

# Pitman Strengths

<b>Instruction and Program</b>
High Academic Achievement
Strong data for performance for ELA in elementary
Quality of education
AP course offerings (in person and online) to work toward getting college credits help with college admissions
AP course availability/Dual Credit Program with CCC
Offering VHS and AP Courses for all students
Differentiation/learning plans
Flexibility of staff members to assist children in participating in multiple activities
Students are placed with precise data and support (future readiness rotation ELA and Math)
Creative schedule changes (i.e., Maker space, brain breaks, etc.)
Visual and Performing Art
Music Program
Arts and Music Program
<b>Athletics/Co-curriculars</b>
Ability to play sports/opportunities and extra-curricular activities
Participation options – co-curriculars
Athletic program opportunity for students who may not be eligible/able/skilled to join another school's team
Sports programs: We've done what we could to keep programs going. Lots of opportunities for students to participate.
Participation in sports and other activities
More students are able to participate in athletics/activities (even if they have to travel to other districts)
<b>Class Size</b>
Low teacher: student ratio
Small Classrooms
Small Class size
Small class size
Small Class size
Small class size
Small class size
Smaller class size=more attention (numbers make a difference!!)
Individual attention: small class size in MS and HS

<b>District</b>
Small size
Face, not a number, staff really know students
Small size, personal touch/community
Children know their peers, can establish positive relationships
Individualized attention (staff knows kids)
Teachers/staff know all names/faces of students in their buildings
Kids don't get lost here/not just a number
Teachers know your students
Administrators know the students
Experience of public school educators
Great teachers with experience
Staff who care and want the best for their students. Passionate teaching/great talents
Teachers/faculty work hard to offer kids multiple opportunities to participate by working with schedules
Kind staff
Safe
Schools are safe
<b>Community</b>
Relationships/Community
Tight knit community
Sense of community
Community and parent support
Community involvement/close knit community
Strong community support
Community oriented, family oriented, (feedback from community members) *identity
Community involvement – support via HSAs and Boosters
Strong HSAs and connections to town
Reputation of our community as a good community for families
Positive reputation
Feelings of Pitman Pride
Real Estate prices – houses in Pitman seem to be selling quickly and at a good price
Community feeling – homey
Community pride
Sense of community
Traditions/legacy
<i>Traditions</i>
Traditions that have been established

Traditions
Town values/rich history/traditions/pride
Walking district (no buses – less conflict)
Walking district
School locations/walkable schools
No buses
Neighborhood schools
Neighborhood schools (valued by the community)
<b>Preschool</b>
Preschool
All day pre-school program
Pre-K grant (youngest students, early enrollment, higher chance of continuity through the district) Attracted more from private early childhood/daycare programs
Preschool program
<b>Not Categorized</b>
Staggered schedule to assist parents for drop offs – (Memorial vs. Walls/Kindle)
Great students
Maximize what we have
Panther Club/before after care program
Communication in general: public relations-social media
School Climate/warmth/kindness
Cost of a HS Education
Many students return after attending schools elsewhere

## Pitman Challenges

<b>Enrollment</b>
Low enrollment
Enrollment
Enrollment
Decreasing enrollment
Enrollment (with academy schools)
<b>Facilities</b>
Facilities/buildings; air conditioning
Need to decide about closures
Maintaining five, old buildings
Facilities (age and upkeep)
Utilities
Older facilities (HVAC, room sizes, technology)
Facility – age of buildings, cost/decision to repair, repair and add on, or close. Presentation/image
Aging buildings
Athletic facilities
Too many schools/ should combine
Buildings are old and expensive to fix
Technology
<b>Instruction and Program</b>
Reduction in electives
The ability to add more programs, clubs (Time? Staffing? Schedule? Funding?)
PHS competing with other high schools (GCIT, private schools, choice schools)
Lacking program
Courses can't run if not enough students
GCIT drain
Competition from other districts/programs (parochial, private, GCIT)
Lack of specialized programs/electives (woodshop, metals, etc.)
Course offerings at the high school
GCIT and other private schools
GCIT taking students
Less elective courses offered
Less specialized courses
Course offerings (due to enrollment) – diversity of instruction/needs
Lack of CTE opportunities
Technology
Appeal of students looking to go into trades or IT (could be funded through grants?)
Low involvement in extra-curricular; smaller teams/joining with other towns; students overextended
PHS extra-curricular conflicts

Extra curriculars not sustainable
Lower numbers in extra-curriculars
Extra-curricular offerings
Less clubs able to be offered
Some traditions lost/school spirit/student ownership
Decreased student participation
Seniors leaving earlier in the day
<b>Elementary</b>
Duplicating services in elementary buildings
Same grade in multiple buildings
Imbalance of classrooms/sections
Neighborhood schools/class balance
Class size in elementary schools: our numbers keep creeping up
Lack of elementary activities
Memorial kids become friends and then are split up
Class size – swings
<b>Marketing</b>
Marketing
Transparency of educational offerings
Strength/use of alumni and community networking
How do we sell ourselves to other communities? Recruiting students...
<b>Funding</b>
Funding/budget cuts
Financial strains
Taxes
<b>Staffing</b>
Staff cuts
Staffing of 5 buildings
Support staff overstaffed
Decrease in teaching staff – decrease in club/co-curricular advisors
Maximization = teacher burnout
Staff cuts
Limited on staff – i.e., grant writers
Maintaining tradition based on staffing
Top heavy on administrators
Enough providers (teachers and support staff) for special education program – IEP/504 fulfillment (Speech services over summer) – concerns with IEPs not being followed with fidelity (losing students to stronger districts)
<b>Safety</b>
Safety concerns: walking to schools

No buses...could go in either column (strength or challenge)
Arrival and dismissal (volume of cars)
<b>Non-Categorized</b>
Reluctant to change
If we close buildings, what happens to Pitman recreation spaces? What about code compliance if we need to re-open?
Small size
Retention of early childhood enrollment students?
Cohesiveness between buildings. Better communication
Lack of space in Panther Club
Residency – vacant houses, not as many new residents/families with school age children – elimination of neighborhood schools
Lack of communication from school to parents/families (re: special education teacher left, parent not notified of situation for weeks) regarding staffing issue(s)