



Greater Egg Harbor Regional High School District



# Welcome Task Force Members

# Board of Education Members

Mr. John Houck – President

Mrs. Margaret Guenther – Vice President

Mr. William Cheatham – Mullica Township

Mrs. Lois Garrison – Galloway Township

Ms. Vicki Hood – Galloway Township

Mrs. Carol Houck – Galloway Township

Mrs. Maripat Perone – Hamilton Township

Mr. Robert Ross – Egg Harbor City

Mr. Richard Zappy – Hamilton Township

GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
FACILITIES IMPROVEMENT TASK FORCE  
Meeting Agendas

**Monday, July 31, 2006 – 7:00 p.m. Multi-Purpose Room at Oakcrest High School**

Introductions	Adam C. Pfeffer, Ed.D., Superintendent
Welcome	John Houck, School Board President
Process – History	Adam Pfeffer
Facility needs overview	Steven Ciccariello, Ed.D., Assistant Superintendent
<i>Program</i>	Adam Pfeffer, Steven Ciccariello
<i>Financial</i>	Thomas Grossi, Business Administrator and Ron Ianoale, Bond Attorney
Communications	Terry-Ann Zander, Communications Consultant Consensus Decision Making
Criteria for solutions	
Construction Model	David Fraytak, President, Faridy Veisz Fraytak, P.C.
Construction Issues	Ted Hopkins
Adjourn	

# History of the District

1957 – Greater Egg Harbor Regional High School District was created. The Regional consisted of the townships of Hamilton, Mullica, Egg Harbor City, Galloway, and Egg Harbor.

1960 – Oakcrest High School opened.

1964 – Addition to Oakcrest due to enrollment increase.

1972 – Double sessions began.

1977 – Egg Harbor Township withdraws from the district and builds a high school.

1982 – Absegami High School opens.

# History of the District

1990-2001 – Various additions occur to both Absegami and Oakcrest as enrollment continues to rise.

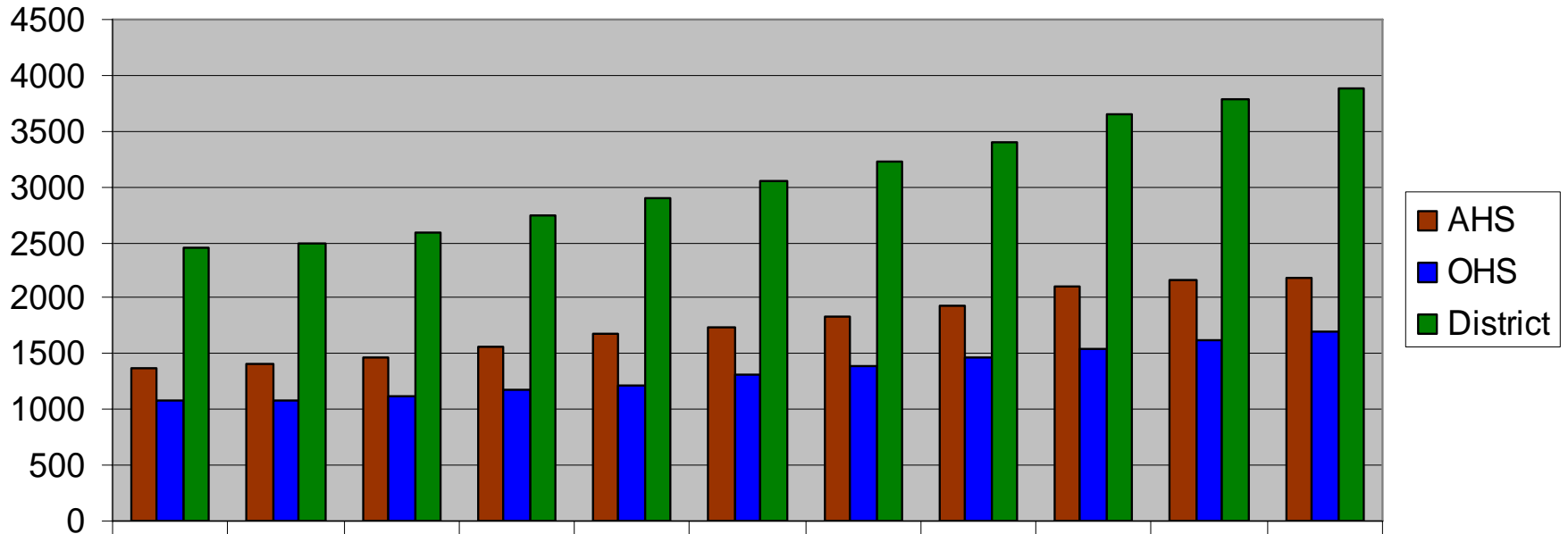
2000-2001 – Beginning the process for adding an additional high school.

2001-2006 – Process for identifying land and securing permits to continue the process.

2006 – Identification of the architectural firm and funding to continue the process under the direction of the Department of Education and the School Construction Corporation.

July 31-August 14, 2006 – Conduct meetings of a task force to identify the conceptual design. Choose from three possibilities and make a recommendation to the Board of Education to continue the process towards a public referendum.

## District Enrollment 1995 - 2006



	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
<b>AHS</b>	1365	1412	1460	1558	1678.5	1738	1829.5	1933.5	2108	2166.5	2192
<b>OHS</b>	1081	1081.5	1127	1178.5	1218.5	1317.5	1397	1459.5	1544.5	1614.5	1693
<b>District</b>	2446	2493.5	2587	2736.5	2897	3055.5	3226.5	3393	3652.5	3781	3885

# District Enrollment 1995-2006

<b>Year</b>	<b>AHS</b>	<b>OHS</b>	<b>District</b>
1995-1996	1365	1081	2446
1996-1997	1412	1081.5	2493.5
1997-1998	1460	1127	2587
1998-1999	1558	1178.5	2736.5
1999-2000	1678.5	1218.5	2897
2000-2001	1738	1317.5	3055.5
2001-2002	1829.5	1397	3226.5
2002-2003	1933.5	1459.5	3393
2003-2004	2108	1544.5	3652.5
2004-2005	2166.5	1614.5	3781
2005-2006	2192	1693	3885

# Enrollment Increase Summary 1995-2006

- Absegami – Increase of 827 students.
- Oakcrest – Increase of 612 students.
- District – Increase of 1,439 students.

# Enrollment 2006/2007 School Year

- Absegami – 2232
- Oakcrest – 1752
- District – 3984

# Functional Capacity

**Functional Capacity** means the number of students that can be housed in a building in order to have sufficient space for the building to be educationally adequate for the delivery of programs and services necessary for student achievement of the Core Curriculum Content Standards. Functional capacity is determined by dividing the adjusted gross square footage of a school building by the minimum area allowance per Full Time Equivalence student for the grade-level students contained in the building.

Absegami – 1,625 students

Oakcrest – 1,326 students

# Unhoused Students

Absegami – 607 students

Oakcrest – 426 students

District – 1033 students

# Projected Enrollment

By the 2007/2008 school year, enrollment in the GEHRHSD is projected to increase to 4,099 students.

# Proposed Single Family Dwelling Units (Approximate)

- Egg Harbor City - 270
- Galloway – 144
- Hamilton – 1,100
- Mullica – 0

These units are presently under construction, or have been approved for construction. These units do not include townhomes, condos, apartment complexes, or age restricted dwellings.

# Enrollment Summary

- District enrollment increase 1995 through present – 1538 students.
- Number of unhoused students in the district – 1033.
- Projected number of unhoused students 2007/2008 – 1,148. Exclusive of housing market growth.
- Proposed increase in single family dwelling units in constituent districts – 1514.

# Educational Specifications

Educational Specifications define the programmatic, functional, spatial, and environmental requirements of the educational facility.

Educational Specifications include a list of each general instructional space, specialized instructional space, and numbers of spaces that would constitute a school facility adequate to support the achievement of the Core Curriculum Content Standards by the projected student enrollment.

Educational Specifications also include non-educational spaces such as administrative offices, department offices, health services suites, food services, etc.

# Standards for Educational Specifications

- I. General Information: (Type of Space)
- II. Physical Specifics: (Number of Students, Number of Teachers, Number of Similar Spaces, Space Relationship)
- III. Description of the Instructional Program
- IV. Special Features

# Development of Educational Specifications

The development of Educational Specifications for the proposed new high school was a collaborative effort involving administrators, supervisors, and teachers from Absegami and Oakcrest High Schools.

# Educational Specifications

## School-Within-a-School Concept

The new high school in the Greater Egg Harbor Regional High School District will be organized in two schools-within-the-school. One will be for grades 9 and 10 and one for grades 11 and 12.

Schools-within-schools have their own culture, program, personnel, students, and school space. The school-within-a-school structure supports constructive relationships between and among students and teachers by grouping students together each year to take core courses within the same group of teachers, thus increasing the supports students receive from teachers, peers and other adults.

Each school-within-the-school will need its own cluster of facilities for classrooms, administration, and educational support services.

# Educational Specifications

## Benefits of School-Within-a-School Design

1. Academic Benefits
2. Social Benefits
3. Attendance and Graduation Benefits
4. Safety and Discipline Benefits

# Magnet School Programs

Magnet school programs draws students interested in specific subjects such as academics or the arts from the surrounding area, typically a school district or a county.

Most magnet school programs concentrate on a particular discipline or area of study, such as science and engineering, the humanities, or the fine arts or performing arts.

- |    |                              |     |                            |
|----|------------------------------|-----|----------------------------|
| 1. | International Baccalaureate  | 7.  | Gifted & Talented          |
| 2. | Animation & Graphic Arts     | 8.  | International Studies      |
| 3. | Technology                   | 9.  | Broadcast Arts             |
| 4. | Creative and Performing Arts | 10. | Computer Studies           |
| 5. | Environmental Sciences       | 11. | Education to Careers (ETC) |
| 6. | University Connections       | 12. | Marine Technology          |

# Maximum Estimated Cost of New High School

State Share – 66.69%

Regional District's Share – 33.31%

# Analysis of Tax Allocation

Egg Harbor City	4.9184%
Galloway	52.3916%
Hamilton Twp	34.7270%
Mullica Twp	7.9630%
Total	100.0000%

# Consensus Decision Making

GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT  
NEW HIGH SCHOOL

*Conceptual Floor Plan...*

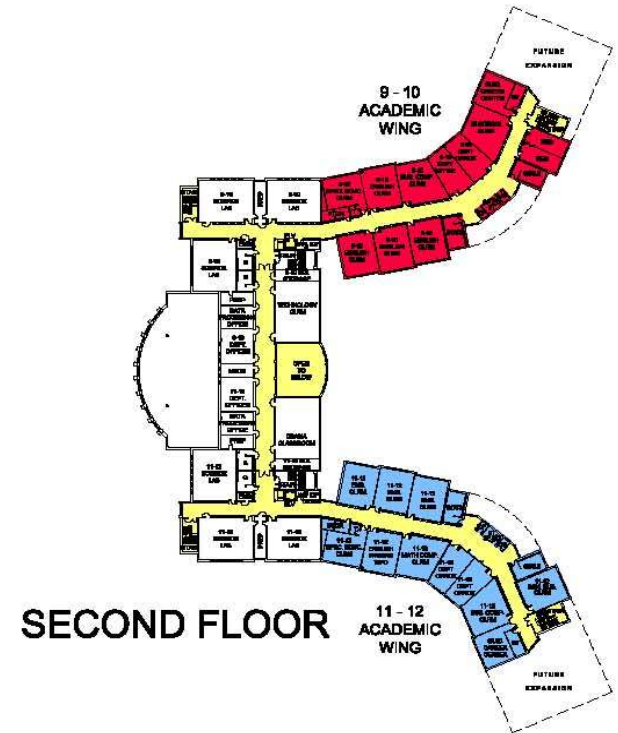
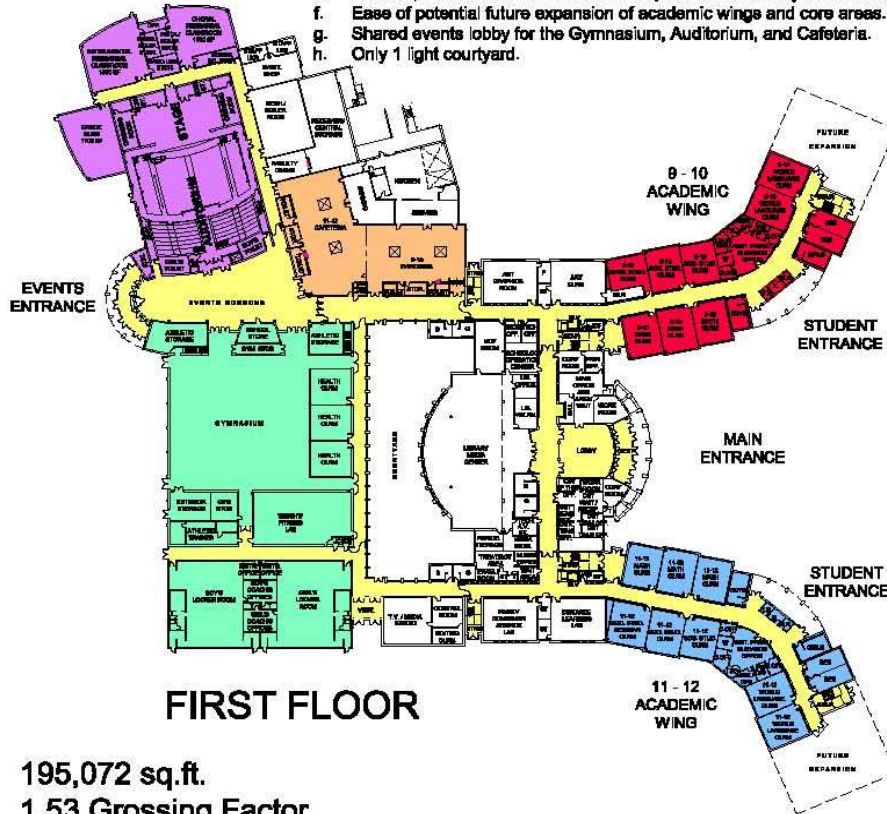


**Pro's**

- a. Separate entrance for main office and after school and event/activities. This allows for an event entrance in the evening activities for the Gymnasium, Auditorium, and Cafeteria. This allows for these areas to be isolated from the remainder of the school during these activities.
- b. Separate student entrances for 9-10 and 11-12 grades. Students are separated directly off the bus to enter into their respective "house" and create very short travel distances.
- c. Curved hallways to help create small learning communities.
- d. One receiving area for kitchen, central storage, and mechanical rooms.
- e. Science, Art and other academic core spaces are centrally located within the academic wings.
- f. Ease of potential future expansion of academic wings and core areas.
- g. Shared events lobby for the Gymnasium, Auditorium, and Cafeteria.
- h. Only 1 light courtyard.

**Con's**

- a. Not as space efficient, due to angles at academic wings. This adds circulation space to the facility.
- b. Increased corridor width due to isolation of Events Lobby and added single loaded corridor to provide multiple access from the academic wing.



CONCEPTUAL FLOOR PLAN - OPTION 1  
N.T.S.

# GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT NEW HIGH SCHOOL

## Conceptual Floor Plan...

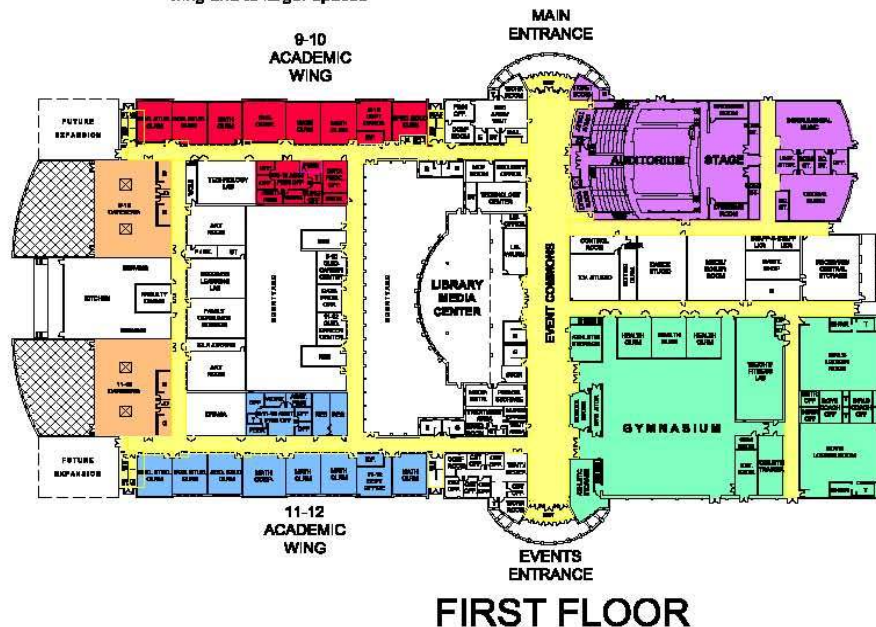


### Pro's

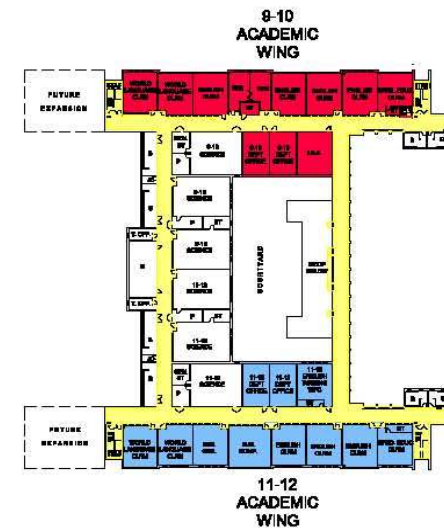
- Very Efficient, due to rectilinear design, lowest in area and grossing factor.
- Science, Art, and other academic core spaces are centrally located within academic wings.
- One main events Lobby for Gymnasium, Auditorium, which can be isolated from the academic wings and the core areas.
- Ease of potential future expansion of academic wings and core areas.
- Better corridor circulation within academic wing and to larger spaces

### Con's

- Two receiving areas, one for kitchen and the other for central storage and mechanical rooms.
- No security control point or independent student entry area.
- Cafeteria remote from main/events commons.
- Added single loaded corridor.
- 2 light courtyards.



FIRST FLOOR



SECOND FLOOR

193,078 sq. ft.  
1.54 Grossing Factor

CONCEPTUAL FLOOR PLAN - OPTION 2  
N.T.S.

FARIDY VEISZ FRAYTAK, P.C.

Pj No : 3678  
DATE : 07-05-2006

ARCHITECTS - PLANNERS

1515 LOWER FERRY ROAD

TRENTON, NEW JERSEY 08628

# Conceptual Floor Plan...

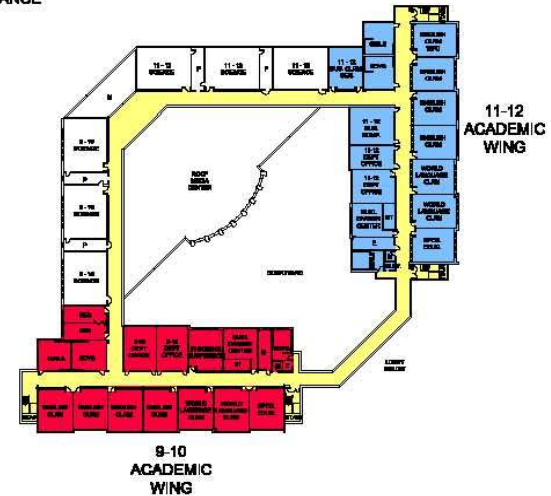
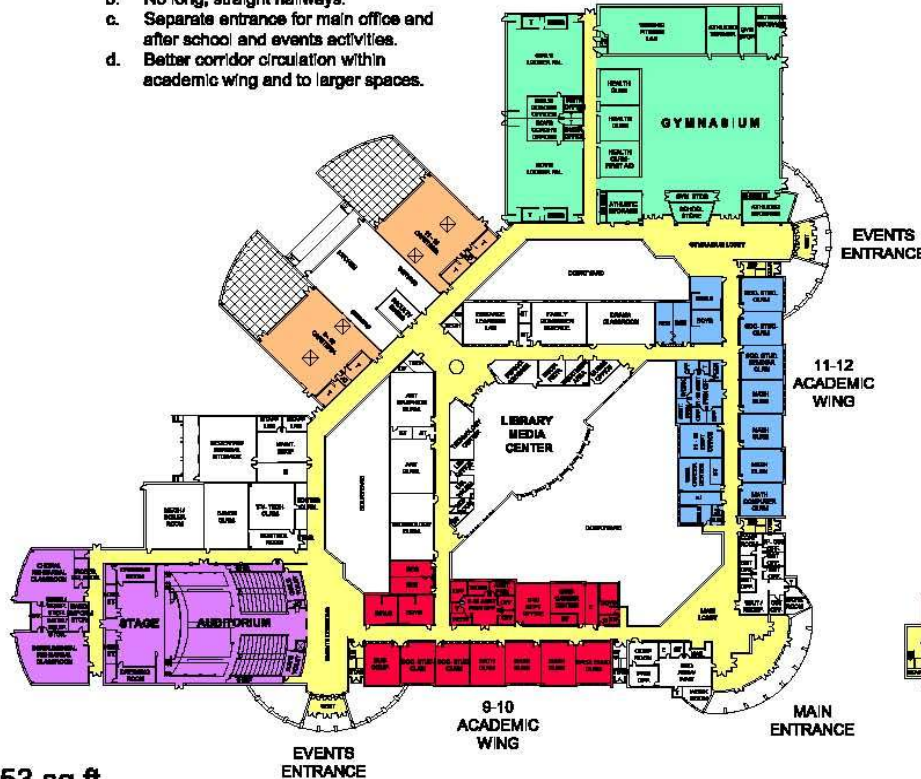


**Pro's**

- a. Science, Art and other academic core spaces are centrally located within academic wings.
- b. No long, straight hallways.
- c. Separate entrance for main office and after school and events activities.
- d. Better corridor circulation within academic wing and to larger spaces.

**Con's**

- a. More area required for three separate entrances for Gymnasium, Auditorium and main office.
- b. Limited future expansion of academic wings and core areas.
- c. Two receiving areas, one for kitchen and the other for central storage and mechanical rooms.
- d. Students are dropped-off into the event lobbies, therefore there are no security control points or independent student areas.
- e. 3 light courtyards add to grossing factor, increasing the size of the facility.
- f. Highest area and grossing factor, including single loaded corridors.



199,753 sq.ft.

1.57 Grossing Factor

FIRST FLOOR

SECOND FLOOR

CONCEPTUAL FLOOR PLAN - OPTION 3  
N.T.S.