



SMITHTOWN CENTRAL SCHOOL DISTRICT
26 NEW YORK AVENUE, SMITHTOWN, NEW YORK 11787-3435

**CITIZENS' ADVISORY
COMMITTEE ON
INSTRUCTION AND HOUSING**

FINAL REPORT

OCTOBER 2008

SMITHTOWN CENTRAL SCHOOL DISTRICT

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**CITIZENS' ADVISORY COMMITTEE ON INSTRUCTION AND HOUSING
FINAL REPORT OUTLINE
OCTOBER 2008**

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1.0 Introduction

At its regular meeting on Tuesday, October 24, 2006, the Board of Education approved a recommendation to establish a Citizens' Advisory Committee on Instruction and Housing to be chaired by Dr. Meryl Ain, Assistant to the Superintendent for General Administration and Housing.

The charge read as follows:

Recommendation to Form a Citizens' Advisory Committee on Instruction and Housing

Upon recommendation of the Superintendent of Schools, be it RESOLVED, that a Citizens' Advisory Committee on Instruction and Housing be established to investigate the appropriate long-range housing patterns needed to support a quality instructional program, based on long range enrollment projections and future educational needs and requirements, as well as an analysis of the cost factors, and that the recommendations thereof to be submitted to the Board of Education within two years.

The Citizens' Advisory Committee on Instruction and Housing will be chaired by Dr. Meryl Ain, Assistant to the Superintendent for General Administration and Planning. The composition of the committee will include: a PTA representative from each school, representatives from the community at large, a representative from each of the bargaining units, and representatives from administration and Board of Education.

The needs assessment will:

- Reflect the facilities that are required to effectively provide the K-12 educational program in a uniform and equitable manner.
- Identify K-12 instructional goals.
- Study the impact of *No Child Left Behind*.
- Analyze special education needs.
- Explore special area and elective needs.
- Identify community concerns so that the Board can evaluate and take action, if necessary.
- Reflect current and projected housing patterns.
- Analyze the costs of maintaining the status quo vs. changes in housing patterns.
- Study impact on transportation.
- Assist the Board and Administration in developing and maintaining a long range plan.

The recommendations of the Committee will address the instructional and housing needs of the Smithtown Central School District for the next ten years.

The members of the committee were as follows:

Pam Farino	Accompsett Elementary PTA
Carolyn Sauers	Branch Brook Elementary PTA
Sheryl Wiener	Dogwood Elementary PTA
Kate Tokarski	Mills Pond PTA
Lisa Spica	Mount Pleasant Elementary PTA
Maureen O'Connor	Nesconset Elementary PTA
Nancy Indimine	Smithtown Elementary PTA/Accompsett MS PTA
Vanessa Starr	St. James Elementary PTA
Susan Bracht Stanley	Tackan Elementary PTA
Christine O'Gara	Great Hollow Middle School PTA
Jill Donnelly Shevlin	Nesaquake Middle School PTA
Terry Heedles	Smithtown High School East PTA
Holly Johnson	Smithtown High School West PTA
Maureen Hunstein	SEPTA (Special Education PTA)

Judy Hanrahan	Association of Smithtown Professional Nurses
Rosemarie Geronimo	Smithtown Schools Employees' Association
Joann McEnroy	Smithtown Teachers Association
Dianne Elmore	Smithtown Schools Administrators' Association
Ireen Westrack	Smithtown Schools Administrators' Association

Janet Creamer	Community-at-large
Robert F. Normandin	Community-at-large

Administrative and Board* Support was provided by the following:

Dr. Meryl Ain	Assistant to the Superintendent for General Administration & Planning
Mary H. Cahill	Assistant Superintendent for Instruction & Administration
Jennifer Bradshaw	Director of Curriculum
Dr. Brenda Clark	Administrator for Special Education and Special Services

Carl Gianino	Board of Education
Robert Rossi	Board of Education
Theresa Knox	Board of Education
Gladys Waldron	Board of Education
Joseph Saggese	Board of Education

*Mr. Gianino and Mr. Rossi were Board of Education Housing Committee co-chairpersons when the committee began. They were replaced by Theresa Knox and Gladys Waldron during the second year of the study. In July 2008, Mr. Saggese replaced Mrs. Waldron as Housing Committee co-chairperson.

2.0 Summary

The Citizens' Advisory Committee on Instruction and Housing conducted a total of 15 meetings between January 16, 2007 and October 6, 2008. This Committee consisted of 25 members who represented the District PTA's, the District's bargaining units, community representatives, board of education and administration.

The initial meetings focused on the Committee's charge, the time frame of the meetings, a review of previous reports, and overviews of the District's K-12 instructional program, and enrollment projections. At the initial meeting Committee Chairperson Meryl Ain, Superintendent Judy Elias, and Board Members Carl Gianino and Bob Rossi emphasized that the work of the committee would be advisory in nature, and the final decision would be made by the Board of Education. Mary Cahill, Assistant Superintendent for Instruction and Administration, shared her experience in developing and crafting previous CAC reports.

At the outset, it was agreed that all committee members would participate in all of the presentations in order to get a strong understanding of the K-12 instructional program and the specific needs of each area. During the second year, members chose to participate in either an elementary or secondary subcommittee, but continued to attend all presentations.

Throughout the next year and a half, the meetings addressed the topics listed in the needs assessment.

The Committee thanks building principals for their input in the creation of this report. In addition, it acknowledges and thanks the following District administrative personnel who provided information at individual meetings:

Ms. Mary H. Cahill, Assistant Superintendent for Instruction and Administration, and Ms. Jennifer Bradshaw, Director of Curriculum,

- *Historical Housing Perspective/Overview of K-12 Instructional Program*
- *Federal/No Child Left Behind/State Mandates*
- *Secondary Instructional Program – Impact on Housing*
- *Elementary Instructional Program – Impact on Housing*
- *Building Utilization and Cohort Patterns*

Dr. Meryl Ain, Assistant to the Superintendent for General Administration and Planning,

- *Overview of K-12 Current Enrollment Patterns and Western Suffolk BOCES Projections*
- *Building Utilization*
- *Secondary Enrollment Patterns and Projections*
- *Elementary Enrollment Patterns and Projections*

Mr. John Nolan, Director of Technology,

- *Future Directions of Technology – Impact on Housing K-12*

Dr. Brenda Clark, Administrator for Special Education and Special Services,

- *Special Education Needs and Requirements*

Ms. Mary Augugliaro, Transportation Supervisor,

- *Impact of Attendance Patterns on Transportation*

Ms. Joan Niles, Assistant Superintendent for Finance and Operations,

- *Facilities Report*

The following topics emerged as issues for the committee to consider once the formal presentations were concluded:

Elementary

1. Impact of NCLB and Other Mandates, e.g. space for learning centers, resource rooms, support services
2. Future of Instructional Technology—how changes in technology may affect use of space
3. Special Education Needs and their impact on housing
4. Class Size
5. Complexity of changing transportation patterns
6. Long term and short term housing needs
7. Equity in terms of program and size of schools
8. Moving up Patterns
9. Cost of maintaining status quo vs. changes in housing patterns

Secondary

1. Impact of NCLB and Other Mandates, HS and MS
2. Graduation Requirements, HS
3. Impact of Closed Campus, HS
4. Science Lab Capacities, HS and MS
5. Special Education Program Requirements, HS and MS
6. Future of Instructional Technology and impact on housing, HS and MS
7. Transportation issues, HS and MS
8. Equity and Uniformity Among Three Middle Schools
9. Equity and Uniformity Between Two High Schools
10. Moving up Patterns
11. Long term and short term housing needs

3.0 Needs Assessment

The needs assessment addressed all grade levels K-12. Since program requirements, facilities, and enrollment trends vary at the elementary and secondary levels, they were addressed separately as outlined in the subsequent discussion.

3.1 ELEMENTARY PROGRAM

3.1.1 Current Elementary Environment

The current elementary program, facilities, and enrollment are summarized below.

3.1.1.1 Elementary Program and Considerations

The elementary school program consists of a basic instructional program K-5; integrated technology and library-media sciences instruction; and special area instruction in music, art, health and physical education. It also offers instructional programs in Enrichment, English as a Second Language (ESL), Special Education, and Academic Intervention Services (AIS) as well as an array of co-curricular activities. (*Appendix A1, A2*)

Recent increases in state and federal testing requirements and reporting, along with technology availability and integration, increased understanding of and identification of students with special needs have driven changes in the ways elementary schools use space to deliver program. (*Appendix B1 – B8*)

3.1.1.2 Elementary Facilities and Enrollment

The current elementary school structure is composed of nine (9) elementary facilities. The attendant buildings' utilization is shown in *Appendix C*, which represents October 2007 enrollment by school and grade level. Due to expectations of least restrictive environment, the district currently dedicates 12 full-size classrooms for elementary self-contained students housed in their appropriate cohort schools, which currently comprise seven of the nine elementary schools. Integrated classrooms, which blend regular education students with special education students, exist throughout the elementary schools as population dictates. Typically, this service has a minimum impact on housing.

Of the nine elementary schools, five are at or near capacity – Accomsett, Branch Brook, Dogwood, Mount Pleasant, and Tackan. The four schools that presently have discretionary space are Nesconset, Mills Pond, Smithtown, and St. James. Three schools have portable classrooms. Nesconset has two, Mount Pleasant has one, and Dogwood has seven. The elementary schools vary in size, ranging from Accomsett at 852 students to Nesconset at 355 students as recorded in the 2007-2008 official Basic Educational Data Survey (BEDS) numbers.

According to Western BOCES Enrollment Projections, enrollment declines are projected in nine of the next ten years *as illustrated by Appendix D*. It is important to note that the 2007-2008 enrollments at Accomsett, Dogwood, St. James, and Tackan represent the peak enrollments at those schools for the next 10 years. The enrollment at the remaining elementary schools is expected to peak in 2008 and 2009. Total grade K-5 enrollment is anticipated to show an overall decline of 526 students, or almost 11 percent of the 2007 enrollment, over the next 10 years.

Factors affecting school enrollment include birthrate, employment/unemployment rate, housing turnover, new construction, and private and parochial school enrollment. The overarching variable for all of these factors is the economy. Birthrate has leveled off and is expected to decline (*Appendix D17*). In addition, the previous high level of housing sales on Long Island has declined, reflecting a national trend of reduced home sales, tightening credit standards, and an increasing number of foreclosures.

Finally, non-public school enrollment has the potential to impact our enrollment should resident students come back to the public schools in large numbers. The District currently has 710 students enrolled in non-public schools. For the past three years, the District's non-public school enrollment has remained at approximately seven percent of the total resident student population; last year's private/parochial school enrollment was 774 students, or 6.7 percent of the total student population. Like the other factors that may be influenced by the economy, this situation should also be monitored.

Subdivisions

The downturn in the economy has slowed housing starts and turnover on Long Island and throughout the country. Residential construction in Smithtown remains stagnant *as shown in Appendix E1 – E3*. A case in point is the status of The Hamlet at St. James. Originally, 167 single family homes were anticipated, yielding enough children to have the District implement a redistricting plan, which reopened Mills Pond and redistricted these potential new students to Nesconset Elementary School. The students have not materialized, leaving Nesconset under-enrolled. There are currently only fourteen homes in the Hamlet occupied by 22 Smithtown students at this writing. The builder has applied to the Town of Smithtown to rezone the front acreage to condominiums, which could yield significantly fewer students.

Relocatables (Temporary Classrooms)

Currently, the district utilizes 10 portable classrooms: Nesconset has two, Mount Pleasant has one, and Dogwood has seven. Four of the portables – three at Dogwood and one at Mount Pleasant -- are good for five more years. The other portables are considered to be in good shape and are expected to be in service for a longer period of time. The CAC advises that the district carefully monitor the condition of these portables and remove them from use when they have exceeded their useful life. The cohort group of elementary schools are expected to contain enough classroom space to effectively manage the cohort's total student population as the portables come offline.

3.1.1.3 “As-Is” Assessment

Our assessment of the elementary program focused on three principal areas of concern: uniformity of program, facilities and enrollment, and class size. In addition, elementary schools were studied in accordance with their moving up patterns from elementary to middle to high school. For purposes of this report, elementary schools which share the same moving up pattern are referred to as a cohort group, i.e. Smithtown and Accomsett Elementary; Dogwood, Mills Pond and St. James Elementary; and Branch Brook, Mount Pleasant, Nesconset, and Tackan Elementary Schools.

Uniformity of Program

At the elementary level, in addition to core instructional programs in grades 1-5, every elementary school offers full-day kindergarten instruction, special area instruction, and mandated as well as optional support services that require suitable spatial considerations.

The committee considered the following allocation of room space to be essential in each elementary school building in order to provide each student with equal access 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.

Every building has space allocated for the following instructional purposes:

- Band/Orchestra/Music/Instrumental
- Academic Intervention Services (AIS)
- English as a Second Language (ESL)
- Occupational and Physical Therapy (OT/PT)
- Enrichment
- Psychologist/Social Worker
- Reading Instruction
- Resource Room
- Computer Lab
- Art
- Speech and Language Services
- Physical Education
- Library

Some buildings also devote space for a Science Lab and/or a SMART Board Lab. All elementary libraries have four computers and are wired to house a small computer lab.

Not every building is able to devote the same amount of space for each of these purposes. These spaces are shared as necessary and may be repurposed if the number of class sections exceeds the basic classroom capacity of the facility. See housing surveys organized into cohort groups in *Appendix B1 – B8*.

Class Size

Class Size Policy 4420, adopted March 2003, states:

The Board of Education is committed to maintaining class sizes which will impact student learning in a positive manner, subject to budget, personnel and housing limitations.

At the elementary level, where practicable, grades K-5 shall not exceed 25 students. Individual exceptions may be made at the recommendation of the Superintendent of Schools, with consultation and approval of the Board.

Due to recent fiscal constraints and concerns, class sizes exceeded the recommended cap of 25. More recently, the Board of Education has supported the following class size caps in an effort to come closer to the stated policy:

Maximum of 25 students in grades K-2

Maximum of 26 students in grade 3 (able to achieve 25 in 08 – 09)

Maximum of 27 students in grades 4-5

Building classroom space is finite. In cases where population dictates the addition of a new section that a building cannot accommodate and the resulting class size exceeds the maximum, a teacher aide is assigned to assist the classroom teacher. An aide is also assigned if the class size exceeds maximum after the school year begins.

3.1.2 **Projected 2008-2018 Environment**

This projection starts with the existing curriculum and accounts for new program and state assessment and technology requirements. It takes into consideration possible changes in enrollment and demographic trends, while remaining mindful that in the 21st century technology continues to transform both our educational program and use of space. Rapid changes in technology make it impossible to predict both the short and long term impact on our educational environment.

3.1.2.1 **New Elementary Program Requirements**

New York State Education Department's recent introduction of yearly state assessments in grades 3-8 has greatly increased the number of times we test elementary students each year. This increases the number of opportunities we have to identify students with special academic needs in the areas of English Language Arts (ELA), mathematics, social studies, and science. This has led to increased demands on small-group instructional spaces for the delivery of Academic Intervention Services (AIS). Additionally, the recent focus on using Response to Intervention (RtI) as a means of remediating students at risk, both academically and behaviorally, will put increased demands on our support staff. Full implementation of RtI will likely further increase the demand for such small-group instructional spaces. A district RtI plan must be in place no later than 2012.

Beginning in the 2008-2009 school year, each elementary school will house a set of at least three mobile 10-computer laptop carts for classroom computing purposes. This is in addition to the existing minimum of three stationary computers per classroom and one stationary computer lab per building. This equipment as well as the increasing supply of interactive white boards (SMART Boards) in the classroom are being used to integrate technology into daily instruction.

Twenty-first century learning standards increasingly focus on areas such as technology and information literacy, global awareness, inventive thinking, collaboration, creative problem-solving and life and career skills. In order to prepare our students for success, teachers will need appropriate training and equipment to deliver 21st century skill instruction. Bringing technology to the point of instruction, as with laptops and interactive whiteboards, makes it an integral part of daily activities.

Each elementary library currently houses four computers and contains the wiring to house a small computer lab.

The housing impact of these considerations becomes less and less as the technology becomes smaller and moves directly into the classroom. However, laptop carts take up space and must be securely stored as well as regularly charged. A move toward individual student laptops would eventually solve the storage issue. VFTs (Virtual Field Trips) currently require a dedicated classroom (one is located at HSE and one is at HSW). Elementary schools might invest in such a resource or use smaller devices to facilitate videoconferencing in the classroom. Experiential learning can take place in dedicated lab and VFT facilities as well as in external, live field trips, which remain an important part of a student's learning experience.

3.1.2.2 Enrollment and Demographic Trends

The trend seems to indicate a slight decrease in enrollment over the coming decade. The rate of decline does not indicate a need to alter any housing patterns at this time, but should be carefully monitored due to economic factors. The district should consider itself in a holding pattern right now; both housing starts and housing sales are down. In this age of technology, we are also in a pattern of change. The district needs to try to anticipate how technology will change our use of educational space. Additionally, the district needs to be flexible enough to be able to incorporate future technology into our educational space.

3.1.2.3 2008-2018 Considerations

The CAC on Instruction and Housing views elementary moving up patterns as demographic and geographic cohorts which are autonomous. Each cohort has the instructional space to adequately house the students in their geographic areas. This allows for small adjustments of student population, if necessary, and does not disturb the middle school and high school enrollment projections. With this in mind, the CAC asks the Board of Education to consider the following:

- The CAC strongly urges that the enrollment and demographic patterns be carefully reviewed again in two years
- Create 21st century learning environments
- Maintain the current class size guidelines (K-2 @ 25, 3 @ 26, 4-5 @ 27). Look to decrease class size, if possible, particularly in kindergarten.
- Preserve the elementary program and maintain equity among the nine schools
- Maintain a Computer Lab in each elementary building
- Restore library computer labs and convert libraries into technology-rich library-media centers
- Continue to rotate the Early/Late transportation schedule
- Continue to ensure equity in staffing based upon enrollment
- Continue to plan to install interactive white boards (SMART Boards) in each elementary classroom
- Consider housing impact before taking additional portables off-line
- Base any future housing decisions upon the current middle school and high school moving up patterns

- Maintain existing elementary school boundaries. No redistricting is recommended at this time.
- Ensure continuity of program and school for our special education population
- Encourage implementation of Distance Learning in the elementary schools, e.g. exploration of foreign language instruction
- Restore music programs lost due to staffing issues
- Maintain flexible spaces, e.g. science labs
- Add more classroom computers, including laptops
- Add technology, such as Tandberg Presenter Video-Conferencing Systems to enable Virtual Field Trips (VFTs) from the classroom, and to provide for collaborative curriculum projects with classrooms in remote locations (e.g. other schools, other states, and other countries)
- Continue to foster experiential learning, particularly in the areas of science and mathematics
- Explore the use of space in library-media centers to include additional technology equipment that would facilitate more project-based learning and incorporate more informational technology skills into the library-media curriculum
- Consideration should be given to the feasibility and benefits of creating a system of buffer zones, for instance, in the Branch Brook/Mount Pleasant/Nesconset/Tackan cohort grouping. Since Tackan, Branch Brook and Mount Pleasant are at or near capacity and Nesconset has discretionary space, look into identifying a buffer zone. In this area, families with children who already attend Tackan, Branch Brook or Mount Pleasant would remain in their respective schools and new families moving into the buffer zone would be assigned to Nesconset. The designated buffer zone could eventually turn over to be totally assigned to Nesconset if the demographics hold. No family would be moved back and forth between the schools.

The following topics should be revisited in the future when the CAC on Instruction and Housing reconvenes:

- Enrollment figures
- Capacity of buildings (e.g. full size classroom space, storage)
- Class size (e.g. less than 25 in K, 25 in 3-5)
- Equity across buildings
- Technology (e.g. Computer Labs, Distance Learning, Virtual Field Trips)
- Special Education and Support Services
- *Planned obsolescence of portable classrooms*
- Economic climate
- Housing market (e.g. foreclosures)
- District's fiscal responsibility
- Private and parochial student population
- Impact of State and Federal Mandates

3.2 SECONDARY PROGRAM

3.2.1 Current Middle School Environment

The Middle School Program facilities and enrollment are summarized below along with an assessment of current needs.

3.2.1.1 Middle School Program

The middle school program is a comprehensive program which emphasizes not only a core academic curriculum but also state mandated courses in art, music, technology, family consumer science, health and physical education. The current program utilizes nine assigned periods throughout each day. The middle schools' team-based instruction enables a group of teachers to pool their resources, interests, and expertise to meet the educational needs of students. (*Appendix F1-F3*)

3.2.1.2 Middle School Facilities and Enrollment

The district currently operates three middle schools: Great Hollow, Accomsett and Nesaquake. The schools' enrollment as recorded in the 2007 – 2008 official Basic Educational Data Survey (BEDS) numbers is as follows: Great Hollow – 1,048; Accomsett – 786; Nesaquake – 880. The capacity of a building to provide for the instructional needs of students is directly related to class size, staffing, and programmatic needs. In 2000, the voter approved Bond Referendum provided middle school facilities to accommodate district and state mandates. Schools were renovated to accommodate projected ten-year BOCES enrollments. The current analysis of enrollment and building capacity at each middle school indicates that each school is enrolled at or near capacity and that the facilities are adequate for the current program requirements. The capacity level of each middle school is not only essential for adequate program but for the capacity levels at each high school.

Due to recent state mandates and No Child Left Behind requirements, many general education classrooms have been and will continue to be rededicated for special services such as speech, English as a Second Language (ESL), adaptive physical education, occupational therapy, counseling and tutoring. Continued advancement in technology has required a different allocation of classroom space (i.e. SMART Boards). As the classroom of the twenty-first century evolves, so will the demands and needs of middle school buildings.

To illustrate how programmatic changes have impacted building utilization we can look to Accomsett Middle School. When Accomsett Middle School was built, it had 28 classrooms. Currently, Accomsett Middle School utilizes 23 full size classrooms; other rooms have been re-dedicated to other instructional purposes such as the three computer labs and two special education classrooms.

The room utilization charts for each middle school are in *Appendix F3*.

3.2.1.3 “As-Is” Assessment

Uniformity of Program

Sixth grade teams are comprised of three or four academic teachers representing core subject areas: ELA, Mathematics, Science and Social Studies. Students are grouped heterogeneously and sections are balanced based on reading ability, home elementary school, and gender. In addition to the core academic courses, students receive instruction each day in performing music (band, chorus or orchestra) and physical education. State-mandated courses include technology education, art, family and consumer science, and health.

In seventh and eighth grade, teams are comprised of four academic teachers who provide instruction in the core areas: English Language Arts (ELA), Mathematics, Science, and Social Studies. Languages other than English (LOTE) instruction begins in grade seven. Students have a choice of French, German, Italian, or Spanish. Our middle schools accelerate students in mathematics for grades seven and eight and science for grade eight. Students must meet placement criteria to be eligible.

3.2.2 Projected 2008-2018 Environment

This projection starts with the existing curriculum and accounts for new program and state assessment and technology requirements. It takes into consideration possible changes in enrollment and demographic trends while remaining mindful that in the twenty-first century technology continues to transform both our educational program and use of space. Rapid changes in technology make it impossible to predict both the short and long term impact on our educational environment.

3.2.2.1 New Middle School Program Requirements

Assessments and Response To Intervention (RtI)

As in the elementary program, the New York State Education Department’s recent introduction of yearly state assessment in grades 3-8 has greatly increased the number of times we test middle level students each year. This increases the number of opportunities we have to identify students with special academic needs in the areas of English Language Arts (ELA), mathematics, social studies, and science. Additionally, the recent focus on using Response to Intervention (RtI) as a means of remediating students at risk, both academically and behaviorally, will put increased demands on our support staff. This has led to increased demands on small-group instructional spaces for the delivery of AIS. Full implementation of RtI will likely further increase the demand for such small-group instructional spaces.

One additional assessment required only at the middle level is the technology assessment called for by NCLB and the New York State Education Department (NYSED). By the end of eighth grade, each student must be tested for technology proficiency. The current method for testing students is through projects completed throughout their middle school years. Future methods may include a portfolio assessment or a computer-based test. Computer-based testing for all eighth grade students puts an added demand on computer lab availability and also typically costs several dollars per student tested. Having a technology assessment requirement also puts additional demand on computer availability

for grades six through eight in order for the students to have the time to develop and become proficient in the required technology skills.

New York State is not issuing any additional academic program requirements at this time.

3.2.2.2 Enrollment and Demographic Trends

Projections that formed the basis of the 2000 bond have held. The three middle schools are operating at or near capacity. Commencing with the 2007/2008 school year, Great Hollow reached a total of 1,048 students, and that number is expected to be maintained and slightly increase through October, 2015, when it is expected to peak at 1,095 students. Nesaquake Middle school peaked in 2007/2008 with an enrollment of 880 and Accomsett Middle School reaches its peak in 2008/2009 with approximately 800 students. Throughout the 10-year-period, enrollments are projected to level off and decrease from their present levels. (*See Appendix D12 – D14*)

As was cited earlier in this report, the downturn in the economy has slowed housing starts and turnover on Long Island and throughout the country. Residential construction in Smithtown appears in *Appendix E1 – E3*.

3.2.2.3 2008-2018 Considerations

At the middle level, each school houses one teacher computer per classroom and three computer labs for general use. In integrated classrooms as well as in classrooms with an interactive whiteboard (SMART Board), there is a second teacher computer.

Additionally, small and large spaces are devoted to academic remediation through the Special Education Department, the Reading Department, and the core areas, which offer Academic Intervention Services.

Twenty first century assessments and learning standards increasingly focus on such areas as technology and information literacy, global awareness, inventive thinking, collaboration, creative problem-solving and life and career skills. In order to prepare our students for success, teachers will need appropriate training and equipment to deliver 21st Century skill instruction. Continuing to bring technology to the point of instruction, as with laptops and interactive whiteboards, makes it an integral part of daily activities.

Future considerations for creating 21st century learning environments should include the following:

- More classroom computers, including the introduction of laptops at the middle level
- Increased access to interactive white boards
- Increased use of science probes and other data-gathering devices
- Video-conferencing/Virtual Field Trips (VFT's) from the classroom
- Collaborative curriculum projects with classrooms in remote locations (ex. other schools, other states, and other countries)
- Experiential learning

The housing impact of these considerations changes with the technology and the movement directly into the classroom. Adding computer labs requires reallocating and wiring existing classroom spaces. Adding laptop carts is one way to increase computer availability, but they come with their own challenges, including transporting them through the larger secondary buildings as well as storing and charging them. Experiential learning can take place in dedicated lab and VFT facilities as well as in external, live field trips, which remain an important part of a student's learning experience. Moving more technology into the classroom brings information-gathering and -creating to the point of instruction. The district will continue to look at emerging technologies and how they can be used to maximize our existing instructional spaces while simultaneously expanding our students' learning experiences.

3.2.3 **Current High School Environment**

3.2.3.1 **High School Program**

The High School Program is a comprehensive program with elective offerings designed to meet student interests and promote future career opportunities. The current program utilizes a nine period day which allows students to pursue electives while fulfilling the 22 credit diploma requirement. Currently, the district is achieving a 95% graduation rate. The goal is to continue to improve this statistic as the high schools meet the needs of their student population which is expected to peak in 2011. (*Appendix G1 – G3*)

3.2.3.2 **High School Facilities and Enrollment**

The district currently operates two high schools – High School East with an enrollment of 1,681 and High School West with an enrollment of 1,464 (*Appendix D15 - D16*) as recorded in the 2007 – 2008 official Basic Educational Data Survey (BEDS) numbers. The current analysis of enrollment and building capacity indicates that each school is moving towards peak capacity and is expected to be able to house its peak enrollment.

Due to New York State graduation requirements, and No Child Left Behind requirements the high school program and class size offerings have been adjusted to meet student need and promote academic excellence. The high school program also includes services such as integrated classes, speech, English as a Second Language, adaptive physical education, occupational therapy, counseling and tutoring. Smart Board installation and use in classrooms has begun as part of the districts K-12 initiative.

As 21st century skills and program evolves, the use of space and the integration of technology will continue to transform instructional space.

3.2.3.3 “As-Is” Assessment

Uniformity of Program

The two high schools are staffed and scheduled to provide equity of opportunity and program. Each student develops an individualized schedule using a common course catalog.

The organization of the nine period day allows for each student to complete required courses and select additional elective courses. The high schools offer the core courses along with college level, and advanced placement courses, as well as remedial and special education courses.

3.2.4 Projected 2008-2018 Challenges and Environment

At the high school level the impact of 21st century skills, technology and program requirements are and will continue to have a profound effect on both teaching and learning. The walls of the traditional classroom no longer contain all the experiences a student will have during a course of study. These experiences result from the commitment to maintain consistency of curriculum and course offerings at both high schools. They not only meet state standards and graduation requirements but also prepare Smithtown graduates to be competitive in both aptitude and outlook.

3.2.4.1 New High School Program Requirements

Graduation Requirements

Beginning with the entering freshman class of 2005, the Board of Regents began phasing out the “low-pass” option of passing Regents Examinations with a score of 55 (instead of 65) in order to receive a Local Diploma. (Previously, Regents Diplomas required a score of 65 on five examinations. Local Diplomas required a score of 55 on five examinations.) Beginning with the entering freshman class of 2008, the Local Diploma ceases to be a graduation option for students without disabilities. All students who are not classified will be required to pass five Regents Examinations with a score of 65 in order to graduate high school. Additionally, for students with disabilities, the Regents Competency Test (RCT) is being phased out as an alternative assessment to the Regents Examinations. Beginning with the entering freshman class of 2010, students with disabilities will have to pass five Regents Examinations with a score of 55 in order to achieve a Local Diploma or a score of 65 in order to achieve a Regents Diploma. The Local Diploma option will not be an option for students without disabilities.

This change in the graduation requirement has increased the amount of academic remediation and special education services the district has had to deliver in order to maintain its graduation rate. Although NCLB and NYSED requirements only set the graduation requirement at 50%, and Smithtown Central School District’s graduation rate is well above that requirement, the mandated rate will eventually increase, and the district is committed to offering all of its students every opportunity to graduate with a high school diploma.

Although the number of credits required for a diploma remains the same (22 credits), there has also been a recent increase in the number of mathematics Regents examinations a student must pass in order to receive a diploma. With the change in state curriculum from Mathematics A and B to Integrated Algebra, Geometry, and Algebra2/Trigonometry, students taking the new sequence of courses now have to pass three Regents Examinations in mathematics. Again, this increase in requirements puts additional demands on our support services and, by extension, our education space.

3.2.4.2 **Enrollment and Demographic Trends**

Enrollment at the two high schools is increasing. High School East's population is expected to hold steady through the 2009/2010 school year and then increase to its highest enrollment by 2011/2012 before beginning a slow decline. High School West's population is increasing more substantially and is expected to reach its highest enrollment in 2012/2013 before slowly decreasing. Both buildings are expected to be able to house their peak enrollments.

3.2.4.3 **2008-2018 Considerations**

Each high school houses 13 computer labs of varying sizes. Each also houses one Distance Learning Lab, which contains approximately 10 computers around the perimeter and 17 student desks in the center as well as a Tandberg Presenter Video Conferencing System, which consists of a large screen, a camera, and a microphone, which facilitate interaction between the teacher in one location and the students at the remote location. These facilities make distance learning possible when there are not enough students at one high school to make running a course practical. It allows a merging of students from both high schools under the instruction of one teacher plus the assistance of a computer lab assistant and a teacher aide at the remote location.

When the distance learning lab is not in use by high school students, it hosts Virtual Field Trips (VFT's) for our elementary students.

As was previously stated in the middle school section, 21st century assessments and learning standards increasingly focus on such areas as technology and information literacy, global awareness, inventive thinking, collaboration, creative problem-solving and life and career skills. In order to prepare our students for success, teachers will need appropriate training and equipment to deliver 21st century skill instruction. Bringing technology to the point of instruction, as with laptops and interactive whiteboards, makes it an integral part of daily activities.

Future considerations for creating 21st century learning environments should include the following:

- More classroom computers and computer lab stations
- Increased access to interactive white boards
- Increased use of science probes and other data-gathering devices
- Video-conferencing/Virtual Field Trips (VFT's) from the classroom
- Collaborative curriculum projects with classrooms in remote locations (ex. other schools, other states, and other countries)
- Experiential learning

The housing impact of these considerations will change with the technology. Adding computer labs requires reallocating and wiring existing classroom spaces, which will not be immediately available due to enrollment. Adding laptop carts is one way to increase computer availability. Moving more technology into the classroom brings information-gathering and –creating to the point of instruction and is essential for our students to be competitive in a global economy. The district will continue to look at emerging technologies and how they can be used to maximize our existing instructional spaces while simultaneously expanding our students’ learning experiences.

3.3 **Configurations**

As was the part of the analysis of the Citizen’s Advisory Committee Report from April 1999 the district is configured with three middle schools and two high schools. This configuration, with their respective attendance patterns, is currently servicing the students and the community well. The secondary buildings are meeting the needs of the curriculum as well as athletics and co-curricular offerings.

4.0 **Conclusions and Recommendations**

4.1 **Reflection on the Facilities Required to Effectively Provide the Educational Program**

When one analyzes the demography of the Smithtown Central School District in 2008 as compared to the studies done in the 80’s and 90’s there are significant differences between then and now. First, when considering the district’s ability to house its student population it is important to consider not only existing homes, but also the availability of undeveloped land for future homes. In the 80’s there were many acres of land yet to be developed. Today, the district is almost saturated. Although small tracts of land still exist for development, the majority of houses have been built and occupied. Secondly, the issues regarding program have shifted considerably as detailed in this report. Increased testing and graduation requirements, along with technology, have changed the focus and sharpened the accountability of the district to provide an appropriate educational program.

Current building utilization does appear to be providing the students with equal educational opportunities across the district. Five of our elementary schools are currently running at or near capacity – Tackan, Mount Pleasant, Branch Brook, Dogwood and Accomsett. The remaining elementary schools – Smithtown, Mills Pond, St. James and Nesconset – have some discretionary space with Nesconset Elementary currently under-enrolled due to the failure of the “Green Property,” Hamlet Woods Development, of 167 homes to build. However, the discretionary space at Nesconset may be needed to relieve Mt. Pleasant, Branch Brook and possibly Tackan Elementary schools. As the 10 portable classrooms currently in use come off-line the discretionary spaces will become necessary to house students and program. This emphasizes the need to maintain the geographic and demographic cohort/moving up patterns.

The elementary schools also contain sufficient space to house the Special Education department’s self-contained classrooms in their respective cohort configurations.

After reviewing all of the data, the Committee is recommending that as space and/or staffing becomes available at the elementary level the district consider the following:

- Maintain existing elementary geographic and demographic cohort/moving up patterns
- Increase the availability of additional computer labs with distance learning and virtual field trip capabilities
- Increase the availability of computer carts
- Allow for flexible spaces that can be used to enhance program through such offerings as science labs, Response to Intervention services, and Languages Other Than English (LOTE)
- Increase Storage Facilities

Furthermore, the committee emphatically recommends that the Board of Education remain increasingly mindful of the ever changing landscape and features which impact our schools. The Board should maintain all 14 school buildings. As in the past, if enrollment were to drop significantly a building could be closed and rented but never again should we sell or demolish one of our schools. History has shown us the enrollment is a variable which will always be shifting, peaking, retreating and resurging and the cost of building additional school structures is becoming prohibitive.

The middle school data strongly suggests that our middle schools are going to be at or near capacity for the foreseeable future. The current middle school program meets all state and federal requirements and is consistent with the current middle school philosophy which supports teaming. As space becomes available, it is expected that technology and remedial (AIS and RtI) needs will require more flexible spaces than currently in use. The middle school attendance areas cannot be and should not be adjusted at this time. The current patterns are adequately servicing the needs of the students.

The high schools are currently able to offer equivalent academic and co-curricular experiences for the students. The concept of one high school with two campuses is supported on a daily basis. There was a concern that High School East might experience some difficulty housing all of the students when it reaches its highest enrollment. A classroom utilization study conducted in the spring of 2008 concluded that HS East does have sufficient classrooms and that the needs of the student body will be met. Again, the data indicates that the attendance area patterns must remain so as not to overwhelm either facility.

At both the middle and high school levels, additional storage space is needed.

4.2 Community Wishes with Respect to Program

The Committee realizes a strong school system adds value and pride to the Smithtown community. The CAC recommends that the Board of Education make every effort to maintain the educational program as it currently exists and to enhance where possible as space and staffing become available (i.e., reinstate 4th grade music). Having a school district capable of preparing our children for the 21st century is both necessary and vital.

4.3 Recommendation to Study Buffer Zone Concept

The CAC advises that the Board of Education commence a study of the buffer zone concept as an alternative to traditional redistricting. Gathering data now will enable the district to study and assess the potential impact of this concept.

4.4 Recommendation to Reconvene the CAC in Two Years

The Committee recommends that due to the current fiscal and economic climate, the Board refrain from making any adjustments in attendance patterns at this time. However, the committee strongly urges the Board to reconvene the CAC on Instruction and Housing within two years to review all of the information, and to make recommendations, if appropriate.

APPENDIX

ACCOMPSETT, BRANCH BROOK, DOGWOOD, MILLS POND, MT. PLEASANT,
NESCONSET, SMITHTOWN, ST. JAMES, TACKAN
ELEMENTARY SCHOOLS

HOUSING COMMITTEE REPORT

Developed by Jeanne Kull, Ireen Westrack, Molly Micciche, Arlene Wild, Diane Trupia,
Janine Lavery, Paul Graf, Mary Grace Lynch, Allyn Leeds

ELEMENTARY SCHOOL PROGRAM

OVERVIEW

The Elementary School Program in the Smithtown Central School District is a comprehensive K-5 program, which emphasizes a core academic curriculum that meets New York State standards. The focus is on the whole child with teachers responsible to address the academic, social, and emotional needs of their students.

All nine elementary schools provide a supportive school environment with diverse learning opportunities. Students have numerous opportunities to maximize their academic potential as they prepare to become good citizens and members of a global society. All students receive instruction in English Language Arts, Mathematics, Science, Social Studies, Music, Physical Education, Health, Art, Library Science, and Technology. In addition, targeted populations receive Enrichment, English as a Second Language, and/or Academic Intervention Services. Our elementary schools also provide special education services and placements in the least restrictive environment. Additionally, we offer an array of academic interventions which include: Multi-Sensory Instruction, Early Literacy Intervention (ELI), Leveled Literacy Intervention (LLI) and Handwriting Without Tears.

SPECIAL EDUCATION

The Elementary Special Education Program works in conjunction with the Committee on Special Education to provide an appropriate education in the least restrictive environment for each student based on academic, social, emotional, and physical needs. The continuum of placement options range from consultant teacher and resource room services to integrated and self-contained classes. In addition, students with disabilities may require related services, which include the following: speech and language, occupational therapy, physical therapy, adaptive physical education, social work counseling services, psychological services, vision services, and hearing impaired services.

ENGLISH LANGUAGE LEARNERS

The English as a Second Language Program provides support for our identified English Language Learners. This program is designed to help limited English proficient students attain communicative and linguistic competence in the English language. Intensive English language instruction is provided through the four major linguistic skills (listening, speaking, reading and writing) on four instructional levels (beginner, intermediate, advanced, and transitional).

ACADEMIC INTERVENTION SERVICES

Reading Teachers and Academic Intervention Service Tutors, certified teachers, provide additional push-in or pull-out instruction, remediation, and/or support to students who are at risk or have not met the minimum standards on any of the NYS assessments in English Language Arts, Social Studies, Mathematics, and/or Science.

SCHOOL PSYCHOLOGISTS AND SOCIAL WORKERS

Depending on student enrollments and special education programs, each elementary school is staffed with a part-time or full-time school psychologist and social worker. They assist students, parents, faculty, and support staff to address social and emotional issues which impact learning. School psychologists and social workers meet with students individually and in large and small groups. They serve on building level Instructional Support Teams, Crisis Intervention Teams, and attend Committee on Special Education meetings. School psychologists and social workers are instrumental in addressing students' behavioral needs through observation, planning, and implementation of behavior plans.

FACILITIES AND ENROLLMENT

Currently, the Smithtown Central School District includes nine elementary schools with varied student enrollments and building capacities. In 2000, the voter approved Bond Referendum provided elementary facilities to accommodate full-day kindergarten. Schools were renovated to essentially accommodate twice as many kindergarten classes as they had in years past. As we expand the use of technology (e.g. computer labs, computer projectors, laptop carts, and SMARTBoards) and increase pre-referral support services as the result of Response to Intervention (RTI) mandates, the need for additional instructional spaces is on the rise. Although enrollment projections predict that we have reached our maximums and are beginning to level off, many of our elementary buildings will be faced with physical space challenges now and in the future. In addition, storage space is virtually non-existent at the elementary level as buildings are not equipped with basements, attics, or sufficient closet space.

Current room utilization at the nine elementary schools is as follows:

(* Please note that the charts are arranged according to Moving-Up patterns.)

2/8/2008 (2)

APPENDIX B1

HOUSING SURVEY--2008		
Smithtown HSW		
Accompsett MS		
FULL SIZED ROOMS	Accompsett	Smithtown
Classrooms	35	28 (2SC)
Computer Lab	1	1
Art	1	1
Music	2	1
Resource Room	1	1
Enrichment	1 w/Instrumental	1
OT/PT	-	1
ELL	-	-
AIS	-	1
Faculty Room	-	-
Other (Indicate use)	1-Music/Art	-
TOTAL FULL SIZE	42	35
INSTRUCTIONAL SUPPORT AREAS	Accompsett	Smithtown
Band/Orchestra/Music	-	2
Conf. Room	1	1
Cubby Room/Sm Office	-	-
ELL/OT/PT	2	1
Enrichment	-	-
AIS	1	2
Psychologist/Soc. Wkr.	2	3
Reading	2	2
Resource Room	-	2
Science Lab	-	-
Speech/Teacher of Deaf	1	2
TOTAL INST. SUPP.	9	15
ADDITIONAL FACILITIES	Accompsett	Smithtown
Cafeteria	1	1
Faculty Room	1	1
Gym	1	2
Library	1	1
Nurse	1	1
Other (specifiy)	-	-
TOTAL ADDITIONAL FACILITIES	5	6

===== ACCOMPSETT ELEMENTARY SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017
 =====

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	125	117	118	110	123	121	118	117	116	115	113
FIRST	117	133	121	122	113	127	124	122	120	120	118
SECOND	159	117	133	121	122	113	126	124	122	120	120
THIRD	152	160	118	134	121	122	114	127	125	122	121
FOURTH	153	151	159	117	133	121	122	113	126	124	122
FIFTH	146	151	149	157	116	132	119	120	112	125	123
SP ED	0	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	852	830	798	760	728	735	724	723	721	726	716
% CHANGE		-2.6%	-3.8%	-4.7%	-4.3%	1.0%	-1.5%	-0.1%	-0.3%	0.7%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.

===== SMITHTOWN ELEMENTARY SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017
 =====

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	83	100	84	78	87	85	84	82	82	81	80
FIRST	108	87	101	85	79	88	87	85	84	83	82
SECOND	95	111	89	105	88	81	91	89	88	86	86
THIRD	98	97	113	91	106	89	83	93	91	89	88
FOURTH	95	101	100	117	94	110	92	86	96	94	92
FIFTH	109	94	100	99	116	93	109	91	85	95	93
SP ED	21	21	21	20	20	19	19	19	19	19	19
TOTAL K - 5	609	611	608	594	589	567	564	545	544	548	540
% CHANGE		0.3%	-0.3%	-2.4%	-0.8%	-3.9%	-0.4%	-3.4%	-0.2%	0.7%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.

HOUSING SURVEY--2008			
Smithtown HSE			
Nesquehokee MS			
FULL-SIZED ROOMS	Dogwood	Mills Pond	St. James
Classrooms	25** (3SC)	23	26 (2SC)
Computer Lab	1	1	1
Art	1	1	1
Music	2* w/ OT/PT	1	2
Resource Room	1	1	1
Enrichment	1* w/OT/PT	1-Enrich/ESL	1
OT/PT	-	-	-
ELL	-	-	1
AIS	2 w/ ELL	2 w/Reading	2
Faculty Room	1	-	-
Other (Indicate use)	-	-	Science Lab
TOTAL FULL SIZE	34	30	36
	*portables		
	**Includes 4 portables		
INSTRUCTIONAL SUPPORT AREAS	Dogwood	Mills Pond	St. James
Band/Orchestra/Music	-	1	-
Conf. Room	1	-	-
Cubby Room/Sm Office	-	-	3
ELL/OT/PT	-	1	1
Enrichment	-	-	-
AIS	-	-	4
Psychologist/Soc. Wkr.	2	2	2
Reading	1	-	1
Resource Room	-	-	2
Science Lab	-	1	-
Speech/Teacher of Deaf	3	1	2
TOTAL INST. SUPP.	7	6	15
ADDITIONAL FACILITIES	Dogwood	Mills Pond	St. James
Cafeteria	1	1	1
Faculty Room	-	1	1
Gym	1	1	2
Library	1	1	1
Nurse	1	1	1
Other (specify)	-	-	Multi-purpose
TOTAL ADDITIONAL FACILITIES	4	5	7

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DOGWOOD ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	63	66	67	62	69	68	67	66	66	65	64
FIRST	87	88	89	70	65	72	71	70	69	68	67
SECOND	79	86	67	68	69	64	71	70	69	68	67
THIRD	74	81	87	69	71	70	65	73	71	70	69
FOURTH	76	74	82	88	68	70	70	65	73	72	70
FIFTH	89	77	75	83	89	69	70	71	66	74	72
SP ED	26	26	26	25	24	24	24	23	23	24	23
TOTAL K - 5	494	477	472	463	453	437	438	438	437	440	434
% CHANGE		-3.5%	-1.0%	-2.0%	-2.1%	-3.6%	0.4%	-0.1%	-0.3%	0.7%	-1.4%

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MILLS POND ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	83	82	77	71	80	78	77	76	76	74	74
FIRST	85	89	84	78	73	82	80	79	77	77	76
SECOND	92	86	90	85	79	74	82	81	79	78	78
THIRD	75	92	86	90	84	79	73	82	81	79	78
FOURTH	87	76	93	87	91	86	80	75	83	82	80
FIFTH	89	88	77	94	88	92	87	81	75	84	83
SP ED	0	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	511	513	506	505	496	491	480	473	472	475	469
% CHANGE		0.3%	-1.3%	-0.2%	-1.9%	-1.0%	-2.2%	-1.4%	-0.3%	0.7%	-1.4%

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ST. JAMES ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	75	77	73	68	76	75	73	72	72	71	70
FIRST	78	75	77	72	67	75	74	73	71	71	70
SECOND	88	79	77	78	74	68	76	75	74	73	72
THIRD	103	93	84	81	83	78	72	81	80	78	77
FOURTH	93	86	96	87	84	85	81	75	84	82	81
FIFTH	101	92	85	96	86	83	85	80	74	83	82
SP ED	13	13	13	12	12	12	12	12	12	12	12
TOTAL K - 5	531	516	505	494	482	477	473	467	466	470	463
% CHANGE		-2.7%	-2.3%	-2.1%	-2.6%	-1.0%	-0.8%	-1.3%	-0.2%	0.8%	-1.4%

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Note: Totals may not add up to the sum of numbers due to rounding.

HOUSING SURVEY--2008				
Smithtown HSW		Smithtown HSE		
Great Hollow MS				
FULL SIZED ROOMS	Branch Brook	Mt. Pleasant	Nesconset	Tackan
Classrooms	21 (2SC)	26	18 (1SC)	27 (2SC)
Computer Lab	1	1	1	1
Art	1	1	1	1
Music	-	1	2*	1
Resource Room	-	1	1	-
Enrichment	-	-	1- w/PT	-
OT/PT	-	-	-	-
ELL	-	-	-	-
AIS	-	-	1	1
Faculty Room	-	-	-	-
Other (Indicate use)	-	1*-instrumental	1- Sci. Lab	-
TOTAL FULL SIZE	23	31	26	31
		*portable	*portables	
INSTRUCTIONAL SUPPORT AREAS	Branch Brook	Mt. Pleasant	Nesconset	Tackan
Band/Orchestra/Music	2	1	-	1
Conf. Room	-	-	1	1
Cubby Room/Sm Office	-	-	-	-
ELL/OT/PT	1	1	2	1
Enrichment	-	-	-	1
AIS	1	2	-	-
Psychologist/Soc. Wkr.	2	2	2	2
Reading	1	-	1	1
Resource Room	1	-	1	1
Science Lab	-	-	-	-
Speech/Teacher of Deaf	1	1	2	1
TOTAL INST. SUPP.	9	7	9	9
ADDITIONAL FACILITIES	Branch Brook	Mt. Pleasant	Nesconset	Tackan
Cafeteria	1	1	1	1
Faculty Room	1	1	1	1
Gym	1	1	1	1
Library	1 w/Enrichment/ELL	1 w/Enrichment/ELL	1	1
Nurse	1	1	1	1
Other (specify)	-	-	Block Building	-
TOTAL ADDITIONAL FACILITIES	5	5	6	5

BRANCH BROOK ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	73	64	68	63	71	69	68	67	67	66	65
FIRST	70	77	64	68	63	71	69	68	67	67	66
SECOND	84	73	80	67	70	65	73	72	70	69	69
THIRD	77	87	76	83	69	73	68	76	75	73	72
FOURTH	79	75	86	73	82	68	72	67	75	74	72
FIFTH	73	81	77	88	75	84	70	74	69	77	75
SP ED	20	20	20	19	19	19	18	18	18	18	18
TOTAL K - 5	476	477	470	461	449	449	439	442	440	444	438
% CHANGE		0.2%	-1.5%	-1.8%	-2.6%	0.0%	-2.4%	0.7%	-0.3%	0.8%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.

MT. PLEASANT ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	102	89	86	80	89	88	86	85	84	83	82
FIRST	96	111	96	92	85	95	94	92	90	90	89
SECOND	86	96	110	95	91	85	95	93	92	90	90
THIRD	111	87	97	113	97	93	86	96	95	93	92
FOURTH	94	117	92	102	119	102	97	91	101	99	98
FIFTH	90	97	118	94	104	120	103	99	92	103	101
SP ED	0	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	579	596	599	576	585	583	562	556	554	559	551
% CHANGE		3.0%	0.5%	-3.9%	1.6%	-0.4%	-3.7%	-1.0%	-0.3%	0.8%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.

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 NESCONSET ELEMENTARY SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017
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GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	56	50	50	46	52	51	50	49	49	48	48
FIRST	61	58	51	52	48	54	53	52	51	51	50
SECOND	52	61	58	52	52	48	54	53	52	51	51
THIRD	67	51	60	57	51	51	48	53	52	51	50
FOURTH	50	72	55	65	62	55	55	51	57	56	55
FIFTH	57	52	75	58	68	64	57	58	54	60	59
SP ED	12	12	12	11	11	11	11	11	11	11	11
TOTAL K - 5	355	356	362	341	344	335	328	327	326	329	324
% CHANGE		0.4%	1.6%	-5.8%	0.8%	-2.7%	-2.1%	-0.2%	-0.3%	0.9%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.
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 TACKAN ELEMENTARY SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017
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GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	94	90	84	78	88	86	84	83	83	82	81
FIRST	99	97	93	86	80	90	88	87	85	85	84
SECOND	85	98	95	92	86	79	89	87	86	84	84
THIRD	97	89	102	100	96	90	83	93	91	90	88
FOURTH	95	98	90	104	100	97	91	84	94	92	91
FIFTH	104	97	101	92	106	103	100	93	86	97	95
SP ED	20	20	20	19	19	19	18	18	18	18	18
TOTAL K - 5	594	589	585	572	575	563	553	545	544	548	540
% CHANGE		-0.8%	-0.7%	-2.4%	0.6%	-2.0%	-1.8%	-1.4%	-0.3%	0.8%	-1.4%

Note: Totals may not add up to the sum of numbers due to rounding.
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	Smithtown HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS	Great Neck HS
	21 (2SC)	26	18 (1SC)	27 (2SC)	35	28 (2SC)	25** (3SC)	23	26 (2SC)	23	26 (2SC)	23	26 (2SC)	23	26 (2SC)	23	26 (2SC)	23	26 (2SC)	23
Classrooms	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Computer Lab																				
Art	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Music																				
Resource Room																				
Enrichment																				
OT/PT																				
ELL																				
AIS																				
Faculty Room																				
Other (Indicate use)																				
TOTAL FULL SIZE	23	31	26	31	42	35	34	30	36	30	36	30	36	30	36	30	36	30	36	30
NSIP/OT/PT/ELL/Supp. Areas																				
Band/Orchestra/Music	2	1	-	1	-	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-
Conf. Room	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cubby Room/Sm Office	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/OT/PT	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Enrichment	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AIS	1	2	-	-	1	2	-	-	-	2	-	-	-	-	-	-	-	-	-	-
Psychologist/Soc. Wkr.	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2
Reading	1	-	1	1	2	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1
Resource Room	1	-	1	1	-	2	-	-	-	2	-	-	-	-	-	-	-	-	-	-
Science Lab	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Speech/T teacher of Deaf	1	1	2	1	1	2	3	1	2	1	2	3	1	1	2	1	2	1	2	1
TOTAL INST. SUPP.	9	7	9	9	9	15	7	6	15	6	15	7	6	15	6	15	7	6	15	6
ADDITIONAL FACILITIES																				
Cafeteria	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Faculty Room	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Gym	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1
Library	1 w/Enrichment/ELL	1 w/Enrichment/ELL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nurse	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other (specify)	-	-	Block Building	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADDITIONAL FACILITIES	5	5	6	5	5	6	4	5	7	5	7	4	5	7	5	7	4	5	7	5

CURRENT USAGE

2007 - 2008 Elementary School Room Utilization																		
	# Classrooms (K-5)					Art	Enrich	ELL	Learning Ctr (AIS)	Music	Reading	Resource/Speech	Library	Computer Lab	Science Lab/Smartboards	Other	Total # of Full Size Classrooms in Use	
	K	1	2	3	4													5
Accompsett	5	5	7	6	6	0	2	1	0	0	2	0	1	1	1	0	0	43
Branch Brook	3	3	4	3	3	2	1	0	0	1	0	0	1	1	1	0	0	25
Dogwood	3	4	4	3	4	3	1	1	0	2	2	0	1	1	1	0	0	34
Mills Pond	4	4	4	3	4	4	0	1	1*	0	1	1	1	1	1	1	0	31
Mt. Pleasant	5	4	4	5	4	4	0	1	0	0	1	0	1	1	1	0	0	31
Nesconset	3	3	3	3	2	3	1	1	1	0	1	2**	0	1	1	1	0	25
St. James	4	4	4	4	4	2	1	1	1	2	2	1	1	1	1	1	1	39
Smithtown	4	5	4	4	4	5	2	1	1	0	1	0	1	1	1	0	1	36
Tackan	4	4	4	4	4	4	2	1	0	0	1	0	1	1	1	0	1	32
Totals	35	36	38	35	35	37	12	10	5	1	9	10	2	7	9	3	3	296

Portable Classrooms: Dogwood - 3 (used for Art, Music, Band/Orchestra) ; Mt. Pleasant - 1 (used for Music);**Nesconset - 2 (used for music)

*Mills Pond - 1 classroom shared Enrichment and ESL (also houses Smartboard)

***Includes Psychologist, Social Worker, Speech/Teacher of the Deaf, Resource Room

Gyms - all elementary schools have one, except for St. James and Smithtown which have two

Special Education	
Self Contained	Resource Room
0	1
2	0
3	1
0	0
0	1
1	1
2	1
2	1
2	0
12	6

Less than full size used for other purposes***

SMITHTOWN CENTRAL SCHOOL DISTRICT
 PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	754	736	706	656	734	721	707	697	694	685	676
FIRST	801	794	756	725	673	754	740	726	715	713	703
SECOND	820	807	800	761	730	678	759	745	731	720	718
THIRD	834	837	824	817	777	745	692	775	760	746	735
FOURTH	822	850	853	840	833	792	760	706	790	775	761
FIFTH	858	830	858	861	848	841	800	767	713	797	783
SIXTH	928	888	859	888	891	877	870	827	794	737	825
SEVENTH	903	932	891	862	892	895	880	873	831	797	740
EIGHTH	883	904	932	892	863	892	895	881	874	831	798
NINTH	810	876	897	925	885	856	885	888	874	867	825
TENTH	760	812	878	899	928	887	858	888	891	877	869
ELEVENTH	769	759	811	877	898	926	886	857	886	889	875
TWELFTH	806	778	768	821	888	909	937	897	867	897	900
SP ED	112	111	110	107	105	104	102	101	101	102	100
TOTAL K - 12	10,860	10,914	10,944	10,931	10,944	10,877	10,773	10,628	10,521	10,434	10,308
% CHANGE		0.5%	0.3%	-0.1%	0.1%	-0.6%	-1.0%	-1.3%	-1.0%	-0.8%	-1.2%

Note: Totals may not add up to the sum of numbers due to rounding.

SMITHTOWN CENTRAL SCHOOL DISTRICT
 PROJECTED DISTRICT ENROLLMENT BY GRADE CONFIGURATION:

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	754	736	706	656	734	721	707	697	694	685	676
FIRST	801	794	756	725	673	754	740	726	715	713	703
SECOND	820	807	800	761	730	678	759	745	731	720	718
THIRD	834	837	824	817	777	745	692	775	760	746	735
FOURTH	822	850	853	840	833	792	760	706	790	775	761
FIFTH	858	830	858	861	848	841	800	767	713	797	783
SP ED	112	111	110	107	105	104	102	101	101	102	100
TOTAL K - 5	5,001	4,966	4,907	4,767	4,701	4,635	4,560	4,517	4,505	4,538	4,475
% CHANGE		-0.7%	-1.2%	-2.9%	-1.4%	-1.4%	-1.6%	-1.0%	-0.3%	0.7%	-1.4%
SIXTH	928	888	859	888	891	877	870	827	794	737	825
SEVENTH	903	932	891	862	892	895	880	873	831	797	740
EIGHTH	883	904	932	892	863	892	895	881	874	831	798
TOTAL 6 - 8	2,714	2,723	2,682	2,642	2,645	2,664	2,646	2,582	2,498	2,365	2,363
% CHANGE		0.3%	-1.5%	-1.5%	0.1%	0.7%	-0.7%	-2.4%	-3.2%	-5.3%	-0.1%
NINTH	810	876	897	925	885	856	885	888	874	867	825
TENTH	760	812	878	899	928	887	858	888	891	877	869
ELEVENTH	769	759	811	877	898	926	886	857	886	889	875
TWELFTH	806	778	768	821	888	909	937	897	867	897	900
TOTAL 9 - 12	3,145	3,225	3,354	3,522	3,598	3,578	3,567	3,530	3,519	3,530	3,470
% CHANGE		2.6%	4.0%	5.0%	2.2%	-0.6%	-0.3%	-1.0%	-0.3%	0.3%	-1.7%
TOTAL K - 12	10,860	10,914	10,944	10,931	10,944	10,877	10,773	10,628	10,521	10,434	10,308
% CHANGE		0.5%	0.3%	-0.1%	0.1%	-0.6%	-1.0%	-1.3%	-1.0%	-0.8%	-1.2%

Note: Totals may not add up to the sum of numbers due to rounding

ACCOMPSETT ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max											
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
current											
KINDERGARTEN	125	117	118	110	123	121	118	117	116	115	113
sections	5	5	5	5	5	5	5	5	5	5	5
section size	25.0	23.4	23.6	22.0	24.6	24.2	23.6	23.4	23.2	23.0	22.6
FIRST	117	133	121	122	113	127	124	122	120	120	118
sections	5	6	5	5	5	6	5	5	5	5	5
section size	23.4	22.2	24.2	24.4	22.6	21.2	24.8	24.4	24.0	24.0	23.6
SECOND	159	117	133	121	122	113	126	124	122	120	120
sections	7	5	6	5	5	5	6	5	5	5	5
section size	22.7	23.4	22.2	24.2	24.4	22.6	21.0	24.8	24.4	24.0	24.0
THIRD	152	160	118	134	121	122	114	127	125	122	121
sections	6	7	5	6	5	5	5	5	5	5	5
section size	25.3	22.9	23.6	22.3	24.2	24.4	22.8	25.4	25.0	24.4	24.2
FOURTH	153	151	159	117	133	121	122	113	126	124	122
sections	6	6	6	5	5	5	5	5	5	5	5
section size	25.5	25.2	26.5	23.4	26.6	24.2	24.4	22.6	25.2	24.8	24.4
FIFTH	146	151	149	157	116	132	119	120	112	125	123
sections	6	6	6	6	5	5	5	5	5	5	5
section size	24.3	25.2	24.8	26.2	23.2	26.4	23.8	24.0	22.4	25.0	24.6
SP ED	0	0	0	0	0	0	0	0	0	0	0
sections											
section size											
TOTAL ENROLL	852	830	798	760	728	735	724	723	721	726	716
Total sections/rooms	35	35	33	32	30	31	31	30	30	30	30
Avg section size	24.4	23.7	24.2	23.8	24.3	23.8	23.4	24.1	24.0	24.2	23.9

BRANCH BROOK ELEMENTARY SCHOOL												
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max												
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	
current												
KINDERGARTEN	73	64	68	63	71	69	68	67	67	66	65	
sections	3	3	3	3	3	3	3	3	3	3	3	
section size	24.3	21.3	22.7	21.0	23.7	23.0	22.7	22.3	22.3	22.0	21.7	
FIRST	70	77	64	68	63	71	69	68	67	67	66	
sections	3	4	3	3	3	3	3	3	3	3	3	
section size	23.3	19.3	21.3	22.7	21.0	23.7	23.0	22.7	22.3	22.3	22.0	
SECOND	84	73	80	67	70	65	73	72	70	69	69	
sections	4	3	4	3	3	3	3	3	3	3	3	
section size	21.0	24.3	20.0	22.3	23.3	21.7	24.3	24.0	23.3	23.0	23.0	
THIRD	77	87	76	83	69	73	68	76	75	73	72	
sections	3	4	3	4	3	3	3	3	3	3	3	
section size	25.7	21.8	25.3	20.8	23.0	24.3	22.7	25.3	25.0	24.3	24.0	
FOURTH	79	75	86	73	82	68	72	67	75	74	72	
sections	3	3	4	3	4	3	3	3	3	3	3	
section size	26.3	25.0	21.5	24.3	20.5	22.7	24.0	22.3	25.0	24.7	24.0	
FIFTH	73	81	77	88	75	84	70	74	69	77	75	
sections	3	4	3	4	3	4	3	3	3	3	3	
section size	24.3	20.3	25.7	22.0	25.0	21.0	23.3	24.7	23.0	25.7	25.0	
SP ED	20	20	20	19	19	19	18	18	18	18	18	
sections	2	2	2	2	2	2	2	2	2	2	2	
section size	10.0	10.0	10.0	9.5	9.5	9.5	9.0	9.0	9.0	9.0	9.0	
TOTAL ENROLL	476	477	470	461	449	449	439	442	440	444	438	
Total sections/rooms	21	23	22	22	21	21	20	20	20	20	20	
Avg section size	24.2	22.0	22.8	22.2	22.8	22.7	23.3	23.6	23.5	23.7	23.3	

DOGWOOD ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
current											
KINDERGARTEN	63	66	67	62	69	68	67	66	66	65	64
sections	3	3	3	3	3	3	3	3	3	3	3
section size	21.0	22.0	22.3	20.7	23.0	22.7	22.3	22.0	22.0	21.7	21.3
FIRST	87	68	69	70	65	72	71	70	69	68	67
sections	4	3	3	3	3	3	3	3	3	3	3
section size	21.8	22.7	23.0	23.3	21.7	24.0	23.7	23.3	23.0	22.7	22.3
SECOND	79	86	67	68	69	64	71	70	69	68	67
sections	4	4	3	3	3	3	3	3	3	3	3
section size	19.8	21.5	22.3	22.7	23.0	21.3	23.7	23.3	23.0	22.7	22.3
THIRD	74	81	87	68	69	70	65	73	71	70	69
sections	3	4	4	3	3	3	3	3	3	3	3
section size	24.7	20.3	21.8	22.7	23.0	23.3	21.7	24.3	23.7	23.3	23.0
FOURTH	76	74	82	88	68	70	70	65	73	72	70
sections	4	3	4	4	3	3	3	3	3	3	3
section size	19.0	24.7	20.5	22.0	22.7	23.3	23.3	21.7	24.3	24.0	23.3
FIFTH	89	77	75	83	89	69	70	71	66	74	72
sections	4	3	3	4	4	3	3	3	3	3	3
section size	22.3	25.7	25.0	20.8	22.3	23.0	23.3	23.7	22.0	24.7	24.0
SP ED	26	26	26	25	24	24	24	23	23	24	23
sections	3	3	3	3	3	3	3	3	3	3	3
section size	8.7	8.7	8.7	8.3	8.0	8.0	8.0	7.7	7.7	8.0	7.7
TOTAL ENROLL	494	477	472	463	453	437	438	438	437	440	434
Total sections/rooms	25	23	23	23	22	21	21	21	21	21	21
Avg section size	21.4	22.8	22.5	22.0	22.6	22.9	23.0	23.1	23.0	23.2	22.7

MILLS POND ELEMENTARY SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
KINDERGARTEN	83	82	77	71	80	78	77	76	76	74	74
sections	4	4	4	3	4	4	4	4	4	3	3
section size	20.8	20.5	19.3	23.7	20.0	19.5	19.3	19.0	19.0	24.7	24.7
FIRST	85	89	84	78	73	82	80	79	77	77	76
sections	4	4	4	4	3	4	4	4	4	4	4
section size	21.3	22.3	21.0	19.5	24.3	20.5	20.0	19.8	19.3	19.3	19.0
SECOND	92	86	90	85	79	74	82	81	79	78	78
sections	4	4	4	4	4	3	4	4	4	4	4
section size	23.0	21.5	22.5	21.3	19.8	24.7	20.5	20.3	19.8	19.5	19.5
THIRD	75	92	86	90	84	79	73	82	81	79	78
sections	3	4	4	4	4	4	3	4	4	4	4
section size	25.0	23.0	21.5	22.5	21.0	19.8	24.3	20.5	20.3	19.8	19.5
FOURTH	87	76	93	87	91	86	80	75	83	82	80
sections	4	3	4	4	4	4	3	3	4	4	3
section size	21.8	25.3	23.3	21.8	22.8	21.5	26.7	25.0	20.8	20.5	26.7
FIFTH	89	88	77	94	88	92	87	81	75	84	83
sections	4	4	3	4	4	4	4	4	3	4	4
section size	22.3	22.0	25.7	23.5	22.0	23.0	21.8	20.3	25.0	21.0	20.8
SP ED	0	0	0	0	0	0	0	0	0	0	0
sections											
section size											
TOTAL ENROLL	511	513	506	505	496	491	480	473	472	475	469
Total sections/rooms	23	23	23	23	23	23	22	23	23	23	22
Avg section size	22.3	22.4	22.2	22.0	21.6	21.5	22.1	20.8	20.7	20.8	21.7

MOUNT PLEASANT ELEMENTARY SCHOOL												
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 .max												
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	
KINDERGARTEN	current											
sections	102	89	86	80	89	88	86	85	84	83	82	
section size	5	4	4	4	4	4	4	4	4	4	4	
	20.4	22.3	21.5	20.0	22.3	22.0	21.5	21.3	21.0	20.8	20.5	
FIRST												
sections	96	111	96	92	85	95	94	92	90	90	89	
section size	4	5	4	4	4	4	4	4	4	4	4	
	24.0	22.2	24.0	23.0	21.3	23.8	23.5	23.0	22.5	22.5	22.3	
SECOND												
sections	86	96	110	95	91	85	95	93	92	90	90	
section size	4	4	5	4	4	4	4	4	4	4	4	
	21.5	24.0	22.0	23.8	22.8	21.3	23.8	23.3	23.0	22.5	22.5	
THIRD												
sections	111	87	97	113	97	93	86	96	95	93	92	
section size	5	4	4	5	4	4	4	4	4	4	4	
	22.2	21.8	24.3	22.6	24.3	23.3	21.5	24.0	23.8	23.3	23.0	
FOURTH												
sections	94	117	92	102	119	102	97	91	101	99	98	
section size	4	5	4	4	5	4	4	4	4	4	4	
	23.5	23.4	23.0	25.5	23.8	25.5	24.3	22.8	25.3	24.8	24.5	
FIFTH												
sections	90	97	118	94	104	120	103	99	92	103	101	
section size	4	4	5	4	4	5	4	4	4	4	4	
	22.5	24.3	23.6	23.5	26.0	24.0	25.8	24.8	23.0	25.8	25.3	
SP ED	0	0	0	0	0	0	0	0	0	0	0	
sections												
section size												
TOTAL ENROLL	579	596	599	576	585	583	562	556	554	559	551	
Total sections/rooms	26	26	26	25	25	25	24	24	24	24	24	
Avg section size	22.4	23.0	23.1	23.1	23.4	23.3	23.4	23.2	23.1	23.3	23.0	

```

=====
NESCONSET ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max
=====
GRADE      Oct-07  Oct-08  Oct-09  Oct-10  Oct-11  Oct-12  Oct-13  Oct-14  Oct-15  Oct-16  Oct-17
=====
KINDERGARTEN
sections   56      50      50      46      52      51      50      49      49      48      48
section size  3.3     3.3     3.3     2.2     3.3     3.3     3.3     2.2     2.2     2.2     2.2
          18.7    16.7    16.7    23.0    17.3    17.0    16.7    24.5    24.5    24.0    24.0
=====
FIRST
sections   61      58      51      52      48      54      53      52      51      51      50
section size  3.3     3.3     3.3     3.3     2.2     3.3     3.3     3.3     3.3     3.3     3.3
          20.3    19.3    17.0    17.3    24.0    18.0    17.7    17.3    17.0    17.0    16.7
=====
SECOND
sections   52      61      58      52      52      48      54      53      52      51      51
section size  3.3     3.3     3.3     3.3     3.3     2.2     3.3     3.3     3.3     3.3     3.3
          17.3    20.3    19.3    17.3    17.3    24.0    18.0    17.7    17.3    17.0    17.0
=====
THIRD
sections   67      51      60      57      51      51      48      53      52      51      50
section size  2.2     2.2     3.3     3.3     2.2     2.2     2.2     3.3     3.3     2.2     2.2
          22.3    25.5    20.0    19.0    25.5    25.5    24.0    17.7    17.3    25.5    25.0
=====
FOURTH
sections   50      72      55      65      62      55      55      51      57      56      55
section size  2.3     3.3     3.3     3.3     3.3     3.3     3.3     2.2     3.3     3.3     3.3
          25.0    24.0    18.3    21.7    20.7    18.3    18.3    25.5    19.0    18.7    18.3
=====
FIFTH
sections   57      52      75      58      68      64      57      58      54      60      59
section size  1.9     2.6     25.0    19.3    22.7    21.3    19.0    19.3    27.0    20.0    19.7
          19.0    26.0    25.0    19.3    22.7    21.3    19.0    19.3    27.0    20.0    19.7
=====
SP ED
sections   12      12      12      11      11      11      11      11      11      11      11
section size  1.1     1.1     1.1     1.1     1.1     1.1     1.1     1.1     1.1     1.1     1.1
          12.0    12.0    12.0    11.0    11.0    11.0    11.0    11.0    11.0    11.0    11.0
=====
TOTAL ENROLL
Total sections/rooms  355      356      362      341      344      335      328      327      326      329      324
Avg section size      18      17      19      18      17      17      18      17      17      17      17
          20.4    22.0    19.4    19.6    21.3    20.7    18.9    20.3    20.4    20.4    20.1
=====

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=====
SAINT JAMES ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max
=====
GRADE      Oct-07  Oct-08  Oct-09  Oct-10  Oct-11  Oct-12  Oct-13  Oct-14  Oct-15  Oct-16  Oct-17
=====
KINDERGARTEN
sections   75      77      73      68      76      75      73      72      72      71      70
section size  4      4      3      3      4      4      3      3      3      3      3
18.8      19.3      24.3      22.7      19.0      18.8      24.3      24.0      24.0      23.7      23.3
=====
FIRST
sections   78      75      77      72      67      75      74      73      71      71      70
section size  4      4      4      3      3      4      3      3      3      3      3
19.5      18.8      19.3      24.0      22.3      18.8      24.7      24.3      23.7      23.7      23.3
=====
SECOND
sections   88      79      77      78      74      68      76      75      74      73      72
section size  4      4      4      4      3      3      4      4      3      3      3
22.0      19.8      19.3      19.5      24.7      22.7      19.0      18.8      24.7      24.3      24.0
=====
THIRD
sections   83      93      84      81      83      78      72      81      80      78      77
section size  4      4      4      4      4      4      3      4      4      4      4
20.8      23.3      21.0      20.3      20.8      19.5      24.0      20.3      20.0      19.5      25.7
=====
FOURTH
sections   93      86      96      87      84      85      81      75      84      82      81
section size  4      4      4      4      4      4      4      3      4      4      4
23.3      21.5      24.0      21.8      21.0      21.3      20.3      25.0      21.0      20.5      20.3
=====
FIFTH
sections   101     92      85      96      86      83      85      80      74      83      82
section size  4      4      4      4      4      4      4      3      3      4      4
25.3      23.0      21.3      24.0      21.5      20.8      21.3      26.7      24.7      20.8      20.5
=====
SP ED
sections   13      13      13      12      12      12      12      12      12      12      12
section size  2      2      2      2      2      2      2      2      2      2      2
6.5      6.5      6.5      6.0      6.0      6.0      6.0      6.0      6.0      6.0      6.0
=====
TOTAL ENROLL
Total sections/rooms  531     516     505     494     482     477     473     467     466     470     463
Avg section size     26      26      25      24      24      25      23      22      22      23      22
21.6      20.9      21.5      22.0      21.5      20.3      22.3      23.2      23.0      22.1      22.8
=====

```

SMITHTOWN ELEMENTARY SCHOOL												
SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max												
PROJECTED ENROLLMENT: 2008 THROUGH 2017												
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	
current												
KINDERGARTEN	83	100	84	78	87	85	84	82	82	81	80	
sections	4	4	4	4	4	4	4	4	4	4	4	
section size	20.8	25.0	21.0	19.5	21.8	21.3	21.0	20.5	20.5	20.3	20.0	
FIRST	108	87	101	85	79	88	87	85	84	83	82	
sections	5	4	5	4	4	4	4	4	4	4	4	
section size	21.6	21.8	20.2	21.3	19.8	22.0	21.8	21.3	21.0	20.8	20.5	
SECOND	95	111	89	105	88	81	91	89	88	86	86	
sections	4	5	4	5	4	4	4	4	4	4	4	
section size	23.8	22.2	22.3	21.0	22.0	20.3	22.8	22.3	22.0	21.5	21.5	
THIRD	98	97	113	91	106	89	83	93	91	89	88	
sections	4	4	5	4	5	4	4	4	4	4	4	
section size	24.5	24.3	22.6	22.8	21.2	22.3	20.8	23.3	22.8	22.3	22.0	
FOURTH	95	101	100	117	94	110	92	86	96	94	92	
sections	4	4	4	5	4	5	4	4	4	4	4	
section size	23.8	25.3	25.0	23.4	23.5	22.0	23.0	21.5	24.0	23.5	23.0	
FIFTH	109	94	100	99	116	93	109	91	85	95	93	
sections	5	4	4	4	5	4	5	4	4	4	4	
section size	21.8	23.5	25.0	24.8	23.2	23.3	21.8	22.8	21.3	23.8	23.3	
SP ED	21	21	21	20	20	19	19	19	19	19	19	
sections	2	2	2	2	2	2	2	2	2	2	2	
section size	10.5	10.5	10.5	10.0	10.0	9.5	9.5	9.5	9.5	9.5	9.5	
TOTAL ENROLL	609	611	608	594	589	567	564	545	544	548	540	
Total sections/rooms	28	27	28	28	28	27	27	26	26	26	26	
Avg section size	22.7	23.7	22.7	22.1	21.9	21.8	21.8	21.9	21.9	22.0	21.7	

TACKAN ELEMENTARY SCHOOL												
PROJECTED ENROLLMENT: 2008 THROUGH 2017 SECTIONAL ANALYSIS, Grades K - 2 = 25 max; Grade 3 = 26, Grades 4 - 5 = 27 max												
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	
KINDERGARTEN	current											
sections	94	90	84	78	88	86	84	83	83	82	81	
section size	4	4	4	4	4	4	4	4	4	4	4	
	23.5	22.5	21.0	19.5	22.0	21.5	21.0	20.8	20.8	20.5	20.3	
FIRST												
sections	99	97	93	86	80	90	88	87	85	85	84	
section size	4	4	4	4	4	4	4	4	4	4	4	
	24.8	24.3	23.3	21.5	20.0	22.5	22.0	21.8	21.3	21.3	21.0	
SECOND												
sections	85	98	95	92	86	79	89	87	86	84	84	
section size	4	4	4	4	4	4	4	4	4	4	4	
	21.3	24.5	23.8	23.0	21.5	19.8	22.3	21.8	21.5	21.0	21.0	
THIRD												
sections	97	89	102	100	96	90	83	93	91	90	88	
section size	4	4	4	4	4	4	4	4	4	4	4	
	24.3	22.3	25.5	25.0	24.0	22.5	20.8	23.3	22.8	22.5	22.0	
FOURTH												
sections	95	98	90	104	100	97	91	84	94	92	91	
section size	4	4	4	4	4	4	4	4	4	4	4	
	23.8	24.5	22.5	26.0	25.0	24.3	22.8	21.0	23.5	23.0	22.8	
FIFTH												
sections	104	97	101	92	106	103	100	93	86	97	95	
section size	4	4	4	4	4	4	4	4	4	4	4	
	26.0	24.3	25.3	23.0	26.5	25.8	25.0	23.3	21.5	24.3	23.8	
SP ED												
sections	20	20	20	19	19	19	18	18	18	18	18	
section size	2	2	2	2	2	2	2	2	2	2	2	
	10.0	10.0	10.0	9.5	9.5	9.5	9.0	9.0	9.0	9.0	9.0	
TOTAL ENROLL	594	589	585	572	575	563	553	545	544	548	540	
Total sections/rooms	26	26	26	26	26	26	26	26	26	26	26	
Avg section size	23.9	23.7	23.5	23.0	23.2	22.7	22.3	22.0	21.9	22.1	21.8	

SMITHTOWN FRESHMAN CAMPUS (renamed as ACCOMPSETT MIDDLE SCHOOL after 2005)
 HISTORICAL ENROLLMENT: 1997 THROUGH 2007

GRADE	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07
SIXTH	0	0	0	0	0	0	0	0	247	283	260
SEVENTH	0	0	0	0	0	0	0	0	228	249	280
EIGHTH	0	0	0	0	0	0	0	0	230	230	246
NINTH	580	605	590	657	657	699	750	805	0	0	0
TOTAL	580	605	590	657	657	699	750	805	705	762	786
% CHANGE		4.3%	-2.5%	11.4%	0.0%	6.4%	7.3%	7.3%	-12.4%	8.1%	3.1%

MIGRATION	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	AVERAGE

	5-6	6-7	7-8
District Migration	103.5%	99.9%	99.8%

EFFECTIVE 2005/06 -- FEEDER SCHOOLS= ACCOMPSETT ELEMENTARY SCHOOL & SMITHTOWN ELEMENTARY SCHOOL
 ACCOMPSETT MIDDLE SCHOOL (previously named SMITHTOWN FRESHMAN CAMPUS)
 PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
SIXTH	260	264	254	258	265	240	232	236	219	203	227
SEVENTH	280	259	263	253	258	264	239	231	235	218	203
EIGHTH	246	284	263	267	257	262	268	243	235	239	221
NINTH	0	0	0	0	0	0	0	0	0	0	0
TOTAL	786	807	780	778	780	766	739	710	689	660	651
% CHANGE		2.6%	-3.3%	-0.2%	0.2%	-1.8%	-3.5%	-4.0%	-2.9%	-4.2%	-1.3%

Note: Totals may not add up to the sum of numbers due to rounding.

GREAT HOLLOW MIDDLE SCHOOL												
HISTORICAL ENROLLMENT: 1997 THROUGH 2007												
GRADE	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	
SIXTH	0	0	223	222	263	252	243	306	341	344	357	
SEVENTH	0	0	209	228	227	253	254	292	303	342	351	
EIGHTH	0	0	0	210	228	227	253	266	290	302	340	
TOTAL	0	0	432	660	718	732	750	864	934	988	1,048	
% CHANGE				52.8%	8.8%	1.9%	2.5%	15.2%	8.1%	5.8%	6.1%	
FDK begins												
Great Hollow Migration	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	AVERAGE	
5 - 6												
6 - 7				102.2%	96.2%	100.8%	120.2%	99.0%	100.3%	102.0%	100.4%	
7 - 8				100.5%	100.0%	100.0%	104.7%	99.3%	99.7%	99.4%	99.5%	
FEEDER SCHOOLS = BRANCH BROOK, MT. PLEASANT, NESCONSET, TACKAN ELEMENTARY SCHOOLS												
GREAT HOLLOW MIDDLE SCHOOL												
PROJECTED ENROLLMENT: 2008 THROUGH 2017												
GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	
SIXTH	357	335	339	384	344	365	385	341	335	311	348	
SEVENTH	351	359	337	340	386	345	367	386	343	336	312	
EIGHTH	340	349	357	335	338	384	344	365	384	341	334	
TOTAL	1,048	1,043	1,032	1,059	1,068	1,094	1,095	1,093	1,062	988	994	
% CHANGE		-0.5%	-1.1%	2.6%	0.8%	2.5%	0.1%	-0.2%	-2.8%	-7.0%	0.6%	

Note: Totals may not add up to the sum of numbers due to rounding.

=====
 NESQUAKE MIDDLE SCHOOL
 HISTORICAL ENROLLMENT: 1997 THROUGH 2007
 =====

GRADE	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07
SIXTH	0	0	0	0	0	0	0	277	296	272	311
SEVENTH	0	0	0	0	0	0	0	266	285	298	272
EIGHTH	0	0	0	0	0	0	0	329	265	284	297
TOTAL	0	0	0	0	0	0	0	872	846	854	880
% CHANGE									-3.0%	0.9%	3.0%

Nesaquake Migration 97 - 98 98 - 99 99 - 00 00 - 01 01 - 02 02 - 03 03 - 04 04 - 05 05 - 06 06 - 07 AVERAGE

5 - 6
 6 - 7
 7 - 8

District Migration 103.5%
 102.9% 100.7% 100.0% 100.9%
 99.6% 99.6% 99.7% 99.6%

=====
 FEEDER SCHOOLS = DOGWOOD, MILLS POND, ST. JAMES ELEMENTARY SCHOOLS
 =====

=====
 NESQUAKE MIDDLE SCHOOL
 PROJECTED ENROLLMENT: 2008 THROUGH 2017.
 =====

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
SIXTH	311	289	266	246	282	272	253	250	240	223	250
SEVENTH	272	314	291	269	248	285	274	255	253	243	225
EIGHTH	297	271	313	290	268	247	284	274	254	252	242
TOTAL	880	874	870	805	798	804	811	779	747	718	717
% CHANGE		-0.7%	-0.4%	-7.5%	-0.8%	0.8%	0.9%	-4.0%	-4.1%	-4.0%	-0.1%

Note: Totals may not add up to the sum of numbers due to rounding.

SMITHTOWN MIDDLE SCHOOL (SMITHTOWN HIGH SCHOOL EAST starting in 2005)
 HISTORICAL ENROLLMENT: 1997 THROUGH 2007

GRADE	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07
SIXTH	626	627	459	532	533	519	557	230	0	0	0
SEVENTH	593	635	426	474	545	547	518	236	0	0	0
EIGHTH	593	589	640	437	475	545	547	194	0	0	0
NINTH	0	0	0	0	0	0	0	0	440	388	435
TENTH	0	0	0	0	0	0	0	0	415	441	388
ELEVENTH	0	0	0	0	0	0	0	0	378	400	443
TWELFTH	0	0	0	0	0	0	0	0	1	387	415
TOTAL	1,812	1,851	1,525	1,443	1,553	1,611	1,622	660	1,234	1,616	1,681
% CHANGE		2.2%	-17.6%	-5.4%	7.6%	3.7%	0.7%	-59.3%	87.0%	31.0%	4.0%

MIGRATION	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	AVERAGE
6-7	101.4%	67.9%	103.3%	102.4%	102.6%	99.8%	42.4%				
7-8	99.3%	100.8%	102.6%	100.2%	100.0%	100.0%	37.5%				
8-9											
9-10											
10-11											
11-12											

100.2% 100.0% 100.1%
 96.4% 100.5% 99.1%
 102.4% 103.8% 103.1%

FEEDER SCHOOLS = DOGWOOD, MILLS POND, NESCONSET, ST. JAMES, TACKAN ELEMENTARY SCHOOLS

SMITHTOWN HIGH SCHOOL EAST (SMITHTOWN MIDDLE SCHOOL before 2005)
 PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
NINTH	435	461	439	484	451	431	432	449	450	440	416
TENTH	388	436	462	441	486	453	432	434	451	451	441
ELEVENTH	443	384	433	458	437	481	449	428	430	447	447
TWELFTH	415	455	396	445	471	450	495	462	441	443	459
TOTAL	1,681	1,736	1,730	1,828	1,845	1,815	1,809	1,773	1,771	1,781	1,764
% CHANGE		3.3%	-0.3%	5.6%	0.9%	-1.6%	-0.4%	-2.0%	-0.1%	0.5%	-0.9%

Note: Totals may not add up to the sum of numbers due to rounding.

SMITHTOWN HIGH SCHOOL (SMITHTOWN HIGH SCHOOL WEST starting in 2005)
 HISTORICAL ENROLLMENT: 1997 THROUGH 2007

GRADE	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07
NINTH	0	0	0	0	0	0	0	0	326	369	375
TENTH	566	565	595	607	664	666	698	746	395	323	372
ELEVENTH	530	576	566	609	633	650	665	698	362	395	326
TWELFTH	580	515	556	527	564	620	640	663	696	363	391
TOTAL	1,676	1,656	1,717	1,743	1,861	1,936	2,003	2,107	1,779	1,450	1,464
% CHANGE		-1.2%	3.7%	1.5%	6.8%	4.0%	3.5%	5.2%	-15.6%	-18.5%	1.0%

MIGRATION	97 - 98	98 - 99	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	AVERAGE
9 - 10									99.1%	100.8%	100.2%
10 - 11	101.8%	100.2%	102.4%	104.3%	97.9%	99.8%	100.0%	48.5%	100.0%	100.9%	100.6%
11 - 12	97.2%	96.5%	93.1%	92.6%	97.9%	98.5%	99.7%	99.7%	100.3%	99.0%	99.7%

FEEDER SCHOOLS = ACCOMPSETT, BRANCH BROOK, MT. PLEASANT, SMITHTOWN ELEMENTARY SCHOOLS

SMITHTOWN HIGH SCHOOL (SMITHTOWN HIGH SCHOOL WEST starting in 2005)
 PROJECTED ENROLLMENT: 2008 THROUGH 2017

GRADE	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17
NINTH	375	415	457	441	433	425	453	439	425	427	409
TENTH	372	376	416	458	442	434	426	454	440	426	428
ELEVENTH	326	374	378	419	461	444	437	429	457	443	428
TWELFTH	391	324	372	376	416	459	442	435	426	454	440
TOTAL	1,464	1,489	1,624	1,694	1,753	1,763	1,758	1,756	1,748	1,750	1,705
% CHANGE		1.7%	9.0%	4.3%	3.5%	0.6%	-0.3%	-0.1%	-0.5%	0.1%	-2.5%

Note: Totals may not add up to the sum of numbers due to rounding.

KINDERGARTEN PROJECTIONS - BIRTH/PERSISTENCE MODEL

year	Births		town & villages		year	K	Ratios			town & villages	town changes
	county	town	town	relative town change			county	town	town & villages		
1992	20,622	1,358	1,359		1997	561	0.0272	0.4131	0.4128	1.0564	
1993	20,563	1,407	1,408		1998	614	0.0299	0.4364	0.4361	0.9962	
1994	20,502	1,509	1,530		1999	656	0.0320	0.4347	0.4288	1.0480	
1995	20,302	1,453	1,481		2000	662	0.0326	0.4556	0.4470	0.9550	
1996	19,953	1,556	1,588		2001	677	0.0339	0.4351	0.4263	0.9654	
1997	19,862	1,588	1,615		2002	667	0.0336	0.4200	0.4130	1.2361	
1998	19,921	1,512	1,547		2003	785	0.0394	0.5192	0.5074	1.0338	
1999	19,948	1,511	1,543		2004	811	0.0407	0.5367	0.5256	0.9618	
2000	20,243	1,573	1,604		2005	812	0.0401	0.5162	0.5062	1.0342	
2001	19,967	1,461	1,507		2006	780	0.0391	0.5339	0.5176	0.9842	
2002	19,861	1,435	1,469		2007	754	0.0380	0.5254	0.5133		
2003	19,979	1,388	1,421		2008	736				1.0196	
2004	19,656	1,306	1,339		2009	706				avg yr-to-yr	
2005	18,760	1,190	1,218		2010	656				variations	
est. 2006	19,602	1,358			2011	734					
est. 2007	19,770	1,333			2012	721					
est. 2008	19,731	1,308		0.971	2013	707					
est. 2009	19,705	1,288		9yr avg	2014	697					
est. 2010	19,659	1,284			2015	694				0.5409	
est. 2011	19,651	1,266			2016	685				4-yr weighted w/avg.	
est. 2012	19,660	1,250			2017	676				Town, Vill changes	

Birth data from 2000-2004 are new numbers due to updated report from Health Dept. Additional updates are possible.

NEW HOUSING PROJECTS

Project Name	Location	# Units	Status	Elem Zone	Comments:
Canter Estates	na	3	Final Approval	Mt. Pleasant	under construction
Hunters Isle Estates	na	5	preliminary approval	Mt. Pleasant	under construction
Hunters View Estates	na	3	Proposal	Mt. Pleasant	under construction
Keystone Terrace	na	6	Final Approval	Mt. Pleasant	under construction
Minder Homes	mt. pleasant rd & nolan ct	2	preliminary approval	Mt. Pleasant	
Yellow Top #2	na	14	Final Approval	Mt. Pleasant	
Yellow Top Farm Estates	na	23	construction started	Mt. Pleasant	16 homes occupied
Bonark Estates	na	5	COMPLETED	Nesconset	
Country corner	347 and gibbs pond	4	Preliminary Approval	Nesconset	
DeCamp	Woodlawn & Hobson	3	COMPLETED	Nesconset	
Farrel Homes*	Browns Rd	3	Final Approval	Nesconset	
Maggie Estates	na	6	Final Approval	Nesconset	3 built
Nicholas Estates	na	8	Preliminary Approval	Nesconset	3 built
Nightingale Estates	na	6	Final Approval	Nesconset	did not start
Rainbow Homes, Sec	Rt 347	8	Final Approval	Nesconset	7 completed
Raspberry Estates	Rt 347	8	COMPLETED	Nesconset	
Ruf Estates	na	5	Final Approval	Nesconset	under construction
The Hamlet, St. James(Green Prop)	na	167	Final Approval	Nesconset	under construction, 14 homes occupied
Zausin Estates	na	4	Final Approval	Nesconset	2 built
Zeena Estates*	Mildred Ct	5	Final Approval	Nesconset	under construction
Belair Estates	na	5	Final Approval	Accompsett	
Family Estates	na	4	Final Approval	Accompsett	2 built
Gardiner Hills	na	2	Final Approval	Accompsett	almost completed
Glenridge Estates	na	3	Final Approval	Accompsett	did not start
Green Belt Estates	na	6	Preliminary Approval	Accompsett	
Jason Estates	Meadow Rd	2	Final Approval	Accompsett	
Kass Estates	na	2	Final Approval	Accompsett	almost completed
Marie Estates (Biondi)	na	9	Final Approval	Accompsett	under construction
Miranda Estates	na	2	Final Approval	Accompsett	did not start
New Mill estates	New Mill Rd & Teal Ln	2	Final Approval	Accompsett	
Parnell*	Plymouth Blvd	2	Final Approval	Accompsett	
Pine Forest Homes	Asbury and Taft	16	Completed	Accompsett	8 built
Tide Way Homes*	Dillmont Dr	3	Final Approval	Accompsett	
Urso Plat*	Meadow Rd	2	Final Approval	Accompsett	
White Birch Landing	na	11	Final Approval	Accompsett	50% completed
C&M Properties	na	2	Final Approval	Branch Brook	did not start
Eleanor Estates*	Terry Rd & Grant (Athur Pl)	3	Final Approval	Branch Brook	
Maloney Estates*	Shepard Lane	4	Preliminary Approval	Branch Brook	

Project Name	Location	# Units	Status	Elem Zone	Comments:
Nesconset Evergreens	na	3	Final Approval	Branch Brook	
Smithtown Blvd	Smithtown Blvd & Gilbert Ave	2	Preliminary Approval	Branch Brook	
Sweetwood*	Annette Ave & Sheppard Ln	2	Final Approval	Branch Brook	did not start
AJK Plat	Middle Country Rd & Cambon Av	5	Final Approval	Mills Pond	new cul de sac 5 homes.
Arthur Estates	na	2	Completed	Mills Pond	
Briscott Plat	na	2	Completed	Mills Pond	
Burch Homes*	first and fourth 2	2	Preliminary Approval	Mills Pond	
Conran Estates	Moriches Rd	8	Completed	Mills Pond	
O'Mara Plat	Cambon & King Arthurs	5	Final Approval	Mills Pond	5 lots proposed development
Richards Homes	Lt John Olsen rd & Cambon Av	1	Preliminary Approval	Mills Pond	one additional lot to be developed later
Serena Estates	Astor Ave / Heidi Ct.	2	Preliminary Approval	Mills Pond	
St. James Woods	Moriches Rd and Fairfield ave	2	preliminary approval	Mills Pond	
SEJ Estates	Astor Ave / Heidi Ct.	2	Final Approval	Mills Pond	2 lots
September Estates	na	5	Final approval	Mills Pond	did not start
Anna Estates	na	2	Final Approval	St. James	Pending
Glen Hill	Nor Blvd south of Wexford Ct	2	Preliminary application	St. James	
Estates of Elegance	Wexford Ct	4	Completed	St. James	
Finger	Jefferson Ave & AnnMarie Dr	2	Preliminary application	St. James	
Garden Gate St James	na	8	Final Approval	St. James	
Glanzman*	Jefferson Ave	2	Final Approval	St. James	
Northern Plat	Nor Blvd & 6th St	2	Final Approval	St. James	did not start
Pine Crest Estates of St. James	na	2	Final Approval	St. James	building permit to construct roads
Reinhard Estates	na	3	Proposal	St. James	did not start, 1 existing
Stanton subdivision	14 Oshea lane	1	Preliminary application	St. James	
West View Estates	na	4	Final Approval	St. James	did not start, 1 existing
Byrne and Lofaso	na	1	Final Approval	Smithtown	did not start
Catherine Estates	Darling Road	1	Preliminary Approval	Smithtown	
Coletti Plat	Rt 111 and Oaktree drive	1	Preliminary Approval	Smithtown	
Collaro at Smithtown	River rd and Hadley	2	Final Approval	Smithtown	Pending
DaSilva	Blydenburg & Nissequoque Rd	2	Preliminary Approval	Smithtown	
Duranti	New Mill and Mill Dam	5	Completed	Smithtown	
Hidden Glen (condos)	na	52	Preliminary Approval	Smithtown	Not going anywhere
Landing Ave Development Corp	Landing Ave/Main	44	Final Approval (senior)	Smithtown	starting November
Landing Vistas	na	4	Final Approval	Smithtown	did not start
Mayflower Road	Mayflower Road	2	Preliminary Approval	Smithtown	existing/pending
Povoromo Estates	Oakside and Golf	2	Completed	Smithtown	
Prestige Estates	na	5	Final Approval	Smithtown	did not start
Primrose Estates	na	2	Completed	Smithtown	
Ryan Plat	na	2	Final Approval	Smithtown	did not start

Project Name	Location	# Units	Status	Elem Zone	Comments:
Soundview Estates	Landing Ave and Landing Rd	5	Completed	Smithtown	
Wilson Plat	na	2	Completed	Smithtown	
Dixieland	Midwood Ave	4	Final Approval	Tackan	under construction
Hollingsworth Plat	na	2	Final Approval	Tackan	1 existing/did not start
Kismet Homes	na	4	Final Approval	Tackan	did not start
Knighthood Acres	na	2	Completed	Tackan	
LoMonoco	Townline and Lawrence	2	Completed	Tackan	
Middlewood*	Midwood Ave	2	Final Approval	Tackan	
Midwood Estates	Midwood Ave	7	COMPLETED	Tackan	
Nottingham Acres	na	47	Preliminary Approval	Tackan	
Oak Run	Lake Ave and Burgundy Ln	12	Completed	Tackan	
Oakridge Acres	Smithtown Blvd and Nichols	8	Preliminary Approval	Tackan	pending
Olsen Plat	na	2	Final Approval	Tackan	1 existing/did not start
Ponsolle Custom Homes*	Gibbs Pond Rd	2	Preliminary Plans	Tackan	
Silver Oak Estates	Smithtown Blvd	2	Preliminary Plans	Tackan	pending
Storybrook Meadows Senior	Smithtown Blvd and Gibbs	180	Approved 1998	Tackan	did not start
The Pines at Nesconset	na	8	Final Approval	Tackan	did not start
Winston run*	Old Nichols	6	Final Approval	Tackan	
Winston's Run	Old Nichols rd and Shara ct	6	Final Approval	Tackan	obtain permits and build roads
Zoller Plat*	Hearthstone	3	Final Approval	Tackan	1 home final approval
Alexa Plat*	Rt 25A	2	Final Approval	Dogwood	
Mystic Falls*	Edgewood Ave & Twixt Hill rd	6	Final Approval	Dogwood	building permits
Touhamy Plat	Near Fifty Acre Road	2	Preliminary Approval	Dogwood	
Phillips Subdivision	Judges Lane and 25a	3	Preliminary Approval	Dogwood	

* new projects

ACCOMPSETT, GREAT HOLLOW, NESAQUAKE
MIDDLE SCHOOLS

HOUSING COMMITTEE REPORT

JANUARY 2008

Developed by Daniel Goitia, John Nocero, Steven Podd

MIDDLE SCHOOL PROGRAMOverview

The Middle School program in the Smithtown Central School District is a comprehensive program which emphasizes not only a core academic curriculum but also state mandated exploratory experiences. The current Middle School program utilizes nine assigned periods throughout each day. The uniformity of programs is maintained district-wide through ongoing planning and communication by teachers, building administrators, directors and chairpeople, and Central Office administrators.

The Middle Schools incorporate teaming as an instructional organization in which a group of teachers pool their resources, interests, and expertise. They take joint responsibility for meeting the educational needs of a common group of students. Expected outcomes include a more productive classroom/school environment where teacher-student interaction fosters student's sense of human interdependence, responsibility and citizenship. An important belief is that the teaming process will also facilitate improved communication between the home and the school. Concerns about individual students are raised to the team while working in concert with the school counselor. Extra-curricular activities are an essential component of the learning process on the middle school level.

Sixth grade teams are comprised of three or four academic teachers in each core subject area: ELA, Mathematics, Science, and Social Studies. Students are grouped heterogeneously and sections are balanced based on reading ability, home elementary school, and gender. In addition to the core academic courses, students receive instruction each day in Performing Music (Band, Chorus, or Orchestra) and Physical Education. State mandated exploratory experiences include Technology Education, Art, and Family/Consumer Science.

In seventh and eighth grade, teams are comprised of four academic teachers who provide instruction in each core area: ELA, Mathematics, Science, and Social Studies. Foreign Language instruction (LOTE) begins in grade seven. Students have a choice of French, German, Italian, or Spanish. At the end of eighth grade students who successfully pass the New York State Language Proficiency receive one high school credit. Our Middle

Schools accelerate students in Mathematics for grades seven and eight and Science for grade eight. Students must meet placement criteria to be eligible.

Special Education

The Middle School Special Education Program provides resource rooms, an integrated program (inclusion), and self-contained classrooms. The resource room model provides students with a mainstream program and high levels of support; the integrated model is offered to students who are able to be mainstreamed successfully with additional support; and the self-contained model provides a more restrictive environment (15:1) for academic or behavior modification. A specialized program is available at one of the district's middle schools for students who need additional training in Life Skills in preparation for their post-high school years. Special education students have access to the same sophisticated and intensive vocational sequences as general education students. Exploratory programs are offered to enable students to decide in which area they would like further experiences.

Students with disabilities may require related services as a component of their special education program. The District provides personnel for services in speech and language, occupational and or physical therapy, social work, vision therapy, orientation and mobility services, adaptive physical education, and psychological services as per the special education student's Individual Education Plan (IEP). The District's Special Education programs are designed to provide a free appropriate public education for students with disabilities in the least restrictive environment.

English Language Learners (ELL) Program

This program is designed to help limited English proficient students attain communicative and linguistic competence in the English Language. Intensive English language instruction is provided through the four major linguistic skills (listening, speaking, reading, and writing) on four instructional levels (beginner, intermediate, advanced, and transitional).

Academic Intervention Services (AIS)

Academic Intervention Services are intended to assist students who are at risk of not achieving the New York State learning standards in English Language Arts, Mathematics, and Social Studies and Science or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels of State assessments.

School Counselors

School counselors assist students, teachers, parents, and administrators. Counselors help students find solutions to their problems, can help students meet the challenges of growing up, and better understand and appreciate who they are. Counselors meet with students individually and in large and small groups. A student can talk with his/her counselor about personal problems, academics, social issues, and plans for the future. Counselors also meet with parents and teachers to help students feel better about school, coordinate school programs and make referrals to support personnel.

Facilities and Enrollment

The capacity of a building to provide for the instructional needs of students is directly related to class size, staffing, and programmatic needs. In 2000, the voter approved Bond Referendum provided Middle School facilities to accommodate District and State mandates. Schools were renovated to accommodate projected ten year BOCES enrollments. Due to recent state mandates and No Child Left Behind requirements many general education classrooms have been and will continue to be rededicated for special services such as speech, ELL, Adaptive Physical Education, Occupational Therapy, Counseling, and Tutoring. Continued advancement in technology has required additional allocation of classroom space (i.e. Smartboards). As the classroom of the twenty-first century changes so will the demands and needs of Middle School buildings.

Current room utilization is as follows:

ROOM USE	Accompsett MS	Great Hollow MS	Nesaquake MS
Regular Classroom	23	30	27
Special Education	2	*4	1
Science Lab	6	6	6
Art	2	2	2
Fam./Con. Sci.	2	3	2
Technology	2	3	2
PE	1.5	2.5	1.5
Music	2	4	2
Library	1	1	1
Cafeteria	1	1.5	1
Computer Lab	3	3	3
Small Instruction (AIS/Speech)	**4	**3	4
Faculty Room	1	1	1
Auditorium	1	1	1

- * Two rooms are small resource room spaces
- ** Each room is a small space

SMITHTOWN EAST AND WEST HIGH SCHOOLS

HOUSING COMMITTEE REPORT

JANUARY 2008

Developed by John Dolan and Edwin Thompson

HIGH SCHOOL PROGRAM**Overview**

The High School program in the Smithtown Central School District is an academically rigorous and comprehensive program that includes all state mandated courses for graduation along with many varied “elective” courses that prepare the students to be successful in their education on the next level. Advanced Placement, College, Honors, and Regents level courses are offered to the students at each high school. The building principals work closely together along with department chairpeople and district level personnel to insure consistency between the programs in the two buildings.

Both high schools provide a supportive school environment with diverse learning opportunities, both in and out of the classroom. Extra-curricular activities are an essential component of the learning process on the high school level. Students are encouraged to reach their academic potential and become engaged citizens who will face the challenges of the 21st century global community with confidence.

The high schools offer a nine period day schedule and stress that each student should take a demanding and academically challenging program of courses. Students work with their school counselors to make sure that they take the courses required by the State of New York for graduation. Most students graduate with more than the required number of credits that are mandated by the state.

Courses are offered in the following subjects: Art, Business, English Language Arts, Family and Consumer Science, Health, Languages Other Than English, Mathematics, Music, Physical Education, Science, Social Studies, Technology and Vocational Education (BOCES).

Special Education

The High School Special Education program works in conjunction with the Committee of Special Education to offer an appropriate education in the least restrictive environment for each individual student based on academic, social, and physical needs. Resource room, integrated classes and self-contained classes are offered at this level.

The resource room model provides students with a mainstream schedule with a period of resource for support. The integrated (inclusion) model is a co-teaching approach offered in the four major core subjects (English Language Arts, Social Studies, Mathematics, and Science). Co-teachers present the materials to their students as a team. Cooperative learning strategies are utilized to develop individual skills. This model has proven beneficial to the general education and special education students, with both groups being enriched by the two teachers in the classroom. A study skills class is offered to support instruction on a daily basis. The self-contained model is the most restrictive environment offered at the high schools. It provides a small setting with academic and behavioral modifications and support.

Students with disabilities may require related services. The high schools provide services in speech and language, occupational therapy, vision services, physical therapy, adaptive physical education, social work counseling and psychological services.

Support for students in transition to post high school outcomes is provided by the members of the Instruction Support Team as well as the Vocational Coordinator.

English Language Learners (ELL) Program

This program is designed to help limited English proficient students attain communicative and linguistic competence in the English Language. Intensive English language instruction is provided through the four major linguistic skills (listening, speaking, reading, and writing) on four instructional levels (beginner, intermediate, advanced, and transitional).

Academic Intervention Services (AIS)

These services provide additional instruction and/or support services that supplement the instruction provided by the general curriculum. Academic Intervention Services assist students to meet the New York State Learning Standards. These services are intended to aid students who are at risk of not achieving the minimum standards that are set forth by the state in English Language Arts, Social Studies, Mathematics, and Science.

School Counselors

Each high school offers counseling services in the School Counseling Center offices. The focus of the school counseling department is to help students realize their potential by planning a program that best fits their needs and future plans. The counselors are trained

to assist students in educational planning, vocational planning and personal-social development. The counselors also assist teachers in working more effectively to meet their students' educational needs.

Facilities and Enrollment

The Smithtown School District is now in the third year of having split from one large high school to two smaller buildings. Enrollment at both schools is on the rise and will continue in the foreseeable future. The facilities are fairly similar, but discrepancies do exist. The challenge for both schools is to find the space needed for the 12th grade students now that both campuses are closed to all students along with classroom space for additional future enrollment.

Current room utilization at the two high schools:

Room Use	HSE (# of rooms)	HSW (# of rooms)
Regular Classrooms	45	49
Special Education	4	3
Science Lab	15	15
Art	5	4
Family/Consumer Sci.	2	2
Technology	5	5
P.E.	2.5	2
Music	3	2
Library	1	1
ISS	1	.5
Café	2	3
Computer Lab	13	12
Small Instruction (AIS)	5	2
Faculty Room	1-medium, 4-small	1
Distance Learning Lab	1	1
Radio	1-small	1-small
Auditorium	1.5	1

National Educational Technology Standards for Students: The Next Generation

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

NETS for Students:

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21st Century Learning

- Information, Media and Technology Literacy
- Collaboration
- Critical Thinking
- Communication and Collaboration
- Career Preparation
- Citizenship And Ethics
- Creativity and Innovation
- Curricular Literacy (Content Standards)
- Critical Thinking and Problem Solving
- Project-Based Learning
- Digital Content (blogs, wikis, podcasts, streaming video, etc.)
- Technology Integration (interactive white boards, digital response systems, probes, laptops/computers, specialized software, etc.)
- Research and Data Analysis
- Video Conferencing and Virtual Field Trips
- Global Awareness

Adapted from CAC Housing and Instruction Presentation
November 20, 2007

SMITHTOWN CENTRAL SCHOOL DISTRICT

ELEMENTARY & SECONDARY ATTENDANCE & ENROLLMENT REPORT - 10/3/2008

GRADE SCHOOL	AVERAGE CLASS SIZE										TOTAL	
	K	1	2	3	4	5	6	7	8	9		SP. ED.
<u>ACCOMPSETT</u>	23	22	24	22	26	25						
	23	22	25	23	26	24						
	23	22	24	23	26	27						
	24	23	22	22	26	25						
	23	22	24	22	25	26						
		21		23	25	26						
				23								
ENROLLED	116	132	119	158	154	153		23.77		0	832	
ATTENDANCE	108	126	117	151	149	149				0	800	
<u>BRANCH BROOK</u>	22	23	22	20	24	21				11		
	22	23	23	20	23	20						
	21	24	24	22	24	20						
				20		19						
ENROLLED	65	70	69	82	71	80		21.85		11	448	
ATTENDANCE	62	67	67	76	69	78				11	430	
<u>DOGWOOD</u>	19	21	21	20	24	19				11		
	18	21	22	21	26	19				5		
	19	21	22	21	25	17				9		
			22	20		19						
ENROLLED	56	63	87	82	75	74		20.81		25	462	
ATTENDANCE	55	61	85	81	72	68				25	447	
<u>MILLS POND</u>	21	24	23	23	26	23				7		
	22	24	22	23	23	24						
	22	23	20	22	27	23						
	17	20	21	23		22						
ENROLLED	82	91	86	91	76	92		22.52		7	525	
ATTENDANCE	78	89	86	89	75	90				7	514	

GRADE SCHOOL	K	1	2	3	4	5	AVERAGE		TOTAL
							CLASS SIZE	SP. ED.	
<u>MT.</u>	20	21	21	23	22	24			
	22	20	20	22	21	25			
<u>PLEASANT</u>	21	21	19	22	22	24			
	21	20	20	23	22	24			
		20	20		22				
ENROLLED	84	102	100	90	109	97	21.56	0	582
ATTENDANCE	81	94	97	86	106	93		0	557
<u>NESCONSET</u>	22	19	21	16	21	24		11	
	22	21	19	18	22	24		5	
		20	21	19	24				
ENROLLED	44	60	61	53	67	48	20.81	16	349
ATTENDANCE	43	58	60	52	64	48		16	341
<u>ST. JAMES</u>	19	20	20	21	22	24		8	
	20	20	20	23	22	24		8	
	22	19	20	22	22	24			
	20	20	19	23	21	23			
ENROLLED	81	79	79	89	87	95	21.25	16	526
ATTENDANCE	81	74	75	88	82	91		15	506
<u>SMITHTOWN</u>	20	21	23	21	24	24		7	
	20	22	24	20	25	24		10	
	21	21	23	21	25	24			
	20	21	22	20	25	23			
	20		23	20					
ENROLLED	101	85	115	102	99	95	22.11	17	614
ATTENDANCE	95	82	110	101	96	91		17	592

SEC DARY SCHOOLS		6	7	8	9	10	11	12	TOTAL
<u>HIGH SCHOOL EAST</u>									
ENROLLED					447	433	397	451	1728
ATTENDANCE					435	420	379	419	1653
<u>HIGH SCHOOL WEST</u>									
ENROLLED					404	379	375	325	1483
ATTENDANCE					380	359	363	300	1402
<u>ALT. SCHOOL</u>									
ENROLLED									0
ATTENDANCE									0
TOTAL ENROLLED									3211
TOTAL ATTEND.									3055
<u>TOTALS - MS + HS</u>									
ENROLLED		889	930	911	851	812	772	776	5941
ATTENDANCE		864	908	884	815	779	742	719	5711

