

**APPENDIX 12**

1981 Canterbury Withdrawal Study Report

File  
Shaker

**SHAKER REGIONAL SCHOOL DISTRICT**

**Report of Committee to Study  
Dissolution of Shaker Regional  
School District Under RSA 195**

**COPY**

TABLE OF CONTENTS

**PART I - Economics of Dissolution.....1**

    Introduction.....1

    Findings.....3

    Conclusion.....11

    Appendix A.....12

    Appendix B.....13

    Appendix C.....14

**PART II - Educational Aspects of Dissolution.....15**

    Exhibit 1 (Demand for Educational Services).....19

    Exhibit 2 (Comparison of College Enrollments).....20

    Exhibit 3 (Elementary School Curriculum).....21

    Exhibit 4 (Curriculum Comparisons).....30

    Exhibit 5 (Standardised Test Performance).....35

    Exhibit 5A ~~(Test Results)~~.....36

    Exhibit 6 (Comparison of College Enrollments).....37

    Exhibit 6A (SRSD - Class of 1981).....38

    Exhibit 6B (SRSD - Class of 1980).....39

    Exhibit 6C (WRSD - Class of 1981).....40

    Exhibit 6D (SRSD - Class of 1980).....41

    Exhibit 7 (Statistical Profile).....43

    Exhibit 7A (SRSD - Responses).....44

    Exhibit 7B (WRSD - Responses).....45

    Exhibit 8 (Student Activity Profile).....53

    Exhibit 9 (Student Council Opinion Letter).....54

**PART III - Committee Recommendations.....55**

PART I

THE ECONOMICS OF DISSOLUTION OF THE SHAKER  
REGIONAL SCHOOL DISTRICT

I.  
Introduction

A. The Shaker Regional School District (SRSD) was created effective July 1, 1971. Pursuant to the Articles of Agreement of the District, the capital and operating expenses payable each year are apportioned by fifty percent (50%) on the average daily membership of the pupils residing in each member town during the second preceding fiscal year and fifty percent (50%) on the equalized valuation of each town as determined by the Department of Revenue Administration. In 1979-1980 the average daily membership (ADM) was:

<u>Town</u>	<u>ADM</u>	<u>Percent</u>
Belmont	711.0	74.10%
Canterbury	248.6	25.90%
	<u>959.6</u>	<u>100.00%</u>

In 1979-1980 the equalized values (EV) were:

<u>Town</u>	<u>EV</u>	<u>Percent</u>
Belmont	62,075,003	71.17%
Canterbury	23,144,843	28.83%
	<u>87,219,846</u>	<u>100.00%</u>

By applying the apportionment factor to the average daily membership and equalized values, the capital and operating expenses of the district are borne as follows:

Belmont	72.63%
Canterbury	27.37%

Dear Fellow School District Resident:

In June, 1981 a petition to dissolve the Shaker Regional School District was presented to the School Board. Accordingly, a Dissolution Committee was established under RSA 195. The Committee comprised of six members from Belmont and Canterbury respectively conducted an exhaustive study of the many issues and alternatives involved in dissolving the Cooperative School District.

As a result, the Dissolution Committee voted unanimously that the Shaker Regional Cooperative School District should continue as presently organized rather than dissolve.

We invite your review of this report.

The Committee would like to express its gratitude to the many individuals who were so helpful in the development of this report.

Robert Scarponi, Chairman

Julia Perkins, Belmont Selectperson

William Nears, School Board

Robert Lemay

Jean Cote

Barbara Howell

Darlene DeKart, Secretary

Margaret Fogg, School Board

Thomas Clairmont

Miriam Hill

Robert Upton

Bo Gilbert

Michael Blair, Student Council

In 1971, when the district was created, the following school properties existed and were acquired:

<u>Town</u>	<u>Property</u>
Belmont	Gale School Memorial School Belmont High School (old)
Canterbury	Elementary School

The property in Belmont had an appraised value at the time of Seven Hundred Ninety Thousand Dollars (\$790,000.00) while the Canterbury property was appraised at Three Hundred Fifty-four Thousand Dollars (\$354,000.00). Using these values, in 1971 69.05% of the district property was located in Belmont and 30.95% was located in Canterbury. Canterbury, under the Agreement, was obligated to purchase an interest in the Belmont property. The obligation has ten (10) years remaining at a cost of Four Thousand Five Hundred Fifty-one Dollars and Forty-eight Cents (\$4,551.48) per year.

In 1980-1981 the district owns the following properties having the following appraised values as determined by:

<u>Town</u>	<u>Property</u>	<u>Appraised Value</u>
Belmont	Gale School	\$ 288,500
	Memorial School	526,900
	Belmont High School (old)	1,364,000
	Belmont High School (new)	1,567,000
		<u>\$ 3,746,400</u>
Canterbury	Elementary School	<u>791,800</u>
	Total District	\$ 4,538,200

Using these values, at the present 82.55% of the district property is located in Belmont and 17.45% is located in Canterbury.

The interest of each town in the district property is determined by applying its percentage of the apportionment formula used to calculate each town's share of capital and operating expenses to the total appraised value of district property as follows:

<u>Belmont</u>	$72.63 \times 4,538,200 = \$3,296,095$
<u>Canterbury</u>	$27.37 \times 4,538,200 = \$1,242,105$

B. One of the economic consequences of dissolution is a loss of State aid for school construction. The present State aid is 40% of the annual principal payment on the debt service. The Committee does not know the extent of the reduction but believes it would be approximately 10%.

The Committee, at the outset of its examination, was advised that the Building Committee created at the 1981 Annual District Meeting had recommended to the School Board and would recommend to the District that an eighteen (18) room elementary school be constructed in Belmont; that the Memorial School be converted to a junior high school to accommodate grades 7 and 8; and that certain renovations and repairs be made to the high school and Canterbury Elementary School. The Committee has calculated the economic consequences of dissolution both with and without a new elementary school in Belmont. (See Appendix A for the costs associated with the construction of alternative elementary school proposals)

In making its calculations, the Committee also made other assumptions which it believed were valid. They were:

1. Enrollment. The Committee accepted the projected enrollment figures provided by the Superintendent's Office. The figures are based upon actual census data and straight line projections were used. They show the following:

<u>Year</u>	<u>Belmont</u>			<u>Total</u>
	<u>1-6</u>	<u>7-8</u>	<u>9-12</u>	
1981-82	412	113	282	807
1982-83	422	132	272	826
1983-84	459	140	245	844
1984-85	506	121	251	878
1985-86	565	113	261	939
1986-87	606	129	261	996

  

<u>Year</u>	<u>Canterbury</u>			<u>Total</u>
	<u>1-6</u>	<u>7-8</u>	<u>9-12</u>	
1981-82	114	52	69	235
1982-83	111	46	73	230
1983-84	101	48	82	231
1984-85	112	48	83	243
1985-86	132	32	100	264
1986-87	159	29	94	282

2. Budget. The Committee accepted and used in its calculation the projected 1981-82 District Budget as presented in the Annual Report 1980-81. It reveals:

Total Expenditures	\$1,956,812
Total Receipts	144,818
Total To Be Raised by Taxes	<u>\$1,811,994</u>

Belmont's Share  $72.63 \times 1,811,994 = \$1,316,051$   
 Canterbury's Share  $27.37 \times 1,811,994 = \$495,943$



II.  
Findings

A. Effect on Canterbury.

If the district were dissolved, Canterbury would have to find space for its students in grades 7-12. A number of alternatives were examined.

1. Construct A New High School. It was difficult to determine what size school would be necessary, but the Committee assumed a probable cost of one and one-half million to two million dollars. This would result in an annual expenditure of approximately One Hundred Ninety Thousand Dollars (\$190,000.) to service the debt and reduce the indebtedness. The operating cost of such a school was also difficult to determine. The Committee therefore used the average per pupil cost net of debt service as determined by the State of New Hampshire Department of Education for high schools having a population of one hundred to one hundred fifty students or Two Thousand Six Hundred Fifty Dollars (\$2,650.00) per pupil. The cost of operation for Canterbury with a new high school to accommodate grades 7-12 would be as follows:

Grades 1-6	\$268,720.00	(1981-82 Budget)
Grades 7-8	114,400.00	(52 pupils x \$2,200)
Grades 9-12	182,850.00	(69 pupils x \$2,650)
Bond Issue (annual)	190,000.00	(estimate)
Transportation	43,200.00	(estimate)
Annual Cost	\$799,170.00	

To this cost there would be an offset for that portion of Canterbury's share of the school property that Belmont would be obligated to pay upon dissolution. This was computed by deducting the value of the school property in Canterbury (Seven Hundred Ninety-one Thousand Eight Hundred Dollars (\$791,800.00) from

Canterbury's share of the total school property (27.37% x \$4,538,200.00 = \$1,242,105.00). The total that would be due from Belmont is Four Hundred Fifty Thousand Three Hundred Five Dollars (\$450,305.00). Deducted from this was Canterbury's share of the bonded indebtedness (One Hundred Nineteen Thousand Two Hundred Seventeen Dollars (\$119,217.00)) and the balance due from Canterbury for the initial property exchange (10 x \$4,551.48 = \$45,514.80). The total due Canterbury is Two Hundred Eighty-five Thousand Five Hundred Seventy-three Dollars (\$285,573.00). This would be paid back in some fashion that would be negotiated upon dissolution. No lump sum payment is required. The operating cost for Canterbury with a new high school would be reduced by whatever annual payment was agreed upon.

2. Construct for Grades 7-8 and Tuition Grades 9-12.

In examining this alternative, the Committee assumed an elementary type program for grades 7 and 8. This was the least costly but also the least attractive from an educational standpoint. Many of the presently available programs and courses would be eliminated. The Committee further agreed some construction in Canterbury would be necessary. The cost of such construction, we believed would, however, be virtually offset by the payment due from Belmont for Canterbury's share of the total school property (Two Hundred Eighty-five Thousand Five Hundred Seventy-three Dollars (\$285,573.00)) whether paid in a lump sum or over a period of time.

In considering operating costs under this alternative, the Committee used an average cost of Two Thousand Two Hundred Dollars (\$2,200.00) per student for grades 7 and 8. This figure

School as shown in the projected Budget for 1981-82 and with statewide figures for a program of the type assumed.

In considering the cost of tuition grades 9-12, the Committee obtained from the State Department of Education a listing of the area districts accepting tuitioned students and the per pupil cost of each. See Appendix B. The Committee has learned, however, that only Winnisquam Regional would in fact accept the number of students Canterbury would generate. The other districts had insufficient space. The Committee was not willing to accept a tuition program it believed would be inferior or even equal to that available in the SRSD. To change merely for the sake of change was never considered. Given the position and given the tuition costs and availability of space in local districts, the Committee assumed a probable per pupil cost of \$3,300.00 for tuition to a district with a more diversified program. See Appendix C. Because a more diversified program is not presently available, the computation performed under this alternative is made for comparison purposes.

The projected operating cost of this alternative is:

Grades 3-5	268,720.00	(1981-82 Budget)
Grades 7-8	114,400.00	(52 x \$2,200.00)
Grades 9-12	227,700.00	(69 x \$3,300.00)
Transportation	43,200.00	(estimate)
	<u>\$654,020.00</u>	

3. Tuition Grades 7-12. In considering this alternative the Committee made the same assumptions as in alternative two above. The operating cost would be the same, reduced by whatever annual payment Belmont made to Canterbury to its share of the total district property.

4. Summary of Canterbury Alternatives. In order to properly assess each of these alternatives, they must be viewed

in light of the actual or potential cost to Canterbury if the district remains united. As indicated in the Introduction to this section of its report, the Committee made its study assuming construction of a 12, 18 and 24 room elementary school building and remaining with the existing buildings (See Appendix A).

The comparison of the consequences of these alternatives to the consequences of remaining united is revealing.

1. New Canterbury High School (less annual payment from Belmont)	\$799,170.00
2. Grades 7 & 8 in Canterbury (Elementary Program) Tuition Grades 9-12	\$654,020.00
3. Tuition Grades 7-12 (less annual payment from Belmont)	\$654,020.00
4. Remain United No Construction	\$495,943.00
5. Remain United - Construct New Elementary School 12 Rooms	\$547,803.00
6. Remain United - Construct New Elementary School 18 Rooms	\$571,971.00
7. Remain United - Construct New Elementary School 24 Rooms	\$597,060.00

#### B. Effect on Belmont.

Dissolution from an educational standpoint would have a less severe impact on Belmont. It has a high school and junior high school program in place and tuition as in the case of Canterbury was not considered. The Committee was first concerned with what impact the removal of one hundred twenty-one (121) Canterbury students from Grades 7-12 would have. According to Principal Peter Graham, there would be a slight reduction in class size (approximately 3-5 students per class) which would result in the elimination of one and one-half to four teaching positions.

There would be no additional space available to be used for elementary class rooms. Existing programs would immediately spill over into whatever space was freed.

Obviously, there would be no impact on Belmont's elementary program which remains overcrowded. Some building program would probably be necessary at that level. The Committee examined costs based upon a new elementary school of 12, 18 and 24 rooms as well as no construction.

Assuming the above, the economic consequences of dissolution to Belmont would be as follows:

Total Budget (81-82)	\$1,956,812.00
Less Total Income	-144,818.00
To be raised by Taxes	<u>\$1,811,994.00</u>
Less Canterbury Cost	-268,720.00
	<u>\$1,543,274.00</u>
Plus Canterbury Share of income (Line 2)	+ 16,000.00
	<u>\$1,559,274.00</u>
Less Four Teachers Cost to Belmont	- 44,000.00
	<u>\$1,515,274.00</u>

This total of \$1,515,274.00 must be compared with Belmont's share of the 1981-1982 Budget (without construction) of \$1,316,051.00. The difference of \$199,223.00 would be further increased if a 12 room school were constructed by an additional \$189,476.00. If an 18 room school were constructed, the Committee estimated, based on figures provided by the district, an additional annual cost of \$277,778.00. A 24 room school would increase the annual cost by \$369,444.00.

In summary, the consequences to Belmont are as follows:

1. Annual Cost - Dissolution No Construction	\$1,515,274.00
2. Annual Cost - Dissolution 12 Room Elementary School	\$1,704,750.00
3. Annual Cost - Dissolution 18 Room Elementary School	\$1,793,052.00

4.	Annual Cost - Dissolution 24 Room Elementary School	\$1,884,712.00
5.	Annual Cost - No Dissolution No Construction	\$1,316,051.00
6.	Annual Cost - No Dissolution 12 Room Elementary School	\$1,453,667.00
7.	Annual Cost - No Dissolution 18 Room Elementary School	\$1,517,801.00
8.	Annual Cost - No Dissolution 24 Room Elementary School	\$1,584,378.18

None of these alternatives involving dissolution include any payment Belmont would be obligated to pay Canterbury for its share of the district property. There would therefore be an increase to that extent. (See discussion in II(A)(2) above).

III.  
CONCLUSIONS

Based upon its review of the economics of dissolution, this Committee reached the following conclusions:

1. Dissolution of the SRSD would be economically disadvantageous to Canterbury. The least expensive alternative for Canterbury is \$122,620 more expensive than its current share of SRSD expense.

Computation

Tuition Proposal	\$647,120	
Less-Current Share of SRSD	<u>495,943</u>	
Gross additional costs		\$151,177
Less-10 year payback of \$285,573 (Page 5-A)		<u>28,557</u>
Total Additional Costs		<u>\$122,620</u>

Even if a 24 room school was built, the annual cost of Canterbury would be \$21,903 less than their least expensive alternative without any consideration for the increase in equity in such a building.

Computation

Tuition Proposal	\$647,120	
Less-10 Year payback	<u>28,557</u>	
Net Tuition proposal costs		\$618,563
Current share of SRSD costs	\$495,943	
Add-share of 24 room school	<u>101,117</u>	
		<u>\$597,060</u>
Excess annual costs of least expensive alternative		<u>\$ 21,503</u>

2. It would also be economically disadvantageous if the SRSD was dissolved. With no construction, the additional cost to Belmont would be \$227,780.

Computation

Cost to Belmont with dissolution (Pg. 9-B)	\$1,515,274	
Current Share of SRSD	<u>1,316,051</u>	
		199,223
Plus 10 year payback		28,557
Total Additional Cost		<u>\$ 227,780</u>

The cost of any building program would be in addition to the above figure (See Appendix A).

APPENDIX A

SHAKER REGIONAL SCHOOL DISTRICT  
ESTIMATED COSTS FOR ELEMENTARY SCHOOL AND RENOVATIONS

BELMONT ELEMENTARY SCHOOL

	<u>12 Rooms</u>	<u>18 Rooms</u>	<u>24 Rooms</u>
Construction Costs	<u>\$1,322,400</u>	<u>\$1,937,200</u>	<u>\$2,576,476</u>
1st year mortgage expense includes principal and interest (Note 1)	178,524	261,522	347,824
Less--State Building Aid	26,448	38,744	51,530
Add--Estimated Operating Exp.	<u>37,400</u>	<u>55,000</u>	<u>73,150</u>
Total Cost	<u>\$ 189,476</u>	<u>\$ 277,778</u>	<u>\$ 369,444</u>

TOWN SHARE OF TOTAL COSTS

Belmont at 72.63%	\$ 137,616	\$ 201,750	\$ 268,327
Canterbury at 27.37%	<u>51,860</u>	<u>76,028</u>	<u>101,117</u>
Total Cost	<u>\$ 189,476</u>	<u>\$ 277,778</u>	<u>\$ 369,444</u>

\* Source: Superintendent's Office - Computation as of July 1, 1981.

Note 1: 20 Year Bond at 8.5%



Appendix B

<u>District</u>	<u>1980-81</u>	<u>1981-82</u>
Franklin	\$1,509.00	\$1,663.00
Winnisquam	2,141.00	2,307.00
Laconia	2,335.00	2,776.00
Gilford	2,233.00	2,697.00
Merrisack Valley	1,854.00	2,200.00
Frembroke	1,480.00	1,760.00
Concord	2,920.00	3,300.00 (est.)

Appendix C

The Committee used a probable per pupil cost of tuitioning Grades 9-12 in the amount of \$3,300.00 based upon the figures set forth in Appendix B. The Committee believed that only Concord (of the districts close enough to offer viable alternatives) offered a program that was significantly more diversified than that at SRSD and thus adopted the figure of \$3,300.00 charged by Concord.

Because Winnisquam is the only district currently willing to accept tuitioned students, the Committee also computed the operating cost with a per pupil cost equal to that presently charged by Winnisquam in the amount of \$2,307.00 for grades 9-12 and \$1,750.00 for grades 7-8.

Grades 1-6	\$268,720.00	(81-82 Budget)
Grades 7-8	91,000.00	(52 x \$1,750.)
Grades 9-12	159,183.00	(69 x \$2,307.)
Transportation	43,200.00	(estimate)
	<u>\$562,103.00</u>	

This cost exceeded or was the equivalent of the probable operating costs of alternatives in which there was no dissolution with the exception of remaining united and constructing a 24 room elementary school. The Committee was not persuaded, however, that there would be an significant improvement in the educational program available at Winnisquam.

PART II

THE EDUCATIONAL ASPECTS OF DISSOLUTION  
OF THE SHAKER REGIONAL SCHOOL DISTRICT

Having reviewed the clear economic advantage maintenance of the District offers the communities, the Committee proceeded to determine whether there existed compelling reasons beyond economics that would support a recommendation for dissolution. Two issues were considered -- Quality and Compatibility. The Committee spent substantial time in discussion of these topics and has developed objective data relating to them. It is the conclusion of the Committee that no educational argument in favor of dissolution is of such a compelling nature as would override the economic advantages of maintaining the District. In fact, the preponderant opinion within the Committee is that the District is presently providing an education program that is entirely competitive with other Public School Systems in this area.

The question of compatibility between Canterbury and Belmont was raised at the first Committee meeting. There has been discussion in the past that the nature of the two towns is dissimilar and that there exists, therefore, an inherent conflict in educational attitudes and goals. In an attempt to establish an objective basis on which to consider this otherwise ill-defined and emotional topic, the Committee turned to a statistical summary of the demand for educational services at

High School and to the nature of post-graduate activity. As can be seen in Exhibit 1, the percentage enrollment in the General Commercial, and College Preparatory Classes is essentially the same between the towns. Exhibit 2 illustrates the same similarity in post-secondary enrollments. Whatever difference may exist within the communities, the actual demand for and use of educational services is highly compatible. The educational goals of Belmont and Canterbury appear to be identical, a balanced school program at a reasonable price.

In reviewing the quality of the District's Program, the Committee decided to focus on the High School. The District offers a sound elementary program (outlined in Exhibit 3), and it is assumed that this program will be maintained irrespective of action on dissolution. The potential for real change exists only at the high school level where Canterbury would need to provide an alternate program, and it was, therefore, at this level that a serious inquiry was made to determine the existence of a compelling argument for dissolution.

In establishing a basis for comparison it was first necessary to determine where space might be available for the Canterbury students on a long term basis. Of the School Districts in the surrounding area, only Winnisquam Regional could offer the needed capacity. The Committee's evaluation of educational quality has, therefore, been limited to a comparison between Winnisquam Regional School District. The Committee would like to thank the Winnisquam Regional School District for its cooperation in this effort.

The curricula of the two schools were reviewed as outlined in Exhibit 4. With the exception of an Agricultural Program offered at Winnisquam, the programs are quite similar. The Winnisquam program is oriented toward more electives than is the Belmont program, but the same material appears to be covered. A review of the Accreditation Reports by The New England Association of Secondary School and Universities also indicates that the schools are comparable. Breadth of program offers no compelling argument for dissolution of the District.

Breadth of program alone may be misleading, however, and so an effort was made to assess the quality of implementation. Exhibit 5 compares performance on the College Board Scholastic Aptitude Test during recent years and shows Shaker's results to be generally competitive and frequently superior. College enrollment statistics are outlined in Exhibit 6 and show the schools to be similar in both percent enrollment and in the type of institution selected. A follow-on study of Shaker Regional's Class of 1980 shows that twenty-five percent attained academic honors during the past year. Similarly, graduates of Shaker Regional's Commercial Program have had excellent job success rates. Quality of program offers no compelling argument for dissolution.

Exhibits 7A and 7B are the results of a survey undertaken by the Committee as a means of comparing the attitudes and procedures followed by the School Boards and Administrators of the two Districts. The results indicate a similarity of approach in both Districts. Both Districts provided substantial physical examples

in support of their answers. This material is available for review through the Committee Chairman. Attitudes and procedures offer no compelling argument for dissolution.

The Committee attempted to give direct consideration to the interests of the student body. Exhibit 8 is a listing of the variety of co-curricular activities offered by Shaker Regional and the extent of student participation in these activities. The District can take great pride in its championship volleyball, ski and math teams as well as its award-winning band. But of greater importance than mere interscholastic accomplishment, is the high percentage of student involvement. During the past two years great emphasis has been placed on developing the Student Council as the focus of the school's activities. In keeping with this objection the Committee has requested that the Student Council prepare an independent appraisal of the impact of dissolution on the school and its students, and this report appears as Exhibit 9.

EXHIBIT I

DEMAND FOR EDUCATIONAL SERVICES<sup>1</sup>

	GRADE 9 <sup>2</sup>			GRADE 10 <sup>2</sup>			GRADE 11 <sup>2</sup>			GRADE 12 <sup>2</sup>			SCHOOL TOTAL <sup>2</sup>			STUDENT ENROLLMENT <sup>3</sup>
	B	C	T	B	C	T	B	C	T	B	C	T	B	C	T	
General	56	47	54	61	36	54	37	38	38	45	38	42	49	40	47	133
Commercial-Business	*	*	*	10	14	11	15	33	20	13	25	17	9	19	12	34
Commercial-Technical	*	*	*	*	*	*	11	4	9	18	6	15	7	3	6	16
College Preparatory	42	41	42	27	45	32	34	21	31	24	25	24	33	33	33	93
Special Education	2	12	4	2	5	3	3	0	2	0	6	2	2	5	3	8
Students Enrolled <sup>3</sup>	57	17	74	49	22	71	62	24	85	38	16	54	206	78	284	284

NOTES:

- \* - Not available in these grades.
- 1 - Based on 1980-81 enrollments
- 2 - Figures represent the percent of students enrolled in each program by town and total.
- 3 - Figures represent the actual number of students enrolled in each category.

EXHIBIT 2

COMPARISON OF COLLEGE ENROLLMENTS  
SHAKER REGIONAL SCHOOL DISTRICT

YEAR	CANTERBURY		BELMONT		% OF TOTAL CLASS
	% OF TOTAL CLASS	% TO COLLEGE	% OF TOTAL CLASS	% TO COLLEGE	
1981	22	33	78	67	42
1980	34	21	66	79	48
1979	23	29	77	71	34
1978	38	36	62	64	39
1977	27	27	73	73	37

NOTES:

1. Indicates the percent of the total graduating class represented by each town.
2. Indicates the percent of total college enrollment represented by each town.
3. Percent of class enrolling in college.



EXHIBIT 3

SHAKER REGIONAL SCHOOL DISTRICT  
ELEMENTARY SCHOOL CURRICULUM

GRADE 1.

Language Arts: \*The Holt Basic Reading System: Levels 1 - 8  
Level 3: Rhymes and Tales (Preprimer 1)  
" 4: Books and Games (Preprimer 2)  
" 5: Pets and People (Preprimer 3)  
" 6: Can You Imagine? (Preprimer 4)  
" 7: A Place For Me (Primer)  
" 8: A Time For Friends (1st Reader)

Mathematics: Primary Number Concepts (0 - 100)  
Addition and Subtraction (Whole Numbers)  
Fractions  
Money  
Measurement (using "o'clock and the calendar)

Substance Abuse  
Prevention: Health Unit and Safety Unit  
Good Health Habits  
Rules and Regulations  
"Asking First"

Art

Music

Physical Education

\*The Holt Basic Reading System consists of seventeen levels of continuous skills development in Language Arts for grades Kindergarten through eight. These skills are divided into four categories:  
Comprehension/Literary Skills  
Decoding/Encoding Skills (including spelling)  
Language Skills (including grammar, mechanics, usage)  
Study Skills

Grade 2:

**Language Arts:**      **The Holt Basic Reading System: Levels 9 - 10**  
Level 9: People Need People  
" 10: The Way of the World

**Mathematics:**      **Numbers and Numeration (0 - 1,000)**  
Whole Number Operations  
Fractions  
Time  
Word Problems  
Money

**Substance Abuse**  
**Prevention:**      **Health and Safety**  
                         **Foods and Drugs**  
                         **Medicines and Poisons**

**Art**

**Music**

**Physical Education**

Grade 3.

- Language Arts:** The Holt Basic Reading System: Levels 11 - 12  
Level 11: Never Give Up!  
" 12: Special Happenings
- Mathematics:** Numbers and Numeration (0 - 1,000,000)  
Addition and Subtraction  
Word Problems  
Multiplication and Division  
Fractions
- Social Studies:** "Who Are We?" (includes use of maps and a globe)  
1. What is Earth?  
2. What is A Human Being?  
3. What are Groups?
- Science:** Make-up of Objects (Soil)  
Forces and Their Effect  
Population Make-up  
Electrical Circuits  
Celsius Thermometers  
Starch
- \*Substance Abuse Prevention:** Mental and Emotional Health  
Individual Abilities and Behavior  
Cultural Patterns
- Art**
- Music**
- Physical Education**

\*Presented with the Social Studies Curriculum

Grade 4.

Language Arts: The Holt Basic Reading System: Level 13  
Level 13: Time to Wonder

Mathematics: Numbers and Numeration (0 - 1,000,000,000)  
Roman Numerals to M  
Addition and Subtraction  
Multiplication and Division  
Word Problems  
Equations  
Fractions

Social Studies: Planet Earth: The Earth, its Environments,  
Cultures and Life Systems (includes developing map and  
1. You and Your Environ- research skills)  
ment  
2. Culture and Human Needs  
3. Living in the Air Ocean  
4. The Water Around You  
5. The Land You Live On  
6. You in the Life System  
7. The Energy You Use  
8. Earth or Space

Science: Weight (equal arm balance)  
Heat Energy  
Water Experiments  
Molecular Sieving (using leaves)  
Thermal Work  
Variability Study (using seeds, ages, etc.)

\*Substance Abuse  
Prevention: Personal Development and Emotional Health  
Identifying basic human needs, moods and emotions

Art

Music

Physical Education

\*Presented with the Social Studies Curriculum

Grade 5.

**Language Arts:** The Holt Basic Reading System: Level 14  
Level 14: Freedom's Ground

**Mathematics:** Numbers and Numeration (through trillions)  
Addition, Subtraction, Multiplication, Division  
Fractions  
Decimals  
Word Problems

**Social Studies:** The United States: People, Culture and History  
(includes increasing map skills)  
1. People and Places  
2. Our Natural Environment  
3. Culture in the United States  
4. The U.S. in the global community  
5. The Beginnings of the United States  
6. The United States Grows and Changes  
7. The Modern United States  
8. The United States in Today's World

**Science:** Leaf Cells (using a microscope)  
Motion  
Melting vs. Dissolving Substances (solid)  
Light  
Statistical Methods

**\*Substance Abuse Prevention:** Personal Development and Emotional Health  
Personal Values, Decision Making  
Influences on Behavior  
Respecting Others  
Rules and Laws  
Smoking  
Proper Use of Drugs and Medicines  
Advertising

**Art**

**Music**

**Physical Education:** Includes Soccer, Floor Hockey, Track  
and/or Softball

\*Presented with the Social Studies curriculum and with unit on Nutrition

Grade 6.

**Language Arts:** The Holt Basic Reading System: Level 15  
Level 15: Riders on the Earth

**Mathematics:** Numbers and Numeration  
Whole Number Operations  
Addition and Subtraction of Fractions  
Multiplication and Division of Fractions  
Decimals  
Word Problems

**Social Studies:** The Way People Live: The individual's role within  
the culture and acceptance of those in other cultures  
1. What makes you a Human Being?  
2. How and Why are Human Beings Alike and Different?  
3. How does Culture vary and change?  
4. Our Urbanized Earth

**Science:** Soil (Yeast experiments)  
Heat Energy (Review)  
Crystals (Units of Matter)  
Water and Heat Experiments  
Random Sampling and Predictions  
Mechanical Systems

**\*Substance Abuse  
Prevention:** Habits  
Drugs, Medicines and Disease  
Household Products  
"Use, Misuse and Abuse"

**Art**

**Music**

**Physical Education:** Includes Soccer, Floor Hockey, Track  
and/or Softball

\*Presented with the Social Studies and Science curricula

Grade 7.

Language Arts: English 7	The Holt Basic Reading System: Level 16; <u>Word Wealth Junior</u> , <u>Scope Magazine</u> , <u>Harriner's English Grammar and Composition</u> , <u>Spelling and Vocabulary Lists from reading text</u> , <u>Literary Terms</u> , <u>Literary Skills</u> , <u>Research Skills</u> and <u>Book Reports</u>
Mathematics:	Whole Numbers, Fractions, Decimals, Word Problems, etc.
Social Studies:	World History
Science:	Health, Consumer Skills, The Environment, Metrics, Matter, etc.
*Substance Abuse Prevention:	Chemical Use/abuse; Self Respect; Alternatives to Alcohol, Tobacco and Drugs
Home Economics: Industrial Arts: Art:	Each student has nine weeks of each of these courses.
Physical Education:	Each student has two class periods each week. (Some exceptions are made)

The following are also offered to students in the 7th and 8th grades:  
Jr. High Band  
Soccer Team  
Basketball Team  
Cross-Country

\*Presented with the Science curriculum

Grade 8.

Language Arts:  
English 8      The Holt Basic Reading System: Level 17; Word Health Junior, Scope Magazine, Harrison's English Grammar and Composition, Spelling and Vocabulary lists from reading texts, Research skills, Literary skills, Library skills, Enrichment reading, Two supplementary novels, Monthly Book Reports

Mathematics:      Continuation of program of General Mathematics

Social Studies:      United States History

Science:      Health and General Science

\*Substance Abuse  
Program:      Chemical Use/Abuse; "Decision Making"

Home Economics:      Each student has nine weeks of each of these courses.  
Industrial Arts:  
Art:

Physical Education:      This class meets twice each week.

\*Presented with the Science curriculum.

The following are also offered to students in the 7th and 8th Grades:  
Jr. High Band  
Soccer Team  
Basketball Team  
Cross-Country

NOTE: Those students who are low achievers in Language Arts/Reading are placed in the "T.E.A.D.S." program. (Reading English And Developing Skills)

Advanced students are placed in "Honors English," and may elect French I, Algebra I or General Math I.



EXHIBIT 4

CURRICULUM COMPARISONS 1980-1981

<u>BELMONT</u>	<u>WINNISQUAM</u>
<u>ENGLISH</u>	
<u>Grade 9</u>	
*Basic English (1)	II, III *English Phase 1 (1) *English Phase 2 (1) *English Phase 3 (1)
<u>Grade 10</u>	
*Basic English (1)	II, III *English Phase 1 (1) *English Phase 2 (1) *English Phase 3 (1)
<u>Grade 11 &amp; 12</u>	
*Speech (½)	II, III Speech (½) 3, 2, 1
American Lit. (½)	II Contemp. Am. Lit. (½) 2, 1
Historical Novels (½)	II, III Contemp. Communications (¼) 1
Shakespeare (½)	II, III Shakespeare (½) 1
Media (½)	II Media Analysis & Criticism (½) 2, 1
Indiv. Reading/Writing (½)	I, II Modern Society - Probs/Values (½) 3, 2
Sea Novels (½)	II Myth & Symbol (½) 2, 1
Steinbeck (½)	II Philosophy & Lit. (½) 1
Bible (½)	I, II European Lit. (½) 2, 1
Play Production (½)	I, II, III "Getting to Know You" (½) 3
Honors English (½)	III Journalism (½) 1
ACE (½)	I Supernatural, Suspense,
Developmental Reading (½)	I Science Fiction (½) 3, 2
	Individual Reading (½) 3, 2, 1
	Writing for College Bound (½) 1
	Writing for Vocational
	Students (½) 3, 2
	Short Stories (½) 3
	English Mechanics (½) 3
	Reading Improvement (½) 3
	English Lit. (½) 1
	Independent Study (½) 1
	I credit from above courses required

\*Required Course

<u>Level</u>	<u>Key</u>	<u>Phase</u>
I	Students with difficulty reading & writing	3
II	Average reading & writing skills	2
III	College Preparatory	1

BELMONT

WINNEBAGO

MATHEMATICS

GRADES 9-12

General Math (1)	I
College Algebra (1)	II
College Geometry (1)	III
College Algebra II (1)	III
Advanced Math (1)	II
Basic Alg. I, II (1/2)	I, II
Basic Alg. III, IV (1/2)	I, II
Applied Math (1/2)	I, II
Basic Geometry I (1/2)	I, II
Basic Geometry II (1/2)	I, II
Measurement I (1/2)	I, II
Measurement II (1/2)	I, II
Carpentry Math (1/2)	I, II
Masonry Math (1/2)	I, II
Automotive Math (1/2)	I, II
Elementary Probability (1/2)	I, II
Graphs & Statistics (1/2)	I, II
Consumer I & II (1/2)	I, II
Computer Programming	II, III

General Math (1)	
Algebra I (1)	
Geometry (1)	
Algebra II (1)	
Senior Math (1)	
Alg. I, Non-College, Part I (1)	
Alg. I, Non-College, Part II (1)	
Shop Math (1)	
Informal Geometry (1)	
Junior-Senior Review Math (1)	
Independent Study (1)	

SCIENCE

GRADE 9

Project Science (1)	I
Intro. Physical & Bin. (1)	II

15CS Science (1)	1
Earth Science (1)	3

GRADE 10

General Biology (1)	I, II
BSCS Biology (1)	III
Physical Science (1)	II
Earth Science (1)	I

General Biology (1)	2
College Prep. Bio. (1)	3
Science Concepts (1)	3
Lab Assist. Program (1)	

GRADE 11-12

Physics (1)	III
Chemistry (1)	III
Indep. Study (1/2-1)	I, II, III
Tech. & Applied Physics (1)	I, II
Tech. & Applied Chemistry (1)	I, II

Physics (1)	4
Chemistry (1)	4
Indep. Study (1)	4
Advanced Biology (1)	4
Physical Science (1)	2

BELMONT

WINNESQUAM

SOCIAL STUDIES

GRADE 9

Social Studies (1) I, II, III

Careers & Citizenship (1/2)

GRADE 10

Area Studies (4 x 1/4 = 1) II

The Amer. Economy (1/2)

World Regions Today (1/2)

GRADE 11-12

U.S. History (1) I, III

U.S. History & Govt. (1)

U.S. History (1)

Psychology (1/2) II, III

Psychology (1/2)

Contemp. Probs. (1/2) II, III

Western Society (1)

Indep. Studies (1)

U.S. Foreign Policy (1/2)

Economic Analysis (1/2)

Asian & African Hist. (1/2) 2

Sociology (1/2)

Anthropology (1/2)

Amer. Domestic Probs. (1)

Indep. Studies (1/2)

BUSINESS

GRADE 9

Secretarial Typ. (1) II

Business Communic. (1/2) 2

Gen. Business (1) I, II

Intro. to Business (1) 2

Business Math (1/2) 2

GRADE 10

Personal Typ. (1/2) I

Personal Typ. (1/2) 2

Typ. I (1) 2

GRADE 11

Personality Devel. (1/2) II

Typ. II (1) 2

Bus. Law (1/2) I

Consumer Law (1/2) 3

Bus. English (1) I

Accounting I (1) 2

Bookkeep. / Account. (1) II

Record keeping (1/2) 2

Shorthand (1) II

Shorthand I (1) 2

Retail Selling (1/2) 2

Visual Communications (1/2) 2

Basic Clerical (1) 2

Work Experience 3

GRADE 12

Office Practice - Clerical (1) I

Office Prac. - Secretar. (1) I

Office Practice (1) 3

Office Procedures (1) II

Accounting (1/2) II

Accounting II (1) 3

Transcription (1/2) II

Shorthand II (1) 3

BELMONT

WINNESQUAM

FOREIGN LANGUAGE

FRENCH

French I (1) II  
 French II (1) II  
 French III, IV (1) III

French I (1) 3  
 French II (1) 3  
 French III (1)  
 French IV (1)  
 Indep. Study (1)  
 Spanish I (1) 3  
 Spanish II (1) 3  
 Spanish III (1)  
 Spanish IV (1)

SPANISH

HOME ECONOMICS

GRADES 9-12

Nutrition & Foods (1) I  
 Clothing (1) I  
 Needlecrafts (1) I  
 Health (1) II

Human Growth & Devel. (1/2) 2  
 Consumer Ed. (1/2) 2  
 Home Crafts (1/2) 1  
 Health (1/2) 1  
 Housing & Furnishings (1/2) 2  
 Fashions & Fabrics (1/2) 2  
 Survival For Singles (1/2) 2  
 Basic Foods (1/2) 2  
 Advanced Foods (1/2) 2  
 Marriage & Family (1/2) 2  
 Advanced Clothing (1/2) 2  
 Child Devel. (1/2) 2  
 "Always Wanted to Know" (1/2) 2  
 Voc. Home Ec. Prog.

GRADES 10-12

Culinary Arts I (2) I

GRADES 11-12

Family Living (1/2) I  
 Child Devel. (1/2) I  
 Home Furnishings (1/2) I  
 Survival (1/2) I  
 Culinary Arts II (2) I

BELMONT

WINDSOR

INDUSTRIAL ARTS  
GRADES 9-12

Technical Drawing I (1/2)	I
Tech. Draw. II (1/2)	I
Wood Tech. (1)	I
Power/Energy (1/2)	I, II
E.A. Gen. Lab (1/2)	I, II
Intro. to Metals (1/2)	I, II
Metals I (1/2)	I, II
Adv. Woodwork (1)	I, II

World of Drafting (1)	2
Woods I (1)	2
World of Custoc. (1)	2
General Metals (1)	2

GRADES 10-12

Solar Home Design	I
Wood Tech. II (1)	I

Metals II (1)	2
Advanced Woods (1)	2
Electricity I (1)	2
Power Mechanics (1)	2
Electricity II (1)	2
Auto Mechanics (1)	2
Electronics (1)	2

GRADES 11-12

GRADE 12

VOCATIONAL EDUC.

Building Trades (1)	I
Child Care (1)	I
Distrib. Ed. (1)	

Voc. Spec. Ed.	
Building Trades (1)	2
Child Care (1)	2
Distrib. Ed. (1)	2
Health Services (1)	2
Industrial Combust. Eng. (1)	2
Machin. Tool Metals (1)	2

AGRICULTURE

Agriculture I (1)	
Agriculture II (1)	
Agriculture III & IV (1)	

AGRICULTURAL MECHANICS

Ag. Mech. I (1)	2
Ag. Mech. II (1)	2
Ag. Mech. III & IV (1)	2

BELMONT

WINNEBOGAM

MUSIC

Music Appreciation (1/2) I  
 Music Composition (1/2) II  
 Chorus (1)  
 Band (1) II

Basic Music Theory (1/2) 2  
 Chorus (1/2) 2  
 Band (1/2) 2

ART

Art I & II (2 \* 1/4 = 1/2)  
 Art History (1/4)

Visual Studies (1) 2  
 Drawing & Design (1) 2  
 Ceramic & Sculpture (1)  
 Advanced Art (1) 3

PHYSICAL EDUCATION

Grades 9-10 required 1/4 cred. each  
 Grades 11-12 elective

Soccer  
 Field hockey  
 Flag football  
 Archery  
 Jogging  
 Basketball  
 Badminton  
 Table Tennis  
 Weight lifting  
 Golf  
 Gymnastics  
 Volleyball  
 Baseball  
 Track & Field

Grades 9-12 elective 1/4 cred

Soccer Orienteer  
 Field Hockey Ski Cond.  
 Flag football Snow Shin  
 Archery Superst  
 Jogging Survival  
 Basketball Tennis  
 Badminton Tumb.  
 Table Tennis  
 Weight Training  
 Gymnastics  
 Volleyball  
 Softball  
 Track & Field  
 Backpacking  
 Bicycling  
 Camping  
 Circuit Training  
 Conditioning  
 Crew Soccer  
 x-Country Skiing  
 First Aid  
 Fitness Training  
 Gym Hockey

EXHIBIT 5

STANDARDIZED TEST PERFORMANCE  
COMPARISON OF COLLEGE BOARD SAT SCORES

<u>YEAR</u>	<u>MATH SAT</u>		<u>VERBAL SAT</u>	
	<u>SRSD</u>	<u>WRSD</u>	<u>SRSD</u>	<u>WRSD</u>
1981	591	481	479	397
1980	509	443	443	383
1979	475	438	444	435
1978	501	459	418	414
1977	455	537	432	438

SRSD - Shaker Regional School District

WRSD - Winnisquam Regional School District

NOTE: 1980 & 1981 data based on Junior Year results.  
1979 & 1978 data based on Senior Year results.  
1977 data based on mean values

EXHIBIT 3A

STANDARDIZED TEST RESULTS  
SHAKER REGIONAL SCHOOL DISTRICT

<u>GRADE</u>	<u>NATIONAL AVERAGE</u>	<u>SHAKER REGIONAL SCHOOL DIST.</u>
3	3.2	3.7
5	5.2	5.3
7	7.2	7.4
9	9.2	9.7
11	11.2	12.6

This exhibit illustrates the performance of Shaker Regional School District students on the "Iowa Test of Basic Skills". The test includes units on vocabulary, reading comprehension, language, work study skills, and mathematics. The tests are given annually in Grades 3, 5, 7, 9 and 11. The table compares the composite scores attained during 1980-1991 by Shaker Regional students with the national average.



EXHIBIT 6

COMPARISON OF COLLEGE ENROLLMENTS

<u>YEAR</u>	<u>FOUR YEAR COLLEGES</u>		<u>TWO YEAR COLLEGES</u>		<u>TOTAL %</u>	
	<u>SRSD</u>	<u>WRSD</u>	<u>SRSD</u>	<u>WRSD</u>	<u>SRSD</u>	<u>WRSD</u>
1981	23	21	19	30	42	51
1980	24	24	24	25	48	49
1979	24	17	10	22	34	39
1978	22	20	17	20	39	40
1977	21	11	15	28	27	39

SRSD - Shaker Regional School District

WRSD - Winnisquam Regional School District

NOTE: The exhibit shows post-secondary enrollment as a percent of the total graduating class each year.

**EXHIBIT 6A**  
**SHAKER REGIONAL SCHOOL DISTRICT**  
**CLASS OF 1981**

STUDENT	A	UVM	1st choice	Animal Sci
	B	Barry College Miami, FL	1st choice	Nursing
	C	Pace Univ. NYC, NY	1st choice	Bus. Adm.
	D	Univ. of Rochester Rochester, NY	1st choice	Chemistry
	E	Fitchburg State Fitchburg, MA	1st choice Honors Program	Med. Tech.
	F.	N.H.T.I. Concord, NH	1st choice	Electronic Engineering
	G	Univ. Connecticut	1st choice	Pharmacy
	H	Smith College Greenfield, MA	2nd choice (1st choice Bryn-Mawr- waiting)	Pre-Med.
	I	UNH	2nd choice (1st choice- U. of Maine)	Forestry
	J	UNH	1st choice	Music
	K	Champlain Coll. Burlington, VT	1st choice	Court Repo
	L	UNH	1st choice	Animal Sci
	M	Laconia V.T.C.	1st choice	Sec. Scien
	N	Champlain Coll.	1st choice	Legal Sec
	O	Keene State	1st choice	Music
	P	Dean Jr. Coll. Franklin, MA	1st choice	Fashion Me
	Q	New England Coll. Henniker, N.H.	2nd choice	Civil Engin
	R	Laconia VTC	1st choice	Sm. Engine
	S	Becker Jr. Coll.	1st choice	Fashion Me
	T	Laconia VTC	1st choice	Graphics

1981

4 Year College	23%
2 Year College	<u>15%</u>
TOTAL COLLEGE	38% <i>42 1/2%</i>
Armed Service	15%

EXHIBIT 6B

**SHAKER REGIONAL SCHOOL DISTRICT  
CLASS OF 1980**

STUDENT	A	Keene State	1st choice	Education
	B	Bentley	1st choice	Accounting
	C	Haverford Univ. Haverford, PA	2nd choice (1st choice waiting list Bowdoin)	Math
	D	Bentley	1st choice	Accounting
	E	Champlain	1st choice	Court Repo
	F	Chatham Coll. Chatham, PA	1st choice	Bus. Adm.
	G	Marist Coll. Poughkeepsie, NY	1st choice	Pol. Scienc
	H	Laconia VTC	1st choice	Drafting
	I	Indiana Univ.	1st choice	Drafting
	J	Cobleskill State Cobleskill, NY	1st choice	Animal Sci.
	K	Laconia VTC	1st choice	Electronics
	L	Wilton Coll. PA.	1st choice	English
	M	Phoenix Institute Arizona	1st choice	Drafting
	N	Empire Beauty Sch.	1st choice	Cosmetology
	O	So. Ct. State Coll.	1st choice	Nursing
	P	Plymouth State Coll.	1st choice	Phys. Ed.
	Q	Keene State	1st choice	Home. Ec.
	R	Portsmouth VTC	1st choice	Metals
	S	Alfred Univ., NY	1st choice	Nursing
	T	Empire Beauty Sch.	1st choice	Cosmotology
	U	Rivier College	1st choice	Education
	V	Northeastern	1st choice	Engineering
	W	Bauder College, PA	1st choice	Fashion
	X	Laconia VTC	1st choice	Drafting
	Y	Berlin VTC	1st choice	Forestry

25% of these students are on dean's list.

EXHIBIT 6C

WINNISQUAM REGIONAL SCHOOL DISTRICT  
CLASS OF 1981

University of New Hampshire	Civil Engineering (2), Music, Undeclared, Computer Science (2), Psychology (2), Chemical Engineering, Biology
Plymouth State College	Business Administration, General Studies, Accounting, Psychology, Liberal Arts
Keene State College	Architecture
Philadelphia College of Art	Illustration--Graphic Design
Marietta College	Pre-Veterinary Science
Unity College	Wildlife Technology
Rensselaer Polytechnic Institute	Chemical Engineering
University of Idaho	Architecture
University of Connecticut	Physical Therapy
Syracuse University	Communications
Boston University	Journalism
New Hampshire Technical Institute	Electronic Engineering (2), Business Administration, Pre-Tech Electronic Data Processing
NHVTC, Laconia	Industrial Drafting, Secretarial Science (3), Industrial Electronics (4), Industrial Electricity (3)
NHVTC, Manchester	Automotive Technology (2)
NHVTC, Berlin	Culinary Arts (2)
Hesser College	Accounting, Airline/Travel Management (2) Secretarial--Executive
Empire Beauty Academy	Cosmetology (2)
Houle's Beauty Academy	Cosmetology (3)
New Hampshire College	Accounting
Kivier College	Secretarial--Legal
Phoenix Institute of Technology	Engineering Technology
Silversmithing	Apprenticeship

Approximately 95% of all seniors are accepted to the college of their first choice.

EXHIBIT 6D

WINNISQUAM REGIONAL SCHOOL DISTRICT

CLASS OF 1980

University of New Hampshire	Social Work Degree Program, Liberal Arts (2), Liberal Arts--Medical Assistant, Liberal Arts--Psychology, Pre-Veterinary Science
Plymouth State College	Accounting, General Studies (2)
Keene State College	Special Education
University of Rhode Island	Pharmacy (2)
Indiana Baptist College	Teacher Education
College of Holy Cross	Mathematics
Western New England College	Biology
Rhode Island College	Music Performance
Gordon College	Psychology/Religion
Merrimack College	Biology/Computer Science
Johnson & Wales	Business Administration
Bentley College	Computer Science/Accounting
American International College	General Studies
Mitchell College	Liberal Arts
Florida Community College	Psychology
Notre Dame College	English
New Hampshire Technical Institute	Architectural Engineering, Mechanical Engineering (2)
NHVIC, Laconia	Secretarial Science (2), Industrial Electronics, Residential Electricity
NHVIC, Claremont	Medical Assistant, Medical Lab Technician Physical Therapy Assistant
NHVIC, Nashua	Diesel Mechanics
NHVIC, Berlin	Forestry
Phoenix Institute of Technology	Auto Mechanics
Galby Sawyer College	Medical Lab Technician
American Motorcycle Institute	Motorcycle Mechanics
New Hampshire College	Secretarial--Legal

Class of 1980, continued

Wilma Boyd Career School	Travel
Burdett College	Accounting
New Hampshire Hospital School of Nursing	Nursing
J. W. Doucher School of Photography	Photography
Stevens College	Dance
Southeastern Academy	Travel
Daytona Beach Community College	Business Administration
McIntosh College	Accounting

Approximately 95% of all seniors are accepted to the college of their first choice.

EXHIBIT 7

STATISTICAL PROFILE

	<u>GRSD</u>	<u>WRSD</u>
Towns in District	2 (Belmont & Canterbury)	3-(Tilton, Northfield & Sarbornton)
Student Population		
Grades 7 and 8	165	233
Grades 9 - 12	289	423
Pupil/Teacher Ratio		
Grades 7 and 8	17:1	23:1
Grades 9 - 12	16:1	15:1
Teacher Turnover Rate	3.76	17.50
Academic Level of Staff		
Bachelor's Degree	544	688
Advanced Degree	460	324
Average Length of Experience	7 years	10 years
Size of Library	3,725 volumes	10,000 volumes
Cost/Pupil 1981-82 (Grades 9 - 12)	\$2,062.	\$2,303.
Student Enrollment (1-12)		
1976 - 1977	905	1,530
1981 - 1982	<u>1,001</u>	<u>1,384</u>
Change	+ 96	- 146

EXHIBIT 7A

SHAKER REGIONAL SCHOOL DISTRICT  
RESPONSES

9/22/81

Questionnaire from Dissolution Committee

A. Is the system responsive to its constituency?

1. Do you have established goals and objectives?  Yes  No

a. School Board Goals and Objectives

- 1. Philosophy and Goals - 10/2/80
- 2. School Board Goals - 11/6/80
- 3. Philosophy, Goals and Objectives - 7/16/81

2. Do you actively solicit opinions from the general community on matters affecting school operation?

Yes  No

If yes, how do you do so?

- a. Board Policy Communication with the Public - 10/26/80
- b. Board Policy - Public Participation - 11/5/68
- c. Board Policy - Complaints - 1/6/70
- d. Grievance Procedure - 4/1/76
- e. Board Policy - Citizens Advisory Committees - 11/5/68
- f. Board Policy - Rules and Regulations for the Shaker Regional School District Volunteer Program - 8/2/79
- g. Results of Parent Surveys - 1978
- h. Copy of Parent Survey form - 1978
- i. Copy of Citizen Survey - 1981
- j. Results of 1981 Citizens Survey
- k. School Newsletter solicits news
- l. Curriculum Committees include citizens

3. Do you actively solicit opinions from the students on matters affecting school operation?

Yes  No

- a. Student Council is involved in operational changes.
- b. Student Surveys - Staff Development

- 1. 1974 - 1978 - 1981 Student Survey
- 2. Analysis of 1978 survey
- 3. Results of 1981 survey

4. Do you actively solicit opinions from the teachers on matters affecting the operations of the school?

Yes  No

If yes, how do you do so?

- a. At teacher meetings
- b. At department meetings
- c. Staff Development survey.



3. Is the system flexible?

1. Is there a process for continuous monitoring of curriculum needs?

yes       no

If yes, describe it.

1. BHS Department Coordinators meet bi-monthly to review curriculum needs.
2. Seminars and workshops held to meet curriculum needs.
3. District Accountability and Testing program.

2. Has this process resulted in any changes during the last twelve months?

yes       no

If yes, in what ways?

1. Drug and Alcohol Program in operation.
2. English Curriculum completed.
3. Social Studies Curriculum, grades 9 and 10.
4. Junior High English Curriculum completed.
5. Junior High physical organization reorganized.
6. Data Processing Course begun.
7. Junior High School Band organized.
8. Advanced Biology program to full course status.

- C. Does the staff involve itself in school activities beyond contractual requirements?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, in what ways?

- a. Teachers involved in all school activities
- b. Teachers volunteer for all school activities
- c. Staff involved in advanced degrees
- d. Teachers involved in professional associations.

- D. Does the system maintain a creative environment for the professional staff?

1. In what ways is the staff encouraged to share professional ideas?

- a. Regular teachers' meetings
- b. Through Department Coordinators
- c. In-service workshops
- d. As members of curriculum committees
- e. School visitation days
- f. Attending regional and national conferences
- g. Teacher survey of staff development
- h. Curriculum Development Model
- i. Staff Development Plan
- j. Proposal to offer an in-service program.

2. Is professional creativity recognized in your salary structure?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, how?

- a. In the Shaker Regional Negotiations Agreement

3. Is professional creativity recognized in ways other than direct monetary compensation?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, cite examples.

- a. School Board presents Teacher of the Year Award
- b. Letters of commendation from Principal, Superintendent and Board

4. Is your evaluation system keyed to recognize professional creativity?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, cite examples.

- a. School Administrative #46 Evaluation Procedures

E. How does the system encourage excellence among its students?

1. Are students expected to assume some responsibility for their own learning?

yes  no

If yes, cite examples.

- a. Board Policy - Students - 8/6/68
- b. Belmont High School - Student Handbook - 1981-82

2. Does the system recognize the differing aspirations of students?

yes  no

If yes, how does it do so?

- a. Board Policy - Early Graduation - 12/8/75
- b. Board Policy - Special Education Program and Services - 10/7/80
- c. Board Policy - Adult School - 12/2/76
- d. Board Policy - Requirements for Graduation - 3/10/77
- e. Belmont High School Program of Studies - 1981-82
- f. Creative Projects Fair (Spring)

3. Does the system recognize student excellence?

yes  no

If yes, in what specific ways?

- a. Honor roll
- b. Report Card
- c. Graduation awards
- d. Departmental outstanding student awards.

4. Are the graduates of the system successful in their chosen aspirations?

yes  no

If yes, indicate what record keeping process you have to evaluate this success.

- a. N.H. State Department of Education Survey of Graduates one year and two years after high school.
- b. Five year follow-up of students by Belmont High School Guidance, Business and Vocational Departments.

EXHIBIT 7B

WINNISQUAM REGIONAL SCHOOL DISTRICT  
RESPONSES

A. IS THE SYSTEM RESPONSIVE TO THE NEEDS OF ITS CONSTITUENCY?

1. DO YOU HAVE ESTABLISHED GOALS AND OBJECTIVES?

X  
Yes

          
No

- a) The overall goal of the school district is to provide a quality educational program at a reasonable cost to its taxpayers.
- b) See the attached copy of the school district philosophy of education and its goals.
- c) The high school's philosophy of education and goals were developed under the "umbrella" philosophy of the school district. See pages 4 & 5 of the Winnisquam Regional High School (WRHS) Faculty Handbook.

2. DO YOU ACTIVELY SOLICIT OPINIONS FROM THE GENERAL COMMUNITY ON MATTERS AFFECTING SCHOOL OPERATION?

X  
Yes

          
No

- a) Parent opinion inventory questionnaires
- b) Open forums for the public
- c) Citizen participation on committees
- d) Community, teacher and school board participation in the selection of administrators (both SAU and district)
- e) Process in place for members of the community to meet and provide input at regularly scheduled school board meetings
- f) Active PTO's in the elementary schools
- g) Process for adoption of revised or new school board policies provide a month's time for community, staff and special interest groups to review and provide input prior to policy adoption (except in emergency situations)

3. DO YOU ACTIVELY SOLICIT OPINIONS FROM THE STUDENTS ON MATTERS AFFECTING SCHOOL OPERATION?

X  
Yes

          
No

- a) At the WRHS, most of the communications is done through the Student Council
- b) The School Board has a student representative at each board meeting—with the student representative sitting with the board members and the administrators
- c) Student representatives are also members of the Staff Development Committee
- d) Questionnaires are often utilized during homeroom periods for student input
- e) At the Middle School, student opinions are solicited through the Student Council, grade level meetings, homeroom classes and student opinion inventories

f) At both the High & Middle Schools, funds are raised by the student to improve their schools. These funds are matched by the School Board. A committee representing the students and the school board determines how these funds will be utilized.

4. DO YOU ACTIVELY SOLICIT OPINIONS FROM THE TEACHERS ON MATTERS AFFECTING SCHOOL OPERATION?

    X                                    
Yes                                      No

- a) At all three school levels, staff meetings are purposefully structured to elicit staff opinions
- b) At the High School: departmental meetings  
At the Middle School: team meetings at each grade level
- c) Representatives on district's accountability and staff development committees; on the various committees dealing with development/revision of curriculum
- d) President of Teachers Association and other teachers attend all school board meetings
- e) Questionnaires and other survey instruments are used also to solicit opinions from teachers
- f) At the high school, the Curriculum Council (consisting of representatives from all departments) acts as an advisory board to the Principal in all matters relating to school curriculum, policies, and procedures.

B. IS THE SYSTEM FLEXIBLE?

1. IS THERE A PROCESS FOR CONTINUOUS MONITORING OF CURRICULUM NEEDS?     X               
Yes                                      No

- a) The Assistant Superintendent for Instruction has the delegated responsibility of curriculum development, revision and monitoring. He works with the Principal and staff at each school level to fulfill this responsibility through testing programs and annual review of the curriculum.
- b) Under the supervision of the Assistant Superintendent and the Principal:
  - (1) At the High School: most curriculum work is done at the departmental level. However, a curriculum need may be initiated from several sources (community, student, staff, administrative and school board concerns). All changes are monitored by the Curriculum Council, reviewed by the staff and presented to the School Board for its consideration and action
  - (2) At the Middle School: curriculum needs are reviewed regularly. Time is allocated during inservice sessions and after school for assessment of needs.
  - (3) At the Elementary Schools: grade level teams meet approximately once a month for reviewing and revising curriculum to meet needs that have been identified. Curriculum guides are reviewed annually and revised at least every five years. Student assessment (Diagnostic Tests) are also used in planning curriculum needs.



3. IS PROFESSIONAL CREATIVITY RECOGNIZED IN WAYS OTHER THAN DIRECT  
MONETARY COMPENSATION?  X  yes,   no

- (a) Effort is made to recognize creativity through media coverage, teacher of the year nominations, reports of achievements to the School Board at public meetings.
- (b) Through letters of commendation and appreciation from the principals and the School Board.

- (c) Professional leave provides the opportunity to share creative ideas and accomplishments at national and state levels and with other school districts

4. IS YOUR EVALUATION SYSTEM KEYED TO RECOGNIZE PROFESSIONAL CREATIVITY?

Yes  No

Creativity is recognized on the teacher classroom Visitation Sheet and under teaching skills on the Summary Teacher Evaluation Sheet. (Copy of Teacher Evaluation Process is attached.)

E. DOES THE SYSTEM ENCOURAGE EXCELLENCE AMONG THE STUDENTS?  Yes  No

1. ARE STUDENTS EXPECTED TO ASSUME SOME RESPONSIBILITY FOR THEIR OWN LEARNING?

Yes  No

- (a) High School: Please see copy of Promotion and Retention Policy also see Student Handbook for academic requirements to earn special privileges such as early sign-out and senior privileges.
- (b) Middle School: through homework assignments and independent study projects.
- (c) Elementary Schools: Students are assigned materials in basic core courses (mathematics, language arts, social studies and science). There is provision however, at every grade level for students to choose independent topics for study or research.

2. DOES THE SYSTEM RECOGNIZE THE DIFFERING ASPIRATIONS OF ITS STUDENTS?

Yes  No

- (a) High School: WRHS is accredited by the New England Association of schools and Colleges and approved by the New Hampshire Department of Education as a comprehensive high school which offers a wide range of course selections at several ability levels. The entire program is based on an elective system allowing students to select courses across the traditional tracking system
- (b) Middle School: Maintains a strong academic program in reading, mathematics, science, language arts, and social studies. It also provides a well-rounded program of specialties in the areas of music, physical education, industrial arts, home economics and art.
- (c) Elementary Schools: The staff actively seeks out talent and fosters it. This is done through teacher recommendations. Extra programming is provided by specialists, parent volunteers and student mentors

3. DOES THE SYSTEM RECOGNIZE STUDENT EXCELLENCE?  Yes  No

- (a) High School: Selection to the National Honor Society Honor Roll, recognition through local media, presentations of awards at Class Day and Graduation
- (b) Middle School: Honor Roll, Honors Assemblies, newspaper publicity of honor students, programs for the gifted and talented



4. ARE THE GRADUATES OF THE SYSTEM SUCCESSFUL IN THEIR CHOSEN ENDEAVORS?

  X   yes           no

Based on information received by the administration, staff and guidance department on an informal basis, we believe that graduates of the system are successful. However, formal record-keeping is a difficult and costly process. Regretfully, the school has not been very successful in developing a reliable system of record-keeping of this area.

EXHIBIT 8

STUDENT ACTIVITY PROFILE<sup>1</sup>  
SHAKER REGIONAL SCHOOL DISTRICT

	<u>Centerbury<sup>2</sup></u>	<u>Belmont<sup>2</sup></u>	<u>Total Participants<sup>3</sup></u>
<u>Total Student Population</u>	25%	75%	459
<u>Student Leadership</u>			
Class Officer	47	53	
Student Council	50	50	
Total	48%	52%	33
<u>Academic Leadership</u>			
Honor Society	24	76	
Top 10 Class Standing <sup>4</sup>	28	72	
Total	25%	75%	36
<u>Interscholastic Competition</u>			
Varsity Athletics	24	76	
Junior Varsity Athletics	20	80	
Mech Team	33	67	
Total	24%	76%	199
<u>Interest Activities</u>			
Yearbook	50	50	
Band	45	55	
Chorus	32	68	
Clubs	33	67	
Total	36%	64%	134

Notes:

1. Based on 1980-1981 academic year
2. Indicates percent of representation from each town.
3. Indicates number of students in each area of activity.
4. Based on 1981 graduating class.

EXHIBIT 9

B. H. S. STUDENT COUNCIL

A Student Council meeting was held on September 17, 1981. This was not only for Student Council Members but also for the officers of each class. There was a large attendance. I brought up the possibility of dissolution of the Shaker Regional School District and explained about the Committee. I explained that I needed a vote and the reasons that they voted the way they did. The President asked for a vote. Everyone there UNANIMOUSLY REJECTED any dissolution of the District. The President then asked for reasons. An outstanding reason to stay together was for better athletics. Everyone agreed that this was a major factor. Another reason was that it seems to be working fine, so why change it? A point that was brought up is that with the added number of students from Canterbury, we are able to have more courses offered to us. All in all, in the students' opinion, the Shaker Regional School District is working well and should remain the way it is.

Sincerely submitted,

MIKE W. BLAIR  
Member B.H.S. Student Council

PART III

COMMITTEE RECOMMENDATIONS

In this, the final section of our report, the Dissolution Committee offers its recommendations for consideration by the School Board and residents of the School District. The Committee feels that the adoption of these recommendations would serve to quiet often raised voices favoring dissolution of the District. Their adoption would provide for greater public participation in all facets of the School District and foster greater understanding in dealing with current issues.

The recommendations are:

A. The Shaker Regional School District should establish a Budget Committee under the Municipal Budget Act.

B. The School Board should continue to study areas of concern identified by this Committee regarding the quality and quantity of academic instruction, the interaction between students and teachers, and the administrative responsiveness to the needs and concerns of students, staff and community.

C. Steps should be taken to enhance communications between the communities and the schools through a reinstatement and reinforcement of a Parent-Teachers Organization at all school levels and the use of Newsletters, the media and any other means deemed appropriate.

D. The Guidance Program should be expanded in Grades 7-12 to provide necessary services to all students.

E. Ways should be formulated to bring the Belmont and Canterbury communities closer together.

F. The School Board should explore the possibility of having Belmont students attend the elementary school in Canterbury on a voluntary basis.