

## Hillsborough Township Public Schools

Strategic Planning Meeting (Public Night #4)

December 8, 2015

### *Data Night*

## GOAL 1: MAXIMIZE CAREER READINESS

### Group A:

- **Strengths**

- Low absenteeism - statewide targets met
- Performance in math and science over the last four years
- Increase in science scores
- Performance growth is consistently high from year to year

- **Challenges**

- A much better gauge of career readiness than just attendance
- Disparity is wide between elementary schools
  - Triangle - 63%
  - Woodfern - 86%
  - Woods Rd. - 61%
  - Amsterdam - 84%
  - HES - 45%
  - Sunnymead - 74%
- Why is the advanced proficient in ELA not increasing?
  - Literacy needs help and fidelity
- Lack of data to determine gaps between groups

### Group B:

- **Strengths**

- No chronic absenteeism
- Ideal growth in math
- Better than state performance in all four areas
- Active parental involvement
- Technology education

- **Challenges**

- Inconsistent growth over time in literacy
- Maintaining level of technology education

- New measurement criteria needed for elementary and middle schools (other than chronic absenteeism and Algebra I)

## **GOAL 2: MAXIMIZE COLLEGE READINESS**

### **Group A:**

- **Strengths**
  - Chronic Absenteeism - Trending down below state target
  - We exceed statewide and peer targets for students taking Algebra
- **Challenges**
  - Parent involvement to improve attendance
  - Maintaining attendance levels and percentage of students taking Algebra
  - Improve literacy scores to prepare students for next level of academic rigo
  - Children are not taking PSATs (low % participation)
  - 15% of children are not going to college
  - Academic achievement is low within peer group and state

### **Group B:**

- **Strengths**
  - Strong math scores
    - 48 % of students take Algebra I in 8th grade and 98% receive C or better
  - Attendance
- **Challenges**
  - Fidelity to teaching methodology
    - Only 4 out of 31 districts have a higher SPED population
  - Achievement gaps
  - Inconsistency- literacy

## **GOAL 3: INDIVIDUALIZE LEARNING OPPORTUNITIES**

### **Group A:**

- **Strengths**
  - Student capacity for learning at HMS and ARIS is high
  - Comparing our schools to others in our peer group our achievement levels are high
  - Large section of AP courses
  - Limited available international travel to enhance course work

- Current 1:1 technology funded via lease has balanced our tech budget and provided enhanced individualized learning opportunities
- **Challenges**
  - Why is there such a drop in the peer percentile from ARIS to HMS?
  - Large special ed population
  - To reduce class sizes
  - No academies at high school
  - Schedule flexibility - online, preschool hour classes, post-school hour classes, on-site college courses
  - Optimize each individual student's course day - ex: opt out gym if student athlete and use gym time for courses
  - Appropriate spaces for classes/clubs - robotics, swimming
  - Bring in additional resources/revenue or relocating to address new goals
  - Current facilities limitations restrict ability to do some of these things, regardless of whether money is there or not

**Group B:**

- **Strengths**
  - Literacy scores improve by end of 8th grade
  - Math scores consistently high in grades 5-8
  - High school proficiency is increasing
  - 1:1 initiative can be supported based on population projection
- **Challenges**
  - Literacy scores lower than math scores at Auten Rd.
    - Time constraints
    - Do writing tasks taught reflect tasks required on tests?

**GOAL 4: INSTILL INDEPENDENCE, CRITICAL THINKING, RESILIENCE**

**Group A:**

- **Strengths**
  - Technology
  - BoroSAFE - Year of Gratitude
- **Challenges**
  - More Guidance counselors
  - 14% classified students - Life skills preparation post high school
  - Social skills are lost/not fully developed due to technology
  - Reduce class sizes
  - Earlier and more STEAM

- Block type schedules
- Financial impact of fleshing out (literally and figuratively) a guidance counselor, full CST, and dedicated HIB for every elementary school (currently shared)
- Hitting the wall on what can be covered well without additional resources or without cutting/reducing/redirection resources/programs
- Capacity to deal with influx of possibly disadvantaged students (+443)
- Somewhat weak social fabric, not including socio-economic integration of new COAH dwellers

**Group B:**

- **Strengths**

- SAT scores ahead of peer and state average
- Proficiency level increasing
- Diverse population that is very supportive of education

- **Challenges**

- High school ranks in the bottom half of peer group in key indicators: academic achievement, college readiness
- Students appear not to be considering college prep until late
  - As indicated by PSAT rate (only 53% took it, but we are last in peer group)
  - Must think/plan from freshmen
- Including all the diverse cultures that make up Hillsborough's population in all programs/curriculum
- Introduce full day kindergarten

**GOAL 5: INCREASE TIES WITH THE COMMUNITY**

**Group A:**

- **Strengths**

- Sound fiscal practices have established positive community-school relationship that could be leveraged to support community-business-school initiatives

- **Challenges**

- Money unavailable to enhance or sustain offerings to meet community interest/goals
- Organizational/management costs (planning and supervision) for programs that link to the community
- Spread so thin we are now fraying/breaking

- No revenue from community relationships (e.g., public-private partnerships to provide alternate funding source)
- Change in school day for high school so they can go out into the community for jobs and volunteer work

## **GOAL 6: INCREASE TIES WITH THE WORLD**

### **Group A:**

- **Strengths**
  - Math and science performance
  - Diversity (racial)
- **Challenges**
  - Literacy performance
  - Demographic imbalances between schools
    - Hispanic
      - 18% SME
      - 7% AMS and HES
    - Black
      - 7.3% SME
      - 5.5% HES
      - 1.8% AMS
  - Achievement gaps between ethnicities
    - Whites in AMS and Woodfern did not meet target
  - Statistical disparity between schools having students with disabilities
    - 16% AMS
    - 14% HES
    - 12% SME

### **Group B:**

- **Strengths**
  - Diverse community and growing
  - Chinese and Spanish instruction in elementary schools
  - Chinese, Spanish, German, Italian, French at HHS
  - Cultural clubs at HHS
  - Technology available for Skype/Facetime opportunity with classrooms in other states and abroad
- **Challenges**
  - More frequent (daily) world language instruction needed in elementary school

- Security working with students who are abroad and who come from abroad