

CLASS SIZE STUDY TASK FORCE

1996/97

I. CHARGE OF THE COMMITTEE

Review current status of teaching, learning and instruction at Beecher Road School in light of recent growth in class size and long-standing commitment of the Woodbridge School District to provide all students an excellent education. To provide opportunities for each child to fulfill his/her potential as a student and member of the school community and as a human being.

II. PROPOSED PROCESS

Discuss what aspects of the learning environment at Beecher Road School which impact on the teaching and learning mission of the school.

Define the desired environment; identify and collect data to support our thinking and help the Task Force in deliberation. Information gathered should reflect our assessment of what our current situation is ("what is") and ("what should be") or is the ___ desired state.

Determine how data will be collected, e.g.

Focus Groups (teachers, students, parents, etc.)

Work Groups

Sub Committees

Research Review

Meetings with Experts

Synthesize all information.

Prepare a clear statement that reflects current and desired state of the instructional environment at Beecher Road School, including class size and any other identified factors necessary to meet our vision.

III. RECOMMENDATIONS

Develop and report on recommendations of the Task Force to the Board of Education September 15, 1997.

CLASS SIZE.HANDOUT CLASS SIZE STUDY TASK FORCE

SYNTHESIS OF ISSUES RAISED AT 2/12/97 MEETING

VALUES

- What are Beecher Road School core beliefs?
- What should children leave with (instructional outcomes)?
- What should the Committee be concerned about with regard to class size?
- What is Resource-Based Learning:
- What Children Think
- What Parents Think
- What Teachers Think
- How ___ » do we lead students to the Love of Learning?

LEARNING ENVIRONMENT

- What is the ideal class size/student-teacher ratio (considering different grades and activities)?
- What is the learning environment for Beecher Road School: What it looks like now/should be in the future?
- What is the difference between individualized instruction and Resource-Based Learning?
- How should parents be involved?

TEACHING AND INSTRUCTION

- What is the impact Resource-Based Learning of Beecher Road School?
- How are developmentally appropriate practices reflected instructionally?
- What is the impact of traditional learning approaches at Beecher Road School?
- How do these approaches impact academic performance? How do we know ?
- Are there other teaching methods which are or should be implemented at Beecher Road School?

OUTCOMES

- What is the preferred class size or range of class sizes?
- What are our expectations for children, what are the expectations of children? ___3
- What is the Impact of the Beecher Road School teaching program?

Discussion Activity For March 4 Meeting

Based on the areas identified for our discussion (the questions raised February 12), the Task Force will be divided into smaller groups to review each of the four areas noted above. This activity will occupy a portion of the meeting so that we can move forward synthesizing needed information.

NOTE: Participants should come to the March 4 meeting having read the Griffin Report, information on Resource-Based Learning and Class Size literature.

CLASS SIZE STUDY TASK FORCE COMMITTEE MEMBERS

Kevin Brennan, Principal

Pam Brucker, Special Services Director

Lorna Carparelli, Grade 2 Teacher

Louisa Cunningham, PAC Curriculum Chair

Joanne D'Angelo, PAC President

Pam Dann, Parent

Freddi Elton, Board of Education Member, Chair of Curriculum Committee

Barbara Fabiani, Parent

Bonna Greene, Board of Education Member

Jim Horwitz, Board of Education Member

Pam Jaffe, Assistant Principal

Jeff Kaufman, Vice Chair, Board of Education

Peter R. Madonia, Superintendent

Wendy Marans, Parent

Doug Ross, Parent

Lynn Piascyk, Grade 1 Teacher

Darlene Ragozzine, Board of Education Member

Kathy Wallace, Parent

Bunny Yesner, Library/Media Specialist

CLASS SIZE STUDY TASK FORCE

FOCUS GROUPS

Lorna Carparelli, Grade 2 Teacher

Freddi Elton, Board of Education Member, Chair of Curriculum Committee

Barbara Fabiani, Parent

Pam Jaffe, Assistant Principal

Doug Ross, Parent

Lynn Piascyk, Grade 1 Teacher

Darlene Ragozzine, Board of Education Member

Kathy Wallace, Parent

Bunny Yesner, Library/Media Specialist

CLASS SIZE STUDY TASK FORCE

RESEARCH COMMITTEE MEMBERS

Pam Brucker, Special Services Director

Pam Dann, Parent

Bonna Greene, Board of Education Member

Peter R. Madonia, Superintendent

Wendy Marans, Parent

CLASS SIZE STUDY TASK FORCE

MEETING WITH EXPERTS

Kevin Brennan, Principal

Louisa Cunningham, PAC Curriculum Chair

Bonna Greene, Board of Education Member

Jim Horwitz, Board of Education Member

Jeff Kaufman, Vice Chair, Board of Education

Pam Dann, Parent

CLASS SIZE STUDY TASK FORCE COMMITTEE MEMBERS

Maybe
break
out
but
#1 Focus SA
#2 Resources
#3 ~~APPROXIMATE~~

#3
meeting
with
EXPERTS

Note about
P. Madonia

Kevin Brennan, Principal ✓ 3

Pam Brucker, Special Services Director ?

Lorna Carparelli, Grade 2 Teacher ✓ ①

Louisa Cunningham, PAC Curriculum Chair ✓ ③

Joanne D'Angelo, PAC President

③

→ Pam Dann, Parent ✓ ②

Freddi Elton, Board of Education Member, Chair of Curriculum Committee ✓ 1

Barbara Fabiani, Parent ✓ ①

②

→ Bonna Greene, Board of Education Member ✓ ③

Jim Horwitz, Board of Education Member ③

Pam Jaffe, Assistant Principal ✓ ①

Peter R. Madonia, Superintendent ✓ ②

Lynn Piascyk, Grade 1 Teacher ✓ ①

①

→ Darlene Ragozzine, Board of Education Member ✓ ①

Kathy Wallace, Parent ① (but I'd like to have some of the previous research to reach an ~~idea~~)

Bunny Yesner, Library/Media Specialist ✓ ①

DUG ROSS, Woodbridge Resident. ①

WENDY MARANI, Parent. ②

JEFF KORMAN B.O.E. ③

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Resource-Based Learning: A Workable Comprehensive Definition



Developed by CLAG

November 30, 1996

Students learn best through a wide variety of primary sources, personal relationships, cooperative explorations, and print/nonprint media. The resource-based learning program at Beecher Road School is a system of study that encourages inquiry and enables learners, both students and teachers, to acquire and use information from multiple sources.

Woodbridge Public Schools

The Beecher Road School class size experience, beginning with the 1996 budget year, is shown below. It is a basis of the Woodbridge Board of Education budget request for 2000-2001."

Student Enrollment Figures for School Years Indicated Below

1996 - 1997	July 896 Students	June 939 Students	43	4.80%
1997 - 1998	July 939 Students	June 953 Students	14	1.50%
1998 - 1999	July 953 Students	June 985 Students	32	3.40%
1999 - 2000	July 985 Students	Nov. 998 Students	13	1.30%
July 1996 - November 1999			+102	11.0%
July 1998 - November 1999			+ 45	4.7%

A Projected Increase in Students Based on Average Growth 1996-1999

1999 - 2000	July 985 Students	"June 1,017 Students"	34	3.2%*
2000 - 2001	July 1,017 Students"	"Sept. 1,030 Students"	13	1.3%*

June 2000: "3.2% Average Increase of 32 Students to 1,017 Students "

Sept. 2000: "1.3% Growth Over the Summer of 13 Additional Students to 1,030 Students"

June 2001: "1.9% Growth for the Balance of the Year to 1,049 Students"

*Projections Based on Average Growth

Current class numbers rolled forward result in a projection of 1,049 students during 2000-2001, assuming PreK and Kindergarten enrollment will be the same as the current year; 21 PreK, 136 Kindergarten). Using demographic enrollment projections, we would have 1,039 students with 18 PreK, 129 Kindergarten). Demographic studies project a student enrollment range for 2000-2001 of 1,011-1,016 students. The same two studies projected an enrollment range of 985-988 students for 1999-2000.

Classrooms Over the Board of Education Class Size Policy

September 1996 - June 1997	31 to 33 Classes Over Policy
September 1997 - June 1998	28 Classes Over Policy
September 1998 - June 1999	20 to 23 Classes Over Policy, 2 Teachers Added
November 1, 1999	24 Classes Over Policy, 1 Teacher Added

Several Assumptions

Historically, we can assume we will surpass demographic projections. Generally, we are two years ahead of high-end projected increases.

We estimate we are growing at approximately the same rate of increase as 1998-1999.

One new teacher added for class size, as a result of the 1998-1999 budget adjustments made by the Board, reduced three sections of Kindergarten to within the Class Size Policy range."

Without the added teacher last year, classes over the Policy would have grown to 26 sections in September, significantly reversing the trend of the past two years."

The impact of additional classroom teachers has not addressed parallel needs in the specials areas necessary in order to meet program requirements in Art, Music, Physical Education, Health and World Languages."

At the current pace of growth, we might conclude that gains of the last year, achieved through the additional staffing, will suffer a set back. More important is the consideration of impact on program, which is considerable more difficult to address given limited space at Beecher and other requirements of our schedule and contract.

Space needs to address program instructional requirements is a very important consideration not to be overlooked.

November 30, 1999:prn

WOODBRIAGE SCHOOL DISTRICT

INFLATION SINCE 1990 - 1996

1990	5.4
1991	4.21
1992	3.01
1993	2.99
1994	2.56
1995	2.83
1996	2.95
TOTAL	23.95%

PERCENTAGE CHANGE WOODBRIDGE BOARD OF EDUCATION BUDGET (1990 - 1996) TOTAL 31.70%

1990	Actual Per Pupil Expenditure	\$7,186
1996	Actual Per Pupil Expenditure	\$6,531
1990	Expenditure as a Reflection of Purchasing Power	\$7,186
1996	Expenditure Adjusted to Reflect Purchasing Power In Terms of 1990 Dollars	\$5,440

The Adjusted Per Pupil Expenditure is 24.3% less than 1990 in terms of Dollar Value.

It would require a Per Pupil Expenditure of \$8,626.65 to achieve the same level of support per pupil as provided in 1990.

**WOODBRIIDGE SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
STUDENT ENROLLMENT AS OF OCTOBER 1, 1996**

Gr./Tch.	Boys	Girls	Total
PRE-K			
Sequary	6	9	15
CDGN.			
Coleman, A.	10	10	20
Dempsey	10	11	21
Hayes	11	10	21
Leslie	10	10	20
Salinardi	10	12	22
Tuttle	12	9	21
TOTAL	63	62	125
GRADE 1			
Allen	14	7	21
Canna	11	11	22
Lopez	10	11	21
Piascyk	10	11	20
Regan	14	8	21
TOTAL	59	48	107 (+20)
GRADE 2			
Carew	10	12	22
Carporelli	11	12	23
Madopoulos	11	12	23
Russo	10	13	23
Zetterberg	11	12	23
TOTAL	53	61	114 (+24)
GRADE 3			
Mulrain	12	10	22
Murphy	14	9	23
Reizfeld	15	8	23
Stanton	12	10	22
Walters	13	9	22
TOTAL	66	46	112 (+18)

SPECIAL SERVICE

Resource Services (Speech/Lang.)		6
Out Of District Placement	PreK-6	8

Gr./Tch.	Boys	Girls	Total
GRADE 4			
Alogna	11	9	20
Borland	10	11	20
Brownstein	9	12	21
King	10	10	20
Kucinkas	11	10	21
Osborn	10	9	20
TOTAL	61	61	122(+22)
GRADE 5			
Brown	10	12	22
Concilio	11	11	22
Ginnetti	12	10	22
Halsey	12	10	22
Hurwitz	10	10	20
Stebinger	10	12	22
TOTAL	65	65	130
GRADE 6			
Katzen	11	10	21
Laraway	14	8	22
Maxfield	13	8	21
McElrath	10	10	20
Rolston	13	9	22
White	10	12	22
TOTAL	71	57	128
MULTI-AGE GROUP			
Andrews (Gr. 1)	9	11	20
Burness (Gr. 2)	14	10	24
Golden (Gr. 3)	12	6	18
Lowney (Gr. 4)	13	9	22
TOTAL	48	36	84

ENROLLMENT DATA - October 1, 1996

TOTAL ENROLLMENT: 937 (K-6: 922 / PreK: 15)

AVERAGE DAILY ATTENDANCE (for Sept.): (19 days) 915

COMPARISON TOTALS

Month of Sept, 1996:	935
Month of Oct., 1996:	937
Month of Oct., 1995:	885

Teacher Assistant* Assignments 96-97 (revised 9/3/96)

*includes aides, tutors, et al.

TA	Assignment	Teacher/Team	Hours
Glunt, Patti	Kindergarten	Salinardi	8:30-12:25
Testa, Lesley	Kindergarten Kindergarten A.M. Supervision/Coverage	Coleman Salinardi/Coleman p.m.	8:05-12:40 12:40-2:30 7:15-8:05
Macci, Maria	Kindergarten	Dempsey	8:30-12:25
Lynch, Nancy	Pair Support Dismissal	Dempsey/Tuttle North Gym	12:15-2:40 2:40 - 3:15
Slauson, Onamay	Kindergarten	Tuttle	8:30-12:25
Smith, Patricia	Kindergarten	Leslie	8:30-12:25
Holowienko, Kathleen	Prekindergarten	Bequary	7:45-2:55
Troxler, Loretta	Kindergarten Pair Support Dismissal	Hayes Hayes / Leslie North Gym	7:45-12:50 12:50-2:40 2:40-2:55
Bennett, Beth	Arrival Grade 6 S.E.	South Entrance Cosenza	7:35 - 7:55 7:55 - 2:45
Pegnataro, Kate	Keyboard/Computer Support		8:00-2:30
Pigaty, Addie	Grade 1 Typing Dismissal	Gr. 1 Team Tchr. Request North Cafe	7:50-2:40 2:40-3:00
Anderson, Roberta	Grade 2 Dismissal	Gr. 2 Team North Gym	7:50-2:30 2:35-3:00
Uscilla, Sandra	A.M. Bus Duty Grade 3	No. Schl. Prkng. Lot Gr. 3 Team	7:15-8:15 8:15-2:15
Acampora, Gladys	Multi-Age Dismissal	Multi-Age Team North Cafe/North Gym	8:10-2:40 2:40-3:20
Horn, Patricia	Grade 4 S.E. Dismissal Dismissal	Kruel North Entrance North Gym	7:55-2:35 2:35-2:55 2:55-3:05
Lucas, Lynn	Grade 5 Typing Dismissal	Gr. 5 Team Sci/Social St. Coords North Gym	7:55-2:30 2:30-3:05

Dzikas, Clorinda	A.M. Bus Duty Grade 6 Support Dismissal	So. School Gr. 6 Team P.E. Teachers Gym	7:50-8:00 8:00-2:30 2:30-3:00
Bennett, Gail	Grade 4 Dismissal Dismissal	Grade 4 Team North Entrance North Gym	7:50-3:00 1:05 - 1:20 2:30-3:00
Burns, Barbara	Grade 5 S.E. Dismissal	Porter South Exit	8:00-3:10
DeMatties, Rosemary	Copy Math/Computer Lab help	All	11:45-3:30
Harkins, Rosemary	Grades 2,3 SE Dismissal	Mrs. Edberg South Exit	8:00-3:10
Hershonek, Stan	Special Education	Carol Offenbach	8:00 - 2:30
Giaquinto, Joanne	ESL	Kevin Brennan / Pam Brucker	per schedule
Kelly, Sue	Computer Lab	Mr. Wood	8:00-3:10
Furrer, Maryjane	Computer Lab	Computer Lab	11:15-3:00
Sposa, Marie	Copy	All	7:00-3:00
Cafeteria Aides			
Coliacova, Barbara	Cafeteria Assistant	Assistant Principal	10:25-1:25 Tu-W
Bartolotta, Myrtle	Cafeteria Assistant	Assistant Principal	10:25-1:25
Rappa, Debbie	Cafeteria Assistant	Assistant Principal	10:25-1:25
Anderson, Carol	Cafeteria Assistant	Assistant Principal	10:25-1:25 M&F
Kim Stevens	Cafeteria Assistant	Assistant Principal	10:25-1:25
Library Assistants			
Webber, Sandy	Library Assistant	Mrs. Yesner	11:00-2:30
Purdy, Wendy	Library Assistant	Mrs. Yesner	8:45-12:15 M-Th 8:45-11:45 F
Lerman, Jeannie	Library Assistant	Mrs. Yesner	7:45-2:45 M-Th-F
Brostrom, Jill	Library Assistant	Mrs. Yesner	7:45-2:55
Weingarh, Beth	Library Assistant	Mrs. Yesner	8:00-2:45 Tu-W-F