

*Helping to Plan our Future...*

# Agenda

- Approval of Minutes from meeting #5 – Discussion / Action
- New data:
  - Kindergarten enrollments year-to-date vs. projections – Discussion
  - Private school enrollments a five-year review– Discussion
  - Proposed regulations from the Council On Affordable Housing (COAH) - Discussion
  - Feedback from the Data-Review sub group - Discussion
- Elementary magnet program update – Brief presentation / Discussion
- Review the impact of draft scenarios – Discussion / Action
- May 28<sup>th</sup> meeting survey results - Discussion / Action
- Demographer's presentation scheduling – Discussion / Action
- Set agenda for next meeting – Discussion / Action

# Goals and Objectives

## GOAL

- Deliver prioritized recommendations to the School Board in August that meet the charter and guiding principles of HVRSD

## OBJECTIVES

- Provide quality education within all Hopewell schools that benefit all children across the community
- HVRSD education supports and incorporates the values that enrich the student body to become contributing adults
- Deliver recommendations that are developed, reviewed, evaluated and prioritized by the Future Planning Committee
  - shared with the public
  - represent and include input received from all schools
  - include input from the student, parent, community, educator and administrator populations
  - achieves the majority quorum
- Creates solutions that improve and enhance the quality of education

## 2014-15 Kindergarten Enrollment vs. Projection as of 05/12/2014

### 2013-14 Kindergarten Enrollment vs. Projection

School	2013-14 projection	2013-14 5/1/13	2013-14 9/1/13	2013-14 K-Ex	2014-15 K Projection	2014-15 5/12/14	2014-15 K - Ex
<b>BT</b>	45	40	43	11	45	38	14
<b>HE</b>	60	69	69	37	58	40	15
<b>SB</b>	57	73	74	52	56	51	39
<b>TG</b>	51	30	39	13	50	48	17
<b>Total</b>	213	212	225	113	209	177	85

# Private School Enrollments

## Non Public Schools or Private Schools

	<u>2008-</u> <u>2009</u>	<u>2009-</u> <u>2010</u>	<u>2010-</u> <u>2011</u>	<u>2011-</u> <u>2012</u>	<u>2012-</u> <u>2013</u>	<u>2013-</u> <u>2014</u>
Total	521	516	476	467	459	421

### 2013 - 2014 Non Public Breakdown by Grade

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	UG	Total	<u>Total</u> Confirmed
Total	21	18	33	22	33	27	41	33	35	33	43	40	36	6	421	421

# COAH Requirements

Hopewell borough	Mercer	East Central	32	0	19	0	0	10	3	0
Hopewell township	Mercer	East Central	565	726	301	0	0		990	990
Lawrence township	Mercer	East Central	944	381	976	0	63		286	286
Pennington borough	Mercer	East Central	58	0	20	0	0	32	6	0

Hopewell borough	Mercer	East Central	32	0	4	1	2	1	4	2	32	16	vl 16
Hopewell township	Mercer	East Central	498	0	58	9	9	2	11	37	487	0	487
Lawrence township	Mercer	East Central	296	8	34	11	43	7	8	22	261	0	261
Pennington borough	Mercer	East Central	59	1	7	2	3	1	1	4	56	26	vl 30



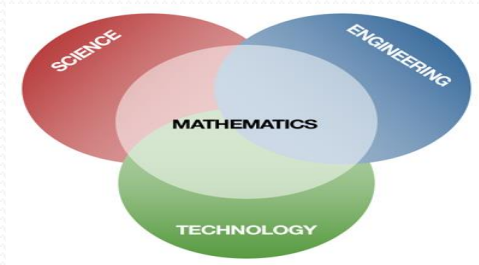
# Elementary Magnet Program Update

# Bear Tavern Stem Academy

May 14, 2014

Enrollment Impact

# What is STEM?



**“STEM Proficient Students:**  
STEM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real-world problems while applying the rigor of science, technology, engineering, and mathematics content. STEM proficient students are logical thinkers who are technologically, scientifically, and mathematically literate.”

\*\*Information is adapted from The Maryland Office of STEM Initiatives: *STEM Education in Elementary School*

# Why a STEM Academy?

“ A STEM classroom shifts students away from learning discrete bits and pieces of phenomenon and rote procedures and toward investigating and questioning the interrelated facets of the world.”

- National Governors Association

# Components of The STEM academy

- Integration
- Problem Solving
- Innovation
- Logical thinking
- Collaboration
- Project based learning
- Technology rich
- Business and community partnerships
- Student centered
- creativity

# STEM Academy Impact on Enrollment

## Bear tavern

- 50+ total applicants from in and out of the district
- Ideal class size of 18-19
- 2 classes = 36-38 Total Students
- 9 from Bear Tavern Already

## HES, TGG, SB, and Non HVRSD

- 7 Accepted from Hopewell
- 11 Accepted from Stony Brook
- 5 Accepted from Toll Gate
- 5 Out of District Students

# STEM Academy Impact on Enrollment

## Bear Tavern

- Total = ~~27~~-29 new Students at Bear Tavern in 2014-2015

## HES, TGG, SB

- Total = ~~23~~ Less students at the other schools with the most coming from SB and the least coming from TGG.

# Bear Tavern Enrollment – Magnet Impact

2013-2014 K-5 Enrollment = 340

2014-2015 k-5 Enrollment without Magnet Classes = 314

2014-2015 K-5 Enrollment With Magnet Classes = 341-343

## Option A: No Changes – Status Quo

Students/families impacted: o

Transportation impact: o

Program Implications:

Financial Implications:

Other Considerations: The current imbalance is expected to grow causing an untenable situation

**REJECTED AS AN OPTION BY FP COMMITTEE**

## Option B: Closing one or more elementary schools

**Students/families impacted:** 300+

**Transportation impact:** Increase of approximately 20 bus runs to accommodate those students who cannot fit on existing runs

**Program Implications:**

**Financial Implications:**

**Other Considerations:**

**REJECTED AS AN OPTION BY EP COMMITTEE**

# Option C: Restructuring Schools to a K-3 / 4,5 Model

**Students/families impacted:** 550 student based on current class size

**Free and Reduced Lunch students impacted:** 25

**Transportation impact:** \$ 1.5 mil based on 50 new bus runs (all current 4<sup>th</sup> and 5<sup>th</sup> graders), \$500,000 if start time is tiered in between elementary and secondary

**Academic program impact:** Departmentalization provides a more targeted experience to students.  
Separates students from primary K-3 and Upper Elementary 4/5

**Financial Implications:** \$250,000 savings based on the reduction of 3 staff members and reduced material costs

**Other Considerations:** Commonly accepted model. Huge shift in culture from current structure

**REJECTED AS AN OPTION BY FP COMMITTEE**

# Option D: Full day Kindergarten in all schools

**Students/families impacted:** 175 students

Redistricting to accommodate bathrooms: 50 students of the 175

**Free and Reduced Lunch students impacted:** 0, % should stay the same

**Transportation impact:** 0, \*unless redistricted

Redistricting to accommodate bathrooms will require 3 new bus runs  
(\$20,000 – provided by in-district drivers)

**Academic program impact:** K academic program will be expanded to include more reading, writing and mathematics time resulting in students being better prepared for 1<sup>st</sup> grade

**Financial implications:** \$300,000 + annually (6 K teachers @ \$50k). Loss of revenue for K- extension approximately \$75,000 annually,

**Other considerations:** Based on current K students, renovations and/or waivers would be needed to address lack of bathrooms in every K classroom – approx. \$600, 000 (6 new bathrooms at \$100 k) . Some opposition to concept. A-447 bill to establish full-day K task force across State.

# Option D-1: Full Day Kindergarten Pilot at BT

**Students/families impacted:** 38

**Free and Reduced Lunch students impacted:** 2

**Transportation impact:** Savings of approx. \$7,500 due to the elimination of the mid-day run currently provided by the district.

**Academic program impact:** K academic program will be expanded to include more reading, writing and mathematics time resulting in students being better prepared for 1<sup>st</sup> grade

**Financial implications:** \$100,000 due to loss of Kindergarten Extension revenue for one school. And hiring of 1 teacher and 1 paraprofessional

**Other Considerations:** Hold lottery for other students in the district, develop tuition program for true full day program

# Option E: Administration moving out of District building

**Students/families impacted:** o

**Free and Reduced Lunch students impacted:** o

**Transportation impact:** Buses would be relocated to Township motor pool, sharing services

**Academic program Impact:** o

**Financial Implications:** Sale of Administration building would generate approximately \$3 mil  
Renovation of TMS or BT \$500 -\$1 mil

**Other Considerations:** Should enrollment increase renovations would need to be reversed and the Administration relocated to another location

# Option F: Redistricting – Moving school attendance lines to better balance elementary schools.

Last done: 2007

**Students/families impacted:** 50 Total: All new entrants – 10 slated for TG moved to BT, 10 TG moved to SB, 20 HE moved to BT

**Free and Reduced Lunch students impacted:** Expected decrease in BT %

**Transportation impact:** o: Current TG run moved to BT, current ½ TG run moved to SB, 1 HE bus run moved to BT

**Academic program impact:** Programs will remain intact in all schools, class sizes would likely be better balanced in all schools

**Financial implications:** o

**Other considerations:** Only newly registering family will be moved, process could take several years

# Option G: All 5<sup>th</sup> grades being moved to TMS

**Students/families impacted:** 283 based on current class size

**Free and Reduced Lunch students impacted:** 8

**Transportation impact:** \$230,000 due to 7 additional runs (the assumption is that parents would not want 5 graders riding on the same bus as CHS students.

**Academic program impact:** Would expand current departmentalized program that is being adjusted to class size in several schools, increases time in middle school spending more time in schools: 5,4,4 , provide access to higher level academic opportunities and activities

**Financial Implications:** Savings of \$250,00 due to the reduction of 2 staff members and reduction of materials across schools

**Other Considerations:** Commonly used middle school model in smaller districts

# Option H: Expansion of Magnet Programs – Dual Immersion

**Students/families impacted:** 20 new entrants by parent choice

**Free and Reduced Lunch students impacted:** unknown

**Transportation impact:** 0, students added to existing bus runs

**Academic program Impact:** Research indicates improved academic performance by bilingual students

**Financial Implications:** \$70,000 cost due to the addition of bilingual staff member and materials  
could be off-set by school choice tuition monies if program is approved.

**Other Considerations:** If program is successful, could be replicated in other buildings