

SCHOOL BOARD REPORT

LOOKING BACK TO LOOK FORWARD



L-R Seated: Jane Raymond, Ellen Vermokowitz, Chair, Sara Ann Sarette, Scott Gross L-R Standing: Lorry Cloutier, Keith Allard, Philip Pancoast, Karen Pratt, Shea Sennett, Student Rep. Absent: Ginny McKinnon.,

Progress and improvement is ever present in the Goffstown schools. We have a great deal to be very pleased with and proud of when it comes to our educational system and the many accomplishments of our students and staff. As you are aware, our school district has been working for over eight years on the development of technology in education, establishing curriculum with standards and benchmarks, obtaining necessary learning materials, maintaining our buildings, hiring quality staff, evaluating and developing our staff to help bring about the “advancing of student learning”. The effort has been fruitful as evidenced by the following accomplishments of our students and staff:

- Academic success – At our high school, students have improved on NH State testing for five consecutive years, and have surpassed NH State average scores. The statistics prove that more students are performing at or above grade level in all academic areas. This accomplishment along with the following success stories, support the fact that your tax dollars are being well spent. In addition, our elementary schools reported significant advancement of our youngest students in the area of Reading and Math.

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- Post Graduation success – our statistical data shows an increase in percentage of students going to college after graduation.
- College destinations – Our students go to such esteemed colleges as Dartmouth, Yale, MIT, Penn State, NYU, as well as UNH, Keene, Plymouth, NHTI, Florida State and many more. We are excited about the diversity of post-graduate selections that meet the needs of our diverse population of students.
- High school drop-out rates have declined sharply, and are among the lowest in New Hampshire.
- Nine of our GHS students have earned the designation of “AP Scholars” by the College Board in recognition of their exceptional achievement on the College-level Advance Placement Program Exams.
- A team of Maple Avenue students qualified and participated in the Global Competition of Destination Imagination in Knoxville, Tenn.
- We have seen a significant increase in the number of post-secondary credit course offerings at the high school, as well as an increase in the number of student enrollments in these courses.
- Our Adult Education Program (GAP) continues to be an extremely successful program that has grown over the years, and provides adults of all ages an opportunity to obtain their high school education as well as enrichment courses.
- We continue to support diversity of thought by accepting international exchange students from countries such as Kosovo, Germany, Serbia, Kyrgyzstan and Thailand.
- We have added advanced placement courses, college credit course opportunities, and distance learning.

Our Athletic programs are developing, allowing our students the opportunity to grow as young adults and share the experiences of teamwork, competition and sportsmanship. This year alone, the:

- varsity field hockey team has finished in fifth place,
- varsity football has a wonderful season at 6-2 making the State playoff semi-finals in Division III,
- varsity girls soccer beat the #1 and 3 ranked teams in class L, and the
- varsity volleyball competed in Class L tournament for the first time.

Our Arts programs continue to flourish:

- We continue to produce extraordinary dramas and musicals.
- Our art students continue to receive acknowledgement for their fine work.
- Our strings program has developed into an orchestra at our high school.

Over the years, our School District has been honored in so many ways. Here are several accomplishments:

- 1996 – NH Custodian of the Year Leo Labrecque

- 1997 – NH Teacher of the Year Lynn Ellis
- 1997, 2001 – MVMS chosen as the Middle School of the Year
- 2002 – NH School Board of the Year
- 2002 – NH Superintendent of the Year, Dr. Lockwood
- 2003– NHSAA Outstanding Service Award–Assistant Superintendent Mary Heath
- 2004 – NH Strings Teacher of the Year, Muriel Orcutt
- 2004 – NH Elementary Principal of the Year, Marc Boyd
- 2005 – NH Teacher – Wal-Mart Award – Ms. Mannion
- 2005 – The Milken Family Teacher of the Year Award – Ami Marler
- 2005 – At the Yale Congress our students received recognition for public speaking, outstanding committee work and Mr. Ferrier, a GHS teacher, received an award for outstanding advisor.

We have expanded and renovated our high school, maintained all other schools and are now building our public kindergarten.

We have no doubt that our school system exemplifies success and achievement. Goffstown is blessed with talented students, dedicated teachers and staff, and a very supportive community. As a School Board our promise to you is to continue striving for excellence and to reach even greater levels of success for all students.

Ellen Vermokowitz, Chairman
Goffstown School Board

REPORT OF THE SUPERINTENDENT OF SCHOOLS

On behalf of School Administrative Unit #19, I present this 2005 report of the Superintendent of Schools. The six schools that serve the districts of Dunbarton, Goffstown, and New Boston, continue their mission of developing and supporting an educational community that advances rigorous standards for learning for all students, resulting in high student achievement.

Student enrollment data is available in a separate table within this report. The data is quite interesting and points to a change in our communities. You will note that elementary student enrollment continues to be relatively static. Our middle school enrollment has dropped in recent years and appears to again be leveling off while high school enrollment continues to grow.

The mission of *Advancing Student Learning* is applied to all of the SAU's curriculum, assessment, and professional development initiatives. In discussions on any of these areas, we focus on the same questions:

- What should students know and be able to do? To what standard?
- What variety of instructional methods and materials will ensure that all students have the opportunity to learn?
- What training and resources will teachers need to make that happen?
- How will we assess students' progress toward standards and mastery?

Teachers from across the SAU have continued to work together to strengthen the curriculum – agreeing on common assessments and plans for pacing instruction. While lesson plans and techniques vary from teacher to teacher, the underlying grade level expectations and standards are consistent. Our students benefit from this unified emphasis on what they need to know and be able to do.

Our current instructional focus is on improving the balance between fiction/creative writing and non-fiction/informational writing. We have identified critical informational reading and writing skills to emphasize, and developed curriculum units of instruction that interweave these skills over the course of the year. We have purchased more non-fiction materials in order to fill the gaps in our available resources. The Rebecca Sitton Spelling program was adopted for implementation in grades K-8. This approach provides more consistency in word study and written spelling throughout all subjects. Teachers have participated in workshops on grade level expectations in core subject areas, and on how to effectively use all of our resources to reach those grade level expectations. Special training was offered to staff for the Rebecca Sitton Spelling program, since it is in the first year of implementation.

Instructional uses of technology are also a focus for our districts. In their professional development plan, each professional staff member includes at least

one goal that incorporates gaining knowledge in this area. Workshops and self study time are being emphasized in this area during our early release and teacher workshop days. Through support from our communities and the wise use

of grant funds we have been able to increase the availability of equipment and resources to support the uses of technology in the teaching and learning process.

Students in grades 3-8 participated in the newly developed state achievement testing in reading and math – the New England Compact Assessment Program (NECAP). Grades 5 and 8 also participated in a written language component to the NECAP. This annual assessment will be what the state uses to determine whether or not districts are making adequate yearly progress (AYP) as defined by the No Child Left Behind legislation.

In addition, SAU#19 administers its own “local” assessments – twice yearly writing samples, end of unit tests in reading and math, and many teacher-designed “common” assessments are used across a subject or grade level. Another standardized test used by the SAU is the Northwest Evaluation Association’s Measures of Academic Progress (NWEA’s MAP). This computerized measure of reading, math and language arts adapts to the level of performance of the student as the test progresses, and allows teachers to track individual student progress over the course of the year. The tests provide accurate and immediate scores to help teachers plan instructional programs. You will find more information on student performance by perusing the principals’ reports.

Special and general educators continue to collaborate on all of these initiatives to *Advance Student Learning* for all students, including those with educational disabilities. The past year has seen a decrease in the number of “pull-out” groups for special instruction, and an increase in the number of students successfully included in typical classrooms. Special educators are participating in professional development on how to use our general curriculum resources for reading, math and writing. They benefit from increased expertise in these valuable general curriculum resources. Meanwhile, classroom teachers benefit from working side by side with special educators – enhancing the focus on success for all students.

We continue to focus our improvement efforts this year on: maximizing students’ access to the general curriculum, providing extra support outside of core academic instruction, explicitly teaching thinking, reading and problem-solving strategies that students can apply to new learning situations, and making appropriate accommodations for students with disabilities - throughout the school year and during standardized testing sessions.

The Goffstown School Board approved the development of the New Heights Charter Academy, a charter school focusing on Business and Technology needs of 11th and 12th grade students. The program was approved by the New Hampshire Department of Education and a sizable multi-year grant was approved to support the program in its infancy. Goffstown approved the transfer of land from the town to the school for a school building that will support a public

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Kindergarten for 5-year-olds. The opening of the new school is scheduled for the fall 2006.

The Dunbarton School Board subcommittee entitled the Capital Improvement Committee has continued their work on building improvements with work on the HVAC systems. We continue our thanks to Jeff Trexler for his volunteer leadership of this effort. The next phase of the project will go before the school district meeting in March for consideration.

Preparation is underway for New England Association of Schools & Colleges, Inc. (NEASC), accreditation at the high school. NEAS&C is the nation's oldest regional accrediting association, and they serve more than 2,000 public and independent schools, colleges and universities in the six states of New England and American/International schools in more than sixty nations worldwide. Even as the high school moves forward with this process, the middle school has submitted their application to begin this process.

This current school year brought the onset of a pilot trimester schedule for Goffstown elementary and middle schools. The impetus for this approach is to provide more appropriate information to parents regarding their student's progress. The school board will review the results in the spring. Dunbarton, New Boston, and Goffstown High School remain on a quarterly academic schedule.

Seven teachers retired from our schools during the 2004-2005 school year. We send best wishes to Patricia Albanese of Bartlett Elementary School; Linda Garland of Maple Avenue Elementary School; Julie Carroll, Coralee Kleiner, David Osborn, and Karen Sullivan of Mountain View Middle School; Sally Goode of Goffstown High School; and Nancy Graybill of New Boston Central School.

The summer of 2005 was a very busy time as we completed hiring, orienting and processing the paperwork for 45 new teachers in our three districts. Leslie Doster transitioned into multiple roles as Assistant Principal of Maple Avenue Elementary/ Kindergarten Project Coordinator / Special Education Facilitator of Bartlett Elementary. Mary Singer became an Assistant Principal at the high school over the summer and Bette House-Myers became the Special Education Facilitator at Mountain View Middle School. Assistant Superintendent Kathi Titus took on the new role of handling curriculum and professional staff development and Stacy Buckley was hired as the Assistant Superintendent for Special Services.

We wish to extend our thanks to several School Board members for their years of service. Members completing Board service during the 2004-2005 year were - in New Boston, Diane Manson and Fred Hayes- and Marie Morgan in Goffstown.

As we approach the time of year for deliberative sessions and school district meetings, I extend to all members of our communities, the Boards of Education, the administration, faculty and support staff and our students our continued best wishes for a safe, joyous and successful school year.

Darrell J. Lockwood, Ed.D.
Superintendent of Schools

GOFFSTOWN SCHOOL DISTRICT

School Deliberative Ballot Determination Meeting

February 7, 2005

Moderator, Larry Emerton, called the 2005 School District Deliberative Session to order at 7:04 p.m. There were 83 registered voters in attendance out of a total of 11,216 registered voters. Charlie Carr was sworn-in as a counter.

Bill Gleeson led the audience in the Pledge of Allegiance. The cast of *Crazy for You* sang the National Anthem and entertained the audience by performing a dance number from the musical.

A moment of silence was observed for all of our service personnel.

L. Emerton then introduced the Chair of the School Board, Ellen Vermokowitz, who introduced the following School Board members Jane Raymond, Vice Chair; Scott Gross; Philip Pancoast; Marie Morgan; Sara Sarette; Keith Allard; Lorry Cloutier; and Virginia McKinnon. Mrs. Vermokowitz also introduced Superintendent - Dr. Darrell Lockwood. Dr. Lockwood introduced the SAU staff: Business Manager Michelle Croteau; Principals, David Bousquet, and Marc Boyd, and Rose Colby Assistant Principal Leslie Doster; Facilities Director Jerry Agate, and Denise Morin, Executive Assistant.

Moderator Emerson also introduced Budget Committee Chair John Caprio; School District Clerk Jo Ann Duffy; and Assistant Moderator Fred Plett.

E. Vermokowitz: I would like to take this opportunity to thank Marie Morgan who will be leaving the School Board this year. Each year the Goffstown School Board asks people to nominate others who have done outstanding service for the district. The following individuals were presented awards:

The Cornerstone Award for 2005 was presented to:

Suzanne Tremblay for Volunteering Category. This person has dedicated her services to the school district for over 25 years. She served on the School Board for a great many years. She served as SAU Chair, served on numerous committees; MVMS Committee, Space Needs Committee, GHS Renovation Committee and most recently on the Budget Committee.

Douglas McKernan for General Education Category. Doug is the band teacher member of the high school staff for 31 years, and he is also the person that conducted the choir at tonight's pre-meeting entertainment. He has a love and passion for what he does.

Mr. Emerton then read the legal posting for this meeting and the MS-27.

A motion was made by John Caprio and seconded by Peter Georgantas to dispense with the reading of Articles 2-6 and take them up separately. This was voted unanimously in the affirmative.

ARTICLE 1

To choose all School District officers for the ensuing years:

To choose three members of the School Board for the ensuing three years.

THERE WAS NO DISCUSSION ON ARTICLE 1.

ARTICLE 2

Shall the School District raise and appropriate the sum not to exceed ONE HUNDRED EIGHTY-SEVEN THOUSAND FIVE HUNDRED DOLLARS (\$187,500.00) for the payment of architectural, construction, and other fees and related incidental and necessary costs for the purpose of expanding parking and field facilities for the Goffstown High School; said appropriation to be funded as follows:

\$187,500.00 (One Hundred Eighty-Seven Thousand Five Hundred Dollars) from existing Town of Goffstown School Impact Fee Funds
- 0 - (Zero Dollars) to be raised through taxes.

This appropriation is in addition to Warrant Article #6, the Operating Budget Article. (Majority vote required.) (The School Board recommends this Article.) (The Budget Committee recommends this Article.)

Jane Raymond: I will move and will speak to Article 2 as printed on the Warrant. Seconded by Marie Morgan.

Jane Raymond: This article asks voters to appropriate a total of \$187,500.00; approximately \$30,000 to expand parking behind the High School, \$154,500 to blast, fill and grade for a second field behind the High School, plus \$3,000 for landscaping. This expansion will be funded from existing Town of Goffstown School Impact Fee Funds. These funds are designated specifically to fund school projects that address needs resulting from increased enrollment. If not utilized

for the support of eligible projects, School Impact Fees eventually expire and are returned to the developer.

P. Georgantas moved the question. Seconded by J. Caprio. Voted unanimously in the affirmative.

ARTICLE 2 WILL APPEAR ON THE BALLOT AS PRESENTED.

ARTICLE 3

Shall the School District raise and appropriate the sum not to exceed TWENTY-FIVE THOUSAND DOLLARS (\$25,000.00) for the payment of architectural and other fees and related incidental and necessary costs for the purpose of a study of the Bartlett Elementary School facility. This appropriation is in addition to Warrant Article #6, the Operating Budget Article. (Majority vote required.) (The School Board recommends this Article.) (The Budget Committee recommends this Article.)

Sara Sarette: I move and will speak to Article 3 as printed on the Warrant. Seconded by G. McKinnon.

Explanation: Student and staff needs at Bartlett Elementary School have outgrown the facility's ability to meet those needs based on current usage. The facility is in need of upgrades to address security and mechanical systems concerns. Additionally, the facility needs appropriate Administrative/Teacher space, classroom space, storage space, food preparation space, and parking to meet the needs of the current enrollment. This appropriation provides \$25,000 to fund a study to determine how to maximize the use of the current facility and to develop a long-term plan for the facility.

P. Georgantas moved the question. Seconded by P. Kendall. Voted unanimously in the affirmative.

ARTICLE 3 WILL APPEAR ON THE BALLOT AS PRESENTED.

ARTICLE 4

Shall the School District create a capital reserve fund under the provisions of RSA 35:1, to be known as the Bartlett Elementary School Facilities Fund, for the purpose of funding improvements to the school facility. Furthermore, to fund this trust fund from the year-end undesignated fund balance available on July 1 of 2005, with an amount not to exceed THREE HUNDRED THOUSAND DOLLARS (\$300,000.00); or to take any other action in relation thereto. This appropriation is in addition to Warrant Article #6, the Operating Budget Article.

(Majority vote required.) (The School Board recommends this Article.) (The Budget Committee recommends this Article.)

Philip Pancoast: I move and will speak to Article 4 as printed on the Warrant. Seconded by Keith Allard.

Explanation: As noted in the explanation for Article #3 there are various concerns with the current layout and physical condition of the Bartlett Elementary School. Article #3 is to fund a study to develop a long-term plan to address these needs. This Article, Article #4, appropriates up to \$300,000 to be placed in a Capital Reserve Fund to support the cost of implementing recommendations resulting from the study. This article is funded from the year-end undesignated fund balance. Amounts placed into this Capital Reserve Fund will require voter approval to be expended in the future.

P. Kendall moved the question. Seconded by P. Georgantas. Voted unanimously in the affirmative.

ARTICLE 4 WILL APPEAR ON THE BALLOT AS PRESENTED.

ARTICLE 5

Shall the school board be authorized to accept on behalf of the district, and for its benefit, without further action by the voters, gifts, legacies and devises of real or personal property, which may become available to the district during the fiscal year (Majority vote required). (The School Board recommends this Article.)

Ellen Vermokowitz: I move and will speak to Article 5 as printed on the Warrant. Seconded by Scott Gross.

Explanation: Approval of this article will authorize the School Board to accept various types of gifts to the School District. This will enable the School Board to accept a donation of land from the Town of Goffstown as defined in Article #24 of the Town of Goffstown's Warrant. Referred to as the Glen Lake property, this parcel of land is a potential site for the Kindergarten facility, which was approved by the voters last March.

Jason Sachs: If this article passes and the Town's Warrant Article 24 passes, what would happen to the school's interest in the Tibbetts Hill Road property?

E. Vermokowitz: It goes away. We would build on the Glen Lake property site.

Collis Adams: I live at 309 Elm Street. I am a direct abutter to the Glen Lake parcel. I am not here as Chair of the Conservation Commission, nor as my alternate position on the Planning Board. My concerns and issues are not issues relative to kindergarten in Goffstown. Both my wife and I have been ardent supporters. I hope to see this as soon as we can get it, but I think it needs to be done properly. The issues I have are relative to process and land use. A number of years ago, the voters voted to approve RSA 41:14A. This authorizes the Board of Selectmen to conduct land transfers. That statute describes a process that must be followed. You must get a written recommendation from the Planning Board and Conservation Commission then hold two public hearings. That process has not been followed in this case and I would like to know why. I would like an explanation.

Ellen Vermokowitz: I would urge you to come to the Town's Deliberative Session on Wednesday night and get an explanation. The Town received a grant in 1977 and they used that money to purchase this land. The deed states that this land must be used for a public purpose. Our legal counsel told us that a public school is a public service.

C. Adams: I appreciate the efforts by the Superintendent and the School Board to get an opinion from the State. My other issue was relative to proper land use. If the Glen Lake parcel is the most desirable, I would support that. However, when the public private partnership fell through and we stepped back and looked at this from a town wide perspective on what parcels were available for a kindergarten, seven parcels were identified. Another parcel identified was a 50-acre parcel near the transfer station. I would suggest that we have not done due diligence until we investigate that parcel. When the gravel was removed for the landfill closure, that parcel has been prepped and ready for building. I would suggest that it would be proper to look at that parcel and determine why that parcel has not been preferred. There are no environmental issues. I would suggest since it is already prepped, it would be far cheaper for the residents to site a kindergarten.

P. Georgantas: Does the School Board have any intention of retaining the Tibbetts Hill Road property if this article passes?

E. Vermokowitz: Both articles need to pass - the town and school articles. The School District would not retain that parcel if both articles pass.

Bob Wheeler: I want to share with the Board and the audience that the Board of Selectmen is comfortable that we have satisfied the requirements of the process. We have also checked with legal counsel. I think there is a difference because there is a question about process and procedure. Different folks have different levels of interest. If you are an abutter your interest runs high. In the land use arena there is a distinction between interested parties and abutters. The Board of Selectmen have not gone off without investigating whether there is authority to

make this type of transfer or not. We have looked into it and done our due diligence.

Charlie Carr: I was on the committee searching for the property and have looked at the transfer station property as well as the other. The transfer station property has a problem with line of sight at the end of the driveway. The line of sight is too short. When we had a problem in Grasmere, we cut down the top of the hill. There is nothing we can do to lengthen the line of sight from the end of this driveway to the landfill property, so I would not recommend that this be used.

Collis Adams: I clearly identified myself as an abutter. I was here speaking as a concerned citizen. I take issue regarding the line of sight. Having 25 years experience in land development, I would say there is ample line of sight there. Line of sight was a serious issue when the Planning Board looked at this property, and we did look into this carefully.

P. Georgantas moved, seconded by P. Kendall to move the question. Voted unanimously in the affirmative.

ARTICLE 5 WILL APPEAR ON THE BALLOT AS PRESENTED

Article 6

Shall the Goffstown School District raise and appropriate as an Operating Budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein totaling TWENTY NINE MILLION FIVE HUNDRED SIXTY SIX THOUSAND NINE HUNDRED FIFTY NINE DOLLARS (\$29,566,959.00). Should this Article be defeated, the Default Budget shall be TWENTY EIGHT MILLION NINE HUNDRED TWENTY NINE THOUSAND EIGHT HUNDRED ELEVEN DOLLARS (\$28,929,811.00) which is the same as last year, with certain adjustments required by previous action of the Goffstown School District or by law. In the event this Article is defeated, the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised Operating Budget only. (The School Board recommends this Article) (The Budget Committee recommends this Article.)

Scott Gross: I move and will speak to Article 6 as printed on the Warrant. Seconded by Ellen Vermokowitz.

Explanation: Approval of this article would set the Operating Budget at \$29,566,959.00 for the 2005-2006 year. Both the School Board and the Budget

Committee recommend the proposed budget. The proposed budget includes new staff to meet the requirements and needs of the student population:

Bartlett –

1 Additional Day Media Teacher
Additional End of Year Programming
Summer Assessment Time, and Summer Library Services
1 Paraprofessional

Maple Avenue

1 First Grade Teacher (grant funds no longer available)
1 Reading Recovery Teacher (grant funds no longer available)

Mountain View Middle School

Additional 12 Days Secretarial Time

Goffstown High School

1 World Language Teacher
Support for GAP (Adult Education/Diploma Program)
Additional Receptionist Coverage
Increased Secretarial Time
1 Paraprofessional

Other Staff

2 Staff Members for Alternative to External Suspension Program (grant funds no longer available)
10 Additional Days Production Technician Time
Approximately \$11,000 for Additional Coaching Staff

The requested 2005-2006 budget represents an increase of \$1,691,385 over the prior year.

Salary, taxes and benefits account for \$831,728, or 49% of the increase; \$624,330 in contractual obligations for existing positions and \$207,398 for the requested new positions. Increases in Special Education tuition account for \$319,251, or 19% of the budget increase. Other areas of emphasis include updating English Language Arts curriculum materials for grades 1 through 8 and implementation of the Technology Plan.

P. Georgantas moved the question, seconded by P. Kendall. Voted unanimously in the affirmative.

MOTION: Peter Georgantas moved, seconded by Phil Kendall to adjourn the 2005 Goffstown School District meeting. So voted.

Respectfully submitted,
Jo Ann Duffy
Goffstown School District Clerk

ELECTION RESULTS

Goffstown, NH School District

March 8, 2005

ARTICLE 1

To choose all School District officers for the ensuing years:

To choose three members of the School Board for the ensuing three years.

Philip Pancoast 1,561
Karen J. Pratt 1,535
Sara Ann Sarette 1,644

ARTICLE 2

Goffstown High Parking and Field Expansion

Yes 1,608 No 770

ARTICLE 3

Bartlett School Architectural Fees

Yes 1,509 No 856

ARTICLE 4

Facilities Capital Reserve Fund

Yes 1,478 No 867

ARTICLE 5

Permission to Accept Gifts

Yes 1,803 No 581

ARTICLE 6

School Budget

Yes 1,452 No 914

GOFFSTOWN SCHOOL DISTRICT

2006 WARRANT

SCHOOL BALLOT DETERMINATION MEETING

THE STATE OF NEW HAMPSHIRE

February 6, 2006

To the Inhabitants of the School District in the Town of Goffstown qualified to vote in District affairs:

You are hereby notified to meet on Monday, the sixth day of February 2006, in the Dr. Craig Hieber Auditorium at Goffstown High School, at 7:00 P.M. for the first session of the School District Meeting, also known as the first Deliberative Session, to act on the following subject and determine matters which will then be voted upon by the official ballot on Tuesday, March 14, 2006.

You are further notified to meet on Tuesday, the fourteenth day of March, 2006, also known as the second session, to vote on all matters by official ballot. The polls are open on March 14, 2006, at 7:00 A.M. and close at 7:00 P.M. at the Central polling district at the Goffstown High School and will open at 7:00 A.M. and close at 7:00 P.M. in the Fifth District at the Bartlett Elementary School.

ARTICLE 1

To choose all School District officers for the ensuing years:

To choose three School District Officials for the ensuing three years, namely: School District Moderator, School District Treasurer, School District Clerk

ARTICLE 2

Shall the School District raise and appropriate the sum not to exceed **THREE HUNDRED SIX THOUSAND, FIVE HUNDRED TEN DOLLARS (\$306,510.00)** for the purpose of funding the increased cost of construction of a 10 classroom Kindergarten facility. The increased cost is due to delays caused by litigation and reflects the necessary funds needed to furnish and equip the kindergarten school in order to open in October 2006. Construction plans and a cost itemization shall be on file with the School Administrative Unit #19 Office in Goffstown, New Hampshire.

This appropriation to be funded from New Hampshire State Building Aid and Kindergarten Aid as may become available and withdrawing up to **THREE HUNDRED SIX THOUSAND, FIVE HUNDRED TEN DOLLARS (\$306,510.00)** from the existing Town of Goffstown School Impact Fee Funds with no tax impact. Furthermore, to authorize the School District to make application for and accept all grants which may now or hereafter be forthcoming for this purpose and shall be applied to reduce the use of said Impact Fees?

This article requires no funds \$0.00 (Zero Dollars) to be raised through taxes.

This appropriation is in addition to Warrant Article #3, the Operating Budget Article. (Majority vote required.) (The School Board recommends this Article.) (The Budget Committee recommends this Article.)

ARTICLE 3

Shall the Goffstown School District raise and appropriate as an Operating Budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein totaling **THIRTY THREE MILLION, ONE HUNDRED FOURTEEN THOUSAND, TWO HUNDRED THREE DOLLARS (\$33,114,203.00)**. Should this Article be defeated, the Default Budget shall be **THIRTY TWO MILLION, THREE HUNDRED EIGHTY EIGHT THOUSAND, NINE HUNDRED SEVENTY TWO DOLLARS (\$32,388,972.00)** which is the same as last year, with certain adjustments required by previous action of the Goffstown School District or by law. In the event this Article is defeated, the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a

revised Operating Budget only. (The School Board recommends this Article.) (The Budget Committee recommends this Article.)

PETITION ARTICLE 4

“Shall we adopt the provisions of RSA 40:14-b to delegate the determination of the default budget to the municipal budget committee which has been adopted under RSA 32:14?” (Majority vote required.) (The School Board does NOT recommend this Article.)

GIVEN UNDER OUR HANDS AT SAID GOFFSTOWN ON THIS 19th DAY OF JANUARY 2006.

GOFFSTOWN SCHOOL BOARD MEMBERS

Ellen Vermokowitz, Chair
Philip Pancoast, Vice Chair
Keith Allard
Lorry Cloutier
Scott Gross
Virginia McKinnon
Karen Pratt
Jane Raymond
Sara Ann Sarette

Original Copy on File at SAU #19, 11 School Street, Goffstown, New Hampshire 03045

OCTOBER 1 PUPIL ENROLLMENT 2001 - 2005

School	Grade	2001	2002	2003	2004	2005
BARTLETT	Pre-School	28	33	40	44	47
1		57	52	42	57	44
2		57	59	51	46	49
3		35	53	55	55	51
4		---	44	54	56	56
Total - Bartlett		177	241	242	258	247

MAPLE AVE

Multi-age (1,2,3)		67	---	---	---	---
Combination (2,3)		---	46	44	---	---
1		107	126	111	127	133
2		99	110	111	115	133
3		119	97	115	133	117
4		44	144	124	143	139
Total - Maple Avenue		436	523	505	518	522

MOUNTAIN VIEW

4		156	---	---	---	---
5		199	197	191	178	203
6		239	223	208	197	182
7		303	331	341	287	287
8		320	313	343	324	288
Total - MVMS		1,217	1,064	1,083	986	960

GOFFSTOWN HIGH SCHOOL

9		302	314	320	356	336
10		323	303	325	318	366
11		259	308	346	319	348
12		185	245	264	301	294
Total - GHS		1,069	1,170	1,255	1,294	1,344

GRAND TOTAL 2001- 2005 **2,899** **2,998** **3,085** **3,056** **3,073**

Goffstown School District - Projected Revenues

	MS 24 2004 - 2005 Approved	MS 24 2005 - 2006 Approved	School Board 2006 - 2007 Proposed	Budget Comm. 2006 - 2007 Proposed
REVENUE FROM STATE SOURCES				
Adequacy Grant	4,894,390	5,058,937	5,058,937	5,058,937
School Building Aid	487,340	506,200	488,380	488,380
Kindergarten Construction Aid	2,253,030			
Area Vocational School Transportation Aid	3,500	3,500	3,500	3,500
Kindergarten Bridging Aid			180,000	180,000
Catastrophic Aid	125,044	173,633	250,000	250,000
Child Nutrition	9,600	9,600	9,600	9,600
REVENUE FROM FEDERAL SOURCES				
IASA, Chapter I and II	331,101	599,874	596,680	596,680
Child Nutrition Programs	95,000	90,000	67,000	67,000
LOCAL REVENUE OTHER THAN TAXES				
Tuition	4,150,000	4,330,481	4,829,804	4,829,804
Driver Education Program Receipts	10,000	19,000	19,000	19,000
Earnings on Investments	15,000	3,000	3,000	3,000
Food Service	634,833	737,791	795,691	795,691
Medicaid	65,000	65,000	100,000	100,000
School Impact Fees	436,769	187,500		
Reimbursement Spec. Ed.	132,441	182,294	249,285	249,285
SUBTOTAL REVENUES & CREDITS	13,643,048	11,966,810	12,650,877	12,650,877
OTHER FINANCING SOURCES				
Sale of Bonds				
GENERAL FUND BALANCE				
Reserved Fund Balance	400,000	300,000	**	**
Unreserved Fund Balance	1,094,119	310,220	550,000	550,000
TOTAL REVENUES AND CREDITS	15,137,167	12,577,030	13,200,877	13,200,877
DISTRICT ASSESSMENT	12,042,442	14,084,107	16,400,738	16,400,738
STATE ASSESSMENT	3,675,235	3,418,322	3,512,588	3,512,588
APPROPRIATION	30,854,844	30,079,459	33,114,203	33,114,203

Notes:

-> FY 2006 - 2007 appropriation number equals the operating budget warrant article (Article #3).

-> Projected revenues are estimates and are subject to change.

GOFFSTOWN SCHOOL DISTRICT
Debt Schedule as of June 30, 2005

Years remaining on Goffstown School District's general obligation bonds.

<u>Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Amount Due</u>
2005-06	1,330,000.00	575,852.50	1,905,852.50
2006-07	1,320,000.00	534,092.50	1,854,092.50
2007-08	1,305,000.00	491,530.00	1,796,530.00
2008-09	1,285,000.00	447,798.75	1,732,798.75
2009-10	1,275,000.00	402,605.00	1,677,605.00
2010-11	1,210,000.00	356,315.00	1,566,315.00
2011-12	900,000.00	314,300.00	1,214,300.00
2012-13	600,000.00	281,300.00	881,300.00
2013-14	600,000.00	252,800.00	852,800.00
2014-15	600,000.00	224,150.00	824,150.00
2015-16	600,000.00	194,750.00	794,750.00
2016-17	600,000.00	164,750.00	764,750.00
2017-18	600,000.00	134,750.00	734,750.00
2018-19	600,000.00	104,750.00	704,750.00
2019-20	600,000.00	74,750.00	674,750.00
2020-21	600,000.00	44,750.00	644,750.00
2021-22	595,000.00	14,875.00	609,875.00
Total Outstanding Bonds	<u>\$14,620,000.00</u>	<u>\$4,614,118.75</u>	<u>\$19,234,118.75</u>

<u>Bond</u>	<u>Principal Balance</u>	<u>Interest Balance</u>	<u>Amount Due</u>
MVMS & Elementary Bond*	4,425,000.00	415,843.75	4,840,843.75
GHS Renovation/Addition**	10,195,000.00	4,198,275.00	14,393,275.00
Total Outstanding Bonds	<u>\$14,620,000.00</u>	<u>\$4,614,118.75</u>	<u>\$19,234,118.75</u>

Notes:

* Last Payment –8/15/2011

** Last Payment – 7/15/2021

The MVMS & Elementary Bond was refunded in August 2003 resulting in a savings of \$341,879 in interest cost over the life of the Bond.

Goffstown School District Budget

	2004 - 2005 Actual	2005 - 2006 Appropriation	2006 - 2007 Proposed School Board	2006 - 2007 Proposed Budget Committee
Regular Education	10,960,649.72	11,952,679	13,238,010	13,238,010
Special Education	4,620,335.41	5,145,292	6,268,556	6,268,556
Vocational Programs	82,480.00	125,600	95,000	95,000
Co-Curricular & Athletics	464,117.29	480,369	504,700	504,700
Summer School Programs	7,083.60	20,038	20,038	20,038
Other Pupil Services	25,094.50	28,250	29,250	29,250
Adult Education Programs	80,725.16	82,581	84,284	84,284
Field Rental	5,000.00	5,000	5,000	5,000
Guidance	830,811.17	872,397	950,197	950,197
Health Services	260,236.20	295,451	379,555	379,555
Speech Pathology and Audio	248,398.37	261,417	274,587	274,587
Curriculum Development	3,789.49	3,282	4,585	4,585
Staff Development	48,725.83	66,000	66,000	66,000
Information Center Services	384,696.10	441,476	459,441	459,441
Educational TV	189.04	3,800	3,700	3,700
Technical Support Services	201,008.63	175,034	189,755	189,755
School Board	34,763.64	34,369	36,149	36,149
Treasurer	2,499.45	2,624	2,624	2,624
District Meeting	9,347.08	3,445	3,445	3,445
Audit Services	6,000.00	6,000	6,500	6,500
Legal Services	11,501.91	10,000	10,000	10,000
SAU Services	1,006,121.00	990,560	1,026,522	1,026,522
Administration	1,452,706.28	1,787,520	2,004,887	2,004,887
Other Student Support Services	173,867.11	22,364	22,938	22,938
Building Operations	1,813,159.86	1,858,562	2,249,444	2,249,444
Care and Upkeep of Grounds	44,537.60	50,923	68,765	68,765
Equipment Maintenance	3,512.25	6,003	7,622	7,622
Transportation	781,920.95	826,529	939,116	939,116
Special Needs Transportation	472,801.01	531,196	644,065	644,065
Skills Center Transportation	26,190.00	30,051	30,915	30,915
Athletic Program Transportation	58,367.42	61,790	58,200	58,200
Field Trip Transportation	21,222.10	25,240	32,700	32,700
Other Professional Services			26,090	26,090

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GEES Course Reimbursement	6,288.44	8,000	9,000	9,000
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Goffstown School District Budget (cont.)

	2004 - 2005 Actual	2005 - 2006 Appropriation	2006 - 2007 Proposed School Board	2006 - 2007 Proposed Budget Committee
Site Improvement	12,430.00	197,500	38,000	38,000
Arch. & Engineering Prof. Svs.		25,000		
Debt Service	1,958,917.91	1,905,852	1,854,092	1,854,092
Capital Reserve Transfer		300,000		
Total General Fund	26,119,494.52	28,642,194	31,643,732	31,643,732
Federal Grants Fund	697,675.31	599,874	596,680	596,680
Capital Projects Fund	341,974.89	0	0	0
Food Service Fund	822,613.12	837,391	873,791	873,791
Total Goffstown School District *	27,981,757.84	30,079,459	33,114,203	33,114,203

Note: The proposed fiscal year 2006 - 2007 columns equal the operating budget warrant article.

PRINCIPALS' REPORTS

BARTLETT ELEMENTARY SCHOOL

David A. Bousquet, Principal

Educator Jacques Barzun stated, "In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years." At Bartlett Elementary School we believe in the need to develop a good foundation for learning, which will carry each student throughout school and into their adult years. Therefore, advancing student learning continues to be the goal and focus at Bartlett Elementary School. We have been implementing the Literacy Collaborative initiative through Lesley University during the last four years. The Literacy Collaborative helps schools develop early literacy skills through intensive professional development that promotes effective reading and writing instruction. This year each teacher completed 20 hours of professional development in literacy instruction. As part of our focus on literacy, Bartlett students were honored to have children's author, Mary Lyn Ray visit the school in April.

We have continued implementing the Everyday Math program to help provide well-balanced instruction in mathematics. Everyday Math is a comprehensive program based on the belief that students learn best through repeated exposure to concepts and hands-on investigative activities. The program focuses on developing greater mathematical competence and problem-solving ability.

Each day, Bartlett Elementary School staff and students are involved in the daily instruction and assessment of student learning. Assessment tools include the NHEIAP, NWEA, writing prompts, running records in reading and the Terra Nova. This fall our third and fourth grade classes also piloted the NECAP, a statewide assessment that was developed in a joint venture with Rhode Island and Vermont. These assessments, along with our literacy and numeracy folders, provide a broad view of student learning over time. To date, we have seen major growth in the areas of reading and mathematics. We will continue to focus on writing, an area of difficulty for many students.

PBIS has come to Bartlett in 2004! This school-wide program focuses on behavioral issues in the school environment. Bartlett students and staff have chosen to focus on the areas of respect, responsibility and safety. Behavioral expectations were developed for each area of the building. These expectations are explained and modeled to the students. Children who are "caught" using these targeted behaviors are recognized with a special PBIS sticker. The school will continue its ongoing focus on positive behavioral expectations of all students and will also focus on students who are at-risk or have chronic discipline problems.

Throughout the year, our partnership with St. Anselm College has grown in many ways. Bartlett has provided the opportunity for many of the college's students to complete course requirements such as observations, internships and service learning. Many students and staff from St. Anselm College have served

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as Big Brothers or Big Sisters to our students. St. Anselm College has provided us with classroom space for professional development activities. The Digital Divide initiative, which uses technological instruction to create a bond among college students, elementary students and senior citizens, continues. The list goes on and on. We appreciate everything that St. Anselm College does for Bartlett Elementary School. They are always there when we need them.

Bartlett Elementary School opened in September 2004 with 258 students and several additions to our staff. We were very excited to have the following staff members join us this year:

Preschool - Jen Guillemette, Nicole Richard, Debra Perron- Assistant.

Special Ed. Assistant - Debra Miller, Karen Blunden, Alicia Carrier,
Judith Lavoie

Classroom Paraprofessional - Judy Evans, Barbara Hammond

ELL Tutor- Wendy Guevin,

Physical Ed.- Sean Johnson

Information Center Asst.- Stacey Chauvette

This fall, Bartlett Elementary School once again received a Blue Ribbon Award. The Partners in Education presents this award to schools that demonstrate outstanding volunteer programs. Special thanks go to everyone who volunteers at Bartlett and to our volunteer coordinator, Lisa Lambert, for her time and effort.

The breakfast program continued to be strong this year. Bartlett began offering breakfast to our students in November 2003 and the number of students who participate in this program continues to grow. About 60 students are served breakfast each morning. Special thanks go to Cheryl Nault for making such a delicious breakfast each day.

Throughout the year, many events and programs take place at Bartlett Elementary School in order to provide a well-rounded education to our students. Some of these programs include monthly All-School Meetings, Lunch With the Principal, School Spirit Days, McDonald's Student of the Month, Grandparents' Lunch, Red Ribbon Week, Kids Voting, Martin Luther King Celebration, Dr. Seuss' Birthday, a Memorial Day Program, Project Night, and Bartlett Bash. To help our fourth graders with their transition to middle school, our annual Fourth Grade Farewell was held for the first time at Mountain View Middle School.

I would like to thank everyone who has worked so hard to help us provide an excellent learning community for our students. If you have any questions, please contact us at 623-8088.

MAPLE AVENUE ELEMENTARY SCHOOL

Marc Boyd, Principal 2005 Annual Report

The New Hampshire Educational Improvement and Assessment Program (NHEIAP), which was administered to our third graders, in 2005 has recently been replaced by the New England Common Assessment Program (NECAP). The District has also implemented the Northwest Evaluation Association (NWEA) to assess our third and fourth grade students' skills in Reading, Language Usage and Math. We are currently beginning our second year of NWEA assessment. The NWEA is a computerized measure of academic progress. This test produces scores that make it possible to monitor students' growth along a developmental curriculum scale. Because the test is matched to the student, the scores tend to be more accurate than some other measures. The achievement reports a RIT score, which shows a student's current achievement level along the curriculum scale.

Based upon our scores of Maple Avenue students in the fall of 2004, 80% of our non-special education 3rd grade students scored average or above in the area of reading, and 82% scored average or above in mathematics. Non-special education 4th graders taking the fall 2004 NWEA scored even higher with 88% falling in the average or above range for reading and 85% scoring average or above in mathematics.

Based upon 2004 – 2005 NWEA scores, special education students made dramatic gains, 60% of special education 4th graders exceeded mean growth in the area of reading with 25% of them moving from the low to the average range. In the area of mathematics 88% of special education 4th grade students exceeded mean growth with 47% of them moving from the low to the average range.

We have also tracked the reading progress of students by grade level. The assessment results are based on in-school assessments. These are the most consistent forms of assessment from grade to grade. At the beginning and end of grade 1 teachers use an oral reading assessment. At the ends of grades 2 and 3 students are given a silent reading comprehension assessment.

Beginning with the students who were the first grade class of 2001-2002 we found that 62% of the entering first graders were on grade level. By the end of their first year, 90% were on grade level. At the end of second grade, 89% were on grade level, by the end of third grade 93% were on grade level. Based on preliminary NWEA data, at the end of fourth grade, 91% of the students scored average or high or exceeded the typical mean growth from fall to spring.

We found the entering first grade class of 2002-2003 had 79% on grade level. By the end of their first year, 95% were on grade level and by the end of second grade, 90% were on grade level.

The entering first grade class of 2003-2004 had 64% of students entering on grade level. By the end of their first year, 90% were on grade level and at the end of second grade, 91% were on grade level.

The entering class of 2004-2005 had 44% of first graders on grade level. By the end of their first year, 90% were on grade level.

In Summary:

- A range of 44 to 79% of entering first graders demonstrate on grade level reading skills.
- By the end of first grade 90 to 95% of students are reading on grade level and maintain their progress through 2nd and 3rd grades.
- We look forward to utilizing the NWEA data to track student progress at the third and fourth grade levels as well as use it to identify strengths and weaknesses of students and plan instruction to meet their needs.

In closing, Maple Avenue Elementary School children are being educated in a school community that values them and that works extremely hard to ensure their emotional, physical, and academic needs are successfully met. The staff and parents/guardians are working collaboratively through the Parent and Faculty Together Organization and individually to make Maple Avenue Elementary School a mecca of learning and understanding for the children.

MOUNTAIN VIEW MIDDLE SCHOOL

Rose LaRochelle-Colby, Principal

This year's theme "All aboard! Take the MVMS Express to Success!" has been the vehicle and emphasis for the work of our staff and students. During the time that spans the start of the school year and into the middle of October, our students participated in two major assessments. September was the month dedicated to administering the second year of NWEA MAP (measure of academic progress) testing and in October our students took the NECAP assessment. The NECAP assessment is given in every school in the state of New Hampshire to students in grades three through eight. Students in all grades are assessed in reading and mathematics and students in grades five and eight take an additional writing assessment. NECAP results are anticipated in February or March 2006.

To determine the instructional strategies that are most effective to advance student learning, our teachers have begun to look at NWEA assessment data that shows growth over time for both individual students and whole classes. Using New Hampshire Grade Level Expectations and district curricula, our staff worked with SAU colleagues to develop six units of study in each content area last summer. The six units of study compliment the new trimester grading schedule and provide teachers with a framework that informs the pacing of

content and instructional practice. Ever mindful of the need to make transitions for our students as fluid as possible, we will continue to work with our sending schools on curriculum development that is responsive and complimentary to student assessment results.

What has our assessment data told us?

- NWEA ~ Most MVMS students met or exceeded the spring level anticipated growth in math and reading
- All grades demonstrated impressive and continued growth in the spring math assessment

Our arts program has grown over the past year with a record number of students participating in band and chorus. The fifth grade Artist in Residence program provided a rich experience in poetry and weaving for all our students. Our interscholastic sports participation continues to be of high student interest with the greatest student and spectator growth evidenced in wrestling.

Community outreach is alive and well at MVMS! The spring marathon, organized by staff members to benefit one of our students, and our annual Turkey Trot are only two examples of the activities that demonstrate the commitment of our staff and students.

As I prepare to leave Mountain View Middle School, I know that the administrative team, the staff, and the students will continue to excel. During my sabbatical year, I had the opportunity to visit many schools throughout the state. I returned from that experience knowing that MVMS is a gem. I know that this gem will be cared for and nurtured by caring teachers, support staff, and administrators. I would like to thank the members of the Goffstown community who have been so wonderful to me during my career here as a teacher and administrator.

GOFFSTOWN HIGH SCHOOL

FRANCIS J. MCBRIDE, PRINCIPAL

Goffstown High School is in a pattern of improvement. Goffstown's NHEIAP Scores (the spring state testing of 10th graders in reading and mathematics) for 2005 continued the trend, with the number of "advanced" learners actually higher than the state average, and the number of "basic" learners fewer than the state average. The results improve upon the previous 4 years of increasing state test scores and rising SAT averages. Other indicators of student engagement and success are a declining failure rate, a declining dropout rate, and an increase in the average daily attendance rate.

With the numbers telling the story, Goffstown was pleased to learn in December 2005, that we are a finalist in the annual competition for School of Excellence—the "EDies" award. As we go to press, we anticipate a school

visit in January 2006 from the EDies Committee that will help to determine which of the third-round high schools will be the winner for 2006.

Also, in the fall, Goffstown High School began the two-year self-study process leading to re-accreditation by the New England Association of Schools and Colleges—a process which takes place every ten years. Since the last visit, in 1997, the high school has changed and improved significantly. Former deficiencies are now areas of strength. The faculty is approaching the task of the self-study with confidence and enthusiasm, and is preparing the committees that will do the work of looking at the central issues of curriculum, instruction, and assessment, as well as other aspects of school functioning. Students, parents, and community members are working together with teachers on the self-study. In preparation for this work, the Mission Committee has revised, streamlined and updated the school's Mission Statement and Expectations, and the Mission has been endorsed by the faculty and approved by the School Board. More work with the mission will continue in 2006, as GHS strives to keep the focus on school improvement and student achievement.

Better communication about student progress is a key to student success. The high school is rapidly moving toward computer-based programs that will make student information more available to teachers, administrators, and parents. In November, the school converted from WinSchool Student Information System to PowerSchool. In the near future, PowerSchool will allow parents online access to grade and attendance information in addition to the progress reports and report cards sent home with students.

Goffstown's teachers have achieved local and state-wide recognition: in September, English and theater teacher Lee Mannion was recognized as Wal-Mart's New Hampshire Teacher of the Year after winning the local contest at the Bedford, NH, store. The school received a \$10,000 grant from Wal-Mart. Her application will be sent on to the national competition. In November, social studies teacher Ami Marler received a Milken Family Foundation National Educator Award! These are amazing examples of the quality educational staff we have in our schools!

The Goffstown Area Stadium Community Project, funded through school impact fees and the very generous donations of community members and businesses, has been very busy in 2005. The initial phase of sodding, irrigating, and fencing the varsity game and practice fields behind the high school has held up well. This past summer parking was added as well as additional playing surface. This second phase of the project also includes the purchase of bleachers, the installation of a scoreboard, the building of a baseball diamond, fencing new field space, and the extension of irrigation lines. Future project goals include installing a baseball backstop, possibly installing lights, building a press box, and adding permanent storage. We remain confident that through continued fundraising and great volunteer efforts provided by so many community members, the project will continue to be one in which we are all proud.

Goffstown High School continues to be a mission-driven school, preparing students for engagement in the ever-changing world of the 21st century.