



Advisory Solutions
New York State School Boards Association

SYNOPSIS

SCHOOL BUILDINGS PUPIL CAPACITY STUDY

AND

ENROLLMENT PROJECTION/ DEMOGRAPHIC STUDY

for the

MONTICELLO CENTRAL SCHOOL DISTRICT

MONTICELLO, NEW YORK

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PURPOSE OF THIS SCHOOL BUILDINGS CAPACITY STUDY

This study provides a school buildings capacity assessment that first documents a comparison of district-wide pupil enrollment with how the instructional spaces are utilized as of the 2009-2010 school year to deliver *the current program offered in grades kindergarten through twelve including special education*. Second, it provides an assessment of pupil capacity of each building that serves K through grade twelve measured against local district goals for grade level class sizes and measured against State Education Department building aid unit capacity guidelines for instructional space. Third, the study offers summary tools to help analyze the current assignment of special education classes among the schools and the overall designation of instructional support spaces among the elementary schools. Fourth, estimated building aid units used to calculate aid ceilings for reconstruction projects for each school are listed based on current enrollment, current program implementation and current use of the space in each school building.

MONTICELLO SCHOOL DISTRICT GUIDELINES GOVERNING CLASS SIZE

The analyses in this study of the capacities of the school buildings first reviewed to see if there is board policy or teacher contract language that would modify the calculation of operating capacity from the calculation of state-rated capacity. Article 15, (A) (1) of the contract with the Teachers' Association delineates the class size goals of the district.

“Excluding band, choir, and team teaching types of classes, the Board will view as a goal for class sizes the following:”

	Minimum	Maximum
Kindergarten	22	25
First and Second Grades	22	27
Grades 3 to 5 inclusive	25	33
Middle School	25	33
High School	25	33
Physical Education Classes	35	42

Pre-Kindergarten is not addressed. The state-wide class size practice for pre-kindergarten is 18 pupils.

The district class size guidelines for class sizes are used by the study to modify the state-rated capacity calculations to determine the operating capacity of the buildings.

A district cannot supersede *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12. Normally, SED project managers are granted some discretion of approving an aid ceiling for a facility project without deductions for excess capacity if the operating capacity of the project is within 10% of the projected enrollment. The availability of up to at least 10% additional pupil capacity over the estimated enrollment projection is prudent planning by a district to ensure the district can be flexible and serve the ebb and flow of unforeseen additional future enrollments district-wide and by designated attendance zone and/or to encourage additional program offerings.

The minimum and maximum class size ranges quantified in the contract agreement between the District and the Teachers' Association incorporates the concept of an unallocated flexibility factor with regard to pupil capacity.

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	Minimum	Maximum	Pupil Capacity Flexibility Factor
Kindergarten	22	25	12%
First and Second Grades	22	27	18.5%
Grades 3 to 5 inclusive	25	33	24%
Middle School	25	33	24%
High School	25	33	24%
Physical Education Classes	35	42	16.7%

Appendix B includes the detailed capacity analysis for each of the school buildings in the Monticello School District. The operating capacity of each building is listed using both the minimum and maximum local policy with regard to class size. The *operating capacity calculation* of each building reflects the minimum class size goals of the district.

FINDINGS AND RECOMMENDATIONS OF THE CAPACITY STUDY

- It is recommended that the district analyze its technology plan and revise it as necessary to reflect the future goals of the district in supporting instruction with technology. The use of technology to deliver learning is often a prime variable in school building planning. Bandwidth (size of data lines), types of equipment, staff training, and pedagogical impact on learning outcomes given the investment are important topics that once decided usually translate into ‘brick and mortar’ decisions.
- All of the instructional classrooms at the four elementary schools have at least 770 square feet each which is the recommended minimum size standard for elementary classrooms. Most of the kindergarten classrooms meet the minimum of 900 square feet recommended for delivering early childhood education. The size of the existing classrooms in these four buildings suggest that previous Boards of Education and senior leadership planned carefully what future classrooms would require in available square feet to deliver instruction.

There are 9 instructional support rooms among the elementary buildings not counting specialty rooms like music, art and OT/PT that meet or exceed the 770 square foot minimum guideline for direct instruction classrooms. The sizes of the instructional support classrooms provide flexibility in that the rooms can be used, if necessary, to deliver direct instruction within spaces that meet classroom square foot standards.

Direct instruction classroom sizes and elementary school locations are charted below. Self-contained Special Needs program rooms are included.

Square Footage	Duggan	Chase	Rutherford	Cooke
900+	5		5	10
800 to 899	10	15	23	18
770 to 799				
700 to 769				
600 to 699				

An instructional asset of the middle school is also the sizes of the direct instructional classrooms. All are above 800 square feet and are above the minimum of 770 square feet. All of the core

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subject classrooms at the high school are above 770 square feet except for two that are in the 500 square foot range. In addition two 400-500 square foot rooms are used to deliver special education integrated instruction. District-wide only one room (at the high School) assigned to serve a special needs classroom is below the recommended square foot standard.

- **Table Four** charts the instructional support spaces in each of the K through grade 5 elementary schools for 2009-2010 as delineated by each principal. **Table Four** can be a useful tool for discussions about future K-5 programming and the necessary facilities to support the program vision. Some typical discussion questions include:
 - What should be the reason for the availability of a unique instructional support space and program in an elementary building and not in other elementary buildings?
 - What currently unique instructional support spaces and services should be in each elementary school consistently as district-wide elements of the Board authorized elementary program?
 - What instructional support spaces and services are *appropriately* unique to one or more elementary buildings and attendance zones?
 - Are there other instructional support spaces or services that should be authorized as part of the program of each elementary school building?
- The operating capacity analysis is based on school building space usage to deliver the program in 2009-2010. Please note that support spaces like storage, the stage, offices, bathrooms, nurse station or remedial and similar instructional support spaces do not carry capacity. Only grade level or subject classrooms generate capacity. The re-deployment of space that now generates capacity to an assignment that carries no capacity (example: academic intervention services, storage, offices), will **lower** the capacity for the building without a renovation or additions project. Similarly, if the deployment of space that now generates no capacity (example: reading, computer lab, office, Academic Intervention) to an assignment that qualifies capacity (example: grade 3), then the operating capacity of the building will **increase** without a renovation or additions project. **Tables One** and **Two** chart the school building capacity findings of the study based on the October 1, 2009 enrollments of the district and school district class size guidelines. The capacities of the district school buildings based on the deployment of them by the respective principals to implement the 2009-2010 program for 3843 pupils are charted on page 6. Note that the capacities *reflect the minimum class size goals of the district*. Compared to the maximum class size goals, the minimum goals inherently recognize the need for the existence of an unallocated pupil capacity in the functional operation and delivery of the instructional program.

SCHOOL GRADE LEVEL CONFIGURATION	LOCAL MONTICELLO SCHOOL DISTRICT CLASS SIZE CRITERIA
K-5	Current enrollment is 21.3% under the pupil capacity available.
6-8	Current enrollment is 25.5% under the pupil capacity available.
9-12	Current enrollment is 3.8% over the pupil capacity available
Total K-12	Current total enrollment is 16.2% under the total pupil capacity available district-wide

SUMMARY PRELIMINARY CONCLUSIONS

- Benchmarked to the class size policy goals of the district:
 - ✓ K-5 facilities are currently at 78.7% of operating capacity
 - ✓ 6-8 facilities are currently at 74.5% of operating capacity
 - ✓ 9-12 facilities are currently at 103.8% of operating capacity

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- If future enrollments remain similar to the 2009-2010 enrollments, the current facilities and adherence to the minimum class size goals may allow some opportunities in organizing the delivery of instruction to grades K-5. It is recommended that the district explore serving the K-5 enrollment with one less school building. The combined pupil capacity of Chase, Rutherford, and Cooke is 1561 pupils *benchmarked to the minimum class size goal of the district*. The total current K-5 enrollment of the district is 1485 pupils. Therefore, an option for the district is to serve K-5 pupils in three schools instead of four. On first scan it seems serving Duggan pupils in the other three elementary schools might be most viable. The implementation of such an option would serve all the children and would still result in about a 5% *unallocated* pupil capacity (about 76 pupils) for a measure of flexibility of space in the K-5 program. All current instructional support services delivered in grade level sized rooms could remain unchanged. However, if some spaces with 770 square feet or more now serving instructional support services like reading or resource were assigned a grade level class, more pupil capacity would result if needed. In such a scenario, the delivery of the instructional service would occur in smaller space or shared space.

There are of course other considerations related to the option of implementing the K-5 program in three of the existing school buildings instead of the current four. Scope and sequence of curriculum and delivery of the instructional program probably will not be affected. Instructional staffing might remain similar. The parameter of this study does not analyze current class size enrollments compared to the class size goals of the district. Therefore, there is the possibility that one to three FTE's might not be needed to serve K-5 in three buildings instead of four *and still be loyal to using the minimum class size goal of the district to guide program implementation*.

If the district reviews the potential opportunity of serving the 1485 K-5 pupils among three schools instead of four, some questions for study include:

- What might the reconfigured attendance zones look like?
- How would the transportation routes change?
- How long would be the longest bus ride for any child?
- What changes in instructional and instructional support staff might occur?
- What does the district do with an unused building?

- The middle school currently has about 25% of its pupil capacity not used benchmarked to the class size minimum goal of the district. A potential reconfiguration option is possible given the pupil capacity available. However, it is complicated and constitutes a major change in culture. Currently, the district has allocated a pupil capacity of 300 to serve the current enrollment of 247 grade five pupils district-wide. The Middle School currently has room to serve about 268 pupils more than it has enrolled. It is possible to serve the grade 5 district enrollment at the middle school. Undertaking such a program option should be carefully and comprehensively analyzed. For example, these items in addition to others would need careful review and planning: scope and sequence of the curriculum; the differences in delivering a 5-8 middle school program compared to a 6-8 program: what the research says about the physical, emotional, and leaning development of fifth graders compared to sixth graders; transportation logistics; Part 100 program opportunities not now available to fifth graders.
- The high school that serves grades 9-12 does not provide sufficient operating capacity benchmarked to the minimum class size goal of the district. The current enrollment is 1017. The capacity of the building as per the minimum class size goal of the district is 980 pupils. The

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maximum class size goal of the district defines a maximum capacity for the high school as 1312 pupils. If one uses the rated capacity of the high school by SED guidelines, then the building is able to serve 1092 pupils.

- Any increase in student population due to live birth trends and historical annual enrollment trends K-8 can be accommodated in the current school buildings.
- It is suspected at this juncture that any estimated increase in student population due to residential housing development in all likelihood will be able to be accommodated in the existing K-8 facility resources of the district. There is currently no functional capacity room to accommodate an influx of such new enrollments at the high school.

POSSIBLE NEXT STEPS

Suggested planning steps given the data from the *School Buildings Pupil Capacity Study* include:

- ❖ Continue to define what the vision of the expected instructional program is for the children of the Monticello School District. What are the implications, if any, of this vision on the current facilities of the school district? At what point does the high school 9-12 enrollment compared to building pupil capacity jeopardizes the values of the school district and the community with regard to the high school program that is expected to be delivered?
- ❖ Begin a process to research, discuss, and analyze in a measured, ‘non-crisis’ manner the opportunities and challenges in delivering the K-5 program in three elementary schools instead of four. For example, the district may wish to develop pictorial illustrations of various ‘what-if’ attendance zone scenarios for review and analysis using the geographic information system tool *CommunityViewer* available from a BOCES regional information center.
- ❖ Work with the architect of the district to evaluate regularly the infrastructure items of the facilities of the district like roofs, HVAC elements, utility efficiencies, and other building-site elements that are not directly related to enrollments, but do need attention due to normal life cycles of such systems.
- ❖ Address how the opportunity of the availability of an expanded pre-kindergarten program offering is or is not part of the program vision for the school district.

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TABLE TWO: ANALYSIS OF CURRENT K THROUGH GRADE 12 CLASSROOMS OPERATING CAPACITY COMPARED TO CURRENT ENROLLMENT <i>MINIMUM CLASS SIZE DISTRICT GOALS</i>					
CURRENT DISTRICT-WIDE OPERATING CAPACITY BENCHMARKED TO MINIMUM CLASS SIZE GOALS GIVEN THE CURRENT IMPLEMENTATION OF THE PROGRAM	OCT. 2009 ENROLL.	NUMBER AND PERCENT OVER/ UNDER DISTRICT CURRENT OPERATING CAPACITY	SCHOOL BUILDING AND OCTOBER 2009 ENROLLMENT	CURRENT OPERATING CAPACITY BENCHMARKED TO MINIMUM CLASS SIZE GOALS GIVEN THE CURRENT IMPLEMENTATION OF THE PROGRAM	ENROLLMENT AND PERCENT OVER/UNDER BUILDING CURRENT OPERATING CAPACITY
1887	1485	402; 21.3% UNDER			
1050	782	268; 25.5% UNDER			
980	1017	37; 3.8% OVER			
3917	3284	633; 16.2% UNDER			
GRADES KINDERGARTEN THROUGH FIVE			DUGGAN 222	326	104; 31.9% UNDER
			CHASE 233	322	89; 27.6% UNDER
			RUTHERFORD 542	657	105; 16% UNDER
			COOKE 488	582	94; 6.9% UNDER
GRADES SIX THROUGH EIGHT			MIDDLE SCHOOL 782	1050	268; 25.5% UNDER
			GRADE 6; 258	GRADE 6; 350	92; 26.3% UNDER
			GRADES 7-8; 524	GRADES 7-8; 700	176; 25.1% UNDER
GRADES NINE THROUGH TWELVE			HIGH SCHOOL 1017	980	37; 3.8% OVER

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PURPOSE AND USE OF THIS ENROLLMENT PROJECTION CALCULATIONS STUDY

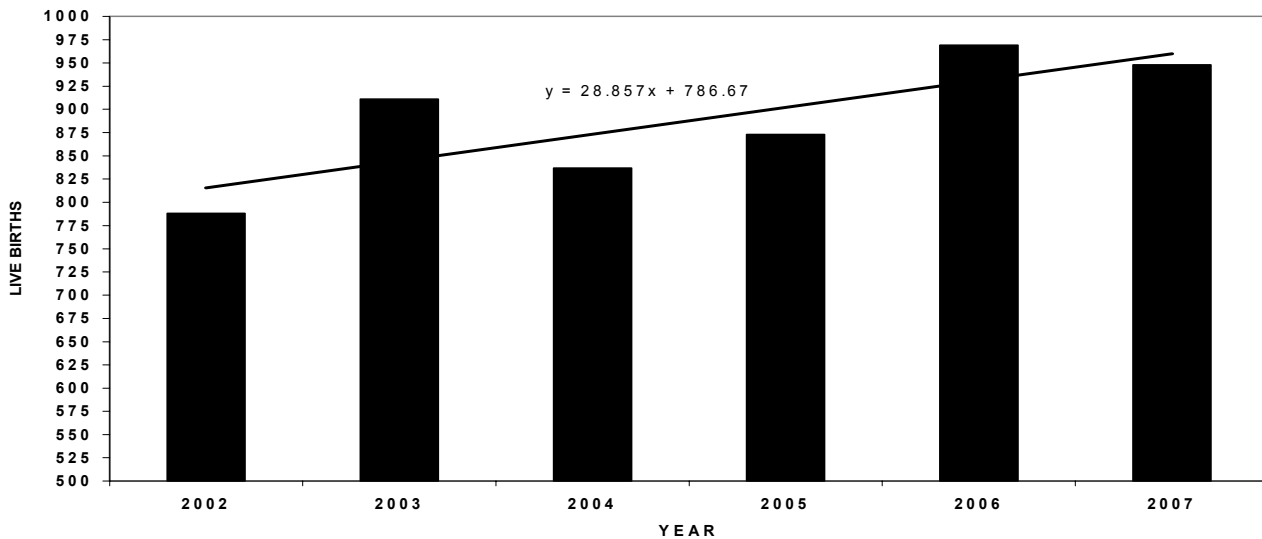
This demographic/enrollment projection study provides historical and current Monticello Central School District enrollment data and suggests enrollment projection scenarios based on the trending of patterns of historical data. A cohort survival statistic methodology is used. In addition, the impact of student programming, housing market demographics and employment climate on future enrollments is estimated. The study provides present and projected pupil enrollments based on different assumptions about the future. The study also enables the school district to comply with Commissioner’s Regulation Section 155.1. The Regulation requires long-range planning of program requirements, pupil capacity of existing facilities, and a plan for repair or modernization of facilities and/or provision for additional facilities to support the delivery of program. The demographic/enrollment study and calculations combined with the values, intuition, and vision of school district officials can frame planning discussions as the school district projects its facilities, staffing and program needs into the future.

The six sources of current and projected school district enrollment are:

- live births within the school district and their eventual kindergarten enrollment in the district;
- new household population with children who move to the district;
- new population who move to the district who are at child-bearing age and plan to begin a family;
- enrollment of students from non-public schools or from home schooling settings;
- school program and academic intervention changes that may increase the success of the school district in keeping existing enrollment as long as possible to culminate in high school graduation; changes by other public schools, if any, who tuition students to attend Monticello Central School District.

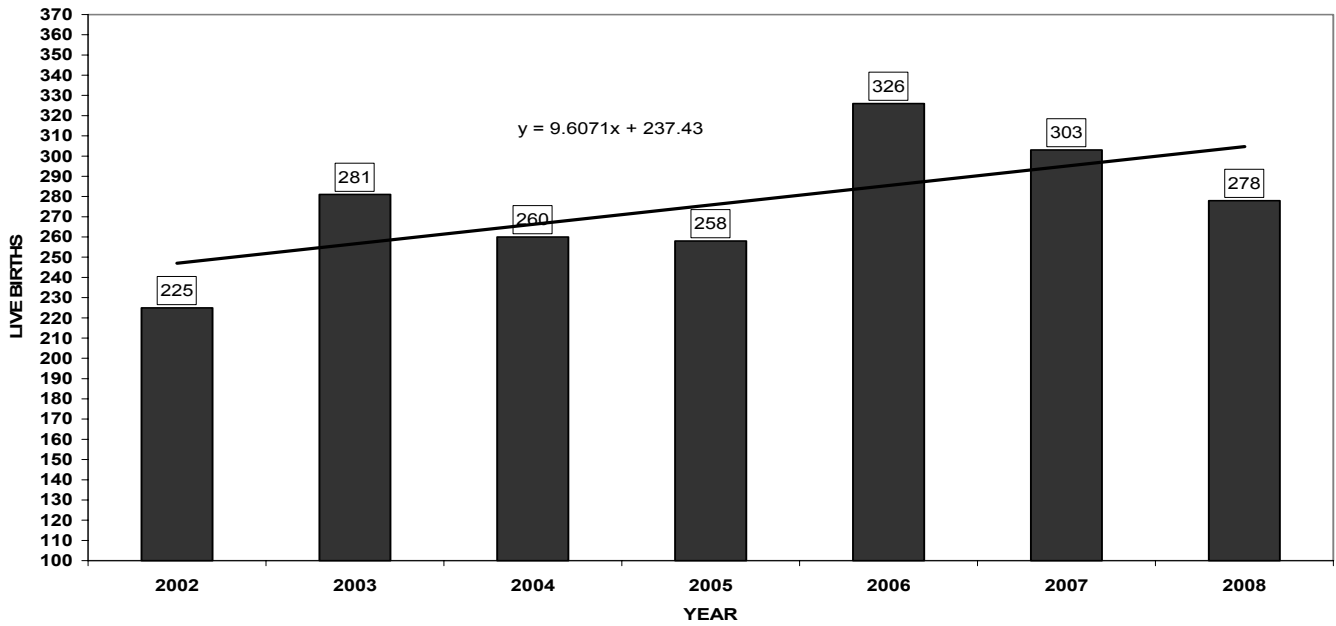
PATTERNS OF DATA

**FIGURE ONE: SULLIVAN COUNTY
LIVE BIRTHS 2002-2007**

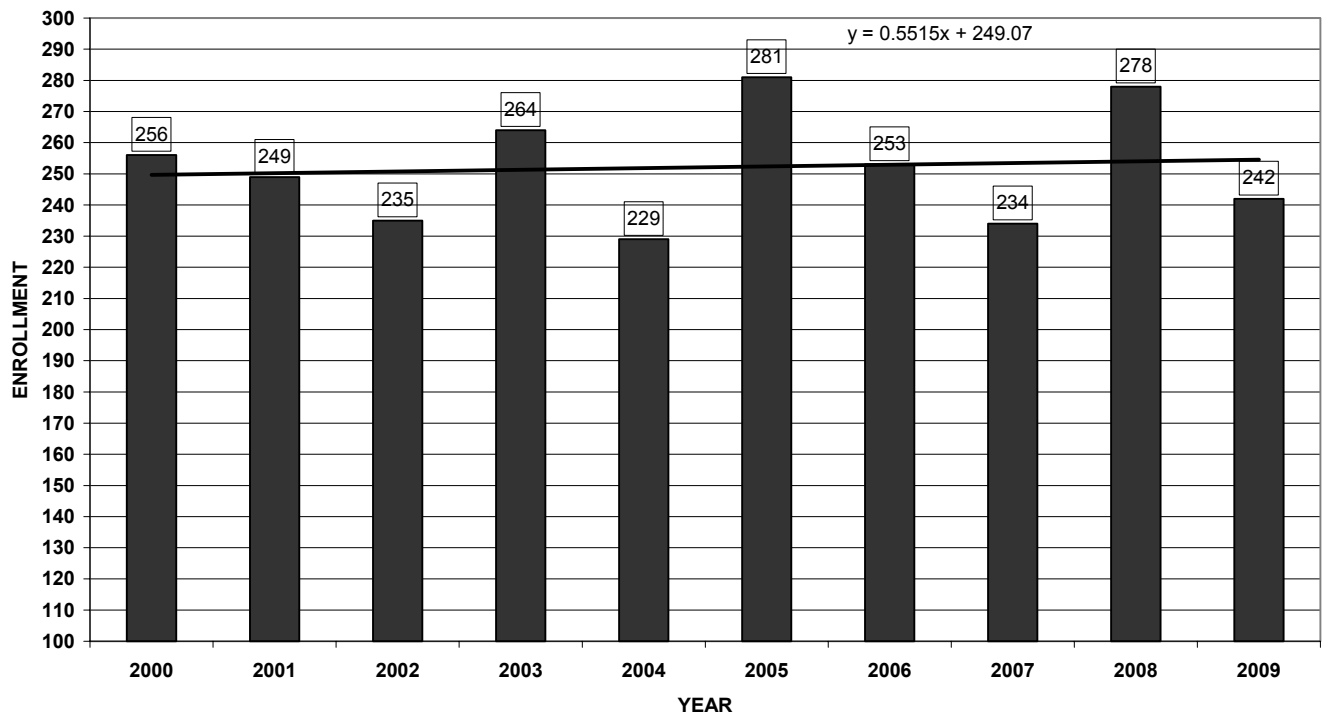


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**FIGURE TWO: MONTICELLO CS ENROLLMENT AREA
LIVE BIRTHS 2002-2008**



**FIGURE SIX: MONTICELLO CS KINDERGARTEN
ENROLLMENT 2000-2009**



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FIGURE EIGHT: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER

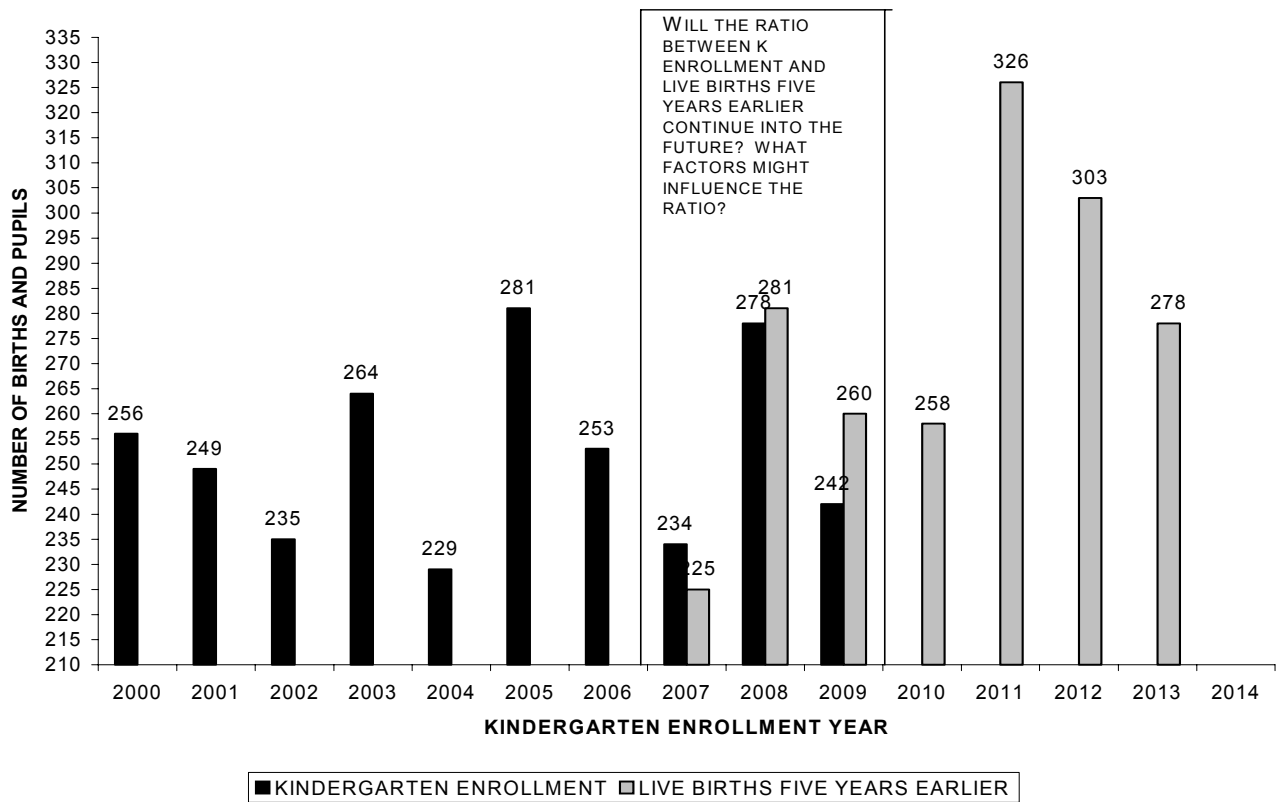
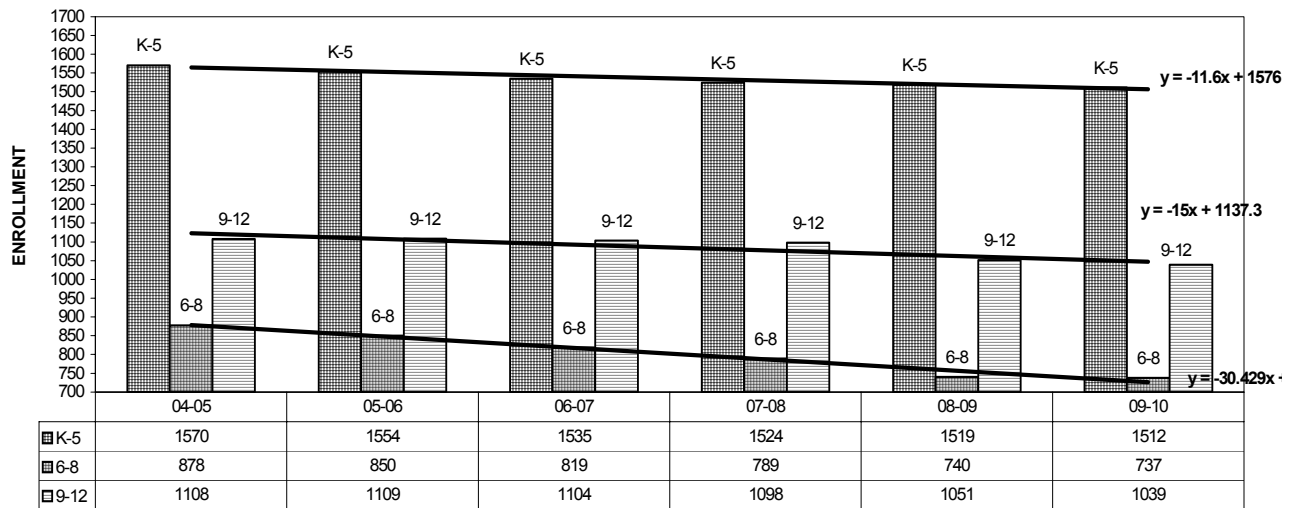
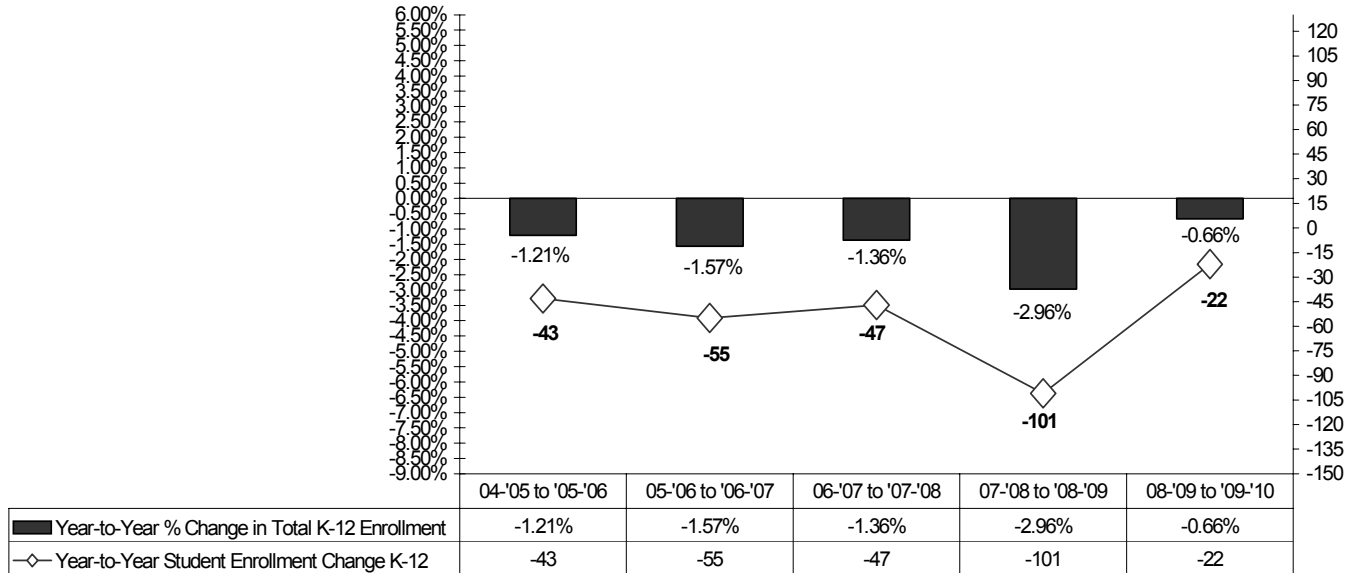


CHART ONE-C: HISTORICAL K-5, 6-8, 9-12 ENROLLMENT 2004-2009



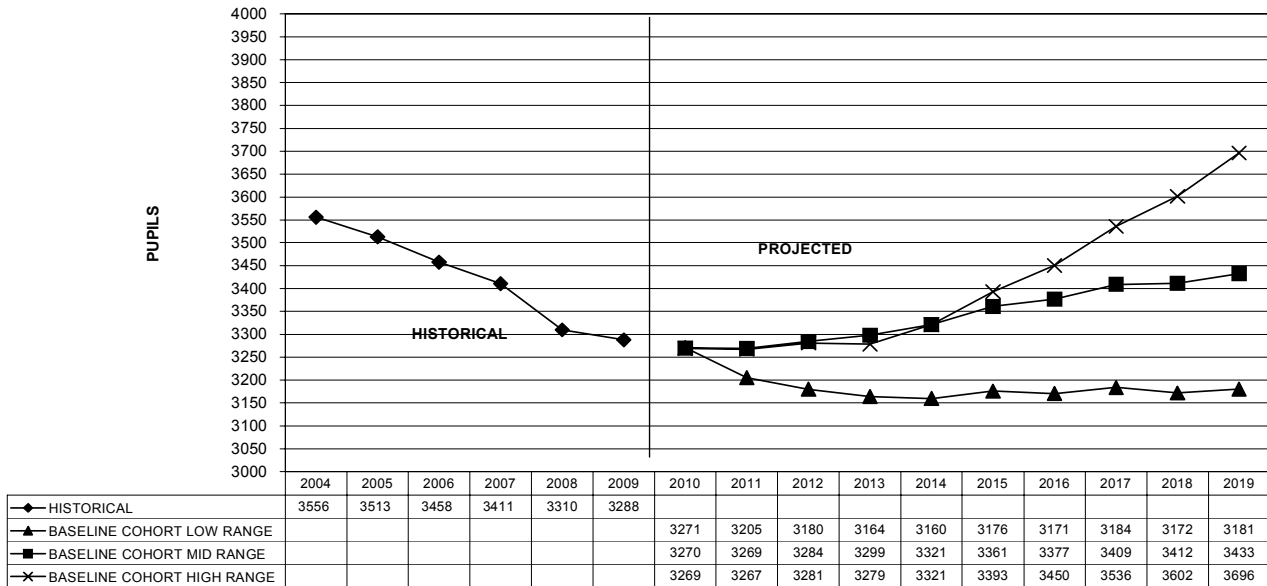
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CHART ONE-D: K-12 ENROLLMENT CHANGE 2004-2009



BASELINE K-12 ENROLLMENT PROJECTIONS

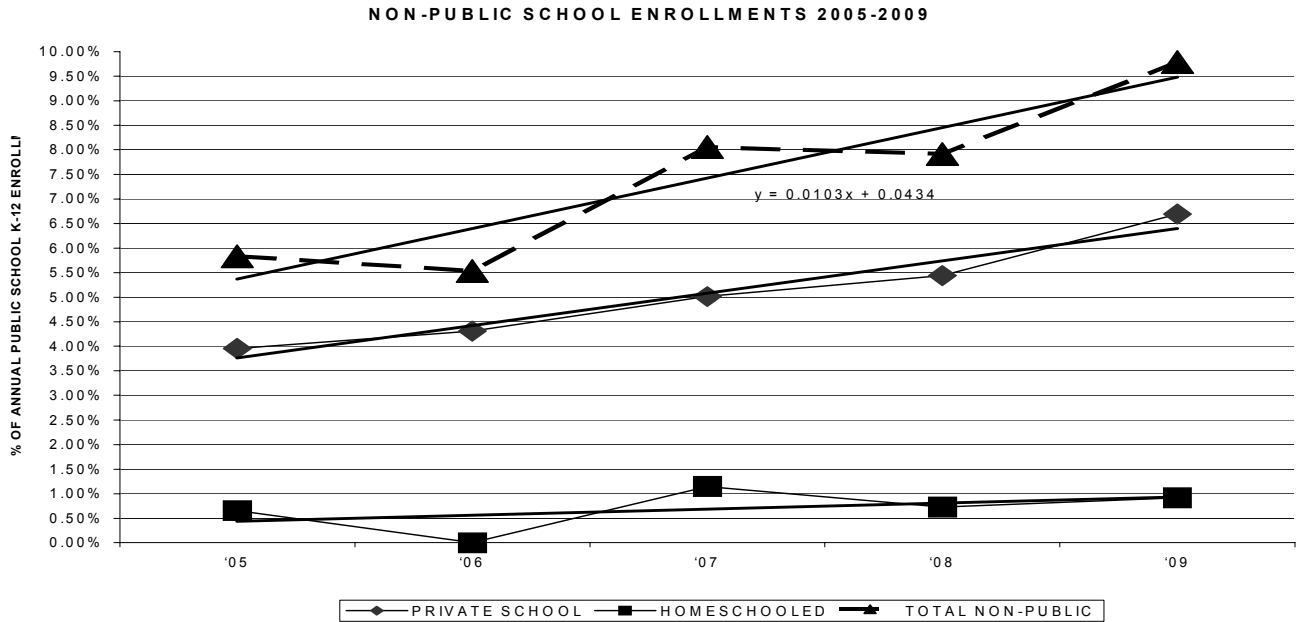
GRADES K-12 ESTIMATED BASELINE COHORT ENROLLMENT PROJECTIONS 2010-2019



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PRIVATE SCHOOL AND HOME-SCHOOLED PUPILS

Over the past five years the annual private school enrollment as a percentage of the annual K-12 public school enrollment ranges from 3.96% to 6.69% with a five year mean of 5.08%. The number of K-12 public pupils has decreased each year since 2005. Alternately, the number of annual K-12 private school pupils has increased each year since 2005. In 2005 there were 139 private school pupils and in 2009 there are 220. On average the population of home-schooled pupils each year over the past five years equals about .86% of the total K-12 public school pupils enrolled. A conservative planning assumption the district may wish to make based on the last five years of non-public school enrollments is that about 7 to 8% of any estimated school-aged population who may to move to the Monticello Central District in the future may possibly attend non-public schools or choose home schooling instead of the public school.



DROPOUT RATES/NONCOMPLETION RATES

Monticello Central has committed program and curriculum efforts to achieve the New York State academic standards and graduation requirements for all students. For example:

- ✓ The district has instituted a K-12 approach to academic planning to help deliver a consistent curriculum that is aligned to the NYS Standards and National Standards.
- ✓ The high school has been reorganized into Small Learning Communities to provide as much one-to-one attention to pupils as possible.
- ✓ Expanded opportunities to gain Sullivan County Community College credit or Syracuse University credit along with high school credit for *all* students regardless of ability at the onset of the course.
- ✓ The High School schedule was reworked to a block schedule to help grade 9 and grade 10 students fulfill as many graduation requirements early in their high school careers. The change in delivery approach also provides students with academic need AIS/additional support time and ‘high time on task’ during the school day in order to be prepared for the various required NYS tests and assessments.
- ✓ A focused after school “Credit Recovery Program” is planned to be implemented for those with high academic need.

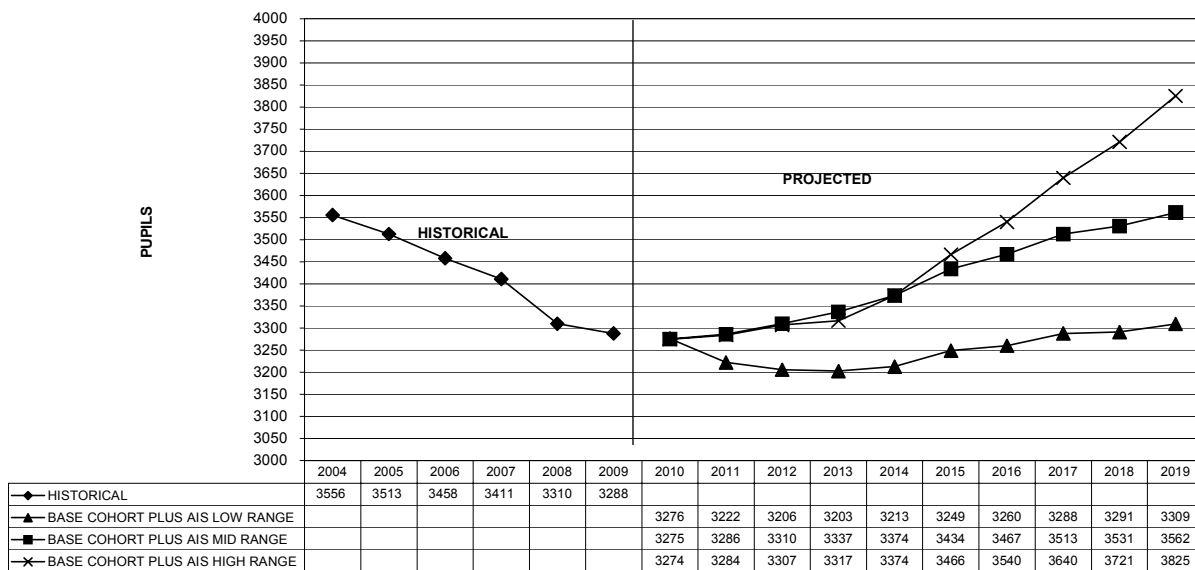
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The study suggests a possible enrollment scenario that estimates a positive impact on future enrollments as a result of successful implementation of academic intervention strategies integrated into the curriculum to help all Monticello Central pupils achieve high school completion.

The study assumes in the AIS projection scenario that the average survival ratios for the following grades will increase over the next ten years because of the sustained, systemic implementation of comprehensive academic intervention services.

- Grade 9 to grade 10; an increased survival ratio from .823 to 1.0 over the next ten years
- Grade 10 to grade 11; an increased survival ratio from .918 to 1.0 over the next ten years
- Grade 11 to grade 12; an increased survival ratio from .889 to 1.0 over the next ten years

**GRADES K-12 ESTIMATED BASE COHORT ENROLLMENT
PROJECTIONS INFLUENCED BY SUSTAINED AIS EFFORTS
2010-2019**



ANALYSIS OF THE POTENTIAL IMPACT OF THE HOUSING MARKET ON FUTURE MONTICELLO CENTRAL SCHOOL DISTRICT ENROLLMENTS

The time and willingness of the codes/planning/municipal officials contacted to share their expertise, information, and local market knowledge are appreciated and are valuable assets to the study and to the Monticello Central School District. Specific phasing schedules to build, and then sell the proposed residential units are not known at this time by the respective municipalities in the school district. Cost of materials, the mortgage market, the ebbs and flow of the general economy and job market can influence the build-out schedule of proposed residential projects. At present, the town/village officials report that there are no official completion timelines for the projects or solid estimates for when units will be built and potentially ready for buyers.

Because so little is known about the build-out schedule of the potential developments, the study does not provide at this time an estimate of the potential impact of the proposed developments on future enrollments in the Monticello School District. The projection term to estimate future enrollments is a maximum of ten years into the future. Such a term is outlined in Commissioner’s Regulation 1551.1 regarding facility planning. Unless there is a major variable that ‘jump starts’ the residential development

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proposed in the district, the information from the respective municipalities indicates that any enrollment impact on the school district may not start to be a factor for at least another six years. Since environmental impact statements are not filed as yet for the major projects proposed, even a six-year-out estimate of the beginning of new enrollment to Monticello due to new housing may be too liberal. It is recommended that an ongoing, consistent dialog between the school district and the planning/codes officials is a worthwhile planning goal for the school district to ensure that the district has the most current and reliable new residential market data available to use in long-range planning. For now, only the list of residential projects of record in the municipalities is the best tool the study can provide regarding potential impact on future enrollments. To hypothetically estimate specific numbers of new Monticello pupil enrollments because of the proposed residential development would not be diligent or reliable at this juncture since available information about the projects is incomplete.

Municipality/% of Residential Properties in the Municipality Served by the Monticello Central School District	Resource	Residential Housing Data as of January 2010	Current Status
Town of Bethel 71.9%	B. J. Gettel	50 lots; Woodstone Development' 2 nd . homes-high end	"nothing moving"; approval for the past two years
Town of Fallsburgh .66%	Allen Frishman	No significant residential development is expected in the school	
Town of Forestburgh 79.4%	Joanne Nagoda	Lost Lake; 2600 units including townhouses, condos, and single family—gated community	Very preliminary; "first revision of environmental impact statement"
		Black Creek Developer; 76 patio homes, 156 townhouses, 50 single family—target market 2 nd home buyers	"Very early stage" of planning
Town of Mamakating 37.87%	Linda Franck	Panoramic Estates-28 lots	Still in planning stage.
Town of Thompson 99.5%	Marilee Calhoun	Gemstar Development-Helden Road; mobile home park; 69 doublewide units AJM-off Hiram Jones Road; 43 lots, private gated community The Ledges-Hilltop Road; phase II 30 residential lots Cherry Valley Builders-Old Sackett Road; 29 lots RNR Husing-Pittaluga Road; mobile home park; 120 double-wide units Camelot Woods-Sackett Lake; phase III 85 units Old Ryan Subdivision; 25 lots	Preliminary Approval Granted; still in planning stages
		Vedat Rexhepi-Holiday Mountain Road;48 townhouses Birchwood Estates-Rod and Gun Club Road; 60 units Thompson Heights-Cantrell Road; 94 duplex units Silvercrest Townhouses-Fairground Road; 62 units Parkwood-Wild Turnpike; 350 units	Before the Planning Board for study

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		Anawana Lake Estates-Corner of Fraser and Anawana Lake Roads; 55 units Hamilton Road—Intersection of Hamilton and Route 42; 106 townhouses Carr road Bungalows-Carr Road; 128 units Maplewood Heights-S. Maplewood and Wildcat Roads; 6 lots Kelli woods-Anawana Lake road; 160 units Gan-Eden Estates—Columbia Hill; 905 units	Before the Planning Board for study
Village of Monticello 100%	Sue Flora	High rise condos 92 units, 1-3 bedrooms for a mixed market	Permit has expired.
Village of Wurtsboro 100%	Anita Auer	Kaufman Farms, estimated 70 two bedroom condos	“May be on hold-- looking for an alternate entrance to the parcel”

ENROLLMENT PROJECTION DATA AS A TOOL TO HELP DEFINE PROGRAM CAPACITY FOR THE FUTURE

Set I: Base Cohort Projections

- **K-5** may experience stability over the next five years. An optimistic estimate is a possible increase of about 150 pupils through the 2014 school year.
- **6-8** may experience stability over the next eight years. An optimistic estimate is a possible increase of about 40 pupils through the 2017 school year.
- **9-12** may be most affected in the next 10 years (school year 2019-2020) with enrollments declining about 15% to the 880 pupil range.

Set II: Base Cohort plus AIS Program Influence

- **K-5** may experience stability over the next five years. An optimistic estimate is a possible increase of about 150 pupils through the 2014 school year.
- **6-8** may experience stability over the next eight years. An optimistic estimate is a possible increase of about 40 pupils through the 2017 school year.
- **9-12** enrollment with a comprehensive systemic implementation of AIS may remain stable with the possibility of a decrease of about 40 pupils in the next 10 years (school year 2019-2020).

ANALYSIS OF THE PUPIL CAPACITIES OF CURRENT SCHOOL BUILDINGS COMPARED TO PROJECTED ENROLLMENT ESTIMATES

CURRENTLY:

GRADE LEVEL	OPERATING CAPACITY BENCHMARKED TO <i>MINIMUM</i> CLASS SIZE DISTRICT GUIDELINES AND THE CURRENT INSTRUCTIONAL PROGRAM DELIVERED	OCT. 2009 ENROLL.	NUMBER AND PERCENT OVER/UNDER DISTRICT OPERATING CAPACITY 2009-2010 SCHOOL YEAR
TOTAL K-5	1887	1485	402; 21.3% UNDER
TOTAL 6-8	1050	782	268; 25.5% UNDER
TOTAL 9-12	980	1017	37; 3.8% OVER
TOTAL K-12	3917	3284	633; 16.2% UNDER

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FUTURE ESTIMATES:

ENROLLMENT PROJECTION SCENARIO	ESTIMATED GAP BETWEEN ESTIMATED FUTURE ENROLLMENT AND CURRENT SCHOOL BUILDING PUPIL CAPACITY AND THE CURRENT CLASS SIZE MINIMUM GUIDELINE AND THE CURRENT PROGRAM (under or over capacity)								
	Four school buildings total capacity use in five years:			One school building capacity use in eight years:			One school building capacity use in ten years:		
	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12
Base Low Range	19.9% under				30.8% under				9.8% under
Base Mid Range	11.4% under				31% under				9.9% under
Base High Range	11.4% under				31% under				10% under
Base Plus AIS Low Range	19.9% under				30.8% under				3.4% over
Base Plus AIS Mid Range	11.4% under				31% under				3.3% over
Base Plus AIS High Range	11.4% under				31% under				3.1% over

Estimated K-5 and 6-8 Enrollment Projections for the next five years:						
Year	2009 enrollment: 1512			2009 enrollment: 737		
	K-5 (Current pupil capacity: 1887)			6-8 (Current pupil capacity: 1050)		
	Low	Mid	High	Low	Mid	High
2010	1512	1511	1510	718	718	718
2011	1488	1552	1550	761	761	761
2012	1482	1587	1584	763	763	763
2013	1516	1650	1630	732	732	732
2014	1511	1672	1672	719	719	719

SUGGESTED USE OF THE K-12 ENROLLMENT PROJECTION DATA FOR PLANNING

What can the Board, senior administration, and community do to plan accurately the school district programs and facilities for the future and how can the enrollment projections of this study help that planning?

- First, the Board and senior administration should continue their focus on refining their consensus about their values, intuition, and vision--as inspired by the values of the community--of the future of the school district with regard to student programming and the role of the district in community and economic development. Most critical to successful long range school program and facility planning is *defining the vision of the program the Board and community expect to provide to the students of the district*. Facility form follows program function. A successful facility long-range facility plan occurs when the planning is viewed as a ‘curriculum project’ that defines and plans the program expected to be delivered to all pupils regardless of the total enrollment size of the district. Once the curriculum vision is defined, a facility plan is only then a ‘brick and mortar’ plan. What are the implications of the Board’s and community’s vision on the current facilities of the school district?
- Second, due to the current climate of the economy and the real estate market, it is recommended that the district give the pattern of new single family house sales close scrutiny over the next three year period, during which time the district will be better able to finalize a long range building and student capacity plan. The interviews with local codes officials/municipal planners underscore that the

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proposed housing development may likely occur; however, it will take probably five to ten years before the district sees any appreciable new pupil enrollments because of it.

- Third, the *Enrollment Projection Study* provides two sets of estimates about future enrollments based on defined assumptions. It is suggested that the Board of Education and the school district leadership team discuss the scenarios and come to consensus with the community about what the *school district and the community* believe about the local future—will the “glass be filled, half filled or half empty?” with regard to such items as increased numbers of pupils completing graduation, new residential construction, new population to the district, and increased jobs within commuting distance of the district. It is suggested that Mr. Luiz Aragon, Sullivan County Commissioner of Planning and Environmental Management, would be a valuable local resource for the discussion.
- Fourth, the data suggest that the district may have some options and opportunities as to how it uses the current school facilities to serve the pupils of Monticello starting as early as the next school year. There is unused pupil capacity in the district’s school buildings in 2009-2010 as benchmarked to minimum class size guidelines of the district. The enrollment estimates provided by the study suggest that unused capacity will continue to exist into the future for at *least* the next five years. The excess pupil capacity at the middle school is noticeable. Given that it is the only building that serves grades 6-8 there are few options to use it differently to serve pupils. The excess K-5 pupil capacity in the district is also noticeable. Note that regardless of which enrollment projection scenario the district chooses to use for planning, existing pupil capacities for grades K-5 and 6-8 are well above the estimated number of pupils anticipated in those grade levels through 2014.

Offered below is a tool to help the Board, senior administration, and various stakeholders of the community discuss and review various options possible in delivery of the program given current facility assets and estimated future enrollments. The entries are examples only and do not necessarily exhaust all possible options or option combinations, and related opportunities and challenges.

Possible Options: (Examples)	Opportunities: (Examples)	Challenges: (Examples)
✓ Do nothing		<ul style="list-style-type: none"> ✓ Excess unused school building pupil capacity ✓ Unused instructional personnel skill sets ✓ Affordability
✓ Lower the minimum class size district guideline for K-5 and 6-8	<ul style="list-style-type: none"> ✓ Potential elimination of all self-contained special needs classrooms; integration of all pupils ✓ Potential learning advantages for pupils ✓ Facilities used to their fullest ✓ Instructional personnel skill sets now match district class size guideline 	✓ Affordability
✓ Ensure that all classes K-8 meet the current minimum class size district guidelines. Add more program offerings example: more Pre-K sections, elementary language with any displaced staff or excess existing FTE’s not needed for classroom instruction delivery and hire new staff with different skill sets.	<ul style="list-style-type: none"> ✓ More instructional opportunities for pupils ✓ Potential learning advantages for pupils ✓ Facilities used to their fullest ✓ Instructional personnel skill sets now match more closely the district class size guidelines K-8 ✓ Likely affordable within existing financial resources 	

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<ul style="list-style-type: none"> ✓ Ensure that all classes K-5 meet the current minimum class size district guidelines. Serve K-5 pupils in three schools instead of four and/or serve in three current elementary schools and grade 5 at the middle school. 	<ul style="list-style-type: none"> ✓ Facilities used to their fullest ✓ Instructional personnel skill sets now match district minimum class size guideline ✓ Lowered cost to deliver the instructional program and/or the ability to redirect existing instructional personnel resources to deliver other services or programs not now provided to grades K-5 within the resources now allocated. ✓ Deciding if there are elementary program instructional support services now working in classroom size spaces that could be assigned space more in line with the services provided thus allowing more classrooms for grade levels if needed unexpectedly. (See page 21 of the <i>Capacity Study</i>) 	<ul style="list-style-type: none"> ✓ Concluding that K-5 enrollments for each of the next five years will be well below the total pupil capacity now available with four elementary schools. ✓ Deciding that the K-5 program can be delivered using 3 elementary schools instead of the current 4 while still meeting the minimum class size guideline of the district. ✓ Deciding which three of the four elementary schools would be used to deliver the K-5 program and whether using the middle school for grade 5 is programmatically viable. ✓ Deciding about elementary attendance zone boundaries ✓ Ensuring that the one unused elementary building is a cared-for asset that could be used again in five to ten years to serve an increased enrollment population <i>if</i> new population moves to the district because of housing and nearby employment.
<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓

- Fifth, the State Education Department guidelines, which define a building aid ceiling for proposed school facility projects, rely on enrollment projections five years into the future for elementary K-6 enrollment and ten years into the future for grades 7-12. Estimates of facility capacities needed to serve expected student enrollments should be prudent. Facilities cannot be over-built. They also cannot be under-built given the commitment of the community to support building projects and given the time it takes to plan and build school facilities. In addition, the district senior leadership has a responsibility to present credible data that will allow the State of New York to provide the maximum state building aid possible in support of the student programming envisioned by the Board of Education and community for the Monticello Central School District. Each potential facility project has unique nuances. Therefore, if Monticello Central pursues any type of facility project, the assigned SED project manager is an important and valuable resource to the district at the very beginning stages of project planning to help achieve the program goals and vision of the district with as much financial support from the State as possible.

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New York State School Boards Association