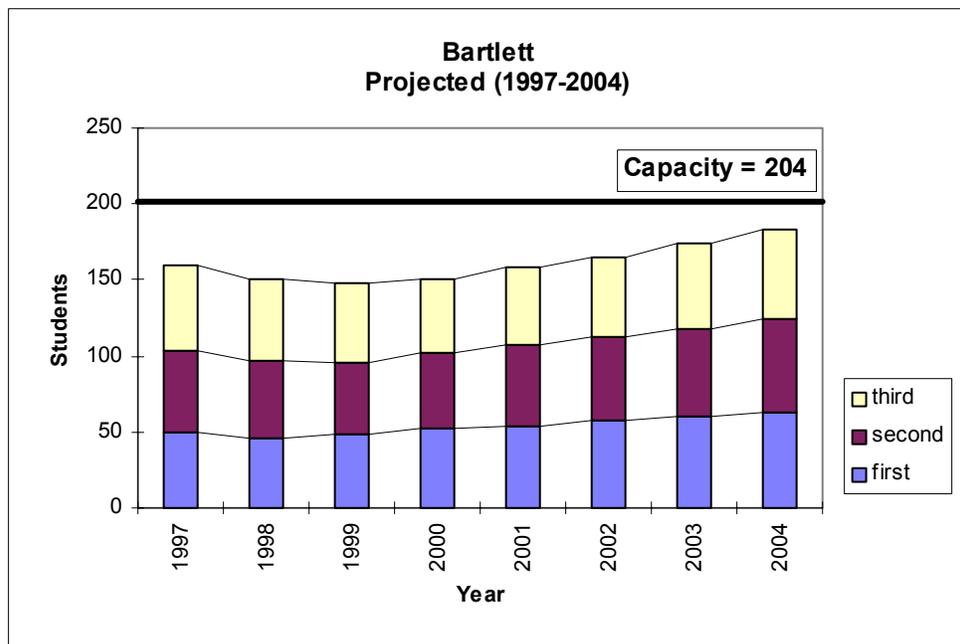


Figure 5

**Maple Avenue School**

Actual enrollment figures for the Maple Avenue School, between 1986 and 1995, are presented in Table 7. The figures for 1996 are estimated. Based on the school capacity of 475 students, this facility exceeded its capacity in 1990, as shown in Figure 6. The large decrease between 1990 and 1991 is due to the relocation of the fourth grade to the Middle School at that time. However, since the 1991 school year, total enrollment has been increasing.

**Table 7**  
**Enrollment by Grade- 1986 to 1996**  
**Maple Avenue School**

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Pre-school	--	--	--	--	--	--	--	14	24	21	30
Multi-age	--	--	--	--	--	--	--	--	--	66	66
First	76	118	116	115	135	113	132	141	146	99	109
Second	91	96	117	114	122	128	124	137	137	106	104
Third	92	93	89	123	127	116	127	125	138	119	118
Fourth	88	105	99	93	127	--	--	--	--	--	--
Special ed	--	--	10	8	2	--	--	--	--	--	--
<b>Total</b>	<b>347</b>	<b>412</b>	<b>431</b>	<b>453</b>	<b>513</b>	<b>357</b>	<b>383</b>	<b>417</b>	<b>445</b>	<b>411</b>	<b>427</b>

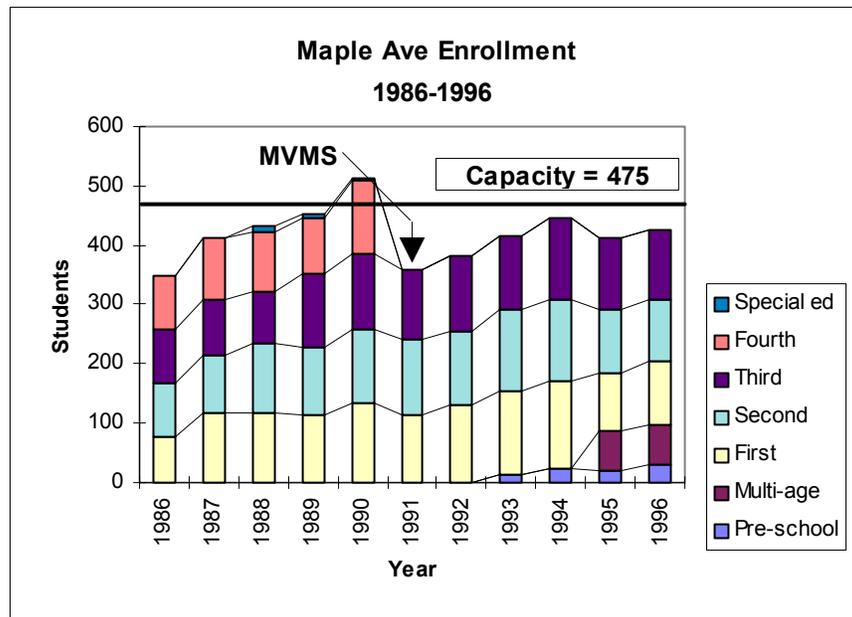


Figure 6

Projected enrollment figures for the Maple Avenue School are presented in Table 8. The same methodology described under the Bartlett School projections was also applied to this facility. That methodology assumed the school’s historical percentage of total elementary students within the town would remain approximately the same in the future. Percentages of total elementary school population for the Maple Avenue School, 1991 through 1994, are presented below.

- 1991 - 72% of total elementary population (417 of the total 577)
- 1992 - 71% of total elementary population (445 of the total 624)
- 1993 - 72% of total elementary population (411 of the total 572)
- 1994 - 73% of total elementary population (427 of the total 581)

Therefore, the projected enrollment levels for the Maple Avenue School are based on this facility continuing to accommodate approximately 72% of the town’s total elementary school students.

**Table 8**  
**Projected Enrollment - 1997 to 2004**  
**Maple Avenue School**

	1997	1998	1999	2000	2001	2002	2003	2004
<b>first</b>	127	120	125	132	139	146	154	162
<b>second</b>	135	130	122	128	135	142	149	157
<b>third</b>	147	138	132	123	130	138	144	151
<b>total</b>	409	388	379	383	404	426	447	470

Source: NHOSP 1994

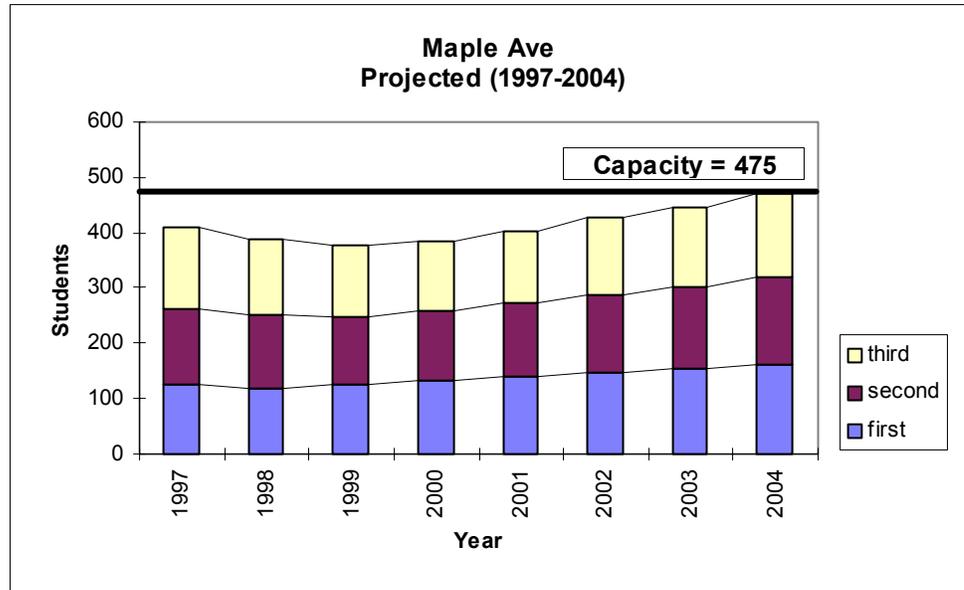


Figure 7

**Mountain View Middle School**

Table 9 presents the Mountain View Middle School (MVMS) actual enrollment figures for 1991 to 1995 (1996 is estimated). The facility opened in 1991 and since that time, its total enrollment has steadily increased. As of 1996, enrollment was estimated to have exceeded the schools rated capacity of 1,057 by 85, as illustrated in Figure 8. Also shown in Figure 8 is the school’s maximum population capacity of 1,244 students. The difference between these two capacity figures is described in a footnote in Table 1.

**Table 9**  
**Enrollment by Grade- 1991 to 1996**  
**Maple Avenue School**

	1991	1992	1993	1994	1995	1996
<b>fourth</b>	191	173	192	173	214	208
<b>fifth</b>	172	200	171	183	175	209
<b>sixth</b>	163	179	201	176	183	187
<b>seventh</b>	260	246	252	287	277	275
<b>eighth</b>	221	256	242	259	283	263
<b>total</b>	1007	1054	1058	1078	1132	1142

Source: Town Reports and SAU Office

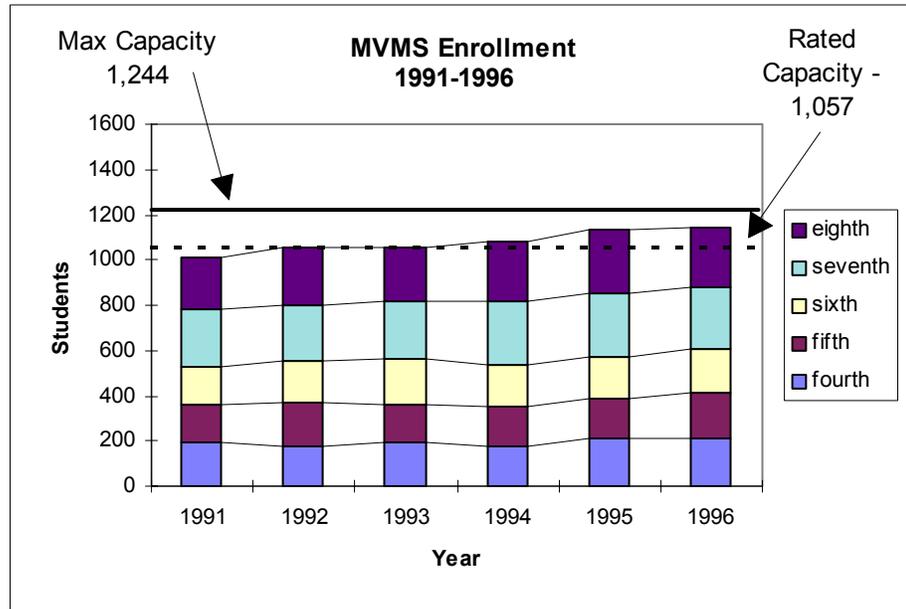


Figure 8

Table 10 illustrates the projected population for the MVMS from 1997 to 2004. As depicted in Figure 9, the population is expected to remain relatively constant over that period, reaching its peak enrollment in 1999. Figure 10 illustrates what projected enrollment levels would be at the MVMS if students from New Boston and Dunbarton were no longer part of the SAU.

	1997	1998	1999	2000	2001	2002	2003	2004
<b>fourth</b>	184	203	190	183	170	180	190	199
<b>fifth</b>	190	174	192	180	174	161	171	180
<b>sixth</b>	200	190	174	192	180	174	161	171
<b>seventh</b>	231	281	267	245	270	253	245	227
<b>eighth</b>	263	236	288	273	251	276	259	251
<b>total</b>	1068	1084	1111	1073	1045	1044	1026	1028

Source: NHOSP 1994

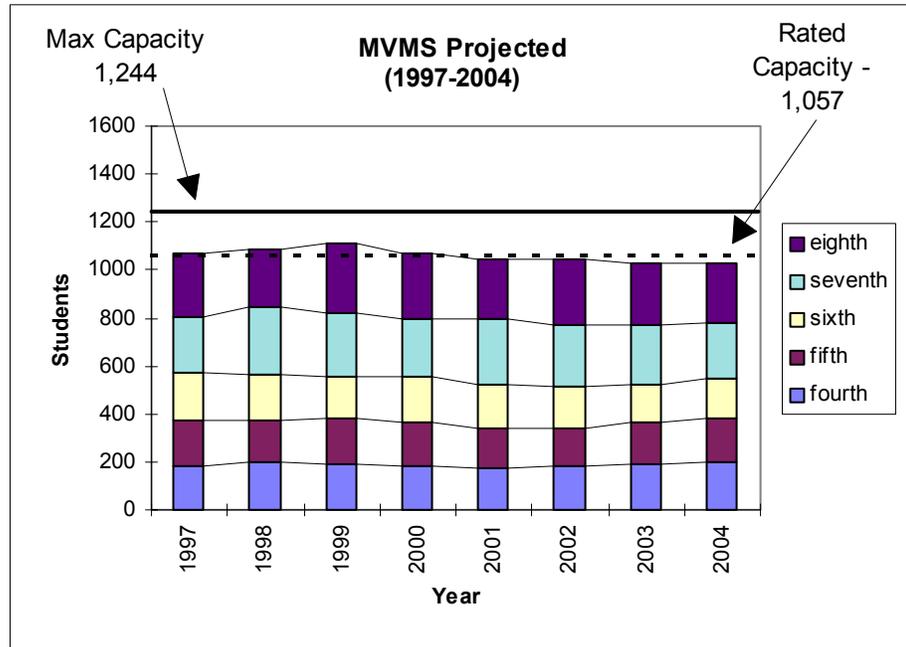


Figure 9

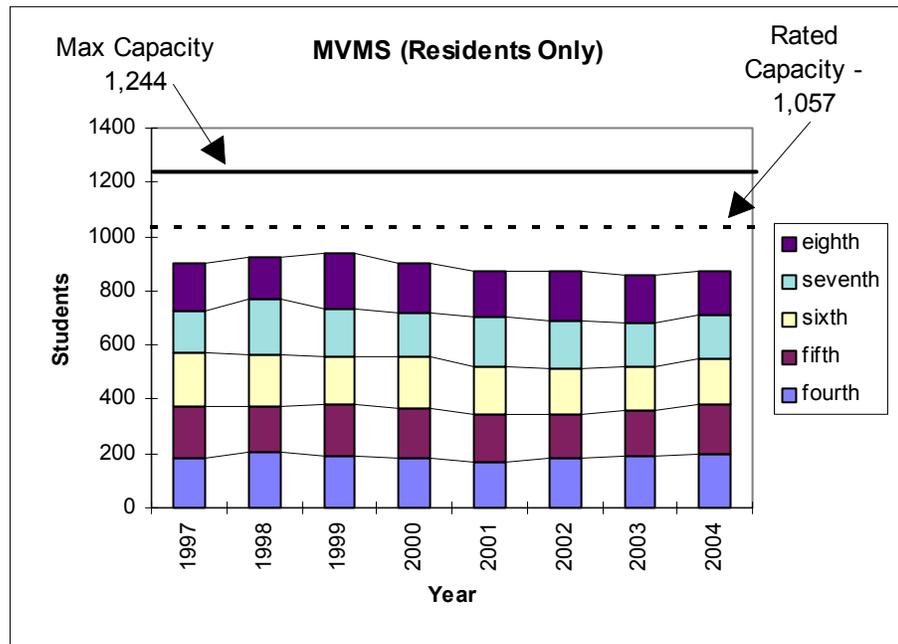


Figure 10

**Goffstown Area High School**

Table 11 presents the Goffstown Area High School’s (GHS) actual enrollment data for 1991 to 1995 (1996 is estimated). Although enrollment levels increased by approximately 100, the school did not reach its maximum rated capacity of 948 students. The difference between the 948 figure and the

maximum student capacity of 1,115 students, is explained in Footnote 3 of Table 1. Over the last several years, enrollment at this facility has increased slightly. However, there was a significant drop in students moving from grades 11 to 12 (220 down to 169) in 1993 and 1994. This fluctuation has created a significant impact on the projected enrollment (which were derived from these historic enrollment levels).

	1991	1992	1993	1994	1995	1996
ninth	207	222	252	221	244	192
tenth	181	198	238	234	213	222
eleventh	198	187	220	233	235	236
twelfth	170	179	159	169	206	273
<b>total</b>	<b>756</b>	<b>786</b>	<b>869</b>	<b>857</b>	<b>898</b>	<b>854</b>

Source: Town Reports and SAU Office

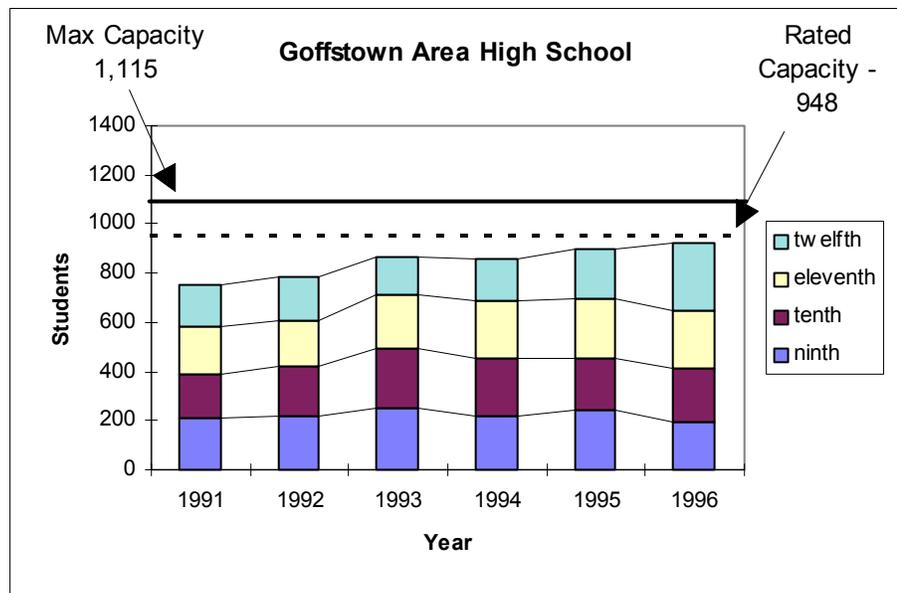


Figure 11

Table 12 presents the projected high school population from 1997 to 2004. The data suggests that the population will remain relatively constant over that period, reaching a peak of 880 students in 2003. As illustrated in Figure 12, the school population will not exceed the rated capacity of 948 students during this period.

*It should be pointed out however, that these projected numbers are considered to be low. As stated previously, the significant drop in students from Grades 11 to 12 in 1993 - 1994, resulted in a corresponding drop in projected enrollment levels. In the 1994 Long Range Planning Document, the planners*

*noted this discrepancy and suggested that new projections be completed. As of the drafting of this master plan, those projections had not been completed. Therefore, decisions regarding long-term use of the facility should take this into consideration.*

	1997	1998	1999	2000	2001	2002	2003	2004
ninth	225	233	209	255	242	222	244	229
tenth	245	212	220	197	241	229	210	230
eleventh	222	252	218	226	203	248	236	216
twelfth	161	170	193	167	173	155	190	180
<b>total</b>	<b>853</b>	<b>867</b>	<b>840</b>	<b>845</b>	<b>859</b>	<b>854</b>	<b>880</b>	<b>855</b>

Source: NHOSP 1994

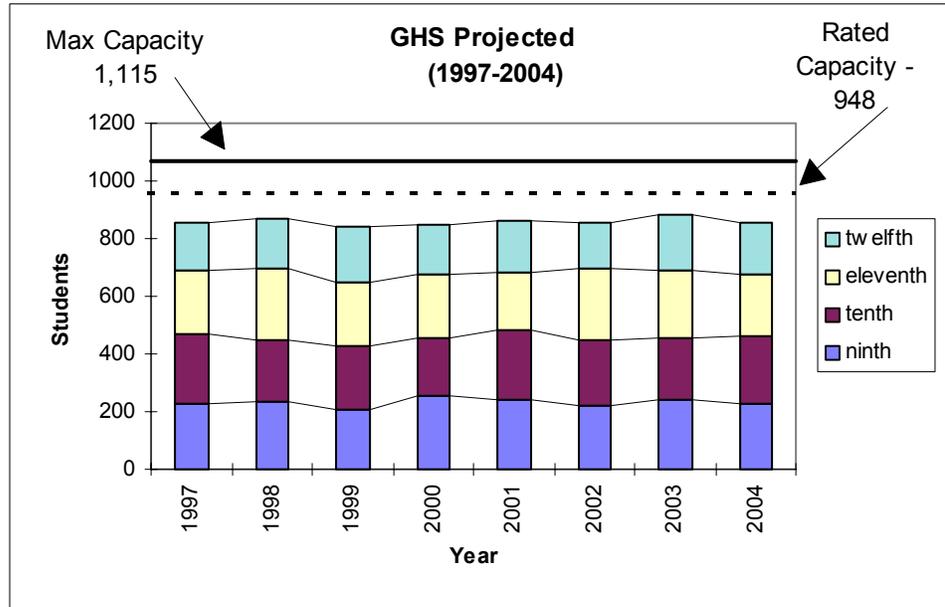


Figure 12

### 3 Funding for Education

Goffstown is similar to the vast majority of other municipalities in this state that rely on property taxes for school funding. In 1995, for every tax dollar raised in Goffstown, 65 cents was raised for school funding. Of this amount, the residential property tax base accounted for 83% and the commercial tax base, 11% .

For the period 1991 to 1995, Goffstown’s commercial tax base has declined by 4.3% while its residential tax base increased by 29.9%. Unfortunately, year to year increases in the total property tax base have not kept pace with increases

in school expenditures. After years of double digit increases, school expenditures increased by only 1% annually for the years 1994 and 1995. From a statewide perspective, average school expenditures were up 11.9% in those years.

In light of these factors, it is clear that Goffstown must expand its commercial and industrial tax base in order to support school funding in the future. The information that follows indicates that the tax base of Goffstown, without regard to current spending efficiencies, cannot support continued growth in school funding without increasing taxes. If Goffstown is to provide both quality and affordable education, the non-residential property tax base must be expanded.

1) School Costs and the Tax Base

A 10-year comparative history is provided in Table 13 for the individual components that make up the tax rate. As illustrated, the school tax portion is the largest component with approximately 60 plus percent of the tax levy being attributable to school funding. It should be emphasized that the large increase in the assessed valuation in 1988 is the result of the property revaluation completed at that time.

The data reveals that the total net assessed tax base increased by \$29,256,023 in the period 1988 to 1995. Factoring in the 1988 school tax rate of \$10.40 per thousand of assessed value, this increase in the total net assessed tax base for Goffstown provided only \$304,263 in additional school funding without impacting the tax rate. In the same period, the school tax rate increased by 66.25%. To provide significant additional school funding or tax relief, the current growth in the property tax base of Goffstown is insufficient.

	Net Assessed Valuation	Local Tax Rate			School Rate as % of Total
		School	Town and County	Total	
<b>1985</b>	\$69,559,033	\$66.84	\$36.86	\$103.70	64%
<b>1986</b>	\$72,690,925	\$74.03	\$33.57	\$107.60	69%
<b>1987</b>	\$76,256,070	\$71.14	\$41.46	\$112.60	63%
<b>1988*</b>	\$666,218,277	\$10.40	\$5.76	\$16.16	64%
<b>1989</b>	\$657,830,030	\$10.77	\$6.64	\$17.41	62%
<b>1990</b>	\$665,724,332	\$12.11	\$7.71	\$19.82	61%
<b>1991</b>	\$667,843,285	\$14.83	\$7.85	\$22.68	65%
<b>1992</b>	\$674,947,823	\$15.62	\$8.03	\$23.65	66%
<b>1993</b>	\$672,955,223	\$15.25	\$9.39	\$24.64	62%
<b>1994</b>	\$675,342,100	\$15.85	\$9.29	\$25.14	63%
<b>1995</b>	\$695,474,300	\$17.29	\$9.31	\$26.60	65%

\*Town-wide property revaluation completed  
Source: Goffstown Town Annual Reports

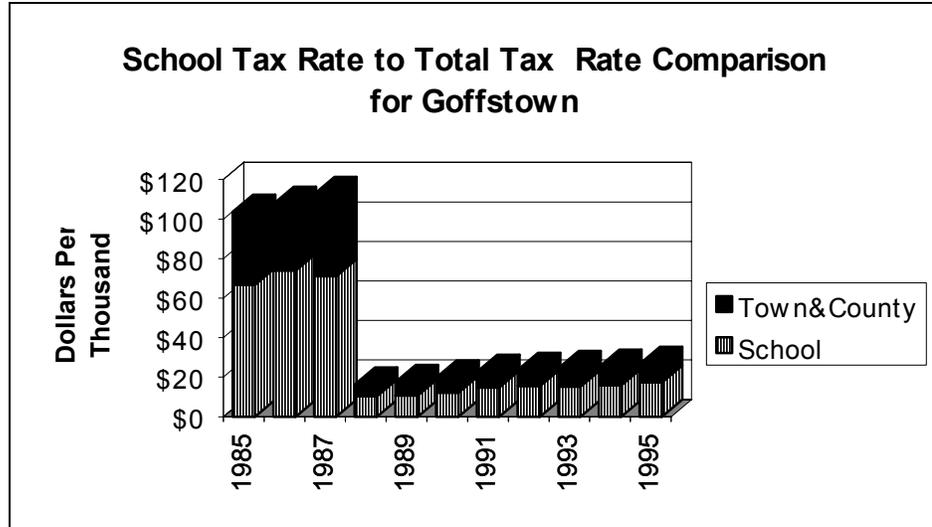


Figure 13

For 1995, the combined net local assessed values for residential and commercial properties total \$652,802,800, or approximately 94% of Goffstown’s total tax base (\$695,474,300). Of this total, the residential tax base accounts for 83% of total taxable property. This reliance on the residential property base is clearly illustrated in Figure 14. As the graph suggests, there is a strong correlation between the school tax rate to the residential property base. The commercial tax base for 1995 accounted for only 11% of Goffstown’s total tax base. Figure 15 indicates that the commercial tax base declined by \$3,194,300 or 4.3%, from 1991 to 1995, as compared to the residential tax base which increased by \$17,318,197, or 29.9%, over the same period.

	Residential	Commercial
1986	\$64,627,282	\$6,083,770
1987	\$70,697,650	\$3,743,631
1988	\$570,115,030	\$72,586,800
1989	n/a	n/a
1990	n/a	n/a
1991	\$561,506,603	\$77,172,300
1992	\$566,362,700	\$77,975,000
1993	\$562,705,923	\$77,774,400
1994	\$568,089,300	\$73,570,600
1995	\$578,824,800	\$73,978,000

n/a - not available  
Source: NH Dept. of Revenue

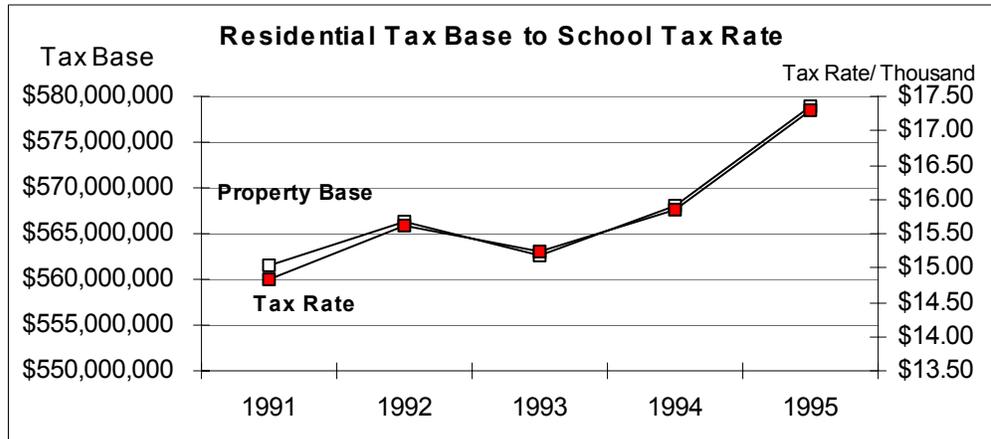


Figure 14

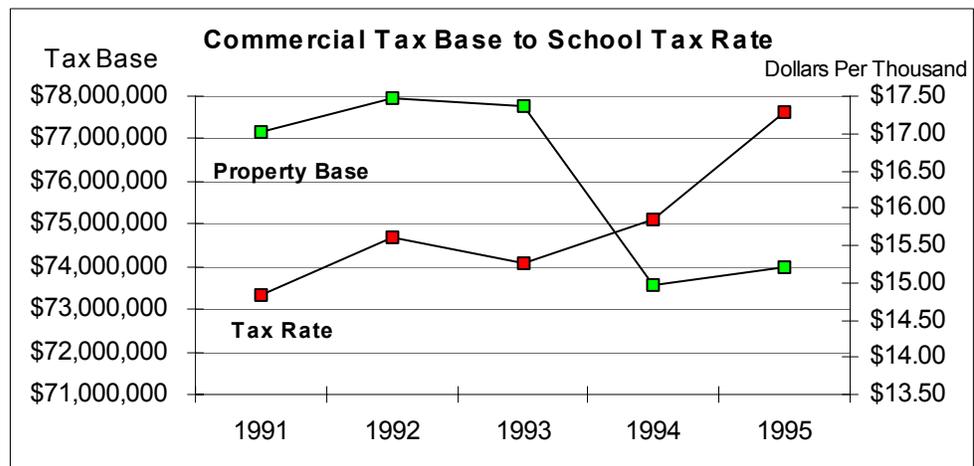


Figure 15

## 2) School Expenditures and Cost Per Pupil

Summarized in Table 15 and Figure 16, is a ten year history of actual school expenditures, including debt service, federal grants and sweepstakes expenditures. Although no detailed analysis of expenditures is provided in this section, school expenditures (i.e. staff, maintenance, utilities, etc.) are available from various sources.

Two major observations are apparent from reviewing this data. The first is, except for 1990, expenditures from 1986 through 1992 represent double digit increases. However, in 1993 and 1994 expenditures increased by only 1% suggesting a strong effort on the part of the town to reduce tax increases associated with the school system. The second finding is that, for the years 1987, 1989, and 1993, the school tax levied actually declined.

**Table 15**  
**Annual School Expenditures and Tax Rate - 1985 to 1994**  
**Town of Goffstown**

	Annual School Expenditures	% Change	Local School Tax Rate	% Change
1985	\$5,293,620	--	\$66.84	Year
1986	\$5,943,183	11%	\$74.03	10%
1987	\$6,790,235	12%	\$71.14	-4%
1988	\$7,669,734	11%	\$10.40	Revaluation
1989	\$8,791,537	13%	\$10.34	-1%
1990	\$9,409,587	7%	\$12.11	15%
1991	\$11,125,369	15%	\$14.83	18%
1992	\$12,799,086	13%	\$15.62	5%
1993	\$12,918,559	1%	\$15.25	-2%
1994	\$13,052,193	1%	\$15.85	4%

Source: Goffstown Town Annual Reports

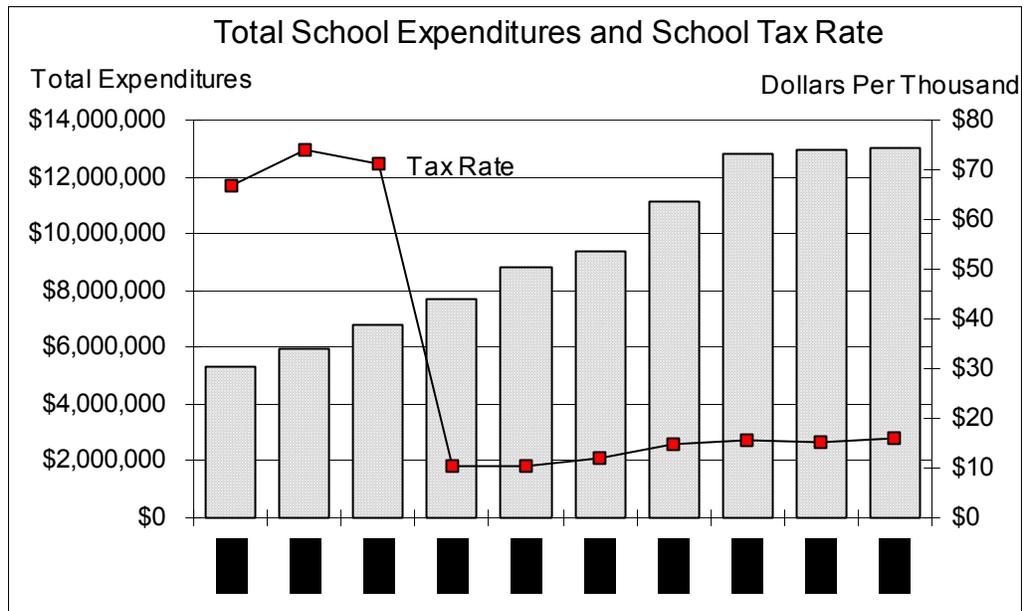


Figure 16

The following costs per pupil presented in Table 16 are based on annual expenditures, less the cost of tuition and transportation. Also excluded are capital expenses, debt service and food service revenues. Average student cost is provided at the elementary, middle and high school level. Table 16 also presents a comparison of Goffstown's school costs versus the state average. It appears that the margin of increase in expenditures for all Goffstown students has diminished in the period 1991 through 1995, when compared to 1991 and prior years. Unless efficiencies have been achieved in school operating costs, the data suggests that expenditures have been held level for funding purposes. This appears to be a reasonable assumption when considering that,

for all reporting schools, the State calculated average has increased consistently each year.

	Elementary School	Middle School	High School	Town Average	State Average
1985	\$1,860	\$1,975	\$1,850	\$1,880	\$2,571
1986	\$2,117	\$2,102	\$2,216	\$2,154	\$2,843
1987	\$2,185	\$2,410	\$2,551	\$2,374	\$3,110
1988	\$2,934	\$3,806	\$3,372	\$3,250	\$3,529
1989	\$3,324	\$3,950	\$4,127	\$3,725	\$4,007
1990	\$3,731	\$4,223	\$4,310	\$4,021	\$4,429
1991	\$4,474	\$4,408	\$4,611	\$4,507	\$4,764
1992	\$3,689	\$5,056	\$5,276	\$4,697	\$4,880
1993	\$3,519	\$4,758	\$5,234	\$4,520	\$4,994
1994	\$3,265	\$4,911	\$5,563	\$4,598	\$5,110
1995	\$4,249	\$4,262	\$5,329	\$4,620	\$5,243

Source: NH Dept. of Education

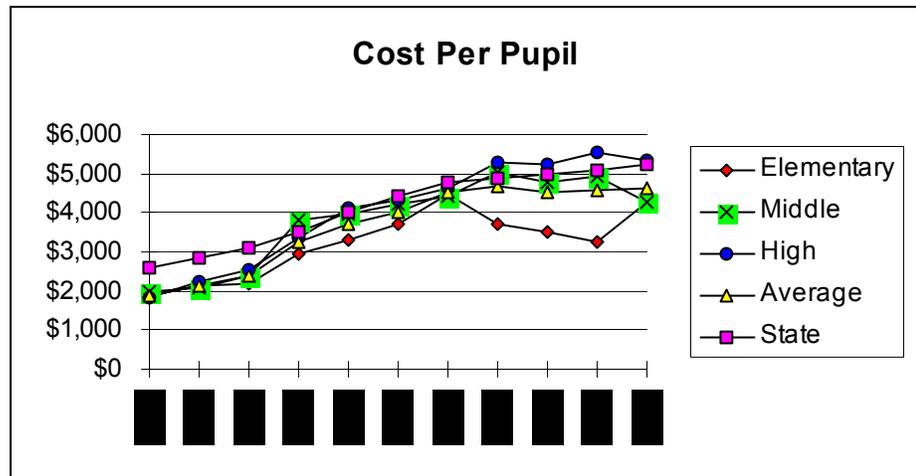


Figure 17

### 3) Assessed Valuation for the School District

One indication of a school district's wealth is its assessed valuation, which represents the value of all real property subject to taxation. Each year the Department of Revenue Administration determines an equalization factor that adjusts the taxable valuation based on the existing market value of property in the community. As indicated in Table 17, the equalized tax base for SAU 19 has fluctuated over the years.

By using the districts equalized value, it is possible to determine the level of support available for students in all school districts by dividing that number by the Average Daily Membership in Residence (ADM). The ADM is the full time equivalent of students whose legal residence is within the boundary of the school district. These students either attend district schools or attend, at their own expense, a school operated by another district, the state or a private

organization. Home educated students are also included in these totals. Since 1989, the valuation per pupil has steadily declined as shown in Table 17. The effect of this decline is either an increase in the school tax rate or a reduction in school expenditures.

**Table 17**  
**Equalized Valuation - 1985 to 1994**  
**Goffstown School District**

	School District Equalized Tax Base	ADM in Residence	Valuation per Pupil
1985	\$332,204,526	1841.5	\$180,399
1986	\$474,660,267	1842.6	\$257,604
1987	\$564,824,190	1739.5	\$324,705
1988	\$691,820,699	1740.7	\$397,438
1989	\$711,135,387	1807.4	\$393,458
1990	\$667,512,855	1856.0	\$359,651
1991	\$567,095,354	1910.2	\$296,877
1992	\$554,397,105	1951.7	\$284,059
1993	\$534,546,526	2077.7	\$257,278
1994	\$533,713,985	2136.5	\$249,808

Source: NH Dept. of Education

A comparison was conducted of Goffstown's expenditures versus 8 other districts across the state. Four districts immediately below and four districts immediately above Goffstown's property valuation of \$533,713,985 were se-

**Table 18**  
**Comparison of Property Valuation**  
**for Selective School Administrative Units - 1994**

School District	Equalized Values			
	Property Valuation by School District	School Tax Rate	Valuation by Pupil	ADM* in Residence
Pelham	\$461,854,722	\$18.63	\$280,507	1,646.50
Hollis	\$464,005,184	\$17.92	\$425,732	1,089.90
Fall Mountain Regional	\$474,670,983	\$21.47	\$247,495	1,917.90
Hooksett	\$501,045,078	\$16.31	\$336,091	1,490.80
<b>Goffstown</b>	<b>\$533,713,985</b>	<b>\$20.05</b>	<b>\$249,808</b>	<b>2,136.50</b>
Inter-Lakes Coop	\$544,534,167	\$9.98	\$449,471	1,211.50
Milford	\$549,526,980	\$23.05	\$270,783	2,029.40
Merrimack Valley	\$552,056,577	\$16.89	\$235,519	2,344.00
Oyster River	\$562,218,643	\$21.22	\$297,203	1,891.70
<b>1994 statewide equalized SAU high/low and State averages</b> <b>for valuation by pupil</b>				
	Low	\$120,792	(Pittsfiel d)	
	State Average	\$336,563		
	State Median	\$311,498		
	High	\$6,263,212	(Dixville)	

\* ADM - Average Daily Membership  
Source: Analysis of data provided by NH Dept. of Education, Office of Information Services.

lected. The school tax rates of the nine districts varied widely. The data in Table 18 suggests that the student population (ADM in Residence) and the

property valuation impacts this rate directly. Specific to the eight districts selected for comparative purposes, Goffstown ranks 5th in property wealth, 4th highest in tax burden and 7th in funds available for education funding.

The Milford school district was selected for further analysis because of its relative size, based on property valuation and student population, to Goffstown. A breakdown of the total tax base from all sources is provided in Table 19. The four largest components of taxable property are manufactured housing, public utilities, commercial and residential. This review focuses on the two largest components, residential and commercial property. As shown in Figures 18 and 19, Goffstown's residential and commercial base represent 94% of total taxable property, as compared to 95% in Milford. However, Milford has 17% more of its taxable value in the commercial category, which means that there is less of a tax burden for residential properties in that town as compared to Goffstown.

**Table 19**  
**Comparison of Tax Base by Category - 1995**  
**the Towns of Goffstown and Milford**

	Goffstown	Milford
Conservation	\$6,400	\$0
Current Use	\$508,900	\$1,214,600
<b>Manufactured Housing</b>	<b>\$19,639,300</b>	<b>\$12,128,900</b>
<b>Public Utilities</b>	<b>\$24,993,300</b>	<b>\$21,636,900</b>
<b>Commercial</b>	<b>\$73,978,000</b>	<b>\$209,936,150</b>
<b>Residential</b>	<b>\$578,824,800</b>	<b>\$493,472,300</b>
Gross Valuation	\$697,950,700	\$738,388,850
Less Credits	\$2,476,400	\$2,343,300
Net Valuation	\$695,474,300	\$736,045,550
Tax Rate (town, school, county)	\$26.60	\$25.46
Gross Property Taxes	\$18,499,616	\$18,739,720
Less War Service Credit	\$115,200	\$71,200
Net Tax Available	\$18,384,416	\$18,668,520

Source: NH Dept. of Revenue

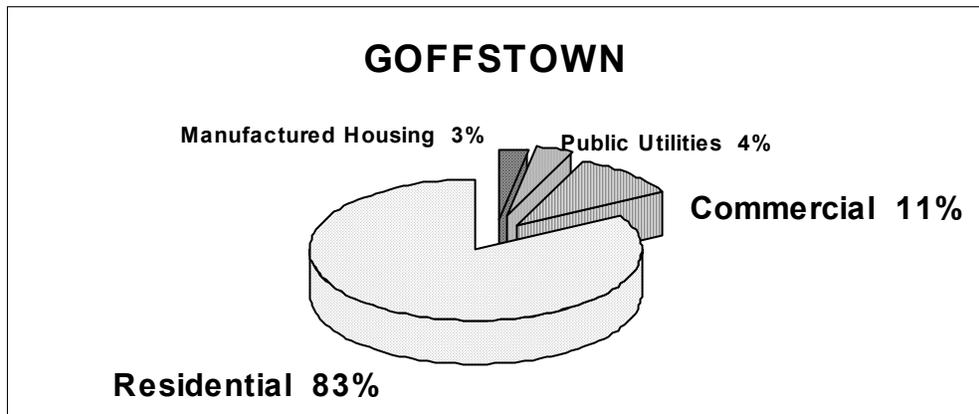


Figure 18

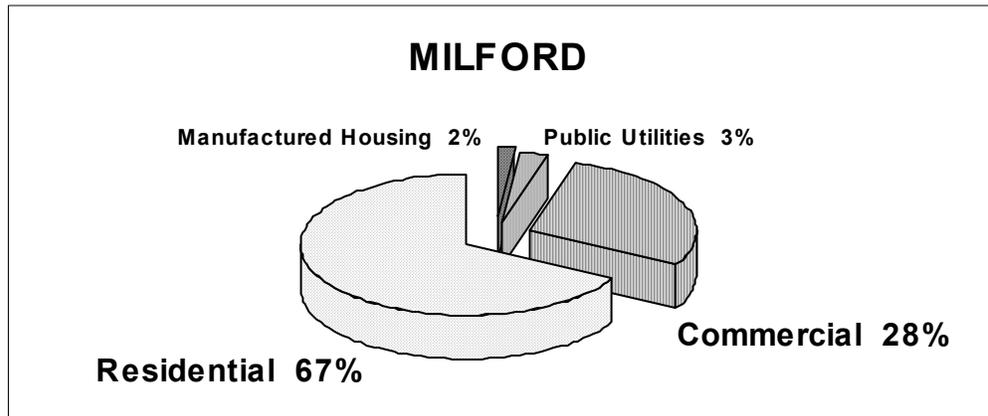


Figure 19

As shown in Table 20, the commercial property tax base for Goffstown in 1995 provided \$1,279,080 in school tax revenue and had an impact of \$2.93 on the school tax rate of \$17.29. The largest portion of the school tax rate is provided by the residential tax base at \$14.36. The data below indicates that if the commercial tax base in Goffstown was to increase incrementally by 25% over the 1995 commercial tax base, an additional \$319,770 would be raised in tax revenue for school funding, or, to reduce the tax rate by \$3.46 per thousand. It should be noted that revenue considerations for the town and county have not been factored in to this analysis.

**Table 20**  
**Impacts of Commercial Tax Base**  
**on Goffstown's School Tax Rate**

Base Year	Commercial Tax Base	School Tax Rate	Tax Revenue	Additional Tax Revenue	Effect on Tax Rate
1995	\$73,978,000	\$17.29	\$1,279,080		
<b>% Added to 1995 Commercial Tax Base</b>					
25%	\$92,472,500	\$17.29	\$1,598,850	\$319,770	\$3.46
50%	\$110,967,000	\$17.29	\$1,918,619	\$639,539	\$5.76
75%	\$129,461,500	\$17.29	\$2,238,389	\$959,309	\$7.41
100%	\$147,956,000	\$17.29	\$2,558,159	\$1,279,079	\$8.64
125%	\$166,450,500	\$17.29	\$2,877,929	\$1,598,849	\$9.61
150%	\$184,945,000	\$17.29	\$3,197,699	\$1,918,619	\$10.37

## 4 Privatization of Educational Support Services

Providing cost-effective, high-quality janitorial and cafeteria services in an educational setting is a critical challenge. Many school administrators are finding that the increased need to implement mandated and special education

programs, coupled with the ever-increasing challenges in managing today's educational environments, is making it more difficult to oversee general services within the schools. The changing economic climate also demands that schools offer services more cost-effectively and efficiently without sacrificing service and concern for students and facilities.

As a result of these challenges, many school districts are exploring the use of private companies for managing their operations services (e.g. custodial, snow removal, etc.). These companies are hired by means of a contract which describes responsibilities and areas of services. Contracted companies pay all costs associated with providing the service, including hiring and supervising their own personnel.

**Table 21**  
**School District Expenditures - 1986 to 1996**  
**Town of Goffstown**

<b>Year</b>	<b>ADM in Residence*</b>	<b>Food Service</b>	<b>Avg. Cost per Student</b>	<b>Building Services</b>	<b>Avg. Cost per Student</b>
1986	1841.5	\$272,102	\$147.76	\$484,614	\$263.16
1987	1842.6	\$287,349	\$155.95	N/A	N/A
1988	1739.5	\$336,829	\$182.80	\$757,190	\$435.29
1989	1740.7	\$329,699	\$189.80	\$814,771	\$468.07
1990	1807.4	\$362,769	\$200.72	\$772,333	\$427.32
1991	1856	\$348,329	\$187.68	\$1,002,498	\$540.14
1992	1910.2	\$440,678	\$230.70	\$998,606	\$522.78
1993	1951.7	N/A	N/A	\$881,267	\$451.51
1994	2077.7	\$500,805	\$241.038	\$1,016,152	\$489.08
1995	2136.5	\$564,226	\$264.09	\$813,437	\$380.73
1996	N/A	\$543,549	N/A	\$1,041,104	N/A

N/A = Information Not Available

\*Average Daily Membership in Residence

Source: Town Reports, SAU 19, and NH Department of Education

By using contract companies, many school administrations are finding more time to concentrate on their most important role, the education of students, rather than spending their time managing the basic operational services required in the day-to-day running of a school. However, there are some potential disadvantages to using contracted services. The areas that often cause concern include the lack of control over personnel issues (i.e., hiring of staff) and over purchasing (access to quantity discounts). In addition, there could be restrictions and limitations in the agreements that could preclude school administrators from changing the terms of the contract should the need arise.

With annual operating expenses on the increase, school administrators need to explore ways to manage the costs of providing critical services such as food and janitorial services. Using contracted companies to provide these services is one avenue that has proven to be effective for lowering costs in some school districts. It is important to note, however, that the particular company hired to manage these areas has a significant impact on the value of the service

rendered and the actual outcome, so careful research should be done before signing any contract for such services. It should be noted that the food service programs at all Goffstown public schools receive revenues from student lunch fees and federal government reimbursement.

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## 5 Transportation System

Transportation for Goffstown's school children is provided by the Goffstown Truck Center, which includes 12 bus routes for the high school and 24 for the three elementary schools. Twenty-six buses are used on these routes, including 22 full-sized buses and 4 mini-buses. These buses travel 1,553 miles per day and the average length of a ride for students is between 30 and 40 minutes.

The schools provided with transportation through SAU #19 by the Goffstown Truck Center include Goffstown High School, Mountain View Middle School, Maple Avenue School, Bartlett Elementary School, Villa Academy, and Goffstown Christian. In accordance with New Hampshire RSA 189-9, the SAU is required to provide transportation for all school aged children within their locale, attending both public and private school facilities.

All but three of the full-sized buses run routes twice (a double run) each morning and again in the afternoon. The initial run provides transportation to and from the high school. The second run provides transportation to and from the remaining schools. The mini-buses are run continuously throughout the day for special education and technical schools.

The Goffstown Truck Center transports 1,335 students per day. The seating limitation is 72 students per bus which requires 3 pupils per seat. It is feasible to fit 3 small elementary aged children per seat, but not teenaged children. Currently, the average number of students per bus is 47 for the high school and 59 for the rest. This transportation system is considered to be operating at capacity since all buses are full and time restrictions are at a maximum.

Mini-buses cost \$153 each per day, plus \$1.25 for every mile in excess of the total allotted miles and are permitted to travel a maximum distance of 135 miles. The cost for each full-sized bus is \$147 per day. There is no mileage limitation for these buses. The total yearly costs for providing these services is \$26,550, which equals \$2.60 per day per pupil.

The rate for sports team bus usage is \$1.00 per mile and \$15.00 per hour of waiting time.

The following information presents additional details and insight into the costs and budgetary requirements of providing transportation for the SAU #19.

1. SAU #19 utilizes a fifth mini-bus from STS to transport one student at \$40 per day.

2. SAU #19 contracts Southern New Hampshire Services to provide transportation for one student to Massachusetts at 29 cents per mile and \$13.16 per hour daily, utilizing a personal car.
3. One seat on a Bedford bus is contract purchased for \$45 per day. Districts sell seat space to other towns to provide more efficient transportation services.
4. Thirty-five special needs students are transported each day.
5. The 1994-95 revenue for special needs transportation was \$20,000. Seven thousand dollars was received for the first billing in 1995-96.

## 6 Educational Issues

The following sections highlights a number of issues which should be considered when evaluating the adequacy of Goffstown's school facilities. The issues range from site characteristics such as neighboring land uses, to building issues such as code compliance, to a list of philosophical questions regarding the provision of education.

### 1) Site Considerations

- a) Availability of land (purchase vs. eminent domain)
- b) Cost
- c) Neighboring uses
- d) Acreage and configuration
- e) Soils/topography/wetlands/drainage/solar orientation
- f) Proximity to current and future population centers
- g) Proximity to major transportation routes/traffic/bussing
- h) Town water and sewer vs. well and septic.
- i) Impact on existing infrastructure/off-site improvements
- j) Permits/legal issues
- k) Future considerations - school and town long range plans

### 2) Building Characteristics

- a) Age
- b) Electrical service size and current use vs. ultimate capacity
- c) Fire alarm system
- d) Intercom/telephone system
- e) Cable television/computer/fiber optics wiring
- f) Age, condition and expendability of mechanical power plant (boilers, unit ventilators, cabinet heaters, etc.)
- g) Availability of replacement parts
- h) Frequency of needed repairs
- i) Building code compliance
- j) Life Safety code compliance

- k) Americans with Disabilities Act (ADA) compliance
- l) NH State Dept. of Education compliance
- m) Cost analysis of renovation vs. new construction
- n) Durability/life cycle costs of present building materials
- o) Parking/athletic fields

### 3) Education Specifications and School District Philosophy

- a) Do the buildings currently house the students in the age groupings desired educationally, or do they house students based on available square footage? In other words, are the fourth graders located at MVMS because we believe educationally and philosophically they belong there, or are they located there simply because space exists?
- b) Do the buildings, as currently equipped, allow the teachers to run ALL the programs in the manner they WANT to run them? That is, are there enough electrical outlets? Is the Media Center located with easy access for all? Does each room have access to a CATV or a networked computer outlet? Do art rooms have adequate water and ventilation?
- c) Are specialty spaces (science labs, art rooms, technology labs, etc.) adequately sized to safely accommodate the students?
- d) What are the life cycle costs of one or two large buildings versus three or four smaller buildings?
- e) How many students should be in one facility? Is Mountain View's population of over 1,100 students too many? Is 500 students at the elementary level, and 700 students at the middle school level a goal to aim for? How does this affect the current physical plant?
- f) Does cost/student relate to educational quality?
- g) In 1994, Goffstown's 3rd graders placed 89th out of 134 (66%) on a statewide achievement test.
- h) Goffstown's teachers earned an average salary of \$37,426, placing them 20th out of 162 (88%).
- i) The cost per pupil for an elementary student in Goffstown was \$3,265, while the state average was \$4,712.
- j) How does Goffstown rate against other towns of similar size and demographics relative to cost per student, standardized test scores, college enrollment and graduation, curriculum standards, etc.?
- k) Has Goffstown raised or lowered its graduation requirements in the past ten to fifteen years, and if so, why?
- l) Should year-round schooling (9 weeks on, 3 weeks off) be studied?

- m) Should longer class periods be implemented at the high school? (85 minute classes on four subjects per quarter versus 50-minute classes on six or seven subjects per semester)
- 4) **Miscellaneous Factors to be Considered**
- a) Population projections (cohort survival, 3-year weighted average, etc.)
  - b) Building permits and approved lots
  - c) Plans/approvals for large developments
  - d) Births rates
  - e) Birth to first grade ratio
  - f) Economic variables
  - g) Data from surrounding communities and local parochial schools
  - h) Data from local private kindergarten schools
  - i) Funding options (property tax, user fees, state lotteries, developer impact fees, etc.)

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## 7 Conclusions and Recommendations

### A. General Conclusions

1. The School Board should form a committee(s) to perform the following:
  - a) Review the results of this study, as well as other recent studies and legislation (public Kindergarten).
  - b) Make recommendations to the School Board, town officials, and the general public.
  - c) Update enrollment projections (including building permits, births, etc.) on a yearly basis for Goffstown, Dunbarton, and New Boston.
  - d) Establish a district-wide maintenance/storage facility, perhaps on the site immediately adjacent to the High School parking lot. This facility would enable district-wide purchase, storage and distribution of bulk items such as writing paper, toilet paper, paper towels, mechanical equipment filters, grass seed and fertilizer, etc.
  - e) No elementary school should exceed 500 students.
  - f) Existing school site acreage should be investigated to define how much of the land is actually "useable". Wetlands, rock outcroppings, steep gradients, and other non-developable areas should be identified and mapped.
  - g) Available parcels of land within Goffstown should be identified for possible future school building sites. (Refer to the information on "Site Conditions" in Section 6 - Educational Issues).

- h) Alternative methods of education delivery, such as year-round school, should be studied. The educational benefits to the students, impact on the facilities, overall costs, and opinions of residents should be taken into consideration.
  - i) An Educational Specification should be developed/updated for the entire district.
  - j) A printed curriculum agenda should be adopted for each grade level which establishes minimum requirements for both students and teachers.
  - k) The advantages and disadvantages of various educational alignments with adjoining towns should be closely reviewed (for example, AREA agreement, CO-OP, "go-it-alone", etc.).
  - l) Out-sourcing, or privatization, of certain school services (food service and custodial) should be studied. It should be noted that food service program at all Goffstown public schools is currently self-sustaining (i.e. it is self-funded by revenues and federal reimbursements).
  - m) Alternative sources for funding should be reviewed. For example, perhaps impact fees dedicated to the school budget could be collected from new developments based on a fair share cost allocation formula tied to the town's capital improvement program (CIP).
  - n) Development of recreational fields should be coordinated with the town's Planning and Recreation departments, as well as with private, non-profit organizations such as the Lions Club and Tri-Town Soccer league.
  - o) Bartlett and Maple Avenue Schools should work more closely together to promote a spirit of cooperation between the schools and the Pinardville and Village sections of the town.
2. If Goffstown is to continue to provide quality education, the non-residential tax base must be expanded to provide additional tax revenue for school funding.

## **B. Bartlett School**

1. Purchase adjacent property for grassed play area.
2. Implement redistricting to move students from the overcrowded Maple Avenue School to under-utilized Bartlett School, and/or, move the Pre-School program from Maple Avenue School to Bartlett.
3. Implement corrective measures needed to resolve the following items:

- a) The Music/Art Room is shared on alternate days. It is not acoustically isolated from adjacent spaces, and does not contain a sink or water.
- b) The Guidance Office is located at the end of a corridor.
- c) The Reading Specialist's/Testing Room should be acoustically treated.
- d) The Kitchen Food Storage area is remote from the Kitchen, shared with general building storage, and is undersized.

### **C. Maple Avenue School**

1. Study acquisition of adjacent land for development of grassed play area and parking.
2. Implement redistricting to move students from the overcrowded Maple Avenue School to under-utilized Bartlett School, and/or, move the Pre-School program from Maple Avenue School to Bartlett.
3. Implement corrective measures to resolve the following items:
  - a) Space for general supply storage is lacking.
  - b) Space for specialists is lacking. Speech therapy is currently conducted in a closet, and no "testing" room exists.
  - c) The Administration area is crowded.

### **D. Mountain View Conclusions**

1. Use of the facility should be studied as though the following conditions existed.
  - a) If the 4th grade is moved back to the Bartlett and Maple Avenue Schools.
  - b) If Dunbarton and/or New Boston decide to educate their 7th and 8th graders in their own communities.
2. Implement corrective measures to resolve the following items.
  - a) Space for paper goods storage is lacking.
  - b) Space for science supplies storage is lacking.
  - c) The Title One program is being taught in a room originally designed for storage.
  - d) The special needs classroom has been taken over for use as a standard classroom.

## ***E. Goffstown Area High School***

1. Purchase the property currently for sale on Wallace Road which abuts the front parking lot (the former Ball residence), and use it to expand the parking lot.
2. Develop additional athletic playfields so that students would not have to use the facilities at Barnard Park.
3. A complete facility analysis performed by a qualified design professional should be undertaken immediately. This analysis, in conjunction with an updated educational specification, would provide a long range plan for the facility and its users. It would provide information on mechanical, electrical, communication, computer, and fire alarm systems. The report would also review how the building is currently being utilized relative to the demand for certain types of classes versus what can realistically be offered. For example, if students are showing great interest in the arts, then rooms must be equipped with the necessary items such as sinks, proper lighting, extra ventilation, electrical power, and dust control. The study would also examine building and life safety code compliance, ADA compliance, and potential expansion/renovation options and costs.