

Strategic Plan

2012–2017

North Hunterdon - Voorhees Regional High School District Table of Contents

Acknowledgements

Strategic Planning Process

**Beliefs; Mission Statement; Strengths and
Challenges**

Goal Area and Action Plans

Goal #1 Educational Excellence

Goal #2 Resources

Goal #3 Communications

Goal #4 Partnerships

Appendix A

Appendix B

Appendix C

State of the Schools Report

State of the Community Report

Visions





North Hunterdon-Voorhees Regional High School District

"Providing Success for All Students"

Acknowledgements

The North Hunterdon-Voorhees Regional High School District's Strategic Planning process, completed during the 2012 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

North Hunterdon-Voorhees Regional High School Board of Education

Beverly Thorne, President
Nicholas Nacamuli, Vice President

Robert Becker
Francis Goger
Monica Gondek
Colleen Ingram
John Kulick
Gary Peabody
Louis Pennucci
Debra Roosen
Sandra Seidorf
Roger Straight
Marc Strauss

Dr. Charles Shaddow, Superintendent of Schools

Susan Press, Business Administrator/Board Secretary

Maren Smagala, District Communications Coordinator & Internal Coordinator

New Jersey School Boards Association

Diane Morris, Field Service Representative
Joanne Borin, Field Service Representative



STRATEGIC PLANNING 2011

LIST OF VOLUNTEERS

State of the Schools Committee

1. **Richard Shevalier** (VHS Science Supervisor) **Co-Chair**
2. **Marc Laul** (Lebanon Twp resident, VHS Parent) **Co-Chair**
3. Jillian Ritchie (NHHS World Language Teacher-NHVEA President)
4. Greg Cottrell (NHHS Technology Teacher)
5. Megan Grilli-Oesterle (District G&T Coordinator)
6. Jean DiSalvio (VHS Guidance Counselor)
7. Shane Berry (NHHS Art Supervisor)
8. Louis Mazzella (NHHS Science Supervisor)
9. Mike Hughes (NHHS Principal)
10. Michelle LeGrand (Clinton Twp resident)
11. Henry Zecca (VHS student, Class of 2012)

State of the Community Committee

1. **Christopher Schumann** (Clinton Twp resident, NHHS Social Studies (now Special Ed) Supervisor) **Co-Chair**
2. **Lily Partridge** (Tewksbury Twp resident, parent of VHS graduates) **Co-Chair**
3. Amy Mullay (NHHS World Language Teacher, Clinton Twp resident)
4. Cheryl Kuster (Clinton Twp resident, NHHS parent)
5. Barbara Cochrane (Bethlehem Twp, NHHS parent)
6. Kristin Heimall (YMCA, Lebanon Twp resident)
7. H. Jordan Guenther (Clinton Twp resident, NHHS parent)
8. Gwen Macchione (VHS student, Class of 2011)
9. Andrew Paton (Pastor of the Church of the Nazarene in Annandale)

Planning Council Conference – September 16-17, 2011

1. Christina Marko (NHHS Special Education Teacher)
2. Steve Schultz (District Prof. Development Coordinator, NHHS World Language Teacher)
3. Magaly Reluzco (VHS World Language Teacher, Glen Gardner resident)
4. Janice Van Etten (VHS Social Studies/World Language/Business Supervisor, Union Twp resident)
5. Ron Peterson (VHS Principal)
6. Susan Hammerstone (VHS Assistant Principal)
7. John Hahola (NHHS Assistant Principal)
8. Mike Hughes (NHHS Principal)



9. Rich Bergacs (NHHS Assistant Principal)
10. Dr. Frank Helies (NHV Assistant Superintendent)
11. Maren Smagala (NHV District Communications Coordinator)
12. Monica Gondek (NHV Board of Education Member, Union Twp resident)
13. Garry Peabody (NHV Board of Education Member, Lebanon Twp resident)
14. Nicholas Nacamuli (NHV Board of Education Vice President, Tewksbury Twp resident)
15. Fran Suchovic (Lebanon Twp resident, Principal of Union Twp Middle School)
16. Samantha Suchovic (VHS student, Class of 2013)
17. Henry Zecca (VHS student, Class of 2012) (*participated on Friday*)
18. Mary Cutri-French (Lebanon Twp resident, Guidance Counselor in Tewksbury School District, VHS parent)
19. Sheila Noonan (Lebanon Twp resident, VHS parent)
20. John Macchione (Tewksbury resident, parent of VHS graduates)
21. Lisa Harrell (Glen Gardner resident)
22. Barbara Cochrane (Bethlehem Twp, NHHS parent)
23. Amy Hale (Clinton Twp resident, parent of NHHS grads and future students)
24. Gary Pyner (Union Twp resident, NHHS parent)
25. Andrew Paton (Pastor of the Church of the Nazarene in Annandale) (*participated on Friday*)
26. Richard Burton (Lebanon Boro resident, town councilman)
27. Christine Burton (Lebanon Boro resident, President of Lebanon Boro Board of Education)
28. Richard Kaplan (Clinton Twp resident, K-8 parent)
29. Barbara Walter (Clinton Twp resident, NHHS parent, former NHV Board of Education member)
30. Lily Partridge (Tewksbury Twp resident, parent of VHS graduates)

Action Plan Committees

Goal Area - Educational Excellence

1. **Richard Broan** (VHS English Supervisor) – **Co-Chair**
2. **Mike Squarcia** (VHS Guidance Supervisor) – **Co-Chair**
3. Jillian Ritchie (NHHS World Language Supervisor, Former NHVEA President)
4. Christina Marko (NHHS Special Education Teacher)
5. Magaly Reluzco (VHS World Language Teacher)
6. John Hahola (NHHS Assistant Principal)
7. Mary Cutri-French (Lebanon Twp resident, Guidance Counselor in Tewksbury School District, VHS parent)
8. Susan Miranda (former NHHS Guidance Counselor, Lebanon Twp resident, VHS parent)
9. Monica Gondek (NHV Board of Education Members, Union Twp resident)
10. Gary Pyner (Union Twp resident, NHHS parent)



Goal Area – Partnerships

1. **Janice Van Etten** (VHS Social Studies/World Language/Business Supervisor, Union Twp resident) – **Co-Chair**
2. **Laurie Hance** (VHS Science Teacher) – **Co-Chair**
3. Michele Lee (NHHS LDTC/Case Manager)
4. Richard Kaplan (Clinton Twp resident, K-8 parent)
5. Melanie Kerr (VHS Science Teacher)
6. Lily Partridge (Tewksbury resident, Parent of VHS graduates)
7. Mary Cutri-French (Lebanon Twp resident, Guidance Counselor in Tewksbury School District, VHS parent)

Goal Area – Resources

1. **Mary Pat Publicover** (VHS Special Education Supervisor) – **Co-Chair**
2. **Lou Mazzella** (NHHS Science Supervisor) – **Co-Chair**
3. Shane Berry (NHHS Fine Arts/Music/Social Studies Supervisor, Union Twp resident)
4. MaryJo Rosania-Harvie (VHS Art/Music/Family & Consumer Sciences/Technology Education Supervisor)
5. Richard Burton (Lebanon Boro resident, town councilman)
6. John Macchione (Tewksbury Twp resident, parent of VHS graduates)

Goal Area – Communications

1. **Rich Bergacs** (NHHS Assistant Principal) – **Co-Chair**
2. **Susan Hammerstone** (VHS Assistant Principal) – **Co-Chair**
3. Greg Cottrell (NHHS Technology Teacher)
4. Fran Suhovic (Lebanon Twp resident, Principal of Union Twp Middle School)
5. Sheila Noonan (Lebanon Twp resident, VHS parent)
6. Amy Hale (Clinton Twp resident, parent of NHHS grads and future students)
7. Garry Peabody (NHV Board of Education member, Lebanon Twp resident)
8. Kelly Kieffer (NHHS Special Education Teacher)

Planning Council Meeting – December 8, 2011

1. Christina Marko (NHHS Special Education Teacher)
2. Magaly Reluzco (VHS World Language Teacher, Glen Gardner resident)
3. Janice Van Etten (VHS Social Studies/World Language/Business Supervisor, Union Twp resident)
4. Ron Peterson (VHS Principal)
5. Susan Hammerstone (VHS Assistant Principal)
6. John Hahola (NHHS Assistant Principal)
7. Mike Hughes (NHHS Principal)
8. Rich Bergacs (NHHS Assistant Principal)
9. Dr. Frank Helies (NHV Assistant Superintendent)
10. Maren Smagala (NHV District Communications Coordinator)



11. Nicholas Nacamuli (NHV Board of Education Vice President, Tewksbury Twp resident)
12. Sheila Noonan (Lebanon Twp resident, VHS parent)
13. Gary Pyner (Union Twp resident, NHHS parent)
14. Richard Burton (Lebanon Boro resident, town councilman)
15. Christine Burton (Lebanon Boro resident, President of Lebanon Boro Board of Education)
16. Lily Partridge (Tewksbury Twp resident, parent of VHS graduates)
17. Rich Broan (VHS English Supervisor)
18. Mike Squarcia (VHS Guidance Supervisor)
19. Jillian Ritchie (NHHS World Language Supervisor, former NHVEA President)
20. Laurie Hance (VHS Science Teacher)
21. Lou Mazzella (NHHS Science Supervisor)
22. Mary Pat Publicover (VHS Special Education Supervisor)



Planning Council Participants



Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision

At the regular meeting of the Board on October 26, 2010, New Jersey School Boards Association Field Service Representative, Diane Morris, made a presentation to the Board on the Strategic Planning Services available through the Association.

The information included a review of the following information and requirements:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

On November 18, 2010, the Board contracted with NJSBA for these services.

B. Pre-Process Planning

On February 9, 2011, Diane Morris and Joanne Borin met with the internal coordinator to set up a schedule for the organization of the process, review of resources required and the establishment of the Steering Committee.

C. Planning

On April 12, 2011, a meeting was held to finalize the Strategic Planning calendar and to identify methods of informing the community and staff of the upcoming meetings.

D. Staff Orientation Meeting

The staff orientation meeting was held on March 9, 2011. All staff members attended, including administrators as well as certified and non-certified staff.



As a result of the orientation meeting, the participants had an understanding of the strategic planning process and their opportunities for involvement. Volunteer sign-up forms were distributed.

(Appendix A: *Sample forms from Kick-off packet*)

E. Community Orientation Meeting

The community orientation meetings were held on March 29, 2011 at Voorhees and on April 5, 2011 at North Hunterdon. As a result of the meetings, the participants had an understanding of the strategic planning process and the opportunities for involvement. Volunteer sign-up forms were distributed.

(Appendix A: *Sample forms from Kick-off packet*)

F. State of the School and State of the Community Information Committees

On May 4, 2011, Diane Morris and Joanne Borin provided information and training to the State of the School and State of the Community Research Leaders. The meeting included the distribution of material and a training component for completion of the two required reports.

Training included guidance in the following areas:

1. information needed for the State of the School
(internal research)
2. information needed for the State of the Community
(external research)
3. development of reports for the Planning Council Conference

Committee reports are included in the Strategic Planning Notebook

(Appendix B: *Sample forms from Information Training packet*)

G. Planning Council Conference

On September 16 and 17, 2011, Diane Morris and Joanne Borin facilitated the Planning Council Conference. Outcomes of the conference included:

1. the vision of the future
2. the system of beliefs
3. the district mission statement
4. strengths, opportunities, key factors, and roadblocks
5. goals
6. strategies to accomplish the goals

Outcomes are included in the Strategic Planning Notebook.



H. Developing the Action Plans

On October 5, 2011, Diane Morris and Joanne Borin provided information and training to the Action Plan Team Leaders and worked directly with the internal coordinator to assist these teams to do the following:

1. identify the action plans needed to accomplish the strategies
2. select measures for accountability
3. cost out the plan and develop a cost/benefit analysis
4. present action plans to the Planning Council for review

Outcomes are included in the Strategic Planning Notebook.

(Appendix C: *Sample forms from the Action Plan Leader's Guide*)

I. Initial Review of the Action Plans

On December 8, 2011, Joanne Borin facilitated the second Planning Council Conference where action plans were presented for review to do the following:

1. test the plan for validity
2. give feedback to the Action Plan Teams
3. finalize the Action Plans with full team input

J. Presentation of Strategic Plan to the Board of Education

NJSBA Field Service Representative Joanne Borin worked with the internal coordinator and Action Team Leaders to shape the presentation of the plan to the full Board of Education.



VISIONING

Common Threads

- Unity
- Articulation
- Collaboration
- Shared resources
- Facilities improvement
- Greater efficiencies
- Get more people involved
- Committed to educational excellence



BELIEFS

We believe the role of the community is:

- To provide financial support
- To express community values, standards & pride.
- To participate in school activities

We believe our children learn best when:

- Their physical needs are met
- Their emotional needs are met
- Their intellectual needs are met & are realistically challenged

We believe the essential components of an excellent education are:

- All students are actively engaged in their own education supported by caring, competent professionals.
- Educating the whole child
- A supportive community that recognizes the value of parental & community involvement

We believe the role of the parent is:

- To accept the responsibility for the education of their children
- To provide stable, supportive & nurturing environment
- To be active & constructive & supportive of educators
- To be a positive role model

We believe the role of the students is:

- To be responsible for their own learning by taking an active role
- To be a partner in their own education through self advocacy
- To demonstrate respectful behavior
- To recognize their role in the community

We believe the role of the professional staff is:

- To keep all students actively engaged in their own education
- To educate the whole child
- To be a supportive community recognizing the value of parental and community involvement.



- To provide an environment that fosters a life-long love of learning.
- To provide rich content and an engaging learning climate
- To employ a variety of assessments to enhance instructional practice.
- To keep current in content area and in pedagogy.



MISSION ***STATEMENT***

The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.



GOAL AREA # 1

GOAL AREA – EDUCATIONAL EXCELLENCE

Strategies:

- 1) Articulation - By 2014, improve and sustain articulation with sending districts by demonstrating common curriculum, common standards, and common calendar. Promote the value of articulation through institutional support.
- 2) Staff development - By 2014, expand opportunities for collaboration of intra- and inter- departments and schools. Also standardize new teacher development between high schools.
- 3) Program Offerings – By September of 2014, both Voorhees High School and North Hunterdon High School will ensure that its students are afforded the same opportunities to enroll in classes and that the curriculum in both schools is consistent.
- 4) Class size – By 2014-2015 school year, reduce class size to reasonable levels based on educational research.
- 5) Technology – By 2014, develop and incorporate new technologies to improve productivity and educational opportunities for both students and staff.



GOAL AREA # 2

GOAL AREA – RESOURCES

Strategies:

- 1) To continually assess and optimize the district’s resources in instruction, supervision and curriculum.
- 2) To ensure fair district wide allocation/utilization of resources.
- 3) Develop cost savings measures that benefit the NHVRHSD and the sending districts and municipalities by discovering, monetizing, and putting into action various shared services.
- 4) To develop creative means to bring in funds through grants, fees, donations, sponsorships and other alternatives revenue sources to supplement traditional funding, while aligning with current efforts.
- 5) To have a working foundation in place for each school to accept donations for educational funding initiatives.



GOAL AREA # 3

GOAL AREA – COMMUNICATIONS

Strategies:

- 1) Develop or increase horizontal and vertical lines of communication between K-8 and 9-12 districts.
- 2) Increase voter turnout by 20% by 2015.
- 3) Develop a presence on 2-3 social media websites by June 2014
- 4) Identify key stakeholders and community organizations to whom we are communicating with a report by June 2014.
- 5) Increase attendance of community members (particularly empty-nesters) at school events (i.e. concerts, plays, athletics) by 2015.



GOAL AREA # 4

GOAL AREA – PARTNERSHIPS

Strategies:

- 1) PARENT PARTNERSHIPS – A Parent Partnership Committee will be created in order to strengthen and promote connections between all stakeholders in a more substantive way.
- 2) During 2012-2013, the NHVRHSD will develop programs with area businesses, corporations, and alumni to establish educational opportunities inside and outside of the classroom.
- 3) The NHVRHSD will increase student organizations' community service and outreach. Students, athletic teams, and clubs will promote, expand, sustain, and revitalize their community service and outreach.



**State of the Schools
Final Report
North Hunterdon – Voorhees Regional High School District
Hunterdon County – New Jersey
September 2011**

The North Hunterdon – Voorhees Regional High School District receives students from 12 municipalities. Our students attend one of two high schools. North Hunterdon High School draws students from Bethlehem Township, Clinton Township, Franklin Township, Lebanon Borough, and Union Township. Voorhees High School draws students from Califon Borough, Hampton Borough, High Bridge Borough, Lebanon Township, Glen Gardner, and Tewksbury Township. Clinton Public School (a sending K-8 school) has student enrollment from Clinton Town (traditionally an NHHS sending district), and Glen Gardner, and currently those families from Clinton Town have a choice as to which high school they would like their children to attend. The North Hunterdon – Voorhees Regional High School District is dedicated to providing a World Class standard of education for all of its students.

In the spirit of continual communication on topics of mutual concern, the North Hunterdon – Voorhees Regional High School District is collaborating with stakeholders from diverse segments of our community to define an educational vision for this district which guides us, motivates us, and inspires us to work together to create a culture of mutual respect and educational excellence for all of our students.

The previous Strategic Planning in our district (completed in 2001) created a Mission Statement that drives our schools today:

The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.

Keeping this mission statement in mind, the State of the Schools Committee met together and in sub-committees to identify the major strengths and areas of challenge in the North Hunterdon – Voorhees Regional High School District system, and to then generate this State of the Schools Report.

The members of the State of the Schools committee are:

Shane Berry (N) (Supervisor)	Greg Cottrell (N) (Teacher)
Jean DiSalvio (V) (Guidance Counselor)	Megan Grilli-Oesterle (N-V) (G&T Coordinator)
Mike Hughes (N) (Principal)	Marc Laul (Parent) (Committee Co-Chair)
Michelle LeGrand (Parent)	Lou Mazzella (N) (Supervisor)
Jillian Ritchie (N) (Teacher)	Rich Shevalier (V) (Supervisor) (Committee Co-Chair)
Henry Zecca, Jr. (V) (Student)	

The State of the Schools Committee first met on May 25, 2011. At this meeting, the committee members discussed school related topics and prioritized them into areas of concern. Out of this meeting, three sub committees were formed (committee members decided on which sub committee they would like to serve):

1. Educational Programming/Human Resources Committee, chaired by Lou Mazzella
2. Facilities/Technology Committee, chaired by Shane Berry
3. Finance/Articulation/Wellness Committee, chaired by Mike Hughes.

These three sub committees were each tasked with researching their topics through data provided to us by members of the North Hunterdon – Voorhees Regional High School District, most notably Communications Coordinator, Maren Smagala. The sub committees communicated over the summer (generally via email) and created reports on their areas.

The committee met one more time on August 25, 2011 to discuss the sub committee reports and reflect on them with the purpose of identifying the 3 areas of greatest strength and 3 areas of greatest challenge within the schools in the district. The report that follows is the product of this collaboration.

With the seven broad topics that emerged from our original meeting, there were, of course, many more than three areas of concern that were identified. The committee complied with its mandate and produced the top three areas of concern (seen in the chart below), but the committee as a whole felt that the other areas of concern were also areas that, if not addressed, might in the future become areas of great concern. We agreed then, that rather than waste the valuable research that has already been done, to list the other areas of concern in the body of this report so that there is an official record of them, and so that they may be looked at and addressed perhaps outside the scope of the current Strategic Planning process.

State of the Schools Report Summary

Educational Programming/Human Resources	
Strengths	Challenges
<ol style="list-style-type: none"> 1. Comprehensive Program 2. Quality of Instruction 3. Commitment to Continuous Improvement 	<ol style="list-style-type: none"> 1. New Administrative Structure; the Supervisor corps (once the backbone of the educational process) has been reduced too much. 2. Class Sizes have grown too large. 3. There is an inconsistency of application of Home Logic
Facilities/Technology	
Strengths	Challenges
<ol style="list-style-type: none"> 1. Below state average student/computer ratio at both schools 2. Well maintained network infrastructure 3. Staff members have access to technology training, new software and new hardware 	<ol style="list-style-type: none"> 1. Teachers tend to focus on standards for their topic and don't document the NJ standards for Ed. Tech. (section 8.1) in their lesson plans. 2. Updating of the Acceptable Use Policy, Teacher Handbook, and Student Conduct policies lag significantly behind the continually changing technology. 3. Honeywell is looking at the district hiring a

	Honeywell employee to run the new HVAC system. This will cost the school lots of money over time.
Finance/Articulation/Wellness	
Strengths	Challenges
<ol style="list-style-type: none"> 1. The District is proactive in finding ways to save money, and with the shared financial stream and taxpayer-funded budget has a well-regarded program for the functioning and maintenance of the schools. 2. The wellness programs in both schools are comprehensive in that they address major vulnerabilities for teen wellness, are reinforced where needed, and include many staff members giving a coordinated message of caring from a variety of sources (ex. Live at 25, Lifelines, etc.). 3. An articulation program with the sending districts is in place. 	<ol style="list-style-type: none"> 1. Community members and Alumni want to be more involved with the district, monetarily. There are no “Educational Foundations”, or “Alumni Associations” available for them to participate in. 2. The two schools don’t offer all the same wellness programs, and don’t always use the same approach to implement them. The SAC’s determine the best approach at their own discretion, and it is unclear which School’s approach is better. It seems like one school lets fewer students “fall through the cracks”. 3. The articulation program is applied unevenly across departments. Some departments have an active articulation with true collaboration; while others have few sending district teachers in attendance, and have been reduced to a “reporting of the facts” format.

Educational Programming and Human Resources Committee Report

North Hunterdon-Voorhees Regional High School District consists of two High Schools, North Hunterdon located in Annandale, NJ and Voorhees located in Glen Gardner, NJ. The total school enrollment is approximately 2900 students. North Hunterdon High School has an enrollment of 1884 and Voorhees High School 1154. The schools receive students from 11 different elementary school districts, or 12 municipalities.

The Educational Programs at North Hunterdon-Voorhees High Schools are comprehensive. The programs deliver the NJ Core Content Standards and more. The district requires each student to complete 140 credits, which is an additional 20 credits above the state minimum of 120 credits. The district requires four years of Language Arts, and Health and Physical Education, in addition three years of Science, Mathematics and Social Studies are required. Two years of Foreign Language are required by the district. The remaining credits are completed from a variety of electives in the Fine, Practical and Performing Arts, as well as electives within each academic discipline. Students are required to complete semester courses in Financial Literacy and Advanced Academic Literacy.

Our high schools are nationally ranked amongst the best public high schools in the country ranked 740 and 801 nationally by Newsweek Magazine and in the top 25 in New Jersey by the same measure. We are currently in the top 60 high schools in the state of New Jersey as rated by NJ Monthly Magazine. North Hunterdon High School was selected as a National Blue Ribbon School of Excellence in 2001 by the U.S. Department of Education. Both schools are accredited by Middle States. Our graduation rate (as calculated by the NJ Dept. of Education) for 2010 was NHHS – 98.6%, and VHS – 96.3%

Class Size

During the 2010-2011 school year, the average class size at North Hunterdon High School was 20.7 and at Voorhees High School was 18.5, both schools had an average class size about the same as the state average class size of 18.2, but well above the district factor group average class size of 17.5. The average class size has increased dramatically in the 2011-2012 school year. At the current time (the beginning of September 2011) NHHS is reporting an average class size of 24 students and has predicted that it may reach as high as 26 or 27 when the final numbers are calculated. VHS is reporting an average class size of 23.13 (excluding Special Education and Physical Education classes).

Faculty to student ratio at NHHS is 11.2:1, and 9.5:1 at VHS. The state average faculty to student ratio is 10.8:1. These numbers are based on the 2010-2011 school year.

Test Scores (2010-2011 Results)

HSPA Mathematics (Percent of assessed students)	NHHS	VHS	State	DFG
Advanced Proficient	50.2	36.3	24.3	43
Proficient	43.5	57	50.7	46.7
Partially Proficient	6.3	6.7	25	10.3

HSPA Language Arts (Percent of assessed students)	NHHS	VHS	State	DFG
Advance Proficient	42.6	30.7	18.7	34.5
Proficient	56.0	67	69.3	62
Partially Proficient	1.4	2.2	12	3.5

SAT Average Score	NHHS	VHS	State	DFG
Math	578	570	520	574
Verbal	555	536	496	546
Essay	546	535	499	553

EOC Biology (Percent of assessed students)	NHHS	VHS	State	DFG <small>estimated from available data</small>
Advanced Proficient	45		No data available	35
Proficient	43		No data available	50
Partially Proficient	12		No data available	15

AP Testing Overview (Based on 2009-2010 data)

NHHS

- 938 AP exams given, 85% of the overall number of students enrolled in AP classes took the exam

- 40.2% of the student population in grades 11-12 participated in AP classes.
- 75% of students taking the exam score 3 or higher.

VHS

- 495 exams given, 87% of the overall number of students enrolled in AP classes took the exam
- 36.7% of the student population in grades 11-12 participated in AP classes.
- 76% of students taking the exam score 3 or higher.

Test scores are well above state averages in all areas, in most areas test scores are on par with or above district factor groups. The individual school test scores are consistent between buildings with similar results.

School Schedule

The current schedule is a modular schedule; it consists of 18 - 20 minute modules. There is a 40 minute period at the end of each day dedicated to curriculum and instruction and additional electives in the music department.

The majority of classes meet for 40 minutes per day (2 modules). Advanced Placement science classes meet for 4 modules per day 80 minutes, Advanced Placement Mathematics Courses meet for 3 modules, and Honors Mathematics and Science Courses meet for 3 modules 60 minutes per day. All students are required to take Algebra and two additional mathematics classes. All students take Physics, Chemistry and Biology in the “Physics First” sequence.

The schedule is designed around student choices. Electives are available in each department as well as in addition to the required courses. All courses have been aligned with NJCCS.

Each department maintains a resource center available as a student “walk in” help center during the instructional day.

The students are able to take AP courses beginning in their freshman year and can accrue up to 27 college credits through AP courses. Students can also concurrently enroll in Project Acceleration and attain college credit from Seton Hall University and Raritan Valley Community College. There are 19 courses offered at NHV in which students can earn college credits.

Students can elect courses to fulfill their elective requirements from a comprehensive course catalog in almost every academic subject as well as the fine, practical and performing arts. There are over 250 courses available for students to select from as well as comprehensive vocational offering through Hunterdon County Polytech.

In the academic subjects Mathematics, Science, Language Arts, and Social Studies, students are homogeneously grouped at one of four levels: Advanced Placement, Honors, College Preparatory and General Academic. All General level courses in the academic subjects are staffed with a regular education and special education teacher, to provide the at-risk population with highest level of support.

Faculty

The 55.3% and 53.9% of faculty at VHS and NHHS respectively have attained a Master's Degree and 3.5 and 3.3 have Doctoral Degrees at NHHS and VHS. All staff is highly qualified based on the No Child Left Behind continuum for highly qualified.

Professional Development is provided for faculty and staff monthly. Each month a ½ day of school for students is provided and programs for professional development are made available for the faculty on the half days. The programs range from state mandated training topics to cafeteria menu of programs. There are also two full days of professional development at the beginning of every school year. Each member of the staff tracks their hours in accordance with the department of education regulations requirements for Professional Growth. There are many state mandated professional development programs and these are also offered by the district through the Professional Development Moodle website. Staff can access these on their own and complete the required training without interfering with either regular work day or limiting options on cafeteria selection professional development days.

Currently teachers are assigned 10 instructional modules per day, 2 modules of preparation, 2 modules for lunch, 2 modules for building level duties (cafeteria, study hall, etc.), 2 modules resource room duty (content area help center). Counselors manage an average caseload of approximately 230 students.

Administration

In the 2010-2011 school year, the supervision of instruction and building level administration was nearly identical in each school. The 1 Principal, 2 Assistant Principals at NHHS and 1 Assistant Principal at VHS, 1 Athletic Director and Building Level Department Supervisors in the following areas: Guidance, Special Education, Health/Physical Education/Discipline, Science, Mathematics, Language Arts, Foreign Language, Practical Arts, Social Studies and Art. There was one building level supervisor of instruction for the Music department, this position covered both schools. Child study team at both schools is supervised by the District Director of Special Services. In 2009-2010 school report card, administrators to student ratios at NHHS and VHS were 182 and 115 respectively.

A change was made for the 2011-2012 school with the elimination of 5 building level supervisor positions. Existing Assistant Principals and Building Level Supervisors have been reassigned to perform the functions of the eliminated positions as well as their current functions. In 2010-2011, there was a retirement of the district director of special services and this position was replaced with an interim director, no permanent replacement has been named.

The administrator to faculty ratio per 2009-2010 school report cards was 10.5:1; while the state average is 11.7:1. The anticipated ratio for 2011-2012 is 13:1 based on the elimination of 6 administrative positions.

Strengths in these Areas:

1. The North Hunterdon-Voorhees Regional High School District has a Comprehensive Program
2. The Quality of our Instruction shows in our test scores, and graduation rate.
3. We have always had and continue to have a Commitment to Continuous Improvement in all aspects of our educational program and human resources.

Challenges in these Areas:

1. *New supervisory structure:* There can be no disputing the fact that students have been successful at both NHHS and VHS; this success has at least been in part due to the quality of instruction and the educational program at both schools. This instructional quality is linked to the close supervision, mentorship and guidance provided by the supervisory structure that existed prior to this upcoming school year. The uncertainty of the new structure which reduced the amount of supervisors, and certainly the amount time available to provide teachers with guidance, mentorship and interventions as needed, will have some negative impact in these areas.
2. *Class Sizes:* Class size over the past several years has been creeping up. Each year incremental increases have led to noticeably larger classes. Class size has been linked to student performance in multiple studies throughout the years, and is one of the main factors that keep our district from ranking higher in the NJ Monthly High School rankings.
3. *Consistency of application of Teacher Logic/Home Logic as tool for communication:* There are no clear and written policies for teachers to follow for the using the Home Logic component of the Teacher Logic.

#

Facilities and Technology Committee Report

Facilities:

Upgrades are currently being done at both buildings, but these are totally dependent on the school budget. There have been upgrades scheduled and completed at both schools, but the roof situation at NHHS is an ongoing problem. There have been positive strides made with the passing of the budget but there is still a long way to go in this area, and the impact it has on safety, maintenance and energy usage.

Strengths in the area of Facilities:

1. With the passing of the current school year budget, money was released to Honeywell to start the process of installing a new operating system for all HVAC equipment at both schools. The project also includes equipment upgrades (that includes lighting upgrades, 55% of the HVAC equipment, Building shell upgrades including new roofs, motor and kitchen upgrades between both buildings). All of these upgrades are projected to reduce district operating costs, allowing for the energy savings, NJ Aid and PJM incentives to cover the recovery of all upgrade costs by year 15. Prior to this upgrade being completed, the operating cost of these facilities was in the bottom 25% of the nation.
2. The school's custodial and maintenance staff's years of devoted experience allows for an intimate knowledge of the building's systems and idiosyncrasies. Because of this, all custodial and maintenance staff members have an in-depth understanding of each other's jobs, minimizing wasted time when staff need to change responsibilities.

3. All the new equipment being installed requires less maintenance. This curtailed time will allow for staff to complete the tasks required by the manufacturer to keep the equipment running at its most efficient without sacrificing performance.

Challenges in the area of Facilities:

1. 45% of the remaining HVAC equipment not scheduled to be replaced between the two schools is over 35 years old. The operating system being installed is a propriety system requiring Honeywell to provide all service and maintenance services for the life of the product. This eliminates the possibility of getting multiple prices to make any repairs or upgrades.
2. As part of the current upgrade plan, the mechanical systems that the custodial and maintenance staff's are used to will be replaced. Many units will be switched from 1960's state of the art pneumatic systems that required plumbers to work on them to 2011 Web based digital systems. This upgrade will require a reassessment of staff training and an understanding of microprocessor systems. For as staff so seasoned in pneumatic technology, these upgrades can be perceived as difficult (or impossible) to maintain. A serious effort needs to be made to train the staff in the new technology. Their willingness to be and stay involved will be the difference between saving energy and wasting it. To receive the expected financial benefit, the NHVRHSD will have to train personnel outside Honeywell to monitor the new system.
3. Capital Improvements have been cut 6 out of the last 7 years.

Technology:

More than a decade ago, the NHVRHSD predicted the impact that Technology would make in Education and began laying the ground work for the Technology program that our district enjoys today. Indeed when the sub-committee was discussing strengths and challenges with technology we found coming up with challenges was a challenge in its own right, and the challenges we did identify could mostly be corrected with improved finances.

Strengths in the area of Technology:

1. The District is below the state average of student/computer ratio at both schools
 - a. VHS 2.0
 - b. NHHS 2.9
 - c. State Average 3.1
2. We enjoy a well maintained network infrastructure
 - a. There is network availability 99.9% of the time
3. Staff members have access the technology training, new software and technological instructional hardware.
 - a. Staff Wikis, Moodles and Websites are made available and maintained
 - b. Every PD cafeteria day has numerous technology related classes
 - c. A Technology needs assessment is performed by both the Technology Committee and Professional Development Committee.

Challenges in the area of Technology:

1. Teachers generally fail to document the use of the NJ standards for educational technology (standard 8.1) in their lesson plans.
 2. Percentage of teachers that enroll in technology professional development classes is low
 - a. Currently teachers self select their PD classes. Teachers are not required to take any Technology classes. They may choose not to take any.
 3. The Acceptable Use Policy, Teacher Handbook, and Student Conduct Policies need to be updated more frequently to reflect continually changing technology
 - a. Educate students about a electronic harassment and its implications at school
 - b. Explore changing the policies so that students can use some personal electronic devices for educational purposes.
 4. Sometimes the Technology program drives the Curriculum instead of the other way around. If a piece of equipment, or a software application, or a website is requested by teacher or supervisor because it is good for the curriculum, but it is denied by the Technology department (e.g. they say that accessing a site might make the network less secure, etc.) there is no recourse, and therefore no forward movement based on the recommendation of the curriculum experts.
-

Finance, Articulation, and Wellness Committee Report

Finance:

Local property taxes made up 83 percent of revenues for governmental activities for the NHVRHSD for fiscal year 2010. The District's total revenues were \$55,207,254 for the year ended June 30, 2010. Federal, state, local grants and aid accounted for another 16 percent of revenue. Miscellaneous revenues and charges for services accounted for 10 percent of total revenue.

Unlike some of our sending districts (Lebanon Township, Clinton Township, Tewksbury Township), NHVRHSD has no outside educational foundation per se. In addition, our district is often viewed as too wealthy to be eligible for certain need-based grants.

In both schools, the athletic booster clubs have provided funds for various smaller projects such as painting bleachers. At North Hunterdon High School, a large community-based and funded initiative was begun in late 2004 to fund a turf football field. The Voorhees High School community is now in the process of funding their own turf field.

Years ago, a community based group funded small educational grants to teachers who applied. Another such organization, Century Link, is looking to provide small grants for teachers.

The total comparative cost per pupil budgeted for 2011-12 is \$15,934.

The total comparative cost per pupil for 2009-10 was \$15,913. For Hunterdon County as a whole, the average cost for 2009-10 was \$15,641.

The total cost per pupil for 2009-10 was \$19,115.

In the finance area, the use of businesses or organizations to fund major operations is basically non-existent. We are, however, implementing a large project run by Honeywell Co. to improve utility efficiency in both schools. While the cost of this project is borne entirely by the district, it will not result in an increase in the financed burden for the taxpayers. The project is funded through a 15 year loan. The loan payments are in turn financed through the energy savings achieved over this same period of time.

Strengths in the area of Finance:

1. The NHVRHSD continues to be proactive in finding ways to save money as with the Honeywell project.
2. North Hunterdon High School and Voorhees High School have a shared financial stream and tax payer funded budget which allows for the well regarded functioning and maintenance of both schools.
3. Many of the sending districts already have Foundations in place that may be able to lend support in creating Foundations at the High School level.
4. Several Facebook pages for NHV already exist displaying some evidence of Alumni activity and interest in the North-Voorhees community beyond the high school years.

Challenges in the area of Finance:

1. North Hunterdon High School and Voorhees High School, tend to act as individual communities that have supporters for their respective high school but not for the sister school. (Suggestion: Create Educational Foundations at EACH high school drawing upon the local support of sending constituents as well as the alumni student base)
2. Alumni relationships group take some time and coordination to be fully functioning and purposeful. (Suggestion: Create an Alumni Association/Development/Advancement office for the promotion of financial support within the district)

Wellness:

Both North Hunterdon High School and Voorhees High School have several programs that address wellness concerns of our students. Most of these programs have been implemented in the past several years. In most cases, the target audience is the freshmen class. Where they are needed, follow-up programs are available to sophomores, juniors and seniors.

Suicide Prevention

In 2009, the “Lifelines” program was implemented to address the issue of suicide prevention. In preparation for the implementation, 4 key district employees- 2 SACs, a guidance counselor and a physical education/health teacher were trained in the Lifelines program. They in turn trained all guidance counselors, child study team members and health/PE teachers. A 5-day program was developed for the freshman health class. The program is co-taught by guidance counselors and health/PE teacher. It is considered to be a successful program. Every year after the freshman health classes are instructed in the Lifelines program, the SACs and guidance counselors receive referrals from students who participated in the program. There was a significant increase in referrals which are seen as a measure of the success of this program. Students know what sorts of concerns need to be referred and they know to whom to turn for help.

Safe Dating

In 2008, the “Safe Dates” program was developed for the freshmen health classes. Like the Lifelines program, it is co-taught by guidance counselors and health teachers. It is a 9-day program in which students participate in a variety of activities including role plays and poster contests. The best part about this program is the interactive nature of the instruction. Kids are not lectured, but rather participants in the program. The program was funded through a 3-year grant from the Princeton Center for Leadership Training. We are now at the end of this grant, but the program is now well established and will continue. This program is at North Hunterdon High School only.

Safe Driving

Both schools participate in a program called “Alive at 25.” This week-long program is given to the juniors in their health classes. They are not allowed to miss any of the class sessions during the week of this program if they wish to obtain a parking permit for their senior year. Additionally, all parents must attend one of four evenings that the parent version of this program is offered if the students wish to have a parking permit for the following year.

SADD Club is also very active in this regard. Every October they celebrate “red ribbon week” which is an alcohol, tobacco and other drug awareness prevention campaign. SADD also conducts the “Every 15 Minutes” program. It is a 2-day program focusing on high school juniors and seniors which challenges them to think about drinking, driving, personal safety and the responsibility of making mature decisions. Activities include a role play of a “grim reaper” who “claims” a student victim, a mock crash is staged, one person is killed, one person is med-evacuated, and one person dies at the hospital. There is a courtroom experience (trial for drunk driver) and the students write a letter to their parents and their parents write to them. On the following day there is a “funeral” with a guest speaker. This program is at North Hunterdon High School only.

Bullying

At North Hunterdon High School, the SAC and a guidance counselor developed a specific curriculum on bullying for the freshman health classes. Follow-up lessons are given in sophomore and junior health classes. In compliance with the new anti-bullying legislation of 2011, all staff was trained in a 3-hour session in our responsibilities under the new law. We have a bullying coordinator for the district as well as a bullying specialist in each school.

Other

At North Hunterdon High School, a program called “Teen Pep” was developed and implemented in 2006. The focus of this program is to have junior students present a variety of social issues to the freshmen class. Like most of the other programs mentioned above, these lessons are delivered as part of the freshman health curriculum. Topics include drugs and alcohol, date rape, HIV, puberty, gay/lesbian/bi-sexual/transgender difficulties, sexual harassment and postponing sexual activity. There is also a parent version of the program that is offered to parents the Tuesday evening before Thanksgiving.

Strength in the area of Wellness:

The most effective part of the wellness programs offered in our district is that they are comprehensive- they address all the major vulnerable areas for teen wellness; they are reinforced where needed; they include a large number of staff members from different areas. Students will hear a coordinated message from a variety of

sources- health teachers, guidance counselors and older peers. The administration supports staff training and has developed a framework for turn-key training of larger staff groups.

Challenge in the area of Wellness:

When discussing this topic with the SACs in both schools, it became clear that there is a fundamentally different approach to delivering these topics to our student population. At North Hunterdon, most often a small cadre of professionals receives training in a respected program. They turn-key this training with a larger group of professionals and develop a specific curriculum to deliver to a larger student population. If every student receives the program, then no student will be in jeopardy of falling through the cracks. At Voorhees, that approach is used at times (Lifelines & Alive at 25) but at other times, the SAC prefers to use a more small-group focus where specific target audiences are brought in for a particular topic. He also supplements these specific smaller programs with electronic newsletters and communiqués to the parent community. Whether the North Hunterdon or the Voorhees model is more effective is not clear.

Articulation:

The NHV sending school districts currently participate in articulation meetings on a regular basis where teachers and administrators show an interest in discussing subject areas and practices between school districts.

Strength in the area of Articulation:

This forum may serve to identify various department chairs and faculty leaders who are already interested in identifying best practices in education.

Challenge in the area of Articulation:

For many subject areas, the time allotted for articulation meetings tends to lend itself to a “reporting of facts” rather than a true collaborative working session. Furthermore, there is little effort to coordinate with other sending districts in a true operational approach to getting all North –Voorhees students on the “same page” as they approach the high school years.

The lack of coordination and articulation between districts seems to be evident at the high school level where high school teachers report that students of various district are coming in with varying knowledge bases making it difficult to serve the students to the greatest capacity.

(Suggestion- Workshops and professional development sessions, initiated by the high school, whereby sending districts faculty would be invited to “best practices” workshops. Each best practice work shop could be sponsored by a different sending district. (i.e. the district identified as having the “best practices” in a subject area) Additionally, if districts coordinated calendars, workshops could be held for minimal costs at any of the available school spaces. For example, if all sending schools had professional development days that coordinated with the high school- mutually beneficial and cost effective workshops could be held on coordinated “staff in service days”. The districts should work toward a calendar design that allows all sending schools and the high schools to share 3-4 professional in service days where by programming for those days would serve to strengthen the K-12 regional student educational experience in the NHV regional district. The end goal would be to encourage sending districts to adopt best practices for preparing the students for high school that is consistent throughout the K-12 regional district.)

**North Hunterdon – Voorhees
Regional High School District**

Strategic Planning 2011

**State of the Community
Committee Report**

Submitted September 12, 2011

**North Hunterdon-Voorhees Regional High School District
NH-VHS Strategic Plan Project
State of the Community Committee Report**

Acknowledgements

Lily Partridge and Chris Schumann, Co-Chairs of the State of the Community Committee, want to extend our appreciation of all of the community representatives who worked on one of the three sub-committees in obtaining the information and resources needed to make this report an outstanding one. Working over the summer and coordinating meetings and activities was no easy task. Your efforts are greatly appreciated. Many thanks also to Maren Smagala who provided resources, background materials and guidance during the process. Thank you all, we are sincerely grateful.

Demographics Factors Sub-Committee:

- Cheryl Kuster (Chair)-Clinton Township Representative, NHHS parent, member of Principal's Parent Advisory Committee
- Barbara Cochrane-Bethlehem Township Resident, NHHS parent.
- Gwen Macchione-Voorhees graduate (Class of 2011) - Tewksbury Township
- Lily Partridge-Voorhees parent alumni ('08 & '10) - Tewksbury Township

Political and Economic Factors Sub-Committee:

- Amy Mullay (Chair)-World Language Teacher at North Hunterdon, Clinton Township resident
- H. Jordan Guenther-Clinton Township resident, NHHS parent
- Chris Schumann-Supervisor of Special Education at North Hunterdon, Clinton Township resident

Community Factors Sub-Committee:

- Andrew Paton (Co-Chair)-Pastor of the Church of the Nazarene in Annandale
- Kristin Heimall (Co-Chair)- Hunterdon YMCA Program Coordinator, Lebanon Township resident
- Lily Partridge- Voorhees parent alumni ('08 & '10) - Tewksbury Township

Table of Contents

Overview..... p. 4

Demographics Factors Report..... p. 5

Political and Economic Factors Report.....p. 10

Community Factors Report.....p. 14

Summary.....p. 20

Resources/References.....p. 21

Overview

The State of the Community Committee for Strategic Planning was tasked with looking “at the big picture” of our high school community in terms of the demographic, political, economic and societal forces that affect it. The information that follows in this report comprises a snapshot of what our community presently looks like.

The information is organized by three separate subcommittee reports: Demographics Factors (student population/general population); Political and Economic Factors; and Community Factors. Each of the reports contains answers to a number of questions that will be critical in determining future plans for the district. Each individual report also contains a summary of the major themes that were discovered in the answers to the aforementioned questions as well as a list of strengths and challenges as they relate to the subcommittee topics.

Following the reports there is a summary of our findings as well as a resources page.

Demographics Factors Report

Prepared by Cheryl Kuster, Barbara Cochrane, Lily Partridge, and Gwen Macchione

SUMMARY

The State of the Community – Demographics Subcommittee developed a snapshot of our sending district communities’ characteristics utilizing available current information including the recently completed 2010 Census data. Not all such data has been released to the states and counties to date. Comparison with the 2000 Census data highlights the significant changes that occurred in our county and district within the past ten years. A depiction of the current state as well as a projection for the next five years was completed.

The North Hunterdon-Voorhees Regional High School District (District) covers over 178 square miles in northern Hunterdon County. As one of the largest districts in the state, this vast geographic area has no one single “central” town center that serves the entire district. Transitioning from rural to suburban, Hunterdon County is an exurb on the western edge of New Jersey. The landscape of our district includes the Highlands region with its fragile ecosystem, quaint historical hamlets nestled within large tracts of farmland, and various sprawling neighborhoods of relatively new construction.

Based on the 2000 Census data, the District’s 2010 population was projected to grow by 8.2%, but the 2010 Census reflects an actual growth of only 3.6%. Additionally, it is important to note that such growth actually incorporates a District population decrease of 2.4% from 2007 through 2010. Also, the age distribution has shifted such that more of the 2010 population (61%) are 35 years or older and Minors reside in just 40% of the total housing within the District. The combination of a declining overall population with larger numbers in an older age group seems reflected in lower projections of student population for the District. Student population in the District shows a projected decline of about 11% from 2013 to 2018.

Other than age, the District population is homogeneous. The predominant characteristics are high education level, high-income level, and White. With 94% of our District population holding high school diplomas and 46% having a Bachelor’s degree or higher, our community is well above the county, state and national averages on higher education. For two consecutive years (2010 and 2011), *Forbes Magazine* ranked Hunterdon County as the 4th wealthiest county in America with a median annual household income of \$102,500. Earnings per capita for Hunterdon County and the District are 40% higher and 66% higher, respectively, than New Jersey. The 2010 Census reports that 94% of our District population is White despite experiencing increases in the Asian (85%) and Hispanic/Latino (66%) populations within the past 10 year. Such a profile demonstrates that our District lacks ethnic and socio-economic diversity.

From analysis of the demographic data and information gathered, the committee has identified three key strengths and four essential challenges. The following report will describe each issue.

STRENGTHS

1. High Education and High Income Levels:

Our adult community has 94% High School graduates, compared to 86% in New Jersey and 84% in the U.S., and 46% of our adult population also hold a Bachelor's degree or higher, which exceeds the New Jersey rate of 34% and U.S. rate of 27.5%. Many households have realized the benefit of their education by achieving the associated high-income levels that have placed Hunterdon County as the fourth wealthiest county in the nation. Additionally, the wealth of our community is evident when comparing per capita earnings of our District (\$57,371) with that of Hunterdon County (\$48,291), New Jersey (\$34,566), and the nation (\$27,041).

With their understanding of the importance of education, our adult community is supportive of education. Exchanges with community members indicate that the District's high-income population expects high performance with their public school system. They expect a challenging academic curriculum and understand the benefit of receiving a good high school education. Such a population is likely to be willing to fund targeted educational programs. With such alignment of the value of education, the community support for school budgets should be less difficult than in a less affluent area.

2. Declining Student Population:

The expected student population growth for the District has shifted in recent years. After the 2000 Census, Hunterdon County experienced a period of rapid growth, attracting commuters to New York City and Philadelphia due to easy access to Route 78. However, current projections consolidated from the sending districts demonstrate that the student population growth has slowed. Such an adjustment can provide an opportunity to reflect on previous capacity concerns with respect to the District's mission and ensure alignment of resources to best meet student needs.

The present projection for student population in the District shows a decline of about 11% from 2013 to 2018 even with a trend of greater transfers from private schools in recent years. The four largest districts (Bethlehem Twp, Clinton Twp, Lebanon Twp and Union Twp) reflect over 53% of the current student population and have combined class sizes declining by approximately 10%. The remaining eight districts' combined class sizes appear to decline by about 13% over these same years.

The decrease of student enrollment could support decisions to maintain and improve educational programs (e.g., reduce large class sizes, provide additional staff development, etc.), to guarantee operational needs (e.g., capital projects, sustainable improvements, etc.), and to expand community outreach programs (e.g., sending district engagement, free activity passes for senior citizens, etc.) of the District. Without the pressure of a growing student body on various resources at the same time, the current projection

enables the District to “catch its breath” and ensure that students’ goals and academic issues are prioritized. Estimates of reduced growth allow thoughtful planning in the District to be well positioned for the future, including the potential that student population growth projection could trend up again in desirable Hunterdon County.

3. Slowing District Population Growth:

According to the 2000 Census, our District population was expected to grow 8.2% by 2010. Instead, the 2010 Census revealed the actual population increase to be 3.6% (49,260 per the 2000 Census vs. 51,047 per the 2010 Census) which is consistent with the 4% growth for the state of New Jersey. An interesting detail is that such growth occurred even with a 2.4% decline in the District population between 2007 and 2010. This decrease appears to be related to the Highlands Act because the Towns/Boroughs that have the sharpest decline in population growth are those designated within the Highlands Act region (Califon, Glen Gardner, Hampton, and High Bridge).

The reduced growth and recent decline of the overall population has slowed the suburban sprawl. The area remains suburban, but maintains its rural character by preserving open space. A more stable population is an important factor and strength in building communities that provide contact points, messaging, communication and many outreach opportunities to support our District. Awareness of critical educational programs to be created, improved or maintained can be better communicated with slowed growth. Additionally, with a culture of slowed commercial development, the District’s facilities can be viewed as and serve as community centers for any or all of its twelve sending districts.

CHALLENGES

1. Declining Student Population:

Although identified as a strength, the estimated student population decline also poses a challenge for the District. The diminishing size of the student body combined with the majority of households in the District population having no Minors signal the importance of keeping the voting population attune with the goals of the District. With an estimated student population decline of 11% from 2013-2018, the District must prudently manage our budget to adjust for this shift from rapid growth through 2007. Care must be taken to avoid reactionary budget slashing when recent cuts in state and federal aid have already lowered NJ school budgets. Adjusting from rapid growth to a forecasted decline in student enrollment may create impulsive thinking with respect to the District budget where not all items can be viewed as variable when managing spending to meet the needs of the student body.

Based on the 2010 Census, the 2010-2011 high school student enrollment comprises 5.8% of total District population and 60% of households have no Minors. Such data

shows that our student population is small compared to the overall population and could lose relevance with our voting population. It will be critical for the District to develop stronger ties between the high schools and their communities. The general adult population needs to be engaged and enthusiastic about District objectives. Any change the District makes in response to the shift of a lowering student population will require the broad support of its communities.

2. Highly Educated and Aging Community:

A highly educated community can be a strength as presented earlier, however, when combined with the Census data that highlights that the District population is aging, the challenge of keeping all adults well-informed of the District's goals arises. The 2010 Census shows the majority of our District population has higher educational backgrounds (i.e., percentage with high school diploma and bachelor's degree or higher) than the state and national averages. Many parents and other adults value and support high performing schools, but have limited time to participate with school or community activities due to work and the associated commute.

In addition, the 2010 Census reveals that 61% of the District's adult population is residents 35 years and older and 60% of the District's households has no Minors. This latter group is separate from the busy parent segment and represents the majority of the voting members of the District which are mainly "empty-nesters"/seniors. They may have been involved with the District when their children were in the school system, but this group is no longer directly engaged. It is critical for the District to integrate this dissociated group to have a sense of ownership towards the welfare of the schools and understanding the changes that are needed to keep our schools strong.

An aging population and/or households without Minors in the school system feel a heavy tax burden with 70% of property tax dollars going towards the local and regional schools. The District is challenged to strengthen its relations with all its communities by adopting and fostering outreach exchanges because such ties will be key to the success of our District's goals. Working to gain support from more adult community members will ultimately benefit our school district with positive results in passing of future budgets and referendums.

3. Lack of Diversity:

The District is very socio-economic and ethnically homogeneous. The overall population is 94% White despite increases of 85% and 66% in the Asian and Hispanic/Latino groups, respectively when comparing 2000 Census vs. 2010 Census. During these same ten years, there has been a decrease of 14% in the Black population. With high education levels and high income levels, alignment of values on education and achievement is present. However, the "sameness", while comfortable at times can pose a challenge because the District is not a "typical" community for New Jersey and the nation.

A lack of diversity is a challenge for ensuring that students are ready for the world-at-large and are not just sensitized to Hunterdon County and the issues of the District. Students need to know how to interact with people not like them; they need to understand differences and be prepared to accept others. Exposures to multi-cultural events are limited and the District must build diversity awareness with their students to create appropriate sensitivity and flexibility necessary to succeed in future environments and workplaces. Outreach programs beyond the District will benefit our students and communities alike to promote cultural exchange and acceptance. Such programs may be achieved by innovative use of technology in or outside of the classroom.

4. Vast Geographic Area:

The District covers over 178 square miles of northern Hunterdon County. It is one of the largest districts in the state. The county has become a magnet for commuters to New York City and Philadelphia due to easy access to Route 78 and urban sprawl has occurred. The District's growth across a large geographic area has resulted in a two regional high school system.

Because there are two schools, there is a challenge for the District to minimize any polarizing effect on resources and the spirit of the schools. The District must reflect a balance of "healthy" competition, and manage to disburse resources equitably. Both schools need to be viewed as one unified education network.

The District's vast geographic area also presents a challenge of having no "central" town center to provide the cohesive factor for any community. Instead, the District is made up of mainly rural and suburban settings with limited town centers and expanses of land in between. Communication on District news must occur with multiple sending communities each of which have their own governance. Such a challenge of the District trying to pull alignment across a vast geography could be addressed by the high schools being the "center" of activities such that they become the cohesive force for ALL the sending communities and their members. Through improved communications of the activities held at each high school, the communities that they serve will embrace the value of our District schools.

Political and Economic Factors

Prepared by Amy Mullay, Chris Schumann and Jordan Guenther

Issues and Government Mandates affecting schools:

There are two major national issues and mandates that affect the North Hunterdon-Voorhees Regional High School district and a number of state and local mandates. The two national issues are No Child Left Behind and Special Education/IDEA mandates. Both of these have a major impact on the local budget. It is increasingly more expensive each year to educate students with special needs and this makes up a substantial part of the local budget with some funding provided. No Child Left Behind requires an inordinate amount of paperwork and accountability and the pressure to meet the Annual Yearly Progress drives many initiatives. This is an unfunded mandate which taxes our community.

On the state and local level, there are a number of issues. The inequity of the School Funding Formula is especially burdensome to suburban schools and ours is no exception. The uncertainty of the amount of funding received each year makes it extremely difficult to plan accordingly. The state of New Jersey also has a number of mandates including QSAC, the CCCS and recent changes to health care and pension contributions by employees. There is also the potential for charter schools to make inroads in the community and some schools in the area are now participating in the Public School Choice Program to bring in much needed funds. Lastly, voter apathy during school budget elections is difficult to overcome. In the last five years, only 3 budgets have passed. This will be addressed further in a later section.

Property Tax Issues:

Property taxes are the driving force and major complaint in this district and understandably so. Hunterdon County has the highest property taxes in the nation according to a *recent report*. Approximately 70% of residents' taxes go to the local municipal schools and the regional high schools. Because of the overall conservatism of area residents, taxes are the main concern. Many residents vote down the local budget because it is the only way that they can express their frustration and disapproval for their annually rising taxes. The state tried to assist this difficulty with the passage of S1701, a law capping the increase in budgets at 2%, but this has had a negative impact on and has severely hampered local municipal and school budgets. Finally, because of the bucolic nature of the district, ratables, which would help to relieve some of the tax burden, are lacking.

Below is a chart which outlines the current rates at which each municipality is taxed for the high school district budget.

Tax Rate per \$100 of Property Value per year, includes debt repayment

Municipality	2010-2011	2011-2012	Increase/Decrease for year	Inc/Dec per month for \$350,000 property *
Bethlehem Twp	0.6792	0.6494	- 0.0298	- \$8.69
Califon	0.4756	0.5216	0.0460	\$13.42
Clinton Town	0.5080	0.5131	0.0051	\$1.49
Clinton Twp	0.5320	0.5403	0.0083	\$2.42
Franklin Twp	0.5717	0.5949	0.0232	\$6.77
Glen Gardner	0.7611	0.7402	- 0.0209	- \$6.10
Hampton	0.4982	0.5339	0.0417	\$12.16
High Bridge	0.5641	0.5787	0.0146	\$4.26
Lebanon Borough	0.4328	0.4787	0.0459	\$13.39
Lebanon Twp	0.6980	0.7099	0.0119	\$3.47
Tewksbury Twp	0.4748	0.5119	0.0371	\$10.82
Union Twp	0.7458	0.7301	- 0.0157	- \$4.58

Unemployment Rates:

Hunterdon County has not felt the recent economic blow as badly as other areas of New Jersey. Historically, it has had the lowest rates of unemployment and has consistently been below the state average. In 2007, the unemployment rate was 2.8% and in 2009, it was 6.8%. While that is a significant jump, the 2009 rate was still below the 9.2% state average. Total private sector jobs were down 2,900 jobs, especially in the fields of trade, transportation and utilities. The unemployment rates in Hunterdon County are lowest in the state, largely attributable to the highly educated populace and ability to commute easily because of state Routes 78, 22, 31 and county Route 513.

Aid and Shared Services:

The uncertainty surrounding the amount of state aid received each year makes the budget process very difficult and the district is sensitive to and conscious of voter opinion. Below is a chart outlining recent contributions on the state and federal levels. Recently, the state's governor granted more state aid to schools which will be a help to the district.

	2009-2010 (actual)	2010-2011 (revised)	2011-2012 (anticipated)
Federal	\$1,227,175	1,137,726	\$691,612
State	\$4,488,792	\$4,280,588	\$4,998,056

While the state aid seems consistent in these three years, in 2008-2009, the district received \$6,926,520 and lost over 2 million dollars for the following year.

The two district high schools serve as community hubs and, as such, participate in a number of shared services. They include:

- District provides space and custodial services for set up and breakdown for meetings and clinics several times each year, i.e. North Hunterdon High School serves as a polling place for Clinton Township, North Hunterdon and Voorhees High Schools are used for blood drives by NJ Blood Services
- The high schools have been used for public concerts by Hunterdon Symphony and U.S. Marine Band.
- Shared services agreement between NHV District and Hampton Elementary School District for technical services. Hampton pays hourly rate for NHV computer technicians to perform basic to advanced technical services. NHV District hosts Hampton Elementary School's website and all staff email accounts.
- Assistance with Clinton Township Sewer Authority in maintaining the sewer pumping station on North Hunterdon High School campus.
- Joint bidding for bus routes with Franklin Township, Union Township and Lebanon Township. Bidding together with NHV District saves money for all involved.
- NHV District hosts trainings and seminars for custodial workers and bus drivers. Also hosts professional development classes and seminars.
- North Hunterdon High School facilities are used for Hunterdon County Special Olympics.
- Clinton Township municipality pays annual fee to NHV District to help maintain North Hunterdon High School's Channel 29 on Comcast Cable. YV Channel serves as public access for high school, Clinton Twp and surrounding area.
- North Hunterdon High School shares police officer on duty with Clinton Township Police Department. Detective serves as School Resource Officer.
- High School District custodial staff performs field maintenance at Bundt Park in Clinton Township, Spatz Park in Lebanon Township, Voorhees State Park and Stadium 31 baseball field in exchange for the use of these fields when needed by the high schools' athletic programs.

STRENGTHS AND CHALLENGES:

Strengths:

- The 2011-2012 school budget passed, showing that voter support for the school budget is currently positive. Since April 2000 (12 School Elections), the NH-V budget has been

passed by voters six times. In the last five years, the budget has passed three times.

- The district has a highly educated work force and a great deal of parental support which positively impacts achievement.
- Because of the location of the district, residents are geographically mobile and able to adapt to a change in workplace.
- A recent lack of growth is allowing the municipalities to balance commercial and residential demands. There were many “building booms” in past decades, which heavily taxed the municipal infrastructures.

Challenges:

- Issues surrounding property taxes and the uncertainty of state funding are the biggest challenges this district faces.
 - Unfunded mandates on the state and federal level are burdensome to district residents, especially those regarding Special Education.
 - The district is polarized – North Hunterdon vs. Voorhees – this is also a major hurdle to overcome. In 2010, the district had put forward a referendum to make repairs to the two buildings. Many Voorhees residents voiced that they voted “no” to the referendum because the majority of repairs were at North Hunterdon and they did not want their taxes to go up for the “other school”. This has been an underlying issue for many years.
-

Community Factors Report

Prepared by Kristin Heimall, Andrew Paton, and Lily Partridge

SUMMARY

The State of the Community – Community Factors Subcommittee studied the conditions of our sending district communities and their relations to the high schools that serve them. This report includes statistical data from the 2010 Census, County Planning board, governmental departments, and municipal offices. It also includes anecdotal statements from various community members and government officials through interviews and a sample survey. The findings of the committee’s research provide a snapshot of our sending district’s communities.

North Hunterdon-Voorhees Regional High School District (District) covers a vast geographical area of Hunterdon County. The County is part of the Central New Jersey region that is dubbed the “Wealth Belt of New Jersey” because it is the state’s leading economic engine. Hunterdon County is one of six counties in the Wealth Belt, housing residents who command among the highest per capita incomes in the country. County residents comprise a skilled labor force that is willing to commute, in order to enjoy the large homes with ample acreage that is typical of new residential developments in the area. County residents also have a long-standing commitment to open space & farmland preservation.

The District is comprised of a highly educated with high-income adult population. Parents of the District’s students remain engaged and vocal regarding programs that affect their children. However, much of our District’s population (61%) are 35 years and older, with 48% that are between 35 to 64 years old. In addition, 60% of the District’s households have no Minors. These indicators suggest that most of our District’s households are mainly “empty-nesters” with high incomes and are highly educated. This group presents a challenge as well as untapped potential for the District to engage in its goals and objectives. The many and varied perceptions that the community has regarding our District can be channeled to benefit both the schools and the communities by adapting extraordinary measures of improved communication.

In July 2008, the Highland Council adapted the Master plan as part of the Highlands Water Protection and Planning Act. One-third of land area in Hunterdon County lies within the Highlands region. A total of 15 county municipalities lie within the Highlands. Of the 12 municipalities our District serves, all but one is in the Highlands region, Franklin Township. This legislation is making a significant impact on our District’s communities. Combined with the poor economic outlook, there is a trend of declining student enrollment, slowing district population growth, slowing business growth, and declining housing market. These projections will pose a great challenge to the District to pursue and maintain programs toward educational excellence.

The committee has identified three areas of strengths and four important challenges that face our District through our research findings and speaking with varied community members within our District. The following report provides details of each issue.

STRENGTHS

1. Highly Educated Community:

Our District is comprised of an adult population that is highly educated and highly skilled with 94% holding high school diplomas and 46% having Bachelor's degree or higher. The County is surrounded by high-tech, pharmaceuticals, medical, and R&D industries. These industries capitalized on the educated labor force & accessibility to major urban and suburban markets. There is a reasonable correlation that this highly educated population has high incomes, as *Forbes Magazine* ranked Hunterdon County as the 4th wealthiest county in the nation for two consecutive years in 2010 and 2011.

Community members with higher educational backgrounds understand the value of education and are likely to support the educational system. They expect and demand high performing schools that reflect their property tax values. It is important for the District to engage not only the parents of the District's student body, but the majority of the District population of "empty-nesters" who have supported the District's goals in the past, and may have been disassociated when their children graduated from the District. This group can be a powerful force as supporters and benefactors.

2. District Facilities:

In the vast geographical area that our District serves, it directs services for two high schools serving about 3000 students, twelve municipalities, and covering over 178 square miles. The area has no single town center that serves the entire District community. This presents a great opportunity for the grounds and facilities of the two high schools be used and function as cultural and social "town centers" for our communities.

Conversations with town council members and parents reveal that they would like to further be involved and engaged with the schools. Town councils would like to have more open dialogue and collaborations with the District that can serve both the schools and their communities. Parents indicated of their desire to be "more involved".

Opening up the District's facilities to further encourage its usage by community members will benefit the District. It will invite more community members to see where their tax dollars go. The more they see and feel the "value" our facilities provide that serve the community as a whole, the more likely they will feel a sense of "ownership" of our schools and their upkeep.

3. Declining Student Population:

Student enrollment projections for the next five years show that our District will likely experience a declining trend of about 11%. This is a major shift from the last strategic plan of expected increase of student enrollment. Even with a declining student enrollment trend, the student population is still a significant segment of our District population of 24%. They and their parents have a big voice and can help the District promote its goals and objectives to other members of the community. Coordinated programs amongst student athletic, music, and club organizations to engage community organizations will benefit everyone.

Declining District student population will require the District to reallocate and reorganize resources to benefit and meet our students' needs and parents' expectations. Staffing and budget adjustments must be prudent, and should be done without compromising the goals of providing an outstanding high school education. For example, focus of additional resources to prepare district students for real world experiences by establishing partnerships with area corporations and businesses during academic year as well as summer programs. The community must be attuned to the adjustments the Districts deem important to provide our students with the quality education that reflects the make-up of our communities.

CHALLENGES

1. Communications:

With the difficult economic climate that is facing our District and its communities, it is critical for the District to further improve on connecting and collaborating with its community members, municipalities, and K-8 sending districts to gain support of the District's goals and objectives. A big challenge for the District is to identify and provide the guidance and resources to manage this ongoing task. There are four groups that the District needs to focus on:

1. With the District demographics shifting to an older population that is comprised of mainly 35 years and older (61%), and without minors in the households, the District needs to ensure this group is engaged and are attuned with its goals. This group feels disassociated from the school. Unless they have a family member at the school, many things happening at school (theatrical events, sports events, charitable drives) are below their radar. In addition, continued efforts must be made to involve the 65 and older population, which comprises 12% of the District adult population. With a District student population of 24%, it is also important to make continued efforts to engage the parents of these students.
2. Community organizations are another important group the District should involve in seeking support. These organizations can offer students experiences beyond the classrooms to enhance the curriculum. They can partner with student groups for charitable programs that can benefit both groups. Their members will feel connected to the schools, which can provide valuable relationships to promote our District's goals.

3. Area town councils indicated they would like to have better communications and involvement with the District. With a sample review of minutes of council meetings, there is a lack of presence of school related issue discussed relating to the towns. The only time it appears in the minutes is during budget time. Inviting mayors and town council members to District events, and providing civic engagement programs to our students may be areas that can improve such relationships. Improving relations with the governing bodies will help the District gain support from its municipalities, as they will further understand the needs of the District.
4. Engaging and promoting stronger partnerships with the K-8 sending school districts will further gain support for the District's goals and objectives. Our K-8 sending districts are magnets for their respective municipalities. They gain support and benefit from a lot of involvement from parents. The District needs to transfer that K-8 parental commitment to the grades 9-12 level. Our district high schools need to be magnets for the whole district by promoting more community participation through its programs beyond athletic, theatrical, and musical events.

2. Community Attitudes and Perceptions

A major challenge that continues to face the District, along with the poor economic outlook, is to recognize the communities' attitude toward their property taxes funding the District's goals. The message of the "value" of spending their tax dollars to fund the high quality education needs to be projected.

Communities that the District serves are within Hunterdon County, which is rated as the fourth wealthiest county and have the highest property taxes in the nation. The correlation between high incomes with the high property taxes makes these communities more sensitive towards their attitudes on property taxes. Voting on school districts' budgets is the only channel of control voters feel they have a voice to affect their property taxes.

The value of funding school district will be an ongoing challenge from various groups within our District population. Some residents view that the high schools are beyond the standards of and thus more expensive than the average high school they attended. Other residents have the high expectations of their taxes to provide for many extra-curricula programs. Taxation is a major climate influence leading to the size of discretionary spending by individual families and their attitude about spending for the District's programs.

Another challenge that confronts the District is to identify, recognize, and clarify issues that lead to perceptions of community members of the District. Increasing communications in a variety of forums and outlets targeting various school-related topics will help clarify some of the perceptions, whether based on facts or hearsay, from community members.

3. Vast Geographic Area

The District covers over 178 square miles of northern Hunterdon County servicing two high schools. The landscape of the District comprise of rural land within the Highlands Region,

historical hamlets, small town centers, large tracts of farmland, few sprawling new constructed home sites (from rapid growth of the last decade until around 2008), few corporate centers (R&D, pharmaceutical firms), no large industrial centers, and maintains to be desirable area for residential use. The County remains to rely on automobile as principal mode of transportation (91%); but county planning is working on strategies to increase opportunities for pedestrian and bicycle mobility with town centers, expand transit and services for commuter. However, these county proposals will not likely affect our District. Transportation and infrastructure improvements will remain to be major factors in addressing the needs of the District to serve the vast area.

Transportation for the District will continue to be mainly busing due to the size and the geographic make-up. The location of the schools is not conducive to other mode of transportation other than using vehicles, with no public transportation and accessibility to the high schools. Despite a projected declining student enrollment, bus routes will remain consistent. District busses will continue to operate within 182 square miles with 55 bus routes, regardless of changes of student population. Busing will continue to be a major part of the District's budget.

With no new building projects due to declining student population, the District should channel resources to improving current infrastructure and adapting Green Infrastructure policy and sustainability, as recommended by the County Planning board. Renovating buildings with energy efficiency improvements as in alternative energy sources for power generation equipment using renewable energy sources (i.e. solar, wind, alternative fuels) will be beneficial. The county is promoting the usage of sustainable wastewater systems, alternative energy generation and energy conservation to provide a balance of economic and environmental benefits.

4. Slowing Business Growth and Declining Housing Market

The economic snapshot of Hunterdon County indicates a period of slowing growth in the business sector. In addition, the housing market for the county areas within the Highlands Region shows a projection of no growth. The challenge for the District is to maintain excellent schools and facilities with little or no impact on property taxes.

According to the U.S. Bureau of Labor Statistics, the county unemployment rate of 7.1% is better than the state's rate of 9.6%. The New Jersey Department of Labor and Workforce Development indicated the higher education level of county residents help keep the unemployment level lower because residents travel outside the county for jobs. The county will expect to create 2,600 new jobs between 2008-2018 at a rate of 5.1% versus the state's rate of 3.1%. The growth is expected to be in the healthcare and social services industry, whereas the declining employment will be in the manufacturing, finance and insurance, and information sectors. Large corporate centers are projecting stationary or reduced workforce in the future (i.e. Merck announced in August 2011 of 12,000 layoffs worldwide, with its world headquarters located in Hunterdon County). Employers and parents of District students raised concerns of students who participate in high school athletics are less employable due to their commitments.

Of the twelve municipalities within our District, Franklin Township is the only one not affected by the 2008 Highlands Act, which severely restricts land development. There is no significant housing growth in the District in the foreseeable future, which means that movement in the housing market is with existing homes. The turnover of these homes has been very slow. There has not been an increase of exodus of retired people, with the rate of older population leaving the district is constant. In addition, there is a projection of student and population decline as well. The District needs to adjust its goals and objectives to reflect the needs of the student body and the needs of the overall District population.

Summary

Hunterdon County, and specifically the sending district areas that make up the community that sends to our two high schools, has been characterized by many as being “a little slice of heaven”. Its beauty, safety, fabulous geographic location, and caring citizenry have made it a desirable location for those who can afford it. Our high schools are outstanding - as evidenced by test scores, and national, state, and local rankings. There are many community factors that provide the necessary foundation for such high academic achievements.

The district’s highly educated community members have strong expectations for our schools and they demand that they provide students with a top-notch education. Our community strengths are many. The school budget passed last year with a larger than usual turnout in an economic and political climate that was less than desirable. The working people of the area, especially those with school-aged children, recognize the importance of supporting the school financially. Parental involvement is apparent, and they realize the importance of receiving a sound and fundamental high school experience. The area’s slowing population growth and subsequent declining of student enrollment has allowed both the local municipalities and high schools to catch their collective breaths. Municipalities have been more able to balance commercial and residential demands. The building booms of the past years have slowed and that has helped to take the pressure off municipal infrastructures. The district has been able to focus on current facilities rather than plan for a third high school.

With all of the above information stated, there remain many serious challenges facing the district. Although the population is highly educated, it is also aging, it is declining, it lacks diversity, and it is spread over a vast geographic area. Business growth continues to slow, and the housing market remains static. These economic factors, coupled with the highest property taxes in the nation, and political issues such as school funding and unfunded federal mandates (especially in the area of testing and special education) pose serious threats to the schools and to the passing of future school budgets. Perhaps the most serious challenge relating to our community is the lack of a strong vibrant connection to the schools. Without a community center (meaning a single town that the school revolves around; i.e. Phillipsburg, Hackettstown, Washington, etc.), the connection to schools, for many, does not exist. It is imperative for our schools to reach out to, and to communicate with, our communities in varied and consistent ways. A related community factor is the relationship that exists between the North Hunterdon and Voorhees communities. The district is polarized-there is, in many situations, more of an adversarial relationship between the two communities rather than one of support and cooperation. In 2010, the district had put forward a referendum to make repairs to the two buildings. Many Voorhees residents voiced that they voted “no” to the referendum because the majority of repairs were at North Hunterdon, and they did not want their taxes to go up for the “other school”. This has been an underlying issue for many years. Finally, the declining school population, also listed as a strength, will challenge the schools. Potential cutbacks in staffing and related services may result.

**North Hunterdon-Voorhees Regional High School District
Strategic Planning 2011
State of the Community Committee**

RESOURCES /REFERENCES

1. Hunterdon County Planning Board Databook
(co.hunterdon.nj.us/planning/publications/databook)
2. Hunterdon County Planning Board Facts & Figures (co.hunterdon.nj.us/facts)
3. Hunterdon County Planning Board - 2007 Growth Management Plan
(co.hunterdon.nj.us/planning/smartgrowth)
4. Hunterdon County 2008 Transportation Plan, prepared by the Hunterdon County Planning Department; adapted: June 5, 2008
(www.co.hunterdon.nj.us/planning/transportation.htm)
5. U.S. Census Bureau: American FactFinder (factfinder2.census.gov)
6. U.S. Census Bureau: QuickFacts (quickfacts.census.gov)
7. U.S. Census Bureau: 2010 Census Redistricting Data, Population and Housing Occupancy Status: 2010 – County
8. U.S. Census 2010 – American Community Survey 2005-2009
9. U.S. Bureau of Labor Statistics (www.bls.gov)
10. North Hunterdon-Voorhees Regional High School District, School Statistical Data from Maren Smagala, 2011:
 - 2010-2011 Enrollment by Municipality
 - Municipal Population
 - Five-Year Enrollment Projections (May 2010)
 - 2001 State of Community Committee Report, References and Resources
 - Student body by race/ethnicity for North Hunterdon HS and Voorhees HS, 2011
 - 2010-2011 Budget user friendly format – before and after defeat (original one that went before voters is dated 3-22-10, final budget after \$1.4 million cut is dated 7-8-10)
 - 2011-2012 Budget user friendly format
11. Five-Year Enrollment Projections from K-8 Sending Districts (June 2011)

12. North Hunterdon-Voorhees Regional High School District, District website (www.nhvweb.net)
13. North Hunterdon-Voorhees Regional High School District, information from Gerald Oram, District Transportation Coordinator
14. State of New Jersey, Department of Education, 2009-2010 School Report Card, Voorhees HS and North Hunterdon HS (<http://education.state.nj.us>)
15. Hunterdon County Planning Board 2003-2004 for 2020 projection
16. New Jersey Department of Labor and Workforce Development, Division of Labor and Market Demographic Research (<http://lwd.dol.state.nj.us/labor/lpa/>), April 2011
17. Highlands Draft Regional Master Plan, 2006
18. www.forbes.com: “America’s 25 Richest Counties” (3/4/10); “America’s Richest Counties (4/11/11)
19. www.prudentialnewjersey.com/Market_Data/Hunterdon_County
20. www.nj.com: “Home trends for 2011: Smaller houses, vivid colors, 3-D entertainment”, January 7, 2011
21. city-data.com/county/Hunterdon_County-NJ.html
22. Tewksbury Township Master Plan, Periodic Re-examination, Report of the Master Plan (2003), adapted December 1, 2010
23. Township of Tewksbury, Housing Elements of the Master Plan, adopted September 2003 and Re-examination Report, December 1, 2010.
24. Community Factors Subcommittee surveyed small and varied District population sample with questionnaire, and interviewed several mayors and town council and committee members.
25. <http://www.co.hunterdon.nj.us/election/2011school/Official%20School%202011.htm>
26. <http://www.nhvweb.net/nhvweb/districtnewsletters/Budget%20Newsletter%2010-11.pdf>
27. <http://www.state.nj.us/treasury/taxation/pdf/lpt/gtr10hun.pdf>