

Report For The

Derry Cooperative School District

**Demographic
Analysis/Enrollment
Projections**

Prepared by:
New Hampshire School Administrators Association

Dr. Mark V. Joyce
Mr. Keith R. Burke

December 2009

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I. Introduction

Purpose of Study

New Hampshire School Administrators Association is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in NH, to offer high quality services to its members, and to support and promote public education in New Hampshire. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public school districts in NH. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Derry Cooperative School District contracted with the New Hampshire School Administrators Association to complete an independent investigation and analysis of the demographic needs for the district's K-12 student population. This report represents the final product of our work.

Scope of Work and Timeline

Scope of Work

NHSAA agreed to complete the study as defined and to submit fifteen (15) copies of the final report to the School Board through Superintendent Ms. Mary Ellen Hannon, on or before December 3, 2009. As part of our work, we analyzed local regional and statewide demographic trends, reviewed local conditions and studied historic enrollment patterns.

Timeline

The study as defined began in October 2009. Specific process dates and tasks are identified in later sections of this report. The final report was submitted to the Superintendent of Schools on December 3, 2009.

II. Consultant's Backgrounds

A. Lead Project Investigator and Contact: Dr. Mark V. Joyce

Education and Professional Experience:

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

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

B. Associate Investigator: Keith R. Burke

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Educational Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, New Hampshire.

The contents of this report represent the best professional judgment of the consultant, not necessarily the ideas of NHSAA or its members. Any questions about

the report should be directed to Dr. Joyce. He can be contacted by calling the NHSAA office at 603-225-3230, (or e-mailing to mark@nhsaa.org). The NHSAA office is located at 46 Donovan Street, Suite 3, Concord, NH 03301.

III. Overview of the School District

The Derry Community

The Derry School District is organized into a cooperative composed of the Derry Special and the Derry Town School Districts located in the southeast section of Rockingham County.

The communities are within a thirteen-mile drive from the state's largest city Manchester, NH and a forty-three mile drive to Boston, MA. The communities are located one mile off of interstate Route 93 (Exit 4), a major north/south thoroughfare, and with easy access to state travel routes 28,102,111,and 121.

The NH Office of Energy and Planning, ranking as the fourth largest among New Hampshire's cities and towns, estimated the district's 2007 population to be 33,995. This historically fast growing small community offers a large suburban atmosphere marked by strong neighborhoods, and, access to diverse commercial business areas. The area's geographic location offers easy access to commuter routes and access to large cities and service centers. These unique characteristics mark the Derry community as a desirable location to live, raise a family and commute to work.

The district's 2000 population included a fairly even mixture of ages with the largest age group between ages thirty-five to fifty-four (34.5%), age nineteen and younger (32.5%), age twenty to thirty four (19.9%) and age sixty-five or older (6.2%). Median age was fairly young 33.6 years of age.

The Town of Derry's 2009 property tax rate was \$27.88 with \$14.85 raised for local education tax, \$2.59 for State Education Rate, and \$9.39 for town services and \$1.05 for county services. The town's total valuation was \$2,481,007,745.

The Derry Cooperative School District

The Derry Cooperative School District is a multi-town district encompassing the pre-existing school districts The Derry Special and the Derry Town School Districts. The system maintains seven school divisions located within the community to service the K-8 population of students. These include five elementary schools and two middle schools. High school students primarily attend the Pinkerton Academy under a long-term contract and also access the Salem Career Technical Center.

The Derry Cooperative School District is governed by a seven-member school board, which operates under New Hampshire's statutes. The district's legislative body is the school district meeting of the Derry School District.

The Superintendent of Schools Office (NH School Administrative Unit #11) provides the system administrative and leadership services for the School District. These services include a full range of leadership and administrative services including acting as the school district's executive officer, business operations and providing all central system leaders.

IV. Process and Timeline

Process/Steps Completed

As part of our investigation we accomplished the following major activities:

1. *Demographic Trend Analysis:*

- Analyzed and interpreted enrollment projections that included a review of six (6) years of history for grades K-12, and a projection for the next ten (10) years for grades K-12.
- Investigated local conditions.
- Developed three different enrollment projections: a simple cohort, a three-year weighted average and a five-year average.
- Analyzed data in comparison to historic data provided by the Derry Cooperative School District and its agents.

2. *Review documents:*

- Reviewed and analyzed local documents.
- Analyzed all data and created findings and discussion points.
- Reviewed and shared results with Derry school officials.

Timeline

<u>Process Steps</u>	<u>Date of Completion</u>
Received authorization to proceed	September 2009
Communicated with Central Office Staff Members <ul style="list-style-type: none">• Defined and secured data for research• Secured and reviewed enrollment research and other data	October 2009
Reviewed prior facility and/or program studies	October 2009
Analyzed enrollment and regional data <ul style="list-style-type: none">• Evaluated data• Analyzed state and regional data	Oct - Nov 2009
Created statement of findings and draft report	November 2009
Delivered final report <ul style="list-style-type: none">• Submitted final report to the Superintendent of Schools	December 2009

Overview of Process

During the process of the study, the consultants created enrollment projections and analyzed local and regional demographic conditions. From projections dated November 2009 (See Appendix A) and information provided by state and local officials, it appeared that the five-year average method offered the best guideline in helping to forecast future conditions for the Derry Cooperative School District.

To ensure that the selected methodology gave the best results for the district, several other methods were examined using historical data and comparing the results with known student populations. The five-year average was the most reliable for Derry.

The consultant expresses his gratitude to the administrators, and town officials who met and talked with him to share information. People within the Derry Cooperative School District are sincerely interested in improving educational opportunities for children and youth.

V. Demographic Data and Enrollment Projections

Overview

New Hampshire's student enrollments on average have shown a decline over the past 6 years from the 2000-01 school year through 2005-06, declining to 203,572, a decrease of 12,299 students. According to the NH Economic and Labor Market Information Bureau:

The New Hampshire economy has continued to grow moderately during 2006. The unemployment rate remains below the national average. Resident labor force growth in the state has nearly kept pace with growth of the U.S. labor force. Non-farm jobs in New Hampshire have accrued at about the same rate as for the nation. Growth in private service-providing industry employment has more than offset losses in goods-producing jobs. Manufacturing continues to be the sector that drags down the goods-producing sector. After falling for three years, counts of initial and continued claims for unemployment compensation appear to have flattened off at levels about double their pre-recession counts. Housing permits in New Hampshire have declined, a symptom of the slowing real estate market.

Many of the forces that determine the success of the New Hampshire economy are external. World events and, closer to home, a struggling Massachusetts economy may dampen growth in New Hampshire. As the national economy stabilizes and adjusts to sharply rising fuel costs, it is expected that New Hampshire will respond with positive growth, particularly in higher wage jobs. These jobs signal the continued growth of the service sector, requiring education and training.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing an average of 14,000 people per year. This trend is expected to continue with the New Hampshire Office of Energy and Planning forecasting a growth of nearly 10% from 2000 to 2010. While this growth has been high, it has not been uniform for all NH communities. Clearly, communities in the south central and southeastern counties have seen significantly higher growth with some northern and western counties witnessing a decline. While regions that border Massachusetts have experienced historic growth, there is also a trend for expanded development for communities that border our cities and major thoroughfares.

This fact is likely to continue to impact the population growth in the towns of the Derry Cooperative School District since it is located within easy commuting distance from New Hampshire's and New England's major cities, and offers a desirable community. This assertion is supported by an analysis of the NH Office of Energy and Planning's (NHOEP) projections for future growth of the community. According to their projections, the district's overall population is expected to grow to 37,860 (14.6%) people in 2015, and 38,980 in 2020 over the 2007-estimated population of 33,995.

TABLE 1
***Comparison of Derry Cooperative School District K-12 Enrollment
and Overall Population***

Year	School Enrollment K-12	District Population (NHOEP)	Student Enrollment K-12 as a % of District Population
2002	6,751	34,613	19.50%
2003	6,608	34,678	19.06%
2004	6,439	34,710	18.55%
2005	6,304	34,655	18.19%
2006	6,124	34,386	17.81%
2007	5,988	34,200	17.51%
2008	6,149	34,071	18.05%

The school district's K-12 student enrollment has declined over the last seven (7) years, (2002-2008) with a net decrease of 602 students (about 8.9%). During the same seven-year period, the district's overall population in the town declined by 542 (about 1.5%). The percent of the population that was of school age in grades K-12 ranged from a high of 19.50% in 2002, to a low of 17.51% in 2007. It is important to note that an increase or decrease in a community's total population does not always lead to a corresponding change in student enrollment. In particular, this is true when certain other demographic, economic and growth characteristics of the community appear to cause a lowering of student enrollment.

The following table shows the pattern of births to residents of the district, which is an important indicator of student population.

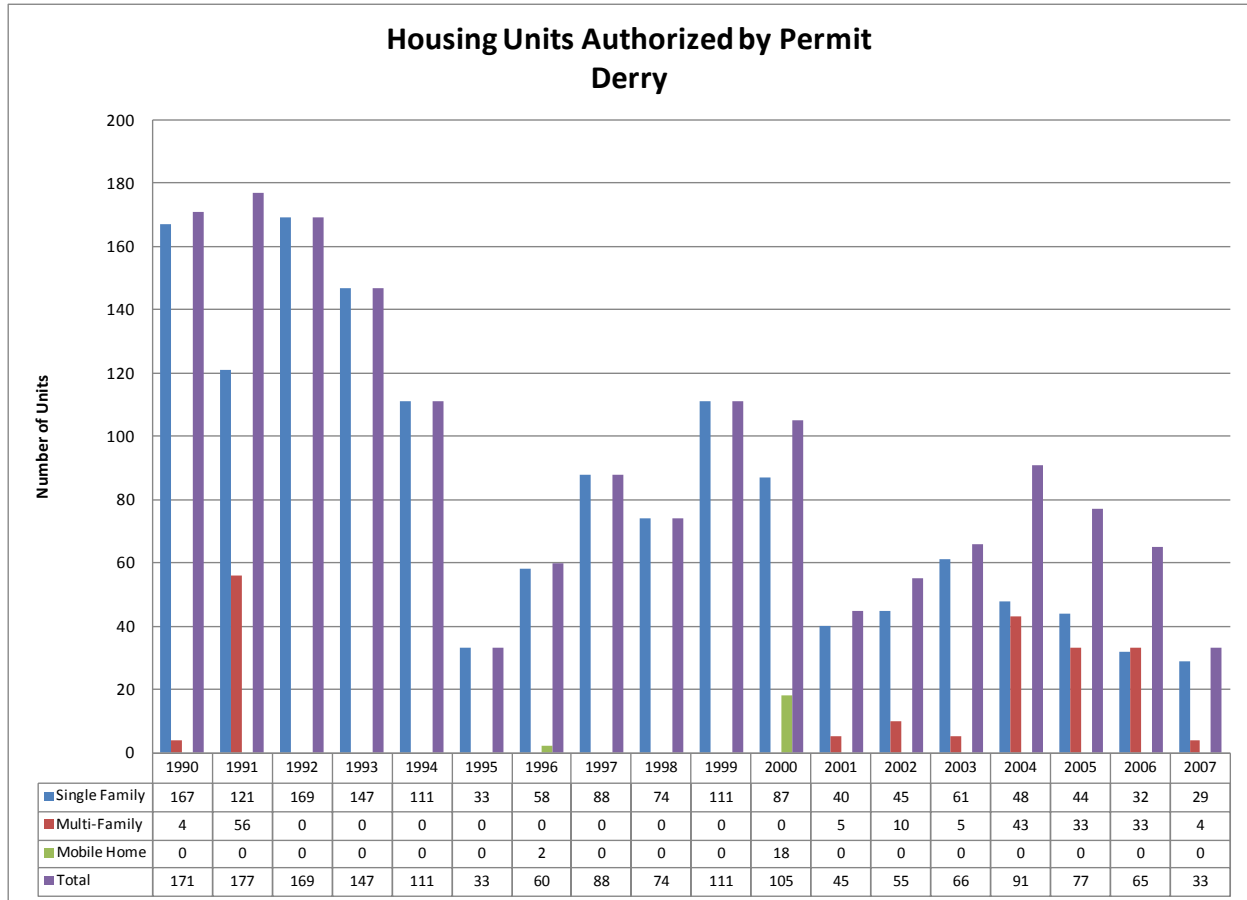
TABLE 2
Population and Births from 1999 – 2008

Year	Births (Bureau Vital Records)	District Population (NHOEP)	Births as a % of District Population
1999	437	32,451	1.35%
2001	432	34,436	1.25%
2000	426	34,142	1.25%
2002	431	34,613	1.25%
2003	437	34,678	1.26%
2004	438	34,710	1.26%
2005	385	34,655	1.11%
2006	418	34,386	1.22%
2007	385	34,200	1.13%
2008	368	34,071	1.08%

The number of births in relation to the number of residents in the district has fluctuated since 1999 but generally been decreasing. The number reached a high of 438 in 2004 and a low of 368 in 2008. It will be important to monitor the number of births to residents in order to identify any significant changes in this pattern. This issue is even more significant given the declining percentage of students in grades K-12 in relation to the overall growth of the population. When this data is considered in light of Table 1, it would appear to forecast a slowly declining student population for the foreseeable future.

Another feature illustrating the potential for student growth within the Derry Cooperative School District is the history of building permits issued. The following table depicts the number of building permits issued during the last sixteen years in the school district.

TABLE 3
Building Permits 1990 - 2007



It is estimated by one NH study that each residential new house, on average may add .45 school age students to the school enrollments (Thibeault, 2006). Based upon US Census data (Census 2000 Summary File 1 (SF 1) 100-Percent Data) and household data from the NH Office of Energy and Planning, it is estimated that there are .5 students (ages 6-17) per household in the combined district towns. However, the fact that the school population has declined over the past few years while new homes have been constructed and the town's population has increased, would seem to indicate that the percent of school age children per household may be shrinking for the Derry district from the 2000 data point.

In speaking with the Town of Derry's Planning Director and Code Officer, it appears that there are no major projects for development on the horizon and that several of the recent multi-family projects have been for individuals who are age 55 and older. In addition, the Town of Derry has prudently purchased and protected large undeveloped parcels as a way of managing future growth. These factors seem consistent with and supportive of the other findings of this study.

Cohort Survival Enrollment Projections

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The cohort survival method is generally the most reliable measure used as a short-range (one to five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who “survive” to the next grade in the next year. First grade enrollments are calculated independently on the basis of past (six year prior) birth data, i.e. the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten projections are an inverse operation since they are based on the first grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average, which briefly defined, is an average of the grade-to-grade progressions over the past five-years (shown as 5 yr. avg.). The second format takes into account some of the trends of the most recent years as well as, considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. ave.). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.). The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live

births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's Office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public school system, then depending upon the numbers, some adjustments may be necessary.

Appendix A contains detailed, grade-by-grade enrollment projections for the Derry Cooperative School District. The data is presented in chart and graphic form. The charts include historic enrollment data, resident live births, and projections using the three methods described herein. Graphs include (1) line graph depicting historical and projected trends; and (2) bar graphs showing actual resident live births for the past ten years and estimated live births for 2007.

Summary

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade and therefore any out-of-district special education, home schooled or private school students have not been included.

The Derry Cooperative School District's K-12 student population has declined by 763 students since 2002. Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the five-year average model are the most reliable and that the district should adopt the model as the "reasonable" basis for assessing future student populations and facility needs. The five-year average model shows the K-12 student enrollment continuing to decline within the next five to ten years (See Table 4 and Appendix A).

A word of caution is important when predicting future changes based on a sample enrollment. For example, a change in the number of births may have a relative impact on a grade/school enrollment; however the gross changes would still be minor.

TABLE 4
Projected K-12 Enrollments 2019–2020 Using Five-Year Average

School Year	K-12 Projection	Difference From Previous Year	Percent Change
10-11	5,756	-232	-3.87%
11-12	5,673	-83	-1.44%
12-13	5,520	-153	-2.70%
13-14	5,307	-213	-3.86%
14-15	5,185	-122	-2.30%
15-16	5,096	-89	-1.72%
16-17	5,025	-71	-1.39%
17-18	4,963	-62	-1.23%
18-19	4,920	-43	-0.87%
19-20	4,871	-49	-1.00%

*Complete data set included in Appendix A

The confidence level of any enrollment projection drops as we extend further into the future and as birth data becomes projected information. In order to project future enrollment the Consultants utilized a projected annual birth rate by averaging the last four years of actual births within the community. As a result, it is recommended that the district continue a practice of revising projections annually based on the most current information.

VI. Findings and Observations

- 1.) While the community’s overall population continues to grow slowly; the overall age of the population appears to be aging. This is supported when the reader compares the change in percent of the overall population in certain age groupings from the 2000 census to the 2008 data (Appendix B) and the decreasing percent of school enrollment as a portion of overall population (Table 1). The percent aged 19 or less declined from 32.5% to 26.9% of the population and the percent aged 65 or older increased from 6.2% to 7.8%.
- 2.) While building permits show a slight increase new development has slowed significantly over the past and some of the new housing is for age-restricted

- occupancy. There is currently an abundance of housing supply and new development will no doubt rise as the economy slowly improves.
- 3.) The overall economy plays a significant role in growth of a community and the challenges of the last 18 months have no doubt had a chilling effect on home sales, new construction and overall economic development (See Appendix C). It will be important to monitor the changes to the enclosed tables as the economy continues to improve.
 - 4.) It appears that the K-12 student enrollment has been and will continue to decline. This is likely the result of the drop of births (Table 2) and the changed age composition of the community (Item 1 above).

VII. Recommendations and Discussion Points

- 1.) It is our recommendations that the school district utilizes this report as a baseline measurement of data and annually monitor the accuracy of the projections. This may be accomplished by simply updating the next year of known data as it becomes available and compare to the projected data.
- 2.) As school districts face a slightly declining student population it opens possibilities for the school district. In this case it may:
 - a. lessen the overcrowding of existing facilities
 - b. open the opportunity to add needed programs (e.g. in district special education or alternative education classes/programs or community use of school facilities)
 - c. allow for existing programs to be housed in more suitable spaces
 - d. decrease high school tuition costs as lower enrollments move to grades 9-12
 - e. allow for the implementation of new instructional methods and grade or grouping practices that previously were limited by insufficient space
 - f. allow for the housing of any future unanticipated growth in enrollment

VIII. Summation

In summary, the Consultants wish to express their appreciation to the Superintendent, Mary Ellen Hannon and her team for their expert assistance in providing data and clarification of information and to Derry Town Officials including Mr. Robert S. Mackey, Code Officer and Mr. George Sioras, AICP, Director of Planning for Derry and his office for their outstanding assistance. The Consultants look forward to the opportunity of meeting with the Derry School Board and leaders to review and discuss the contents of the study.

IX. Summary Notation of Research Sources

1. New Hampshire School Administrator's Association - Enrollment Studies
2. New Hampshire Office of Energy and Planning - Reports on the Town
3. Manual for Planning and Construction of School Buildings, NHSDOE.
4. Minimum Standards for Public School Approval, NHSDOE.
5. Various documents and internal reports, Derry Cooperative School District.
6. Interviews with and school district and town officials
7. US Census Data
8. Council of Chief State School Officers
9. Planning Commission
10. NH Department of Revenue Administration Tax Data
11. NH Department of Education Enrollment Data
12. NH Department of Vital Statistics
13. NH Economic and Labor Market Information Bureau

Appendix A

ENROLLMENT HISTORY						
Derry						
	04-05	05-06	06-07	07-08	08-09	09-10
B*	437	426	432	431	437	438
K	303	299	290	294	269	300
1	429	428	398	411	395	366
2	416	420	433	403	395	396
3	451	427	420	417	405	392
4	538	467	433	434	439	409
5	520	549	485	451	440	428
6	509	517	540	482	467	447
7	596	519	533	538	494	468
8	580	586	528	535	537	497
9	674	662	665	620	664	702
10	622	609	600	619	531	562
11	609	588	575	565	622	469
12	495	532	514	513	491	552
TOTAL	6,684	6,603	6,414	6,282	6,149	5,988
K-5	2,657	2,590	2,459	2,410	2,343	2,291
3-5	1,509	1,443	1,338	1,302	1,284	1,229
K-8	4,342	4,212	4,060	3,965	3,841	3,703
6-8	1,685	1,622	1,601	1,555	1,498	1,412
9-12	2,400	2,391	2,354	2,317	2,308	2,285
K-12	6,742	6,603	6,414	6,282	6,149	5,988
* Birth Data is Expressed as related to the K year.						
The birth data shown is actual births for years:						
		1999	through	2004		

NOTE: Kindergarten enrollments for 2004-05 through 2007-08 were mathematically estimated. Derry did not start Kindergarten until 2008-09.

ENROLLMENT PROJECTIONS - 5 Year Average Method

Derry

		Academic Year									
		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Grade											
K		259	281	259	248	261	261	262	259	259	260
1		405	356	386	356	340	359	359	360	355	355
2		364	402	354	383	354	338	357	357	358	353
3		395	363	401	353	382	353	337	356	356	357
4		403	407	374	413	363	393	363	347	366	366
5		416	410	414	381	421	370	400	370	353	373
6		429	417	411	415	382	422	371	401	371	354
7		454	435	423	417	421	388	428	376	407	376
8		469	454	435	423	417	421	388	428	376	407
9		595	562	544	521	507	499	504	465	513	450
10		624	529	500	484	463	451	444	448	413	456
11		531	590	500	473	458	438	427	420	424	391
12		412	467	519	440	416	403	385	376	369	373
TOTAL		5,756	5,673	5,520	5,307	5,185	5,096	5,025	4,963	4,920	4,871
K-5		2,242	2,219	2,188	2,134	2,121	2,074	2,078	2,049	2,047	2,064
3-5		1,214	1,180	1,189	1,147	1,166	1,116	1,100	1,073	1,075	1,096
K-8		3,594	3,525	3,457	3,389	3,341	3,305	3,265	3,254	3,201	3,201
6-8		1,352	1,306	1,269	1,255	1,220	1,231	1,187	1,205	1,154	1,137
9-12		2,162	2,148	2,063	1,918	1,844	1,791	1,760	1,709	1,719	1,670
K-12		5,756	5,673	5,520	5,307	5,185	5,096	5,025	4,963	4,920	4,871

ENROLLMENT PROJECTIONS - 3 Year Weighted Average Method

Derry

		Academic Year									
		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Grade											
K		249	270	249	238	251	251	252	248	248	250
1		387	340	369	340	325	343	343	344	339	339
2		362	383	337	365	337	322	340	340	341	336
3		393	359	380	334	362	334	319	337	337	338
4		403	404	369	391	343	372	343	328	347	347
5		409	403	404	369	391	343	372	343	328	347
6		436	417	410	411	376	398	349	379	349	334
7		451	440	421	414	415	379	401	352	382	352
8		469	452	441	422	415	416	380	402	353	383
9		628	592	571	557	533	524	526	480	508	446
10		607	543	511	493	481	461	453	454	415	439
11		527	569	509	479	462	451	432	425	426	389
12		414	465	502	449	423	408	398	381	375	376
TOTAL		5,735	5,637	5,473	5,262	5,114	5,002	4,908	4,813	4,748	4,676
K-5		2,203	2,159	2,108	2,037	2,009	1,965	1,969	1,940	1,940	1,957
3-5		1,205	1,166	1,153	1,094	1,096	1,049	1,034	1,008	1,012	1,032
K-8		3,559	3,468	3,380	3,284	3,215	3,158	3,099	3,073	3,024	3,026
6-8		1,356	1,309	1,272	1,247	1,206	1,193	1,130	1,133	1,084	1,069
9-12		2,176	2,169	2,093	1,978	1,899	1,844	1,809	1,740	1,724	1,650
K-12		5,735	5,637	5,473	5,262	5,114	5,002	4,908	4,813	4,748	4,676

ENROLLMENT PROJECTIONS - 1 Year Cohort Method

Derry

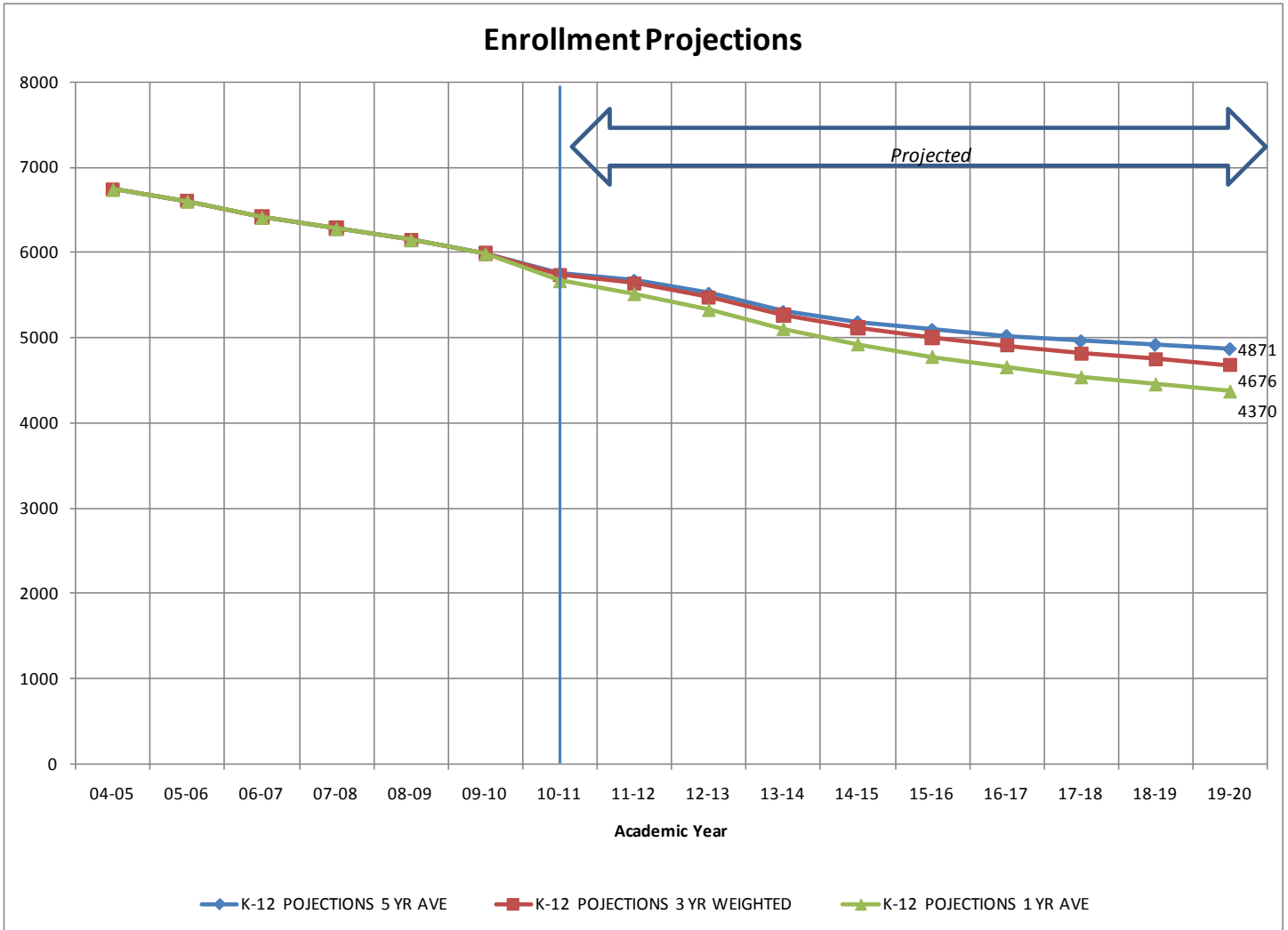
Grade	Academic Year									
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	237	257	237	226	240	240	240	237	237	238
1	367	322	350	322	308	326	326	327	322	322
2	367	368	323	351	323	309	327	327	328	323
3	393	364	365	321	348	321	307	325	325	326
4	396	397	368	369	324	351	324	310	328	328
5	399	386	387	359	360	316	342	316	302	320
6	435	405	392	393	365	366	321	347	321	307
7	448	436	406	393	394	366	367	322	348	322
8	471	451	439	408	395	396	368	369	324	350
9	650	616	590	574	533	516	518	481	482	424
10	594	550	521	499	486	451	437	438	407	408
11	496	525	486	460	441	429	398	386	387	359
12	416	440	466	431	408	391	381	353	343	343
TOTAL	5,669	5,517	5,330	5,106	4,925	4,778	4,656	4,538	4,454	4,370
K-5	2,159	2,094	2,030	1,948	1,903	1,863	1,866	1,842	1,842	1,857
3-5	1,188	1,147	1,120	1,049	1,032	988	973	951	955	974
K-8	3,513	3,386	3,267	3,142	3,057	2,991	2,922	2,880	2,835	2,836
6-8	1,354	1,292	1,237	1,194	1,154	1,128	1,056	1,038	993	979
9-12	2,156	2,131	2,063	1,964	1,868	1,787	1,734	1,658	1,619	1,534
K-12	5,669	5,517	5,330	5,106	4,925	4,778	4,656	4,538	4,454	4,370

ENROLLMENT HISTORY PROJECTIONS - Model Comparisons

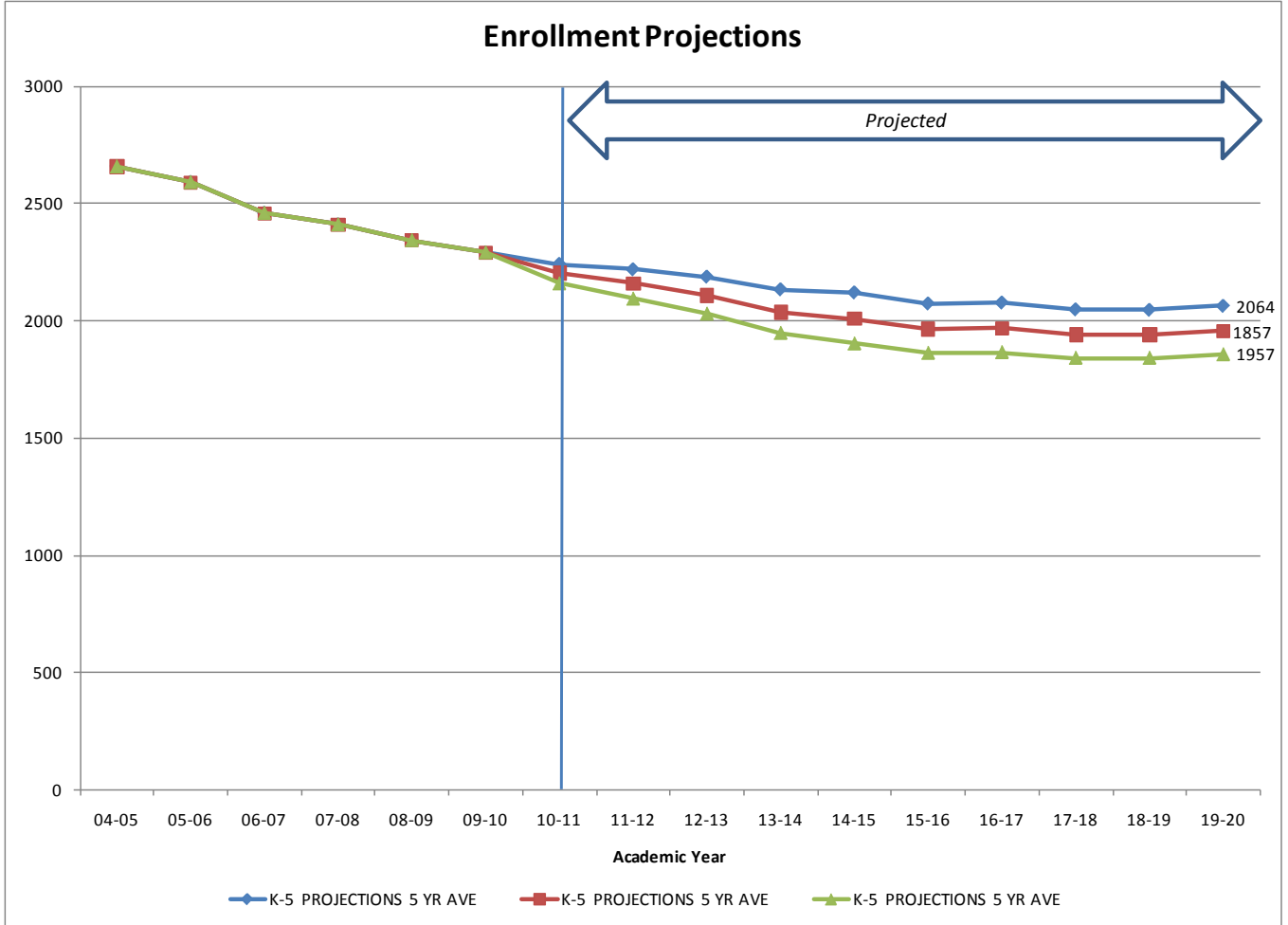
Derry

Model	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
5 Year Average	5,756	5,673	5,520	5,307	5,185	5,096	5,025	4,963	4,920	4,871
3 Year Weighted	5,735	5,637	5,473	5,262	5,114	5,002	4,908	4,813	4,748	4,676
1 Year Cohort	5,669	5,517	5,330	5,106	4,925	4,778	4,656	4,538	4,454	4,370

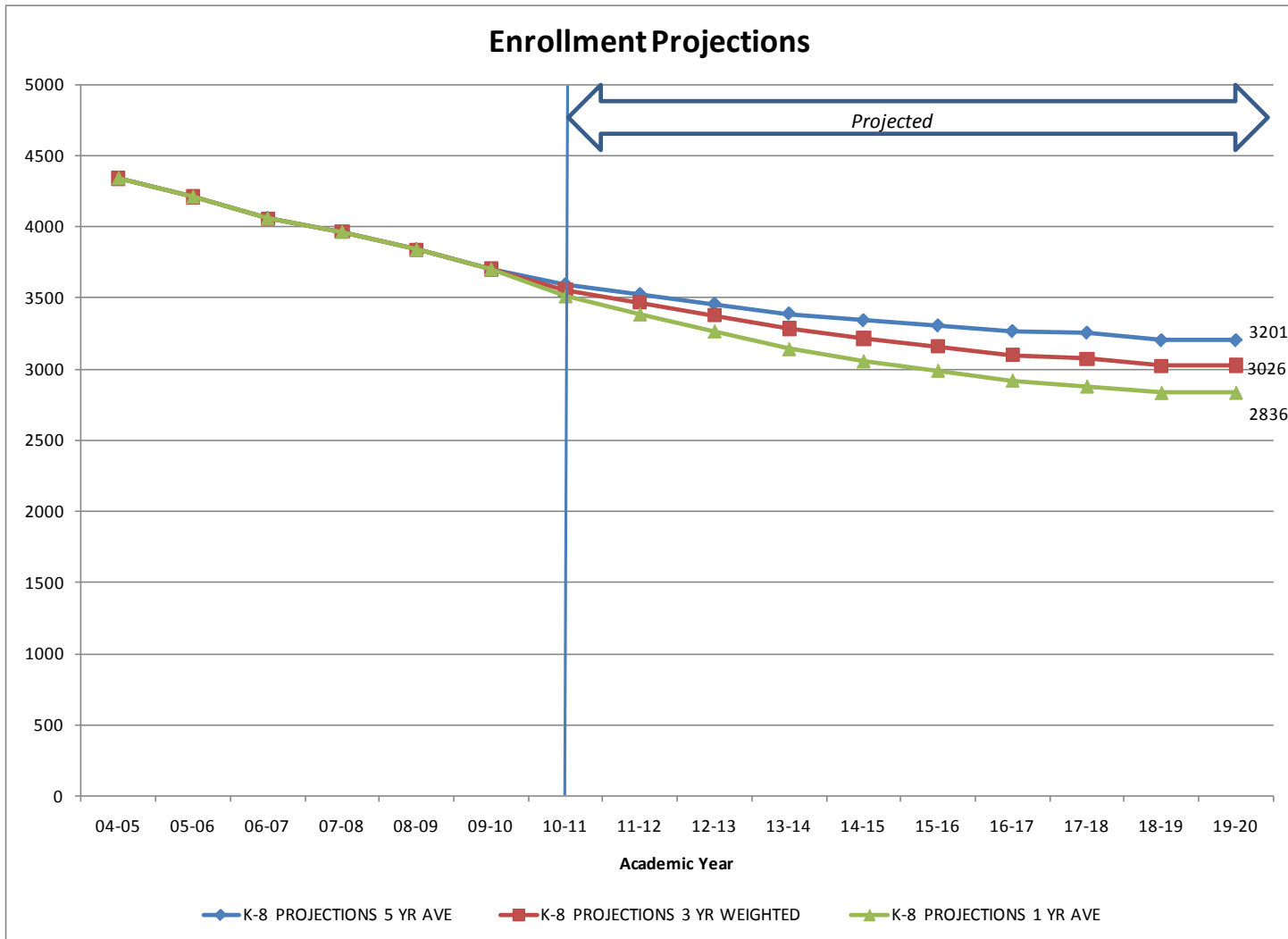
K-12



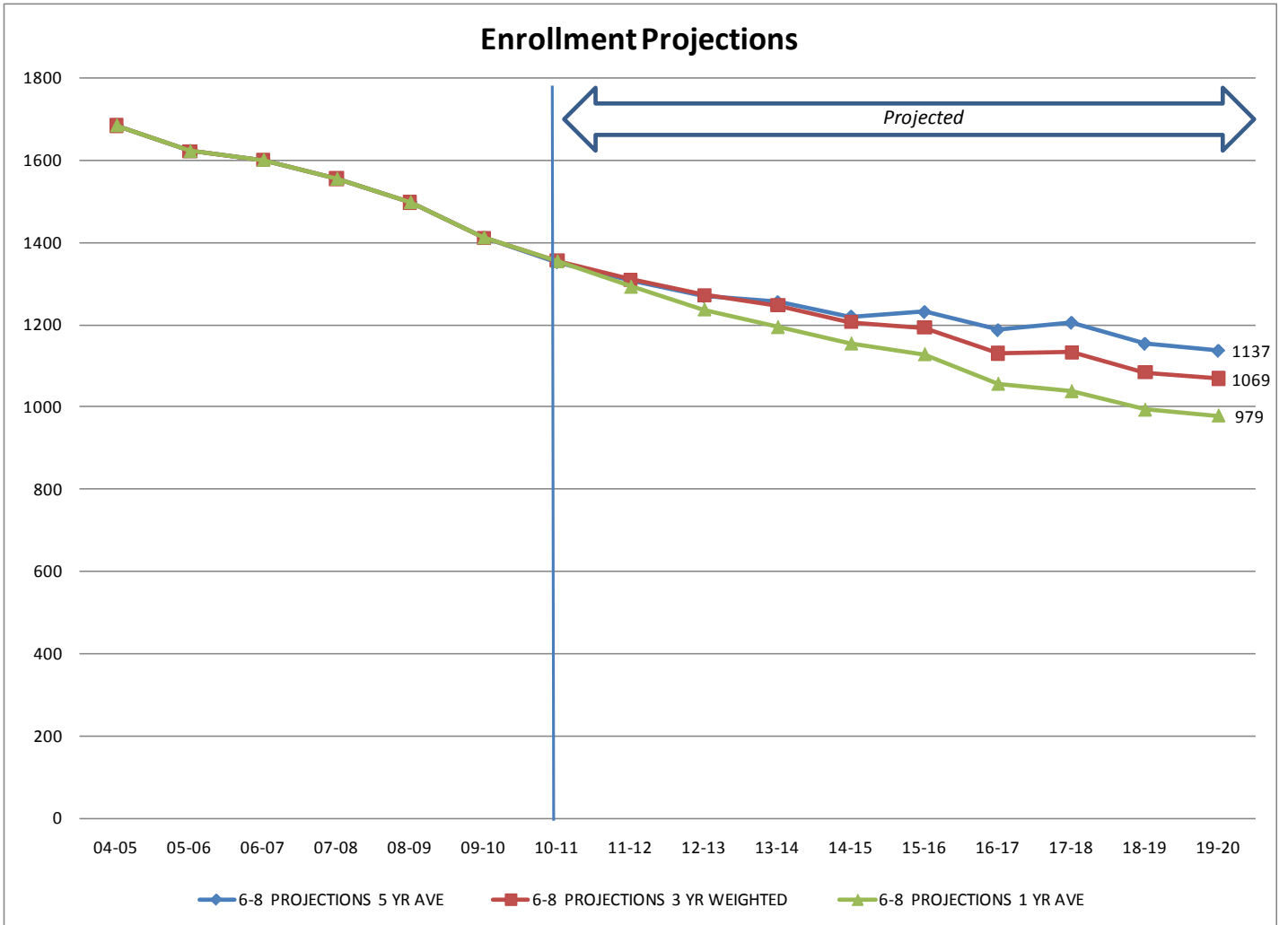
K-5



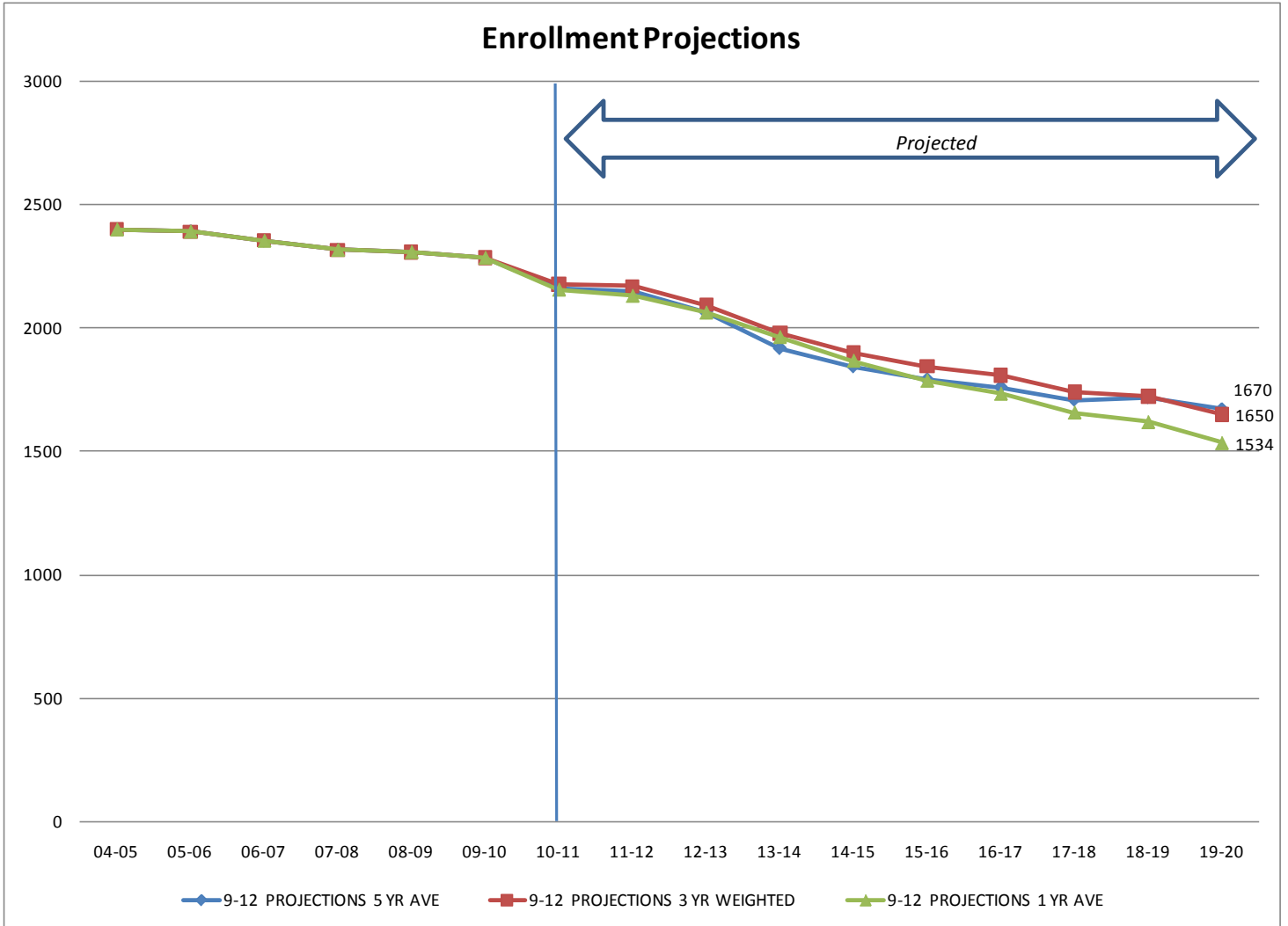
K-8



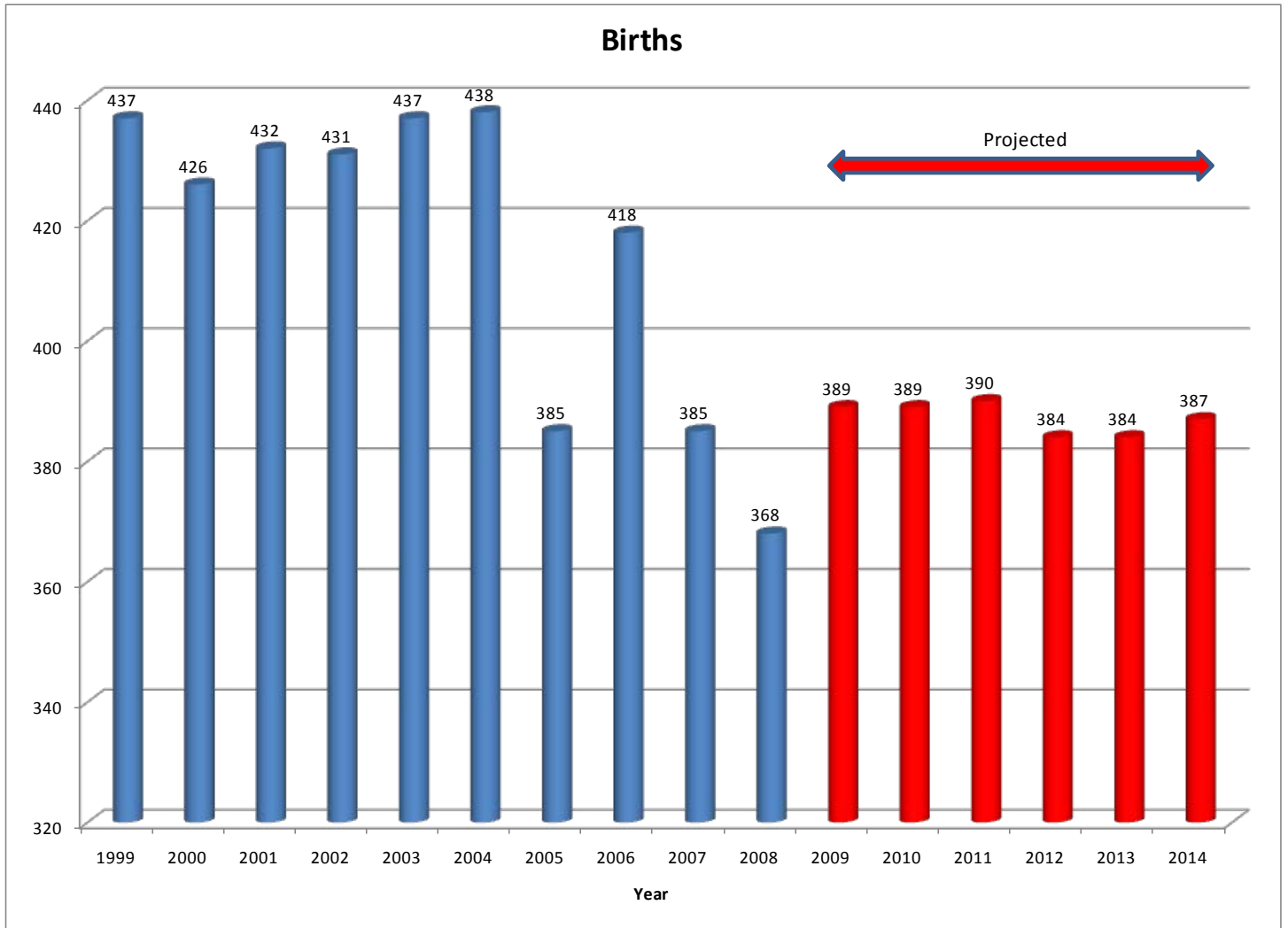
6-8



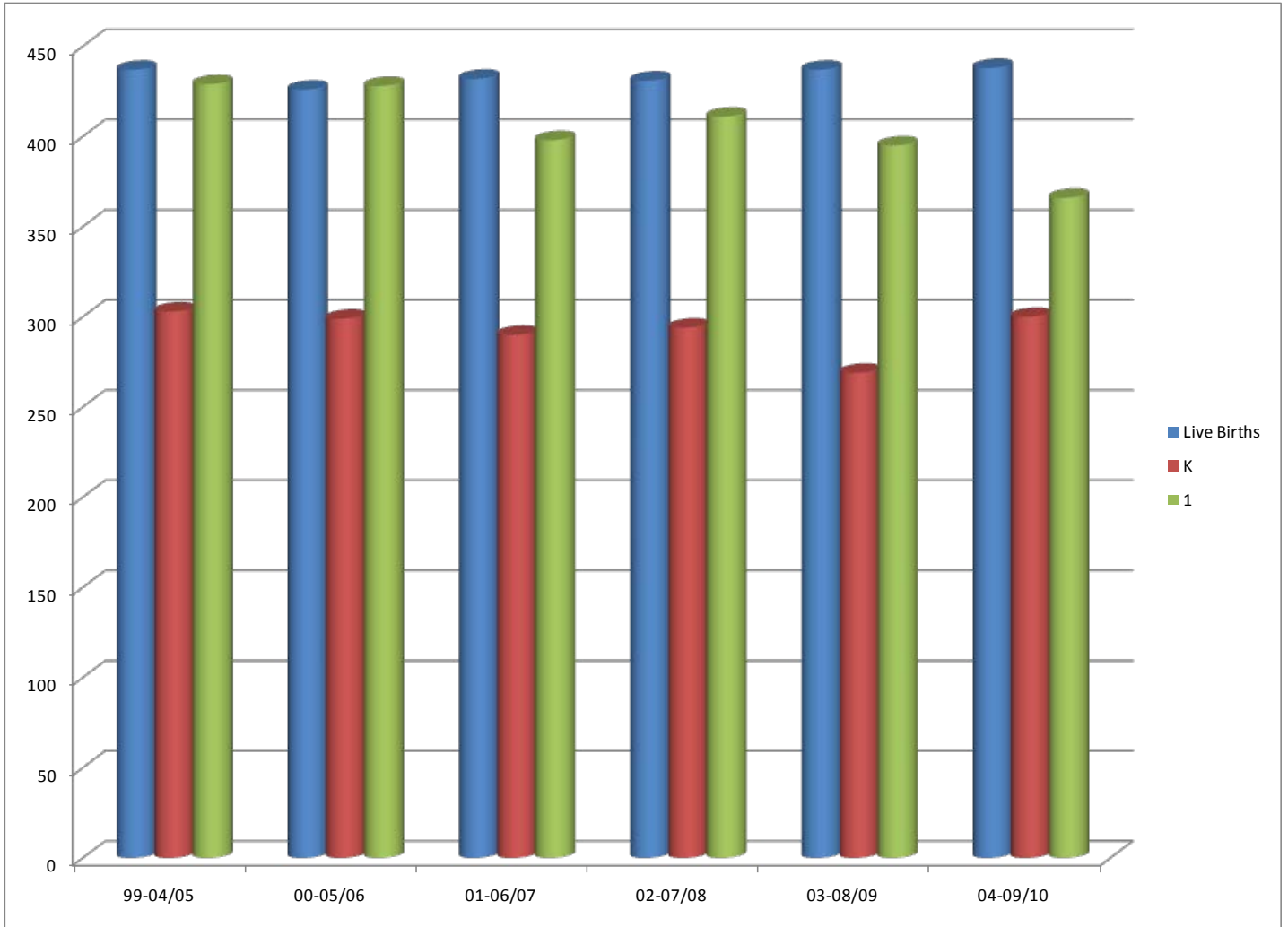
9-12



Birth Data

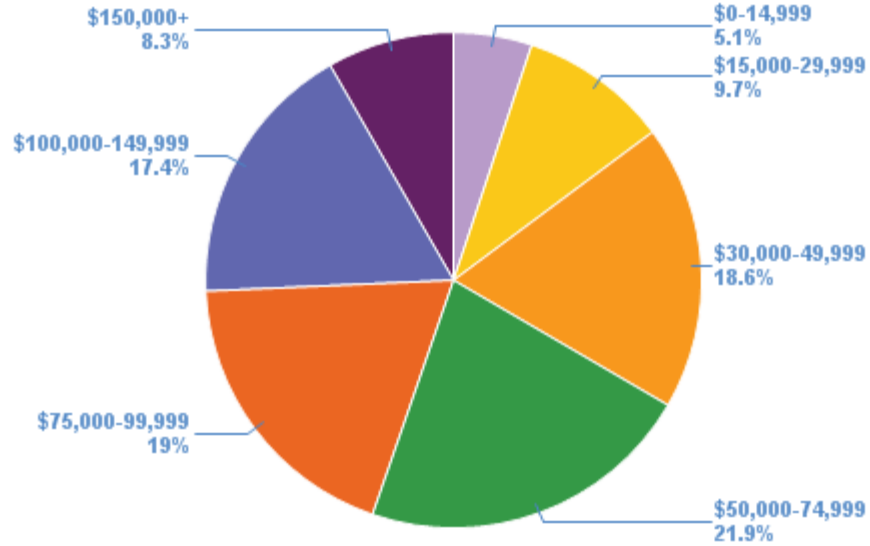


*Comparative Enrollment Data
Births - Kindergarten - Grade 1*

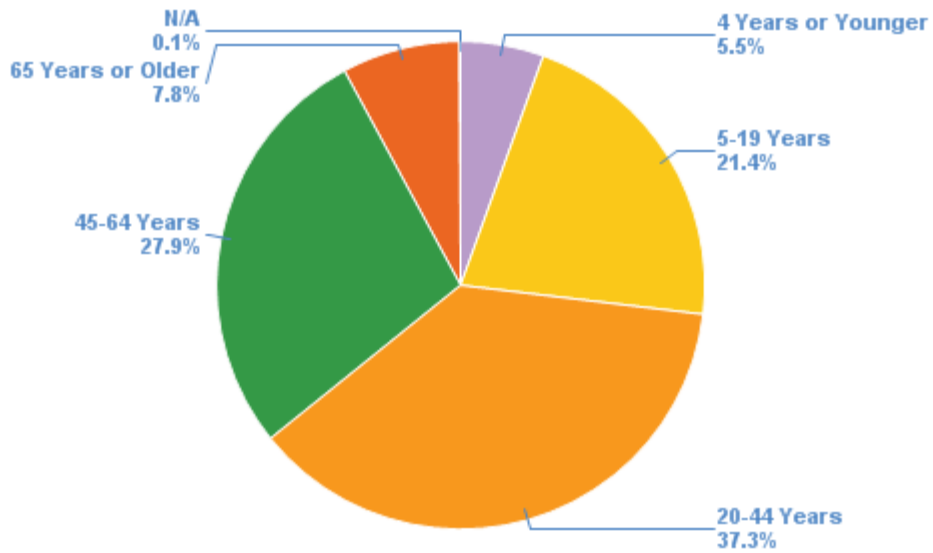


Appendix B

Derry School District 2008 Household Income Distribution



Derry School District 2008 Population Distribution

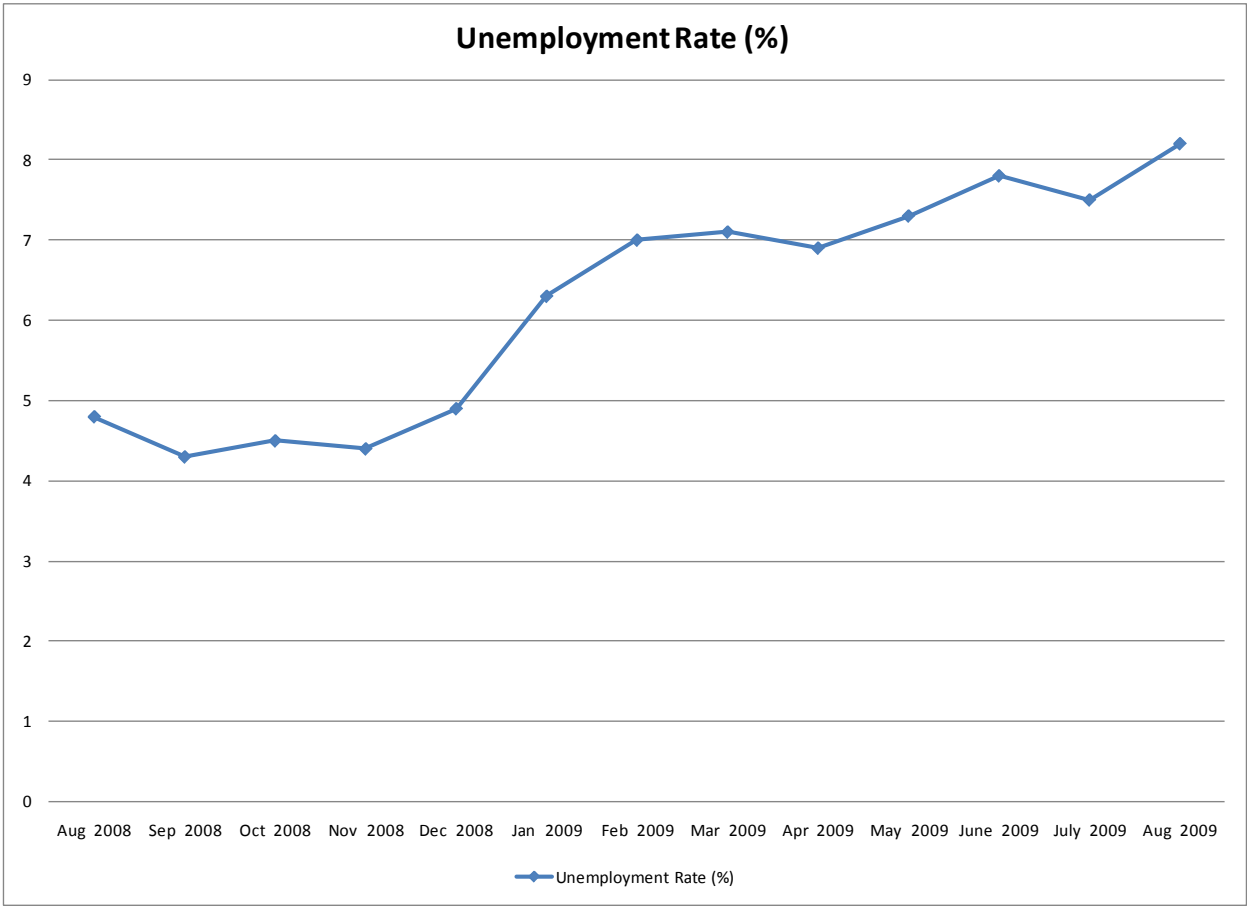


Appendix C

Unemployment Rates for Derry 1990 - 2008



Unemployment Rates for Derry August 2008 - August 2009



Appendix D

Educational Facility Needs Assessment – Action Plan and Timeline

The following is a general time and task outline based on the careful analysis of successful plans that meet the needs of educational organizations.

Step One: Create Awareness of Educational Program and Facility Needs

Identify a beginning need, usually done by the insightful educators on observing the day-to-day function of a school

Build awareness among professional staff, elected leaders, opinion leaders and stakeholders

Hold a public presentation and discussion

Provide tour(s) of the school(s) while in session

Collect beginning data

History of enrollments

School floor plans and utilization of spaces

Educational programs – present and future

Past studies

Create action plan for next step(s)

Who to involve when

What needs to be done, when, by whom

Step Two: Investigate and Define Educational Program and Facility Needs

Develop a Request for Proposal (RFP) for a neutral professional to investigate educational needs

Significant advantages are realized by districts that seek validation of educational needs before securing the work of others who benefit directly by the size of a potential project

A model RFP is available from NHSAA

Release RFP

A variety of agencies do respond to RFPs including NHSAA

Evaluate responses to the district's RFP for compliance to the district's expectations and RFP design

Involve representatives of Governing Board to encourage ownership of decision

Notify the NH DOE of efforts to assess needs (It is important to advise the NH DOE of progress in each step of the timeline and to follow state's approval requirements for school building aid (See RSA 198:15 and Ed 305 [new rule will be Ed 321]).

Award contract for the facility needs assessment to the successful bidder

Essential components of a facility needs assessment should include, but are not limited to:

Demographic Data

Student Program and Use Analysis

Building/Room Utilization Analysis

Visioning for the Future/Solicit Ideas

Space Needs Analysis

Solution Evaluation

Usually takes a four month period of time

Step Three: Evaluate Options

Receive final report of Step Two in a public meeting of the Governing Body and attended by a broader citizen group

Keep Governing Body and lead administrators in a position to evaluate the options

Seek feedback from public and "value" the options suggested by consultants

Decide on preliminary course of action

Establish a public "building committee" to guide future steps and advise the Governing Board

Secure funding for Step Four

Step Four: Define Site and Structural Specifications

Evaluate the types of construction methods and decide on the Project Delivery System (PDS) to be employed

Traditional Design/Bid/Build

Construction Management

Design/Build

Create an RFP for Architectural and Engineering design services given the selected PDS
Examples are available for NHSAA members

Release RFP

Evaluate responses for compliance to RFP requirements and expectations
Interview responders

Select a firm to complete work

Conduct the design

Receive final report in a public meeting of Governing Board and Building Committee

Step Five: Evaluate Design Options

Evaluate recommended design solution with knowledge of cost estimates

Decide recommended solution and method of construction

Award design contract to architectural and engineering firm

Step Six: Develop Marketing Plan for Selling the Bond vote

Create a locally adapted marketing/communication plan designed to “sell” the bond issue

Include extensive involvement of citizens in a broad education effort

Arrange and implement many local opportunities for tours and Q/A

Implement the plan with broad public participation

Step Seven: Detail Warrant Proposal

Carefully detail the legal requirements and timeline for a successful bond vote

Seek advice of Bond Counsel

Review draft timeline with Department of Revenue Administration and NH DOE

Outline the numerous governmental agencies that need involvement and approval

Implement timeline with care

Step Eight: The “Real Hard Work” ...Implement the Successful Plan

Select a qualified owner representative on the project day-to-day e.g. Clerk of the Works

Monitor design specification closely

Schedule and keep a regular meeting cycle

Be prepared for the unexpected

Plan a comprehensive celebration that includes all stakeholders