



# **WEST WINDSOR – PLAINSBORO REGIONAL SCHOOL DISTRICT**

## **CAPACITY STUDY**

**March 19, 2018**

Respectfully Submitted by David M. Aderhold, Ed.D.



**WEST WINDSOR – PLAINSBORO  
REGIONAL SCHOOL DISTRICT  
CAPACITY REPORT**

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**SECTION 1:**

**Overview of the West Windsor – Plainsboro  
Regional School District**



## **DISTRICT OVERVIEW**

The West Windsor-Plainsboro Regional School District has served the municipalities of West Windsor Township and Plainsboro Township since its formation in 1969. In fulfilling its mission since regionalization, the District has been successful in providing school facilities and an outstanding education for our student population. The taxpayers of West Windsor and Plainsboro Townships realize a remarkable return on their investment. Students are well prepared for higher education and, in actuality, gain acceptance to the top colleges in the nation.

The mission statement of the WW-P Regional School District is: “Building upon our tradition of excellence, the mission of the West Windsor-Plainsboro Regional School District is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, and love of learning. “ Our Strategic Goal statement notes that “We believe that every individual has intrinsic worth, that embracing diversity enriches and empowers our community, and that people reach their full potential when encouraged to believe it is possible. Therefore, building upon our tradition of excellence, we will guide and support our students’ growth, empowering them to value their individual learning journeys.” There are three strategic goals: Goal 1: Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential. Goal 2: Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world. Goal 3: Recognizing that children need to balance physical, social, emotional, and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

Students in the West Windsor-Plainsboro Regional School District have extraordinary opportunities to develop knowledge and skill in world languages, 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. The District offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.

Student achievement indicators reveal that high school students continue to perform at high levels. 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-three percent of high school students indicated that they planned to attend college or other post-secondary education. SAT scores (616/ 649/622) for Critical Reading/Math/Writing are well above state (495/514/492) and national (494/508/482) averages. ACT scores (27.9/29.0/28.1/27.1/28.2) for English/Mathematics/Reading/Science/Composite are well above the state (22.7/23.3/23.5/22.5/23.1) and national (20.1/20.6/21.3/20.8/20.8) averages.

There were 45 National Merit Scholar Finalists and 47 National Merit Semifinalists, along with 143 National Merit Scholar Letters of Commendation. There were 156 Advanced Placement Scholars, 103 Advanced Placement Scholars with Honors, 252 Advanced Placement Scholars with Distinction, and 77 Advanced Placement National Scholars. WW-P had 985 students taking 2,279 Advanced Placement

examinations, with 92 percent receiving grades of 3 or higher. This profile contains the aggregate measures of both high schools, continuing to reflect on why our community continues to receive state and national recognition.

The population of the school community reflects the growing trend toward pluralism in American society. Students represent major racial and ethnic groups (66.7 percent Asian, 22.2 percent White, 5.2 Black, 4.5 percent Hispanic, and 1.2 Multiracial). Our students speak 33 languages. This diversity affords students excellent opportunities for inter-cultural understanding and provides them with a global view of the world. In order to fulfill the needs of our multicultural communities, we have made every effort to create an awareness of the many ethnic and cultural distinctions represented here. Children are taught the traditions and mores not only of their background but also those of their classmates who come from all corners of the world.

The school district commits resources to the social, emotional, and ethical development as well as the intellectual and physical growth of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at Grades 6 through 12. The district also employs substance abuse counselors for Grades 6-12 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. Specifically, WW-P offers the following:

Multiple Disabilities Programs (Cognitive Disabilities, Autism, and Other Programs)

High School North LARKS (Grades 9 through age 21); Community Middle School STARS (Grades 6-8); Millstone River School (Grades 3, 4, and 5); Town Center Elementary School (Grades K-2)

Behavior Disabilities Program

High School North Academy (Grades 9-12)

Learning and/or Language Disabilities (LLD) Programs

High School North (Grades 9-12); Community Middle School (Grades 6-8); Millstone River School (Grades 4 and 5); Village School (Grades 4 and 5); Dutch Neck Elementary School (Grades 1-3); Maurice Hawk Elementary School (Kindergarten and Grades 1-3); Town Center Elementary School (Grades 1-3); and Wicoff Elementary School (Kindergarten and Grades 1-3)

Resource Programs

In-Class and Pull-Out Replacement Programs at all schools

Preschool Disabilities Programs

Town Center Elementary School (full day); Village School (full day and half-day programs for 3 and 4 year olds)

### Integrated Preschool Programs

Village School (half-day programs for 3 and 4 year olds)

### Autism Programs

Community Middle School ACES (Grades 6-8); Millstone River School (Grades 3, 4, and 5); Town Center Elementary School (Kindergarten and Grades 1-2).

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.

### *Dutch Neck Elementary School*

Dutch Neck Elementary School, a K-3 school, is representative of the community's tremendous multicultural diversity. Dutch Neck Elementary School provides a nurturing environment where students are empowered with academic and social skills to become enthusiastic lifelong learners. This is accomplished by working in close partnership with parents and the community to provide child-centered programs that recognize and build on the unique potential of each child. The school's primary goal is to build the foundations that will sustain and promote a life of learning. Dutch Neck Elementary School provides an educational program that challenges children to learn as they participate in meaningful real-world experiences.

Dutch Neck Elementary School has been named one of the top elementary schools in New Jersey by *New Jersey Monthly*. This K-3 school has earned Star School recognition for Best Practices in Mathematics and has been recognized by *Red Book Magazine* as one of America's best schools. The strength of the school lies in the collegiality and dedication of its staff and parent community. Dutch Neck Elementary School has established open communication and high expectations for children through worthwhile programs including a variety of activities during American Education Week, poetry sharing, Jump-a-thon, Arts Festival, an interactive Literacy Festival, and many other valuable opportunities for children and their families. The school created a School Community Garden that is operated by the school's students, faculty, and families. Students learn important academic concepts through integrating the real life happenings in the school garden.

Faculty members nurture and engage students in current best practices, including responsive classroom, guided reading, application of brain research and multiple intelligences, as well as developmentally appropriate early childhood practices. The Dutch Neck Elementary School is a special place for children, parents, and faculty.

### *Maurice Hawk Elementary School*

A K-3 elementary school, Maurice Hawk School is acknowledged as a Blue Ribbon School by the U.S. Department of Education; it also has been selected for recognition in the area of educational technology through the Best Practices/STAR Program, a program sponsored by the New Jersey Department of Education.

The encouraging school atmosphere inspires the staff in promoting collegiality, becoming unified with students in learning, and integrating all subject areas so students and teachers have a more meaningful learning experience. A culturally, ethnically, and economically diverse community, Maurice Hawk Elementary School endeavors to prepare its students to live effectively in a society that will become more diverse. One of its overriding goals is to enlighten each student to the richness of cultural diversity and to encourage the student to feel pride in one's cultural uniqueness. The curriculum emphasizes literacy, language learning, mathematical reasoning, critical thinking, problem solving, and cross-cultural understanding. The hallmark of this school is a nurturing teaching staff that fosters lifelong learning skills for all students. All instructional practices are based on district curriculum, which provides for the teaching of literacy, mathematics, science, and social studies, and provides for social and emotional development.

The Hawk Garden Club is a school beautification project that maintains a Children's Garden and the butterfly and lobby garden. Grade 3 students organize a school postal service and serve as school tour guides and a welcome committee. Grade 2 students administer a recycling project by collecting paper, cans, and bottles. Grade 1 students organize a school bake sale to raise money for local charities.

#### *Town Center Elementary School at Plainsboro*

Town Center Elementary School is fortunate to be part of a diverse and multicultural community in Plainsboro. Our diversity enriches programs as well as the students' school experience. The students and staff at Town Center Elementary School, a pre-K- Grade 2 school, enthusiastically take advantage of our technology capabilities and the many resources that are available. This includes global connection via the Internet to student computers, a fully equipped computer lab, SmartBoard use in most classrooms, and an intra-school cable broadcast system. Town Center students participate in a live television news program that is broadcast three times each week. We are the proud recipients of Best Practices in Technology Award from the state of New Jersey.

Town Center Elementary School's core values -- love of learning, character development, and interpersonal relationships -- influence the teaching and learning environment throughout the school. Learning is valued and cherished as a lifelong commitment. To foster and develop this value, Town Center Elementary School provides a secure and open atmosphere that supports diversity and welcomes inquiry.

The school believes that developing positive character traits will empower students throughout their lives and staff members work closely with parents to enhance and strengthen the educational program. Also, students learn important academic concepts through integrating the real life happenings in the school garden.

The professional commitment and collegiality of our staff is a continuing strength of Town Center Elementary School. They are committed to implementing best practices in teaching and learning and to promoting the self-confidence, integrity, responsibility, and respect that support learning. The annual Fall Fest celebrates the harvest tradition and provides a meaningful opportunity for service learning. The Literacy Celebration, Science Fair, and a host of other special events and programs provide students with ways to develop their potential in many areas.

#### *John V. B. Wicoff Elementary School*

Wicoff Elementary School, built in 1919, provides K-3 students with learning experiences that foster academic, social, physical, and emotional success. The principal and staff believe there must be

cooperation and communication between family and school. The mission of the Wicoff Elementary School is to prepare its diverse community of children for their continuing educational journey, to be responsible and productive citizens, and to respect themselves and others. This is accomplished by providing a nurturing environment, developing a foundation of skills necessary for independent thinking and problem solving, and meeting individual needs through a strong partnership among students, staff, parents, and community. Wicoff Elementary School is able to take advantage of technology and the many resources it makes available including a fully equipped computer lab and global connections via the Internet. The curriculum provides students with a strong basis for lifelong learning. In this culturally rich and diverse community, students gain an understanding and respect for individual and ethnic uniqueness. At the Wicoff Elementary School, an accepting and supportive environment allows each child to grow and learn among a community of caring adults who contribute to the child's positive self-esteem. Wicoff Elementary School faculty challenge and encourage children to take risks and to strive to reach their full potential. Education at Wicoff Elementary School is a shared responsibility. The staff keeps current through a variety of professional development activities such as faculty meetings, morning share sessions, in-district workshops, local and national conferences, and graduate course work.

### *Millstone River School*

The Millstone River School hosts students in Grades 3-5 and values an environment that focuses on student developmental stages for the purpose of maximizing learning opportunities.

Students engage in serious educational projects with their classes and in individual study. The culture of the schools encourages collaboration and cooperation among students. Through discussions and activities, the Character Education Program highlights ethics, citizenship, personal integrity, and contributions to the community.

Arts and sciences combine in enabling students to learn and express their learning through multiple intelligences. Technology, art, science investigations, and physical education curricula emphasize high standards to develop students' competencies. To advance student learning, Millstone River School offer special programs. The district's outstanding instrumental and vocal music program features small group lessons and whole group performances. Parents attend their children's recitals and concerts. The language arts resource specialists work with teachers and students to develop writing skills in various genres, and differentiated instruction in Mathematics helps to better serve all students. The Media Centers in each of the schools offer over 30,000 resources for learning, as well as access to appropriate information through the Internet. Teachers work on grade-level teams to develop and maintain consistency in curriculum. A strong parent-teacher association supports the school through organized events and contributions to the entire school community. In addition, a technology program, called the "1:1 Learning Initiative," is for students in Grade 5; WW-P purchased Chromebook laptops for students to use at home and at school. The Initiative provides students with universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world.

Millstone River School has created productive, enjoyable, and humanistic environments through the cooperative efforts of Grades 3-5 faculty, staff, administration, students, and parents. The educational process in each of the grades strives to develop capable and self-confident human beings who in turn enhance a community rich in cultural diversity. Millstone River School also is home to Grade 3 students who would have attended Town Center Elementary School; the Grade 3 students follow the same academic program as the other Grade 3 students throughout the district.

### *Village School*

Village School enables students in Grades 4 and 5 to be part of an organized study environment that focuses on developmental stages for the purpose of maximizing learning opportunities.

Students engage in serious educational projects with their classes and in individual study. The culture of the schools encourages collaboration and cooperation among students. Through discussions and activities, the Character Education Program highlights ethics, citizenship, personal integrity, and contributions to the community.

Arts and sciences combine in enabling students to learn and express their learning through multiple intelligences. Technology, art, science investigations, and physical education curricula emphasize high standards to develop students' competencies. To advance student learning, Millstone River School and Village School offer special programs. The district's outstanding instrumental and vocal music program features small group lessons and whole group performances. Parents attend their children's recitals and concerts. The language arts resource specialists work with teachers and students to develop writing skills in various genres, and differentiated instruction in Mathematics helps to better serve all students. The Media Centers in each of the schools offer over 30,000 resources for learning, as well as access to appropriate information through the Internet. Teachers work on grade-level teams to develop and maintain consistency in curriculum. A strong parent-teacher association supports the schools through organized events and contributions to the entire school community. In addition, a technology program, called the "1:1 Learning Initiative" is for students in Grade 5; WW-P purchased Chromebook laptops for students to use at home and at school. The Initiative provides students with universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world.

Village School has created productive, enjoyable, and humanistic environments through the cooperative efforts of Grades 4-5 faculty, staff, administration, students, and parents. The educational process in each of the Grades 4-5 schools strives to develop capable and self-confident human beings who in turn enhance a community rich in cultural diversity.

### *Community Middle School and Grover Middle School*

Community Middle School (CMS) and Thomas R. Grover Middle School (GMS) provide a comprehensive, developmentally responsive middle school experience based on the principles of middle level education outlined in the most current middle level research. The facilities and programs are uniquely designed to promote discovery, effective interdisciplinary learning through teaming, and academic excellence. Central to our mission are the following goals: developing significant adult relationships with every student, providing a rigorous academic program, and creating opportunity for all students to explore a wide variety of offerings.

The core academic program, aligned with the Core Content Standards, consists of language arts, mathematics, science, social studies, and world language. The language arts program is integrated in its approach to literature and writing. The program is well articulated from Kindergarten through Grade 12 and promotes literacy and effective writing and oration skills. The mathematics program is theme-based, integrating hands-on, discovery-based learning, problem solving, mathematical modeling, and exploration, with skill development, thereby making mathematical concepts easier to learn and remember. The science program is based upon national and local standards and is designed to promote inquiry and critical thinking.

The hands-on, minds-on format engages students in problem-solving activities that foster scientific inquiry and understanding. Social studies deals with ancient civilizations, United States history, and world cultures to develop critical thinking about how historical events shape modern perceptions and civilizations. In the area of world language, students have a choice of learning communication and culture in German, Chinese, French, or Spanish. This comprehensive, daily program promotes language fluency.

Students discover their own particular abilities, talents, interests, and preferences through cycle courses that include instruction in technology, life skills, broadcasting and television production, art, and music. Health and physical education classes affirm the school's commitment to the concept of a healthy mind in a healthy body. Students may participate in choral, orchestra, and instrumental music programs that provide group and individual instruction. Comprehensive guidance and support services are available. The Media Center houses a collection of print, non-print, and on-line materials to support the curriculum, sustain student interest, and serve as a focal point for instruction and research. The computer technology curriculum helps students develop the research and presentation skills utilized throughout their academic program.

Students in Grades 6, 7, and 8 are part of the "1:1 Learning Initiative." WW-P purchased Chromebook laptops for students to use at home and at school. This program provides students with universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world.

#### *High School North and High School South*

West Windsor-Plainsboro High School North and High School South reflect the lifestyle of a community that takes pride in its continuing tradition of academic and cultural achievement. The richness of the academic programs, alternative options, and extracurricular activities expands learning beyond classroom boundaries. Each high school provides an educational environment that motivates students to learn and requires them to exercise imagination and sensibility in solving problems.

Approximately 3,100 high school students may choose from a program of studies that reflects a demanding and challenging curriculum. Qualifying high school seniors may elect to participate in Senior Practicum and Internship; this is designed to give students structured, supervised activities that will assist them to clarify career goals, explore career possibilities, develop employable skills, or make the transition between school and employment or further education and training.

The high schools offer state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility. West Windsor-Plainsboro High School North and High School South each offer teams in over 30 sports and sponsor various student publications, acclaimed performing groups in vocal and instrumental music, academic teams, and over 30 clubs/activities devoted to specialized interests.

Student achievement indicators reveal that high school students continue to perform at high levels. 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.

Next year, students in Grade 9 will be a part of the "1:1 Learning Initiative." We will purchase Chromebook laptops for students to use at home and at school. This program will provide students with

universal access to digital technology so students can develop the skills necessary to manage their own learning in an ever-increasing digital world.

Ninety-six percent of high school students indicated that they planned to attend college or other post-secondary education. SAT scores (612/ 639/610) for Critical Reading/Math/Writing are well above state (500/521/499) and national (495/511/484) averages. ACT scores (27.5/28.6/27.4/27.0/27.8) for English/Mathematics/Reading/Science/Composite are well above the state (22.9/23.7/23.3/22.6/23.2) and national (20.4/20.8/21.4/20.9/21.0) averages.

High school students do well on SAT Subject Area tests compared to state and national scores; highlights include English Literature: 661, 614, 599; US History: 687,614, 624; World History: 631, 616, 615; Mathematics I: 662, 625, 599; Mathematics II: 738, 703, 690; Biology E: 664, 643, 616; Biology M: 705, 670, 647; Chemistry: 728, 677, 668; and Physics: 715, 669, 667.

There were 32 National Merit Scholar Finalists and 34 National Merit Semifinalists, along with 21 National Merit Scholar Letters of Commendation. There were 157 Advanced Placement Scholars, 108 Advanced Placement Scholars with Honors, 246 Advanced Placement Scholars with Distinction, and 61 Advanced Placement National Scholars. WW-P had 1,009 students taking 2,271 Advanced Placement examinations, with 93 percent receiving grades of 3 or higher. This profile contains the aggregate measures of both high schools, continuing to reflect on why our community continues to receive state and national recognition.

The academic and cultural resources of West Windsor and Plainsboro have attracted a dedicated and highly trained instructional staff, which welcomes the challenges and excitement of a diverse student population. The high schools value their excellent student to faculty ratios. Over 50 percent of the teachers hold advanced degrees (M.A. or Ph.D.). Additionally, many faculty members serve as educational consultants or teach part-time at local colleges or universities.

The population of the school community reflects the growing trend toward pluralism in American society. Students represent major racial and ethnic groups (66.7 percent Asian, 22.2 percent White, 5.2 Black, 4.5 percent Hispanic, and 1.2 Multiracial). Our students speak 33 languages. This diversity affords students excellent opportunities for inter-cultural understanding and provides them with a global view of the world.

West Windsor-Plainsboro High School North and High School South are accredited by the New Jersey Department of Education and an excellent reputation for both high schools has been earned through the commitment of staff and students to the quality of life and learning. Both high schools are Blue Ribbon Schools and were named by *New Jersey Monthly*, *The Daily Beast*, and *US News & World Report* as top high schools in the state and nation.

**SECTION 2:**  
**INTRODUCTION, PURPOSE, AND GOALS**

# 2018 CAPACITY REPORT

## INTRODUCTION, PURPOSE, AND GOALS

<b>A</b>	<b>INTRODUCTION</b>
	We have reviewed the existing facilities and floor plan of each school.
	We have reviewed each space and confirmed the existing usage with district personnel and the administration.
	The district used both the NJDOE FES (Facilities Efficiency Standard) and a District Practice usage in our capacity study to calculate the capacity of each space and overall building.
	The District Practice and NJDOE FES capacity is defined in the Methodology section of this report.
<b>B</b>	<b>PURPOSE OF THE STUDY</b>
	The purpose of the study is to determine the student capacity of the ten schools by determining usage of each space or potential usage of each space. We hope to determine overall capacities of the schools, in conjunction with the demographic study, so that the district can evaluate the enrollment projections and make informed recommendations for facility expansion and utilization.
<b>C</b>	<b>GOALS OF THE STUDY</b>
	The goal of the study is to provide recommendations to the district on the best usage and efficiency of the schools and to assist in making informed decisions regarding facility expansion due to residential growth.
	To avoid overcrowding in schools and larger than necessary class sizes.
	To ensure resources are aligned to provide equity and excellence for all students including facilities that can support special education students in district in the least restrictive environment.
	To ensure ample educational space for current and projected students.

	To ensure that school enrollment numbers that are manageable for grade range, capacity of buildings, and programmatic needs.

# DISTRICT LANDMARKS

## SCHOOL OPENINGS/RENOVATIONS

1917	Dutch Neck Elementary School
1919	John Van Buren Wicoff Elementary School
1964	Maurice Hawk Elementary School
1969	Regionalization - Plainsboro Township joined with West Windsor Township to become the West Windsor-Plainsboro Regional School District serving students in grades K-8. The district sent its 9-12 students to Princeton High School.
1973	High School South
1975	Dutch Neck Elementary School Addition
1977	Central Office in WW Municipal Building
1981	Purchased 505 Village Road West
1986	J.V.B. Wicoff Elementary School Modular
1986	Dutch Neck Elementary School Modular
1987	Maurice Hawk Elementary School Modular
1987	Community Middle School
1989	Community Middle School Modular
1990	Upper Elementary School
1992	High School South Science Wing
1994	J.V.B. Wicoff Elementary School Addition
1995	Maurice Hawk Elementary School Library
1995	High School South Modular
1995	Village Elementary School
1996	Community Middle School Addition
1997	High School North
1998	Maurice Hawk Elementary School Cafetorium
1999	Thomas R. Grover Middle School
1999	High School North Addition
2002	Town Center Elementary School at Plainsboro
2002	J.V.B. Wicoff Elementary School Library Addition
2002	Village School Music Room
2002	J.V.B. Wicoff Elementary School Trailers Removed
2002	Upper Elementary School renamed Millstone River School; and, Village Elementary School renamed Village School
2006	J.V.B. Wicoff Elementary School Modular Renovations
2007	Maurice Hawk Elementary School Modular Renovations
2007	Dutch Neck Elementary School Addition and Modular Renovations
2007	High School North Classroom Conversion
2007	High School North Synthetic Turf Field
2007	High School South Synthetic Turf Field and Track
2008	High School South Classroom Conversion of Aux Gym
2008	High School South New Auditorium and Gym
2008	High School South Renovated Art & Music Addition
2008	High School South Addition and Renovations
2009	High School South Pool Enclosure
2010	Transportation Office Renovation
2012	High School South Athletic Field Lighting
2013	High School North Athletic Field Lighting
2015	Village School Addition/New Central Office

## WW-P SCHOOL BUILDINGS

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SCHOOL	ACRES	BUILDING Gross Square Feet
Dutch Neck Elementary School	14.245	77,168
Maurice Hawk Elementary School	20.478	78,860
Town Center Elementary School	22.89	98,000
Wicoff Elementary School	14.06	47,470
Village School	26.65	126,053
Millstone River School	38.95	142,300
Community Middle School	30.47	141,802
Grover Middle School	36.99	176,453
High School North	89.76	323,931
High School South	49.96	270,372

## **WW-P Board of Education**

### **Policy 2312 – Class Size**

The West Windsor-Plainsboro Regional School District Board of Education recognizes that class size is a contributing factor in quality education.

Recommended class sizes are:

Primary grades	18 – 20
Kindergarten – 3	Maximum suggested 25
Upper elementary grades	20 – 28
4 – 5	Maximum suggested 30
Middle grades 6 – 8	Maximum suggested 30
Secondary grades 9 – 12	Class size established according to the type of class.

It shall be the responsibility of the Superintendent to keep the Board informed of the changing needs for class groups and personnel.

## **SECTION 3:**

# **METHODOLOGY**

## METHODOLOGY

1	School capacities are measured using spaces that are “capacity generated” spaces for the grade levels for the district.
2	<p>Capacity generating spaces include general classrooms, science rooms, self-contained education rooms and other rooms which may contain students during the entire day.</p> <p>For the purpose of this study, at the elementary school and middle school, rooms are capacity generating if a room is used as a “homeroom.”</p>
3	We have used a “District Practice” and the NJDOE model capacity numbers to calculate room capacity.
	<ul style="list-style-type: none"> <li>• K-3 “District Practice” uses 20 students per general classroom, 15 students per Pre-K, 6 students per Autism classroom, 10 students per LLD classroom, 8 students per MD classroom, and 9 students per resource classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>• 4-5 “District Practice” uses 22 students per general classroom, 6 students per Autism classroom, 10 students per LLD classroom, 8 students per MD classroom, and 9 students per resource classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>• 6-8 “District Practice” uses 24 students per general classroom, 9 students per Autism classroom, 10 students per LLD classroom, 12 students per MD classroom, and 12 students per resource classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>• 9-12 “District Practice” uses 24 students per general classroom, 9 students per Autism classroom, 10 students per LLD classroom, 12 students per MD classroom, and 12 students per resource classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>• NJDOE FES (Facility Efficiency Standards) use the following:</li> </ul>
	<ul style="list-style-type: none"> <li>• 15 Students for Pre-kindergarten classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>• 21 Students for kindergarten through third grade classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>• 23 Students for fourth grade through eighth grade classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>• 12 Students for self-contained special education classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>• 24 Students for ninth through twelfth grade classrooms</li> </ul>
<b>4</b>	Create a utilization factor that is used for the entire building that provides a realistic and accurate capacity, understanding that a building is rarely at full capacity. We will use the following calculations for each school. These factors are part of the NJDOE FES models. These factors are standard in our industry and actual utilizations can vary by district.
	<ul style="list-style-type: none"> <li>• Elementary school – 90%</li> </ul>
	<ul style="list-style-type: none"> <li>• Middle School and High School – 85%</li> </ul>
<b>5</b>	A capacity of a building is a dynamic number that can change as spaces are changed to accommodate programs that are added or removed. A classroom used for third grade one year is 21, while the same room used as a “basic skills instruction” room the next year has a capacity of 0.
	Capacity is impacted by building use, district practices, and programing such as:
	<ul style="list-style-type: none"> <li>• Increased specialized instruction space</li> </ul>
	<ul style="list-style-type: none"> <li>• Class sizes or district practices</li> </ul>
	<ul style="list-style-type: none"> <li>• Grade levels assigned to rooms</li> </ul>
	<ul style="list-style-type: none"> <li>• Building scheduling</li> </ul>

**SECTION 4:**  
**TREND DATA ON OCTOBER 15<sup>th</sup>**  
**ENROLLMENT HISTORY**

	<b>Dutch Neck Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 - 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
PK			18	32	15	14	13	11	0		
K	124	180	158	150	129	134	121	147	130	112	159
1	168	167	209	186	183	173	161	162	184	172	140
2	180	190	179	211	197	187	186	161	195	204	168
3	184	200	199	190	231	199	193	195	183	215	218
Enrollment	656	737	763	769	755	707	674	676	692	703	685

	<b>Maurice Hawk Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
PK				23	27	0	0	0	7		
K	184	178	201	202	171	204	150	168	173	165	145
1	213	194	192	233	232	190	229	169	189	196	179
2	231	201	205	204	235	241	196	246	165	207	210
3	217	217	215	208	205	246	244	207	256	160	216
Enrollment	845	806	827	870	870	881	819	790	790	728	750

	<b>Town Center Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
				3	3	30	31	13	45	31	19
K	155	152	150	137	131	169	171	146	143	148	146
1	191	163	166	163	170	166	202	196	191	192	161
2	189	188	166	190	177	186	170	207	203	204	198
3	196	192	196	179	189	169	189	175	0	0	0
Enrollment	731	725	706	672	670	720	763	737	582	575	524

	<b>Wicoff Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
PK				36	34	34	35	39	12		
K	99	98	88	96	99	90	105	85	110	107	104
1	93	102	104	110	113	102	110	117	105	131	111
2	99	95	105	114	111	115	109	111	112	109	130
3	98	100	100	111	114	113	119	111	110	110	104
Enrollment	389	424	433	467	471	454	478	463	449	457	449

	<b>Millstone River Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
PK			32	24	22	24	20	27	0	0	
3									214	209	217
4	375	368	428	419	402	422	401	437	385	433	418
5	449	362	371	444	419	406	418	413	452	390	452
Enrollment	824	789	869	887	843	852	839	877	1051	1032	1087

	<b>Village Elementary School</b>										
	2007 – 2008	2008 - 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
PK					22	0	25	23	32		68
4	333	322	309	319	294	332	370	327	327	346	313
5	347	332	330	314	319	296	338	378	340	347	347
Enrollment	680	674	651	633	635	628	733	728	699	693	728

	<b>Community Middle School</b>										
	2007 – 2008	2008 - 2009	2009 - 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
6	426	419	392	382	377	388	358	407	383	397	379
7	404	414	433	403	386	362	380	362	407	380	400
8	418	412	397	444	404	366	359	368	362	403	394
Enrollment	1248	1252	1256	1229	1167	1116	1097	1137	1152	1180	1173

	<b>Grover Middle School</b>										
	2007 – 2008	2008 - 2009	2009 - 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
6	369	384	323	367	384	396	353	388	412	418	404
7	395	373	391	335	377	385	409	368	402	431	414
8	398	384	373	404	339	398	392	407	374	415	449
Enrollment	1184	1182	1150	1106	1100	1179	1154	1163	1188	1264	1267

	<b>High School North</b>										
	2007 – 2008	2008 - 2009	2009 - 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
9	370	409	404	407	425	389	355	348	347	346	389
10	405	355	406	419	408	425	382	352	342	340	347
11	375	392	412	408	409	400	418	378	331	349	345
12	322	356	391	361	422	409	407	420	367	352	367
Enrollment	1472	1559	1613	1595	1664	1623	1562	1498	1387	1387	1448

	<b>High School South</b>										
	2007 – 2008	2008 - 2009	2009 - 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 - 2014	2014 - 2015	2015- 2016	2016 - 2017	2017 – 2018
9	405	410	410	388	423	370	411	397	413	373	419
10	392	406	401	407	401	431	370	408	403	409	377
11	415	384	350	407	416	400	432	366	410	408	405
12	412	402	399	412	402	404	398	432	359	409	400
Enrollment	1624	1602	1607	1614	1642	1605	1611	1603	1585	1599	1601

District Enrollment	9653	9750	9875	9842	9817	9765	9730	9672	9575	9618	9712
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**SECTION 5:**  
**PROJECTED RESIDENTIAL GROWTH**

## New Residential Growth – Projected as of March 2018

Property	Approval/Status	Estimated Timeline/Notes	# of Units	Types of Units	# of Projected Students	Sending Path - Elem.	Sending Path - Upper Elem.	Sending Path - MS	Sending Path - HS
<b>Woodstone (Princeton Theological Seminary)</b>	Site Plan submitted	Plans submitted for site plan approval on September 2017. Planning Board would be next step. Anticipated students for Spring 2020	443 Apartments	Apartments	372	MH	Vil	GMS	HSS
<b>Maneely Property (Toll Brothers)</b>	Approved	Under construction. Permits approved. 12 - 18 months. Tentative completion Fall 2018 - January 2019.	51 Townhouses and 40 Apartments	Apartments and Townhouses	50+	MH	Vil	GMS	HSS
<b>Maneely Property (Toll Brothers)</b>	Approved	100% of funding received by Federal Govt. Plans being submitted soon. Breaking ground in Spring 2018. Spring 2019 - Fall 2019.	72 Project Freedom (similar project in Hopewell - student yield 58)	Apartments and Townhouses	50+	MH	Vil	GMS	HSS

<b>Ellsworth Center</b>	Approved	Approvals granted but not currently underway. Anticipated Fall 2018.	20 Apartments	Apartments	12	MH	Vil	GMS/CMS	HSS/HSN
<b>Princeton Ascend (next to Rite Aid on 571)</b>	Approved	TBD. Approvals granted but no tentative date.	17 Apartments	Apartments	11	MH	MRS	GMS	HSS
			<b>West Windsor</b>	<b>SUBTOTAL</b>	<b>495</b>				
<b>Forrestal Village (Plainsboro)</b>	Approved	Approval granted but no groundbreaking has occurred. Impact to district TBD.	20 studio, 229 one-bedroom, 135 two-bedroom and 10 three-bedroom (394 Total)	Apartments and Commercial	58	WC	MR	CMS	HSN
			<b>Plainsboro</b>	<b>SUBTOTAL</b>	<b>58</b>				
			<b>WW-P</b>	<b>TOTAL</b>	<b>553</b>				
<b>Garden Homes (Lowe's Center) (WW)</b>	COAH Application	Potential Impact 2021	650 (25% COAH); 4 Buildings / 4 Phases Possible	Apartments	546	MH	Vil	GMS	HSS
<b>Thompson Property (WW)</b>	COAH Application	Potential Impact 2021	179 Townhomes	Townhomes	150	DN	Vil	GMS	HSS

<b>Bear Brook Homes</b>	Planning Board 2.7.18		7 Single Family Homes, 3 Townhomes	SFH, Townhomes	0	TBD	TBD	TBD	TBD
<b>Dey Road (Place at Plainsboro)</b>	COAH	Potential Impact September 2019/January 2020	100 Apartments	Apartments	84	TC	MR	CMS	HSN
<b>Ellsworth Center II (400 Steps) (WW)</b>	Litigation settled	Potentially 100 apartments.	Utilization not determined.	TBD	0	TBD	TBD	TBD	TBD
				<b>SUBTOTAL</b>	<b>780</b>				
<b>Transit Village (WW) - (Also Known as District 1)</b>	TBD	Recent activity and discussion. Anticipated as a component of the WW Township COAH settlement. Students anticipated Sept. 2020/2021	800 Apartments	Apartments and Commercial	16 - 80 (2% - 10%); 224 (.28 Windsor Haven); 320 (.4 Canal Point)	MH	Vil.	GMS	HSS
<b>Howard Hughes Property (WW)</b>	TBD	TBD	1,976 (927 Apartments, 353 Town Houses, 460 Single Family Homes, 236 Age-Restricted)	Mixed-Use; Residential and Commercial	TBD	TBD	TBD	TBD	TBD

				<b>SUBTOTAL</b>	<b>16 - 80; 224 - 320</b>				
<b>TOTAL</b>					<b>1325 - 1629</b>				

# Historical Demographic Yield's by Housing Type

## Formula for Single Family Homes, Condominiums, Townhouses and Apartments

As per the WW-P 2012

### Demographic Study

West Windsor		Low Range	Average	High Range	
Single Family Homes			.73		
Condominiums and/or Townhouses		.18	.50	.85	
Apartments		.37	.52	.74	

### Demographic Study: West Windsor:

#### Single Family Homes:

- Homes built in the late 1990's to mid -2000s ranged between 1.03 – 1.29 children per home.
  - o Average student yield in Single Family Homes = .73

#### Apartments:

- Average yield is 0.52, range is 0.37 – 0.74

Plainsboro		Low Range	Average	High Range	
Single Family Homes			.88		
Condominiums and/or Townhouses		.23	.49	.93	
Apartments		.18	.24	.50	

## **Demographic Study: Plainsboro:**

- Township is substantially at full residential build-out.

### **Single Family Homes**

- Average student yield in Single Family homes is at 0.88.
- Homes built in the late 1990's to mid-2000's ranged between 1.05 – 1.31 children per home.

### **Apartments:**

- Average yield is 0.24, range is 0.18 – 0.50
- Townhouse average yield is 0.49, range is 0.23 – 0.93.

## Formula for Condominiums, Townhouses and Apartments

Stan Katz, Ph.D.

	# of Units Proposed	Low Range	# of Students	High Range	# of Students
Condominiums and/or Townhouses, and developments that contain Affordable housing Units		.35		.7	
Condominiums and/or Townhouses, and does not contain Affordable housing Units		.3		.5	
Apartments, and developments that contain Affordable housing Units		.3		.5	
Apartments and does not contain Affordable housing Units		.2		.2	

- “If the development is expected to include amenities which would lead to its being classified as “child friendly,” use the higher end of the stated range; if the amenities are such that one would not classify the development as “child friendly,” use the lower end of the range.”
- “Child-friendly” requires a judgment based on the following factors:
  - Playgrounds
  - Swimming Pools
  - Tennis Courts
  - East or West of US Route 1
  - Within walking distance to elementary school

## **Council on Affordable Housing**

Impact of West Windsor and Plainsboro's Affordable Housing Obligation.

**March 11, 2015**

*The below segments are taken from the following article:*

<http://www.njspotlight.com/stories/15/03/11/coah-is-history-supreme-court-declares-troubled-state-agency-moribund/>

### **NJ Supreme Court removes jurisdiction over affordable housing from executive branch in clear victory for housing advocates**

The NJ Supreme Court declared New Jersey's affordable housing process "nonfunctioning," and removed from the executive branch jurisdiction over low- and moderate-income housing and sent it back to the courts, giving a clear victory to housing advocates.

This significant order comes 40 years after the court's first decision establishing the so-called Mount Laurel doctrine, which holds that municipalities must provide their "fair share" of affordable housing, and in some ways turns back the clock to that time period, when individuals, developers, and advocates had to sue to prevent municipalities from blocking this type of housing through zoning laws.

The "Supreme Court ruling stripping COAH of its power in the affordable-housing process and transferring it back to the courts is a sad, but necessary, day for New Jersey," said Peter Reinhart, director of the Kislak Real Estate Institute at Monmouth University and a 1993-2004 COAH member. "Since 2004, the process for providing affordable-housing opportunities has been mired in the failure of COAH to abide by the constitutional requirements and the delays caused by litigation in attempting to force COAH to act properly. Today's decision will result in more litigation, but this time the judicial decisions on a town-by-town basis will result in enforceable plans to create affordable housing."

And if municipalities do not comply, they could be forced to allow more housing units at greater density under the "builder's remedy" the Supreme Court allowed under its second Mount Laurel ruling.

COAH clearly missed a court-imposed November 2014 deadline for adopting new rules. Since its former rules regarding housing obligations expired in 1999, "COAH has failed twice to adopt updated regulations," the decision noted.

"Due to COAH's inaction, we agree that there no longer exists a legitimate basis to block access to the courts," LaVecchia wrote. "Parties concerned about municipal compliance with constitutional affordable housing obligations are entitled to such access, and municipalities that believe they are constitutionally compliant or that are ready and willing to demonstrate such compliance should be able to secure declarations that their housing plans and implementing ordinances are presumptively valid in the event they later must defend against exclusionary zoning litigation."

The ruling, which takes effect in 90 days, gives a detailed description of how the new process, meant to be similar to what the FHA had created, is to work. The process is complex and somewhat different

depending on whether a municipality had already been approved by COAH -- about 60 communities -- or was working under the council's rules. About a third of municipalities had not submitted to COAH's jurisdiction and were already subject to -- and will continue to be subject to -- a court-ordered builder's remedy if sued for exclusionary zoning practices.

For the first 30 days, from about mid-June until about mid-July, municipalities working with COAH will be able to go to court to seek a ruling that a housing plan that had already received COAH approval or a new plan meets its Mount Laurel obligation. While the court is reviewing a plan, a municipality will have immunity from being sued. If the court deems its plan meets its constitutional obligation, it will continue to enjoy protection. Those that do not, however, will be subject to builder's remedy lawsuits and could be ordered to accept higher-density development -- usually four market rate units for every affordable unit.

Those numbers could be large, but there's no easy way to count them on a statewide basis. The rules COAH proposed and failed to adopt last year had included a 22,000-unit prior-round obligation, 31,000 new homes and the rehabilitation of 63,000 existing units. But Fair Share contended those rules substantially undercounted the need.

### **January 18, 2017**

*The below segments are taken from the following article:*

<https://www.northjersey.com/story/news/new-jersey/2017/01/18/nj-supreme-court-ramps-up-towns-affordable-housing-obligations/96712760/>

### **N.J. Supreme Court: Towns must have affordable housing**

In a decision that could reshape hundreds of communities, the New Jersey Supreme Court ruled Wednesday that municipalities must allow the development of affordable housing for poor and middle-class families whose needs were ignored for more than 16 years.

The state's top court voted 6-0 to reject arguments advanced by several towns, Governor Christie's administration and the League of Municipalities, who said local governments faced no legal requirement to provide affordable housing for poor and middle-class families during a period spanning from 1999 to 2015.

The ruling — and dozens of recent settlements negotiated separately by towns — are likely to spur the development of tens of thousands of affordable housing units in New Jersey over the next decade. But it is unclear exactly how many. Estimates vary widely and the Supreme Court did not settle that issue Wednesday.

The Fair Share Housing Center, a nonprofit that argued on behalf of poor and middle-class families, said towns would have been able to avoid up to 60 percent of their affordable housing obligations over the next decade if the court had ruled the other way, leading to more racially and economically segregated communities.

"This ruling means that thousands of lower-income and minority families will be given the opportunity to live in safe neighborhoods, send their children to good schools and work at jobs where they live instead of traveling

hours commuting each day," said Colandus Francis, chairman of Fair Share Housing Center's board and an official with the Camden chapter of the NAACP.

Michael Cerra, assistant executive director of the League of Municipalities, said the ruling raised more questions than answers and would generate more litigation in the lower courts as experts try to decipher how many affordable housing units must now be built. But the justices also attempted to "forge a compromise" on Wednesday, he said, because they rejected some arguments from the Fair Share Housing Center and, as a result, municipalities' obligations will not increase as much as some housing advocates wanted.

In a decision written by Justice Jaynee LaVecchia, the high court once again reaffirmed its commitment to a series of landmark housing rulings in the Mount Laurel cases that date to 1975. The New Jersey justices for decades have said that the state's poorest residents have a right to affordable housing opportunities in their communities and that towns must allow a reasonable level of development.

Enforcing the court's housing decisions, however, has been a haphazard process. Suburban towns have resisted the Mount Laurel rulings over decades of follow-up litigation. The state Council on Affordable Housing, or COAH, which was created to oversee the program statewide in 1985, has been famously broken for years and stopped issuing rules in 1999.

The Supreme Court ruled in 2015 that the delays had gone on too long; it ordered towns to sidestep COAH and go directly to trial court judges to settle affordable housing disputes.

But then the question became what to do about housing needs that went unfulfilled from 1999 to 2015, the period during which COAH was paralyzed. LaVecchia wrote that the court would "waste no time" settling that question. The state constitution requires municipalities to provide affordable housing for the "gap period," she wrote.

"The Mount Laurel constitutional affordable housing obligation did not go away," LaVecchia wrote.

"Attending to that need is part of the shared responsibility of municipalities," she added later. "We hold that towns are constitutionally obligated to provide a realistic opportunity for their fair share of affordable housing for low- and moderate-income households formed during the gap period and presently existing in New Jersey."

### **March 8, 2018**

*The below segments are taken from the following article:*

<http://www.njbiz.com/article/20180308/NJBIZ01/180309838/judge-upholds-affordable-housing-rules-affecting-west-windsor-princeton>

### **Judge upholds affordable housing rules affecting West Windsor, Princeton**

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Mercer County Judge Mary Jacobson has issued a ruling that finding that West Windsor and Princeton must meet certain fair housing obligations.

Jacobson's ruling effectively creates a standard for more than 100 towns throughout New Jersey still looking to reach affordable housing settlements. The ruling follows a 2015 decision by the state **Supreme Court**, which declared the Council on Affordable Housing defunct and transferred the enforcement of fair housing laws to the trial courts.

Additionally, Jacobson's ruling coincides with another state Supreme Court ruling, which said municipalities in New Jersey must factor "gap-years" of 1995-2015 in calculating affordable housing needs.

"Judge Jacobson's decision recognizes the very substantial need for homes for working families and people with disabilities in New Jersey," said Kevin Walsh, executive director of the **Fair Share Housing Center**, in a March 8 statement on Jacobson's ruling.

"This ruling sends a strong message to any town still seeking to exclude working families that they won't succeed," Walsh said. "While we are still examining the impact of this decision and disagree with some of the ruling, this decision is the latest development in a process that is laying the groundwork for tens of thousands of new homes to address New Jersey's housing affordability crisis."

The ruling applies directly to Princeton and West Windsor, which do not have a fair housing settlements in place. This latest judicial decision marks a victory for the Fair Share Housing Center, plaintiff in the suit against Princeton and West Windsor.

According to Fair Share Housing—a non-profit advocate for low- and moderate-income housing—the ruling is likely to have broad implications for other municipalities.

"Judge Jacobson's decision will give opportunities for thousands of lower-income and minority families to move into safe neighborhoods, send their children to good schools, and work at jobs where they live instead of traveling hours commuting each day," Walsh said. "The exclusionary policies that will fall as a result of this ruling harm our whole state, especially African American and Latino communities."

### **March 8, 2018**

*The below segments are taken from the following article:*

<https://planetprinceton.com/2018/03/08/breaking-news-judge-rules-on-princeton-and-west-windsor-affordable-housing-unit-obligations/>

#### **Judge rules on Princeton and West Windsor affordable housing unit obligations (updated)**

Mercer County Superior Court Judge Mary Jacobson today issued a ruling on the number of affordable housing units Princeton and West Windsor must build.

Under the order, Princeton is required to build 753 new affordable units. West Windsor is required to build 1,500 new affordable units. The units must be built by 2025.

Both towns will receive credits for affordable homes built from 1999 to the present.

Both Princeton and West Windsor must submit compliance plans to the court in June. A compliance hearing is scheduled for July 24.

Affordable housing advocates characterized the ruling as a major victory for New Jersey families and said the decision recognizes the extent of the state's housing affordability crisis and affirms that towns must meet fair housing needs totaling more than 150,000 units.

In the 217 page ruling, Jacobson rejected many of the arguments a group of towns was using to artificially reduce their housing obligations. The court's ruling follows a series of unanimous New Jersey Supreme Court decisions beginning in 2015 that ended a 16-year bureaucratic logjam in Trenton that was preventing proper enforcement of these laws. The justices turned over enforcement of our fair housing laws, known as the Mount Laurel doctrine, over to the trial courts.

"Judge Jacobson's decision recognizes the very substantial need for homes for working families and people with disabilities in New Jersey," said Kevin Walsh, executive director of the Fair Share Housing Center. "This ruling sends a strong message to any town still seeking to exclude working families that they won't succeed. While we are still examining the impact of this decision and disagree with some of the ruling, this decision is the latest development in a process that is laying the groundwork for tens of thousands of new homes to address New Jersey's housing affordability crisis."

Jacobson's ruling applies to Princeton and West Windsor, which do not have fair housing settlements in place. The decision may impact more than 100 municipalities that have not settled. More than 190 municipalities have already reached settlements that affordable housing advocates say will expand opportunities for families to live in safe neighborhoods, close to good schools and jobs.

Towns that have already reached settlements – including Hamilton, Ewing, Hopewell, Mount Laurel, Woodbridge, Edison, Metuchen, and Bridgewater – have pledged to pursue the redevelopment of vacant strip malls, office parks and industrial sites into new communities and revitalize the state's many historic downtowns by increasing access to transit, according to Fair Share Housing. They have also pledged to work with local non-profits seeking to build new homes that will allow people with disabilities to receive the support they need to live near their friends and family.

"This ruling is a victory for lower-income and minority families across New Jersey," Walsh said. "Judge Jacobson's decision will give opportunities for thousands of lower-income and minority families to move into safe neighborhoods, send their children to good schools, and work at jobs where they live instead of traveling hours commuting each day. The exclusionary policies that will fall as a result of this ruling harm our whole state, especially African American and Latino communities."

Jacobson rejected many of the claims made in a report by Philadelphia-based Econsult Solutions Inc., which was hired by a group of towns come up with figures for the towns' obligations. Towns relying on the Econsult study argued that the state's fair housing need should be less than 80,000 homes. They relied on demonstrably false assumptions and legal trickery in trying to make tens of thousands of working families, seniors and those with disabilities disappear – while pushing for policies that would cement racial segregation.

"Today's decision demonstrates that towns which continue to resist the New Jersey Constitution's fair housing requirements will not be rewarded for further obstruction and delay, Walsh said. "We expect there will be more settlements but are prepared to go to trial again to ensure that every town in New Jersey is following the Constitution and putting plans in place that finally provide the homes that New Jersey families have been waiting for."

Fair Share has not yet made a decision regarding whether it will appeal aspects of Judge Jacobson's decision that it contends are not correct.

<b>Subdivision/Developer</b>	<b>Number of Units</b>	<b>Affordable Housing Obligation</b>	<b>Assumed % of Affordable Housing</b>	<b>Notes</b>
<b>American Properties (Thompson Property)</b>	<b>179</b>	<b>45</b>	<b>.25</b>	<b>Townhomes</b>
<b>Lowes Center – Garden Homes</b>	<b>650</b>	<b>155</b>	<b>.25</b>	<b>Apartments</b>
<b>Transit Village (District 1)</b>	<b>800</b>	<b>100</b>	<b>.122</b>	<b>Apartments</b>
<b>Four Hundred Steps</b>	<b>100</b>	<b>20</b>	<b>.2</b>	<b>Apartments</b>
<b>Woodstone</b>	<b>443</b>	<b>89</b>	<b>.2</b>	<b>Apartments</b>
<b>Toll Brothers</b>	<b>91</b>	<b>6</b>	<b>.1</b>	<b>51 Townhomes , 40 Apartments</b>
<b>Project Freedom</b>	<b>72</b>	<b>72</b>	<b>1.0</b>	
<b>Bear Brook Homes</b>	<b>10</b>	<b>2</b>	<b>.2</b>	<b>7 Homes, 3 Townhomes</b>
<b>Princeton Ascend</b>	<b>17</b>	<b>3</b>	<b>.2</b>	<b>Apartments</b>
<b>Ellsworth Center</b>	<b>24</b>	<b>6</b>	<b>.25</b>	<b>Apartments</b>
<b>SUBTOTAL</b>	<b>2386</b>	<b>498</b>		
<b>Assumed approximately 600 credits (900 remaining)</b>	<b>1608</b>	<b>402</b>	<b>.25</b>	
<b>Remaining COAH need 900 – 518 = 382</b>				
<b>TOTAL (ESTIMATED)</b>	<b>3994</b>	<b>900</b>		

## **POTENTIAL IMPACT OF COAH DECISION**

<b>AFFORDABLE HOUSING OBLIGATION WEST WINDSOR</b>	<b>TOTAL UNITS</b>	<b>YIELD</b>	<b>POTENTIAL NUMBER OF STUDENTS</b>
900	3994	.4	1598
900	3994	.58	2316
900	3994	.81	3235

**SECTION 6:**

**OVERVIEW OF WW-P**

**CAPACITY**

# Overview of Capacity Calculations

## Terminology:

There are two capacity calculation methods, called "*FES Capacity*" and "*District Practices Capacity*," that were used to assess existing and proposed school capacity in accordance with the FES and District program delivery practices.

***Facility Efficiency Standards (FES) Capacity*** - *FES Capacity* only assigns capacity to pre-kindergarten (if district-owned or operated), kindergarten, general and self-contained special education classrooms. No other room types are considered to be capacity-generating. Class size is based on the FES and is prorated for classrooms that are sized smaller than FES classrooms. FES Capacity is most accurate for elementary schools, or schools with non-departmentalized programs, in which instruction is "homeroom" based. This capacity calculation may also be accurate for middle schools depending upon the program structure.

***District Practice Capacity*** - allows the District to include specialized room types in the capacity calculations and adjust class size to reflect actual practices. This calculation is used to review capacity and enrollment coordination in middle and High schools.

A capacity utilization factor in accordance with the FES is included in both capacity calculations. A 90% capacity utilization rate is applied to classrooms serving grades K-8. An 85% capacity utilization rate is applied to classrooms serving grades 9-12.

School	Total Enrollment (March 1, 2018)	Total District Classroom Capacity	District Utilization Capacity	Capacity %
Dutch Neck Elementary School	685	637	573	119.48%
Maurice Hawk Elementary School	762	678	610	124.88%
Town Center Elementary School	535	573	515	103.74%
Wicoff Elementary School	438	430	387	113.18%
Millstone River Elementary School	1095	1054	989	115.43%
Village Elementary School	740	771	694	106.64%
Community Middle School	1173	1272	1081	108.49%
Grover Middle School	1275	1224	1040	122.55%
High School North	1447	1996	1697	85.29%
High School South	1605	1968	1673	95.95%

	<b>DN</b>	<b>MH</b>	<b>TC</b>	<b>Wicoff</b>	<b>TOTAL COMBINED</b>
<b>March 1, 2018 Enrollment</b>	<b>685</b>	<b>762`</b>	<b>535</b>	<b>438</b>	<b>2420</b>
<b>Total Classroom Capacity</b>	<b>637</b>	<b>678</b>	<b>573</b>	<b>430</b>	<b>2318</b>
<b>90% Utilization Rate</b>	<b>573</b>	<b>610</b>	<b>516</b>	<b>387</b>	<b>2086</b>
<b>% of District Capacity</b>	<b>119.48%</b>	<b>124.88%</b>	<b>103.74%</b>	<b>113.18%</b>	<b>117.44%</b>
<b>FES Total Classroom Capacity</b>	<b>678</b>	<b>720</b>	<b>630</b>	<b>453</b>	<b>2481</b>
<b>FES 90% Utilization Rate</b>	<b>610</b>	<b>648</b>	<b>567</b>	<b>408</b>	<b>2233</b>
<b>FES Percent of Capacity</b>	<b>112.26%</b>	<b>117.50%</b>	<b>94.36%</b>	<b>107.43%</b>	<b>108.37%</b>

	<b>Village</b>	<b>Millstone River</b>	<b>TOTAL COMBINED</b>
<b>March 1, 2018 Enrollment</b>	<b>740</b>	<b>1095</b>	<b>1835</b>
<b>Total Classroom Capacity</b>	<b>771</b>	<b>1054</b>	<b>1825</b>
<b>90% Utilization Rate</b>	<b>694</b>	<b>949</b>	<b>1643</b>
<b>% of District Capacity</b>	<b>106.64%</b>	<b>115.43%</b>	<b>111.68%</b>
<b>FES Total Classroom Capacity</b>	<b>819</b>	<b>1114</b>	<b>1933</b>
<b>FES 90% Utilization Rate</b>	<b>737</b>	<b>1003</b>	<b>1740</b>
<b>FES Percent of Capacity</b>	<b>100.39%</b>	<b>109.22%</b>	<b>105.45%</b>

	<b>CMS</b>	<b>GMS</b>	<b>TOTAL COMBINED</b>
<b>March 1, 2018 Enrollment</b>	<b>1173</b>	<b>1275</b>	<b>2448</b>
<b>Total Classroom Capacity</b>	<b>1272</b>	<b>1224</b>	<b>2496</b>
<b>85% Utilization Rate</b>	<b>1081</b>	<b>1040</b>	<b>2121</b>
<b>% of District Capacity</b>	<b>108.49%</b>	<b>122.55%</b>	<b>115.41%</b>
<b>FES Total Classroom Capacity</b>	<b>1224</b>	<b>1176</b>	<b>2400</b>
<b>FES 85% Utilization Rate</b>	<b>1081</b>	<b>1000</b>	<b>2081</b>
<b>FES Percent of Capacity</b>	<b>112.75%</b>	<b>127.55%</b>	<b>117.6#%</b>

	<b>NORTH</b>	<b>SOUTH</b>	<b>TOTAL COMBINED</b>
<b>March 1, 2018 Enrollment</b>	<b>1447</b>	<b>1605</b>	<b>3052</b>
<b>Total Classroom Capacity</b>	<b>1996</b>	<b>1968</b>	<b>3964</b>
<b>85% Utilization Rate</b>	<b>1697</b>	<b>1673</b>	<b>3370</b>
<b>% of District Capacity</b>	<b>85.29%</b>	<b>95.95%</b>	<b>90.56%</b>
<b>FES Total Classroom Capacity</b>	<b>1996</b>	<b>1968</b>	<b>3964</b>
<b>FES 85% Utilization Rate</b>	<b>1697</b>	<b>1673</b>	<b>3370</b>
<b>FES Percent of Capacity</b>	<b>85.29%</b>	<b>95.95%</b>	<b>90.56%</b>

	<b>NORTH</b>	<b>SOUTH</b>
<b>Building Square Footage</b>	<b>323,931</b>	<b>270,372</b>
<b>General Classrooms</b>	<b>44</b>	<b>47</b>
<b>Science Labs</b>	<b>12</b>	<b>12</b>
<b>Physical Education</b>	<b>2</b>	<b>2</b>
<b>Art Rooms</b>	<b>2</b>	<b>3</b>
<b>Music Rooms</b>	<b>3</b>	<b>3</b>
<b>Other Rooms</b>	<b>27</b>	<b>19</b>
<b>Total Instructional Locations</b>	<b>90</b>	<b>86</b>

## **Historical Review of Capacity**

### **2004 Capacity Report**

In 2004 under the direction of Assistant Superintendent Jon Cosse the district conducted a review of building capacities. The Capacity Committee Report from 2004 stated,

It must be noted that educational specifications reflect the “programmatic nature of the courses offered at both high schools, and for that given time.” Since building capacity is directly influenced by the regular and special classroom programs offered, it is understandable that some confusion may exist about building capacity.

The 2004 report provided a comprehensive understanding of “Calculating Capacity.”

“The Committee understands that the capacity of a given school building is not found in the simple addition of classroom seats or chairs. (Such an oversimplification would ignore the educational programming as well as the ability of the core facility to handle physical education stations, lunch, library, and specialized programs that need basic “large population” space).”

“The educational program of the school determines, in large measure, the capacity of a school.”

“The so-called “old formula” utilized by state officials, is as follows: add all of the rooms for classroom use, multiply by the number of students per room, use non-classroom areas if there is seating, and finally multiply this sum by 85 percent. The 85 percent considers that all of the rooms are utilized 85 percent of the school day. (If students were assigned to all of the rooms for every period of the day, you would be at 100 percent capacity).”

“Example: High School X has 75 rooms.  $75 \times 25 = 1,950$  students  $\times 85\% = 1,658$ , which would be the functional capacity of HS X.”

# WEST WINDSOR - PLAINSBORO REGIONAL SCHOOL DISTRICT

<b>Buildings</b>	<b>Building Square Footage</b>	<b>Enrollment 10.15.17</b>	<b>School Building Capacity (Cosse Report 2004)</b>	<b>Recalculate d School Building Capacity (Cosse Report 2004)</b>	<b>NJDOE Functional Capacity per the Educational Facilities and Construction Financing Act (EFCFA)</b>	<b>Long Range Facilities Plan Final Determination Letter (Nov. 2011)</b>	<b>Capacity Listed in the Demographic Report (2012)</b>
<b>Dutch Neck</b>	<b>77,168</b>	685	698	698	513		836
<b>Maurice Hawk</b>	<b>78,860</b>	750	800	800	536		840
<b>Town Center</b>	<b>98,000</b>	524	764	764	628		732
<b>Wicoff</b>	<b>47,470</b>	449	430	430	368		430
<b>Millstone River</b>	<b>142,300</b>	1087	790	1260	568		1261
<b>Village Elementary</b>	<b>126,053</b>	728	704	704	596		704
<b>PK-5 TOTALS</b>	<b>596,851</b>	<b>4223</b>	<b>4186</b>	<b>4656</b>	<b>3209</b>	<b>4,348</b>	<b>4803</b>
<b>Community Middle School</b>	<b>141,802</b>	1173	1100	1350	1120		1260
<b>Grover Middle School</b>	<b>176,453</b>	1267	1300	1350	1227		1360
<b>6-8 TOTALS</b>	<b>318,255</b>	<b>2440</b>	<b>2400</b>	<b>2700</b>	<b>2347</b>	<b>2666</b>	<b>2620</b>
<b>High School North</b>	<b>323,931</b>	1448	1400	1875	2024		1875
<b>High School South</b>	<b>270,372</b>	1601	1600	1510	1173		1610
<b>9-12 TOTALS</b>	<b>594,303</b>	<b>3049</b>	<b>3000</b>	<b>3385</b>	<b>3197</b>	<b>3365</b>	<b>3485</b>
<b>TOTALS</b>	<b>1,482,409</b>	<b>9,712</b>	<b>9,586</b>	<b>10,741</b>	<b>8,753</b>	<b>10,379</b>	<b>10,908</b>

**SECTION 7:  
CURRENT DISTRICT PRACTICES  
ELEMENTARY**

## ELEMENTARY LEVEL (PK – 5)

Capacities are not solely dependent on the size of a facility or the number of full size classrooms it may have.

It is important to note that the scope of its programs dictate to a high degree the number of home rooms available.

### Potential Classroom Use

	Dutch Neck	Maurice Hawk	Millstone River	Village	Wicoff	Town Center	Totals
<b>Classrooms</b>	<b>44</b>	<b>42</b>	<b>65</b>	<b>45</b>	<b>25</b>	<b>38</b>	<b>259</b>
<b>Full Size Classrooms</b>	<b>30</b>	<b>32</b>	<b>44</b>	<b>32</b>	<b>21</b>	<b>22</b>	<b>181</b>
<b>Special Area</b>	<b>14</b>	<b>10</b>	<b>21</b>	<b>13</b>	<b>4</b>	<b>16</b>	<b>78</b>
<b>Core Facilities</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>47</b>
<b>Pre K</b>				<b>4</b>			<b>4</b>
<b>Kindergarten</b>	<b>4</b>	<b>5</b>			<b>4</b>	<b>4</b>	<b>17</b>
<b>First Grade</b>	<b>8</b>	<b>9</b>			<b>6</b>	<b>9</b>	<b>32</b>
<b>Second Grade</b>	<b>9</b>	<b>9</b>			<b>6</b>	<b>9</b>	<b>33</b>
<b>Third Grade</b>	<b>9</b>	<b>9</b>	<b>9</b>		<b>5</b>		<b>32</b>
<b>Fourth Grade</b>			<b>17</b>	<b>13</b>			<b>30</b>
<b>Fifth Grade</b>			<b>18</b>	<b>15</b>			<b>33</b>

#### Table Legend:

**Classrooms** – Entire classroom inventory regardless of size. (Excludes Core Facilities)

**Full-Size Classrooms** - Classrooms as defined above, large enough to accommodate a normal size class (22 students).

**Special Area** – Classrooms where instruction takes place that is not pertinent to all students. For example – Special Education, ESL, Reading Recovery, etc.

**Core Facilities** – Rooms used by all students not solely for instructional purposes. For example – cafeteria, gymnasium, stage.

# CURRENT DISTRICT PRACTICES: DUTCH NECK ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE-FES Capacity</b>
DNE	2	Class	Class	20	740	21
DNE	4	Class	Class	20	800	21
DNE	5	Class	Class	20	800	21
DNE	6	Class	Class	20	800	21
DNE	7	Class	Class	20	770	21
DNE	15	Class	Class	20	740	21
DNE	17	Class	Class	20	740	21
DNE	18	Class	Class	20	735	21
DNE	19	Class	Class	20	740	21
DNE	21	Class	Class	20	740	21
DNE	23	Class	Class	20	740	21
DNE	25	Class	Class	20	840	21
DNE	27	Class	Class	20	740	21
DNE	200	Class	Class	20	735	21
DNE	201	Class	Class	20	735	21

DNE	202	Class	Class	20	710	21
DNE	203	Class	Class	20	710	21
DNE	204	Class	Class	20	710	21
DNE	205	Class	Class	20	710	21
DNE	300	Class	Class	20	785	21
DNE	301	Class	Class	20	785	21
DNE	302	Class	Class	20	850	21
DNE	303	Class	Class	20	850	21
DNE	304	Class	Class	20	850	21
DNE	305	Class	Class	20	850	21
DNE	401	Class	Class	20	720	21
DNE	403	Class	Class	20	900	21
DNE	405	Class	Class	20	720	21
DNE	406	Class	Class	20	675	21
DNE	408	Class	Class	20	675	21
DNE	8	Spanish	Special	0	715	0
DNE	12	LLD	Special	10	800	12
DNE	14	Resource	Special	9	400	12

DNE	16	Resource	Special	9	400	12
DNE	20	ESL	Special	0	735	0
DNE	22	Resource	Special	9	380	12
DNE	28	Basic Skills	Special	0	390	0
DNE	30	Basic Skills	Special	0	390	0
DNE	32	Speech	Special	0	260	0
DNE	34	Reading Recovery	Special	0	145	0
DNE	100	Reading Recovery	Special	0	490	0
DNE	104	OTPT	Special	0	770	0
DNE	407	K-EXT	Special	0	675	0
DNE	409	K-EXT	Special	0	675	0
DNE	3	Art	Core	0	770	0
DNE	26	Computer	Core	0	760	0
DNE	103	Music	Core	0	910	0
DNE	105	Music	Core	0	650	0
DNE	Cafeteria	Cafeteria	Core	0	2385	0
DNE	Media Center	Media Center	Core	0	3640	0
DNE	MPR	MPR	Core	0	4900	0

DNE	Stage	Stage	Core	0	1100	0
			<b>TOTAL</b>	637	45235	678
			<b>Enrollment March 1, 2018</b>	<b>685</b>		<b>685</b>
			<b>Differential</b>	<b>-48</b>		<b>-7</b>

<b>Total Classroom Capacity</b>	<b>637</b>		<b>678</b>
<b>90% Utilization Rate</b>	<b>573.3</b>		<b>610.2</b>
<b>Total Enrollment</b>	<b>685</b>		<b>685</b>
<b>% of Capacity</b>	<b>119.48%</b>		<b>112.26%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING: Dutch Neck School**

**COMPLETED BY: David Argese & Laura Bruce**

**Identify concerns with building capacity.**

Some concerns with building capacity include:

- limitations to the number of students who can fit in common spaces such as the cafeteria
- some special area rooms and increase in special area staffing
- keeping class sizes within recommended range

**What are the limitations on the academic program(s) with the current building capacity?**

There are little or no limitations on the academic program with the current building capacity, with the exception of some high class sizes in the third grade.

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

Yes, the cafeteria is not designed for more than our current fluctuating enrollment. This space will be difficult to accommodate any large increases in residential growth or programming. For example, years back when enrollment was up, one classroom had to eat lunch on the stage since there wasn't enough room in the cafeteria.

**What is your buildings capability to absorb potential residential growth?**

While we have some instructional spaces which could be used as classrooms (i.e. Room 8 – World Language; Rooms 407 & 409 – Kindergarten Extension) and therefore could absorb an additional 80 - 100 students (if Extension was relocated or eliminated), we would have challenges with lunches in the cafeteria because of the space limitations.

**What are the impacts to special area classrooms if there is residential growth?**

We would need additional staffing. For example, both of our P.E. teachers are currently teaching 30 sections (max) each. We have one art room which accommodates 26 classes, so we would be able to add additional sections in the same room. Spanish and Music both have shared staff to cover addition sections so they would have an increase as well. Library would be able to accommodate more sections.

**Please provide any additional information as deemed necessary:**

Another long term consideration is the impact DLI will have on staffing as well as all of our classroom spaces.

# CURRENT DISTRICT PRACTICES: MAURICE HAWK ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE- FES Capacity</b>
MHE	142	Class	Class	20	754	21
MHE	143	Class	Class	20	762	21
MHE	144	Class	Class	20	762	21
MHE	162	Class	Class	20	764	21
MHE	163	Class	Class	20	783	21
MHE	164	Class	Class	20	765	21
MHE	165	Class	Class	20	765	21
MHE	166	Class	Class	20	765	21
MHE	167	Class	Class	20	765	21
MHE	168	Class	Class	20	765	21
MHE	169	Class	Class	20	765	21
MHE	170	Class	Class	20	756	21
MHE	201	Class	Class	20	1053	21
MHE	202	Class	Class	20	1187	21
MHE	203	Class	Class	20	1062	21
MHE	214	Class	Class	20	745	21
MHE	215	Class	Class	20	753	21

MHE	216	Class	Class	20	746	21
MHE	217	Class	Class	20	752	21
MHE	221	Class	Class	20	917	21
MHE	222	Class	Class	20	749	21
MHE	223	Class	Class	20	751	21
MHE	224	Class	Class	20	759	21
MHE	225	Class	Class	20	768	21
MHE	234	Class	Class	20	777	21
MHE	235	Class	Class	20	770	21
MHE	236	Class	Class	20	761	21
MHE	M1	Class	Class	20	945	21
MHE	M2	Class	Class	20	782	21
MHE	M3	Class	Class	20	786	21
MHE	M4	Class	Class	20	786	21
MHE	M5	Class	Class	20	788	21
MHE	102	ESL	Special	0	428	0
MHE	157	Speech	Special	0	775	0
MHE	158	OTPT	Special	0	757	0

MHE	160	Resource	Special	9	765	12
MHE	161	LLD	Special	10	765	12
MHE	218	Basic Skills	Special	0	752	0
MHE	219	Reading Recovery	Special	0	437	0
MHE	M10	Spanish	Special	0	111	0
MHE	M13	Resource	Special	9	463	12
MHE	M7	LLD	Special	10	786	12
MHE	55	Gym	Core	0	3037	0
MHE	100	Computer	Core	0	1007	0
MHE	159	Art	Core	0	775	0
MHE	700	Library	Core	0	2182	0
MHE	740	Cafeteria	Core	0	4138	0
MHE	750	Gym	Core	0	1819	0
MHE	M6	Music	Core	0	785	0
MHE	M8	Music	Core	0	1332	0
			<b>TOTAL</b>	<b>678</b>	<b>46922</b>	<b>720</b>
			<b>Enrollment March 1, 2018</b>	<b>762</b>		<b>762</b>
			<b>Differential</b>	<b>-84</b>		<b>-42</b>

<b>Total Classroom Capacity</b>	<b>678</b>		<b>720</b>
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<b>90% Utilization Rate</b>	<b>610.2</b>		<b>648</b>
<b>Total Enrollment</b>	<b>762</b>		<b>762</b>
<b>% of Capacity</b>	<b>124.88%</b>		<b>117.59%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING** **Maurice Hawk**

**COMPLETED BY** **Patricia Buell**

**Identify concerns with building capacity.**

### **Current Concerns:**

- Residential growth will generate more students and will impact class size if classrooms are not added.
- Conference Room space is limited to Room 140 – this also serves as our book room.
- Only 1 Adult Bathroom in the back hall – this services 35 + staff members that spend majority of their day in the back hall area.

**What are the limitations on the academic program(s) with the current building capacity?**

- Media Center
  - No area designed as Flexible Learning Space
  - Book shelves need replacement
- Music Rooms
  - Both rooms are located in Mod area which is not conducive to absorb the sound
  - The location of the full-time music room impacts the CST conference room
- Space for PT instruction and storage of materials – currently in cafeteria and often displaced

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

- Lunch Room
  - The number of tables utilized continues to grow, especially for 3<sup>rd</sup> grade classes  
Currently 217 third grade students
- Kitchen Area
  - The lunch line is challenging for younger students.

**What is your buildings capability to absorb potential residential growth?**

The upcoming addition will accommodate the anticipated increase in enrollment in response to the initial residential growth.

**What are the impacts to special area classrooms if there is residential growth?**

- The inclusion of a new Art Room in the addition along with the current Art Room will serve to accommodate the growth.
- The inclusion of a new Music Room and the conversion of the Computer Lab to a Music Room will serve to accommodate the growth.
- The addition of a new drop curtain in the Gym will help to accommodate some of the growth for PE classes. The Auxiliary Gym will also assist in serving to accommodate the increase in enrollment. It will not be sufficient for the number of students expected but it can work for the initial phase.
- The Media Center will eventually need to expand to meet the increase in student classes, books and resources needed for the residential growth.
- The Spanish teachers currently function on a cart with a very small office area and extremely limited space for storage of materials.
- The Computer Lab will be converted to a Music Room. Plans will need to be made for computers to be moved to a cart.

**Please provide any additional information as deemed necessary:**

**Immediate Concern:**

Placement of the Kindergarten DLI classroom will more than likely be in Mod 6. This classroom is the only possibility for a class with a bathroom. This will displace the Music class which currently uses this room 3 days a week. A solution would be to move forward this summer with converting the current Computer Lab to a Music Room. This will require plans to be made for computers to be moved to a cart.

# CURRENT DISTRICT PRACTICES: TOWN CENTER ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE- FES Capacity</b>
TCE	B100	Class	Class	20	1010	21
TCE	B102	Class	Class	20	1010	21
TCE	B103	Class	Class	20	807	21
TCE	B104	Class	Class	20	1010	21
TCE	B105	Class	Class	20	807	21
TCE	B106	Class	Class	20	1049	21
TCE	B107	Class	Class	20	807	21
TCE	B111	Class	Class	20	798	21
TCE	B113	Class	Class	20	798	21
TCE	B118	Class	Class	20	488	21
TCE	B204	Class	Class	20	881	21
TCE	B205	Class	Class	20	867	21
TCE	B206	Class	Class	20	867	21
TCE	B207	Class	Class	20	867	21
TCE	B208	Class	Class	20	867	21
TCE	B209	Class	Class	20	867	21
TCE	B210	Class	Class	20	867	21

TCE	B211	Class	Class	20	867	21
TCE	B212	Class	Class	20	893	21
TCE	B213	Class	Class	20	867	21
TCE	B214	Class	Class	20	867	21
TCE	B215	Class	Class	20	867	21
TCE	B216	Class	Class	20	867	21
TCE	B217	Class	Class	20	867	21
TCE	B218	Class	Class	20	867	21
TCE	B220	Class	Class	20	867	21
TCE	B101	Autism	Special	6	507	12
TCE	B108	OTPT	Special	0	964	0
TCE	B109	Autism	Special	6	798	12
TCE	B110	ESL	Special	0	354	0
TCE	B112	Autism	Special	6	798	12
TCE	B114	MD	Special	8	798	12
TCE	B115	ESL	Special	0	478	0
TCE	B116	MD	Special	8	798	12
TCE	B117	Speech	Special	0	328	0

TCE	B200	Spanish	Special	0	852	0
TCE	B201	LLD	Special	10	622	12
TCE	B203	Resource	Special	9	622	12
TCE	B219	Basic Skills	Special	0	480	0
TCE	B224	Reading Recovery	Special	0	834	0
TCE	S2	K-Literacy Support	Special	0	637	0
TCE	S4	OTPT	Special	0	480	0
TCE	A20	Gym	Core	0	5689	0
TCE	A30	Library	Core	0	2675	0
TCE	A50	Music	Core	0	1485	0
TCE	A60	Art	Core	0	921	0
TCE	A70	Cafeteria	Core	0	4056	0
TCE	B120	Computer	Core	0	891	0
			<b>TOTAL</b>	<b>573</b>	<b>48563</b>	<b>630</b>
			<b>Enrollment March 1, 2018</b>	<b>535</b>		<b>535</b>
			<b>Differential</b>	<b>38</b>		<b>95</b>

<b>Total Classroom Capacity</b>	<b>573</b>		<b>630</b>
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<b>90% Utilization Rate</b>	<b>515.7</b>		<b>567</b>
<b>Total Enrollment</b>	<b>535</b>		<b>535</b>
<b>% of Capacity</b>	<b>103.74%</b>		<b>94.36%</b>

## **Capacity Study**

### **Feedback Report – Building Administration**

**BUILDING :** Town Center

**COMPLETED BY** Janet Bowes

#### **Identify concerns with building capacity.**

Currently, 7 music classes must be taught in the classroom because the music room is occupied with classes.

Currently, a large storage room space is being used for the following purposes: a teachers' workroom, office space for a travel teacher BSM and an instructional space for Kindergarten support.

1 period a week 3 PE classes share the gym. (One of the classes is smaller in numbers MD) Except for 9 periods the gym is used by 2 classes.

We have added a 4<sup>th</sup> lunch period specifically for our preschool classes (11:00-11:40) it overlaps slightly with our original 1<sup>st</sup> lunch period (11:30-12:10). This adjustment provides the preschool students with a quieter and less distracting space to eat their lunch. Feedback has been very positive. Lunch periods: 11:00-11:40 preschool, 11:30-12:10, 12:14-12:54 and 12:58-1:38

#### **What are the limitations on the academic program(s) with the current building capacity?**

Media teacher can only see second grade classes alternating weeks due to schedule and capacity. However this is not considered a "special" so contractually it is not an issue however teachers do wish they were able to access the media center weekly.

Two out of four preschool classes cannot be scheduled for media due to Media Specialist's schedule and lack of space.

9 music classes are taught in the homeroom teacher's classroom due to music room occupied by other classes.

#### **Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

The function of the facilities is fine but the music room, media center and gym can't accommodate all the classes needing to be scheduled.

#### **What is your buildings capability to absorb potential residential growth?**

The current schedule presents some challenges if additional sections need to be added. Currently there is no space for additional classes and specials; they would need to be on a “cart.”

**What are the impacts to special area classrooms if there is residential growth?**

Special area classes will be an issue: primarily gym space, music room, media center.

**Please provide any additional information as deemed necessary:**

**Professional Development Meeting Space** – as we have implemented increasing numbers of in-house professional development workshops, conferences, shares, including working with our “families’ for flexible grouping, analyzing common assessments and planning etc. We are in need of a space that will accommodate these various professional development opportunities. (Currently using some space in the computer lab).

**Playground area** may need expansion with additional options for safe play areas depending on the needs of students, ages/grade level, etc.

**Parking** is another area that proves to be a challenge. We currently have 125 staff members including Cafeteria Aides, Custodial (Day/Evening), EDP, Sodexo, Instructional Assistants (some part-time). Any additional cars during school day hours ex. practicum students (usually 1 day a week) then people park on the grass areas. Any event where parents are invited, parking is lined up along Wyndhurst Drive.

Current parking capacity: Total 120 non-handicap spaces

Staff lot: 79 spaces

Reserved Office/nurse/head custodian area: 9 spaces

Parent/Visitor/CST members: 32 spaces

# CURRENT DISTRICT PRACTICES: WICOFF ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE- FES Capacity</b>
WIC	1	Class	Class	20	1000	21
WIC	2	Class	Class	20	1000	21
WIC	3	Class	Class	20	1000	21
WIC	5	Class	Class	20	800	21
WIC	6	Class	Class	20	800	21
WIC	7	Class	Class	20	800	21
WIC	8	Class	Class	20	800	21
WIC	9	Class	Class	20	896	21
WIC	10	Class	Class	20	784	21
WIC	11	Class	Class	20	784	21
WIC	12	Class	Class	20	784	21
WIC	13	Class	Class	20	975	21
WIC	14	Class	Class	20	975	21
WIC	15	Class	Class	20	896	21
WIC	19	Class	Class	20	736	21
WIC	20	Class	Class	20	736	21
WIC	21	Class	Class	20	725	21

WIC	22	Class	Class	20	725	21
WIC	23	Class	Class	20	608	21
WIC	24	Class	Class	20	800	21
WIC	21a	Class	Class	20	205	21
WIC	18	LLD	Special	10	884	12
WIC	15a	Spanish	Special	0	152	0
WIC	19a	Reading Recovery	Special	0		0
WIC	Media Office	Basic Skills	Special	0		0
WIC	4	Art	Core	0	1000	0
WIC	17	Music	Core	0	1262	0
WIC	26	Library	Core	0	1000	0
WIC	Dining Room	Cafeteria	Core	0	1725	0
WIC	Gym	Gym	Core	0	4560	0
			<b>TOTAL</b>	430	27412	453
			<b>Enrollment March 1, 2018</b>	<b>438</b>		<b>438</b>
			<b>Differential</b>	<b>-8</b>		<b>15</b>

<b>Total Classroom Capacity</b>	<b>430</b>		<b>453</b>
<b>90% Utilization Rate</b>	<b>387</b>		<b>407.7</b>

<b>Total Enrollment</b>	<b>438</b>		<b>438</b>
<b>% of Capacity</b>	<b>113.18%</b>		<b>107.43%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING Wicoff Elementary School**

**COMPLETED BY Michael C. Welborn, Principal - Feb. 2, 2018**

### **Identify concerns with building capacity.**

- Utilizing Rooms 18 (LLD 1-3) and 23 (2<sup>nd</sup> Grade) as classrooms. These classrooms are small and set apart from the other classrooms under the stairs. One of these spaces was the former faculty room. I am limited to the number of students that can be placed in these two rooms.
- ESL Classroom – The room (32) is small in size and we have a large ESL population.
- Basic Skills Reading Classroom – The room (29) is small in size. The number of students varies from class to class but any more than 6 students is tight.
- Resource Center – the room (31) is small in size. The number of students varies from class to class but any more than 6 students is tight.
- Reading Recovery Room – small in size for two teachers. They use the former assistant principal's office.
- Speech Room – small in size. The number of students needed speech services varies from year-to-year. Speech sessions have been held in the hallway some school years.
- Although not a part of the building, parking is limited at Wicoff School. Our overflow parks in the adjacent church lot.
- No office for the TRS (Teacher Resource Specialist). She is currently “housed” in the media center office. The media specialist has no office.
- No space for the Kindergarten Reading Support Teacher. She is currently “housed” in the Wicoff Annex.
- No space in the building for the ESL Grant Position Teacher. She is currently “housed” in the Wicoff Annex.
- Child Study Team – 3 members – two offices; no privacy; no meeting area for groups of parents or students.
- Guidance – small in size; no space to meet with student groups, parent groups, teacher groups, I & RS meetings (currently held in Annex conference room), etc. Student groups currently meet in the hallway or on the floor.
- No conference room in the building. The conference room was converted into the faculty room, although it is small in size and overcrowded during lunch periods.

### **What are the limitations on the academic program(s) with the current building capacity?**

- No space to record/video students for our weekly broadcasts, WUW (What's Up, Wicoff!). We currently use a classroom, hallways, lunchroom, etc. to produce our weekly newscast.

- No World Language classroom for Spanish. The Spanish teacher pushes in and uses a cart to transport her materials.
- Mindfulness/Meditation Room – no classroom space available.
- OT/PT – no classroom space available. They currently use the hallways, music room or lunch room.
- G & T – no classroom space available.
- No storage space in the music room for instruments.

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

- Lunch Room is small. Kitchen is outdated.
- Gym – moisture in floor has been an issue. New floor scheduled for Summer 2018. Storage for equipment is an issue in the gym. We have a “cage” in the corner of the gym but different solutions are being looked into with architect. Additionally, the bleachers need to be replaced and the basketball backboards need to be replaced. They are outdated and are stationary. We need to be able to move them down for our primary students. The makeshift office for the PE teachers is located on the stage and they are basically “fenced-in”.
- Nurse’s Office – small in size; exam room also serves as office storage.

**What is your buildings capability to absorb potential residential growth?**

- This would totally depend on the number of students and the grade level but our overall “extra” space is nonexistent. We could accommodate a few students.

**What are the impacts to special area classrooms if there is residential growth?**

- Art – the art room is currently open periods 1-3 so there is access to more art classes.
- Physical Education – the gym is used almost every period and we “double up” classes for approximately 8 periods.
- Music – the music room is at the maximum. Two kindergarten classes are taught in the classroom b/c the music room is being used.
- Media/Library – we could add classes due to the 2<sup>nd</sup>/3<sup>rd</sup> grade media center schedule of borrowing for 20 minutes.
- Spanish – the Spanish teacher enters the 2<sup>nd</sup> and 3<sup>rd</sup> grade classrooms to teach. Classroom space is at the maximum.

**Please provide any additional information as deemed necessary:**

- General storage is a major concern throughout Wicoff School. We have one closet to store paper and half of that space was lost when the new HVAC system was added to the only existing closet. When we participate in community service projects we have no storage for items donated such as Food Drives, Send Hunger Packing, Clothing Drives, Brown Bag Lunches, etc.

# CURRENT DISTRICT PRACTICES: MILLSTONE RIVER ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE- FES Capacity</b>
MRS	A100	Class	Class	22	687	23
MRS	A101	Class	Class	22	687	23
MRS	A102	Class	Class	22	687	23
MRS	A103	Class	Class	22	687	23
MRS	A104	Class	Class	22	687	21
MRS	A105	Class	Class	22	687	21
MRS	A108	Class	Class	22	668	21
MRS	A109	Class	Class	22	683	21
MRS	A110	Class	Class	22	668	21
MRS	A111	Class	Class	22	688	21
MRS	A112	Class	Class	22	688	21
MRS	A116	Class	Class	22	678	21
MRS	A118	Class	Class	22	687	21
MRS	A139	Class	Class	22	687	23
MRS	A140	Class	Class	22	687	23
MRS	A141	Class	Class	22	678	23
MRS	A145	Class	Class	22	680	23

MRS	A146	Class	Class	22	680	23
MRS	A152	Class	Class	22	678	23
MRS	A153	Class	Class	22	687	23
MRS	A154	Class	Class	22	687	23
MRS	A155	Class	Class	22	687	23
MRS	A156	Class	Class	22	687	23
MRS	B100	Class	Class	22	687	23
MRS	B102	Class	Class	22	687	23
MRS	B104	Class	Class	22	687	23
MRS	B105	Class	Class	22	678	23
MRS	B111	Class	Class	22	680	23
MRS	B112	Class	Class	22	680	23
MRS	B116	Class	Class	22	678	23
MRS	B117	Class	Class	22	687	23
MRS	B118	Class	Class	22	687	23
MRS	B139	Class	Class	22	687	23
MRS	B140	Class	Class	22	687	23
MRS	B140	Class	Class	22	687	23

MRS	B141	Class	Class	22	678	23
MRS	B145	Class	Class	22	680	23
MRS	B148	Class	Class	22	683	23
MRS	B149	Class	Class	22	668	23
MRS	B152	Class	Class	22	678	23
MRS	B153	Class	Class	22	687	23
MRS	B154	Class	Class	22	687	23
MRS	B155	Class	Class	22	687	23
MRS	B156	Class	Class	22	687	23
MRS	A117	Basic Skills	Special	0	687	0
MRS	A125	Speech	Special	0	284	0
MRS	A127	Speech	Special	0	284	0
MRS	A132	Resource	Special	0	347	0
MRS	A133	Resource	Special	0	339	0
MRS	A147	Autism	Special	6	683	12
MRS	A148	Autism	Special	6	683	12
MRS	A149	OTPT	Special	0	683	0
MRS	A157	LLD	Special	10	687	12

MRS	B101	LLD	Special	10	687	12
MRS	B103	MD	Special	8	687	12
MRS	B108	LLD	Special	10	664	12
MRS	B109	Resource	Special	9	683	12
MRS	B110	Basic Skills	Special	0	668	0
MRS	B125	Spanish	Special	0	284	0
MRS	B127	Speech	Special	0	164	0
MRS	B132	Resource	Special	9	347	12
MRS	B133	Resource	Special	9	339	12
MRS	B147	Resource	Special	9	680	12
MRS	B157	GT	Special	0	687	0
MRS	C108	Basic Skills	Special	0	246	0
MRS	D148	Music	Core	0	790	0
MRS	A122	Art	Core	0	962	0
MRS	A135	Computer	Core	0	1044	0
MRS	B122	Art	Core	0	962	0
MRS	B135	Computer	Core	0	1044	0
MRS	Cafeteria	Cafeteria	Core	0	5870	0

MRS	General Music	Music	Core	0	1673	0
MRS	Gym	PE	Core	0	5580	0
MRS	Instrumental	Music	Core	0	1930	0
MRS	Library	Library	Core	0	4578	0
			<b>TOTAL</b>	<b>1054</b>	<b>65313</b>	<b>1114</b>
			<b>Enrollment March 1, 2018</b>	<b>1095</b>		<b>1095</b>
			<b>Differential</b>	<b>-41</b>		<b>19</b>

<b>Total Classroom Capacity</b>	<b>1054</b>		<b>1114</b>
<b>90% Utilization Rate</b>	<b>948.6</b>		<b>1002.6</b>
<b>Total Enrollment</b>	<b>1095</b>		<b>1095</b>
<b>% of Capacity</b>	<b>115.43%</b>		<b>109.22%</b>

# Capacity Study

## Feedback Report – Building Administration

**BUILDING:** Millstone River School

**COMPLETED BY:** Roseann Citro on 2/6/2018

### Identify concerns with building capacity.

- We have **0 rooms** to accommodate **growth of homerooms**.
- There is **no orchestra room** to accommodate our eight large ensemble orchestra rehearsals/week. The Dining Hall stage is used for orchestra rehearsals, which can only occur during 1<sup>st</sup> and 8<sup>th</sup> period each day due to lunch being served in this same space.
- Two **general music** teachers share one classroom.
- **Health** is taught on a **cart**. (Two Health teachers do not have classrooms.)
- **Spanish** is taught on a **cart**. (Four Spanish teachers do not have classrooms.)
- More **Special Education rooms** are needed for **small group testing** (standardized tests that require small group testing).
- **Four PE teachers** share **two gymnasiums**.
- **Three art teachers** share **two art rooms**.
- **Three computer teachers** share **two computer labs**.
- We have no classroom space to offer the **3<sup>rd</sup> grade Gifted & Talented teacher**.
- Due to the **lack of bathrooms in classrooms**, this building could not house pre-K or Kindergarten classes.

\*The lack of physical space, particularly for the Special Area teachers, places enormous **constraints on our ability to share Special Area teachers with other buildings**. The space availability issue locks in our schedule and often gives us no flexibility on when a Special Area class can be taught.

### What are the limitations on the academic program(s) with the current building capacity?

- We have **0 rooms** to accommodate **growth of homerooms**.
- Due to the **lack of bathrooms in classrooms**, this building could not house pre-K or Kindergarten classes.
- We have **0 rooms** available to handle any additional **Special Education resource rooms**.
- More **Special Education rooms** are needed for small group testing (standardized tests that require small group testing).

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

- Due to the fact that we **do not have an auditorium** (only a Dining Hall), the Dining Hall space must be shared with orchestra ensemble **rehearsals and any school-wide assemblies/events. In addition, the fact that we have four lunch periods** means that the use of this shared space is **even further limited.**
- **Having only two gymnasiums for four PE teachers** is extremely challenging, especially in the winter and on inclement weather days.
- There is **MINIMAL storage** in MRS. Trailers are still being utilized to store classroom furniture and supplies.

**What is your building's capability to absorb potential residential growth?**

- We have no ability to handle residential growth, as I have no classroom space for additional homerooms.

**What are the impacts to special area classrooms if there is residential growth?**

- There is **no orchestra room** to accommodate our eight large ensemble orchestra rehearsals/week. The Dining Hall stage is used for orchestra rehearsals, which can only occur during 1<sup>st</sup> and 8<sup>th</sup> period each day due to lunch being served in this same space.
- Two **general music** teachers share one classroom.
- **Health** is taught on a **cart.** (Two Health teachers do not have classrooms.)
- **Spanish** is taught on a **cart.** (Four Spanish teachers do not have classrooms.)
- More **Special Education rooms** are needed for **small group testing** (standardized tests that require small group testing).
- **Four PE teachers** share **two gymnasiums.**
- **Three art teachers** share **two art rooms.**
- **Three computer teachers** share **two computer labs.**
- We have no classroom space to offer the **3<sup>rd</sup> grade Gifted & Talented teacher.**

# CURRENT DISTRICT PRACTICES: VILLAGE ELEMENTARY SCHOOL



<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE- FES Capacity</b>
VES	B104	Class	Class	22	810	23
VES	B105	Class	Class	22	810	23
VES	B106	Class	Class	22	810	23
VES	B107	Class	Class	22	810	23
VES	B108	Class	Class	22	810	23
VES	B109	Class	Class	22	775	23
VES	B110	Class	Class	22	775	23
VES	B111	Class	Class	22	775	23
VES	B112	Class	Class	22	925	23
VES	B113	Class	Class	22	775	23
VES	B114	Class	Class	22	925	23
VES	B115	Class	Class	22	775	23
VES	B120	Class	Class	22	775	23
VES	B122	Class	Class	22	775	23
VES	B203	Class	Class	22	770	23
VES	B204	Class	Class	22	810	23

VES	B205	Class	Class	22	810	23
VES	B206	Class	Class	22	810	23
VES	B207	Class	Class	22	810	23
VES	B208	Class	Class	22	810	23
VES	B209	Class	Class	22	810	23
VES	B211	Class	Class	22	810	23
VES	B214	Class	Class	22	810	23
VES	B215	Class	Class	22	810	23
VES	B216	Class	Class	22	810	23
VES	B218	Class	Class	22	810	23
VES	B220	Class	Class	22	630	23
VES	B221	Class	Class	22	805	23
VES	B223	Class	Class	22	805	23
VES	B225	Class	Class	22	805	23
VES	B228	Class	Class	22	805	23
VES	B230	Class	Class	22	815	23
VES	B232	Class	Class	22	815	23
VES	A31	GT	Special	0	680	0

VES	B116	Mini Explorers	Special	0	925	0
VES	B117	Resource	Special	9	550	12
VES	B119	Speech	Special	0	245	0
VES	B121	Basic Skills	Special	0	360	0
VES	B123	Basic Skills	Special	0	360	0
VES	B124	OTPT	Special	0	756	0
VES	B126	Speech	Special	0	130	0
VES	B210	Speech	Special	0	380	0
VES	B213	Resource	Special	9	810	12
VES	B217	Resource	Special	9	470	12
VES	B219	Resource	Special	9	380	12
VES	B222	Resource	Special	9	550	12
VES	A30	Library	Core	0	2675	0
VES	A50	Art	Core	0	920	0
VES	A54	Music	Core	0	1485	0
VES	A70	Gym	Core	0	5350	0
VES	A99	Music	Core	0	1640	0
VES	B100	Music	Core	0	685	0

VES	B101	Music	Core	0	415	0
VES	B118	Music	Core	0	825	0
VES	B212	Computer	Core	0	950	0
VES	Multipurpose Room	MPR	Core	0	3920	0
			<b>TOTAL</b>	771	51946	819
			<b>Enrollment March 1, 2018</b>	<b>740</b>		<b>740</b>
			<b>Differential</b>	<b>31</b>		<b>79</b>

<b>Total Classroom Capacity</b>	<b>771</b>		<b>819</b>
<b>90% Utilization Rate</b>	<b>693.9</b>		<b>737.1</b>
<b>Total Enrollment</b>	<b>740</b>		<b>740</b>
<b>% of Capacity</b>	<b>106.64%</b>		<b>100.39%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING: Village Elementary**

**COMPLETED BY: Barbara Gould**

**Identify concerns with building capacity.**

- Orchestra, band, and music rooms too small for large ensembles.
- Multi-purpose room- too small to accommodate parents during parent information nights and student performances.
- Gym space- schedule has maximized the space for physical education classes. Space is shared for whole school assemblies.
- Insufficient small group classrooms for special education students.

**What are the limitations on the academic program(s) with the current building capacity?**

- We have inadequate space for music ensembles to rehearse in the orchestra & band & chorus rooms, especially the 4<sup>th</sup> grade orchestra. As a result, students lose instructional time because they have to retrieve their instruments from the classroom and carry them to the multi-purpose room for ensemble rehearsal. Additionally, our custodial and music staff have to take down lunch tables in the multi-purpose room and set-up the orchestra music stands and chairs twice a day, several days a week in order for the ensemble to rehearse. This impacts the music teachers' abilities to provide lessons for students for several periods because they are facilitating set-up and break down processes.
- Gym space: our gym space is utilized almost every period of the day between 4th grade, 5<sup>th</sup> grade, and pre-school classes. We also utilize the gym for whole school assemblies because it is the only space large enough to accommodate all teachers and students. As a result, physical education classes have to relocate when we need to setup for a school-wide assembly in the gym.
- Small group classrooms: As we have transitioned students from out of district placements to less restrictive environments at Village, we have been in need of spaces for students with behavioral and/or emotional needs to calm down, take a break, or practice Mindfulness strategies. Our small group classrooms are currently utilized for resource room and LLD sections.

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

- Our lunchroom/multi-purpose room is too small to add additional lunch tables to the current space.
- When hosting Parent Information nights like Back to School Nights, we cannot accommodate any more parents than we currently have attending. We would need to host the event on split nights for one grade level.

- Our music concerts are at capacity in the multi-purpose room.

**What is your buildings capability to absorb potential residential growth?**

- We currently utilize all classroom spaces as small group instruction, homeroom classes, and an office space for traveling staff and special area teachers to share.

**What are the impacts to special area classrooms if there is residential growth?**

- Several of our special area teachers are already on carts (World Language, Health).
- Residential growth would likely mean that other special area teachers (Gifted and Talented, computers, music, etc.)
- We currently only have one art room. Residential growth would mean art would likely be on a cart because we would need additional sections of art without the space to accommodate those students.
- We currently only have one music room. Our shared part-time music teacher borrows a pre-school classroom this year because we had the space. However, residential growth would mean that we would need that classroom for 4<sup>th</sup> or 5<sup>th</sup> grade homeroom. Therefore, music would likely be on a cart because we would need additional sections of music without the space to accommodate those students.

**SECTION 8:**  
**CURRENT DISTRICT PRACTICES**  
**MIDDLE SCHOOLS**

# CURRENT DISTRICT PRACTICES: COMMUNITY MIDDLE SCHOOL



<b>School</b>	<b>Team</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE-FES Capacity</b>
CMS	6A	319	Class	Classroom	24	725	23
CMS	6A	320	Class	Classroom	24	715	23
CMS	6A	321	Class	Classroom	24	715	23
CMS	6A	712	Class	Classroom	24	800	23
CMS	6B	312	Class	Classroom	24	680	23
CMS	6B	316	Class	Classroom	24	719	23
CMS	6B	318	Class	Classroom	24	725	23
CMS	6B	418	Class	Classroom	24	1022	23
CMS	6C	313	Class	Classroom	24	671	23
CMS	6C	317	Class	Classroom	24	719	23
CMS	6C	322	Class	Classroom	24	719	23
CMS	6C	713	Class	Classroom	24	800	23
CMS	6D	302	Class	Classroom	24	701	23
CMS	6D	303	Class	Classroom	24	703	23
CMS	6D	304	Class	Classroom	24	708	23
CMS	6D	702	Class	Classroom	24	808	23

CMS	7A	207	Class	Classroom	24	695	23
CMS	7A	213	Class	Classroom	24	670	23
CMS	7A	214	Class	Classroom	24	689	23
CMS	7A	216	Class	Classroom	24	976	23
CMS	7B	306	Class	Classroom	24	916	23
CMS	7B	805	Class	Classroom	24	800	23
CMS	7B	807	Class	Classroom	24	800	23
CMS	7B	813	Class	Classroom	24	800	23
CMS	7C	211	Class	Classroom	24	701	23
CMS	7C	212	Class	Classroom	24	681	23
CMS	7C	311	Class	Classroom	24	887	23
CMS	7C	806	Class	Classroom	24	800	23
CMS	7D	208	Class	Classroom	24	665	23
CMS	7D	209	Class	Classroom	24	687	23
CMS	7D	210	Class	Classroom	24	708	23
CMS	7D	218	Class	Classroom	24	1007	23
CMS	8A	709	Class	Classroom	24	800	23
CMS	8A	810	Class	Classroom	24	800	23

CMS	8A	812	Class	Classroom	24	800	23
CMS	8A	815	Class	Classroom	24	800	23
CMS	8B	408	Class	Classroom	24	690	23
CMS	8B	409	Class	Classroom	24	728	23
CMS	8B	412	Class	Classroom	24	715	23
CMS	8B	701	Class	Classroom	24	808	23
CMS	8C	407	Class	Classroom	24	676	23
CMS	8C	410	Class	Classroom	24	714	23
CMS	8C	411	Class	Classroom	24	763	23
CMS	8C	704	Class	Classroom	24	800	23
CMS	8D	314	Class	Classroom	24	713	23
CMS	8D	315	Class	Classroom	24	712	23
CMS	8D	413	Class	Classroom	24	681	23
CMS	8D	416	Class	Classroom	24	1001	23
CMS		106	A&E	Special	0	733	0
CMS		206	Comm	Special	0	204	0
CMS		617	Comm	Special	0	585	0
CMS		801	Foundation of Literacy	Special	0	432	0

CMS		401	MD	Special	12	1112	12
CMS		501	MD	Special	12	940	12
CMS		711	Music	Special	0	1537	0
CMS		619	Prism	Special	0	594	0
CMS		803	Read 180	Special	0	460	0
CMS		301	Resource	Special	12	691	12
CMS		323	Resource	Special	12	596	12
CMS		414	Resource	Special	12	672	12
CMS		710	Resource	Special	12	518	12
CMS		802	Resource	Special	12	450	12
CMS		804	Resource	Special	12	529	12
CMS		811	Resource	Special	12	578	12
CMS		405	Resource	Special	12	204	12
CMS		618	TV	Special	0	585	0
CMS		814	Votic	Special	0	489	0
CMS		616	Wellness Center	Special	0	1077	0
CMS		813	World Language	Special	0	800	0
CMS		201	Art	Core	0	1107	0

CMS		808	Art	Core	0	1095	0
CMS		809	Art	Core	0	889	0
CMS		608	Auditorium	Core	0	4500	0
CMS		603	Aux Gym	Core	0	2800	0
CMS		504	Computer	Core	0	965	0
CMS		706	Computer	Core	0	640	0
CMS		707	Computer	Core	0	640	0
CMS		503	Computer	Core	0	1760	0
CMS		601	Gym	Core	0	6800	0
CMS		705	Health	Core	0	800	0
CMS		502	Life Skills	Core	0	1099	0
CMS		615	Media Center	Core	0	4088	0
CMS		611	Music	Core	0	1195	0
CMS		612	Music	Core	0	1338	0
CMS		609	Stage	Core	0	1648	0
CMS		506	Weight	Core	0		0
<b>TOTAL</b>					<b>1272</b>	<b>81763</b>	<b>1224</b>
<b>Enrollment November 2017</b>					<b>1173</b>		<b>1173</b>
<b>Differential</b>					<b>99</b>		<b>51</b>

<b>Total Classroom Capacity</b>	<b>1272</b>		<b>1224</b>
<b>85% Utilization Rate</b>	<b>1081.2</b>		<b>1040.4</b>
<b>Total Enrollment</b>	<b>1173</b>		<b>1173</b>
<b>% of Capacity</b>	<b>108.49%</b>		<b>112.75%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING** Community Middle School

**COMPLETED BY** Shauna Carter, Kyle Schimpf, Dan Savarese

### **Identify concerns with building capacity.**

Media Center not conducive to large groups, can become very crowded already at 1170 students.

Kitchen space for preparation of meals.

Commons (cafeteria) fire code limits - already splitting grade levels in half (20 minute recess/20 minute lunch)

Stage is not conducive for 6th grade performances due to numbers - have had to use HSN space

Hallways already feel crowded, in many areas (Annex, cut through near band/orchestra), already.

Holding areas in Commons for 7th grade in the AM would become less conducive

Nurses office is small - safety, ability to serve students is already strained (make use of secretary support)

PARCC testing locations already strained (cannot use Science classrooms due to stools) - challenges with 3 bell schedule force room usage

Difficulty running life skills/culinary art electives in current space

Grade level meeting spaces (concourses) strained at ~400 students - team day spaces, community service days

Fields are used for Phys. Ed. classes - bad weather creates less conducive environment

### **What are the limitations on the academic program(s) with the current building capacity?**

Science Lab Classrooms - 2 labs per grade level, the other 2 science classrooms are retrofitted for science - no sinks, etc.

Performing Arts elective in a space not conducive - using adjacent concourse area

Instrumental Music classrooms are at capacity and cannot intake larger groups - already struggling with breakout lesson areas (currently using Commons, airlocks, hallways, etc.)

World Language already traveling staff

Industrial Arts, Culinary Arts - room concerns already with fire code, kitchens, power tools, machines, etc.

Physical Education - large numbers, rotations between gym/weight room. Weight room alone needs updating, very small space

TV Production Space is small - already broken into 6 sections, 10 morning groups

**Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

Media Center not conducive to large groups, can become very crowded already at 1170 students.

Kitchen space for preparation of meals.

Commons (cafeteria) fire code limits - already splitting grade levels in half (20 minute recess/20 minute lunch)

Stage is not conducive for 6th grade performances due to numbers - have had to use HSN space

**What is your buildings capability to absorb potential residential growth?**

Currently limited - classrooms already have 25-28 student desks, increases will limit flexible learning options and environments; locker concerns listed above, as well as narrow hallways.

**What are the impacts to special area classrooms if there is residential growth?**

Performing Arts elective in a space not conducive - using adjacent concourse area

Instrumental Music classrooms are at capacity, cannot intake larger groups - already struggling with breakout lesson areas (currently using Commons, airlocks, hallways, etc.)

World Language already traveling staff

Industrial Arts, Culinary Arts - room concerns already with fire code, kitchens, power tools, machines, etc.

Physical Education - large numbers, rotations between gym/weight room. Weight room alone needs updating, very small space

TV Production Space is small - already broken into 6 sections, 10 morning groups

Special Education - small group instructional classrooms all currently used

**Please provide any additional information as deemed necessary:**

Parking lot already too few spaces, especially with parent events, community building use.

Arrival and dismissal traffic patterns already of concern - additional traffic, bussing, etc. would compound the issue

Shared parking lots and roads with MRS and HSN - Plainsboro PD assisting with traffic patterns, causes delays to arrival and dismissal

Busses are near capacity, would need additional bus routes

Cameras - only a few outside and inside (9 total) - more students, more families, more need for security

Teaming and scheduling would need to be reviewed - as well as special education, elective staff, more staffing.

Teacher Workroom (305) has only 5 empty places for travelling staff

Recess and lunch supervision, currently 3 staff for ~200 kids, increase may mean increased need for paid lunch supervision

# CURRENT DISTRICT PRACTICES:

## GROVER MIDDLE SCHOOL



<b>School</b>	<b>Team</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE-FES Capacity</b>
GMS	6G	A-223	Class	Classroom	24	854	23
GMS	6G	A-232	Class	Classroom	24	729	23
GMS	6G	A-233	Class	Classroom	24	702	23
GMS	6G	A-251	Class	Classroom	24	782	23
GMS	6M	A-221	Class	Classroom	24	729	23
GMS	6M	A-222	Class	Classroom	24	768	23
GMS	6M	A-229	Class	Classroom	24	729	23
GMS	6M	A-230	Class	Classroom	24	729	23
GMS	6S	A-211	Class	Classroom	24	729	23
GMS	6S	A-217	Class	Classroom	24	765	23
GMS	6S	A-218	Class	Classroom	24	729	23
GMS	6S	A-219	Class	Classroom	24	768	23
GMS	6T	A-208	Class	Classroom	24	729	23
GMS	6T	A-209	Class	Classroom	24	729	23
GMS	6T	A-212	Class	Classroom	24	854	23
GMS	6T	A-224	Class	Classroom	24	729	23
GMS	7G	A-109	Class	Classroom	24	729	23

GMS	7G	A-110	Class	Classroom	24	729	23
GMS	7G	A-112	Class	Classroom	24	729	23
GMS	7M	A-119	Class	Classroom	24	729	23
GMS	7M	A-120	Class	Classroom	24	768	23
GMS	7M	A-124	Class	Classroom	24	854	23
GMS	7M	A-154	Class	Classroom	24	729	23
GMS	7S	A-113	Class	Classroom	24	854	23
GMS	7G	A-118	Class	Classroom	24	765	23
GMS	7S	A-122	Class	Classroom	24	729	23
GMS	7S	A-130	Class	Classroom	24	729	23
GMS	7S	A-131	Class	Classroom	24	729	23
GMS	7T	A-123	Class	Classroom	24	765	23
GMS	7T	A-125	Class	Classroom	24	729	23
GMS	7T	A-133	Class	Classroom	24	729	23
GMS	7T	A-134	Class	Classroom	24	572	23
GMS	8G	E-101	Class	Classroom	24	729	23
GMS	8G	E-102	Class	Classroom	24	430	23
GMS	8G	E-124	Class	Classroom	24	729	23

GMS	8M	E-129	Class	Classroom	24	729	23
GMS	8G	E-142	Class	Classroom	24	729	23
GMS	8M	E-130	Class	Classroom	24	729	23
GMS	8M	E-133	Class	Classroom	24	854	23
GMS	8M	E-145	Class	Classroom	24	729	23
GMS	8S	E-132	Class	Classroom	24	729	23
GMS	8S	E-139	Class	Classroom	24	704	23
GMS	8S	E-140	Class	Classroom	24	768	23
GMS	8S	E-150	Class	Classroom	24	729	23
GMS	8T	E-138	Class	Classroom	24	763	23
GMS	8T	E-143	Class	Classroom	24	765	23
GMS	8T	E-144	Class	Classroom	24	854	23
GMS	8T	E-151	Class	Classroom	24	729	23
GMS		D-137	ESL	Special	0	1440	0
GMS		B118	G&T	Special	0	703	0
GMS		C-155	Health	Special	0	971	0
GMS		A-108	RC	Special	12	454	12
GMS		A-135	RC	Special	12	701	12

GMS		A-207	RC	Special	12	472	12
GMS		A-234	RC	Special	12	931	12
GMS		E-103	RC	Special	12	669	12
GMS		E-128	RC	Special	12	729	12
GMS		B102	Robotics/Technology	Special	0	931	0
GMS		B-103	Robotics/Technology	Special	0	931	0
GMS		B-105	Robotics/Technology	Special	0	321	0
GMS		D-146	TV	Special	0	115	0
GMS		D-147	TV	Special	0	217	0
GMS		D-148	TV	Special	0	729	0
GMS		D-145	TV	Special	0	560	0
GMS		A-141	World Language	Special	0	800	0
GMS		A-237	World Language	Special	0	669	0
GMS		C-128	World Language	Special	0	214	0
GMS		D-134	World Language	Special	0	552	0
GMS		D-135	World Language	Special	0	520	0
GMS		D-136	World Language	Special	0	560	0
GMS		A-140	Computer	Core	0	920	0

GMS		A-157	Life Skills	Core	0	488	0
GMS		B105	Computer	Core	0	482	0
GMS		D-126	Art	Core	0	971	0
GMS		D-131	Art	Core	0	859	0
GMS		D-133	Music	Core	0	365	0
GMS		D-141	Music	Core	0	1276	0
GMS		D-149	Music	Core	0	718	0
GMS		D-152	Music	Core	0	737	0
GMS		D156	Music	Core	0	477	0
GMS		E-116	Computer	Core	0	453	0
GMS		Media Center	Library	Core	0	5657	0
GMS		Stage		Core	0	2068	0
GMS		Auditorium		Core	0	5610	0
GMS		Cafeteria		Core	0	5075	0
GMS		Gym		Core	0	8060	0
GMS		Aux Gym		Core	0	6206	0
				TOTAL	1224	89535	1176
				Enrollment March 1, 2018	1275		1275
				Differential	-51		-99

<b>Total Classroom Capacity</b>	<b>1224</b>		<b>1176</b>
<b>85% Utilization Rate</b>	<b>1040.4</b>		<b>999.6</b>
<b>Total Enrollment</b>	<b>1275</b>		<b>1275</b>
<b>% of Capacity</b>	<b>122.55%</b>		<b>127.55%</b>

# **Capacity Study**

## **Feedback Report – Building Administration**

**BUILDING Thomas Grover Middle School**

**COMPLETED BY Lamont Thomas**

### **Identify concerns with building capacity.**

- Number of students in classes and in the Commons for lunch
- No space to add additional classes
- Over the past couple of years we have had just under 1300 students, a drastic increase from past years.
- Student to staff ratios have increased reducing the likelihood of personalized learning and relationship building.

### **What are the limitations on the academic program(s) with the current building capacity?**

- Large cycle classes due to inability to run parallel sections.
- Music programs (band/choir/orchestra) always fighting for small group lesson space. Twice each day the department needs 7 locations (band ensemble, orchestra ensemble, 5 groups).
- General education science classes overcrowded due to physical limitations in the classrooms (appropriate height stools, set number of science tables, etc.)
- The available space is not always the most ideal: A150 (former office), B114 (Fishbowl in media center)

### **Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

- The roof needs to be updated
- The auditorium needs better lighting
- Media center – Space must be analyzed
- Over crowded lunchroom

### **What is your buildings capability to absorb potential residential growth?**

- We are not currently equipped to adequately absorb and/or support residential growth.
  - Could consider moving WL back on carts to free up 3-4 rooms.

- Team rooms are filling up. We had to add additional desk in multiple classrooms.
- No space for extra team in any grade. All team rooms are utilized.
- All SPED rooms are utilized by multiple grade levels and contents.
- Not good based on current numbers- some classrooms have 30-32 students. This is definitely not an ideal situation already, let alone if there is potential for growth.

**What are the impacts to special area classrooms if there is residential growth?**

- PE sections already at 30-34 max.
  - Could add sections with additional staff.
- Computer labs are limited. If we're moving away from this we need more flexible spaces where these classes can still take place. The more flexible the better as we currently have 3 periods out of a possible 18 (9 on an a-day, 9 on a b-day) where the labs remain unused.
- If there are more classes needed for content classes, the designated world languages would need to continue to be in many different classrooms, which is not ideal for the teachers to constantly be on carts.
- We are currently using traditional classrooms as science labs.
- Our music and Arts program will not be able to support growth

**SECTION 9:**  
**CURRENT DISTRICT PRACTICES**  
**HIGH SCHOOLS**

# CURRENT DISTRICT PRACTICES: HIGH SCHOOL NORTH



## **West Windsor-Plainsboro High School North Capacity**

<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE FES Capacity</b>
HSN	A117	Class	Classroom	24	741	24
HSN	A115	Class	Classroom	24	741	24
HSN	A200	Class	Classroom	24	744	24
HSN	204	Class	Classroom	24	808	24
HSN	A201	Class	Classroom	24	744	24
HSN	A116	Class	Classroom	24	741	24
HSN	A202	Class	Classroom	24	744	24
HSN	A113	Class	Classroom	24	772	24
HSN	226	Class	Classroom	24	778	24
HSN	114	Class	Classroom	24	815	24
HSN	200	Class	Classroom	24	794	24
HSN	201	Class	Classroom	24	816	24
HSN	205	Class	Classroom	24	808	24
HSN	227	Class	Classroom	24	761	24
HSN	224	Class	Classroom	24	781	24

HSN	229	Class	Classroom	24	764	24
HSN	A211	Class	Classroom	24	744	24
HSN	A213	Class	Classroom	24	744	24
HSN	A214	Class	Classroom	24	744	24
HSN	A210	Class	Classroom	24	816	24
HSN	A212	Class	Classroom	24	744	24
HSN	222	Class	Classroom	24	829	24
HSN	A104	Class	Classroom	24	956	24
HSN	A105	Class	Classroom	24	772	24
HSN	A106	Class	Classroom	24	772	24
HSN	A108	Class	Classroom	24	772	24
HSN	A101	Class	Classroom	24	741	24
HSN	A111	Class	Classroom	24	772	24
HSN	A112	Class	Classroom	24	804	24
HSN	A103	Class	Classroom	24	741	24
HSN	A102	Class	Classroom	24	741	24
HSN	A110	Class	Classroom	24	772	24
HSN	A118	Class	Classroom	24	741	24

HSN	202	Class	Classroom	24	804	24
HSN	203	Class	Classroom	24	808	24
HSN	225	Class	Classroom	24	784	24
HSN	208	Class	Classroom	24	811	24
HSN	A203	Class	Classroom	24	744	24
HSN	209	Class	Classroom	24	811	24
HSN	210	Class	Classroom	24	825	24
HSN	404	Class	Classroom	24	740	24
HSN	405	Class	Classroom	24	711	24
HSN	306	Class	Classroom	24	720	24
HSN	116	Resource	Special	12	486	12
HSN	212	Science	Classroom	24	1500	24
HSN	214	Science	Classroom	24	1500	24
HSN	215	Science	Classroom	24	1430	24
HSN	216	Science	Classroom	24	1500	24
HSN	218	Science	Classroom	24	1500	24
HSN	A205	Science	Classroom	24	804	24
HSN	A207	Science	Classroom	24	1765	24

HSN	A204	Science	Classroom	24	1765	24
HSN	A209	Science	Classroom	24	1765	24
HSN	223	Science	Classroom	24	829	24
HSN	217	Science	Classroom	24	1480	24
HSN	213	Science	Classroom	24	1480	24
HSN	106	Art	Core	24	1740	24
HSN	108	Art	Core	24	1613	24
HSN	Auditorium	Auditorium	Core	0	8000	0
HSN	Aux Gym	Aux Gym	Core	60	5708	60
HSN	Upper Dining	Cafeteria	Core	0	5284	0
HSN	Lower Dining	Cafeteria	Core	0	4805	0
HSN	A107	Child Growth and Development	Core	20	816	20
HSN	119	Computer Lab	Core	24	1042	24
HSN	109	Radio and TV	Core	24	1392	24
HSN	115	Computer Lab	Core	24	1263	24
HSN	117	Computer Lab	Core	24	1260	24
HSN	Library	Library	Core	0	8995	0
HSN	105	Life Skills	Core	18	1253	18

HSN	Gym	Gym	Core	60	8450	60
HSN	300	Band	Core	50	2682	50
HSN	301	Choir	Core	50	1066	50
HSN	303	Orchestra	Core	50	2643	50
HSN	Pool	Pool	Core	30	9475	30
HSN	Theatre	Theatre Arts	Core	0	4000	0
HSN	402	Weight Room	Core	30	2318	30
HSN	403	Class	Classroom	12	528	12
HSN	113	LARKS	Special	12	834	12
HSN	112	LARKS	Special	12	834	12
HSN	111	LARKS	Special	12	606	12
HSN	A100	Resource	Special	12	544	12
HSN	207	Resource	Special	12	528	12
HSN	221	Resource	Special	12	471	12
HSN	A114	Resource	Special	12	602	12
HSN	101	Resource	Special	12	811	12
HSN	228	Resource	Special	12	480	12
HSN	120	Resource	Special	12	406	12

HSN	308	Robotics	Special	20	1758	20
HSN	307	Shop	Special	0	1284	0
HSN	401	Wrestling Room	Special	0	3328	0
<b>TOTAL</b>				<b>1996</b>	<b>137,938</b>	<b>1996</b>
<b>Enrollment March 1, 2018</b>				<b>1447</b>		<b>1447</b>
<b>Differential</b>				<b>549</b>		<b>549</b>

<b>Total Classroom Capacity</b>	<b>1996</b>		<b>1996</b>
<b>85% Utilization Rate</b>	<b>1696.6</b>		<b>1696.6</b>
<b>Total Enrollment</b>	<b>1447</b>		<b>1447</b>
<b>% of Capacity</b>	<b>85.29%</b>		<b>85.29%</b>

# Capacity Study

## Feedback Report – Building Administration

**BUILDING** High School North

**COMPLETED BY** Jon Dauber, Peter James, Jessica Cincotta

### Identify concerns with building capacity?

We have space to grow in the building. This issue becomes how much growth are we talking about? If we did grow to capacity (approx. 1,900 students based on every seat filled, every classroom, every period w. current programming), staffing would be an issue as well as supervision of larger common areas based on contractual language of teachers.

This would limit flexibility related to student movement during the year (schedule change to honors, etc.) and any add/drop feature would be significantly limited as all classes would be capped to begin the school year. If we were going to allow for a sense of flexibility and/or choice, student caps would need to be raised significantly beyond 24 (current number).

Increase in custodial staff, maintenance, etc.

Furniture maintenance, lockers- general, locker room space, bandwidth, chrome books, tech support- (consistent with staffing), equipment storage, supplies, cafeteria tables, etc.

### What are the limitations on the academic program(s) with the current building capacity?

Programs would be limited as to a realistic schedule (i.e. providing choice with electives and other courses). Numbers would need to be lessened if the expectation was focused on doing right by students vs. filling seats in a classroom/school.

### Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?

Concerns exist clearly in our ability to hold a unit lunch as we currently do. Either class schedule would need to change or some type of expanded mobile food court/service. Library space is finite.

### What is your buildings capability to absorb potential residential growth?

Based on numbers alone, if we consider the educational impact and the overall student experience, once we house approximately 1650 students we anticipate that almost every classroom would be used almost every period each day.

**What are the impacts to special area classrooms if there is residential growth?**

Limitations will exist in particular classrooms to required courses (i.e. science labs).

Also, need for special education, ESL, etc. as classrooms that will require limitations on numbers in rooms. This will be dependent on students/families moving into area homes and housing units.

# CURRENT DISTRICT PRACTICES: HIGH SCHOOL SOUTH



## **West Windsor-Plainsboro High School South Capacity**

<b>School</b>	<b>Room #</b>	<b>Usage</b>	<b>Type</b>	<b>District Practice Capacity</b>	<b>Square Footage</b>	<b>NJDOE-FES Capacity</b>
HSS	90	Class	Classroom	24	1024	24
HSS	91	Class	Classroom	24	1226	24
HSS	92	Class	Classroom	24	911	24
HSS	95	Class	Classroom	24	873	24
HSS	106	Class	Classroom	24	703	24
HSS	110	Class	Classroom	24	704	24
HSS	112	Class	Classroom	24	699	24
HSS	202	Class	Classroom	24	700	24
HSS	501	Class	Classroom	24	731	24
HSS	503	Class	Classroom	24	725	24
HSS	504	Class	Classroom	24	725	24
HSS	505	Class	Classroom	24	725	24
HSS	506	Class	Classroom	24	725	24
HSS	600	Class	Classroom	24	810	24
HSS	901	Class	Classroom	24	761	24
HSS	1000	Class	Classroom	24	994	24
HSS	1002	Class	Classroom	24	1103	24

HSS	1006	Class	Classroom	24	994	24
HSS	1007	Class	Classroom	24	1103	24
HSS	250A	Class	Classroom	24	713	24
HSS	250B	Class	Classroom	24	713	24
HSS	250C	Class	Classroom	24	713	24
HSS	250D	Class	Classroom	24	713	24
HSS	600A	Class	Classroom	24	713	24
HSS	600B	Class	Classroom	24	587	24
HSS	600C	Class	Classroom	24	714	24
HSS	600D	Class	Classroom	24	709	24
HSS	600E	Class	Classroom	24	858	24
HSS	600F	Class	Classroom	24	699	24
HSS	601A	Class	Classroom	24	764	24
HSS	601B	Class	Classroom	24	763	24
HSS	650A	Class	Classroom	24	629	24
HSS	650B	Class	Classroom	24	367	24
HSS	700A	Class	Classroom	24	709	24
HSS	700B	Class	Classroom	24	862	24

HSS	700C	Class	Classroom	24	711	24
HSS	700D	Class	Classroom	24	717	24
HSS	700E	Class	Classroom	24	855	24
HSS	700F	Class	Classroom	24	706	24
HSS	701A	Class	Classroom	24	763	24
HSS	701B	Class	Classroom	24	763	24
HSS	800AB	Class	Classroom	24	1580	24
HSS	800C	Class	Classroom	24	546	24
HSS	900A	Class	Classroom	24	717	24
HSS	900B	Class	Classroom	24	989	24
HSS	900C	Class	Classroom	24	706	24
HSS	93/94	Class	Classroom	24	1413	24
HSS	102	Science	Classroom	24	1252	24
HSS	111	Science	Classroom	24	1247	24
HSS	113	Science	Classroom	24	1160	24
HSS	114	Science	Classroom	24	1168	24
HSS	200	Science	Classroom	24	1245	24
HSS	201	Science	Classroom	24	1051	24

HSS	203	Science	Classroom	24	1200	24
HSS	204	Science	Classroom	24	1250	24
HSS	205	Science	Classroom	24	1400	24
HSS	206	Science	Classroom	24	1250	24
HSS	207	Science	Classroom	24	1400	24
HSS	208	Science	Classroom	24	700	24
HSS	301	Art	Core	18	1527	18
HSS	302	Art	Core	18	1204	18
HSS	303	Art	Core	18	1204	18
HSS	Auditorium	Auditorium	Core	0	9036	0
HSS	402	Child Growth and Development	Core	18	1682	18
HSS	101	Computer Lab	Core	24	950	24
HSS	103	Computer Lab	Core	24	948	24
HSS	Aux Gym	Aux Gym	Core	60	11337	60
HSS	Gym	Gym	Core	60	11457	60
HSS	T1	Lecture Hall	Core	0	2848	0
HSS	Library	Library	Core	0	7853	0
HSS	401	Life Skills	Core	18	1190	18

HSS	403	Band	Core	50	2145	50
HSS	404	Choir	Core	50	1723	50
HSS	405	Orchestra	Core	50	3118	50
HSS	Playhouse	Theatre Arts	Core	0	1547	0
HSS	Pool	Pool	Core	30	14443	30
HSS	500A	Radio and TV	Core	20	734	20
HSS	500B	Radio and TV	Core	0	986	0
HSS	T2	Study hall	Core	0	1424	0
HSS	T3	Study hall	Core	0	1424	0
HSS	Weight Room	Weight Room	Core	30	2222	30
HSS	502	ESL	Special	16	731	16
HSS	108	Resource	Special	12	633	12
HSS	104A	Resource	Special	12	350	12
HSS	700	Study Skills	Special	24	816	24
HSS	Wrestling Room	Wrestling Room	Special	0	2640	0
				<b>TOTAL</b>	<b>1968</b>	<b>138,423</b>
				<b>Enrollment March 1, 2018</b>	<b>1605</b>	<b>1605</b>
				<b>Differential</b>	<b>363</b>	<b>363</b>

<b>Total Classroom Capacity</b>	<b>1968</b>		<b>1968</b>
<b>85% Utilization Rate</b>	<b>1673</b>		<b>1673</b>
<b>Total Enrollment</b>	<b>1605</b>		<b>1605</b>
<b>% of Capacity</b>	<b>95.95%</b>		<b>95.95%</b>

# Capacity Study

## Feedback Report – Building Administration

**BUILDING** \_\_\_\_\_ **HSS** \_\_\_\_\_

**COMPLETED BY** \_\_\_\_\_ **D. Lepold** \_\_\_\_\_

### **Identify concerns with building capacity.**

AP Chemistry has to meet in a class of refuge for 6 of the 7 sections because of a lack of Chemistry Labs.

During some periods only two or three non-specialized classrooms are available.

Art and Design Lab is used for seven of eight periods and the eighth period is used for TV production because the class meets in the TV studio

Culinary Arts room used 7 of 8 periods

650 A and 650B are essentially classrooms that exist side by side between the walls of the 600 and 700 Area

Speech teacher and CST member share an office which used to be the vending machine closet

Very little Storage space

CST and Main Office conference rooms are too small for IEP or meetings

### **What are the limitations on the academic program(s) with the current building capacity?**

During some periods only two or three non-specialized classrooms are available. We try not to schedule Special Education or World Language courses in open space classes.

### **Are there concerns with the CORE Facility (core defined as lunch room, library, cafeteria, auditorium, etc.)?**

Commons I, II, and III only accommodates Lunch because many Seniors leave for lunch and because of the science lunch labs

Student Parking lot cannot accommodate all the Seniors who want to drive.

### **What is your buildings capability to absorb potential residential growth?**

That depends on grade level. We can accommodate 456 ninth grade students in our Biology classes. GMS has 447 rising ninth graders. Currently, we have 24 sections of all levels of Chemistry 10<sup>th</sup> grade – (College Prep and Honors) and AP Chemistry primarily 11<sup>th</sup> grade can accommodate 28 sections – we will be there in 2019-20.

**What are the impacts to special area classrooms if there is residential growth?**

Culinary Arts class and Art and Design lab can only take one more class

**Please provide any additional information as deemed necessary:**

Limited Storage space

**WEST WINDSOR-PLAINSBORO HIGH SCHOOLS**  
**CORE FACILITIES COMPARISON**

**2017 – 2018 School Year**

	<b>H.S. North Area (In sq. ft.)</b>	<b>H.S. South Area (In sq. ft.)</b>
<b>Auditorium</b>	8000	9036
<b>Seating Capacity</b>		
<b>Gymnasium (2-Station)</b>	8450	11,457
<b>Seating Capacity</b>		
<b>Auxiliary Gym</b>	5,708	11,337
<b>Pool</b>	9,475	14,443
<b>Weight Room</b>	2,318	2,222
<b>Wrestling Room</b>	3,328	2640
<b>Child Growth and Development</b>	816	1682
<b>Life Skills</b>	1,253	1,190
<b>Library/Media Center</b>	8,995	7,853
<b>Music – Vocal</b>	1,066	1,723
<b>Music – Band</b>	2,682	2,145
<b>Music – Orchestra</b>	2,643	3,118
<b>Art</b>	3,353	3,935

**WEST WINDSOR-PLAINSBORO HIGH SCHOOLS**  
**CORE FACILITIES COMPARISON**

	<b>H.S. North Area (In sq. ft.)</b>	<b>H.S. South Area (In sq. ft.)</b>
<b>T.V./Radio</b>	1,392	1,720
<b>Computer Labs</b>	3565	1898
<b>Tech Shop/Wood Shop</b>	1,284	N/A
<b>Robotics Lab</b>	1,758	

**HIGH SCHOOL**  
**Chart by Room Type**

	<b>HSN</b>	<b>HSS</b>	<b>Grand Total</b>
<b>Classroom</b>	<b>56</b>	<b>59</b>	<b>115</b>
Class	44	47	91
Science	12	12	24
<b>Core</b>	<b>20</b>	<b>22</b>	<b>42</b>
Art	2	3	5
Auditorium	1	1	2
Aux Gym	1	1	2
Cafeteria	2	0	2
Child Growth and Development	1	1	2
Computer Lab	3	2	5
Gym	1	1	2
Lecture Hall	0	1	1
Library	1	1	2
Life Skills	1	1	2
Orchestra	1	1	2

Pool	1	1	2
Study hall	0	2	2
Theatre Arts	1	1	2
Weight Room	1	1	2
Band	1	1	2
Choir	1	1	2
Radio and TV	1	2	3
<b>Special</b>	<b>14</b>	<b>5</b>	<b>19</b>
ESL	0	1	1
LARKS	3	0	3
Resource	8	2	10
Robotics	1	0	1
Shop	1	0	1
Study Skills	0	1	1
Wrestling Room	1	1	2
<b>Grand Total</b>	<b>90</b>	<b>86</b>	<b>176</b>

**HIGH SCHOOL**  
**Avg. Sq. Ft. / Building**

	<b>Classroom</b>	<b>Core</b>	<b>Special</b>	<b>Grand Total</b>
HSN	913.59	3,690.25	926.57	1,532.64
HSS	885.61	3,681.91	1,034.00	1,609.57
<b>Grand Total</b>	<b>899.23</b>	<b>3,685.88</b>	<b>954.84</b>	<b>1,570.23</b>

**HIGH SCHOOL**  
**Total Sq. Ft. / Building**

	<b>Classroom</b>	<b>Core</b>	<b>Special</b>	<b>Grand Total</b>
HSN	51,161	73,805	12,972	137,938
HSS	52,251	81,002	5,170	138,423
<b>Grand Total</b>	<b>103,412</b>	<b>154,807</b>	<b>18,142</b>	<b>276,361</b>

## HIGH SCHOOL

### Total Square Footage by Room Type

	<b>HSN</b>	<b>HSS</b>	<b>Grand Total</b>
Art	3353	3935	7288
Auditorium	8000	9036	17036
Aux Gym	5708	11337	17045
Band	2682	2145	4827
Cafeteria	10089	0	10089
Child Growth and Development	816	1682	2498
Choir	1066	1723	2789
Class	33843	37928	71771
Computer Lab	3565	1898	5463
ESL	0	731	731
Gym	8450	11457	19907
LARKS	2274	0	2274
Lecture Hall	0	2848	2848
Library	8995	7853	16848

Life Skills	1253	1190	2443
Orchestra	2643	3118	5761
Pool	9475	14443	23918
Radio and TV	1392	1720	3112
Resource	4328	983	5311
Robotics	1758	0	1758
Science	17318	14323	31641
Shop	1284	0	1284
Study hall	0	2848	2848
Study Skills	0	816	816
Theatre Arts	4000	1547	5547
Weight Room	2318	2222	4540
Wrestling Room	3328	2640	5968
<b>Grand Total</b>	<b>137938</b>	<b>138423</b>	<b>276361</b>

**SECTION 10:**  
**CONSIDERATIONS AND**  
**RECOMMENDATIONS**

## SUMMARY

<b>A</b>	<b>GOALS OF THE STUDY</b>
	The goal of the study was to provide recommendations to the district on the best usage and efficiency of the schools and to assist in making informed decisions regarding facility expansion due to residential growth.
<b>B</b>	<b>SUMMARY AND FINDINGS</b>
	The Recommendation/Considerations section provides an overview and specific recommendations for each school building.
<b>C</b>	<b>CONCLUSION</b>
<b>1.</b>	In general, all district school buildings are found to be properly utilized when considering the district's practices.
<b>2.</b>	Capacity is at or over recommended thresholds at nine of ten schools. HSN has capacity but will see a 200 student increase in enrollment over the next 5 school years.
<b>3.</b>	<p>Dutch Neck</p> <p>Based upon the analysis of district capacity, Dutch Neck is at 119.48% utilization. While the demographic study suggests that enrollment will begin to fall in 2021, there is significant residential growth that may occur during that same time period that may alter that projection. We must be vigilant in our review of demographics over the next 5 – 10 years due to the Affordable Housing decision in West Windsor. We must work to maintain class size.</p> <p>As such, there are limited options for classroom growth at Dutch Neck. Currently, Dutch Neck houses two Kindergarten Extension programs in Rooms 407/409. Further, World Language is taught in Room 8. These three rooms could potentially free up if KE was moved and WL was taught on a cart.</p> <p>There is also a potential impact to room needs by housing one of the</p>

	<p>Dual Language Immersion programs at DN.</p> <p>Currently, there is limited room availability for support programs and core spaces (cafeteria, art classes, etc.).</p> <p>Due to the Affordable Housing determination it is anticipated that that Thompson Property will be approved. This property will be 179 Townhomes on Old Trenton Road and will send to DN – Vil – GMS – HSS. Potential residential impact is 2021.</p> <p>Lastly, as West Windsor Township works to determine their plan for addressing their Affordable Housing obligation it is possible that another property could be approved that impacts DN. If such a property is approved, we may need to review all DN sending paths.</p>
<b>4.</b>	<p>Maurice Hawk</p> <p>Based upon the analysis of district capacity, Maurice Hawk is at 124.88% utilization.</p> <p>While the demographic study suggests that enrollment will begin to fall in 2021 due to a decrease in birth rates, other factors must be considered such as inward migration and residential growth. The demographic study suggests that declining birth rates will neutralize the residential growth out of the Woodstone Property.</p> <p>However, it is critically important that we still account for the need to transfer 4 classrooms from Village to Maurice Hawk.</p> <p>In addition, it is anticipated that to meet the Affordable Housing obligation, West Windsor Township will approve at least two additional projects that will send to MH. It is expected that one of those two properties will send school age children as early as 2021.</p> <p>In the short term, if birth to K enrollment does trend lower we may be able to consider redistricting a portion of Princeton Terrace from DN to MH in order to secure classroom capacity at DN due to anticipated residential developments sending to DN.</p> <p>We must track inward migration as it has become more difficult to rely</p>

	<p>on birth data due to the influx of families that move into our school community with children. As such, those families are not captured in birth data at the county level.</p> <p>During this time, significant residential growth that may occur during that same time period that may alter projections. We must be vigilant in our review of demographics over the next 5 – 10 years due to the Affordable Housing decision in West Windsor. We must work to maintain class size.</p> <p>To date, all residential development growth (except the Thompson Property) will send to Maurice Hawk.</p> <p>As we work to address the need for classroom space (homerooms, art and music), it will be critical that we monitor the net impact of (PE, cafeteria, and library).</p> <p>There is also a potential impact to room needs by housing one of the Dual Language Immersion programs at MH.</p> <p>Lastly, as West Windsor Township works to determine their plan for addressing their Affordable Housing obligation it is anticipated that other properties will be approved that impact MH. If such properties are approved, we will need to review capacity figures for MH and evaluate all MH sending paths.</p>
<b>5.</b>	<p>Town Center Elementary School</p> <p>The current utilization rate for Town Center is 103.74%.</p> <p>Over the past several years we have seen a decrease in the capacity of Town Center Elementary School as we have utilized more space for Special Education programming. Most PK - 2 MD and Autistic programs are now housed at TC.</p> <p>Expansion of ten classrooms is being recommended utilizing Capital Reserve. This will provide the district with expanded Elementary capacity on the Plainsboro side of the district. Currently there are no available rooms at either Wicoff or Town Center. With the Dey Road Affordable Housing about to break ground it is anticipated that we will</p>

	<p>have additional Elementary students by 2020. We are anticipating the development of the Princeton Forrestal complex as well.</p> <p>There are current discussions occurring in Plainsboro of potential additional growth beyond the Dey Road and Princeton Forrestal properties.</p> <p>As Wicoff Elementary schools physical footprint is limited, future Plainsboro growth may need to go to Town Center.</p> <p>Core facilities will have to be reviewed as PE, music, library and art are nearing full capacity.</p> <p>We are currently using a teacher workstation and a bookroom for instructional space. Specials are already on a cart.</p> <p>No available classrooms.</p> <p>TC experiences high mobility which impacts class size and program support. This past year the ESL population of TC nearly doubled.</p>
<b>6.</b>	<p>Wicoff</p> <p>The current utilization rate for Wicoff is 113.18%.</p> <p>Wicoff Elementary School is projected to grow by 50 students by 2022-2023 with anticipated Plainsboro growth pending at the Dey Road and Princeton Forrestal properties.</p> <p>Currently there are no rooms for classroom growth at Wicoff. WL is on a cart, no G&amp;T room, no conference room, limited office space for CST, limited ESL and basic skills classroom space, OT/PT is in a hallway, and classrooms are currently located in the former staff room and computer classroom.</p> <p>As Wicoff Elementary schools physical footprint is limited, future Plainsboro growth may need to go to Town Center.</p>
<b>7.</b>	<p>Millstone River</p>

	<p>The current utilization rate for Millstone River is 115.43%.</p> <p>No available rooms for growth.</p> <p>Millstone River was developed as an Upper Elementary facility. As such, there is only one classroom that was built with a bathroom. Should the district ever consider redistricting and moving to a PK – 5 or K – 5 structures, Millstone River will pose significant concerns.</p> <p>Further, the lack of classroom space for special area teacher’s demands that rooms are utilized nearly 100% of the time. Therefore, teachers must be tightly scheduled. This constraint creates logistical challenges for scheduling both at Millstone River and other facilities when shared staff are utilized.</p> <p>If residential growth occurs, core spaces (music, art, PE, lunch room, etc.) will have to be analyzed.</p> <p>The Board of Education and administration should review the utilization of Millstone River and consider options for facility expansion and/or purpose.</p>
8.	<p>Village</p> <p>The current utilization rate for Village is 106.64%.</p> <p>It is critically important that we account for the need to transfer 4 classrooms from Village to Maurice Hawk. This will open up space for growth fourth and fifth grade classrooms</p> <p>In addition, it is anticipated that to meet the Affordable Housing obligation, West Windsor Township will approve at least two additional projects that will send to Village. It is expected that one of those two properties will send school age children as early as 2021.</p> <p>All residential development growth for West Windsor will be sent to Village.</p> <p>Lastly, as West Windsor Township works to determine their plan for addressing their Affordable Housing obligation it is anticipated that</p>

	<p>other properties will be approved that impact Village.</p> <p>Village currently has one music room and one art room. Should enrollment rise, we will need to address concerns with core space (art, music, PE, cafeteria, and library).</p> <p>Currently there is insufficient space for large ensembles and parent programming.</p> <p>Insufficient small group instruction space.</p> <p>The lunchroom cannot currently accommodate the utilization of additional lunch tables.</p>
<b>9.</b>	<p>Community Middle School</p> <p>The current utilization rate for CMS is 108.49%.</p> <p>Community presents a major concern over the next 3 – 5 years as it is anticipated that we will have a 175+ student growth. As lunch is already occurring in a split shift and core facility space is stretched we will have to work on temporary and permanent solutions.</p> <p>The district should consider a 8 – 12 classroom addition to provide a safety valve for classroom space.</p> <p>Space constraints exist for all special area classrooms including industrial and culinary arts, band, orchestra, and choir, PE, art, etc.</p>
<b>10.</b>	<p>Grover Middle School</p> <p>The current utilization rate for GMS is 122.55%.</p> <p>Similar concerns to MH, DN, and Village exist at GMS.</p> <p>This year GMS has 8<sup>th</sup> grade classes over 28 students per class with some as high as 30 – 32 students per classroom.</p> <p>PE, music and art have limited growth opportunity. Three science rooms must be converted from traditional classroom spaces to fully</p>

	<p>functioning science classrooms.</p> <p>GMS could consider converting 3 – 4 World Language classrooms to homerooms and place WL teachers on carts. While this would provide some relief it will not be sufficient for the growth from Affordable Housing obligations in West Windsor.</p> <p>GMS will need to examine split lunches and replicate CMS.</p> <p>Further, both Middle Schools could consider a review of bell schedule to maximize building efficiency. It is critically important that should any such conversation proceed that it be understood on the front end that any such change could have a detrimental impact on instructional time in core academic areas.</p>
<b>11.</b>	<p>High School North</p> <p>The current utilization rate for HSN is 85.29%.</p> <p>While HSN’s enrollment is hovering in the mid-1400’s it is anticipate that HSN will increase by 200 students within the next five years. Anticipated enrollment for the HSN entering classes of 2023 and 2024 of over 480 and 470 respectfully. It is anticipated that HSN will surpass 1700 by the 2023 – 2024 school year.</p> <p>Plainsboro Township has approved residential developments on Dey Road and at Princeton Forrestal. Furthermore, discussions have occurred about additional residential growth in Plainsboro that will require active monitoring.</p> <p>It must be noted that once our student population crosses 1600 there is a significant programmatic concern with the number of science labs available.</p> <p>Lastly, once enrollment crosses 1650 students it is anticipated that the facility will be hovering between 95% - 100% utilization.</p>
<b>12.</b>	<p>High School South</p> <p>The current utilization rate for HSS is 95.95%.</p>

	<p>Much like HSN, when HSS crosses 1600 students there are significant concerns with the ability to provide students with their desired course requests in the area of science. During the 2018 – 2019 school year Biology will be significantly challenged due to the size of the 9<sup>th</sup> grade projected enrollment and based upon the anticipated requests for AP Biology. By 2019 – 2020 we anticipate 28 sections of Chemistry, Chemistry Honors, and AP Chemistry being offered. At that time we will be out of Chemistry rooms.</p> <p>All significant residential growth occurring in West Windsor is currently zoned for HSS.</p> <p>Due to the unique nature of the instructional classroom design at HSS (open space concept) World Language and Special Education classrooms are often assigned to classrooms with walls. As enrollment increases there will be a limitation on general classroom options.</p> <p>Core space (commons, PE, art, and music) will need to be analyzed.</p>
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## CONSIDERATIONS AND RECOMMENDATIONS

<b>A</b>	<b>OVERVIEW</b>
<b>B</b>	<b>RECOMMENDATIONS</b>
	<p>There is no single or easy solution to resolve the issues that motivated the district to engage in this study.</p> <p>The long range solution to our pending challenges will be exacerbated by residential growth.</p> <p>As such our long term solution will be a combination of efforts that may include: <b>EXPANION; RENOVATION; POTENTIAL REDISTRICTING; AND INNOVATION.</b></p>
	<ul style="list-style-type: none"> <li>• Expansion would mean adding classrooms to existing structures.</li> </ul>
	<ul style="list-style-type: none"> <li>• Renovation would build on expansion and would include the modernization of areas of buildings to better meet the needs of students and instructional programs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Redistricting would consider a review of current residential sending paths and make calculated shifts in order to address potential overcrowding in any on particular school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Innovation requires considering new organizational and instructional models.</li> </ul>
<b>C</b>	<b>Programmatic Recommendations</b>
	<ul style="list-style-type: none"> <li>• The district must strive to maintain smaller class sizes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain our continued emphasis on providing a continuum of educational programs starting in Kindergarten. These programs are inclusive of Art, Music, Science, a continuum of Special Education Programs, and World Languages.</li> </ul>
	<ul style="list-style-type: none"> <li>• All schools are expected to maintain current enrollment or experience an increase in enrollment.</li> </ul>
	<ul style="list-style-type: none"> <li>• The district must address capacity concerns in all schools due to the uncertainty of residential development.</li> </ul>
<b>D</b>	<b>CONSIDERATIONS</b>
	Addition(s) on existing facilities to provide for residential growth.
	Adapting attendance zones or adopting alternate attendance zones.
	Acquire existing facilities or constructing new facilities to relieve space constraints.
	Purchase or acquire land for future facility needs.