



**Citizens' Advisory Committee on
Instruction and Housing**

Report to the Board of Education

January 31, 2012

SMITHTOWN CENTRAL SCHOOL DISTRICT

**BOARD OF EDUCATION
2011-2012**

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Citizens' Advisory Committee on Instruction and Housing

Report to the Board of Education

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

At its regular meeting on March 22, 2011, the Board of Education approved a recommendation to establish a Citizens' Advisory Committee on Instruction and Housing (CACIH):

Regular Meeting - Board of Education – Tuesday, March 22, 2011

Superintendent's Report

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. Further be it resolved, that this committee will make recommendations that will reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings as well as an analysis of the cost factors, and that the recommendations thereof to be submitted to the Board of Education by January 31, 2012.

The Citizens' Advisory Committee on Instruction and Housing will provide an addendum to the Citizens' Advisory Report of October 2008. The composition of the committee will include: a PTA representative from every 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:

- Analyze enrollment projections to determine the housing patterns that are required in a challenging economic climate to effectively provide the K-12 educational program in a uniform and equitable manner.
- Study the impact of *Race to the Top (RTTT)* and *Response to Intervention (RtI)*.
- Analyze special education needs.
- Explore special area needs.
- Analyze the costs of maintaining the status quo vs. changes in housing patterns and/or potential sources of revenue.
- Study feasibility of changing housing patterns, including but not limited to: closing an elementary school, closing a middle school and redistricting all schools to balance enrollment, establishing a Kindergarten Center full or half day, establishing a K-2/3-5 modified Princeton Plan pattern, closing NYA and moving Central Office to another building.
- 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 including the recommended change to the housing pattern for the 2012-2013 school year.

Board of Education Housing Committee Co-Chairs

Theresa Knox and Joseph Saggese— January, 2012
Theresa Knox and Scott Martella (through his resignation on Nov. 8) — July, 2011-December, 2011
Neil Carlin and Scott Martella—April, 2011-June, 2011

2011/12 Citizens' Advisory Committee on Instruction and Housing

CACIH Co-Chairs

Jennifer Bradshaw, Director of Curriculum
John Nolan, Director of Technology

PTA Representatives

AEL	Liz Paget	AMS	Jackie Peters
BBE	Christopher Alcure (4/27/11-12/15/11)	GHMS	Michele Claxton
	Richard Sieloff (12/15/11-1/31/12)	NMS	Karen Levie
DEL	Jennifer Murray		
MPE	Craig Andreoli	HSE	Liz Shea
	Michelle Lintelman (alternate)	HSW	Debbie Mahoney
MTP	John Esposito		
NEL	Colleen Albano	SEPTA	Cindy Heimerle
SJE	Rich File		Mary Herrle
SEL	Pam Ehrlich		Suzanne Lerner (alternate)
TEL	Paul Salas		

Community at Large

Dorinda Haberfield Peter Hans Frederick Schlomann

Union Representatives

ASPN - Nurses		SSGA - Security Guards
	Kathy Kortmann	Richard Ledda
SSAA - Administrators		STA - Teachers
	Michael Chlystun	Patricia Citro
	Paul Graf	Rich Forzano
	Dr. Kevin Simmons	Laura Spencer
SSEA - Civil Service		
	Terry Heedles	

District Planning Committee

Mary Augugliaro, School Transportation Supervisor
Robert Boccio, Systems Specialist
Dr. Brenda Clark, Administrator for Special Education and Special Services
Anthony Clements, Assistant Plant Facilities Administrator
Vincent Fantauzzi, Administrator for Grants and Human Resources
Maria Rianna, Assistant Superintendent for Instruction and Administration
Karen Ricigliano, Assistant Superintendent for Personnel
Andrew Tobin, Financial Data and Operations Coordinator

II. Executive Summary

A. Introduction

The Smithtown Central School District experienced a period of significant growth from the mid 1990's through the first decade of this century. Elementary enrollment peaked during the 2004/2005 school year with 5,200 students in grades K-5. From that year forward, elementary enrollment declined to its current 4,510 while secondary enrollment grew (grades 6-12). Secondary enrollment appears to have peaked this year and is projected to decline as elementary students move up through the district.

In 2007, the Smithtown Central School District formed a Citizens' Advisory Committee on Instruction and Housing to study housing and enrollment trends. At that time, elementary enrollment was 5,001 students and was projected to decline to 4,701 by the 2011/12 school year and to a low of 4,475 by 2017/18 (Western Suffolk BOCES enrollment projections). With that in mind, the committee conducted a study that included the following recommendations:

“The [2008 Citizens' Advisory Committee] 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

[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.”

-CACIH Final Report, October 2008

Actual enrollment declined more quickly than projected, and economic conditions continued to be challenging. Faced with these factors and coinciding with the 2008 report's recommendation, the Board of Education began a housing committee in the fall of 2010 that continued into 2011. In March of 2011, the Board of Education decided that a Citizens' Advisory Committee on Instruction and Housing should be formed to further study housing and enrollment. A summary of this committee's work and recommendations is contained in this report.

II. Executive Summary

B. Summary of Work

According to its charge by the Board of Education, the Citizens' Advisory Committee on Instruction and Housing (CACIH) met diligently from April 27, 2011, until January 26, 2012, to analyze the District's housing needs over the next ten years and to make a recommendation to reduce the housing footprint of the Smithtown Central School District in such a way that will preserve the quality of its instructional program and create a significant source of savings, as well as possible revenue, for the District. (*See p. 5, Recommendation to Form a Citizens' Advisory Committee on Instruction and Housing.*)

During their nineteen meetings, the committee systematically studied the many details of its charge. This included a study of long-range enrollment and housing trends, fiscal impacts, the redistricting impact, the short-term community impact, and the long-term programmatic impact of the following changes to housing patterns: closing an elementary school, closing a middle school, establishing a full- or half-day Kindergarten center, establishing a K-2/3-5 modified Princeton grade configuration, and moving Central Office to another building. It also included an analysis of the impact that housing changes would have relative to the special education program, special area needs, and transportation, as well as Race to the Top and Response to Intervention program requirements.

An overview of the topics and presentations studied by the committee is available in Appendix C2. Details of the committee's work are found throughout the appendices of this report, including worksheets on the fiscal, programmatic, and other impacts of closing an elementary school and/or the Central Offices at the J. M. Barton Building on New York Avenue (*Appendices C3, C8, and C15*).

Committee members were charged with reporting to their constituents on the progress of the CACIH. Such communication took the following forms:

- Updates in the District Digest (Fall 2011, Winter 2012)
- Reports at PTA Meetings
- Reports to the PTA Council
- Reports to Union Meetings
- Board of Education Housing Committee Updates
- Presentation to the Board of Education's Business Affairs Committee (Dec. 6, 2011)
- Presentation to the Saint James Chamber of Commerce (Dec. 15, 2011)
- Website postings of meeting dates, times, and materials
- Ongoing coverage in local news (ex. Smithtown News, Times of Smithtown, Newsday, News 12 Long Island)

All CACIH meetings were open to the public. Questions from the public and the press were addressed at the end of each meeting (as requested).

II. Executive Summary

C. Decision-making Process

The CACIH was a working committee that actively sought out and studied information related to their charge. The committee expressed a dedication to preserving the high quality of Smithtown's instructional program. To meet its charge, the committee reviewed savings and revenue options that would enable the district to offer its instructional program as efficiently as possible. Their analysis of each part of the charge included a feasibility study, a program impact study, and a fiscal impact study. Each meeting's agenda included updates and information as requested by committee members. Topics of study were discussed and revisited at multiple meetings for a more in-depth analysis.

The committee's decision-making process was two-fold, initially relying on consensus and later moving to individual voting. The following decisions were reached by consensus:

- I. Developing the set of criteria by which to evaluate each proposed housing scenario (See Appendix C3 Scenario Worksheets)
- II. Removing the establishment of a Kindergarten Center from consideration
- III. Removing the closing of a middle school from consideration
- IV. Agreeing that closing and moving the Central Offices at NYA is a feasible scenario
- V. Narrowing down the choices of which schools to close:
 - a. Removing west-side elementary schools from consideration (first Accomsett and Smithtown, then Mount Pleasant, and finally Branch Brook) based on:
 - i. Net available west-side rooms
 - ii. The likelihood of creating an imbalanced future high school enrollment
 - iii. The potentially negative impact on future high school program balance
 - b. Removing east-side elementary schools (first Tackan, then Saint James, and finally Dogwood) from consideration based on:
 - i. The difficulty of redistricting these students without disrupting future high school enrollment balances and programs
 - ii. The total number of students impacted
 - iii. The size of Saint James Elementary, which has the greatest number of classrooms on the east side and would be needed to house students should enrollment increase in the future.
 - c. Agreeing that it was feasible to close either Mills Pond or Nesconset
- VI. Crafting the final ballot language
- VII. Ratifying the final report

The committee moved to individual voting at the end of the process. Consensus was more difficult to reach once all the choices were narrowed to those that were feasible, fiscally desirable, and had similar community impacts. The following decisions were reached by majority vote:

- I. Deciding which elementary school to recommend for closing
- II. Deciding whether or not to recommend the modified Princeton Model (K-2/3-5)
- III. Deciding whether to rent or sell property
- IV. Deciding whether or not to recommend moving Central Office

See the following Appendices:

C4—District Map of Elementary Sections

C11—CACIH Elementary Projections—close MPE and NEL

C16—CACIH Final Vote

II. Executive Summary

D. Recommendations

The Citizens' Advisory Committee on Instruction and Housing, based on its charge and after months of study and deliberation, makes the following recommendations to the Smithtown Central School District Board of Education. These recommendations are intended to preserve the District's quality instructional program and are made with careful consideration of the impact on our students and community.

- 1. Should the Board of Education decide to close a school building in response to significant declines in elementary enrollment and in order to “reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings” while maintaining its quality program, the CACIH recommends that the District close Nesconset Elementary School.**

This decision was reached after the committee's analysis of the following factors: feasibility, fiscal impact, special education and general program quality impact, community impact, long-term enrollment trends and moving-up patterns, available classroom spaces, high school program and enrollment balance, and building rental potential. Such factors eventually led the committee to narrow its consideration to east-side elementary schools, where there is currently the most available classroom space to accommodate students in the event of a closing. The committee further narrowed its consideration to those schools whose closing would least disrupt moving-up patterns to middle and high school, and therefore would least disrupt future high school enrollment balances which may impact secondary program equity (Mills Pond and Nesconset).

Both Mills Pond and Nesconset Elementary Schools were deemed feasible for closing based on their geographic proximity to each other and on enrollment projections for the next ten years. The majority of the committee, however, recommended Nesconset for closing. This decision was based on factors such as Nesconset's higher utility costs and identified capital project needs as well as its lower classroom capacity, which the committee felt was important to consider in the event of future enrollment growth. (*See Appendix C7—2010 Capital Projects Cost Tabulation Sheet, Appendix C8—CACIH Building Utility Costs, Appendix B1—WS BOCES Long Range Planning Study Update, and Appendix C13—Hans Memo*).

Closing an elementary school provides two types of financial benefits, neither of which requires a program reduction. First, it makes more efficient use of district resources, including both teaching staff and space. The number of required class sections is reduced by approximately six in the first year without increasing maximum class sizes. Second, closing an elementary school allows for either reduced utility expenses if the building is unoccupied or rental income for the district if a viable not-for-profit renter is found.

Other scenarios studied by the committee were removed from consideration because they yielded lower financial benefits, caused program sacrifices, affected more students, or

were deemed not to be feasible at this time. The study of these scenarios and related recommendations can be found in the body of this report.

2. **The Board of Education should not reconfigure Smithtown’s elementary schools according to a modified Princeton model (K-2/3-5 grade configuration).**

Although this reconfiguration would generate significant staffing efficiencies, it would also generate an additional transition for most students, increased transportation times for students, and increased transportation costs for the district. While the vast majority of the committee voted against this change, the vote on whether or not to recommend further study of this model was close, with the majority recommending against further study.

3. **The Board of Education should rent (not sell) the vacated elementary building and, if possible, retain rights to its fields for district and community use.**

Based on current enrollment trends and BOCES projections, it is not anticipated that it will be necessary to reopen an elementary school during the next ten years. If, however, there is a future increase in enrollment, the district may need to reopen a vacant elementary school.

4. **If it is financially advantageous to the district, the Board of Education should relocate Central Office to existing classroom space within the district and, if possible, retain rights to the fields at the J. M. Barton building at New York Avenue for district and community use.**

Although relocating Central Office does not generate staffing efficiencies, it may generate rental income or reduce the need for expensive repairs. As stated in recommendation 3 above, the majority of the committee agreed that the district should rent and not sell its vacant buildings in case future enrollment rebounds and classroom space is needed.

5. **Finally, the committee recommends that the Board of Education study the sale of the District’s undeveloped land.**

This land has not been required to house Smithtown’s students in the past and is unlikely to be needed in the future. Further study should include not only financial benefits to the district, but it should also explore the impact of such a sale on the community and the environment. *See Appendix C6.*

For official vote tallies, see Appendix C16.

III. Enrollment: Analyze enrollment projections to determine the housing patterns that are required in a challenging economic climate to effectively provide the K-12 educational program in a uniform and equitable manner.

Presentations:

- CACIH Opening Presentation April 27, 2011, by Jennifer Bradshaw and John Nolan (*Appendix A1*)
- Demographic and Enrollment Overview, June 8, 2011, by Joan Townley, Western Suffolk BOCES (*Appendix B2*)

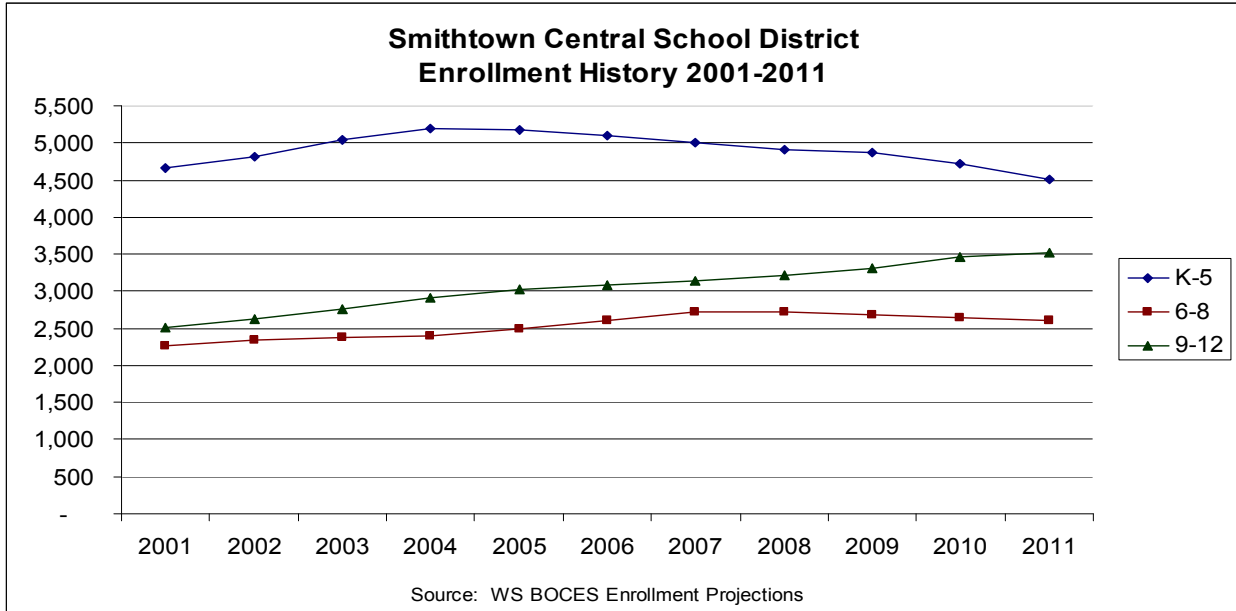
Key Points/Facts:

- K-12 student enrollment has averaged 10,800 over the last six years, but decline will come if elementary enrollment trends continue.
- Elementary enrollment (K-5) has declined 13% since its peak in 2004-05.
- Elementary enrollment is projected to further decline by 16% over the next 10 years.
- Secondary enrollment (6-12) is at its peak this year (2011-12).
- Secondary enrollment is expected to decline by 21% over the next 10 years.
- Preserving program is a priority for the committee as well as for the Board, according to its March 22, 2011, resolution.
- Short-term BOCES enrollment projections have been accurate historically. Long-term (10-year) BOCES projections have been off by as much as 8%.
- Approximately 6% of our students are enrolled in private schools; this rate is expected to continue.
- Class limits for the 2011-12 school year are 25 for Kindergarten classes, 26 for grades 1-3, and 28 for grades 4-5.
- It is in the best interests of students to keep the high school enrollment as equal as possible between High School East and High School West; this will allow for the greatest equity of program offerings at the high school level.
- Middle School enrollment can bear some fluctuations and result in minimal program changes and minimal efficiency loss.
- There is currently not enough space in two of the district's middle schools to house Smithtown's entire middle school population.
- See *Long Range Planning Study Update, May 2011*, Appendix B2.

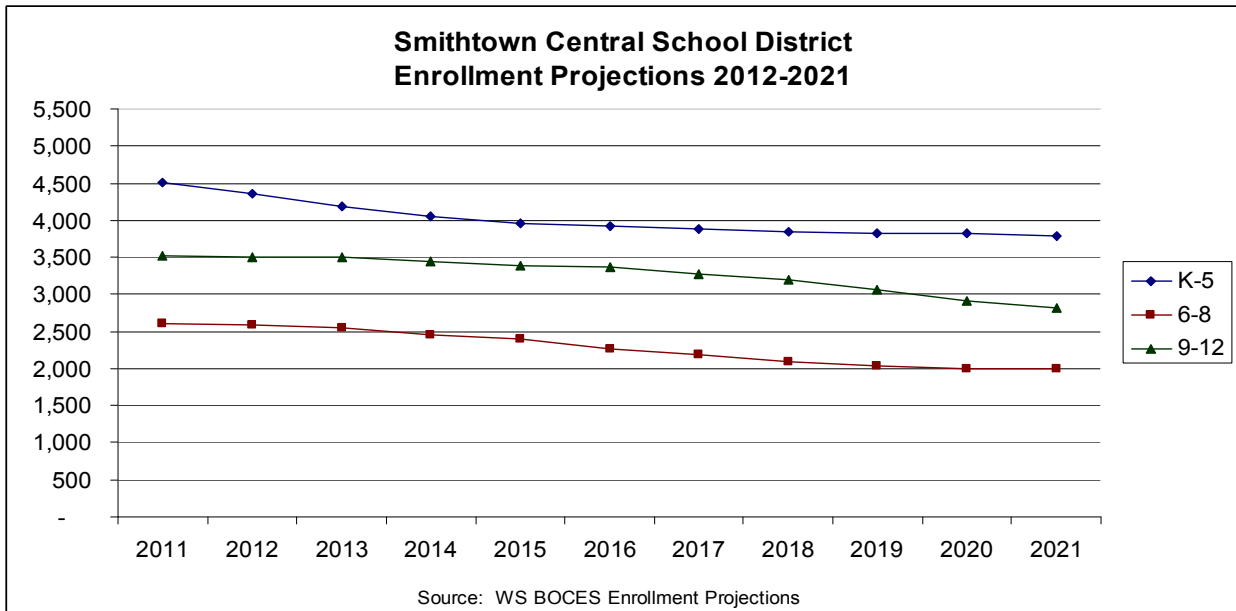
Recommendations:

- Based on declining elementary enrollment, the district can close an elementary school at this time.
- The district should not close a middle school at this time.
- The district should try to avoid the closure of school buildings that change moving up patterns in such a way as to cause a significant disparity in high school enrollments. Such enrollment disparity can affect the equity of program offerings at the high school level.

*For Western Suffolk BOCES enrollment projections, see Appendices B1-B5.
For information on possible future enrollment growth, see Appendix C13.*

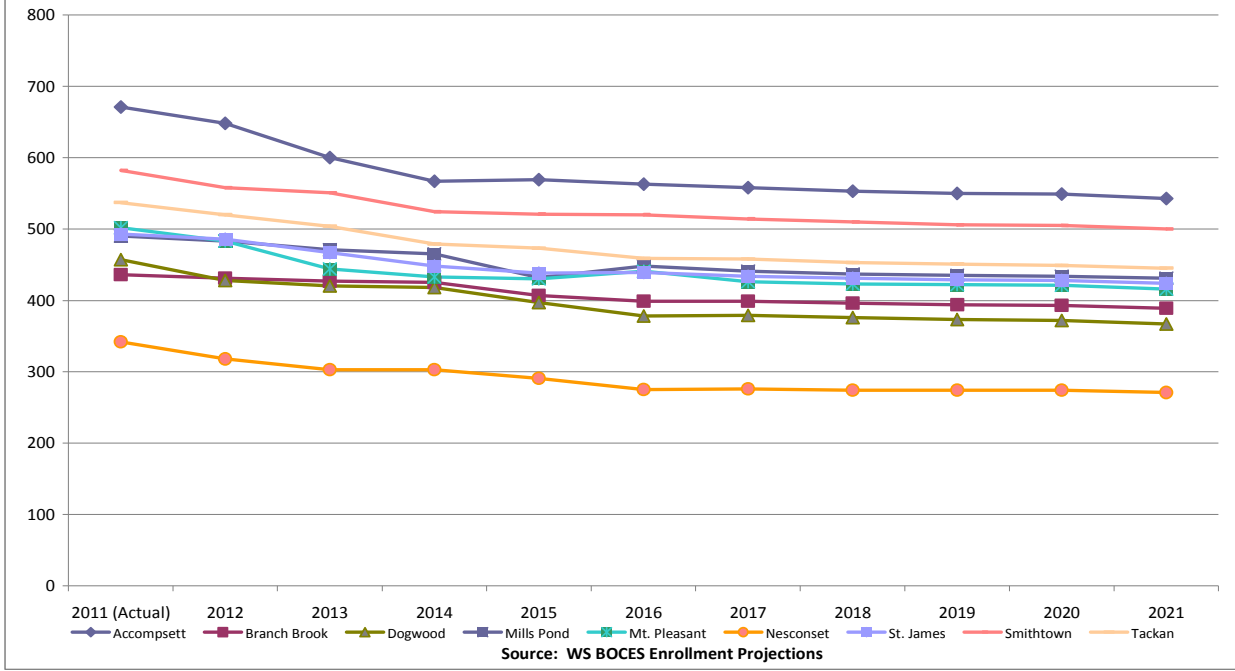


Enrollment History 2001-2011												Difference from Peak	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Students	Year
K-5	4,666	4,822	5,049	5,200	5,167	5,109	5,001	4,906	4,865	4,711	4,510	-690	2004
6-8	2,271	2,343	2,372	2,396	2,485	2,604	2,714	2,730	2,683	2,643	2,602	-128	2008
9-12	2,518	2,635	2,753	2,912	3,021	3,082	3,145	3,211	3,312	3,457	3,517	0	2011
Total	9,455	9,800	10,174	10,508	10,673	10,795	10,860	10,847	10,860	10,811	10,629		

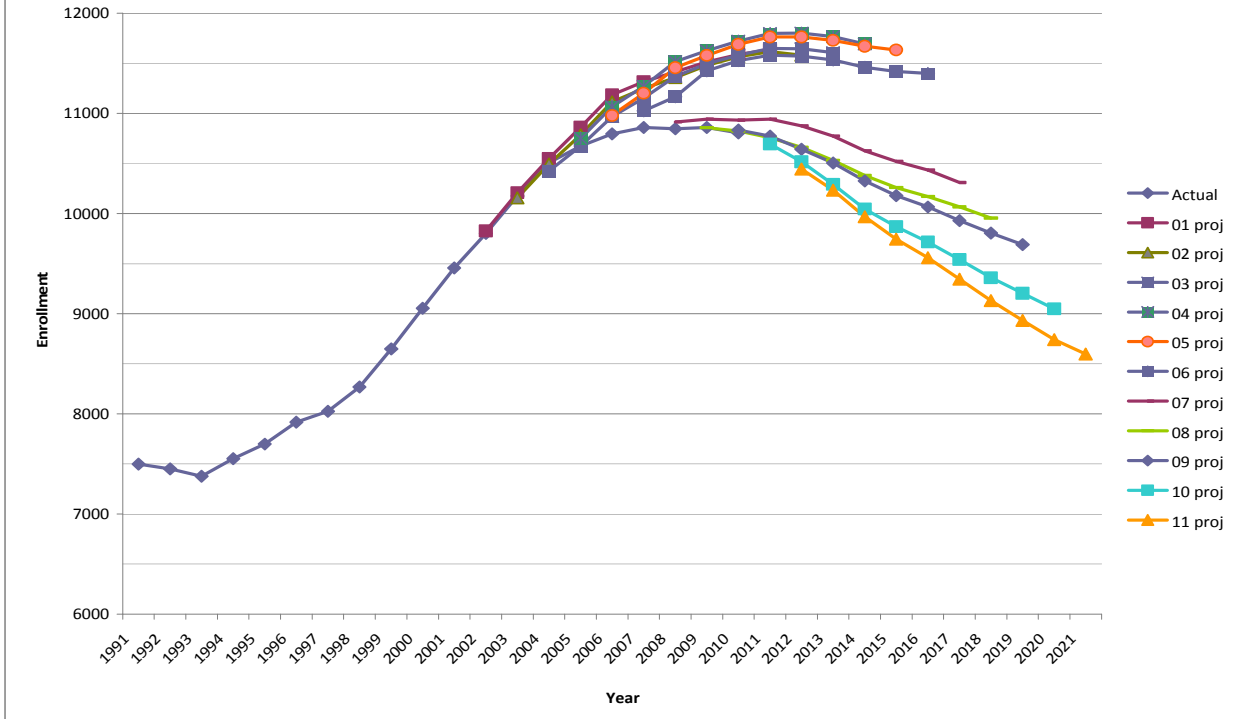


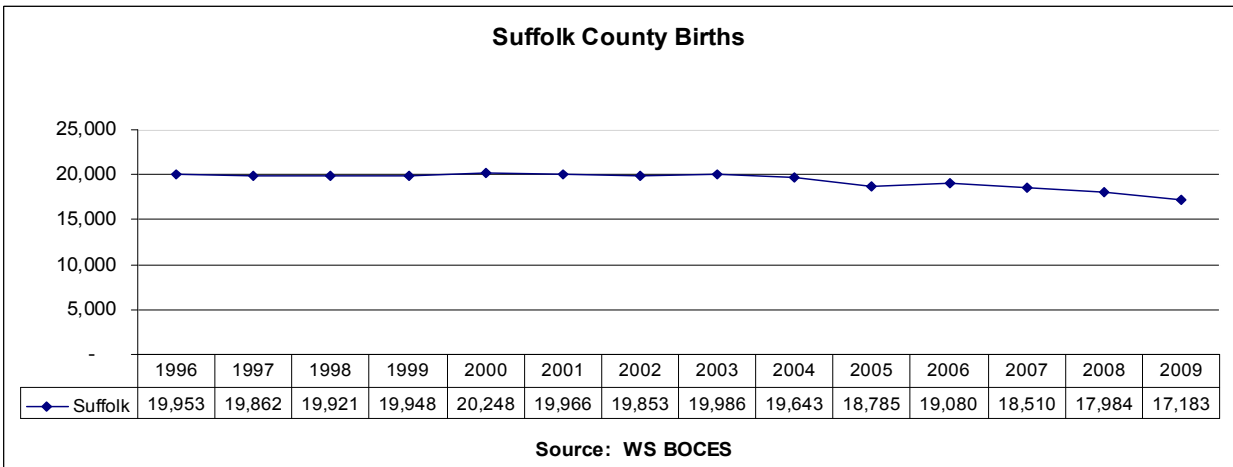
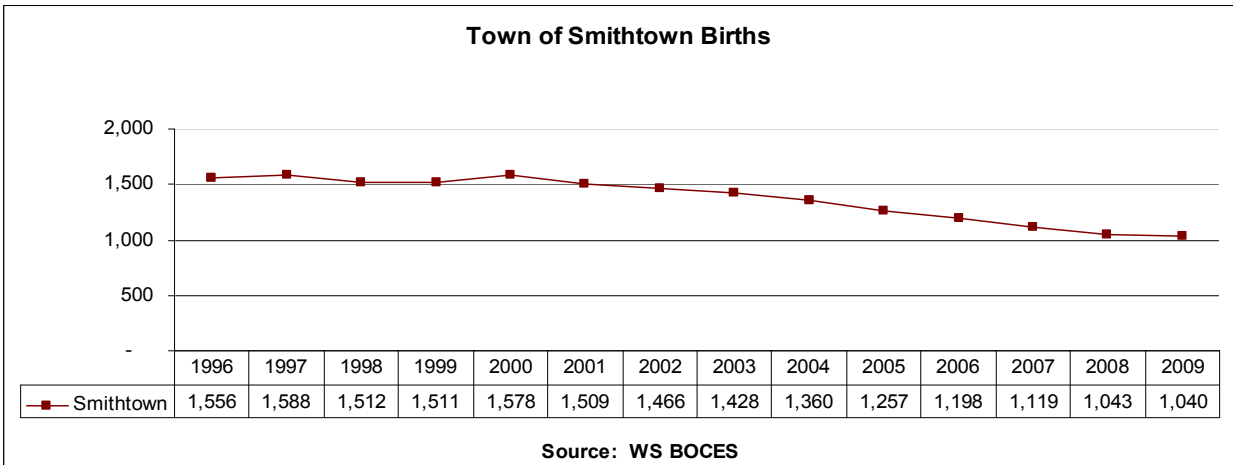
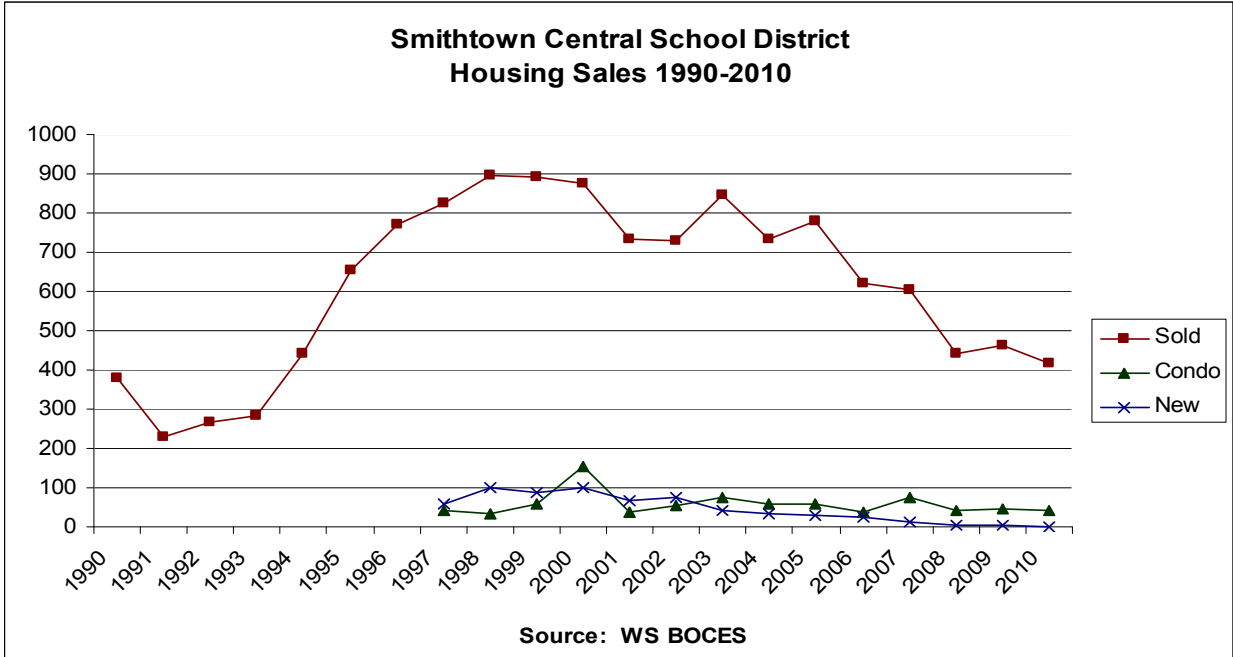
Enrollment Projections 2012-2021												Projected 10 yr Decline	
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Students	Pct
K-5	4,510	4,355	4,187	4,062	3,958	3,922	3,885	3,853	3,834	3,825	3,786	-724	16%
6-8	2,602	2,589	2,548	2,460	2,400	2,269	2,185	2,086	2,045	2,001	1,992	-610	23%
9-12	3,517	3,500	3,499	3,446	3,386	3,368	3,273	3,190	3,055	2,916	2,820	-697	20%
Total	10,629	10,444	10,234	9,968	9,744	9,559	9,343	9,129	8,934	8,742	8,598	-2,031	19%

Smithtown Central School District Elementary School Projected Enrollment 2011-2021

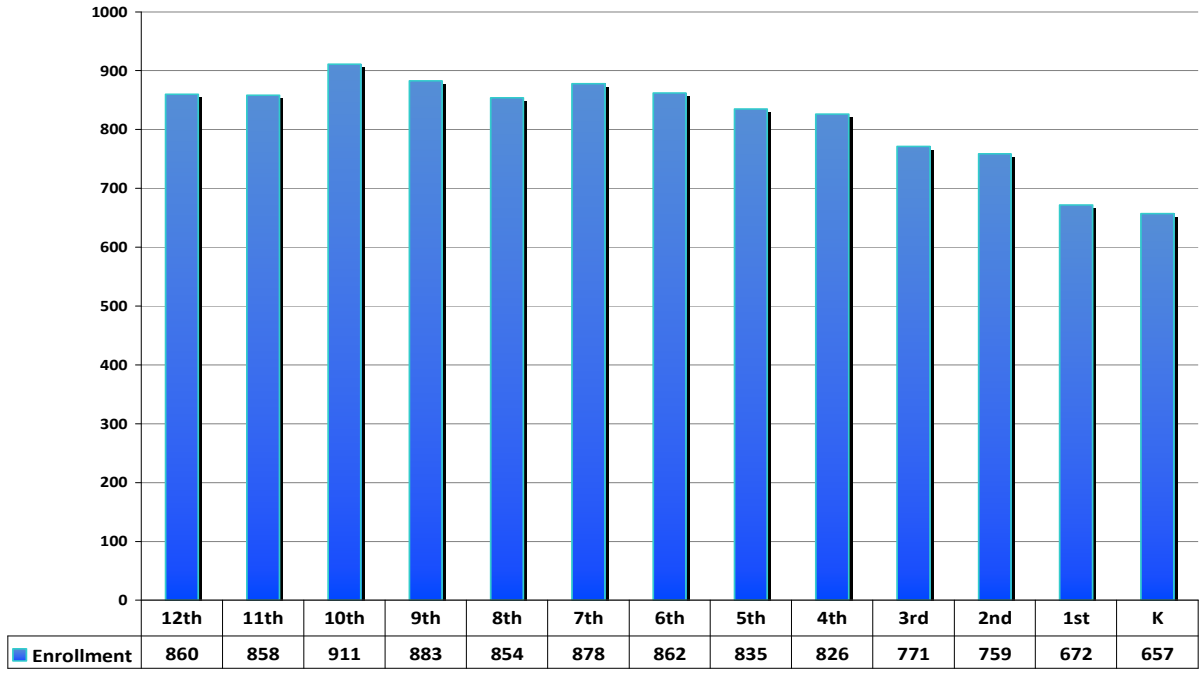


Smithtown Enrollment: Actual vs. Projection January 26, 2012





**Smithtown Central School District
Grade Level Enrollment
2011-2012 School Year**



IV. Race to the Top (RTTT) and Response to Intervention (RtI): Study the impact of RTTT and RtI.

Presentations:

- RTTT, RtI, and Smithtown CSD Housing, Dec. 15, 2011, by Jennifer Bradshaw (*Appendix A7*)

Key Points/Facts:

Response to Intervention and Academic Intervention Services (AIS):

- Smithtown's RtI plan is currently being piloted in grades K-5.
- RtI calls for AIS interventions to increase in frequency, duration, and intensity but will most likely have a minimal impact on small group instructional space needs because it will be provided in existing instructional spaces.
- Intervention service providers need to move proportionately with redistricted students.

Race to the Top:

- RTTT requires the district to identify struggling populations of students for additional support. Many of these students, however, are the same students identified for AIS, but their intervention success is tracked separately for federal purposes. Consequently, if the district's plan meets current AIS space needs, it will likely be able to meet RTTT demands.
- Intervention service providers need to move proportionately with redistricted students.
- The K-2/3-5 configuration (modified Princeton Plan) creates the need for vertical articulation between schools.
- In the K-2/3-5 configuration, grades 3-5 elementary buildings would have increased accountability on their standardized tests. More students in these grade levels leads to a greater number of accountability groups.
- Providing 3-5 testing accommodations is harder in a 3-5 school where the number of students given standardized testing accommodations may double while the number of available rooms and teachers remains fixed. (*See Appendix C12—Housing Impact Statements.*)
- If the district closes a school, closing Nesconset Elementary allows the district to have five more available classrooms for instructional purposes than closing Mills Pond Elementary does.

Recommendations:

- The district should analyze additional small group instructional space needs at schools with increasing enrollments in a new housing scenario and make certain adequate small group instructional space is available.
- The district should reallocate staff proportionately with new enrollment patterns.

V. Special Education: Analyze Special Education needs.

Presentations:

- Special Education Presentation, May 12, 2011, by Dr. Brenda Clark (*Appendix A2*)
- Special Education/Special Services - CACIH Proposal for 2012-13, Jan. 26, 2012, by Dr. Brenda Clark (*Appendix A9*)

Key Points/ Facts:

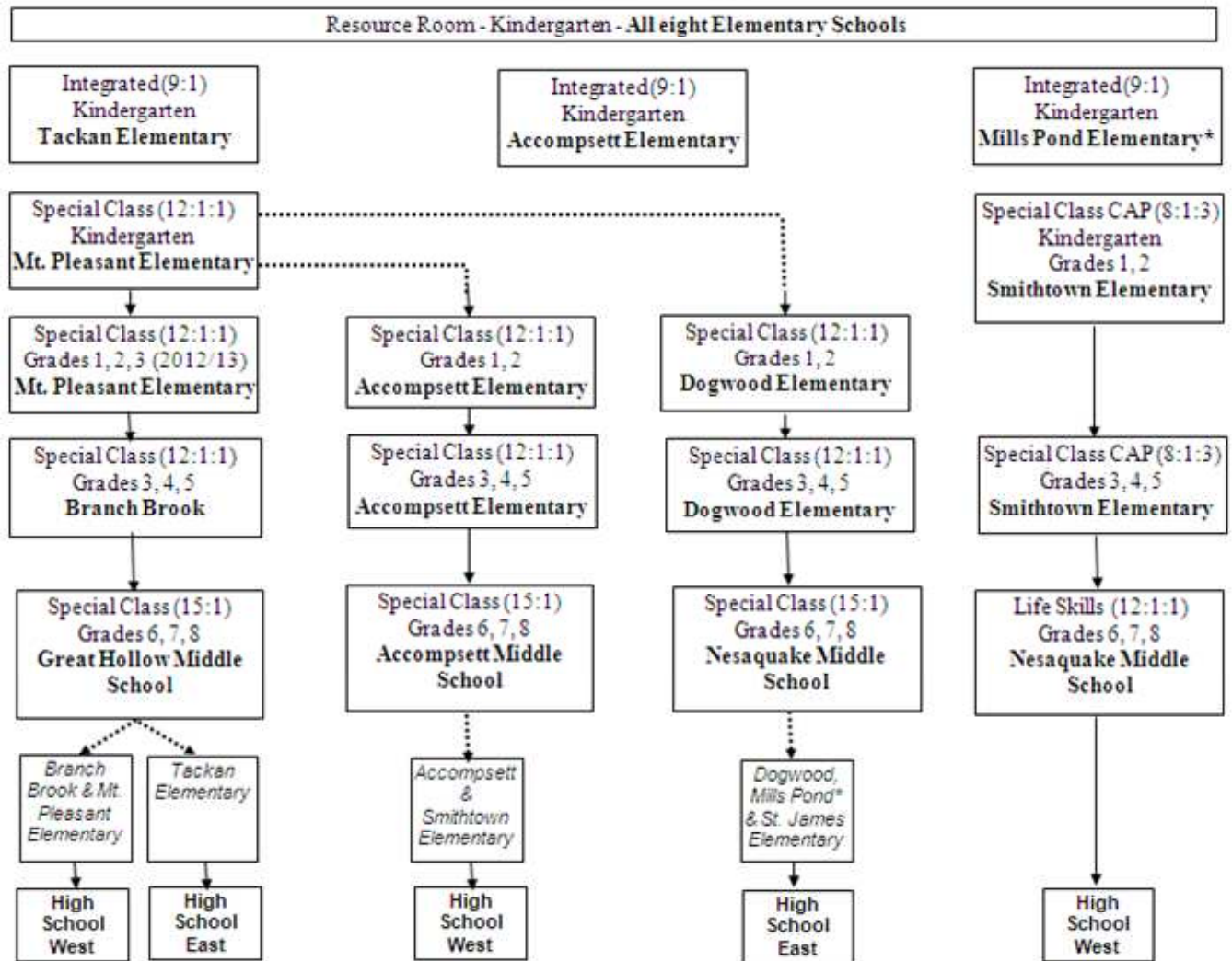
- For approximately seven years, special (self-contained) classes have been grouped in moving up patterns to the three middle schools.
- There are two programs at the elementary level that educate children from across the district: Nesconset Elementary houses the Kindergarten special class and Saint James Elementary houses the Children with Autism Program (CAP) classes.
- Each student's placement and services are reviewed and determined as part of their individual Annual Review meeting. Parents have a role in decisions about placement into a program.
- Currently, not all special education programs are available in every building at every grade level. Given our elementary population, even with the closing of an elementary school or the movement to the modified Princeton Plan (K-2/3-5), there may not be integrated sections in every grade or in every elementary school.

Recommendations:

- The district should attempt to maintain consistent location of program for special education students. Whenever possible, transferring students from school to school within their respective level of program should be avoided.
- The district should attempt to keep special class and integrated class student placements within their geographical moving up patterns for middle and high school.
- The relocation of Nesconset Elementary School's special education classes will be in accordance with the guiding principle of maintaining the moving up pattern to Great Hollow Middle School. Mount Pleasant has adequate available space to accept new classes including the district-wide Kindergarten special class students. (*See Appendix C10—Elementary Room Chart.*)
- The relocation of CAP/STEP programs currently housed at St. James Elementary school has considered these factors:
 - The district should make certain that school personnel in the receiving school for the CAP program are fully trained for interventions and expectations of Autism Spectrum Disorder children. The majority of current classroom staff will transition to the new site.
 - Comparable resources should be available in the new school location (such as appropriate playground equipment).

- The committee recommends relocating both the district-wide CAP and STEP programs to Smithtown Elementary because it has adequate space to house both programs and is centrally located.
- As a result of the CAP and STEP programs being relocated to Smithtown Elementary, the committee further recommends that the current students in the special class program from the Accomsett and Smithtown Elementary attendance areas be relocated to Accomsett Elementary School as the other feeder school to Accomsett Middle School.
- Consider the placement of CAP and self-contained/special classes so as to minimize the number of social and educational transitions for these students, providing them with as consistent a placement for their elementary school years as feasible.
- Consider the movement of the district-wide CAP and STEP programs to a school with long-term space availability, such as Smithtown Elementary, which is centrally located and can house both programs for the foreseeable future. Smithtown Elementary is also a regular host of the Extended School Year Program, which would eliminate a school year transition for CAP students during the years when this summer program is housed there.

See Special Education/Special Services - CACIH Proposal for 2012-13 chart on the following page or for a larger version, see Appendix A9—Special Education/Special Services - CACIH Proposal for 2012-13, Jan. 26, 2012, by Dr. Brenda Clark.



This chart is a proposal to account for elementary Special Education students if the BOE decides to close Nesconset Elementary

*Final determination of Mills Pond Elementary moving up pattern to be determined by Board of Education

** The location of the elementary Integrated Classes (9:1) is based on Committee on Special Education decisions

VI. Special Areas: Explore special areas needs. Special areas include subjects outside of core academic instruction, such as art, family and consumer science, health, library, music, physical education, and technology.

Presentations:

- CACIH Opening Presentation, April 27, 2011, by Jennifer Bradshaw and John Nolan (*Appendix A1*)

Key Points/Facts:

Elementary—

- Closing Nesconset Elementary will not impact the delivery of the special area curricula to elementary students. There will be adequate classroom and gymnasium space to deliver program at every elementary school. (*See Appendix C10—Elementary Room Chart.*)
- If the district closes a school, closing Nesconset Elementary allows the district to have five more available classrooms for instructional purposes than closing Mills Pond Elementary does.

Middle School—

- Family and Consumer Science (FCS) and Technology Education are 7th and 8th grade requirements that demand special area/lab space. Instruction is divided among grades 6-8 (middle school).
- These grade 7 and 8 requirements can be delivered in 6th grade only if the 6th grade students are housed in a middle school.
- Moving grade six to the elementary schools would make it difficult for the remaining middle school special area classroom spaces to support required FCS and Technology programs. Absorbing grades 7 and 8 from the closed middle school and supplying all FCS and Tech instruction in only two grade levels would significantly increase demand on the spaces reserved for FCS and Technology at the receiving school.
- Closing a middle school will create significant obstacles to providing special area programs in FCS and Technology Education at the middle school level.

Recommendations:

- If the district is to close a school, the committee recommends closing an elementary school instead of a middle school at this time in order to reduce its housing footprint without affecting special area program offerings. (*See App C12—Housing Impact Statements and App C10—Elementary Room Chart.*)
- Special area staffing should be proportionately reallocated to schools whose enrollments increase due to a school closing.

VII. Costs/Revenues: Analyze the costs of maintaining the status quo vs. changes in housing patterns and/or potential sources of revenue.

Presentations:

- Multi-Year Budgetary Impact, May 26, 2011, by Andrew Tobin (*Appendix A3*)
- Personnel and K-2/3-5 Princeton Plan Reductions, Dec. 1, 2011, by Jennifer Bradshaw and John Nolan (*Appendix A5*)

Key Points/Facts:

- Programs housed at NYA include: the Montessori School, which generates approximately \$86k in rental revenue per year; the Adult Education program, which is self-sustaining.
- If a building is rented to a for-profit organization, bond counsel is required because the tax free status of outstanding bonds may be at risk. (*See App C14—Hawkins Memo re Bonds.*)
- No immediate source of revenue has been found by the committee, but comparable use renters have expressed possible interest in renting various Smithtown CSD buildings.
- One-time moving costs will offset the first year of savings from closing a building. (*See App C15—Building Closing and Moving Estimates.*)
- The sale of vacant district land is a program-neutral source of potential one-time revenue and may lead to an increase in the local tax base.
- Average utility costs vary by building. Central Office’s higher utility costs are likely to follow those offices to any new location, depending on department-specific energy usage. (*See App C8—Building Utility Costs.*)
- Closing any given building yields the potential for some staffing reductions as well as either utility savings or rental income. More significant savings are possible if staffing efficiencies are created, particularly with the closing of a school.
- Nesconset Elementary’s utility costs and identified capital project needs are higher than those of Mills Pond Elementary.
- Closing a building would reduce but not eliminate the need to do capital improvements on that building. (*See App C7—2010 Capital Project Cost Tabulation Sheet and App A4—Building Condition Survey/Facility Upgrades, July 14, 2011.*)
- Nesconset Elementary has two separate entrances with parking lots on opposite sides of the building, both accessible from main roads.

Recommendations:

- See Executive Summary II. C. regarding the committee’s recommendation to close an elementary school, rent the closed school, and analyze the rental of the NYA offices and the sale of vacant properties.
- The district should consider the impact any changes at NYA have on the rental income provided by the Montessori School.

VIII. Feasibility of changing housing patterns: Study feasibility of changing housing patterns, including but not limited to closing an elementary school, closing a middle school and redistricting all schools to balance enrollment, establishing a Kindergarten Center full or half day, establishing a K-2/3-5 pattern, closing NYA and moving Central Office to another building.

Presentations:

- Building Condition/Facilities Upgrades Presentation by H2M, July 14, 2011, by Saverio Belfiore & Doug Dunham (*Appendix A4*)
- Personnel and K-2/3-5 Princeton Plan Reductions, Jennifer Bradshaw & John Nolan, Dec. 1, 2011 (*Appendix A5*)
- CACIH Transportation Report, January 5, 2012, by Mary Augugliaro (*Appendix A8*)

A. Establishing a Kindergarten Center

a. Full Day Kindergarten Center

Key Points/Facts:

- It is theoretically feasible to house Smithtown's Kindergarten students in one Kindergarten center.
- A Kindergarten Center could be centrally located, but it would generate greater transportation times for most students.
- Currently, no building has the infrastructure to have an internal bathroom facility in every classroom. While this is not required, it is advisable for young students who require supervision in this area.
- Creating a Kindergarten Center would generate some K-5 staffing efficiencies.
- The average Kindergarten student class size would be increased in a Kindergarten center.
- The average Kindergarten physical classroom size would be decreased in a Kindergarten center.

Recommendations:

- While program offerings would be relatively unhampered, the committee recommends against the Kindergarten Center model due to the increased burden of transportation time, the increased number of school-to-school transitions, and the possible increased expense of in-classroom bathroom construction.

b. Half-Day Kindergarten Center

Key Points/Facts:

- Currently there are 646 students enrolled in Smithtown's full-day Kindergarten program (the lowest in the last 10 years was in 2011).
- It is feasible to house Smithtown's Kindergarten students in one half-day Kindergarten center.

- Changing to half-day Kindergarten would reduce staffing by approximately 15 classroom teachers in the 2012/13 school year. Special area instruction for Kindergarten students would require further study.
- Half-day Kindergarten provides significantly less program.

Recommendations:

- The committee determined that a half-day Kindergarten Center is feasible but did not recommend it. An evaluation of the programmatic impact of half-day vs. full-day Kindergarten would require further study. *See Appendix C12 for a list of Impact Statements.*

B. Closing an Elementary School

Key Points/Facts:

- It is feasible to close one of Smithtown’s nine elementary buildings and house students in the remaining eight elementary buildings. Because housing the students in eight schools creates space utilization efficiencies (it requires fewer total class sections), closing any elementary but our largest in capacity (AEL, SEL, SJE) is feasible from a long-range student housing perspective.
- Closing one elementary school does not impact quality of program because there is adequate remaining space to provide a full instructional program to the declining elementary population.
- Closing either Mills Pond or Nesconset Elementary School generates a staffing savings of approximately \$960,000 per year, including salaries and benefits. *(See Appendix C3—CACIH Scenario Worksheet 2.0, Closing Mills Pond, Nesconset.)*
- Closing portions of elementary buildings will not yield notable savings; greater utility savings come from closing a whole building (an average of \$60,000). *(See Appendix C8 Utility Costs.)*
- Closing one elementary school incurs no extra costs in transportation but may make some run times a little longer.

Recommendations:

- As compared to other housing pattern changes studied, the committee found closing an elementary school to be the most feasible, program-neutral, and cost-effective way to address declining elementary enrollment and reduce the school district’s housing footprint.
- While several of the district’s elementary schools fit the feasibility criteria for closing (i.e. their students could be housed in other buildings), the committee recommends closing Nesconset Elementary if a school is to be closed. See Executive Summary Recommendations at the beginning of this report (p. 11).
- If the district closes a school, the committee recommends that as many students as possible move together from a closed school into a

neighboring school rather than dispersing smaller groups of students into several schools throughout the district.

- Ideally, any reconfiguration will leave a few empty classrooms in each school to allow for future enrollment fluctuation, small-group instruction needs, and scheduling flexibility. The closure of Nesconset is preferred over Mills Pond as Mills Pond has five more classrooms than Nesconset, allowing for additional rooms should the need arise.

C. K-2/3-5 (Modified Princeton Plan)

Key Points/Facts:

- The K-2/3-5 model is feasible. This configuration creates greater efficiencies of classroom space utilization.
- Having eight elementary schools lends to the pairing of four grade K-2 buildings with four grade 3-5 buildings.
- The K-2/3-5 scenario has the potential to further streamline moving up patterns for special education students. It allows for the special education guiding philosophy to remain intact and works with the potential building pairings.
- This model creates additional efficiencies that may lead to fewer transitions for some students with disabilities.
- It yields a staff savings of approximately \$1.3 million.
- Under the current transportation contract, it will cost an estimated additional \$1.1 million in transportation costs. These costs could decrease with a renegotiated transportation contract.
- The K-2/3-5 model yields a total savings (including staffing and transportation) of approximately \$260,000 the first year and \$590,000 in its second year (if state aid remains flat for transportation).
- It increases the length of bus rides for some students to over one hour.
- It increases the number of student transitions between buildings.
- Families with children in both grade spans (K-2 and 3-5) will have to manage two different school start/end times as well as two separate locations for school activities.
- The curriculum focus of a K-2 or 3-5 school can become more targeted.
- There is an increased opportunity for horizontal articulation among same grade-level teachers.
- There is an increased need for vertical articulation between schools for AIS, RTTT, and RtI purposes.
- There is an increased opportunity for focused professional development within a school.
- In 3-5 schools, academic scores could be diminished due to the increase in school transitions. Statistically, each transition creates an academic performance loss that is closed over time.

- Some Kindergarten classes will have to be housed in an average-sized classroom (750-850 sq. ft.) rather than a larger classroom (900-1,000 sq. ft.).

Recommendations:

- The K-2/3-5 configuration is certainly feasible and much more efficient from a student housing perspective. It yields some fiscal savings but adds an additional school transition for most students and increases transportation times and costs. Because of the increases in transportation times for elementary students, and because about half of the potential savings begin in year two and rely on state aid for transportation remaining at its current rate, committee members expressed strong reservations about this model. That said, several committee members thought that this model was worthy of further study and should not be ruled out for future consideration.

D. Closing a Middle School

Key Points/Facts:

- Currently there is not enough space to house all of Smithtown's middle school students in two of Smithtown's middle schools.
- Closing a middle school would create the need to move sixth grade students into the elementary schools. This would be very tight at this time. See K-6 notes below.
- Middle School classes currently average 26.2 students, which is higher than the average elementary class size. Closing a Middle School does not create staffing efficiencies unless the average class size is raised.

Recommendations:

- Because there is inadequate space and due to the potentially negative impact on finances and program, the committee does not recommend closing a middle school. If enrollment continues to decline at its current rate, this option may warrant further study in the future.

See Appendix C12—Housing Impact Statements.

E. K-6 Elementary Schools

Key Points/Facts:

- If 2010/11 class caps are maintained, grades K-6 will fit in current elementary buildings with no additional room available. With 2011/12 class caps, some buildings gain space. This scenario is tight yet feasible with redistricting at the elementary level.
- The staffing efficiencies of housing sixth grade in three buildings are lost when those students are spread out over nine buildings.

- The middle school philosophy and related programs designed for grades 6-8 are dismantled in this scenario. (*See Appendix C12—Housing Impact Statements.*)
- Family and Consumer Science and Technology Education are 7th and 8th grade requirements that may be offered in 6th grade only in a middle school setting. They are currently offered in 6th grade to split up required hours across three years. These programs require special area/lab space.
- Sixth grade students would lose access to dedicated science labs if they were no longer housed in the middle schools.

Recommendations:

- This configuration creates problems delivering required middle school programs, increases staffing needs to deliver both general and special area programs to sixth graders, and puts some building enrollments over capacity.
- The committee does not recommend this configuration.

F. Closing the J. M. Barton Building and relocating Central Office

Note: The District's Central Offices are currently housed at the J. M. Barton Building, located at 26 New York Avenue (NYA).

Key Points/Facts:

- Central Office departments and conference rooms are housed in the equivalent of 31 classrooms.
- 42 rooms are available for use at the J. M. Barton Building at New York Avenue. Adult Education uses six rooms and Montessori uses approximately five.
- Adult Education is a self-sustaining program. Its location at the New York Avenue offices is central to residents and accessible by public transportation.
- The Montessori school rental income for the district is approximately \$86,000 per year.
- It is feasible to close the J. M. Barton Building and relocate Central Office either to a closed elementary school with comparable space availability *or* to equivalent available spaces around the district. Most of the offices housed at New York Avenue would fit into one elementary building.
- Moving Central Office into one or more buildings is unlikely to generate staffing efficiencies or utility savings, as related energy costs move with those offices.
- If New York Avenue is sold and enrollment rebounds, the district could run out of space to house students and supporting offices.

Recommendations:

- The committee recommends that Central Office be moved out of the J.M. Barton Building at New York Avenue if it is financially advantageous to the district. The committee further recommends that the building be rented rather than sold, and that the district negotiate school and community access to the NYA fields if at all possible.
- Moving costs require further analysis. If a renter is found for the offices at New York Avenue, a study of the relative costs and revenues should be done to determine the most financially advantageous relocation plan.
- Any moving analysis should include consideration of the rental income provided by the Montessori School, which is approximately \$86,000 per year.

See the following Appendices:

C3—Scenario Worksheets

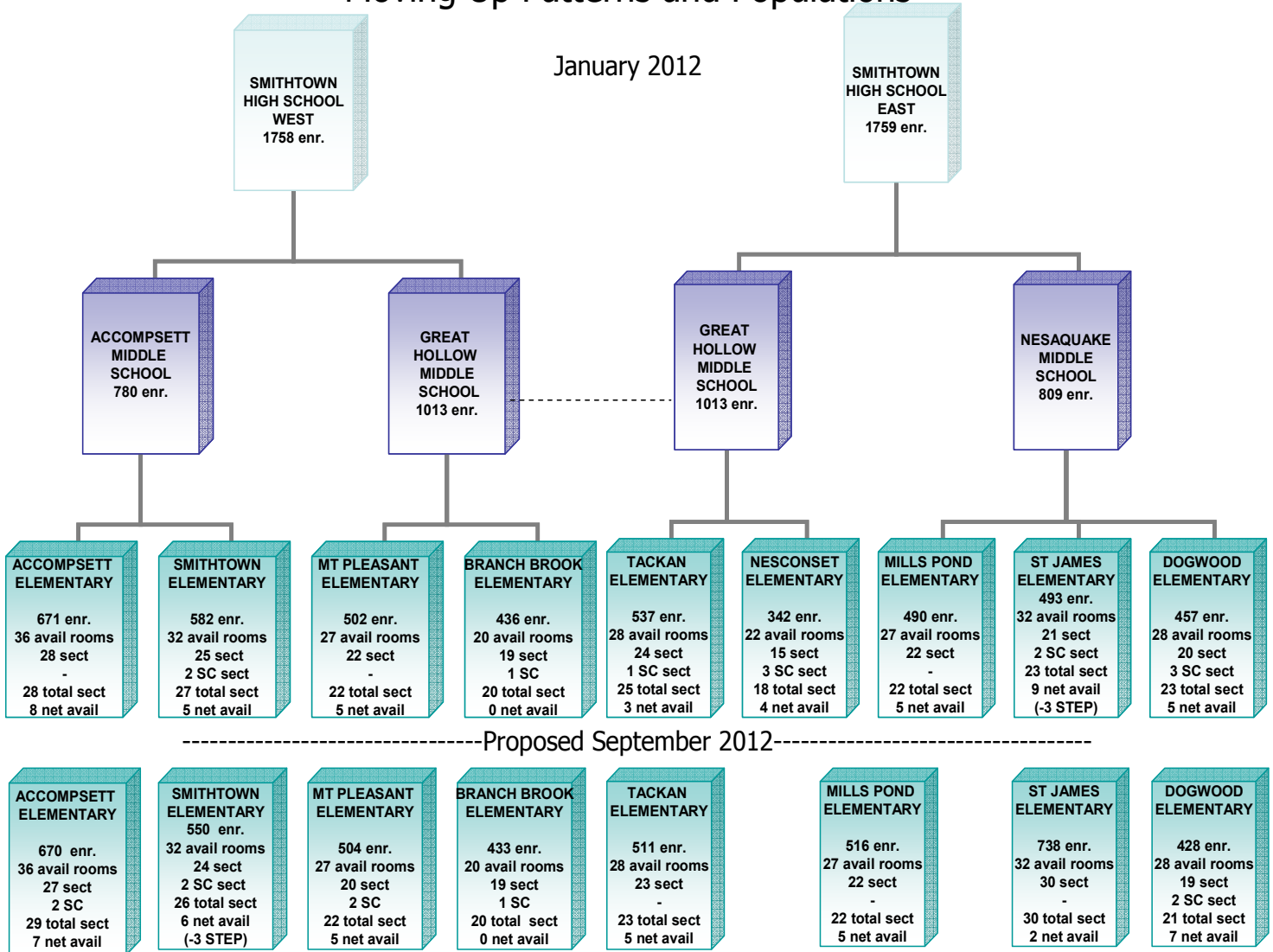
C5—Map of Smithtown Central Schools

C12—Housing Impact Statements

See Moving Up Patterns and Populations chart on the following page or for a larger version, see Appendix C9—Moving Up Patterns and Populations, Jan. 26, 2012.

Moving Up Patterns and Populations

January 2012



IX. Transportation: Study impact on transportation.

Presentations:

- Personnel and K-2/3-5 Princeton Plan Reductions, Dec. 1, 2011, by Jennifer Bradshaw and John Nolan (*Appendix A5*)
- Transportation, Jan 5, 2012, by Mary Augugliaro (*Appendix A8*)

Key Points/Facts:

- Current bus runs average 15-25 minutes.
- If one elementary school is closed and the grade configuration remains K-5, there is no impact on transportation costs and a negligible increase in transportation times.
- If the district closes an elementary school and moves to a K-2/3-5 model, two transportation scenarios are possible:
 - I. Single pick-up of K-5 students with two drop-offs. In this scenario, all students attending a K-2/3-5 pairing of one early and one late school (one K-2 and one 3-5) are picked up on the same buses and dropped off at their respective schools at their respective starting times.
 - a. This increases the geographic area of the pickup.
 - b. Time on buses increases significantly for some students.
 - c. Transportation costs increase.
 - d. The committee did not find this scenario feasible.
 - II. Separate pick-up of K-2 students and 3-5 students.
 - a. In this scenario, the geographic area of the pick-up is similarly increased.
 - b. Time on buses increases for many students.
 - c. Additional costs are approximately \$1.1 million in the first year. It is possible that with state aid and a new transportation contract, transportation costs could be reduced in subsequent years.
- In a K-2/3-5 configuration, the enrollment area is doubled; time on bus could grow to 35-45 minutes in addition to the usual time spent loading and unloading students.
- Increased busing times combined with maximizing bus capacities could lead to increased disciplinary issues on buses.

Recommendations:

- The district should renegotiate its transportation contract to add flexibility (ex. by adding two-hour and four-hour buses) in order to more cost-effectively accommodate a Princeton Model in the event the district considers a future K-2/3-5 configuration.

X. Long-range Planning: Assist the Board and Administration in developing and maintaining a long range plan.

Presentations:

- Long Range Planning Study Update (*Appendix B1*)

A. Transition Recommendations:

If the Board of Education decides to close a school, the committee recommends that an administrative district transition team be convened as quickly as possible to do the following work:

- Establish new enrollment boundaries that consider long-range enrollment projections and allow for future enrollment fluctuations. *See Appendix B5.*
- The committee recognizes that establishing attendance zone boundaries is the purview of the Board of Education. The committee would like the Board to consider its recommendation that, when establishing boundaries, as many students as possible should stay together when moving from one school to another. If the district closes Nesconset Elementary School, the committee recommends the following:
 - Move the district-wide special education CAP and STEP programs from Saint James Elementary to Smithtown Elementary, thereby creating long-term housing stability for the programs and keeping both in the same, more centralized location.
 - Move the two existing special classes from Smithtown Elementary to Accomsett Elementary to balance the special education program within the Accomsett Middle School moving up area.
 - Move the district-wide special education Kindergarten class from Nesconset Elementary to Mount Pleasant Elementary School. Similarly, relocate Nesconset's other special classes to Mount Pleasant, which keeps students in this program within their geographic moving up pattern to Great Hollow Middle School.
 - Approximately half of the current Mills Pond Elementary students remain at Mills Pond and approximately half join Saint James Elementary School.
 - All of the remaining students at Nesconset Elementary move together to join Mills Pond Elementary School.
 - All of the remaining Saint James Elementary students attend Saint James Elementary School.
 - In terms of middle school moving up patterns, it was the sense of the committee that all students that move up from an elementary school should move together into the same middle school. It was also the sense of the committee that two elementary schools from each side of town move up into Great Hollow for the purpose of balance.
- Establish building transition teams comprised of staff, parents, and administrators that will address the transition needs of their school community.
- Insure appropriate training and orientation for students, teachers and parents. Training should begin in the spring of 2012 for the acceptance of new special education programs and students.

- Study any changes in special education program housing and insure appropriate student, staffing and resource transitions, trainings, and placements.
- Consider the placement of CAP and self-contained/special classes so as to minimize the number of social and educational transitions for these students, providing them with as consistent a placement for their elementary school years as feasible.
- Establish a timely means of communication for all members of school communities directly affected by the closing of an elementary school, including parents, PTAs, students, staff, and administration.
- Establish new student orientation dates to be announced by April 30, 2012.
- Work with professional real estate advisors to maximize housing revenue.

B. Long-Range Considerations:

- The recommendations in this report address the district's current declining enrollment trends. The Board of Education and the District Administration should review updated enrollments and trends yearly to determine whether to reconvene a Citizens' Advisory Committee to further study enrollments as they relate to instruction and housing.
 - If enrollment projections are accurate, there may be a need to reconvene the CACIH within the next few years.
 - Collaboration with professional realtors familiar with the District's properties should be ongoing.
-

Appendix A

A. CACIH Presentations

- A1. CACIH Opening Presentation, April 27, 2011
- A2. CACIH Special Education Presentation, May 12, 2011
- A3. CACIH Multi-Year Budgetary Impact, May 26, 2011
- A4. Building Condition Survey—Facility Upgrades, July 14, 2011
- A5. CACIH Personnel and K-2/3-5 Princeton Plan Reductions, Dec. 1, 2011
- A6. Business Affairs Committee Meeting, Dec. 6, 2011
- A7. Race to the Top, Response to Intervention, and Smithtown Central School District Housing – CACIH, Dec. 15, 2011
- A8. CACIH Transportation Report, January 5, 2012
- A9. Special Education/Special Services – CACIH Proposal for 2012-13, January 26, 2012



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

April 27, 2011

During the 2010-11 school year, in response to serious economic pressures and declining elementary enrollment, the Board of Education Housing Committee directed the Smithtown Central Schools administration to find ways to reduce program costs.

After studying the feasibility of closing one of three elementary schools (Branch Brook, Dogwood, and Nesconset), it was determined that, while feasible, further research was necessary. In order to respond to economic pressures without closing a school, elementary class size was raised for the 2011/12 school year.

On March 22, 2011, the Board of Education established the Citizens' Advisory Committee on Instruction and Housing to investigate the appropriate long-range housing patterns needed to support a quality instructional program. The charge of this committee is to reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings, and to make our recommendation to the Board by January 31, 2012.



**RECOMMENDATION TO FORM A CITIZENS' ADVISORY
COMMITTEE ON INSTRUCTION & 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. . . .

**RECOMMENDATION TO FORM A CITIZENS' ADVISORY
COMMITTEE ON INSTRUCTION & HOUSING**

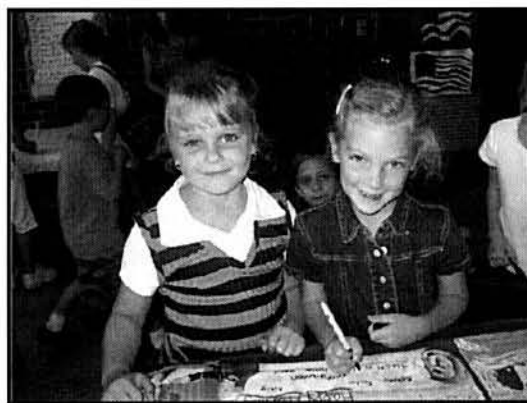
. . . Further be it resolved, that this committee will make recommendations that will reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings as well as an analysis of the cost factors, and that the recommendations thereof to be submitted to the Board of Education by January 31, 2012.”

Approved by Board of Education 3/22/2011



The Citizens' Advisory Committee on Instruction and Housing speaks to the essential link between the District's instructional program and the housing patterns needed to support that program.

This committee is charged with balancing the demands of a quality education and the efficient use of our facilities.



Elementary Program

- Full-day instruction in Grades K-5
- Comprehensive Program in nine schools
 - Core academic instruction
 - Art and Music every week
 - Physical Education 120 minutes per week
 - Library classes weekly in grades K-4
 - Chorus and instrumental music weekly in grade 5
 - Special Education services
 - Integrated classes, special classes, resource room, speech, counseling and OT/PT

Elementary Program

- English as a Second Language program
- Academic Intervention Services, both push-in and pull-out services
- Co-curricular activities
- Computers in every classroom
- A full class-size computer lab and laptop carts in every school

Elementary Program Changes

**with possible Housing Impact
2011/12**

- **Class size limits**
 - 25 maximum in grade K
 - 26 maximum in grades 1-3
 - 28 maximum in grades 4-5

Elementary Program Changes

**with possible Housing Impact
2011/12**

Response to Intervention

- 90-minute literacy blocks
- Increase in AIS intervention
 - Frequency
 - Duration
 - Intensity (Student:Teacher ratio)

Elementary School Program Considerations

- Declining K-5 enrollment
- Class size
- Enrollment fluctuation among buildings
- Special Education program requirements
- Moving up patterns
- Real estate: sales of existing/new homes

Middle School Program

- Three Middle Schools
- Grades 6-8 Comprehensive Program
 - Nine-period day
 - Coordinated Team core academic instruction
 - ELA, Math, Science, Social Studies
 - LOTE in grades 7 and 8
 - Daily Performing Music classes
 - Alternating day Physical Education classes
 - Art, Family Consumer Science, Health and Technology rotations
 - Special Education services
 - Integrated classes, special classes, resource room, speech, counseling and OT/PT

Middle School Program

- Guidance/School Counselors
- English as a Second Language program
- Academic Intervention Services
- Co-curricular Activities
- After-school Athletics
- Three computer labs in every school
- Portable laptop carts in every school

Middle School Program Considerations

- Peak enrollment now
- Increased graduation requirements
- Class size
- Special area capacities (eg: science labs, art, technology, etc.)
- Special Education program requirements
- Moving up patterns
- Real estate: sales of existing/new homes

High School Program

- Two High Schools
- Grades 9-12 Comprehensive Program
 - Nine-period day
 - Core academic instruction
 - ELA, Math, Science, Social Studies, LOTE
 - College and Advanced Placement courses
 - Remedial, reduced-size and extended period courses
 - Art and Music
 - Business, Family Consumer Science and Technology
 - Health and Physical Education

High School Program

- Special Education services
 - Integrated classes, special classes, resource room, speech, counseling and OT/PT
- Guidance/School Counselors
- English as a Second Language
- Academic Intervention Services
- Co-curricular Activities
- After-school Athletics
- Thirteen computer labs in each high school
- Portable laptop carts in each high school

High School Program Considerations

- Peak enrollment begins in 2011-12
- More rigorous graduation requirements
- Class size
- Special area capacities (eg: science labs, art, technology, etc.)
- Special Education program requirements

Factors Affecting School Enrollment

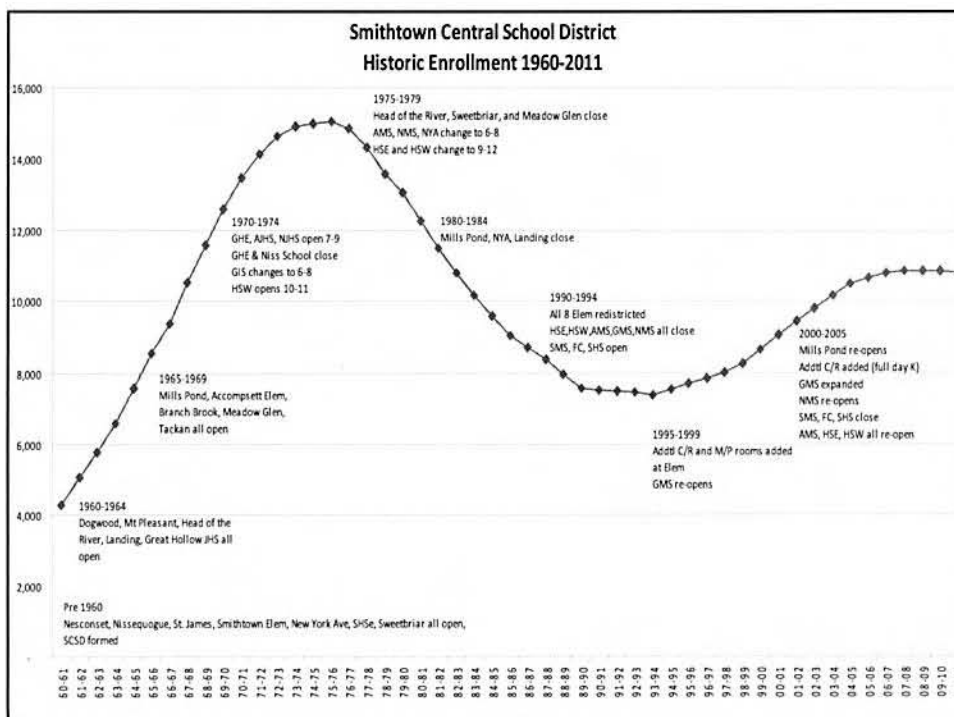
Factors affecting school enrollment include:

- Birthrate
- Employment/Unemployment Rate
- Housing Turnover
- New Construction
- New Entrants from Private and Parochial Schools

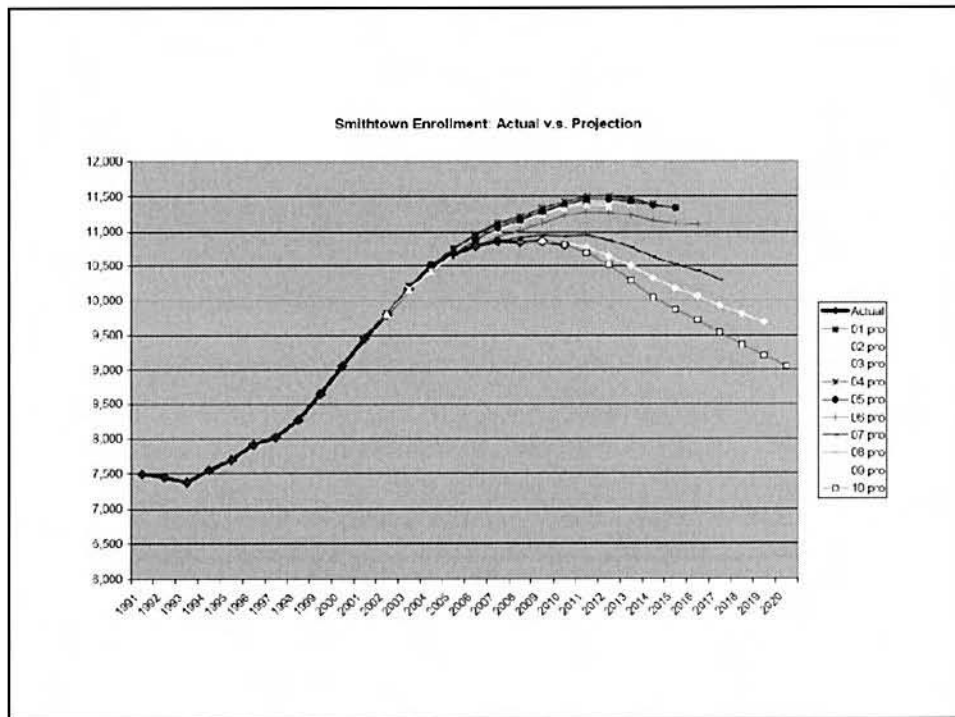
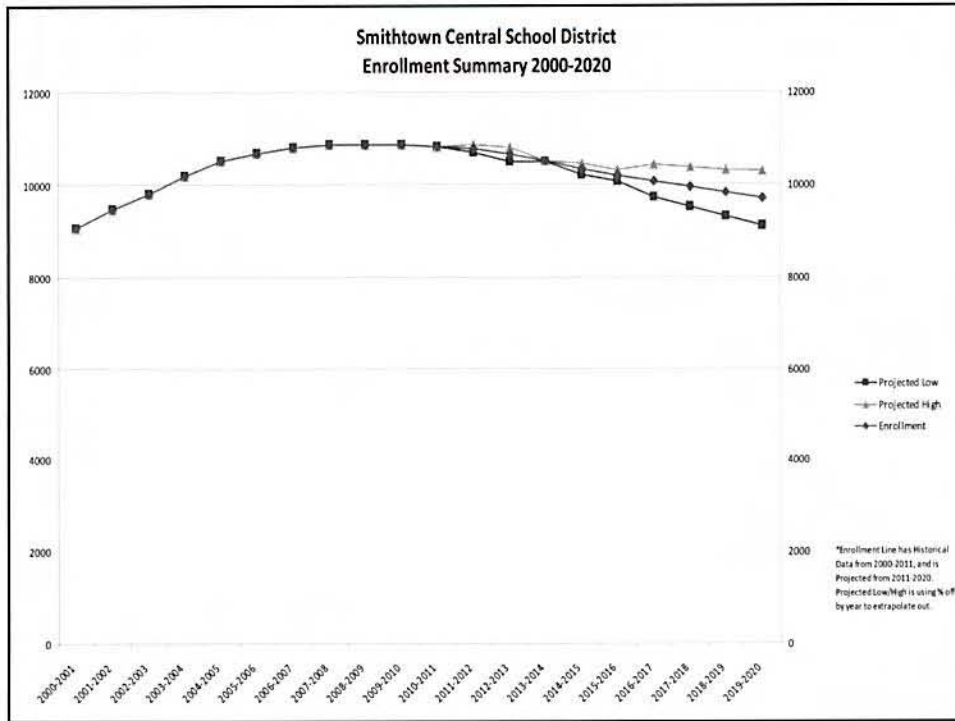
Factors Affecting School Enrollment (cont'd)

- Birthrate is declining.
- 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.

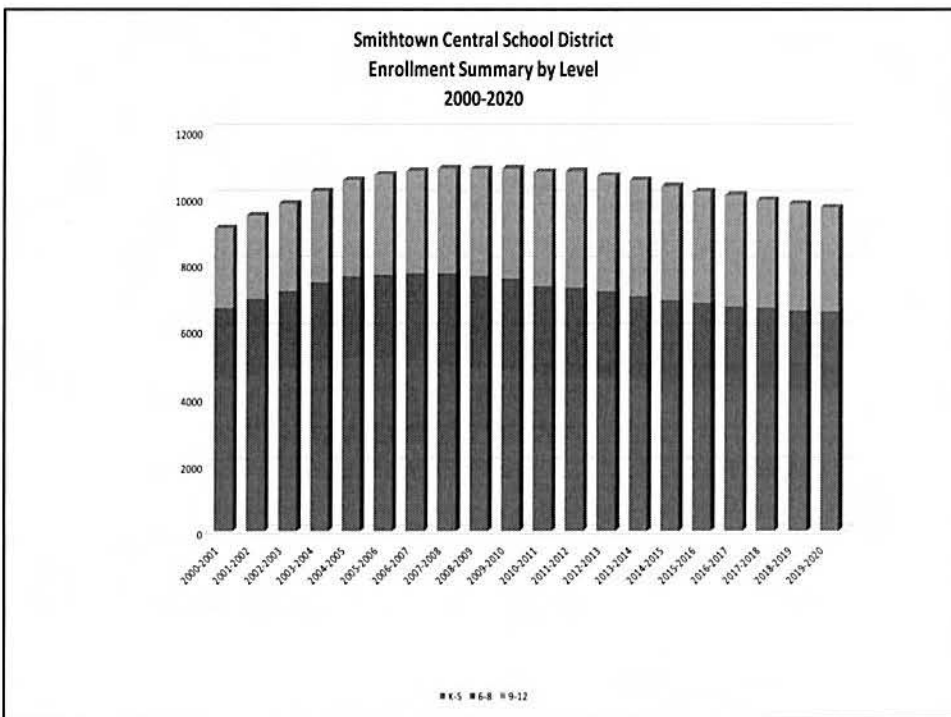
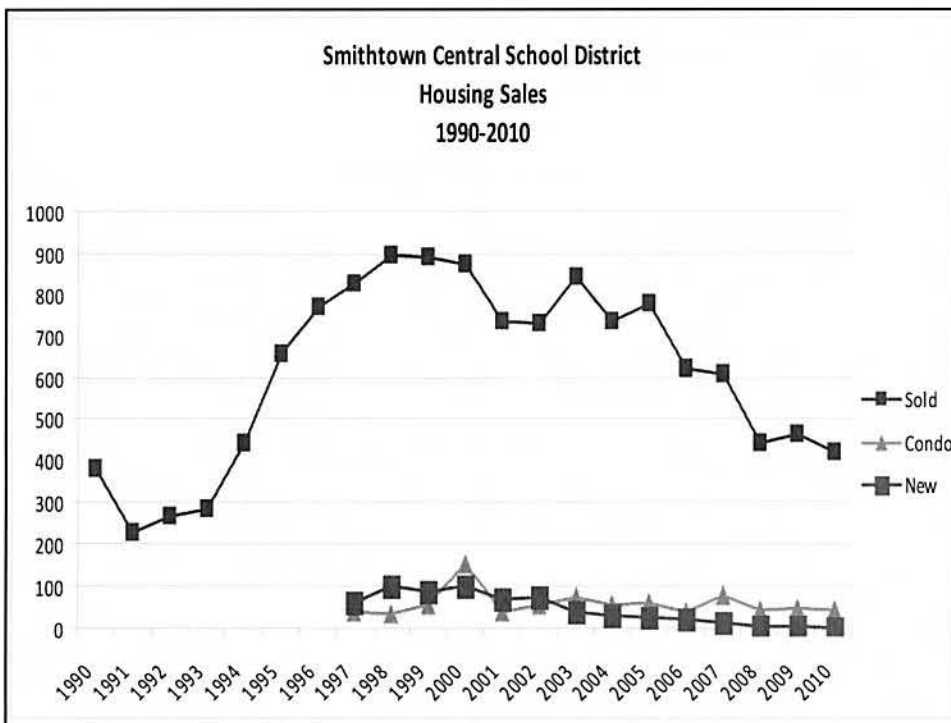
The economy is the overarching variable for all of these factors.



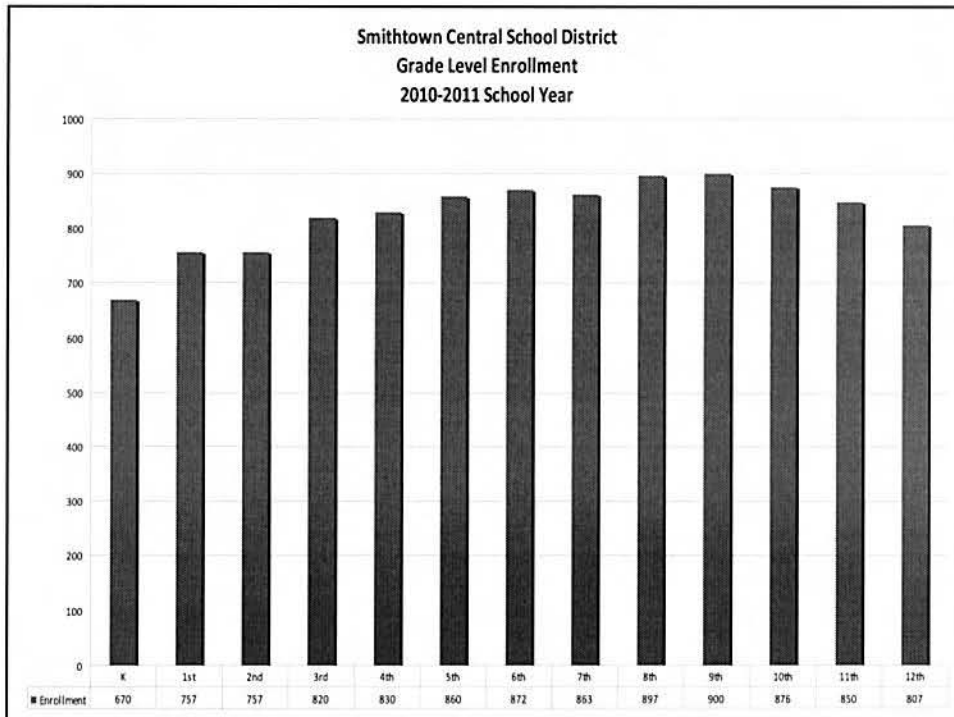
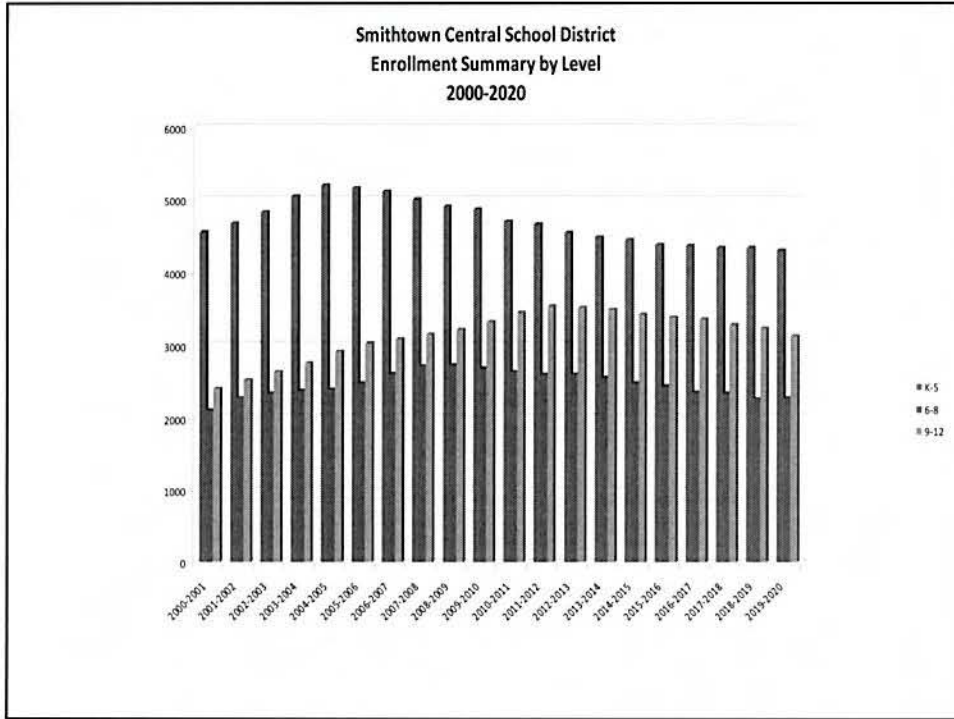
Appendix A1



Appendix A1



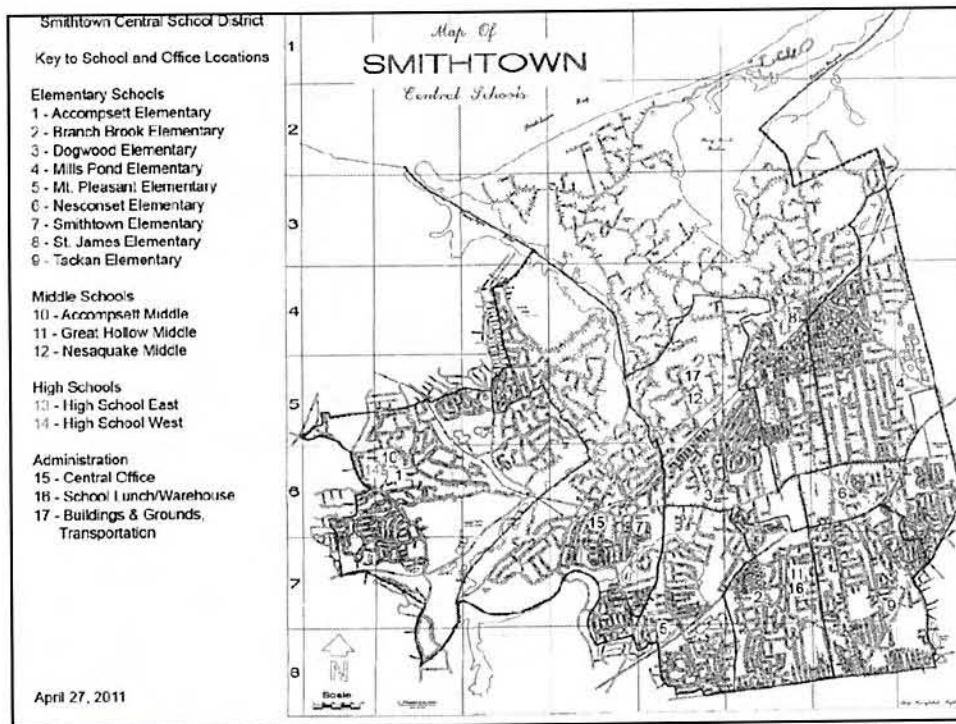
Appendix A1



MOVING UP PATTERN

For purposes of the CAC's analysis, elementary schools that travel together from middle school to high school will be looked at as cohorts to determine future housing needs.

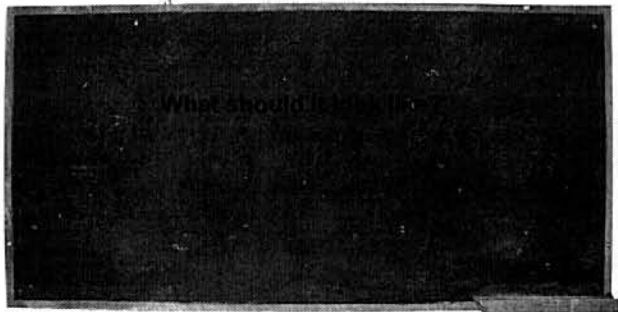
- Cohort 1 – Accomsett, Smithtown → Accomsett MS → HSW
- Cohort 2 – Branch Brook, Mt. Pleasant → Great Hollow MS → HSW
- Cohort 3 – Nesconset, Tackan → Great Hollow MS → HSE
- Cohort 4 – Dogwood, Mills Pond, St. James → Nesaquake MS → HSE



DEMOGRAPHIC & GEOGRAPHIC COHORT

- Changes to elementary school housing patterns could impact long-term middle and high school enrollments.
- Our study must consider not only the capacity of the secondary buildings but also their ability to support similar programs.

The 21st Century Classroom

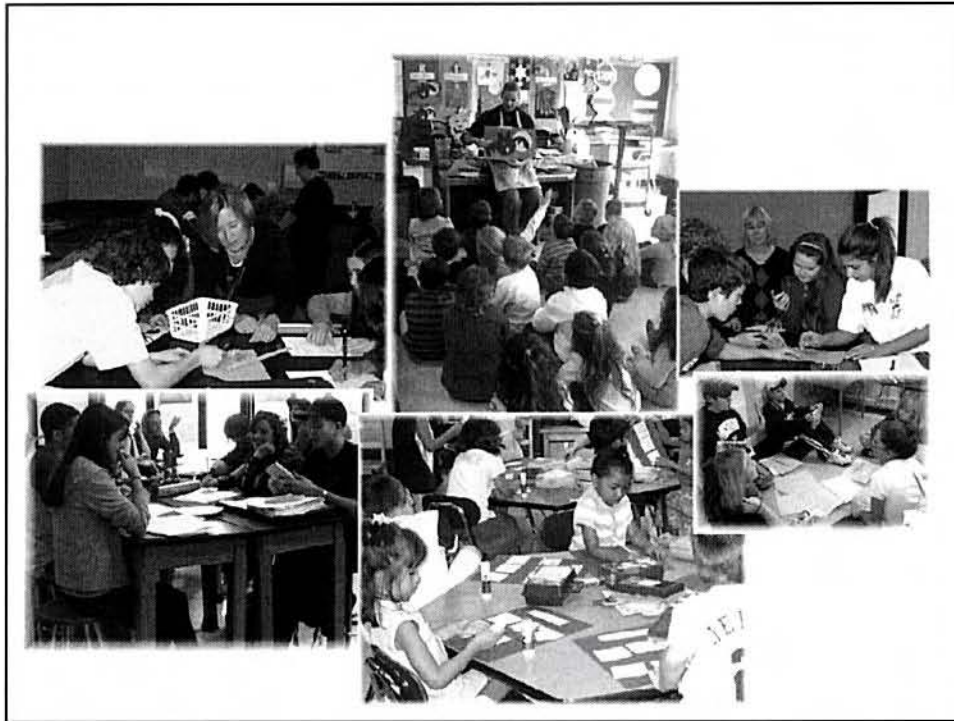


Appendix A1



21st Century Learning Environments





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

Discussion

SMITHTOWN CENTRAL SCHOOL DISTRICT
Citizen's Advisory Committee on Instruction & Housing

Special Education Presentation
May 12, 2011
Dr. Brenda A. Clark

Special Education

- Established by Federal Public Law (PL) 94-142 in 1973
 - “All handicapped children must have available to them a free and appropriate education designed to meet their unique needs”.
 - The responsibility for educating all students ages 5 to 21 is placed upon local school districts. This law set the groundwork for states to develop models of programs and placements to meet the needs of students with disabilities. A continuum of placements is recommended by the NYS Education Department.
 - The educational placement of each classified student is determined by the creation of an Individualized Education Plan – the IEP.
-

Special Education

13 Educational Disability Classifications - Students in 11 of 13 of the classification categories are educated by SCSD within our 14 schools. Students requiring a more modified school environment are educated in BOCES or private schools such as Maryhaven, Genesis, DDI, AHRC.

- Autism
- Deaf
- Deaf/ Blind
- Emotionally Disturbed
- Hearing Impaired
- Learning Disabled
- Multiply Disabled
- Orthopedic Impaired
- Other Health Impaired
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectually Disabled

Special Education

- Guiding Principles
 - Least Restrictive Environment – Educating each student in the setting that provides as much access as appropriate to the general education program according to their needs
 - These are federally mandated services (IDEA 2004) under state jurisdiction and oversight for compliance (New York State Education Department).

Special Education

- Smithtown CSD offers the following continuum of placements within the district schools:
 - Special Class: Reduced size (student / teacher ratio) classes of all IEP students – some examples are 15:1, 12:1:1, 8:1:3 classes
 - Integrated Class (Inclusion Model): IEP students of a higher level of educational functioning are within regularly sized general education classes with special education teacher co-teaching / push-in model.
-

Special Education

- Resource Room 5:1 student to teacher ratio
 - NYS requires a minimum of 180 minutes per week.
 - Most districts implement this in 5 x wk x 5:1 x 40 minute sessions.
 - Related Service Only Placement (Examples of services)
 - Speech Therapy
 - Occupational Therapy
 - Physical Therapy
 - Vision therapy and services (modification / enlargement of materials)
 - Orientation and Mobility,
 - Teacher of the Visually Impaired
 - Teacher of the Deaf
 - Sign Language Interpreter
 - Adaptive Physical Education
 - Counseling
 - Consultant Support
-

Special Education

- Total Number of IEP classified students ages 5-21 = 1384
 - In district placements = 1168
 - BOCES / Public & Private school placements = 118
 - Dual enrollment = 34 (SCD residents in parochial schools with IESP's)
 - Child Find = 64 (non-SCD residents in parochial schools with IESP's within our catchment area)

Data as of the 2010 BEDS day student count

Special Education

- New Entrants - Students enter the district with active IEP's throughout the school year from other districts. These IEP's must be followed until the CSE convenes to develop a Smithtown IEP, if appropriate. We have approximately 20 new entrants to SCD with active IEP's since the start of this school year in July 2010.

Special Education

- Responsibilities Continued
 - Transition – post secondary goals and placements: Wilson Tech, Manor Plains, VESID planning meetings with families and exiting students, Student Exit Summary, Level I, II, III assessments, coordination with the Department of Labor, Specialized school to work program for severely disabled in-district students: potential SCSD responsibility to age 21
 - Reporting to NYS, Suffolk County, and Federal Government
 - SIRS - State Information Repository System: regular reporting
 - NYS Performance Plan reviews on a six year cycle
 - Staff training for new federal or state initiatives: Introduction of the new statewide IEP is being implemented now for the 2011-2012 school year.
-

Special Education

- Smithtown's Committee on Preschool Special Education continues to have responsibility for approximately 200 preschool students ages 2.11 to 5.0 – evaluations, coordination of services, billing, transportation requests.
 - CPSE meetings are held throughout the year to review initial assessments conducted by outside agencies and to authorize service provider changes. From July 2009 through February 2010 382 CPSE were convened.
 - This is a large administrative responsibility that continues even though we have discontinued our in-district preschool program.
-

Special Education Special Services

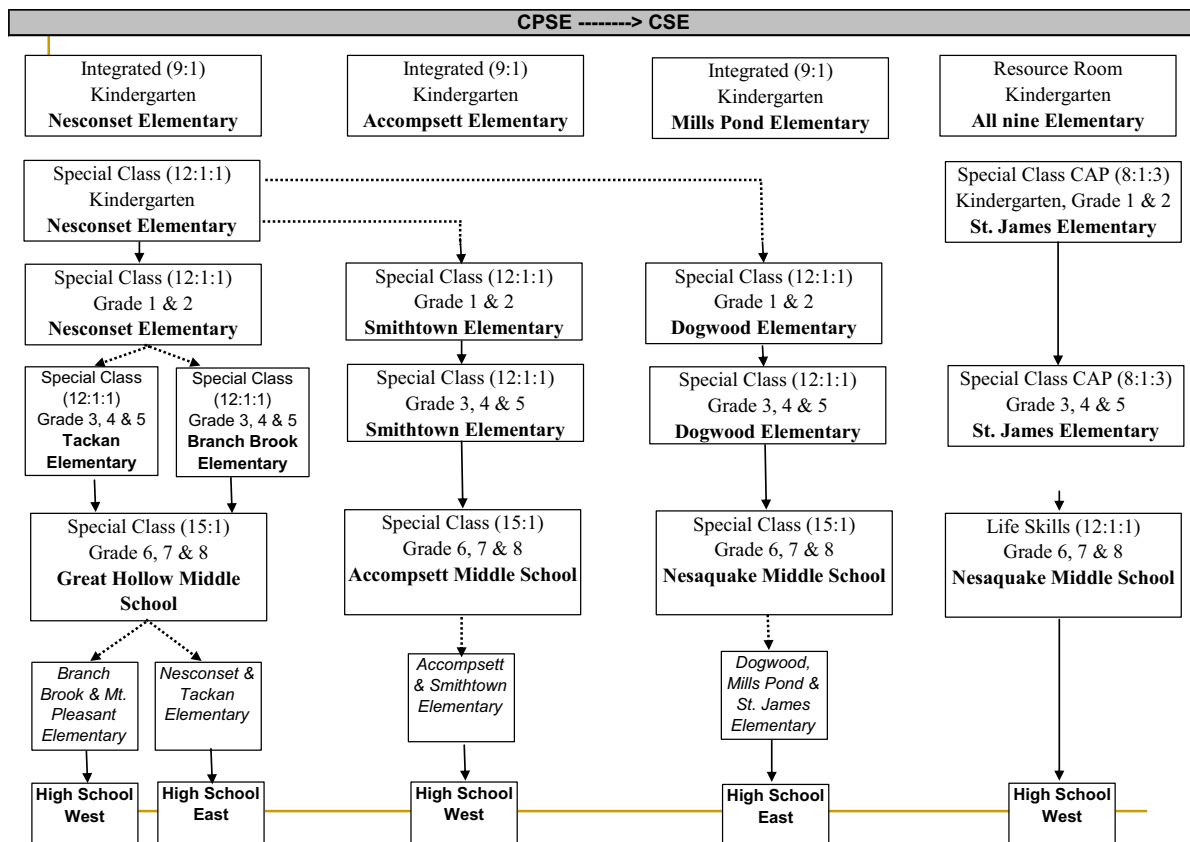
- Special Transportation
- Bilingual Assessments
- Psychiatric Assessments
- Autism Consultation
- Parent Training
- Skilled Nursing
- Home Instruction
- Assistive Technology (motorized wheelchair, special work tables/desks, assistive writing software/devices, amplified hearing devices)

Special Education

- Federally Mandated
- State Reviewed and Monitored
- Locally implemented by the school district
- Individually Assessed as students work towards goals/ objectives in attaining a free and appropriate public education

Special Education

- Funding sources include:
 - Federal grants
 - State aid
 - Local taxes
- The federal government mandates more responsibility to local districts than it supports financially.
- A continuum of services for the achievement of the high school diploma and post-secondary skills.



Note: The location of the elementary Integrated Classes (9:1) is based on Committee on Special Education decisions.



Smithtown Central School District

Citizens' Advisory Committee on
Instruction & Housing:
Multi-Year Budgetary Impact
May 26, 2011

History - 2010-11

Last year, due to the difficult economic situation, the Board of Education asked the Administration to look at various ways to contain costs, including possibly closing an elementary school.

Superintendent's Recommendation

At the March 8, 2011 Board of Education meeting, the Superintendent recommended that the District **not** close an elementary school because there were still aspects of the reorganization which needed further analysis.

Why was the District able to pass the budget without closing a school?

On Tuesday, May 17th the 2011-2012 Budget Passed:

<u>Yes</u>	<u>No</u>
4847	2342

- Maximized Use of Reserves
- No Property Tax Cap
- Other Reductions were made...

Appendix A3

Budget Reductions

Class Size at Elementary:

2010-11	K/25	1 st -3 rd /25	4 th -5 th /27
2011-12	K/25	1 st -3 rd /26	4 th -5 th /28

4.4* Teachers through declining enrollment

9.3* Teachers fewer with increased class sizes

(* includes special areas)

Budget Reductions

Phys. Ed at Middle School:

2010-11 Every day for grades 6 and 7

2011-12 Every other day

Approx. 4 Teachers

Athletics Program - 10% reduction:

(i.e. eliminating the JV2 teams)

Budget Reductions

Other Staff Reductions:

1 Central Office Administrator	5 Clerks
11 Custodial Positions	1 Part Time Nurse
3 Teacher Aides	1 Sign Language Interpreter
1 Computer Technician	1 Senior Guard
6 Lunch Monitors	

Will the District really reduce the school footprint for 2012-13?

Enrollment projections predict further declines

The specific charge of the CAC is to reduce the school footprint and increase revenue

Budget implications may be even worse for the 2012-13 school year and beyond...

School Budgeting: Revenues = Expenditures

Sources of Revenue:

- Property Tax Levy
- State Aid
- Reserves/Fund Balance
- Local Revenue

Future Revenue Implications

- Property Tax Cap?
- Further State Aid Reductions?
- Depleting Reserves?
- End of Ed Jobs Fund Grant

Future Expenditure Implications

Increasing Expenses:

- Salaries
- Health Benefits
- Pensions
- Transportation
- Operations
- Other

2011-12 Revenue Budget

	2011-2012 PROJECTED	DOLLAR CHANGE	% CHANGE
Budget	212,361,284	874,914	0.41%
REVENUES:			
Local	3,072,979	205,484	7.17%
State Aid	34,398,321	-4,894,329	-12.46%
Appropriated Fund Bal	1,798,564	-3,066,245	-63.03%
Appropriated Reserves	6,784,523	831,396	13.97%
TAX LEVY	166,306,897	7,798,608	4.92%

Appendix A3

2012-13 Revenue (Hypothetical)

Hypothetical:	2012-2013 PROJECTED	DOLLAR CHANGE	% CHANGE
Budget	215,687,422	3,326,138	1.57%
REVENUES:			
Local	3,072,979	0	0.00%
State Aid	34,398,321	0	0.00%
Appropriated Fund Bal	1,798,564	0	0.00%
Appropriated Reserves	6,784,523	0	0.00%
TAX LEVY	169,633,035	3,326,138	2.00%

Housing Committee: Potential Positive Budgetary Implications

Increase Revenues (Local)

Decrease Expenses



Smithtown Central School District

26 New York Avenue, Smithtown New York

Building Condition Survey / Facility Upgrades

14 July '11



State Education Department Code of Public School Building Inspections

Introduction

Section 155.3 Comprehensive Public School Safety Program

The Board of Education of each District shall cause all occupied school facilities to comply with the provisions of the Comprehensive Public School Safety Program to ensure that all school facilities are properly maintained and preserved to provide suitable educational settings.



Appendix A4

Introduction – Continued

The **Comprehensive Public School Safety Program** consists of the following components:

- (a) Building Condition Survey (BCS)
- (b) Annual Visual Inspections
- (c) Five year capital facilities plan

The **Building Condition Survey** is required to be completed for all student occupied buildings every five years. Systems are inspected & given ratings (Excellent, Satisfactory, Unsatisfactory, Non-Functioning & Critical Failure). A licensed NYS Architect or Professional Engineer is required to be part of the inspection team.

Based upon the individual system ratings the building is given an overall rating (Excellent, Satisfactory, Unsatisfactory & Poor).



Introduction – Continued

The **Annual Visual Inspection** is required to be completed for all occupied buildings every year. It is intended to update the BCS and adjust any system or overall building ratings as needed

The **Five Year Capital Facilities Plan** is required for each school district to develop and keep on file a comprehensive long-range plan pertaining to educational facilities. It is intended to be a tool for a district to plan for capital improvements and budget appropriately. It also provides the State with a snapshot of the potential building aid reimbursement over a five year period.



Appendix A4



Introduction – Continued

Enforcement:

Upon completion of the BCS an executive summary is created which provides a brief description / outline of the districts needs, including possible enrollment changes. Subsequent capital projects submitted after the BCS should reinforce the districts needs previously identified. SED permits could be held up for new work if they feel these needs are not being addressed.

H2M is currently in the process of completing the Five year CFP and prioritizing possible future capital projects, which will be presented at a future date.



Construction Projects 2008 – 2011

For the past several years the Smithtown School District has supported facility improvements by allocating money each year. The scope of work was identified as items in need of upgrade in the previous 5yr BCS. Smithtown will continue to take a proactive approach to facility needs to maintain adequate educational settings.

In the past four years approximately 22 individual projects have been or are currently under construction spanning all of the districts buildings with a construction value in excess of \$ 13,039,313.



Appendix A4

2008 – 2011 Construction Projects

Accompsett	TCU Removal Roofing Replacement
Branch Brook	Fuel Tank Replacement, Associated Site Work & Site Improvements
Dogwood	Fuel Tank Replacement & Associated Site Work VAT Replacement
Mills Pond	Window & Shade Replacement Unit Ventilator & Piping Replacement Gym Partition Door Replacement
Mt. Pleasant	Fuel Tank Replacement & Associated Site Work VAT Replacement



2008 – 2011 Construction Projects - Continued

Nesconset	VAT Replacement
St. James	VAT Replacement
Tackan	Site Improvements
Great Hollow	Cafeteria Flooring Replacement
High School West	Student Locker Replacement Fuel Tank Replacement Chiller Refurbishment / Structure Kitchen Fire Suppression System Synthetic Turf Field Electrical Service Upgrade Student Toilet Renovation Emergency Gas Piping




Appendix A4

2008 – 2011 Construction Projects - Continued

High School East	Student Locker Replacement Music Locker Replacement Entrance Window Replacement Synthetic Turf Field Roofing Replacement (east addition) Gymnasium Renovation
Commissary	Ref. /Freezer Replacement Flooring Replacement
Middle Schools (District Wide)	Student Locker Replacement






**Smithtown Central School District
“Green” Initiative**



Create No Polluting Sustainable Recycle

Over the past five years Smithtown Central School District is dedicated towards reducing its carbon footprint and is proactive in the use of organic, non-polluting, sustainable products which are recycled, environmentally friendly and energy efficient. This in an effort to improve the “environment “ in which students and faculty interact on a daily basis.

Appendix A4

Smithtown Central School District “Green” Initiative - continued

Examples of such practices are:

The use of organic and environmentally friendly, low VOC cleaning products throughout the district.

The establishment of an “IPM”, integrated Pest Management program in which the approach to dealing with pest control is done utilizing non-toxic solutions.

The elimination of pesticides & herbicides in maintaining the playing fields, using only organic fertilizer and weed control products.



Smithtown Central School District “Green” Initiative - continued

Examples of such practices are:

The implementation of a “IAQ”, Indoor Air Quality program, which proactively address IAQ concerns by identifying potential issues and implementing a standardized protocol for testing, analysis and recommending possible corrective solutions in a timely manner as not to disrupt the educational setting.

The IAQ program deals with air quality, asbestos abatement, ventilation, mold remediation and identification of possible lead based products.



Smithtown Central School District Energy Savings Program



Smithtown Central School District has already implemented several programs in an effort to improve efficiency and reduce energy consumption, they include boiler replacements, lighting replacements and computer management software.

Moving forward this years BCS outlined potential projects in which capital improvements could be completed with the cost being paid for as a direct result of energy savings; such as, unit ventilator replacement, exhaust fan replacement, VFD, lighting replacement, occupancy sensors, light harvesting sensors & DDC controls.



**Citizens' Advisory Committee on
Instruction and Housing**



**Personnel and K-2, 3-5 Princeton Plan
Reductions**

December 1, 2011

Personnel Reductions

- Closing a school:
 - Reduction of 8 certified staff members
 - Reduction of 1 Principal
 - Addition of 1 Assistant Principal
 - Certified staff net reduction: \$660,000
 - Reduction of 14 non-certified staff members
 - Non-certified staff reduction: \$300,000
 - Total reduction \$960,000

K-2, 3-5 - Princeton Plan Personnel Reductions

- Reduction of an additional 14 certified staff members and 6 non-certified staff members at an additional reduction in costs of \$1,370,000

Large Bus Changes - K-2, 3-5

- Early & Late elementary that work together
- Add 10 buses (6 hour)
- Move late buses that work with elementary
- Add 15 late buses (8 hour)

Van Changes - K-2, 3-5

- Currently have 9 vans for St. James Elem.
- K-2 with 7 vans covering greater area
- 3-5 with 7 vans covering the same area
- Need to add 5 vans

Cost for 2012-2013 - K-2, 3-5

Base Prices

- 6 hour bus = \$70,300
- 8 hour bus = 78,989
- 4 hour van = 55,406

Additions

- 10 at 6 hour = \$ 703,000
- 15 at 8 hour (6hr becomes 8hr) = 130,335
- 5 Vans = 277,030

- Total additional trans. costs: \$1,110,365

K-2, 3-5 - Princeton Plan Net Total

- Reduction of an additional 14 certified staff members and 6 non-certified staff members at an additional reduction in costs of: \$1,370,000
- Additional transportation costs: 1,110,365
- State aid for increased transportation:
 - Estimated transportation aid @ 30% 333,109
- Net reduction 592,744

Business Affairs Committee Meeting



December 6, 2011

CACIH Committee Representatives

<u>PTA Representatives</u>	<u>Community at Large</u>
AE - Liz Paget	Dorinda Haberfield
BBE - Christopher Alcure	Peter Hans
DE - Jennifer Murray	Frederick Schlomann
MPE - Craig Andreoli (M.Lintelman)	
MTP - John Esposito	<u>Union Representatives</u>
NE - Colleen Albano	ASPN - Kathy Kortmann
SJE - Rich File	SSEA - Terry Heedles
SE - Pam Ehrlich	Jennie Sheridan
TE - Paul Salas	STA - Patricia Citro
AMS - Jackie Peters	Rich Forzano
GHMS - Michele Claxton	Laura Spencer
NMS - Karen Levie	SSAA - Michael Chlystun
HSE - Liz Shea	Paul Graf
HSW - Debbie Mahoney	Kevin Simmons
SEPTA - Cindy Heimerle, Mary Herrle	SSGA - Richard Ledda
Alt - Suzanne Lerner	

March - April - May

- Reviewed the Committee Charge
 - On March 22, 2011, the Board of Education established the Citizens' Advisory Committee on Instruction and Housing to investigate the appropriate long-range housing patterns needed to support a quality instructional program. The charge of this committee is to reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings, and to make our recommendation to the Board by January 31, 2012.
- Reviewed instructional program and enrollment trends
- Reviewed Special Education program
- Created scenario worksheets for decision making process

May - June - July

- Reviewed budget pressures
- Reviewed educational research
- Received a presentation from BOCES on enrollment projections
- Reviewed scenarios from charge:
 - Feasibility of closing a Middle School
 - Feasibility of closing New York Ave
 - Feasibility of closing an elementary school and implementing K-2/3-5 schools
 - Feasibility of Kindergarten Center
 - Feasibility of closing an elementary school
- Received a presentation by H2M re: Facilities & repair needs
- Working session with a commercial real estate developer and commercial agent re: Real estate options

Appendix A6

July

- At the last meeting of the summer it was agreed that the following scenarios were the most feasible but needed further study:
 - closing/relocating NYA/Central Office
 - closing an elementary school with eight K-5 schools
 - closing an elementary school with four K-2 and four 3-5 schools

September

- At the September 22nd meeting it was determined that:
 - While real estate options are still being explored, immediate significant rental revenue from our facilities does not look likely.
 - We need to move ahead with the research on closing a facility and/or school. It was agreed that in addition to studying the closing of NYA, the following schools to be studied in greater detail are: Branch Brook, Dogwood, Mills Pond, and Nesconset.
 - Other scenarios that have been tabled can be revisited if our research warrants.
 - This is not an easy decision and each option has pros and cons that need to be evaluated.

Considerations in evaluating scenarios

- **Minimize transitions (both general and special education)**
- **Allows for a K-2/3-5 configuration**
- **Minimize transportation times**
- **Maintain neighborhoods**
- **Minimize number of students affected**
- **Balance class sizes**
- **Maintain class sizes**
- **Maintain moving-up patterns and cohorts**
- **Maintain middle school philosophy**
- **Maintain secondary population/program equity**

October – November

- **Analyzed possible closing of Branch Brook, Dogwood, Mills Pond, or Nesconset**
- **Tabled closing of Branch Brook and Dogwood**
- **Continued to review/refine possible closing of Mills Pond or Nesconset scenarios**
- **Reviewed utility costs**
- **Reviewed projected capital project needs**
- **Began review K-2, 3-5 scenario**

December

- Confirmed Mills Pond and Nesconset closing scenarios are viable
- Reviewed Special Education program for eight K-5 schools and discussed extension of plan for K-2, 3-5 configurations
- Reviewed savings from closing a school and K-2, 3-5 Princeton Plan

- Continue to research rental options
- Continue to review K-2, 3-5 scenario
- Begin to write report

CACIH 12/1/2011 Personnel Budget Reductions

- Closing a school:
 - Reduction of 8 certified staff members
 - Reduction of 1 Principal
 - Addition of 1 Assistant Principal
 - Certified staff net reduction: \$660,000

 - Reduction of 14 non-certified staff members
 - Non-certified staff reduction: 300,000

 - Total reduction 960,000

CACIH 12/1/2011

K-2, 3-5 - Princeton Plan Budget Reduction

- Reduction of an additional 14 certified staff members and 6 non-certified staff members at an additional reduction in costs of: \$1,370,000

- Additional transportation costs: 1,110,365

- State aid for increased transportation:
 - Estimated transportation aid @ 30% 333,109

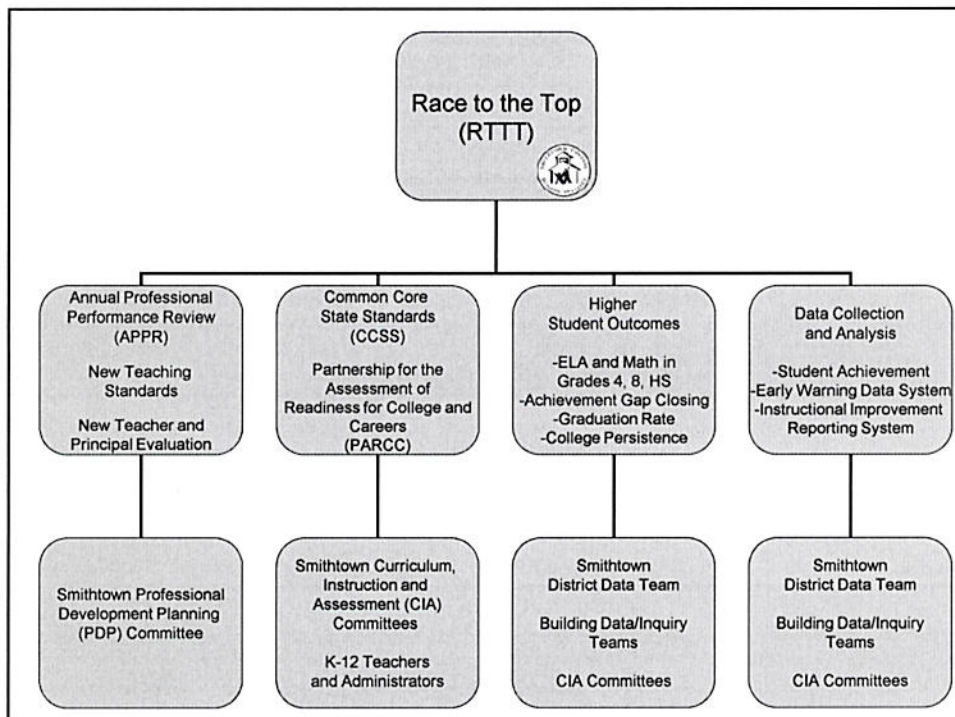
- Net reduction 592,744

January

- **Finalize recommendation(s)**
- **Finish writing report**
- **Submit report to Board of Education by January 31, 2012**

Race to the Top
-RTTT-
Response to Intervention
-RtI-
and Smithtown CSD Housing
-CACIH-

December 15, 2011



Possible Housing Implications of RTTT

K-5:

- Intervention service providers will have to move along with redistricted students
- Implementation committee will have to assure adequate space availability for small group interventions
- Other

K-2/3-5:

- Increased need for vertical articulation
- Increased opportunities for horizontal articulation (across a single grade level)
- Potential for more focused PD
- Greater accountability for 3-5 buildings on standardized test performance
- Other

Response to Intervention -RtI-

“Effective July 1, 2012, all school districts in NYS must have an RtI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.”

(NYSED, 2009) [8 NYCRR section 200.4(j)]

Response to Intervention in Smithtown

-RtI-

2011/12

- Staff development in research-based classroom interventions
- Development of new ELA Core Curriculum
- Update of Math Core Curriculum (to match CCSS)
- Comp. Assessmt. Training and Implementation
 - Universal Screening for all students
 - Diagnostic Testing of struggling students
 - Progress Monitoring of struggling students
 - Outcome assessments for all students (ex. State Assessments)

Response to Intervention in Smithtown

-RtI-

2011/12

- All K-5 students
- Problem-solving model to determine best interventions
- High quality instruction for all students
- 3-Tier model of intervention
- Comprehensive Assessment Plan
- Research-based common curriculum and instructional methods for all students

Possible Housing Implications of Rtl

K-5:

- Intervention service providers will have to move along with redistricted students
- Implementation committee will have to assure adequate space availability for small group interventions
- Other

K-2/3-5:

- Increased need for vertical articulation
- Increased opportunities for horizontal articulation (across a single grade level) and for grouping students according to intervention needs
- Potential for more focused PD
- Other



Citizens' Advisory Committee on
Instruction and Housing

Transportation

January 5, 2012

Current Transportation
2011-12

- Large buses: 66 passenger
- Vans: 20 passenger

- Contracts run through 2012-13
- Large bus contract covers 6 and 8 hour buses
- Next large bus contract negotiations will seek to cover 2, 4 and 7 hour runs

Appendix A8

Scenario A:
If we go from 9 to 8
K-5 Elementary Schools
2012-13

- All students K-5 receive transportation
- No anticipated additional costs for transportation

Scenario B:
4 K-2, 4 3-5 Elementary Schools
Single Pickup, Two Drop-offs
2012-13

- All K-5 students board bus together but are dropped off at different schools for 9:05am and 9:35am start times
- Increased range of time on bus: approx. 13min - 1hr+
- Decreases bus availability to do other runs

Scenario C: 4 K-2, 4 3-5 Elementary Schools Two Pickups, Two Drop-offs 2012-13

- K-2 and 3-5 students board separate buses and have staggered school starting times
- Each bus run covers approximately twice its current area
- Increased range of time on bus: approx. 15-25 minutes
- Decreases bus availability to do other runs
- 10 additional large buses required
- 10 x \$70,300 = \$703,000

Impacted Bus Runs

Most Efficient Buses

	High School	Middle School	Early Elementary	Late Elementary
2 HSE			SUE	
3 HSF			SIF	
17 ATH	ATH		SEL	
32	GMS		BBE	
45 ATH	AMS		SLL	
86	GMS		BBE	

6 bus runs that would have to have a new bus due to the new size of elementary zones.

Efficient Buses that have long MS runs that run into Early Elem.

	High School	Middle School	Early Elementary	Late Elementary
5 ATH		NMS		
18 HSW		AMS		
21 HSE		NMS		
22 HSW		AMS		
26		AMS		
30 ATH		AMS		
45		GMS		
47		GMS		
48 HSE		GMS		
50		GMS		
59 ATH		NMS		
62		NMS		
65 HSE		NMS		
67 HSW		AMS		
68 HSW		AMS		
72 HSE		NMS		

16 MS bus runs that run into early elementary that currently run late elementary schools. 6 of the MS runs are as long as an early elementary and therefore should be treated as such.

Least Efficient District Buses (can offset need for additional bus)

	High School	Middle School	Early Elementary	Late Elementary
27 HSW		AMS		
89 HSE		NMS		

2 least efficient buses that can offset cost of 12 buses from above.

6 Hr. Bus to 8 Hr. Bus

- Long runs at late elementary schools will become 8 hour buses.
 - Threshold of 4:20pm end time
 - Currently 15 bus runs end after threshold
 - With the larger area of runs in the K-2, 3-5 scenario, runs could extend additional 15-25 minutes
 - Buses must then travel back to bus yard
 - Anything after 5:00pm becomes an 8 hour bus
 - $15 \times \$8,689 = \$130,335$

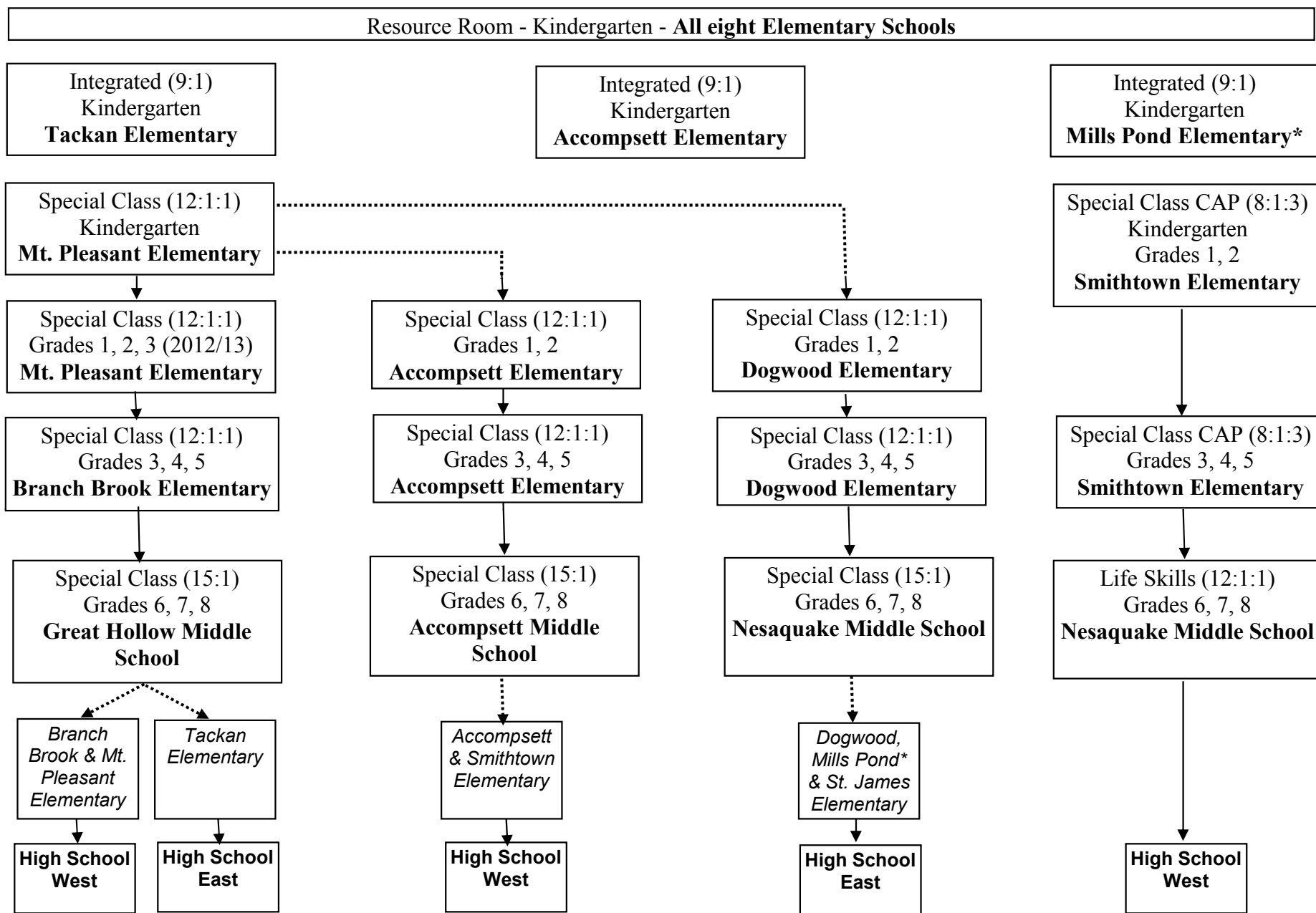
Changes to Vans

- 9 vans currently used for St. James Elementary
- 2 vans can be combined to transport half the population
- 7 additional vans needed to transport the other half of the population
- Total of 5 additional vans needed
- $5 \times \$55,406 = \$277,030$

Appendix A8

Scenario C Totals:
4 K-2, 4 3-5 Elementary Schools
Two Pickups, Two Drop-offs
2012-13

• Large Bus:	10	x \$70,300	=	\$703,000
• 6hr. to 8hr:	15	x 8,689	=	130,335
• Vans:	5	x 55,406	=	277,030
 Total cost:				 \$1,110,365



This chart is a proposal to account for elementary Special Education students if the BOE decides to close Nesconset Elementary school

*Final determination of Mills Pond Elementary moving up pattern to be determined by Board of Education

BAC/la - Revised: 1/26/2012

** The location of the elementary Integrated Classes (9:1) is based on Committee on Special Education decisions

Appendix B

B. Western Suffolk BOCES Enrollment Projections

B1. Long Range Planning Study Update, May 2011

B2. Demographic and Enrollment Overview – WSB, June 8, 2011

B3. Clarification about Student Yields from Joan Townley, June 30, 2011

B4. 2011-12 WSB Enrollment Projections SCSD, Nov. 17, 2011

B5. Closure Scenario B with proposed new elementary Special Education Pattern

Smithtown CSD
Long Range Planning Study Update
Demographic and Enrollment Analysis
May 2011

BOARD OF EDUCATION

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Vice President Joseph T. Saggese
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..... Louis Liguori
..... Scott Martella
..... Gladys M. Waldron

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Assistant Superintendent for Instruction and Administration Mary H. Cahill
Assistant Superintendent for Finance and Operations Joan A. Niles
Assistant Superintendent for Personnel Services Karen Ricigliano
Assistant to the Superintendent for General Administration and Planning Dr. Meryl Ain
Director of Curriculum K - 12 Jennifer Bradshaw
Administrator for Special Education and Special Services Dr. Brenda A. Clark
Director of Technology & Information Services John Nolan
Coordinator of Physical Education, Athletics & Health Patrick M. Smith
Plant Facilities Administrator Joseph Piro
School Transportation Supervisor Mary Augugliaro

BUILDING ADMINISTRATION

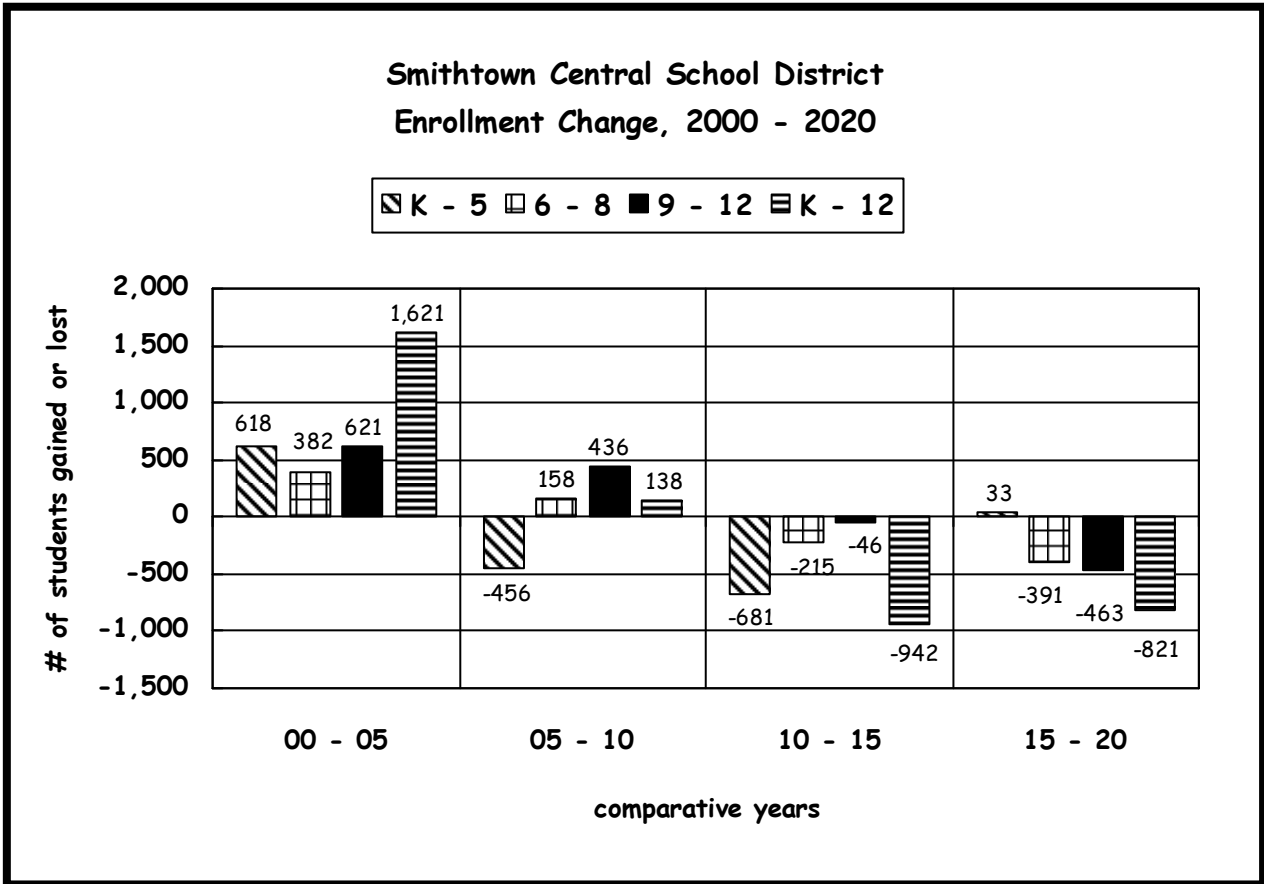
Smithtown High School West John Coady, Principal
..... Dan McCabe, Cindy Nocero, Derek Solomon, Assistant Principals
Smithtown High School East Edwin Thompson, Principal
..... Michael Aleci, Jason Pettis, Robert Rose, Assistant Principals
Accompsett Middle School John Nocero, Principal
..... John Scomillio, Assistant Principal
Great Hollow Middle School Daniel Goitia, Principal
..... Michael Freiberg, Assistant Principal
Nesaquake Middle School Dr. Kevin Simmons, Principal
..... Paul McNeil, Assistant Principal

Appendix B1

Accompsett Elementary School.....	Jeanne Kull-Minarik, Principal
.....	Joseph Ierano, Assistant Principal
Branch Brook Elementary School.....	Ireen Westrack, Principal
Dogwood Elementary School.....	Renee Carpenter, Principal
Mills Pond Elementary School.....	Arlene Wild, Principal
Mt. Pleasant Elementary School.....	Julie McGahan, Principal
Nesconset Elementary School.....	Janine Lavery, Principal
St. James Elementary School.....	MaryGrace Lynch, Principal
Smithtown Elementary School.....	Paul Graf, Principal
Tackan Elementary School.....	Dr. Allyn Leeds, Principal

Appendix B1

The Smithtown Central School District enrollment has grown significantly over the last ten years, with a gain of 1,759 students noted between 2000 and 2010. All grade configurations showed increases between 2000 and 2005. The elementary grades lost students between 2005 and 2010, while both the middle and high school grades continued to gain students. Enrollment projections suggest that all grade configurations will lose students over the next five years, with the middle and high school grades continuing to decline through 2020. The elementary grades are expected to show a very small gain during the latter half of the projection period. An overall loss of 1,763 students, or 16 percent, is forecasted over the next ten years.



Appendix B1

I N T R O D U C T I O N

At the request of the Smithtown Central School District, the Western Suffolk BOCES Office of School Planning and Research conducted this study that includes a review of past projections made by Western Suffolk BOCES, and an assessment of demographic and historical enrollment trends in order to prepare new projections through the year 2020.

The Smithtown Central School District is committed to meeting the educational needs of its students throughout the future. The continued monitoring of enrollment trends will allow the district the objective data to consider a variety of educational issues. The foundation for this study is in keeping with the promotion of the basic district mission and philosophy.

The Board of Education and the Superintendent's efforts to plan for the future through sound management practices is fostered by comprehensive, objective data, such as contained within this Comprehensive Long Range Planning Study Update. This update serves to provide data that the Board of Education and administration can use in planning for the future. Planning is, however, a dynamic process that needs to reflect change. The data provided to the district through this study can be modified through periodic updates that allow the incorporation of subtle changes in district trends. This study provides an update to the demographic and enrollment study update prepared for the district in March 2010.

Joan E. Townley, School Planning Coordinator, oversaw all aspects of the study and served as principal researcher, analyst and forecaster. Shu-ling Liu, Research Analyst, assisted with enrollment projections and demographic research. Lisa Conte, Educational Research Analyst, wrote the report, while Janice Schwartz, Educational Planning Assistant, provided research assistance and prepared the report for printing.

Dr. Meryl Ain, Assistant to the Superintendent, acted as district liaison to the study, providing access to district records, as well as direction on the study scope, wisdom, and visions for the future, thus enabling the study to accomplish its objectives.

Appendix B1

Additionally, selected references and resources were used, as indicated below:

Center for Disease Control and Prevention, Data Briefs, Number 21 (August 2009)
Educational Research Service, Arlington, Virginia
Federation for American Immigration Reform website
HUD User News, Report to Congress: *The Foreclosure Crisis: Causes, Market Trends and Responses*, February 2010
HUD User News, 2009, 4th Quarter
Issue Papers on Demographic Trends Important to Housing, www.hudser.org/portal
Local Government Snapshot; New York State Office of the Comptroller, June 2010
Local Non-Public Schools
Long Island Index, 2009
Long Island Power Authority
National Center for Health Statistics
New York State Department of Health - Bureau of Vital Statistics
New York State Department of Education - Division of Educational Facilities Planning, Bureau of Educational Data Systems
New York State Education Department; Non-Public School Enrollment by County 2008-09
New York State Education Department; Public School Enrollment by County Fall 2008-09
New York State Department of Labor
New York State Office of Real Property Services
New York State Statistical Yearbook
Pew Research Center, *U.S. Birth Rate Decline Linked to Recession*, April, 2010
Town of Smithtown Planning Department
U.S. Department of Commerce, Bureau of the Census
U.S. Department of Education, National Center for Education Statistics (2010) *Digest of Education Statistics, 2009*
U.S. Department of Education, National Center for Education Statistics (2010) *Participation in Education; Indicator 3, Private School Enrollment*
U.S. Department of Health & Human Services - National Center for Health Statistics
www.housingtrendnewsletter.com
www.money.cnn.com
www.moneymorning.com

Appendix B1

T A B L E O F C O N T E N T S

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ENROLLMENT - PAST, PRESENT & FUTURE

School enrollment growth occurs as a result of more children being born, additional families moving into a community, or more students returning from non-public schools. The Smithtown Central School District has experienced an overall rise in District K - 12 enrollment during the historical period 2000 through 2010. This enrollment growth is accounted for by increased birthrates, changing resident characteristics and housing factors.

A. BIRTH DATA

According to the National Center for Health Statistics (NCHS), 4,316,233 births were registered in the United States in 2007, the latest year of finalized data. This is the largest number of births ever reported and one percent more than in 2006. Births increased for all races and Hispanic origin groups. Birth rates increased for women in nearly all age groups; the rate for teenage women increased again in 2007 and is up five percent from 2005.

During the post World War II "baby boom," birth rates rose to more than 100 births per 1,000 women between the ages of 15 - 44. Rates have fluctuated since the mid-1970's, within a modest range of about 65 - 70 births per 1,000 women of child-bearing age. Recently, they grew each year from 2003 to 2007; the birth rate in 2007 was the highest in nearly two decades at 69.2 births per 1,000 women. However, it has declined each year since then. Preliminary data indicates a decline in the rate for 2008 to 68.4 births per 1,000 women; in 2009, it declined further to 66.8. Birth rates tend to follow economic cycles; the 2009 rate is the lowest seen in one hundred years.

The provisional data for 2008 and 2009 also shows a decline in the number of births each year when compared to 2007. A report issued by the Pew Research Center suggests that a decline in births can be linked to the recession and deteriorating economic conditions. Some families choose to postpone having children during difficult economic times. In addition, a decline in immigration to the United States could be a factor. Age and/or race can also affect birth rates.

The Center for Disease Control and Prevention reports that the average age of first-time mothers increased by 3.6 years, from 21.4 years in 1970 to 25.0 years in 2006. The dramatic increase in women having their first birth after age 35 has played the largest role in the increased average age of first-time mothers. The average age at first birth has increased in all states and for all racial and Hispanic origin groups. Increases in age at first birth affects the number of children a woman will have during her childbearing years and has important ramifications for family size and overall population change.

Appendix B1

The number of births to unmarried women increased four percent between 2006 and 2007 to 1,715,047 births. In 2007, 39.7 percent of all births in the United States were to unmarried women and the birthrate for this group increased three percent. All of these measures were at record levels for the United States.

A Pew Hispanic Center Study recently reported that one of about every twelve babies, or 340,000 children, born in the United States in 2008 were from immigrants without legal documentation. The majority of these were from Latino parents. Hispanics who live in the United States have higher rates of fertility than do whites, blacks or Asians. Among Hispanics, the foreign born have higher rates of fertility than the native born, according to the Pew Center Study.

The twin birth rate rose 70 percent between 1980 and 2004, but has been essentially stable since then. The triplet birth rate climbed more than 400 percent between 1980 and 1998, but has since generally trended downward.

Local data from the New York State Department of Health show stability in the number of births in Suffolk County from the late 1980's through 1995. Births from 1996 - 2004 remained at a slightly lower plateau with one unusual two percent rise in 2000. The increase in 2000 resulted in larger kindergarten cohorts in some districts in 2005, which will continue to influence enrollment in upper grades for the next few years. Births in 2005 were slightly lower than the plateau experienced previously, but rose again in 2006. However, a three percent decrease was seen in both 2007 and 2008; based on the latest birth figures available.

The district kindergarten enrollment ranged between 662 and 812 students during the period 2000 - 2010. Following the initiation of the full-day kindergarten program in 2003, enrollment has ranged between 663 and 812 students; the peak reached in 2005 and the low occurring in 2010. Currently, there are 663 students enrolled in the district's full-day kindergarten program.

B. POPULATION

According to the 2000 Census, there were an estimated 281,421,906 people living in the United States a decade ago. Now, that number has reached over 308,000,000 people (or almost 9 percent growth), according to the Census Bureau's U.S. Population Clock. Over the last year, the number of people living in the United States remained stable, with growth of less than 1 percent noted between 2009 and 2010. In comparison, the population of New York State grew by 2.1 percent between 2000 and 2010, according to the 2010 Federal Census.

Appendix B1

As noted by the Empire Center for New York State Policy, New York experienced the nation's largest loss of residents to other states between 2000 and 2008. However, even with a large domestic migration loss, New York's total population has shown overall growth since 2000 as a result of a large influx of immigrants from foreign countries. Revised U.S. Census estimates suggest that Suffolk County's population grew by 94,963 people, or 6.7 percent, between 2000 and 2009. Upon further analysis, the population of the Smithtown Central School District grew by 4.0 percent between 2000 and 2009, with an estimated 57,417 residents living within the district in 2009. Approximately 2,236 people have relocated to the district since the 2000 Census population of 55,181 was noted almost a decade ago.

Persons under 18 years old accounted for 23 percent of the population in New York and 24 percent of the population in the United States in 2008, according to the U.S. Census Bureau. The 2009 American Community Survey indicated that children under the age of five represented 6.2 percent of New York residents and nearly 7 percent of United States citizens last year, while 20.4 percent of the nation's population was made up of school-aged children aged 5 - 19. Similarly, New York's school-aged population totaled 19.6 percent of all residents. Approximately 49 percent of the nation's population was between the ages of 20 and 54, and nearly 24 percent of the population was aged 55 and over in 2009. New York's resident population is reflective of the national distribution, with a reported 49.5 percent of adults falling between the ages of 20 - 54 and 24.7 percent of all people aged 55 years or older.

Suffolk County experienced changes in the age distribution of its residents, as well. There was a decline in the number of children under age 5 between 2000 and 2008, while the school-aged population remained stable over those eight years. The County showed a decline in the number of people between the ages of 20 and 54, falling from 50 percent in 2000 to approximately 48 percent in 2008. There was an increase, however, in the resident population aged 55 and over between 2000 and 2008.

The median age in Suffolk County continues to be greater than in New York State and the nation. In 2008, the median age in Suffolk County was 39.2, while New York State's median age was 38 years, while the nation's was 36.9 years.

While age correlates with birth rate, other demographic factors, such as race, affect the population, as well. According to the Pew Research Center for Social and Demographic Trends, nearly one in five Americans (19%) will be foreign born in 2050. In 2000, the US population was 281 million people, of which 11 percent were foreign-born. By 2008, the percentage of New York's residents who were foreign-born had risen to 22 percent. A large number of these residents account for a significant portion of U.S. births. Immigrants tend to have higher fertility rates than native-born Americans.

Appendix B1

While native-born Americans average 13 births per thousand people, immigrants average roughly 28 births per thousand. Immigration is the second largest contributor to U.S. population growth, preceded only by the immigrants' U.S. born children. Together, immigrants and their U.S. born children account for the majority of U.S. population growth. Immigration is projected to be the key driver of national population growth over the next half century.

According to the U.S. Census Bureau, Suffolk County's foreign-born population mirrored that of the United States (11 percent) in 2000. The most recent updates available suggest an increase in the foreign-born population in the United States (12.5 percent), as well as in New York (21.8 percent) in 2008. According to the U.S. Census Bureau, the number of foreign-born residents in Suffolk County grew approximately two percent between 2000 and 2008, from 11 percent to 13.4 percent.

By 2050, the nation's racial and ethnic mix will look very different than it does now. While the White population is projected to comprise about 46 percent of the total population in 2050, the Hispanic population is expected to double from 15 percent of the population to 30 percent between 2008 and 2050. The Asian ethnic group is expected to show growth of more than 4 percent during this time (from 5.1 to 9.2 percent) and the Black population is projected to grow slightly from 14 to 15 percent of the population over the next 40 years.

Long Island has continued to become more racially and ethnically diverse. The Hispanic population has grown from 10.3 percent in 2000 to 13.3 percent in 2008. The Black population showed growth, as well, but on a smaller scale, rising from 8.1 percent in 2000 to 8.8 percent of the population in 2008. Since 2000, the Asian population increased by 1.5 percent to 5 percent of the total resident population in 2008, while the non-Hispanic White population declined from 76.4 percent to 71.1 percent.

These trends mirror national trends toward greater diversity and, more specifically, in the growth of the Hispanic and Asian ethnic groups over the last several years. Nationally, since 2000, the White population has declined from 69.1 percent to approximately 65.4 percent of the total resident population, while the Hispanic population has grown by 3 percent since the last Census. The Asian ethnic group has also grown slightly from 3.6 percent to 4.4 percent of the population between 2000 and 2008. The Black population remained stable during this time.

C. HOUSING

The national housing market continues to be impacted by tight lending standards, foreclosures and reduced home values. Waning consumer confidence, continued high unemployment, fears about a double-dip recession and a volatile stock market are shaking buyer confidence. The credit crisis was a result of mortgage funds being readily available to many who could not afford them. Fortunately, New York State had fewer "sub-prime" mortgages than other states.

The federal homebuyer tax credit has been the biggest factor affecting recent sales. It brought first-time home buyers into the market and now that it has expired, most entry-level buyers have disappeared. A "hangover effect" due to the large number of first-time homebuyers that were "borrowed" from future months of purchasing is a concern, which the most recent housing reports are validating.

The total number of home sales continue to decline, both in absolute numbers and when compared to prior housing market recoveries. What is being dubbed a "buyers' strike" is particularly daunting in light of the current historically low mortgage rates and lower home prices, making home ownership seem more affordable for the average household.

The sharp rise in mortgage delinquencies and foreclosures is largely the result of rapid growth in loans with a high risk of default due both to the loan terms and to loosened underwriting controls and standards. The rapid increase in housing prices through 2006 that was noted in many parts of the country was possibly the most important ingredient that fostered a surge in risky lending.

Of concern is the "shadow inventory", i.e., millions of foreclosures that need to be sold but haven't yet been listed - which could account for more than 4.5 million homes. Both homeowners and banks have been waiting to put properties on the market because prices have declined dramatically and competition from all the foreclosures would be fierce. These have been dubbed "sidelined sellers."

Homes on Long Island sold at record levels until 2006, even though home prices and the cost of living on Long Island were very high. Since then, the housing market has fallen off significantly, with property values declining. Prices dropped more than 15 percent statewide between 2007 and 2009, but the majority of the drop occurred in 2008. The steepest declines occurred in the mid-Hudson Valley (17 percent), Long Island (16 percent), New York City (14 percent) and in the Finger Lakes Region (10 percent). According to the New York Home Value Index (Zillow.com, June, 2010), home values in New York State fell 9.5 percent between May 2008 and April 2010. Nassau County's home values decreased by 11.4 percent during this time; Suffolk County's values fell 11.1 percent. According to the Office of Real Property Services, the median sales price in Suffolk County in 2009 was \$347,400.

Appendix B1

Job losses have impacted the housing market; however, layoffs seem to be declining which should influence buyer confidence. Unemployment nationwide was at 9.5 percent in June 2010; the New York City metropolitan area reported 8.8 percent. Long Island, however, reported 6.7 percent unemployment for the same period.

Housing prices are expected to continue to decrease through 2011, with additional foreclosures cited as a reason. However, if employment picks up, perhaps prices will begin to increase. Many residents commute to work in New York City's financial services industry which was seriously impacted in the recession, resulting in job losses. Decreasing housing prices on Long Island reflect that impact.

The sub-prime market did help to diversify Long Island's housing market with an influx of non-White home buyers. There has been a steady and substantial increase in the number of Black and Hispanic homebuyers coupled with a decrease in White homebuyers. However, some of Long Island's communities of color are at greatest risk of foreclosure.

The loss of the younger population is a major challenge facing Long Island. The high costs of housing and living, the lack of job opportunities and the scarcity of creative, livable communities have driven many young adults away from the area. Considering that this group is the emerging home buying market does not bode well for the local real estate market since this next generation of home buyers will look elsewhere for more affordable places to live and work.

Affordable housing remains a pressing need in the area. There is the prevalence of the "Not In My Backyard" (NIMBY) sentiment. Negative perceptions of low-income housing, fear of higher densities, overcrowding and increased traffic and congestion - either alone or combined - form the underpinnings of community opposition to affordable housing projects.

The demographic profile of households in the United States is expected to change dramatically in the future. The aging population, the increase in the number of households who are married with no children or are minority with children could translate into housing trends that are very different from what we have seen in the past. The needs of these different, emerging types of households must be monitored to determine their impact on the housing market.

As shown in Table 1, approximately 441 - 893 homes have been sold in the district per year between 1999 and 2009; the highest turnover occurring in 1999 and the fewest number of homes sold in 2008. The median sale price has shown an overall increase of approximately 81 percent between 1999 and 2009, from \$239,900 to \$435,000. Despite this increase, prices have been declining each year since 2006, with a 16.7 percent decline noted in the median sales price of homes between 2006 and 2009. According to preliminary data, a total of 418 homes were recorded as sold through November 2010, with a median sales price of \$431,595.

Appendix B1

TABLE 1 - HOME SALES IN THE SMITHTOWN CSD 1999 - 2009

Year	Number of Homes Sold	Median Selling Price
1999	893	\$239,900
2000	873	\$270,000
2001	735	\$319,000
2002	729	\$360,000
2003	844	\$415,000
2004	732	\$462,000
2005	778	\$502,250
2006	622	\$522,500
2007	605	\$480,000
2008	441	\$450,000
2009	463	\$435,000

Source: New York State Office of Real Property Service

The changing resident characteristics of existing households or the development of new housing can bring students into the public schools. LIPA estimates indicate that there were approximately 19,018 occupied units in the district in 2009. This represents an additional 608 households that were added to the 2000 Census of 18,410 homes; a 3 percent increase between 2000 and 2009. These households reflect some that were vacant due to sale, moving, fire, etc. and the limited construction of new homes.

The Town of Smithtown Planning Department and the Planning Departments from the Village of the Branch, the incorporated Village of the Head of the Harbor, and the Village of Nissequoque were contacted regarding the ongoing development within the Smithtown School District. Any changes in the status of the existing projects were noted and reported in the tables to follow.

Table 2 details approved and proposed housing in the district. Subdivisions completed as of the March 2010 report have been removed from the table. According to a representative from the Town of Smithtown Planning Department, there has been very little change in the status of the listed subdivisions, with only two projects, consisting of five single family homes withdrawn since the last report. There were no new subdivisions before the Board at this time. The Village of Nissaquoque reported 3 new subdivisions, of 2 or 3 lots each, that were pending, and one 5-lot subdivision that was approved last March.

There remain a total of 577 new housing units to be built in the district. One hundred and eighty (180) of these units are intended for senior housing, leaving a total of 397 single and multi-family units planned for the community.

Appendix B1

The greatest number of residential units (excluding all senior development) still to be built (183) is zoned within the Nesconset Elementary School boundaries, and includes 105 remaining homes in the Hamlet at St. James. Eighty units (excluding the 180-unit senior housing) also remain to be built within Tackan Elementary School boundaries. A total of 41 homes will be built within the Smithtown Elementary School zone, while 37 new homes will be built within the St. James Elementary School boundaries. Twenty-two homes are slated to be built within the Accomsett Elementary zone, and 16 homes are planned to be built within the Mills Pond Elementary School boundaries. Nine proposed homes fall within both the Dogwood and Branch Brook Elementary School boundaries, and four are left to be built within the Mount Pleasant Elementary School Zone.

TABLE 2 - APPROVED AND PROPOSED HOUSING IN THE SMITHTOWN CSD

PROJECT NAME	LOCATION	# UNITS	STATUS
<i>within Accomsett Elementary Zone</i>			
Belair Estates	N/S Rte 25 West of Morewood	5 SF	Approved
Gardiner Hills	N side of Gardiner Rd. E of Central Rd.	2 SF	Approved
Green Belt Estates*	Parnell Dr./Plymouth Blvd.	8 SF (previously reported as 6 SF)	Approved Under Construction 1 CO issued
New Mill Estates	New Mill Rd.	2 SF	Approved
Glenridge Estates	Meadow Rd/Glenridge La.	3 SF	Approved
Samantha Estates	n/a	2 SF (+1 existing)	Pending
TOTAL:		22 units	
<i>within Branch Brook Elementary Zone</i>			
Maloney Estates	Lincoln Ave.	4 SF	Pending 2 CO's issued
Eleanor Estates*	Arthur Pl.	3 SF	withdrawn
Tartamella	Smithtown Blvd.	3 SF	Pending
Smithtown Blvd.	Gilbert Ave.	2 SF	Pending
TOTAL:		9 units	

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PROJECT NAME	LOCATION	# UNITS	STATUS
<i>within Dogwood Elementary Zone</i>			
Mystic Falls	Edgewood Ave.	6 SF	Approved
Mystic Falls on Judges' Lane*	Rte. 25A/Judges' Lane	3 SF (previously reported as 6 SF)	Approved
TOTAL:		9 units	
<i>within Mills Pond Elementary Zone</i>			
AJK Plat	Middle Country Rd./Cambon	5 SF	Approved 4 built and CO's issued
SEJ	Heidi Ct. & Astor Ave.	4 SF	Approved 1 CO issued
Richard Homes	Cambon Ave./Lt. John Olson Ln.	2 SF	Approved CO's issued
Serena Estates	Heidi Ct.	2 SF (+1 existing)	Pending
Pond View Acres	n/a	2 SF	Pending
O' Mara Plat	n/a	5 SF (+1 existing)	Pending
TOTAL:		20 units (4 built)	
<i>within Mount Pleasant Elementary Zone</i>			
Yellow Top Farm Estates (I & II)	Plaisted Ave.	34 SF	Approved 30 built, 2 being built, 2 vacant lots
TOTAL:		34 units (30 built)	
<i>within Nesconset Elementary Zone</i>			
The Hamlet at St. James	N/A	167 SF	Approved 62 built and CO's issued
Ruf Estates	Alexander Ave./Mildred Ct.	5 SF	Approved
Rainbow Homes Sec. 2	Rte 347/Brown's Rd.	13 SF	Approved
Farrel Homes	Brown's Rd.	3 SF	Approved 1 CO issued
Zeena Estates	Mildred Ct.	5 SF (+1 existing)	Approved
Country Corner	347 and Lake Ave.	4 SF	Pending
Smithtown Warehouse Condos	n/a	47 units	Pending
Oakwood Valley Estates	n/a	1 SF (+1 existing)	Pending
TOTAL:		245 units (62 built)	

Appendix B1

PROJECT NAME	LOCATION	# UNITS	STATUS
<i>within Saint James Elementary Zone</i>			
Northern Plat	Northern Blvd. & 6th St.	2 SF	Approved
Garden Gate at St. James	Jefferson Ave./Lake Ave.	8 SF	Approved
Anna Estates	Niss. River Rd./Old Mill Rd.	2 SF	Approved
West View Estates	Jefferson Ave./Wexford Ct.	3 SF	Approved
Pine Crest Estates at St. James	Jefferson Ave./Wexford Ct.	2 SF	Approved 1 built and CO issued
Reinhart Estates	Jefferson Ave.	3 SF	Approved 1 built and CO issued
Touhamy Plat	n/a	1 SF (+1 existing)	Pending
Hummingbird Estates	n/a	4 SF	Pending
Finger Park	n/a	1 SF (+1 existing)	Approved
Shih	Boney La.	3 SF	Pending
Borden	Northfield	2 SF	Pending
Gate Road	Moriches & Cordwood	2 SF	Pending
Yens	Long Beach Rd.	5 SF	Approved (1 built & occupied)
TOTAL:		38 units (1 built)	
<i>within Smithtown Elementary Zone</i>			
Collaro at Smithtown*	River Rd. & Hadley Dr.	2 SF	withdrawn
Hidden Glen	N/A	24 condos	Pending
Byrne & Lofaso	N/A	1 SF	Approved
Prestige Estates	Landing Ave./Nadia Ct.	5 SF	Approved CO's issued
Mayflower Road*	Mayflower Rd.	3 SF (previously reported as 2 SF)	Approved
Landing Vistas	Landing Ave.	4 SF	Approved 2 CO's issued
Snak Estates	Brooksite Dr.	2 SF	Pending 1 CO issued
Catherine Estates	n/a	2 SF	Pending 1 CO issued
TOTAL:		41 units	

Appendix B1

PROJECT NAME	LOCATION	# UNITS	STATUS
<i>within Tackan Elementary Zone</i>			
Storybook Meadows Senior Housing	Smithtown Blvd. & Gibbs Pond Rd.	180 senior	Approved
Oakridge Acres	Smithtown Blvd. & Nichols Rd.	7 SF	Approved
The Pines @ Nesconset	Smithtown Blvd./Lawrence Dr.	8 SF	Approved
Kismet Homes	N/A	4 SF	Approved
Hollingsworth Plat	Smithtown Blvd./Southern Blvd.	2 SF	Approved
Olsen Plat	Lake Ave.	2 SF	Approved
Silver Oak Estates	Smithtown Blvd.	2 SF	Approved 1 built and CO issued
Nottingham Acres	Lake Ave.	48 SF	Pending
Dorothy Plat	Dorothy St. & Lake Ave.	2 SF (+2 existing)	Preliminary Approval
Jeniffer	Gibbs Pond Rd./Smithtown Blvd.	2 SF	Approved CO's issued
Country Corner	n/a	4 SF	Pending 1 CO issued
TOTAL:		261 units (1 built)	

Source: Town of Smithtown Planning Department, Village of Head of the Harbor, Village of Nissequoque, Village of the Branch Clerks' offices

D. NON-PUBLIC SCHOOL ENROLLMENT

According to the National Center for Education Statistics, both the public and non-public school enrollment grew each year between 1985 and 2009. During that time, public school enrollment rose 26 percent, from 39.4 million students to 49.8 million students. Private school enrollment grew more slowly during this period, rising 5 percent, from 5.6 million to 5.8 million. Although the actual number of students grew, the percentage of students enrolled in private schools declined from 12.4 percent in 1985 to 10.5 percent in 2009.

As the percentage of students enrolled in private school has declined, nationally, the percentage of children attending non-public schools, regionally, has also shifted. In the Midwest and West, the percentage of students enrolled in private schools was lower in 2007-08 than in 1995-96. The percentage of students in the Northeast who were enrolled in private schools in 2007-08 (15 percent) was similar to the percentage enrolled in 1995-96 (16 percent). In the South, the percentages of students enrolled in private schools remained around 10 percent from 1995-96 to 2007-08.

In 2008, an estimated 14.2 percent of all students in New York State were enrolled at a non-public school. Suffolk County, however, had a much lower enrollment of 6 percent of students attending non-public schools in 2008.

Appendix B1

In past years, private schools enjoyed healthy enrollments, often having long waiting lists in many suburbs around the region. However, the recent recession has left many parents less able to afford the tuition charged by non-public schools. Financially difficult times, paired with declining enrollments, have driven some schools to consider reorganization or closure.

To deal with the reality of losing students, or potentially closing doors for good, some private schools have considered measures to maintain enrollment, such as tuition freezes or extending hours to meet the demands of working parents.

While budget concerns in public schools have prompted cuts in programs and increased class sizes, some private schools are marketing themselves more aggressively in the hopes of appealing to students and their families. As a recent example, one non-public school noted their readiness to offer a full-day kindergarten program as their local public school district considers cutting their full-day kindergarten program due to budget concerns.

The Smithtown Central School District reported that currently 675 students, or 5.9 percent of the total student population attend non-public schools. Non-public school attendance has shown an overall decline since 2004, falling from approximately 7 percent over the last seven years.

E. ENROLLMENT PROJECTION METHODOLOGY

This study, like the previous *Western Suffolk BOCES* study update completed in *March 2010*, utilizes fall enrollment data provided by the Smithtown CSD. The methodology employed in preparation of projections requires the use of statistics, and number rounding of fractions to the next highest whole number (e.g., 31 could equal 31.33 or 30.82). Therefore, individual numbers may not always add up to the presented total.

The Cohort Survival Technique was used to project the district's enrollment patterns for the next ten years. *Three basic inputs were necessary.*

1. Actual enrollment by grade for 2000 - 2010 for the District [*Appendix A-2*] and each school [*Appendix A-9, A-11, A-13, A-15, A-17, A-19, A-21, A-23, A-25, A-27-A-31*].
2. Grade-to-grade retention (migration) ratios for each two-grade transition to grades 1 - 12 for the past five - eight years for the District [*Appendix A-2*] and each school [*Appendix A-9, A-11, A-13, A-15, A-17, A-19, A-21, A-23, A-25, A-27-A-31*].
3. Projected Kindergarten entering cohorts based on the number of live births in Suffolk County five years before each year projected [*Appendix A-4*].

Appendix B1

The Cohort Survival Model takes into consideration the normal community processes that affect school enrollment, which include:

1. The number of births and fertility rates
2. Normal in and out migration
3. Transfers to and from non-public schools
4. Population variations
5. Resident family characteristics

The enrollment projections contained within this report are based on assumptions generated through the demographic analysis. This analysis led to the following assumptions:

1. Population will stabilize as the turnover of existing homes and limited new residential development brings fewer younger families into the community than in the past. The turnover of approximately 420 - 620 homes each year is anticipated to continue.
2. The level of births and future kindergarten are anticipated to be maintained at a lower level than seen in the recent past relative to current birth-to-kindergarten relationships and the level of housing turnover.
3. Non-public school enrollment will continue to enroll approximately 6 percent of Smithtown CSD resident students each year.

The Cohort Survival Model is very accurate in forecasting future enrollment patterns, but the occurrence of certain conditions would warrant modifications in these projections.

These conditions include:

- A level of new housing activity which is significantly higher or lower than that experienced by the district during the past three years.
- A significant change in the level of housing turnover from activity during the past three years.
- Expansion, consolidation, closing or the establishment of new non-public schools.
- Economic conditions that affect employment, finance, and housing in a manner dissimilar to the past three - five years.
- Major sociological changes resulting in changed values or attitudes affecting anticipated family size and birthrate.
- Household characteristics that significantly differ from the past three - five years, including number of persons per household and age of household occupants.

It is important for the reader to understand the nature of enrollment projections. Regardless of the methodology employed to produce projections, all outcomes fall into three categories of reliability:

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Category 1 - Those projections based on students already enrolled in the system are the most reliable projections.

Category 2 - Those projections based on documented births are slightly less reliable than those of Category 1.

Category 3 - Those projections based on estimates of future births are the least reliable.

Therefore, the most reliable projections are those calculated for the periods closest in time. Projections for periods further out in time are less reliable, particularly those beyond five years from the year of the study. The five-year period (2011 - 2015) projections are those best used in district planning and decision-making. That is because this first period consists mainly of Category 1 projections.

It is noted that the overall enrollment projections produced by Western Suffolk BOCES generally fall within a 4 percent margin of error. The greatest discrepancies in projections occur in the smallest subsets of those projections. For example, the projections for the district as a whole are likely to be the most accurate, and the projections of a building's particular grade level in a specific year are likely to be the least accurate. It is advised that updates to projections be continued on a periodic basis to maintain modifications warranted by subtle shifts in migration trends and demographic factors.

F. ACCURACY OF PREVIOUS PROJECTIONS

A comparison was made between the enrollment projections presented in the *March 2010 Western Suffolk BOCES study* and the actual enrollment observed in the 2010/11 school year

As shown in Appendices A - 1, B - 1, and Table 3, the *March 2010 study* projected the 2010/11 K - 12 enrollment at 10,833 students, while there were actually 10,811 students enrolled. This projection was within 22 students of the actual enrollment, reflecting accuracy within 0.2 percent.

The projections for each grade from K - 12 showed variation ranging from 1 - 26 students. The K - 5 grade configuration was projected within 36 students of the actual enrollment, while grades 6 - 8 were projected within 16 students. The secondary grades (9 - 12) were projected within 1 student of the actual enrollment.

The inspection of the variations in the enrollment, particularly in the grade-to-grade migrations this past year, revealed some fluctuation. These variations may be accounted for, in part, by housing and non-public school attendance factors. Additionally, the transition to first grade was the lowest seen of the historical period. This resulted in more students being projected than actually enrolled this year. The transition between grades 2 and 3 jumped from an historical low in 2008/09 to a high this year not seen since 2003. The 4 - 5 and 6 - 7 transitions also noted gains this past year not seen since 2000.

Appendix B1

These variations were taken into account in the current update. The subtle changes used in projection methodology as updates are conducted yield data which are accurate for enrollment and facilities planning.

TABLE 3 - PROJECTION ACCURACY OF MARCH 2010 WESTERN SUFFOLK BOCES STUDY

Grades	2010/11 Actual	2010/11 Projected	Difference	Accuracy
K - 5	4,711	4,747	36	100.8%
6 - 8	2,643	2,627	-16	99.4%
9 - 12	3,457	3,458	1	100.0%
K - 12	10,811	10,833	22	100.2%

G. DISTRICT ENROLLMENT

The Smithtown Central School District educates students within grades K - 12 in fourteen district schools. The elementary grades (K - 5) are housed in nine schools. Students in grades 6 - 8 are housed at three Middle Schools and the secondary grade students (9 - 12) are housed at two high school campuses.

Table 4 presents the current and projected enrollment through 2020 for the District and each grade configuration. The elementary and middle grades are projected to lose students during the projection period, enrolling their greatest number of students next year. Grades K - 5 are expected to total 4,545 students in 2011, while grades 6 - 8 are projected to enroll 2,626 students next year. Grades 9 - 12 are forecasted to grow to a projection period peak of 3,524 students in 2011, while the overall District (K - 12) is projected to total 10,695 students in 2011. This is 116 fewer students than currently enrolled this year.

TABLE 4 - SMITHTOWN CSD PROJECTED ENROLLMENT

		K - 5	6 - 8	9 - 12	K - 12
Current	2010	4,711	2,643	3,457	10,811
	2011	4,545*	2,626*	3,524*	10,695*
	2012	4,382	2,617	3,517	10,516
	2013	4,206	2,585	3,500	10,291
	2014	4,103	2,493	3,450	10,046
	2015	4,030	2,428	3,411	9,869
	2016	4,017	2,304	3,395	9,716
	2017	4,012	2,224	3,304	9,540
	2018	4,023	2,120	3,216	9,359
	2019	4,053	2,063	3,086	9,202
	2020	4,063	2,037	2,948	9,048

Note: It is noted that the sum of the numbers may not add up to the totals due to rounding. * = denotes peak enrollment during 2011 - 2020

Appendix B1

K - 12 enrollment [Appendix A-2, A-6, B-2] consisted of 9,052 students in 2000. The number of students grew each year to an historical peak of 10,860 in 2007, and following a slight decline the following year, rose again to 10,860 students in 2009. A loss was noted this year, resulting in the current enrollment of 10,811 students in 2010. An overall gain 1,759 students, or 19 percent of the 2000 enrollment, was noted over the ten year historical period. Student enrollment is forecasted to decline by 1 - 2 percent each year throughout the projection period. A peak enrollment of **10,695** students is expected next year; 116 students less than currently enrolled. An overall loss of 1,763 students, or 16 percent, is projected between 2010 and 2020.

The projected losses can be attributed to the following factors:

- **First**, kindergarten enrollment has ranged between 662 and 812 students throughout the historical period. The number of students is expected to remain relatively stable, although at a reduced level, within a range of 611 and 656 students per year over the next ten years [Appendix A-4].
- **Second**, the kindergarten class was larger than the twelfth grade class of the previous year between 2001 and 2006. A smaller kindergarten class replaced a very large graduating class beginning in 2007. This trend is expected to continue, with smaller kindergarten classes replacing larger graduating classes in each of the next ten years [Appendix A-8].
- **Third**, while the District displays the average tendency to gain students in transition to several grades, maintenance and losses are noted between grades 3 and 4, and to grades 8 - 11 [Appendix A-2].
- **Fourth**, increases occurred in the average grade level size of kindergarten and grades 3 - 12 during 2005 through 2010 as compared to 2000 - 2005. Losses are projected in kindergarten and in grades 1 through 7 during 2010 - 2015, while the eighth through twelfth grades gain students. Losses are expected in all grades during 2015 - 2020 [Appendix A-8].

H. ENROLLMENT OF GRADE CONFIGURATIONS

ELEMENTARY GRADES (K - 5) ENROLLMENT [Appendix A-3, A-7, B-3]

The elementary enrollment consisted of 4,549 students in grades K - 5 in 2000. Enrollment grew each year to an historical peak of 5,200 students in 2004 and then declined each year thereafter to the current enrollment of **4,711** students in 2010. Despite the recent losses, an overall gain of 162 students, or 3.6 percent, was noted over the last decade.

Enrollment is projected to continue to decline through much of the projection period; however, slight gains are anticipated between 2018 and 2020. An overall loss of 482 students, or almost 11 percent, is forecasted between the peak of **4,545** students in 2011 and the projected 2020 enrollment of 4,063 students.

Appendix B1

The elementary grades (K - 5) are housed in nine schools: Accomsett, Branch Brook, Dogwood, Mills Pond, Mount Pleasant, Nesconset, Saint James, Smithtown and Tackan Elementary Schools.

Table 5 presents the current and projected enrollment through 2020 for each district elementary school. It is shown that, in 2010, enrollment ranges from 354 students at Nesconset Elementary School to 733 students at Accomsett Elementary School. Western Suffolk BOCES' projections suggest that all but one of the Elementary Schools will enroll fewer students than currently enrolled throughout the projection period. A slight gain is projected at Mount Pleasant next year. Accomsett, Branch Brook, Dogwood, Mills Pond, Nesconset, St. James, Smithtown and Tackan will all lose students in 2011, but those enrollments will be the highest of the projection period. Declines are expected to continue through the next five years.

TABLE 5 - PROJECTED SMITHTOWN CSD ELEMENTARY SCHOOL ENROLLMENT

Year	Accompsett	Branch Brook	Dogwood	Mills Pond	Mt. Pleasant	Nesconset	St. James	Smithtown	Tackan
Actual 2010	733	458	479	519	503	354	503	611	551
2011	680*	437*	467*	507*	514*	337*	480*	589*	534*
2012	662	423	448	496	496	310	469	567	511
2013	621	419	441	482	456	286	449	559	493
2014	598	410	448	481	450	285	428	537	466
2015	606	391	437	456	457	269	413	533	468
2016	605	379	433	469	477	259	412	531	452
2017	602	384	427	467	459	267	417	532	457
2018	603	385	427	468	461	267	419	533	460
2019	607	388	429	471	465	268	422	539	464
2020	607	390	431	472	467	269	422	541	464

Note: It is noted that the sum of the numbers may not add up to the totals due to rounding.

* denotes peak enrollment during 2011 - 2020

Appendix B1

Accompsett Elementary School [Appendix A-9, A-10, B-6] housed 693 K - 5 students in 2000. Enrollment rose each year to an historical peak of 889 students in 2005. Declines over the last five years have resulted in the current enrollment of **733** students in 2010. Despite the recent declines, an overall gain of 40 students, or 5.7 percent, is noted over the last ten years.

Declines are forecasted in six of the next ten years, with most losses expected over the next five years. A peak enrollment of **680** students, projected in 2011, is less than the current number of students enrolled at this school in 2010. An overall loss of 126 students, or 17 percent, is anticipated between 2010 and 2020.

Accompsett Elementary School displays the average trend to gain or maintain students as they progress to all grades. However, the entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in nine of the ten years of the projection period, minimizing gains that occur through migration. The entering kindergarten is projected to average approximately 15 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses thirty (30) sections for the instruction of 4 - 6 sections per grade level. The average section size for this school is 24.4 students, ranging from an average of 23.3 students per third grade class to 26.5 students in fifth grade.

Enrollment projections suggest the need for 24 - 30 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Branch Brook Elementary School [Appendix A-11, A-12, B-7] enrolled 365 students in grades K - 5 in 2000. Enrollment rose each year through 2007 when an historical peak of 476 students was reached. Fluctuation in 2008 and 2009 was followed by stability this year. The current enrollment of **458** students in 2010 represents an overall gain of 93 students, or 25 percent, over the last ten years.

Declines are forecasted in six of the next ten years, with most losses projected during the first half of the projection period. A peak enrollment, of **437** students, is projected in 2011; this is 21 students less than the current number of students enrolled at this school in 2010. An overall loss of 68 students, or 14.8 percent, is anticipated over the next ten years.

Branch Brook Elementary School displays the average trend to gain or maintain students as they transition to most grades, and lose students in movement to the fourth grade. The entering kindergarten is projected to be smaller than the exiting fifth grade class of the previous year in six of the next ten years. These factors, together, will minimize any gains that occur through migration. The entering kindergarten is projected to average approximately 10 percent of the total district Kindergarten enrollment [Appendix A-5].

Appendix B1

This school currently houses twenty (20) sections for the instruction of 3 - 4 sections per grade level and one section of self-contained special education. The average section size for this school is 23.8 students, ranging from an average of 21.0 students in first grade to 26.7 students per fifth grade class. Enrollment projections suggest the need for 19 - 21 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Dogwood Elementary School [Appendix A-13, A-14, B-8] housed 579 K - 5 students in 2000. Enrollment grew the following year to the historical peak of 605 students in 2001 and then fluctuated over the next two years. Steadier declines began in 2004 and lasted through 2008. Gains over the last two years resulted in the current enrollment of **479** students in 2010. This represents an overall loss of 100 students, or 17.3 percent, over the last ten years.

Declines are projected in six of the next ten years. A peak enrollment of **467** students, projected in 2011, is less than the current number of students enrolled at this school in 2010. An overall loss of 48 students, or 10 percent, is anticipated between 2010 and 2020.

Dogwood Elementary School displays the average trend to gain or maintain students as they progress to all grades. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in nine of the next ten years. These factors, together, will minimize any gains that occur through migration. The entering kindergarten is projected to average approximately 10 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty-four (24) sections for the instruction of 3 - 4 sections per grade level and 3 sections of self-contained special education. The average section size for this school is 21.5 students, ranging from an average of 18.7 students per second grade class to 23.7 students in kindergarten. Enrollment projections suggest the need for 21 - 23 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Mills Pond Elementary School [Appendix A-15, A-16, B-9] enrolled 341 students in grades K - 4 when it reopened in 2002. Enrollment jumped nearly 53 percent the following year when fifth grade was added to the school's configuration. The number of students fluctuated over the next several years, settling at the current enrollment of **519** students in 2010. An gain of 178 students, or 52 percent, was noted since the building reopened, but a net difference of only one student is noted between 2003, the year the K - 5 configuration began, and 2010.

Declines are projected in six of the next ten years. A peak enrollment of **507** students, projected in 2011, is less than the current number of students enrolled at this school in 2010. An overall loss of 47 students, or 9 percent, is anticipated over the next ten years.

Appendix B1

Mills Pond Elementary School displays the average trend to gain or maintain students as they transition to the first, fourth and fifth grades. Losses are noted in movement to the second and third grades. The entering kindergarten is projected to be smaller than the exiting fifth grade class of the previous year in six of the next ten years. These factors, together, will minimize any gains that occur through migration. The entering kindergarten is projected to average approximately 12 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty-five (25) sections for the instruction of 3 - 5 sections per grade level and one section of self-contained special education. The average section size for this school is 21.4 students, ranging from an average of 19.3 students in second grade to 23.0 students per fifth grade class. Enrollment projections suggest the need for 21 - 25 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Mount Pleasant Elementary School [Appendix A-17, A-18, B-10] housed 516 K - 5 students in 2000. Enrollment grew each year to an historical peak of 606 students in 2005 and then fell in 2006. Slight growth over the next two years, was followed by a decline for the past two years, resulting in the current enrollment of **503** students in 2010. An overall loss of 13 students is noted over the last ten years.

Declines are projected in four of the next ten years, with greater losses expected between 2011 and 2014. A peak enrollment of **514** students, projected in 2011, is 13 more students than the current number of students enrolled at this school. An overall loss of 36 students is anticipated between 2010 and 2020.

Mount Pleasant Elementary School displays the average trend to gain or maintain students as they progress to most grades, with losses noted in transition to the fourth grade. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in six of the next ten years. These factors, together, will produce the enrollment pattern forecasted. The entering kindergarten is projected to average approximately 11.6 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty-three (23) sections for the instruction of 3 - 5 sections per grade level. The average section size for this school is 21.8 students, ranging from an average of 19.7 students in kindergarten to 23.7 students per first grade class. Enrollment projections suggest the need for 20 - 23 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

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Nesconset Elementary School [Appendix A-19, A-20, B-11] housed 485 K - 5 students in 2000. Enrollment grew to an historical peak of 504 students in 2001, but was followed by significant declines in 2002 and 2003 as the district reorganization continued to shift students between buildings. Fluctuations over the next few years resulted in the current enrollment of **354** students in 2010. A loss of 131 students, or 27 percent, is noted over the last ten years.

Declines are forecasted in six of the next ten years, with losses projected through 2016. A peak enrollment of **337** students, projected in 2011 is less than the current number of students enrolled at this school in 2010. An overall loss of 85 students, or 24 percent, is anticipated between 2010 and 2020.

Nesconset Elementary School displays the average trend to gain or maintain students as they transition to most grades, with losses noted in the transition between first and second grades. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in nine of the next ten years. These factors, together, will produce the projected enrollment pattern. The entering kindergarten is projected to average approximately 6.5 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses eighteen (18) sections for the instruction of 2 - 3 sections per grade level and 2 sections of self-contained special education. The average section size for this school is 21.3 students, ranging from an average of 17.0 students per kindergarten class to 27.0 students in fifth grade. Enrollment projections suggest the need for 14 - 18 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 - 5.

Saint James Elementary School [Appendix A-21, A-22, B-12] enrolled 753 students in grades K - 5 in 2000. This was the historical peak. Declines in nine of the next ten years resulted in the current enrollment of **503** students in 2010. An overall loss of 250 students, or 33 percent, is noted over the last ten years.

The number of students is expected to decline until 2016. A peak of **480** students, forecasted in 2011, is 23 fewer students than the current enrollment at this school in 2010. An overall loss of 81 students, or 16 percent, is anticipated over the next ten years.

Saint James Elementary School displays the average trend to gain students as they transition to all grades. The entering kindergarten is projected to be the same or smaller than the exiting fifth grade class of the previous year in each of the next ten years, tempering any growth that would occur through grade to grade migration. The entering kindergarten is projected to average approximately 10 percent of the total district Kindergarten enrollment [Appendix A-5].

Appendix B1

This school currently houses twenty-four (24) sections for the instruction of 3 - 4 sections per grade level and two self-contained special education classes. The average section size for this school is 22.4 students, ranging from an average of 20.5 students in first grade to 26.7 students per fourth grade class. Enrollment projections suggest the need for 20 - 23 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Smithtown Elementary School [Appendix A-23, A-24, B-13] enrolled 616 students in grades K - 5 in 2000. The number of students grew to an historical peak of 669 students in 2004. Fluctuations over the remaining years of the historical period resulted in the current enrollment of **611** students in 2010. An overall loss of 5 students is noted over the last ten years.

The number of students is expected to decline until 2016. A peak of **589** students, forecasted in 2011, is less than the number of students currently enrolled at this school in 2010. An overall loss of 70 students, or 11 percent, is anticipated over the next ten years.

Smithtown Elementary School displays the average trend to gain students as they transition between all grades. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in each of the next ten years, which will minimize gains that may have occurred during transition, and result in the enrollment pattern described. The entering kindergarten is projected to average approximately 13 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty-nine (29) sections for the instruction of 4 - 5 sections per grade level and 2 self-contained special education sections. The average section size for this school is 21.9 students, ranging from an average of 21.3 students in Kindergarten to 22.8 students per third grade class. Enrollment projections suggest the need for 26 - 28 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

Tackan Elementary School [Appendix A-25, A-26, B-14] housed 542 K - 5 students in 2000. Enrollment grew to an historical peak of 629 students in 2004. Declines were noted during the latter half of the historical period; however, a small increase this year resulted in **551** students enrolled at this school in 2010. The current enrollment represents relative stability over the last ten years, with an overall gain of just nine students noted between 2000 and 2010.

Declines are forecasted in five of the next ten years. A peak enrollment of **534** students is projected in 2011, which is less than the current number of students enrolled at this school in 2010. An overall loss of 87 students, or almost 16 percent, is anticipated over the next ten years.

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Tackan Elementary School displays the average trend to gain students as they progress to grades one, three and five, with losses noted as students move to the second and fourth grades. The entering kindergarten class is expected to be smaller than the exiting fifth grade class of the prior year in six years of the projection period. These factors, together, will produce the enrollment pattern projected. The entering kindergarten is projected to average approximately 11.6 percent of the total district Kindergarten enrollment [Appendix A-5].

This school currently houses twenty-five (25) sections for the instruction of four sections per grade level and one section of self-contained special education. The average section size for this school is 22.5 students, ranging from an average of 18.8 students in first grade to 24.5 students per second grade class. Enrollment projections suggest the need for 20 - 24 instructional sections per year in order to accommodate the anticipated enrollment and maintain class sizes at a maximum of 25 students in grades K - 3 and 27 students in grades 4 and 5.

ELEMENTARY INSTRUCTIONAL SECTIONS

The current and projected need for elementary instructional sections is presented in Table 6. The district currently maintains the class size policy noted below, as per contractual guidelines, and was used as the benchmark for determining sectional needs over the next ten years.

Grades K - 3	maximum of 25 students
Grades 4 - 5	maximum of 27 students

It is shown that the district currently maintains a total of 206 elementary sections for the core instruction of grades K - 5. Self-contained special education sections would be in addition to this. The projected enrollment suggests the need for 175 - 202 sections throughout the projection period in order to accommodate the projected K - 5 enrollment between 2011 and 2020. If the district should decide to implement higher or lower limits, then the section needs will change.

Only Branch Brook Elementary School is projected to need an additional section, in 2013, when compared to the current allocation. All other schools will either be able to maintain the current number of sections during some years of the projection period or require fewer sections over the next ten years.

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TABLE 6 - PROJECTED ELEMENTARY INSTRUCTIONAL SECTIONS

Year	Accompsett	Branch Brook	Dogwood	Mt. Pleasant	Mills Pond	Nesconset	St. James	Smithtown	Tackan
Actual 2010	30	20	24	25	23	18	24	29	25
2011	30	20	23	25	23	18	23	28	24
2012	29	20	22	24	22	17	23	27	22
2013	27	21	22	22	20	16	22	27	21
2014	25	20	22	22	20	15	21	26	20
2015	24	19	22	21	21	14	20	26	21
2016	25	19	21	21	22	14	20	26	21
2017	26	19	21	22	21	14	20	26	21
2018	26	19	21	23	21	14	20	26	22
2019	26	19	21	23	21	14	20	26	21
2020	25	19	21	23	20	14	20	26	21

Appendix B1

MIDDLE GRADES (6 - 8) ENROLLMENT [Appendix A-3, A-7, B-4] is housed within three schools **Accompsett Middle School**, **Great Hollow Middle School**, and **Nesaquake Middle School**. Enrollment totaled 2,103 sixth, seventh, and eighth graders in 2000 and grew to an historical peak of 2,730 students in 2008. A decline over the past two years resulted in the current enrollment of **2,643** students in 2010. However an overall gain of 540 students, or almost 26 percent, was noted over the last ten years.

Declines are projected in all of the next ten years. Enrollment expected to range between a peak of **2,626** students in 2011 and a low of 2,037 students in 2020. An overall loss of 606 students, or 23 percent of the current enrollment, is expected over the next ten years.

Accompsett Middle School [Appendix A-27, B-15], previously known as the Smithtown Freshman Campus, enrolled 657 ninth grade students in 2000. The number of students grew to a peak enrollment of 805 students in 2004. In 2005, a district reorganization distributed the ninth grade students between the newly opened High School East and the previously existing High School West. The building was renamed Accomsett Middle School and housed 705 sixth, seventh, and eighth grade students originating from the Accomsett Elementary School and Smithtown Elementary School boundaries. The number of students rose in four the next five years to the current enrollment of **783** students in 2010.

The number of students at this school is expected to grow to a projection period peak of 807 students in 2011 before beginning a period of enrollment decreases. Subsequently, losses are expected through 2020. An overall decline of 195 students, or 25 percent, is forecasted for the next ten year period.

Great Hollow Middle School [Appendix A-28, B-16], had been closed from 1992 until 1998. It reopened in 1999 with 432 students in grades 6 and 7, originating from the Mount Pleasant, Branch Brook, and Tackan Elementary Schools' boundaries. The eighth grade was added to the configuration in 2000, bringing the enrollment to 660 students in grades 6 - 8. Enrollment increased each year through 2003 and jumped by another 15 percent the following year when Nesconset Elementary School students, who had been attending sixth grade at Smithtown Middle School, were moved to the seventh grade at Great Hollow Middle School. These students were joined by the new sixth grade students from Nesconset. Enrollment continued to grow through 2007 and then fell over the next two years, followed by a slight increase this year, to the current enrollment of 1,028 students in grades 6 - 8 in 2010. An overall increase of 368 students, or almost 56 percent, is noted since 2000.

Appendix B1

The enrollment at this school is projected to rise slightly to a projection period peak of **1,032** students in 2012. Losses are expected in the remaining eight years of the projection period. An overall loss of 242 students, or 23.5 percent, is forecasted between 2010 and 2020.

Nesaquake Middle School [Appendix A-29, B-17] reopened as a Middle School in 2004 with 872 students in grades 6 - 8 originating from Dogwood, St. James, Mills Pond, and eighth graders from Nesconset Elementary School. As of 2005, all students originating from the Nesconset Elementary School boundaries attend Great Hollow Middle School for grades 6 - 8. Growth was noted between 2006 and 2008, but declines over the past two years resulted in the current enrollment of **832** students in 2010.

The number of students at this school is expected to decline in eight of the next ten years. The enrollment is projected to range between a peak of **813** students, forecasted in 2011, and a low of 663 students in 2020. An overall loss of 169 students, or 20 percent, is forecasted between 2010 and 2020.

SECONDARY GRADES (9 - 12) ENROLLMENT [Appendix A-3, A-7, B-5]

housed at **Smithtown High School East** and **Smithtown High School West** totaled 2,400 students in grades 9 - 12 in 2000. The number of high school students grew throughout the historical period, enrolling **3,457** students in 2010. An overall gain of 1,057 students, or 44 percent, was noted over the last ten years.

Declines are projected in nine of the next ten years, with enrollment forecasted to range between a peak of **3,524** students in 2011 and 2,948 students in 2020. Due to the declines, an overall loss of 509 students, or almost fifteen percent of the current 2010 secondary enrollment, is expected over the next ten years.

Smithtown High School East [Appendix A-30, B-18] housed 1,443 6th - 8th grade students in 2000 following a district reconfiguration prior to 1992 that converted the high school to a middle school. Smithtown Middle School enrollment had declined by almost 18 percent in 1999 following the opening of Great Hollow Middle School and the deflection of sixth and seventh grade students who would have previously attended this school to Great Hollow. Enrollment continued to decline in 2000, but then grew over the next three years. The following year, sixth, seventh and eighth grade students originating from Dogwood, St. James, Mills Pond and Nesconset Elementary Schools who had attended Smithtown Middle School were moved to Nesaquake Middle School, leaving 660 students at Smithtown in 2004. A second reorganization in 2005 closed the building as a middle school and reopened it that same year as High School East.

Appendix B1

A total of 1,234 students in grades 9 - 11, originating from Dogwood, Nesconset, St. James, Tackan and Mills Pond were enrolled at High School East, while all district 12th graders attended High School West. Enrollment jumped by 31 percent in 2006, as students from the Dogwood, Mills Pond, Nesconset, St. James and Tackan School boundaries, who would have attended High School West their senior year, were moved to High School East. Growth continued in three of the next four years with a total of 1,746 students in grades 9 - 12 enrolled at this school in 2010.

The enrollment at this school is expected to grow to a projection period peak of **1,759** students in 2011. The number of students is anticipated to decline during the remaining nine years of the projection period. An overall loss of 258 students, or almost fifteen percent of the current enrollment, is projected over the next ten years.

Smithtown High School West [Appendix A-31, B-19] enrolled 1,743 students in grades 10 - 12 in 2000, while ninth grade students were housed at the Freshman Campus. The number of students grew each year to an historical peak of 2,107 students by 2004. In 2005, a district reorganization converted the Freshman Campus to a middle school and the ninth grade was distributed between the two high schools. Despite the additional ninth grade students, the total enrollment declined as a result of the opening of High School East. The number of students fell again in 2006, as 12th graders, originating from Dogwood, Mills Pond, Nesconset, St. James and Tackan attendance zones who had attended High School West, were moved to High School East. Gains were noted during 2007 - 2010; however, the current enrollment of **1,711** students represents an overall loss of 32 students when compared to the 2000 enrollment.

The enrollment at this school is projected to rise to a projection period peak of **1,778** students in 2012. Subsequently, a period of enrollment losses is expected, lasting through the remainder of the projection period. Due to the declines, an overall loss of 251 students, or almost fifteen percent of the current 2010 enrollment, is projected over the next ten years.

Table 7 shows that the current enrollment ranges from 783 students at Accomsett Middle School to 1,746 students at Smithtown High School East. Accomsett and Nesaquake Middle Schools, as well as High School East, will enroll their greatest number of students next year, in 2011. It should be noted that this is 19 students less than the current enrollment at Nesaquake Middle School. Great Hollow Middle School will enroll its greatest number of students in 2012; with 1,032 students. High School West is also expected to reach its peak enrollment in 2012. The district's 6 - 12 enrollment is forecasted to peak in 2011, with 6,150 students.

Appendix B1

TABLE 7 - PROJECTED SMITHTOWN CSD MIDDLE AND HIGH SCHOOL ENROLLMENT

		ACCOMPSETT MS	GREAT HOLLOW MS	NESAQUAKE MS	HS EAST	HS WEST	TOTAL 6 - 12 ENROLLMENT
Current	2010	783	1,028	832	1,746	1,711	6,100
Projected	2011	807*	1,006	813*	1,759*	1,765	6,150*
	2012	788	1,032*	797	1,739	1,778*	6,134
	2013	764	1,020	801	1,725	1,775	6,085
	2014	728	1,007	758	1,702	1,748	5,943
	2015	690	961	777	1,677	1,734	5,839
	2016	656	908	740	1,663	1,732	5,699
	2017	616	871	737	1,619	1,685	5,528
	2018	612	834	674	1,618	1,598	5,336
	2019	596	795	672	1,549	1,537	5,149
	2020	588	786	663	1,488	1,460	4,985

Note: It is noted that the sum of the numbers may not add up to the totals due to rounding.

* denotes peak enrollment during 2011 - 2020

SMITHTOWN CENTRAL SCHOOL DISTRICT

June 8, 2011

Demographic and Enrollment Overview

Western Suffolk BOCES

Office of School Planning & Research

Enrollment on Long Island

■ 2004 - 2010

- Long Island: declined 3.4 percent
- Suffolk County: declined 3.9 percent
- Smithtown SD: **increased** 2.9 percent

■ 2010 - 2013

- Long Island: additional 2.5 percent decrease projected
 - Suffolk County: additional 2.7 percent decrease projected
 - Smithtown SD: 4.8 percent **decrease** projected
-

Enrollment History by Grade Configuration: 2004 - 2010

■ Long Island

- Elementary Grades decreased 5.7 percent
- Middle Grades (6 - 8) decreased 4.7 percent
- High Schools increased 4.3 percent

■ Suffolk County

- Elementary Grades decreased 6.1 percent
- Middle Grades (6 - 8) decreased 4.4 percent
- High Schools increased 5.0 percent

Enrollment History by Grade Configuration: 2004 - 2010

■ Smithtown School District

- **Elementary Grades: decreased**
 - 489 students, 9.4 percent
- **Middle Grades: increased**
 - 247 students, 10.3 percent
- **High School: increased**
 - 545 students, 18.7 percent

Enrollment Projection by Grade Configuration: 2010 - 2013

■ Long Island

- Elementary Grades: to decrease 3.1 percent
- Middle Grades: to decrease 1.9 percent
- High Schools: to decrease 2.1 percent

■ Suffolk County

- Elementary Grades: to decrease 3.8 percent
 - Middle Grades: to decrease 2.3 percent
 - High Schools: to decrease 1.5 percent
-

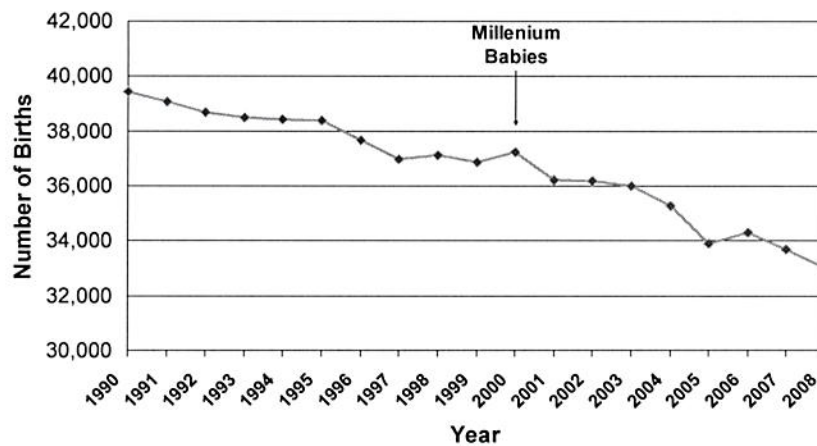
Enrollment Projection by Grade Configuration: 2010 - 2013

■ Smithtown School District

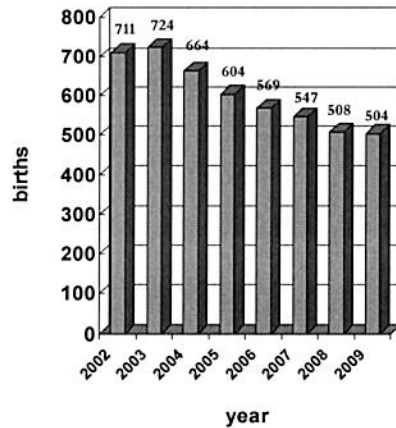
- **Elementary Grades: to decrease**
 - 505 students, 10.7 percent
 - **Middle Grades: to decrease**
 - 58 students, 2.2 percent
 - **High School: to increase**
 - 43 students, 1.2 percent
-

WHY ?

Births on Long Island: 1990 - 2008



Births in Smithtown School District: 2002 -2009



- Between 2002 and 2009 – births peaked in 2003 when 724 children were born
- Births have been declining since then
- The last year of finalized data is 2009 – 504 births were recorded

Other factors:

■ Housing

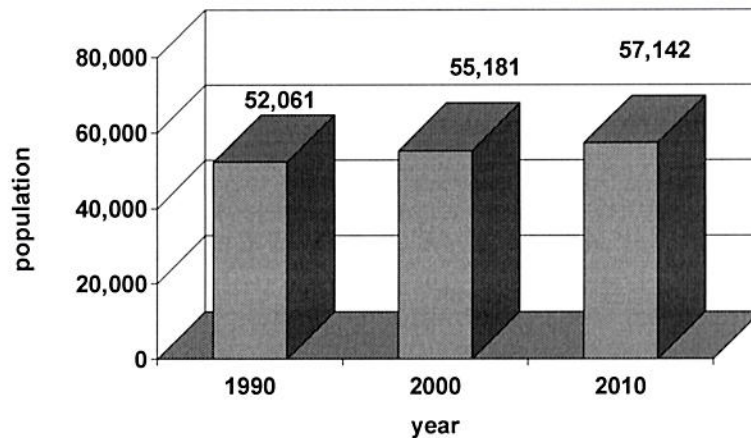
- Sales have plummeted on Long Island
- New construction has come to a standstill almost everywhere
- Values have decreased

■ Non-Public Enrollment Percentage: 2004 - 2010

- Long Island: declined from 10.2 percent to 9.3 percent
- Suffolk County: declined from 6.2 percent to 5.6 percent
- Smithtown SD: decreased from 7.1% (802 students) in 2004 to 5.9% (675 students) in 2010

Appendix B2

Smithtown SD: Population - increased by 3.5% (1,961 people) between 2000-2010



Smithtown SD – other demographics

- The Hispanic group saw the most significant gains as reported in the 2010 Census, but still only 5.4 percent of Smithtown SD population.
- Housing sales peaked in 1998 between 1997 and 2010
 - 894 units sold in 1998
 - 844 units sold in 2003
 - 441 units sold in 2008 ; in 2010, 481 units sold
- Smithtown SD: 0.56 public school children per household in 2010 – higher than Suffolk County

Smithtown School District: Kindergarten Information

■ Kindergarten Cohorts

- 2000 – 2010: historical kindergarten cohorts range:
662 (in 2000) - 812 (in 2005)* (note: FDK began in 2003)
- 2011 – 2020: projected kindergarten cohorts range:
611 (in 2013) - 656 (in 2015)

■ Changes in Displacement

- Larger kindergarten groups replaced smaller exiting 12th grade students between 2001 and 2006 (77 - 171 students)
- Smaller kindergarten groups replaced smaller exiting 12th grade students between 2007 and 2010 (6 - 107 students) and continue the trend for the projection years between 2011 and 2020 (167- 293 students).

Smithtown School District: Migration Patterns

- On average, stable or positive migrations to most grades from one year to the next
- Average losses are seen to grades 9 – most likely caused by private high school attendance

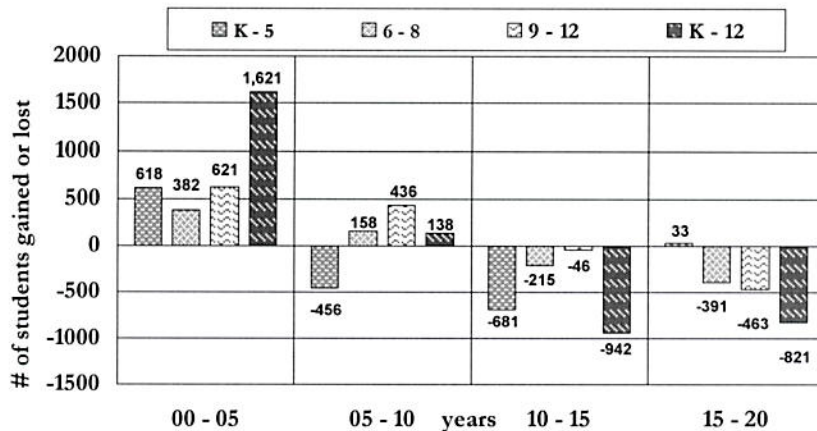
Appendix B2

Smithtown SD: Enrollment 2010-2020

Shaded Area: Students Already Enrolled

GRADE	Oct-10	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20
	actual										
KINDERGARTEN	663	648	629	611	625	656	652	644	640	638	633
FIRST	737	674	659	640	621	636	667	663	655	651	649
SECOND	739	742	678	663	644	625	640	671	667	659	655
THIRD	805	747	750	686	671	651	632	647	679	675	667
FOURTH	815	808	750	753	689	674	654	635	650	682	678
FIFTH	845	823	816	757	760	696	681	661	641	656	689
SIXTH	877	875	852	845	784	787	721	705	684	664	679
SEVENTH	867	882	880	857	850	789	792	725	709	688	668
EIGHTH	899	869	885	883	859	852	791	794	727	711	690
NINTH	907	872	843	859	857	834	827	768	770	705	690
TENTH	880	911	876	847	863	861	838	831	771	773	708
ELEVENTH	855	880	911	876	847	863	861	838	831	771	773
TWELFTH	815	861	887	918	883	853	869	867	844	837	777
SP ED	107	103	100	96	93	92	91	91	91	92	92
TOTAL K - 12	10,811	10,695	10,516	10,291	10,046	9,869	9,716	9,540	9,359	9,202	9,048
% CHANGE		-1.1%	-1.7%	-2.1%	-2.4%	-1.8%	-1.6%	-1.8%	-1.9%	-1.7%	-1.7%

Smithtown SD: Enrollment Patterns 2000 - 2020



Appendix B2

**Smithtown School District:
Elementary Grades: K – 5**

School	Current	2011 – 2020 Range
Accompsett	733	598 - 680
Branch Brook	458	379 - 437
Dogwood	479	427 - 467
Mills Pond	519	456 - 507
Mount Pleasant	503	450 - 514
Nesconset	354	259 - 337
Saint James	503	412 - 480
Smithtown ES	611	531 - 589
Tackan	503	452 - 534

ALL SCHOOLS – except Mount Pleasant & Tackan - ARE EXPECTED TO HAVE ENROLLMENTS LOWER THAN IN 2010.

**Smithtown School District:
Secondary Grades: Grades 6 - 12**

School	Current	2011 – 2020 Range
Accompsett MS	783	588 - 807
Great Hollow MS	1,028	786 - 1,032
Nesaquake MS	832	663 - 813
Smithtown East HS	1,746	1,488 - 1,759
Smithtown West HS	1,711	1,460 - 1,778

Appendix B3

Clarification about “student yields” that came up June 8, 2011 during Joan Townley’s BOCES presentation:

The Hamlet @ St. James, Country Woods, Story Brook Meadows (South only), and Nottingham Acres Projects were all considered and factored into the projections (as were the other proposed units that were listed in the narrative report).

Gyrodyne, Roseland/Millennium, and Story Brook Meadows (North) were not considered since they are either dormant or applications have not been filed or approved.

Gyrodyne Property:

This is being considered as an “age-restricted” development with 300 units. However, depending on how it is marketed, this development may attract Smithtown residents who wish to down-size or move to an age-restricted development. In order to estimate how many public school children might result from “empty-nesters” selling their Smithtown home to move to the Gyrodyne property, some assumptions and “ballpark estimates” have to be made since specific information is not available on the new project.

- A. Assume that **100** current Smithtown residents would move to the Gyrodyne property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 56 additional children to the district.
- B. Assume that **200** current Smithtown residents would move to the Gyrodyne property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 112 additional children to the district.
- C. Assume that **300** current Smithtown residents would move to the Gyrodyne property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 168 additional children to the district.

Roseland/Millennium Property:

This was mentioned as a potential development – but it should be noted that the application is dormant at this time. It is a townhouse development with 300 units. However, depending on how it is marketed, this development may attract Smithtown residents who wish to down-size or move to a townhouse development. In order to estimate how many public school children might result from “empty-nesters” or others selling their Smithtown home to move to this property, some assumptions and “ballpark estimates” have to be made since specific information is not available on the new project.

Appendix B3

- A. If the assumption is that all 300 units would be sold to people new to the district, the total estimated yield would be 168 children— less 10 percent to account for the area of this project that is in Kings Park. However, townhouses typically yield fewer children than single-family homes. Therefore, the estimate is high for this type of development.
- B. Assume that **100** current Smithtown residents would move to the Millennium/Roseland property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 56 additional children to the district— less 10 percent to account for the area of this project that is in Kings Park.
- C. Assume that **200** current Smithtown residents would move to the Millennium/Roseland property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 112 additional children to the district— less 10 percent to account for the area of this project that is in Kings Park.
- D. Assume that **300** current Smithtown residents would move to the Millennium/Roseland property. They would sell their current Smithtown home. The assumption would be that some of these purchases would be made by young families. Using the current Smithtown statistic that there are 0.56 public school children per household, this would result in 168 additional children to the district — less 10 percent to account for the area of this project that is in Kings Park.

Story Book Meadows:

While the senior housing portion (south) of the development was considered in our projections, the north portion was not considered. Although no application has yet been filed, the plans call for 70 single-family homes. According to the current Smithtown statistic of 0.56 public school children per household, this portion of the development would be estimated to yield approximately 40 children.

Another issue – I don't have hard copies or data access to projections going back to 1990...I can only go back to 2000...and I think that the chart that you have shows that information. But let me know if I can provide you with anything else.

Joan E. Townley
Office of School Planning and Research
Western Suffolk BOCES

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
 ACCURACY OF WESTERN SUFFOLK BOCES MAY 2011 PROJECTIONS FOR 2011/12

Grade/School	Actual 2011/12	Projected	Difference	
KINDERGARTEN	646	648	2	
FIRST	662	674	12	
SECOND	740	742	2	
THIRD	746	747	1	
FOURTH	803	808	5	
FIFTH	814	823	9	
SIXTH	864	875	11	
SEVENTH	878	882	4	
EIGHTH	860	869	9	
NINTH	885	872	-13	
TENTH	907	911	4	
ELEVENTH	862	880	18	
TWELFTH	863	861	-2	
SP ED	99	103	4	Projected/Actual
K - 12	10,629	10,695	66	100.6%
K - 5	4,510	4,545	35	100.8%
6 - 8	2,602	2,626	24	100.9%
9 - 12	3,517	3,524	7	100.2%
Accompsett	671	680	9	101.3%
Branch Brook	436	437	1	100.2%
Dogwood	457	467	10	102.2%
Mills Pond	490	507	17	103.5%
Mt. Pleasant	502	514	12	102.4%
Nesconset	342	337	-5	98.5%
St. James	493	480	-13	97.4%
Smithtown	582	589	7	101.2%
Tackan	537	534	-3	99.4%

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	677	667	785	811	812	780	754	720	743	663	646
FIRST	792	836	828	827	822	820	801	776	739	737	662
SECOND	802	812	855	846	808	821	820	815	789	739	740
THIRD	744	824	845	883	849	816	834	831	813	805	746
FOURTH	747	777	836	872	891	858	822	838	828	815	803
FIFTH	747	762	782	848	878	898	858	824	845	845	814
SIXTH	796	771	800	813	884	899	928	889	855	877	864
SEVENTH	772	800	772	794	816	889	903	930	893	867	878
EIGHTH	703	772	800	789	785	816	883	911	935	899	860
NINTH	657	699	750	805	766	757	810	851	875	907	885
TENTH	664	666	698	746	810	765	760	812	859	880	907
ELEVENTH	633	650	665	698	742	800	769	772	808	855	862
TWELFTH	564	620	640	663	703	760	806	776	770	815	863
SP ED	157	144	118	113	107	116	112	102	108	107	99
TOTAL K - 12	9,455	9,800	10,174	10,508	10,673	10,795	10,860	10,847	10,860	10,811	10,629
% CHANGE		3.6%	3.8%	3.3%	1.6%	1.1%	0.6%	-0.1%	0.1%	-0.5%	-1.7%
DISTRICT MIGRATION	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	123.5%	124.1%	105.4%	101.4%	101.0%	102.7%	102.9%	102.6%	99.2%	99.8%	101.2%
1 - 2	102.5%	102.3%	102.2%	97.7%	99.9%	100.0%	101.7%	101.7%	100.0%	100.4%	100.8%
2 - 3	102.7%	104.1%	103.3%	100.4%	101.0%	101.6%	101.3%	99.8%	102.0%	100.9%	101.1%
3 - 4	104.4%	101.5%	103.2%	100.9%	101.1%	100.7%	100.5%	99.6%	100.2%	99.8%	100.3%
4 - 5	102.0%	100.6%	101.4%	100.7%	100.8%	100.0%	100.2%	100.8%	102.1%	99.9%	100.6%
5 - 6	103.2%	105.0%	104.0%	104.2%	102.4%	103.3%	103.6%	103.8%	103.8%	102.2%	103.1%
6 - 7	100.5%	100.1%	99.3%	100.4%	100.6%	100.4%	100.2%	100.4%	101.4%	100.1%	100.5%
7 - 8	100.0%	100.0%	102.2%	98.9%	100.0%	99.3%	100.9%	100.5%	100.7%	99.2%	100.3%
8 - 9	99.4%	97.2%	100.6%	97.1%	96.4%	99.3%	96.4%	96.0%	97.0%	98.4%	97.6%
9 - 10	101.4%	99.9%	99.5%	100.6%	99.9%	100.4%	100.2%	100.9%	100.6%	100.0%	100.3%
10 - 11	97.9%	99.8%	100.0%	99.5%	98.8%	100.5%	101.6%	99.5%	99.5%	98.0%	99.8%
11 - 12	97.9%	98.5%	99.7%	100.7%	102.4%	100.8%	100.9%	99.7%	100.9%	100.9%	100.6%

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
 HISTORICAL ENROLLMENT BY GRADE CONFIGURATION: 2000 THROUGH 2010

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	677	667	785	811	812	780	754	720	743	663	646
FIRST	792	836	828	827	822	820	801	776	739	737	662
SECOND	802	812	855	846	808	821	820	815	789	739	740
THIRD	744	824	845	883	849	816	834	831	813	805	746
FOURTH	747	777	836	872	891	858	822	838	828	815	803
FIFTH	747	762	782	848	878	898	858	824	845	845	814
SP ED	157	144	118	113	107	116	112	102	108	107	99
TOTAL K - 5	4,666	4,822	5,049	5,200	5,167	5,109	5,001	4,906	4,865	4,711	4,510
% CHANGE		3.3%	4.7%	3.0%	-0.6%	-1.1%	-2.1%	-1.9%	-0.8%	-3.2%	-4.3%
SIXTH	796	771	800	813	884	899	928	889	855	877	864
SEVENTH	772	800	772	794	816	889	903	930	893	867	878
EIGHTH	703	772	800	789	785	816	883	911	935	899	860
TOTAL 6 - 8	2,271	2,343	2,372	2,396	2,485	2,604	2,714	2,730	2,683	2,643	2,602
% CHANGE		3.2%	1.2%	1.0%	3.7%	4.8%	4.2%	0.6%	-1.7%	-1.5%	-1.6%
NINTH	657	699	750	805	766	757	810	851	875	907	885
TENTH	664	666	698	746	810	765	760	812	859	880	907
ELEVENTH	633	650	665	698	742	800	769	772	808	855	862
TWELFTH	564	620	640	663	703	760	806	776	770	815	863
TOTAL 9 - 12	2,518	2,635	2,753	2,912	3,021	3,082	3,145	3,211	3,312	3,457	3,517
% CHANGE		4.6%	4.5%	5.8%	3.7%	2.0%	2.0%	2.1%	3.1%	4.4%	1.7%
TOTAL K - 12	9,455	9,800	10,174	10,508	10,673	10,795	10,860	10,847	10,860	10,811	10,629
% CHANGE		3.6%	3.8%	3.3%	1.6%	1.1%	0.6%	-0.1%	0.1%	-0.5%	-1.7%

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
KINDERGARTEN PROJECTIONS - BIRTH/PERSISTENCE MODEL

Births					Ratios	
Birth Year	Suffolk County	Town of Smithtown	Enrollment Year	District K	K/ County Birth	K/ Town Birth
1996	19,953	1,556	2001	677	0.0339	0.4351
1997	19,862	1,588	2002	667	0.0336	0.4200
1998	19,921	1,512	2003	785	0.0394	0.5192
1999	19,948	1,511	2004	811	0.0407	0.5367
2000	20,248	1,578	2005	812	0.0401	0.5146
2001	19,966	1,509	2006	780	0.0391	0.5169
2002	19,853	1,466	2007	754	0.0380	0.5143
2003	19,986	1,428	2008	720	0.0360	0.5042
2004	19,643	1,360	2009	743	0.0378	0.5463
2005	18,785	1,257	2010	663	0.0353	0.5274
2006	19,080	1,198	2011	646	0.0339	0.5392
2007	18,510	1,119	2012	634		
2008	17,984	1,043	2013	616		
2009	17,183	1,040	2014	605	0.0352	
<i>est. 2010</i>	17,829		2015	628	3-yr wtd avg	
<i>est. 2011</i>	17,643		2016	621		
<i>est. 2012</i>	17,363		2017	611	0.0342	
<i>est. 2013</i>	17,140		2018	603	with trend ratio	
<i>est. 2014</i>	16,976		2019	598		
<i>est. 2015</i>	16,935		2020	596		
<i>est. 2016</i>	16,761		2021	590		

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
HISTORICAL KINDERGARTEN DISTRIBUTION INTO ELEMENTARY SCHOOLS

	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
DISTRICT	677	667	785	811	812	780	754	720	743	663	646
Accompsett	16.4%	16.0%	17.1%	18.5%	19.3%	14.5%	16.6%	16.1%	13.5%	14.9%	14.7%
Branch Brook	8.6%	9.9%	10.1%	8.9%	10.1%	9.0%	9.7%	9.0%	10.9%	11.0%	9.8%
Dogwood	12.7%	10.2%	9.9%	8.5%	10.7%	10.4%	8.4%	7.8%	10.6%	10.7%	8.5%
Mills Pond	0.0%	8.5%	10.8%	9.7%	10.2%	11.3%	11.0%	11.4%	14.1%	10.0%	12.2%
Mt. Pleasant	11.8%	11.1%	11.5%	13.1%	10.0%	11.5%	13.5%	11.7%	9.3%	8.9%	12.7%
Nesconset	10.9%	8.8%	5.5%	8.5%	6.0%	7.4%	7.4%	6.1%	7.9%	7.7%	6.2%
St. James	13.0%	9.3%	12.6%	9.2%	11.0%	10.5%	9.9%	11.3%	11.2%	10.0%	11.1%
Smithtown	14.2%	12.3%	11.1%	11.3%	11.7%	13.6%	11.0%	14.0%	12.1%	12.8%	13.3%
Tackan	12.4%	13.8%	11.5%	12.2%	11.0%	11.8%	12.5%	12.6%	10.4%	14.0%	11.5%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PROJECTED KINDERGARTEN DISTRIBUTION INTO ELEMENTARY SCHOOLS

	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
DISTRICT	646	634	616	605	628	621	611	603	598	596	590
Accompsett	95	94	91	89	93	93	90	89	88	88	87
Branch Brook	63	64	62	61	64	63	62	61	61	60	60
Dogwood	55	59	57	56	58	57	56	56	55	55	54
Mills Pond	79	76	74	73	75	74	73	72	72	72	71
Mt. Pleasant	82	70	68	67	69	69	68	67	66	66	65
Nesconset	40	43	42	41	43	42	42	41	41	41	40
St. James	72	69	67	66	69	68	67	66	65	65	65
Smithtown	86	83	81	79	82	81	80	79	78	78	77
Tackan	74	76	74	73	75	74	73	72	72	71	71
TOTAL	646	634	616	605	628	621	611	603	598	596	590

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	646	634	616	605	628	621	611	603	598	596	590
FIRST	662	654	642	623	612	635	628	618	610	605	603
SECOND	740	667	659	647	628	617	640	633	623	615	610
THIRD	746	748	675	666	654	635	624	647	640	630	622
FOURTH	803	748	750	677	668	656	637	626	649	642	632
FIFTH	814	808	753	755	681	672	660	641	630	653	646
SIXTH	864	839	833	777	779	702	693	681	661	650	673
SEVENTH	878	869	843	837	781	783	706	697	685	664	653
EIGHTH	860	881	872	846	840	784	786	708	699	687	666
NINTH	885	839	860	851	826	820	765	767	691	682	670
TENTH	907	888	842	863	854	829	823	768	770	693	684
ELEVENTH	862	905	886	840	861	852	828	822	767	769	692
TWELFTH	863	868	911	892	845	867	857	833	827	772	774
SP ED	99	96	92	89	87	86	85	85	84	84	83
TOTAL K - 12	10,629	10,444	10,234	9,968	9,744	9,559	9,343	9,129	8,934	8,742	8,598
% CHANGE		-1.7%	-2.0%	-2.6%	-2.2%	-1.9%	-2.3%	-2.3%	-2.1%	-2.1%	-1.6%

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT
PROJECTED DISTRICT ENROLLMENT BY GRADE CONFIGURATION

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	646	634	616	605	628	621	611	603	598	596	590
FIRST	662	654	642	623	612	635	628	618	610	605	603
SECOND	740	667	659	647	628	617	640	633	623	615	610
THIRD	746	748	675	666	654	635	624	647	640	630	622
FOURTH	803	748	750	677	668	656	637	626	649	642	632
FIFTH	814	808	753	755	681	672	660	641	630	653	646
SP ED	99	96	92	89	87	86	85	85	84	84	83
TOTAL K - 5	4,510	4,355	4,187	4,062	3,958	3,922	3,885	3,853	3,834	3,825	3,786
% CHANGE		-3.4%	-3.9%	-3.0%	-2.6%	-0.9%	-0.9%	-0.8%	-0.5%	-0.2%	-1.0%
SIXTH	864	839	833	777	779	702	693	681	661	650	673
SEVENTH	878	869	843	837	781	783	706	697	685	664	653
EIGHTH	860	881	872	846	840	784	786	708	699	687	666
TOTAL 6 - 8	2,602	2,589	2,548	2,460	2,400	2,269	2,185	2,086	2,045	2,001	1,992
% CHANGE		-0.5%	-1.6%	-3.5%	-2.4%	-5.5%	-3.7%	-4.5%	-2.0%	-2.2%	-0.4%
NINTH	885	839	860	851	826	820	765	767	691	682	670
TENTH	907	888	842	863	854	829	823	768	770	693	684
ELEVENTH	862	905	886	840	861	852	828	822	767	769	692
TWELFTH	863	868	911	892	845	867	857	833	827	772	774
TOTAL 9 - 12	3,517	3,500	3,499	3,446	3,386	3,368	3,273	3,190	3,055	2,916	2,820
% CHANGE		-0.5%	0.0%	-1.5%	-1.7%	-0.5%	-2.8%	-2.5%	-4.2%	-4.5%	-3.3%
TOTAL K - 12	10,629	10,444	10,234	9,968	9,744	9,559	9,343	9,129	8,934	8,742	8,598
% CHANGE		-1.7%	-2.0%	-2.6%	-2.2%	-1.9%	-2.3%	-2.3%	-2.1%	-2.1%	-1.6%

Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT								
AVERAGE DISTRICT GRADE LEVEL SIZE								
GRADE	1 01 - 06	2 06 - 11	3 11 - 16	4 16 - 21	2/1	change 3/2	4/3	
KINDERGARTEN	755	718	625	603	-4.9%	-13.0%	-3.5%	
FIRST	821	756	638	617	-7.9%	-15.6%	-3.3%	
SECOND	824	787	660	623	-4.5%	-16.1%	-5.6%	
THIRD	827	808	687	633	-2.3%	-15.0%	-7.9%	
FOURTH	830	827	717	640	-0.4%	-13.3%	-10.7%	
FIFTH	819	847	747	650	3.4%	-11.8%	-13.0%	
SIXTH	827	885	799	677	7.0%	-9.7%	-15.3%	
SEVENTH	807	893	832	698	10.7%	-6.8%	-16.1%	
EIGHTH	778	884	847	722	13.6%	-4.2%	-14.8%	
NINTH	739	848	847	733	14.7%	-0.1%	-13.5%	
TENTH	725	831	864	761	14.6%	4.0%	-11.9%	
ELEVENTH	698	811	868	788	16.2%	7.0%	-9.2%	
TWELFTH	658	798	874	822	21.3%	9.5%	-5.9%	
DISPLACEMENT BETWEEN ENTERING AND EXITING COHORTS								
YEAR	GRADE 12		YEAR	K	DIFFERENCE			
2001	564		2002	667	103			
2002	620		2003	785	165			
2003	640		2004	811	171			
2004	663		2005	812	149			
2005	703		2006	780	77			
2006	760		2007	754	-6			
2007	806		2008	720	-86			
2008	776		2009	743	-33			
2009	770		2010	663	-107			
2010	815		2011	646	-169			
2011	863		2012	634	-229			
2012	868		2013	616	-252			
2013	911		2014	605	-306			
2014	892		2015	628	-264			
2015	845		2016	621	-224			
2016	867		2017	611	-256			
2017	857		2018	603	-254			
2018	833		2019	598	-235			
2019	827		2020	596	-231			
2020	772		2021	590	-182			
	Average Difference 2001 - 2006				133			
	Average Difference 2006 - 2011				-80			
	Average Difference 2011 - 2016				-255			
	Average Difference 2016 - 2021				-232			

Appendix B4

ACCOMPSETT ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	111	107	134	150	157	113	125	116	100	99	95
FIRST	139	136	141	148	152	162	117	132	120	94	100
SECOND	115	144	143	144	148	154	159	119	134	122	93
THIRD	102	117	150	143	144	156	152	158	116	140	124
FOURTH	114	113	116	150	139	149	153	154	156	119	142
FIFTH	91	116	113	119	149	134	146	153	154	159	117
SP ED	34	24	0	0	0	0	0	0	0	0	0
TOTAL K - 5	706	757	797	854	889	868	852	832	780	733	671
% CHANGE		7.2%	5.3%	7.2%	4.1%	-2.4%	-1.8%	-2.3%	-6.3%	-6.0%	-8.5%
Accompsett Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	122.5%	131.8%	110.4%	101.3%	103.2%	103.5%	105.6%	103.4%	94.0%	101.0%	101.5%
1 - 2	103.6%	105.1%	102.1%	100.0%	101.3%	98.1%	101.7%	101.5%	101.7%	98.9%	100.4%
2 - 3	101.7%	104.2%	100.0%	100.0%	105.4%	98.7%	99.4%	97.5%	104.5%	101.6%	101.2%
3 - 4	110.8%	99.1%	100.0%	97.2%	103.5%	98.1%	101.3%	98.7%	102.6%	101.4%	100.4%
4 - 5	101.8%	100.0%	102.6%	99.3%	96.4%	98.0%	100.0%	100.0%	101.9%	98.3%	99.6%
ACCOMPSETT ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	95	94	91	89	93	93	90	89	88	88	87
FIRST	100	96	95	92	90	94	94	91	90	89	89
SECOND	93	100	96	95	92	90	94	94	91	90	89
THIRD	124	93	101	97	96	93	91	95	95	92	91
FOURTH	142	124	93	101	97	96	93	91	95	95	92
FIFTH	117	141	124	93	101	97	96	93	91	95	95
TOTAL K - 5	671	648	600	567	569	563	558	553	550	549	543
% CHANGE		-3.4%	-7.4%	-5.5%	0.4%	-1.1%	-0.9%	-0.9%	-0.5%	-0.2%	-1.1%

Appendix B4

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ACCOMPSETT ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	95	94	91	89	93	93	90	89	88	88	87
sections	4	4	4	4	4	4	4	4	4	4	4
section size	23.8	23.5	22.8	22.3	23.3	23.3	22.5	22.3	22.0	22.0	21.8
FIRST	100	96	95	92	90	94	94	91	90	89	89
sections	4	4	4	4	4	4	4	4	4	4	4
section size	25.0	24.0	23.8	23.0	22.5	23.5	23.5	22.8	22.5	22.3	22.3
SECOND	93	100	96	95	92	90	94	94	91	90	89
sections	4	4	4	4	4	4	4	4	4	4	4
section size	23.3	25.0	24.0	23.8	23.0	22.5	23.5	23.5	22.8	22.5	22.3
THIRD	124	93	101	97	96	93	91	95	95	92	91
sections	5	4	4	4	4	4	4	4	4	4	4
section size	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8	23.0	22.8
FOURTH	142	124	93	101	97	96	93	91	95	95	92
sections	6	5	4	4	4	4	4	4	4	4	4
section size	23.7	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8	23.0
FIFTH	117	141	124	93	101	97	96	93	91	95	95
sections	5	6	5	4	4	4	4	4	4	4	4
section size	23.4	23.5	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8
TOTAL ENROLL	671	648	600	567	569	563	558	553	550	549	543
Total sections/rooms	28	27	25	24	24	24	24	24	24	24	24
Avg section size	24.0	24.0	24.0	23.6	23.7	23.5	23.3	23.0	22.9	22.9	22.6

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Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

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Appendix B4

BRANCH BROOK ELEMENTARY SCHOOL
HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	58	66	79	72	82	70	73	65	81	73	63
FIRST	62	71	77	80	67	81	70	70	72	84	74
SECOND	57	65	71	72	79	71	84	69	67	70	86
THIRD	57	60	66	72	73	81	77	82	75	67	66
FOURTH	63	60	62	66	69	73	79	71	78	75	66
FIFTH	70	57	61	69	68	72	73	80	73	80	71
SP ED	21	24	26	21	18	22	20	11	12	9	10
TOTAL K - 5	388	403	442	452	456	470	476	448	458	458	436
% CHANGE		3.9%	9.7%	2.3%	0.9%	3.1%	1.3%	-5.9%	2.2%	0.0%	-4.8%
Branch Brook Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	122.4%	116.7%	101.3%	93.1%	98.8%	100.0%	95.9%	110.8%	103.7%	101.4%	104.3%
1 - 2	104.8%	100.0%	93.5%	98.8%	106.0%	103.7%	98.6%	95.7%	97.2%	102.4%	100.0%
2 - 3	105.3%	101.5%	101.4%	101.4%	102.5%	108.5%	97.6%	108.7%	100.0%	94.3%	100.2%
3 - 4	105.3%	103.3%	100.0%	95.8%	100.0%	97.5%	92.2%	95.1%	100.0%	98.5%	98.0%
4 - 5	90.5%	101.7%	111.3%	103.0%	104.3%	100.0%	101.3%	102.8%	102.6%	94.7%	100.3%

BRANCH BROOK ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	63	64	62	61	64	63	62	61	61	60	60
FIRST	74	66	67	65	64	67	66	65	64	64	63
SECOND	86	74	66	67	65	64	67	66	65	64	64
THIRD	66	86	74	66	67	65	65	67	66	66	64
FOURTH	66	65	84	73	65	66	64	64	66	65	65
FIFTH	71	66	65	84	73	65	66	64	64	66	65
SP ED	10	10	9	9	9	9	9	9	8	8	8
TOTAL K - 5	436	431	427	425	407	399	399	396	394	393	389
% CHANGE		-1.1%	-0.9%	-0.5%	-4.2%	-2.0%	0.0%	-0.8%	-0.5%	-0.3%	-1.0%

Appendix B4

BRANCH BROOK ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	63	64	62	61	64	63	62	61	61	60	60
sections	3	3	3	3	3	3	3	3	3	3	3
section size	21.0	21.3	20.7	20.3	21.3	21.0	20.7	20.3	20.3	20.0	20.0
FIRST	74	66	67	65	64	67	66	65	64	64	63
sections	3	3	3	3	3	3	3	3	3	3	3
section size	24.7	22.0	22.3	21.7	21.3	22.3	22.0	21.7	21.3	21.3	21.0
SECOND	86	74	66	67	65	64	67	66	65	64	64
sections	4	3	3	3	3	3	3	3	3	3	3
section size	21.5	24.7	22.0	22.3	21.7	21.3	22.3	22.0	21.7	21.3	21.3
THIRD	66	86	74	66	67	65	65	67	66	66	64
sections	3	4	3	3	3	3	3	3	3	3	3
section size	22.0	21.5	24.7	22.0	22.3	21.7	21.7	22.3	22.0	22.0	21.3
FOURTH	66	65	84	73	65	66	64	64	66	65	65
sections	3	3	3	3	3	3	3	3	3	3	3
section size	22.0	21.7	28.0	24.3	21.7	22.0	21.3	21.3	22.0	21.7	21.7
FIFTH	71	66	65	84	73	65	66	64	64	66	65
sections	3	3	3	3	3	3	3	3	3	3	3
section size	23.7	22.0	21.7	28.0	24.3	21.7	22.0	21.3	21.3	22.0	21.7
SP ED	10	10	9	9	9	9	9	9	8	8	8
sections	1	1	1	1	1	1	1	1	1	1	1
section size	10.0	10.0	9.0	9.0	9.0	9.0	9.0	9.0	8.0	8.0	8.0
TOTAL ENROLL	436	431	427	425	407	399	399	396	394	393	389
Total sections/rooms	20	20	19	19	19	19	19	19	19	19	19
Avg section size	22.5	22.2	23.2	23.1	22.1	21.7	21.7	21.5	21.4	21.4	21.2

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B4

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DOGWOOD ELEMENTARY SCHOOL

HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	86	68	78	69	87	81	63	56	79	71	55
FIRST	96	93	95	80	71	85	87	63	58	81	77
SECOND	111	81	94	95	75	72	79	87	71	56	80
THIRD	107	89	81	100	93	75	74	82	88	70	58
FOURTH	103	88	89	82	91	92	76	75	83	88	71
FIFTH	93	102	93	88	83	95	89	74	77	84	92
SP ED	9	15	36	34	35	28	26	25	21	29	24
TOTAL K - 5	605	536	566	548	535	528	494	462	477	479	457
% CHANGE		-11.4%	5.6%	-3.2%	-2.4%	-1.3%	-6.4%	-6.5%	3.2%	0.4%	-4.6%
Dogwood Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	108.1%	139.7%	102.6%	102.9%	97.7%	107.4%	100.0%	103.6%	102.5%	108.5%	103.6%
1 - 2	84.4%	101.1%	100.0%	93.8%	101.4%	92.9%	100.0%	112.7%	96.6%	98.8%	100.2%
2 - 3	80.2%	100.0%	106.4%	97.9%	100.0%	102.8%	103.8%	101.1%	98.6%	103.6%	102.0%
3 - 4	82.2%	100.0%	101.2%	91.0%	98.9%	101.3%	101.4%	101.2%	100.0%	101.4%	101.1%
4 - 5	99.0%	105.7%	98.9%	101.2%	104.4%	96.7%	97.4%	102.7%	101.2%	104.5%	100.5%

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DOGWOOD ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	55	59	57	56	58	57	56	56	55	55	54
FIRST	77	57	61	59	58	60	59	58	58	57	57
SECOND	80	77	57	61	59	58	60	59	58	58	57
THIRD	58	82	79	58	62	60	59	61	60	59	59
FOURTH	71	59	83	79	59	63	61	60	62	61	60
FIFTH	92	71	60	83	79	59	63	61	60	62	61
SP ED	24	23	23	22	22	21	21	21	20	20	19
TOTAL K - 5	457	428	420	418	397	378	379	376	373	372	367
% CHANGE		-6.3%	-1.9%	-0.5%	-5.0%	-4.8%	0.3%	-0.8%	-0.8%	-0.3%	-1.3%

Appendix B4

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DOGWOOD ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	55	59	57	56	58	57	56	56	55	55	54
sections	3	3	3	3	3	3	3	3	3	3	3
section size	18.3	19.7	19.0	18.7	19.3	19.0	18.7	18.7	18.3	18.3	18.0
FIRST	77	57	61	59	58	60	59	58	58	57	57
sections	3	3	3	3	3	3	3	3	3	3	3
section size	25.7	19.0	20.3	19.7	19.3	20.0	19.7	19.3	19.3	19.0	19.0
SECOND	80	77	57	61	59	58	60	59	58	58	57
sections	4	3	3	3	3	3	3	3	3	3	3
section size	20.0	25.7	19.0	20.3	19.7	19.3	20.0	19.7	19.3	19.3	19.0
THIRD	58	82	79	58	62	60	59	61	60	59	59
sections	3	4	4	3	3	3	3	3	3	3	3
section size	19.3	20.5	19.8	19.3	20.7	20.0	19.7	20.3	20.0	19.7	19.7
FOURTH	71	59	83	79	59	63	61	60	62	61	60
sections	3	3	3	3	3	3	3	3	3	3	3
section size	23.7	19.7	27.7	26.3	19.7	21.0	20.3	20.0	20.7	20.3	20.0
FIFTH	92	71	60	83	79	59	63	61	60	62	61
sections	4	3	3	3	3	3	3	3	3	3	3
section size	23.0	23.7	20.0	27.7	26.3	19.7	21.0	20.3	20.0	20.7	20.3
SP ED	24	23	23	22	22	21	21	21	20	20	19
sections	3	3	3	3	3	3	3	3	3	3	3
section size	8.0	7.7	7.7	7.3	7.3	7.0	7.0	7.0	6.7	6.7	6.3
TOTAL ENROLL	457	428	420	418	397	378	379	376	373	372	367
Total sections/rooms	23	22	22	21	21	21	21	21	21	21	21
Avg section size	21.7	21.4	21.0	22.0	20.8	19.8	19.9	19.7	19.6	19.6	19.3

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Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

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Appendix B4

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MILLS POND ELEMENTARY SCHOOL
HISTORICAL ENROLLMENT: 2001 THROUGH 2011

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GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	0	57	85	79	83	88	83	82	105	66	79
FIRST	0	63	86	89	79	89	85	91	83	105	57
SECOND	0	70	83	87	88	78	92	86	87	77	107
THIRD	0	72	87	86	88	86	75	91	87	86	78
FOURTH	0	69	93	86	88	89	87	76	90	86	84
FIFTH	0	0	86	89	88	90	89	92	78	92	85
SP ED	0	10	0	0	0	0	0	7	6	7	0
TOTAL K - 5	0	341	520	516	514	520	511	525	536	519	490
% CHANGE			52.5%	-0.8%	-0.4%	1.2%	-1.7%	2.7%	2.1%	-3.2%	-5.6%
Mills Pond Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1		150.9%	104.7%	100.0%	107.2%	96.6%	109.6%	101.2%	100.0%	86.4%	99.3%
1 - 2		131.7%	101.2%	98.9%	98.7%	103.4%	101.2%	95.6%	92.8%	101.9%	99.5%
2 - 3		124.3%	103.6%	101.1%	97.7%	96.2%	98.9%	101.2%	98.9%	101.3%	99.6%
3 - 4		129.2%	98.9%	102.3%	101.1%	101.2%	101.3%	98.9%	98.9%	97.7%	99.6%
4 - 5		124.6%	95.7%	102.3%	102.3%	100.0%	105.7%	102.6%	102.2%	98.8%	101.9%

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MILLS POND ELEMENTARY SCHOOL
PROJECTED ENROLLMENT: 2012 THROUGH 2021

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GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	79	76	74	73	75	74	73	72	72	72	71
FIRST	57	79	75	73	72	74	73	72	71	71	71
SECOND	107	57	79	75	73	72	74	73	72	71	71
THIRD	78	107	57	79	75	73	72	74	73	72	72
FOURTH	84	78	107	57	79	75	73	72	74	73	72
FIFTH	85	86	79	108	58	80	76	74	73	75	74
TOTAL K - 5	490	483	471	465	432	448	441	437	435	434	431
% CHANGE		-1.4%	-2.5%	-1.3%	-7.1%	3.7%	-1.6%	-0.9%	-0.5%	-0.2%	-0.7%

Appendix B4

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MILLS POND ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	79	76	74	73	75	74	73	72	72	72	71
sections	4	4	3	3	3	3	3	3	3	3	3
section size	19.8	19.0	24.7	24.3	25.0	24.7	24.3	24.0	24.0	24.0	23.7
FIRST	57	79	75	73	72	74	73	72	71	71	71
sections	3	4	3	3	3	3	3	3	3	3	3
section size	19.0	19.8	25.0	24.3	24.0	24.7	24.3	24.0	23.7	23.7	23.7
SECOND	107	57	79	75	73	72	74	73	72	71	71
sections	5	3	4	3	3	3	3	3	3	3	3
section size	21.4	19.0	19.8	25.0	24.3	24.0	24.7	24.3	24.0	23.7	23.7
THIRD	78	107	57	79	75	73	72	74	73	72	72
sections	3	5	3	4	3	3	3	3	3	3	3
section size	26.0	21.4	19.0	19.8	25.0	24.3	24.0	24.7	24.3	24.0	24.0
FOURTH	84	78	107	57	79	75	73	72	74	73	72
sections	3	3	4	3	3	3	3	3	3	3	3
section size	28.0	26.0	26.8	19.0	26.3	25.0	24.3	24.0	24.7	24.3	24.0
FIFTH	85	86	79	108	58	80	76	74	73	75	74
sections	4	4	3	4	3	3	3	3	3	3	3
section size	21.3	21.5	26.3	27.0	19.3	26.7	25.3	24.7	24.3	25.0	24.7
TOTAL ENROLL	490	483	471	465	432	448	441	437	435	434	431
Total sections/rooms	22	23	20	20	18	18	18	18	18	18	18
Avg section size	22.6	21.1	23.6	23.2	24.0	24.9	24.5	24.3	24.2	24.1	23.9

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Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

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Appendix B4

MOUNT PLEASANT ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	80	74	90	106	81	90	102	84	69	59	82
FIRST	105	105	86	97	115	85	96	102	76	71	60
SECOND	83	105	103	86	94	111	86	100	104	82	74
THIRD	90	85	104	108	90	89	111	90	97	112	83
FOURTH	84	89	87	110	114	89	94	109	87	93	110
FIFTH	77	86	89	90	112	111	90	97	110	86	93
SP ED	8	7	0	0	0	0	0	0	0	0	0
TOTAL K - 5	527	551	559	597	606	575	579	582	543	503	502
% CHANGE		4.6%	1.5%	6.8%	1.5%	-5.1%	0.7%	0.5%	-6.7%	-7.4%	-0.2%
Mt. Pleasant Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	131.3%	116.2%	107.8%	108.5%	104.9%	106.7%	100.0%	90.5%	102.9%	101.7%	100.6%
1 - 2	100.0%	98.1%	100.0%	96.9%	96.5%	101.2%	104.2%	102.0%	107.9%	104.2%	103.9%
2 - 3	102.4%	99.0%	104.9%	104.7%	94.7%	100.0%	104.7%	97.0%	107.7%	101.2%	102.1%
3 - 4	98.9%	102.4%	105.8%	105.6%	98.9%	105.6%	98.2%	96.7%	95.9%	98.2%	98.9%
4 - 5	102.4%	100.0%	103.4%	101.8%	97.4%	101.1%	103.2%	100.9%	98.9%	100.0%	100.8%
MOUNT PLEASANT ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	82	70	68	67	69	69	68	67	66	66	65
FIRST	60	82	70	68	67	69	69	68	67	66	66
SECOND	74	62	85	73	71	70	72	72	71	70	69
THIRD	83	76	63	87	75	72	71	74	74	72	71
FOURTH	110	82	75	62	86	74	71	70	73	73	71
FIFTH	93	111	83	76	62	87	75	72	71	74	74
TOTAL K - 5	502	483	444	433	430	441	426	423	422	421	416
% CHANGE		-3.8%	-8.1%	-2.5%	-0.7%	2.6%	-3.4%	-0.7%	-0.2%	-0.2%	-1.2%

Appendix B4

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MOUNT PLEASANT ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

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GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	82	70	68	67	69	69	68	67	66	66	65
sections	4	3	3	3	3	3	3	3	3	3	3
section size	20.5	23.3	22.7	22.3	23.0	23.0	22.7	22.3	22.0	22.0	21.7
FIRST	60	82	70	68	67	69	69	68	67	66	66
sections	3	4	3	3	3	3	3	3	3	3	3
section size	20.0	20.5	23.3	22.7	22.3	23.0	23.0	22.7	22.3	22.0	22.0
SECOND	74	62	85	73	71	70	72	72	71	70	69
sections	3	3	4	3	3	3	3	3	3	3	3
section size	24.7	20.7	21.3	24.3	23.7	23.3	24.0	24.0	23.7	23.3	23.0
THIRD	83	76	63	87	75	72	71	74	74	72	71
sections	4	3	3	4	3	3	3	3	3	3	3
section size	20.8	25.3	21.0	21.8	25.0	24.0	23.7	24.7	24.7	24.0	23.7
FOURTH	110	82	75	62	86	74	71	70	73	73	71
sections	4	3	3	3	4	3	3	3	3	3	3
section size	27.5	27.3	25.0	20.7	21.5	24.7	23.7	23.3	24.3	24.3	23.7
FIFTH	93	111	83	76	62	87	75	72	71	74	74
sections	4	4	3	3	3	4	3	3	3	3	3
section size	23.3	27.8	27.7	25.3	20.7	21.8	25.0	24.0	23.7	24.7	24.7
TOTAL ENROLL	502	483	444	433	430	441	426	423	422	421	416
Total sections/rooms	22	20	19	19	19	19	18	18	18	18	18
Avg section size	22.8	24.2	23.5	22.8	22.7	23.3	23.7	23.5	23.4	23.4	23.1

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Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

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Appendix B4

NESCONSET ELEMENTARY SCHOOL

HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	74	59	43	69	49	58	56	44	59	51	40
FIRST	78	60	56	50	70	50	61	60	44	57	55
SECOND	85	61	42	55	49	66	52	61	59	41	52
THIRD	91	71	50	44	50	46	67	53	62	62	43
FOURTH	64	76	56	55	46	53	50	67	54	70	60
FIFTH	94	69	56	60	57	46	57	48	67	54	71
SP ED	18	22	22	16	11	14	12	16	22	19	21
TOTAL K - 5	504	418	325	349	332	333	355	349	367	354	342
% CHANGE		-17.1%	-22.2%	7.4%	-4.9%	0.3%	6.6%	-1.7%	5.2%	-3.5%	-3.4%
Nesconset Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	81.1%	94.9%	116.3%	101.4%	102.0%	105.2%	107.1%	100.0%	96.6%	107.8%	103.4%
1 - 2	78.2%	70.0%	98.2%	98.0%	94.3%	104.0%	100.0%	98.3%	93.2%	91.2%	97.3%
2 - 3	83.5%	82.0%	104.8%	90.9%	93.9%	101.5%	101.9%	101.6%	105.1%	104.9%	103.0%
3 - 4	83.5%	78.9%	110.0%	104.5%	106.0%	108.7%	100.0%	101.9%	112.9%	96.8%	102.8%
4 - 5	107.8%	73.7%	107.1%	103.6%	100.0%	107.5%	96.0%	100.0%	100.0%	101.4%	101.0%

NESCONSET ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	40	43	42	41	43	42	42	41	41	41	40
FIRST	55	41	44	43	42	44	43	43	42	42	42
SECOND	52	55	40	43	42	41	43	42	42	41	41
THIRD	43	54	57	41	44	43	42	44	43	43	42
FOURTH	60	44	56	59	42	45	44	43	45	44	44
FIFTH	71	61	44	57	60	42	45	44	43	45	44
SP ED	21	20	20	19	18	18	17	17	18	18	18
TOTAL K - 5	342	318	303	303	291	275	276	274	274	274	271
% CHANGE		-7.0%	-4.7%	0.0%	-4.0%	-5.5%	0.4%	-0.7%	0.0%	0.0%	-1.1%

Appendix B4

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NESCONSET ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	40	43	42	41	43	42	42	41	41	41	40
sections	2	2	2	2	2	2	2	2	2	2	2
section size	20.0	21.5	21.0	20.5	21.5	21.0	21.0	20.5	20.5	20.5	20.0
FIRST	55	41	44	43	42	44	43	43	42	42	42
sections	3	2	2	2	2	2	2	2	2	2	2
section size	18.3	20.5	22.0	21.5	21.0	22.0	21.5	21.5	21.0	21.0	21.0
SECOND	52	55	40	43	42	41	43	42	42	41	41
sections	2	3	2	2	2	2	2	2	2	2	2
section size	26.0	18.3	20.0	21.5	21.0	20.5	21.5	21.0	21.0	20.5	20.5
THIRD	43	54	57	41	44	43	42	44	43	43	42
sections	2	3	3	2	2	2	2	2	2	2	2
section size	21.5	18.0	19.0	20.5	22.0	21.5	21.0	22.0	21.5	21.5	21.0
FOURTH	60	44	56	59	42	45	44	43	45	44	44
sections	3	2	2	3	2	2	2	2	2	2	2
section size	20.0	22.0	28.0	19.7	21.0	22.5	22.0	21.5	22.5	22.0	22.0
FIFTH	71	61	44	57	60	42	45	44	43	45	44
sections	3	3	2	3	3	2	2	2	2	2	2
section size	23.7	20.3	22.0	19.0	20.0	21.0	22.5	22.0	21.5	22.5	22.0
SP ED	21	20	20	19	18	18	17	17	18	18	18
sections	3	3	3	3	3	3	3	3	3	3	3
section size	7.0	6.7	6.7	6.3	6.0	6.0	5.7	5.7	6.0	6.0	6.0
TOTAL ENROLL	342	318	303	303	291	275	276	274	274	274	271
Total sections/rooms	18	18	16	17	16	15	15	15	15	15	15
Avg section size	21.6	20.1	22.0	20.4	21.1	21.4	21.6	21.4	21.3	21.3	21.1

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B4

SAINT JAMES ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	88	62	99	75	89	82	75	81	83	66	72
FIRST	124	96	82	103	77	88	78	79	82	82	68
SECOND	134	85	100	91	98	77	88	79	86	86	81
THIRD	105	104	93	107	94	94	83	89	78	86	87
FOURTH	126	86	108	96	115	97	93	87	91	80	90
FIFTH	132	134	83	107	94	111	101	95	84	90	82
SP ED	27	20	0	7	9	13	13	16	15	13	13
TOTAL K - 5	736	587	565	586	576	562	531	526	519	503	493
% CHANGE		-20.2%	-3.7%	3.7%	-1.7%	-2.4%	-5.5%	-0.9%	-1.3%	-3.1%	-2.0%
St. James Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	109.1%	132.3%	104.0%	102.7%	98.9%	95.1%	105.3%	101.2%	98.8%	103.0%	101.1%
1 - 2	68.5%	104.2%	111.0%	95.1%	100.0%	100.0%	101.3%	108.9%	104.9%	98.8%	102.1%
2 - 3	77.6%	109.4%	107.0%	103.3%	95.9%	107.8%	101.1%	98.7%	100.0%	101.2%	101.8%
3 - 4	81.9%	103.8%	103.2%	107.5%	103.2%	98.9%	104.8%	102.2%	102.6%	104.7%	102.6%
4 - 5	106.3%	96.5%	99.1%	97.9%	96.5%	104.1%	102.2%	96.6%	98.9%	102.5%	100.8%
SAINT JAMES ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	72	69	67	66	69	68	67	66	65	65	65
FIRST	68	73	70	68	67	70	69	68	67	66	66
SECOND	81	69	74	71	69	68	71	70	69	68	67
THIRD	87	82	70	75	72	70	69	72	71	70	69
FOURTH	90	89	84	72	77	74	72	71	74	73	72
FIFTH	82	91	90	85	73	78	75	73	72	75	74
SP ED	13	13	12	11	11	11	11	11	11	11	11
TOTAL K - 5	493	486	467	448	438	439	434	431	429	428	424
% CHANGE		-1.4%	-3.9%	-4.1%	-2.2%	0.2%	-1.1%	-0.7%	-0.5%	-0.2%	-0.9%

Appendix B4

SAINT JAMES ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	72	69	67	66	69	68	67	66	65	65	65
sections	3	3	3	3	3	3	3	3	3	3	3
section size	24.0	23.0	22.3	22.0	23.0	22.7	22.3	22.0	21.7	21.7	21.7
FIRST	68	73	70	68	67	70	69	68	67	66	66
sections	3	3	3	3	3	3	3	3	3	3	3
section size	22.7	24.3	23.3	22.7	22.3	23.3	23.0	22.7	22.3	22.0	22.0
SECOND	81	69	74	71	69	68	71	70	69	68	67
sections	4	3	3	3	3	3	3	3	3	3	3
section size	20.3	23.0	24.7	23.7	23.0	22.7	23.7	23.3	23.0	22.7	22.3
THIRD	87	82	70	75	72	70	69	72	71	70	69
sections	4	4	3	3	3	3	3	3	3	3	3
section size	21.8	20.5	23.3	25.0	24.0	23.3	23.0	24.0	23.7	23.3	23.0
FOURTH	90	89	84	72	77	74	72	71	74	73	72
sections	4	4	3	3	3	3	3	3	3	3	3
section size	22.5	22.3	28.0	24.0	25.7	24.7	24.0	23.7	24.7	24.3	24.0
FIFTH	82	91	90	85	73	78	75	73	72	75	74
sections	3	4	4	4	3	3	3	3	3	3	3
section size	27.3	22.8	22.5	21.3	24.3	26.0	25.0	24.3	24.0	25.0	24.7
SP ED	13	13	12	11	11	11	11	11	11	11	11
sections	2	2	2	2	2	2	2	2	2	2	2
section size	6.5	6.5	6.0	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
TOTAL ENROLL	493	486	467	448	438	439	434	431	429	428	424
Total sections/rooms	23	23	21	21	20	20	20	20	20	20	20
Avg section size	23.1	22.6	24.0	23.1	23.7	23.8	23.5	23.3	23.2	23.2	22.9

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B4

SMITHTOWN ELEMENTARY SCHOOL

HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	96	82	87	92	95	106	83	101	90	85	86
FIRST	103	114	103	90	96	92	108	85	107	88	83
SECOND	118	108	114	106	92	100	95	115	92	107	86
THIRD	104	128	116	115	109	95	98	102	115	91	108
FOURTH	105	102	125	124	117	114	95	99	106	110	89
FIFTH	88	111	104	123	123	123	109	95	103	111	108
SP ED	9	0	14	19	19	22	21	17	23	19	22
TOTAL K - 5	623	645	663	669	651	652	609	614	636	611	582
% CHANGE		3.5%	2.8%	0.9%	-2.7%	0.2%	-6.6%	0.8%	3.6%	-3.9%	-4.7%
Smithtown Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	118.8%	125.6%	103.4%	104.3%	96.8%	101.9%	102.4%	105.9%	97.8%	97.6%	100.6%
1 - 2	104.9%	100.0%	102.9%	102.2%	104.2%	103.3%	106.5%	108.2%	100.0%	97.7%	102.2%
2 - 3	108.5%	107.4%	100.9%	102.8%	103.3%	98.0%	107.4%	100.0%	98.9%	100.9%	99.9%
3 - 4	98.1%	97.7%	106.9%	101.7%	104.6%	100.0%	101.0%	103.9%	95.7%	97.8%	99.7%
4 - 5	105.7%	102.0%	98.4%	99.2%	105.1%	95.6%	100.0%	104.0%	104.7%	98.2%	100.1%

SMITHTOWN ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	86	83	81	79	82	81	80	79	78	78	77
FIRST	83	86	83	81	79	82	81	80	79	78	78
SECOND	86	85	88	85	83	81	84	83	82	81	80
THIRD	108	86	85	88	85	84	81	84	83	82	81
FOURTH	89	108	86	85	88	85	84	81	84	83	82
FIFTH	108	89	108	86	85	88	85	84	81	84	83
SP ED	22	21	20	20	19	19	19	19	19	19	19
TOTAL K - 5	582	558	551	524	521	520	514	510	506	505	500
% CHANGE		-4.1%	-1.3%	-4.9%	-0.6%	-0.2%	-1.2%	-0.8%	-0.8%	-0.2%	-1.0%

Appendix B4

SMITHTOWN ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	86	83	81	79	82	81	80	79	78	78	77
sections	4	4	4	4	4	4	4	4	4	4	4
section size	21.5	20.8	20.3	19.8	20.5	20.3	20.0	19.8	19.5	19.5	19.3
FIRST	83	86	83	81	79	82	81	80	79	78	78
sections	4	4	4	4	4	4	4	4	4	3	3
section size	20.8	21.5	20.8	20.3	19.8	20.5	20.3	20.0	19.8	26.0	26.0
SECOND	86	85	88	85	83	81	84	83	82	81	80
sections	4	4	4	4	4	4	4	4	4	4	4
section size	21.5	21.3	22.0	21.3	20.8	20.3	21.0	20.8	20.5	20.3	20.0
THIRD	108	86	85	88	85	84	81	84	83	82	81
sections	5	4	4	4	4	4	4	4	4	4	4
section size	21.6	21.5	21.3	22.0	21.3	21.0	20.3	21.0	20.8	20.5	20.3
FOURTH	89	108	86	85	88	85	84	81	84	83	82
sections	4	4	4	4	4	4	3	3	3	3	3
section size	22.3	27.0	21.5	21.3	22.0	21.3	28.0	27.0	28.0	27.7	27.3
FIFTH	108	89	108	86	85	88	85	84	81	84	83
sections	4	4	4	4	4	4	4	3	3	3	3
section size	27.0	22.3	27.0	21.5	21.3	22.0	21.3	28.0	27.0	28.0	27.7
SP ED	22	21	20	20	19	19	19	19	19	19	19
sections	2	2	2	2	2	2	2	2	2	2	2
section size	11.0	10.5	10.0	10.0	9.5	9.5	9.5	9.5	9.5	9.5	9.5
TOTAL ENROLL	582	558	551	524	521	520	514	510	506	505	500
Total sections/rooms	27	26	26	26	26	26	25	24	24	23	23
Avg section size	22.4	22.4	22.1	21.0	20.9	20.9	21.8	22.8	22.6	23.7	23.4

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B4

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TACKAN ELEMENTARY SCHOOL

HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	84	92	90	99	89	92	94	91	77	93	74
FIRST	85	98	102	90	95	88	99	94	97	75	88
SECOND	99	93	105	110	85	92	85	99	89	98	81
THIRD	88	98	98	108	108	94	97	84	95	91	99
FOURTH	88	94	100	103	112	102	95	100	83	94	91
FIFTH	102	87	97	103	104	116	104	90	99	89	95
SP ED	31	22	20	16	15	17	20	10	9	11	9
TOTAL K - 5	577	584	612	629	608	601	594	568	549	551	537
% CHANGE		1.2%	4.8%	2.8%	-3.3%	-1.2%	-1.2%	-4.4%	-3.3%	0.4%	-2.5%
Tackan Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	116.7%	110.9%	100.0%	96.0%	98.9%	107.6%	100.0%	106.6%	97.4%	94.6%	100.1%
1 - 2	109.4%	107.1%	107.8%	94.4%	96.8%	96.6%	100.0%	94.7%	101.0%	108.0%	100.1%
2 - 3	99.0%	105.4%	102.9%	98.2%	110.6%	105.4%	98.8%	96.0%	102.2%	101.0%	100.7%
3 - 4	106.8%	102.0%	105.1%	103.7%	94.4%	101.1%	103.1%	98.8%	98.9%	100.0%	100.4%
4 - 5	98.9%	103.2%	103.0%	101.0%	103.6%	102.0%	94.7%	99.0%	107.2%	101.1%	100.8%

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TACKAN ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	74	76	74	73	75	74	73	72	72	71	71
FIRST	88	74	77	74	73	75	74	73	72	72	71
SECOND	81	88	74	77	74	73	75	74	73	72	72
THIRD	99	82	89	75	78	75	74	76	75	74	73
FOURTH	91	99	82	89	75	78	75	74	76	75	74
FIFTH	95	92	100	83	90	76	79	76	75	77	76
SP ED	9	9	8	8	8	8	8	8	8	8	8
TOTAL K - 5	537	520	504	479	473	459	458	453	451	449	445
% CHANGE		-3.2%	-3.1%	-5.0%	-1.3%	-3.0%	-0.2%	-1.1%	-0.4%	-0.4%	-0.9%

Appendix B4

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TACKAN ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
=====	Actual	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
KINDERGARTEN	74	76	74	73	75	74	73	72	72	71	71
sections	4	4	3	3	3	3	3	3	3	3	3
section size	18.5	19.0	24.7	24.3	25.0	24.7	24.3	24.0	24.0	23.7	23.7
FIRST	88	74	77	74	73	75	74	73	72	72	71
sections	4	3	3	3	3	3	3	3	3	3	3
section size	22.0	24.7	25.7	24.7	24.3	25.0	24.7	24.3	24.0	24.0	23.7
SECOND	81	88	74	77	74	73	75	74	73	72	72
sections	4	4	3	3	3	3	3	3	3	3	3
section size	20.3	22.0	24.7	25.7	24.7	24.3	25.0	24.7	24.3	24.0	24.0
THIRD	99	82	89	75	78	75	74	76	75	74	73
sections	4	4	4	3	3	3	3	3	3	3	3
section size	24.8	20.5	22.3	25.0	26.0	25.0	24.7	25.3	25.0	24.7	24.3
FOURTH	91	99	82	89	75	78	75	74	76	75	74
sections	4	4	3	4	3	3	3	3	3	3	3
section size	22.8	24.8	27.3	22.3	25.0	26.0	25.0	24.7	25.3	25.0	24.7
FIFTH	95	92	100	83	90	76	79	76	75	77	76
sections	4	4	4	3	4	3	3	3	3	3	3
section size	23.8	23.0	25.0	27.7	22.5	25.3	26.3	25.3	25.0	25.7	25.3
SP ED	9	9	8	8	8	8	8	8	8	8	8
sections	1	1	1	1	1	1	1	1	1	1	1
section size	9.0	9.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
TOTAL ENROLL	537	520	504	479	473	459	458	453	451	449	445
Total sections/rooms	25	24	21	20	20	19	19	19	19	19	19
Avg section size	22.0	22.3	24.9	24.9	24.6	25.1	25.0	24.7	24.6	24.5	24.3

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Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

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Appendix B4

SMITHTOWN CENTRAL SCHOOL DISTRICT

ELEMENTARY SECTIONAL ANALYSIS - SUMMARY, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	646	634	616	605	628	621	611	603	598	596	590
# of Sections	31	30	28	28	28	28	28	28	28	28	28
Avg Section Size	20.8	21.2	22.0	21.6	22.4	22.2	21.8	21.5	21.4	21.3	21.1
FIRST	662	654	642	623	612	635	628	618	610	605	603
# of Sections	30	30	28	28	28	28	28	28	28	27	27
Avg Section Size	22.0	21.8	22.9	22.3	21.9	22.7	22.4	22.1	21.8	22.4	22.3
SECOND	740	667	659	647	628	617	640	633	623	615	610
# of Sections	34	30	30	28	28	28	28	28	28	28	28
Avg Section Size	22.1	22.2	21.9	23.1	22.4	22.0	22.9	22.6	22.3	22.0	21.8
THIRD	746	748	675	666	654	635	624	647	640	630	622
# of Sections	33	35	31	30	28	28	28	28	28	28	28
Avg Section Size	22.5	21.4	21.7	22.2	23.4	22.7	22.3	23.1	22.9	22.5	22.2
FOURTH	803	748	750	677	668	656	637	626	649	642	632
# of Sections	34	31	29	30	29	28	27	27	27	27	27
Avg Section Size	23.6	23.9	26.2	22.5	23.0	23.5	23.5	23.1	24.0	23.7	23.4
FIFTH	814	808	753	755	681	672	660	641	630	653	646
# of Sections	34	35	31	31	30	29	28	27	27	27	27
Avg Section Size	24.0	23.0	24.1	24.5	22.7	23.1	23.6	23.7	23.3	24.1	23.9
SP ED	99	96	92	89	87	86	85	85	84	84	83
# of Sections	12	12	12	12	12	12	12	12	12	12	12
Avg Section Size	8.6	8.4	7.9	7.7	7.6	7.5	7.4	7.4	7.3	7.3	7.2
Total Enrollment w/o SPED	4,411	4,259	4,095	3,973	3,871	3,836	3,800	3,768	3,750	3,741	3,703
Total Sections w/o SPED	196	191	177	175	171	169	167	166	166	165	165
Avg Section Size	22.5	22.3	23.1	22.7	22.6	22.7	22.8	22.7	22.6	22.7	22.4
Total Enrollment w/ SPED	4,510	4,355	4,187	4,062	3,958	3,922	3,885	3,853	3,834	3,825	3,786
Total Sections w/ SPED	208	203	189	187	183	181	179	178	178	177	177
Section Difference from 2011		-5	-19	-21	-25	-27	-29	-30	-30	-31	-31

Appendix B4

SMITHTOWN FRESHMAN CAMPUS (renamed as ACCOMPSETT MIDDLE SCHOOL after 2005)
 HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
SIXTH	0	0	0	0	247	283	260	257	255	264	268
SEVENTH	0	0	0	0	228	249	280	263	258	260	258
EIGHTH	0	0	0	0	230	230	246	279	267	259	254
NINTH	657	699	750	805	0	0	0	0	0	0	0
TOTAL	657	699	750	805	705	762	786	799	780	783	780
% CHANGE		6.4%	7.3%	7.3%	-12.4%	8.1%	3.1%	1.7%	-2.4%	0.4%	-0.4%
MIGRATION	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
5 - 6					104.0%	101.2%	100.8%	102.8%	102.7%	99.3%	101.0%
6 - 7					100.8%	98.9%	101.2%	100.4%	102.0%	97.7%	100.2%
7 - 8					100.9%	98.8%	99.6%	101.5%	100.4%	97.7%	99.6%

Note: Effective 2005/06, Feeder Schools = Accomsett Elementary School & Smithtown Elementary School

ACCOMPSETT MIDDLE SCHOOL (previously named SMITHTOWN FRESHMAN CAMPUS)
 PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
SIXTH	268	227	232	235	181	188	187	183	179	174	180
SEVENTH	258	269	227	232	235	181	188	187	183	179	174
EIGHTH	254	257	268	226	231	234	180	187	186	182	178
TOTAL	780	753	727	693	647	603	555	557	548	535	532
% CHANGE		-3.5%	-3.5%	-4.7%	-6.6%	-6.8%	-8.0%	0.4%	-1.6%	-2.4%	-0.6%

Appendix B4

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GREAT HOLLOW MIDDLE SCHOOL
HISTORICAL ENROLLMENT: 2001 THROUGH 2011

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GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
SIXTH	263	252	243	306	341	344	357	339	324	361	318
SEVENTH	227	253	254	292	303	342	351	353	345	324	364
EIGHTH	228	227	253	266	290	302	340	353	357	343	331
TOTAL	718	732	750	864	934	988	1,048	1,045	1,026	1,028	1,013
% CHANGE		1.9%	2.5%	15.2%	8.1%	5.8%	6.1%	-0.3%	-1.8%	0.2%	-1.5%
Great Hollow Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
5 - 6					100.9%	103.5%	104.6%	102.9%	103.4%	102.9%	103.0%
6 - 7	96.2%	100.8%	120.2%	99.0%	100.3%	102.0%	98.9%	101.8%	100.0%	100.8%	100.7%
7 - 8	100.0%	100.0%	104.7%	99.3%	99.7%	99.4%	100.6%	101.1%	99.4%	102.2%	100.9%

Note: Feeder Schools = Branch Brook, Mount Pleasant, Nesconset, Tackan Elementary Schools

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GREAT HOLLOW MIDDLE SCHOOL
PROJECTED ENROLLMENT: 2012 THROUGH 2021

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GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
SIXTH	318	340	340	301	308	293	278	273	264	260	270
SEVENTH	364	320	342	342	303	310	295	280	275	266	261
EIGHTH	331	367	323	345	345	306	313	297	282	277	268
TOTAL	1,013	1,027	1,005	988	956	909	886	850	821	803	799
% CHANGE		1.4%	-2.1%	-1.7%	-3.2%	-4.9%	-2.5%	-4.1%	-3.4%	-2.2%	-0.5%

Appendix B4

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NESAQUAKE MIDDLE SCHOOL
HISTORICAL ENROLLMENT: 2001 THROUGH 2011

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GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
SIXTH	0	0	0	277	296	272	311	293	276	252	278
SEVENTH	0	0	0	266	285	298	272	314	290	283	256
EIGHTH	0	0	0	329	265	284	297	279	311	297	275
TOTAL	0	0	0	872	846	854	880	886	877	832	809
% CHANGE					-3.0%	0.9%	3.0%	0.7%	-1.0%	-5.1%	-2.8%
Nesaquake Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
5 - 6					102.6%	105.1%	105.0%	105.7%	105.4%	104.5%	105.2%
6 - 7				102.9%	100.7%	100.0%	101.0%	99.0%	102.5%	101.6%	100.8%
7 - 8				99.6%	99.6%	99.7%	102.6%	99.0%	102.4%	97.2%	100.3%

Note: Feeder Schools = Dogwood, Mills Pond, Saint James Elementary Schools

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NESAQUAKE MIDDLE SCHOOL
PROJECTED ENROLLMENT: 2012 THROUGH 2021

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GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
SIXTH	278	272	261	241	290	221	228	225	218	216	223
SEVENTH	256	280	274	263	243	292	223	230	227	219	218
EIGHTH	275	257	281	275	264	244	293	224	231	228	220
TOTAL	809	809	816	779	797	757	744	679	676	663	661
% CHANGE		0.0%	0.9%	-4.5%	2.3%	-5.0%	-1.7%	-8.7%	-0.4%	-1.9%	-0.3%

Appendix B4

SMITHTOWN MIDDLE SCHOOL (SMITHTOWN HIGH SCHOOL EAST starting in 2005)
 HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
SIXTH	533	519	557	230	0	0	0	0	0	0	0
SEVENTH	545	547	518	236	0	0	0	0	0	0	0
EIGHTH	475	545	547	194	0	0	0	0	0	0	0
NINTH	0	0	0	0	440	388	435	447	427	440	457
TENTH	0	0	0	0	415	441	388	433	457	428	441
ELEVENTH	0	0	0	0	378	400	443	397	430	442	421
TWELFTH	0	0	0	0	1	387	415	451	396	436	440
TOTAL	1,553	1,611	1,622	660	1,234	1,616	1,681	1,728	1,710	1,746	1,759
% CHANGE		3.7%	0.7%	-59.3%	87.0%	31.0%	4.0%	2.8%	-1.0%	2.1%	0.7%
MIGRATION	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
6 - 7	102.6%	99.8%	42.4%								
7 - 8	100.0%	100.0%	37.5%								
8 - 9											
9 - 10					100.2%	100.0%	99.5%	102.2%	100.2%	100.2%	100.4%
10 - 11					96.4%	100.5%	102.3%	99.3%	96.7%	98.4%	99.4%
11 - 12					102.4%	103.8%	101.8%	99.7%	101.4%	99.5%	100.6%

Note: Feeder Schools = Dogwood, Mills Pond, Nesconset, Saint James, Tackan Elementary Schools

SMITHTOWN HIGH SCHOOL EAST (SMITHTOWN MIDDLE SCHOOL before 2005)
 PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
NINTH	457	420	420	423	427	417	379	430	355	355	350
TENTH	441	459	422	422	425	429	419	381	432	356	356
ELEVENTH	421	438	456	420	419	423	427	417	379	430	354
TWELFTH	440	425	442	459	423	422	426	430	420	382	433
TOTAL	1,759	1,742	1,740	1,724	1,694	1,691	1,651	1,658	1,586	1,523	1,493
% CHANGE		-1.0%	-0.1%	-0.9%	-1.7%	-0.2%	-2.4%	0.4%	-4.3%	-4.0%	-2.0%

Appendix B4

SMITHTOWN HIGH SCHOOL (SMITHTOWN HIGH SCHOOL WEST starting in 2005)
 HISTORICAL ENROLLMENT: 2001 THROUGH 2011

GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
NINTH	0	0	0	0	326	369	375	404	448	467	428
TENTH	664	666	698	746	395	323	372	379	402	452	466
ELEVENTH	633	650	665	698	362	395	326	375	378	413	441
TWELFTH	564	620	640	663	696	363	391	325	374	379	423
TOTAL	1,861	1,936	2,003	2,107	1,779	1,450	1,464	1,483	1,602	1,711	1,758
% CHANGE		4.0%	3.5%	5.2%	-15.6%	-18.5%	1.0%	1.3%	8.0%	6.8%	2.7%
MIGRATION	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
9 - 10					99.1%	100.8%	101.1%	99.5%	100.9%	99.8%	100.2%
10 - 11	97.9%	99.8%	100.0%	48.5%	100.0%	100.9%	100.8%	99.7%	102.7%	97.6%	100.3%
11 - 12	97.9%	98.5%	99.7%	99.7%	100.3%	99.0%	99.7%	99.7%	100.3%	102.4%	100.5%

Note: Feeder Schools = Accomsett, Branch Brook, Mount Pleasant, Smithtown Elementary Schools

SMITHTOWN HIGH SCHOOL (SMITHTOWN HIGH SCHOOL WEST starting in 2005)
 PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
NINTH	428	419	440	428	399	403	386	337	336	327	320
TENTH	466	429	420	441	429	400	404	387	338	337	328
ELEVENTH	441	467	430	420	442	429	401	405	388	339	338
TWELFTH	423	443	469	433	422	445	431	403	407	390	341
TOTAL	1,758	1,758	1,759	1,722	1,692	1,677	1,622	1,532	1,469	1,393	1,327
% CHANGE		0.0%	0.1%	-2.1%	-1.7%	-0.9%	-3.3%	-5.5%	-4.1%	-5.2%	-4.7%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SMITHTOWN CENTRAL SCHOOL DISTRICT

ELEMENTARY SECTIONAL ANALYSIS - SUMMARY, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	646	634	616	605	628	621	611	603	598	596	590
# of Sections	31	30	28	28	29	28	28	28	28	28	28
Avg Section Size	20.8	21.1	22.1	21.7	21.7	22.2	21.9	21.6	21.4	21.4	21.1
FIRST	662	654	642	623	612	635	628	618	610	605	603
# of Sections	30	29	28	28	28	28	28	28	28	27	27
Avg Section Size	22.0	22.6	23.0	22.3	22.0	22.8	22.5	22.2	21.9	22.5	22.4
SECOND	740	667	659	647	628	617	640	633	623	615	610
# of Sections	34	29	29	28	28	28	28	28	28	28	28
Avg Section Size	22.1	23.1	22.7	23.2	22.5	22.1	22.9	22.7	22.3	22.0	21.9
THIRD	746	748	675	666	654	635	624	647	640	630	622
# of Sections	33	33	30	29	28	28	28	28	28	28	28
Avg Section Size	22.5	22.7	22.5	22.9	23.4	22.7	22.4	23.2	22.9	22.6	22.3
FOURTH	803	748	750	677	668	656	637	626	649	642	632
# of Sections	34	30	30	28	29	28	27	27	27	27	27
Avg Section Size	23.6	24.7	25.3	24.2	23.0	23.5	23.6	23.3	24.1	23.8	23.5
FIFTH	814	808	753	755	681	672	660	641	630	653	646
# of Sections	34	33	30	30	28	29	28	27	27	27	27
Avg Section Size	24.0	24.3	24.9	25.5	24.4	23.1	23.6	23.8	23.4	24.2	24.0
SP ED	99	89	87	84	82	81	80	80	80	80	79
# of Sections	12	9	9	9	9	9	9	9	9	9	9
Avg Section Size	8.6	10.1	9.9	9.6	9.4	9.3	9.2	9.2	9.2	9.2	9.1
Total Enrollment w/o SPED	4,411	4,259	4,095	3,973	3,871	3,836	3,800	3,768	3,750	3,741	3,703
Total Sections w/o SPED	196	184	175	171	170	169	167	166	166	165	165
Avg Section Size	22.5	23.1	23.4	23.3	22.8	22.7	22.8	22.8	22.7	22.8	22.5
Total Enrollment w/ SPED	4,510	4,348	4,182	4,057	3,953	3,917	3,880	3,848	3,830	3,821	3,782
Total Sections w/ SPED	208	193	184	180	179	178	176	175	175	174	174
Section Difference from 2011		-15	-24	-28	-29	-30	-32	-33	-33	-34	-34

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

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PROJECTED KINDERGARTEN DISTRIBUTION INTO ELEMENTARY SCHOOLS

Closure Scenario B: Nesconset to close in 2012/13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
DISTRICT	646	634	616	605	628	621	611	603	598	596	590
Accompsett	95	94	91	89	93	93	90	89	88	88	87
Branch Brook	63	64	62	61	64	63	62	61	61	60	60
Dogwood	55	59	57	56	58	57	56	56	55	55	54
Mills Pond	79	77	75	74	77	75	75	73	73	73	72
Mt. Pleasant	82	70	68	67	69	69	68	67	66	66	65
Nesconset	40	0	0	0	0	0	0	0	0	0	0
St. James	72	111	108	106	110	109	107	106	105	105	104
Smithtown	86	83	81	79	82	81	80	79	78	78	77
Tackan	74	76	74	73	75	74	73	72	72	71	71
TOTAL	646	634	616	605	628	621	611	603	598	596	590

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SMITHTOWN CENTRAL SCHOOL DISTRICT
PROJECTED ENROLLMENT: 2012 THROUGH 2021

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	646	634	616	605	628	621	611	603	598	596	590
FIRST	662	654	642	623	612	635	628	618	610	605	603
SECOND	740	667	659	647	628	617	640	633	623	615	610
THIRD	746	748	675	666	654	635	624	647	640	630	622
FOURTH	803	748	750	677	668	656	637	626	649	642	632
FIFTH	814	808	753	755	681	672	660	641	630	653	646
SIXTH	864	839	833	777	779	702	693	681	661	650	673
SEVENTH	878	869	843	837	781	783	706	697	685	664	653
EIGHTH	860	881	872	846	840	784	786	708	699	687	666
NINTH	885	839	860	851	826	820	765	767	691	682	670
TENTH	907	888	842	863	854	829	823	768	770	693	684
ELEVENTH	862	905	886	840	861	852	828	822	767	769	692
TWELFTH	863	868	911	892	845	867	857	833	827	772	774
SP ED	99	89	87	84	82	81	80	80	80	80	79
TOTAL K - 12	10,629	10,437	10,229	9,963	9,739	9,554	9,338	9,124	8,930	8,738	8,594
% CHANGE		-1.8%	-2.0%	-2.6%	-2.2%	-1.9%	-2.3%	-2.3%	-2.1%	-2.2%	-1.6%

Note: SPED projections adjusted to reflect SD's new arrangement of self-contained special education

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

ACCOMPSETT ELEMENTARY SCHOOL											
HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	111	107	134	150	157	113	125	116	100	99	95
FIRST	139	136	141	148	152	162	117	132	120	94	100
SECOND	115	144	143	144	148	154	159	119	134	122	93
THIRD	102	117	150	143	144	156	152	158	116	140	124
FOURTH	114	113	116	150	139	149	153	154	156	119	142
FIFTH	91	116	113	119	149	134	146	153	154	159	117
SP ED	34	24	0	0	0	0	0	0	0	0	0
TOTAL K - 5	706	757	797	854	889	868	852	832	780	733	671
% CHANGE		7.2%	5.3%	7.2%	4.1%	-2.4%	-1.8%	-2.3%	-6.3%	-6.0%	-8.5%
Accompsett Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	122.5%	131.8%	110.4%	101.3%	103.2%	103.5%	105.6%	103.4%	94.0%	101.0%	101.5%
1 - 2	103.6%	105.1%	102.1%	100.0%	101.3%	98.1%	101.7%	101.5%	101.7%	98.9%	100.4%
2 - 3	101.7%	104.2%	100.0%	100.0%	105.4%	98.7%	99.4%	97.5%	104.5%	101.6%	101.2%
3 - 4	110.8%	99.1%	100.0%	97.2%	103.5%	98.1%	101.3%	98.7%	102.6%	101.4%	100.4%
4 - 5	101.8%	100.0%	102.6%	99.3%	96.4%	98.0%	100.0%	100.0%	101.9%	98.3%	99.6%
ACCOMPSETT ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	95	94	91	89	93	93	90	89	88	88	87
FIRST	100	96	95	92	90	94	94	91	90	89	89
SECOND	93	100	96	95	92	90	94	94	91	90	89
THIRD	124	93	101	97	96	93	91	95	95	92	91
FOURTH	142	124	93	101	97	96	93	91	95	95	92
FIFTH	117	141	124	93	101	97	96	93	91	95	95
SP ED		21	20	20	19	19	19	19	19	19	19
TOTAL K - 5	671	669	620	587	588	582	577	572	569	568	562
% CHANGE		-0.3%	-7.3%	-5.3%	0.2%	-1.0%	-0.9%	-0.9%	-0.5%	-0.2%	-1.1%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

ACCOMPSETT ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	95	94	91	89	93	93	90	89	88	88	87
sections	4	4	4	4	4	4	4	4	4	4	4
section size	23.8	23.5	22.8	22.3	23.3	23.3	22.5	22.3	22.0	22.0	21.8
FIRST	100	96	95	92	90	94	94	91	90	89	89
sections	4	4	4	4	4	4	4	4	4	4	4
section size	25.0	24.0	23.8	23.0	22.5	23.5	23.5	22.8	22.5	22.3	22.3
SECOND	93	100	96	95	92	90	94	94	91	90	89
sections	4	4	4	4	4	4	4	4	4	4	4
section size	23.3	25.0	24.0	23.8	23.0	22.5	23.5	23.5	22.8	22.5	22.3
THIRD	124	93	101	97	96	93	91	95	95	92	91
sections	5	4	4	4	4	4	4	4	4	4	4
section size	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8	23.0	22.8
FOURTH	142	124	93	101	97	96	93	91	95	95	92
sections	6	5	4	4	4	4	4	4	4	4	4
section size	23.7	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8	23.0
FIFTH	117	141	124	93	101	97	96	93	91	95	95
sections	5	6	5	4	4	4	4	4	4	4	4
section size	23.4	23.5	24.8	23.3	25.3	24.3	24.0	23.3	22.8	23.8	23.8
SP ED		21	20	20	19	19	19	19	19	19	19
sections		2	2	2	2	2	2	2	2	2	2
section size		10.5	10.0	10.0	9.5	9.5	9.5	9.5	9.5	9.5	9.5
TOTAL ENROLL	671	669	620	587	588	582	577	572	569	568	562
Total sections/rooms	28	29	27	26	26	26	26	26	26	26	26
Avg section size	24.0	24.0	24.0	23.6	23.7	23.5	23.3	23.0	22.9	22.9	22.6

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

BRANCH BROOK ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	58	66	79	72	82	70	73	65	81	73	63
FIRST	62	71	77	80	67	81	70	70	72	84	74
SECOND	57	65	71	72	79	71	84	69	67	70	86
THIRD	57	60	66	72	73	81	77	82	75	67	66
FOURTH	63	60	62	66	69	73	79	71	78	75	66
FIFTH	70	57	61	69	68	72	73	80	73	80	71
SP ED	21	24	26	21	18	22	20	11	12	9	10
TOTAL K - 5	388	403	442	452	456	470	476	448	458	458	436
% CHANGE		3.9%	9.7%	2.3%	0.9%	3.1%	1.3%	-5.9%	2.2%	0.0%	-4.8%
Branch Brook Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	122.4%	116.7%	101.3%	93.1%	98.8%	100.0%	95.9%	110.8%	103.7%	101.4%	104.3%
1 - 2	104.8%	100.0%	93.5%	98.8%	106.0%	103.7%	98.6%	95.7%	97.2%	102.4%	100.0%
2 - 3	105.3%	101.5%	101.4%	101.4%	102.5%	108.5%	97.6%	108.7%	100.0%	94.3%	100.2%
3 - 4	105.3%	103.3%	100.0%	95.8%	100.0%	97.5%	92.2%	95.1%	100.0%	98.5%	98.0%
4 - 5	90.5%	101.7%	111.3%	103.0%	104.3%	100.0%	101.3%	102.8%	102.6%	94.7%	100.3%
BRANCH BROOK ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	63	64	62	61	64	63	62	61	61	60	60
FIRST	74	66	67	65	64	67	66	65	64	64	63
SECOND	86	74	66	67	65	64	67	66	65	64	64
THIRD	66	86	74	66	67	65	65	67	66	66	64
FOURTH	66	65	84	73	65	66	64	64	66	65	65
FIFTH	71	66	65	84	73	65	66	64	64	66	65
SP ED	10	12	12	12	12	12	12	12	12	12	12
TOTAL K - 5	436	433	430	428	410	402	402	399	398	397	393
% CHANGE		-0.7%	-0.7%	-0.5%	-4.2%	-2.0%	0.0%	-0.7%	-0.3%	-0.3%	-1.0%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

BRANCH BROOK ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	63	64	62	61	64	63	62	61	61	60	60
sections	3	3	3	3	3	3	3	3	3	3	3
section size	21.0	21.3	20.7	20.3	21.3	21.0	20.7	20.3	20.3	20.0	20.0
FIRST	74	66	67	65	64	67	66	65	64	64	63
sections	3	3	3	3	3	3	3	3	3	3	3
section size	24.7	22.0	22.3	21.7	21.3	22.3	22.0	21.7	21.3	21.3	21.0
SECOND	86	74	66	67	65	64	67	66	65	64	64
sections	4	3	3	3	3	3	3	3	3	3	3
section size	21.5	24.7	22.0	22.3	21.7	21.3	22.3	22.0	21.7	21.3	21.3
THIRD	66	86	74	66	67	65	65	67	66	66	64
sections	3	4	3	3	3	3	3	3	3	3	3
section size	22.0	21.5	24.7	22.0	22.3	21.7	21.7	22.3	22.0	22.0	21.3
FOURTH	66	65	84	73	65	66	64	64	66	65	65
sections	3	3	3	3	3	3	3	3	3	3	3
section size	22.0	21.7	28.0	24.3	21.7	22.0	21.3	21.3	22.0	21.7	21.7
FIFTH	71	66	65	84	73	65	66	64	64	66	65
sections	3	3	3	3	3	3	3	3	3	3	3
section size	23.7	22.0	21.7	28.0	24.3	21.7	22.0	21.3	21.3	22.0	21.7
SP ED	10	12	12	12	12	12	12	12	12	12	12
sections	1	1	1	1	1	1	1	1	1	1	1
section size	10.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
TOTAL ENROLL	436	433	430	428	410	402	402	399	398	397	393
Total sections/rooms	20	20	19	19	19	19	19	19	19	19	19
Avg section size	22.5	22.2	23.2	23.1	22.1	21.7	21.7	21.5	21.4	21.4	21.2

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

DOGWOOD ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	86	68	78	69	87	81	63	56	79	71	55
FIRST	96	93	95	80	71	85	87	63	58	81	77
SECOND	111	81	94	95	75	72	79	87	71	56	80
THIRD	107	89	81	100	93	75	74	82	88	70	58
FOURTH	103	88	89	82	91	92	76	75	83	88	71
FIFTH	93	102	93	88	83	95	89	74	77	84	92
SP ED	9	15	36	34	35	28	26	25	21	29	24
TOTAL K - 5	605	536	566	548	535	528	494	462	477	479	457
% CHANGE		-11.4%	5.6%	-3.2%	-2.4%	-1.3%	-6.4%	-6.5%	3.2%	0.4%	-4.6%
Dogwood Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	108.1%	139.7%	102.6%	102.9%	97.7%	107.4%	100.0%	103.6%	102.5%	108.5%	103.6%
1 - 2	84.4%	101.1%	100.0%	93.8%	101.4%	92.9%	100.0%	112.7%	96.6%	98.8%	100.2%
2 - 3	80.2%	100.0%	106.4%	97.9%	100.0%	102.8%	103.8%	101.1%	98.6%	103.6%	102.0%
3 - 4	82.2%	100.0%	101.2%	91.0%	98.9%	101.3%	101.4%	101.2%	100.0%	101.4%	101.1%
4 - 5	99.0%	105.7%	98.9%	101.2%	104.4%	96.7%	97.4%	102.7%	101.2%	104.5%	100.5%
DOGWOOD ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	55	59	57	56	58	57	56	56	55	55	54
FIRST	77	57	61	59	58	60	59	58	58	57	57
SECOND	80	77	57	61	59	58	60	59	58	58	57
THIRD	58	82	79	58	62	60	59	61	60	59	59
FOURTH	71	59	83	79	59	63	61	60	62	61	60
FIFTH	92	71	60	83	79	59	63	61	60	62	61
SP ED	24	23	23	22	22	21	21	21	20	20	19
TOTAL K - 5	457	428	420	418	397	378	379	376	373	372	367
% CHANGE		-6.3%	-1.9%	-0.5%	-5.0%	-4.8%	0.3%	-0.8%	-0.8%	-0.3%	-1.3%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

DOGWOOD ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	55	59	57	56	58	57	56	56	55	55	54
sections	3	3	3	3	3	3	3	3	3	3	3
section size	18.3	19.7	19.0	18.7	19.3	19.0	18.7	18.7	18.3	18.3	18.0
FIRST	77	57	61	59	58	60	59	58	58	57	57
sections	3	3	3	3	3	3	3	3	3	3	3
section size	25.7	19.0	20.3	19.7	19.3	20.0	19.7	19.3	19.3	19.0	19.0
SECOND	80	77	57	61	59	58	60	59	58	58	57
sections	4	3	3	3	3	3	3	3	3	3	3
section size	20.0	25.7	19.0	20.3	19.7	19.3	20.0	19.7	19.3	19.3	19.0
THIRD	58	82	79	58	62	60	59	61	60	59	59
sections	3	4	4	3	3	3	3	3	3	3	3
section size	19.3	20.5	19.8	19.3	20.7	20.0	19.7	20.3	20.0	19.7	19.7
FOURTH	71	59	83	79	59	63	61	60	62	61	60
sections	3	3	3	3	3	3	3	3	3	3	3
section size	23.7	19.7	27.7	26.3	19.7	21.0	20.3	20.0	20.7	20.3	20.0
FIFTH	92	71	60	83	79	59	63	61	60	62	61
sections	4	3	3	3	3	3	3	3	3	3	3
section size	23.0	23.7	20.0	27.7	26.3	19.7	21.0	20.3	20.0	20.7	20.3
SP ED	24	23	23	22	22	21	21	21	20	20	19
sections	3	2	2	2	2	2	2	2	2	2	2
section size	8.0	11.5	11.5	11.0	11.0	10.5	10.5	10.5	10.0	10.0	9.5
TOTAL ENROLL	457	428	420	418	397	378	379	376	373	372	367
Total sections/rooms	23	21	21	20	20	20	20	20	20	20	20
Avg section size	21.7	21.4	21.0	22.0	20.8	19.8	19.9	19.7	19.6	19.6	19.3

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

MILLS POND ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	0	57	85	79	83	88	83	82	105	66	79
FIRST	0	63	86	89	79	89	85	91	83	105	57
SECOND	0	70	83	87	88	78	92	86	87	77	107
THIRD	0	72	87	86	88	86	75	91	87	86	78
FOURTH	0	69	93	86	88	89	87	76	90	86	84
FIFTH	0	0	86	89	88	90	89	92	78	92	85
SP ED	0	10	0	0	0	0	0	7	6	7	0
TOTAL K - 5	0	341	520	516	514	520	511	525	536	519	490
% CHANGE			52.5%	-0.8%	-0.4%	1.2%	-1.7%	2.7%	2.1%	-3.2%	-5.6%
Mills Pond Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1		150.9%	104.7%	100.0%	107.2%	96.6%	109.6%	101.2%	100.0%	86.4%	99.3%
1 - 2		131.7%	101.2%	98.9%	98.7%	103.4%	101.2%	95.6%	92.8%	101.9%	99.5%
2 - 3		124.3%	103.6%	101.1%	97.7%	96.2%	98.9%	101.2%	98.9%	101.3%	99.6%
3 - 4		129.2%	98.9%	102.3%	101.1%	101.2%	101.3%	98.9%	98.9%	97.7%	99.6%
4 - 5		124.6%	95.7%	102.3%	102.3%	100.0%	105.7%	102.6%	102.2%	98.8%	101.9%
MILLS POND ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021			Closure Scenario B: Nesconset to close in 2012/13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James								
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	79	77	75	74	77	75	75	73	73	73	72
FIRST	57	77	77	74	74	76	75	74	73	72	73
SECOND	107	81	76	76	73	73	75	74	73	72	71
THIRD	78	102	81	76	76	73	73	75	74	73	72
FOURTH	84	79	102	82	76	76	73	73	75	74	73
FIFTH	85	100	80	104	84	77	77	74	74	76	75
TOTAL K - 5	490	516	491	486	460	450	448	443	442	440	436
% CHANGE		5.3%	-4.8%	-1.0%	-5.3%	-2.2%	-0.4%	-1.1%	-0.2%	-0.5%	-0.9%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

MILLS POND ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	79	77	75	74	77	75	75	73	73	73	72
sections	4	4	3	3	4	3	3	3	3	3	3
section size	19.8	19.3	25.0	24.7	19.3	25.0	25.0	24.3	24.3	24.3	24.0
FIRST	57	77	77	74	74	76	75	74	73	72	73
sections	3	3	3	3	3	3	3	3	3	3	3
section size	19.0	25.7	25.7	24.7	24.7	25.3	25.0	24.7	24.3	24.0	24.3
SECOND	107	81	76	76	73	73	75	74	73	72	71
sections	5	4	3	3	3	3	3	3	3	3	3
section size	21.4	20.3	25.3	25.3	24.3	24.3	25.0	24.7	24.3	24.0	23.7
THIRD	78	102	81	76	76	73	73	75	74	73	72
sections	3	4	4	3	3	3	3	3	3	3	3
section size	26.0	25.5	20.3	25.3	25.3	24.3	24.3	25.0	24.7	24.3	24.0
FOURTH	84	79	102	82	76	76	73	73	75	74	73
sections	3	3	4	3	3	3	3	3	3	3	3
section size	28.0	26.3	25.5	27.3	25.3	25.3	24.3	24.3	25.0	24.7	24.3
FIFTH	85	100	80	104	84	77	77	74	74	76	75
sections	4	4	3	4	3	3	3	3	3	3	3
section size	21.3	25.0	26.7	26.0	28.0	25.7	25.7	24.7	24.7	25.3	25.0
TOTAL ENROLL	490	516	491	486	460	450	448	443	442	440	436
Total sections/rooms	22	22	20	19	19	18	18	18	18	18	18
Avg section size	22.6	23.7	24.7	25.6	24.5	25.0	24.9	24.6	24.6	24.4	24.2

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

MOUNT PLEASANT ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	80	74	90	106	81	90	102	84	69	59	82
FIRST	105	105	86	97	115	85	96	102	76	71	60
SECOND	83	105	103	86	94	111	86	100	104	82	74
THIRD	90	85	104	108	90	89	111	90	97	112	83
FOURTH	84	89	87	110	114	89	94	109	87	93	110
FIFTH	77	86	89	90	112	111	90	97	110	86	93
SP ED	8	7	0	0	0	0	0	0	0	0	0
TOTAL K - 5	527	551	559	597	606	575	579	582	543	503	502
% CHANGE		4.6%	1.5%	6.8%	1.5%	-5.1%	0.7%	0.5%	-6.7%	-7.4%	-0.2%
Mt. Pleasant Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	131.3%	116.2%	107.8%	108.5%	104.9%	106.7%	100.0%	90.5%	102.9%	101.7%	100.6%
1 - 2	100.0%	98.1%	100.0%	96.9%	96.5%	101.2%	104.2%	102.0%	107.9%	104.2%	103.9%
2 - 3	102.4%	99.0%	104.9%	104.7%	94.7%	100.0%	104.7%	97.0%	107.7%	101.2%	102.1%
3 - 4	98.9%	102.4%	105.8%	105.6%	98.9%	105.6%	98.2%	96.7%	95.9%	98.2%	98.9%
4 - 5	102.4%	100.0%	103.4%	101.8%	97.4%	101.1%	103.2%	100.9%	98.9%	100.0%	100.8%
MOUNT PLEASANT ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	82	70	68	67	69	69	68	67	66	66	65
FIRST	60	82	70	68	67	69	69	68	67	66	66
SECOND	74	62	85	73	71	70	72	72	71	70	69
THIRD	83	76	63	87	75	72	71	74	74	72	71
FOURTH	110	82	75	62	86	74	71	70	73	73	71
FIFTH	93	111	83	76	62	87	75	72	71	74	74
SP ED		20	20	19	18	18	17	17	18	18	18
TOTAL K - 5	502	503	464	452	448	459	443	440	440	439	434
% CHANGE		0.2%	-7.8%	-2.6%	-0.9%	2.5%	-3.5%	-0.7%	0.0%	-0.2%	-1.1%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

MOUNT PLEASANT ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	82	70	68	67	69	69	68	67	66	66	65
sections	4	3	3	3	3	3	3	3	3	3	3
section size	20.5	23.3	22.7	22.3	23.0	23.0	22.7	22.3	22.0	22.0	21.7
FIRST	60	82	70	68	67	69	69	68	67	66	66
sections	3	4	3	3	3	3	3	3	3	3	3
section size	20.0	20.5	23.3	22.7	22.3	23.0	23.0	22.7	22.3	22.0	22.0
SECOND	74	62	85	73	71	70	72	72	71	70	69
sections	3	3	4	3	3	3	3	3	3	3	3
section size	24.7	20.7	21.3	24.3	23.7	23.3	24.0	24.0	23.7	23.3	23.0
THIRD	83	76	63	87	75	72	71	74	74	72	71
sections	4	3	3	4	3	3	3	3	3	3	3
section size	20.8	25.3	21.0	21.8	25.0	24.0	23.7	24.7	24.7	24.0	23.7
FOURTH	110	82	75	62	86	74	71	70	73	73	71
sections	4	3	3	3	4	3	3	3	3	3	3
section size	27.5	27.3	25.0	20.7	21.5	24.7	23.7	23.3	24.3	24.3	23.7
FIFTH	93	111	83	76	62	87	75	72	71	74	74
sections	4	4	3	3	3	4	3	3	3	3	3
section size	23.3	27.8	27.7	25.3	20.7	21.8	25.0	24.0	23.7	24.7	24.7
SP ED		20	20	19	18	18	17	17	18	18	18
sections		2	2	2	2	2	2	2	2	2	2
section size		10.0	10.0	9.5	9.0	9.0	8.5	8.5	9.0	9.0	9.0
TOTAL ENROLL	502	503	464	452	448	459	443	440	440	439	434
Total sections/rooms	22	22	21	21	21	21	20	20	20	20	20
Avg section size	22.8	24.2	23.5	22.8	22.7	23.3	23.7	23.5	23.4	23.4	23.1

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

NESCONSET ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	74	59	43	69	49	58	56	44	59	51	40
FIRST	78	60	56	50	70	50	61	60	44	57	55
SECOND	85	61	42	55	49	66	52	61	59	41	52
THIRD	91	71	50	44	50	46	67	53	62	62	43
FOURTH	64	76	56	55	46	53	50	67	54	70	60
FIFTH	94	69	56	60	57	46	57	48	67	54	71
SP ED	18	22	22	16	11	14	12	16	22	19	21
TOTAL K - 5	504	418	325	349	332	333	355	349	367	354	342
% CHANGE		-17.1%	-22.2%	7.4%	-4.9%	0.3%	6.6%	-1.7%	5.2%	-3.5%	-3.4%
Nesconset Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	81.1%	94.9%	116.3%	101.4%	102.0%	105.2%	107.1%	100.0%	96.6%	107.8%	103.4%
1 - 2	78.2%	70.0%	98.2%	98.0%	94.3%	104.0%	100.0%	98.3%	93.2%	91.2%	97.3%
2 - 3	83.5%	82.0%	104.8%	90.9%	93.9%	101.5%	101.9%	101.6%	105.1%	104.9%	103.0%
3 - 4	83.5%	78.9%	110.0%	104.5%	106.0%	108.7%	100.0%	101.9%	112.9%	96.8%	102.8%
4 - 5	107.8%	73.7%	107.1%	103.6%	100.0%	107.5%	96.0%	100.0%	100.0%	101.4%	101.0%
NESCONSET ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021			Closure Scenario B: Nesconset to close in 2012/13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James								
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	40	0	0	0	0	0	0	0	0	0	0
FIRST	55	0	0	0	0	0	0	0	0	0	0
SECOND	52	0	0	0	0	0	0	0	0	0	0
THIRD	43	0	0	0	0	0	0	0	0	0	0
FOURTH	60	0	0	0	0	0	0	0	0	0	0
FIFTH	71	0	0	0	0	0	0	0	0	0	0
SP ED	21	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	342										
% CHANGE											

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

NESCONSET ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	40										
sections	2										
section size	20.0										
FIRST	55										
sections	3										
section size	18.3										
SECOND	52										
sections	2										
section size	26.0										
THIRD	43										
sections	2										
section size	21.5										
FOURTH	60										
sections	3										
section size	20.0										
FIFTH	71										
sections	3										
section size	23.7										
SP ED	21										
sections	3										
section size	7.0										
TOTAL ENROLL	342										
Total sections/rooms	18										
Avg section size	21.6										
<p>Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.</p>											

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SAINT JAMES ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	88	62	99	75	89	82	75	81	83	66	72
FIRST	124	96	82	103	77	88	78	79	82	82	68
SECOND	134	85	100	91	98	77	88	79	86	86	81
THIRD	105	104	93	107	94	94	83	89	78	86	87
FOURTH	126	86	108	96	115	97	93	87	91	80	90
FIFTH	132	134	83	107	94	111	101	95	84	90	82
SP ED	27	20	0	7	9	13	13	16	15	13	13
TOTAL K - 5	736	587	565	586	576	562	531	526	519	503	493
% CHANGE		-20.2%	-3.7%	3.7%	-1.7%	-2.4%	-5.5%	-0.9%	-1.3%	-3.1%	-2.0%
St. James Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	109.1%	132.3%	104.0%	102.7%	98.9%	95.1%	105.3%	101.2%	98.8%	103.0%	101.1%
1 - 2	68.5%	104.2%	111.0%	95.1%	100.0%	100.0%	101.3%	108.9%	104.9%	98.8%	102.1%
2 - 3	77.6%	109.4%	107.0%	103.3%	95.9%	107.8%	101.1%	98.7%	100.0%	101.2%	101.8%
3 - 4	81.9%	103.8%	103.2%	107.5%	103.2%	98.9%	104.8%	102.2%	102.6%	104.7%	102.6%
4 - 5	106.3%	96.5%	99.1%	97.9%	96.5%	104.1%	102.2%	96.6%	98.9%	102.5%	100.8%
SAINT JAMES ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021			Closure Scenario B: Nesconset to close in 2012/13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James								
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	72	111	108	106	110	109	107	106	105	105	104
FIRST	68	116	112	110	107	112	110	109	107	107	106
SECOND	81	100	117	113	111	108	113	111	110	108	108
THIRD	87	141	103	119	115	113	110	115	113	112	111
FOURTH	90	132	145	106	122	118	116	113	118	116	115
FIFTH	82	138	133	146	107	123	119	117	114	119	117
SP ED	13	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	493	738	718	700	672	683	675	671	667	667	661
% CHANGE		49.7%	-2.7%	-2.5%	-4.0%	1.6%	-1.2%	-0.6%	-0.6%	0.0%	-0.9%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SAINT JAMES ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	72	111	108	106	110	109	107	106	105	105	104
sections	3	5	5	5	5	5	5	5	5	5	5
section size	24.0	22.2	21.6	21.2	22.0	21.8	21.4	21.2	21.0	21.0	20.8
FIRST	68	116	112	110	107	112	110	109	107	107	106
sections	3	5	5	5	5	5	5	5	5	5	5
section size	22.7	23.2	22.4	22.0	21.4	22.4	22.0	21.8	21.4	21.4	21.2
SECOND	81	100	117	113	111	108	113	111	110	108	108
sections	4	4	5	5	5	5	5	5	5	5	5
section size	20.3	25.0	23.4	22.6	22.2	21.6	22.6	22.2	22.0	21.6	21.6
THIRD	87	141	103	119	115	113	110	115	113	112	111
sections	4	6	4	5	5	5	5	5	5	5	5
section size	21.8	23.5	25.8	23.8	23.0	22.6	22.0	23.0	22.6	22.4	22.2
FOURTH	90	132	145	106	122	118	116	113	118	116	115
sections	4	5	6	4	5	5	5	5	5	5	5
section size	22.5	26.4	24.2	26.5	24.4	23.6	23.2	22.6	23.6	23.2	23.0
FIFTH	82	138	133	146	107	123	119	117	114	119	117
sections	3	5	5	6	4	5	5	5	5	5	5
section size	27.3	27.6	26.6	24.3	26.8	24.6	23.8	23.4	22.8	23.8	23.4
SP ED	13										
sections	2										
section size	6.5										
TOTAL ENROLL	493	738	718	700	672	683	675	671	667	667	661
Total sections/rooms	23	30	30	30	29	30	30	30	30	30	30
Avg section size	23.1	24.7	24.0	23.4	23.3	22.8	22.5	22.4	22.2	22.2	22.0

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SMITHTOWN ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	96	82	87	92	95	106	83	101	90	85	86
FIRST	103	114	103	90	96	92	108	85	107	88	83
SECOND	118	108	114	106	92	100	95	115	92	107	86
THIRD	104	128	116	115	109	95	98	102	115	91	108
FOURTH	105	102	125	124	117	114	95	99	106	110	89
FIFTH	88	111	104	123	123	123	109	95	103	111	108
SP ED	9	0	14	19	19	22	21	17	23	19	22
TOTAL K - 5	623	645	663	669	651	652	609	614	636	611	582
% CHANGE		3.5%	2.8%	0.9%	-2.7%	0.2%	-6.6%	0.8%	3.6%	-3.9%	-4.7%
Smithtown Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	118.8%	125.6%	103.4%	104.3%	96.8%	101.9%	102.4%	105.9%	97.8%	97.6%	100.6%
1 - 2	104.9%	100.0%	102.9%	102.2%	104.2%	103.3%	106.5%	108.2%	100.0%	97.7%	102.2%
2 - 3	108.5%	107.4%	100.9%	102.8%	103.3%	98.0%	107.4%	100.0%	98.9%	100.9%	99.9%
3 - 4	98.1%	97.7%	106.9%	101.7%	104.6%	100.0%	101.0%	103.9%	95.7%	97.8%	99.7%
4 - 5	105.7%	102.0%	98.4%	99.2%	105.1%	95.6%	100.0%	104.0%	104.7%	98.2%	100.1%
SMITHTOWN ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	86	83	81	79	82	81	80	79	78	78	77
FIRST	83	86	83	81	79	82	81	80	79	78	78
SECOND	86	85	88	85	83	81	84	83	82	81	80
THIRD	108	86	85	88	85	84	81	84	83	82	81
FOURTH	89	108	86	85	88	85	84	81	84	83	82
FIFTH	108	89	108	86	85	88	85	84	81	84	83
SP ED	22	13	12	11	11	11	11	11	11	11	11
TOTAL K - 5	582	550	543	515	513	512	506	502	498	497	492
% CHANGE		-5.5%	-1.3%	-5.2%	-0.4%	-0.2%	-1.2%	-0.8%	-0.8%	-0.2%	-1.0%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

SMITHTOWN ELEMENTARY SCHOOL

PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max

GRADE	Oct-11 Actual	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
KINDERGARTEN	86	83	81	79	82	81	80	79	78	78	77
sections	4	4	4	4	4	4	4	4	4	4	4
section size	21.5	20.8	20.3	19.8	20.5	20.3	20.0	19.8	19.5	19.5	19.3
FIRST	83	86	83	81	79	82	81	80	79	78	78
sections	4	4	4	4	4	4	4	4	4	3	3
section size	20.8	21.5	20.8	20.3	19.8	20.5	20.3	20.0	19.8	26.0	26.0
SECOND	86	85	88	85	83	81	84	83	82	81	80
sections	4	4	4	4	4	4	4	4	4	4	4
section size	21.5	21.3	22.0	21.3	20.8	20.3	21.0	20.8	20.5	20.3	20.0
THIRD	108	86	85	88	85	84	81	84	83	82	81
sections	5	4	4	4	4	4	4	4	4	4	4
section size	21.6	21.5	21.3	22.0	21.3	21.0	20.3	21.0	20.8	20.5	20.3
FOURTH	89	108	86	85	88	85	84	81	84	83	82
sections	4	4	4	4	4	4	3	3	3	3	3
section size	22.3	27.0	21.5	21.3	22.0	21.3	28.0	27.0	28.0	27.7	27.3
FIFTH	108	89	108	86	85	88	85	84	81	84	83
sections	4	4	4	4	4	4	4	3	3	3	3
section size	27.0	22.3	27.0	21.5	21.3	22.0	21.3	28.0	27.0	28.0	27.7
SP ED	22	13	12	11	11	11	11	11	11	11	11
sections	2	2	2	2	2	2	2	2	2	2	2
section size	11.0	6.5	6.0	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
TOTAL ENROLL	582	550	543	515	513	512	506	502	498	497	492
Total sections/rooms	27	26	26	26	26	26	25	24	24	23	23
Avg section size	22.4	22.4	22.1	21.0	20.9	20.9	21.8	22.8	22.6	23.7	23.4

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

TACKAN ELEMENTARY SCHOOL HISTORICAL ENROLLMENT: 2001 THROUGH 2011											
GRADE	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11
			FDK begins								
KINDERGARTEN	84	92	90	99	89	92	94	91	77	93	74
FIRST	85	98	102	90	95	88	99	94	97	75	88
SECOND	99	93	105	110	85	92	85	99	89	98	81
THIRD	88	98	98	108	108	94	97	84	95	91	99
FOURTH	88	94	100	103	112	102	95	100	83	94	91
FIFTH	102	87	97	103	104	116	104	90	99	89	95
SP ED	31	22	20	16	15	17	20	10	9	11	9
TOTAL K - 5	577	584	612	629	608	601	594	568	549	551	537
% CHANGE		1.2%	4.8%	2.8%	-3.3%	-1.2%	-1.2%	-4.4%	-3.3%	0.4%	-2.5%
Tackan Migration	01 - 02	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	AVERAGE
K - 1	116.7%	110.9%	100.0%	96.0%	98.9%	107.6%	100.0%	106.6%	97.4%	94.6%	100.1%
1 - 2	109.4%	107.1%	107.8%	94.4%	96.8%	96.6%	100.0%	94.7%	101.0%	108.0%	100.1%
2 - 3	99.0%	105.4%	102.9%	98.2%	110.6%	105.4%	98.8%	96.0%	102.2%	101.0%	100.7%
3 - 4	106.8%	102.0%	105.1%	103.7%	94.4%	101.1%	103.1%	98.8%	98.9%	100.0%	100.4%
4 - 5	98.9%	103.2%	103.0%	101.0%	103.6%	102.0%	94.7%	99.0%	107.2%	101.1%	100.8%
TACKAN ELEMENTARY SCHOOL PROJECTED ENROLLMENT: 2012 THROUGH 2021											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	74	76	74	73	75	74	73	72	72	71	71
FIRST	88	74	77	74	73	75	74	73	72	72	71
SECOND	81	88	74	77	74	73	75	74	73	72	72
THIRD	99	82	89	75	78	75	74	76	75	74	73
FOURTH	91	99	82	89	75	78	75	74	76	75	74
FIFTH	95	92	100	83	90	76	79	76	75	77	76
SP ED	9	0	0	0	0	0	0	0	0	0	0
TOTAL K - 5	537	511	496	471	465	451	450	445	443	441	437
% CHANGE		-4.8%	-2.9%	-5.0%	-1.3%	-3.0%	-0.2%	-1.1%	-0.4%	-0.5%	-0.9%

Appendix B5

Closure Scenario B /with new elementary SPED arrangement :

Nesconset to close in 2012-13, all regular ed. students to Mills Pond, (55%) Mills Pond to Saint James

TACKAN ELEMENTARY SCHOOL											
PROJECTED ENROLLMENT: 2012 THROUGH 2021 - SECTIONAL ANALYSIS, Grades K = 25 max, Grades 1 - 3 = 26 max, Grades 4 - 5 = 28 max											
GRADE	Oct-11	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
	Actual										
KINDERGARTEN	74	76	74	73	75	74	73	72	72	71	71
sections	4	4	3	3	3	3	3	3	3	3	3
section size	18.5	19.0	24.7	24.3	25.0	24.7	24.3	24.0	24.0	23.7	23.7
FIRST	88	74	77	74	73	75	74	73	72	72	71
sections	4	3	3	3	3	3	3	3	3	3	3
section size	22.0	24.7	25.7	24.7	24.3	25.0	24.7	24.3	24.0	24.0	23.7
SECOND	81	88	74	77	74	73	75	74	73	72	72
sections	4	4	3	3	3	3	3	3	3	3	3
section size	20.3	22.0	24.7	25.7	24.7	24.3	25.0	24.7	24.3	24.0	24.0
THIRD	99	82	89	75	78	75	74	76	75	74	73
sections	4	4	4	3	3	3	3	3	3	3	3
section size	24.8	20.5	22.3	25.0	26.0	25.0	24.7	25.3	25.0	24.7	24.3
FOURTH	91	99	82	89	75	78	75	74	76	75	74
sections	4	4	3	4	3	3	3	3	3	3	3
section size	22.8	24.8	27.3	22.3	25.0	26.0	25.0	24.7	25.3	25.0	24.7
FIFTH	95	92	100	83	90	76	79	76	75	77	76
sections	4	4	4	3	4	3	3	3	3	3	3
section size	23.8	23.0	25.0	27.7	22.5	25.3	26.3	25.3	25.0	25.7	25.3
SP ED	9										
sections	1										
section size	9.0										
TOTAL ENROLL	537	511	496	471	465	451	450	445	443	441	437
Total sections/rooms	25	23	20	19	19	18	18	18	18	18	18
Avg section size	22.0	22.3	24.9	24.9	24.6	25.1	25.0	24.7	24.6	24.5	24.3

Note: The boxed cells indicate the average section size is more than, equal to, or within 1 student less than, maximum class size for the grade level.

Appendix C

C. Supporting Documents

C1. CACIH Glossary of Instruction and Housing Terms

C2. CACIH Meeting Topics

C3. Scenario Worksheets

-Elementary School Closings

-Middle School Closings

-K-2/3-5 Modified Princeton Plan Configuration

-Closing NYA

C4. District Map Elementary Sections, Oct. 12, 2011

C5. Map of Smithtown Central Schools

C6. Properties and Acreage, July 28, 2011

C7. 2010 Capital Project Cost Tabulation Sheet, Oct. 20, 2011

C8. CACIH Building Utility Costs, Oct. 20, 2011

C9. Moving Up Patterns and Populations, Jan. 26, 2012

C10. CACIH Elementary Room Chart, Jan. 26, 2012

C11. CACIH Elementary Projections – close MPE and NEL

C12. Housing Impact Statements, June 29, 2011

C13. Letter from Peter Hans, Dec. 9, 2010

C14. Hawkins Memo re Bonds, Nov. 17, 2011

C15. SCS D Facilities Department – Building Closing and Moving Estimates, Jan. 5, 2012

C16. CACIH Official Member Vote, Jan. 5, 2012

Appendix C1

Smithtown Central School District
Citizens' Advisory Committee on Instruction and Housing
January 26, 2012

Glossary of Instruction and Housing Terms

School Buildings – Abbreviations

AEL: Accomsett Elementary School

BBE: Branch Brook Elementary School

DEL: Dogwood Elementary School

MPE: Mills Pond Elementary School

MTP: Mt. Pleasant Elementary School

NEL: Nesconset Elementary School

SEL: Smithtown Elementary School

SJE: St. James Elementary School

TEL: Tackan Elementary School

AMS: Accomsett Middle School

GHMS: Great Hollow Middle School

NMS: Nesaquake Middle School

HSE: High School East

HSW: High School West

NYA: J.M. Barton Building, Central Administration, 26 New York Avenue

25-26-28: This refers to the maximum elementary class sizes for the 2011-2012 school year.
K = 25 students, Grades 1-3 = 26 students, Grades 4-5 = 28 students.

Accountability Groups: Any group of students for whom a school building or district is held accountable under state and/or federal academic performance standards (ex. English Language Learners, Special Education, Economically Disadvantaged, various race and ethnicity groups)

APE: Adapted (now Adaptive) Physical Education - a related service for special education students that provides modified physical education services

AIS: Academic Intervention Services. Mandated by NYS for students who are not meeting, or are in danger of not meeting, the State Standards as assessed on a New York State Assessment or Regents Exam

AIS tutors: Part-time certified teachers who provide AIS to our students

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AYP: Adequate Yearly Progress – the academic performance standards (ex. passing rate, graduation rate) required under NCLB

AT: Assistive Technology provides equipment that reduces the barriers to education to promote greater independence in communication, mobility, vision

CACIH: Citizens' Advisory Committee on Instruction and Housing. The current CACIH was convened in April, 2011. The prior Citizens' Advisory Committee (CAC) was convened in 2007, and may others have been convened in the past.

CAP: Smithtown CSD designation for a small ratio class (8:1:3-maximum of 8 students, 1 teacher, 3 aides) that provides a modified education setting for students on the autism spectrum with significant language, management, and social needs

CCSS: Common Core State Standards – new learning standards adopted by 42 states, including New York, that will drive future instruction and assessment, beginning in the 2011-12 school year

Central Facility: Non-classroom education support spaces that have to be adequate to serve the entire school population (ex. cafeteria, auditorium, library, nurse's office, main office, gymnasium, etc.)

Class Cap/ Maximum: the maximum number of students the district will schedule in a class

Class Size Averages: the average number of students in each class in a grade level or program

Cohort: Any group of students (ex. a group of students moving together from one elementary school to a common middle school; a graduating class; an entering freshman class)

Cohort Survival Model: The model BOCES uses to forecast future school enrollments. It takes into consideration the normal community processes that affect school enrollment, including: the number of births and fertility rates, normal in and out migrations, transfers to and from non-public schools, population variations, and resident family characteristics

Consensus: General agreement among the members of a community or group

CSE: The Committee on Special Education consisting of required members – general education teacher, special education teacher, the parent(s) of the student, school psychologist, any related service providers, parent member, and a chairperson designed by the district

CTE: Career and Technical Education – the academic department comprising Business, Family and Consumer Science, and Technology

ELA: English Language Arts – the academic department comprising reading, writing, listening, and speaking skills development

ELI: Early Literacy Intervention – an early elementary intensive intervention for students who are having difficulty taking the first steps towards becoming successful readers and writers

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ELL: English Language Learner – a student for whom English is not the native language and who tests into the district ESL program based on the required state assessment (LAB-R or NYSESLAT)

Enrollment Projections: The number of students anticipated to attend a school or district

ESL: English as a Second Language – The state required program for English Language Learners. Students receive small group intensive instruction in English Language Arts related to both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

FCS: Family and Consumer Science – Academic department (formerly known as Home and Careers) which primarily focuses on families, work, and their relationships

FTE: Full Time Equivalent – this term refers to the total amount of teaching staff needed for a program. One FTE is the equivalent of a full time teacher.

Gen-Ed: General Education.

Grade Configurations: Refers to the different combinations of grade levels that make up a program. For example, our current middle school configuration comprises grades 6, 7, and 8.

Housing starts: The number of residential building construction projects begun during a specific period of time

IDEA: The Individuals with Disabilities Education Act is a federal law ensuring services to students with disabilities

IEP: Individual Education Plan is the document required by IDEA that lists the strengths and the needs of each student with a disability to detail the specific educational supports that will be provided by the local district and the annual educational goals for the student

Inclusion: A philosophy of including students with disabilities in a regular education class with support to permit education in the least restrictive educational environment

Integrated Classes: The new statewide name for inclusion classes

IST: A small group of building professionals who meet regularly to discuss and develop plans to effectively help students in need of support

K-2/3-5 Configuration: A modified “Princeton Plan” elementary school configuration where students are housed in grades K-2 separately from grades 3-5.

Least Restrictive Environment: One of the basic principles of special education via the IDEA that states that students with disabilities have the opportunity to be educated, to the greatest extent that delivery of their IEP permits, with non-disabled peers

LEP: Limited English Proficient – used to describe students for whom English is not a first language and who have not yet developed proficiency in English

Appendix C1

LLI: Leveled-Literacy Intervention; intensive, small-group remediation in reading

LOTE: Languages other than English; the academic program that instructs students in French, German, Spanish, and Italian

Moving up patterns (also moving up cohort): The designation of what elementary, middle, and high schools a student living in a geographic location will attend

NCLB: No Child Left Behind Act – 2001 Federal legislation requiring schools to give annual state assessments and meet designated performance benchmarks in order to receive Title I federal funding

OT: Occupational therapy services to build visual motor and fine motor skills related to educational needs

PARCC: Partnership for Assessment of Readiness for College and Careers; new standardized assessments based on the Common Core that will be administered in 2014-15

PE: Physical Education

Perkins and Will: Architectural firm responsible for building the following elementary buildings – Accomsett, Branch Brook, Dogwood, Mount Pleasant, Mills Pond, and Tackan. This term generally refers to the common physical structure of these buildings.

Portables: Refers to “temporary” classrooms provided when a building needs more classroom space than it has

Princeton Plan: In this elementary school model, schools are organized by grade level (ex. grades K-1 in one school, 2-3 in another, and 4-5 in yet another school), not by geographic location. The modified Princeton Plan studied by the Citizens’ Advisory Committee refers to a K-2 and 3-5 grade configuration.

Psychologist: A certified school psychologist who provides mandated services to the Committee on Special Education, conducts psychological evaluations as part of the disability determination, provides counseling to students, conducts behavior assessments, and creates intervention plans

PT: Physical therapy services to build gross motor skills for a student to be able to participate in the education setting

Pull-out: Refers to the manner in which a support service is delivered. A student who is pulled out leaves his/her regular classroom to receive the service.

Push-in: Refers to the manner in which a support service is delivered. In lieu of a student leaving his/her classroom for service, the service provider “pushes into” the student’s regular classroom.

Resale: The sale of a previously occupied home (vs. a new home)

Appendix C1

Resource Room: A special education placement that provides daily intervention in a ratio of one teacher to a maximum of five students. The minimum amount of weekly intervention is 180 minutes per week.

Route (aka “Bus or Package”): the group of runs a particular bus completes over the course of one day (ex. a high school run, a middle school run, and then a late elementary run)

RtI: Response to Intervention – RtI is a model of delivering research-based instruction to all students and providing increasingly intensive interventions to students who do not respond to general high-quality instruction. New York State requires that RtI replace the discrepancy model to identify K-4 students with disabilities in the area of reading by July 1, 2012.

RTTT: Race to the Top – a recent federal grant received by NYS (and other states) that spurred such educational reforms as new teacher and principal evaluation methods, higher academic performance standards, the adoption of the Common Core State Standards, and across-state standardized testing.

Run (transportation): All of the stops for one bus associated with the transportation to one school building (ex. one bus will complete one run of picking up or dropping off one group of students associated with a particular building)

Section: Refers to a specific classroom of students. (ex: there are 4 sections of 2nd grade at Tackan or there are 12 sections of English 9 at High School West)

Small-Group Instructional Spaces: Those areas in which support services are provided that are not full-sized classrooms

Social Worker: A licensed social worker who provides mandated and support service counseling to students on an individual and small group basis. Conducts behavior assessments and supports intervention plans. Provides parent support and is often the primary liaison with outside therapists and counseling agencies, hospitals.

Special Class (SC): The new statewide designation of the self-contained class; all students in this class with a reduced size (8, 12, or 15 students to a special education teacher) have a disability and an IEP. Educational interventions and supports are provided to permit students to access the curriculum.

Special Education: Instruction that is specially designed to meet the unique needs of a child with a disability

Speech/language services: Provided by licensed speech pathologists to build the language and communication skills of students with disabilities in small group and individual sessions

STEP: Social skills training education program is a Smithtown CSD program to address the social needs of children with significant social impairment on the autism spectrum and provide parent training for these skills necessary for community living. During the school year, this afterschool program runs three afternoons a week for two hours a day.

Appendix C1

Study Skills: A support class for inclusion students at the secondary level to provide reinforcement of the academic instructions in a small class setting (9-15 students)

Subgroups: See “Accountability Group”

TA: Teacher Assistant; a full-time certified teacher assistant or teacher who provides AIS services

Tutors: See “AIS tutors”

Van: Small school bus

Appendix C2

CACIH Meeting Topics

- April 27 Committee Charge
Instructional Program
Historical Housing and Enrollment Trends
Moving Up Pattern, Demographic and Geographic Cohort
The 21st Century Classroom
- May 12 Special Education and Housing
Building Utilization
- May 26 Budget (Andrew Tobin)
Transitions and Configurations
Class Size
Kindergarten vs. Half Day Kindergarten
Long Range Planning Study
- June 8 BOCES Long Range Planning Study (Joan Townley, WSB)
Impact Statements and Room Utilization
Scenarios (listing, worksheet, work)
- June 30 Special Education Population (Brenda Clark)
Configurations Discussion - Closing New York Avenue
K-2, 3-5, Kindergarten Center
- July 14 Facilities (H2M)
Kindergarten Center(s), 1-5 Configuration
Close an Elementary School
- July 28 Supt. Ehmann, John Finn of Damianos Realty and Michael Murphy of Prudential
Real Estate – District Properties Review
Scenario(s) – Closing an Elementary School
- September 22 Scenario(s) of closing an elementary school
- October 6 Analysis of closing an elementary school
Scenario(s) of closing an elementary school (BBE, DEL, MPE, NEL)
- October 20 Scenario(s) of closing an elementary school (BBE, DEL, MPE, NEL)
- November 3 Scenario(s) of closing an elementary school (BBE, DEL, MPE, NEL)

Appendix C2

- November 17 Scenario(s) of closing an elementary school (MPE, NEL – updated hybrids, enrollments and updated sections), closing NYA, recommendations
BOCES enrollment projections
- December 1 Special Education Program Chart
Personnel and K-3/3-5 Princeton Plan Reductions (cost and savings of staffing, transportation, other)
Facilities Considerations
Updates on: communications, boundaries, facilities question of closing portions of each elementary building, realtor request for proposal, bond work
- December 8 Scenario(s) of closing an elementary school (MPE, NEL)
Report development
Updates on: State Aid, Bonds, Realtor
- December 15 K-2/3-5 Configuration (modified Princeton Plan)
Ballot Review
Voting (table/individual)
Updates on: prior capital improvements, parochial school closings, transportation, RTTT/RtI Impact, Special Education/CAP program
- January 5 Survey Results
Transportation K-2/3-5
Updates on: closing and moving costs, private and parochial closings, call for presenters, updated BOCES enrollment numbers
Final Vote
- January 12 Reviewed the Final Vote results including absentee ballots
Report development
- January 19 Report development
- January 26 Ratification of report
Planning of presentation to the Board of Education

Appendix C3

Close BBE

**CACIH 2011
Scenario Worksheet Version 2.0—Closing an Elementary School
Smithtown Central School District**

Scenario: Close Branch Brook Elementary—TABLED by consensus as the least feasible scenario of the remaining 4.

Buildings affected: _____

Grade levels affected: _____

Feasibility Check

Is there space to house program (students, faculty, parking, allows for future enrollment growth, etc.) in surrounding buildings? _____

Quality of Program

Will this closing impact on quality and equity of program? (i.e. comprehensive offerings, educational philosophy, equitable instructional program, gym/cafeteria space, etc.) _____

Fiscal Responsibility

Among lowest costs to maintain unoccupied: \$35,602

Reduce Expenses and/or Increase Revenue	Pros (reduces expenses or potentially increases revenue—include <i>known</i> amounts)	Cons (increases expenses—include <i>known</i> amounts)
Staffing efficiency		
Building facilities efficiency	Unoccupied Savings: \$46,809/yr	
Rental income potential		
Transportation costs		
Potential repair costs	\$1,552,455 (H2M Estimate)	
Known Totals	1,599,264	

End of Notes

Appendix C3

Close DEL

**CACIH 2011
Scenario Worksheet Version 2.0—Closing an Elementary School
Smithtown Central School District**

Scenario: Close Dogwood Elementary

Buildings affected: _____

Grade levels affected: _____

Feasibility Check

Is there space to house program (students, faculty, parking, allows for future enrollment growth, etc.) in surrounding buildings? _____

Quality of Program

Will this closing impact on quality and equity of program? (i.e. comprehensive offerings, educational philosophy, equitable instructional program, gym/cafeteria space, etc.) _____

Fiscal Responsibility

Reduce Expenses and/or Increase Revenue	Pros (reduces expenses or potentially increases revenue—include <i>known</i> amounts)	Cons (increases expenses—include <i>known</i> amounts)
Staffing efficiency		
Building facilities efficiency	Unoccupied Savings: \$65,205/yr	
Rental income potential		
Transportation costs		
Potential repair costs	\$1,875,258 (H2M Estimate)	
Known Totals	1,940,463	

Appendix C3

Close MPE

CACIH 2011 Scenario Worksheet Version 2.0—Closing an Elementary School Smithtown Central School District

Scenario: Close Mills Pond Elementary
 Buildings affected: DEL, MPE, NEL, SJE, GHMS, NMS
 Grade levels affected: K-8

Feasibility Check

Is there space to house program (students, faculty, parking, allows for future enrollment growth, etc.) in surrounding buildings? Domino, 3 rooms available

Quality of Program

Will this closing impact on quality and equity of program? (i.e. comprehensive offerings, educational philosophy, equitable instructional program, gym/cafeteria space, etc.) No

Fiscal Responsibility

Reduce Expenses and/or Increase Revenue	Pros (reduces expenses or potentially increases revenue—include <i>known</i> amounts)	Cons (increases expenses—include <i>known</i> amounts)
Staffing efficiency	\$960,000	
Building facilities efficiency	Unoccupied Savings: \$48,224/yr	
Rental income potential	Main road	
Transportation costs		
Potential repair costs		5-year: \$1,638,252 (H2M Estimate) Priority A1: \$439,560
	Newer Facility, better environment Less chance of needing repairs for the next 10 years.	
Known Totals	2,646,476	

Appendix C3

Close MPE

Priority Considerations

	Pros	Cons
Minimize Transitions (both general and special ed)	Ok (further study of special education)	Possible increase of enrollment at GHMS; Special Education program may need to move
Allows for a K-2/3-5 configuration	Ok	
Minimize Transportation Times	Ok	Further transportation to middle school possible
Maintain Neighborhoods	Ok	
Minimize number of students affected		~32 sections affected (among the lower impacts)
Balance Class Sizes	Ok	
Maintain Class Sizes	Ok	
Maintain Moving-Up Patterns and Cohorts	Ok	MP elementary student who go to SJE will attend NMS; those going to NE will attend GHMS
Maintain middle school philosophy	Ok	
Maintains secondary population/program equity	Ok	GHMS could possibly get too big
Other:		Efficiency of utility use; attractiveness/newness
Other:		Difference of repair costs
Other:		Possible inequitable distribution of children moving together

Recommendation(s):

Further study of community usage/value; feasibility of sale/rental

Appendix C3

Close NEL

**CACIH 2011
Scenario Worksheet Version 2.0—Closing an Elementary School
Smithtown Central School District**

Scenario: Close Nesconset Elementary
 Buildings affected: DEL, MPE, NEL, SJE, GHMS, NMS
 Grade levels affected: K-8

Feasibility Check

Is there space to house program (students, faculty, parking, allows for future enrollment growth, etc.) in surrounding buildings? Domino; 8 available rooms

Quality of Program

Will this closing impact on quality and equity of program? (i.e. comprehensive offerings, educational philosophy, equitable instructional program, gym/cafeteria space, etc.) No

Fiscal Responsibility

Reduce Expenses and/or Increase Revenue	Pros (reduces expenses or potentially increases revenue—include <i>known</i> amounts)	Cons (increases expenses—include <i>known</i> amounts)
Staffing efficiency	\$960,000	
Building facilities efficiency	Unoccupied Savings: \$64,574/yr	
Rental income potential	Main road	
Transportation costs		
Potential repair costs		5-year: \$2,850,689 (H2M Estimate) Priority A1: \$697,950
Known Totals	3,875,263	

Appendix C3

Close NEL

Priority Considerations

	Pros	Cons
Minimize Transitions (both general and special ed)	Ok	Possible increase of enrollment at GHMS; Special Education program may need to move
Allows for a K-2/3-5 configuration	Ok	
Minimize Transportation Times	Ok	
Maintain Neighborhoods	Ok	
Minimize number of students affected		~31 sections impacted (lowest impact; close to MPE impact)
Balance Class Sizes	Ok	
Maintain Class Sizes	Ok	
Maintain Moving-Up Patterns and Cohorts	Ok	MPE goes to GHMS; rise in GH pop, lower NMS
Maintain middle school philosophy	Ok	
Maintains secondary population/program equity	Ok	
Other:		Community usage of fields is high
Other:	Would be closing a smaller number of classrooms, allowing more cushion for future growth.	
Other:		Possible loss of historical school building.

Recommendation(s):

_____ If Nesconset is rented, maintain fields for community usage; feasibility of sale/rental; consider ease of access/multiple entrances; _____

Appendix C3

K-2/3-5 Configuration

CACIH 2011 Scenario Worksheet Version 1.0 Smithtown Central School District

Scenario: K-2/3-5 Configuration: 4 pairings

Buildings affected: All elementary buildings

Grade levels affected: K-5

Feasibility Check

Student Populations	Our current population will fit into 8 elementary buildings in a K-2/3-5 configuration. We need to analyze exactly how and how well they'll fit into actual buildings.
Building Capacities	
Program Facilities	We would need to consider the following: <ul style="list-style-type: none"> ▪ Internal bathrooms for K, K-1, and/or K-2 ▪ Playground equipment (size appropriateness) ▪ Cubbies/lockers
Other	
Recommendation for further study	Would we be able to accommodate 2010/11 class caps (25 in K-3; 27 in grades 4-5) in this configuration and still provide FTE savings? (Note: Class caps were raised to 25 K; 26 1-3; 28 4-5 in 2011/12 in order to create efficiencies without closing an elementary school.)

Quality of Program

	Pros	Cons
Maintain Quality and Equity of Program (i.e. comprehensive offerings, educational philosophy, equitable instructional program, lab space, etc.)	Potential for fewer transitions for special education students Curriculum and staff development is more focused Redistricting equalizes the impact on all elementary schools (vs. closing one elementary school) More peers and community-building opportunities for similarly-aged children Greater opportunities for teacher peer	More classes potentially closer to maximum class size Loss of older student role models Greater busing times and may impact school performance and bus behavior Increases number of transitions for most students Less opportunity for vertical teacher articulation More potential for uniformity of

Appendix C3

K-2/3-5 Configuration

	<p>coaching and mentoring w/in a grade level/span</p> <p>More potential for uniformity of program and special programs across the district</p>	<p>program and special programs across the district</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------

Fiscal Responsibility

	Pros	Cons
<p>Reduce Expenses and/or Increase Revenue</p> <p>(i.e. staff efficiency, building use efficiency, long-term housing impact, rental income, etc.)</p>	<p>More classes potentially closer to maximum class size /Greater FTE efficiencies</p> <p>Potential revenue from closing a building</p> <p>Potential for fewer special buses</p>	<p>Increases transportation costs (amount TBD. At \$68k per large bus, how many more buses will we need to add?)</p> <p>May need to purchase more library books to accommodate range of student reading levels</p> <p>Costs to move materials and furniture, move Smartboard heights, playgrounds, and the like</p> <p>Bathroom construction? Cubby/locker construction? TBD</p>

Priority Considerations

	Pros	Cons
Minimize Transitions (both general and special ed)		Adds one transition (grade 2 to grade 3)
Maintain Middle School Philosophy		
Minimize Transportation Times		Will increase transportation times
Maintain Neighborhoods		

Appendix C3

K-2/3-5 Configuration

Maintain Moving-Up Patterns and Cohorts		
Balance Class Sizes	Greater efficiency and potential for greater balance of class sizes	
Maintain Class Sizes		
Other		Families may have students in 4 different schools at 4 different times. End of Notes

Appendix C3

K-2/3-5 Configuration 2.0

CACIH 2011 Scenario Worksheet Version 2.0—Closing an Elementary School Smithtown Central School District

Scenario: K-2/3-5 Closing MPE or NEL

Buildings affected: Multiple

Grade levels affected: K-5

Feasibility Check

Is there space to house program (students, faculty, parking, allows for future enrollment growth, etc.) in surrounding buildings? Yes

Quality of Program

Will this closing impact on quality and equity of program? (i.e. comprehensive offerings, educational philosophy, equitable instructional program, gym/cafeteria space, etc.) _____

Fiscal Responsibility

Reduce Expenses and/or Increase Revenue	Pros (reduces expenses or potentially increases revenue—include <i>known</i> amounts)	Cons (increases expenses—include <i>known</i> amounts)
Staffing efficiency	1.37 million (in addition to the 960,000 from closing a building)	
Building facilities efficiency		
Rental income potential		
Transportation costs		1.1 million (offset by up to approx 330k in state aid revenue in year 2)—Net savings 590k in year 2.
Potential repair costs		
Known Totals		

Appendix C3

K-2/3-5 Configuration 2.0

Priority Considerations

	Pros	Cons
Minimize Transitions (both general and special ed)		More transitions for general education students
Allows for a K-2/3-5 configuration	Yes	
Minimize Transportation Times		Increases transportation times for many students
Maintain Neighborhoods		
Minimize number of students affected		Most student affected
Balance Class Sizes	More consistency of (higher) class sizes	
Maintain Class Sizes		Concern over general increase in class sizes
Maintain Moving-Up Patterns and Cohorts		
Maintain middle school philosophy		
Maintains secondary population/program equity		
Other: Available Rooms		
Other:		More incoming K students (double population) for the staff to get to know each year.
Other:		Need more input from districts with Princeton Plan already in place

Recommendation(s):

If the Board adopts the Princeton Plan, we might recommend they consider lowering class size.

Appendix C3

CACIH 2011 Scenario Worksheet Version 1.0 Smithtown Central School District

Scenario: Close a Middle School V. 1
Buildings affected: One Middle Closes, 2 add its population
Grade levels affected: 6-8

Feasibility Check

Student Populations	AMS 792 (11/12) out of 900 capacity (rough) GHMS 1,011 out of 1125 NMS 813 out of 900
Building Capacities	Grades 6-8 have about 500 too many students to fit in one middle school (in 2011/12—we should look at 2012/13 as well, though the numbers are similar).
Program Facilities	
Other	
Recommendation for further study	<p>This could be re-analyzed in five years. To close a middle school, we need to consider: 1) building onto the two remaining middle schools (get costs—of building as well as efficiencies/savings), 2) moving 6th grade into the elementary schools</p> <p>We need to account for currently declining enrollment as well as potential increases due to pent-up demand. We need to look at how it would impact the teaming structure.</p>

Appendix C3

Close a Middle School V. 2

CACIH 2011 Scenario Worksheet Version 1.0 Smithtown Central School District

Scenario: Close a Middle School V. 2—move out 6th grade “K-6, 7-8”

Buildings affected: One Middle Closes, Elementary schools all take on 6th grade

Grade levels affected: K-8

Feasibility Check

Student Populations	<p>AMS 792 (11/12) out of 900 capacity GHMS 1,011 out of 1125 NMS 813 out of 900</p> <p>1800 students (grades 7-8) can fit into two middle schools—this is coming close to capacity</p>
Building Capacities	<p>Do we have 34 available elementary rooms to house the 6th grade in 2012/13? With current class size averages (10/11), there is just enough full-class space if we redistrict (roughly 100% capacity). This doesn't account for small group instructional needs.</p> <p>With 11/12 class size averages, 6th grade fits with 12 available full-size classrooms left over. This also requires redistricting. Accounting for small group instructional needs, there are closer to 7 rooms left available (this number was updated on June 30) out of nine buildings (less than one per buildings).</p>
Program Facilities	<p>If we close one middle school and house grades 7 and 8 in two buildings, the grades 6-8 FCS and Technology courses have to be taught in 2 years (by regulation—they can't be taught in 6th grade if it's not housed in a middle school), and we have fewer special area facilities serving the same number of sections. In other words, we can move the students from one building to another, but we can't move the existing space/facility with them to house their equivalent program without incurring expenses.</p>
Other	<p>Student size, instrument housing, and other program offerings have to be considered.</p> <p>This also reduces FTE efficiencies in 6th grade by moving it into 9 buildings from 3 buildings (requires an additional 4 FTE's?). The introduction of 6th graders to an elementary setting might create pressure to add counseling in the elementary schools as well as to move away from departmentalization in order to reduce FTE demands. It has the potential to increase FTE demands for the Integrated classes. There may be offsetting decreases in FTE demands due to the 6-period teaching schedule and reductions in music.</p>
Recommendation for further study	<p>This puts the elementary schools very close to capacity and creates a risk for immediate and repeated redistricting.</p> <p>We could remove the K students from the Elementary schools and house them</p>

Appendix C3

Close a Middle School V. 2

separately: AEL, SJE or SEL could become a Kindergarten center (they have the capacity). Any school could hold a ½ day K program. The creation of a K center (or two) would create some efficiencies but not enough to justify closing a middle school. The middle schools average 48 classrooms and the elementary schools average 31. Closing 48 middle school rooms is taking more space offline than we can afford, especially considering that the decline is at the elementary level.

This could be re-analyzed in five years. We need to account for currently declining enrollment as well as potential enrollment increases due to pent-up demand. We need to look at how it would impact the teaming structure.

End of notes

Appendix C3

Close Central Office

CACIH 2011 Scenario Worksheet Version 1.0 Smithtown Central School District

Scenario: Close NYA

Buildings affected: NYA and one or multiple other school buildings

Grade levels affected: _____

Feasibility Check

Student Populations	N/A
Building Capacities	<p>31 Central Office classrooms (26 offices and 5 conference rooms) would fit into the 41 available rooms in the 9 elementary buildings. To fit adult ed (6 classrooms and a multipurpose room) and Montessori (5 classrooms and a gymnasium) would need further analysis.</p> <p>Central Office could also fit into one of the average existing elementary schools.</p>
Program Facilities	<p>Central office uses the equivalent of 31 classrooms plus an auditorium. Adult Education (Adult BasicEd and Adult Continuing Ed) uses 6 classrooms plus a multipurpose room. Montessori School uses approx 5 rooms plus gymnasium (annual 86k/yr lease). TOTAL USAGE at NYA: 42 classrooms</p>
Other	The Arthur House is currently vacant.
Recommendation for further study	

Quality of Program

	Pros	Cons
<p>Maintain Quality and Equity of Program (i.e. comprehensive offerings, educational philosophy, equitable instructional program, lab space, etc.)</p>		<p>What impact would potential print shop exposure have?</p> <p>What impact would adults in elementary schools have?</p>

Appendix C3

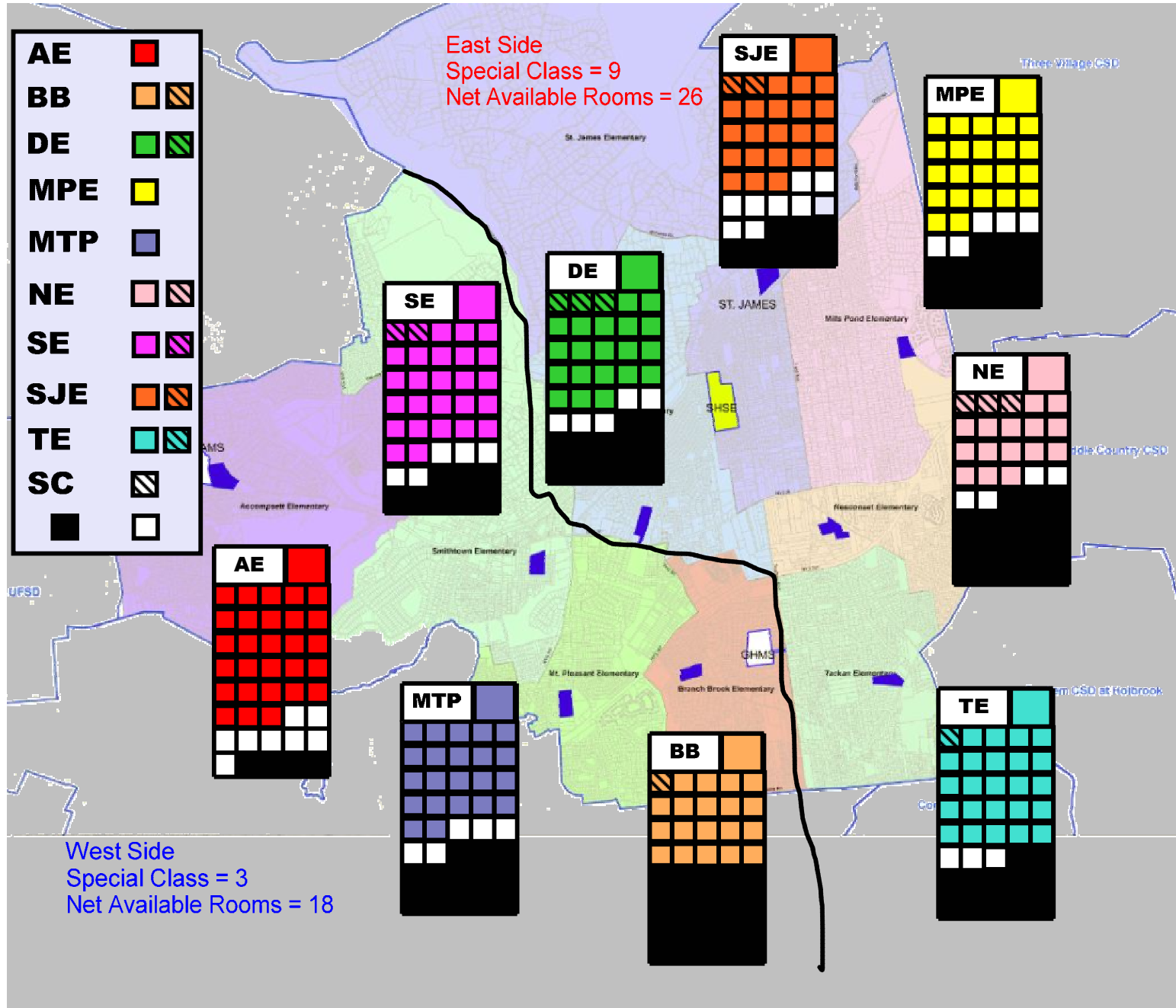
Close Central Office

Fiscal Responsibility

	Pros	Cons
Reduce Expenses and/or Increase Revenue (i.e. staff efficiency, building use efficiency, long-term housing impact, rental income, etc.)	What is the potential revenue from leasing NYA? Or part of NYA? Of selling NYA? Is the rental value of NYA greater than that of an elementary school? What maintenance savings would closing NYA yield? Could we sell off the fields property of NYA? Are there other opportunities in the available building spaces to rent throughout the district?	Would we lose the Montessori revenue? 86k Do we have the long-term housing space we would need if we sell a property? Is there a down-side to the one-time revenue of a sale? Would there be any gains or losses of efficiency?

End of notes

Appendix C4 District Map of Elementary Sections



Appendix C5

Smithtown Central School District

Key to School and Office Locations

Elementary Schools

- 1 - Accomsett Elementary
- 2 - Branch Brook Elementary
- 3 - Dogwood Elementary
- 4 - Mills Pond Elementary
- 5 - Mt. Pleasant Elementary
- 6 - Nesconset Elementary
- 7 - Smithtown Elementary
- 8 - St. James Elementary
- 9 - Tackan Elementary

Middle Schools

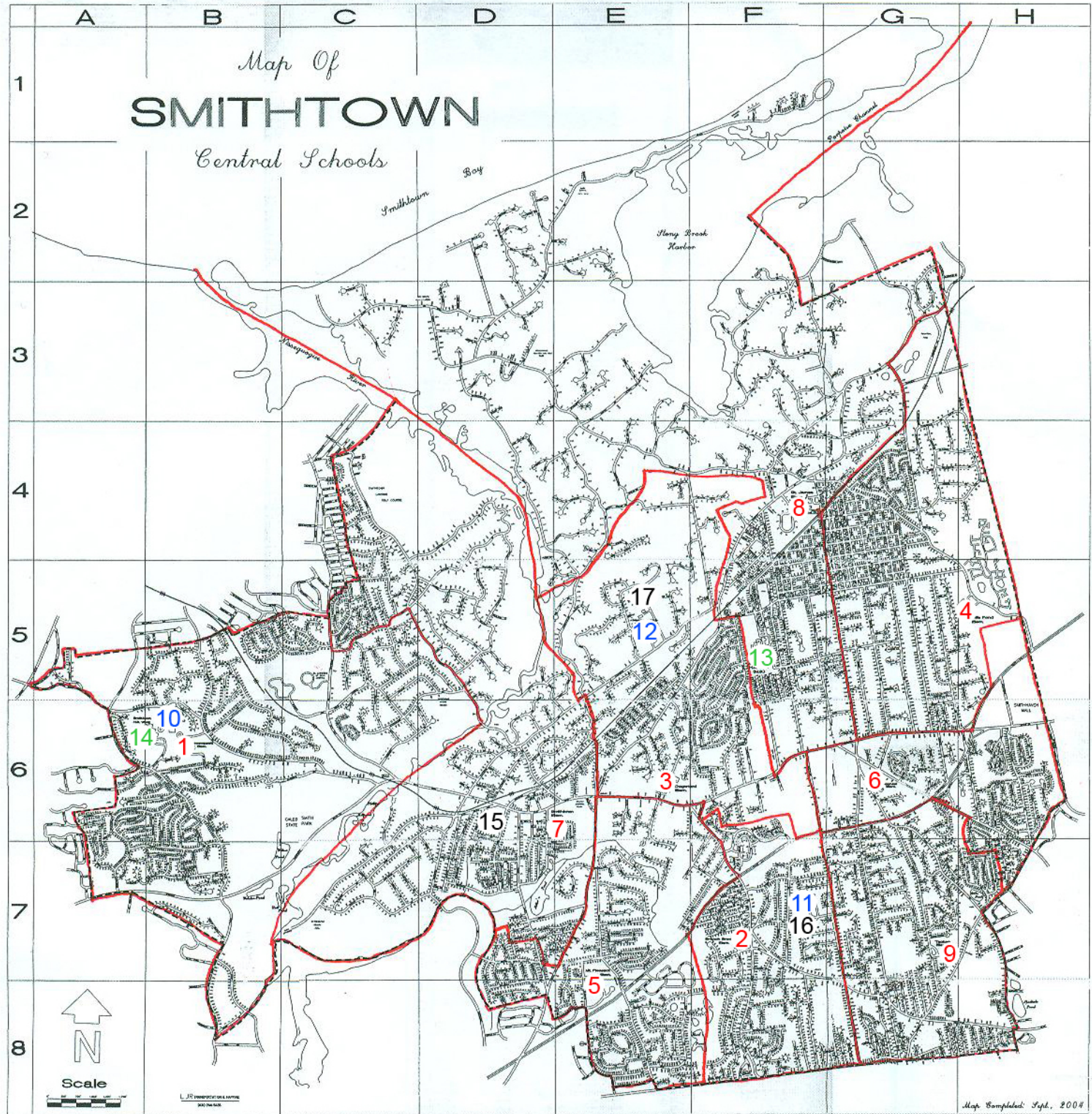
- 10 - Accomsett Middle
- 11 - Great Hollow Middle
- 12 - Nesaquake Middle

High Schools

- 13 - High School East
- 14 - High School West

Administration

- 15 - Central Office
- 16 - School Lunch/Warehouse
- 17 - Buildings & Grounds, Transportation



April 27, 2011

Map Completed Sept. 2004

Appendix C6

SMITHTOWN CENTRAL SCHOOL DISTRICT PROPERTIES

Property	Acreage: Actual & (Current Min. Rqd.)	Student Population 6/11
Accompsett Elementary School 1 Lincoln Street, Smithtown	16 (11)	732
Branch Brook Elementary School 15 Ridgely Road, Smithtown	9.7 (8)	456
Dogwood Elementary School 50 Dogwood Drive, Smithtown	12.8 (8)	479
Mills Pond Elementary School 246 Moriches Road, St. James	10 (9)	519
Mt. Pleasant Elementary School 33 Plaisted Avenue, Smithtown	14 (8)	497
Nesconset Elementary School 29 Gibbs Pond Road, Nesconset	12 (7)	353
St. James Elementary School 580 Lake Avenue, St. James	14 (8)	500
Smithtown Elementary School 51 Lawrence Avenue, Smithtown	12 (10)	610
Tackan Elementary School 99 Midwood Avenue, Nesconset	11.9 (9)	555
Joseph M. Barton Building 26 New York Avenue, Smithtown	23	
Land on Browns Rd. near Truval Lane	10	
Land at corner of Moriches Rd. & 50 Acre Road	10	

Elementary schools should have a base of three usable acres plus one acre for each 100 pupils or fraction thereof (Part 155 Comm. Regs.).

Ex. 500 students require 3 acres plus 5 acres = 8 useable acres. 550 students require 3 acres plus 6 acres = 9 useable acres.

7/28/11

Appendix C7

Smithtown Central School District
26 New York Avenue, Smithtown, New York

2010 Capital Project Cost Tabulation Sheet

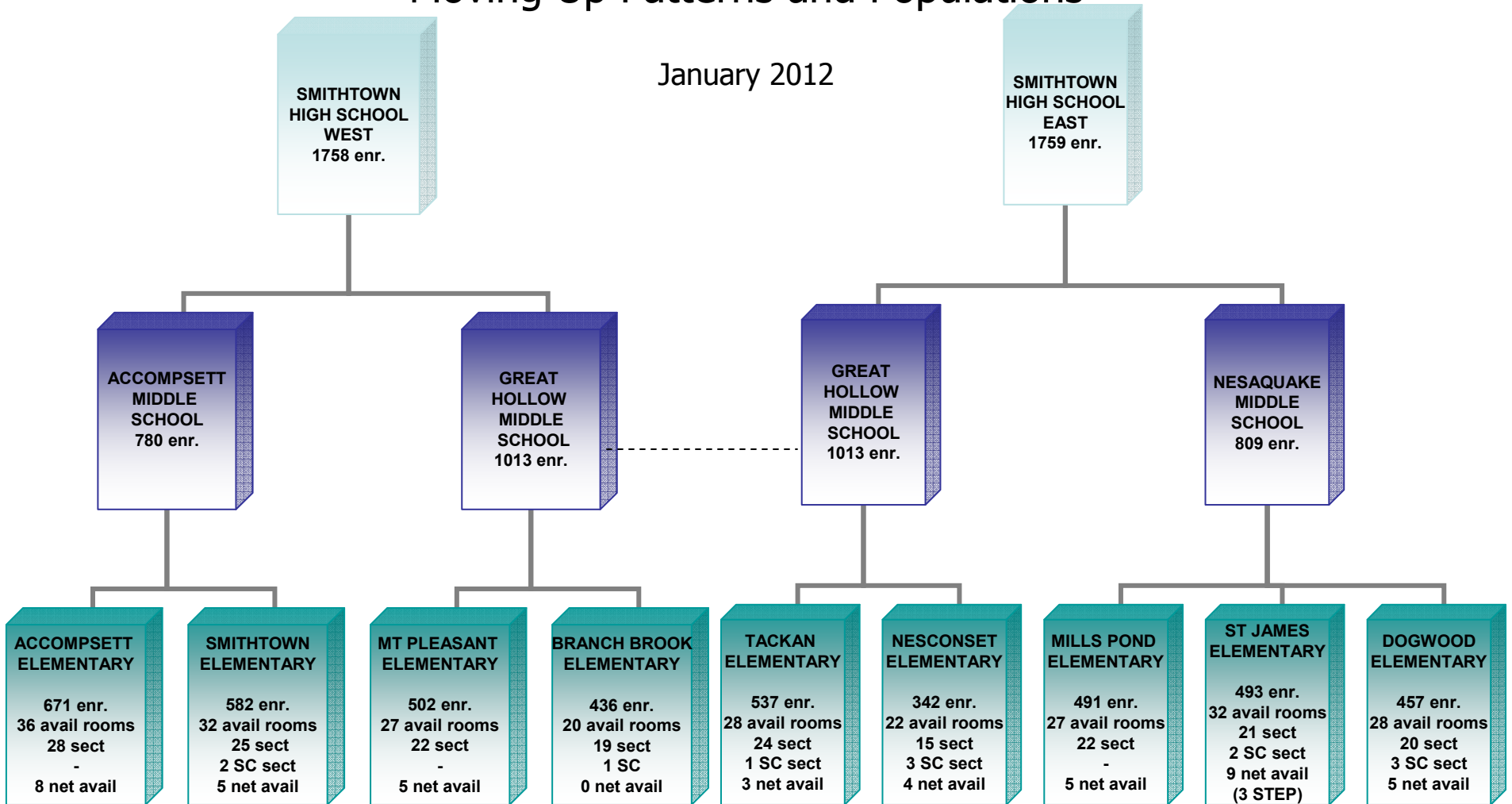
Building / Location	H2M Construction Estimate	Priority A1	Priority A2	Priority B	Total
Accompsett Elementary School	\$2,211,628.00	\$514,926.00	\$1,231,481.00	\$465,221.00	\$2,211,628.00
Branch Brook Elementary School	\$1,552,455.00	\$748,440.00	\$185,922.00	\$618,093.00	\$1,552,455.00
Dogwood Elementary School	\$1,875,258.00	\$1,692,900.00	209,088.00	(\$26,730.00)	\$1,875,258.00
Mills Pond Elementary School	\$1,638,252.00	\$439,560.00	\$594,000.00	\$604,692.00	\$1,638,252.00
Mount Pleasant Elementary School	\$1,711,551.00	\$335,254.00	\$741,906.00	\$634,391.00	\$1,711,551.00
Nesconset Elementary School	\$2,850,689.00	\$697,950.00	\$1,611,344.00	\$541,395.00	\$2,850,689.00
Smithtown Elementary School	\$2,493,516.00	\$677,065.00	\$1,727,352.00	\$89,099.00	\$2,493,516.00
St. James Elementary School	\$2,948,022.00	\$1,033,560.00	\$1,145,638.00	\$768,824.00	\$2,948,022.00
Tackan Elementary School	\$2,113,155.00	\$847,064.00	\$861,003.00	\$405,088.00	\$2,113,155.00
Accompsett Middle School	\$3,951,288.00	\$1,395,900.00	\$878,526.00	\$1,676,862.00	\$3,951,288.00
Great Hollow Middle School	\$3,141,666.00	\$1,678,050.00	\$285,120.00	\$1,178,496.00	\$3,141,666.00
Nesaquake Middle School	\$3,291,413.00	\$91,476.00	\$1,746,360.00	\$1,453,577.00	\$3,291,413.00
Smithtown High School East	\$5,872,521.00	\$2,699,730.00	\$1,234,332.00	\$1,938,459.00	\$5,872,521.00
Smithtown High School West	\$6,657,552.00	\$2,390,256.00	\$2,974,752.00	\$1,292,544.00	\$6,657,552.00
Totals:	\$42,308,966.00	\$15,242,131.00	\$15,426,824.00	\$11,640,011.00	\$42,308,966.00

Appendix C8
CACIH Building Utility Costs - Elem-NYA

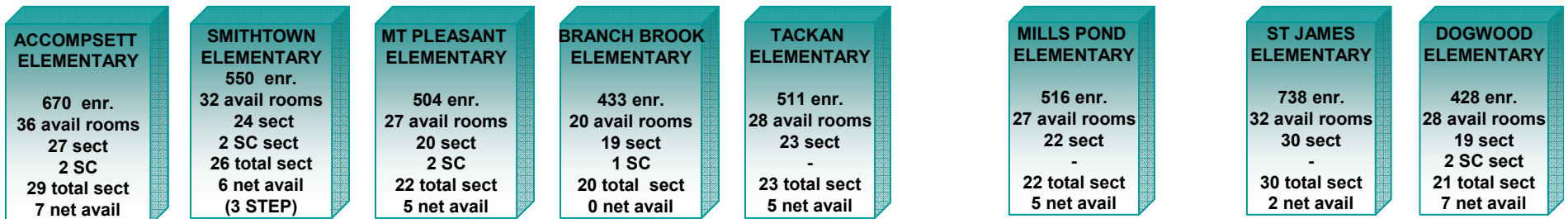
BUILDING/#	Electric	Gas	Fuel Oil	Water	Totals	Unocc. Cost	Unocc. Savings
Accompsett Elem/27							
Average - 3 year	61,328	36,353	9,817	1,221	108,719	44,829	63,890
Cost per Sq.Ft.					1.37		
Branch Brook Elem/31							
Average - 3 year	43,201	26,152	12,091	960	82,404	35,602	46,802
Cost per Sq.Ft.					1.56		
Dogwood Elem/29							
Average - 3 year	62,640	35,387	11,674	1,218	110,919	45,714	65,205
Cost per Sq.Ft.					1.70		
<i>7 Portables (4) Attached (3) External</i>							
Mills Pond Elem/26							
Average - 3 year	45,186	30,782	6,388	1,155	83,511	35,287	48,224
Cost per Sq.Ft.					1.30		
Mt. Pleasant Elem/28							
Average - 3 year	55,314	34,421	11,346	1,018	102,098	43,303	58,795
Cost per Sq.Ft.					1.73		
<i>1 External Portable</i>							
Nesconset Elem/22							
Average - 3 year	65,346	40,362	18,590	633	124,931	60,357	64,574
Cost per Sq.Ft.					2.00		
<i>2 Attached Portables</i>							
St. James Elem/21							
Average - 3 year	66,676	54,015	8,023	1,841	130,555	63,334	67,221
Cost per Sq.Ft.					1.61		
<i>2 Attached Portables</i>							
Smithtown Elem/20							
Average - 3 year	67,369	45,563	8,645	918	122,494	51,603	70,892
Cost per Sq.Ft.					1.72		
<i>3 Attached Portables</i>							
Tackan Elem/33							
Average - 3 year	53,893	32,108	8,387	1,503	95,891	39,426	56,465
Cost per Sq.Ft.					1.46		
New York Ave./60							
Average - 3 year	103,403	28,863	10,312	885	143,464	52,198	91,266
Cost per Sq.Ft.					1.72		

Moving Up Patterns and Populations

January 2012



-----Proposed September 2012-----



Appendix C10

CACIH Elementary Room Chart - Updated 1-26-2012

East / West	School	Total Perm Sq Ft	Class rooms (LGI)	Art, Mus, Comp Lab	Total avail rooms	SCSD Enroll 11-12	Sect w/o SC 11-12	SpEd SC 11-12	Total sect / rooms 11-12	Net avail rooms 11-12	WSB Proj Enroll 12-13	Proj Sect w/o SC 12-13	Proj SpEd SC 12-13	Total sect / rooms 12-13	Net avail rooms 12-13
West	AEL	79508	42	6	36	671	28	0	28	8	670	27	2	29	7
West	BBE	52795	23	3	20	436	19	1	20	0	433	19	1	20	0
East	DEL	65375	30	2	28	457	20	3	23	5	428	19	2	21	7
East	MPE	64100	30	3	27	490	22	0	22	5	516	22	0	22	5
West	MTP	59118	30	3	27	502	22	0	22	5	504	20	2	22	5
East	NEL	62369	25	3	22	342	15	3	18	4					
West	SEL	71265	35	3	32	582	25	2	27	5	550	24	2	26	6
East	SJE	81030	35	3	32	493	21	2	23	9	738	30	0	30	2
East	TEL	65820	31	3	28	537	24	1	25	3	511	23	0	23	5
	Total	601380	281	29	252	4510	196	12	208	44	4350	184	9	193	37

School	STEP Prog	Small Group Instr housed in LGI	MPR Café	Gym	Perm Port Incl in avail room	Semi Perm Port Not Incl	Ext Port Not Incl
AEL		3	1	1			
BBE		0	1	1			
DEL		3	1	1	4		3
MPE		1	1	1			
MTP		1	1	1			1
NEL		0	1	1		2	
SEL	3	0	1	2	3		
SJE		2	2	2		2	
TEL		0	1	1			
Total	3	10			7	4	4

West		262686	130	15	115	2191	94	3	97	18	2157	90	7	97	18
East		338694	151	14	137	2319	102	9	111	26					
East-NEL		276325	126	11	115						2193	94	2	96	19

Appendix C11 CACIH Elementary Projections - 2011-12 Close Mills Pond

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	100	93	124	142	117	0	671	28	24.0
	Sections			4	4	4	5	6	5		28		
	Average			23.8	25.0	23.3	24.8	23.7	23.4		24.0		
SEL	Enrollment			86	83	86	108	89	108	22	582	25	22.4
	Sections			4	4	4	5	4	4		25		
	Average			21.5	20.8	21.5	21.6	22.3	27.0		22.4		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	60	74	83	110	93	0	502	22	22.8
	Sections			4	3	3	4	4	4		22		
	Average			20.5	20.0	24.7	20.8	27.5	23.3		22.8		
BBE	Enrollment			63	74	86	66	66	71	10	436	19	22.4
	Sections			3	3	4	3	3	3		19		
	Average			21.0	24.7	21.5	22.0	22.0	23.7		22.4		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	88	81	99	91	95	9	537	24	22.0
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	Total after closing			74	88	81	99	91	95	9	537		
	Sections after closing			3	4	4	4	4	4		23		
	Average after closing			24.7	22.0	20.3	24.8	22.8	23.8		23.0		
TEL	SC			0	0	0	2	5	2	9			
NEL	Enrollment			40	55	52	43	60	71	21	342	15	21.4
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	From MPE to NEL	7	32%	25	18	34	25	27	27		156		
	Total after closing			65	73	86	68	87	98	21	498		
	Sections after closing			3	3	4	3	4	4		21		
	Average after closing			21.7	24.3	21.5	22.7	21.8	24.5		22.7		
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
MPE	Enrollment			79	57	107	78	84	85	0	490	22	22.3
	From MPE to SJE	-15	-68%	-54	-39	-73	-53	-57	-58		-334		
	From MPE to NEL	-7	-32%	-25	-18	-34	-25	-27	-27		-156		
	Total after closing			0	0	0	0	0	0		0		
	Sections after closing			0	0	0	0	0	0				
	Average after closing												
SJE	Enrollment			72	68	81	87	90	82	13	493	21	22.9
	From SJE to DEL	-4	-19%	-14	-13	-15	-17	-17	-16		-92		
	From MPE to SJE	15	68%	54	39	73	53	57	58		334		
	Total after closing			112	94	139	123	130	124	13	735		
	Sections after closing			5	4	6	5	5	5		30		
	Average after closing			22.4	23.5	23.2	24.6	26.0	24.8		24.1		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	Enrollment			55	77	80	58	71	92	24	457	20	21.7
	From SJE to DEL	4	19%	14	13	15	17	17	16		92		
	Total after closing			69	90	95	75	88	108	24	549		
	Sections after closing			3	4	4	3	4	4		22		
	Average after closing			23.0	22.5	23.8	25.0	22.0	27.0		23.9		
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
DST	Enrollment			646	662	740	746	803	814	99	4510	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		22.5		
DST	Sections after closing			29	29	33	32	34	33		190		
DST	Average after closing			22.3	22.8	22.4	23.3	23.6	24.7		23.2		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

Appendix C11

1/31/2012

CACIH Elementary Projections - 2012-13 Close Mills Pond - MU

MU=Move Up

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	95	100	93	124	142	0	649	28	24.0
	Sections			4	4	4	4	5	6		27		
	Average			23.8	23.8	25.0	23.3	24.8	23.7		24.0		
SEL	Enrollment			86	86	83	86	108	89	22	560	25	22.4
	Sections			4	4	4	4	4	4		24		
	Average			21.5	21.5	20.8	21.5	27.0	22.3		22.4		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	82	60	74	83	110	0	491	22	22.8
	Sections			4	4	3	3	3	4		21		
	Average			20.5	20.5	20.0	24.7	27.7	27.5		23.4		
BBE	Enrollment			63	63	74	86	66	66	10	428	19	22.4
	Sections			3	3	3	4	3	3		19		
	Average			21.0	21.0	24.7	21.5	22.0	22.0		22.0		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	74	88	81	99	91	9	516	24	22.0
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	Total after closing			74	74	88	81	99	91	9	516		
	Sections after closing			3	3	4	4	4	4		22		
	Average after closing			24.7	24.7	22.0	20.3	24.8	22.8		23.0		
TEL	SC			0	0	0	2	5	2	9			
NEL	Enrollment			40	40	55	52	43	60	21	311	15	21.4
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	From MPE to NEL	7	32%	25	25	18	34	25	27		154		
	Total after closing			65	65	73	86	68	87	21	465		
	Sections after closing			3	3	3	4	3	4		20		
	Average after closing			21.7	21.7	24.3	21.5	22.7	21.8		22.2		
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
MPE	Enrollment			79	79	57	107	78	84	0	484	22	22.3
	From MPE to SJE	-15	-68%	-54	-54	-39	-73	-53	-57		-330		
	From MPE to NEL	-7	-32%	-25	-25	-18	-34	-25	-27		-154		
	Total after closing			0	0	0	0	0	0		0		
	Sections after closing			0	0	0	0	0	0				
	Average after closing												
SJE	Enrollment			72	72	68	81	87	90	13	483	21	22.9
	From SJE to DEL	-4	-19%	-14	-14	-13	-15	-17	-17		-90		
	From MPE to SJE	15	68%	54	54	39	73	53	57		330		
	Total after closing			112	112	94	139	123	130	13	723		
	Sections after closing			5	5	4	6	5	5		30		
	Average after closing			22.4	22.4	23.5	23.2	24.6	26.0		23.7		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	Enrollment			55	55	77	80	58	71	24	420	20	21.7
	From SJE to DEL	4	19%	14	14	13	15	17	17		90		
	Total after closing			69	69	90	95	75	88	24	510		
	Sections after closing			3	3	4	4	3	4		21		
	Average after closing			23.0	23.0	22.5	23.8	25.0	22.0		23.1		
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
DST	Enrollment			646	646	662	740	746	803	99	4342	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		21.6		
DST	Sections after closing			29	29	29	33	30	34		184		
DST	Average after closing			22.3	22.3	22.8	22.4	24.9	23.6		23.1		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

Appendix C11

1/31/2012

CACIH Elementary Projections - 2012-13 Close Mills Pond -MU-PP

MU=Move Up, PP=Princeton Plan

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	95	100	93	124	142	0	649	28	24.0
SEL	Enrollment			86	86	83	86	108	89	22	560	25	22.4
	Total			181	181	183	179	232	231	22	1209	53	
	Sections			8	7	8	7	9	9		48		
	Average			22.6	25.9	22.9	25.6	25.8	25.7		24.7		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	82	60	74	83	110	0	491	22	22.8
BBE	Enrollment			63	63	74	86	66	66	10	428	19	22.4
	Total			145	145	134	160	149	176	10	919	41	
	Sections			6	6	6	7	6	7		38		
	Average			24.2	24.2	22.3	22.9	24.8	25.1		23.9		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	74	88	81	99	91	9	516	24	22.0
NEL	Enrollment			40	40	55	52	43	60	21	311	15	21.4
	From MPE to NEL	7	32%	25	25	18	34	25	27		154		
	Total after closing			139	139	161	167	167	178	30	981	39	
	Sections after closing			6	6	7	7	6	7		39		
	Average after closing			23.2	23.2	23.0	23.9	27.8	25.4		24.4		
TEL	SC			0	0	0	2	5	2	9			
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
SJE	Enrollment			72	72	68	81	87	90	13	483	21	22.9
	From SJE to DEL	-4	-19%	-14	-14	-13	-15	-17	-17		-90		
	From MPE to SJE	15	68%	54	54	39	73	53	57		330		
	Total after closing			112	112	94	139	123	130	13	723		
DEL	Enrollment			55	55	77	80	58	71	24	420	20	21.7
	From SJE to DEL	4	19%	14	14	13	15	17	17		90		
	Total after closing			69	69	90	95	75	88	24	510		
	New Total after closing			181	181	184	234	198	218	37	1233	41	
	Sections after closing			8	7	8	9	8	8		48		
	Average after closing			22.6	25.9	23.0	26.0	24.8	27.3		24.9		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
MPE	Enrollment			79	79	57	107	78	84	0	484	22	22.3
	From MPE to SJE	-15	-68%	-54	-54	-39	-73	-53	-57		-330		
	From MPE to NEL	-7	-32%	-25	-25	-18	-34	-25	-27		-154		
	Total after closing			0	0	0	0	0	0		0		
DST	Enrollment			646	646	662	740	746	803	99	4342	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		21.6		
DST	Sections after closing			28	26	29	30	29	31		173		
DST	Average after closing			23.1	24.8	22.8	24.7	25.7	25.9		25.1		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

Appendix C11

1/31/2012

CACIH Elementary Projections - 2011-12 Close Nesconset

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	100	93	124	142	117	0	671	28	24.0
	Sections			4	4	4	5	6	5		28		
	Average			23.8	25.0	23.3	24.8	23.7	23.4		24.0		
SEL	Enrollment			86	83	86	108	89	108	22	582	25	22.4
	Sections			4	4	4	5	4	4		25		
	Average			21.5	20.8	21.5	21.6	22.3	27.0		22.4		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	60	74	83	110	93	0	502	22	22.8
	Sections			4	3	3	4	4	4		22		
	Average			20.5	20.0	24.7	20.8	27.5	23.3		22.8		
BBE	Enrollment			63	74	86	66	66	71	10	436	19	22.4
	Sections			3	3	4	3	3	3		19		
	Average			21.0	24.7	21.5	22.0	22.0	23.7		22.4		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	88	81	99	91	95	9	537	24	22.0
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	Total after closing			74	88	81	99	91	95	9	537		
	Sections after closing			3	4	4	4	4	4		23		
	Average after closing			24.7	22.0	20.3	24.8	22.8	23.8		23.0		
TEL	SC			0	0	0	2	5	2	9			
NEL	Enrollment			40	55	52	43	60	71	21	342	15	21.4
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	From NEL to MPE	-15	-100%	-40	-55	-52	-43	-60	-71		-321		
	Total after closing			0	0	0	0	0	0	21	21		
	Sections after closing			0	0	0	0	0	0		0		
	Average after closing												
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
MPE	Enrollment			79	57	107	78	84	85	0	490	22	22.3
	From MPE to SJE	-12	-55%	-43	-31	-58	-43	-46	-46		-267		
	From NEL to MPE	15	100%	40	55	52	43	60	71		321		
	Total after closing			76	81	101	78	98	110		544		
	Sections after closing			4	4	4	3	4	4		23		
	Average after closing			19.0	20.3	25.3	26.0	24.5	27.5		23.7		
SJE	Enrollment			72	68	81	87	90	82	13	493	21	22.9
	From SJE to DEL	-3	-14%	-10	-10	-12	-12	-13	-12		-69		
	From MPE to SJE	12	55%	43	31	58	43	46	46		267		
	Total after closing			105	89	127	118	123	116	13	691		
	Sections after closing			5	4	5	5	5	5		29		
	Average after closing			21.0	22.3	25.4	23.6	24.6	23.2		23.4		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	Enrollment			55	77	80	58	71	92	24	457	20	21.7
	From SJE to DEL	3	14%	10	10	12	12	13	12		69		
	Total after closing			65	87	92	70	84	104	24	526		
	Sections after closing			3	4	4	3	3	4		21		
	Average after closing			21.7	21.8	23.0	23.3	28.0	26.0		23.9		
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
DST	Enrollment			646	662	740	746	803	814	99	4510	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		22.5		
DST	Sections after closing			30	30	32	32	33	33		190		
DST	Average after closing			21.5	22.1	23.1	23.3	24.3	24.7		23.2		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

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1/31/2012

CACIH Elementary Projections - 2012-13 Close Nesconset - MU

MU=Move Up

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	95	100	93	124	142	0	649	28	24.0
	Sections			4	4	4	4	5	6		27		
	Average			23.8	23.8	25.0	23.3	24.8	23.7		24.0		
SEL	Enrollment			86	86	83	86	108	89	22	560	25	22.4
	Sections			4	4	4	4	4	4		24		
	Average			21.5	21.5	20.8	21.5	27.0	22.3		22.4		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	82	60	74	83	110	0	491	22	22.8
	Sections			4	4	3	3	3	4		21		
	Average			20.5	20.5	20.0	24.7	27.7	27.5		23.4		
BBE	Enrollment			63	63	74	86	66	66	10	428	19	22.4
	Sections			3	3	3	4	3	3		19		
	Average			21.0	21.0	24.7	21.5	22.0	22.0		22.0		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	74	88	81	99	91	9	516	24	22.0
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	Total after closing			74	74	88	81	99	91	9	516		
	Sections after closing			3	3	4	4	4	4		22		
	Average after closing			24.7	24.7	22.0	20.3	24.8	22.8		23.0		
TEL	SC			0	0	0	2	5	2	9			
NEL	Enrollment			40	40	55	52	43	60	21	311	15	21.4
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	From NEL to MPE	-15	-100%	-40	-40	-55	-52	-43	-60		-290		
	Total after closing			0	0	0	0	0	0	21	21		
	Sections after closing			0	0	0	0	0	0		0		
	Average after closing												
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
MPE	Enrollment			79	79	57	107	78	84	0	484	22	22.3
	From MPE to SJE	-12	-55%	-43	-43	-31	-58	-43	-46		-264		
	From NEL to MPE	15	100%	40	40	55	52	43	60		290		
	Total after closing			76	76	81	101	78	98		510		
	Sections after closing			4	3	4	4	3	4		22		
	Average after closing			19.0	25.3	20.3	25.3	26.0	24.5		23.2		
SJE	Enrollment			72	72	68	81	87	90	13	483	21	22.9
	From SJE to DEL	-3	-14%	-10	-10	-10	-12	-12	-13		-67		
	From MPE to SJE	12	55%	43	43	31	58	43	46		264		
	Total after closing			105	105	89	127	118	123	13	680		
	Sections after closing			5	5	4	5	5	5		29		
	Average after closing			21.0	21.0	22.3	25.4	23.6	24.6		23.0		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	Enrollment			55	55	77	80	58	71	24	420	20	21.7
	From SJE to DEL	3	14%	10	10	10	12	12	13		67		
	Total after closing			65	65	87	92	70	84	24	487		
	Sections after closing			3	3	4	4	3	3		20		
	Average after closing			21.7	21.7	21.8	23.0	23.3	28.0		23.2		
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
DST	Enrollment			646	646	662	740	746	803	99	4342	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		21.6		
DST	Sections after closing			30	29	30	32	30	33		184		
DST	Average after closing			21.5	22.3	22.1	23.1	24.9	24.3		23.1		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

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1/31/2012

CACIH Elementary Projections - 2012-13 Close Nesconset - MU-PP

MU=Move Up, PP=Princeton Plan

School	Description	Sect	Pct	K	1	2	3	4	5	SC	Total w/SC Stu	Base 11-12 Sect	Base 11-12 Avg
	Max Cap			25	26	26	26	28	28				
AEL	Enrollment			95	95	100	93	124	142	0	649	28	24.0
SEL	Enrollment			86	86	83	86	108	89	22	560	25	22.4
	Total			181	181	183	179	232	231	22	1209	53	
	Sections			8	7	8	7	9	9		48		
	Average			22.6	25.9	22.9	25.6	25.8	25.7		24.7		
SEL	SC			0 0	0 1	0 7	1 2	6 0	5 0	22			
MTP	Enrollment			82	82	60	74	83	110	0	491	22	22.8
BBE	Enrollment			63	63	74	86	66	66	10	428	19	22.4
	Total			145	145	134	160	149	176	10	919	41	
	Sections			6	6	6	7	6	7		38		
	Average			24.2	24.2	22.3	22.9	24.8	25.1		23.9		
BBE	SC			0	0	0	4	1	5	10			
TEL	Enrollment			74	74	88	81	99	91	9	516	24	22.0
MPE	Enrollment			79	79	57	107	78	84	21	505	22	22.3
	From MPE to SJE	-12	-55%	-43	-43	-31	-58	-43	-46		-264		
	From NEL to MPE	15	100%	40	40	55	52	43	60		290		
	Total after closing			150	150	169	182	177	189	30	1047	46	
	Sections after closing			6	6	7	7	7	7		40		
	Average after closing			25.0	25.0	24.1	26.0	25.3	27.0		25.4		
TEL	SC			0	0	0	2	5	2	9			
NEL	SC			0 0 6	7 0 0	2 2 0	0 4 0	0 0 0	0 0 0	21			
SJE	Enrollment			72	72	68	81	87	90	13	483	21	22.9
	From SJE to DEL	-3	-14%	-10	-10	-10	-12	-12	-13		-67		
	From MPE to SJE	12	55%	43	43	31	58	43	46		264		
	Total after closing			105	105	89	127	118	123	13	680		
DEL	Enrollment			55	55	77	80	58	71	24	420	20	21.7
	From SJE to DEL	3	14%	10	10	10	12	12	13		67		
	Total after closing			65	65	87	92	70	84	24	487		
	New Total after closing			170	170	176	219	188	207	37	1167	41	
	Sections after closing			7	7	7	9	7	8		45		
	Average after closing			24.3	24.3	25.1	24.3	26.9	25.9		25.1		
SJE	SC			0 2	0 0	1 2	3 1	1 0	3 0	13			
DEL	SC			0 0 0	0 0 0	0 0 7	2 0 0	6 3 0	0 6 0	24			
NEL	Enrollment			40	40	55	52	43	60	21	311	15	21.4
	From NEL to TEL	0	0%	0	0	0	0	0	0		0		
	From NEL to MPE	-15	-100%	-40	-40	-55	-52	-43	-60		-290		
	Total after closing			0	0	0	0	0	0	21	21		
MPE	Enrollment			79	79	57	107	78	84	0	484	22	22.3
	From MPE to SJE	-12	-55%	-43	-43	-31	-58	-43	-46		-264		
	From NEL to MPE	15	100%	40	40	55	52	43	60		290		
DST	Enrollment			646	646	662	740	746	803	99	4342	196	22.5
DST	Base 11-12 Sections			31	30	34	33	34	34		196		
DST	Base 11-12 Average			20.8	22.1	21.8	22.6	23.6	23.9		21.6		
DST	Sections after closing			27	26	28	30	29	31	0	171		
DST	Average after closing			23.9	24.8	23.6	24.7	25.7	25.9		24.8		
DST	SC			8	8	21	19	22	21	99			
DST	SC Sections			2	2	6	8	6	5		12		

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HOUSING IMPACT STATEMENTS

6/29/11

The following is a list of possible impacts to be considered if changing housing patterns for grade level configurations. Please note that there are some redundancies in the different areas. This list is a work in progress.

Kindergarten Center

1. Supervision of kindergartners on bus needs to be considered
2. Plumbing and Counter Space needs to be adjusted for 5 year olds
3. Likely staff savings based on economies of scale creating more uniform class sizes for the district
4. Classrooms need to be outfitted with appropriate furniture
5. Impact on families with children at different grade levels or more than one school
6. Lack of older student role models
7. Increased transportation distance for many students
8. Length of bus rides to be increased for many students
9. Compromises neighborhood school concept
10. Increases number of school transitions for students
11. Adjustments required to school libraries
12. Focuses a school on early childhood education
13. Need for additional aide supervision at recess

K-2 and 3-5

1. Length of bus rides to be increased or decreased for many students
2. Likely class size would be maximized for the communities
3. Impact on family schedules
4. Impact on transportation for many students
5. Increases number of school transitions for students
6. Likely staff savings based on economies of scale creating more uniform class sizes for the district
7. Adjustments required to school libraries
8. Curriculum focus of a school becomes more narrow
9. Impact on district event schedules increases
10. Possible impact on secondary feeder school patterns
11. Impact on PTA Leadership
12. K-2 - Diminished exposure of students to modeling for academics, behavior, and Performing Arts experience
13. 3-5 - Academic scores could be diminished due to increased transitions
14. Reduction in vertical (grade level) articulation

K-5 Elementary Schools

1. Enhances School Family concept
2. Continuity of support staff and professionals working with families for the long term
3. Fewer transitions likely increase student achievement
4. Development of professional relationships with children and families over a longer period of time

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5. Teacher communication regarding students is enhanced
6. Spiraling curriculum through improved vertical articulation
7. School wide plans for instruction are improved
8. Library collection can meet the needs of all learners
9. Home/School connections are improved

Kindergarten-6 or 1-6

1. Social emotional adolescent concerns increase (need for counselors)
2. Shelters sixth grade students from exposure to increased adolescent issues and behaviors
3. Needs of a school could require more specialized staff
4. Impact on the Instrumental Performing Arts groups needs to be considered
5. Impact on Middle School Philosophy

According to NYSMSA, The Essential Elements provide us with the guidance to deliver research-based, proven programs for our early adolescents. What are the Essential Elements? They are:

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents.
 - An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
 - An organization and structure that support both academic excellence and personal development.
 - Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
 - Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and leadership.
 - A network of academic and personal support available for all students.
 - Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.
- Possible loss of Middle School Philosophy for 6th grade students
 - Research suggests students need 3 years in 1 housing location for effective community buy-in.
6. State Requirements
 - Common Core Standards are configured as K-5 and a 6-12 in order to meet college and career readiness.
 - Exploratory courses such as technology and FCS will not meet the middle school requirement if students are housed in elementary buildings. Therefore, students would be required to meet these requirements in grades 7 and 8. Each middle school would need a minimum of 3 technology labs and 3 FCS labs in order to meet this requirement. New construction costs would be required to meet this need.

Appendix C13

Peter Hans

December 9, 2010

Smithtown Central School District
26 New York Avenue
Smithtown, NY 11787

Attn: Ed Ehmann, Superintendent of Schools

Dear Mr. Ehmann:

Recently I attended the School District's Housing Committee Meeting on November 30th, concerning the possible consolidation of elementary schools. I understand that the Board typically has difficult decisions to make concerning the budget and housing for future students. Having been a student and resident within the school district, I am aware of the cyclical effects of school enrollments having experienced the closing of Mills Pond in 1982, the consolidation of schools in 1992, and then the re-opening of 2 schools and expansions at each school around 2001.

As you know, I work with the Town of Smithtown Planning Department which is responsible for land use development. With that I feel it is important to bring to your attention that there are several large properties remaining, that when developed can impact the district.

Attached is a District "feeder map" highlighting major development projects. These projects likely will not be completed in the next 1 to 2 years, but likely will be developed in 5 to 10 years when BOCES is projecting the decline. As you can see on the map, all but one are located in the eastern end of Town. Closure of an Elementary school could leave the District with the inability to house students when the enrollment increases again.

The major development projects are:

- Area 1- Gyrodyne property. This project for approximately 300 residential units is under review for a "Zone Change" that is expected to proceed in 2011.
- Area 2- Hamlet @ St. James. 40 Homes completed, 80 homes remain to be built.
- Area 3- Country Woods Near Final approval for 41 single family homes.
- Area 4- Nottingham Acres Subdivision pending for 42 single family homes. Developer considering 60 apartments in addition.
- Area 5- Story Book Meadows Southern 24 acres approved for senior housing. Northern portion yields near 70 single family homes- No application filed.
- Area 6- Roseland/ Millenium Two separate applications for a total of 300 townhouse units. Dormant application at the moment. About 10% of property in Kings Park SD.

In the early 1970's, the School District sold off Sweetbriar Elementary, Head of the River Elementary, Landing Elementary, and ~~Sweetbriar~~ *Landing Meadow* Elementary. Thirty years later, the District had to expand all their remaining buildings at the expense of the playground areas.

I appreciate your time on this matter and trust that you find this information useful. I feel that the Board should consider these large projects and their potential effects on the District. If you have any questions, or require additional information, feel free to call me at 360-7540.

Very truly yours,

Peter Hans

Appendix C14



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October 25, 2011

Smithtown Central School District, New York
(Our File Designation: 929/21897)

Ms. Joan A. Niles
Assistant Superintendent for Finance and Operations
Smithtown Central School District
26 New York Avenue
Smithtown, New York 11787

Dear Joan: jniles@smithtown.k12.ny.us

We understand that the Board of Education of Smithtown Central School District (the "Board" and the "District," respectively) is reviewing the potential impact of leasing or selling one or more facilities that are currently owned and operated by the District. Further, we understand that the District has issued bonds to finance improvements at all of its facilities, including the facilities in question. As you know, the interest on bonds issued by the District is currently exempt from federal income taxation because the bonds were issued to finance proper public activities of a public school district. We call to your attention that in issuing its bonds, the District made representations that it would take no action that would impair the tax-exempt status of the interest paid by the District to bondholders. If the District should be audited and found in violation of such representations, the repercussions are severe and would include: loss of tax-exemption retroactive to the date of issuance of the bonds in question (including payment to the IRS for such lost tax revenue, plus interest and penalties), potential litigation with bondholders for restitution, further IRS audits, and a negative outlook for future District financings.

The question we address in this letter is what are the consequences to the status of the interest payable on the bonds still outstanding should the District determine to lease or sell a building financed with bonds, and what measures might the District take to reduce, mitigate or eliminate any potential negative consequences, as mentioned in the preceding paragraph.

Letting a closed building remain unoccupied: Should the Board decide to close a building and let the building remain unoccupied and unused, there would be no change in the tax-exempt status of the interest on any outstanding bonds issued to finance improvements at such building (we are presuming under these circumstances that the District would not abandon the building, but would merely hold it unused or for storage or excess capacity purposes).

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October 25, 2011

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Lease: (a) In the event the District leases a building to the state government or a state agency, or to a municipal government or agency, or a BOCES, there would be no adverse impact on the tax-exempt status of interest on the District's bonds.

(b) If a building is leased to an organization described in Section 501(c)(3) of the Internal Revenue Code (i.e. a tax-exempt, nonprofit corporation or association organized and operated exclusively for religious, charitable, or educational purposes), the tax-exempt status of interest on the District's bonds may be preserved if certain procedures are followed and requirements are met prior to the inception of such lease. If the Board is considering such a lease, we would need to obtain further information about the specific nonprofit corporation in order to determine the requirements which would need to be met.

(c) In the event the District leases a building for a private purpose to a commercial, for-profit organization (i.e. a non-governmental entity)¹ while applicable bonds are outstanding, the District would need to take certain "remedial action" in order to preserve the tax-exempt status of interest on its Bonds. What is the remedial action? Generally, if the building is leased to a commercial enterprise (a nongovernmental user), the District would be required within 90 days following the execution of such lease, to either (i) **redeem** the applicable portion of outstanding bonds attributable to such building or, alternatively, (ii) **fund** an escrow account sufficient to pay the principal and interest on the outstanding bonds attributable to such building and redeem those bonds on their earliest call date.

Sale: If the District sells a building while applicable bonds are outstanding, the District would be required, within 90 days following the execution of such sale, to **redeem** the outstanding bonds related to such building or, in the alternative, **deposit** the sale proceeds into an escrow account which would be established for the purpose of paying the principal and interest on the bonds related to such building and redeeming those bonds on their earliest call date.

*

*

*

As you might expect, there are certain exceptions to the general guidance provided above. Such exceptions are applied on a bond issue by bond issue basis and would require an analysis of the amount of bonds attributable to a particular building. If such amount is less than a *de minimus* amount (as described under the federal tax code), the District may pursue such sale or lease without an adverse affect on the tax-exempt status of the particular bond issue.

¹ Nongovernmental entities consist of any entities other than a State or local government or any political subdivision thereof, including the federal government, for-profit entities and certain nonprofit organizations.

Appendix C14

Hawkins
DELAFIELD & WOOD LLP

October 25, 2011

Page 3

Prior to the sale or lease of any building, we suggest that an analysis be undertaken to determine how much of the proceeds of each original bond issue have been expended on each building, and how much of the outstanding bonds is attributable to each building.

We trust the foregoing outline of consequences is of help to the Board, and we would kindly ask that you not hesitate contacting us at your convenience should additional information be needed. We would be pleased to meet with the individuals at the District involved with this inquiry to discuss this matter further.

With all best wishes, I am

Very truly yours,



Martin A. Geiger

MAG:cfc

1/5/2012

Appendix C15
Smithtown Central School District
Facilities Department

Building Closing and Moving Estimates

“Mothballing” – approximately \$40,000.

This means a building would be boarded up/physically secured and supplied with minimal fuel, water and electric, to maintain a temperature of 55 degrees.

Moving Classrooms – approximately \$800 per room

This is estimating a full evacuation of the room, including all furniture, teaching materials and technology equipment. This will also include relocating all items to a new location and re-installing all technology equipment.

\$550 moving
\$250 technology installation
\$800 total

Full supervision and pre-move inventory lists (inc. photographs) will be provided by the Plant Facilities Administrator and Asst. PFA, resulting in no additional cost.

This estimate is for classrooms only. Moving areas such as, the main office, Library, music, art, etc, may be slightly higher or lower than \$800.

Appendix C16
CACIH Official Member Vote 1-5-2012

Question		Member Ballot			Member Comments
1	Which school should the CACIH recommend closing?	6 MPE	21 NEL	0 other	One NEL close added - subject to a lessor not expressing interest in NEL, in which case MPE should be closed.
2	Should the CACIH recommend reconfiguring the elementary schools from nine K-5 schools to four K-2 schools paired with four 3-5 schools in 2012-13?	2 yes	25 no	0 other	One Yes added - It's foolish not to study it further.
3	Should the district rent or sell a vacated elementary building?	24 rent	2 sell	1 other	One Rent added - keep property as long as possible for future use. One Other added - relocate Central Office. One Rent added - rent only, all sales are final and leaves no room for error.
4	If financially advantageous, should the district relocate its Central Office to existing classroom spaces within the district?	26 yes	1 no	0 other	One Yes added - provided it operates as efficient as a Central Office if fragmented.
5	If Central Office is relocated, should the district rent or sell the vacant J. Barton Building at New York Avenue?	15 rent	9 sell	3 other	One Other added - further analysis needed, concern for community impact. One Rent added - keep property as long as possible for future use. One Other added - let the Board of Ed decide! One Rent added - rent only, all sales are final and leaves no room for error. One Other added - which ever is financially advantageous to district.
6	Should the CACIH recommend further study of selling vacant/undeveloped land?	24 yes	2 no	1 other	One Other added - further analysis needed, concern for community impact. One No added - do not sell vacant land.
7	Should the CACIH recommend further study of the Princeton Plan?	12 yes	15 no	0 other	One Yes added - unless voted to be implemented in 2012-13. One Yes added - recommend review this option in 2014-15. One Yes added - busing needs further study and review.