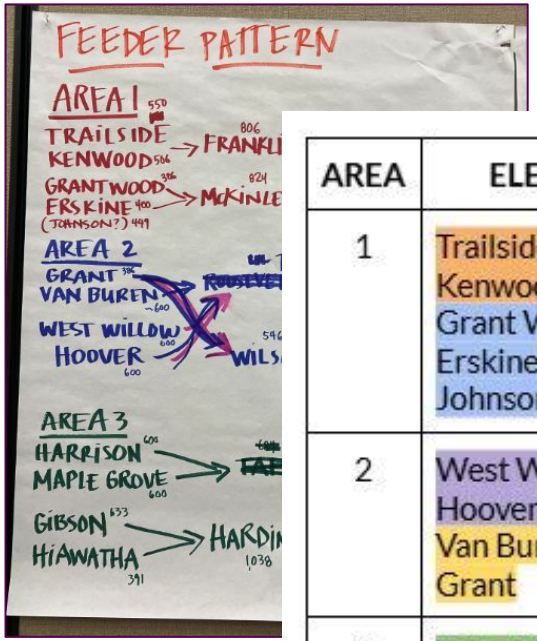
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5-8 MODEL

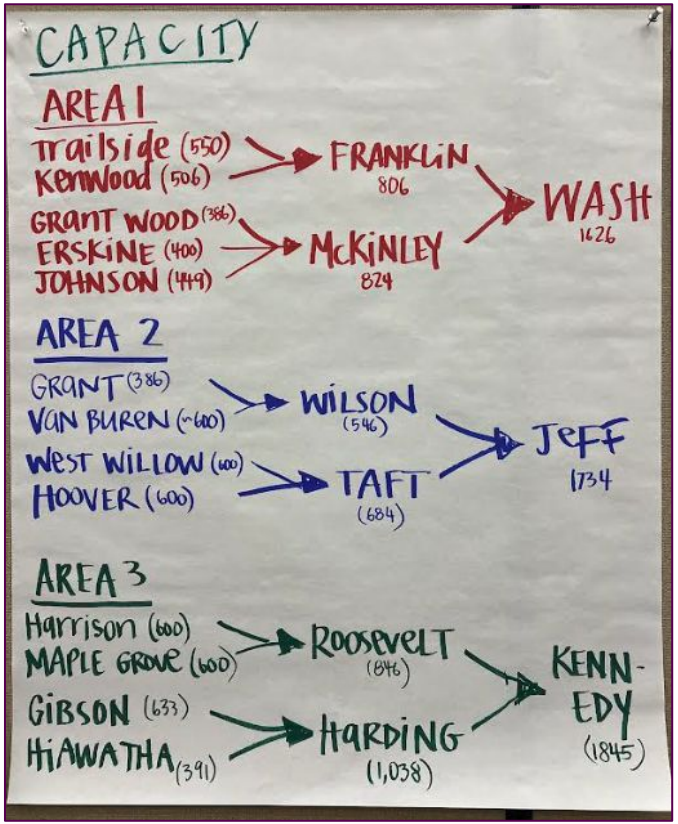
Eric Butikofer
Sarah Hale Keuseman
Arianna Neveu
Tyler Turner

FEEDER PATTERN CHECK



AREA	ELEMENTARY (PK-4)	MIDDLE SCHOOL (5-8)	HIGH SCHOOL (9-12)
1	Trailside Kenwood Grant Wood Erskine Johnson (optional)	Franklin McKinley	Washington
2	West Willow Hoover Van Buren Grant	Taft Wilson	Jefferson
3	Viola Gibson Hiawatha Maple Grove Harrison	Harding Roosevelt	Kennedy

CAPACITY & UTILIZATION



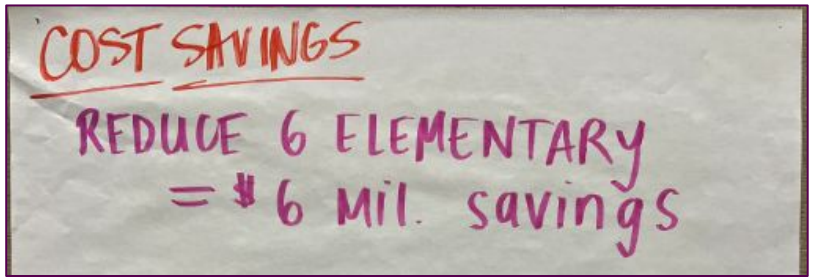
Total PK-4 Enrollment = 6242
Total PK-4 Capacity = 6302

Total 5-8 Enrollment = 3855
Total 5-8 Capacity = 4744

Total 9-12 Enrollment = 4668
Total 9-12 Enrollment = 5205

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COST SAVINGS CHECK



- Closings same as the intermediate plan
- Wright, CRA, Cleveland, Nixon, Pierce, and Truman would close
  - $6 million savings
- Johnson option
  - saves an additional $1 million
- Decreases transportation costs and the average travel time for students

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FAMILY PRIORITIES



- Preschool:
  - Preschool in each Pk-4 building
- Fine Arts:
  - Start in the 5th grade at the middle school level
- Athletics:
  - Feeder systems establish a pipeline for the athletics program
  - Junior Warriors, J-Hawks, and Cougars
  - Opens the door to greater participation; if numbers were high, each middle school could field its own team

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RESEARCH

- Multiple school transitions during early adolescence are associated with **decreases in self-esteem, grades, test scores, engagement, and attendance**, alongside **increases in disciplinary infractions and suspensions** (Aikins, Bierman, & Parker, 2005).
- Schwartz et al. (2011) noted s**trong positive effects for students who transitioned from a K-4 to a 5-8 model,** finding that moving in 5th grade was less disruptive than moving in 6th grade.
- School transitions have been shown to **lower academic achievement for minority groups**, and for low-income students, and these same students have more difficulty making up for these losses in subsequent years (Stillwater Public Schools, 2011).
- Student achievement in middle grades is **higher when they attend schools with a wide grade span configuration** (Dove, Pearson, & Hooper, 2010).
- After reviewing multiple studies, Hanover Research (2021) declared that **"intermediate schools are not beneficial for Grade 5 and 6 students"** (p. 40).

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PROS & CONSIDERATIONS

Pros

- Full-day preschool programming in elementary schools
- Reduces the number of building transitions for a student
- Continued trusted adult relationships during times of physical and emotional changes
- Music ensembles start in 5th grade
- Opportunity for accelerated courses
- Decreased transportation costs and travel time
- Flexibility to combine or separate athletics
- Differentiates us from neighboring districts that will ultimately meet the diverse population of CRCSD
- Improves continuity for parent organizations
- Continued opportunity for recess
- Mentoring and role model opportunities for students

Considerations

- Structure to help keep grade levels separate
- Bussing for athletics
- Smaller middle school sizes mean that music specialists might have to teach broader areas
- Focused special education programs (level 2-3) are a viable option with one building in each area that encompasses 5-8
- PLCs might need to meet across buildings
- Teacher licensure: K-6, 5-8

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BOARD QUESTIONS