

Tredyffrin/Easttown School District  
**BOARD EDUCATION COMMITTEE**

March 9, 2016  
1:00 PM  
TEAO, Meeting Room 200

**Agenda**

- I. Approval of February 10, 2016 Minutes
- II. Public Comment
- III. PSSA Remediation
- IV. Grade 6 Math
- V. Special Education Update
- VI. Enrollment/Staffing/Facilities Report
- VII. Other

**Board Education Committee Goals**

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: April 13, 2016

DRAFT PENDING COMMITTEE APPROVAL  
BOARD EDUCATION COMMITTEE MEETING MINUTES  
February 10, 2016

Tredyffrin/Easttown Administrative Offices  
5:00 p.m.

**Attending all or part of the meeting:**

**Board Committee Members:** Scott Dorsey (Chair), Kevin Buraks, Roberta Hotinski, Katharine Murphy

**Other Board Members:** Michele Burger, Todd Kantorczyk, Virginia Lastner

**TE School District Representatives:** Wendy Towle (Administrative Liaison), Nancy Adams, Mark Cataldi, Patrick Gately, Richard Gusick, Mike Szymendera

**Community Members:** Amy Alvarez, Doug Anestad, Kris Graham, Jerry Henige, Barb Jackson, Jamie Lynch, Cinda Martorano, Lisa Lukens, Karen Cruickshank, Mary Kay “Sam” Elsen, Mike Naimoli

The meeting was called to order at 5:03 p.m.

**Public Comment:**

Barb Jackson commented on the **Technology Update.**

Mike Naimoli commented on the **Technology Update.**

Doug Anestad commented on the **Technology Update.**

Mary Kay “Sam” Elsen commented on the **Technology Update.**

Jerry Henige commented on the **Technology Update.**

Karen Cruickshank commented on the **Technology Update.**

Jamie Lynch commented on the **Technology Update.**

Cinda Martorano commented on **Keystone Exam Remediation.**

Karen Cruickshank commented on **Keystone Exam Remediation.**

Doug Anestad commented on **Keystone Exam Remediation.**

**Approval of Minutes:**

The January 13, 2016 minutes were approved.

## **Committee Discussion and Recommendations:**

The Committee received a **Technology Update** from Dr. Szymendera, Director of Instructional Technology. Exploration of access to technology is a District goal for this school year. Following the direction the Committee provided in the fall, prior to the presentation, Dr. Szymendera met with groups of parents, teachers, and administrators throughout the District to gather information regarding student access to technology. Findings of this investigation were shared with the Committee and an option for increased student access utilizing a 1:1 model in grades 7-12 was outlined. During meetings with Dr. Szymendera, teachers, students and parents cited increased opportunities for flexibility, differentiation, collaboration, and authentic inquiry based learning as outcomes of increased student access to technology. Research supporting innovative teaching and learning through the use of technology was also shared with the Committee. Dr. Szymendera addressed several questions from Committee and community members and then also presented several possible models for a 1:1 initiative. The Committee recommended that the District continue to explore the financial and educational impact of the 1:1 technology initiative. The Committee recommended that the District present several different cost options for implementation of the 1:1 technology initiative to the Finance Committee. The Committee also suggested that the District consider the implications of the 1:1 technology initiative on the Digital Citizenship Curriculum at Conestoga High School.

The Committee received a **Keystone Exam Remediation Update** from Mr. Cataldi, Director of Assessment and Accountability. Recent legislation has postponed the use of Keystone Exams as a graduation requirement until the graduating class of 2019. Students will still need to take the Keystone exam as they complete each of the three Keystone-aligned courses – Algebra 1, Biology, and American Literature – but for students in grades 10, 11, and 12 achieving proficiency on these exams will no longer be a requirement for graduation. Mr. Cataldi addressed several questions from Committee and community members. The Committee recommended that the District continue to provide state-mandated Keystone Exam remediation, including school-year and summer remediation, for students in the current ninth grade (class of 2019) and below. The Committee recommended that the District provide opt-in Keystone Exam remediation for students in the current tenth grade (class of 2018) and above, as the state has removed the mandate for Keystone Exam remediation for these students.

The **PSSA Remediation** presentation and the **Middle School Math** presentation were postponed until the March 9 meeting.

The meeting was adjourned at 7:02 p.m.

Next meeting: **March 9, 2016**

# PSSA Remediation

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## PSSA Testing

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Students in grades 3 – 8 are required to take PSSA English Language Arts & Math

Students in grades 4 & 8 are required to take PSSA Science

Administered in the Spring

Scores are categorized into the Performance levels of Advanced, Proficient, Basic and Below Basic which are set by the State

Students who do not achieve proficiency (Advanced or Proficient) in PSSA English Language Arts & Math are scheduled for remedial instructional opportunities

## Pennsylvania Code

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PA Code had required an additional learning opportunity for students who did not achieve proficiency.

Due to revisions to Chapter 4 over the years, an additional learning opportunity is no longer a specific requirement.

PA Code states “Students who have not achieved proficiency in reading and mathematics by the end of grade 5 as determined on State assessments under § 4.51a (relating to Pennsylvania System of School Assessment) shall be afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.”

## Elementary PSSA Remediation

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Students in grades 3 and 4 are required to take PSSA English Language Arts & Math

Since there is no PSSA scores in grade 2, students in grade 3 are identified for additional Language Arts and/or Math instruction through multiple criteria, such as classroom teacher input and data from other assessments

Students who do not achieve proficiency on the prior school year’s PSSAs are offered remedial instruction for the corresponding subject

The Reading Specialist and Math Support Teacher provide the remedial instructional opportunities

# Middle School PSSA Remediation

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Students in grades 5-8 are required to take PSSA English Language Arts & Math

Students who do not achieve proficiency on the prior school year's PSSAs are scheduled for remedial instruction for the corresponding subject

## Grades 5 & 6

Students are scheduled for a seminar 2 days out of the 6 day cycle for one semester in lieu of a Special Area subject

The Reading Specialist and Math Support Teacher provide the instruction

## Grades 7 & 8

Students are grouped in Advisory Initiatives and receive instruction from a core English and/or Math teacher for a total of approximately 15 sessions

# T/E Compared to the State

## 2013-2014

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### PSSA 2013-2014 Score Comparison of T/E and State Proficiency

The data in the table below that shows a comparison of the percentage of students achieving proficiency (a score in the advanced or proficient range) on PSSA exams in 2013-2014

Grade	Reading T/E 2013-14	Reading State 2013-14	Difference	Math T/E 2013-14	Math State 2013-14	Difference
3	92.7	70.2	22.5	95.0	74.6	20.4
4	92.3	68.6	23.7	95.6	75.9	19.7
5	84.3	60.4	23.9	87.3	67.0	20.3
6	92.4	64.5	27.9	91.7	71.7	20.0
7	94.3	71.9	22.4	95.1	75.0	20.1
8	96.6	79.3	17.3	93.6	73.1	20.5
Average:			23.0			20.2

## T/E Compared to the State 2014-2015

### PSSA 2014-2015 Score Comparison of T/E and State Proficiency

The data in the table below that shows a comparison of the percentage of students achieving proficiency (a score in the advanced or proficient range) on PSSA exams in 2014-2015

Grade	ELA T/E 2014-15	ELA State 2014-15	Difference	Math T/E 2014-15	Math State 2014-15	Difference
3	88.6	62.1	26.5	77.9	48.5	29.4
4	87.4	58.6	28.8	75.6	44.5	31.1
5	89.5	62.0	27.5	73.7	42.8	30.9
6	90.0	59.8	30.2	67.6	39.8	27.8
7	90.4	58.6	31.8	70.8	33.1	37.7
8	87.7	58.3	29.4	61.2	29.9	31.3
Average:			29.0			31.4

## Number of Students Receiving PSSA Remedial Instruction

Grade	4		5		6		7		8	
	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math
2012-2013	20	20	19	18	27	48	28	34	18	14
2013-2014	25	15	30	10	37	25	32	30	17	22
2014-2015	15	31	27	14	50	29	29	30	24	18
2015-2016	61	114	49	100	48	124	48	158	51	156

R: Reading for 2012-2013 and 2013-2014

ELA: English Language Arts for 2014-2015 and 2015-2016

## Percentage of Students Achieving Proficiency\* After Receiving PSSA Remedial Instruction

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Grade	4		5		6		7		8	
	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math
2012-2013	35%	70%	37%	22%	44%	60%	61%	53%	56%	36%
2013-2014	28%	27%	30%	20%	46%	24%	47%	60%	59%	27%
2014-2015	33%	3%	56%	7%	54%	3%	31%	0%	25%	0%

\*Proficiency = Scoring Advanced or Proficient

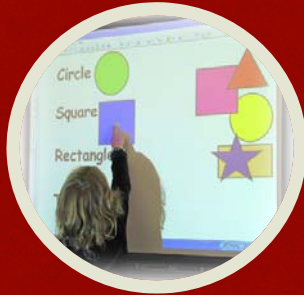
## Options to Consider

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- Continue with the current delivery model of PSSA remedial instruction
- Continue with the current PSSA remedial instruction, optional to all families
- Revise the current delivery model of PSSA remedial instruction
- Continue to embed skill-based remediation into core instruction, no PSSA specific remediation



# SIXTH GRADE MATH



## Program Review

February 10, 2016



## CURRENT CONTEXT

6<sup>th</sup> grade courses are aligned to new PA Core Standards through teacher developed supplements to the current materials

Text resources are needed for full curricular alignment

“Named” courses (Prealgebra and beyond) curricula and resources are fully aligned to current and upcoming assessments

# 6TH GRADE MATH CURRICULUM STUDY

Gather and examine possible  
curricular resources

Evaluate

- Math Standing Committee
- Classroom Teachers
- Principals

Compare

Try Out

Select

Education Committee Review



## WHAT DOES FULL ALIGNMENT MEAN?

### Curricular Alignment with Standards & Assessments

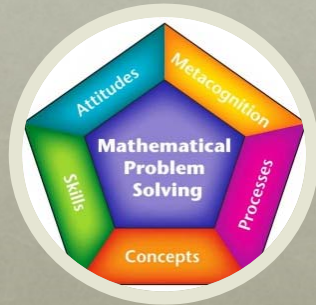
- Multi-step problems
- Problem Solving Methods
- Integration of mathematics, statistics and computation
- Application of skills and concepts
- Preparation or advanced algebraic thinking

### Instructional Alignment with Essential Skills

- Critical thinking
- Creative problem-solving
- Conceptual understanding
- Procedural fluency
- Strategic competence
- Adaptive reasoning
- Productive disposition

# MATH IN FOCUS

ALREADY IN USE IN GRADES K-5



Balances skills, concepts and procedures

Builds from hands on to pictorial to abstract

Rigorous and aligned with the PA Core standards & assessments

Aligned with how children learn

Supported by T/E teachers and administrators

## PROFESSIONAL STAFF FEEDBACK

Reviewed and recommended by:

- 6<sup>th</sup> Grade Teachers
- Middle School Principals
- Math Specialists
- Math Standing Committee



# BUILDING UNDERSTANDING

## Learn Recognize the use of positive and negative numbers in real-world situations.

Positive and negative numbers can be used to represent many real-world situations.

- a) They can be used to represent temperature readings that are above and below zero, as shown in the table. Notice that you use a negative sign before a negative number. You do not need to use a "plus" sign to show that a number is positive.

Time	12 A.M.	4 A.M.	8 A.M.	12 P.M.	4 P.M.	8 P.M.
Temperature (°C)	-5	-12	-8	4	10	2

- b) They can be used to represent gains or losses.  
For example, in the game of football, -15 can be used to represent a loss of 15 yards, and 30 can be used to represent a gain of 30 yards.
- c) They can be used to represent values that are above and below a certain value, such as elevations above or below sea level.

For example, a depression that is 52 feet below sea level can be represented by -52 feet, and a mountain peak that is 7,310 feet above sea level can be represented by 7,310 feet.

Sea level is considered to be at an elevation of 0 feet.

- d) They can be used to represent debits or credits. A debit is an amount someone owes. A credit is an amount owed back.



# BUILDING SKILLS

## Learn Divide a fraction by an improper fraction or a mixed number.

- a) Divide  $\frac{1}{2}$  by  $\frac{7}{3}$ .

$$\begin{aligned} \frac{1}{2} \div \frac{7}{3} &= \frac{1}{2} \times \frac{3}{7} \\ &= \frac{3}{14} \end{aligned}$$

Write as a multiplication expression.

Multiply.

$$\text{Check: } \frac{7}{3} \times \frac{3}{14} = \frac{21}{42} = \frac{1}{2}$$

The answer is correct.

Division is the inverse of multiplication. So, dividing by  $\frac{7}{3}$  is the same as multiplying by  $\frac{3}{7}$ .



- b) Divide  $\frac{3}{4}$  by  $1\frac{1}{2}$ .

$$\begin{aligned} \frac{3}{4} \div 1\frac{1}{2} &= \frac{3}{4} \div \frac{3}{2} \\ &= \frac{3}{4} \times \frac{2}{3} \\ &= \frac{1}{4} \times \frac{2}{1} \\ &= \frac{1}{2} \end{aligned}$$

Write  $1\frac{1}{2}$  as an improper fraction.

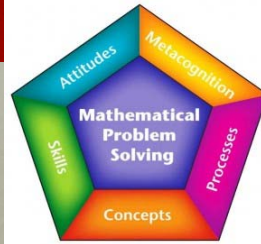
Rewrite using the reciprocal of the divisor. Divide a numerator and a denominator by the common factor, 3.

Divide a numerator and a denominator by the common factor, 2. Then multiply.

$$\begin{aligned} 1\frac{1}{2} &= 1 + \frac{1}{2} \\ &= \frac{2}{2} + \frac{1}{2} \\ &= \frac{3}{2} \end{aligned}$$



# MEASURING MATHEMATICS PROFICIENCY



- 31** Mr. Thomas spent \$1,600 of his savings on a television set and  $\frac{2}{5}$  of the remainder on a refrigerator. He had  $\frac{1}{3}$  of his original amount of savings left.
- a) What was Mr. Thomas's original savings?
  - b) What was the cost of the refrigerator?

## 2016-2017 IMPLEMENTATION

6<sup>th</sup> Grade On level

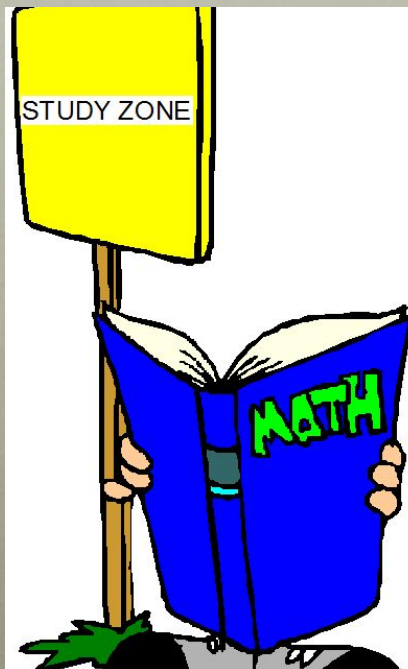
-Math in Focus Grade 6

6<sup>th</sup> Grade Above level

-Math in Focus Grade 7

Future Steps

- Evaluate Grade 7 program

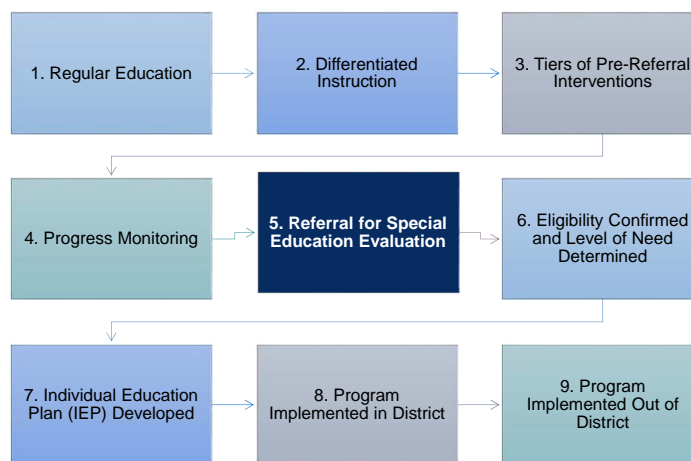


Tredyffrin/Easttown School District  
Individualized Student Services Update

EDUCATION COMMITTEE

March 9, 2016

Continuum of Supports  
from Regular Education to Special Education



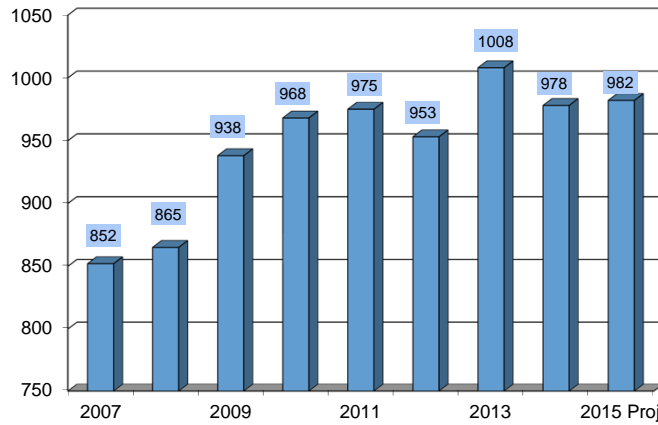
## Student Support Services Special Education Process

- **Two Prongs of Eligibility for Special Education Services:  
Specific Disability + Need for Specially Designed Instruction**
  - “Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability...to ensure access to the general curriculum to the maximum extent appropriate”
  - Includes provision of “...aids, services and supports to enable children with disabilities to be educated in the Least Restrictive Environment (LRE) with nondisabled children to the maximum extent appropriate...”

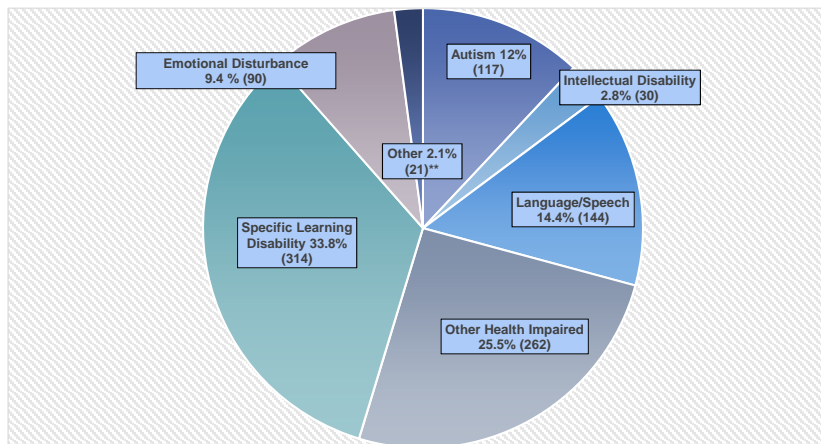
## State Defined Special Education Disability Categories

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech-language Impairment
- Traumatic Brain Injury
- Visual Impairment

### Number of TESD Students Receiving Special Education



### Percentage and (Number) of Special Education Students Within Each Disability Category 2014-2015



**\*\* Other** - Deaf Blind, Hearing Impairment, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, Visual Impairment



## District-Wide Mandated Student Support Services

### Special Education

- Direct Instruction Classes
- Learning Support
- Emotional Support
- Life Skills Support
- Autistic Support
- Speech/Language Therapy
- Vision and Hearing Support
- IEP Based Counseling
- Extended School Year
- Early Intervention Transition
- Secondary Transition
- Legal Compliance

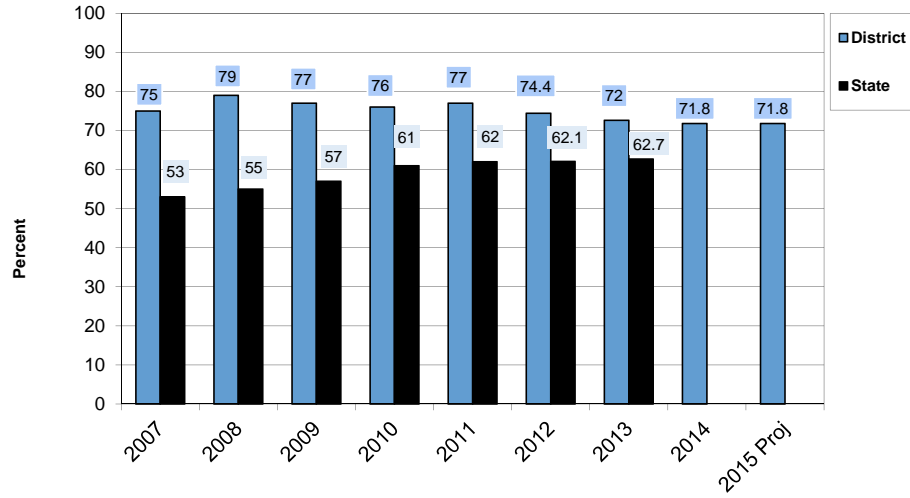
### Regular and Special Education

- Nursing Services
- Psychology Services
- Medical Consultation
- Occupational Therapy
- Physical Therapy
- Mental Health Support
- Social Skills Instruction
- Assistive Technology
- Social Work Supports
- Guidance Services
- Homebound, Homeless
- Home Schooling
- Multi-tiered Intervention

## Special Education Levels of Support and Mandated Caseload Limits

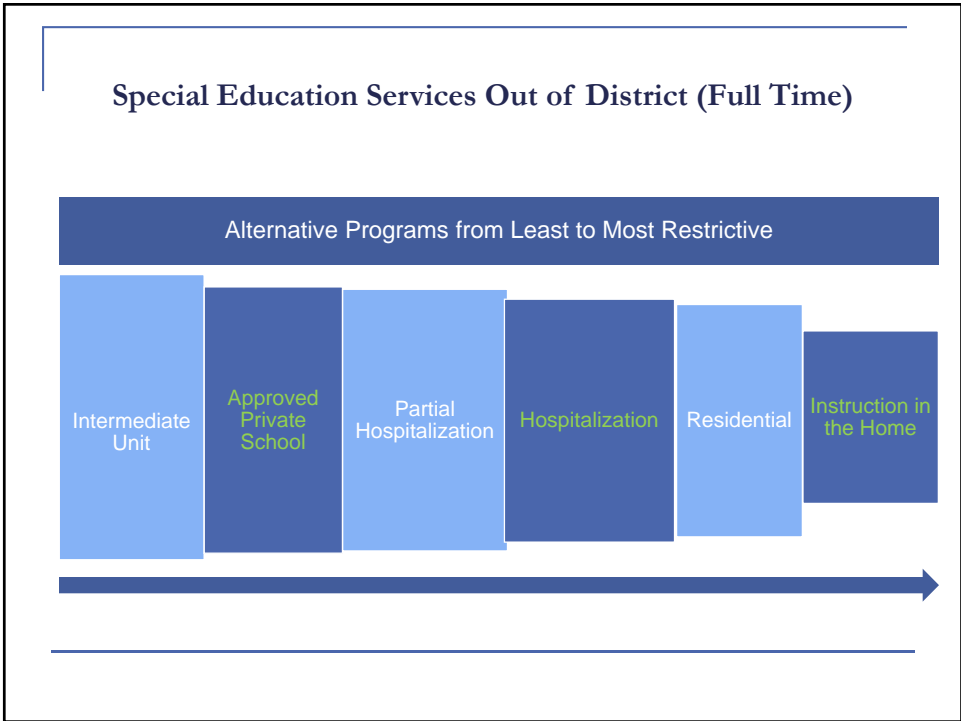
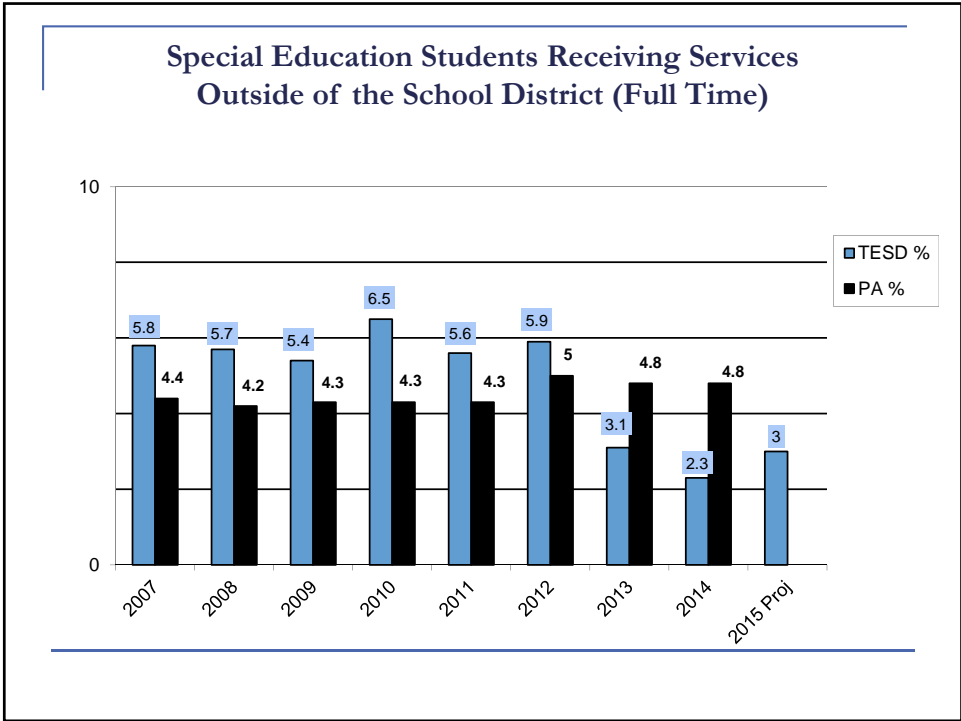
Level of Support	Definition	Maximum # of Students on Teacher Caseload
Itinerant	Special education supports and services provided the special education personnel for 20% or less of the school day  Regular education – 80% >	Learning, Emotional Support      50
		Autistic Support      12
		Life Skills Support      20
		Speech & Language Support      65
Supplemental	Special education supports and services provided by special education personnel for more than 20% but less than 80% of the school day.	Learning, Emotional      20
		Life Skills Support      20
		Autistic Support      8
Full-Time	Special education supports and services provided by special education personnel for 80% or more of the school day.  Regular education < 20%	Learning, Emotional      12
		Life Skills Support      12 -15
		Autistic Support      8

**Special Education Students in the Regular Class  
80% or More of the School Day (Itinerant)**

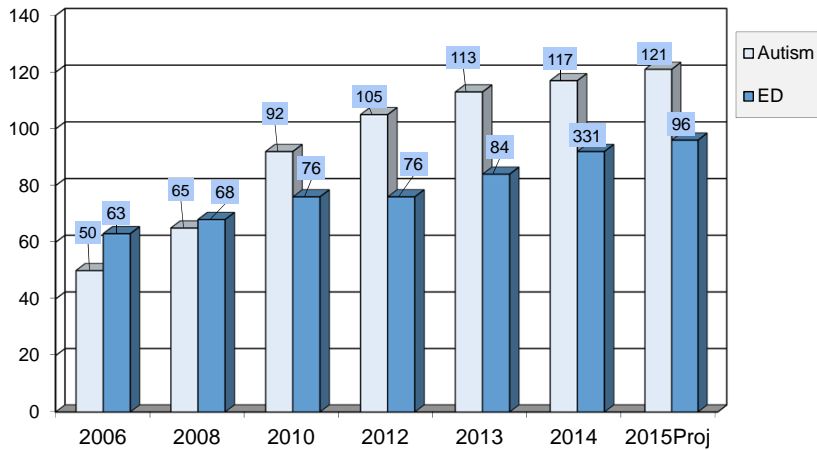


**Special Education In-District Programs  
Location of Intense (Supplemental) Support  
2015 – 2016 School Year**

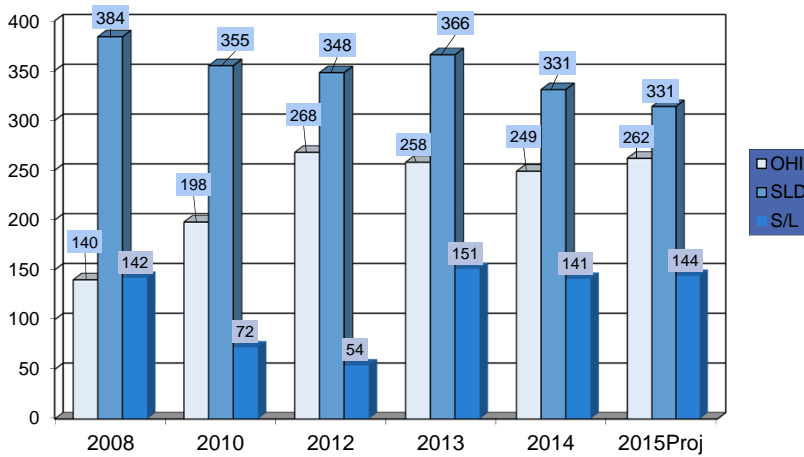
	BES	DES	HES	NEES	VFES	TEMS	VFMS	CHS
Emotional Support				X		X	X	X
Autistic Support			X				X	X
Life Skills Support				X	X		X	X
Language / Learning	X							



Number of Students with Other Health Impairment (OHI)  
Specific Learning Disability (SLD) and Speech/Language Disability (S/L)



Number of Students with Other Health Impairment (OHI)  
Specific Learning Disability (SLD) and Speech/Language Disability (S/L)



**Public and Non-public Special Education Students  
in Specific Cost Ranges**

Range	2010	2011	2012	2013	2014	Change 2010 to 2014
\$1 - \$25,000	1019	1055	1082	1119	1185	166
\$25,000 - \$50,000	57	78	100	63	81	24
\$50,000 - \$75,000	20	23	16	33	31	11
Over \$ 75,000	5	8	20	13	19	14
<b>Total special education students**</b>	<b>1101</b>	<b>1164</b>	<b>1218</b>	<b>1228</b>	<b>1316</b>	<b>215</b>

**Special Education Teacher Staffing and  
Special Education Facilities**

School	Staffing 2014- 2015	Staffing 2015- 2016	Staffing 2016- 2017	Projected Staffing Need for 2016-2017	Projected Facilities Need for 2016-2017
All Elementary Schools	15	14.5	16	Increase in enrollment – Transition from Pre-School Special Education High Needs 1.5 FTE	Use existing facilities at elementary level
Tredyffrin/ Easttown Middle School	5.5	5.5	5.5	No additional needs	No additional needs
Valley Forge Middle School	7.0	6.5	6.5	No additional needs	No additional needs
Conestoga High School	11.5	11.5	12.0	Increase in caseload ES 0.5 FTE	Use existing facilities at CHS
<b>Total</b>	<b>39</b>	<b>38</b>	<b>40.0</b>	<b>Total Increase of 2.0 FTE</b>	<b>No change anticipated</b>

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### **Special Education Trends 2015-2016**

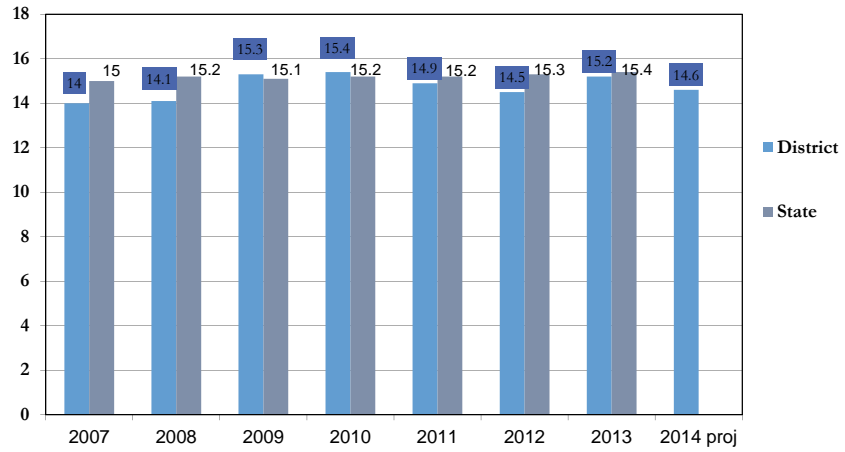
- Increase in students with complex / low incidence needs requiring high level supports –Pre-School Special Education High Needs
  - Increase in K-12 students with significant mental health, stress anxiety, depression with related behavioral needs that may require out of district programming or increase in district program needs
  - State mandates and legal compliance requirements continue to increase with no funding increases
  - Significant reduction in allowable costs in school-based medical access program; additional administrative requirements
  - Litigation and related costs with increasing demands on districts
  - Ongoing increase of Costs of placements and contracted services continue to increase
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### **Student Services Points of Pride**

- Continued Focus - Students First
  - Multi-tiered Intervention
  - Medical Access Program
  - Intense Supplemental Support Programs
  - Social Skills K-12 Scope and Sequence
  - Secondary Transition Cohort
  - Parent Communication and Outreach
  - SOS Program Implementation and Extension
  - Mental Health Prevention and Intervention
  - Student Assistance Maintenance and Training
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### Percentage of Students in District Special Education Compared to Percentage of State Enrollment



## Core Enrollment Projections

	2015-16 Core Students on October 1, 2015	Actual 2015-16 Core Staffing FTE	Projected 2016-17 Core Students	Projected 2016-17 Core Staffing FTE	Budgeted Staff for 2016-17
<b>Beaumont Elementary</b>					
K	59	1.5	52	1.5	1.5
1	76	4.0	67	4.0	4.0
2	79	4.0	77	4.0	4.0
3	96	4.0	80	4.0	4.0
4	91	4.0	93	4.0	5.0
<b>TOTAL</b>	<b>401</b>	<b>17.5</b>	<b>369</b>	<b>17.5</b>	<b>18.5</b>
<b>Devon Elementary</b>					
K	90	2.5	91	2.5	2.5
1	133	6.0	100	5.0	6.0
2	112	5.0	136	6.0	6.0
3	110	5.0	117	5.0	5.0
4	147	6.0	108	5.0	5.0
<b>TOTAL</b>	<b>592</b>	<b>24.5</b>	<b>552</b>	<b>23.5</b>	<b>24.5</b>
<b>Hillside Elementary</b>					
K	59	1.5	56	1.5	2.0
1	96	5.0	64	3.0	4.0
2	73	4.0	94	5.0	5.0
3	102	4.0	75	3.0	4.0
4	104	5.0	103	5.0	5.0
<b>TOTAL</b>	<b>434</b>	<b>19.5</b>	<b>392</b>	<b>17.5</b>	<b>20.0</b>
<b>New Eagle Elementary</b>					
K	83	2.0	73	2.0	2.0
1	77	4.0	90	5.0	5.0
2	85	4.0	80	4.0	4.0
3	94	4.0	88	4.0	4.0
4	101	5.0	94	4.0	4.0
<b>TOTAL</b>	<b>440</b>	<b>19.0</b>	<b>425</b>	<b>19.0</b>	<b>19.0</b>
<b>Valley Forge Elementary</b>					
K	65	1.5	56	1.5	2.0
1	114	6.0	76	4.0	4.0
2	113	5.0	114	5.0	6.0
3	127	6.0	118	5.0	5.0
4	139	6.0	131	6.0	6.0
<b>TOTAL</b>	<b>558</b>	<b>24.5</b>	<b>495</b>	<b>21.5</b>	<b>23.0</b>
	<b>Total Core Staff:</b>	<b>105.0</b>	<b>Total Core Staff:</b>	<b>99.0</b>	<b>105.0</b>



	<b>2015-16 Core Students on October 1, 2015</b>	<b>Actual 2015-16 Core Staffing FTE</b>	<b>Projected 2016-17 Core Students</b>	<b>Projected 2016-17 Core Staffing FTE</b>	<b>Budgeted Staff for 2016-17</b>
<b>T/E Middle School</b>					
5	249	10.0	302	12.0	12.0
6	268	10.0	249	10.0	10.0
7	262	18.1	271	17.8	16.8
8	294		264		
<b>TOTAL</b>	<b>1073</b>	<b>38.1</b>	<b>1086</b>	<b>39.8</b>	<b>38.8</b>
<b>Valley Forge Middle School</b>					
5	257	10.0	282	11.0	11.0
6	257	10.0	259	10.0	10.0
7	249	16.8	258	16.8	16.8
8	248		245		
<b>TOTAL</b>	<b>1011</b>	<b>36.8</b>	<b>1044</b>	<b>37.8</b>	<b>37.8</b>
	<b>Total Core Staff:</b>	<b>74.9</b>	<b>Total Core Staff:</b>	<b>77.6</b>	<b>76.6</b>
<b>Conestoga High School</b>					
9	511		540		
10	550		505		
11	500		544		
12	505		496		
<b>TOTAL</b>	<b>2066</b>		<b>2085</b>		

## Live Births in Tredyffrin & Easttown Townships

Sept 00	48
Oct 00	56
Nov 00	38
Dec 00	31
Jan 01	39
Feb 01	28
Mar 01	30
Apr 01	31
May 01	44
Jun 01	35
July 01	31
Aug 01	36
Total = 447	
<u>Oct 2006</u>	
BES Enr. (K)	73
DES Enr. (K)	71
HES Enr.(K)	69
NEES Enr.(K)	64
VFES Enr.(K)	59
Total = 336	
<b>Live birth to actual 0.75168</b>	

Sept 01	41
Oct 01	33
Nov 01	35
Dec 01	30
Jan 02	47
Feb 02	50
Mar 02	30
Apr 02	42
May 02	51
Jun 02	33
July 02	31
Aug 02	31
Total = 454	
<u>Oct 2007</u>	
BES Enr. (K)	67
DES Enr. (K)	95
HES Enr.(K)	84
NEES Enr.(K)	69
VFES Enr.(K)	56
Total = 371	
<b>Live birth to actual 0.81718</b>	

Sept 02	31
Oct 02	39
Nov 02	41
Dec 02	35
Jan 03	37
Feb 03	38
Mar 03	34
Apr 03	40
May 03	39
Jun 03	47
July 03	36
Aug 03	44
Total = 461	
<u>Oct 2008</u>	
BES Enr. (K)	66
DES Enr. (K)	73
HES Enr.(K)	59
NEES Enr.(K)	71
VFES Enr.(K)	64
Total = 333	
<b>Live birth to actual 0.72234</b>	

Sept 03	43
Oct 03	40
Nov 03	31
Dec 03	42
Jan 04	28
Feb 04	27
Mar 04	39
Apr 04	26
May 04	31
Jun 04	27
July 04	26
Aug 04	25
Total = 385	
<u>Oct 2009</u>	
BES Enr. (K)	67
DES Enr. (K)	98
HES Enr.(K)	59
NEES Enr.(K)	83
VFES Enr.(K)	82
Total = 389	
<b>Live birth to actual 1.0104</b>	

Sept 04	37
Oct 04	28
Nov 04	25
Dec 04	26
Jan 05	25
Feb 05	40
Mar 05	28
Apr 05	30
May 05	30
Jun 05	44
July 05	41
Aug 05	29
Total = 383	
<u>Oct 2010</u>	
BES Enr. (K)	61
DES Enr. (K)	89
HES Enr.(K)	83
NEES Enr.(K)	63
VFES Enr.(K)	75
Total = 371	
<b>Live birth to actual 0.9687</b>	

Sept 05	40
Oct 05	25
Nov 05	31
Dec 05	25
Jan 06	41
Feb 06	32
Mar 06	33
Apr 06	32
May 06	47
Jun 06	37
July 06	37
Aug 06	39
Total = 419	
<u>Oct 2011</u>	
BES Enr. (K)	66
DES Enr. (K)	117
HES Enr.(K)	78
NEES Enr.(K)	71
VFES Enr.(K)	97
Total = 429	
<b>Live birth to actual 1.02387</b>	

Sept 06	41
Oct 06	43
Nov 06	35
Dec 06	27
Jan 07	21
Feb 07	24
Mar 07	29
Apr 07	39
May 07	36
Jun 07	28
July 07	32
Aug 07	29
Total = 384	
<u>Oct 2012</u>	
BES Enr. (K)	66
DES Enr. (K)	74
HES Enr.(K)	81
NEES Enr.(K)	62
VFES Enr.(K)	83
Total = 366	
<b>Live birth to actual 0.95313</b>	

Sept 07	34
Oct 07	21
Nov 07	26
Dec 07	27
Jan 08	29
Feb 08	21
Mar 08	31
Apr 08	24
May 08	32
Jun 08	38
July 08	32
Aug 08	31
Total = 346	
<u>Oct 2013</u>	
BES Enr. (K)	64
DES Enr. (K)	87
HES Enr.(K)	72
NEES Enr.(K)	64
VFES Enr.(K)	80
Total = 367	
<b>Live birth to actual 1.06069</b>	

Sept 08	29
Oct 08	33
Nov 08	40
Dec 08	20
Jan 09	28
Feb 09	33
Mar 09	36
Apr 09	25
May 09	31
Jun 09	30
July 09	36
Aug 09	43
Total = 384	
<u>Oct 2014</u>	
BES Enr. (K)	54
DES Enr. (K)	102
HES Enr.(K)	86
NEES Enr.(K)	56
VFES Enr.(K)	95
Total = 393	
<b>Live birth to actual 1.02344</b>	

Sept 09	32
Oct 09	25
Nov 09	24
Dec 09	34
Jan 10	26
Feb 10	30
Mar 10	32
Apr 10	29
May 10	32
Jun 10	35
July 10	29
Aug 10	20
Total = 348	
<u>Oct 2015</u>	
BES Enr. (K)	59
DES Enr. (K)	90
HES Enr.(K)	59
NEES Enr.(K)	83
VFES Enr.(K)	65
Total = 356	
<b>Live birth to actual 1.02299</b>	

Sept 10	27
Oct 10	23
Nov 10	22
Dec 10	17
Jan 11	30
Feb 11	26
Mar 11	24
Apr 11	43
May 11	27
Jun 11	28
July 11	34
Aug 11	27
Total = 328	
<u>Oct 2016</u>	

Sept 11	23
Oct 11	35
Nov 11	30
Dec 11	26
Jan 12	28
Feb 12	21
Mar 12	32
Apr 12	18
May 12	25
Jun 12	23
July 12	26
Aug 12	29
Total = 316	
<u>Oct 2017</u>	

Sept 12	28
Oct 12	39
Nov 12	30
Dec 12	32
Jan 13	35
Feb 13	23
Mar 13	35
Apr 13	20
May 13	31
Jun 13	26
July 13	34
Aug 13	28
Total = 361	
<u>Oct 2018</u>	

Sept 13	34
Oct 13	30
Nov 13	21
Dec 13	30
Jan 14	23
Feb 14	17
Mar 14	30
Apr 14	32
May 14	24
Jun 14	26
July 14	26
Aug 14	29
Total = 322	
<u>Oct 2019</u>	