

Preparing UCPS for Long Term Success

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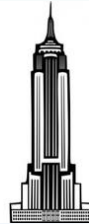
UCPS Redistricting plan calls for 5,800 students or 14% of the total District population to be moved from their current Clusters

So what does 5,800 kids look like?

Enough to fill 80 School Buses



Larger than the population of Marvin & 6 other Union County Towns



3 Students for every step in the Empire State Building



More than the Max Capacity of 5 UCPS Elementary Schools

More than 6 Miles long when holding hands

1 for every parking spot at Carolina Place Mall with 400 students left over

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Guidelines used for alternative plan to redistricting

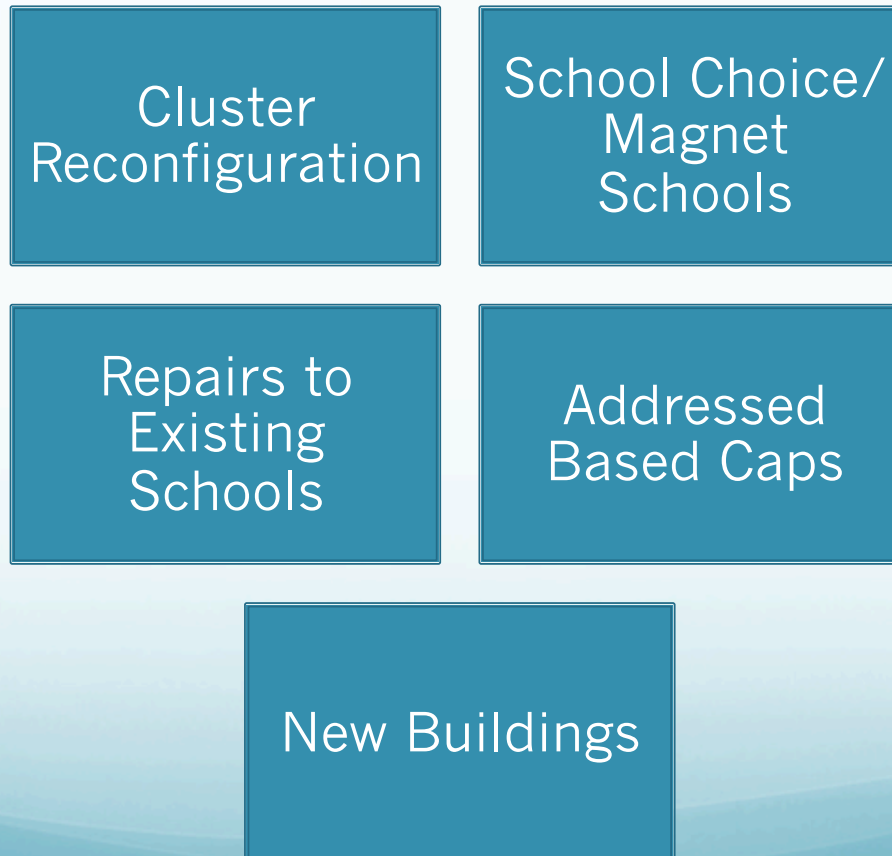
Union County Board of Education Policy Manual--4-13 School Assignment Administrative Guidelines

1. Maximize benefits to students.
2. Get maximum number of students in brick and mortar facility.
3. Provide same quality education to all students.
4. Adhere to neighborhood schools concept.
5. Limit the number of transitions for same students.
6. Minimize the negative social/emotional impact on students from being separated from classmates.
7. Utilize long-term planning.
8. Minimize transportation costs and ride times.
9. Communicate to public.
10. Provide relief to most overcrowded schools.
11. Be aware of requirements within municipality lines/government boundaries.
12. Be fair and equitable.
13. Maximize quality of life/stability.
14. Maximize community/school relationships.
15. Be aware of logistical and operational impact on schools.
16. Analyze costs associated with plan and benefits.
17. Minimize total costs of operations.
18. Consider negative impact on students, staff, and faculty.
19. Ensure legitimacy of plan.
20. Maximize assurance of taxpayers that Board is conscious of its fiduciary responsibility.
21. Maintain awareness of and alignment with future growth.
22. Consider input from staff and administration.

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Multi Point Plan:

This plan keeps all students both current and projected in their current Clusters, if they choose to stay (they will have options outside of current cluster as well). It includes short and long term planning. Plan should be viewed holistically in order to provide maximum effectiveness.



Cluster Reconfiguration

Disclosures:

- All data is based off of Board of Education/McKibbens' projected enrollment numbers, not just current enrollment.
- Data does not account for the impact that at least three new potential Charter Schools/Private Schools could have on projected enrollment.
- Only Marvin, Weddington, Cuthbertson and Porter Ridge clusters would be affected so they are the clusters with maps/figures shown. All other clusters can ride out the population forecasts as is.

Cluster Reconfiguration—Marvin, Weddington, Cuthbertson & Porter Ridge

Current cluster configuration: All Clusters

- (2-3) Grades K-5 Elementary Schools
- (1) Grades 6-8 Middle School
- (1) Grades 9-12 High School

Proposed cluster configuration: Marvin, Weddington, Porter Ridge I & II

(1) Grades K-2 Primary School

(1) Grades 3-4 Primary School

(1) Grades 5-6 Elementary School

(1) Grades 7-8 Middle School

(1) Grades 9-12 High School

We have made suggestions on Maps and on Population slides, however BoE/UCPS can determine which schools will be Primary and which will be Elementary based on capacity, location, transportation efficiency, etc.

Marvin Cluster



Rea View

Grades 3-4



Marvin Elm

Grades K-2

Sandy Ridge



Grades 5-6

Marvin Middle

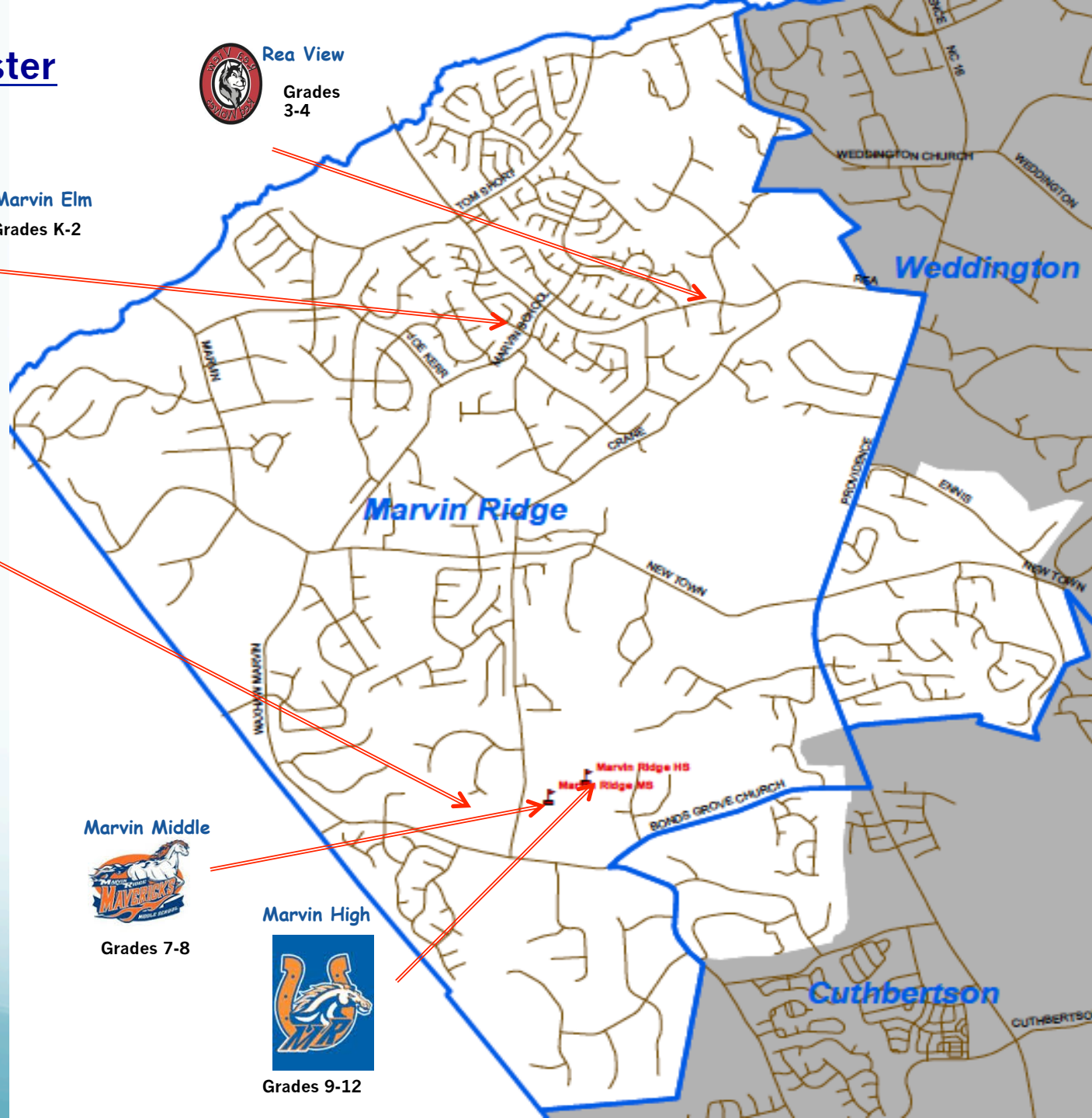


Grades 7-8

Marvin High



Grades 9-12



Weddington Cluster

Antioch Elm



Grades K-2

Wesley Chapel Elm



Grades 3-4

Weddington Elm



Grades 5-6

Weddington Middle

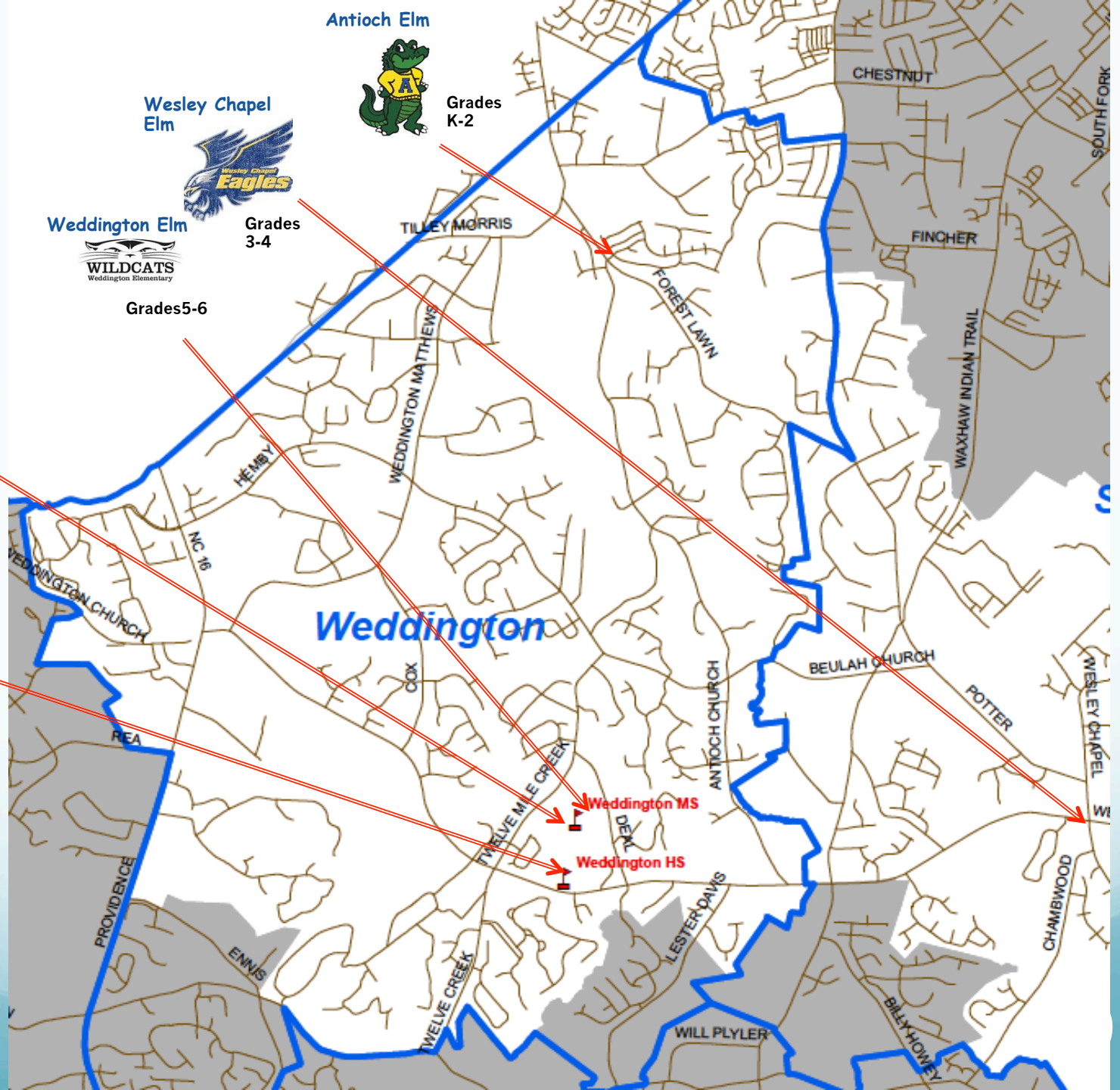


Grades 7-8

Weddington High



Grades 9-12



Porter Ridge I Cluster



Porter Ridge Elm
Grades 5-6



Sardis Elm
Grades 3-4



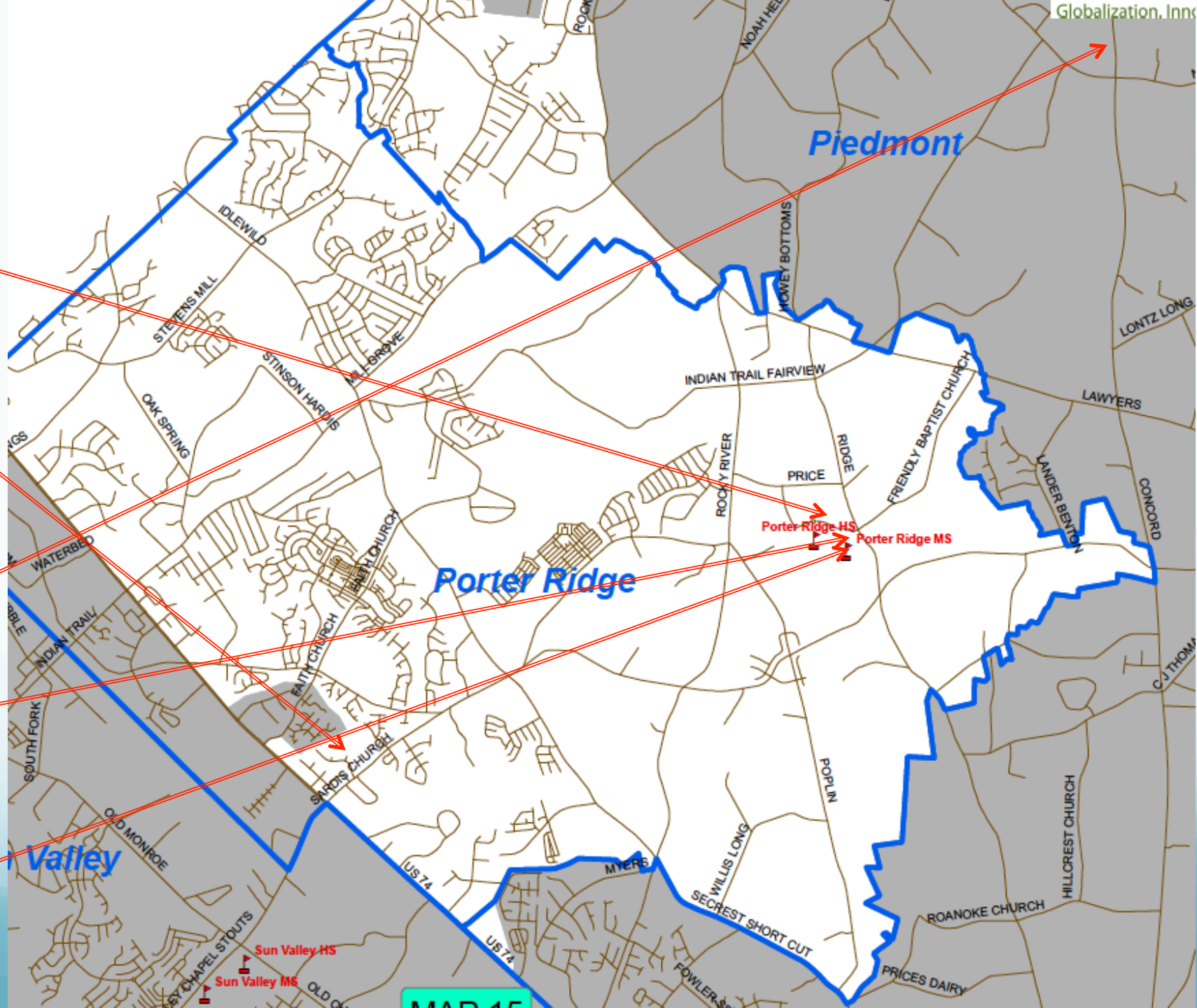
Fairview Elm
Grades K-2



Porter Ridge Middle
Grades 7-8



Porter Ridge High
Grades 9-12



Porter Ridge II Cluster



Hemby Bridge Elm
Grades 3-4



Stallions Elm
Grades K-2



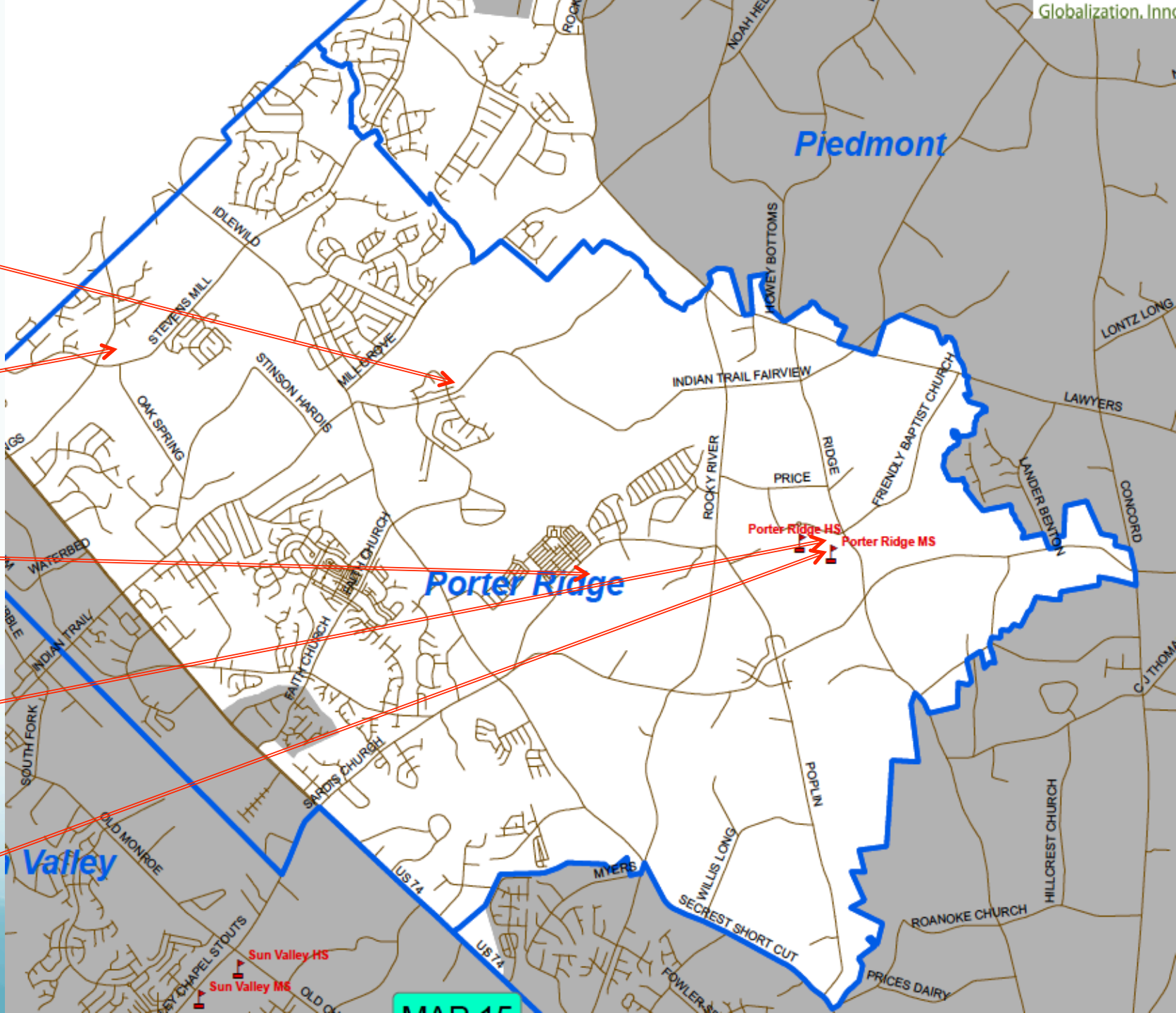
Poplin Elm
Grades 5-6



Porter Ridge Middle
Grades 7-8



Porter Ridge High
Grades 9-12



Proposed cluster configuration: Cuthbertson

(1) Grades K-2 Primary School

(1) Grades 3-5 Elementary School

(1) Grades 1-6 Primary/Elementary School

(1) Grades 6-8 Middle School

(1) Grades 9-12 High School

We have made suggestions on Maps and on Population slides, however BoE/UCPS can determine which schools will be Primary and which will be Elementary based on capacity, location, transportation efficiency, etc.

Cuthbertson Cluster



Kensington Elm
Grades K-2



Waxhaw Elm
Grades 3-5



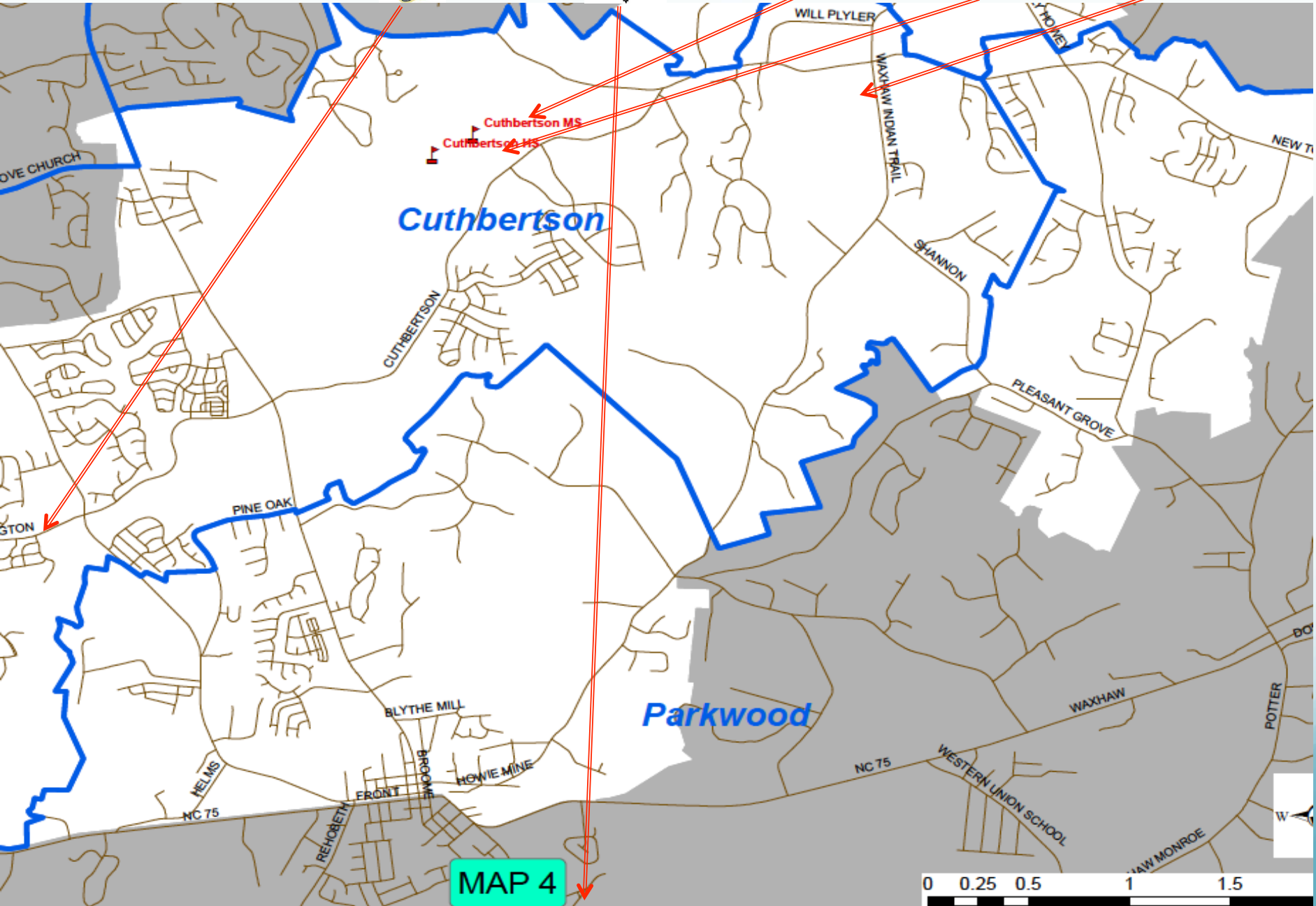
Cuthbertson
Middle Grades
6-8



Cuthbertson High
Grades 9-12



Newtown Elm
Grades 1-6



MAP 4



Marvin Cluster

K-2 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
MES/ Kinder	85	84	83
SRES/ Kinder	87	84	83
RVES /Kinder	124	121	120
MES/ 1 st gr	91	88	87
SRES/ 1 st gr	94	93	88
RVES/ 1 st gr	139	135	131
MES /2 nd gr	102	100	96
SRES /2 nd gr	98	96	96
RVES /2 nd gr	135	153	147
sum	955	954	931

MES-Marvin Elementary SRES-Sandy Ridge Elementary RVES-Rea View Elementary

Using McKibben
Projected
Enrollment.
Does not factor in new
charter school
enrollment.

3-4 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
MES/ 3	120	107	106
SRES/ 3	168	147	165
RVES /3	107	99	98
MES/ 4	114	128	116
SRES/ 4	176	181	157
RVES/ 4	137	110	103
sum	822	772	745

MES-Marvin Elementary SRES-Sandy Ridge Elementary RVES-Rea View Elementary

5-6 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
MES/5	133	123	137
SRES/ 5	186	195	197
RVES /5	140	140	114
MES/ 6	122	133	123
SRES/ 6	178	186	195
RVES/ 6	119	140	140
sum	878	917	906

MES-Marvin Elementary SRES-Sandy Ridge Elementary RVES-Rea View Elementary

All 3 schools have
1000 cap levels

Weddington Cluster

K-2 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
WES/ Kinder	102	101	100
AES/ Kinder	133	136	130
WCES /Kinder	77	75	75
WES/ 1 st gr	111	113	112
AES/ 1 st gr	133	136	130
WCES/ 1 st gr	67	84	82
WES /2 nd gr	104	129	129
AES/2 nd gr	135	138	142
WCES /2 nd gr	80	68	86
sum	942	980	986

WES-Weddington Elementary AES-Antioch Elementary WCES-Wesley Chapel Elementary

3-4 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
WES/ 3	155	119	144
AES/ 3	158	140	142
WCES /3	84	82	70
WES/ 4	138	181	137
AES/ 4	135	160	143
WCES/ 4	95	85	84
sum	765	767	720

WES-Weddington Elementary AES-Antioch Elementary WCES-Wesley Chapel Elementary

5-6 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
WES/5	173	157	203
AES/ 5	167	139	166
WCES/5	107	97	88
WES/ 6	146	173	157
AES/ 6	137	167	139
WCES/ 6	95	107	97
sum	825	840	850

WES-Weddington Elementary AES-Antioch Elementary WCES-Wesley Chapel Elementary

Using
McKibben
Projected
Enrollment.

Does not factor in
new charter school
enrollment.

2 schools with
1000 cap and 1
with 870 cap level

Cuthbertson Cluster

K-2 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
NTES/ Kinder	136	137	135
WES/ Kinder	83	81	81
KES /Kinder	142	140	141
WES/ 1st gr	87	88	86
KES/ 1 st gr	161	156	154
WES /2 nd gr	97	86	86
KES/2 nd gr	202	196	187
sum	908	884	870

NTES-New Town Elementary WES-Waxhaw Elementary KES-Kensington Elementary

3-5 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
WES/ 3	98	96	84
KES/ 3	171	242	231
WES /4	94	97	95
KES/ 4	208	195	271
WES/ 5	98	95	98
KES/ 5	232	252	232
sum	901	977	1011

WES-Waxhaw Elementary KES-Kensington Elementary

1-6 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
NTES/1	149	148	147
NTES/2	149	156	154
NTES/3	165	165	172
NTES/4	167	175	175
NTES/5	161	179	188
NTES/ 6	176	161	179
sum	967	984	1015

NTES-New Town Elementary

Using McKibben
Projected
Enrollment.

Does not factor in new
charter school
enrollment.

All 3 schools have a
1000 cap level.

Cuthbertson Middle Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
KES/ 6	183	232	253
CMS/7	485	530	550
CMS/8	488	514	551
sum	1156	1276	1354

KES-Kensington Elementary

*All Waxhaw Elementary 6th gr go to Parkwood Middle

**Weddington Elementary 6th gr remain in Weddington cluster restructuring

1400 cap level

Porter Ridge Cluster I

K-2 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
PRES/ Kinder	83	83	82
SES/ Kinder	89	87	86
FES /Kinder	67	67	66
PRES/ 1st gr	87	88	87
SES/ 1 st gr	93	97	95
FES/ 1 st gr	73	70	69
PRES /2 nd gr	88	90	91
SES/2 nd gr	85	86	90
FES /2 nd gr	70	72	69
sum	739	750	744

PRES –Porter Ridge Elementary SES-Sardis Elementary FES-Fairview Elementary

Using McKibben
Projected
Enrollment.

Does not factor in new
charter school
enrollment.

3-4 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
PRES/ 3	110	92	95
SES/ 3	81	86	87
FES /3	73	71	73
PRES/ 4	89	108	91
SES/ 4	80	79	84
FES/ 4	61	72	70
sum	494	508	500

PRES –Porter Ridge Elementary SES-Sardis Elementary FES-Fairview Elementary

5-6 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
PRES/5	104	87	106
SES/ 5	76	78	77
FES/5	84	60	71
PRES/ 6	97	104	87
SES/ 6	72	76	78
FES/ 6	85	84	60
sum	518	489	479

PRES –Porter Ridge Elementary SES-Sardis Elementary FES-Fairview Elementary

2 schools with 870
cap 1 school with
1000 cap level

Porter Ridge Cluster II

K-2 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
StES/ Kinder	98	95	94
HBES/ Kinder	76	79	79
PES /Kinder	111	110	110
StES / 1st gr	111	106	103
HBES/ 1 st gr	92	79	82
PES/ 1 st gr	118	116	115
StES /2 nd gr	95	114	110
HBES/2 nd gr	66	84	81
PES /2 nd gr	127	125	122
sum	890	908	899

**StES-Stallings Elementary HBES-Hemby Bridge Elementary PEP-Poplin Elementary

Using McKibben Projected Enrollment

Does not factor in new charter school enrollment.

3-4 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
StES/ 3	98	92	112
HBES/ 3	93	68	86
PES /3	116	103	128
StES/ 4	106	99	91
HBES/ 4	72	95	70
PES/ 4	124	118	134
sum	608	602	621

**StES-Stallings Elementary HBES-Hemby Bridge Elementary PEP-Poplin Elementary

5-6 Restructuring

school/grade	2014-15 enrollment	2015-16 enrollment	2016-17 enrollment
StES/5	90	109	103
HBES/ 5	101	75	98
PES/5	105	126	120
StES/ 6	98	90	109
HBES/ 6	92	101	75
PES/ 6	107	105	126
sum	593	606	631

**StES-Stallings Elementary HBES-Hemby Bridge Elementary PEP-Poplin Elementary

1 school with a 870 cap and 2 schools with a 1000 cap level

School Choice/Magnet Schools

"There is substantial statistical and case study evidence that magnet schools can improve student learning and behavior, enhance diversity, as well as ease overcrowding." - Irene Beattie, Associate Prof at UC Merced

<http://www.mercedsunstar.com/2013/04/09/2931723/irenee-beattie-magnet-schools.html>

"The evidence points clearly in one direction. Opponents frequently claim school choice does not benefit participants, hurts public schools, costs taxpayers, facilitates segregation, and even undermines democracy. However, the empirical evidence consistently shows that choice improves academic outcomes for participants and public schools, saves taxpayer money, moves students into more integrated classrooms, and strengthens the shared civic value and practices essential to American democracy."

<http://www.edchoice.org/CMSModules/EdChoice/FileLibrary/994/A-Win-Win-Solution--The-Empirical-Evidence-on-School-Choice.pdf>

Implement School Choice/Magnet School Programs

- Implement School Choice/Magnets to further reduce overcrowding
- IB/STEM/Magnet programs located in under crowded schools/centrally located areas of the County
- Children who live in the Magnet school zones are automatically enrolled
- Remaining seats are filled by lottery from all others students in UCPS
- Whatever Neighborhood school cluster you are zoned to, you are guaranteed a spot in that cluster.
- Transportation provided to Magnet school or Neighborhood school.

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Implement School Choice/Magnet School Programs

- Programs become accessible to more children in UCPS
- Eases overcrowding as a percentage of students at overcrowded schools will want to take advantage of these programs and will voluntarily relocate
- Allows for new housing development to cast a wider net across the county as people will want to live in areas zoned to schools with specialty programs
- Improves teaching and learning to increase student achievement
- Offers school choice
- Provides educational equity
- Improves school integration
- Unites school and community through focused curriculum
- Increases parent and community involvement and support
- Provides learning environments that match students' interests, talents and abilities
- Improves satisfaction among families
- Increases student attendance
- Encourages creativity of educators
- Expands career opportunities with authentic application of skills
- In public magnet schools, achievement was higher than that in public comprehensive schools in all four subjects

Cabarrus County Schools 9 Magnet Schools

<http://www.cabarrus.k12.nc.us/Page/4857>

Program	School(s)
STEM - <i>(science, technology, engineering and math)</i>	Coltrane-Webb Elementary Patriots Elementary J.N. Fries Middle Central Cabarrus High
International Studies	Weddington Hills Elementary J.N. Fries Middle Concord High
Language Immersion	Carl A. Furr Elementary

Durham Public Schools 23 Magnet Schools

<http://magnet.dpsnc.net>

- Elementary Level:

Visual and Performing Arts	International
STEM Gifted and Talented	Integrated Arts/Core Knowledge
Montessori School	Baccalaureate Primary Years Program (PYP)

- Middle Level :

International Baccalaureate Middle Years Program	STEM Academy of Engineering and Design
Montessori School	STEM School of Technology

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Students who change schools and enter better quality schools (e.g., magnets or academic academies) experience fewer negative consequences than students who transfer into other public schools. (Temple and Reynolds)

When all students ... are provided high-quality educational options, and when parents receive enough information to make intelligent choices among those options, public school choice can increase both equity and quality in education. - - Dept. of Ed. NCLB Public School Choice Guide

Repair Existing Schools

What the Research Says:

"...building maintenance is one variable that school districts have control over—and one that has a measurable impact on pupil achievement."

<http://www.ascd.org/publications/educational-leadership/mar00/vol57/num06/-Healthy-Buildings,-Successful-Students.aspx>

Good facilities appear to be important to student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior, as well as staff morale, to physical building conditions.

<http://www.ia-sb.org/SchoolFacilities.aspx?id=562>

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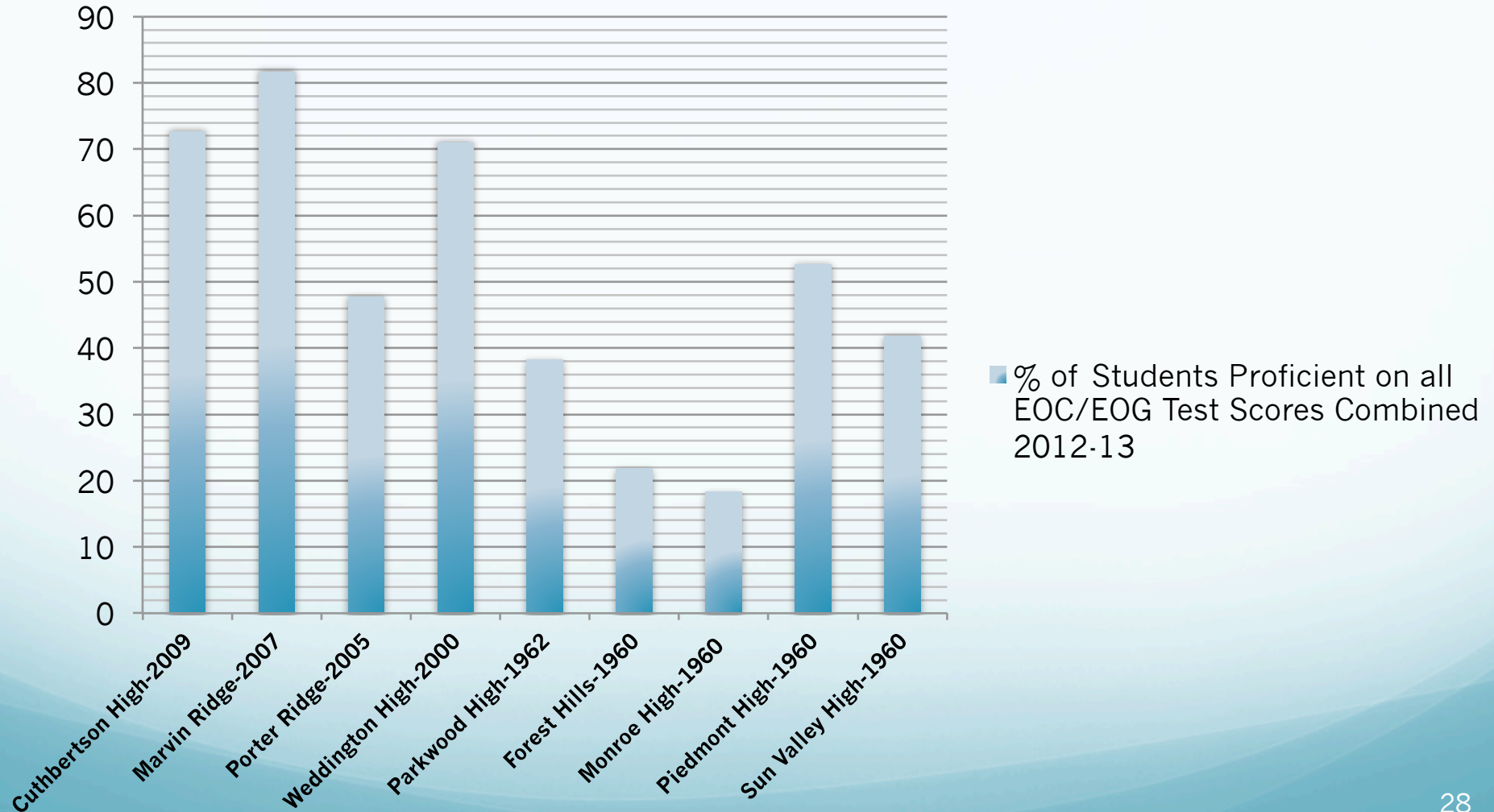
Repair Existing Schools

- Use funds provided by BoCC since lawsuit verdict to begin highest priority repairs immediately.
- As noted in UCPS' **2011-2014 Strategic Plan**, “encourage local business, civic and religious organization support and involvement with the schools.” Approach these stakeholders for possible donations for repairs.
http://webcp.ucps.k12.nc.us/forms_manager/documents/99/ucps_strategic_plan.pdf
- Consider a Capital Campaign amongst all outside stakeholders, **(e.g., parents, businesses, suppliers, taxpayers)** to speed the repairs timeline as an alternative to possible tax rate increases.
- **Meet with BoCC** to determine actual repair costs at ALL schools and consider settlement that allows BoCC to drop lawsuit appeal.
- Encourage all Union County residents to continue to email/call BoCC members and attend all BoCC meetings to encourage them to drop the lawsuit appeal and fund our schools.

Age/Condition of Building vs. Test Scores.

Data obtained from <http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes> and <http://fpc.ucps.k12.nc.us/php/ComprehensiveFacilitiesStudy.php>

% of Students Proficient on all EOC/EOG Test Scores Combined 2012-13



Address Based Caps

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Capping schools if needed for short term overcrowding. Based off population projections this should only come into play depending if/when a new building is constructed.

▪ Adjust School Capping Plan

- Existing caps are based on current student names
- Implement address-based cap plan
- Address-based cap would be based on existing homes
- Homes built before caps were put in place are immune to being capped
- Homes built after caps are put in place would be “capped out” to nearest under capacity school until caps are lifted
 - Ex: Homeowner of 123 Anywhere Dr. lives in Kensington Elm. school zone which is currently capped. If owner sells home, new buyer would be allowed to attend Kensington Elm.
 - If a NEW home is built at 125 Anywhere Dr. the and the buyer has elementary age children, those kids would be capped out to the nearest school under capacity.

Pros:

- Existing students will remain at their neighborhood schools
- Property values are protected for existing homeowners
- New homebuyers know they are capped out before they buy. Less surprise factor
- Temporary solution until Cluster Reconfiguration and School Choice options can be implemented

New Buildings

Begin process of bringing new school online

- Do we need an entire cluster?
- Based off of current population projections it would appear we will need one new building in the Cuthbertson cluster within 4 years.
- Ideally this building could be on land already owned by UCPS on the Cuthbertson campus.
- Building would house Primary or Elementary grades which will keep costs to a minimum.
- We do not see a need for an entire cluster if all other phases of the plan are implemented and BoE/McKibben projections hold water over next 5 years.
- Other factors to consider:
 - St. Matthew's Middle School
 - Potential for at least 3 Charter Schools approved by June 2014 opening August 2015