



**SMITHTOWN CENTRAL SCHOOL DISTRICT**  
26 NEW YORK AVENUE, SMITHTOWN, NEW YORK 11787

**CITIZENS' ADVISORY HOUSING  
COMMITTEE**

**FINAL REPORT**

**JANUARY 1986**

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Citizens' Advisory Housing Committee  
Final Report Outline  
January 1986

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## 1.0 INTRODUCTION

At its Special meeting on Tuesday, April 23, 1985 the Board of Education approved a recommendation to establish a Citizens' Advisory Housing Committee, to be chaired by Mary Cahill, Assistant for General Administration and Communication.

The charge read as follows:

### Recommendation to Form a Citizens' Advisory Housing Committee

"Upon recommendation of the Superintendent of Schools,  
be it

RESOLVED, that a Citizens' Advisory Housing Committee be established to investigate long range enrollment projections and their impact on future educational needs and student housing patterns, as well as the cost factors involved with each, and recommendations thereof to be submitted to the Board of Education no later than December 31, 1985."

This needs assessment will:

- Reflect the facilities required in order to effectively provide the educational program.
- Reflect the current and projected housing and enrollment patterns.
- Pinpoint those areas of concern to the Committee so that the Board can evaluate and take action if necessary.
- Provide guidance and input to the Board and Superintendent as they continue to monitor the student housing picture.
- Assist the Board and Administration in developing and maintaining a long range and stable environment.

The recommendations of the Committee will be two-fold.

- Recommendations which will address the housing needs of the Smithtown Central School District for the next five (5) years.
- Recommendations which will address the housing needs of the Smithtown Central School District for five to ten years hence.

This Committee is a natural step forward from the preceding Citizens' Advisory Housing Committee of 1983. The immediately preceding committee's primary responsibility was to make a recommendation regarding the structural organization of the district. This committee will focus primarily on program needs of an immediate, as well as long term nature. Ongoing curriculum development and the long term and short term impact of the Regents Action Plan must be discussed.

The composition of the Committee is as follows:

PTA REPRESENTATIVES

Accompsett Elementary  
Branch Brook Elementary  
Dogwood Elementary  
Mt. Pleasant Elementary  
Nesconset Elementary  
Smithtown Elementary  
St. James Elementary  
Tackan Elementary  
Accompsett Intermediate  
Nesaquake Intermediate  
Great Hollow Intermediate  
High School East  
High School West  
SEPTA

Linda Megna  
Linda Dragunat  
Peppi Turck  
Geri Savery  
Judy Viskupic  
John Franzese  
Carolyn Ciarelli  
Russell Griemsman  
Warren Marx  
Anna Camilleri  
Gail Valentino  
Kathy Sapio  
Barbara Harrington  
Eileen Weidig

REPRESENTATIVES/COMMUNITY-AT-LARGE

Marianne Blazich  
Joanne Hansen  
Robert Rafferty  
Alice Schultz

UNION REPRESENTATIVES

Cathy Miller  
Joan Butrite  
Bill Eysaman

Smithtown Teachers Association  
Smithtown Schools Employees  
Association  
Smithtown Schools  
Administrators' Association

Mary Cahill - Ass't. For General  
Administration and  
Communications

Chairperson

## 2.0 SUMMARY

The Citizens' Advisory Housing Committee conducted a total of 13 meetings from July 8, 1985 through January, 1986. The Committee consisted of 21 members. Please refer to attendance record in the appendix.

Our initial meeting was designed to set up a time frame for our committee work and also to allow Committee Chairperson Mary Cahill, and Board of Education Officers Maryann Zumpano and Gladys Waldron to explain in greater detail the charge of the Board of Education to the Committee. This was an integral part of our process since the Committee was composed of two distinctly different groups, namely, members from the previous Housing Committee and members who joined the Committee with little prior background of housing information or problems. It was necessary for the entire Committee to understand the charge and have a similar interpretation of what was expected of them if we were going to work together as one cohesive unit.

The next several meetings were designed to provide Committee members with a knowledge and understanding of the Smithtown Central School District projected housing and curriculum needs. This information was provided at individual meetings by the following administrative personnel:

<u>Name of Administrator</u>	<u>Title</u>	<u>Topic</u>
Mrs. Josephine Ciaravella	Ass't. Supt. for Instru. Serv. & Curr.	Program Overview
Mr. Lou Brill	Admin. for Elem. Ed.	Elem. School Program (Including Special Areas, Special Education Remedial and Support Programs, Computer Program, Multi-disciplinary Building Teams, Pre-School, Co-curricular Activities and STEPS)
Mr. Paul Flaum & Mrs. Josephine Ciaravella	Assoc. Supt. Asst. Supt. Inst.	Int. School Program
Mr. Al Zoller	Admin. for Sec. Ed.	High School Program
Mr. Paul Flaum	Assoc. Supt.	Special Education
Mr. Paul Flaum	Assoc. Supt.	Impact of Regents Action Plan



Upon the completion of the various information presentations regarding the instructional programs, the next several meetings focused on facilities utilization, enrollment patterns, student housing patterns and housing developments affecting the school community. These presentations were made by Mr. Paul Flaum.

Our next two meetings were devoted to gathering more information regarding facilities and enrollment. Dr. Joseph Gilkey presented a slide presentation depicting the rapid growth and decline in enrollment during the past thirty years. Dr. Joseph Lamanna, Mr. Harry Ortgies, Mr. Alfred Mastrangelo and Mr. Robert Badeer provided us with pertinent information relative to the three levels; elementary, intermediate, and high school.

The Committee decided that the short term and long range enrollment projections and their impact on educational needs and student housing patterns would require separating our data into major areas of concern. Therefore, we arrived at seven areas which we felt needed to be addressed both district wide and, in some cases, only at the particular level. These major areas of concern to the Committee are:

- Uniformity and Equality of Program vs. Facilities (Art, Music, Special Programs)
- Demographic and Enrollment Trends
- Impact of the Regents Action Plan
- Maintaining Class Size
- Relocatables vs. Central Facility
- East-West Balance
- All Day/Extended Day Kindergarten

After deciding upon our major areas of concern, the Committee regrouped into sub-committees dealing with these areas of concern at each level; elementary, intermediate and high school.

While consideration of the cost factor involved in our recommendation was a part of the charge, we did not specifically consider cost factors since we were not provided with any financial information which would have allowed us to address that point.

Throughout our work sessions, the Committee was provided with an abundance of informational materials from Mrs. Mary Cahill and Mr. Paul Flaum. We were continually reminded that should we request any additional information it would be provided for us. The school personnel are to be commended for the manner in which they carried out this part of their responsibility. The Committee was very satisfied with the data provided for our use.



### 3.0 NEEDS ASSESSMENT

The needs assessment addressed all grade levels K-12. Since program requirements, facilities, and enrollment trends vary substantially at the elementary, intermediate, and high school levels, each of these levels was addressed separately as outlined in the subsequent discussion. In addition, each level was sub-divided into two (2) areas:

- 1) Current Environment
- 2) Projected 1985-1995 Environment

The current environment sub-heading was used to establish today's baseline and existing needs. New program requirements, enrollment changes, and demographic trends were then superimposed upon this baseline to project the 1990-1995 environment and, in turn, perform the 1985-1995 assessment.

### 3.1 Elementary Program

#### 3.1.1 Current Environment

The baseline elementary school program, facilities, and enrollment are summarized below along with an assessment of current needs.

#### 3.1.1.1 Elementary Program in the Smithtown Central School District

The elementary school program consists of a Basic Instructional Program K-5, a Remedial and Support Program, a Computer Program, Music, Art and Physical Education Programs, a Special Education Program, a Multi-disciplinary Building Team, STEPS Program, Pre-school and Co-curricular activities, as well as academic and enrichment summer school programs. In our appendix, we have included a detailed outline of these programs (Appendix C).

#### 3.1.1.2 Existing Facilities/Enrollment

The current elementary school structure is composed of eight (8) facilities with the attendant building utilization as shown in Fig. I, while Fig. II represents current district enrollment by school and grade level.

ELEMENTARY SCHOOL BUILDING UTILIZATION  
1985-86

Fig. I

SCHOOL	Basic Classrooms	Relocatables	Total Rooms	Classroom K-5	Music	Art	L.C.	Sp. Ed.	STEPS	Rdg. Tchr.	PTA Pre-School	Other	Totals
ACCOMBETT	24+2 K	1	27+2K	22+2K	1 <sup>3</sup> +1 <sup>3</sup>	1+0 Class	1	2	* 1 hr. M, W, Th, F	1 <sup>3</sup>	* 1 (PT)		27+2K
BRANCH BROOK	18+2K	1	19+2K	13+1.5K	1+1 <sup>3</sup>	1	1	3	1 <sup>3</sup>		.5K		19+2K
DOGWOOD	18+2K	0	18+2K	11+1K	1+1 <sup>3</sup>	1	1	3+1K +1 <sup>3</sup>	1 Thurs. +1 Fri.	1	* 1 (P/T)	0 <sup>3</sup> +1 <sup>3</sup> (Paq) 2 <sup>3</sup> +1 <sup>3</sup> (MTW)	18+2K
MT PLEASANT	18+2K	0	18+2K	10+1K	1+1 <sup>3</sup>	1K	1	3+2 <sup>3</sup>	* 1 Pre-Sch. 1 <sup>3</sup>	1+St. S.C.	* 1	1 BOCES	18+2K
NESCONSET	20+2K	1	21+2K	11+1.5K	1+1 <sup>3</sup>		1	.4+.5	1 <sup>3</sup> T+W	.5	* 1 (M-Th)	OT+PT .5K	21+2K
ST. JAMES	19+2K	7	26+2K	23+2K	1+2 <sup>3</sup>	1+0 class	1	1 <sup>3</sup>	1 <sup>3</sup>	1	* 1		26+2K
SMITHTOWN	18+2K	0	18+2K	13+2K	1	1	1	1.5	1 <sup>3</sup>	.5	.5K		18+2K
TACKAN	24+2K	0	24+2K	15+1.5K	2	1	1	2	1	1	1	1 Faculty	24+1.5K
TOTALS	159+16K	12	171+16K	118+12.5K	8	7+1K	8	19.5 +1K	5	1.5	2 +.5K	2+.5K	171+15.5K

1 Regular classroom  
<sup>3</sup> Not a classroom  
 K Kindergarten  
 0-Class-one day several classes have ART in their classroom  
 \* Chared at alternate times

Chart denotes:  
 Regular classroom utilization  
 District programs housed in regular classrooms  
 District programs housed in other areas  
 Other programs operating in req. and/or other areas  
 Does not reflect "other areas" used by social worker, psychologist, speech teacher, etc.

Fig. II

Elementary Enrollment and Class Size Report

SMITHTOWN CENTRAL SCHOOL DISTRICT  
SPECIAL SERVICES  
Oct. 4, 1985

SCHOOL	KDG		1	2	3	4	5	Spec	Avg.	Total
	AM	PM								
Accompt. Elem	25	23	22 23	24 24	22 20	24 23	24 22	9	*23.1	610
	24	25	23 23	25 24	22 21	23 24	24 23			
	Enr	49 48	91	97	106	94	116			
Att	46 46	87	93	101	90	110	9	582		
Branch Brook	21	21	23 24	19 18	23 23	26 26	21 20	8 6	*21.7	358
	17			18	24		20			
	Enr	38 21	47	55	70	52	61			
Att	37 21	46	52	66	51	59	12	344		
Dogwood	18	17	19 19	20 20	21 20	24 23	22 21	8 6	*20.3	291
							21			
	Enr	18 17	38	40	41	47	64			
Att	16 14	34	38	39	44	62	20	267		
Mt. Pleasant	19	19	22 20	14 15	16 18	20 20	29 29		20.0	241
	Enr	19 19	42	29	34	40	58			
Att	15 17	36	24	31	37	55		215		
Rosconset	21	17	19 19	19 20	21 21	24 24	27 26	8 9	*21.0	328
		17			20					
	Enr	21 34	38	39	62	48	53			
Att	21 38	37	38	59	59	44	50	30	307	
St. James	23	22	25 25	19 21	24 24	25 23	24 23		*23.2	628
	24	21	26 23	22 21	23 25	23 24	24 25			
	Enr	47 43	99	105	96	119	119			
Att	39 38	88	95	88	110	107		565		
SCHOOL	KDG		1	2	3	4	5	Spec	Avg.	Total
	AM	PM								
Smithtown Elem	22	25	20 19	27 26	22 19	20 20	24 24	9	*21.8	358
	22		20		19	20				
	Enr	44 25	59	53	60	60	48			
Att	42 22	53	52	58	60	43	8	338		
Tuckahoe	20	19	24 22	20 21	24 23	26 25	24 24	8	*22.3	410
		17	23	20	24	24	22			
	Enr	20 36	69	61	71	75	70			
Att	16 35	63	56	68	68	65	8	379		
TOTAL	Enr	256 243	483	479	540	535	589	99	*22.7	3224
	Att	232 221	450	448	510	504	551	87		

\* Does not include Special Education Sections.



### 3.1.1.3 "As-Is" Assessment

Our assessment of the baseline elementary school program focused upon four (4) principal areas of concern, namely: Uniformity of Program; Facilities and Enrollment; Class Size; Relocatables.

#### ● Uniformity of Program

At the elementary school level, there are presently in effect a number of approved elective and mandated instructional programs which require basic spatial considerations. The Committee considered the following allocation of room space to be essential in each elementary school building in order to provide for equal access by each student to resources and materials and uniformity of program implementation. It is the belief of this Committee that each student should receive an equal learning opportunity not to be diminished by a lack of facilities.

- Reading Room/Chapter I Room
  - Learning Center
  - Music Room
  - Art Room
  - Special Education (average of 2 Special Education per building)
  - STEPS Room/Multi-Purpose Room (instrumental music, chorus, preschool, math olympiad, etc.)
- TOTAL = 7 rooms

As noted below, this figure may not be adequate if the number of class sections exceeds the basic classroom capacity of the facility due to the addition of relocatables.

This position is consistent with the report of the Citizens' Advisory Housing Committee of 1983.

#### ● Facilities and Enrollment

Currently there are eight (8) elementary schools, of which three (3) are either at or near capacity (Accompsett, St. James and Smithtown Elementary). At present, 1,238 (38%) of the current elementary student population is housed within the Accompsett and St. James Elementary buildings.

As indicated on Fig. I, there are differences from building to building in the type of space provided for special programs, as follows:

- \*Music - All of the schools except Accompsett Elementary have a regular classroom for Vocal Music. However, due to overcrowding, St. James and Accompsett Elementary Schools cannot accommodate all sections in one room designated for the vocal music program.
- \*Art - All of the schools except St. James and Accompsett Elementary Schools are able to provide their total art program in a regular classroom devoted for that purpose. At St. James and Accompsett Elementary Schools, classes which cannot be accommodated in this manner receive art from the art teacher within their own classroom.

\*Spec. Ed. - St. James Elementary is the only school which cannot devote any regular classrooms to the Special Education program.

\*STEPS - Five (5) elementary schools have a regular classroom for STEPS which they share part time with another program. The rest of the buildings have their STEPS program in areas which are not regular classrooms.

The other factors affecting school enrollment are housing resale and construction. There is currently a study of resale patterns and the effect upon enrollment, but this study will not be available until mid 1986. Housing construction data by attendance area has been compiled by the district and is presented in Fig. III. As can be seen from this table, the major growth will occur in the Accomsett, St. James, and Mt. Pleasant areas. In addition, analysis of the families moving into new homes indicates the district can anticipate one (1) elementary student from every 1.4 new homes. However, there is no data base to reflect family composition of those moving into condominiums.

Fig. III

SMITHTOWN CENTRAL SCHOOL DISTRICT  
St. James, New York  
SUBDIVISION BREAKDOWN 10/85

SCHOOL	# Homes Occupied 10/84-10/85	# Homes anticipated to be occupied by 10/86	# Homes undetermined
ACCOMPSETT	48	61	111
BRANCH BROOK	2	5	6
DOGWOOD	2	1	7
MT. PLEASANT	0	148 Condos	152 Condos
NESCONSET	0	0	9
ST. JAMES	23	110	193
SMITHTOWN	1	11	9
TACKAN	14	17	10

Based upon the available housing data, it is reasonable to expect significant increases in school enrollment for St. James, Accomsett and possibly, the Mt. Pleasant attendance area. Although Mt. Pleasant has substantial capacity to absorb additional growth, such is not the case for either St. James or Accomsett Elementary Schools.



The combined effect of both pre-school population trends and current building efforts forms the basis of grave concern as to the inability of either Accomsett or St. James to be able to cope with the emerging elementary school population. In no other area of the district does there appear to be a situation that cannot be dealt with at least in the near term. Since it is not clear what the effect of planned condominiums will be in terms of school age population, the Mt. Pleasant situation will have to be carefully monitored.

● Class Size

The Board of Education is praised for its diligence during recent years in lowering class size throughout the district, particularly at the elementary level. We strongly recommend that they continue staffing policies in the future to maintain this highly laudable trend.

It should be noted that currently the schools with the largest enrollments have the largest class size averages, while those with smaller enrollments have smaller class size averages as indicated in Fig. II. The current range of class size for grades in K-3 is 14-27 and at the 4-5 level, the range is 20-29. It is the opinion of this Committee that a narrower range and maintenance of the current average would be more desirable.

● Relocatables

The basic premise of the Citizens' Advisory Housing Committee is that all of our buildings should be of manageable size. Housing needs should be met without depriving any students of equal use of facilities, services and programs. The Committee recognizes that we have had housing problems in the past which have been temporarily alleviated through the use of relocatables. To some teachers and parents, this has even been a positive experience. However, the Committee wishes to reiterate that relocatables are supposed to be a temporary solution and should not be looked upon as the solution to the housing problems which still exist at St. James and Accomsett Elementary Schools. We, therefore, recommend that relocatables not be considered in housing capacity figures.

When used as classrooms, relocatables place a severe strain on the central facility and building support staff. A prime example of this exists at St. James Elementary. Here, while the students' housing needs are being met by the relocatables, they are still using the same library, learning center, gymnasium and cafeteria originally designed for use by the students housed within the main facility.

Besides the strain on the main facility, the Committee's discussions reflected the following concerns:

- A. There is a disproportionate amount of teacher and custodial time taken up in moving instructional equipment from one facility to another.
- B. Students have been affected by freeze-ups of relocatables in severe cold weather.
- C. Relocatables carry a higher cost factor to heat, maintain and operate.

### 3.1.2 Projected 1985-95 Environment

The projected 1985-95 environment uses the existing baseline as its starting point and then superimposes the effects of changing program requirements in conjunction with enrollment and demographic trends.

#### 3.1.2.1 New Elementary Program Requirements

##### ● Regents Action Plan Impact

Mr. Flaum reported the following: The Regents Action Plan is governed by a set of regulations called the Commissioners New Part 100 Regulations.

Therefore, the Regents Action Plan is the philosophical base and the Part 100 Regulations are the methodology of implementation. There are some changes in curriculum; however, in terms of facilities utilization there should be no effect on our elementary schools. The PEP Test Program will stay the same (reading and math in grade 3, writing in grade 5). Based on the results of the PEP Tests, children will continue to receive remediation as in the past.

##### ● Special Education Program

Currently, seven (7) of our elementary schools have resource rooms in operation and six (6) have self-contained classrooms. The students do not necessarily attend a program housed within their home school since it is essential that they be grouped according to their educational needs.

For the 1985-86 school year, the district has sixteen (16) self-contained classes and seven (7) resources rooms scheduled. This is a change from last year. There is an increase of one self-contained class: Smithtown Elementary has dropped one self-contained, but Branch Brook and Tackan Elementary have each gained one. The resource room program is slightly down, but given the number of COH referrals and past patterns the district anticipated an addition of two (2) or three (3) resource rooms by January.

Last year, there were 152 children placed in our elementary special education program. As of October, 1985, there were 145 students placed for 1985-86 and 60 elementary and secondary students yet to be reviewed by the COH. Although all of the 60 will not be placed, it is conceivable that there will be an increase at the elementary level since students are continually evaluated.

The Special Education population is remaining stable at the elementary level. This is a result of the change of attitude toward Special Education on the part of parents, as well as incoming residents attracted by the quality of our program.



### 3.1.2.2 Enrollment and Demographic Trends

#### ● Enrollment Projections

Presentations by Mr. Flaum indicated that the decline in elementary enrollment has leveled off. Since it is difficult to project the incoming enrollment at the kindergarten level, it was recommended that an incoming kindergarten size of 500 would be reasonable based upon available census information coupled with the trends of children entering private and parochial schools and the percentage of error within the census data. Using this projection, (Appendix A) a current enrollment of 3,127 would translate to an enrollment of 3,027 by 1995, not including self-contained elementary special education classes.

#### ● Housing Developments

In 1982, new home construction increased in Smithtown and the number of families moving in with school age children increased. Building is going on and, in addition, the number of resales is increasing. There are areas in town that are saturated and there are areas open for building. We are not going to have the boom that we had in the 50's and 60's. Instead of builders putting up 150 homes at a time, they are building 15 homes and then waiting to sell those before building more. There are condos starting to be built and it has not been determined how the condos will impact on the school district. There had been a request to the Building Department for 500 apartments to be built on Terry Road but that has been put on hold for the time being. We do not know what impact these apartments will have on the school district. The two principal areas being built up are St. James and Accomsett, obviously the two areas least able to manage this increase.

### 3.1.2.3 1985-1995 Assessments

#### ● Effects of New Program Requirements

Given the current program and the program projections for the next several years, there does not appear to be any need for additional facilities. It is important to note, that should an all day kindergarten become a reality, it would require approximately 12 additional rooms. There is not enough space available at the present time, nor will there be over the next ten-year period, based upon the enrollment projections in Appendix A and current facilities program allocation. The facilities requirements for the Special Education program will remain fairly stable for the next several years.

● Enrollment and Demographic Trends

Given that three elementary schools (Accompsett, St. James and Smithtown Elementary) are either at or near capacity, (Appendix B) no flexibility exists as to increases for local attendance area enrollment. As a result, the Committee is concerned as to the ability of these schools to provide appropriate resources and program should local increases in enrollment materialize. To further understand the implications of this capacity issue, it was necessary to assess the demographic dynamics in terms of both the pre-school population trends and current/planned new housing.

The four-year-old age group was selected to serve as a barometer for projecting future kindergarten patterns by enrollment area. It should be understood that although this approach may not be sufficiently accurate to identify a specific class size, it is useful to predict growth trends and relative rate of change. Based upon the '83, '84, and '85 census data for four-year-olds (Fig. IV), two elementary school attendance areas (St. James and Accomsett) showed continued growth. As a result, it can be anticipated that kindergarten enrollment will continue to expand in both areas. Smithtown Elementary should maintain a status quo.

Fig. IV

KINDERGARTEN

	1984		1985		1986	
	10/83 #Census	Actual 10/84	10/84 #Census	Actual 10/85	10/85 #Census	10/86 Projected
ACCOMPSETT	86	88	92	97	104	100
BRANCH BROOK	54	46	56	59	38	45
DOGWOOD	36	37	42	35	38	40
MT. PLEASANT	41	42	43	39	31	35
NESCONSET	32	40	55	55	45	50
ST. JAMES	96	93	120	90	139	110
SMITHTOWN	55	53	69	69	67	65
TACKAN	68	68	66	56	61	55
TOTAL	468	467	543	500	523	500

\*Census numbers for 10/83 and 10/84 are the numbers which resulted after review of the student names by the building principals in March.



## 3.2 Intermediate Program

### 3.2.1 Current Environment

The baseline intermediate school program, facilities, and enrollment are summarized below along with an assessment of current needs.

#### 3.2.1.1 Intermediate Program in the Smithtown Central School District

The intermediate school is charged with delivering more required programs than any other level in the district. All students have seven (7) periods of instruction and one (1) period for lunch. In addition, performing music groups, music lessons, remediation and STEPS services are provided.

On the 6th grade level there are four (4) major subject areas; English, science, math and social studies. In addition, reading, art, general music, health education, technology, physical education, lunch, band, orchestra and PSEN remediation are provided.

On the 7th and 8th grade level, the program is the same except there is no developmental reading group. That period is used for foreign language instruction which begins in 7th grade, or communications skills which is for students who require a little extra support in reading and writing. It is a full day for all students. The program has grown in recent years and it looks like it will continue to grow. For a complete program outline, see Appendix D.

Currently, there are 24 Special Education subject area class sections scheduled at the intermediate school level. These are additional sections above what the district would have normally had to schedule. Although not absolute, it probably is the equivalent of five (5) rooms at the intermediate school level.

#### 3.2.1.2 Existing Facilities and Enrollment

All of the intermediate schools were built 15 or 20 years ago with a nominal capacity of 1,000. Capacity is a fluid number depending on class size, practice and policy, program and staffing. Operating a building at full capacity is not desirable, no matter what the size of the building. For example, at Accomsett there were 28 multi-purpose classrooms when the school was opened in 1972-73 and six (6) science labs. Because of program changes Accomsett now has 21 multi-purpose regular classrooms and six (6) science labs for basic program. One classroom has been divided in half for speech remediation and small group instruction. One classroom has been devoted to computers and five (5) to special education. An additional classroom will be devoted to computer instruction for the 1986-87 school year. This illustrates that program has a bearing on facilities and the program in Smithtown has been growing to benefit the children.

The current enrollment at the intermediate school level is shown in Fig. V in terms of average class size, number of classes and number of students divided into the core subject areas.

### 3.2.1.3 "As-Is" Assessment

#### ● Uniformity of Program

At the intermediate school level, the following allocation of space now exists in each building (Fig. VI). As can be seen from Fig. VI, there is little difference in this space allocation among the buildings. At present, Accomsett Intermediate does not have a computer laboratory thus requiring this program to be conducted "a la cart." It is the understanding of this Committee that this problem will be resolved during the 1986-87 school year. There is no photography dark room at Great Hollow Intermediate. However, we do not perceive this as a major problem. We do, however, perceive a problem with science laboratory use at all of the intermediate schools in general and Accomsett Intermediate in particular. The Science labs were built to house 24 students, two (2) to a station. Most classes in the district, and especially Accomsett Intermediate, have functioned with as many as 30 students in a lab.

#### ● Facilities and Enrollment

Currently, there are three (3) intermediate schools originally constructed for a nominal capacity of 1,000 students. Due to changes in program facility requirements, the Housing Committee feels that this nominal capacity figure should be re-examined. Currently, Accomsett Intermediate, with an enrollment of 799, is experiencing difficulty in uniformly implementing all of the program requirements due to lack of facilities. As at the elementary level, it should be noted that currently at the intermediate level, the school with the largest enrollment has the largest class size averages. This is illustrated in the 6th grade math classes, when in October, 1985 Accomsett had a range of 26 to 30 while Nesaquake was 20 to 23 students. This was also true of 6th grade English classes with Accomsett's range being 28 to 31 students and Nesaquake being 21 to 22 students.

### 3.2.2 Projected 1985-1995 Environment

The projected 1985-1995 environment uses the existing baseline as its starting point and then superimposes the effects of changing program requirements in conjunction with enrollment and demographic trends.

#### 3.2.2.1 New Intermediate Program Requirements

##### ● Regents Action Plan Impact

Upon the implementation of the Regents Action Plan, the intermediate school program will undergo some profound changes. Home economics has been expanded to 30 weeks. Technology Education is being expanded to 40 weeks. By moving some of this instruction usually taught in grades 7 and 8 to grade 6, Smithtown would be short only ten weeks for the new technology requirement.

The new Part 100 regulations require the average of one period per week in library skills. The decision in Smithtown has been to integrate library skills into the 7th and 8th grade curriculum disciplines. The implications include the maintenance of a full-sized library media center and the possibility of setting aside an adjacent classroom for library skills instruction. In addition, the new Part 100 regulations mandate the availability of accelerated courses for eighth grade students by 1986. This may lead to the need for additional classroom space.



Nesaquake Intermediate

1985-86

School Facilities

Regular Classrooms	23
Small Instructional Room	1
Science Laboratory Rooms	6
Reading Laboratory	1
Mathematics Laboratory	1
Art Rooms	2
Music Rooms	3
Industrial Art Rooms	2
Home Economics Rooms	2
Sp. Ed. Rooms	3
Library	1
Auditoriums	1
Gymnasiums	2
P.E. Teaching Stations	3
Photography Dark Room	1
Computer Laboratory	1

Fig. VI

Grand Hollow Intermediate

1985-86

School Facilities

Regular Classrooms	21	
Science Laboratory Rooms	5	
Reading Laboratory	1	
Mathematics Laboratory	1	
Art Rooms	2	
Music Rooms	5	
Industrial Arts Rooms	2	
Home Economics Rooms	2	
Sp. Ed. Rooms	4	(3 reg. classrooms total)
Library	1	
Auditorium	1	
Gymnasiums	1	
P.E. Teaching Stations	4	(+ 2 Auxiliary Gym)
Computer Laboratory	1	

Accompsett Intermediate

1985-86

School Facilities

Regular Classrooms	21	
Small Instructional Room	1	
Science Laboratory Rooms	6	
Reading Laboratory Rooms	2	
Mathematics Laboratory/Computer	1	
Art Rooms	2	
Music Rooms	3	
Industrial Art Rooms	2	
Home Economics Rooms	2	
Sp. Ed. Rooms	5	(+ 1 Inst. & Prep. area)
Library	1	
Auditoriums	1	
Gymnasiums	2	
P.E. Teaching Stations	5	
Photography Dark Rooms	2	
Computer Laboratory	0	

(To be added)

Second language requirements are also changing. The class of 1992 must have completed one (1) unit of study by the end of 9th grade in a second language. In addition, the class of 1994 must have two years of a second language by the end of ninth grade. A vast majority of our students take a second language already. We must plan for the students in communication skills classes. These students will need the ninth year to complete the requirements.

We do not want to lose the communication skills program which is very important. The language requirement makes a claim on space, scheduling and staffing. It is not yet known how some of these problems will be dealt with. Some might be resolved by going to a nine period day.

There will also be a mandate for computer labs by 1987. These labs use up traditional classroom space.

### 3.2.2.2 Enrollment and Demographic Trends

#### ● Enrollment Projections

Enrollment at the intermediate level has been declining over the past several years and will continue to do so for the next five (5) years, as shown in the Appendix A. Based on the assumption that the elementary schools will stabilize at approximately 3,000 students, it is anticipated that the intermediate schools will stabilize at approximately 1,500 students. This represents a decline of 500 students from today's enrollment.

#### ● Housing Developments

Based on current information (Fig. III) the impact of new homes is going to affect the Nesaquake Intermediate and Accomsett Intermediate attendance areas. It is projected that for every 1.3 new homes we can anticipate one (1) new secondary student.

### 3.2.2.3 1985-1995 Assessments

#### ● Effects of New Program Requirements

There are so many new programs that we cannot use the same formula for building utilization as we have in the past.

At the intermediate schools, the Regents Action Plan can be accommodated with the current enrollment. However, under the present conditions, the additional requirements could not be met without a reorganization of the day. If a student must take eight (8) classes, you must give him eight (8) periods to do it. The number of rooms is another consideration. The new program requirements may also affect many marginal students in our district, who will have to meet new requirements under the Regents Action Plan. As a result, we see the possibility of the district having to provide contingency space which may be needed for remediation.



● Enrollment and Demographic Trends

Analysis of Fig. III would indicate that only Accomsett and Nesaquake Intermediate Schools would be affected by new housing developments. Since Nesaquake currently has surplus capacity, Accomsett Intermediate School would be the main area of concern. Based upon the current declining mode, Accomsett Intermediate should be able to handle these numbers. However, if large numbers of school age children emerge from the condominiums in the Mt. Pleasant area, the ability of Accomsett Intermediate School to handle these children would certainly be in question.

It should be noted here, that any additional facilities which become available due to declining enrollment should be used as the contingency space for new program requirements and/or remediation.

● East-West Balance

The Committee recognizes that there presently exists an imbalance in total enrollment between East and West. As of October, 1985, the west side of town had 1,588 high school students, 799 intermediate school students and 1,191 elementary students for a total of 3,578 students. The east side of town housed 5,470 students with 2,200 at the high school level, 1,234 at the intermediate level and 1,936 at the elementary level. However, we do not perceive this imbalance as a major problem so long as the students in both the east and west sections of Smithtown can be provided with equality of program and equal access to facilities.

3.3 High School Program

3.3.1 Current Environment

The baseline High School program, facilities, and enrollment are summarized below along with an assessment of current needs.

3.3.1.1 High School Program in the Smithtown Central School District

Voluminous amounts of materials were provided to the Housing Committee by Mr. Zoller, Mr. Flaum, and Mrs. Cahill giving an overview of the programs of study offered at each high school. We have studied numbers of courses and sections, types of courses, laboratory facilities, class sizes, special needs of the student body, technical requirements, and requirements for graduation. However, the extensiveness of these materials precludes their being included on these pages. It may be referred to in the August 12th minutes of our committee meeting.

As of October, 1985, there were 19 Special Education subject area classes at the high school level. The number of self-contained classes is lower at the secondary level due to placement in BOCES facilities. The district has a full resource room program and special education subject area classes. The special education subject area classes were formed to service those students who can handle academic work but who were not keeping up with the Plus class workload, thereby negatively impacting the work of the class. In addition, some plus classes were so heavily scheduled with Special Education youngsters that mainstreaming was not a reality.

The district anticipates that the Special Education Program's facilities requirements will remain fairly stable for the next few years. At the high school level, approximately 16 classrooms must be reserved for the Special Education program.

### 3.3.1.2 Existing Facilities and Enrollments

Currently there are two (2) high schools in the district. According to secondary administration, the scheduling philosophy of the Smithtown Central School District is such that every effort is made to accommodate student requests. Master schedules are created around student requests.

The Committee feels that there is no "perfect" size for a high school. The primary concern is that each student be afforded equal access to all programs.

Our high schools were built with certain capacities in mind. While we realize that High School West currently houses fewer students than High School East, we feel it is more important to note here that capacity levels are not always what they appear. The following programs are examples of additions to our curriculum since the opening of High School West, which was thought to have been designed to take every program possibility into consideration.

Computer Rooms	- 3
Special Education	- 6
High-Tech Program	- 2
Drama	- 1
Orthopedically Handicapped	- 2
Learning Center	- 1
English-Second Language	- 2 periods
Alternative School	- 10 periods
Office Space	- none available

### 3.3.1.3 "As-Is" Assessment

#### ● Uniformity of Program

Program offerings should be made available equally to all students regardless of their attendance area. We support the concept of two (2) high schools, even if High School West should fall to 900 students in the year 1990. Comparable class size and equipment should be made available for technical work such as industrial technology, computers, high tech, and other special areas. We feel that a program which requires a great degree of specialization may be centralized in one facility, if necessary, to make it cost effective even though it may require bussing students from one high school to another.

As additional facilities become available due to declining enrollment, every effort should be made to continue to maintain uniformity of the basic academic program such as math, science, social studies and English. Electives should be of comparable scope in both high schools.



● Facilities and Enrollment

At this time our high schools are smaller in population than in the past. New mandated programs (i.e. Special Education) and the development of new programs (i.e. High Tech Program), will absorb the space created by the decline in enrollment during the next few years. It should be noted that the decline in enrollment during the next five years is expected to be 35-45%. Therefore, the housing situation must be reviewed annually.

Average class size numbers given to the Committee appear to be within an acceptable range. We would prefer that these averages be calculated without the inclusion of Plus and Honors classes and that those figures be listed separately.

3.3.2 Projected 1985-1995 Environment

3.3.2.1 New High School Program Requirements

The projected 1985-1995 environment uses the previous baseline as its starting point and then superimposes the effects of changing program requirements in conjunction with enrollment and demographic trends.

● Regents Action Plan Impact

The major changes involve the diploma requirements. Current ninth graders will have to have 18-1/2 credits regardless of the diploma they receive. It is important to note that currently less than ten percent of our students graduate with fewer than 18-1/2 credits. This is approximately 100 students per grade level district-wide, who will require additional course work.

There are major increases that the state is mandating. The mandated program changes are as follows:

- Fourth unit of social studies. Smithtown has had a fourth year.
- Second year of science. Smithtown has required a second year of science.
- Second year of mathematics. Currently 88% of our students take a second year of math. This will mean the creation of two or three additional sections district-wide.
- Art/Music requirement. The requirement is one unit of music and/or art. Students who participate in band or chorus meet the requirement. However, 50% of our student body does not currently take the equivalent of a year of art and/or music. This could have major facilities implications. The district is encouraging students to meet this requirement in grade 9.
- Second language. A three year sequence will be required for a Regents diploma for the class of '89. Students will be encouraged to begin in grade nine, especially if they are unsure if they are going to pursue a Regent's or Local diploma.
- Sequence. In the past only a three year sequence was required. Now there will be three possibilities.
  - a) 2 - 3 units of credit sequences
  - b) 1 - 5 units of credit sequence (other than in English or social studies)
  - c) 1 - 3 units of credit sequence and  
1 - 5 units of credit sequence in English or social studies.



If you add:

3	years of language
3	years of math
3	years of science
4	years of English
4	years of social studies
1	year of art/music
<u>1/2</u>	year of health
18-1/2	credits

Smithtown's average 1984 graduate had 21 credits. The average senior carried 5-1/2 courses.

### 3.3.2.2 Enrollment and Demographic Trends

#### ● Enrollment Projections

Enrollment at the secondary level is continuing to decline. It is estimated to drop 38% district-wide by 1990. At that time, the total high school enrollment will be approximately 2,300 students with 1,400 at East and 900 at West. (Appendix A)

### 3.3.2.3 1985-95 Assessments

#### ● Effects of New Program Requirements

Although the effects of the Regents Action Plan are numerous, it would appear that sufficient facilities exist to accommodate these new requirements. The one exception may be the area of art/music where special resources are required.

It would appear that the remediation required as a result of these new programs will be more severe at the high school level than at the intermediate level.

#### ● East-West Balance

At this time, we recognize that an imbalance will exist between East and West with a projected enrollment, within the next five (5) years of 1,400 and 900 respectively at each school.

However, the Committee does not know at what point low enrollment becomes a problem. We do not feel it is within our expertise to define the minimum enrollment which is necessary for the district to maintain the current program and future mandated programs at the two (2) high schools.

Should it become necessary to re-align the attendance areas, it becomes a very complex problem to solve. The biggest obstacle is that West has only one feeder intermediate school. Another problem would be transporting the students a great distance from the east side to the west side of the district.

#### 4.0 Conclusions and Recommendations

##### 4.1 Elementary

###### ● Conclusions

1. There is an overcrowding situation at both Accomsett and St. James Elementary Schools and projected trends indicate that this situation will worsen. For example, since October, the enrollment at St. James has increased from 628 to 642.
2. Due to the overcrowding situation referred to in 1. above, there are notable inequities in the support staffing, facilities, and equipment provided for program implementation. As a result, equal learning opportunities do not exist for all youngsters in the district.
3. When used as classrooms, relocatables place a severe strain on the central facility and support staff.
4. Projected new program requirements do not seem to indicate the need for additional facilities.
5. At the present time, the Committee considers the average class size of 22.7 to be acceptable. However, it is our opinion that the Board should attempt to continue the current trend of lowering class size as stated in the body of this report. Currently, the schools with the largest enrollments have the largest class size averages.
6. Given the present facilities and projected enrollment, there will not be available space within the next ten (10) year time period for the inclusion of all day kindergarten in our district.

###### ● Recommendations

The Committee recommends the following:

- The Board of Education should develop, as soon as possible, a comprehensive long range plan which will address both the crowded conditions which exist at Accomsett and St. James Elementary Schools and the planned new home construction throughout the district. This long range plan should provide for a narrower range of class size K-3 and 4-5 district-wide, and provide the adequate staffing and facilities necessary to maintain the current class size average. This plan should achieve equal learning opportunities for all students in the district as stated in section 3.1.1.3, Uniformity of Program.
- Relocatables should not be considered in housing capacity figures.



## 4.2 Intermediate

### ● Conclusions

1. The mandates of the Regents Action Plan will have the greatest impact on program at the intermediate level. This is due to the additional requirements in the areas of second language, Home Economics, library skills, accelerated courses, technology education, computer labs, etc.
2. Projected new program requirements indicate the need for additional regular classroom space being dedicated to some of these programs.
3. The current eight (8) period day many not accommodate existing and new program requirements.
4. The impact of new homes will affect the Accomsett and Nesaquake Intermediate Schools.
5. Currently, at the intermediate level the schools with the largest enrollments have the largest class size averages.
6. Due to new program requirements the nominal 1,000 students capacity is unrealistic.
7. Although the student population is expected to decline from 2,000 to 1,500 students, the additional space made available will be offset by the new mandated program requirements and or remediation.
8. The East-West balance will be difficult to address for the purpose of equalizing the student population, since the West side of town is serviced by one intermediate school which is operating at or near capacity.

### ● Recommendations

- Due to these additional state mandated programs, the Committee does not feel it is warranted to close another intermediate school within the next five (5) years.
- Due to the changing enrollment and housing patterns, continual monitoring will be required to maintain uniformity of program in all schools. For example the enrollment at Accomsett Intermediate School is increasing at the rate of one (1) student per week.
- The nominal 1,000 student capacity for the intermediate school should be re-evaluated in light of current programs.
- It is imperative that the intermediate schools be part of the long range study effort as referred to under Elementary Recommendations.
- It is the recommendation of this Committee that no intermediate class be divided to accommodate an East-West balance.
- The Board of Education should study the possibility of going to a nine (9) period day.



### 4.3 High School

#### ● Conclusions

1. The Committee feels that there is no "perfect" size for a high school. The primary concern is that each student be afforded equal access to all programs.
2. The Regents Action Plan will require a minimum of 18-1/2 credits for graduation. Even though many of our students already graduate with 18-1/2 credits, the district must provide services and facilities for the students who are marginal, students who need the year of art and/or music, students who need a second language, and the students who need a second year of math, etc.
3. Enrollment will continue to decline at both high schools and the imbalance will remain between High Schools East and West.

#### ● Recommendations

- Program offerings should be made available to all students equally regardless of attendance area. We feel that a program which requires a great degree of specialization may be centralized in one facility.
- Every effort should be made to achieve uniformity of the basic academic program such as math, science, social studies and English regardless of the East-West balance.
- We strongly recommend that the average class size be calculated without the inclusion of Plus and Honor classes and that those figures be listed separately.
- It is strongly recommended that the High Schools be included in the long range planning effort.

## 5.0 Closing Statement

In conclusion, the Citizens' Advisory Housing Committee recognizes that the Board of Education and staff of our district are working diligently to provide the students in our district with a quality education. Efforts are continually being made to reduce class size and provide an academic program designed to meet the students' educational needs. However, this goal is not being accomplished without significant problems at all levels; elementary, intermediate and high school. We have attempted to carefully study these problems and have made recommendations of both an immediate, as well as, long range nature. Overcrowding at the elementary level is our most immediate concern, while program and facility considerations at the secondary level are longer term in nature.

While we have drawn certain conclusions from our study, we recognize that the resolution of the problems is not a simple one. Nothing is black and white. What is done at one level ultimately affects another. What we have established is that we want all of our pupils, at every level, to receive equal educational opportunities regardless of their geographic or building location. This may precipitate the Board's considering such immediate action as redistricting at the elementary level or when the total district enrollment appears to have finally stabilized and/or the high school enrollment declines to a point where program is adversely affected, redistricting at the secondary level.

We further recommend that whatever long range plan is developed that it be one which takes into consideration not only the educational, but the social, emotional and psychological needs of our children as well. Also, it should be a plan which can stand the test of time; one which assesses and evaluates our districts needs and, hopefully, maintains a degree of flexibility while creating an atmosphere of stability.



APPENDIX

ACTUAL AND PROJECTED ENROLLMENT, BY GRADE  
 October, 1985 to 1995

Ratio Grade	Actual 1985	Proj. 1986	Proj. 1987	Proj. 1988	Proj. 1989	Proj. 1990	Proj. 1991	Proj. 1992	Proj. 1993	Proj. 1994	Proj. 1995
<b>ELEMENTARY</b>											
K	500	500	500	500	500	500	500	500	500	500	500
1	485	505	505	505	505	505	505	505	505	505	505
2	479	485	504	504	504	504	504	504	504	504	504
3	540	474	480	499	499	499	499	499	499	499	499
4	534	552	485	491	510	510	510	510	510	510	510
5	589	533	551	484	490	509	509	509	509	509	509
Totals Gr. K-5	3127	3049	3025	2983	3008	3027	3027	3027	3027	3027	3027
<b>INTERMEDIATE</b>											
6	643	605	547	566	497	503	523	523	523	523	523
7	627	637	600	542	561	493	498	518	518	518	518
8	763	624	634	597	539	558	491	496	515	515	515
Totals Gr. 6-8	2033	1866	1781	1705	1597	1554	1512	1537	1556	1556	1556
<b>HIGH SCHOOLS</b>											
9	916	782	640	650	612	552	572	503	508	528	528
10	966	888	758	620	630	593	535	554	487	492	512
11	950	942	866	739	605	614	578	522	540	475	480
12	956	931	923	849	724	593	602	566	512	529	466
Totals Gr. 9-12	3788	3543	3187	2858	2571	2352	2287	2145	2047	2024	1986
Elementary Sp.Ed	100	90	90	90	90	90	90	90	90	90	90
<b>TOTALS</b>	<b>9048</b>	<b>8548</b>	<b>8083</b>	<b>7636</b>	<b>7266</b>	<b>7023</b>	<b>6916</b>	<b>6799</b>	<b>6720</b>	<b>6697</b>	<b>6659</b>

Based on five year average progression ratios.

10/7/85



SMITHTOWN CENTRAL SCHOOL DISTRICT  
St. James, N.Y.

WORKCHART PREPARED FOR CITIZEN'S ADVISORY HOUSING COMMITTEE

	Basic Classrooms	Relocat- ables	Total Rooms	Classrooms K-5	Reg. Class Spec. Area Usage (M) (A) (LC)	Reg. Class Spec. Ed. Usage	# Avail- able Reg. Classes	Enroll- ment capacity 25 per class by day Kdg. 575+100K	Actual Enroll. -Special Ed.	CAHC 12/83 Capacity
ACCOMPSETT	24 + 2 Kdg.	3	27+2 Kdg.	22 + 2 Kdg.	2	2	23+2 Kdg.	504+97K	*600	
BRANCH BROOK	18 + 2 Kdg.	1	19 + 2 Kdg.	13 + 1.5 Kdg.	3	3	13 + 2Kdg.	325+100K	375	
DOGWOOD	18 + 2 Kdg.	0	18 + 2 Kdg.	11 + 1 Kdg.	3	3 + 1 Kdg.	12 + 1 Kdg.	300 + 50K	375	
MT. PLEASANT	18 + 2 Kdg.	0	18 + 2 Kdg.	10 + 1 Kdg.	2 + 1 Kdg.	3 + 1	BOCES 12+1 Kdg.	300 + 50K	375	
NESCONSET	20 + 2 Kdg.	1	21 + 2 Kdg.	11+1.5 Kdg.	3	4 + .5	13.5+2 Kdg.	337 + 100K	*450	
ST. JAMES	19 + 2 Kdg.	7	26 + 2 Kdg.	23 + 2 Kdg.	3	0	23 + 2 Kdg.	575 + 100K	575	
SMITHTOWN	18 + 2 Kdg.	0	18 + 2 Kdg.	13 + 1.5 Kdg.	3	2	13 + 2 Kdg.	325 + 100K	375	
TACKAN	24 + 2 Kdg.	0	24 + 2 Kdg.	15 + 1.5 Kdg.	4	2	18 + 2 Kdg.	450 + 100K	525	

\*CAHC 12/83 capacity figures adjusted to reflect current location of relocatables

10/16/85

Appendix B

SMITHTOWN CENTRAL SCHOOL DISTRICT

Outline of the Elementary Program

I. Instructional, Basic K-5

1. Language Arts - Supervised by Reading Teacher
  - a. District-Wide developmental reading program - Addison-Wesley
  - b. Writing, spelling, penmanship
  - c. Speaking
  - d. Listening
2. Mathematics - spiral - District-Wide state syllabus - computation, concepts and problem solving
3. Science, Health and Safety
  - a. District-Wide ESP Science Units - State Syllabus - 1 physical and 1 Biological Unit per grade level
  - b. HAP Units (Health Activities Project)
  - c. Outdoor Learning Lab BOCES
4. Social Studies District-Wide Units - Neighborhood, Community, L.I. Studies, The World, U.S., Canada and Latin America
5. Music - sequential program, 2 periods a week, vocal music teacher - 60 minutes weekly
6. Art - sequential program, 1 period a week, art teacher - 50 minutes per week
7. Physical Education - sequential program, 2 periods a week, phys. ed. teacher - 70 minutes per week, Grades K-2, 90 minutes per week, Grades 3-5
8. Library Program - Librarian
  - a. Scheduled Skills classes once a week
  - b. open Library for research skills development and media circulation

II. Remedial and Support Programs

1. Reading Center - Reading Teacher
  - a. PSEN youngsters in reading and language
  - b. Support for K-5 Program
  - c. CAI (Computer Assisted Instruction)

2. Learning Center - Teacher Aide
  - a. PSEN youngsters in mathematics, reading and language K-5
  - b. Support for K-5 Instructional Program
  - c. Enrichment for K-5 Instructional Program
  - d. CAI
3.
  - a. Chapter I - Tutors and Aides for remediation in Mathematics, reading, and language, grades 1-3
  - b. Ossining Tutorial Grant - Aids Remediation in reading, grades 1-3

III. Computer Program - Learning Center Aide and Reading Teacher  
Title I Tutors, Classroom Teachers

1. PSEN youngsters in math, reading, language
2. Support for classroom program
3. Enrichment
4. Computer awareness program for interested youngsters
5. Logo
6. Classroom Teacher - appropriate curriculum applications

IV. Music Offerings

1. Chorus, once a week, vocal music teacher
2. Instructional and string lessons, once a week, string teacher and instrumental teacher
3. Band, once a week, instrumental teacher

V. S.T.E.P.S. Program, 1 teacher, 2 days a week each school

1. Grade 2/3 combination
2. Grade 4/5 combination
3. Math Olympiad

VI. Special Education

1. Resource Rooms, Special Ed. teacher and aide
2. Self-contained classes, Special Ed. teacher and aide
3. Counseling, social worker and psychologist
4. Speech and Language Therapy - Speech Teacher



SL Program for non-English speaking students, BOCES teacher

Comprehensive Testing Program

1. Metro K-5 -Spring - Administered to all students except those exempted by language deficiency or handicapping conditions
  2. PEP Tests Grade 3, Reading and Math, Spring
  3. N.Y.S. Writing Test, Grade 5, Spring
  4. Individual testing where indicated by building team, parent, or teacher recommendation.
  5. Diagnostic Screening - State Mandated - or new entrants
- IX. Multi-Disciplinary Building Team - Meets once a week for individual student program evaluation, COH and STEPS screening
- X. Pre-School Program - PTA Volunteers, Advisors - Reading Teachers, Kindergarten Teachers, Principal
- XI. Extra-Curricular Activities -After-school e.g. Computer Clubs, roller skating, gymnastics, chess clubs,etc., varying from school to school

SMITHTOWN CENTRAL SCHOOL DISTRICT  
St. James, New York

OUTLINE OF THE INTERMEDIATE SCHOOL PROGRAM

- I. Instructional, Basic 6, 7, 8 grades
  1. English & Language Arts - Coordinated by English Lead Teachers.
    - a. District-wide developmental literature program (grades 6, 7, 8)  
Required Reading List:
      - Grade 6 - Sounder
        - The White Mountain
        - A Gift of Magic
        - The Miracle Worker
      - Grade 7 - Call It Courage
        - The Summer I Was Lost
        - Mrs. Frisby and the Rats of NIMH
        - Visit to a Small Planet
        - Flowers for Algernon
        - I Always Wanted To Be Somebody
        - Monsters Are Due On Maple Street
        - The Sound of Thunder
      - Grade 8 - The Outsiders
        - The Contender
        - The Red Pony
        - My Fair Lady
        - Jug of Silver
        - To Build a Fire
        - The Necklace
        - The Most Dangerous Game
        - The Secret Life of Walter Mitty
        - The Bamboo Trap
        - Leiningen Versus the Ants
        - The Gift of the Magi
    - b. Writing, spelling, penmanship, speaking, listening
    - c. Communication Skills - 7th & 8th grades - Remediation-Reading and Writing
  - 6th Grade Only:
    - a. District-wide developmental reading program - Ginn 720-  
Coordinated by Reading Teachers
    - b. STEPS - 6th grade - District-wide - Coordinated by  
Dr. Dietz
    - c. Communication Skills/Reading - District-wide - 6th grade-  
(PSEN) - Remediation-Reading and Writing
2. Mathematics - Coordinated by Math Lead Teachers.  
District-wide State Syllabus spiral program
  - Grade 6 - Number and Numeration
    - Operations with Whole Numbers
    - Operations with Fractions
    - Probability and Statistics
    - Geometry and Measurement

Grades 7  
and 8 - Problem Solving Techniques  
Number Concepts  
Ratio, Proportion and Percent  
Computer Literacy  
Probability and Statistics  
Geometry and Measurement  
Algebra

Math Honors - Grades 7 & 8  
Finite Systems and Binary Operations  
Mapping  
Integers  
Number Theory  
Rational Numbers  
Real Numbers  
Set Theory  
Geometry and Measurement  
Algebra and Coordinate Geometry  
Probability and Statistics  
Computer Awareness

Math Sequential I - 8th grade (Acceleration of 9th grade  
curriculum) State Mandate Regent Action Plan

3. Science - Coordinated by Science Lead Teachers.  
District-wide - State Syllabus

Grade 6 - Tools of Science  
The Atmosphere  
SCIS: Models  
SCIS: Ecosystems

Grade 7 - Electricity  
Biological Resources  
Water Resources

Grade 8 - The Earth in Space  
The Body and How It Works  
Transformation of Energy  
Man & Machines  
Structure of Matter

4. Social Studies - Coordinated by Social Studies Lead Teachers.  
District-wide - State Syllabus

Grade 6 - Introduction - Location of Places  
Early Civilizations  
Ancient Greece  
Rome

Grade 7 - Middle Ages  
Introduction to American Studies - A Look at the  
American Population  
State and Local Government  
Skills  
Pre-Columbian Indians  
Age of Exploration  
Colonial America  
The American Revolutionary Period



- Grade 8 - United States History  
 Federal Government  
 Social and Political Growth  
 Civil War  
 Economic Growth
5. Foreign Language - Supervised and Coordinated by Foreign Language Chairmen.  
 District-wide program - French, German, Spanish, Italian  
 Grades 7 and 8
  6. Health - Coordinated by Science Lead Teachers.  
 District-wide program - 2½ days a week - Grade 8
  7. Physical Education - Coordinated by Physical Education Coordinator.  
 District-wide - Grades 6, 7, 8
  8. Technology - Coordinated by District Chairman  
 Home Economics and Art  
 Grade 6 - 10 weeks  
 Grade 7 - 10 weeks  
 Grade 8. - 10 weeks
  9. Music - Coordinated by Music Lead Teachers.  
 Grades 6, 7, 8  
 Vocal - 10 weeks  
 Instrumental - Individual & Group Lessons  
 Strings - Individual & Group Lessons  
 Band
  10. Remedial Reading - Reading Specialist in Reading Center.  
 Individual and group remediation in Reading (PSEN students)
  11. Remedial Writing - English Teachers.  
 Remediation for students identified as Pupils with  
 Special Educational Needs (PSEN)
  12. Remedial Math - Coordinated by Math Lead Teachers.  
 (PSEN students)  
 a. Learning Center Aide  
 b. CAI (Computer Assisted Instruction)
  13. Computers - CAI in classroom by Teachers  
 - English, Math, Science, Social Studies,  
 Technology
  14. STEPS - Coordinated by Dr. Dietz  
 District-wide program  
 Grades 7 and 8 - Social Studies, English, also  
 Resource Room.  
 Interdisciplinary Projects - Science and Math

15. Guidance Program - Supervised by Guidance Chairpersons.  
Grades 7 and 8
16. Final Exams - District-wide Final Exams in all academic disciplines (Ex.- Math, Science, English, Social Studies, Health, Foreign Language)
17. Summer School - Supervised and Coordinated by Summer School Principal Dr. DeBello (1985-1986).  
Grades 6, 7, 8 - provides opportunity for skill development and passing courses which have been failed during the year in English, Math, Science and Social Studies
18. Building Case Study Team - Coordinated by Ass't Principal or Principal.  
Team members involved depending on need - Psychologist, Social Worker, Reading Teacher, Classroom Teacher, Speech Teacher, Guidance Counselor, etc.

ATTENDANCE - CITIZENS ADVISORY HOUSING COMMITTEE 7-8-85 to 1/86

X = Present  
Blank = Absent

PTA	7-8-85	8-12	8-19	9-9	10-9	10-17	10-23	11-4	11-13	11-18	11-25	12-4	1-6-86
A. Camilleri	X	X	X	X	X	X	X	X	X	X	X	X	X
C. Ciarelli	X	X	X	X	X	X	X	X	X	X	X	X	X
L. Dragunat	X	X	X	X	X	X	X	X	X	X	X	X	X
J. Franzese	X	X	X	X	X	X	X	X	X	X	X	X	X
D. Griensman	X	X	X	X	X	X	X	X	X	X	X	X	X
B. Harrington	X	X	X	X	X	X	X	X	X	X	X	X	X
W. Marx	X	X	X	X	X	X	X	X	X	X	X	X	X
L. Megna	X	X	X	X	X	X	X	X	X	X	X	X	X
G. Savely	X	X	X	X	X	X	X	X	X	X	X	X	X
K. Sapio	X	X	X	X	X	X	X	X	X	X	X	X	X
P. Turck	X	X	X	X	X	X	X	X	X	X	X	X	X
G. Valentino	X	X	X	X	X	X	X	X	X	X	X	X	X
J. Viskupic	X	X	X	X	X	X	X	X	X	X	X	X	X
E. Weidig	X	X	X	X	X	X	X	X	X	X	X	X	X

Community at Large

M. Blazich	X	X	X	X	X	X	X	X	X	X	X	X	X
J. Hansen	X	X	X	X	X	X	X	X	X	X	X	X	X
R. Rafferty	X	X	X	X	X	X	X	X	X	X	X	X	X
A. Schultz	X	X	X	X	X	X	X	X	X	X	X	X	X

Bargaining Unit

J. Butrite	X	X	X	X	X	X	X	X	X	X	X	X	X
W. Eysaman	X	X	X	X	X	X	X	X	X	X	X	X	X
C. Miller	X	X	X	X	X	X	X	X	X	X	X	X	X

Chairperson

M. Cahill	X	X	X	X	X	X	X	X	X	X	X	X	X
Asst. for General Administration													

This attendance chart does not reflect the attendance of the committee members at numerous sub-committee meetings.