

# West Windsor – Plainsboro Regional School District



## 2010 – 2011 Overview of Budget Reductions

# WW-P Staff Overview

- ▶ 34 Positions were eliminated in order to arrive at a net reduction of \$3.4 million
- ▶ Staff members were transferred based upon district need, certifications, seniority and tenure
- ▶ The position increases represent the budgeted growth positions for:
  - Integrated Pre-School at Maurice Hawk
  - Pre-school Autistic class at Dutch Neck
  - The addition of one 5<sup>th</sup> grade class at Millstone River due to high enrollment numbers in 4<sup>th</sup> grade



# District

## Reductions for 2010-2011

- ▶ Reduction of five supervisory positions (K – 3 Math Supervisor, K – 5 Supervisor, 4 – 8 Science Supervisor, 9 – 12 Mathematics Supervisor and 4 – 8 Language Arts Supervisor)
- ▶ Reduction of 3.5 secretarial positions
- ▶ Realignment of Buildings and Grounds services



# District

- ▶ Reduction in capital spending from \$1.5 million to \$1.25 million
- ▶ Reduction in printing costs
- ▶ Reduction in Charter School allotment
- ▶ Reduction in Central Office staff and supplies
- ▶ There are reductions in school-level spending for supplies of \$250,000.
- ▶ Increases in student-teacher ratios throughout the district, as appropriate



# All Schools

- ▶ Reduction in staff through increased class sizes
- ▶ Reduction of Grade Level and Classroom Supplies
- ▶ Reduction of Health, Guidance and Library Supplies and Subscriptions
- ▶ Reduction of Travel and Workshops
- ▶ Reduction of Field Trip funding
- ▶ Reduction of Student Agendas
- ▶ Reduction of Additional Time for Nurses, Guidance Counselors and Librarians
- ▶ Decrease in Textbooks Accounts



# Elementary School

- ▶ Reduction of K-4 Health teachers
- ▶ Reduction of elementary Computer teachers



# Middle School

- ▶ Elimination of a mini-team for a reduction in the number of middle school teaching positions
- ▶ Restructuring of support teachers
- ▶ Reduction of Outdoor Education



# High School

- ▶ Reduction in staff through increasing class sizes
- ▶ Reduction in the number of coaches and programs in Athletics and co-curricular activities
- ▶ Leveling of co-curricular Accounts
- ▶ Reduction of Head Teacher Stipends



# Athletics

- ▶ Reduction middle school sports and high school sports
- ▶ Fewer offerings. Reductions in under-subscribed programs
- ▶ Shorter sports season
- ▶ Consolidation of 7<sup>th</sup>/8<sup>th</sup> grade sports program (1 Team per sport)
- ▶ Officials and Equipment Reconditioning



# Athletics

- ▶ Fewer buses for travel
- ▶ Transportation for CMS and GMS (98 Events)
- ▶ Reduction of Transportation for HSN and HSS (40 Events)
- ▶ No In-House Tournament Officials or Police (Booster Club Sponsored Events)
  - Pirate Invitational
  - North Knight Invitational
  - JV B-Ball Tournament



# Student Support Services

- ▶ **Reduction of release time for Head Nurse**
  - Transfer .6 FTE Nursing Support from MH to HSN
- ▶ **Guidance Department**
  - Internally fill MH Guidance Director vacancy
  - Reduction of 1 counselor at GMS and .5 counselor at CMS
  - Reduction of Middle School Lead Counselors



# Student Transportation

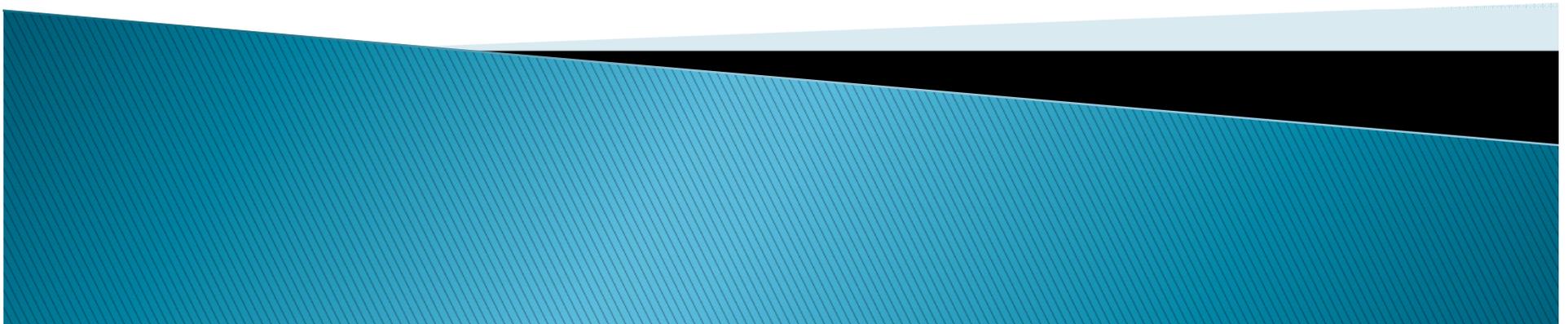
- ▶ Consolidation of Bus Routes



The mission of the *West Windsor-Plainsboro Regional School District*, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners, who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

# ENGAGING THE COMMUNITY FOR BUDGET PREPARATION

Board of Education Meeting  
January 25, 2011



# Engaging the community

- ▶ Monthly meetings with stakeholders
- ▶ Process and Performance Management strategies
- ▶ Leveraging the power of dialogue



# Engaging the Community

- ▶ Stakeholder Groups
  - Board of Education members
  - Administrations
  - Central Office staff
  - Teachers
  - Association leadership
  - Superintendent's Advisory Council
  - PTA–PTSA Officers
  - Community Engagement Group
  - Senior Citizens
  - Students



# Creating and Communicating the Budget



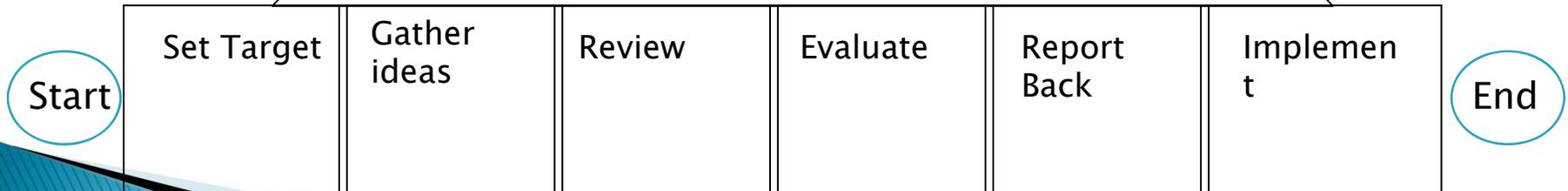
- Teachers
- Admin
- Staff
- Parents
- Students
- Community

- Ideas from stakeholder forums:
  - # and % of suggestions
  - # of different stakeholder groups

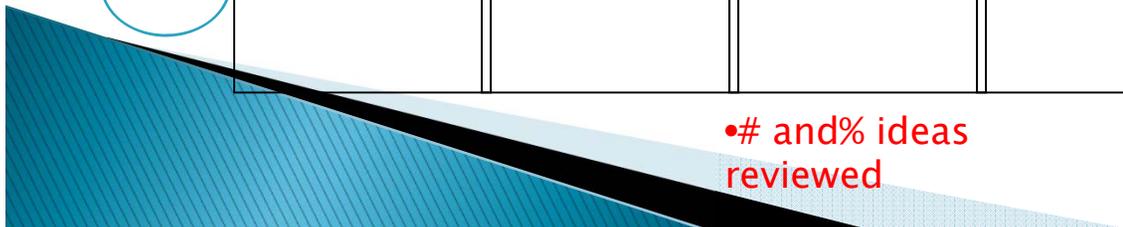
- Feedback on ideas:
  - Decision
  - Reason
  - Timeliness
  - Transparency
  - Total cycle time
  - List of times, placing and posting of information

- Teachers
- Admin
- Staff
- Parents
- Students
- Community

## High Level Process



- # and % ideas reviewed



EASE OF IMPLEMENTATION

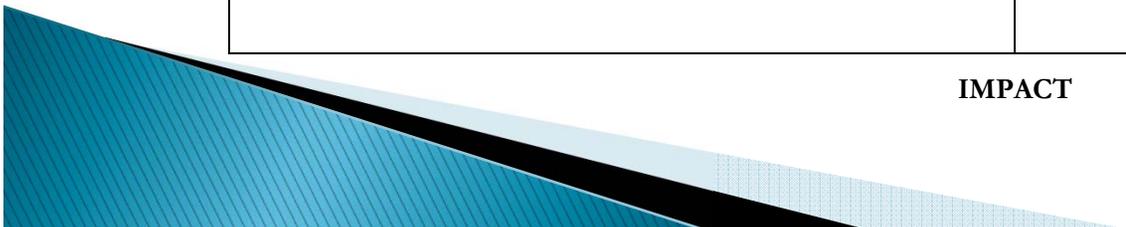
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IMPACT



**BUDGET IDEA:**

<b>Selection Criteria</b>	
<b>Impact on Students</b>	
<b>Alignment with Core Values</b>	
<b>Dollar Impact/Savings</b>	
<b>Time Involvement/Effort</b>	
<b>Policy/Contract/Legal Concerns</b>	
<b>Level of Risk</b>	
<b>Impact on other Processes</b>	
<b>Likelihood of Success (buy in, political)</b>	



# Engaging the Community

- ▶ Budget Meetings
  - Engaging principals and all administrators
  - Engaging vested stakeholders
  - Engaging residents: Community Forum
- ▶ Community Forum
  - Thursday, January 27, 2011
  - High School South, Commons, 7 p.m.



# Preparing the 2011–2012 Budget

## ▶ Mission Statement:

The mission of the *West Windsor–Plainsboro Regional School District*, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners, who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

## ▶ Core Values

We believe that continuous learning is essential for individual fulfillment and for the advancement of society. We believe that every individual has intrinsic worth. We believe that embracing diversity enriches and empowers our community. We believe that honesty, integrity, and trust are cornerstones for continuing excellence. We believe that people reach their highest potential when challenged to believe it is possible. We believe that openness to change is essential to progress and future viability.



# WW-P Regional School District

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## Budget Presentation: Proposed 2011-2012 Budget

January 25, 2011

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# Preparing the 2011-2012 Budget

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## □ MISSION STATEMENT

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# Preparing the 2011-2012 Budget

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## □ Reductions in 2010-2011 Budget

Reduction of 5 supervisory positions

Reduction of 3.5 secretarial positions

Realignment of Buildings and Grounds services

Reduction in capital spending from \$1.5 million to \$1.25 million

Reduction in printing costs

Reduction for charter school allotment

Reduction in Central Office/grade level/classroom supplies

Reduction in staff through increased class sizes

Reduction of travel and workshops

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# Preparing the 2011-2012 Budget

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## □ Reductions, continued

Reduction of field trip funding

Reduction of K-4 Health teachers

Reduction of elementary Computer teachers

Elimination of a mini-team for a reduction in the number of middle school teaching positions

Restructuring of support teachers

Reduction of Outdoor Education

Reduction middle school sports and high school sports

Reductions in under-subscribed programs

Reductions in bus routes and number of buses

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# Preparing the 2011-2012 Budget

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## CONTEXT FOR DISCUSSION

### Process

- Engaging stakeholders
- Using a facilitator
- "Process and Performance Management"

## REFINING PROPOSED BUDGET

### Understanding Choices

- Changes due to additional information
  - Implications of choices
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# Preparing the 2011-2012 Budget

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- Ongoing Cost Reductions
    - Shared services
    - In-district Special Services
    - Solar Phase I
    - Printing costs
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# Preparing the 2011-2012 Budget

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- Shared Services
    - School Alliance Insurance Fund
    - Middlesex Regional Ed. Services Commission
    - Joint purchasing groups
    - Townships
    - State contracts
    - Bus jointures
    - Special Education
-

# Preparing the 2011-2012 Budget

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## □ BUDGET

	09-10	10-11
Certificated Staff		
Administrators	49	44
Teachers	877	856
Non-certificated	402	276

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# Preparing the 2011-2012 Budget

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## □ REVENUE IMPACTS

### ■ Declining Tax Relief

June 30, 2010: \$2.1 M

June 30, 2009: \$4.6 M

### ■ General Fund Tax Levy

No increase: \$0

2% increase: \$2.7 M

## □ 2011-2012 GENERAL FUND REVENUE MAY BE FLAT

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# Preparing the 2011-2012 Budget

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## □ GENERAL FUND

	10-11	11-12	(Incr/Decr)
Revenue			
From Surplus	5,776,058	2,103,369	(3,672,689)
From Tax Levy	136,924,699	139,663,193	2,738,494
From Other	<u>3,762,738</u>	<u>3,762,738</u>	---
	146,298,316	145,529,300	(934,195)
Expenditures			
	143,298,316	<i>First Considerations</i>	

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# Preparing the 2011-2012 Budget

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## EXPENDITURE IMPACTS

### General Fund Spending Impacts

- Contractual changes
- Charter school allocation
- Benefits increases

### Estimated Spending Increases

- \$2,800,000
  - \$ 800,000
  - \$ 800,000
-

# Preparing the 2011-2012 Budget

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## □ ADDITIONAL CONSIDERATIONS

- Decline in state aid
  - Decline in state-funded TPAF
  - Decline in state-funded Social Security (for certified employees)
  - Increases in health premium costs (July 2011-Jan 2012)
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# Preparing the 2011-2012 Budget

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- REFERENDUM: Phase II Solar
    - One megawatt capacity
    - Seven schools (9 solar projects, total)
    - April referendum, with state approval
    - Clean Renewable Energy Bonds (CREB)
  
  - *Debt service will remain below \$11.1 M, as agreed in January 2006 referendum*
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# Preparing the 2011-2012 Budget

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- REFERENDUM: Phase II Solar  
First 12 Months of Operation
    - Energy Savings: Positive Cash Flow
    - Sale of SRECs: Positive Cash Flow
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    - Expenditures of  
Principal/Interest: Cash Outflow
      - *Net positive total impact of \$0.4 M*
      - *Net positive for the environment*
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# Preparing the 2011-2012 Budget

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## SCHOOL BOARD ELECTION AND BUDGET VOTE

**Wednesday, April 27, 2011**

Polls are open from 7 a.m. to 9 p.m.

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# WW-P Regional School District

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## Budget Presentation: Proposed 2011-2012 Budget

February 8, 2011

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# Preparing the 2011-2012 Budget

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## □ MISSION STATEMENT

The mission of the *WW-P Regional School District*, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners, who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

## □ CORE VALUES

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# Preparing the 2011-2012 Budget

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- Guiding Principles
    - Create a responsible budget
    - Consider state measures of efficiency
    - Study enrollment figures
    - Provide excellence in education
    - Enact proactive measures for the future
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# Preparing the 2011-2012 Budget

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- Create a Responsible Budget
    - Over the long term, budget increases have varied
    - In recent years, the increases have been moderate
    - Budgets have received support of voters
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# Preparing the 2011-2012 Budget

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## □ Budget-to-Budget Increases

2010-11	0.0%	2002-03	5.5%
2009-10	1.6%	2001-02	9.8%
2008-09	4.3%	2000-01	6.9%
2007-08	4.3%	1999-00	10.1%
2006-07	3.9%	1998-99	8.3%
2005-06	4.6%	1997-98	12.2%
2004-05	4.4%	1996-97	5.9%
2003-04	4.3%	1995-96	16.0%

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# Preparing the 2011-2012 Budget

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- Consider State Measures of Efficiency
    - State uses per-pupil expenses as a method of measuring efficiency
    - WW-P is well below the state average for per-pupil expenditures
    - WW-P is considered best in class for below average costs per pupil
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# Preparing the 2011-2012 Budget

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## □ Per-Pupil Spending

	Actual Dollars				Ave Ann
	<u>02-03</u>	<u>04-05</u>	<u>06-07</u>	<u>08-09</u>	<u>% Incr</u>
Hopewell	10,552	11,810	12,588	14,301	5.2
Lawrence	9,992	10,649	12,963	14,406	6.3
Princeton	11,525	13,003	14,743	16,407	6.1
WW-P	10,534	11,122	11,533	12,048	2.3
NJ Ave.	10,198	11,274	12,259	13,338	4.6
WWP vs Ave.	336	(152)	(726)	(1,290)	

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# Preparing the 2011-2012 Budget

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## □ Study Enrollment Figures

- Over the past 8 years, student enrollment increased 12 percent
  - Over the past 8 years, administrators decreased 15 percent
  - Over the past 8 years, teachers increased 4 percent
  - Over the past 8 years, non-certificated staff decreased 32 percent
-

# Preparing the 2011-2012 Budget

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## □ Budget

	<u>02-03</u>	<u>09-10</u>	<u>10-11</u>
Enrollment	8,773	9,821	9,842
Administrators	52	49	44
Teachers	821	877	856
Non-certificated	403	402	276

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# Preparing the 2011-2012 Budget

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- Provide Excellence in Education
    - Evaluation Frameworks
      - Common Language
      - Research Based
      - Consistent Approach
        - Professional Growth
        - Accountability
-

# Preparing the 2011-2012 Budget

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect and Rapport**

Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b>Students interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers correcting classmates respectfully when needed.

# Preparing the 2011-2012 Budget

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## □ Administrator Evaluation

### ■ Interstate School Leaders Consortium Standards

#### □ 6 Domains

- Vision of Learning
  - Instructional Leadership
  - Operations and Management
  - Communication and Community Relations
  - Professionalism and Professional Development
  - Social and Political Context
-

# Preparing the 2011-2012 Budget

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## Faculty and Staff Evaluation

### Charlotte Danielson's Framework for Professional Practice

#### 4 Domains

- Planning and preparation
  - Classroom environment
  - Instruction
  - Professional practice
-

# Preparing the 2011-2012 Budget

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- Evaluation Frameworks
    - Consistent
    - Reliable
    - Focus on student performance
-

# Preparing the 2011-2012 Budget

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- Goal Setting and Evaluation
    - Board & District Goals
    - Building Goals
    - Personal Goals
  - Professional Development
    - District
    - Building
    - Personal
  - Measurement
-

# Preparing the 2011-2012 Budget

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- Expenditure Impacts for 2012-2013
    - What Is the General Fund?
    - What Is the General Fund Tax Levy?
    - What Is the Cap?
-

# Preparing the 2011-2012 Budget

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- Expenditure Impacts for 2012-2013
    - What Impacts the General Fund?
      - Contractual changes: \$2,800,000
      - Charter school allocation: \$800,000
      - Benefits increases: \$800,000-1,500,000
-

# Preparing the 2011-2012 Budget

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- Enact Proactive Measures for the Future
    - Implement long-term savings solutions
    - Prepare a solar referendum
    - Increase additional savings through shared services
-

# Preparing the 2011-2012 Budget

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- REFERENDUM: Phase II Solar
    - One megawatt capacity
    - Seven schools (9 solar projects, total)
    - April referendum, with state approval
    - Clean Renewable Energy Bonds (CREB)
    - Appeal to the Governor for timely action
  
  - *Debt service will remain below \$11.1 M, as agreed in January 2006 referendum*
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# Preparing the 2011-2012 Budget

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First 12 Months of Operation
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# Preparing the 2011-2012 Budget

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## SCHOOL BOARD ELECTION AND BUDGET VOTE

**Wednesday, April 27, 2011**

Polls are open from 7 a.m. to 9 p.m.

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# WW-P Regional School District

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## Budget Presentation: Tentative 2011-2012 Budget

February 22, 2011

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# Preparing the 2011-2012 Budget

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## □ Preparing the Tentative Budget

- Excellence in education
  - Ninth year of moderate increases
  - Consistent conservative planning
  - Budget-to-budget increase of 1.9 percent
-

# Preparing the 2011-2012 Budget

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## □ Student Academic Performance

### ■ SAT Scores (Critical Reading/Math/Writing)

□ WW-P: 593/634/601

□ State: 495/514/497

□ U.S.: 501/516/492

### ■ ACT Scores (English/Math/Reading/Science/Composite)

□ WW-P: 26.5/28.3/25.9/25.8/26.7

□ State: 23.1/23.6/23.2/22.4/23.2

□ U.S.: 20.5/21.0/21.3/20.9/21.0

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# Preparing the 2011-2012 Budget

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## Student Academic Performance

### Advanced Placement Exams

- 90% had Grades of 3 or higher; 858 students taking 1,945 exams

### ASK Results

- Above DFG, County, and State Averages

### HSPA Results

- Above DFG, County, and State Averages
-

# Preparing the 2011-2012 Budget

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## □ Proposed Expenditures: Overview

**2011-2012    \$158.8 Million**

1.9 percent (\$2.9 M) year-to-year increase

**2010-2011    \$155.9 Million**

0.0 percent (\$0.0 M) year-to-year increase

**2009-2010    \$155.9 Million**

1.6 percent (\$2.4 M) year-to-year increase

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# Preparing the 2011-2012 Budget

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## □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
Regular Instruction	\$52,646,905	5.9%
Co-Curricular/Athletics	\$2,283,207	0.1%
Special Services	\$23,265,574	0.6%
Student Support	\$6,270,724	-0.3%
Improvement of Instruction/PD	\$2,510,447	-0.5%
Administration	\$11,251,330	0.6%
Buildings/Grounds	\$12,286,441	-0.5%
Transportation	\$8,911,890	-1.8%
Staff Benefits	\$26,275,400	3.0%

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# Preparing the 2011-2012 Budget

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## □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
TOTAL Operating Expenses	\$145,701,918	2.6%
Capital Outlay	\$1,250,000	0.0%
Adult School	\$9,286	0.0%
Grants	\$2,124,912	-4.5%
Debt Service	9,736,204	-6.0%
<b>TOTAL</b>	<b>\$158,822,320</b>	<b>1.9%</b>

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# Preparing the 2011-2012 Budget

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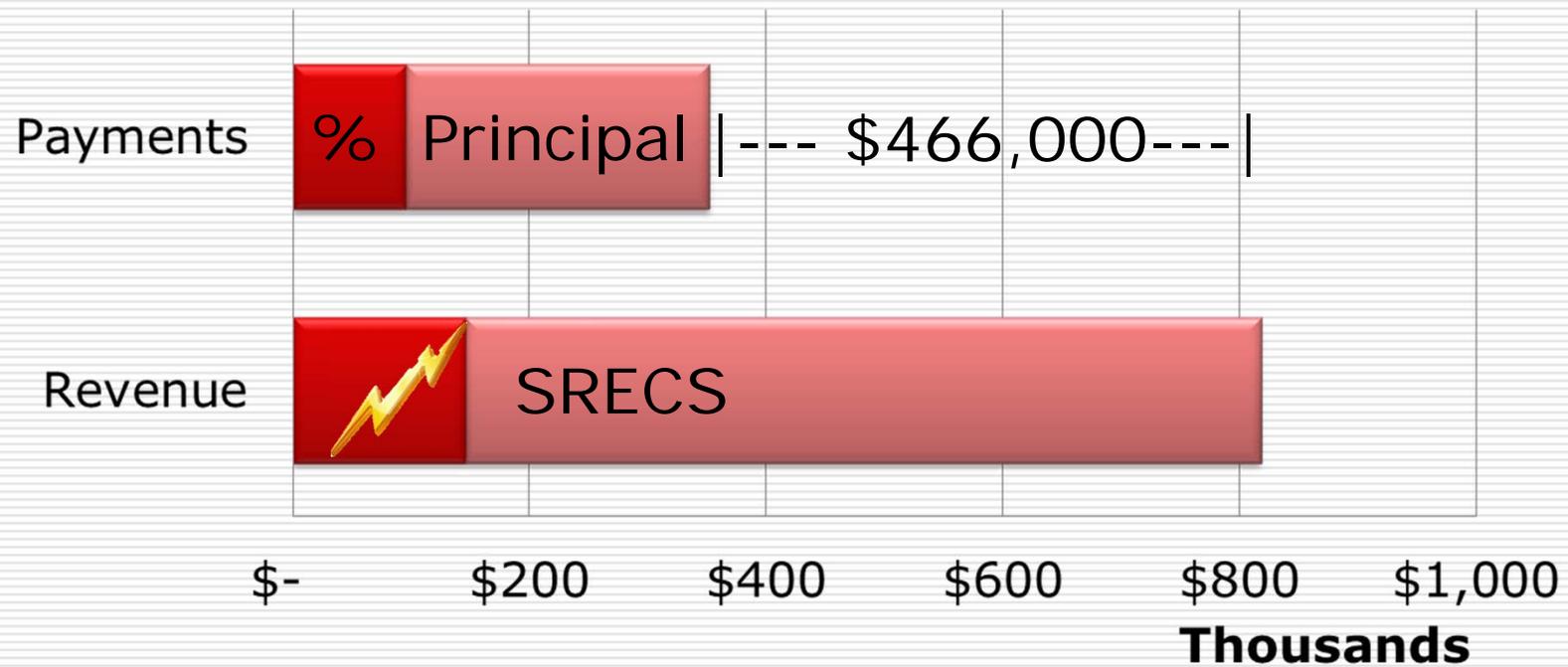
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# Preparing the 2011-2012 Budget

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## Phase II Solar - First 12 Months



# Preparing the 2011-2012 Budget

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## Review of 2010-2011 Reductions and Their Impacts

- **High Schools (9-12)**
  - **Middle Schools (6-8)**
  - **Elementary Schools (4-5)**
  - **Elementary Schools (K-3)**
  - **District**
-

# Preparing the 2011-2012 Budget

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## *Review of 2010-2011 Reductions and Their Impacts*

### □ High Schools (9-12)

- Reduction in under-subscribed programs and classes
  - Reduction of sports programs
  - Reduction in co-curricular activities
-

# Preparing the 2011-2012 Budget

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## *Review of 2010-2011 Reductions and Their Impacts*

### □ Middle Schools (6-8)

- Reduction in middle school sports
  - Elimination of mini-team
  - Reduction of Outdoor Education
-

# Preparing the 2011-2012 Budget

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## *Review of 2010-2011 Reductions and Their Impacts*

### □ Elementary Schools (4-5)

- Reduction in staff, i.e. Health and computer teachers
  - Restructuring of support services
-

# Preparing the 2011-2012 Budget

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## *Review of 2010-2011 Reductions and Their Impacts*

### □ Elementary Schools (K-3)

- Reduction in staff, i.e. Health, Computer, and Library teachers
  - Reduction in supplies
-

# Preparing the 2011-2012 Budget

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## *Review of 2010-2011 Reductions and Their Impacts*

### □ District

- Reduction of administrative positions
  - Realignment of Buildings and Grounds
  - Charter school allotment
  - Reduction of travel, professional development workshops
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# Preparing the 2011-2012 Budget

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## □ Proposed Revenue

	<b>2011-2012</b>	<b>Increase</b>
Fund Balance	\$3,202,918	-45.7%
Local Tax Levy	\$148,952,302	3.8%
State Aid	\$3,906,940	9.2%
Miscellaneous	\$2,760,160	-3.5%
<b>TOTAL</b>	<b>\$158,822,320</b>	<b>1.9%</b>

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# Preparing the 2011-2012 Budget

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## □ School District & Total Tax Rate

Year	Plainsboro	West Windsor
2009	70%	59%
2008	68%	60%
2007	70%	61%
2004	73%	62%
2003	73%	63%
2000	72%	66%

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# Preparing the 2011-2012 Budget

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## □ Budget Increases: History

	Percent Increase		Percent Increase
2010-11	0.0%	2002-03	5.5%
2009-10	1.6%	2001-02	9.8%
2008-09	4.3%	2000-01	6.9%
2007-08	4.3%	1999-00	10.1%
2006-07	3.9%	1998-99	8.3%
2005-06	4.6%	1997-98	12.2%
2004-05	4.4%	1996-97	5.9%
2003-04	4.3%	1995-96	16.0%

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# Preparing the 2011-2012 Budget

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- Local Real Estate Taxes for Upcoming School Year
    - **2011-2012 (Projected):**  
**\$148,952,302**
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# Preparing the 2011-2012 Budget

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## □ Review of Actual Per-Pupil Costs

District	2008-2009	2002-2003	Avg. Increase
Hopewell	\$14,301	\$10,552	5.2%
Lawrence	\$14,406	\$ 9,992	6.3%
Princeton	\$16,407	\$11,525	6.1%
<b>WW-P</b>	<b>\$12,048</b>	<b>\$10,534</b>	<b>2.3%</b>
New Jersey	\$13,338	\$10,007	4.6%

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# Preparing the 2011-2012 Budget

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## SCHOOL BOARD ELECTION AND BUDGET VOTE

**Wednesday, April 27, 2011**

Polls are open from 7 a.m. to 9 p.m.

**[www.ww-p.org](http://www.ww-p.org)**

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# WW-P Regional School District

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## Budget Presentation: 2011-2012 Budget

March 8, 2011

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# The 2011-2012 Budget

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## □ **Preparing the Budget**

- Excellence in education
  - Ninth year of moderate increases
  - Consistent conservative planning
  - Budget-to-budget increase of 1.9 percent
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# The 2011-2012 Budget

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- **Class Size Projections**
    - Class size is a contributing factor in providing a quality education
    - 80 percent of the budget is staff
    - Enrollment projections reflect residential trends, designated neighborhood paths, and programmatic designations
-

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Dutch Neck	835	675	711	714	741	661	649	664	690	703	682	657	691	687	737	763	769
Maurice Hawk	829	751	775	754	755	677	719	744	750	732	727	767	788	845	806	827	870
Wicoff	495	474	479	497	499	454	461	450	372	390	327	353	388	420	424	433	467
Town Center									734	721	758	726	690	731	725	706	672
Village		674	758	810	811	722	722	686	658	659	648	665	700	680	674	651	633
UES/Millstone	1402	1344	1392	1456	1533	1354	1375	1438	778	788	836	825	863	847	789	869	887
CMS	1172	1059	1068	1105	1210	926	996	1015	997	1066	1111	1121	1168	1248	1252	1256	1229
GMS						1057	1125	1157	1182	1161	1150	1182	1184	1162	1144	1096	1106
HS South	1738	1833	1896	1431	1495	1313	1516	1366	1446	1546	1543	1602	1621	1624	1602	1613	1614
HS North				520	527	822	767	1069	1166	1257	1341	1406	1444	1472	1559	1607	1595
<b>Total</b>	<b>6471</b>	<b>6810</b>	<b>7079</b>	<b>7287</b>	<b>7571</b>	<b>7986</b>	<b>8330</b>	<b>8589</b>	<b>8773</b>	<b>9023</b>	<b>9123</b>	<b>9304</b>	<b>9537</b>	<b>9716</b>	<b>9712</b>	<b>9821</b>	<b>9842</b>

<i>Grade Level</i>	<i>Class Size</i>
Kindergarten	18 – 22
1 – 3	22 – 25
4 – 5	23 – 27
6 – 8	24 – 26
9 – 12	24 – 26



## West Windsor-Plainsboro Regional School District

<b>Dutch Neck School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
<i>Pre K</i>	23	3		24	3	
<i>KY</i>	9	2		10	2	
Kindergarten	150	8	18.8	150	8	18.8
First	186	8	23.3	190	<b>8</b>	<b>23.75</b>
Second	211	10	21.1	200	9	22.2
Third	190	8	23.8	215	<b>9</b>	<b>23.9</b>
<b>Total</b>	<b>769</b>	<b>39</b>		<b>789</b>	<b>39</b>	



## *West Windsor-Plainsboro Regional School District*

<b>Maurice Hawk School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
	23	2		23	2	
Kindergarten	202	10	20.2	200	10	20.0
First	233	10	23.3	225	10	22.5
Second	204	9	22.7	233	<b>10</b>	<b>23.3</b>
Third	208	9	23.1	205	9	22.8
<b>Total</b>	<b>870</b>	<b>40</b>		<b>886</b>	<b>41</b>	



## *West Windsor-Plainsboro Regional School District*

<b>Town Center Elementary</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
Kindergarten	137	8	17.1	135	<b>7</b>	<b>19.3</b>
First	163	9	18.1	160	8	20.0
Second	190	8	23.8	173	8	21.6
Third	179	8	22.4	200	9	22.2
<b>Total</b>	<b>669</b>	<b>35</b>		<b>668</b>	<b>34</b>	



## ***West Windsor-Plainsboro Regional School District***

<b>Wicoff School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
<i>Pre K</i>	<i>24</i>	<i>2</i>		<i>28</i>	<i>2</i>	
<i>KY</i>	<i>12</i>	<i>1</i>		<i>12</i>	<i>1</i>	
Kindergarten	96	6	16.0	100	<b>5</b>	<b>20.0</b>
First	110	5	22.0	110	5	22.0
Second	114	5	22.8	115	5	23.0
Third	111	5	22.2	115	5	23.0
<b>Total</b>	<b>467</b>	<b>24</b>		<b>480</b>	<b>23</b>	



## *West Windsor-Plainsboro Regional School District*

<b>Millstone River School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
<i>PreK</i>	<i>18</i>			<i>18</i>		
Fourth	419	17	24.6	393	<b>16</b>	24.6
Fifth	444	17	26.1	429	17	25.2
<b>Total</b>	<b>881</b>	<b>34</b>		<b>840</b>	<b>33</b>	



## *West Windsor-Plainsboro Regional School District*

<b>Village School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>		Avg Class			Avg Class
Grade	Enrollment	Sections	Size	Enrollment	Sections	Size
Fourth	319	13	24.5	315	13	24.2
Fifth	314	14	22.4	320	<b>13</b>	<b>24.6</b>
<b>Total</b>	<b>633</b>	<b>27</b>		<b>640</b>	<b>26</b>	



## *West Windsor-Plainsboro Regional School District*

<b>Grover Middle School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>					
<b>Grade</b>	<b>Enrollment</b>			<b>Enrollment</b>		
<b>Six</b>	367			371		
<b>Seven</b>	335			376		
<b>Eight</b>	404			338		
<b>Total</b>	<b>1106</b>			<b>1085</b>		



## *West Windsor-Plainsboro Regional School District*

<b>Community Middle School</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
	<b>10/15/2010</b>					
Grade	Enrollment			Enrollment		
Six	382			393		
Seven	403			386		
Eight	444			401		
<b>Total</b>	<b>1229</b>			<b>1180</b>		



## *West Windsor-Plainsboro Regional School District*

<b>High School South</b>						
<b>Current Enrollment</b>				<b>11-12 Projections</b>		
<b>10/15/2010</b>						
Grade	Enrollment			Enrollment		
Nine	388			404		
Ten	407			390		
Eleven	407			409		
Twelve	412			406		
<b>Total</b>	<b>1614</b>			<b>1609</b>		



## *West Windsor-Plainsboro Regional School District*

High School North						
Current Enrollment				11-12 Projection		
10/15/2010						
Grade	Enrollment			Enrollment		
Nine	407			438		
Ten	419			411		
Eleven	408			416		
Twelve	361			405		
<b>Total</b>	<b>1595</b>			<b>1670</b>		

# The 2011-2012 Budget

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## **Class Size Considerations**

- New Jersey code
  - Physical size of classrooms
  - Grade levels
  - Safety
  - Equipment
  - Lab Sciences
-

# The 2011-2012 Budget

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## □ **Additional Factors To Consider**

- Number of students that enroll in Kindergarten and Preschool
  - Impact of the charter school
  - Special Education programs
  - Economic uncertainties and student mobility
  - New residential developments
-

# The 2011-2012 Budget

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- **Enrollment Information**
    - We estimate that staffing projections will remain fairly flat.
    - We may need to realign some assignments to maintain the academic integrity of our classes.
-

# The 2011-2012 Budget

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## □ Proposed Expenditures: Overview

**2011-2012    \$158.8 Million**

1.9 percent (\$2.9 M) year-to-year increase

**2010-2011    \$155.9 Million**

0.0 percent (\$0.0 M) year-to-year increase

**2009-2010    \$155.9 Million**

1.6 percent (\$2.4 M) year-to-year increase

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# The 2011-2012 Budget

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## □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
Regular Instruction	\$52,646,905	5.9%
Co-Curricular/Athletics	\$2,283,207	0.1%
Special Services	\$23,265,574	0.6%
Student Support	\$6,270,724	-0.4%
Improvement of Instruction/PD	\$2,513,800	-0.5%
Administration	\$11,251,330	0.6%
Buildings/Grounds	\$12,286,441	-0.5%
Transportation	\$8,911,890	-1.8%
Staff Benefits	\$26,275,400	3.0%

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# The 2011-2012 Budget

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## □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
TOTAL Operating Expenses	\$145,705,271	2.6%
Capital Outlay	\$1,250,000	0.0%
Adult School	\$9,286	0.0%
Grants	\$2,120,754	-4.7%
Debt Service	9,736,204	-6.0%
<b>TOTAL</b>	<b>\$158,821,515</b>	<b>1.89%</b>

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# The 2011-2012 Budget

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## □ Proposed Revenue

	<b>2011-2012</b>	<b>Increase</b>
Fund Balance	\$3,202,918	-45.7%
Local Tax Levy	\$147,382,645	2.7%
State Aid	\$5,476,597	53.0%
Miscellaneous	\$2,759,355	-3.5%
<b>TOTAL</b>	<b>\$158,821,515</b>	<b>1.89%</b>

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# The 2011-2012 Budget

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## □ Township Enrollment Percentages

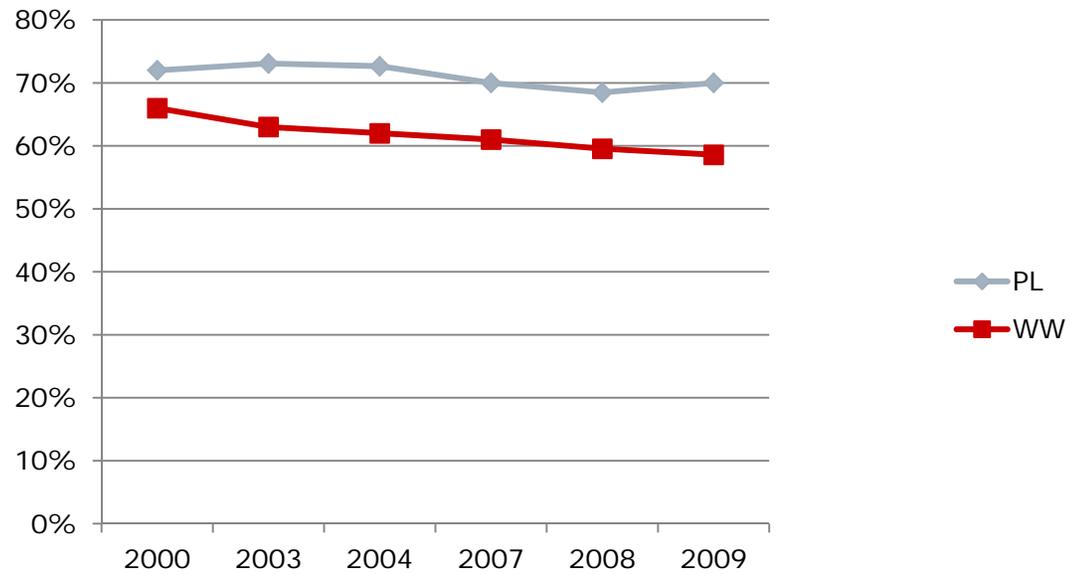
<b>Year</b>	<b>Plainsboro</b>	<b>West Windsor</b>
2010	41.4%	58.6%
2009	41.3%	58.7%
2008	41.6%	58.4%
2007	41.7%	58.3%
2006	41.6%	58.4%

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# The 2011-2012 Budget

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## □ Tax Graph



# The 2011-2012 Budget

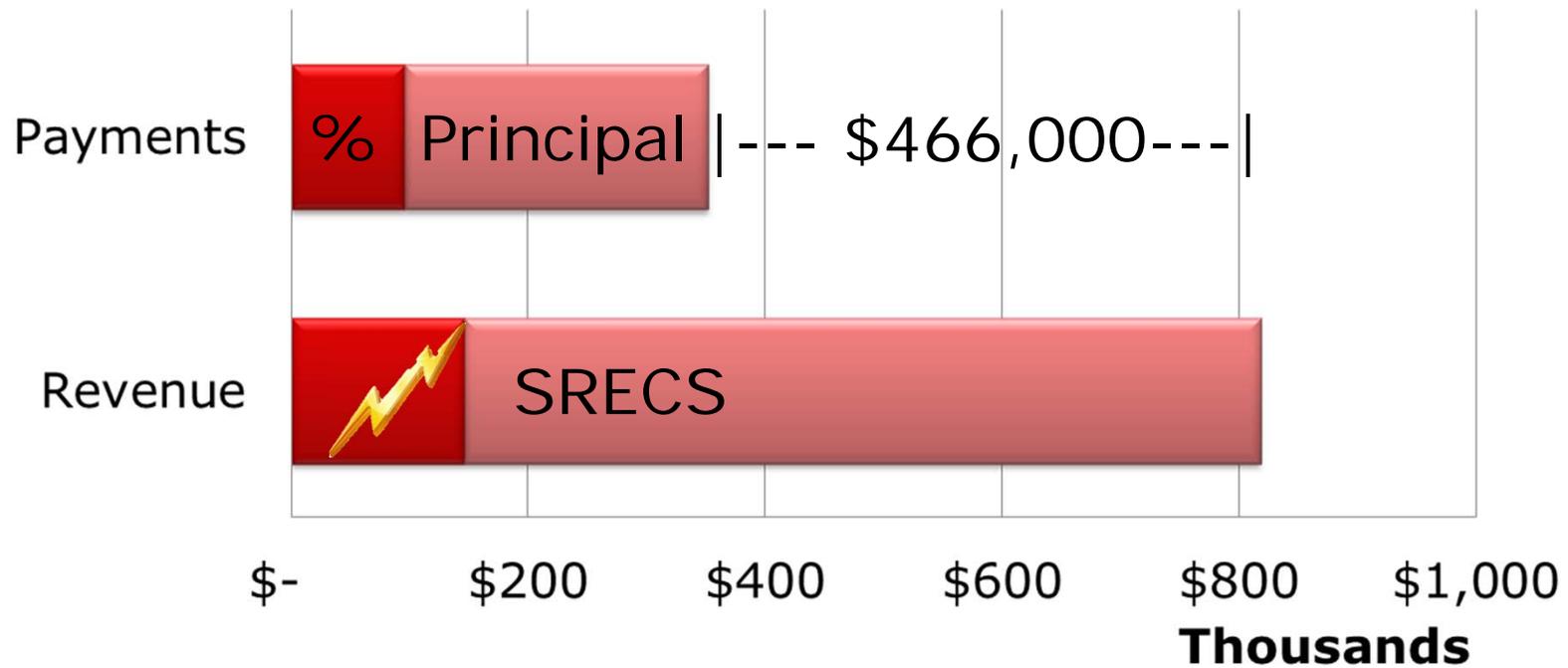
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- REFERENDUM: Phase II Solar
    - One megawatt capacity
    - Seven schools (9 solar projects, total)
    - April referendum, with state approval
    - Clean Renewable Energy Bonds (CREB)
    - Appeal to the Governor for timely action
  
  - *Debt service will remain below \$11.1 M, as agreed in January 2006 referendum*
-

# The 2011-2012 Budget

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## Phase II Solar - First 12 Months



# The 2011-2012 Budget

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## □ Budget Increases: History

	Percent Increase		Percent Increase
2010-11	0.0%	2002-03	5.5%
2009-10	1.6%	2001-02	9.8%
2008-09	4.3%	2000-01	6.9%
2007-08	4.3%	1999-00	10.1%
2006-07	3.9%	1998-99	8.3%
2005-06	4.6%	1997-98	12.2%
2004-05	4.4%	1996-97	5.9%
2003-04	4.3%	1995-96	16.0%

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# The 2011-2012 Budget

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## □ General Fund Tax Levy

	2010-2011	2011-2012	% Change
PL	\$56,529,366	\$57,994,385	+2.6%
WW	\$80,395,333	\$82,033,069	+2.0%
Total	\$136,924,699	\$140,027,454	+2.3%

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# The 2011-2012 Budget

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## □ Debt Service Tax Levy

	2010-2011	2011-2012	% Change
PL	\$2,731,893	\$3,046,258	+11.5%
WW	\$3,885,264	\$4,308,069	+10.9%
Total	\$6,617,157	\$7,355,191	+11.2%

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# The 2011-2012 Budget

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## □ Review of Actual Per-Pupil Costs

District	2008-2009	2002-2003	Seven Year Avg. Increase
Hopewell	\$14,301	\$10,552	5.2%
Lawrence	\$14,406	\$ 9,992	6.3%
Princeton	\$16,407	\$11,525	6.1%
<b>WW-P</b>	<b>\$12,048</b>	<b>\$10,534</b>	<b>2.3%</b>
New Jersey	\$13,338	\$10,007	4.6%

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# The 2011-2012 Budget

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## □ Review of SAT Scores & Spending

District	2010 SATs	2008-2009 Actual Spending
Princeton	1860	<b>\$16,407</b>
<b>HS SOUTH</b>	1843	<b>\$12,048</b>
<b>HS NORTH</b>	1815	<b>\$12,048</b>

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# The 2011-2012 Budget

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## SCHOOL BOARD ELECTION AND BUDGET VOTE

**Wednesday, April 27, 2011**

Polls are open from 7 a.m. to 9 p.m.

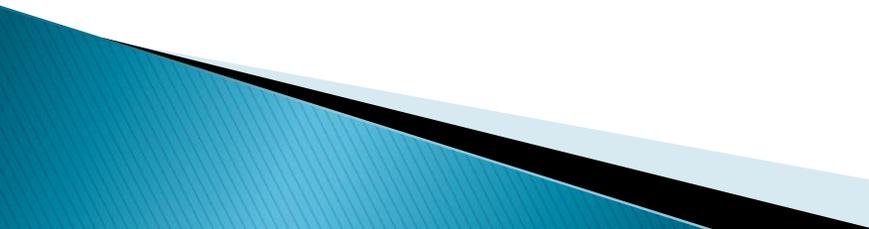
**[www.ww-p.org](http://www.ww-p.org)**

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# ENGAGING THE COMMUNITY

Board of Education Meeting  
March 8, 2011

# Engaging the Community

- ▶ Meetings with Stakeholders
    - ▶ Monthly meetings with vested stakeholders
  - ▶ Process & Performance Management Strategy
    - How to discuss and review various ideas
    - How to filter, sort, and prioritize ideas
  - ▶ Community Forums
    - ▶ February 2011
- 

# Engaging the Community

## ▶ Community Forums

- Two sessions (weekday evening and Saturday morning)
- Outside facilitator
- Group discussions
- Focus on values and on school budget

# Creating and Communicating the Budget



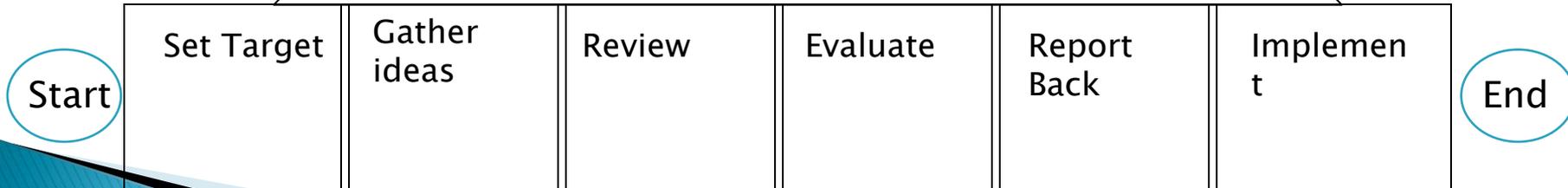
- Teachers
- Admin
- Staff
- Parents
- Students
- Community

- Ideas from stakeholder forums:
- # and % of suggestions
- # of different stakeholder groups

- Feedback on ideas:
- Decision
- Reason
- Timeliness
- Transparency
- Total cycle time
- List of times, placing and posting of information

- Teachers
- Admin
- Staff
- Parents
- Students
- Community

## High Level Process



- # and% ideas reviewed

**EASE OF IMPLEMENTATION**

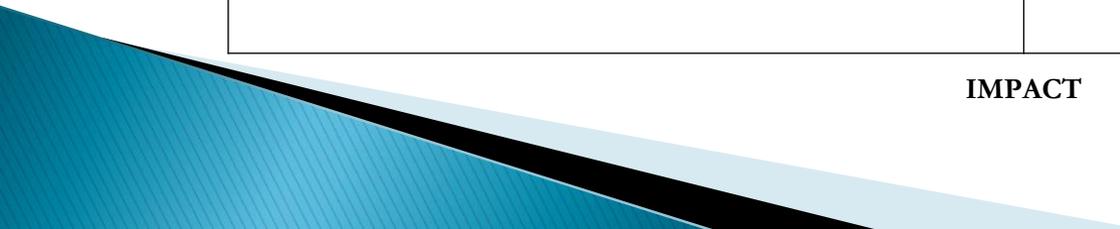
**HE/LI**

**HE/HI**

**LE/LI**

**LE/HI**

**IMPACT**



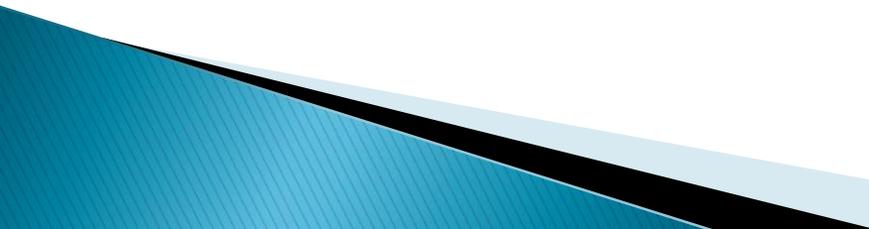
# Who Attended the Forums?

- ▶ **Publicity efforts**
    - News stories
    - PTAs
    - Community Engagement Group
    - District Web Site; District List Servs
  - ▶ **First Public Forum**
  - ▶ **Total Attendees: 139 adults & 36 students**
- 

# What They Did

- ▶ Sat in groups of five, designed to maximize diversity of perspectives.
  - ▶ Discussed seven possible areas for change to reduce costs or increase revenues.
  - ▶ Discussed impact of change in this area on students and alignment with core values.
  - ▶ Ranked proposed changes from 1 to 7; “1” ranking means district should do this first.
  - ▶ Offered additional ideas.
  - ▶ Shared different perspectives.
- 

# Areas for Discussion

- ▶ Class Size
  - ▶ Shared Services
  - ▶ Restructure School Programs
  - ▶ Curriculum Changes
  - ▶ Corporate Sponsorship
  - ▶ Online Courses
  - ▶ Sports Teams
  - ▶ Additional Ideas
  - ▶ Staffing
  - ▶ Transportation
  - ▶ World Languages
  - ▶ Create Fee-Based Programs
  - ▶ Teacher and Staff Stipends
  - ▶ Facilities Use
  - ▶ Sports Teams
  - ▶ Additional ideas
- 

# Areas for Change – Ranking

Area	Average Ranking (Groups)	Average Ranking (Individuals)	Average Ranking (Students)
Facilities Use	1.7 (1.0)	1.7 (1.1)	NA
Shared Services	1.9 (1.2)	2.1 (1.6)	5 (3.5)
Corporate Sponsorship	2.8 (2.3)	3 (1.9)	4.3 (2.8)
Create Fee-Based Programs	3.1 (1.7)	3.1 (1.7)	NA
Transportation	3.5 (1.7)	3.4 (1.9)	4 (0)
Online Courses	4.2 (1.9)	3.8 (1.6)	3 (2.3)
Curriculum Changes	3.9 (1.8)	4 (1.7)	4.8 (1.9)
Teacher and Staff Stipends	4.5 (1.6)	4.4 (1.7)	NA
Restructure School Programs	4.7 (1.6)	4.7 (1.3)	3.5 (2.1)
Staffing	4.8 (2.1)	4.9 (1.8)	NA
Sports Teams	5.0 (1.6)	5.1 (1.7)	6 (1.4)
World Languages	5.0 (1.4)	5.1 (1.6)	NA
Class Sizes	6.1 (1.7)	5.9 (2.0)	NA

# Facilities Use

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
1.7 (1.0)	1.7 (1.1)	NA

- ▶ Examples: Charge more for out-of-district groups to use school buildings; charge more to use athletic fields, turf fields, school playgrounds.
- ▶ “Increase revenue, easy decision.”
- ▶ “Increase payment per use; dollar impact may be small.”

# Shared Services

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
1.9 (1.2)	2.1 (1.6)	5 (3.5)

- ▶ Examples: Create partnerships with other districts to share services for purchasing supplies, share administrators, share busing services, etc.
- ▶ “Purchasing of supplies”
- ▶ Comments were divided on sharing busing
- ▶ Students: “Won’t affect students much, less direct impact.”
- ▶ Students: “Sharing teachers and administrators leads to a bad school climate... less personal attachment/relationship between students and faculty.”

# Corporate Sponsorship

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
2.8 (2.3)	3 (1.9)	4.3 (2.8)

- ▶ Examples: Increase revenue by grant writing and finding corporate sponsorship of programs and events.
- ▶ “Sponsorship ok if managed well.”
- ▶ “Restrict to sponsorship by local businesses.”
- ▶ Students: “Doesn’t affect us, but can help us if we get money.”
- ▶ Students: “Lower quality of schools, districts educational process.”

# Create Fee-Based Programs

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
3.1 (1.7)	3.1 (1.7)	NA

- ▶ Examples: Consider charging for athletic programs and co-curricular activities; creating and charging for summer school for camp (academic and sports programs).
- ▶ “Yes to both academic and sports programs to keep offerings.”
- ▶ “We are concerned about students who can not afford fee-based programs.”

# Transportation

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
3.5 (1.7)	3.4 (1.9)	NA

- ▶ Examples: Decrease the use of courtesy busing and have more walkers; decrease number of bus routes; decrease late buses.
- ▶ “Eliminate late bus.”
- ▶ “Charge fees for extra bus services.”
- ▶ “K–4 students should not walk.”

# Online Courses

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
4.2 (1.9)	3.8 (1.6)	3 (2.3)

- ▶ Examples: Consider having online courses for high school students; additional AP courses online.
- ▶ “Not a good idea, students do not have discipline”
- ▶ Should not include core curriculum.
- ▶ Students: “Certain classes only.”
- ▶ Students: “Opportunity to study beyond core courses... benefits independent learners.”

# Curriculum Changes

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
3.9 (1.8)	4 (1.7)	4.8 (1.9)

- ▶ Examples: Reduce costs by reducing compensation to teachers for updating curriculum during the summer; curriculum changes to be absorbed by administration.
- ▶ “Teachers should spend less time updating curriculum.”
- ▶ “Administrators should not be updating curriculum;”  
“Supervisors should change curriculum.”
- ▶ Students: “Reward teachers and compensate who provide constructive advice for changes in curriculum.”
- ▶ Students: “Not integral to future success.”

# Teacher and Staff Stipends

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
4.6 (1.6)	4.4 (1.7)	NA

- ▶ Examples: Reduce the number of stipends to teachers/staff for extra-curricular work; reduce the number of stipends for extra responsibilities outside the classroom.
- ▶ “Keep stipend for more specialized clubs.”
- ▶ “Use volunteers from community.”

# Restructure School Programs

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
4.7 (1.6)	4.7 (1.3)	3.5 (2.1)

- ▶ Examples: Change media centers into computer centers (fewer books ordered); change team structure at middle school to be more like high school classes; move to purchase E-readers and not textbooks; restructure music lessons and classes.
- ▶ “Don’t change team structure in Middle School.”
- ▶ Students: “E-books – save money in the long run.”

# Staffing

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
4.8 (2.1)	4.9 (1.8)	NA

- ▶ Examples: Reduce the number of secretaries, administrators, instructional assistants, nurses, or lunch aides.
- ▶ “Can’t foresee any further cuts.”
- ▶ “Cut administrators.

# Sports Teams

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
5.0 (1.6)	5.1 (1.7)	6 (1.4)

- ▶ Examples: Reduce number of high school sports teams; reduce number of middle school sports teams.
- ▶ “Affects kids lives.”
- ▶ “Middle school sports already cut in half.”
- ▶ “Charge activity fee to cover costs.” “Try a fee before cutting.”
- ▶ Students: “Do not cut sports, increases morale, source of pride.”

# World Languages

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
5.0 (1.4)	5.3 (1.7)	NA

- ▶ Examples: Reduce the number of World Language offerings; reduce the number of classes of World Languages.
- ▶ “Undersubscribed languages might be considered for cutting.”
- ▶ “Keeps our students competitive [in the] global community.”

# Class Sizes

Average Ranking: Groups	Average Ranking: Individuals	Average Ranking: Students
6.1 (1.7)	5.8 (2.0)	NA

- ▶ Examples: Create larger class sizes, have fewer class offerings (middle and high school).
- ▶ “Keep small or as is: 24–30” ; “Should not increase from 20–25 especially at middle/elementary school level.”
- ▶ “Last area to cut.”
- ▶ Students: “PE class sizes should be larger [also other electives].”

# Other Ideas

- ▶ Share clubs/languages across schools.
  - ▶ Cut tuition reimbursement for graduate classes or require commitment to stay in district for a number of years.
  - ▶ Eliminate tenure/cut teacher salaries/require greater teacher contribution to healthcare.
  - ▶ Outsource or consolidate with nearby districts administrative tasks like HR, payroll, purchasing and technology support.
  - ▶ Examine the special services budget.
  - ▶ Students: Cut unimportant clubs that are used for resume padding.
- 

# Efficacy

Average Score Before Meeting	Average Score After Meeting	Average Score Before Last Year's Budget Hearing	Average Score After Last Year's Budget Hearing
2.53 (2.66 – 2.41)	2.29 (2.41–2.16)	2.64 (2.87–2.41)	2.57 (2.78–2.37)

- ▶ Did people feel that their voice was being heard?
- ▶ “People like me have a lot of say over what changes the school district will make to cut costs or increase revenues.”
- ▶ 1 (Strongly Agree) to 4 (Strongly Disagree)

# Understanding Different Perspectives

Average Score Before Meeting	Average Score After Meeting	Average Score Before Last Year's Budget Hearing	Average Score After Last Year's Budget Hearing
2.09 (2.19-1.99)	1.83 (1.92-1.73)	2.14 (2.32-1.96)	2.42 (2.65-2.21)

- ▶ Did people gain an understanding of views that are different from their views?
- ▶ “When people disagree with me about the changes the school district should make to cut costs or increase revenues, I can understand their point of view.”
- ▶ 1 (Strongly Agree) to 4 (Strongly Disagree)

**BUDGET IDEA:**

<b>Selection Criteria</b>	
<b>Impact on Students</b>	
<b>Alignment with Core Values</b>	
<b>Dollar Impact/Savings</b>	
<b>Time Involvement/Effort</b>	
<b>Policy/Contract/Legal Concerns</b>	
<b>Level of Risk</b>	
<b>Impact on other Processes</b>	
<b>Likelihood of Success (buy in, political)</b>	

# Engaging the Community

## ▶ Budget Preparation

- Suggestions that can be implemented this year
  - Suggestions that can be considered for the future
  - Suggestions for possible restructuring to achieve greater efficiencies
  - Suggestions that need additional review and study
- 

# Engaging the Community

## ▶ Next Steps

- Suggest Ad Hoc Committee to study Building Use
- Pursue additional shared services

# Engaging the Community

## ▶ Mission Statement:

The mission of the West Windsor–Plainsboro Regional School District, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners, who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

## ▶ Core Values

We believe that continuous learning is essential for individual fulfillment and for the advancement of society. We believe that every individual has intrinsic worth. We believe that embracing diversity enriches and empowers our community. We believe that honesty, integrity, and trust are cornerstones for continuing excellence. We believe that people reach their highest potential when challenged to believe it is possible. We believe that openness to change is essential to progress and future viability.

# WW-P Regional School District

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## **Public Hearing: 2011-2012 Budget**

March 29, 2011

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# The 2011-2012 Budget

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## □ 21<sup>st</sup> Century Competencies

- Effective Communicator
  - Collaborative Team Member
  - Creative and Practical Problem Solver
  - Flexible and Self-Directed Learner
  - Globally Award & Responsible Student-Citizen
  - Information Literate Researcher
-

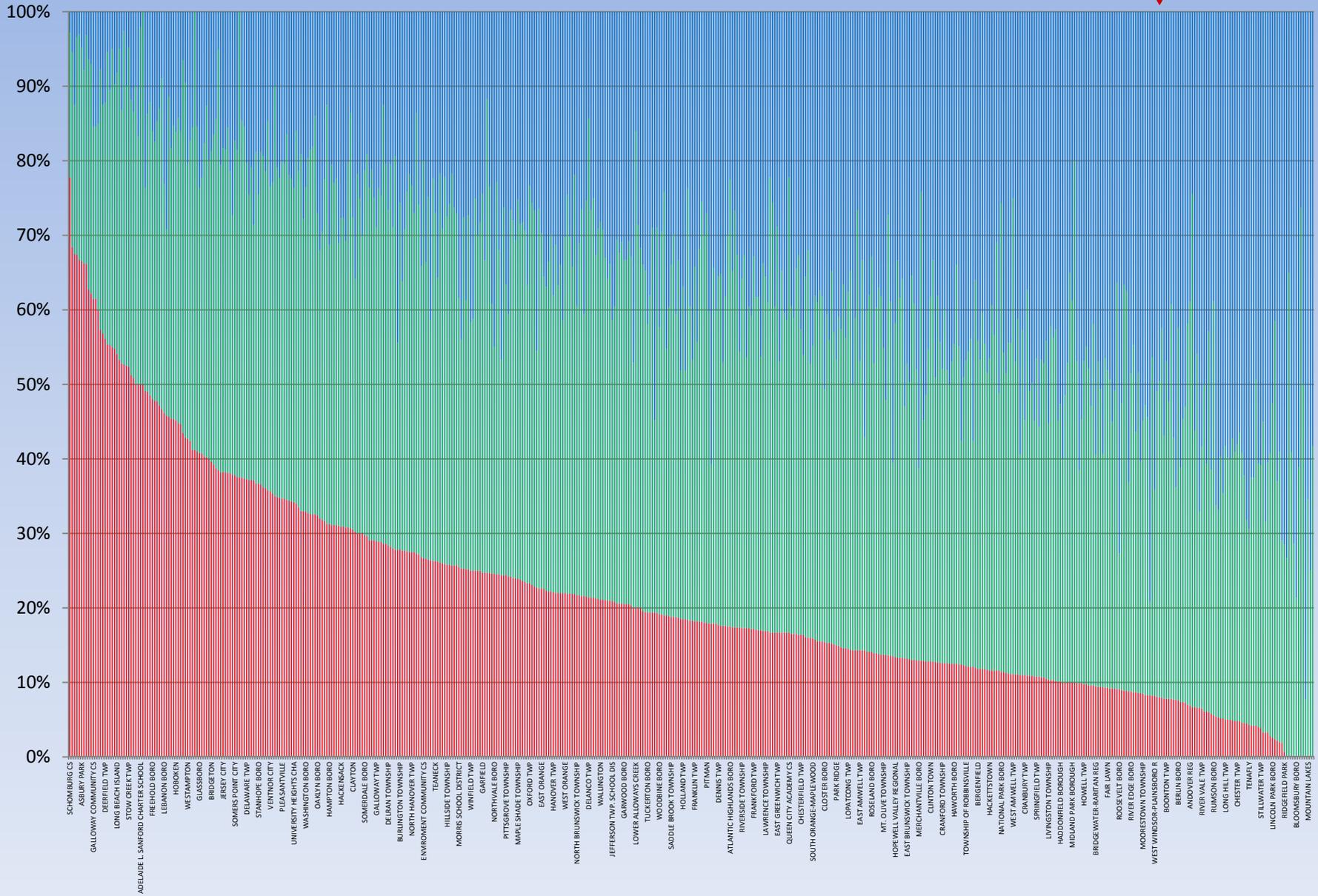
# The 2011-2012 Budget

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## □ Preparing the Budget

- Excellence in education
  - Ninth year of moderate increases
  - Consistent conservative planning
  - ***Budget-to-budget increase of 1.72 percent***
-

# ASK4 MA Performance All Districts



# The 2011-2012 Budget

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## Excellence in Education

- SAT Scores (Critical Reading/Math/Writing)
    - WW-P: 593/634/601
    - State: 495/514/497
    - U.S.: 501/516/492
  - ACT Scores (English/Math/Reading/Science/Composite)
    - WW-P: 26.5/28.3/25.9/25.8/26.7
    - State: 23.1/23.6/23.2/22.4/23.2
    - U.S.: 20.5/21.0/21.3/20.9/21.0
-

# The 2011-2012 Budget

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## □ Excellence in Education

- GMS First Place in MathCounts; CMS Second Place
  - State Science Olympiad Success: First Place for HSS & CMS and Second Place for HSN & GMS
  - Dutch Neck won Teamwork Award in FIRST Lego
  - Athletics Honors  
Fall 2010 -- 5 CVC Divisional Championships, 3 Mercer County Tournament Championships, and 2 NJSIAA Championships  
Winter 2010-2011 -- CVC Divisional Championships, 3 Mercer County Tournament Championships, and 2 NJSIAA Group Championships.
-

# The 2011-2012 Budget

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## □ Excellence in Education

- HSN and HSS MUN teams win Best Small Delegations
  - Service Learning Projects, such as: raising money for water in India, HomeFront, and victims of Japan's natural disaster
  - High School students published in literary magazine, *Aspirations*
  - Six middle school students accepted in NJ All-State Orchestra and 19 accepted in NJ Central Orchestra
-

# The 2011-2012 Budget

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## □ Ninth Year of Moderate Increases

### □ Proposed Expenditures: Overview

**2011-2012 \$158.6 Million**

1.7 percent (\$2.7 M) year-to-year increase

**2010-2011 \$155.9 Million**

0.0 percent (\$0.0 M) year-to-year increase

**2009-2010 \$155.9 Million**

1.6 percent (\$2.4 M) year-to-year increase

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# The 2011-2012 Budget

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## □ Moderate Increases: History

	Percent Increase		Percent Increase
2010-11	0.0%	2002-03	5.5%
2009-10	1.6%	2001-02	9.8%
2008-09	4.3%	2000-01	6.9%
2007-08	4.3%	1999-00	10.1%
2006-07	3.9%	1998-99	8.3%
2005-06	4.6%	1997-98	12.2%
2004-05	4.4%	1996-97	5.9%
2003-04	4.3%	1995-96	16.0%

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# The 2011-2012 Budget

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## Consistent Conservative Planning

- District *Can* Control...
    - Budget Increases
  
  - District *Cannot* Control...
    - State Aid
    - Enrollment
    - Assessed Values
    - Charter Schools
-

# The 2011-2012 Budget

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## □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
Regular Instruction	\$52,380,315	5.4%
Co-Curricular/Athletics	\$2,283,207	0.1%
Special Services	\$23,265,574	0.6%
Student Support	\$6,270,724	-0.3%
Improvement of Instruction/PD	\$2,513,800	-0.4%
Administration	\$11,251,330	0.6%
Buildings/Grounds	\$12,286,441	-0.5%
Transportation	\$8,911,890	-1.8%
Staff Benefits	\$26,275,400	3.0%

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# The 2011-2012 Budget

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## □ Proposed Expenses

	2011-2012	Increase
TOTAL Operating Expenses	\$145,438,681	2.4%
Capital Outlay	\$1,250,000	0.0%
Adult School	\$9,286	0.0%
Grants	\$2,120,754	-4.7%
Debt Service	9,736,204	-6.0%
<b>TOTAL</b>	<b>\$158,554,925</b>	<b>1.72%</b>

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# The 2011-2012 Budget

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## □ Proposed Revenue

	<b>2011-2012</b>	<b>Increase</b>
Fund Balance	\$3,202,918	-45.66%
Local Tax Levy	\$147,116,048	2.49%
State Aid	\$5,476,597	53.00%
Miscellaneous	\$2,759,355	-3.52%
<b>TOTAL</b>	<b>\$158,554,925</b>	<b>1.72%</b>

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# The 2011-2012 Budget

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## □ Township Enrollment Percentages

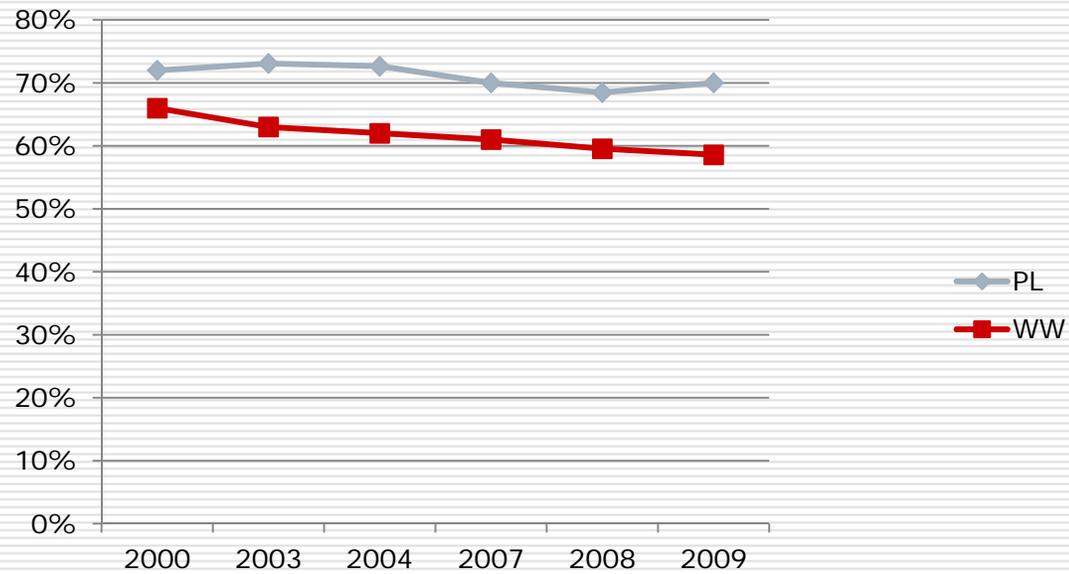
Year	Plainsboro	West Windsor
2010	41.4%	58.6%
2009	41.3%	58.7%
2008	41.6%	58.4%
2007	41.7%	58.3%
2006	41.6%	58.4%

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# The 2011-2012 Budget

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## □ Percent of Total Tax



# The 2011-2012 Budget

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## □ School Tax Levy

	2011-2012	% Change
PL	\$60,932,781	+2.8%
WW	\$86,183,267	+2.3%
Total	\$147,116,048	+2.5%

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# The 2011-2012 Budget

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## □ Taxes: Average Assessed Home

	2011	2010
<b>PL</b>	<b>\$389,000</b>	<b>\$395,000</b>
<i>taxes</i>	<b>\$ 6,317</b>	<b>\$ 6,119</b>
<b>WW</b>	<b>\$527,376</b>	<b>\$534,787</b>
<i>taxes</i>	<b>\$ 7,536</b>	<b>\$ 7,171</b>

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# The 2011-2012 Budget

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## □ Assessed Property Values

	<u>2011</u>	<u>2010</u>	<u>Change</u>
<b>PL</b>	\$3,703,199,848	\$3,724,520,813	-0.60%
<b>WW</b>	\$5,969,316,999	\$6,088,054,424	-2.00%

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# The 2011-2012 Budget

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## □ Tax Rate

	2011	2010	Increase
<b>PL</b>	<b>1.624</b>	<b>1.549</b>	<b>0.075</b>
<b>WW</b>	<b>1.429</b>	<b>1.341</b>	<b>0.088</b>

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# The 2011-2012 Budget

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## □ Review of Actual Per-Pupil Costs

District	2008-2009	2002-2003	Avg. Increase
Hopewell	\$14,301	\$10,552	5.2%
Lawrence	\$14,406	\$ 9,992	6.3%
Princeton	\$16,407	\$11,525	6.1%
<b>WW-P</b>	<b>\$12,048</b>	<b>\$10,534</b>	<b>2.3%</b>
New Jersey	\$13,338	\$10,198	4.6%

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# The 2011-2012 Budget

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- ❑ Holding steady with reductions and changes from the 2010-2011 budget
  - ❑ No major reductions in staffing
  - ❑ Continual review of all budget areas
  - ❑ Valuing programs and students
  - ❑ **1.72 percent budget-to-budget increase**
-

# The 2011-2012 Budget

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## SCHOOL BOARD ELECTION AND BUDGET VOTE

**Wednesday, April 27, 2011**

Polls are open from 7 a.m. to 9 p.m.

**[www.ww-p.org](http://www.ww-p.org)**

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# COUNTDOWN TO THE SCHOOL BOARD ELECTION & BUDGET VOTE

## *BUDGET HIGHLIGHTS for 2011-2012*

**SCHOOL BOARD ELECTION & BUDGET VOTE WILL BE HELD ON APRIL 27, 2011.  
Polls will be open from 7 a.m. to 9 p.m.**

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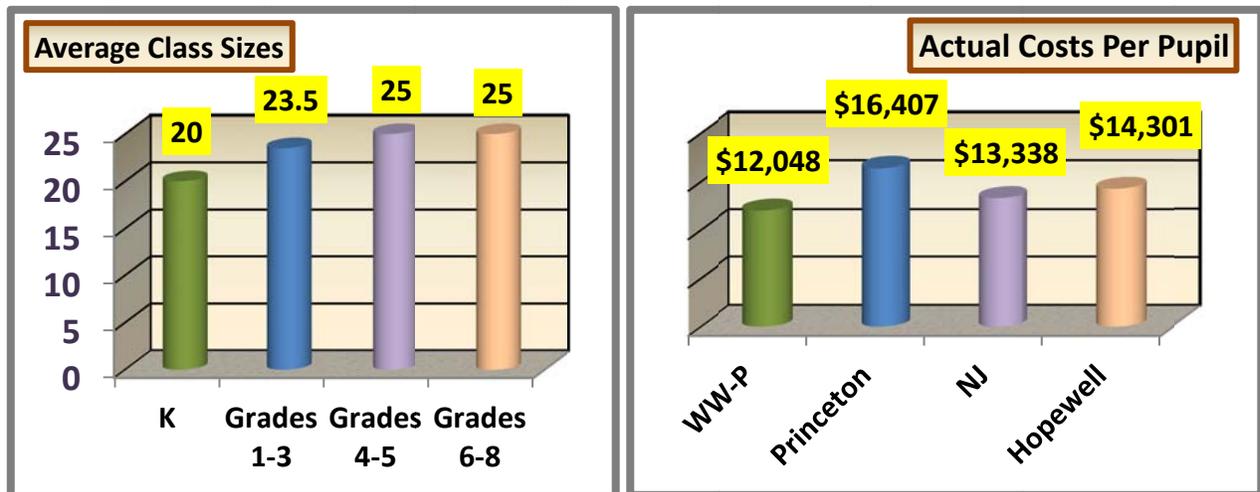
***2011-2012 budget information is available at: [www.ww-p.org](http://www.ww-p.org)***

- 1. WW-P controlled costs in the 2011-2012 budget.** We continue to tighten our belts. This year, we reduced transportation costs by having fewer bus routes; reduced costs in Special Education by expanding district programs; reduced costs with slightly larger class sizes; and reduced the number of stipends for curriculum writing, clubs, and professional development.
- 2. WW-P made some changes in the 2011-2012 budget.** We are holding steady with the reductions made in 2010-2011. For this budget, there are no major reductions in staffing. We value our student educational programs and focus on academics to keep all those valued programs and classes. We continue to review all athletics, co-curricular activities, and under-subscribed clubs and programs.
- 3. WW-P saved money in Special Services.** This year, we expanded our autistic program to the middle school level and last year we increased the number of integrated preschool programs with a program at Maurice Hawk Elementary School.
- 4. WW-P reduced staff.** To reduce expenses, we carefully studied student enrollment and class size. We reviewed all academic areas and class selections at the middle school and high school level. To contain costs, the administrative team thoughtfully reduced expenses and restructured departments, where appropriate. Today, we have fewer teachers, administrators, and support staff than one year ago.
- 5. WW-P has a budget-to-budget increase of 1.72 percent.** We can control the budget-to-budget increases, and we made a significant effort to control costs. There are, though, differences in tax increases in Plainsboro Township and West Windsor Township.
  - Plainsboro. The proposed budget would increase the tax rate by 7.5 cents per \$100 of assessed property value. The Plainsboro tax rate would be 1.624 per \$100. For the owner of a home at the township average, the school taxes are estimated to be \$6,317. For a home at the average assessed value each year, taxes have increased at a rate of 2.4 percent per year over the past four years.
  - West Windsor. The proposed budget would increase the tax rate by 8.8 cents for \$100 of assessed property value. The West Windsor tax rate would be 1.429 per \$100. For the owners of a home at the township average, the school taxes are estimated to be \$7,536. For a home at the average assessed value each year, taxes have increased at an average rate of 2.2 percent per year over the past four years.

6. **WW-P will pay for students attending the charter school.** The state has stated that approximately 78 students from WW-P might attend the charter school. If so, the dollars must follow these students, for a total of \$950,728 plus transportation costs. The creation of a charter school redirects local property taxes. In effect, local taxpayers have no input or control over how these property tax dollars are spent by the charter school because a charter school receives its property tax revenues without oversight by the local Board of Education or the voters.

7. **WW-P has moderate class size.**

8. **WW-P has moderate per pupil costs.**



- **WW-P has had moderate budget increases for the past few years.**
  - 2011-2012: 1.7 percent year-to-year increase
  - 2010-2011: 0.0 percent year-to-year increase
  - 2009-2010: 1.6 percent year-to-year increase
- **WW-P receives assessed value information from the two townships.**
  - Plainsboro 2011: \$389,000 (taxes, \$6,317)
  - Plainsboro 2010: \$395,000 (taxes, \$6,119)
  - West Windsor 2011: \$527,376 (taxes, \$7,536)
  - West Windsor 2010: \$534,878 (taxes, \$7,171)

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***School Board Election & Budget Vote: April 27, 2011. Polls are open from 7 a.m. to 9 p.m.***

**WEST WINDSOR**

Polling District No. 1 – Polling place at Grover Middle School, 10 Southfield Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 1 and 11.  
Polling District No. 2 – Polling place at Village School, 601 New Village Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 6, 8, 12, 13, 15, and 16.  
Polling District No. 3 – Polling place at High School South, 346 Clarksville Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 2, 4, 5, 7, and 10.  
Polling District No. 4 – Polling place at Grover Middle School, 10 Southfield Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 3, 9, and 14.

**PLAINSBORO**

Polling District No.(s) 5-8 – Polling place at the Plainsboro Municipal Building for legal voters residing within Plainsboro General District No.(s) 1-12.



## **APRIL 1, 2011: COUNTDOWN TO THE VOTE**

Research tells us that successful schools are characterized by dedicated educators, motivated students, involved parents, and a supportive community. This partnership helped us as we created the budget for the 2010-2011 school year, which was approved by both Plainsboro and West Windsor. For the support of our communities, we are most grateful. The 2010-2011 budget reflected a loss of \$7.7 million in state aid. One-half of that loss was funded by the taxpayers and we reduced the other half. It is important for all of us to understand how difficult it was to achieve these reductions before we begin the new budget process. These reductions impacted the way we work and the programs we offer while holding true to our mission and core values. We worked to have the least impact on students, teachers, and instructional materials as possible.

The 2011-2012 budget also was difficult to prepare, and we worked hard to maintain the “core” of the educational program. We will continue to partner with our communities to maintain the integrity of the educational program in these challenging fiscal times. You can check out Countdown to the Vote each day – with information to keep you informed before the budget vote on April 27, 2011.



## **APRIL 2, 2011: COUNTDOWN TO THE VOTE**

Last month, Superintendent of Schools Dr. Victoria Kniewel wrote, "As we watch the news from Japan, we know many of our staff and students will be thinking about how to help the victims of the earthquake and tsunami. As a district, we are a caring community, and the response has been overwhelming. WW-P has a generous and compassionate spirit. I am proud that the mission statement of our district highlights what we expect of our students: *The mission of the West Windsor-Plainsboro Regional School District, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.* Here is a sample of what is going on in WW-P:

- In Japan, when you need comfort and/or strength, you fold 1,000 cranes to make a wish. A parent of a student at Maurice Hawk Elementary School wrote, "It would be a great seed to those who are little and our future generation. To know that we must care for others and to support those who need a hand. To have a shoulder to lean on." Students and staff at Maurice Hawk Elementary School are making 1,000 folding cranes, which will be displayed in the front of the building!
- A High School North student shared this important message with her peers, "The Red Cross is accepting donations through a text message (REDCROSS to 90999 will allow for a \$10 donation) for aid to Japan. In addition, you can send a donation to the following: International Medical Corps: texting MED to 80888 = a \$10 donation; or Salvation Army: texting 'JAPAN' or 'QUAKE' to 80888 = a \$10 donation."
- Millstone River students are participating in a read-a-thon to raise money.
- Students on Team 6M from Grover Middle School raised \$338.12 the old-fashioned way – as they emptied piggy banks, purses, and wallets. In many cases, parents matched the donations of their sons and daughters. As teacher John Cochrane noted, "These students, who so often bring smiles to the faces of their teachers, left us beaming as a result of this generosity." The money was sent to the Red Cross Japanese Relief program. The teachers on Team 6M are John Cochrane, John Frasco, Kathleen Kempf, Cheryl Sheryl Morro, and Rose Stevens.
- Students and staff at Dutch Neck Elementary School are hosting a fundraiser, "Cherry Blossoms of Hope," to help the Japanese people recover from the recent

events. For every dollar, collected a group of parents will donate two dollars. Art teacher Arlene Allen created a Dutch Neck Cherry Tree, to signify the beginning of spring and renewal.



## **APRIL 3, 2011: COUNTDOWN TO THE VOTE**

### **Mission**

The mission of the West Windsor-Plainsboro Regional School District, valuing our tradition of excellence, is to develop all of our students as passionate, confident, lifelong learners who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

### **Core Values**

- We believe that continuous learning is essential for individual fulfillment and for the advancement of society.
- We believe that every individual has intrinsic worth.
- We believe that embracing diversity enriches and empowers our community.
- We believe that honesty, integrity, and trust are cornerstones for continuing excellence.
- We believe that people reach their highest potential when challenged to believe it is possible.
- We believe that openness to change is essential to progress and future viability.



## **APRIL 4, 2011: COUNTDOWN TO THE VOTE**

### Important Dates for Upcoming School Board Election and Budget Vote

The 2011 School Board Election and Budget Vote will be held on Wednesday, April 27, 2011.

- The last date to register to vote is April 6, 2011.
- The last date for the county to receive a mail-in ballot is April 20, 2011.
- The last date for the county to receive a mail-in ballot (in person) is April 26, 2011.



## **APRIL 5, 2011: COUNTDOWN TO THE VOTE**

***The school board election and budget vote will be held on April 27, 2011. Information about the five candidates can be found on [www.wwpinfo.com](http://www.wwpinfo.com); the information printed in the newspaper, WW-P News, is printed below:***

Five candidates will run for three seats on the WW-P school board in this year's elections on Wednesday, April 27.

In West Windsor, three candidates have filed for two open seats on the board. Incumbent Richard Kaye, of Coneflower Lane, will seek re-election. Dana Krug, of Ellsworth Drive, and Scott Powell, of Cambridge Way, will also run for election. Incumbent Randall Tucker did not file to run for re-election by the March 8 deadline.

Incumbent Alapakkam Manikandan, of Ashford Drive, will face challenger Rachelle Feldman Hurwitz, of Dogwood Drive, for one open seat in Plainsboro.

The News gathered information on the candidates as well as their opinions regarding fiscal and educational impacts to the district. Below are profiles of each candidate, which include answers to 11 questions (see above right) posed by the News.

### Questions for the Candidates

- 1.) Which issues have compelled you to run for election (or re-election if you are an incumbent)?
- 2.) Why do you think you are the best fit for the job? What are some qualities/experience you bring to the table?
- 3.) What do you think are the three most important issues affecting the school board today?
- 4.) In these trying economic times, what specifically will you do to ease the burden of the taxpayers in the coming years? What are some ideas that you have to save money?
- 5.) List three areas of the budget you would cut first. Why?
- 6.) List three areas you would cut last or not at all. Why?
- 7.) Some residents and board members have opposed the projected tax increase because it is higher than 2 percent (even though there are exemptions in the 2 percent cap). How do you respond to them?

8.) Some residents have also accused the district of increasing its debt service tax levy by creating a Capital Reserve in the 2009-'10 budget year to pay debt service, which allowed it to bank the cap for future years. Some residents also complain that not enough surplus is being used to offset taxes. Where do you stand on the issue of budget surplus? Explain.

9.) In the past, have you had any experience in dealing with budget challenges, either professionally or in another capacity? Please explain.

10.) What are some non-financial areas of school board business that you would like to improve?

11.) What is one thing you would try to change if elected?

West Windsor

Richard A. Kaye, a resident of West Windsor for 12 years, moved to Village Grande when he and his wife retired to be near family and the university.

Kaye grew up in New York City. His father was a corporate operations manager, and his mother was an executive with a major electrical services company.

Kaye is a retired educator with a 44-year career as a teacher and building principal. He served 25 years in the South Brunswick school district. He earned his bachelor's from Queens College. He has two master's degrees — the first from New York University and the second from the City University of New York. His wife, Judy, is a retired technical recruiter.

Kaye has served two terms on the board (six years) and served on the administration and facilities committee. He is currently the chairman of the curriculum committee.

Kaye leads a Great Decisions Program at the Evergreen Forum in Princeton and volunteers at the Trenton Area Soup Kitchen and Dutch Neck School. Within Village Grande, he serves on the Clubhouse Committee and has led the Sunday Movie Club and Current Issues Discussion group.

1.) As an educator, I bring a specific perspective not often found on a Board of Education. The district is implementing major transformations of professional supervision and evaluation of staff, analysis and use of student achievement data, and technological capacities for teaching and learning, I want to continue to support those initiatives as the foundation for moving the district beyond its current excellence. I know how to balance student, parent, staff and community wants and needs, against limited resources. My family ingrained the concept of serving, making a positive difference in the world, and returning a measure of what one has received. Membership on the Board of Education allows me to do that.

2.) This is answered above.

3.) Maintaining the current outstanding profile of student learning success in our political and economic climate requires improved communication of what we do, the results we have achieved, our commitment to fiscal responsibility, and the impact of each proposed change. Our future oriented focus must be on developing all students as competent 21st Century learners. Rote memory must be replaced by the ability to problem solve, gather and assess data, work in collaborative groups, and be a self directed learner. Maximizing the fullest

potential of each individual requires that we eliminate all existing achievement gaps and move all learners beyond the generalized expectation levels set by the state.

4.) The community needs to understand what we have accomplished: a leading district in New Jersey, with a per pupil cost below the state average. I propose a broad community conversation reviewing all school operations, considering the direct effect on students, quality of program, safety issues, ease of implementation and cost effectiveness

5.) I present no preconceived personal or political agenda of cuts, rather a decision making process involving all of the stakeholders. I recommend we examine how additional shared services might reduce overlap expenses? What if we did not exceed state guidelines for transportation? Might we better serve all students if were to restructure the middle school schedule to better utilize staff and program time, begin group music lessons in grade 6, and consider a district pattern of k-5, 6-8, 9-12 schools?

6.) Decisions that would increase class size must be the last one on the table. Children who do not receive consistent, appropriate regular feedback, fall behind and get lost. We must provide funds to educate children with specific learning needs. That cost must not negatively impact upon the resources available for the general population. We have to carefully provide funds to maintain our capital facilities valued in excess of \$200 million. Preventive maintenance saves money in the long run.

7.) Numbers can be used to paint many pictures. We are within the legal limits of the required cap. The data shows this board has maintained a below-state-average per pupil cost, kept tax increases minimal, equalized the per pupil cost for residents in each of the two townships, provided tax relief at the end of the past years, continued a AAA bond rating, kept all promises regarding debt payments resulting from the referendum, survived huge last minute cuts in state aid, and maintained a conservative emergency fund. That is fact!

8.) One must understand the formulas and parameters that the state imposes on school budgets. If you move too quickly to use surplus, you can put the district in jeopardy in future years, when state aid may be further reduced or emergencies arise and there is no surplus to use. Then you face dramatic reductions in instructional program, negatively affecting all of the young people in the system. Short term and long term plans must be balanced to deal with the known and many yet to materialize new realities.

9.) In my career, I planned and implemented two major referendum and capital school construction projects. I was responsible for the development, implementation, and accountability of 32 annual budgets.

10.) We must improve the communications process, receiving and giving messages. I would create a bi-weekly televised program, Spotlight on Our Schools, to increase understanding of what public education is all about, showcase accomplishments, and open dialogue about each of the operations of the school system.

11.) The issue is not to change, but reinforce what we are doing well, and determine what we need to do better to increase our successes. We should always focus on how each of our decisions is connected to the Strategic Plan of the West Windsor-Plainsboro Public Schools.

Dana Krug, a resident of West Windsor for 15 years, moved to the township in 1995 because of its proximity to the train and commute to New York City, and the highly regarded school system.

Krug grew up in Bergen County. Her father is currently the professor and chairman of molecular genetics and microbiology at the University of Texas at Austin, and her mother began her career as a New York City public school teacher but later became a patient advocate and a health educator. Krug earned her bachelor's in international (comparative) area studies, focusing on Russian and Latin American studies, at Duke University. She also has a master's of science in nonprofit management from the Graduate School of Management and Urban Policy at the New School University in New York City.

She and her husband, Stephen Lichtenstein, who is a financial services industry CFO, have three children attending WW-P Schools. One is currently an eighth grader at Community Middle School, and the second is a fifth grader at Village School. The youngest is a kindergartener at Dutch Neck School.

Krug is a community volunteer and parent. Her professional background contains more than 18 years in marketing, communications and project management, as she worked for the New School University in New York as an administrator as well as for Dow Jones as a marketing manager.

Currently, Krug is the co-president of the Community Middle School (CMS) PTSA; a PTA member at both Village and Dutch Neck schools; and a class parent at Village School (she has been a class parent at Dutch Neck). She also volunteers at Dutch Neck and Village, helping at Science Day and other school events. She is also the vice president of the Friends of the West Windsor Library (FOWWL) and is the Publicity Chair for FOWWL. As a Duke University graduate, she serves on the Alumni Advisory Committee. She also volunteers for the West Windsor Little League, West Windsor Babe Ruth (baseball league), the West Windsor Hawks (basketball program), and the West Windsor-Plainsboro Dance Company.

1.) I believe that the school board should have a parent who has direct and current experience at multiple grade levels and in multiple district schools. Since I am very involved in the community and I am open to the concerns of fellow parents, I feel that I would be a welcome addition to the board. Further, my experience managing departments and budgets in both university and corporate settings will be of great value. My background in communications and marketing will be useful in effectively communicating to parents and taxpayers.

2.) I believe that I will bring the right mix of professional experience and community involvement. For more than 18 years, I worked with many stakeholders to build strategies for different business functions. My tasks included managing budgets for marketing campaigns and departments, negotiating vendor contracts and analyzing data to develop strategic plans for various business functions. I am persistent, dedicated and resourceful. I am also adept at managing highly complex projects, while being a team player and working collaboratively.

3.) 1. Preserving the high quality of education in the face of financial constraints; 2. Consistent curriculum and standards across grades and district schools; and 3. Ensuring that each WW-P student receives appropriate differentiated instruction.

4.) Already there will be cost savings coming. Under state law, district employees will have to pay 1.5 percent of salary towards health care benefits when their contracts expire next year. Currently, the district's teacher and administrator salaries total \$70 million. A 1.5 percent of salary contribution towards health benefits will produce approximately \$1 million in revenue for tax relief. In addition, the board could also review stipend formulas and review the number of stipends for possible further savings. Centralizing the purchasing of

supplies and books and sharing services with other school districts and/or the two townships could provide additional savings for taxpayers. Ideas from all stakeholders should be carefully considered.

5.) A careful and fair evaluation of all programs and functions would need to occur before I would recommend any specific budget cuts. Programs and services that are underutilized would be considered first. Programs and services with small impacts on the scholastic experience of WW-P children would be considered too.

6.) After a careful and fair review of all programs and functions, I would be less likely to recommend cuts in areas that directly affect the education of WW-P students. However, with 80 percent of the school budget being contractually tied, securing fair settlements for the taxpayers and district employees will be of utmost importance.

7.) I, like many West Windsor residents, am concerned that the board is proposing more than a 2 percent tax increase. Because salaries are not exempt from the state mandated 2 percent local property tax levy cap, the 2.9-3.38 percent salary increases that the board approved last year for 2011-2012 translate into cuts that have to be made elsewhere in the budget in order to come in under 2 percent. The two exemptions to the 2 percent cap are: health benefits and pension cost increases. The increases in the district's pension and healthcare obligations are contributing factors to the tax increase. I will work collaboratively with all stakeholders to develop a fair and equitable plan to control future tax increases for the district.

8.) The district needs to have a budget surplus in case of an emergency need. The state mandate calls for a 2 percent cap on the general fund surplus, which the district uses to manage cash flow. I will encourage a long range and careful review of any general fund surplus.

9.) I have managed many budgets in my professional career. I have made hard choices about business functions and personnel, when my group no longer had the funding to support previous commitments. In many cases, I had to be resourceful: sharing functions and responsibilities with others, centralizing purchasing operations and learning how to mine data on my own, for example.

10.) I believe that communication with the community is key. I would encourage community forums, including, perhaps, an online version. I would encourage community members to attend board meetings and ask questions.

11.) One of my goals is to preserve the high quality of education, under the state's strict financial constraints. I would like to see more representation from parents and taxpayers in molding the budget and education of our children.

Scott Powell, a resident of West Windsor for five years, moved to the township to relocate for a job and chose it because of its excellent school district, and reasonable commute to his job in Iselin, and he and his wife liked the semi-rural setting.

Powell grew up in Agoura Hills, CA. His father worked as a portfolio manager in the investment management industry, and his mother had three professions — she started off as an elementary school teacher, then worked as a bank branch manager, and then was an entrepreneur, owning a successful private elementary school. Powell earned his bachelor's in mechanical engineering from Carnegie-Mellon University and an MBA from the Marshall School of Business at the University of Southern California.

Powell is a product manager for Prudential Financial. His wife, Michele, works as an operations director for a professional trade organization in New Jersey. The couple have two children: Spencer, 8, who attends second grade at Maurice Hawk Elementary; and Grant, five, who is in pre-school but will also attend Maurice Hawk next fall.

Powell has also coached boys' soccer in the West Windsor-Plainsboro Soccer Association (WWPSA).

1.) The number one issue facing our district, and others, at this time is teacher accountability. We need to implement a system where all levels of the school district, starting with the board and district administrators, strive for measurable objectives, goals and targets. When everyone targets the same objectives, and we hold them accountable, we can achieve great things.

2.) I am running for school board to make a difference and give back to the community. I want to ensure that West Windsor-Plainsboro continues to provide the best education possible by bringing some new thinking to the board. In particular, I want to look for more creative ways to cut costs and reduce the annual tax increases that we face. I will also bring the perspective of a parent with elementary school children.

3.) Most importantly, we need to improve our teacher performance. As many readers probably know, managing employees well requires a lot of time and skill. However, with dedication and effort, good coaching improves performance. We should use teacher evaluations that rely on measurable targets including student learning outcomes and student and parent satisfaction.

An equal priority should be to keep our property taxes under control, as this affects all residents of West Windsor and Plainsboro. This may be difficult to change in the short run, as the costs are driven primarily by contractually negotiated pay and benefits. Longer term, we have the opportunity to address these costs through contract negotiations that pay teachers according to effectiveness and productivity.

Finally, we need to continue to ensure that the education we provide our students stays amongst the best in the world. As we compete in a global talent race, we must strive to produce globally competitive students. This includes setting rigorous learning outcome targets for our students, and holding our teachers accountable for teaching them.

4.) The best source for savings is the general instruction category. In looking at the budget, this is not only the biggest cost category, but the fastest growing.

5.) Although I have been reviewing the budget for savings opportunities, I do not feel I understand it enough to make bold savings proclamations. There are a few things that I have noticed in the budget that I would like to understand better. For example, in the 2011-12 budget presentation, the district projects an increase in students of approximately 1.4 percent. At the same time, the cost for regular instruction is increasing 5.9 percent and benefits are increasing 3.0 percent. Why are our instructional costs rising faster than our enrollment? I was also struck by the absence of legal expenses in the budget. Do we spend money on legal costs, either as part of a service dispute or as part of contract negotiations? I'm in favor of keeping legal costs down, but zero seems improbable.

6.) Similar to my reluctance to specify our top priorities for cutting the budget, I hesitate to specify specific areas that we should avoid cutting. However, given the increasing role of

technology in our lives, I would think very carefully before cutting this area of the budget. Technology has become an integral tool in our lives, both in business increase productivity and as a collaboration tool. The district has already laid the foundation for a cutting edge education delivery platform with our infinite campus portal. Now we need to extend this platform to enable greater use of electronic learning.

7.) I admire these individuals for standing up for their principals. I agree that the district should be more thoughtful in how we spend our money each year. The spirit of the law is to provide guidance to school boards on how much to limit their annual budget increases. Although technically legal, the board should have tried harder to deliver a budget with an increase less than the 2 percent limit.

8.) The school should be very open about how it uses its funds. Without knowing the details, the idea that the district used an accounting maneuver to permit a larger tax increase seems very sneaky.

Although I think we should minimize budget surpluses, once we have a surplus, it should only be used to keep tax increases down in years where a larger increase would be inevitable. This money should be saved for an occasion when we have a true emergency.

9.) I once had an assignment to turn around a loss-making business. When I was brought in to assess the situation, this \$28 million business was losing several million dollars each year. I worked with a team to assess the drivers of the losses. By increasing expense oversight and matching capacity to volume, we were able to make the business profitable again.

10.) In talking to parents of special needs children, it appears we have an opportunity to improve our relations with these families. According to some anecdotes I have heard, the district takes a very adversarial approach to some of these families. This relationship becomes especially contentious when a parent seeks an out-of-district solution for his or her child's needs. In some cases this turns into a litigious situation. I would like to see the district take a more cooperative approach to finding solutions to these needs.

11.) I think we need to incorporate parental and student feedback into teacher evaluations. Most enterprises have opportunities to improve. Some of the best ideas for improvement come from customers. In the case of a school, the students and their parents represent the customers. I'm sure many parents and students can provide meaningful feedback on teacher performance to improve our classrooms.

## Plainsboro

Rachelle Feldman Hurwitz, a resident of Plainsboro for nearly 11 years, moved to the township in 2000 when her husband, Jerald — a commercial finance attorney for an international banking institution — relocated, and the couple wanted their children to attend a blue-ribbon school.

She grew up in Englewood and graduated from high school in Old Tappan. Her father has been a self-employed real estate broker in Bergen County for over 50 years, and her mother is the manager of the Paterson DMV.

She has a bachelor's in communications and history from Rutgers. She has two children who graduated from HS South. Her son, who has dyslexia, is graduating from Rutgers this spring, and her daughter is an artist who graduated from the School of Visual Arts in New York. She is working on a second degree in art history from Rutgers. Her oldest son is married, lives in

Maryland, and owns his own high tech security company.

She is a self-employed event planner and fundraiser specializing in corporations and nonprofits. She is the past vice president of the Walker Gordon Farm Homeowners Association Board of Trustees, Community Watch block captain, service industry contract negotiator, and project manager for WGF community.

1.) Teachers are facing a major shift in hiring, firing and benefit challenges, we should be cautious in our approach and include teachers in our discussions. As a recent graduate from Rutgers, I witnessed how our district's students arrive at college better prepared than many of their peers. I fear cut backs will diminish our district's exemplary educational system.

2.) I have been a mediator and given the state's demand re-establishing teacher's criteria for retention, I think it is imperative for teachers being intrinsically involved with their own standards. Teachers recognize testing does not prove how well they are teaching. We should welcome their input and weigh what works best for every grade level with the goal of retaining the best teachers and creating appropriate mechanisms for removal. My son has learning disabilities, therefore I recognize the need for multi-faceted teaching tools and understand first hand why all our students should achieve their potential. I took masters education class, "How to teach children with learning disabilities," of the 54 people in the class, I was the only mother learning how to help her child and the rest were teachers pursuing Masters and Phd's.

3.) Teaching standards, budget cuts in correlation to tax increases/deficits, and our AAA bond rating.

4.) The placement of solar panels on our schools at the very least would provide a savings to our district. If we are able to sell back the energy, we will earn money, offset building costs, and could provide reduction in overall facilities expenditures. We should be charging for the use of our facilities and encourage their rentals. Teaching our students how to solicit corporate funding for their extra curricular activities such as trips, sports, proms, plays, and other events, teaching them how to be their own ambassadors, thereby empowering them.

5.) Technically, there are no sacred cows while attempting to cut back on costs. We should review senior administrative salaries and evaluate their increases in context with teaching staff. We can cut facilities costs by implementing renewable sources of energy.

6.) I think we should encourage the best teachers to stay and not burden them with larger classes. Great teachers love teaching and know how to instill a love of learning in their respective areas when classes are manageable in size. Languages in a global economy are mandatory for students who are competing to get into top universities and pursuing advanced degrees. Math and sciences are integral in the 21st century, but we should not negate the importance of reading compounded with critical thinking which stimulates creativity and innovation.

7.) Fiscal conservatism without fiscal responsibility to our children is short sighted. Our children are a reflection of our community, the education they receive encourages other educated families to move into our district, and the quality of our educational system is the paradigm many districts strive to achieve. We should be cautious and deliberate in our choices.

8.) Our reserve should not be used as a source for tax relief. In simple terms, household budgets put money aside pending expenditures. Capitol funding is imperative for

maintaining our facilities and attached to our bond rating. Our district's AAA bond rating is our guarantee to lending institutions providing loans and grants for needed services, and WWPRSD is proudly amongst a handful of NJ schools retaining AAA status.

9.) As a corporate planner, I have negotiated contracts, created budgets and proudly have come in under my own budgets. Recently, I took the initiative and negotiated a service contract for my development, transitioned over 300 families from their old service providers with our new service, while making us feel like a community. We saved several hundreds of dollars individually per year and almost \$200,000 collectively.

10.) Making South a healthier environment and the first step would be retrofitting the heating/cooling system with solar energy.

11.) Transporting students to schools closer to their homes, saving money in transportation and providing quality time for students, rather than sitting on buses for extended periods of time while wasting fuel.

Alapakkam ("Mani") Manikandan, a Plainsboro resident for 12 years, moved to Plainsboro in 1999 because of the area and the excellent school district. He grew up in India, and his father was a department manager in a leading public sector telephone company in India. His mother was a homemaker.

He attended college in India, earning a bachelor's degree in engineering and a diploma in electronics and communication. He and his wife, Vasudha, a homemaker, have two children in the WW-P school district. Their daughter is a senior at North, and their son is in fifth grade at Millstone River School.

Manikandan, an IT professional, is a QA Practice Lead for a cloud solution company, Appirio Inc. An incumbent, he has served three years on the board. He was a member of the finance committee for one year and has been a member of the Curriculum Committee for two years. He has also served on the Plainsboro Recreation and Cultural Affairs Committee for two years.

He is also the treasurer and secretary for the Home Owners Association for Grande at Ashford; has coached his son's baseball team as part of the Cranbury-Plainsboro Little League; is an executive member of New Jersey Softball Cricket League that promotes the game of cricket in NJ; and is an active member of Chinmaya Mission Tri-state Center, which is a spiritual center.

1.) After being on the board for three years, I have understood that implementation of any initiative takes time and effort. Many of the initiatives that I have been involved with have just started gaining momentum. Hence, I would like to run again to provide continuity to these initiatives.

2. I am a certified project manager and have been managing projects for more than 18 years. Thus, I am experienced in balancing expectations of various stakeholders, and delivering value within budget.

Having already served on the board under both Finance and Curriculum Committees, I understand the bigger picture both from financial and curriculum-based perspectives.

3.) The most important issues facing the school district center around the theme of how we can continue to provide an excellent education in these tough economic times. As an

incumbent member, I can point at our district record of reducing per pupil spending from \$500 above state average in 2002-03 to \$1,200 below state average in 2008-09. We achieved this while our students continue to excel in all areas that they participate in, from academics to extracurricular.

One specific aspect of this issue is funding for the proposed charter school that will cost taxpayers of WW-P \$1.5 million the first year and continue to increase annually.

4. )I will continue our tradition of prudent management of taxpayer money.

I support the idea that came out of recent community forum to generate revenue through the use of our buildings.

I will try to leverage the WWP Education Foundation, which has done a great job through its grant program, to help the district in other areas.

Another area I would look at is more opportunities for shared resources, and increased efficiencies within the district.

5.) As incumbent school board member I agree with our approach to first cut areas that don't affect the students directly.

6.) The school district exists to serve students. Anything that affects the students directly would be the last area to cut. I will touch areas such as class size, availability of courses and choices outside the classroom last.

7.) For the last three years the school budget (spending) has increased by 1.6 percent, 0 percent and 1.9 percent respectively. That is a very modest increase over a three-year period while we are still adding students. The tax increase is also affected by factors beyond school board control. A substantial portion of the tax increase in the last three years is due to the loss of state aid. In the last two years the district has lost over \$11 million in state aid. An impartial look at our finances will convince taxpayers that we spend taxpayers' money judiciously.

8.) The banking of caps was disallowed several years ago under Corzine administration. The total unallocated reserve by the district is only 2 percent, less than our monthly payroll.

The district does budget conservatively to take care of any emergencies. For example, two years ago the state withheld their contribution and forced the district to either make pension contributions through our reserves or borrow from the state at exorbitant interest rates. If the district did not have sufficient reserves, the taxpayers would have been forced to pay the state for many years to come.

9.) I have been a Project Manager / Engagement Manager and P&L Head, for more than 18 years. In all these positions, I have been responsible for budgeting, and managing budgets starting from \$50K to \$10M. As the sole breadwinner for our family, I am fully aware of financial pressures faced by everyone in our community.

I have been serving as the Treasurer and Secretary for the Home Owners Association of Grande at Ashford for past several years. In this role, I have been responsible for managing the budget for the association.

During my first year on the school board, I served on the Finance Committee. During this

period, I got to understand that the school district's budget is a multi-dimensional, and complicated process, which involves union contracts, state regulations etc.

10.) I would continue to improve the process of curriculum creation and review. I would institute a continuous improvement process in this area, to ensure that our curriculum is keeping-up with the 21st century initiatives and needs.

I would continue to improve our program review for Special Education, by including this area to be part of our regular program review schedule/plan.

11.) I would try to change the public perception of what happens in the school district. Currently, the various processes, procedures and working details of a school district are not well understood by the taxpayers. Hence, several misconceptions exist in the minds of the community. I would figure out a way to get the taxpayers a better appreciation of how the school district handles various challenges, and how this is different from everything else they might be familiar with.



## **APRIL 6, 2011: COUNTDOWN TO THE VOTE**

### **What is the process used if the budget fails?**

Over the past 11 years, the West Windsor-Plainsboro Regional School District has received great support from our communities with the passage of each budget. For a budget to pass, we tally the “yes” and “no” votes in both townships and the combined results are used to certify passage of the budget. In effect, the budget could be approved in one township, defeated in another, but if the combined results show more “yes” votes than “no” votes, the budget passes.

Should the budget be defeated, township officials from West Windsor and Plainsboro meet and certify a tax levy amount. The West Windsor-Plainsboro Regional School District must provide a packet of prescribed information regarding the budget to officials in Plainsboro and West Windsor Townships upon which to base the certified levy. Though township officials could decide not to cut the tax levy, the expectation is for them to cut the tax levy and to suggest expense lines to cut or revenue lines to increase, either of which lowers the tax levy.

Though officials in Plainsboro and West Windsor Townships must certify a final tax levy amount, the Board of Education is not bound to the specific changes identified by the townships. If the district does not accept the amount cut proposed by the townships, the Board of Education can appeal to the executive county superintendent.

The date all must be certified, agreed, and communicated to interested parties is May 19, 2011.



**APRIL 7, 2011: COUNTDOWN TO THE VOTE**

	<b>COMPARATIVE PER PUPIL SPENDING - NJ DOE</b>								2002-03 thru		\$ Growth
	ACTUAL DOLLARS								2008-09	2009-10	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Average Annual % Increase	Average Annual % Increase	
East Windsor	9,824	9,924	10,483	11,314	11,760	12,830	12,825	12,458	4.5	3.5	2,634
Ewing	10,317	10,693	10,040	10,461	10,785	11,866	12,376	12,877	3.1	3.2	2,560
Hamilton	8,240	8,501	8,707	9,083	9,564	9,876	10,635	12,310	4.3	5.9	4,070
Hopewell Valley	10,552	11,545	11,810	12,055	12,588	13,783	14,301	14,648	5.2	4.8	4,096
Lawrence	9,992	10,404	10,649	11,516	12,963	13,912	14,406	14,651	6.3	5.6	4,659
Princeton	11,525	12,472	13,003	14,098	14,743	15,961	16,407	16,865	6.1	5.6	5,340
Robbinsville	8,411	-	9,048	10,436	10,399	10,112	10,478	10,881	3.7	3.7	2,470
Trenton	13,502	13,332	14,202	15,775	16,239	16,379	16,826	16,683	3.7	3.1	3,181
WWPRSD	10,534	11,154	11,122	11,302	11,533	11,609	12,048	12,373	2.3	2.3	1,839

NJ Average	10,198	10,709	11,274	11,857	12,259	12,938	13,338	NA	4.6	NA	NA
WWP highest? WWP vs State Average	4th 336	4th 445	4th (152)	6th (555)	6th (726)	7th (1,329)	7th (1,290)	7th NA	Best	Best	Best



## **APRIL 8, 2011: COUNTDOWN TO THE VOTE**

For the third year in a row, the West Windsor-Plainsboro Regional School District received the Certificate of Excellence in Financial Reporting Award from the Association of School Business Officials International. This is a very prestigious award and one that is recognized across the country; this is not a New Jersey award, but an international one.

This award represents a very significant achievement and reflects our commitment to the highest standards of school system financial reporting. As we have entered a new era in financial accountability, such an honor shows our transparency and responsibility in using taxpayer monies to support a strong, vibrant, and innovative school district.

The West Windsor-Plainsboro Regional School District Board of Education was honored with the Certificate of Excellence in Financial Reporting from the Association of School Business Officials (ASBO) International. The award, the highest offered by this organization, recognizes the district's excellence in the preparation and issuance of the Comprehensive Annual Financial Report, known as the CAFR. This important recognition reflects the district's commitment to the highest standards of school system financial reporting. The Certificate of Excellence in Financial Reporting was designed by ASBO International to recognize school districts that achieve a high standard of financial reporting. The award, a significant achievement for school district financial operations, is only conferred to school districts that have met or exceeded the standards of the program. By preparing and presenting such an excellent CAFR, the West Windsor-Plainsboro Regional School District validated the credibility of the school district's operations, measured the integrity and technical competence of the staff, and assisted in strengthening presentations for bond issuance statements.



## **APRIL 9, 2011: COUNTDOWN TO THE VOTE**

### **Q: What is my tax impact?**

**A: Plainsboro.** The proposed budget would increase the tax rate by 7.5 cents per \$100 of assessed property value. The Plainsboro tax rate would be 1.624 per \$100. For the owner of a home at the township average, the school taxes are estimated to be \$6,317. For a home at the average assessed value each year, taxes have increased at a rate of 2.4 percent per year over the past four years.

**A: West Windsor.** The proposed budget would increase the tax rate by 8.8 cents for \$100 of assessed property value. The West Windsor tax rate would be 1.429 per \$100. For the owners of a home at the township average, the school taxes are estimated to be \$7,536. For a home at the average assessed value each year, taxes have increased at an average rate of 2.25 percent per year over the past four years.



## **APRIL 10, 2011: COUNTDOWN TO THE VOTE**

### **WHERE THE CLASS OF 2010 ATTENDS COLLEGE**

**College Choices** (Number attending is based upon where final transcript was mailed.)

Albright College (1)  
Alfred College (1)  
Allegheny College (1)  
American University (3)  
Arcadia University (1)  
Arizona State University (2)  
Art Institute of Philadelphia (1)  
Ball State University (1)  
Baruch College (1)  
Bentley College (3)  
Berkeley College of Music (1)  
Binghamton University (2)  
Boston College (13)  
Boston University (13)  
Brandeis University (2)  
Brigham Young University (1)  
Brown University (3)  
Bryn Mawr College (1)  
Bucknell College (5)  
Caldwell College (1)  
California Institute of Technology (2)  
California State University, Northridge (1)  
Carnegie Mellon (6)  
Case Western Reserve (3)  
Catholic University (4)  
Chestnut Hill College (1)  
Clark University (1)  
Clarkson University (1)  
Clemson University (1)  
Coastal Carolina University (2)  
Colgate University (1)  
College of Charleston (92)  
Colorado State University (1)  
Columbia University (7)  
Cooper Union (2)

Cornell University (16)  
Culinary Institute of America (1)  
Dalhousie University (1)  
Dartmouth College (4)  
Denison University (1)  
DePaul University (1)  
Dickinson College (1)  
Drew University (2)  
Drexel University (21)  
Duke University (1)  
Elon University (1)  
Embry-Riddle-FL (1)  
Emerson College (4)  
Emory University (4)  
Evergreen State College (1)  
Fairfield University (1)  
Fairleigh Dickinson University (4)  
Fashion Institute of Technology (2)  
Ferrum College (1)  
Florida Gulf Coast University (1)  
Florida State University (1)  
Fordham University (5)  
Franklin & Marshall College (2)  
Franklin College Switzerland (1)  
Frostburg State University (1)  
George Washington University (6)  
Georgetown University (4)  
Georgia Institute of Technology (1)  
Gettysburg College (1)  
Grinnell College (1)  
Gwynedd-Mercy College (1)  
Harvey Mudd College (1)  
Haverford College (2)  
High Point University (2)  
Hobart & William Smith Colleges (1)  
Howard University (1)  
Indiana University at Bloomington (3)  
Indiana University of Pennsylvania (1)  
Ithaca College (5)  
James Madison University (9)  
John Jay College of Criminal Justice (1)  
Johns Hopkins University (6)  
Johnson & Wales (2)  
Johnson College (1)  
Julliard School (2)  
Kean University (5)  
La Salle University (1)  
Lehigh University (3)  
Lock Haven University (1)  
Louisburg College (1)  
Loyola University Maryland (2)

Marist College (2)  
Marquette University (1)  
Marshall University (1)  
Maryland Institute College of Art (1)  
Massachusetts Coll. of Pharm & Health Sci (1)  
Massachusetts Inst. of Technology (2)  
McGill University (2)  
Mercer County Community College (52)  
Michigan State University (1)  
Middlesex County Community College (2)  
Millersville Univ of Pennsylvania (1)  
Minnesota State University, Mankato (1)  
Misericordia University (1)  
Mitchell Community College (1)  
Monmouth University (2)  
Montclair State University (7)  
Moravian College (1)  
Muhlenberg College (3)  
Neumann College (1)  
New Jersey Institute of Technology (3)  
NY Conservatory for Dramatic Arts (1)  
New York Institute of Technology (1)  
New York University (25)  
North Carolina State University (1)  
Northeastern University (3)  
Northwestern University (7)  
Oberlin College (1)  
Oberlin Conservatory of Music (1)  
Ohio State University (1)  
Otis College of Art & Design (1)  
Oxford College of Emory University (1)  
Pace University (1)  
Parsons The New School for Design (1)  
Penn State-University Park (20)  
Pepperdine University (2)  
Philadelphia University (1)  
Pomona College (2)  
Pratt Institute (3)  
Princeton University (8)  
Quinnipiac University (2)  
Ramapo College on NJ (1)  
Rensselaer Polytechnic (2)  
Rhode Island School of Design (1)  
Rider University (7)  
Rochester Inst. of Technology (1)  
Rollins College (1)  
Rowan University (7)  
Rutgers-New Brunswick (126)  
Rutgers-Newark (4)  
Sacred Heart University (1)  
Saint Joseph's University (1)

Saint Michael's College (1)  
Salisbury University (4)  
Santa Clara University (2)  
Savannah College of Art & Design (1)  
Seton Hall University (5)  
Shippensburg University (3)  
South Plains College (1)  
St. Bonaventure University (1)  
St. Mary's College of Maryland (1)  
St. Vincent's College (1)  
Stevens Inst. of Technology (2)  
Stony Brook University (2)  
Susquehanna University (2)  
Swarthmore College (2)  
Sweet Briar College (1)  
Syracuse University (6)  
Temple University (3)  
Texas Southern University (1)  
The College of New Jersey (11)  
Towson University (2)  
Trinity College (2)  
Tufts University (2)  
Tulane University (1)  
United States Air Force (1)  
United States Naval Academy (2)  
University of California-Berkeley (1)  
University of California-Los Angeles (1)  
University of Chicago (4)  
University of Colorado, Colorado Springs (1)  
University of Connecticut (1)  
University of Dallas (1)  
University of Delaware (7)  
University of Hartford (1)  
University of Illinois-Urbana Champaign (3)  
University of Louisville (2)  
University of Maryland-College Park (14)  
University of Massachusetts-Amherst (4)  
University of Miami (1)  
University of Michigan (12)  
University of New Haven (2)  
University of North Carolina-Chapel Hill (1)  
University of Pennsylvania (8)  
University of Pittsburgh (7)  
University of Portland (1)  
University of Rhode Island (2)  
University of Richmond (1)  
University of the Sciences (8)  
University of Scranton (1)  
University of Southern California (4)  
University of St. Andrews (1)  
University of Northwestern Ohio (1)

University of Western Ontario (1)  
University of Wisconsin-Madison (1)  
Ursinus College (4)  
Vanderbilt University (2)  
Villanova University (2)  
Virginia Commonwealth University (1)  
Virginia Polytechnic (5)  
Wagner College (1)  
Washington and Lee University (1)  
Washington University-St. Louis (5)  
Webster University, The Netherlands (1)  
Wellesley College (3)  
Wells College (1)  
West Chester University (3)  
West Virginia University (5)  
Widener University (2)  
William Paterson University (1)  
Xavier University (1)  
Yale University (2)



## **APRIL 11, 2011: COUNTDOWN TO THE VOTE**

### **DISTRICT OVERVIEW**

Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world language, science, language arts, history, and mathematics. The district's vocal and instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. WW-P schools also provide a broad array of co-curricular and athletic programs, including extensive after-school intramurals and clubs for early adolescents.

Student achievement is one of the great rewards for support of the WW-P school district. Such accomplishment is demonstrated on standardized tests where WW-P students surpass state and national counterparts. It is a tribute to the talents of our students and teachers that we continue to have a graduation rate of almost 100 percent. Student achievement indicators reveal that high school students continue to perform at high levels. Ninety-six percent of high school students indicated that they planned to attend college or other post-secondary education. SAT scores (593/634/601) for Critical Reading/Math/Writing) are well above state (495/514/497) and national (501/516/492) averages.

The population of the school community reflects the growing trend toward pluralism in American society. Students represent major racial and ethnic groups (53 percent Asian, 36 percent White, 7 percent African American, and 5 percent Hispanic). This diversity affords students excellent opportunities for intercultural understanding and provides them with a global view of the world.

The school district commits considerable resources to the social, emotional, and ethical development as well as the intellectual and physical growth of students. Each elementary school has a full-time guidance counselor, in addition to guidance counselors who support students at grades 4 through 12. The district also employs two substance abuse counselors on the secondary level and child study teams (learning consultant, psychologist, and social worker) at every school. Students with unique learning challenges receive extensive support through Reading Recovery, Basic Skills, Bilingual/English as a Second Language, and Special Education services.

The district operates several specialized programs for students: integrated preschools for students with disabilities; full-day kindergarten for students with language/learning disabilities; expanded MD/autistic programs; kindergarten-grade 12 (through age 21) program for students with multiple disabilities including autism and cognitive disabilities; and the Academy for high school students with emotional needs.

The school district reflects the lifestyle of a community that takes pride in its continuing tradition of academic and cultural achievement. The richness of the academic program, alternative options, and extracurricular activities expands learning beyond the classroom boundaries. The schools provide an educational environment that motivates students to learn and requires them to exercise imagination and sensibility in solving problems.



## **APRIL 12, 2011: COUNTDOWN TO THE VOTE**

Check out the School District & Total Tax Rate for Plainsboro Township and West Windsor Township:

<b>Year</b>	<b>Plainsboro</b>	<b>West Windsor</b>
2009	70%	59%
2008	68%	60%
2007	70%	61%
2004	73%	62%
2003	73%	63%
2000	72%	66%



## **APRIL 13, 2011: COUNTDOWN TO THE VOTE**

*WW-P Graduates Going to College*

95 Percent

*WW-P Senior Students Taking the SAT*

91 percent

*SAT Results (Critical Reading//Math/Writing)*

District: 593/634/601

State: 495/514/497

National: 501/516/492

*ACT Results (English/Math/Reading/Science/Composite)*

District: 26.5/28.3/25.9/25.8/26.7

State: 23.1/23.6/23.2/22.4/23.2

National: 20.5/21.0/21.3/20.9/21.0

*AP Tests*

90 percent had Grades of 3 or higher, with 858 students taking 1,945 exams.

AP Scholars 2010: 123

AP Scholars with Honors: 89

AP Scholars with Distinction: 179

AP National Scholars: 35

*National Merit Scholars*

Class of 2011: Semifinalists: 43

Letters of Commendation: 125

Class of 2010 Bloustein Distinguished Scholars: 78



## APRIL 14, 2011: COUNTDOWN TO THE VOTE

The 2011-2012 budget includes \$1,250,000 funding for specific capital projects; the balance will be funded through capital reserve totaling \$4,137,160. Projects will be at all of the district schools, along with projects for technology and maintenance, total \$7,910,091; of this amount, the estimated state share is \$2,522,931. The Board of Education proposed this list to ensure that district facilities are well maintained.

<b>CAPITAL OUTLAY PROJECTS PROPOSED 2011-2012 SCHOOL YEAR PROJECT LIST</b>				
<b>SCHOOL/SITE</b>	<b>DESCRIPTION</b>	<b>ESTIMATED TOTAL COST</b>	<b>ESTIMATED STATE SHARE</b>	<b>DISTRICT SHARE</b>
DUTCH NECK	BOILER REPLACEMENT	\$ 638,800	\$ 255,520	\$ 383,280
HAWK	ROOF REPLACEMENT	\$ 196,040	\$ 78,416	\$ 117,624
WICOFF	ROOF – MAIN BUILDING	\$ 502,055	\$ 200,822	\$ 301,233
WICOFF	ROOF - MODULAR	\$ 380,750	\$ 152,300	\$ 228,450
WICOFF	BOILER REPLACEMENT	\$ 570,000	\$ 228,000	\$ 342,000
WICOFF	GYM LIGHTING REPLACEMENT	\$ 19,500	\$ 7,800	\$ 11,700
WICOFF	DRIVEWAY PAVEMENT AND CURBS	\$ 77,200	\$ 30,880	\$ 46,320
TOWN CENTER	GYM/CAFETERIA LIGHTING REPLACEMENT	\$ 82,980	\$ 33,192	\$ 49,788
MILLSTONE RIVER	ROOF WORK PODS A, C, AND D	\$ 482,768	\$ 193,107	\$ 289,661
VILLAGE	ROOF OVER AREA 1A – CORE BUILDING	\$ 844,790	\$ 337,916	\$ 506,874
VILLAGE	ROOF OVER AREA 1B – TWO STORY BUILDING	\$ 645,680	\$ 258,272	\$ 387,408
VILLAGE	CARPET	\$ 25,900	\$ 10,360	\$ 15,540
T. R. GROVER	ENTRYWAY STEEL EXTERIOR COATING	\$ 62,484	\$ 24,994	\$ 37,490
T. R. GROVER	CUPOLA REPLACEMENT	\$ 64,100	\$ 25,640	\$ 38,460
T. R. GROVER	MASONRY WALL REPAIR	\$ 84,620	\$ 33,848	\$ 50,772
HIGH SCHOOL NORTH	STAIR TOWER DOOR HARDWARE	\$ 83,280	\$ 33,312	\$ 49,968
HIGH SCHOOL SOUTH	ROOF – PHASE 1 REPLACEMENT	\$ 1,377,300	\$ 550,920	\$ 826,380
HIGH SCHOOL SOUTH	CARPET – COMMONS	\$ 169,080	\$ 67,632	\$ 101,448
	<b>SUBTOTAL</b>	<b>\$ 6,307,327</b>	<b>\$ 2,522,931</b>	<b>\$ 3,784,396</b>
TOWN CENTER	ROOF WORK MISCELLANEOUS	\$ 225,750	\$ -	\$ 225,750
WICOFF	FOLDING WALL	\$ 35,000	\$ -	\$ 35,000
MILLSTONE RIVER	CARPET POD B	\$ 60,000	\$ -	\$ 60,000
COMMUNITY	CARPET	\$ 150,000	\$ -	\$ 150,000
T. R. GROVER	ROOF REHAB	\$ 528,500	\$ -	\$ 528,500
HIGH SCHOOL NORTH	POOL FILTRATION	\$ 42,500	\$ -	\$ 42,500
HIGH SCHOOL SOUTH	POOL FILTRATION	\$ 63,000	\$ -	\$ 63,000

HIGH SCHOOL SOUTH	ACID NEUTRALIZATION TANK	\$ 70,000	\$ -	\$ 70,000
	<b>SUBTOTAL</b>	<b>\$ 1,174,750</b>	<b>\$ -</b>	<b>\$ 1,174,750</b>
DISTRICT	EQUIPMENT-DISTRICT WIDE	\$ 60,000	\$ -	\$ 60,000
DISTRICT	CARPET	\$ 88,823	\$ -	\$ 88,823
DISTRICT	SDA FEE	\$ 29,191	\$ -	\$ 29,191
TECHNOLOGY	EQUIPMENT-TECHNOLOGY UPGRADES	\$ 250,000	\$ -	\$ 250,000
	<b>TOTAL</b>	<b>\$ 7,910,091</b>	<b>\$ 2,522,931</b>	<b>\$ 5,387,160</b>



## **APRIL 15, 2011: COUNTDOWN TO THE VOTE**

The goal of our current budget process is to continue educational excellence and fiscal responsibility. Therefore, it is important to pay attention to educational excellence and the pride we have in WW-P. Here are just a few of our “proud” moments:

- Forty-three high school students were named National Merit semifinalists.
- A team from High School North competed in the Moody's Mega Math Challenge and received an Honorable Mention.
- A High School North student won a national gold medal in the Scholastic Art and Writing competition; the artwork was selected out of 180,000 works of art as one of the best in the country in the ceramics category. And, another High School North student won second place in a state-wide competition called “Clay in Mind.”
- Twenty-five high school students had works published in the literary journal, *Aspirations*.
- In the state PTA Reflections program, six WW-P students received Awards of Excellent and four students received Awards of Merit.
- The WW-P Robotics Team won the regional competition allowing them to participate in the national event.
- The High School South Academic Decathlon team won First Place in the state competition.
- The Community Middle School “We The People” team received First Place in the state competition.
- The High School South Model United Nations Club received Third Place in the nation and the High School North Model United Nations Club received Tenth Place in the nation.
- Six middle school students were accepted in New Jersey All-State Orchestra and 19 were accepted in New Jersey Central Orchestra.
- Grover Middle School MathCounts team received First Place and Community Middle School received Second Place in the state.
- State Science Olympiad Success: First Place for High School South and Community Middle School and Second Place for High School North and Grover Middle School.
- Dutch Neck Elementary School students won the Teamwork Award in FIRST Lego.
- CMS AMIGOS, students in Grades 7 and 8, raised \$3,400 for the Red Cross.
- Six Village School students selected for National Choir.

- ❑ Two Village School students were selected for “Girl Up” and met the First Lady at the White House.
- ❑ Wicoff Elementary School students made 450 lunches for the Trenton Area Soup Kitchen.
- ❑ Athletics Honors: Fall 2010 -- 5 CVC Divisional Championships, 3 Mercer County Tournament Championships, and 2 NJSIAA Championships Winter 2010-2011 -- CVC Divisional Championships, 3 Mercer County Tournament Championships ,and 2 NJSIAA Group Championships. HSN and HSS MUN teams win Best Small Delegations.

## APRIL 16, 2011: COUNTDOWN TO THE VOTE

### Budget Increases: History

#### **PERFECT INCREASES**

2010-11	0.0%
2009-10	1.6%
2008-09	4.3%
2007-08	4.3%
2006-07	3.9%
2005-06	4.6%
2004-05	4.4%
2003-04	4.3%
2002-03	5.5%
2001-02	9.8%
2000-01	6.9%
1999-00	10.1%
1998-99	8.3%
1997-98	12.2%
1996-97	5.9%
1995-96	16.0%



## **APRIL 17, 2011: COUNTDOWN TO THE VOTE**

### **School Board Candidates**

Residents of Plainsboro and West Windsor Townships will choose three Board members on April 27, 2011. On the nine-member School Board, five seats are designated for West Windsor Township residents and four seats are designated for Plainsboro Township residents. All seats are for three-year terms.

In this election year, one seat is open in Plainsboro Township and two seats are available in West Windsor Township. On April 27, 2011, polls will be open from 7 a.m. until 9 p.m. in various locations across West Windsor Township and at the Municipal Building in Plainsboro Township.



## APRIL 18, 2011: COUNTDOWN TO THE VOTE

### Review of Actual Per-Pupil Costs

District	2008-2009	2002-2003	Avg. Increase
Hopewell	\$14,301	\$10,552	5.2%
Lawrence	\$14,406	\$ 9,992	6.3%
Princeton	\$16,407	\$11,525	6.1%
<b>WW-P</b>	<b>\$12,048</b>	<b>\$10,534</b>	<b>2.3%</b>
New Jersey	\$13,338	\$10,007	4.6%

**APRIL 19, 2011: COUNTDOWN TO THE VOTE**

	<b>COMPARATIVE PER PUPIL SPENDING - NJ DOE</b>								2002-03 thru		\$ Growth
	ACTUAL DOLLARS								2008-09	2009-10	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Average Annual % Increase	Average Annual % Increase	
East Windsor	9,824	9,924	10,483	11,314	11,760	12,830	12,825	12,458	4.5	3.5	2,634
Ewing	10,317	10,693	10,040	10,461	10,785	11,866	12,376	12,877	3.1	3.2	2,560
Hamilton	8,240	8,501	8,707	9,083	9,564	9,876	10,635	12,310	4.3	5.9	4,070
Hopewell Valley	10,552	11,545	11,810	12,055	12,588	13,783	14,301	14,648	5.2	4.8	4,096
Lawrence	9,992	10,404	10,649	11,516	12,963	13,912	14,406	14,651	6.3	5.6	4,659
Princeton	11,525	12,472	13,003	14,098	14,743	15,961	16,407	16,865	6.1	5.6	5,340
Robbinsville	8,411	-	9,048	10,436	10,399	10,112	10,478	10,881	3.7	3.7	2,470
Trenton	13,502	13,332	14,202	15,775	16,239	16,379	16,826	16,683	3.7	3.1	3,181
WWPRSD	10,534	11,154	11,122	11,302	11,533	11,609	12,048	12,373	2.3	2.3	1,839
NJ Average	10,198	10,709	11,274	11,857	12,259	12,938	13,338	NA	4.6	NA	NA
WWP highest? WWP vs State Average	4th 336	4th 445	4th (152)	6th (555)	6th (726)	7th (1,329)	7th (1,290)	7th NA	Best	Best	Best



APRIL 20, 2011: COUNTDOWN TO THE VOTE

Check out the percent of total tax per township.

## The 2011-2012 Budget

### Percent of Total Tax



## **APRIL 21, 2011: COUNTDOWN TO THE VOTE**

- 1. WW-P controlled costs in the 2011-2012 budget.** We continue to tighten our belts. This year, we reduced transportation costs by having fewer bus routes; reduced costs in Special Education by expanding district programs; reduced costs with slightly larger class sizes; and reduced the number of stipends for curriculum writing, clubs, and professional development.
- 2. WW-P made some changes in the 2011-2012 budget.** We are holding steady with the reductions made in 2010-2011. For this budget, there are no major reductions in staffing. We value our student educational programs and focus on academics to keep all those valued programs and classes. We continue to review all athletics, co-curricular activities, and under-subscribed clubs and programs.
- 3. WW-P saved money in Special Services.** This year, we expanded our autistic program to the middle school level and last year we increased the number of integrated preschool programs with a program at Maurice Hawk Elementary School.
- 4. WW-P reduced staff.** To reduce expenses, we carefully studied student enrollment and class size. We reviewed all academic areas and class selections at the middle school and high school level. To contain costs, the administrative team thoughtfully reduced expenses and restructured departments, where appropriate. Today, we have fewer teachers, administrators, and support staff than one year ago.

**WW-P has a budget-to-budget increase of 1.72 percent.**

## **APRIL 22, 2011: COUNTDOWN TO THE VOTE**

Everything we do, we do for the students of WW-P. Everything we do, we tie to the 21<sup>st</sup> Century Competencies – the skills we want WW-P students to have to be productive, caring members of the global community. These skills are:

- Effective Communicator
- Collaborative Team Members
- Creative and Practical Problem Solver
- Flexible and Self-Directed Learner
- Globally Award and Responsible Student-Citizen
- Information Literate Researcher

Superintendent of schools Victoria Kniewel state, “I firmly believe that the budget before you continues to provide excellence in education by working to sustain the important programs we have in place as well as to show we are cost conscious and cost effective. And, it is important to understand what we want to accomplish for all our students. And, all these accomplishments bring us to the 21<sup>st</sup> century competencies.”

## APRIL 23, 2011: COUNTDOWN TO THE VOTE

### □ Proposed Expenses

	<b>2011-2012</b>	<b>Increase</b>
Regular Instruction	\$52,380,315	5.36%
Co-Curricular/Athletics	\$2,283,207	0.09%
Special Services	\$23,265,574	0.58%
Student Support	\$6,270,724	-0.27%
Improvement of Instruction/PD	\$2,513,800	-0.39%
Administration	\$11,251,330	0.62%
Buildings/Grounds	\$12,286,441	-0.45%
Transportation	\$8,911,890	-1.82%
Staff Benefits	\$26,275,400	3.04%
TOTAL Operating Exp	\$145,701,918	2.6%
Capital Outlay	\$1,250,000	0.00%
Adult School	\$9,286	0.00%
Grants	\$2,120,754	-4.68%
Debt Service	9,736,204	-5.95%
<b>TOTAL</b>	<b>\$158,554,925</b>	<b>1.72%</b>

## APRIL 24, 2011: COUNTDOWN TO THE VOTE

### □ Proposed Expenditures: Overview

**2011-2012 \$158.6 Million**

1.7 percent (\$2.9 M) year-to-year increase

**2010-2011 \$155.9 Million**

0.0 percent (\$0.0 M) year-to-year increase

**2009-2010 \$155.9 Million**

1.6 percent (\$2.4 M) year-to-year increase

## **APRIL 25, 2011: COUNTDOWN TO THE VOTE**

The following two letters were submitted to local newspapers and written by individual members of the Board of Education:

### **Fund Balance Letter to the Editor**

*In public meetings and letters to the editor concerning the West Windsor-Plainsboro School District's proposed 2011-2012 budget, a number of statements have been made about the district's fund balance and whether it should be used for tax relief in the upcoming year's budget.*

*As members of the Board of Education Finance Committee, we are writing to address this issue.*

*The June 30, 2010, general fund balance was slightly less than \$20 million. Encumbrances make up about \$1 million of that amount. This is money the district has already spent, but because of billing and payment cycles has not paid as of June 30, 2010. It is exactly like paying your June credit card expenses in July.*

*The next major category is the district's reserve funds, which total about \$8 million. This is money the district has set aside for specific purposes, as allowed by state regulations, particularly capital expenses, maintenance and emergencies. We will say more about the reserve funds below.*

*The remaining \$11 million is the surplus. The unrestricted portion of it is, in effect, the working capital for the district – money available to pay day to day bills and smooth over any short-term timing problems between income and expenses. By law, a school district cannot retain more than about 2% of its annual budget in this category. For WW-P, with an annual budget of over \$150 million, it is approximately \$3 million, or about one week's worth expenses.*

*That leaves approximately \$8 million of the 2009-2010 year-end surplus. This is the money that is available for tax relief and that is where it goes – every penny of it. Almost \$6 million of the June 30, 2010, fund balance was used for tax relief in the current year (2010-2011). The remaining \$2 million will be used to offset a portion of the tax levy in the upcoming year.*

*The district's reserves contain funds that are set aside for either emergency or long-term use. The largest portion is the Capital Reserve Account – money for equipment, construction, and other items that have a multi-year life. This reserve allows the district to accumulate funds for major expenses that would otherwise have to be funded in a single year's budget or through a separate debt issue. This is much like a homeowner putting aside money each year knowing that a roof replacement is in the near future.*

*There are no requirements by the state to set aside money for reserves, although the state does impose caps on the total amounts. Instead, it is left to the judgment of the local Boards of Education. Currently the WW-P school district owns about \$200 million worth of buildings*

*and equipment and has approximately \$6.3 million in capital reserves. In the budget being presented to the voters on April 27, \$4.1 million of that amount will be used to support funding of designated capital projects.*

*Another concern that has been raised recently is that the district deliberately over budgets in order to build up the year-end surplus. First, one must understand that, once established in the spring, the amount of money a school district can raise in the following year is essentially fixed. If expenses in any line item run higher than budgeted, the difference must be made up by cutting somewhere else. An unusually cold winter or spike in energy prices could mean cancellation of some spring student activities. A review of the district's financial performance in recent years will show that expenses have consistently run 3-5% below budget, with the surpluses being returned to taxpayers in subsequent years.*

*Using accumulated surplus or reserves to offset a single year's tax levy is a one-time gimmick that will affect the district's financial condition for years to come. We believe that the Board of Education's budgeting of fund balances is prudent and in the long-term interests of the residents and taxpayers of Plainsboro and West Windsor.*

## **2011-2012 Budget Letter**

*Students in our district continue to excel academically, athletically, and in the arts, and we celebrate their achievements. We ask your support for our efforts to continue to provide an excellent educational opportunity, because we believe taxpayers are receiving excellent value for their investment.*

*While enrollment over the past nine years is up 12%, administrators have been cut by 15%. Eight years ago, costs were 5% above the New Jersey state average; now the district's per pupil spending is 10% below state average.*

*Between 1996 and 2003 budget increases averaged 9.3% -- since then, they have averaged 2.9%, which is mainly due to the target set by the board in 2003 to limit increases to one point less than the increase in student population plus inflation.*

*This discipline has held in spite of a significant reduction in State aid. Two years ago, State aid to West Windsor-Plainsboro was cut by 27%; last year it was cut by another 71%. Virtually all of that aid is for extraordinary special education costs and transportation, and there is no way to reduce those mandated costs by those percentages – indeed, they continue to grow.*

*Yet by continuing a process of disciplined belt tightening, and targeting areas of greatest inefficiency, and with a modest restoration of State aid (about one fifth of what was cut over two years), we believe we have crafted a budget that maintains an excellent academic and extracurricular program that deserves your support.*

*We have been members of the West Windsor-Plainsboro Board of Education for a combined 17 years, and currently serve as President and Vice President. Based on our experience in producing ten budgets during both normal and difficult economic times, in our opinion the residents of West Windsor and Plainsboro continue to get real value for their educational spending. We believe that after a careful and objective look at our district's financial and student performance, you will agree with our opinion.*

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## **APRIL 26, 2011: COUNTDOWN TO THE VOTE**

### **WHAT IS MY TAX IMPACT?**

- **A: Plainsboro.** The proposed budget would increase the tax rate by 7.5 cents per \$100 of assessed property value. The Plainsboro tax rate would be 1.624 per \$100. For the owner of a home at the township average, the school taxes are estimated to be \$6,317. For a home at the average assessed value each year, taxes have increased at a rate of 2.4 percent per year over the past four years.
- **A: West Windsor.** The proposed budget would increase the tax rate by 8.8 cents for \$100 of assessed property value. The West Windsor tax rate would be 1.429 per \$100. For the owners of a home at the township average, the school taxes are estimated to be \$7,536. For a home at the average assessed value each year, taxes have increased at an average rate of 2.2 percent per year over the past four years.

## **APRIL 27, 2011: COUNTDOWN TO THE VOTE**

Today is the Annual School Board Election and Budget Vote. Polls in the West Windsor-Plainsboro Regional School District are open from 7 a.m. to 9 p.m. Check out the district web site ([www.wwp.org](http://www.wwp.org)) for information about the budget and to read results tonight after 10 p.m.

### **POLLING PLACES: *WEST WINDSOR***

Polling District No. 1 – Polling place at Grover Middle School, 10 Southfield Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 1 and 11.

Polling District No. 2 – Polling place at Village School, 601 New Village Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 6, 8, 12, 13, 15, and 16.

Polling District No. 3 – Polling place at High School South, 346 Clarksville Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 2, 4, 5, 7, and 10.

Polling District No. 4 – Polling place at Grover Middle School, 10 Southfield Road, Princeton Junction, New Jersey, in the School District for legal voters residing within West Windsor General District No.(s) 3, 9, and 14.

### **POLLING PLACES: *PLAINSBORO***

Polling District No.(s) 5-8 – Polling place at the Plainsboro Municipal Building for legal voters residing within Plainsboro General District No.(s) 1-12.

# West Windsor-Plainsboro Regional School District

**2011-2012 Budget Presentation**

**West Windsor Township Council  
Plainsboro Township Committee**

May 2011

# West Windsor-Plainsboro Regional School District

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## **2011-2012 Budget**

- Respected school district
- Excellent standardized test scores
- National and international student and teacher honors
- Outstanding teams and clubs
- Commitment to community service

# West Windsor-Plainsboro Regional School District

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## **2010-2011 BUDGET: ACTIONS AND REDUCTIONS**

### **Staffing Reductions**

- Teachers: 34 (including Health and elementary Computer teachers, 1 Guidance counselor at GMS, .5 counselor at CMS, and middle school lead counselors)
- Administrators: 5 supervisors
- Support Staff: 3.5 secretarial positions
- Buildings and Grounds: 105 Building and Grounds staff

# West Windsor-Plainsboro Regional School District

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## **2010-2011 BUDGET: ACTIONS AND REDUCTIONS**

### **Staffing Changes**

- \$1,000,000 of concessions from teachers and administrators associations
- Negotiated salary freeze for support staff union employees
- Salary freeze for all employees not represented by a union
- Reduction in the number of middle school teaching positions and number of coaches & programs in Athletics/co-curricular activities

# West Windsor-Plainsboro Regional School District

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## **2010-2011 BUDGET: ACTIONS AND REDUCTIONS**

### **Services Reductions**

- Reduction in capital spending from \$1.5 million to \$1.25 million
- Reduction in Central Office staff
- Reductions in school-level spending of \$250,000
- Reduction of travel, workshops, supplies, and textbooks
- Elimination of Outdoor Education & reduction in field trip funding
- Consolidation of bus routes

# West Windsor-Plainsboro Regional School District

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## **2010-2011 BUDGET: ACTIONS AND REDUCTIONS**

### **Athletics and Co-curricular Reductions**

- Shorter sports season; consolidation of Grades 7 & 8 sports program (1 team per sport); reduction of middle school and high school sports
- Reduction of travel for Athletics: CMS and GMS (98 events) and HSN and HSS (40 Events)
- No in-house tournament officials or police (Booster Club events)

# West Windsor-Plainsboro Regional School District

## Possible Changes to Budget

Action	Amount	Implications
Reduce “non-personnel” school expenditures	\$235,000	Reductions in teaching supplies; Media Center materials; funding for student participation in national competitions; Higher direct parent contributions
Reduce Support Staff	\$50,000	Potential loss of cafeteria aide positions
Reduce co-curricular activity stipends and Athletics	\$30,000	Reductions in Athletics; consider fewer activities and sports; review co-curricular offerings and stipends

# West Windsor-Plainsboro Regional School District

## Possible Changes to Budget

Action	Amount	Implications
Reduce Guidance Counselor	\$80,000	Reduction of one Guidance Counselor (increase counselor caseload) and consider restructuring within Guidance department
Reduce capital expenses	\$108,000	Reductions in Technology purchases; reduction in carpet replacement
<b>TOTAL</b>	<b>\$503,000</b>	<b>Total reductions</b>

# West Windsor-Plainsboro Regional School District

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## **2011-2012 Budget**

- We request continued support of our students.
- Please consider the strength of the WW-P program of studies, enhanced over the years by community support and involvement.
- We are a cost-effective, high-performing district.

# West Windsor-Plainsboro Regional School District

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## **2011-2012 Budget**

- WW-P Board of Education Special Meeting will be held on May 17, 2011.
- WW-P Board of Education will vote on the agreed-upon change in the general fund tax levy.

# West Windsor-Plainsboro Regional School District

**2011-2012 Budget Presentation**

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