

Pottsgrove Redistricting

The District's Rationale

What do we wish to accomplish?

Balanced Class Size across Elementary Schools

Why?

Currently a large disparity across schools at certain grade levels

How? (see chart on next slide)

Current Configuration- Three K - 5 Elementary Schools

	K	Sec.	Avg.	1st	Sec.	Avg.	2nd	Sec.	Avg.	3rd	Sec.	Avg.	4th	Sec.	Avg.	5th	Sec.	Avg.	Total
Current Enrollment by Grade Level (District)	226			253			264			242			250			237			1472
Ringin Rocks (2 half)	55	3	18	61	3	20	61	3	20	59	3	20	56	3	19	60	3	20	352
West Pottsgrove (2 half)	62	3	21	71	3	24	83	4	21	83	3	28	76	3	25	85	4	21	460
Lower Pottsgrove (3 half)	109	6	18	121	6	20	120	5	24	100	5	20	118	5	24	92	4	23	660
Total FTE Teacher Positions- 65.5 (7 half day K; 5 full day K)		12			12			12			11			11			11		

Two Scenarios for Centers Option- Two K-2 Primary Schools and one 3- 5 Intermediate School

Projected 2012-13 Enrollment

	K	Sec.	Avg.	1st	Sec.	Avg.	2nd	Sec.	Avg.	3rd	Sec.	Avg.	4th	Sec.	Avg.	5th	Sec.	Avg.	Total
If Centers with Charlotte Street Boundary																			
Ringin Rocks	136	7	19	136	7	19	140	7	20										412
West Pottsgrove	112	5	22	112	5	22	113	5	23										337
Lower Pottsgrove										264	11	24	242	10	24	250	10	25	756
Total FTE Teacher Positions- 67 (if all K sections full day)		12			12			12			11			10			10		1505

Projected 2012-13 Enrollment

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If Centers with Hanover and Orlando Rd Boundary																			
Ringin Rocks	148	7	21	148	7	21	149	7	21										445
West Pottsgrove	100	5	20	100	5	20	104	5	21										304
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Target Class Size

K - 2nd = 18 - 22

3rd - 5th = 23 - 25

What do we wish to accomplish?

Expand the full day kindergarten program

Why?

Supports our efforts to have all children read by 3rd grade

FDK section heterogenous groups (available to all kids)

Many parents not eligible under current criteria request FDK

How? (see chart on next slide)

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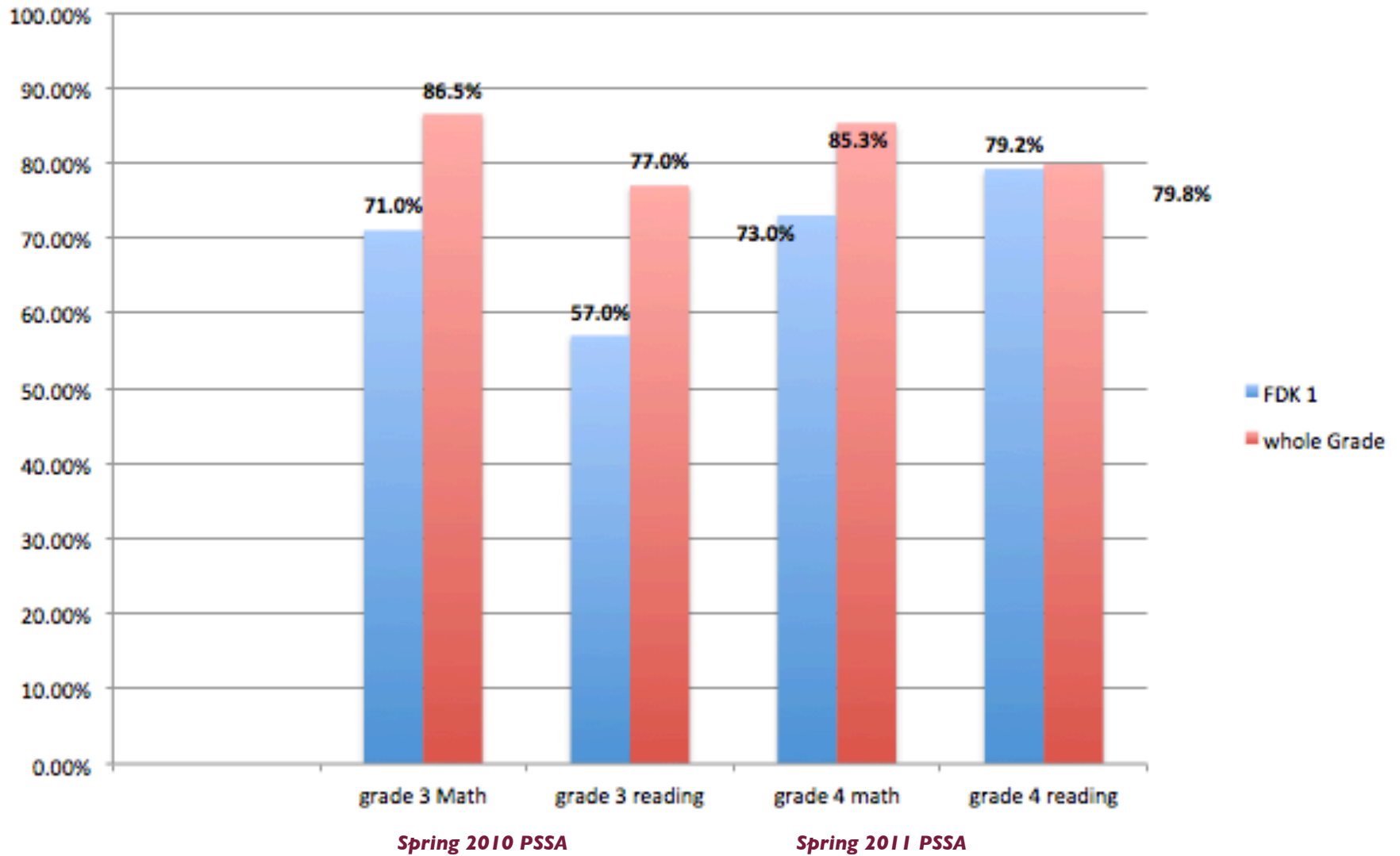
Target Class Size

K - 2nd = 18 - 22

3rd - 5th = 23 - 25

1 FTE Teacher = \$80,000 salary and benefits

2005-06 Full Day K Cohort



Importance of Kindergarten

	CURRENT	NEW REALITY 2013
MATH	<ul style="list-style-type: none">• Counting to 20• Using concrete blocks or drawings to group objects• Identify 2 dimensional shapes	<ul style="list-style-type: none">• Counting to 100• Moving from concrete to abstract (e.g. $18=10+8$); understand these numbers are composed of tens and ones• Identify 3 dimensional shapes and determine differences from 2 dimensional shapes (e.g. square vs. cube)
WRITING	<ul style="list-style-type: none">• Write, dictate or draw to communicate information	Students need to be exposed to all types of writing and the nuances of each to produce various forms of writing
READING	<ul style="list-style-type: none">• Learning how to read.	<ul style="list-style-type: none">• Learning how to read• Learn all components of fictional stories (character, setting, events)• Find main idea and details in non-fiction text and compare/contrast different types of text on the same topic

What do we wish to accomplish?

Add special education program to enable district to return students from expensive out of district placements

Why?

Law requires us to educate students in “least restrictive environment” (cited in State Audit on this issue)

Significant cost savings (avg. out of district placement = \$18,000 - \$200,000+)

Currently have 3 students who could be brought back to district (\$88,000 savings)

How?

Repurpose existing elementary special education teachers made possible by narrowing grade span in Centers configuration. The law limits the grade span in a teacher's caseload to be no more than 3 years.

Special Education Staffing

Current

9 Gen. Learning Support Classes

West- (3)

Rocks- (2)

Lower- (4)

I Primary Autistic @ Lower

In Centers

2 K - 2 Gen. Learning Support Classes

I Primary ES or Autistic Class

4 3 - 5 Gen. Learning Support Classes

I 3 - 5 ES Class

I 3 - 5 Autistic Support Class

I 3 - 5 Lower Level LS Class

The Index

- ❑ Statewide Average Weekly Wage (SAWW)
- ❑ Employment Cost Index for Elementary and Secondary Education (ECI)



The Index

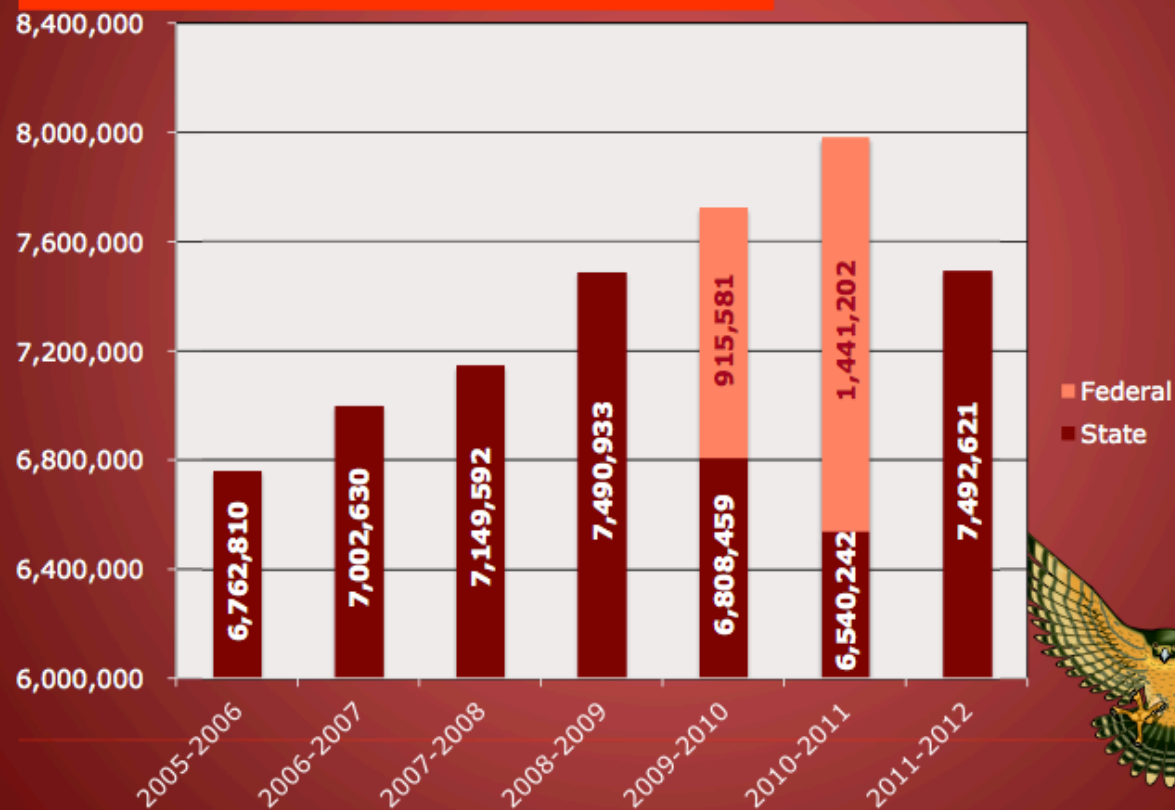
□ Base Index

- 2006-07 – 3.9%
- 2007-08 – 3.4%
- 2008-09 – 4.4%
- 2009-10 – 4.1%
- 2010-11 – 2.9%
- 2011-12 – 1.4%
- 2012-13 – 1.7%

□ Pottsgrove's 2012-13 Adjusted Index – 2.2%



Pottsgrove's Basic Education Subsidy Story



Increase in Expenditures

Category	\$ Increase
Wages (2.68%)	\$683,000
Retirement (43%)	\$986,000
Healthcare (16%)	\$685,000

\$2,354,000

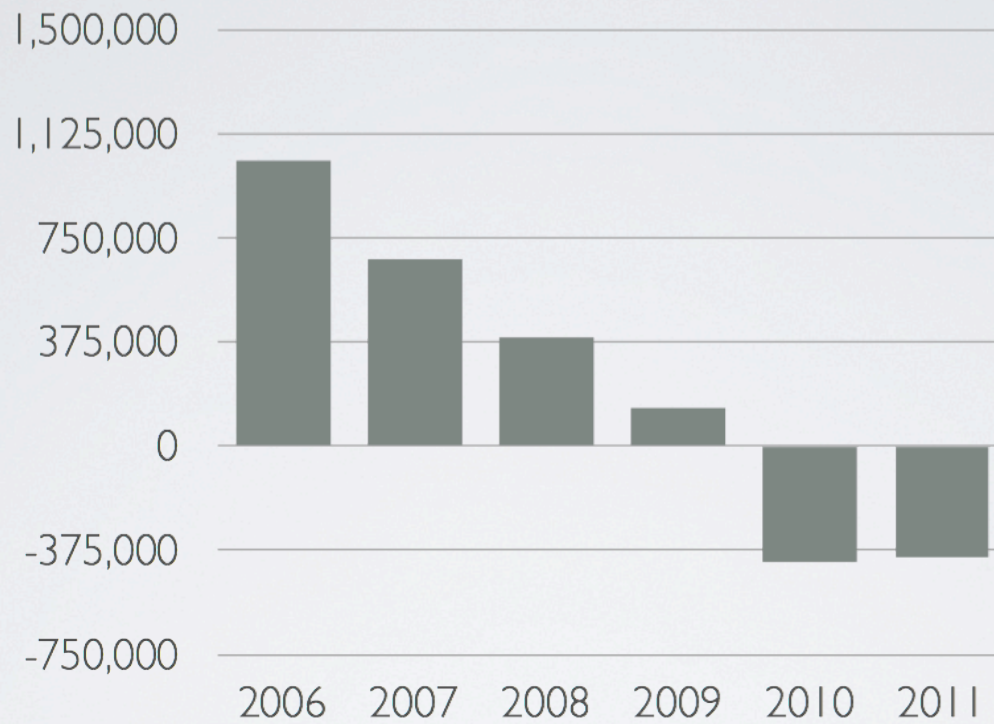
2.2 Index = \$787,000 Base Increase
\$449,270 Exceptions

\$1,236,270 Increase Cap

*Additional Staffing to be Determined



Staffing Reductions



Also saved an additional \$671,860 in 2011 due to district-wide pay freeze

What do we wish to accomplish?

Improve the efficiency and consistency of program delivery

Why?

We need to maximize the use of our staff in era of shrinking funds and staff reductions

Consistency in program delivery provides equal opportunities for all students

How?

Entire Instrumental Music program in one building eliminates lost travel time for music teachers and increases student contact time. (7hrs. per week enhance music program)

Entire Gifted Program in one building eliminates lost travel time for students and increases student contact time with teacher. (27 hrs. per year per student)

Entire grade level staff together in one building 3-5 improves consistency in program delivery.

What do we wish to accomplish?

Improve Teacher Quality

Why?

The most important factor affecting student achievement is the teacher.

Researchers estimate that students typically gain about 34 percentage points in achievement during one academic year.

Researchers have also found that:

-the most effective teachers produce achievement gains of about 53 percentage points over one year

and

that the least effective teachers produce achievement gains of about 14 percentage points over one year.

Marzano- *What Works in Schools*, 2003

What do we wish to accomplish?

Improve Teacher Quality

How?

- Focused collaboration (daily common planning, 18 one-hour meetings before school, four 2-hour early releases, 5 inservice days)
 - to review student data regularly to target instruction for students (enrich and intervene)
 - to learn from one another (enhance instructional practices)
 - to plan cooperatively
- Pooling resources
 - instructional coaches

Ultimate goal is

- Better instruction for students

Busing Information

Current K -5 Configuration

30 elem. bus runs requiring 30 vehicles- 23 busses and 7 vans

Avg. Bus Run = 21 min.

Longest = 46 min.

Shortest = 8 min.

Centers Configuration

28 elem. bus runs requiring 28 buses (could add vans to reduce longest bus runs if we move forward)

No need to purchase additional buses

Avg. Bus Run = 30 min.

Longest = 42 min.

Shortest = 8 min.

Busing Information

Centers Configuration Busing Costs

Estimate additional 10 mi. per day per bus on avg.

$$10 \times 28 \text{ (buses)} = 280 \text{ mi.} \times 181 \text{ days} = 50,680$$

Avg. 10 mpg requiring 5,068 gal. fuel

5,068 @ \$4.00 gal. = \$20,272 estimated cost increase
for busing

Summary

Some cost savings, but primary goal in program improvement.

Benefits to students:

- Balanced class size

- More resources allocated to primary program

- Teacher quality and consistent program delivery

- Enhanced Special Education Programming

Questions

