

# ELEMENTARY PROGRAM DELIVERY

## STUDY:

*Are there options that might provide more efficient ways or patterns to organize how the pre-kindergarten through grade five program is implemented over the next five years?*

*For the*

## **BEEKMANTOWN CENTRAL SCHOOL DISTRICT**

*West Chazy, New York*

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*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

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## PURPOSE OF THE STUDY

The Beekmantown Central School Board of Education and the senior administration are engaged in long range planning for the district. As part of their efforts, they have commissioned a study to research data to help the school district answer the following planning question:

*Are there options that might provide more efficient ways or patterns to organize how the grade kindergarten through grade five program is implemented over the next five years?*

The goal of the analysis and study report is to provide substantiation for suggestions and insights about the current organization and delivery of the K-5 program. The study report identifies various options for action that the Board of Education, senior administration, and the community may want to give further focus and consideration as they identify efficiencies to ensure the most support of K-5 pupils in the delivery of the instructional program with the resources available.

## METHODOLOGY OF THE STUDY

- ✓ First, the study analyzes the use of space by the current program offering in the two elementary schools of the district. The principals provided detailed information about how the assets of each building are used in the 2009-2010 school year to implement the grades K-5 program. The detailed space allocation data are benchmarked to the NY State Education Department's school building capacity guidelines as well as to the class size guidelines endorsed by the school district to deliver the program. The elementary school buildings pupil capacity study data and findings are in **Appendix A**.
  
- ✓ Second, the study estimates future enrollment trends of the district based on historical enrollment data, historical live data, and patterns of enrollment at each of the grade levels K-12. The enrollment projection calculations study data and findings are in **Appendix B**.
  
- ✓ Third, the senior administration and the building principals of the district were interviewed to learn as comprehensively as possible the short range and long range objectives of delivery of the program in the existing facilities. The meeting also provided insights to better understand local conditions and points of view that could affect the

viability of various suggestions and options to use the current facilities to the very maximum and meet program expectations for pupils. The interview meeting helped to further the understandings about the values and policies that guide the vision of the district and the long-ranging planning efforts of the district.

- ✓ Fourth, a visit was made to each elementary building hosted by each respective principal. The principals provided data about the scheduling patterns and use of instructional and instructional support staff resources that now exist in the elementary schools to implement the program.

Following are findings of the *Elementary School Capacity Analysis* and the *Enrollment Projection Calculations* that form the foundation for the rationale of each of the program delivery options suggested by the study. In addition, findings and inferences made based on the visits to each elementary building are also discussed.

## FINDINGS OF THE K-5 PUPIL CAPACITY ANALYSIS

*Appendix A* discusses in detail the protocol used to determine the pupil capacity of each Beekmantown Elementary School.

- **Pupil Capacity of the Elementary School Buildings in Total**

The October 1, 2009 combined pupil enrollment of the two Beekmantown elementary schools totals 878 pupils. Benchmarked to how the buildings are used to implement the 2009-2010 school year program and to the class size guidelines endorsed by the district, the combined pupil capacity of the elementary buildings is charted below.

DISTRICT CLASS SIZE GUIDELINES	CUMBERLAND	BEEKMANTOWN
	<b>Pupil Capacity</b>	
K-1 MINIMUM: 17	136	119
K-1 MAXIMUM: 19	152	133
2-3 MINIMUM: 22	176	176
2-3 MAXIMUM: 26	208	208
4-5 MINIMUM: 25	200	200
4-5 MAXIMUM: 29	232	232
Self-contained Special Education:	39	36
Capacity as per minimum guideline:	551	531
Capacity as per maximum guideline:	631	609
<b>UNASSIGNED CAPACITY FLEXIBILITY FACTOR BENCHMARKED TO MINIMUM CLASS SIZE GUIDELINE COMPARED TO MAXIMUM GUIDELINE:</b>	<b>12.7%</b>	<b>12.4%</b>
<b>TOTAL K-5 PUPIL CAPACITY SUGGESTED FOR USE IN LONG-TERM PLANNING</b>	<b>1082 PUPIL CAPACITY DISTRICT- WIDE GRADES K-5</b>	
PLUS PRE-KINDERGARTEN CAPACITY	<b>54</b>	<b>18</b>

Flexibility of program delivery is an important tool in serving pupils and supporting instruction. At least an 8% to 10% unallocated school building capacity for flexibility of program delivery is recommended as a reasonable flexibility factor to incorporate in long-range planning of how to deliver and grade configure the school building assets of the district for the future. The minimum class sizes compared to the maximum class sizes outlined in the teachers' contract recognize such flexibility. The minimum class size guideline of 17 for grades K-1 is 10.5%

smaller than the maximum class size of 19. The minimum class size guideline of 22 for grades 2-3 is 15.4% smaller than the maximum class size of 26. The minimum class size guideline of 25 for grades 4-5 is 13.8% smaller than the maximum class size of 29. Therefore, the study suggests that the capacity data benchmarked to the minimum class size guidelines now in place in the district are reasonable and prudent measures to use as the district pursues short-term and long-term planning of the delivery of instruction.

*The total combined pupil capacity of the elementary buildings benchmarked to the local district minimum class size guidelines, therefore, can serve an additional 204 pupils district-wide or an additional K-5 enrollment of 18.9% based on the 2009-2010 program elements without jeopardizing the most conservative class size guidelines of the district.*

- **Comparison of the 2009-2010 Building Enrollments with the Pupil Capacity of Each Elementary Building**

DISTRICT CLASS SIZE MINIMUM GUIDELINE	PUPIL CAPACITY	
	CUMBERLAND	BEEKMANTOWN
K-1 MINIMUM: 17	136	119
2-3 MINIMUM: 22	176	176
4-5 MINIMUM: 25	200	200
Self-contained Special Education:	39	36
<b>TOTAL BUILDING PUPIL CAPACITY ACCOUNTING FOR AN ASSIGNED CAPACITY FLEXIBILITY FACTOR INHERENT IN THE MINIMUM CLASS SIZE GUIDELINES:</b>	<b>551</b>	<b>531</b>
<b>2009-2010 PUPIL ENROLLMENT AS OF OCTOBER 1, 2009:</b>	449	429
<b>CURRENT ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE BUILDING BENCHMARKED TO THE 2009-2010 PROGRAM:</b>	Under capacity by 102 pupils or by 18.5%	Under capacity by 102 pupils or by 19.2%

- **Comparison of the 2009-2010 Class Section Enrollments of Each Elementary Building with the District-wide Class Size Minimum Operating Guidelines for Grades K-5**

**CUMBERLAND HEAD ELEMENTARY as of October 30, 2009**

GRADE LEVEL	PUPIL ENROLLMENT NOVEMBER 1	SECTIONS: AVERAGE PER GRADE LEVEL SECTION	PER CLASSROOM OPERATING CAPACITY DISTRICT MINIMUM GUIDELINE	TOTAL 2009-2010 PUPIL CAPACITY	NUMBER AND PERCENT OVER/ UNDER OPERATING CAPACITY GUIDELINE
K	64	4; 16 pupils ave.	17	68	4 PUPILS; 5.8% UNDER
One	64	4; 16 pupils ave.	17	68	4 PUPILS; 5.8% UNDER
Two	69	4; 17.25 pupils ave.	22	88	19 PUPILS; 21.6 % UNDER
Three	75	4; 18.75 pupils ave.	22	88	13 PUPILS; 14.8% UNDER
Four	72	4; 18 pupils ave.	25	100	28 PUPILS; 28% UNDER
Five	70	4; 17.5 pupils ave.	25	100	30 PUPILS; 30% UNDER
Special Education in self-contained	35			39	4 PUPILS; 11.4% UNDER
<b>TOTAL K-5</b>	<b>449</b>	<b>K-1; 16 pupils ave. 2-3; 18 pupils ave. 4-5; 17.75 pupils ave.</b>		<b>551</b>	<b>102 PUPILS; 18.5% UNDER ENROLLED GIVEN LOCAL CLASS SIZE MINIMUM GUIDELINES</b>

24 class sections: all 24 grade level class sizes are under the minimum class sizes goals defined by the district.

**BEEKMANTOWN ELEMENTARY as of October 30, 2009**

GRADE LEVEL	PUPIL ENROLLMENT NOVEMBER 1	SECTIONS: AVERAGE PER GRADE LEVEL SECTION	PER CLASSROOM OPERATING CAPACITY DISTRICT MINIMUM GUIDELINE	TOTAL 2009-2010 PUPIL CAPACITY	NUMBER AND PERCENT OVER/ UNDER OPERATING CAPACITY GUIDELINE
K	52	3; 17.3 pupils ave.	17	51	1 PUPIL; 2% OVER
One	56	4; 14 pupils ave.	17	68	12 PUPILS; 17.6% UNDER
Two	74	4; 18.5 pupils ave.	22	88	14 PUPILS; 15.9 % UNDER
Three	67	4; 16.75 pupils ave.	22	88	21 PUPILS; 23.9 % UNDER
Four	63	4; 15.75 pupils ave.	25	100	37 PUPIL; 37% UNDER
Five	75	4; 18.75 pupils ave.	25	100	25 PUPILS; 25% UNDER
Special Education in self-contained	24			36	8 PUPILS; 32% UNDER
<b>TOTAL K-5</b>	<b>411</b>	<b>K-3; 19.4 pupils ave. 4-5; 24.2 pupils ave.</b>		<b>531</b>	<b>120 PUPILS; 22.6% UNDER ENROLLED GIVEN LOCAL CLASS SIZE MINIMUM GUIDELINES</b>

23 class sections: 22 grade level class sizes are under the minimum class sizes goals defined by the district; 1 is over.

The table below delineates the **district-wide class size averages** for K-1, 2-3 and for 4-5 compared to the class size averages for the respective grade level sets in each elementary building. The class size minimum guideline for grades K-1 is 17 pupils per class section; the maximum is 19. The class size minimum guideline for grades 2-3 is 22 pupils per class section; the maximum is 26. The class size minimum guideline for grades 4-5 is 25 pupils per class section; the maximum is 29.

GRADE LEVELS	# OF PUPILS	TOTAL OF SECTIONS	DISTRICT-WIDE CLASS SIZE AVERAGE	CUMBERLAND AVERAGE	BEEKMANTOWN AVERAGE
K-1	236	15	15.7	16	15.4
2-3	285	16	17.8	18	17.6
4-5	280	16	17.5	17.75	17.25

The table below looks at the class size data **building by building and grade by grade**.

GRADE LEVEL	SCHOOL	GRADE LEVEL SECTION SIZES RANK-ORDERED LOWEST TO HIGHEST OCTOBER 2009	NET DIFFERENCE BETWEEN THE LOWEST AND HIGHEST GRADE LEVEL SECTION CLASS SIZE BETWEEN THE ELEMENTARY SCHOOLS
<b>Kindergarten</b> <i>District minimum guideline: 17</i>	Cumberland	17,16,15,15	Gap: 1 Pupil comparing largest sections  Gap: 2 Pupils comparing smallest sections
	Beekmantown	18,17,17	
<b>One</b> <i>District minimum guideline: 17</i>	Cumberland	18,17,17,17	Gap: 3 Pupils comparing largest sections  Gap: 4 Pupils comparing smallest sections
	Beekmantown	15,14,14,13	
<b>Two</b> <i>District minimum guideline: 22</i>	Cumberland	18,17,17,17	Gap: 1 Pupil comparing largest sections  Gap: 1 Pupil comparing smallest sections
	Beekmantown	19,19,18,18	
<b>Three</b> <i>District minimum guideline: 22</i>	Cumberland	20,19,19,17	Gap: 2 Pupils comparing largest sections  Gap: 2 Pupils comparing smallest sections
	Beekmantown	18,18,16,15	
<b>Four</b> <i>District minimum guideline: 25</i>	Cumberland	19,19,18,16	Gap: 2 Pupils comparing largest sections  Gap: 1 Pupil comparing smallest sections
	Beekmantown	17,16,15,15	
<b>Five</b> <i>District minimum guideline: 25</i>	Cumberland	20,19,18,13	Gap: 2 Pupils comparing largest sections  Gap: 4 Pupils comparing smallest sections
	Beekmantown	22,18,18,17	

The due diligence of the principals and the district in implementing the program with the current grade level configurations of the buildings, current attendance zones, and the available facility

capacity resources as defined by the class size goals of the district is substantiated by the analyses outlined in the table above.

Some observations include:

- ✓ The leadership team has implemented the 2009-2010 kindergarten through grade five program with attention to equity of class sizes between the two elementary buildings. The average grade level section class sizes between the two buildings vary less than one pupil. Therefore, regardless of either elementary attendance zone pupils receive equity with regard to *average* grade level section class sizes.
- ✓ The district-wide on-average grades K-1 class section average of 15.7 is below the district minimum goal of 17 pupils and it is well below the maximum of 19 pupils per section as defined in the teachers' contract with the district.
- ✓ The district-wide on-average grades 2-3 class section average of 17.8 is below the district minimum goal of 22 pupils and it is well below the maximum of 26 pupils per section as defined in the teachers' contract with the district.
- ✓ There is a noticeable equity gap determined by comparing the largest class size section at a grades one and five at one elementary school with the other. There is a 3 pupil difference in comparing the largest grade one class section at Cumberland with the largest grade one class section at Beekmantown. Similarly, there is a 4 pupil difference in comparing the smallest grade one class section at Cumberland with the smallest grade one class section at Beekmantown. At grade five, the largest class size section at Beekmantown has 2 more pupils than the largest grade five class size section at Cumberland. The smallest grade five class section at Beekmantown has 4 more pupils than the smallest grade five class size section at Cumberland.
- ✓ The district-wide on-average grades 4-5 class section average of 17.5 is below the district minimum goal of 25 pupils and it is well below the maximum of 29 pupils per section as defined in the teachers' contract with the district.
- ✓ The gap between the district average class sizes and the minimum class size guidelines for K-1, 2-3, and 4-5 is large. One asset is that if enrollments in the future increase, the district already has facilities and staff in place that can serve new pupils to the district without jeopardizing the class size values of the district. Barring a possible increase in future pupil enrollments, a major challenge/opportunity is suggested by the capacity/class

size data analysis. Are there options that might bring about more instructional opportunities (particularly at the grades 4-5 level) for pupils using *available* staff and facility resources given that there are “untapped” professional resources since current class sizes are very much below the class sizes the district values as appropriate. What is the level of “untapped” class section professional skill sets that is operationally acceptable for Beekmantown given: the district’s instructional delivery/curriculum vision, values in serving the locally defined ‘needs’ of the young people enrolled, and the financial resources available?

Grade levels:	Optimum class sizes as per local district values and culture:	2009-2010 District Average Class Sizes:	% of existing instructional staff skill sets “untapped” in delivering direct class section instruction to pupils for 2009-10
K-1	17	16	6%
2-3	22	18	18%
4-5	25	18	28%

The grade level section equity gaps and the gap between the district minimum class size guidelines and the average grade level class sizes are not a result of poor resource allocation or class section assignment. Rather, the gaps occur simply because of the number of pupils available at a particular grade level that live within each elementary attendance zone. Only the district can judge what is an acceptable difference in grade level class sizes between the elementary schools. Only the district can judge what is an acceptable difference in staff resource skill sets allocated to serve the grade level pupils available in an attendance zone. There is no one configuration or plan that can guarantee that there will be no equity gaps between grade level section class sizes in one school compared to another or that class sizes will fall below district class size guidelines. However, are there possible options that might allow those gaps when they do occur to be smaller than what they are in the 2009-2010 school year?

▪ **Instructional Support Space in the Elementary Buildings**

**Table I** inventories all of the instructional support spaces in the K-5 buildings as currently deployed by the principals of each building. This table is useful in reviewing the equity of available instructional support services in all of the buildings serving elementary pupils. It also

serves as a resource tool in speculating what current instructional support spaces--which carry no assigned pupil capacity--could be reassigned to instructional classroom spaces--which do carry assigned pupil capacity--if enrollment growth district-wide or in a current attendance zone requires establishing more grade level classes.

**Table One** 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?

**TABLE I: SUMMARY OF ROOMS/SQUARE FOOTAGE ASSIGNED FOR INSTRUCTIONAL SUPPORT SPACE SERVING GRADES K-5 IN 2009-2010 AS LISTED BY THE PRINCIPALS (NUMBER DENOTES SQUARE FOOTAGE; 'X' DENOTES PRESENCE; BLANK DENOTES NO ASSIGNED PRESENCE IN THE BUILDING)**

SUPPORT SERVICE OR PROGRAM	CUMBERLAND HEAD ELEMENTARY	BEEKMANTOWN ELEMENTARY
Library	1962	2700
Computer Lab	612	834
Music	1048	1180
Art	863	1120
Band Instrumental Music	623	165
Physical Education	1858	
Physical Education	1850	
Cafeteria	3298	
Stage	1317	
OT and PT	518	874
Multi Purpose	2028	
PhysEd/cafeteria/multipurpose		3332
Nurse	592	434
Flu 'holding rm'; book resources		820
Guidance/psychology	488	
Guidance/social worker		834
Psychology	110	X
Conference Room	286	X
Resource Room	692	
AIS/Enrichment	843	

SUPPORT SERVICE OR PROGRAM	CUMBERLAND HEAD ELEMENTARY	BEEKMANTOWN ELEMENTARY
AIS/Enrichment/Resource		744
Consultant Teacher		840
AIS	841	792
AIS	862	792
Testing/Time Out	96	
Speech	848	938
Speech	531	221
Copy Room and Faculty Workroom	430	
Faculty Room	365	536
Faculty Room	110	
Faculty Room	443	
Book Room	117	
Computer Server	X	

Some observations include:

- ✓ Table I illustrates that both schools have similar elements that make up the instructional support resources provided to pupils regardless of attendance zone.
- ✓ There are four rooms each exceeding 800 square feet at Cumberland that host AIS, Enrichment, or Speech services. Could the instructional support services be provided in a different manner allowing one or more of the grade level classroom sized spaces for use to support a grade level class and/or an instructional support service like a computer lab or band in a larger setting?
- ✓ There are six rooms each exceeding 770 square and ranging from 792 to 938 square feet at Beekmantown that host AIS, Speech, Ot/Pt, consultant teacher, or book room services. Could the instructional support services be provided in a different manner allowing one or more of the grade level classroom sized spaces for use to support a grade level class and/or an instructional support service?

It is important to note that pupil capacity of a school building is directly related to class size guidelines/goals of the district as well as to how many instructional spaces are used only for direct instruction. The delivery of the expected curriculum program is the overall driving factor that determines the pupil capacity of the building. The possible reassignment of one or two of the ten instructional support spaces discussed above to direct instruction or to expanded instructional support purposes might be possible without jeopardizing the program expected to be delivered to elementary pupils. However, the final determinant if such a change is appropriate rests with the value judgment by the district. It is suggested that the district review its rationale for utilizing the various 'direct instruction' sized rooms described above for instructional support spaces. Such a review will determine if the district has the potential to increase its pupil capacity with current facility assets if future K-5 enrollments increase.

▪ **Elementary K-5 Special Needs Pupils**

Listed below are the locations of the self-contained special needs classrooms. These classrooms serve pupils for 60% or more of the day outside of a regular grade level class section.

**TABLE TWO: SUMMARY OF CURRENT 2009-2010 SPECIAL EDUCATION CLASSROOM CAPACITY IN EACH ELEMENTARY SCHOOL BUILDING**

SCHOOL	CLASS	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
CUMBERLAND ELEMENTARY	12:1:1	104	842	12	12
	12:1:1	310	859	12	12
	15:1:1	406	775	15	15
BEEKMANTOWN ELEMENTARY	12:1:1	104	840	12	12
	12:1:1	17	840	12	12
	12:1:1	111	828	12	12
<b>TOTAL K-5</b>				<b>75</b>	<b>75</b>

Special Needs pupils are integrated and served in the grade level classes and take part in instructional support service programs as appropriate. The district instructional delivery plan includes the use of a consultant teacher model which encourages the integration of as many pupils with special needs as is possible/IEP appropriate in the grade level instructional programs.

▪ **Inferences Made Based on the Capacity Study Data**

- The district leadership has paid attention to ensure an equity of instructional and instructional support offerings at the two elementary buildings.
- All of the instructional classrooms at Cumberland and all but one at Beekmantown have at least 770 square feet each which is the recommended minimum size standard for elementary classrooms. All of the kindergarten classrooms meet the minimum of 900 square feet recommended for delivering early childhood education. All six of the classrooms at both buildings that serve special needs pupils in a self-contained setting exceed the required 770 square feet for 12:1 or 15:1 programs. The size of the existing classrooms in the two 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 8 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 including self-contained special education classroom sizes and locations are charted below.

Square Footage	Cumberland Head	Beekmantown
900+	9	7
800 to 899	17	15
770 to 799	4	1
700 to 769		
600 to 699		

- There is a noticeable difference in the average class sizes at all grade levels at both schools compared to the minimum class sizes outlined in Board of Education Policy. There is noticeable substantiation that both schools implement the K-5 with equity regarding the class sizes of grade level sections.

Average 2009-10 Class Sizes			
Grade levels	Cumberland Head	Beekmantown	District Goal
K-1	16	15.4	17
2-3	18	17.6	22
4-5	17.75	17	25

- Both of the elementary buildings have available some capacity to serve new enrollments without superseding the class size district goals. On October 1, the K-5 elementary buildings district-wide are at 81.1% of full capacity benchmarked to the minimum class size district goals of 17 for grades K-1, 22 for grades 2-3, and 25 for grades 4-5 and to the elements of the delivered 2009-2010 program.
- All of the elementary buildings have available some capacity to serve new enrollments without superseding the class size district goals of 20 for K-3 and 23 for grades 4-5. If the district organized instruction such that the class sizes of 22 and 25 were the benchmarked then the available pupil capacity would be as charted below.

Available Grade Level Pupil Capacity K-5 as of October 1, 2009		
	Cumberland Head	Beekmantown
Pupil Capacity benchmarked to minimum district class size guidelines	551	531
2009-2010 Enrollment	449	429
Unused grade level pupil capacity in 2009-2010	102	102

- There is available room at the elementary schools to add new instructional programs and/or instructional support programs to the currently delivered K-5 program.
- There is available instructional space at the elementary buildings to increase the sections of pre-Kindergarten classes.

## FINDINGS OF THE ENROLLMENT PROJECTION CALCULATIONS

The estimated projections suggest the following ranges of K-5 enrollments that Beekmantown may expect in five years. *Appendix B* discusses in detail the assumptions that underlie the various enrollment projection scenarios.

2009-2010 October 1 Enrollment K-5	Enrollment Projection Scenario	Total K-5 Estimated Enrollment in 2014-2015	Estimated Net Change Over Five Years	Excess Unused Pupil Capacity K-5 out of 1082 Available
853	Base Cohort Low Range	755	-98; -6.6%	327; 30.2%
	Base Cohort Mid Range	775	-78; -3.1%	307; 28.4%
	Base Cohort High Range	801	-52; -4.4%	281; 25.9%

The *Enrollment Projection Calculations* provide three estimates about future K-5 enrollments based on defined assumptions. It is suggested that the Board of Education and the school district leadership team discuss the projection 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.

Note that regardless of which enrollment projection the district chooses to use for planning, existing pupil capacities are well above the estimated number of pupils anticipated through 2014.

Year	2009 enrollment: 853		
	K-5 (Current pupil capacity: 1082)		
	Low	Mid	High
2010	828	832	845
2011	804	812	832
2012	772	783	815
2013	754	771	795
2014	755	775	801

There is available pupil capacity in the district's K-5 school buildings in 2009-2010. The enrollment estimates suggest that the unused capacity will continue to exist into the future for at least the next five years.

<b>Available Pupil Capacity K-5 as of October 1, 2009</b> <i>Based on Class Size District Minimum Guidelines</i> <i>of 17 for K-1, 22 for Grades 2-3, and 25 for grades 4-5.</i>		
K-5 Grade Level Pupil Capacity Available by School:	Cumberland Elementary	Beekmantown Elementary
	102	102
Pre-Kindergarten	54	18
<b>Available Pupil Capacity K-5 as of October 1, 2009</b> <i>Based on Class Size District Maximum Guidelines</i> <i>of 19 for K-1, 26 for Grades 2-3, and 29 for grades 4-5.</i>		
K-5 Grade Level Pupil Capacity Available by School:	Cumberland Elementary	Beekmantown Elementary
	182	180
Pre-Kindergarten	54	18

	<b>TOTAL GRADE LEVEL PUPIL CAPACITY:</b>  <b>MINIMUM CLASS SIZE GUIDELINES</b>	<b>TOTAL GRADE LEVEL PUPIL CAPACITY:</b>  <b>MAXIMUM CLASS SIZE GUIDELINES</b>
<b>Cumberland Elementary</b>	551	631
<b>Beekmantown Elementary</b>	531	609
<b>TOTAL PUPIL CAPACITY K-5</b>	<b>1082</b>	<b>1240</b>

**FINDINGS AND INFERENCES MADE BASED ON THE VISITS TO EACH ELEMENTARY BUILDING AND THE INTERVIEWS WITH THE ADMINISTRATIVE TEAM**

- The condition of the elementary buildings (as well as the middle and high schools) is very good. They are clean, look to be well-maintained overall, and there seems to be no major infrastructure issues. The faculty, staff and pupils of both buildings practice 'good housekeeping' as evidenced by the neat, organized condition of the classrooms and instructional support spaces.

- There are some instructional support spaces that are large enough to be grade level section classrooms. There might be the opportunity to team up two or more instructional support services in one large space (appropriately furnished or divided) to allow more classroom pupil capacity if and when needed.
- Beekmantown Elementary currently delivers one class section of grade 4 and grade 5 in a multi-age combined grade level manner. Two teachers collaboratively team teach 37 pupils in a combined classroom space of 1591 square feet. Even though the 37 pupils are fewer than the district minimum class size guideline of 25 pupils per class section, it is suggested that there are compelling measurable data to substantiate the value of in-the-same-room team teaching of multi-age pupils.
- The Beekmantown Elementary Multipurpose room accommodates the breakfast program, physical education classes, lunch, school-wide assemblies, and after school activities. It is also used for community events. Daily, the multipurpose room serves lunch from 10:40 to 1:00 PM. Therefore, much of the physical education instruction delivery must be provided during prime core instructional time from the beginning of school to 10:00 AM. The elementary principal collaborates with the middle school principal to use the middle school gymnasium for two instructional periods per day to implement the physical education requirement (10:45-11:20 and 12:25-1:00). The challenge for the middle school program is that because of the commitment to share with the elementary program two blocked out gymnasium instructional periods, the physical education schedule becomes a priority over the scheduling of the middle school core curriculum program to best meet class assignments needs of pupils in these core classes. For example, the middle school is not able to provide a rotating block schedule to all grade levels 6-8. Such a technique would provide the opportunity for blocking of instructional time for core subjects and could allow less interruptive ways to provide double periods to administer the many NYS pupil assessments throughout the school year. One physical education station (multipurpose or small gymnasium) of at least 3168 square feet is the minimum standard for an elementary school up to 500 pupils. The Beekmantown multipurpose room is 3276 square feet.

The district may want to consult with its architect concerning flooring options for the multipurpose room. It is suggested that the expansion joint with the metal trim and the current type of flooring may present pupil safety challenges to the values of the district regarding pupil safety. The far wall of the multipurpose room is an outside wall with land available in case the district wished to explore redesign/enlargement options.

- Currently, Beekmantown Elementary provides art club, chorus, and band to the intermediate elementary grades inside the regular instruction day in a limited fashion in order as to not reduce instructional time for the core subjects. The school would like to provide such enrichment in a more comprehensive fashion for all intermediate pupils.

The K-5 Beekmantown Elementary day schedule is 9:05 to 3:20. The middle school/high school schedule is from 7:30 to 2:30 with a late bus run for pupils involved in extracurricular activities at 3:15.

- The first floor entrance to the middle school on the side of the building complex is an “unhosted” entrance. The middle school main office is on the second floor and is accessed after walking extensively through main hallways used by pupils. The support services of the main office, counseling, psychologist, nurse’s office, in-school suspension, and attendance functions are not located adjacent to each other. Room 150, originally a multiple special needs pupil instruction room now hosts the nurse’s office.

As a guest observer, the current location of the middle school main office far from the main entrance of the school may not be the most pupil safety prudent location. Opposite the main entrance of the middle school is access to a large outdoor courtyard which is used for some instructional purposes and community activities throughout the year. The district may want to explore with its architect the use of some of that courtyard to centrally locate the middle school main office and directly related support services without hindering the program and community use of the courtyard. Generally, the SED requirements for space that primarily houses adults allow more options than for classroom spaces located in a courtyard area bounded by four outside building walls. Such a relocation of the middle school main office and related support functions would also make existing pupil quality space on the second floor available for instructional program delivery.

- As a guest observer, it was noticed that the location where the buses load and unload pupils at the Beekmantown Elementary School is not separated from the rather large parking lot for the campus. The same condition is at the Cumberland School that has a smaller parking lot. The district may want to explore options with its architect to separate car traffic from bus traffic. Various options could include curbing or simple, decorative berms that enhance pupil safety by separating the ‘bus loop’ from active parking lot traffic when the pupils disembark and embark before school and after school.
- The Champlain BOCES has rented classroom space in the past. Currently, BOCES does not rent instructional space from the district.
- Instructional technology is present in the buildings. 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 and use. 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. The technology plan of the district will give insights as to the provision of computers for student instruction and video enhanced instructional tools for teachers in the future. The technology plan is often a major part of a district’s blueprint in defining the vision and the instructional goals of infusing technology in the curriculum. It also can give direction as to what are the program delivery roles of all the instructional spaces in each school building including the classrooms, library and computer labs as they interrelate with technology to support learning and instruction. The district may also want to re-explore the Common Learning Objectives Regional

Computer Center COSER service that helps schools provide computer clusters integrated within the regular classroom with access to BOCES aid.

- There is unanimous support for the instructional staff development with regard to curriculum mapping. The leadership team along with the faculty is focusing on the consistency of the curriculum delivered. The district is collaborating with the Staff Development Service of the BOCES to deliver the curriculum mapping in-service to the faculty. The lack of dedicated space during the school day and after school for this training is one barrier in delivering the training within the school district. The leadership team and faculty support efforts to arrange time together for the staff of both elementary buildings to collaborate to map and define the common K-5 curriculum.
- The leadership team supports the expansion of the universal pre-kindergarten option for the community.
- The leadership team values the goal of serving special needs pupils in the home school district whenever individual pupil program needs can be met. Some highly involved pupils are served through BOCES shared programs at a nearby campus. The district provides a grades K-1 intervention teacher to team with grade level faculty in designing differential learning delivery techniques for special needs pupils in those grades.
- Some 40 children of the Cumberland School and 40 children of the Beekmantown School come to school early for an academic support morning program. The Beekmantown and Cumberland morning program pupils ride the high school bus route in the morning instead of the elementary bus run. This transportation pattern has been successful and has been supported by the community over the past three years that the morning academic intervention service program has been provided.
- The concept of neighborhood schools is valued by the community and the school district community.

### **SOME POSSIBLE OPTIONS TO EXPLORE IN DELIVERING THE BEEKMANTOWN CENTRAL SCHOOL DISTRICT K-5 PROGRAM OVER THE NEXT FIVE YEARS**

An important asset to the district in engaging an outside guest consultant is that the district receives a perspective not influenced by the history and culture of the district, or by knowledge of the preferences of various school district community stakeholders. This study holds up a mirror to: collect and analyze the pupil capacity data of the existing elementary buildings; inventory and review the program deployment in those facilities; and to estimate future pupil enrollments. The results of the analyses provide for a data driven rationale in looking at other ways to organize the delivery of the K-5 program.

The purpose of the study is to offer suggestions that could answer:

*Are there options that might provide more efficient ways or patterns to organize how the grade kindergarten through grade five program is implemented over the next five years?*

The Board of Education and senior administration do have knowledge of the district's history, its culture, and the preferences held by school district stakeholders. They are ultimately responsible and are most able to determine with engagement of the district community which delivery option, adapted delivery option, or set of options for the future will be best--as judged by local values-- to deliver instruction to the children of the district.

The charts that follow list and describe various scenarios that singly or in combination with others listed or not listed may define the best option to enact to deliver the K-5 program given the current pupil capacity assets of both elementary buildings, the current educational program, and the estimated future enrollments of the district over the next five years. Common to each scenario is the assumption that the district wishes to continue its focus on using the minimum class size guidelines to deliver the grades K-5 program in the future. The study does not take the liberty of ignoring that program delivery value in the analyses or in the suggestions for program delivery options. Even though it is not cited specifically in each scenario, it is recommended that the district explore the instructional-learning advantages of implementing multi-age delivery models like combined grade level classes when appropriate. Combined grade level classes can help decrease the equity gap in average class sizes among the elementary schools. The pedagogy can provide learning opportunities for various pupils and at the same time help ensure that there is full use of instructional staff talent as benchmarked to the class size goals of the district. Also, it is recommended that Beekmantown re-study the instructional opportunities and efficiencies that can be realized with various sharing arrangements between and among the school districts in the Champlain Valley BOCES through the BOCES delivery model. It is suggested that there very well may be instructional opportunities for all pupils and cost-efficiency benefits for all the communities to be gained through collaborative sharing.

Finally, none of the program delivery scenarios include the use of the now closed West Chazy elementary school building. Enrollment projections suggest that additional space beyond what is now available at Beekmantown Elementary and Cumberland Head Elementary to serve grades K-5 is not likely needed. Therefore, provided separately are some possible scenarios that the Board and community may want to review with regard to the West Chazy building asset.

The following chart of program delivery scenarios reflects those options that seem to be the most educationally sound and cost-effective avenues to pursue given the data and inferences gained throughout the study. The options reflect the criteria of common sense and due diligence in the actions they suggest that should be considered. The chart is provided in a format such that this document can be used as a tool to analyze and add to each possible scenario as the school community ponders what actions should be taken, if any, to deliver the elementary program as academically and financially efficient as possible at the quality levels expected by the district and the community. Local school district community discussion and analysis of the perceived instructional impact of each scenario will in all likelihood identify additional 'Opportunities and Challenges' not listed in the chart.

The current economic condition of the state and the economy may require some immediate action to begin in the 2010-2011 school year. Beginning the discussion now about various options helps the development of a set of values or a rubric by which the district and stakeholders will be able to ultimately identify one or more actions that best serve the pupils and the community within the next five years. It is suggested that the sample questions listed below may be a good tool to begin to identify values that will help the school community judge which instructional delivery options for the future are best to implement for the children of Beekmantown.

Are there current K-5 programs or offerings that should change?

Are there K-5 programs that should be added to the offerings?

What is the community's and Board's vision about increasing pre-kindergarten education availability for the future?

What is the district's belief about Beekmantown's role in collaborating with BOCES for shared programming that serves children throughout the BOCES consortium at one or more Beekmantown sites?

What are the class sizes at the grade levels K-5 at which the Board in its policy role and the senior administration in its curriculum/program leadership role feel 'uncomfortable'? How many is too big? How many is too small?

What is the Community's and Board's perception and collective wisdom about the transportation of students between two elementary schools?

How comfortable is the Board with the possibility of unused classroom spaces at each elementary building sporadically year-to-year?

Are there community agencies or not-for-profits that could be even more of a community asset if they were housed in one or both of the elementary schools?

What is the outlook of the Community and the Board about the future in light of Beekmantown's geographic location and the potential for population growth?

What are the program practices and operational practices the district has *already* put into place at one or more of the elementary schools that makes them program and operationally effective?

Does the Community or Board perceive that there are in-effective program practices at one or more of the elementary schools? If so, what are they?

Does the Community or Board perceive that there are practices that are not cost-effective at one or more of the elementary schools?

**Summary of Major Optional K-5 Program Delivery Scenarios for Discussion**

<b>SCENARIO A:</b>
Continue the current pattern of delivery of instruction at two K-5 schools.
<b>SCENARIO B:</b>
Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Cumberland Head Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Beekmantown Elementary School. Apply the minimum class size district guidelines.
<b>SCENARIO C:</b>
Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Beekmantown Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Cumberland Head Elementary School. Apply the minimum class size district guidelines.
<b>SCENARIO D:</b>

**Summary of Major Optional Scenarios for Discussion with regard to the now vacant West Chazy Building**

<b>SCENARIO ONE:</b>
Continue using the building for storage.
<b>SCENARIO TWO:</b>
Sell the building and the property.
<b>SCENARIO THREE:</b>
Rent the building.
<b>SCENARIO FOUR:</b>
Raze the building and retain the property as a District asset for the far future.
<b>SCENARIO FIVE:</b>
Renovate the building and property to serve the public library; to provide a district-wide staff development site; and to become the district bus garage and secure outdoor bus parking site.
<b>SCENARIO SIX:</b>

**SCENARIO A:**

Continue the current pattern of delivery of instruction at two K-5 schools.

**RATIONALE:**

- No change from current practice.

- ✓ Currently at Beekmantown Elementary; 23 grade level sections and 4 special need self-contained classrooms serving 411 pupils
- ✓ Currently at Cumberland Head Elementary; 24 grade level sections and 3 special needs self-contained classrooms serving 449 pupils

Pupil Capacity Available:

	<b>Benchmarked to minimum class size guidelines in Teachers' Contract with the district: K-1: 17 pupils; 2-3: 22 pupils; 4-5: 25 pupils</b>	<b>Benchmarked to maximum class size guidelines in Teachers' Contract with the district: K-1: 19 pupils; 2-3: 26 pupils; 4-5: 29 pupils</b>
Beekmantown	495 grade level plus 36 special needs	573 grade level plus 36 special needs
Cumberland Head	512 grade level plus 39 special needs	592 grade level plus 39 special needs
Total Pupil Capacity available as per local guidelines:	1082	1240

Estimated grades K-5 enrollment annually over the next five years: 754 to 845

Range of potential unassigned pupil capacity flexibility factor benchmarked to the district minimum class size guidelines—assuming all spaces now allocated for instructional support remain non-capacity instructional support spaces in both schools: 30.3% to 21.9%.

**Scenario A: Continue the current pattern of delivery of instruction at two K-5 schools.**

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ No changes in delivery configuration or attendance zones.</li> <li>✓ Most grade level class sizes will continue to be below minimum district class size guidelines of 17 for grades K-1, 22 for grades 2-3, and 25 for grades 4-5.</li> <li>✓ Continued perceived value of two K-5 'neighborhood schools'.</li> <li>✓ Increase the number of Universal Pre-K sections using reassigned staff not needed for grade level class sections.</li> <li>✓ Increase new support services with reassigned staff or replace current staff and hire new skill sets to provide new services.</li> <li>✓ Reduce current staff and hire different skill sets to add services/programs at the middle and/or high school.</li> <li>✓ Reduce current staff FTE levels; chance of minimum class size guideline not always able to be met in each K-5 elementary school given the population of the attendance zone for that grade level.</li> <li>✓ Rent unneeded classroom space for use by community agencies whose presence in the school would be an asset for the pupils.</li> <li>✓ Rent unneeded classroom space to the BOCES for use by shared programming with other school districts.</li> <li>✓ Renovate unneeded classrooms in one building to be used as a district staff development center.</li> <li>✓ Relocate the district central office services to one of the elementary schools and rent the current district office building; moth ball it; or turn it into a staff development center for the district.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Total K-5 enrollments probably will at best decrease by 15 over the next five years, or decrease by 106 over the next five years.</li> <li>✓ Difficulty in maintaining equity of grade level class sizes between the two elementary buildings.</li> <li>✓ Most grade level class sizes will continue to be below minimum district class size guidelines of 17 for grades K-1, 22 for grades 2-3, and 25 for grades 4-5.</li> <li>✓ Increasing number of classroom sections not needed for direct grade level instruction as per local class size guidelines.</li> <li>✓ Class sizes falling well below district guidelines; not fully using available instructional talent because the total of a particular grade level enrollment in a respective attendance zone is not adequate to efficiently and academically meet the class size goals of the district.</li> <li>✓ Affordability. Increased cost of grade level delivery of instruction due to staffing levels serving fewer pupils than the number defined by the guidelines of the district.</li> <li>✓ What to do with excess staff?</li> <li>✓ What to do with unneeded classrooms?</li> </ul>
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

**SCENARIO B:**

*Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Cumberland Head Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Beekmantown Elementary School. Apply the minimum class size district guidelines.*

**RATIONALE:**

- Centralizing grade levels to one school allows the district to meet the minimum class sizes it values while reducing the number of class sections to achieve the minimum class sizes desired.
- Centralizing grade levels to one school ensures that there is no equity gap in class sizes at a particular grade level district-wide because all the classes at a grade level are served under one roof.
- **To illustrate using 2009-2010 Pre-K through grade 2 level enrollments:**

Grade	Beekmantown	Cumberland Head	Scenario: Pre-K through grade 2 centralized at Cumberland Head			Net change in sections:
Pre-K	1 section; 18	2 sections; 31	Pre-K	49 pupils	3 sections; 16.3 pupils	0
K	3 sections; 52	4 sections; 64	K	116 pupils	7 sections; 16.6 pupils	0
1	4 sections; 56	4 sections; 64	1	120 pupils	7 sections; 17.1 pupils	1
2	4 sections; 74	4 sections; 69	2	143 pupils	7 sections; 20.4 pupils	1
Self-contained special needs:	3 sections K-5	4 sections K-5				0

Capacity required at Cumberland to achieve centralized K-2 scenario: 379 plus one existing grade level classroom converted to a Pre-Kindergarten class section

Current grade level capacity available at Cumberland: 512

**Potential unassigned pupil capacity flexibility factor benchmarked to the district minimum class size guidelines—assuming all spaces now allocated for instructional support remain non-capacity instructional support spaces at Cumberland: (512 current grade level capacity minus 17 to serve one more pre-kindergarten class minus 24 since higher class size guideline grades 4 and 5 not in the building equals 471);  $471 - 379 = 92$  divided by 471 equals:**

**19.5% (about four classrooms)**

- **To illustrate using 2009-2010 grade 3 through grade 5 enrollments:**

Grade	Beekmantown	Cumberland Head	Scenario: Grade 3 through grade 5 centralized at Beekmantown			Net change in sections:
3	4 sections; 67	4 sections; 75	3	142 pupils	7 sections; 20.3 pupils	1
4	4 sections; 63	4 sections; 72	4	135 pupils	6 sections; 19.3 pupils	2
5	4 sections; 75	4 sections; 70	5	145 pupils	6 sections; 24 pupils	2
Self-contained special needs:	3 sections K-5	4 sections K-5				0

Capacity required at Beekmantown to achieve centralized 3-5 scenario: 422

Current grade level capacity available at Beekmantown: 495

**Potential unassigned pupil capacity flexibility factor benchmarked to the district minimum class size guidelines—assuming all spaces now allocated for instructional support remain non-capacity instructional support spaces at Beekmantown: (495 current grade level capacity plus 25 from the section of Pre-K no longer in the building plus 59 since lower class size guideline grades K,1,2 not in the building equals 579);  $579 - 422 = 157$  divided by 471 equals:**

**27% (about 6 classrooms)**

<ul style="list-style-type: none"> <li>✓ Currently at Beekmantown Elementary; 23 grade level sections and 4 special need self-contained classrooms serving 411 pupils</li> <li>✓ Currently at Cumberland Head Elementary; 24 grade level sections and 3 special needs self-contained classrooms serving 449 pupils</li> </ul>		
Pupil Capacity Available:		
	<b>Benchmarked to minimum class size guidelines in Teachers' Contract with the district: K-1: 17 pupils; 2-3: 22 pupils; 4-5: 25 pupils</b>	<b>Benchmarked to maximum class size guidelines in Teachers' Contract with the district: K-1: 19 pupils; 2-3: 26 pupils; 4-5: 29 pupils</b>
Beekmantown	495 grade level plus 36 special needs	573 grade level plus 36 special needs
Cumberland Head	512 grade level plus 39 special needs	592 grade level plus 39 special needs
Total Pupil Capacity available as per local guidelines:	1082	1240
Estimated grades K-5 enrollment annually over the next five years: 754 to 845		

### SCENARIO B:

*Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Cumberland Head Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Beekmantown Elementary School. Apply the minimum class size district guidelines.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ The minimum class size guidelines of the district will be met more closely.</li> <li>✓ Helps support consistency of grade level curriculum, mapping effort, and communication and collaboration among grade level teachers because the skill sets of each grade level team now together under one 'roof'.</li> <li>✓ Part 100 Regulations allow aspects of the curriculum/subjects be presented in grades 4-6. For example, currently there are 4 FTE language teachers providing Part 100 language instruction to grades 6, 7, 8. With all of the grade 4 and 5 pupils district-wide located in the same building complex as the middle school, the potential is available to begin language instruction in the fourth grade. By spreading the Part 100 language requirement over four grades (grade 4-grade7), more language instructional contact can be made over a longer time with the same 4 FTE teachers. Eighth graders would benefit from one less seat-time requirement thus allowing them to choose to take the first regents year of a language and/or another regents credit course.</li> <li>✓ Cumberland Head building use better matches its pupil capacity and at the same time has up to four classrooms available for more support services, innovative pilot projects, and/or other related pupil beneficial purposes.</li> <li>✓ However, most grade level class sizes will continue to be below minimum district class size guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ "neighborhood" schools defined differently</li> <li>✓ redrawing of bus routes and patterns</li> <li>✓ deciding if the school day for grades 3-5 should stay at 9:05 to 3:20 or should it change to 7:30 to 2:30 for grades 3-5 or for 4-5 to take advantage of a 3:15 existing late bus run to allow grade 4-5 pupils to take advantage of enrichment activities "after school".</li> <li>✓ The district has had over three years of positive experience with elementary pupils riding the 6-12 bus run in order for the elementary pupils to participate in a before school program. Will the same pattern of success continue if grades 3-5 or grades 4-5 join the 6-8 bus run?</li> <li>✓ Dealing with the employer realty of reducing K-5 staff by at least 7 FTE's without jeopardizing the delivery of the K-5 program guided by the minimum class size guidelines in the contract with the Teachers' Association.</li> <li>✓ Will existing support services (ex. speech, OT/PT) be assigned differently due to the centralization of Pre-K through grade 2 at Cumberland Elementary and grades 3-5 at Beekmantown Elementary?</li> <li>✓ The estimated enrollment projections suggest the district can expect a smaller population of K-5 pupils over the next five years. What to do with unneeded classrooms?</li> </ul>

of 17 for grades K-1, 22 for grades 2-3, and 25 for grades 4-5.

- ✓ Equity gaps among the same grade level class sections will not exist or will be minimal because all grade levels district-wide will be under the same respective 'roof'.
- ✓ Continued perceived value of two 'neighborhood schools'.
- ✓ There is room at the Cumberland Head Elementary School to add at least two more Pre-Kindergarten classrooms (up to four).
- ✓ Increase the number of Universal Pre-K sections using reassigned staff not needed for grade level class sections.
- ✓ Increase new support services with reassigned staff or replace current staff and hire new skill sets to provide new services.
- ✓ Reduce current staff and hire different skill sets to add services/programs at the middle and/or high school.
- ✓ Reduce current staff FTE levels without jeopardizing adherence to the minimum class size guidelines of the district.
- ✓ Rent unneeded classroom space for use by community agencies whose presence in the school could be an asset for the pupils.
- ✓ Rent unneeded classroom space to the BOCES for use by shared programming with other school districts.
- ✓ Beekmantown Elementary, the middle school and the high school have a culture of working together and the pupils understand the 'boundaries' of the three schools, therefore if the middle school and/or the high school needed more instructional space on a permanent or a sporadic basis, the up to six rooms availability in the elementary location could be shared to satisfy other needs at the 6-12 levels.
- ✓ Renovate of up to three of the unneeded classrooms in Beekmantown Elementary to be used as a district staff development center.

✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

**SCENARIO C:**

*Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Beekmantown Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Cumberland Head Elementary School. Apply the minimum class size district guidelines.*

**RATIONALE:**

- Centralizing grade levels to one school allows the district to meet the minimum class sizes it values while reducing the number of class sections to achieve the minimum class sizes desired.
- Centralizing grade levels to one school ensures that there is no equity gap in class sizes at a particular grade level district-wide because all the classes at a grade level are served under one roof.
- **To illustrate using 2009-2010 Pre-K through grade 2 level enrollments:**

Grade	Beekmantown	Cumberland Head	Scenario: Pre-K through grade 2 centralized at Beekmantown			Net change in sections:
Pre-K	1 section; 18	2 sections; 31	Pre-K	49 pupils	3 sections; 16.3 pupils	0
K	3 sections; 52	4 sections; 64	K	116 pupils	7 sections; 16.6 pupils	0
1	4 sections; 56	4 sections; 64	1	120 pupils	7 sections; 17.1 pupils	1
2	4 sections; 74	4 sections; 69	2	143 pupils	7 sections; 20.4 pupils	1
Self-contained special needs:	3 sections K-5	4 sections K-5				0
Capacity required at Beekmantown to achieve centralized K-2 scenario: 379 plus two existing grade level classrooms converted to a Pre-Kindergarten class section				Current grade level capacity available at Beekmantown: 495		

**Potential unassigned pupil capacity flexibility factor benchmarked to the district minimum class size guidelines—assuming all spaces now allocated for instructional support remain non-capacity instructional support spaces at Beekmantown: (495 current grade level capacity minus 44 to serve two more pre-kindergarten class minus 24 since higher class size guideline grades 4 and 5 not in the building equals 427);  $427 - 379 = 48$  divided by 427 equals:**  
**11.2% (about two classrooms)**

- **To illustrate using 2009-2010 grade 3 through grade 5 enrollments:**

Grade	Beekmantown	Cumberland Head	Scenario: Pre-K through grade 2 centralized at Cumberland Head			Net change in sections:
3	4 sections; 67	4 sections; 75	3	142 pupils	7 sections; 20.3 pupils	1
4	4 sections; 63	4 sections; 72	4	135 pupils	6 sections; 19.3 pupils	2
5	4 sections; 75	4 sections; 70	5	145 pupils	6 sections; 24 pupils	2
Self-contained special needs:	3 sections K-5	4 sections K-5				0
Capacity required at Cumberland to achieve centralized 3-5 scenario: 422				Current grade level capacity available at Cumberland: 512		

**Potential unassigned pupil capacity flexibility factor benchmarked to the district minimum class size guidelines—assuming all spaces now allocated for instructional support remain non-capacity instructional support spaces at Cumberland: (512 current grade level capacity plus 50 from the two sections of Pre-K no longer in the building plus 88 since lower class size guideline grades K,1,2 not in the building equals 650);  $650 - 422 = 228$  divided by 650 equals:**  
**35% (about 9 classrooms)**

<ul style="list-style-type: none"> <li>✓ Currently at Beekmantown Elementary; 23 grade level sections and 4 special need self-contained classrooms serving 411 pupils</li> <li>✓ Currently at Cumberland Head Elementary; 24 grade level sections and 3 special needs self-contained classrooms serving 449 pupils</li> </ul>		
Pupil Capacity Available:		
	<b>Benchmarked to minimum class size guidelines in Teachers' Contract with the district: K-1: 17 pupils; 2-3: 22 pupils; 4-5: 25 pupils</b>	<b>Benchmarked to maximum class size guidelines in Teachers' Contract with the district: K-1: 19 pupils; 2-3: 26 pupils; 4-5: 29 pupils</b>
Beekmantown	495 grade level plus 36 special needs	573 grade level plus 36 special needs
Cumberland Head	512 grade level plus 39 special needs	592 grade level plus 39 special needs
Total Pupil Capacity available as per local guidelines:	1082	1240
Estimated grades K-5 enrollment annually over the next five years: 754 to 845		

**SCENARIO C:**

*Centralize the service to all pre-Kindergarten and grades 1-2 pupils district-wide at the Beekmantown Elementary School. Centralize the service to all grades 3, 4 and 5 pupils district-wide at the Cumberland Head Elementary School. Apply the minimum class size district guidelines.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ The minimum class size guidelines of the district will be met more closely.</li> <li>✓ Helps support consistency of grade level curriculum, mapping effort, and communication and collaboration among grade level teachers because the skill sets of each grade level team now together under one 'roof'.</li> <li>✓ Beekmantown building use better matches its pupil capacity and at the same time has up to two classrooms available for more support services, innovative pilot projects, and/or other related pupil beneficial purposes.</li> <li>✓ However, most grade level class sizes will continue to be below minimum district class size guidelines of 17 for grades K-1, 22 for grades 2-3, and 25 for grades 4-5.</li> <li>✓ Equity gaps among the same grade level class sections will not exist or will be minimal because all grade levels district-wide will be under the same respective 'roof'.</li> <li>✓ Continued perceived value of two 'neighborhood schools'.</li> <li>✓ There is room at the Beekmantown Elementary School to add at least one more Pre-Kindergarten classroom (up to two).</li> <li>✓ Increase the number of Universal Pre-K sections using reassigned staff not needed for grade level class sections.</li> <li>✓ Increase new support services with reassigned staff or replace current staff and hire new skill sets to</li> </ul>	<ul style="list-style-type: none"> <li>✓ "neighborhood" schools defined differently</li> <li>✓ redrawing of bus routes and patterns</li> <li>✓ deciding if the school day for grades K-2 and for grades 3-5 should stay at 9:05 to 3:20.</li> <li>✓ Dealing with the employer reality of reducing K-5 staff by at least 7 FTE's without jeopardizing the delivery of the K-5 program guided by the minimum class size guidelines in the contract with the Teachers' Association.</li> <li>✓ Will existing support services (ex. speech, OT/PT) be assigned differently due to the centralization of Pre-K through grade 2 at Beekmantown Elementary and grades 3-5 at Cumberland Head Elementary?</li> <li>✓ The estimated enrollment projections suggest the district can expect a smaller population of K-5 pupils over the next five years. What to do with unneeded classrooms?</li> <li>✓ Scenario C has less flexibility in that there are only two classrooms available at Beekmantown to deal with an unexpected flow of grades K through 2 enrollment if it should occur and still ensure meeting the minimum class size guidelines of the district as the preferred goal. Further, the option of adding more Pre-Kindergarten section offerings is limited.</li> </ul>





**SCENARIO D:**

<b>SCENARIO D:</b>	
<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
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**Summary of Major Optional Scenarios for Discussion with regard to the now vacant West Chazy Building**

**WEST CHAZY BUILDING SCENARIO ONE:**

*Continue using the building for storage.*

**RATIONALE:**

- Storage in school district is usually an ever-present need.
- The empty building is not needed for instruction for the foreseeable future.

<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
✓ Availability of storage.	✓ Protecting the building against vandalism and the wear and tear of Mother Nature. Cost to maintain the building.
✓	✓ Preparing and executing a plan that the building does not become an eyesore for the community.
✓	✓
✓	✓
✓	✓
✓	✓

**WEST CHAZY BUILDING SCENARIO TWO:**

*Sell the building and the property.*

**RATIONALE:**

- The empty building is not needed for instruction for the foreseeable future.
- The cost to maintain the building for storage uses resources that could be used for pupils.
- The revenue from the sale could be used as revenue for a purpose directly affecting pupils.
- The revenue from the sale could be used to mitigate the property tax rate over a set of years.
- The boiler system is in good condition; the kitchen is in good condition; the building is cat 5 wired and has up-to-date electrical service, the roof is tight.

<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
<ul style="list-style-type: none"> <li>✓ Availability of storage.</li> <li>✓ Eliminate the cost to maintain the building.</li> <li>✓ Generate revenue that could be used for a unique purpose for pupil programming and/or be revenue to mitigate the annual tax rate over a set of years.</li> <li>✓ The property (except for the library and property which will still be owned by the district) will go on the tax rolls for the Town, County, and School District.</li> <li>✓ Cost of maintaining the building no longer a school district budget cost.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Usually very difficult to sell such a vacated school building. Getting a sufficient sales amount for the property and the building.</li> <li>✓ Ensuring that a buyer will use the building and the property in such a way that the community is protected and the community supports the proposed use.</li> <li>✓ The public library is on the same property using the water and septic system of the building. Ensuring that the public library building continues to have full access to water and septic if the building is sold.</li> <li>✓ Public referendum to sell the property.</li> </ul>
✓	✓
✓	✓
✓	✓

**WEST CHAZY BUILDING SCENARIO THREE:**

*Rent the building.*

**RATIONALE:**

- The empty building is not needed for instruction for the foreseeable future.
- The cost to maintain the building is not directly related to supporting the instructional program.
- The boiler system is in good condition; the kitchen is in good condition; the building is cat 5 wired and has up-to-date electrical service, the roof is tight.

OPPORTUNITIES:	CHALLENGES:
<p>✓ A prime candidate to rent the building is the regional BOCES, if the space can be a value-added resource to the mission of the BOCES in providing cost-effective shared services to consortium schools. Some possible BOCES service uses include:</p> <ul style="list-style-type: none"> <li>○ Regional office for existing BOCES services</li> <li>○ NERIC computer center satellite office</li> <li>○ Adult education/literacy classes</li> <li>○ Site for regional staff development workshops and training</li> <li>○ Centralized food service kitchen</li> <li>○ Site to provide an alternative education program for middle school or secondary school pupils</li> <li>○ Housing of the BOCES regional centralized media/library services</li> <li>○ New BOCES services; example shared pre-vocational program for grades 7-10</li> </ul> <p>✓ Another rental candidate is the Town or County for satellite offices or services like Office for the Aging meals-on-wheels kitchen.</p> <p>✓ The district retains the building and the property as an asset.</p> <p>✓ Cost of maintaining the building no longer a school district budget cost.</p>	<p>✓ Ensuring that a renter will use the building and the property in such a way that the community is protected and the community supports the proposed use.</p> <p>✓ Continue water and sewer access to the public library.</p>
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**WEST CHAZY BUILDING SCENARIO FOUR:**

*Raze the building and retain the property as a District asset for the far future.*

**RATIONALE:**

- The empty building is not needed for instruction for the foreseeable future.
- The cost to maintain the building is not directly related to supporting the instructional program.
- The public library is on school district community property and is reliant on the water and sewer hook-ups on the property.
- The property is an asset for possible re-use to support instruction if needed in the far future.
- The property can become a community use asset as a playground, park, or ball field supported by one or more community groups (ex. softball league, youth soccer, fire company, PTA).

**OPPORTUNITIES:**

- ✓ Cost of maintaining the building no longer a school district budget cost.
- ✓ The property is a "banked" asset for possible long-term future re-use by the school district.
- ✓ The property can become a community recreational site with the support of volunteer groups.
- ✓ The public library is secure as a community and school district asset.

**CHALLENGES:**

- ✓ Cost of razing the building normally does not qualify for State building aid support.
- ✓ Ensuring that the public library still has access to water and sewer.

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**WEST CHAZY BUILDING SCENARIO FIVE:**

*Renovate the building and property to serve the public library; to provide a district-wide staff development site; and to become the district bus garage and secure outdoor bus parking site.*

**RATIONALE:**

- The empty building is not needed for instruction for the foreseeable future.
- The cost to maintain the building is not directly related to supporting the instructional program.
- The public library is on school district community property and is reliant on the water and sewer hook-ups on the property.
- The West Chazy location is adjacent and easily accessible to a main road; adjacent to a hamlet; and the property/building is large enough to accommodate: the public library; a large training facility with a working kitchen; space for drivers, bus parts room, bus transportation offices; space to add on 3 to 4 bus maintenance work bays; and 1.8 acres of open space to park about 46 forty foot buses in a fenced in lighted area.
- The current two floor public library can use only the first floor. There is no handicapped public access to the second floor.
- The current bus maintenance facility does not have enough room to store all of the school buses when not in use and may have reached its operational life expectancy without efforts to upgrade it. The West Chazy building and property is close-by at about 4 miles from the current bus maintenance facility.
- The district is exploring options to establish an in-district staff development resource for training of instructional staff and support staff.
- The core heating and electrical systems of the building are in 'good shape'.

**OPPORTUNITIES:**

- ✓ State building aid supports bus maintenance facilities and related bus driver training space. Local net cost is usually affordable.
- ✓ The district provides the on-going required training and recertification of its 32+ drivers and 4 mechanics.
- ✓ Planning and analyzing with Mr. Norman Taber and the public library board of directors an option that best suits programmatically and cost-effectively the vision of the public library: move the library into larger, handicapped accessible, 'new space' with access to a large training/computer space, and maintenance overhead efficiencies; or, retain the current library building with its current access to water and sewer, and have access to a large training/computer space in the adjoining building; or other option.
- ✓ High potential for reducing the operational overhead costs of the public library because of sharing costs for utilities, and general upkeep.
- ✓ Water and sewer access for the public library is secured for the future.
- ✓ Partnership with the public library as another valuable community resource.
- ✓ Decide on what to do with the current bus maintenance facility and property.
- ✓ The West Chazy hamlet will have a vibrant 'neighbor' again and not an empty large facility as a 'neighbor'.
- ✓ Working with the school district architect to formulate a plan to accommodate: the public library, a training facility, bus driver/transportation office space, bus parts space, up to 4 newly built maintenance bays, and laying out the open space to accommodate outside, secure storage of up to 46 forty foot buses. One design

**CHALLENGES:**

- ✓ Public referendum to authorize the capital project.
- ✓ Affordability of net local cost for the project after state building aid for a bus maintenance facility.
- ✓ Planning and analyzing with Mr. Norman Taber and the public library board of directors an option that best suits programmatically and cost-effectively the vision of the public library: move the library into larger, handicapped accessible, 'new space' with access to a large training/computer space, and maintenance overhead efficiencies; or, retain the current library building with its current access to water and sewer, and have access to a large training/computer space in the adjoining building; or other option.
- ✓ Decide on what to do with the current bus maintenance facility and property.

scenario for exploration includes:

- renovation of the '60's addition which included the 3 to 4 large classrooms used for kindergarten, first and second grade (left side of building on side where current library stands). Allows for a dedicated entrance to the public library with close-by parking.
- The cafeteria area and its kitchen become the training facility.
- What was the music/art room, faculty/nurse area, and the school support area become the driver/transportation office and possibly parts area.
- Eliminate what were the grade 4 and grade 5 classrooms to the extreme right of the building by razing them and building up to 4 (connected to the main building) bus maintenance work bays.
- Use the remaining open play field space at the right of the building for secure outdoor storage of the buses. It takes approximately 30,000 square feet of space to park 46 forty foot buses using the generally accepted practice for storage parking of school buses (about 607 square feet per bus). The current open field at the site measures 209 by 117 which equals about 37, 000 square feet.

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**APPENDIX A:**

**PUPIL CAPACITY ANALYSIS STUDY OF EACH SCHOOL  
BUILDING OF THE BEEKMANTOWN  
SCHOOL DISTRICT  
GRADES KINDERGARTEN  
THROUGH GRADE 5**

## **PURPOSE OF THE ELEMENTARY 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 grade 5 including special education*. Second, it provides an assessment of pupil capacity of each building that serves K through grade five measured against local district goals for grade level class sizes and measured against State Education Department building aidable 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.

The protocol to accomplish the school building capacity assessment is an analysis of each instructional space compared to a New York State Education Department defined room schedule of minimum spaces necessary to house a district's educational program for a given number of pupils. The study is one that is focused on the implementation of the elementary educational program within the school buildings of the district. It does not provide technical or qualitative evaluation regarding architectural specifications, design, construction or management of the facilities. A licensed architect should provide that evaluation of the buildings.

## **BACKGROUND ABOUT THE ROLE OF PUPIL CAPACITIES OF SCHOOL BUILDINGS AND PROGRAM/FACILITY PLANNING\***

The instructional program envisioned by the district and how best to efficiently deploy that program within the educational facilities drive the analysis of school building pupil capacity. The Commissioner of Education must approve plans and specifications for capital construction projects undertaken by public schools and BOCES. Such construction may include new buildings, additions, and alterations/reconstruction of facilities. Eligibility for new construction as well as state building aid to help in funding a facility project is determined through an assessment of information contained in the school district's Facilities Needs Assessment

*\*Information outlined, quoted, and discussed is sourced to the New York State Education Department Office of Facilities Planning documents.*

Summary, enrollment projections, Instructional Space Review form, floor plans of actual and proposed use of space, as well as the required curriculum and the specific educational programs offered by the district.

The calculated pupil capacity number based on the program to be implemented represents a factor that is then used by the SED to determine a maximum 'aid ceiling' for proposed facility project construction and related incidental expenditures upon which NYS Building Aid is computed.

This 'aid ceiling' calculation is the total project expenditure amount *up to* which the State of New York will provide building aid.

An estimate of building aid equals the calculated *maximum cost allowances* derived for both the construction contracts and for incidental costs or the actual costs incurred, *whichever is less*, multiplied by the district's Building Aid Ratio at the time a project is approved. A district may expend beyond the maximum cost allowance. However, such expenditure beyond the calculated maximum cost allowances for contracts and incidental expenses will receive no state building aid and thus would be fully funded by the local taxpayers.

The Maximum Cost Allowance is determined by three factors: the *Building Aid Units (BAU)* assigned to the project by grade level or category within existing space and proposed new space; the *Construction Cost Index* that is in effect the month the general construction contract is signed; and a *Regional Cost Factor* for the fiscal year that the project contracts are signed.

The purpose of Building Aid is to help ensure that each school district provides suitable and adequate facilities to accommodate the students and programs of the district and that the allocation of building aid is done in an equitable manner regardless of the wealth or location of the school district in the State. Therefore, new buildings, additions to existing facilities, and major alterations to existing facilities must meet specific standards pertaining to the type, size and number of teaching stations, as well as building code requirements. Existing facilities must meet health and safety regulations, and reconstruction of existing facilities must meet building

code requirements. A project is not eligible for building aid unless the construction costs of the project equal or exceeds \$10,000 excluding incidental costs.

The determination of the eligibility for Building Aid is a result of an assessment that *compares district-wide pupil enrollment projections with the efficient operating capacity of existing school buildings to determine building needs*. The tool for this assessment is a room schedule of minimum spaces necessary to house a district's educational program for a given number of pupils.

#### **DEFINITION OF TERMS RELATED TO PUPIL CAPACITY OF SCHOOL FACILITIES AND DETERMINING BUILDING AID**

- ***ORIGINAL CAPACITY***

This represents the total number of pupils the original building, or total complex in the case of additions, was designed to accommodate. This number is the operational capacity of the building or complex when it was constructed and was the basis for the determination of minimum size of the site. The original capacity factor is not germane since current capacity is based on the current program offered in the facilities of the school district.

- ***STATE-RATED 'CAPACITY'—BUILDING AID UNITS***

The measure for the state-rated capacity is called *Building Aid Units (BAU's)*. The BAU's assigned to a particular building is computed using space standards established by the Commissioner. Using these standards, the total anticipated pupil enrollment by grade levels *across the district* is compared to the actual number of Building Aid Units assigned by formula to the classrooms *in all the buildings* that serve specific grade levels of those pupils. When new buildings, additions, or major renovations are planned, the total projected pupil enrollments for the grade levels to be housed in a specific new/renovated building is compared to the total number of Building Aid Units generated by the classrooms in all district buildings proposed to deliver the program to the same grade levels.

Therefore, regardless of the grade level configuration of specific school buildings in the district, state-rated capacity allowed for the district as a whole is viewed as total K-6 pupils

to be served; total 7-8 or 7-9 and total 9-12 or 10-12 pupils (if a separate building (s) for junior high or middle school or senior high exist in the district); and/or total 7-12 pupils to be served if separate buildings do not exist for secondary pupils.

Further, when determining building aid ceiling allowance for a facility project, the total state-rated capacity of all classrooms in all of the district's buildings designated for K-6 measured by BAU's cannot exceed the total projected enrollment of K-6 pupils five years from now. Similarly, the total state-rated BAU capacity of all classrooms in all of the district's buildings designated for grades 7-8 or 7-9 (if separate building(s) are designated for junior high/middle school or senior high) cannot exceed the total projected enrollment of grades 7-8 or 7-9 pupils eight years from now and cannot exceed the total projected enrollment of grades 9-12 or 10-12 ten years from now. If there are not separate building(s) for grades 7-8, then the total state-rated BAU capacity of classrooms in the entire district's buildings designated for grades 7-12 cannot exceed the total projected enrollment of 7-12 pupils ten years from now.

In the case of the Beekmantown Central School District, there are two elementary schools that serve grades K-5. There is one grades 6-8 middle school housed in the same building as the 9-12 program. Therefore, the capacity of the set of the elementary buildings that serve K-5 is analyzed with regard to the total projected enrollment in K-5 to determine 'need' for the elementary program if the district was to plan an elementary facility project. Since the middle school program and the high school program are housed in one building, all of the space that serves 7-12 and the space that serves elementary grade 6 is analyzed with regard to the total projected enrollment in 6-12 to determine 'need' for the middle/high school program if the district was to plan a project a middle/high school building project.

It is important to note that *a change in room use to deliver the program may result in a change in Building Aid Units assigned as per the established SED space standard.* The capacity analyses offered in this study are benchmarked to the program use of the spaces by the K-5 building principals to deliver the program in the 2009-2010 school year.

▪ **OPERATING CAPACITY**

This measure reflects the total number of pupils a building can reasonably and efficiently house based on the district's educational program and class size policy as per formal Board of Education policy and/or teacher contract language and the number, square footage size, and the program delivery use of the rooms in that building. The operating capacity of a building is computed using the space standards established by the Commissioner to define state-rated capacity *modified* by any differences due to the district's documented educational program delivery model and/or formal class size policy or contract language.

Using these standards, the total pupil enrollment by grade levels *across the district* is compared to the number of Building Aid Units assigned by formula to the classrooms *in all the buildings* that serve specific grade levels of those pupils *modified* by formal class size practice as found in board policy or written teacher contract clauses. When new buildings, additions, or major renovations are planned that create classrooms, the total operating capacity BAU's projected for the grade levels to be served in a specific new/renovated building is compared to the total operating capacity BAU's in all district buildings proposed to deliver the program to the same grade levels.

▪ **"FUNCTIONAL CAPACITY"**

*Functional Capacity* is a term not in SED regulations regarding school facilities. It is used in the study to describe the result of planning for a flexibility factor of unassigned pupil capacity as a district develops its ongoing long range plan for program delivery in the schools of the district. If a district supersedes *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12, then the district receives no building aid on 'excess' classrooms that are built. 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 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. Districts often find that the 90% capacity threshold is too conservative and

use an 85% capacity threshold to provide enough flexibility in implementing the instructional program and to accommodate unforeseen enrollment and/or to encourage additional program offerings.

The study suggests that the district subscribe to the wisdom of having *as an 8% to 10% flexibility factor* regarding facility pupil capacity as it undertakes the development of its long range program and facility plan.

### **CALCULATION OF BUILDING AID UNITS FOR ELEMENTARY SCHOOLS**

The SED does not endorse any one particular class size. Class size is at the discretion of the Board of Education of each school district. When defining state-rated capacity the Building Aid Units for a new or an existing elementary school is determined by assigning 27 BAU to each 770 square foot classroom used for grades 1-6 and to each 900 square foot kindergarten or pre-kindergarten room. The operating capacity is the same as state-rated capacity (Building Aid Units) *unless* formal board policy or union contract language exists that limits the number of students in a classroom to less than 27 for Pre-K through grade 6. When such policy or contract language is in place, the lesser number will be used to define the **operating** capacity of the elementary classrooms grades pre-K through grade 6 in all of the buildings in the district as a whole. The higher state-rated capacity (Building Aid Units) is used by SED to define potential building aid ceilings for each school building.

In an existing elementary building, the BAU of a room over 550 square feet, but less than 770 square feet is determined by dividing the area of the room by 28.5 square feet per pupil and assigning the whole number without rounding up. Rooms of less than 550 square feet are not included in BAU calculations. Only classrooms for Pre-Kindergarten through grade 6 are counted for BAU in an elementary school. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including instructional support spaces like a library, cafeteria, gymnasium, and auditorium. Normally, the aid ceiling for an elementary school will be sufficient for most reconstruction projects and possibly for a small addition. There is the possibility for BAU's (called 'supplemental' or 'special case' BAU) to be increased for an elementary project to build a new building or an addition that might include a library, cafeteria,

gymnasium, auditorium and teacher-parent conference rooms only on an 'as needed' basis. An alternative method to determine BAU's for an elementary addition is the square foot method. The gross area for grades K-6 in the existing building is divided by 100. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for elementary schools may have application when a proposed building does not contain classrooms which produce BAU. *The Room Schedule of Minimum Spaces and Sizes for Elementary Schools* (source: NY SED Office of Facility Planning) is reported below.

**MINIMUM ROOM SIZES** – required for new buildings and additions; recommended for new spaces created within existing space.

**General**

- a. Spaces in new buildings and additions which are required to house a district's educational program shall meet the size standards listed below. Where no square footage (sq. ft.) is listed; the size may be as determined locally.
- b. In every case, listed square footage means minimum, net, clear, new educational space.
- c. Newly-created spaces in alterations to existing school buildings should attempt to meet the size standards insofar as possible or practical.
- d. Criteria to determine the number of spaces necessary is also included below.

**Elementary School**

a. Classrooms --

- 1. Grades 1-6 ..... 770 sq. ft.  
(27 BAU/room)
- 2. Pre-kindergarten/kindergarten.....900 sq. ft.  
(27 BAU/room)

- b. Library ..... 900 sq. ft.  
(1 thru 12 classroom buildings -- none required)  
(13 plus classroom building -- 1 required)

- c. Physical Education - gymnasium ..... 36' x 52'  
(1 and 2 classroom buildings -- none required)  
(2 thru 14 classroom building -- 1 required)  
(1 thru 14 additional classrooms -- 1 additional)

d. Special Education

Student/Teacher/Ratio	Max. Pupil Capacity	Min. Classroom Size
12:1 or 15:1	12 or 15	770 sq. ft.
12:1:1	12	770 sq. ft.
6:1:1	6	450 sq. ft.
8:1:1	8	550 sq. ft.
12:1+3:1	12	900 sq. ft.
Resource Room	----	300 sq. ft.

**NOTE:** Provide ancillary space equivalent to at least ¼ of the area of a special education classroom for each special education classroom being constructed, either as part of the new classroom or other designated space.

Preschool: 50 sq. ft. per student or 60 sq. ft. for classroom serving non-ambulatory students (maximum of 12 students per room).

NOTE: Approval may be given for classrooms less than 50 sq. ft. per student if other areas of the building are allocated for preschool recreational or instructional use.

e. Usual ancillary spaces --

1. Administration
2. Adult Education
3. Auditorium or multi-purpose room  
(number of fixed seats, or 36' x 52' usual, 7 sq. ft./person)
4. Art Room (usual) .....770 sq. ft.
5. Cafeteria and Kitchen  
(36'x52' usual, 15 sq. ft./person)  
(operating capacity of building divided by number of servings)
6. Computer Lab
7. Conference Room
8. Gifted and Talented
9. Grounds Maintenance
10. Health Suite
11. Music Room (usual) ..... 770 sq. ft.
12. Music Practice room(s) -- small, individual
13. Remedial Rooms
14. Resource Rooms
15. Storage
16. Swimming Pool -- 25 meters x 7 ft. lanes
17. Teachers' room(s)
18. Toilets -- individual and/or gang

### **CALCULATION OF BUILDING AID UNITS FOR SPECIAL EDUCATION**

The BAU's for special education classrooms is determined by assigning the BAU based on the disabilities of the students (i.e. 15:1, 12:1, 12:1:1, 12:1+3:1, 8:1, 6:1). Only classrooms are counted for BAU in K-6 buildings and in 7-12 buildings. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including resource rooms and other spaces that may be needed to provide appropriate spaces for special education students.

### **BEEKMANTOWN 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 XV of contract with the Teachers' Association outlines the district guidelines for the elementary program. The Article states:

## CLASS SIZE AND CLASS LOAD

### A. Elementary

1. *The desired class size for grades Kindergarten, Pre-First and First shall be recognized as 17-19 students. Any class with an excess of 23 students will be considered educationally undesirable.*
2. *The desired class size for grades 2-3 shall be recognized as 22-26 students. Any class with an excess of 30 students will be considered educationally undesirable.*
3. *The desired size for grades 4-5 shall be recognized as 25-29 students. Any class with an excess of 30 students will be considered educationally undesirable.*
4. *Classes for low achievement students in grades 1-5 shall be established when deemed educationally advantageous by the building administrator and faculty, providing no additional staff is required.*
5. *Each elementary (K-5) teacher will have a planning period of at least 35 minutes each day.*

Class size for pre-kindergarten classes is not addressed in the Article. The state-wide standard class size is 18 pupils.

The district class size guidelines for class sizes are used by the capacity study to modify the state-rated capacity calculations to determine the operating capacity of the buildings. At the time of a facility project submittal to the SED, the class size school district guidelines endorsed by the Board is the substantiation provided to SED to document the class size practices of the district are *core and critical* to the program vision of the school district in helping all pupils successfully complete high school with the achievement of expected State and local standards. Twenty-seven Building Aid Units is the minimum standard used by SED guidelines to calculate state-rated and operating elementary school capacities when no class size maximum below 27 is outlined in local guidelines, board policy or local teachers' contract. The local district class size guidelines are incorporated in the capacity analysis of each elementary school and classroom space allocated for the elementary grades K-5.

The following pages outline the detailed capacity analysis for each of the elementary school buildings in the Beekmantown School District. The *operating capacity* calculation reflects the

minimum and maximum class size guidelines of the district as outlined in the contract with the Teachers' Association. The *functional capacity* calculation reflects the minimum class size guideline of the district which inherently includes an unassigned pupil capacity flexibility factor.

**District Class Size Guidelines for Delivery of the K-5 Program**

*Grades K-1: 17 pupils per class; reflects a 10.5% flexibility factor compared to the district's maximum class size for grades K-1 listed in the Teachers' Contract.*

*Grades 2-3: 22 pupils per class; reflects a 15.4% flexibility factor compared to the district's maximum class size for grades 2-3 listed in the Teachers' Contract.*

*Grades 4-5: 25 pupils per class; reflects a 13.8% flexibility factor compared to the district's maximum class size for grades 4-5 listed in the Teachers' Contract.*

The analyses are benchmarked to and reflect how the instructional spaces are deployed in each building in the school year 2009-2010 to deliver the curriculum to kindergarten through grade 5 as reported by each respective building principal.

**CUMBERLAND HEAD  
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2009	
• Grades K-5 including Special Needs Self-contained	449

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/09**

**CUMBERLAND HEAD OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS  
CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR  
2009-2010:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	54
KINDERGARTEN-GRADE 5	
	512
SPECIAL EDUCATION	
	39
TOTAL OPERATING CAPACITY GRADES K-5: 551	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID 102CEILING CALCULATIONS	
PRE-KINDERGARTEN	81
KINDERARTEN-GRADE 5	648
SPECIAL EDUCATION	39
<b>ESTIMATED TOTAL BUILDING AID UNITS</b>	<b>768</b>

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2009-2010 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY AS PER MINIMUM LOCAL CLASS SIZE GUIDELINES</i>	<i>UNDER BY 102 PUPILS OR BY 18.5%</i>

## CAPACITY ANALYSIS CUMBERLAND HEAD ELEMENTARY SCHOOL

\*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINE: MINIMUM	OPERATING CAPACITY DISTRICT GUIDELINE: MAXIMUM	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-K	220	853	18	18	27
Pre-K	218	840	18	18	27
Pre-K Head Start	102	844	18	18	27
Kindergarten	113	1150	17	19	27
Kindergarten	114	1149	17	19	27
Kindergarten	115	1155	17	19	27
Kindergarten	116	1157	17	19	27
Grade 1	105	841	17	19	27
Grade 1	106	841	17	19	27
Grade 1	107	842	17	19	27
Grade 1	108	840	17	19	27
Grade 2	227	844	22	26	27
Grade 2	229	848	22	26	27
Grade 2	231	845	22	26	27
Grade 2	232	844	22	26	27
Grade 3	306	857	22	26	27
Grade 3	307	857	22	26	27
Grade 3	309	857	22	26	27
Grade 3	313	864	22	26	27
Grade 4	315	1148	25	29	27
Grade 4	316	1153	25	29	27
Grade 4	317	1159	25	29	27
Grade 4	318	1161	25	29	27
Grade 5	407	777	25	29	27
Grade 5	408	773	25	29	27
Grade 5	409	773	25	29	27
Grade 5	410	931	25	29	27
<b>TOTAL GRADES K-5</b>			<b>512</b>	<b>592</b>	<b>648</b>

**CUMBERLAND HEAD ELEMENTARY INSTRUCTIONAL SUPPORT SPACE**

<b>SUPPORT SERVICE/PROGRAM</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY DISTRICT GUIDELINES</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
Library	305	1962		
Computer Lab	308	612		
Music	225	1048		
Art	230	863		
Band Instrumental Music	222	623		
Physical Education	219	1858		
Physical Education	221	1850		
Cafeteria	2078	3298		
Stage	210	1317		
OT and PT	216	518		
Multi Purpose	209	2028		
PhysEd/cafeteria/multipurpose				
Nurse	207	592		
Flu 'holding rm'; book resources				
Guidance/psychology	211	488		
Guidance/social worker				
Psychology	304	110		
Conference Room	212	286		
Resource Room	405	692		
AIS/Enrichment	233	843		
AIS/Enrichment/Resource				
Consultant Teacher				
AIS	109	841		
AIS	234	862		
Testing/Time Out	101	96		
Speech	110	848		
Speech	111	531		
Copy Room and Faculty Workroom	103	430		
Faculty Room	214	365		
Faculty Room	311	110		
Faculty Room	401	443		
Book Room	302	117		
Computer Server	301	X		
<b>TOTAL GRADES K-5</b>				<b>0</b>

**CUMBERLAND HEAD ELEMENTARY SPECIAL EDUCATION INSTRUCTIONAL  
CLASSROOMS**

<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
12:1:1	104	842	12	12
12:1:1	310	859	12	12
15:1:1	406	775	15	15
<b>TOTAL SPECIAL EDUCATION</b>			<b>39</b>	<b>39</b>

**BEEKMANTOWN  
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2009	
• Grades K-5 including Special Needs Self-contained	429

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/09**

**BEEKMANTOWN ELEMENTARY OPERATING CAPACITY BENCHMARKED TO HOW  
SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL  
PROGRAM FOR 2009-2010:**

OPERATING CAPACITY	
PRE-KINDERGARTEN	18
GRADES K-5	
	495
SPECIAL EDUCATION	
	36
<b>TOTAL OPERATING CAPACITY GRADES K-5: 531</b>	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	27
GRADES K-5	621
SPECIAL EDUCATION	36
<b>ESTIMATED TOTAL BUILDING AID UNITS</b>	<b>684</b>

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2009-2010 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY AS PER MINIMUM LOCAL CLASS SIZE GUIDELINES</i>	<i>UNDER BY 102 PUPILS OR BY 19.2%</i>

## CAPACITY ANALYSIS BEEKMANTOWN ELEMENTARY SCHOOL

\*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINE: MINIMUM	OPERATING CAPACITY DISTRICT GUIDELINE: MAXIMUM	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-K	102	834	18	18	27
Kindergarten	100	1175	17	19	27
Kindergarten	101	1182	17	19	27
Kindergarten	10	1204	17	19	27
Grade 1	11	1210	17	19	27
Grade 1	4	800	17	19	27
Grade 1	6	760	17	19	27
Grade 1	8	843	17	19	27
Grade 2	1	796	22	26	27
Grade 2	2	800	22	26	27
Grade 2	3	795	22	26	27
Grade 2/3	5	1075	22	26	27
Grade 2/3	7	1021	22	26	27
Grade 3	107	820	22	26	27
Grade 3	108	820	22	26	27
Grade 3	109	820	22	26	27
Grade 4/5**	30	1591	25	29	27
	30		25	29	27
Grade 4	22	808	25	29	27
Grade 4	23	815	25	29	27
Grade 4	21	875	25	29	27
Grade 5	27	943	25	29	27
Grade 5	24	808	25	29	27
Grade 5	20	815	25	29	27
<b>TOTAL GRADES K-5</b>			<b>495</b>	<b>573</b>	<b>621</b>

\*\* A combined grade levels class section in a room that could accommodate two separate class sections.

**BEEKMANTOWN ELEMENTARY INSTRUCTIONAL SUPPORT SPACE**

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library	Lib	2700		
Computer Lab	16	834		
Music	13	1180		
Art	15	1120		
Band Instrumental Music	13A	165		
Physical Education				
Physical Education				
Cafeteria				
Stage				
OT and PT		874		
Multi Purpose				
Phys Ed/cafeteria/multipurpose		3332		
Nurse		434		
Flu 'holding rm'; book resources	112	820		
Guidance/psychology				
Guidance/social worker	103	834		
Psychology	103A	X		
Conference Room	103B	X		
Resource Room				
AIS/Enrichment				
AIS/Enrichment/Resource	110	744		
Consultant Teacher	25	840		
AIS	106	792		
AIS	105	792		
Testing/Time Out				
Speech	26	938		
Speech	14	221		
Copy Room and Faculty Workroom				
Faculty Room	9	536		
Faculty Room				
Faculty Room				
Book Room				
Computer Server				
Faculty Workroom				
Copy Room				
Computer Server				
<b>TOTAL GRADES K-5</b>				<b>0</b>

**BEEKMANTOWN ELEMENTARY SPECIAL EDUCATION  
INSTRUCTIONAL CLASSROOMS**

<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
12:1:1	104	840	12	12
12:1:1	17	840	12	12
12:1:1	111	828	12	12
<b>TOTAL SPECIAL EDUCATION</b>			<b>36</b>	<b>36</b>

**APPENDIX B:**

**ENROLLMENT PROJECTION  
CALCULATIONS STUDY  
FOR THE BEEKMANTOWN  
CENTRAL SCHOOL DISTRICT  
2010-2019**

## **PURPOSE AND USE OF THE ENROLLMENT PROJECTION CALCULATIONS STUDY**

This demographic/enrollment projection calculations update study provides historical and current Beekmantown 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 main purpose of the study is to provide a tool to help school district decision-making. The study provides present and projected pupil enrollments based on different assumptions about the future. The study is a tool to engage a community in identifying what they believe about the future of the school district and the community it serves. 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 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.

### **Basic Assumption Guiding the Projection Calculations**

When using the Cohort Survival Statistic to project future enrollments, it is assumed that the following variables will continue in the future in a similar manner as they have since 2004 *unless data are identified to the contrary*:

- the death rate of children
- the live birth rate
- migration of students both into and out of the district
- grade retention patterns
- residential construction and housing market
- increase or decrease of local employment opportunities
- dropout rate
- graduation rate
- private school enrollments
- number of non-residents enrolled on a tuition basis

If there are data to suggest that one or more of the variables listed above will not continue into the near future of the next five years in the same historical pattern, then the base Cohort Survival

Statistic results are modified to estimate the potential impact the variable(s) may have on future school district enrollments.

The study recognizes that any proposed new residential households beyond the customary number of units built annually within the Beekmantown School District may add to the population of the school district if constructed. In addition, the study estimates the impact of Academic Intervention Efforts and program implementation on enrollment. Both variables are analyzed and, if applicable, calculations are performed to adjust the base cohort statistic to estimate future enrollments in the school district.

## **METHODOLOGY TO PROJECT *BASELINE* ENROLLMENT FORECASTS**

### **Compilation of Data**

The study collects the following data to execute the cohort survival statistic to project *baseline* future enrollments of the school district:

- Student enrollments of the Beekmantown Central School District by grade level from 2004-2005 through 2009-2010 are compiled from data provided by district personnel. All enrolled children including special needs students, temporarily home-bound pupils, and non-resident tuitioned pupils regardless of instructional program are included in the calculations. Ideally, all district resident children should be accounted for by enrollment in a grade level assignment. However, pupils served in BOCES shared programs are listed annually in the calculations as 'ungraded' and in total are added to the K-12 yearly total enrollments. The yearly ungraded numbers of pupils therefore are not part of the grade-to-grade survival ratio calculations. Over the past six years there are 31 pupils on-average annually who are enrolled in BOCES shared special needs programs. The total K-12 enrollment projections listed on *Tables 7A-C and 8A-C* (Figures, Tables, Charts pages 15A-15F) includes the assumption that 31 Beekmantown Central School pupils will be enrolled in BOCES shared programming annually from 2010-2019. All other *Figures, Tables and Charts* that illustrate projected enrollments do not include the estimated 31 pupils who are assumed to attend BOCES special needs programming. The

district may wish to consider assigning all pupils, regardless of program placement, to a grade level in the future as it historically retains data about its year-to-year pupil enrollments.

- Annual kindergarten class enrollments are compared to the total catchment area live births five years earlier.
- Live birth numbers since 2002 as reported by the NYS Department of Health for: the Towns of Altona, Beekmantown, Chazy and Plattsburg within the boundaries of the Beekmantown Central School District are analyzed (Source: NYS Department of Health).
- Information about the residential housing market as of February 2010.

### **Application of the Baseline Cohort Survival Statistic**

The cohort survival statistic identifies a 'percentage of survival' ratio that describes the relationship of a grade level enrollment in a given year compared to the grade enrollment in the next lower grade from the previous year. If a ratio falls below 1.0, the ratio signifies that the enrollment of students in a grade level decreased or did not 'survive' enrollment into the next grade level of the next year. If a ratio rises above 1.0, the ratio then signifies new enrollment has moved to the district or a significant change in grade-to-grade promotion policy.

Calculating the survival ratios from 2004-2005 through 2009-2010 for each of the grade enrollments provides the basis for a set of average grade-to-grade survival ratios that can be used to estimate future baseline grade enrollments in the Beekmantown Central School District.

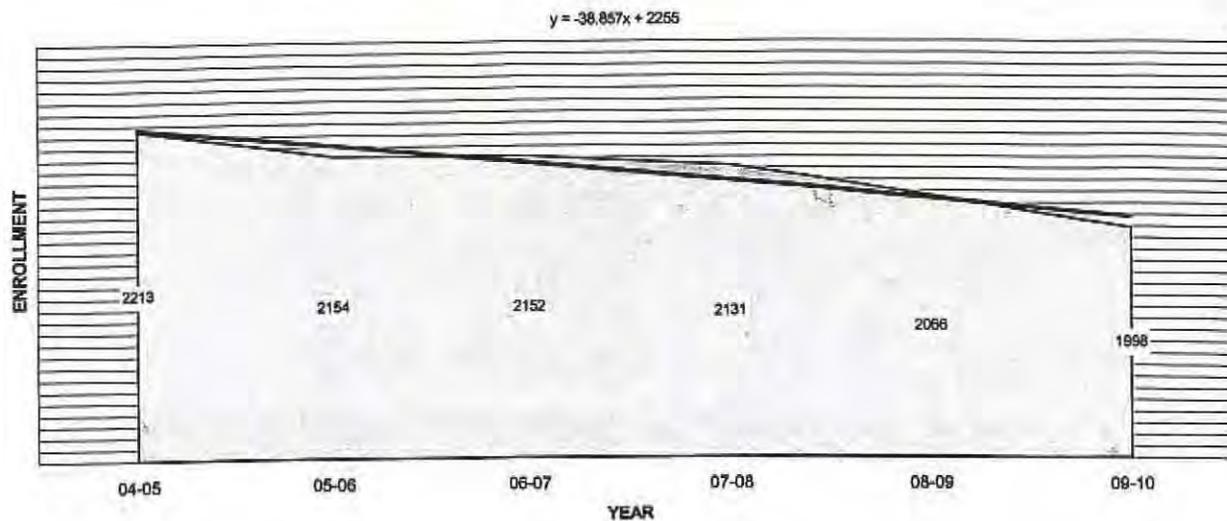
### **Limitations of the Study**

- The future enrollments predicted using the cohort survival statistic should be adjusted if there is evidence that one or more of the study assumptions have changed. For example, if one or more residential developments truly break ground, then such substantiation could document an increase or a decrease in the future school enrollments described in this study.

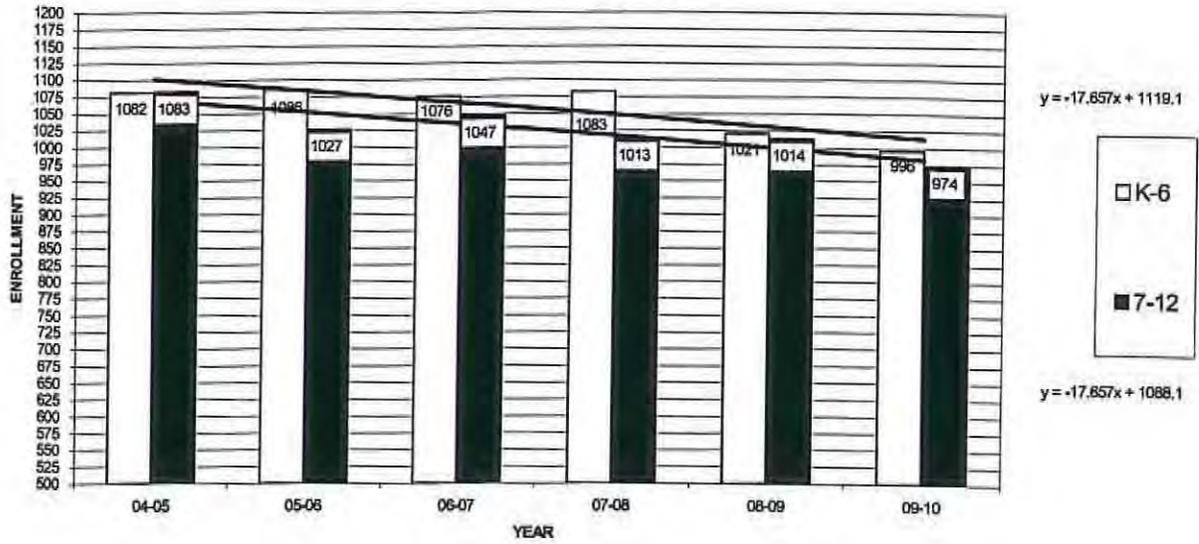
Projections for the immediate future are more reliable than those for years further in the future. Enrollment projection totals for K-5 or K-6 or 6-8 and for 7-12 are more reliable than are those for specific grade levels in specific years.

- The cohort survival statistic is a linear calculation. As such, sporadic fluctuations of historical enrollment data from year-to-year could affect the estimated projections of future enrollments. Total K-12 enrollment in the five enrollment years since 2004-2005 has changed year-to-year through 2009-2010 from -2.67% to -3.29%. Since 2004, K-12 enrollment ranges from a high of 2213 in 2004-2005 to a low of 1998 in 2009-2010 (*Chart One-A*). The K-12 enrollment annual average over the past six years is 2119 pupils and the median is 2142. *Chart One-B* charts the pattern of enrollments for grades K-6 and 7-12 since 2004 while *Chart One-C* documents the historical enrollment patterns for grades K-5, 6-8, and 9-12. Note that the most decrease in enrollment has occurred at the K-5 and 6-8 levels. *Chart One-D* of the set of *Figures, Tables, and Charts (FTC)* for the study graphically represents the net percentage changes in K-12 enrollment from 2004 through 2009. From school years 2004 to 2009 the total K-12 enrollment has decreased by 215 pupils or -9.715% over six years.

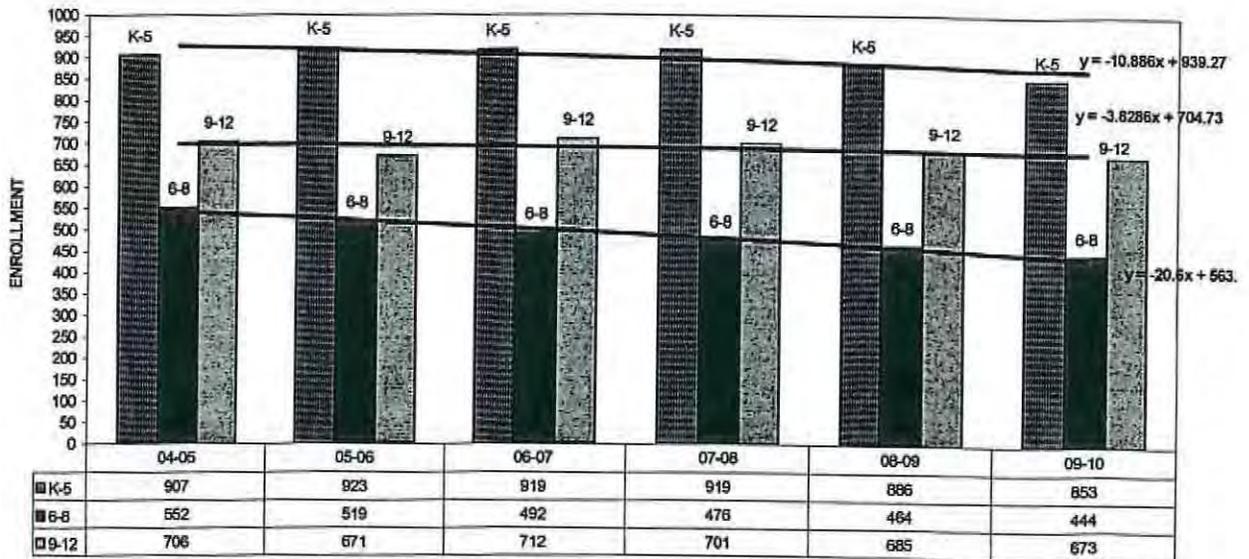
**CHART ONE-A: HISTORICAL K-12 ENROLLMENT  
2004-2009**



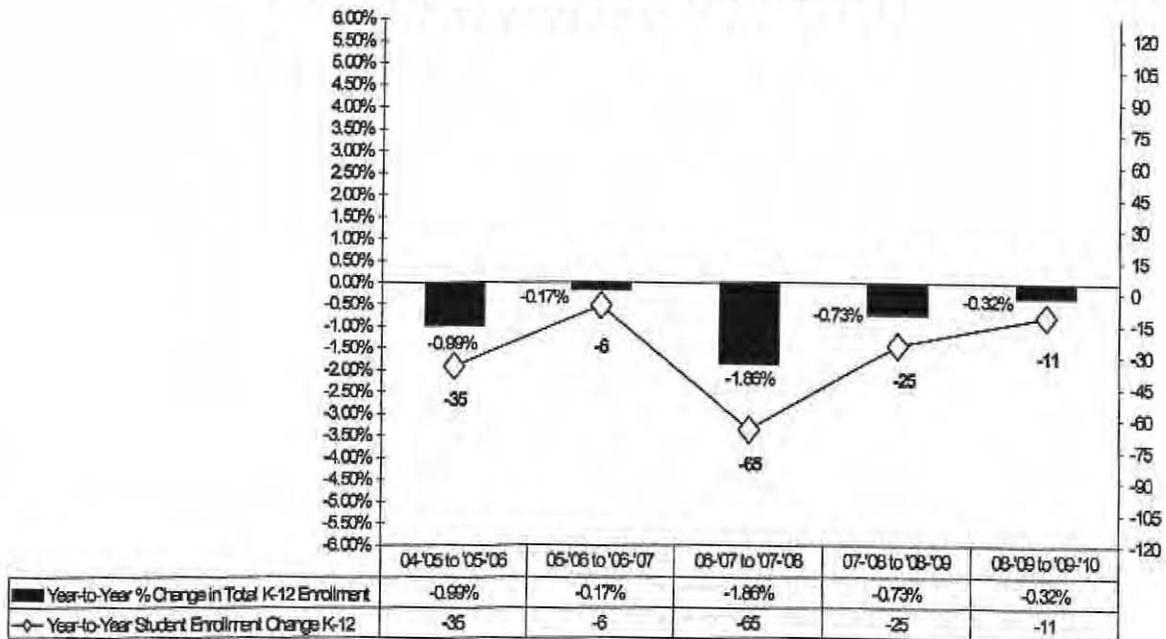
**CHART ONE-B: HISTORICAL K-6, 7-12 ENROLLMENT  
2004-2009**



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



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



**DISTRICT ENROLLMENT AREA AND DISTRICT LIVE BIRTHS**

The Beekmantown School District does not undertake a door-to-door school district census. No historical population data are available concerning birth to four year-olds living within the boundaries of the district. In late October, 2008 and in early February, 2009 the NYS Health Department reported the results of its efforts to geocode Town live birth data and assign the live births to specific school district boundaries. The intent of the Department is to refine the geocode process and report live births in the State sorted by school district. The report provides live birth data by school district from 2002 through 2008. The total annual live births reported for each County by the Health Department have been historically accurate. However, the annual live births totals reported by hospital facilities for each Town have been erroneous sporadically throughout the State in the past. The new live births reporting and geocoding protocol by the Health Department results in a more valid count of Town and School District annual live birth totals since 2002.

The Health Department report lists the following live birth data for the Beekmantown School District: in 2002, 145 births; in 2003, 153 births; in 2004, 136 births; in 2005, 135 births; in 2006, 139 births; and for 2007, 133 births. The live birth data for 2008 are not published as yet.

However, the State Health Department Office has provided the preliminary live birth total for 2008 for Beekmantown CS. It is 153 births. One of the premises of the methodology of this study is that the trending of patterns of data like live birth data over many years can suggest future patterns of school district enrollment. The new Health Department live birth data tool sorted by school district is available for only the last seven years at this juncture. The seven year span of data is short. However, the high validity of the Health Department geocoded data supports a trend analysis of the pattern of the seven year set of yearly live birth totals attributed to the school district.

The study first documents the live births in the 'catchment area' of the school district and all of Clinton County since 2002. 'Catchment area' is defined as the towns in which the 99.64 square mile enrollment area of Beekmantown is located. Out of 17 school districts serving Clinton County, Beekmantown ranks eighth largest in size of geographical area served. The 17 districts range in size from 2.82 to 378.59 square miles.

*Table 1* lists live birth data from 2002 through 2007 for Clinton County and all of the towns and villages that make up the 'catchment area' of the Beekmantown Central School District. For example, in the case of the Town of Beekmantown, there are 1813 residential parcels in 2009 of which 94.6% are in the Beekmantown Central School District. Similarly, there are 1616 residential parcels in the Town of Chazy of which 29% are in the Beekmantown School District. *Table 1* also lists the annual live births since 2002 as recorded by the Health Department for the area within the enrollment boundaries of the Beekmantown Central School District. From 2002 through 2007, 17.78% of all of the births recorded for Clinton County are from the Beekmantown Central enrollment area. *Table 2* lists the annual Beekmantown kindergarten enrollments since 2000.

**TABLE 1**  
**LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE**  
**BEEKMANTOWN CENTRAL SCHOOL DISTRICT**  
**AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH**  
**2002-2008**

TOWN	2002	2003	2004	2005	2006	2007	2008	TOTAL
<b>BIRTHS IN EACH MUNICIPALITY</b>								
<b>CLINTON COUNTY</b>								
Altona 3.00% *	18	29	28	29	32	17	NA	153
Beekmantown 94.60%	61	62	56	69	58	52	NA	368
Chazy 29.00%	43	39	49	43	51	44	NA	269
Plattsburgh 57.30%	129	147	115	129	141	151	NA	812
<b>TOTAL BIRTHS IN CATCHMENT AREA</b>	<b>251</b>	<b>277</b>	<b>248</b>	<b>270</b>	<b>282</b>	<b>264</b>		
<b>NYS HEALTH DEPARTMENT</b> <b>'LIVE BIRTHS BY SCHOOL DISTRICT'</b>	<b>145</b>	<b>153</b>	<b>136</b>	<b>135</b>	<b>139</b>	<b>133</b>	<b>153</b>	<b>894</b>
<b>DISTRICT/CATCHMENT AREA</b> <b>LIVE BIRTH RATIO</b>	<b>57.77%</b>	<b>55.23%</b>	<b>54.84%</b>	<b>50.00%</b>	<b>49.29%</b>	<b>50.38%</b>	<b>PRELIMINARY</b> <b>8 YEAR RATIO</b>	<b>52.627%</b>
<b>CLINTON COUNTY</b> <b>TOTAL BIRTHS</b>	<b>783</b>	<b>808</b>	<b>751</b>	<b>786</b>	<b>764</b>	<b>838</b>	<b>NA</b>	
<b>DISTRICT/CLINTON</b> <b>COUNTY LIVE BIRTH RATIO</b>	<b>18.52%</b>	<b>18.94%</b>	<b>18.11%</b>	<b>17.18%</b>	<b>18.19%</b>	<b>15.87%</b>	<b>8 YEAR RATIO</b>	<b>17.780%</b>

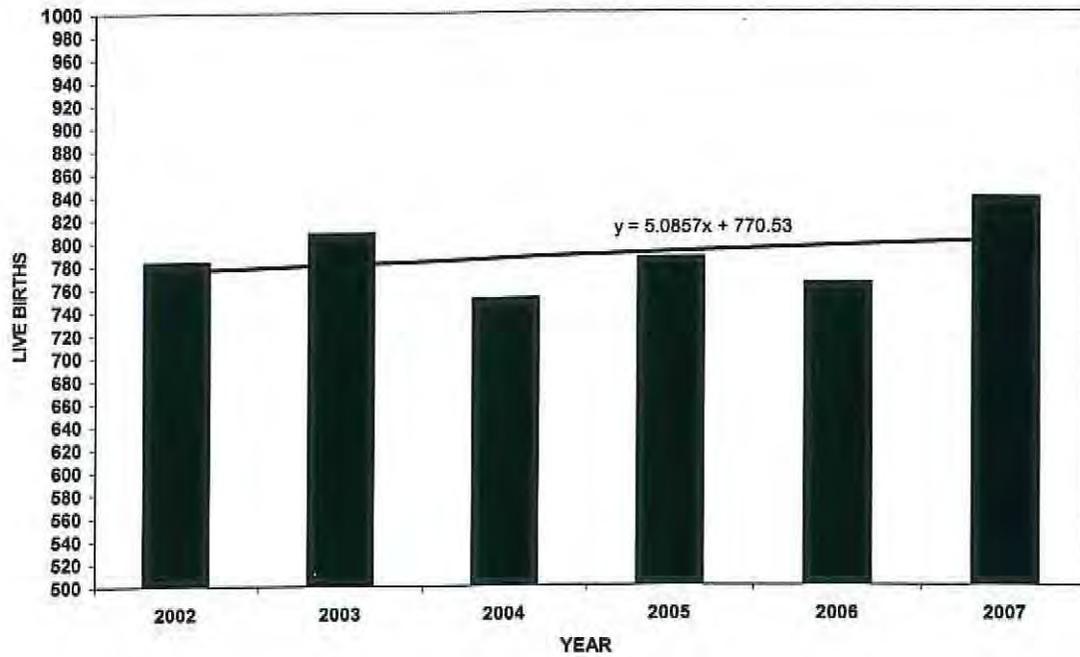
\*percentage of residential properties in each municipality that fall within the boundaries of the Beekmantown School District as of 2009

**TABLE 2**  
**KINDERGARTEN ENROLLMENT OF THE BEEKMANTOWN CENTRAL SCHOOL DISTRICT 2000-2009**

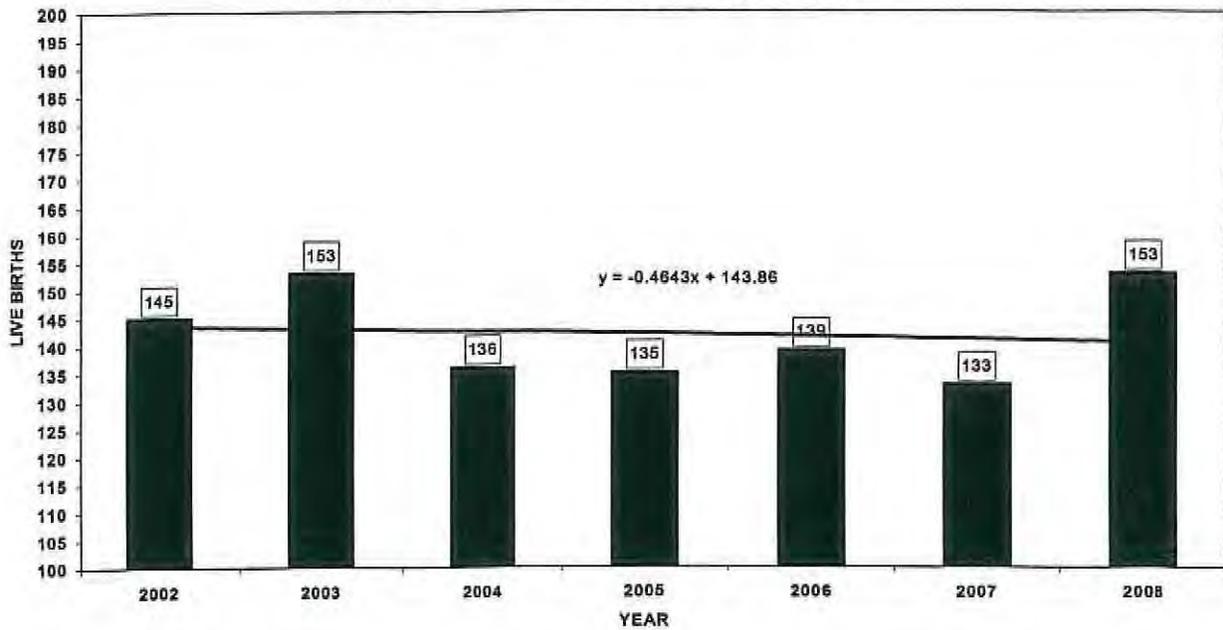
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
123	177	125	155	165	161	149	159	124	123

*Figure One* charts the live birth data for Clinton County since 2002. *Figure Two* charts the live birth data for the Beekmantown Central School District enrollment area. The annual totals of live births in Clinton County have trended upward from 2002 to 2007; slope of +5.0857. The illustration in *Figure Two* of the pattern of live births in the enrollment area of the Beekmantown Central School District from 2002 through 2008 is in a slow decline (slope -.464).

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

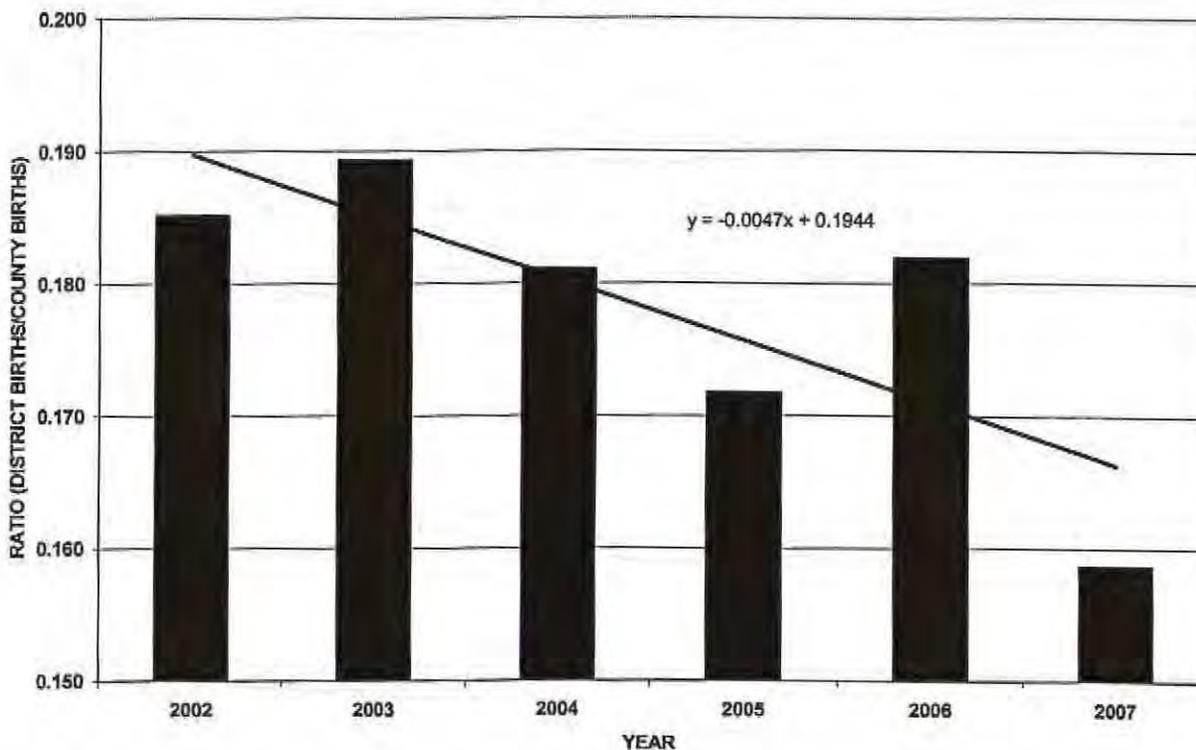


**FIGURE TWO: BEEKMANTOWN CS ENROLLMENT  
AREA LIVE BIRTHS 2002-2008**



*Figure Three* charts the ratios derived from comparing the annual live births in the school district with the total live births in Clinton County since 2002. Out of the total annual live births in the County, the annual percentage of those live births that can be attributed to the Beekmantown School District has on-average decreased slightly over the past six years.

**FIGURE THREE: RATIOS OF BEEKMANTOWN DISTRICT AREA LIVE BIRTHS TO CLINTON COUNTY LIVE BIRTHS 2002-2007**



*Figure Four* charts the pattern of live births over the past seven years for Clinton County and the number of live births for the school district enrollment area and the 'catchment area' for the district over the same seven year period in one illustration. The trend lines demonstrate the difference in the rates of live birth increases in the school district, the towns and villages in which the district is located, and the County as a whole. The rate of live births in the County as a whole is increasing faster than the live birth growth charted for the district enrollment area and the 'catchment area' where the school district is located. This suggests that other geographic areas in the County are experiencing a larger increase in the rate of live births than is Beekmantown Central over the past seven years.

FIGURE FOUR: BEEKMANTOWN SD ENROLLMENT AREA, CATCHMENT AREA, AND CLINTON COUNTY BIRTH TRENDS 2002-2008

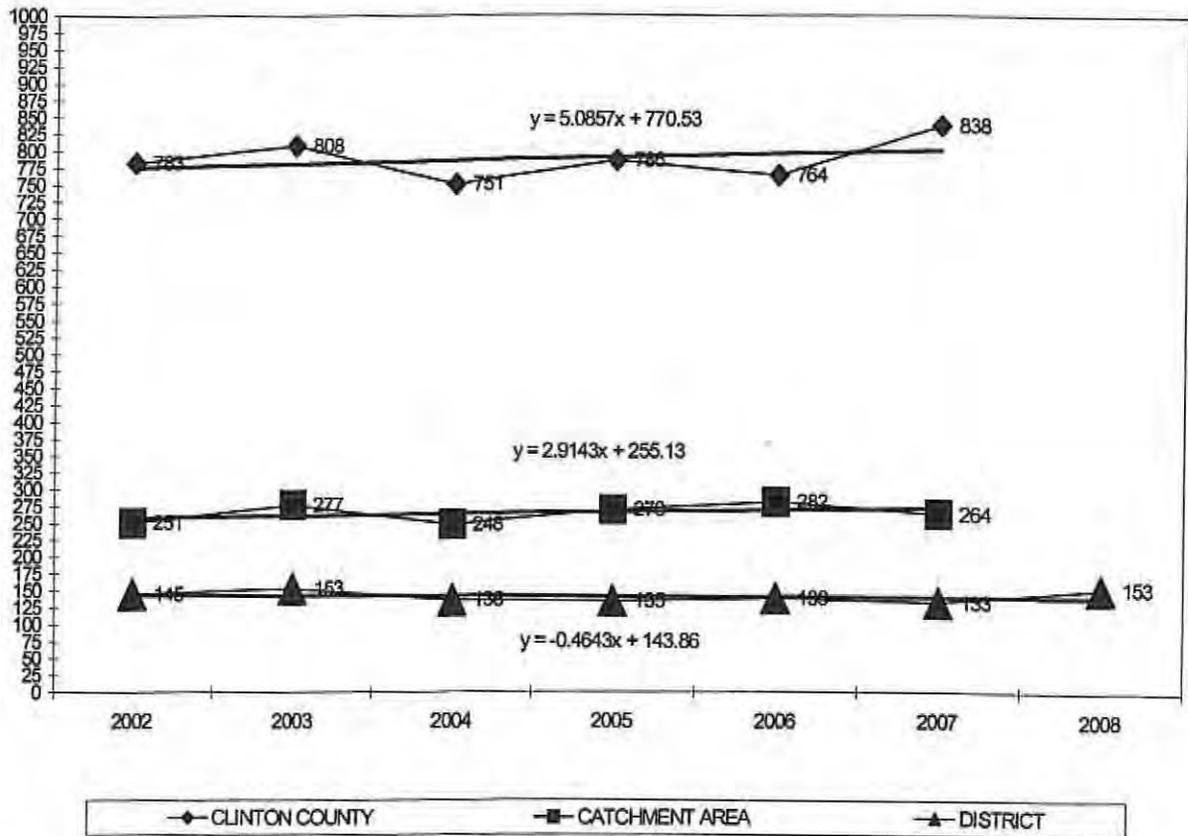
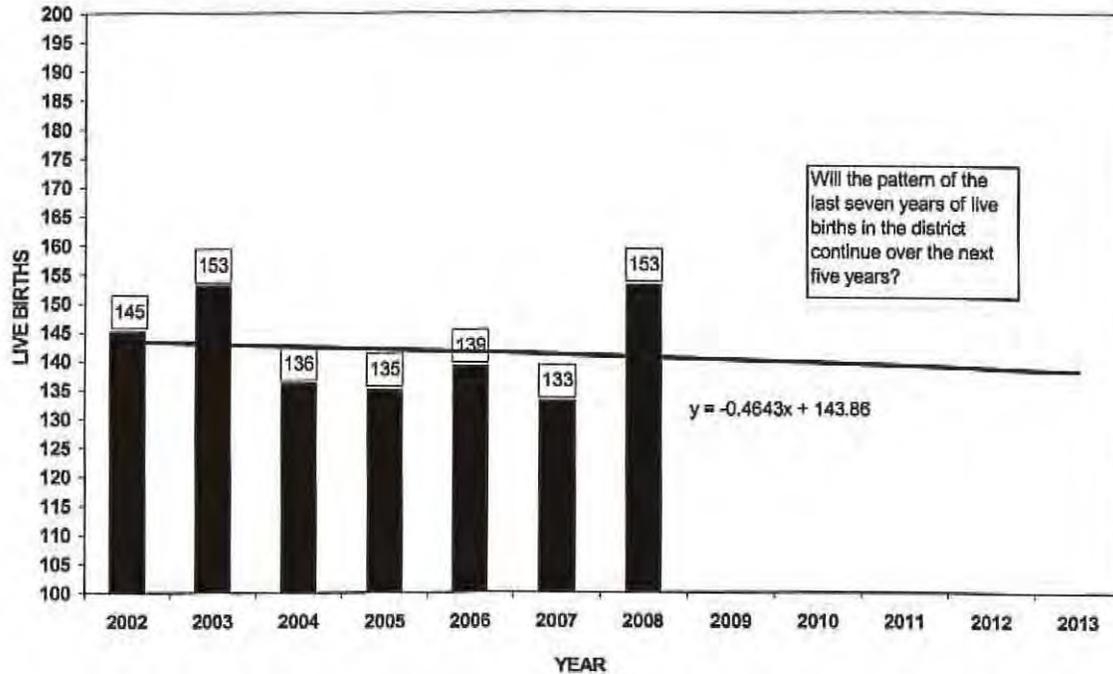
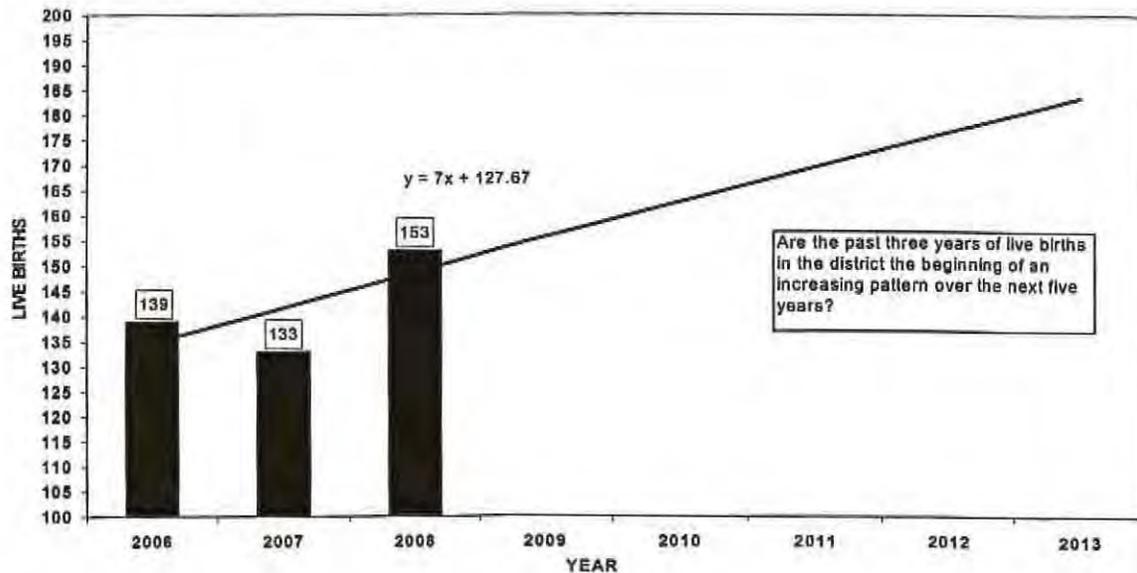


Figure Five-A illustrates the estimated pattern of live births in the district for 2009-2013 as a projected extension of the pattern of live births recorded for 2002-2008. The seven year pattern of live birth data suggests that live birth totals will continue to decrease slowly in the Beekmantown School District. Figure Five-B charts the live births in the school district enrollment area over the past three years instead of over seven years as in Figure Five-A. The three years of live births from 2006 through 2008 are illustrated by an increasing trend line sloped at +7. Three years of data are too few to conclude that a positive trend exists. However, the increasing pattern of live births in the district enrollment area over the past three years suggests an important question for planning: Are the past three years of live birth numbers in the district the beginning of an increasing live birth pattern over the next five years? What factors might encourage a continued positive pattern of live births in the district experienced over the past three years?

**FIGURE FIVE-A: LIVE BIRTHS IN THE BEEKMANTOWN SCHOOL DISTRICT ENROLLMENT AREA 2002-2008**



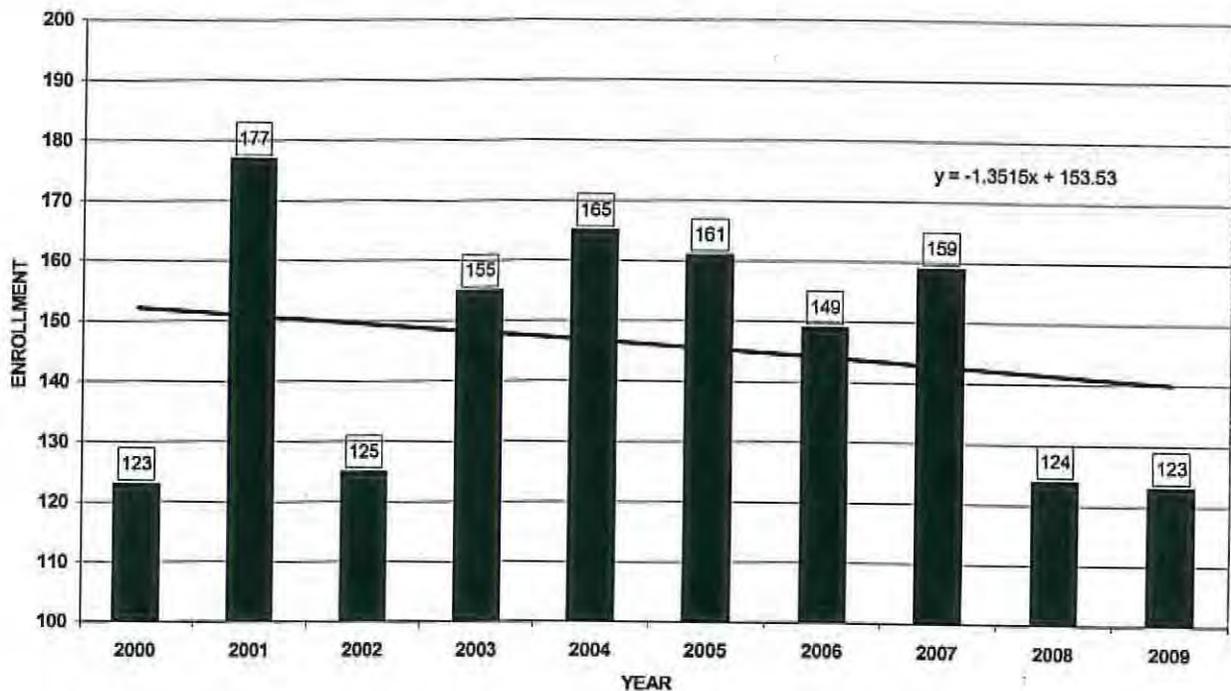
**FIGURE FIVE-B: LIVE BIRTHS IN THE BEEKMANTOWN SCHOOL DISTRICT ENROLLMENT AREA 2006-2008**



## DISTRICT KINDERGARTEN ENROLLMENTS AND DISTRICT LIVE BIRTHS

*Figure Six* charts the Beekmantown School District kindergarten enrollment from 2000 through 2009. There is a decreasing pattern of enrollments over the past ten years (slope -1.351).

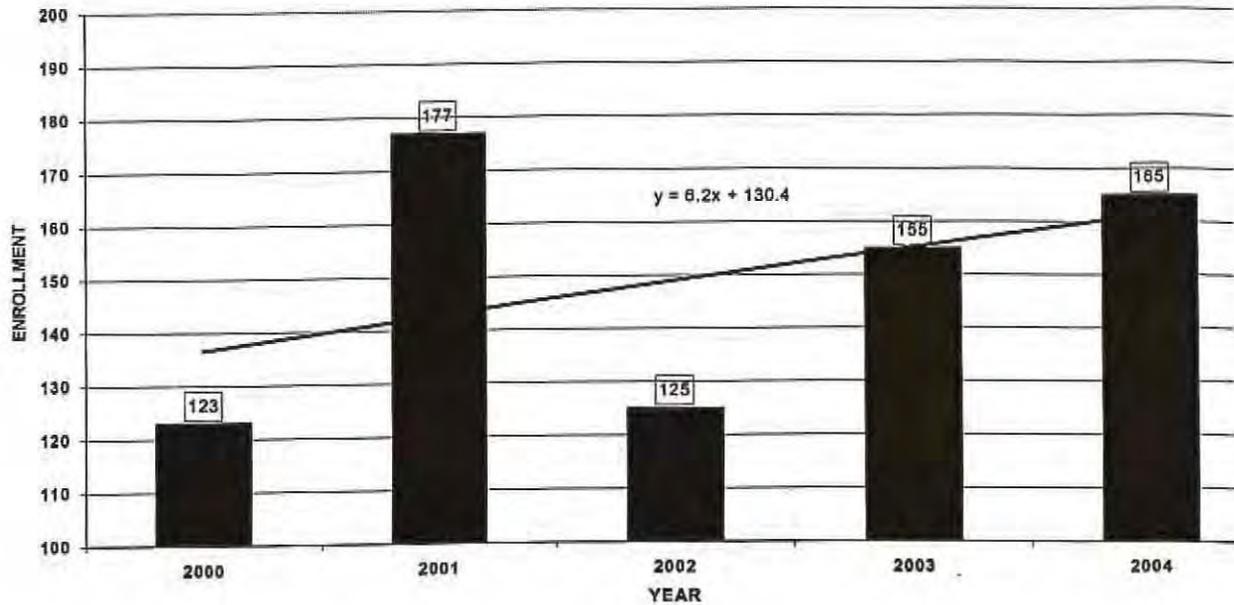
**FIGURE SIX: BEEKMANTOWN CS KINDERGARTEN ENROLLMENT 2000-2009**



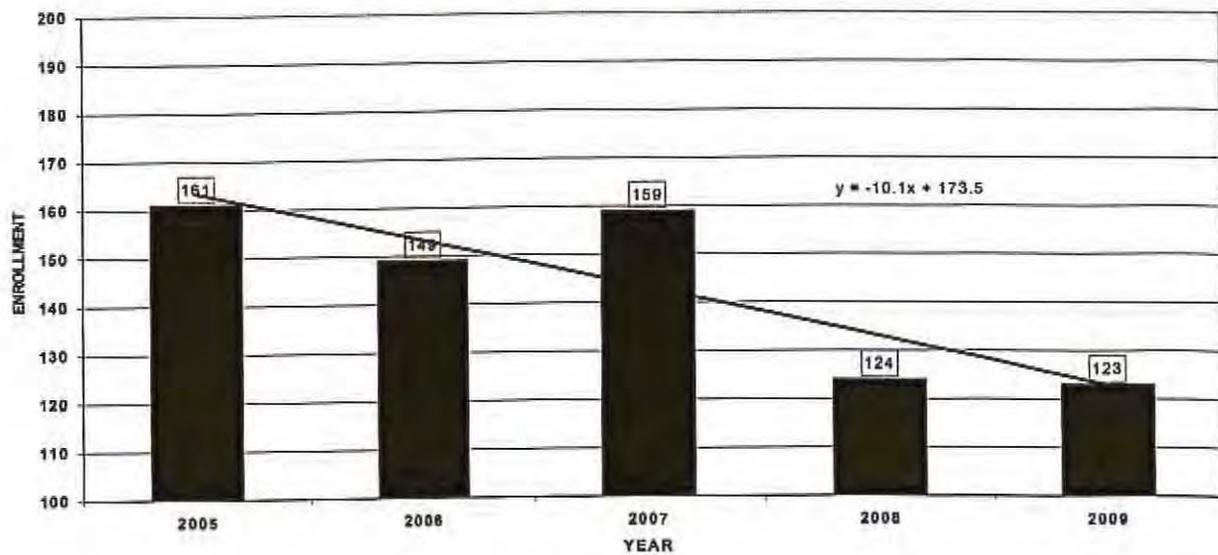
Illustrating the live birth and kindergarten enrollment data in sets of five year increments offers a refined perspective of the data. It provides a basis from which to make inferences about the relationship between district live births and district kindergarten enrollments, and how the effect of potential new population to the district due to new housing or an active existing home market may have on kindergarten enrollments. Viewing kindergarten enrollment data over the past ten years in two five year sets may suggest a perspective about future kindergarten enrollments over time. *Figure Seven-A* illustrates an increasing pattern of kindergarten enrollments at Beekmantown Central from 2000 through 2004 (slope +6.2). *Figure Seven-B* illustrates a decreasing pattern of kindergarten enrollments at Beekmantown Central from 2005 through 2009 (slope -10.1). Will the on-average decreasing pattern of annual kindergarten enrollments over

the past ten years since 2000 in the Beekmantown School District continue into the future as illustrated in *Figure Six*? Or, will the on-average steeper declining pattern of annual kindergarten enrollments since 2005 continue into the future as illustrated in *Figure Seven-B*?

**FIGURE SEVEN-A: BEEKMANTOWN CENTRAL KINDERGARTEN ENROLLMENT 2000-2004**

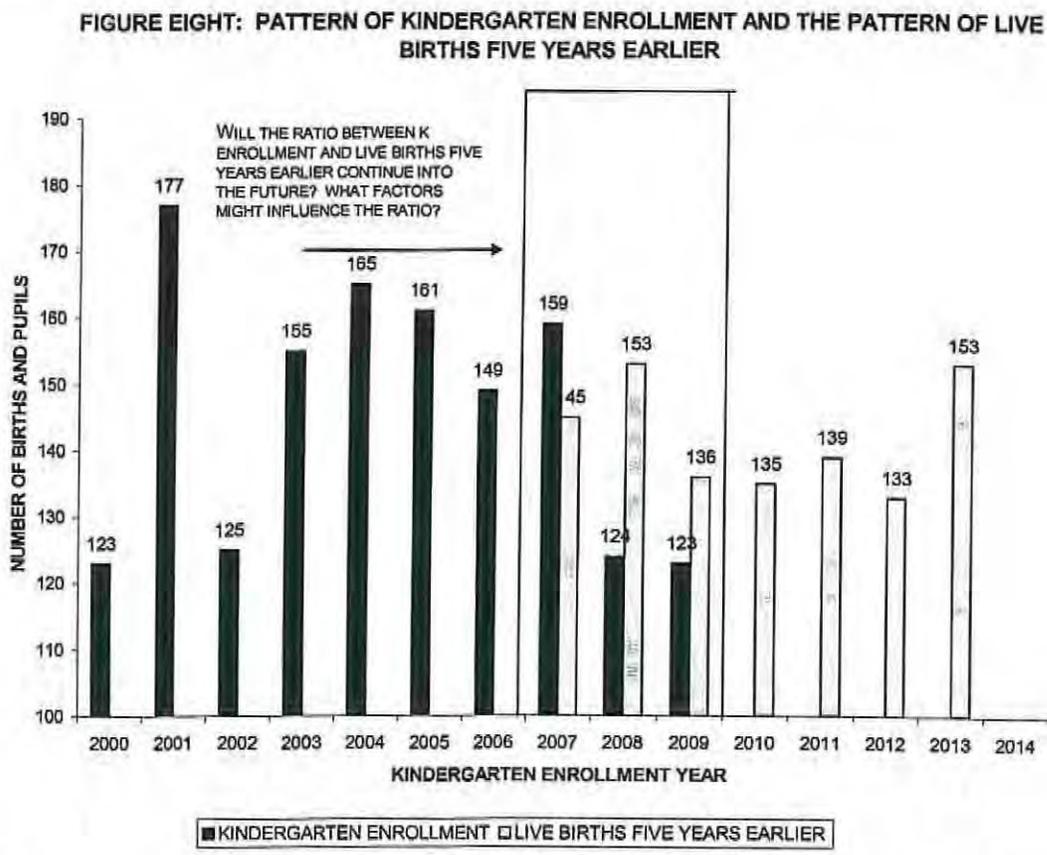


**FIGURE SEVEN-B: BEEKMANTOWN KINDERGARTEN ENROLLMENT 2005-2009**



One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at Beekmantown with the documented live births recorded for the Beekmantown School District enrollment area five years earlier each kindergarten enrollment year.

The *Figure Eight* below illustrates the pattern of kindergarten enrollments and the pattern of live births five years earlier.



In 2007 there were 159 Beekmantown kindergarten enrollees. Five years earlier there were 145 live births recorded for the school district enrollment area. More pupils enrolled in Beekmantown kindergarten in 2007 than were born in the enrollment area of the district five years earlier in 2002. Note the change in pattern starting in 2008. There were 124 kindergarten enrollees in 2008 and 153 live births are recorded for the school district enrollment area in 2003. In 2009 there were 123 kindergarten enrollments. Five years earlier those enrollments, 136 live births are recorded for the school district enrollment area in 2004. A limitation to the analysis is that accurate, geocoded, annual live birth data for the school does not exist before 2002.

Therefore, comparing kindergarten enrollment numbers with births five years earlier in the district can only reliably be done for three years; 2007, 2008, and 2009. Given the kindergarten-live-birth ratios for 2007-2009, can the pattern of those ratios suggest what might be the kindergarten enrollments in years 2010 through 2013 based on the recorded live births five years earlier in the district from 2005-2008?

The live birth data officially recorded by the NYS Health Department for Clinton County, the towns and villages that make up the Beekmantown Central School District, and for the school district enrollment area do provide a documented population factor that can be charted and statistically used to forecast estimated future kindergarten enrollments in the school district. There are no data to identify specific kindergarten enrollments from 2004 through 2009 of children not born in the enrollment area served by Beekmantown Central and are from families who moved to the school district. Similarly, there are no data to determine specifically how many children born in the school district enrollment area in the years 1999-2004 moved from the area and, therefore, did not enroll in Beekmantown Central kindergarten classes for each year from 2004 through 2009. The study initially assumes that the migration of students both into and out of the towns and the district will continue in a similar manner as it has during the years since 1999.

The *base cohort* enrollment projection calculations of the study assume the live birth trends and kindergarten trends described above will continue in the same pattern into the future.

### **KINDERGARTEN ENROLLMENT FORECASTS**

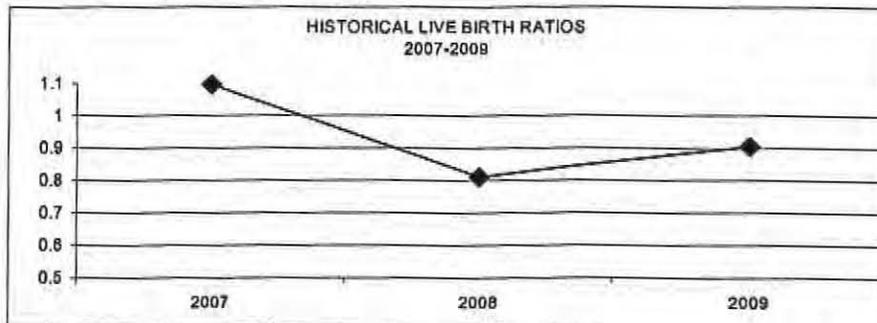
Estimating future kindergarten enrollments is the most speculative aspect of projecting K-12 enrollments. However, analyzing historical annual kindergarten enrollments in concert with historical annual live birth data and patterns do reveal a set of defensible estimates of future kindergarten enrollments. These estimated future kindergarten enrollments then can be included in the base cohort survival statistic application to project future K-12 enrollments.

In order to forecast future kindergarten enrollments, *Table 3* of the study first compares the Beekmantown Central kindergarten annual enrollments from 2007 to 2009 to the annual live births in the school district from 2002 to 2004. Ratios are calculated to determine the annual historical pattern of kindergarten enrollment in the Beekmantown Central School District compared to all the children born five years earlier in the catchment area served by the school district. The mathematical comparison of each annual kindergarten enrollment with the total live births five years earlier in the Beekmantown Central enrollment area results in a set of ratios. For example, in 2009 there were 123 students enrolled in the kindergarten class. In 2004, there were 136 live births in the enrollment area of the school district. A ratio of .9044 results from comparing the 2009 kindergarten enrollment of 203 students with the 171 total live births five years earlier. That is, about 90% of the year 2004 live births in the Beekmantown Central enrollment area became Beekmantown Central kindergartners in 2009. From 2002 through 2004 there were 434 births in the Beekmantown Central enrollment area. From 2007 through 2009 there were 406 kindergarten enrollments. The live-birth-kindergarten ratio for this three year period is .935484. The mean ratio is .93714. The median is .904412. The annual live-birth-kindergarten ratios are subject to at least four variables: one, the number of live births resident in the district; two, the number of preschoolers born in the district who move from the district and do not enroll at Beekmantown Central; three, the number of pre-schoolers who move to the district and enroll in the district for kindergarten; and four, the number of preschoolers born in the district or move to the district who do not attend public school for kindergarten. The 2008 and 2009 live-birth-kindergarten ratios are both under 100%. This suggests that children born in the district in 2003 and 2004 have moved out of the school district before achieving kindergarten age, and/or children born in the district in 2003 and 2004 still live in the district, but have chosen to attend another school district or a private school/home school setting.

**TABLE 3**

**RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2009)  
OF THE BEEKMANTOWN SCHOOL DISTRICT  
AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2004)  
IN THE ENROLLMENT AREA  
OF THE DISTRICT**

COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLL. AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	159	145	1.096552
2008 K STUDENTS TO 2003 BIRTHS	124	153	0.810458
2009 K STUDENTS TO 2004 BIRTHS	123	136	0.904412

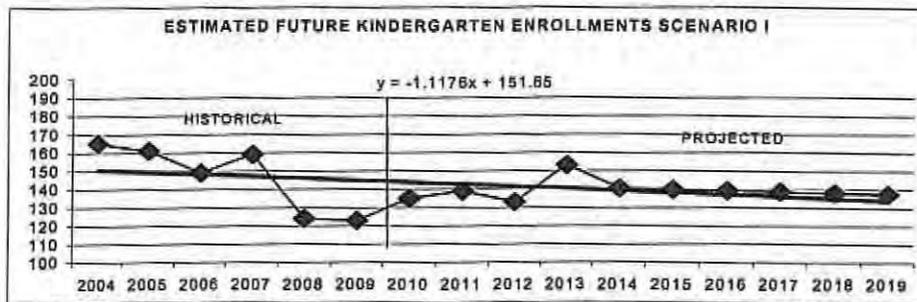


The historical kindergarten enrollments of the Beekmantown Central School District and historical live birth data are analyzed three ways. The three analyses form the basis for three kindergarten enrollment forecasts. The three kindergarten forecasts are used to develop Low, Mid, and a High K-12 enrollment projection calculations. One forecast (*Table 4*) of future kindergarten enrollments assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past seven years since 2002. It also assumes that the

overall kindergarten enrollment to live birth ratio for the years 2007 through 2009 (.935484) is an historically based ratio that is possible to expect in the future. Forecast scenario one is the basis for the mid range enrollment projection calculations.

**TABLE 4**  
**PROJECTED BEEKMANTOWN 2010-2019 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2002 THROUGH 2008, AND (B) THE RATIO DERIVED FROM TOTAL ENROLLMENT AREA LIVE BIRTHS ('02-'04) AND TOTAL DISTRICT KINDERGARTEN ENROLLMENT ('07-'09)**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH RATIO '09
2010	126	2005	136	0.935484
2011	130	2006	139	0.935484
2012	124	2007	133	0.935484
2013	143	2008	153	0.935484
<b>PROJECTED LIVE BIRTHS</b>				
2014	131	2009	140	0.935484
2015	131	2010	140	0.935484
2016	130	2011	139	0.935484
2017	130	2012	139	0.935484
2018	129	2013	138	0.935484
2019	129	2014	137	0.935484



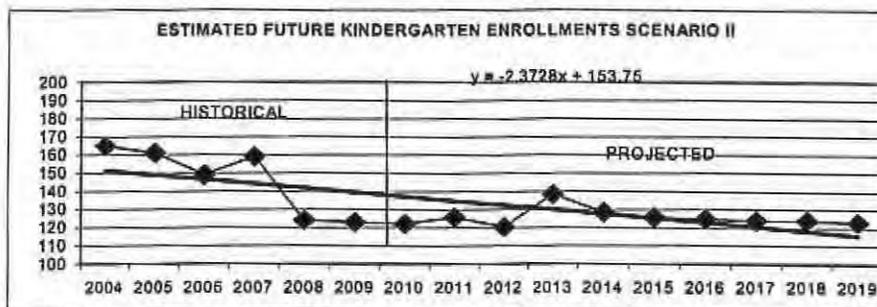
A second forecast of estimated future kindergarten enrollments (*Table 5*) first uses Federal Census data regarding mortality, domestic migration, international migration, and child-bearing over the past three years for Clinton County to estimate the number of future live births in the county for 2008-2014. The estimated future Clinton County live births are multiplied by the average ratio (.1778) of County live births that are attributed to the Beekmantown Central district enrollment area from 2002 to 2007 (see *Table 1*). The second forecast scenario assumes that

future annual kindergarten enrollment to live birth ratios will follow the ratio of .904412 established for 2009 into the future. Forecast scenario two is the basis for the low range enrollment projection calculations.

**TABLE 5**  
**PROJECTED BEEKMANTOWN CENTRAL 2010-2019 KINDERGARTEN ENROLLMENTS**  
**BASED UPON (A) MEDIAN RATIO OF THE KINDERGARTEN-LIVE BIRTHS RATIOS**  
**FROM 2007-2009; AND (B) THE ESTIMATED FUTURE ENROLLMENT AREA LIVE BIRTHS**  
**RESULTING FROM MODELING THE PAST THREE YEARS OF MORTALITY, DOMESTIC**  
**MIGRATION, INTERNATIONAL MIGRATION, AND CHILD-BEARING AGE COHORT DATA**  
**ESTIMATED BY THE FEDERAL CENSUS FOR CLINTON COUNTY MULTIPLIED BY THE**  
**RATIO OF COUNTY LIVE BIRTHS ATTRIBUTED TO THE DISTRICT ENROLLMENT AREA**  
**FROM**  
**'02-'07 (SEE TABLE 1)**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO LIVE BIRTH RATIO
2010	122	2005	135	0.904412
2011	126	2006	139	0.904412
2012	120	2007	133	0.904412
2013	138	2008	153	0.904412
<b>PROJECTED LIVE BIRTHS</b>				
2014	128	2009	142	Future birth modelling protocol 0.904412
2015	126	2010	139	0.904412
2016	125	2011	138	0.904412
2017	124	2012	137	0.904412
2018	124	2013	137	0.904412
2019	123	2014	136	0.904412

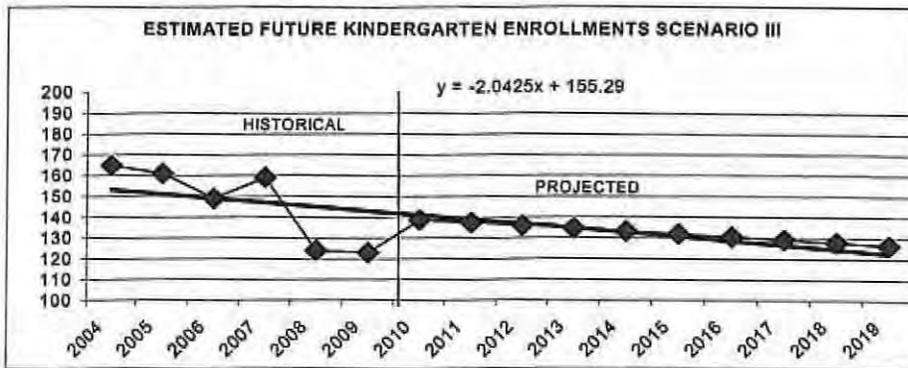
Future birth modelling protocol:  
 .17780 times Clinton County projected births 09-14: 797,782,777,772,769,765



A third forecast of kindergarten enrollments assumes that future kindergarten enrollments will follow the pattern of kindergarten enrollments from 2004 through 2009 without reference to live birth trends or kindergarten-to-live-birth ratio patterns (*Table 6*). Forecast scenario three is the basis for the high range enrollment projection calculations.

**TABLE 6**  
**PROJECTED BEEKMANTOWN SCHOOL DISTRICT**  
**2010-2019 KINDERGARTEN ENROLLMENTS**  
**BASED UPON AN EXPONENTIAL TREND ANALYSIS**  
**OF THE HISTORICAL PATTERN OF KINDERGARTEN ENROLLMENT**  
**DATA FOR THE PAST SIX YEARS 2004-2009**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO ENROLL. AREA LIVE BIRTH RATIO
2010	139	2005		
2011	137	2006		
2012	136	2007		
2013	135	2008		
			<b>PROJECTED LIVE BIRTHS</b>	
2014	133	2009		
2015	132	2010		
2016	131	2011		
2017	129	2012		
2018	128	2013		
2019	127	2014		



**BASELINE K-12 ENROLLMENT PROJECTIONS**

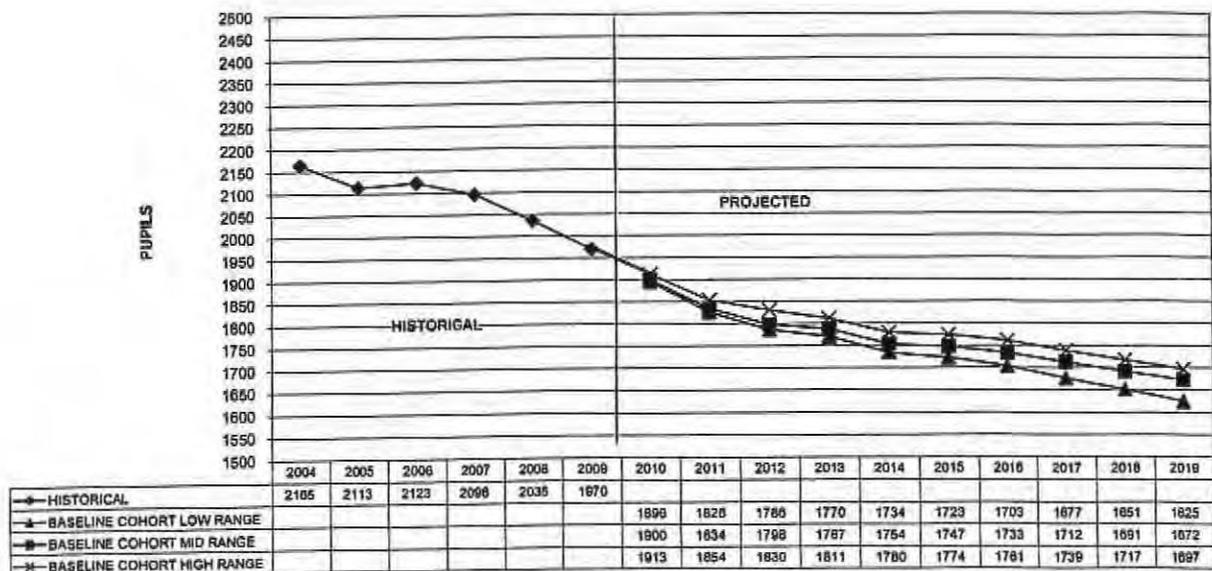
*Tables 7A, B, and C in the Figures, Tables, Charts Attachment A present Low, Mid, and High range K-12 enrollment projections calculated using the cohort survival statistic. Each calculation is based on historical K-12 enrollments as reported by the school district for each of the school years 2004-2005 through 2009-2010. The historical enrollment data are used to calculate ‘percentage of survival’ ratios for each grade level K-12. The ratios quantify the rate of change*

in number of students in a particular grade level compared to the number of students in the next higher grade level in the following year. The 'survival ratios' are averaged for each grade level from 2004-2005 through 2009-2010. The six-year average ratios for each grade level are used to calculate estimated future grade 1-12 enrollments through 2019-20.

**Table 9** in the *FTC Attachment A* summarizes the K-5, 6-8 and 9-12 base cohort enrollment projections for the years 2010-2011 through 2019-2020 applying the cohort survival statistic and the three forecast scenarios to estimate future kindergarten enrollments. **Charts Two-A, Three-A, and Four-A** (FTC Attachment A) graphically present the low-range, mid-range, and high-range *cohort baseline* enrollment projection calculations as reported in **Table 9** (FTC Attachment A).

The chart below illustrates the K-12 enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios.

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



## **VARIABLES THAT MAY SUGGEST ADJUSTMENTS TO THE CALCULATED BASE ENROLLMENT PROJECTIONS**

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;
- a change by other public schools, if any, who tuition students to attend Beekmantown School District.

The analyses of variables related to the six sources of pupils may suggest that the baseline cohort enrollment projection calculations should be adjusted to reflect the potential impact of other variables in addition to historical enrollment and live birth patterns on future enrollments.

The variable of live births is central to the methodology used to estimate future kindergarten enrollments. The new and existing housing market provides insights to the potential for new population to the district influencing future enrollments. Private/home school enrollment historical patterns also can provide implications for future enrollments. Similarly, estimating the potential impact of academic programs to help ensure 100% high school completion by all pupils can suggest appropriate changes to the baseline cohort enrollment calculation estimates for the future.

### **2008 ESTIMATED CENSUS DEMOGRAPHIC CHARACTERISTIC DATA**

In a comprehensive study published 2007, *Restoring Prosperity*, the Brookings Institution strongly reminds that the “relationship between metro areas (regional areas closest to the cities) and the cities within them is very real and thus demands the attention of all who have a stake in their mutual prosperity.” The study cites four demographic trends that “that will have a profound influence on how and where people choose to live, and could significantly benefit older cities and other established communities” including the metro regional areas. The four trends can be important discussion items as the Beekmantown Central School District formulates its vision for

the future. First, the United States is on a "sustained path of population growth." The national population is expected to increase by 67 million people by 2025. Second, immigration is fueling much of this national growth. "Twelve percent of the country's population was born outside of the U.S. and the trend is likely to grow. Third, the domestic population is aging. In 2000 almost 13% of the total population is over 65. The Brookings study declares that "by 2012, the workforce will be losing more than two workers for every one it gains." The fourth trend of profound influence is the nation's family structure. Delaying marriage, and having fewer children combined with an aging population "are causing households to be smaller and more numerous." Of the 32 million additional new households estimated by 2025, "only 4 million will have children."

Charted below are the latest Census data regarding births, mortality and migration patterns for Clinton County from 2000 to 2008. The total population of the Beekmantown Central School District in 2000 was counted as 12,680. The 2008 Federal estimate is 12,972 or an increase of 2.3%. The total population for Clinton County has also increased since 2000. The County-wide increase from 2000 through 2008 is estimated to be 2.6%; or about .3% more than the population change in the school district. The annual rate of deaths per 1000 of County population has decreased to 8.08 per thousand in 2008 compared to 8.25 in 2001. Natural increase equals births minus deaths. There has been an increase in the County birth rate from 9.65 per thousand in 2001 to 10.41 in 2008 influencing the natural increase in population since 2001 from +1.4 persons per thousand to +2.33 persons per thousand in 2008. Net international migration is defined as any change of residence across the borders of the United States. Four sets of data are combined. They are: net international migration (immigrants minus emigrants) of the foreign born; net migration between the US and Puerto Rico; net migration of natives to and from the United States; and net movement of the Armed Forces population between the US and overseas. The net domestic migration is the difference between domestic in-migration to Clinton County and out-migration from Clinton County where both the origin and destination are within the US. Net Migration equals net domestic migration plus net international migration. Note below that the annual net international migration for Clinton County is small in the 40 to 60 person range from 2001 to 2008. Net domestic migration data have been the most volatile since 2001. From 2001 through 2006 the County gained population due to those moving to the County. In 2003

almost 500 new residents moved to the County. In 2007 and 2008 the County lost population with residents moving out of the County. In 2008 almost 400 people moved from the County. The positive change in the birth rate, the lower death rate, and a consistent annual domestic migration to the County in the years 2001 through 2006 results in the 2.6% increase in total County population in 2008 compared to 2000. The 'residual' factor in the chart below represents change in the population that the Federal Census cannot attribute to any specific demographic component of population change.

CountyTrends -- Clinton County									
	2000	2001	2002	2003	2004	2005	2006	2007	2008
Population	79897	80244	80525	81063	81382	81698	81962	82060	81947
Births		774	725	778	825	753	770	814	853
Deaths		662	623	695	621	623	641	626	662
Migration		312	249	540	170	260	173	-98	-336
- International		56	55	43	44	43	45	41	43
- Domestic		256	194	497	126	217	128	-139	-379
Residual		-77	-70	-85	-55	-74	-38	8	32
Birth Rate		9.65	9	9.6	10.14	9.22	9.39	9.92	10.41
Mortality Rate		8.25	7.74	8.57	7.63	7.63	7.82	7.63	8.08
Migration Rate		3.89	3.09	6.66	2.09	3.18	2.11	-1.19	-4.1
Natural Increase		112	102	83	204	130	129	188	191
Natural Increase Rate		1.4	1.27	1.02	2.51	1.59	1.57	2.29	2.33

**Attachment B** provides the 2008 demographic estimates by the Federal Census for Clinton County. 2008 updates are available only for municipal areas with more than 20,000 in population. Therefore, only 2000 Census data are available for the Beekmantown School District. The Census data are included in this report to provide a tool for more in-depth discussion which may provide insights into how potential new population, new housing or employment opportunities may or may not affect the enrollment of the school district in the future. In addition, a review of the Census data variables can provide insights into: community education program opportunities, K-12 program variables related to the community profiles, public relations/communication strategies with various subsets of the population in the district, and other school district issues and roles as the school district plans for the future. Typical basic Census factor questions that are often reviewed by school and community leaders as they discuss the possibilities of the future of a district are listed below.

- What are some possible impacts on the school district if the population continues to transition to include a smaller child-bearing aged cohort? A larger child-bearing cohort? Short term? Long term? What changes in the housing market might influence the size of the child-bearing population cohort in the school district? How might proposed housing containing three plus bedrooms possibly influence the child-bearing age cohort of the district? How might proposed housing for an 'empty nester' home market possibly influence the child-bearing age cohort in the district?
- The addition of new housing units to the district might be likely to occur over the next ten years as described by the local codes/planning officials if the employment market increases. Also, existing homes in Beekmantown Central are a commodity that is an asset to attract families with children in the future. What are the possible impacts on the school district if *existing* family sized homes of 'empty nesters' turnover at a slow rate? At a fast rate?
- About 38% of the households in the district have a member less than 18 years of age. The ratio for all of Clinton County is smaller by about 6%. Also, about 25% of school district households include a married couple with their own children less than 18 years of age. About 20% of all households in the County include a married couple with their own children less than 18 years of age. The total of district households with one or more persons 65 or older is about 3% smaller than the county-wide percentage. The share of total households in Beekmantown Central with one or more persons 65 years or older is about 1 in 5 compared to the 1 in 3 of district households with members under 18. What do these data suggest about community programs offered and communication efforts with the entire community of stakeholders?
- The median household income is about 14.5% less than the median family income in the Beekmantown Central School District. Has this disparity caused a noticeable difference in expectations for education by segments of the community? If not, what communication or program efforts by the district have proven successful in nurturing support?
- About 1 in 4 households have social security income and about 1 in 5 households in the Beekmantown Central School District have retirement income. What do such data suggest about 'stakeholdership' of the district and the 'ability' to financially resource the district? The 'desire' or 'willingness' to financially resource the district? Are there any noticeable dichotomies of opinions about the school district by the 38 out of 100 households with children under 18 and the 62 out of 100 households with no children under 18?

<b>CENSUS FACTOR SPECIFIC TO THE BEEKMANTOWN CENTRAL CENTRAL SCHOOL DISTRICT</b>	<b>2000 SCHOOL DISTRICT CENSUS DATA</b>	<b>2008 CLINTON COUNTY CENSUS DATA</b>
Total population	12,647	81,990
males	50.2%	51.1%
females	49.8%	48.9%
White	97.12%	93.3%
Black or African American	.89%	3.3%
Asian	.66%	.9%
Other	1.33%	2.5%
Under age 5	5.71%	4.6%
5 to 9 (K-4)	7.54%	4.5%
10 to 14 (5-8)	7.91%	5.7%
15 to 19 (9-12)	7.01%	8.2%
20 to 44 (‘child-bearing’ age)	36.35%	38.7%
45 to 54	14.76%	15.2%
55 to 64	10.24%	10.5%
65 to 74	6.91%	7%
Above 74	3.56%	6.1%
Median age	37.2	37.1
Population 25 and older with at least high school diploma	77.73%	84.1%
Population 15 and older and married	59.04%	46.57%
Family households	72.39%	64.3%
Non family households	27.61%	35.7%
Married couple all households owned/rented	57.46%	49.9%
Married couple family households with own children under 18	24.75%	19.5%
Total Households	4824	29,906
Households with members under 18	37.73%	31.8%
Households with one or more persons 65 or older.	20.17%	23.9%
Householder living alone	19.92%	27.7%
Share of households with 65 years and over living alone	6.67%	9.5%
Per cent of households that are families with female householder, no husband present with children under 18	9.74%	9.8%
Per cent of households that are families with male householder, no husband present with children under 18		3.6%
Average family size	2.8	2.97
Average household size	2.6	2.49

<b>CENSUS FACTOR SPECIFIC TO THE BEEKMANTOWN CENTRAL CENTRAL SCHOOL DISTRICT</b>	<b>2000 SCHOOL DISTRICT CENSUS DATA</b>	<b>2008 CLINTON COUNTY CENSUS DATA</b>
Average household size owner occupied	2.7	2.66
Average household size renter occupied	2.3	2.08
Population that speaks English less than 'very well'	1.07%	1.6%
All Families with children under 18 in poverty	8.2%	14% of 8650
Families with female householder in poverty with children under 18, no husband present	3.3%	24.9% of 1747
All people in poverty		13.8%
Those under 18 in poverty		17.7%
Median Household Income	\$39,063 (2000)	\$47,430
Mean Household Income	\$46,617 (2000)	\$58,506
Median Family Income	\$44,741 (2000)	\$59,570
Mean Family Income		\$69,937
Mean Retirement Income	\$14,601 (2000)	\$20,583
Households with social security income	28.30%	30.8%
Households with retirement income	22.48%	25.3%
Single housing units detached	63.38%	61.4%
Owner occupied housing units	71.71%	71%
Renter occupied housing units	28.29%	29%
Housing unit rooms (bedrooms, living rooms dining rooms, kitchens, rec. rooms, all rooms used for living quarters year round)		
5 to 7 rooms	60.49%	56.1%
8 or more rooms	14.68%	16.3%
3 or more bedrooms		61.7%

#### **PUPIL TRANSFER DATA**

Charted below are pupil transfer data for the school years 2004-2005 through 2008-2009 for grades six through twelve. Data for grades K-5 are not available.

<b>GRADE</b>	<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>	
	<b>IN</b>	<b>OUT</b>								
6	6	20	11	15	17	17	12	13	10	19
7	7	12	14	15	12	9	12	6	19	16
8	14	10	19	11	16	13	15	15	17	13
9	31	27	18	24	22	23	22	23	21	18
10	18	24	17	20	18	18	12	18	18	14
11	12	20	18	19	12	16	19	16	17	15
12	14	19	8	9	6	16	15	16	13	14
<b>Total</b>	<b>102</b>	<b>132</b>	<b>105</b>	<b>113</b>	<b>103</b>	<b>112</b>	<b>107</b>	<b>107</b>	<b>115</b>	<b>109</b>
<b>NET</b>	<b>MINUS 20</b>		<b>MINUS 8</b>		<b>MINUS 9</b>		<b>0</b>		<b>PLUS 6</b>	
<b>TRANSFER RATE (TOTAL IN AND OUT DIVIDED BY 6-12 ENROLLMENT)</b>	<b>18.2%</b>		<b>18%</b>		<b>17.6%</b>		<b>17.9%</b>		<b>19.2%</b>	

The annual net of all pupil transfers in the district and out of the district over the past three years has been 0 or less than 10 pupils. There is no data that there has been an out of the ordinary flocking to or exiting from the district. However, what program and instructional challenges does the district experience in serving pupils yearly when about 18 to 19% of the total six through twelve enrollment change throughout the school year?

### **DROPOUT RATES/NON-COMPLETION RATES**

The NYS Department of Education publishes a Report Card that includes dropout rates for school districts. The State Education Department defines a 'dropout' as follows:

“A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.”

Starting in June of 2003, the annual dropout rate is no longer an accountability measure.

*(See January 24, 2003 SED field memo "Testing and Accountability under the No Child Left Behind Act.)* The graduation rate for 2003 is computed as follows:

“The numerator will be the number of students in the 1999 cohort who earned a local diploma (with or without a Regents endorsement) by June 2003. The denominator will be the sum of the count of 1999 cohort members as of June 2003 plus the count of students eliminated from the cohort because they transferred to a general education development (GED) program.”

The high school graduation and the noncompletion rates since 2000 for the Beekmantown Central School District are charted below as published by the State Education Department. Listed are the numbers of pupils from each respective cohort year who were still enrolled, had dropped out, or had transferred to a GED program four years later.

**BEEKMANTOWN SCHOOL DISTRICT  
HIGH SCHOOL GRADUATION RESULTS OF ALL STUDENTS OF  
GRADE 9 COHORTS FOUR YEARS LATER**

<b>COHORT YEAR</b>	<b>STUDENT COUNT</b>	<b>% GRADUATED</b>	<b>IEP DIPLOMA</b>	<b>% STILL ENROLLED</b>	<b>TRANS. TO GED</b>	<b>% DROPPED OUT</b>
2000	144	83.3%	3.5%	1.4%	0%	11.8%
2001	171	81.9%	2.9%	4.7%	0%	10.5%
2002	169	65%	11%	7%	3%	14%
2003	175	74%	4%	9%	2%	11%
2004	185	74%	2%	8%	1%	16%
2005	183	78%	1%	8%	1%	14%

**HIGH SCHOOL NONCOMPLETION RATES FOR ALL BEEKMANTOWN STUDENTS\***

<b>YEAR</b>	<b># DROPPED OUT</b>	<b>% OF ENROLL</b>	<b># ENTERED GED PROGRAM</b>	<b>% OF ENROLL</b>	<b>TOTAL NON-COMPLETERS</b>	<b>% OF ENROLL</b>
00-01	26	4.6%	0	0%	26	4.6%
01-02	34	5.6%	1	.2%	35	5.7%
02-03	27	4.6%	0	0%	27	4.6%
03-04	30	4.6%	0	0%	30	4.6%
04-05	29	4.7%	4	.6%	33	5.3%
05-06	29	4%	14	2%	43	6%
06-07	26	3%	3	0%	29	3%
07-08	44	5%	1	9%	45	5%
08-09	16	2%	4	0%	20	2%

\*Noncompletion and GED rates are also recorded for 'Students with Disabilities' and 'General Education Students' separately by the SED starting in 2001-2002. The rates are combined in this summary chart and are reflective of 'All Students'.

The dropout rate and the 'noncompleter' rate protocol are factors to review as part of enrollment projection studies. The factors give insight about how many students leave enrollment before they become high school completers. A source of added school district enrollment is the success of the school district through program and academic intervention efforts in keeping existing enrollment as long as possible to culminate in high school graduation. Enrollment of students in a GED course of study is not viewed by SED as a program and academic intervention to keep enrollees in the 'public school system' since such GED enrollees are now identified as 'noncompleters.'

The grade-to-grade average survival ratios for grade 9 to grade 10, and for grade 10 to grade 11 over the past six enrollment years are lower than for other grades (*See Tables 7A, B, or C; FTC Attachment A*). This suggests that there is a higher retention rate of students in grades 1 through 8 and grade 12 from one year to the next and/or that students are moving into the school district and enrolling at Beekmantown at a similar rate to students who move out of the district or leave Beekmantown to enroll in a non-public school.

Beekmantown has committed program and curriculum efforts to achieve the higher New York State academic standards and graduation requirements for all students. For example, the district has instituted a High School Freshmen Academy in order to:

- ✓ Help make the transition from Middle School to High School easier and more successful for all students;
- ✓ Decrease the number of students who drop out of school during their freshman year, and to;
- ✓ Educate all freshmen in a climate that promotes academic achievement, tolerance, and respect.

Features of the Freshman Academy include: smaller class sizes for ninth grade courses; presentation of opening week workshops for students; processes to increase communication with parents; coordinated communication with counseling office; tracking of attendance; 'working lunches' to help pupils with assignments; comprehensive progress report tracking; and recognition on a regular basis of pupils who achieve academic and behavioral success.

These efforts along with other Academic Intervention Services are part of a systemic school district commitment that all students will achieve high school completion.

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 Beekmantown 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 .875 to 1.000
- Grade 10 to grade 11; an increased survival ratio from .905 to 1.000

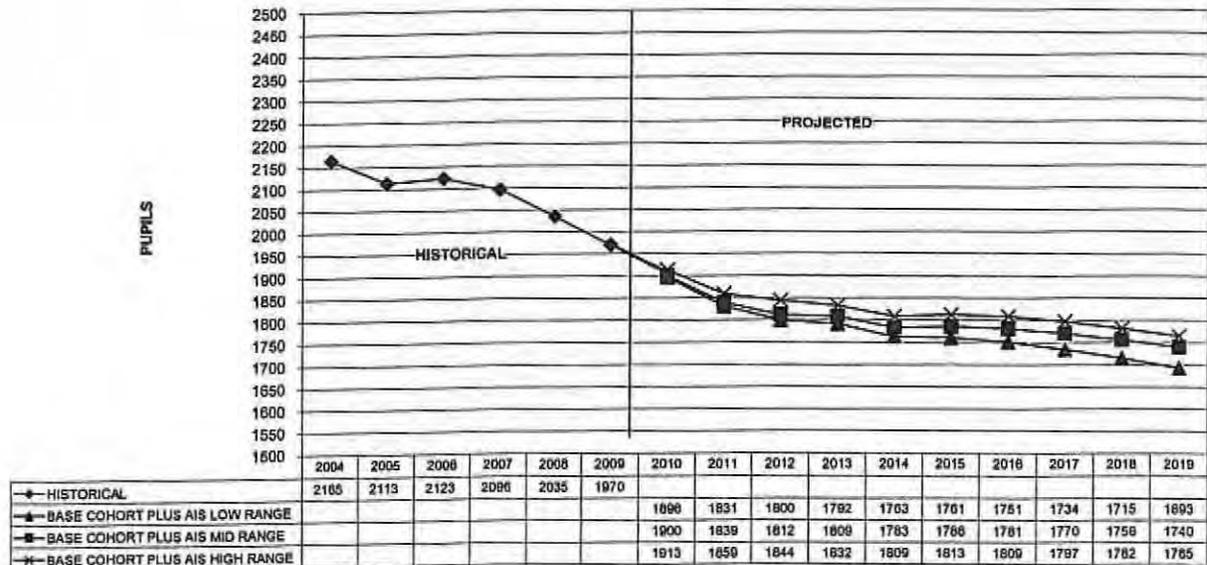
*Tables 8A, B, and C* (FTC Attachment A) recalculate the baseline high range, mid range, and low range cohort survival calculations assuming a continued increase through 2019-2020 in the grades 9 through 12 survival ratios because of focused AIS efforts in helping all students achieve high school completion.

*Table 10* (FTC Attachment A) summarizes the adjusted low, mid, and high enrollment projections taking into account the expected positive influence of the Academic Intervention Services program (AIS) over the next ten years.

The sets of *Charts Two B, Three B and Four B* (FTC Attachment A) illustrate respectively the estimated low, mid, and high base cohort enrollment projections for grades K-5, 6-8 and 9-12 for the period 2010-2019 adjusted by the estimated impact of systemic and long-term implementation of Academic Intervention Services in grades 9-12.

The chart below illustrates the enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios adjusted by the expected influence of the success of a systemic implementation of Academic Intervention Services in grades 9-12 through 2019.

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



### SNAPSHOT OF THE JOB MARKET

When reviewing the potential impact of proposed housing in a school district, it is usual to gain some insight as to the job market because of its impact on housing need and sales. In the analysis of the North Country Region by the New York State Department of Labor in its January 2010 publication, *Employment in New York State*, the Labor Department provides a perspective about jobs in Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis and St. Lawrence counties. Since December of 2007, nonfarm employment fell by 4600 and jobs in the private sector dropped by 4800. The unemployment rate climbed from 6.2% in December of 2007 to 9.7% in December of 2009.

Private sector educational and health services was the only sector to add about 300 jobs in 2009. The government sector which makes up 30% of the overall jobs in the region reduced the number of sector jobs by 100 in 2009. Manufacturing sector factories had major layoffs in 2009. They included: Georgia Pacific, International Paper, Alcoa, Corning and Bombardier. In November of 2009, Pfizer, the world's largest drug company, announced that it would cut 600 jobs in Clinton County. The local Pfizer facilities had been owned and operated by

Wyeth Pharmaceuticals. The Pfizer Transition Coordinating Council, the same group that helped to revive the Plattsburgh Air Force Base after its closing in the 1990's, organized within 24 hours of the closing announcement. The Council is focusing efforts on employee assistance, community impact, small business aid, and marketing of the 340,000 square foot Pfizer plant.

In October 2009, the Lake Champlain Bridge closed because of safety issues. The bridge is an essential link for about 3000 vehicles that cross between Crown Point and Chimney Point in Vermont. As of mid-January 470 claims for unemployment insurance were made due to the closing of the bridge.

Looking ahead, the Labor Department suggests that the North Country's job count will likely continue to decline until the overall economy nationally picks up. Also, there are pending job cuts at the state and local government levels.

Based on emergency notification data records information only, it is initially estimated that the following numbers of Beekmantown students and their families may be affected by the Bombardier layoffs and Wyeth closing.

	K-5	6-8	9-12	Est. Total
Bombardier	9	11	10	30
Wyeth	22	14	26	66
<b>Estimated Totals:</b>	<b>31</b>	<b>25</b>	<b>36</b>	<b>96; about 4.5% of the 2009-2010 grades K-12 Beekmantown CS enrollment</b>

### **POTENTIAL HOUSING DEVELOPMENTS IN THE BEEKMANTOWN CENTRAL SCHOOL DISTRICT**

The boundaries of the Beekmantown Central School District include portions of four towns. The offices of the codes enforcement officers/development planners for each of the municipalities were contacted and interviewed. The study sought information about new residential units that are expected *in addition* to the normal annual number of permits given for construction of residential units. Also, Mr. Neil Fressette, owner of Fressette Realty and Mr. Don Duley of Duley and Associates were interviewed to understand the current market and to estimate the

future residential market in the school district. Mr. Rodney Brown, Director of the Clinton County Planning Office, provided a perspective of the outlook for the County as a whole. The time and willingness of the codes/planning officials, Mr. Fressette, Mr. Duley, and Mr. Brown to share their expertise, information, and local market knowledge are appreciated and are valuable assets to the study and to the Beekmantown Central School District.

Listed below is the information provided by the offices of the respective municipal officials.

Municipality/% of Residential Properties in the Municipality Served by the Beekmantown Central School District	Resource	Residential Housing Data as of March 2010
Town of Altona 3%	Mr. Ken Lushia	No residential development plans expected.
Town of Beekmantown 94.6%	Mr. Allan Corron	No residential development plans expected. Typically, annual new residential construction permits range in the mid-twenties. In 2009, there were about 8 to 9 such permits.
Town of Chazy 29%	Mr. Robert West	No residential development plans expected. The only items recently were two permits for two single wide mobile homes.
Town of Plattsburgh 57.3%	Mr. James Bosley	The old county airport is a long-term possibility. There is very preliminary discussion about a Town Center, mixed use development including varied types of residential units. Majority of the property is in the Beekmantown School District. The lack of a positive public vote for a public sewer project in the Cumberland Head area has slowed any potential for development in that area of the Town.

Because so little is known about the build-out schedule of any potential development, the study is unable to estimate the potential influence of the new residential market on future enrollments in the Beekmantown school district. In order to execute the protocol to estimate potential new enrollment from new residential housing construction, the following data are needed as a minimum.

Estimated Market Availability of Proposed Residential Units									
Municipality	Within Three to Four Years			In Five Years			Longer than Five Years		
	Single Family	Units with Fewer than 3 bedrooms	Rental Units/condo	Single Family	Units with Fewer than 3 bedrooms	Rental Units/condo	Single Family	Units with Fewer than 3 bedrooms	Rental Units/condo

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 in the area served by the district, there is no information currently from the respective municipalities that indicates that there will be enrollment impact on the school district due to residential housing development projects in the next seven to twelve years.

Ongoing dialog with the knowledgeable representatives of the codes/planning office of each Town that makes up the school district should continue on a regular basis.

Mr. Rodney Brown of the Clinton County Planning Office explained that Clinton County is similar to other areas of Upstate New York in that in 'good' times Clinton County lags behind the state as a whole, and in 'bad' times there is a bit more economic resilience. For Clinton County a main part of that resilience is the important role the Canadian dollar and Canadian commerce has for Clinton County. The closer the Canadian dollar is at par with the American dollar, there is more positive impact on the economy of Clinton County. Canadian based business is a main factor in the business health of many businesses in Clinton County. For example, in 2006 there were 2000 emplanements at the airport. In 2007 there were 73,000 and in 2010 the estimate is at least 100,000 emplanements primarily by Canadian flyers.

The recent closing announcement for the Wyeth pharmaceutical plant will have definite negative impact. Mr. Brown explains how the plant is a state-of-the-art plant, however, since there are not many drug producing companies trying to sell it to a similar company may be difficult.

Mr. Brown points out various trends that are good signs for the County. For example, population growth is slightly increasing; housing values are tending upward again; housing sales went down, but assessed and market values have remained 'solid'. The building of wind turbines will see a resolution soon and will have a positive economic affect if built. Part of the by-product will be a revenue source to help mitigate school tax rates. Novabus has recently received new contracts. In a recent survey of the Chamber of Commerce, much more optimism than pessimism was expressed by the businesses of the county. The perception is that there will be no

dramatic shifts up or down in the economy or business and there will be overall stability of employment.

Mr. Neil Fressette, owner of Fressette Realty shared that over the last two years the volume of home sales has been “down a bit”, and for it 2010 it is “hard to project” at this point. He shares also his perception that the housing market is “not in as bad shape” as other parts of the state or the nation. A positive characteristic is the strength of the Canadian dollar and Canadian consumers in the local retail stores of the region. When discussing the long-range vision of development of the old airport, he suggests that currently there is not enough population to support it (i.e. purchase proposed housing and storefronts). He suggests that a boom of new employment opportunities will be a necessary ingredient to move the idea along.

Mr. Don Duley of Duley and Associates is “guardedly optimistic” about the future of the region. The residential market developers are not building spec houses, however the existing resale market is solid. Low interest rates and the federal incentive have helped young couples buy entry level housing in the region. Mr. Duley also shares that there is increase of empty-nesters who initially moved to Florida who are now returning ‘home’ to purchase a second residence to spend the summers in the region. Mr. Duley explains that the “best real estate market” is in Montreal and that boom market will likely have spill over affect on the region as Montreal Canadians turn to the Clinton County market and the lake to purchase second homes. With regard to local economy and employment trends, he suggests that the excellent hospital and the local paper mill known for its good, clean, “green” product and processes are assets to the economy and jobs. He suggests that Bombardier is poised to be a main player in the growing movement to increase mass transit rail opportunities across the country. Novabus recently received contracts to supply product to Vancouver and other North American cities. The recent announced closing of the Wyeth pharmaceutical plant is a direct result of excess manufacturing and research and development capacity by Pfizer worldwide. It may not be easy to find a new tenant/owner for the world-class facility that will close. However, he suggests that the region will be “OK” as it comes together to deal with the resulting challenges and possible opportunities. Mr. Duley shares the following historical data concerning the housing market in the Beekmantown Central School District over the past three years.

THREE YEAR HISTORY OF RESIDENTIAL MARKET HOME SALES IN THE  
BEEKMANTONW CENTRAL SCHOOL DISTRICT 2007-2010

TIME PERIOD/ LISTINGS	SELLING PRICE			DAYS ON THE MARKET BEFORE SALE <i>LOW</i>	DAYS ON THE MARKET BEFORE SALE <i>HIGH</i>	DAYS ON MARKET BEFORE SALE <i>MEDIAN</i>
	LOW	HIGH	MEDIAN			
4/2/09-4/1/10 91 listings	\$20,000	\$345,000	\$132,000	35	709	135
4/2/08-4/1/09 77 listings	\$20,000	\$730,000	\$139,000	16	761	119
4/2/07-4/1/08 100 listings	\$30,688	\$646,000	\$127,000	30	719	108.5

Higher end homes on the market in the Beekmantown Central School District in a given year have taken close to two years to sell. Lower end homes on the market in a given year have taken one to two months to sell. The median number of days on the market before a sale has increased by about a month from 2007 through 2009 from three - four months to four – five months. The number of listings sold in 2009 approach the 100 listings sold in 2007.

**PRIVATE, HOME SCHOOL, AND OTHER PUBLIC SCHOOL ENROLLMENTS**

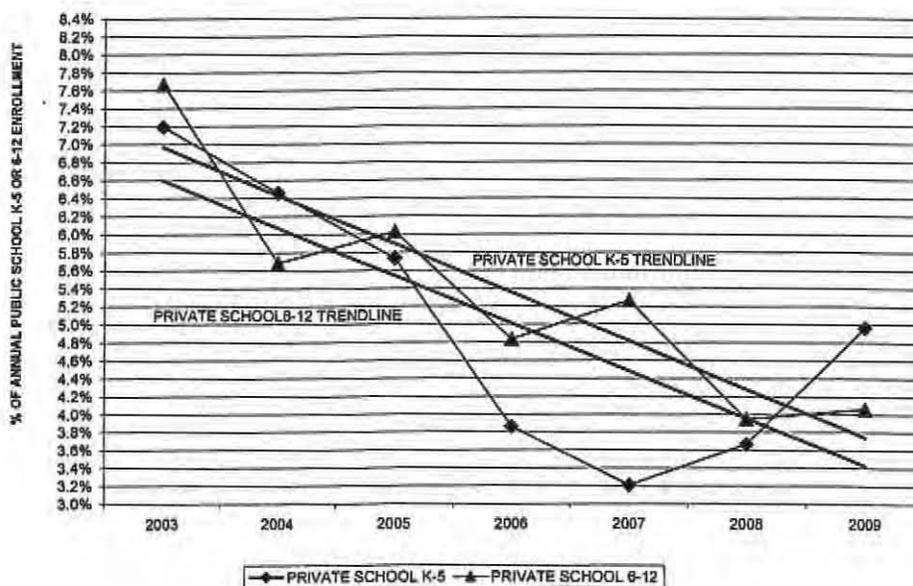
The district reports the following total private school, home school and other public school enrollment data for the school years 2003 through 2009. The table compares the three annual 'non-Beekmantown' school enrollments with the total K-5 and 6-12 enrollments in the Beekmantown Central School District. Tracking the enrollments of school age children, who live in the school district, in settings other than Beekmantown Central School District can reveal possible patterns that can help the long-range planning efforts of the district. In 2009 the total of pupils attending other public schools and non-public (private and home-schooled) pupils in the Beekmantown Central School District equals 6.7% of the total number of children enrolled in public school. The mean over the last seven years is 7.7%. Over the past seven years the annual private school enrollment as a percentage of the annual K-5 public school enrollment ranges from 3.2% to 7.7% with a seven year mean of 5%; private school enrollments as a percentage of the annual grades 6-12 enrollment ranges from .3 to 1.7% with a seven year mean of 5.4%. Over the past seven years the annual home school enrollment as a percentage of the annual K-5 public school enrollment ranges from .3% to 1.7% with a seven year mean of .8%; home school

enrollments as a percentage of the annual grades 6-12 enrollment ranges from .7 to 1.1% with a seven year mean of .9%. Over the past seven years enrollment of district residents in other public schools as a percentage of the annual K-5 public school enrollment ranges from 0 to 1% with a seven year mean of .5%; enrollment of district residents in other public schools as a percentage of the annual grades 6-12 enrollment ranges from 1.9 to 3.8% with a seven year mean of 2.4%.

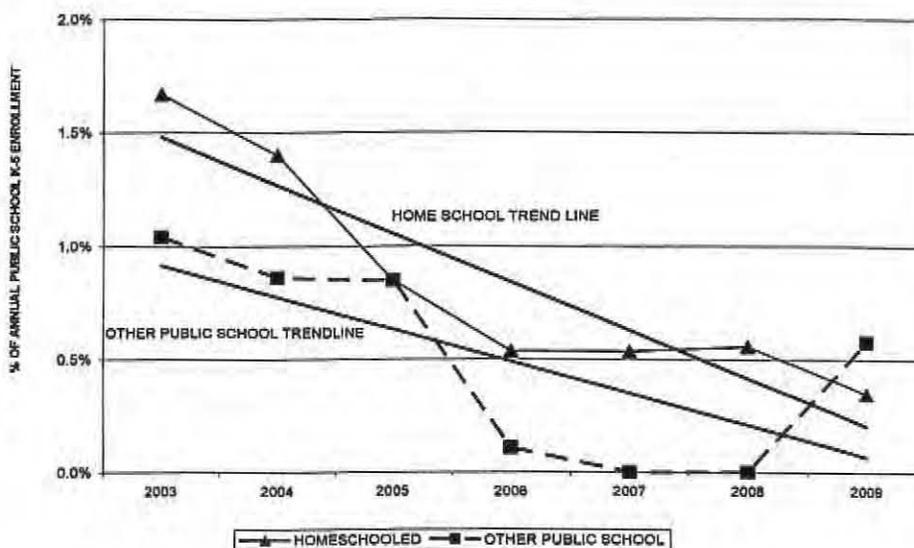
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	MEAN
Private School Enrollment K-5	69	60	54	36	30	33	43	5.0%
Private School Enrollment 6-12	95	73	73	59	63	46	46	
K-5 Enrollment Beekmantown	959	929	942	932	935	900	866	
6-12 Enrollment Beekmantown	1239	1284	1212	1220	1196	1166	1132	
<i>Private School Enrollment as a Percentage of Public School Enrollment K-5</i>	<b>7.2%</b>	<b>6.5%</b>	<b>5.7%</b>	<b>3.9%</b>	<b>3.2%</b>	<b>3.7%</b>	<b>5.0%</b>	
<i>Private School Enrollment as a Percentage of Public School Enrollment 6-12</i>	<b>7.7%</b>	<b>5.7%</b>	<b>6.0%</b>	<b>4.8%</b>	<b>5.3%</b>	<b>3.9%</b>	<b>4.1%</b>	
Home School Enrollment K-5	16	13	8	5	5	5	3	.8%
Home School Enrollment 6-12	12	12	10	9	11	10	13	
K-5 Enrollment Beekmantown	959	929	942	932	935	900	866	
6-12 Enrollment Beekmantown	1239	1284	1212	1220	1196	1166	1132	
<i>Home School Enrollment as a Percentage of Public School Enrollment K-5</i>	<b>1.7%</b>	<b>1.4%</b>	<b>0.8%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.3%</b>	
<i>Home School Enrollment as a Percentage of Public School Enrollment 6-12</i>	<b>1.0%</b>	<b>0.9%</b>	<b>0.8%</b>	<b>0.7%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>1.1%</b>	
Other Public School Enrollment K-5	10	8	8	1	0	0	5	.5%
Other Public School Enrollment 6-12	47	36	28	28	24	22	23	
K-5 Enrollment Beekmantown	959	929	942	932	935	900	866	
6-12 Enrollment Beekmantown	1239	1284	1212	1220	1196	1166	1132	
<i>Other Public School Enrollment as a Percentage of Beekmantown Enrollment K-5</i>	<b>1.0%</b>	<b>0.9%</b>	<b>0.8%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.6%</b>	
<i>Other Public School Enrollment as a Percentage of Beekmantown Enrollment 6-12</i>	<b>3.8%</b>	<b>2.8%</b>	<b>2.3%</b>	<b>2.3%</b>	<b>2.0%</b>	<b>1.9%</b>	<b>2.0%</b>	
<b>Total Non-public/Home School /Other Public School Enrollment K-12</b>	249	202	181	138	133	116	133	7.7%
<b>K-12 Enrollment Beekmantown</b>	2198	2213	2154	2152	2131	2066	1998	
<i>Total Non-public/home School/Other Public School Enrollment as a Percentage of Beekmantown Enrollment</i>	<b>11.3%</b>	<b>9.1%</b>	<b>8.4%</b>	<b>6.4%</b>	<b>6.2%</b>	<b>5.6%</b>	<b>6.7%</b>	

The charts below illustrate the patterns of private school, home school, and other public school enrollments of pupils who live in the Beekmantown Central School District for 2003-2009.

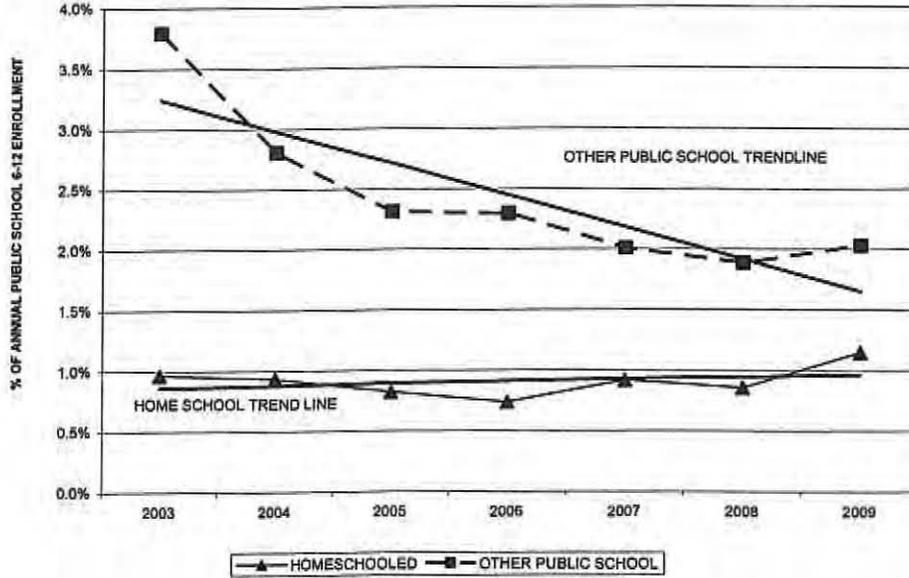
### PRIVATE SCHOOL ENROLLMENTS K-5 AND 6-12 2003-2009



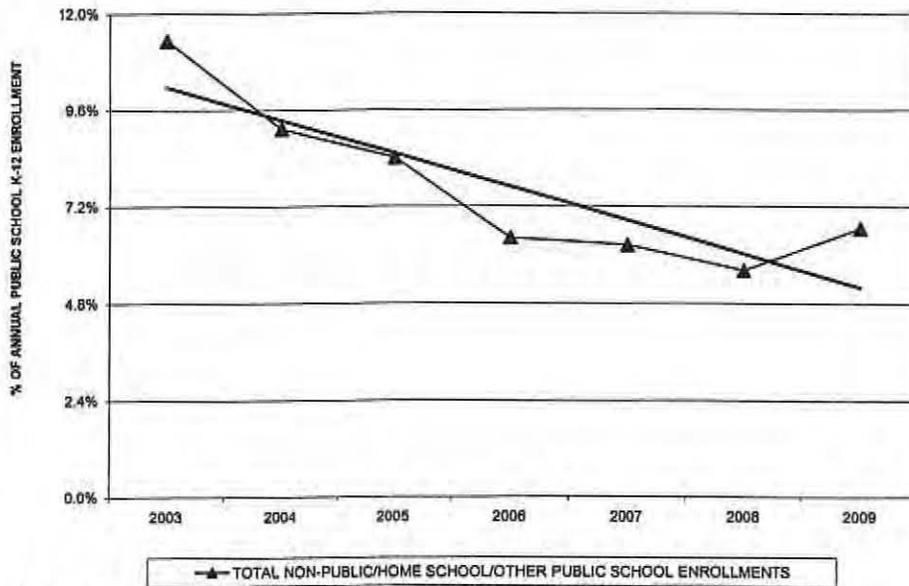
### HOME SCHOOL AND OTHER PUBLIC SCHOOL ENROLLMENTS IN GRADES K-5 2003-2009



**HOME SCHOOL AND OTHER PUBLIC SCHOOL ENROLLMENTS  
IN GRADES 6-12  
2003-2009**



**TOTAL NON-PUBLIC/HOME SCHOOL/OTHER PUBLIC SCHOOL  
ENROLLMENTS K-12  
2003-2009**



The annual percentages of grades 6-12 pupils in a home school setting have remained consistent for the past 7 years when compared to grades 6-12 pupils enrolled at Beekmantown. The annual percentages of grades K-5 home school pupils; the annual

percentages of K-5 and 6-12 pupils enrolled in a private school setting as well as in other public schools have decreasing trend patterns over the last seven years since 2003. It is assumed that the enrollment data listed above are consistent variables and have already been incorporated into the cohort survival ratios and the calculations of the study. No changes, at this time, are made to the calculations because of the pattern of private school enrollments projected for the future. The study assumes that all of the estimated new pupil enrollment due to the influence of the housing market will attend the Beekmantown School District. The capacity to add new enrollments by the private schools available to Beekmantown School District school-aged children is not known. The district reports that there is no public information about the opening of new private schools or information about existing schools closing. The district may wish to take a more conservative approach in looking at future enrollment of new school-aged population generated by any estimated influence of a new family residence market in the district. A conservative assumption based on the pattern of private/home schooled/other public school enrollments is that 7 to 8% of any new school-aged population estimated to move to the district will attend school in a setting other than Beekmantown CS.

The ongoing attention by the district to track the private school, home school, and other public school enrollment data enables the district to analyze the possible influence of non-Beekmantown enrollments on future enrollment projections.

It is also suggested that efforts be given to contact families who have chosen to enroll their children in other schools or practice home-schooling. Particular attention might be given to those families who choose to pay tuition and send their children to other public schools rather than Beekmantown. On average since 2003 about 5 Beekmantown K-5 residents attend another public school each year. On average since 2003 about 30 Beekmantown grades 6-12 residents attend another public school each year. Learning about the reasons for their non-district enrollment decisions may help the district choose various initiatives, if appropriate. Such information may be an added asset as the district along with other agencies and businesses of the district prepare welcoming information for new residents. A

communication/information strategy with current private school families may encourage public school enrollment and parent comfort about switching children from a private school experience or another public school experience to the opportunities of instruction offered by Beekmantown as a public school. Such a strategy of communication and information also strengthens relationships with all taxpayers of the district regardless of where their children are enrolled.

### **ENROLLED TUITION STUDENTS**

Listed below are the annual numbers of non-resident pupils who pay tuition to attend Beekmantown. Also, listed are the total numbers of K-12 resident pupils to Beekmantown who pay tuition to attend other school districts.

<b>YEAR</b>	<b>K-5 PUPILS</b>	<b>6-12 PUPILS</b>	<b>K-12 TOTAL</b>	<b><i>K-12 BEEKMANTOWN RESIDENT PUPILS WHO PAY TUITION TO OTHER SCHOOL DISTRICTS</i></b>
2003-2004	15	22	37	57
2004-2005	6	13	19	44
2005-2006	3	10	13	36
2006-2007	2	8	10	29
2007-2008	0	7	7	24
2008-2009	0	4	4	22
2009-2010	0	3	3	28

There are no data to suggest that the pattern of tuition students will change. The district is researching and reviewing enrollment records to ensure that any non-resident enrollees are identified. All non-resident pupil enrollments are included in the cohort enrollment calculations and projections provided by the study. It is assumed that the pattern of non-resident pupil enrollments since 2003 will continue in a similar manner into the near future.

### **SUMMARY OF K-12 ENROLLMENT PROJECTION DATA CALCULATIONS**

*Charts 2A, and B; Charts 3A, and B; and Charts 4A, and B* (FTC Attachment A) respectively illustrate the low, mid, and high range enrollment projection scenarios developed by the study for grades K-5, 6-8 and 9-12 through the school year 2019-2020. The two projection scenarios are:

a base cohort projection; and a base cohort projection assuming the impact of focused systemic Academic Intervention Services. *Chart sets 5, 6, and 7* display the two enrollment projection estimate sets sorted by grades K-6, 7-12, and K-12 through the school year 2019-2020. (FTC Attachment A).

*Charts Eight, Nine, Ten, and Eleven* (FTC Attachment A) illustrate the low, mid and high range future enrollment estimates resulting from the base cohort projection, and the base cohort plus AIS projection. Grades K-5 are charted for five years into the future; grades 6-8 are charted for eight years into the future; and grades 9-12 and K-12 are charted ten years into the future as per SED long-ranging planning guidelines.

### **CAUTIONS CONCERNING ENROLLMENT PROJECTION ESTIMATES**

All enrollment projections for years further in the future (plus five years) have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. Key factors of population change relating to school enrollments are often interrelated and can multiply as one or more factors unexpectedly change or change significantly from their status at the time of this study. Future enrollments are positively affected by:

- Added births in the district and the resulting added kindergarten enrollments.
- The reductions in private school/home school/charter school enrollments
- The increase in the enrollment retention of students through grade 12 as completers of a diploma program.
- A robust employment market that can attract new residents with children and/or who are at childbearing age.
- A robust housing market of existing homes and new residential construction that can attract new residents with children and/ or who are at childbearing age.
- Increased enrollment of tuitioned students from other school districts.

Similarly, future enrollment projections can be negatively affected by the antitheses of the same variables. Therefore, the enrollment projection estimates should be revisited and updated yearly if there are any major changes in: the assumptions that base the methodology of this study, the annual live birth data for the district, major shifts in housing market and employment market opportunities from what has been expected, changes in the educational program offered, and/or changes in the non-public school, charter school, or out of school district enrollments by

Beekmantown Central School District residents. Most importantly, if more concrete information becomes known about groundbreaking and phasing plans of new residential development in the Towns of the district, then the enrollment projections should be revisited.

## **2010 ESTIMATED ENROLLMENT PROJECTION CALCULATIONS**

The tables that follow summarize the nine enrollment projection calculations through 2019-2020 undertaken in this study based on the application of the cohort survival statistic and annual total live birth analysis to project potential kindergarten enrollments in the future. The enrollment estimates are projections and not predictions. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change. The tables report the enrollment projection data presented by the study in a format matching the current grade level configuration of the buildings of the district. These tables are a helpful resource as the district undertakes its ongoing short and long-range planning efforts regarding the educational program and the use of the school building assets of the district. In summary, the two sets of projections suggest that:

### **Set I: Base Cohort Projections**

- K-5 may likely decrease by 50 to 100 pupils over the next five years
- 6-8 may likely decrease by about 50 to 75 pupils over the next eight years
- 9-12 may decrease by about 150 to 175 pupils over the next 10 years

### **Set II: Base Cohort plus AIS Program Influence**

- K-5 may likely decrease by 50 to 100 pupils over the next five years
- 6-8 may likely decrease by about 50 to 75 pupils over the next eight years
- 9-12 may decrease by about 100 pupils over the next 10 years

**Enrollment Projections Set I: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2004-2005 to the present.**

Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12
CURRENT ENROLLMENT	2009-2010	853	444	673
<b>Baseline Cohort Low Range</b>	2014-2015	755	431	548
	2017-2018	759	367	550
	2019-2020	748	380	497
<b>Baseline Cohort Mid Range</b>	2014-2015	775	431	548
	2017-2018	787	375	550
	2019-2020	778	393	501
<b>Baseline Cohort High Range</b>	2014-2015	801	431	548
	2017-2018	794	395	550
	2019-2020	778	404	515

**Enrollment Projections Set II: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2004-2005 to the present; plus the estimated impact of sustained Academic Intervention Services at the secondary level.**

Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12
CURRENT ENROLLMENT	2009-2010	853	444	673
<b>Baseline Cohort Plus AIS Low Range</b>	2014-2015	755	431	577
	2017-2018	759	367	608
	2019-2020	748	380	565
<b>Baseline Cohort Plus AIS Mid Range</b>	2014-2015	775	431	577
	2017-2018	787	375	608
	2019-2020	778	393	569
<b>Baseline Cohort Plus AIS High Range</b>	2014-2015	801	431	577
	2017-2018	794	395	608
	2019-2020	778	404	583

**ATTACHMENT A:**

**FIGURES,  
TABLES,  
AND  
CHARTS**

**TABLE 7-A: LOW RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12**

*FULL*

YEAR	TIME	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
<i>BOCES PROGRAM</i>																											
04-05	48	165		146		134		161		140		161		175		193		184		213		192		138		163	2213
05-06	41	161	0.99	164	1.03	150	1.04	139	1.04	167	1.01	142	1.01	163	0.98	171	0.96	185	1.04	192	0.81	172	0.94	180	0.92	127	2154
06-07	29	149	0.95	153	0.94	154	1.01	152	1.03	143	1.01	168	1.11	157	0.97	158	1.04	177	1.22	225	0.88	169	0.90	155	0.91	163	2152
07-08	35	159	1.04	155	1.02	156	1.00	154	1.01	153	0.99	142	0.98	164	0.97	152	1.01	160	1.15	203	0.84	189	0.85	143	1.07	166	2131
08-09	31	124	0.97	154	1.02	158	0.99	154	0.97	150	0.95	146	0.95	135	1.02	168	1.06	161	1.05	168	0.93	189	0.93	176	1.06	152	2066
09-10	28	123	1.02	127	1.01	155	0.96	152	0.97	150	0.97	146	0.98	143	0.99	134	0.99	167	1.07	172	0.92	154	0.91	172	0.99	175	1998

Average Ratio	0.995	1.002	1.000	1.004	0.988	1.005	0.986	1.012	1.105	0.875	0.905	0.991
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*EST. FULL TIME*

*BOCES PROGRAM*

10-11	31	122		122		127		155		153		148		147		141		136		185		151		139		170	1927
11-12	31	126		121		123		127		156		151		149		145		143		150		161		136		138	1857
12-13	31	120		125		122		123		128		154		152		147		146		158		131		146		135	1817
13-14	31	138		119		126		122		123		126		155		149		149		162		138		119		145	1801
14-15	31	128		137		120		126		122		122		127		152		151		164		142		125		118	1765
15-16	31	126		127		138		120		126		121		122		125		154		167		144		128		124	1754
16-17	31	125		125		128		138		120		125		121		121		127		170		146		130		127	1734
17-18	31	124		124		126		128		138		119		125		120		122		140		149		132		129	1708
18-19	31	124		123		125		126		126		137		119		124		121		135		122		135		131	1682
19-20	31	123		123		124		125		126		127		137		118		125		134		118		111		134	1656



**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12**

*FULL*

YEAR	TIME	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
<i>BOCES PROGRAM</i>																											
04-05	48	165		146		134		161		140		161		175		193		184		213		192		138		163	2213
05-06	41	161	0.99	164	1.03	150	1.04	139	1.04	167	1.01	142	1.01	163	0.98	171	0.96	185	1.04	192	0.81	172	0.94	180	0.92	127	2154
06-07	29	149	0.95	153	0.94	154	1.01	152	1.03	143	1.01	168	1.11	157	0.97	158	1.04	177	1.22	225	0.88	169	0.90	155	0.91	163	2152
07-08	35	159	1.04	155	1.02	156	1.00	154	1.01	153	0.99	142	0.98	164	0.97	152	1.01	160	1.15	203	0.84	189	0.85	143	1.07	166	2131
08-09	31	124	0.97	154	1.02	158	0.99	154	0.97	150	0.95	146	0.95	135	1.02	168	1.06	161	1.05	168	0.93	189	0.93	176	1.06	152	2066
09-10	28	123	1.02	127	1.01	155	0.96	152	0.97	150	0.97	146	0.98	143	0.99	134	0.99	167	1.07	172	0.92	154	0.91	172	0.99	175	1998

Average Ratio	0.995	1.002	1.000	1.004	0.988	1.005	0.986	1.012	1.105	0.875	0.905	0.991
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*EST. FULL TIME*

*BOCES PROGRAM*

10-11	31	139		122		127		155		153		148		147		141		136		185		151		139		170	1944
11-12	31	137		138		123		127		156		151		149		145		143		150		161		136		138	1885
12-13	31	136		136		139		123		128		154		152		147		146		158		131		146		135	1861
13-14	31	135		135		137		139		123		126		155		149		149		162		138		119		145	1842
14-15	31	133		134		136		137		139		122		127		152		151		164		142		125		118	1811
15-16	31	132		132		135		136		137		138		122		125		154		167		144		128		124	1805
16-17	31	131		131		133		135		136		136		138		121		127		170		146		130		127	1792
17-18	31	129		130		132		133		135		135		136		136		122		140		149		132		129	1770
18-19	31	128		128		131		132		133		134		135		134		138		135		122		135		131	1748
19-20	31	127		127		129		131		132		132		134		133		136		153		118		111		134	1728

TABLE 8-A: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS

LOWRANGE

FULL																												
YEAR	TIME	KINDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL	
BOCES PROGRAM																												
04-05	48	165		146		134		161		140		161		175		193		184		213		192		138		163		2213
05-06	41	161	0.99	164	1.03	150	1.04	139	1.04	167	1.01	142	1.01	163	0.98	171	0.96	185	1.04	192	0.81	172	0.94	180	0.92	127		2154
06-07	29	149	0.95	153	0.94	154	1.01	152	1.03	143	1.01	168	1.11	157	0.97	158	1.04	177	1.22	225	0.88	169	0.90	155	0.91	163		2152
07-08	35	159	1.04	155	1.02	156	1.00	154	1.01	153	0.99	142	0.98	164	0.97	152	1.01	160	1.15	203	0.84	189	0.85	143	1.07	166		2131
08-09	31	124	0.97	154	1.02	158	0.99	154	0.97	150	0.95	146	0.95	135	1.02	168	1.06	161	1.05	168	0.93	189	0.93	176	1.06	152		2066
09-10	28	123	1.02	127	1.01	155	0.96	152	0.97	150	0.97	146	0.98	143	0.99	134	0.99	167	1.07	172	0.92	154	0.91	172	0.99	175		1998

Average Ratio	0.995	1.002	1.000	1.004	0.988	1.005	0.986	1.012	1.105	0.875	0.905	0.991
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EST. FULL TIME																												
YEAR	TIME	KINDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL	
BOCES PROGRAM																												
10-11	31	122		122		127		155		153		148		147		141		136		185	0.888	151	0.915	139		170		1927
11-12	31	126		121		123		127		156		151		149		145		143		150	0.900	164	0.924	139		138		1862
12-13	31	120		125		122		123		128		154		152		147		146		158	0.913	135	0.934	153		138		1831
13-14	31	138		119		126		122		123		126		155		149		149		162	0.925	144	0.943	127		152		1823
14-15	31	128		137		120		126		122		122		127		152		151		164	0.938	150	0.953	137		126		1794
15-16	31	126		127		138		120		126		121		122		125		154		167	0.950	154	0.962	144		136		1792
16-17	31	125		125		128		138		120		125		121		121		127		170	0.963	159	0.972	150		143		1782
17-18	31	124		124		126		128		138		119		125		120		122		140	0.975	164	0.981	156		148		1765
18-19	31	124		123		125		126		128		137		119		124		121		135	0.988	136	0.991	163		154		1746
19-20	31	123		123		124		125		126		127		137		118		125		134	1.000	133	1.000	137		161		1724

**TABLE 8-B: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS**

**MID RANGE**

*FULL*

YEAR	TIME	KINDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
<i>BOCES PROGRAM</i>																											
04-05	48	165		146		134		161		140		161		175		193		184		213		192		138		163	2213
05-06	41	161	0.99	164	1.03	150	1.04	139	1.04	167	1.01	142	1.01	163	0.98	171	0.96	185	1.04	192	0.81	172	0.94	180	0.92	127	2154
06-07	29	149	0.95	153	0.94	154	1.01	152	1.03	143	1.01	168	1.11	157	0.97	158	1.04	177	1.22	225	0.88	169	0.90	155	0.91	163	2152
07-08	35	159	1.04	155	1.02	156	1.00	154	1.01	153	0.99	142	0.98	164	0.97	152	1.01	160	1.15	203	0.84	189	0.85	143	1.07	166	2131
08-09	31	124	0.97	154	1.02	158	0.99	154	0.97	150	0.95	146	0.95	135	1.02	168	1.06	161	1.05	168	0.93	189	0.93	176	1.06	152	2066
09-10	28	123	1.02	127	1.01	155	0.96	152	0.97	150	0.97	146	0.98	143	0.99	134	0.99	167	1.07	172	0.92	154	0.91	172	0.99	175	1998

<b>Average Ratio</b>	0.995	1.002	1.000	1.004	0.988	1.005	0.986	1.012	1.105	0.875	0.905	0.991
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*EST. FULL TIME*

*BOCES PROGRAM*

10-11	31	126		122		127		155		153		148		147		141		136		185	0.888	151	0.915	139		170	1931
11-12	31	130		125		123		127		156		151		149		145		143		150	0.900	164	0.924	139		138	1870
12-13	31	124		129		126		123		128		154		152		147		146		158	0.913	135	0.934	153		138	1843
13-14	31	143		123		130		126		123		126		155		149		149		162	0.925	144	0.943	127		152	1840
14-15	31	131		142		124		130		126		122		127		152		151		164	0.938	150	0.953	137		126	1814
15-16	31	131		130		143		124		130		125		122		125		154		167	0.950	154	0.962	144		136	1817
16-17	31	130		130		131		143		124		129		125		121		127		170	0.963	159	0.972	150		143	1812
17-18	31	130		129		131		131		143		123		129		124		122		140	0.975	164	0.981	156		148	1801
18-19	31	129		129		130		131		131		142		123		128		125		135	0.988	136	0.991	163		154	1787
19-20	31	129		128		130		130		131		130		142		122		129		138	1.000	133	1.000	137		161	1771

**TABLE 8-C: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS**

**HIGH RANGE**

<i>FULL</i>		R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL	
<i>BOCES PROGRAM</i>																											
04-05	48 165		146		134		161		140		161		175		193		184		213		192		138		163	2213	
05-06	41 161	0.99	164	1.03	150	1.04	139	1.04	167	1.01	142	1.01	163	0.98	171	0.96	185	1.04	192	0.81	172	0.94	180	0.92	127	2154	
06-07	29 149	0.95	153	0.94	154	1.01	152	1.03	143	1.01	168	1.11	157	0.97	158	1.04	177	1.22	225	0.88	169	0.90	155	0.91	163	2152	
07-08	35 159	1.04	155	1.02	155	1.00	154	1.01	153	0.99	142	0.98	164	0.97	152	1.01	160	1.15	203	0.84	189	0.85	143	1.07	166	2131	
08-09	31 124	0.97	154	1.02	158	0.99	154	0.97	150	0.95	146	0.95	135	1.02	168	1.06	161	1.05	168	0.93	189	0.93	176	1.06	152	2036	
09-10	28 123	1.02	127	1.01	155	0.96	152	0.97	150	0.97	146	0.98	143	0.99	134	0.99	167	1.07	172	0.92	154	0.91	172	0.99	175	1998	

<b>Average Ratio</b>	0.995	1.002	1.000	1.004	0.988	1.005	0.986	1.012	1.105	0.875	0.905	0.991
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<i>EST. FULL TIME</i>		R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL	
<i>BOCES PROGRAM</i>																											
10-11	31 139		122		127		155		153		148		147		141		136		185	0.888	151	0.915	139		170	1944	
11-12	31 137		138		123		127		156		151		149		145		143		150	0.900	164	0.924	139		138	1890	
12-13	31 136		136		139		123		128		154		152		147		146		158	0.913	135	0.934	153		138	1875	
13-14	31 135		135		137		139		123		126		155		149		149		162	0.925	144	0.943	127		152	1863	
14-15	31 133		134		136		137		139		122		127		152		151		164	0.938	150	0.953	137		126	1840	
15-16	31 132		132		135		136		137		138		122		125		154		167	0.950	154	0.962	144		136	1844	
16-17	31 131		131		133		135		136		136		138		121		127		170	0.963	159	0.972	150		143	1840	
17-18	31 129		130		132		133		135		135		136		136		122		140	0.975	164	0.981	156		148	1828	
18-19	31 128		128		131		132		133		134		135		134		138		135	0.988	136	0.991	163		154	1813	
19-20	31 127		127		129		131		132		132		134		133		136		153	1.000	133	1.000	137		161	1796	

**TABLE 9: BASE COHORT ENROLLMENT PROJECTIONS SUMMARY**

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS
2010	828	423	645	1896	832	423	645	1900	845	423	645	1913
2011	804	436	586	1826	812	436	586	1834	832	436	586	1854
2012	772	445	570	1786	783	445	570	1798	815	445	570	1830
2013	754	453	563	1770	771	453	563	1787	795	453	563	1811
2014	755	431	548	1734	775	431	548	1754	801	431	548	1780
2015	758	402	563	1723	783	402	563	1747	810	402	563	1774
2016	761	369	574	1703	787	373	574	1733	802	386	574	1761
2017	759	367	550	1677	787	375	550	1712	794	395	550	1739
2018	763	364	524	1651	792	376	524	1691	786	408	524	1717
2019	748	380	497	1625	778	393	501	1672	778	404	515	1697

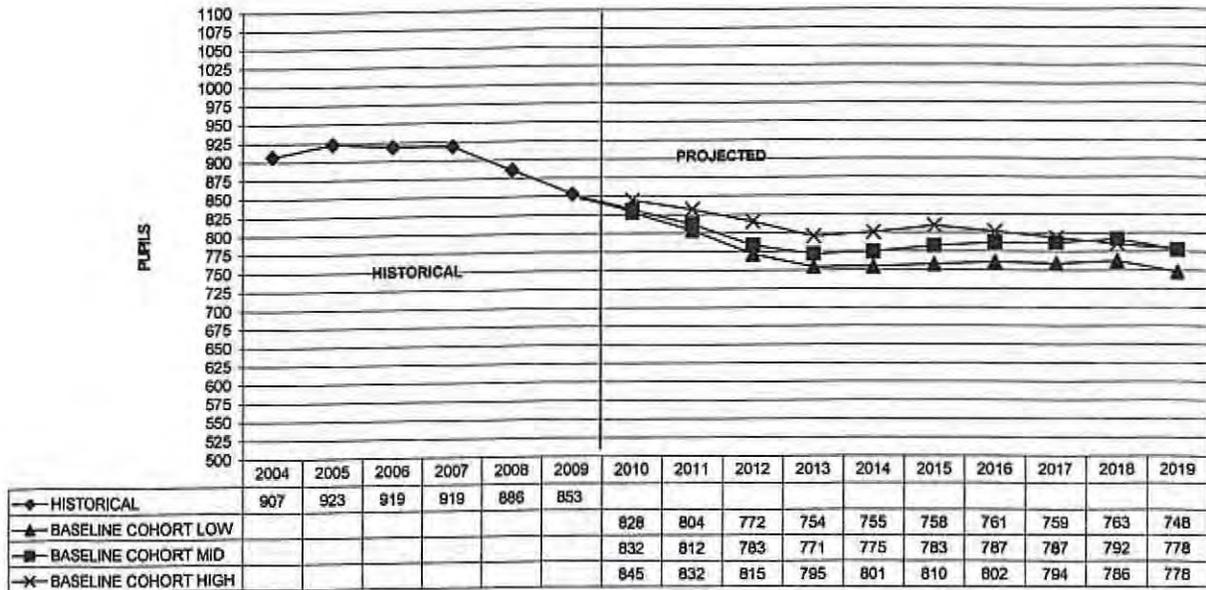
YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2010	974	922	1896	978	922	1900	991	922	1913
2011	953	873	1826	961	873	1834	981	873	1854
2012	923	863	1786	935	863	1798	967	863	1830
2013	909	861	1770	926	861	1787	950	861	1811
2014	882	852	1734	902	852	1754	928	852	1780
2015	880	842	1723	905	842	1747	932	842	1774
2016	882	821	1703	912	821	1733	940	821	1761
2017	884	792	1677	916	796	1712	930	809	1739
2018	882	768	1651	915	776	1691	921	796	1717
2019	885	739	1625	920	752	1672	912	785	1697

**TABLE 10: SUMMARY OF ENROLLMENT PROJECTIONS INFLUENCED BY ACADEMIC INTERVENTION EFFORTS**

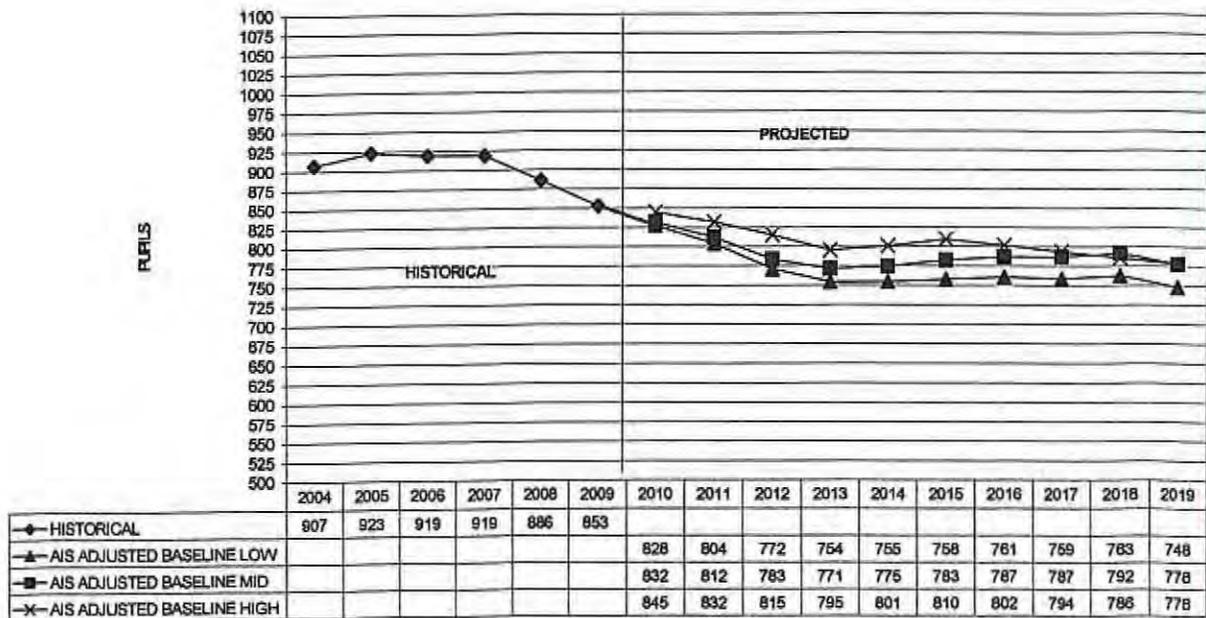
YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS
2010	828	423	645	1896	832	423	645	1900	845	423	645	1913
2011	804	436	591	1831	812	436	591	1839	832	436	591	1859
2012	772	445	583	1800	783	445	583	1812	815	445	583	1844
2013	754	453	584	1792	771	453	584	1809	795	453	584	1832
2014	755	431	577	1763	775	431	577	1783	801	431	577	1809
2015	758	402	601	1761	783	402	601	1786	810	402	601	1813
2016	761	369	622	1751	787	373	622	1781	802	386	622	1809
2017	759	367	608	1734	787	375	608	1770	794	395	608	1797
2018	763	364	588	1715	792	376	588	1758	786	408	588	1782
2019	748	380	565	1693	778	393	569	1740	778	404	583	1765

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2010	974	922	1896	978	922	1900	991	922	1913
2011	953	878	1831	961	878	1839	981	878	1859
2012	923	877	1800	935	877	1812	967	877	1844
2013	909	883	1792	926	883	1809	950	883	1832
2014	882	881	1763	902	881	1783	928	881	1809
2015	880	880	1761	905	880	1786	932	880	1813
2016	882	869	1751	912	869	1781	940	869	1809
2017	884	850	1734	916	854	1770	930	867	1797
2018	882	833	1715	915	841	1756	921	861	1782
2019	885	808	1693	920	820	1740	912	853	1765

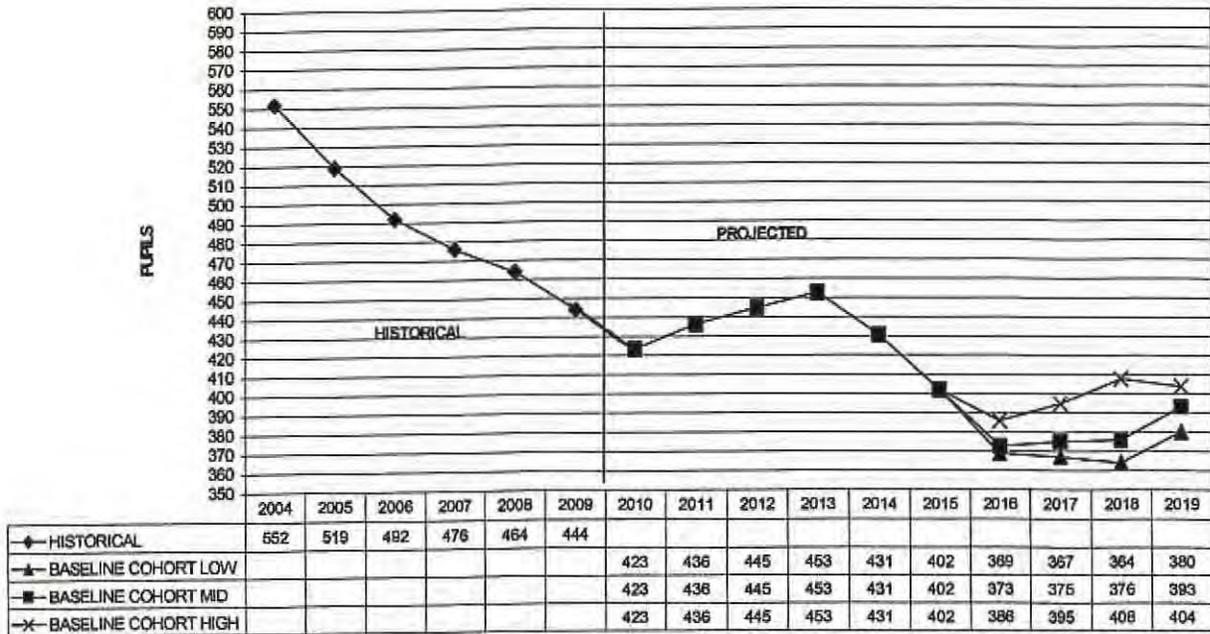
**CHART TWO-A: GRADES K-5 ESTIMATED BASELINE ENROLLMENT PROJECTIONS 2010-2019**



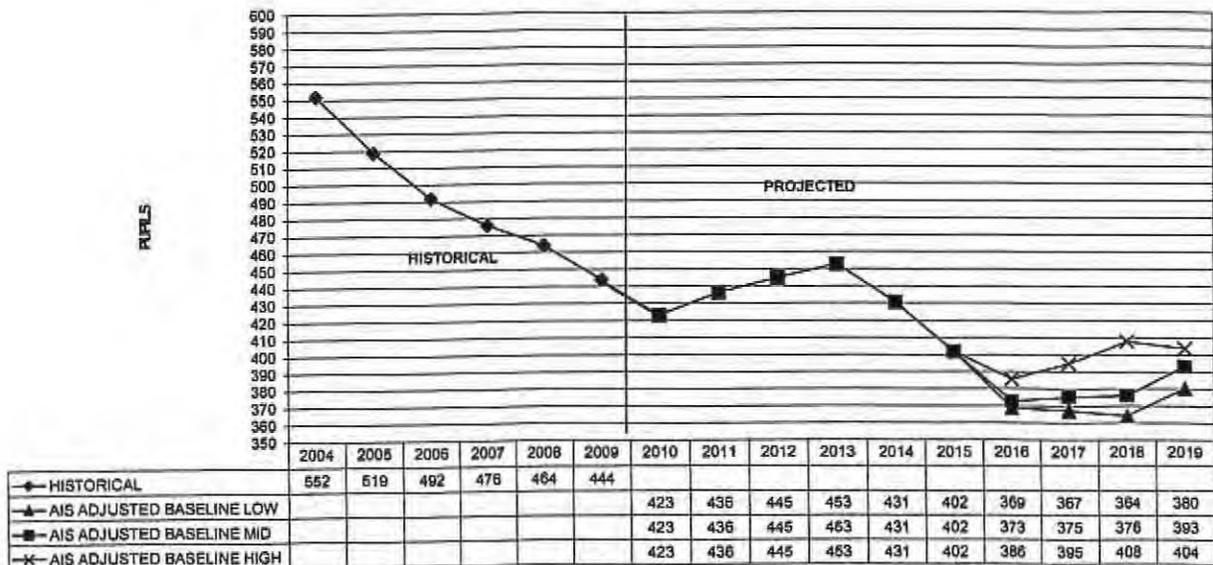
**CHART TWO-B: GRADES K-5 ESTIMATED INFLUENCE OF SYSTEMIC AIS SERVICES ON BASELINE ENROLLMENT PROJECTIONS 2010-2019**



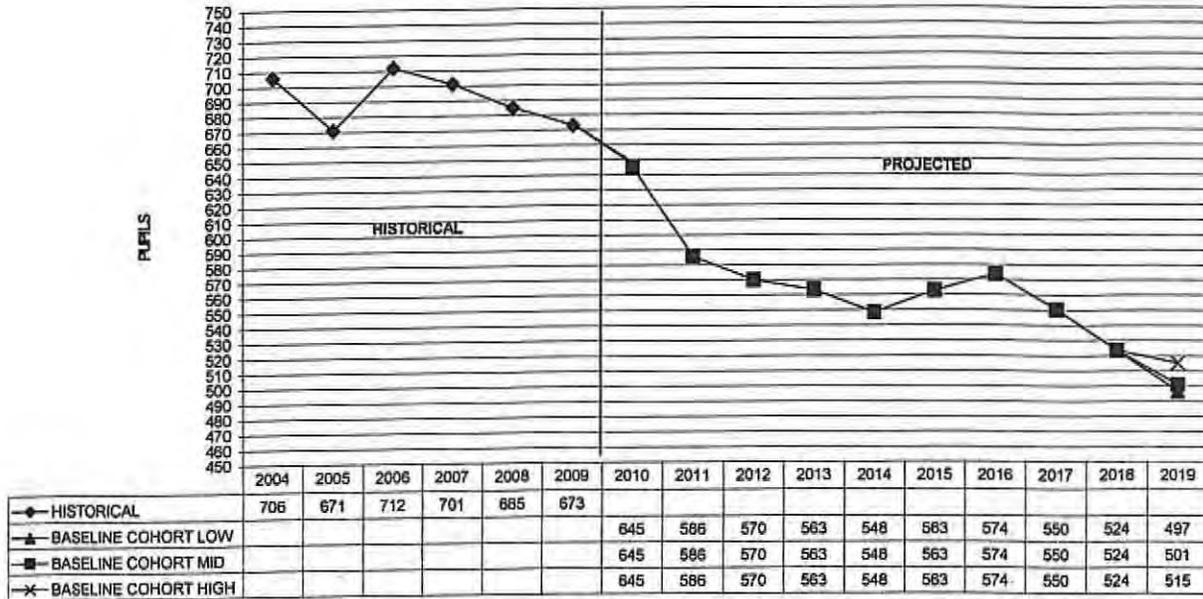
**CHART THREE-A: GRADES 6-8 ESTIMATED BASELINE ENROLLMENT PROJECTIONS 2010-2019**



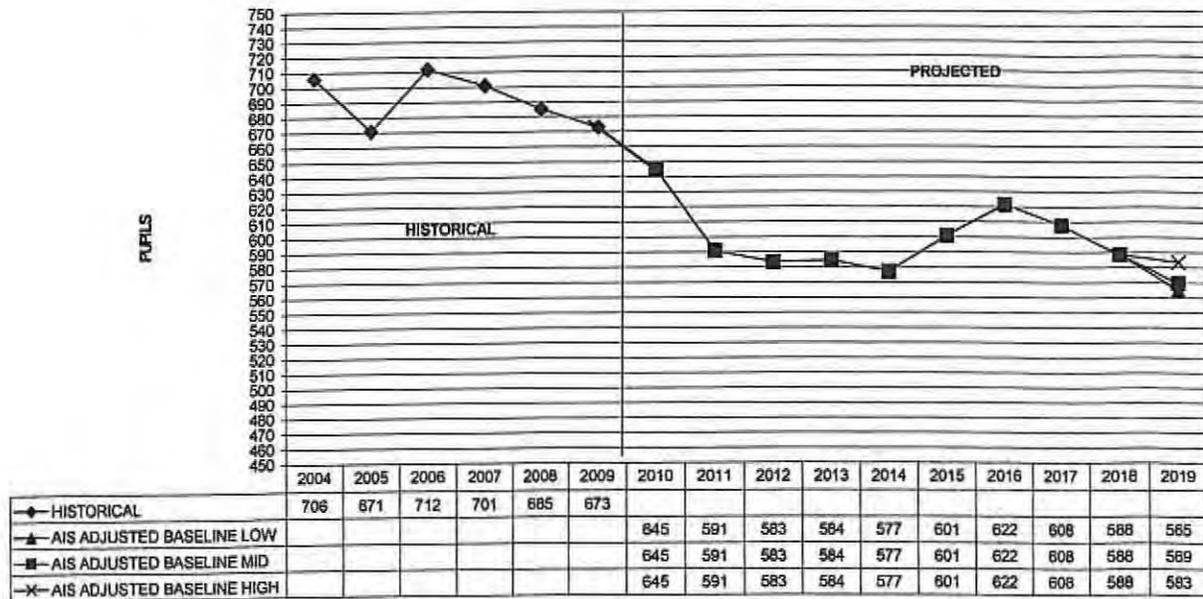
**CHART THREE-B: GRADES 6-8 ESTIMATED INFLUENCE OF SYSTEMIC AIS SERVICES ON BASELINE ENROLLMENT PROJECTIONS 2010-2019**



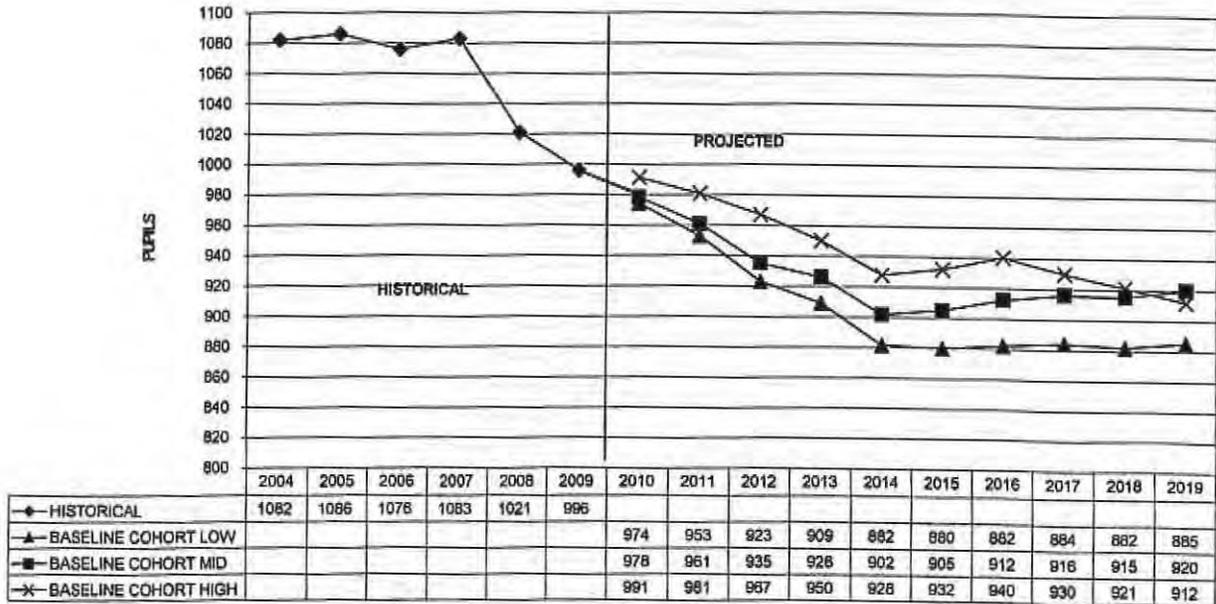
**CHART FOUR-A: GRADES 9-12 ESTIMATED BASELINE ENROLLMENT PROJECTIONS 2010-2019**



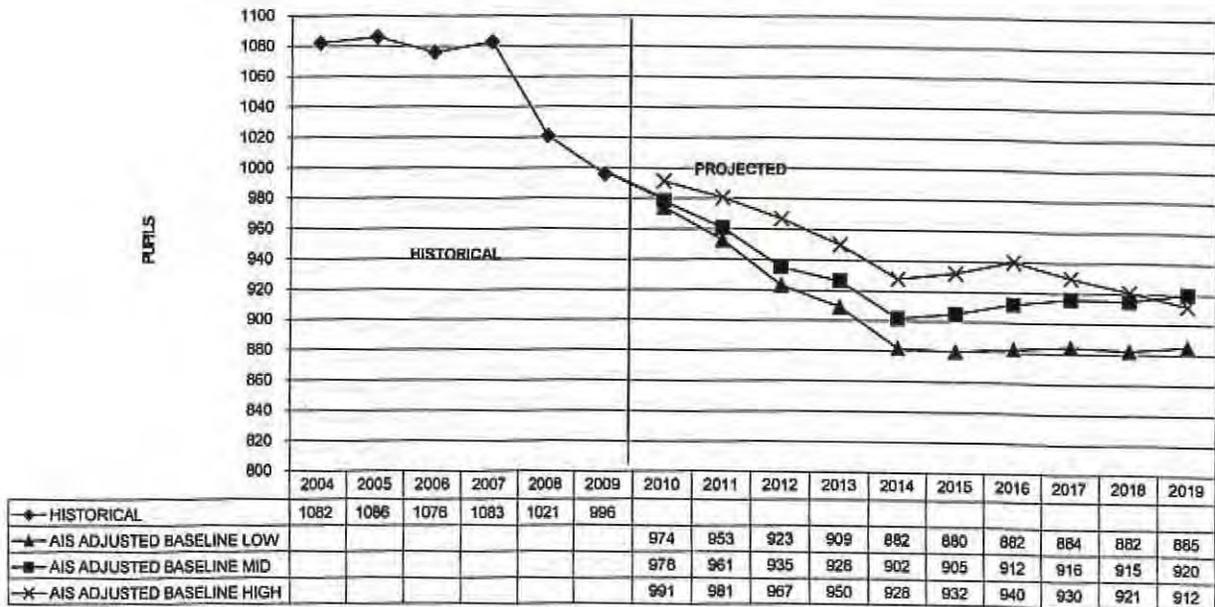
**CHART FOUR-B: GRADES 9-12 ESTIMATED INFLUENCE OF SYSTEMIC AIS SERVICES ON BASELINE ENROLLMENT PROJECTIONS 2010-2019**



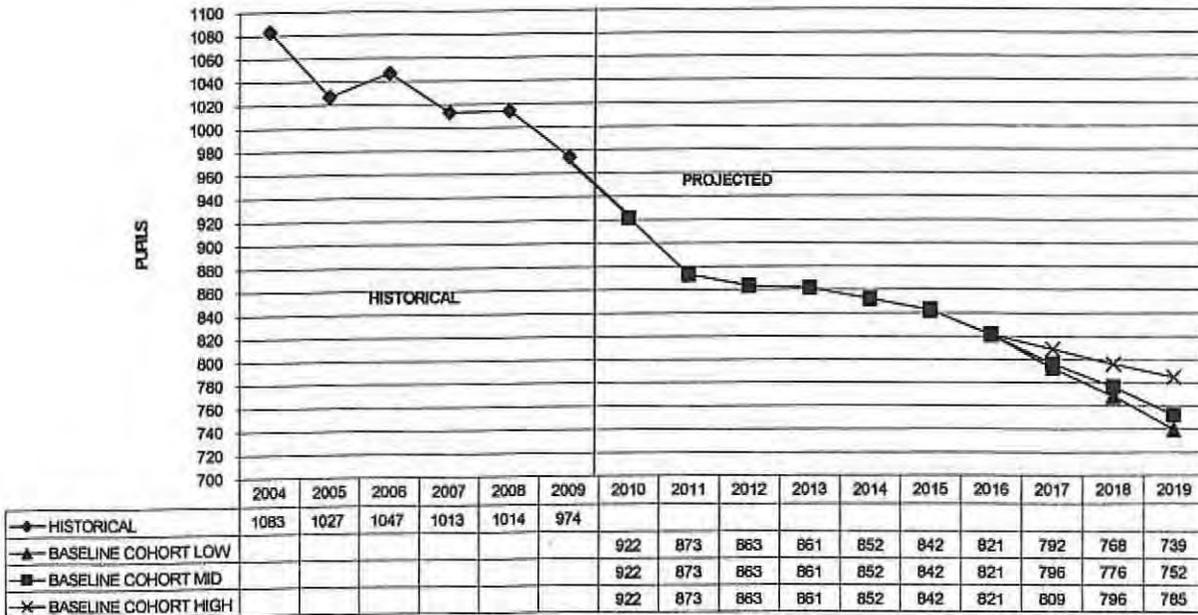
**CHART FIVE-A: GRADES K-6 ESTIMATED BASELINE ENROLLMENT PROJECTIONS 2010-2019**



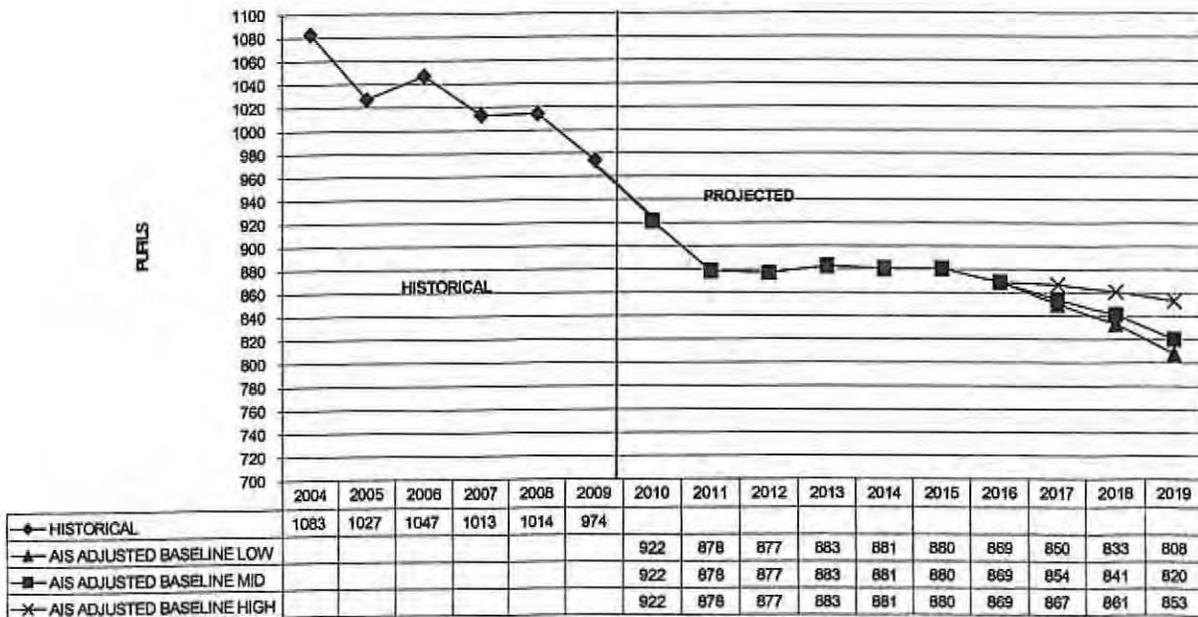
**CHART FIVE-B: GRADES K-6 ESTIMATED INFLUENCE OF SYSTEMIC AIS SERVICES ON BASELINE ENROLLMENT PROJECTIONS 2010-2019**



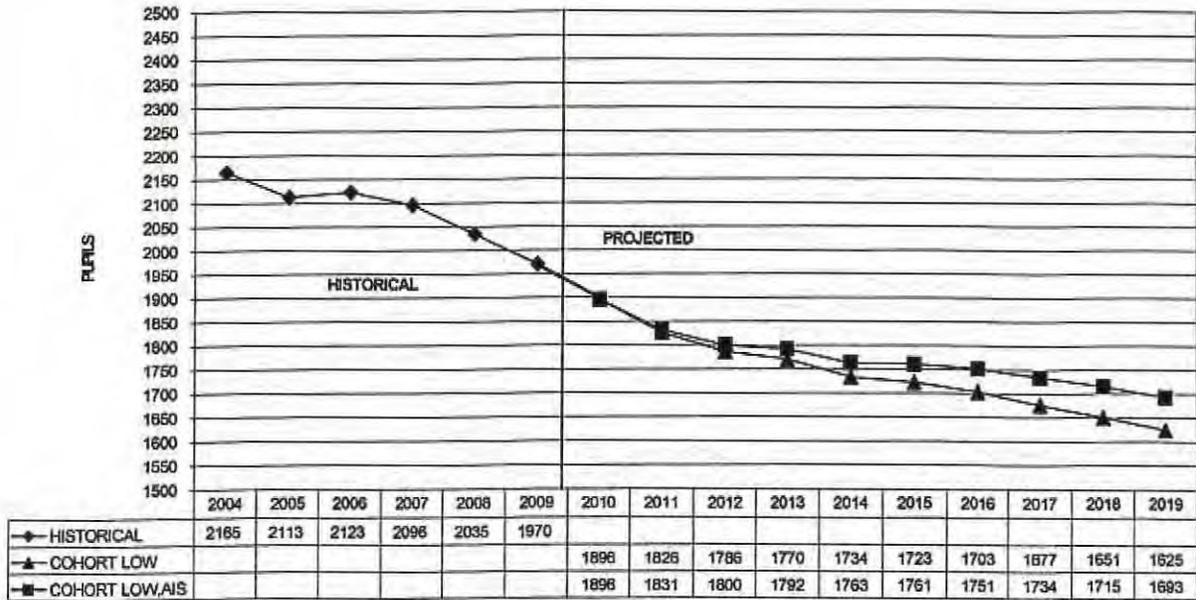
**CHART SIX-A: GRADES 7-12 ESTIMATED BASELINE ENROLLMENT PROJECTIONS 2010-2019**



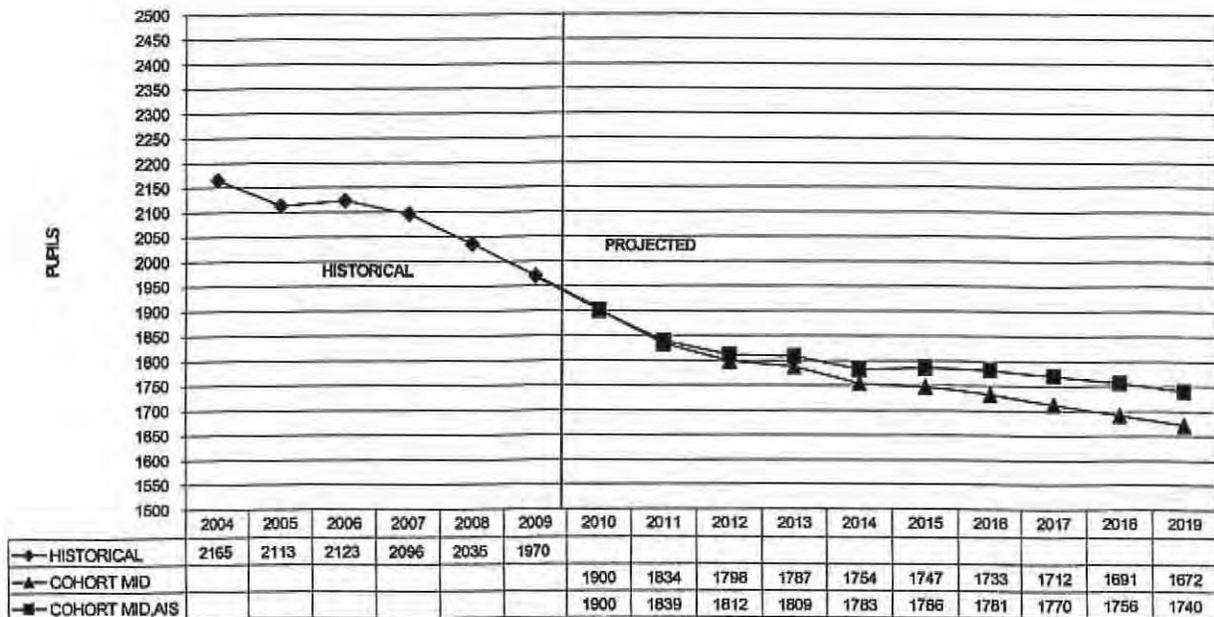
**CHART SIX-B: GRADES 7-12 ESTIMATED INFLUENCE OF SYSTEMIC AIS SERVICES ON BASELINE ENROLLMENT PROJECTIONS 2010-2019**



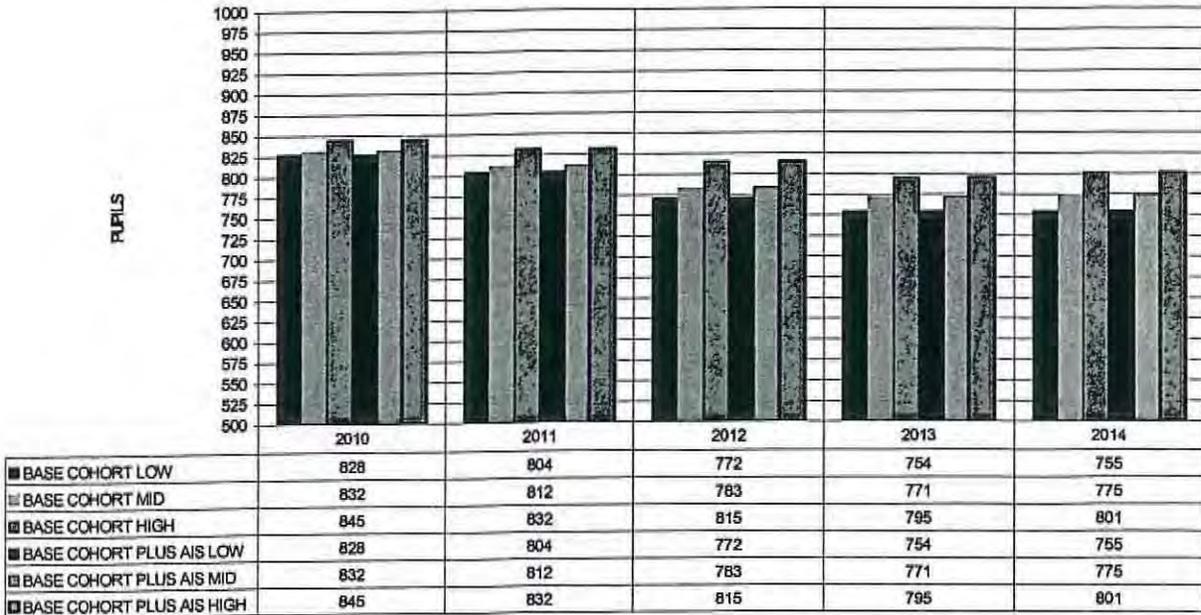
**CHART SEVEN-A: GRADES K-12 ESTIMATED LOW ENROLLMENT PROJECTIONS 2010-2019**



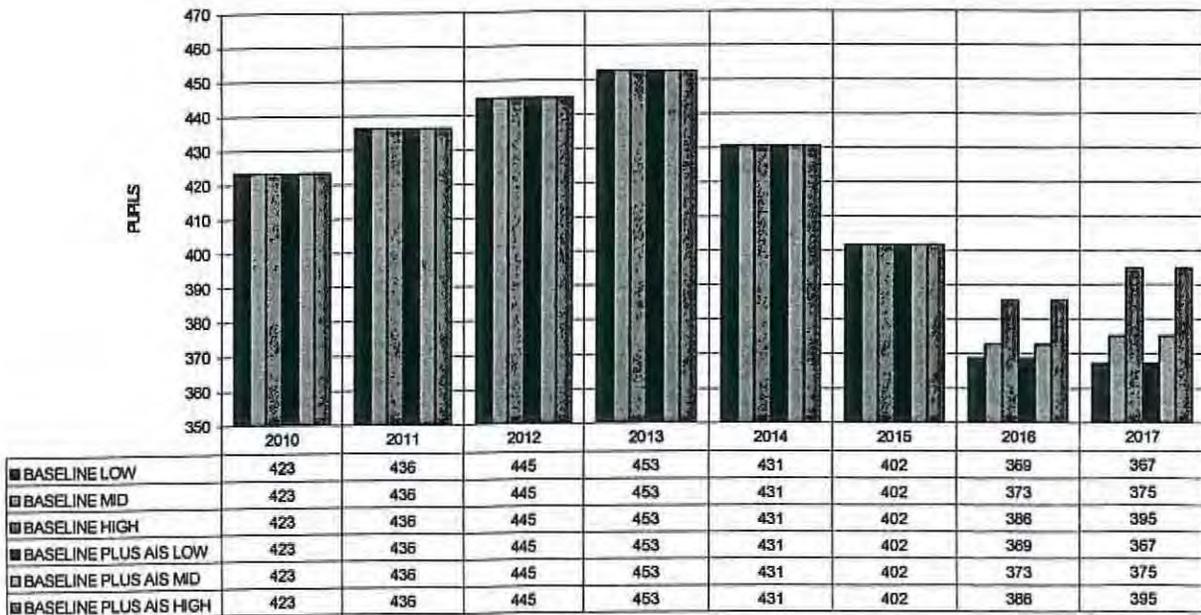
**CHART SEVEN-B: GRADES K-12 ESTIMATED MID ENROLLMENT PROJECTIONS 2010-2019**



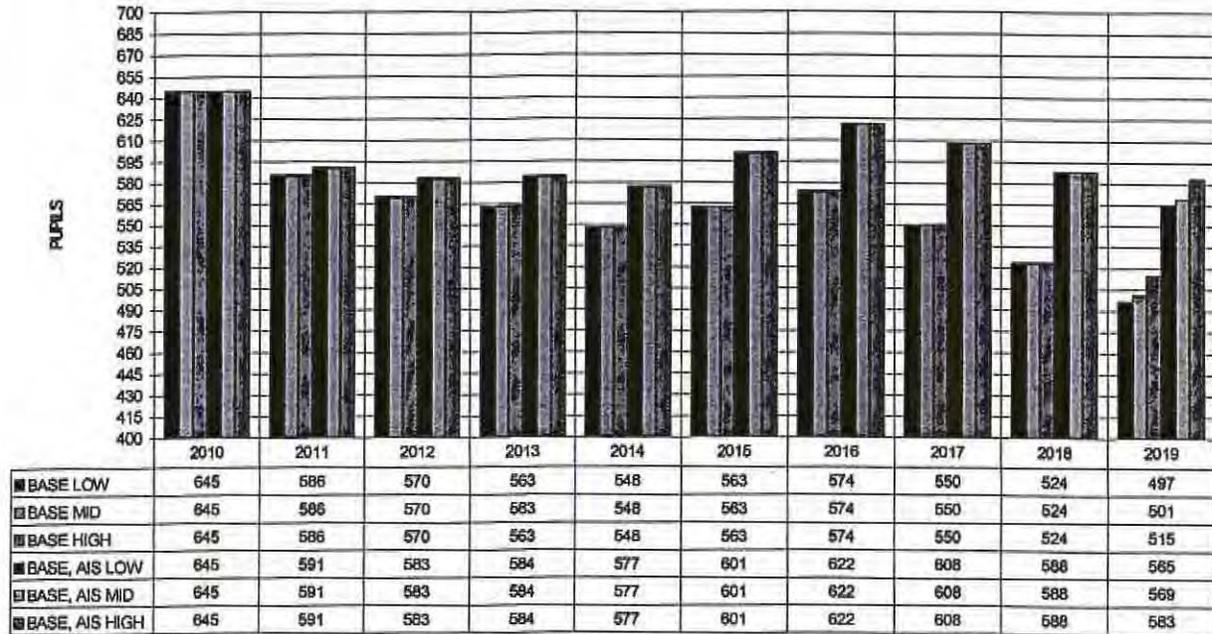
**CHART EIGHT: GRADES K-5 ESTIMATED ENROLLMENTS  
2010-2014 LOW, MID AND HIGH RANGES**



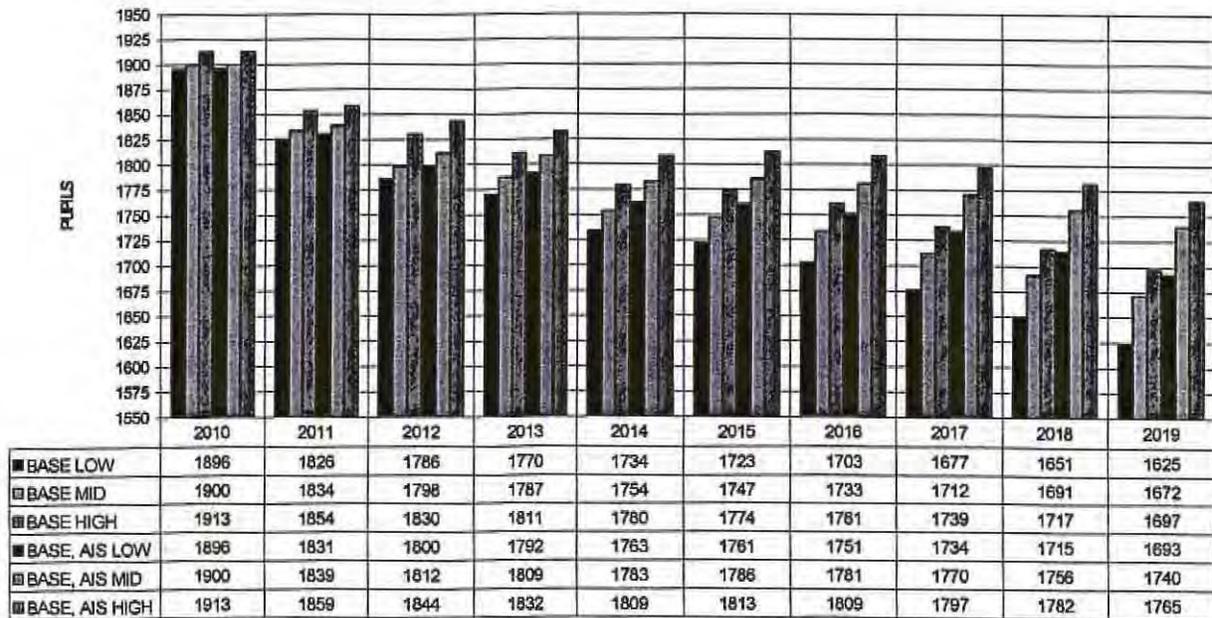
**CHART NINE: GRADES 6-8 ESTIMATED ENROLLMENTS  
2010-2017 LOW, MID AND HIGH RANGES**



**CHART TEN: GRADES 9-12 ESTIMATED ENROLLMENTS  
2010-2019 LOW, MID AND HIGH RANGES**



**CHART ELEVEN: GRADES K-12 ESTIMATED  
ENROLLMENTS  
2010-2019 LOW, MID AND HIGH RANGES**



## ATTACHMENT B:

### FEDERAL CENSUS ESTIMATES OF VARIOUS DEMOGRAPHIC CHARACTERISTICS

<b>CENSUS DATA SET</b>	<b>2000 CENSUS BEEKMANTOWN CENTRAL SCHOOL DISTRICT</b>	<b>2008 CENSUS ESTIMATED UPDATE CLINTON COUNTY</b>
<b>DEMOGRAPHIC:</b> Sex and age, race, Hispanic origin, housing units....	Page 121	Page 129
<b>SOCIAL:</b> Education, martial status, relationships, fertility, grandparents...	Page 123	Page 131
<b>ECONOMIC:</b> Income, employment, occupation, commuting to work....	Page 125	Page 135
<b>HOUSING:</b> Occupancy and structure, housing value and costs, utilities...	Page 127	Page 139

<u>2000 General Demographics</u>	Beekmantown Central School District		New York		United States	
	Value	Percent	Value	Percent	Value	Percent
<b>POPULATION BY GENDER AGE</b>						
Total population	12,647	100.00	18,976,457	100.00	281,421,906	100.00
Male	6,349	50.20	9,146,748	48.20	138,053,563	49.06
Female	6,298	49.80	9,829,709	51.80	143,368,343	50.94
Under 5 years	722	5.71	1,239,417	6.53	19,175,798	6.81
5 to 9 years	954	7.54	1,351,857	7.12	20,549,505	7.30
10 to 14 years	1,001	7.91	1,332,433	7.02	20,528,072	7.29
15 to 19 years	887	7.01	1,287,544	6.78	20,219,890	7.18
20 to 24 years	703	5.56	1,244,309	6.56	18,964,001	6.74
25 to 34 years	1,621	12.82	2,757,324	14.53	39,891,724	14.18
35 to 44 years	2,273	17.97	3,074,298	16.20	45,148,527	16.04
45 to 54 years	1,867	14.76	2,552,936	13.45	37,677,952	13.39
55 to 59 years	719	5.69	932,008	4.91	13,469,237	4.79
60 to 64 years	576	4.55	755,979	3.98	10,805,447	3.84
65 to 74 years	874	6.91	1,276,046	6.72	18,390,986	6.54
75 to 84 years	359	2.84	860,818	4.54	12,361,180	4.39
85 years and over	91	0.72	311,488	1.64	4,239,587	1.51
Median age (years)	37.2	...	35.9	...	35.3	...
18 years and over	9,385	74.21	14,286,350	75.28	209,128,094	74.31
Male	4,660	36.85	6,744,091	35.54	100,994,367	35.89
Female	4,725	37.36	7,542,259	39.75	108,133,727	38.42
21 years and over	8,948	70.75	13,505,172	71.17	196,899,193	69.97
62 years and over	1,671	13.21	2,884,520	15.20	41,256,029	14.66
65 years and over	1,324	10.47	2,448,352	12.90	34,991,753	12.43
Male	606	4.79	976,138	5.14	14,409,625	5.12
Female	718	5.68	1,472,214	7.76	20,582,128	7.31
<b>RACE</b>						
One race	12,542	99.17	18,386,275	96.89	274,595,678	97.57
White	12,283	97.12	12,893,689	67.95	211,460,626	75.14
Black or African American	113	0.89	3,014,385	15.88	34,658,190	12.32
American Indian and Alaska Native	42	0.33	82,461	0.43	2,475,956	0.88
Asian	59	0.47	1,044,976	5.51	10,242,998	3.64
Native Hawaiian and Other Pacific Islander	2	0.02	8,818	0.05	398,835	0.14
Some other race	43	0.34	1,341,946	7.07	15,359,073	5.46
Two or more races	105	0.83	590,182	3.11	6,826,228	2.43
Race alone or combo with others						
White	12,383	97.91	13,275,834	69.96	216,930,975	77.08
Black or African American	149	1.18	3,234,165	17.04	36,419,434	12.94
American Indian and Alaska Native	80	0.63	171,581	0.90	4,119,301	1.46
Asian	84	0.66	1,169,200	6.16	11,898,828	4.23
Native Hawaiian and Other Pacific Islander	2	0.02	28,612	0.15	874,414	0.31
Some other race	61	0.48	1,721,699	9.07	18,521,486	6.58
<b>HISPANIC OR LATINO AND RACE</b>						
Total population	12,647	100.00	18,976,457	100.00	281,421,906	100.00
Hispanic or Latino (of any race)	125	0.99	2,867,583	15.11	35,305,818	12.55
Not Hispanic or Latino	12,522	99.01	16,108,874	84.89	246,116,088	87.45
White alone	12,212	96.56	11,760,981	61.98	194,552,774	69.13
<b>RELATIONSHIP</b>						
Total population	12,647	100.00	18,976,457	100.00	281,421,906	100.00
In households	12,509	98.91	18,395,996	96.94	273,643,273	97.24
Householder	4,824	38.14	7,056,860	37.19	105,480,101	37.48
Spouse	2,772	21.92	3,289,514	17.33	54,493,232	19.36
Child	3,735	29.53	5,737,989	30.24	83,393,392	29.63
Own child under 18 years	2,987	23.62	4,155,866	21.90	64,494,637	22.92
Other relatives	358	2.83	1,270,513	6.70	15,684,318	5.57
Under 18 years	147	1.16	409,045	2.16	6,042,435	2.15
Nonrelatives	820	6.48	1,041,120	5.49	14,592,230	5.19
In group quarters	138	1.09	580,461	3.06	7,778,633	2.76
Institutionalized population	125	0.99	262,262	1.38	4,059,039	1.44
Noninstitutionalized population	13	0.10	318,199	1.68	3,719,594	1.32
<b>HOUSEHOLD BY TYPE</b>						

Total households	4,824	100.00	7,056,860	100.00	105,480,101	100.00
Family households (families)	3,492	72.39	4,639,387	65.74	71,787,347	68.06
With own children under 18 years	1,684	34.91	2,231,381	31.62	34,588,368	32.79
Married-couple family	2,772	57.46	3,289,514	46.61	54,493,232	51.66
With own children under 18 years	1,194	24.75	1,527,187	21.64	24,835,505	23.55
Female householder, no husband present	470	9.74	1,038,176	14.71	12,900,103	12.23
With own children under 18 years	303	6.28	573,384	8.13	7,561,874	7.17
Nonfamily households	1,332	27.61	2,417,473	34.26	33,692,754	31.94
Householder living alone	961	19.92	1,982,742	28.10	27,230,075	25.82
Householder 65 years and over	322	6.67	715,550	10.14	9,722,857	9.22
Households with individuals under 18 years	1,820	37.73	2,466,483	34.95	38,022,115	36.05
Households with individuals 65 years and over	973	20.17	1,767,452	25.05	24,672,708	23.39
Average household size	2.6	...	2.6	...	2.6	...
Average family size	2.8	...	3.2	...	3.1	...
<b>HOUSING OCCUPANCY</b>						
Total housing units	5,418	100.00	7,679,307	100.00	115,904,641	100.00
Occupied housing units	4,824	89.04	7,056,860	91.89	105,480,101	91.01
Vacant housing units	594	10.96	622,447	8.11	10,424,540	8.99
For seasonal, recreational, occasional use	245	4.52	235,043	3.06	3,578,718	3.09
Homeowner vacancy rate (percent)	1.8	...	1.6	...	1.7	...
Rental vacancy rate (percent)	12.0	...	4.6	...	6.8	...
<b>HOUSING TENURE</b>						
Occupied housing units	4,824	89.04	7,056,860	91.89	105,480,101	91.01
Owner-occupied housing units	3,885	71.71	3,739,166	48.69	69,815,753	60.24
Renter-occupied housing units	939	17.33	3,317,694	43.20	35,664,348	30.77
Average household size of owner-occupied units	2.7	...	2.8	...	2.7	...
Average household size of renter-occupied units	2.3	...	2.4	...	2.4	...

Source: Census 2000 School District Special Tabulation; Proximity: <http://proximityone.com/sddmi.htm>

2000 Social Characteristics	Beekmantown Central School District		New York		United States	
	Value	Percent	Value	Percent	Value	Percent
<b>EDUCATIONAL ATTAINMENT</b>						
Population 25 years and over	8,285	100.00	12,542,536	100.00	182,211,639	100.00
Less than 9th grade	710	8.57	1,005,805	8.02	13,755,477	7.55
9th to 12th grade, no diploma	1,135	13.70	1,620,519	12.92	21,960,148	12.05
High school graduate (includes equivalency)	2,880	34.76	3,480,768	27.75	52,168,981	28.63
Some college, no degree	1,310	15.81	2,103,404	16.77	38,351,595	21.05
Associate degree	725	8.75	898,828	7.17	11,512,833	6.32
Bachelor's degree	800	9.66	1,954,242	15.58	28,317,792	15.54
Graduate or professional degree	720	8.69	1,478,970	11.79	16,144,813	8.86
Percent high school graduate or higher	77.7	...	79.1	...	80.4	...
Percent bachelor's degree or higher	18.3	...	27.4	...	24.4	...
<b>MARITAL STATUS</b>						
Population 15 years and over	9,960	100.00	15,055,876	100.00	221,148,671	100.00
Never married	2,285	22.94	4,777,896	31.73	59,913,370	27.09
Now married, except separated	5,880	59.04	7,535,841	50.05	120,231,273	54.37
Separated	335	3.36	484,640	3.22	4,769,220	2.16
Widowed	615	6.17	1,084,409	7.20	14,674,500	6.64
Female	490	4.92	887,299	5.89	11,975,325	5.42
Divorced	845	8.48	1,173,090	7.79	21,560,308	9.75
Female	410	4.12	709,220	4.71	12,305,294	5.56
<b>GRANDPARENTS AS CAREGIVERS</b>						
Grandparent living in hshld w/one or more own gr	135	...	412,000	...	5,771,671	...
Grandparent responsible for grandchildren	55	...	143,014	...	2,426,730	...
<b>VETERAN STATUS</b>						
Civilian population 18 years and over	9,370	100.00	14,278,716	100.00	208,130,352	100.00
Civilian veterans	1,380	14.73	1,361,164	9.53	26,403,703	12.69
<b>DISABILITY STATUS (Civilian Noninstitutional)</b>						
Population 5 to 20 years	2,980	23.50	4,197,977	22.12	64,689,357	22.99
With a disability	360	2.84	370,856	1.95	5,214,334	1.85
Population 21 to 64 years	7,440	58.68	10,932,732	57.61	159,131,544	56.55
With a disability	1,535	12.11	2,294,611	12.09	30,553,796	10.86
Percent employed	50.7	...	54.1	...	56.6	...
No disability	5,905	46.57	8,638,121	45.52	128,577,748	45.69
Percent employed	80.4	...	74.1	...	77.2	...
Population 65 years and over	1,370	10.80	2,333,555	12.30	33,346,626	11.85
With a disability	575	4.53	940,680	4.96	13,978,118	4.97
<b>RESIDENCE 5 YEARS EARLIER</b>						
Population 5 years and over	11,915	100.00	17,749,110	100.00	262,375,152	100.00
Same house in 1995	7,760	65.13	10,961,493	61.76	142,027,478	54.13
Different house in the U.S. in 1995	4,105	34.45	6,066,869	34.18	112,851,828	43.01
Same county	3,050	25.60	3,876,450	21.84	65,435,013	24.94
Different county	1,060	8.90	2,190,419	12.34	47,416,815	18.07
Same state	610	5.12	1,463,942	8.25	25,327,355	9.65
Different state	445	3.73	726,477	4.09	22,089,460	8.42
Elsewhere in 1995	50	0.42	720,748	4.06	7,495,846	2.86
<b>NATIVITY AND PLACE OF BIRTH</b>						
Total population	12,680	100.00	18,976,457	100.00	281,421,906	100.00
Native	12,305	97.04	15,108,324	79.62	250,314,017	88.95
Born in United States	12,200	96.21	14,589,263	76.88	246,786,466	87.69
State of residence	10,365	81.74	12,384,940	65.26	168,729,388	59.96
Different state	1,835	14.47	2,204,323	11.62	78,057,078	27.74
Born outside United States	110	0.87	519,061	2.74	3,527,551	1.25
Foreign born	375	2.96	3,868,133	20.38	31,107,889	11.05
Entered 1990 to March 2000	100	0.79	1,561,609	8.23	13,178,276	4.68
Naturalized citizen	205	1.62	1,783,744	9.40	12,542,626	4.46
Not a citizen	170	1.34	2,084,389	10.98	18,565,263	6.60
<b>REGION OF BIRTH OF FOREIGN BORN</b>						
Total (excluding born at sea)	375	100.00	3,868,094	100.00	31,107,573	100.00

Europe	145	38.67	879,307	22.73	4,915,557	15.80
Asia	70	18.67	916,597	23.70	8,226,254	26.44
Africa	10	2.67	116,936	3.02	881,300	2.83
Oceania	0	0.00	7,680	0.20	168,046	0.54
Latin America	4	1.07	1,891,612	48.90	16,086,974	51.71
Northern America	140	37.33	55,962	1.45	829,442	2.67
<b>LANGUAGE SPOKEN AT HOME</b>						
Population 5 years and over	11,915	100.00	17,749,110	100.00	262,375,152	100.00
English only	11,390	95.59	12,786,189	72.04	215,423,557	82.11
Language other than English	519	4.36	4,962,921	27.96	46,951,595	17.89
Speak English less than "very well"	128	1.07	2,310,256	13.02	21,320,407	8.13
Spanish	114	0.96	2,416,126	13.61	28,101,052	10.71
Speak English less than "very well"	45	0.38	1,182,068	6.66	13,751,256	5.24
Other Indo-European languages	350	2.94	1,654,540	9.32	10,017,989	3.82
Speak English less than "very well"	65	0.55	663,874	3.74	3,390,301	1.29
Asian and Pacific Island languages	45	0.38	671,019	3.78	6,960,065	2.65
Speak English less than "very well"	18	0.15	395,159	2.23	3,590,024	1.37
<b>ANCESTRY (single or multiple)</b>						
Total population	12,680	100.00	18,976,457	100.00	281,421,906	100.00
Total ancestries reported	13,525	106.66	20,381,381	107.40	287,304,886	102.09
Arab	45	0.35	121,925	0.64	1,202,871	0.43
Czech	25	0.20	76,820	0.40	1,703,930	0.61
Danish	10	0.08	38,587	0.20	1,430,897	0.51
Dutch	135	1.06	272,904	1.44	4,542,494	1.61
English	1,245	9.82	1,140,036	6.01	24,515,138	8.71
French (except Basque)	2,930	23.11	479,199	2.53	8,325,509	2.96
French Canadian	1,840	14.51	151,839	0.80	2,435,098	0.87
German	870	6.86	2,122,620	11.19	42,885,162	15.24
Greek	29	0.23	159,763	0.84	1,153,307	0.41
Hungarian	29	0.23	137,029	0.72	1,398,724	0.50
Irish	1,725	13.60	2,454,469	12.93	30,594,130	10.87
Italian	575	4.53	2,737,146	14.42	15,723,555	5.59
Lithuanian	0	0.00	49,083	0.26	659,992	0.23
Norwegian	70	0.55	90,524	0.48	4,477,725	1.59
Polish	405	3.19	986,141	5.20	8,977,444	3.19
Portuguese	30	0.24	43,839	0.23	1,177,112	0.42
Russian	65	0.51	460,261	2.43	2,652,214	0.94
Scotch-Irish	165	1.30	138,844	0.73	4,319,232	1.53
Scottish	245	1.93	212,275	1.12	4,890,581	1.74
Slovak	10	0.08	37,863	0.20	797,764	0.28
Subsaharan African	20	0.16	166,508	0.88	1,781,877	0.63
Swedish	60	0.47	133,788	0.71	3,998,310	1.42
Swiss	0	0.00	38,721	0.20	911,502	0.32
Ukrainian	15	0.12	148,700	0.78	892,922	0.32
United States or American	1,455	11.47	717,234	3.78	20,625,093	7.33
Welsh	80	0.63	85,356	0.45	1,753,794	0.62
West Indian (excluding Hispanic groups)	10	0.08	685,874	3.61	1,869,504	0.66
Other ancestries	1,424	11.23	6,494,033	34.22	91,609,005	32.55

Source: Census 2000 School District Special Tabulation; Proximity: <http://proximityone.com/sddmi.htm>

2000 Economic Characteristics	Beekmantown Central School District		New York		United States	
	Value	Percent	Value	Percent	Value	Percent
<b>EMPLOYMENT STATUS</b>						
Population 16 years and over	9,790	100.00	14,805,912	100.00	217,168,077	100.00
In labor force	6,480	66.19	9,046,805	61.10	138,820,935	63.92
Civilian labor force	6,480	66.19	9,023,096	60.94	137,668,798	63.39
Employed	6,015	61.44	8,382,988	56.62	129,721,512	59.73
Unemployed	465	4.75	640,108	4.32	7,947,286	3.66
Percent of civilian labor force	7.2	...	7.1	...	5.8	...
Armed Forces	0	0.00	23,709	0.16	1,152,137	0.53
Not in labor force	3,305	33.76	5,759,107	38.90	78,347,142	36.08
Females 16 years and over	4,955	50.61	7,810,436	52.75	112,185,795	51.66
In labor force	3,015	30.80	4,306,437	29.09	64,547,732	29.72
Civilian labor force	3,015	30.80	4,303,577	29.07	64,383,493	29.65
Employed	2,860	29.21	4,000,662	27.02	60,630,069	27.92
Own children under 6 years	895	9.14	1,405,240	9.49	21,833,613	10.05
All parents in family in labor force	625	6.38	764,721	5.16	12,787,501	5.89
<b>COMMUTING TO WORK</b>						
Workers 16 years and over	5,905	60.32	8,211,916	55.46	128,279,228	59.07
Car, truck, or van - drove alone	4,890	49.95	4,620,178	31.20	97,102,050	44.71
Car, truck, or van - carpooled	630	6.44	756,918	5.11	15,634,051	7.20
Public transportation (including taxicab)	75	0.77	2,006,194	13.55	6,067,703	2.79
Walked	125	1.28	511,721	3.46	3,758,982	1.73
Other means	0	0.00	69,036	0.47	1,532,219	0.71
Worked at home	190	1.94	247,869	1.67	4,184,223	1.93
Mean travel time to work (minutes)	19	...	32	...	26	...
<b>OCCUPATION</b>						
Employed civilian population 16 years and over	6,020	61.49	8,382,988	56.62	129,721,512	59.73
Management, professional, related occupations	1,740	17.77	3,079,837	20.80	43,646,731	20.10
Service occupations	1,215	12.41	1,389,202	9.38	19,276,947	8.88
Sales and office occupations	1,495	15.27	2,272,500	15.35	34,621,390	15.94
Farming, fishing, forestry occupations	60	0.61	24,609	0.17	951,810	0.44
Construction, extraction, maintenance occupation	555	5.67	633,091	4.28	12,256,138	5.64
Production, transportation, material moving occu	965	9.86	983,749	6.64	18,968,496	8.73
<b>INDUSTRY</b>						
Agriculture, forestry, fishing & hunting, mining	135	1.38	54,372	0.37	2,426,053	1.12
Construction	340	3.47	433,787	2.93	8,801,507	4.05
Manufacturing	835	8.53	839,425	5.67	18,286,005	8.42
Wholesale trade	200	2.04	283,375	1.91	4,666,757	2.15
Retail trade	760	7.76	877,430	5.93	15,221,716	7.01
Transportation and warehousing and utilities	385	3.93	460,485	3.11	6,740,102	3.10
Information	120	1.23	340,713	2.30	3,996,564	1.84
Finance, insurance, real estate, rental & leasin	230	2.35	736,687	4.98	8,934,972	4.11
Professional, scientific, management, admin, was	205	2.09	849,124	5.74	12,061,865	5.55
Educational, health and social services	1,530	15.63	2,039,182	13.77	25,843,029	11.90
Arts, entertainment, recreation, accommodation &	445	4.55	611,280	4.13	10,210,295	4.70
Other services (except public administration)	260	2.66	423,756	2.86	6,320,632	2.91
Public administration	575	5.87	433,372	2.93	6,212,015	2.86
<b>CLASS OF WORKER</b>						
Private wage and salary workers	4,233	43.24	6,434,109	43.46	101,794,361	46.87
Government workers	1,274	13.01	1,426,893	9.64	18,923,353	8.71
Self-employed workers in own not incorporated bu	464	4.74	501,068	3.38	8,603,761	3.96
Unpaid family workers	44	0.45	20,918	0.14	400,037	0.18
<b>INCOME</b>						
Households	4,805	100.00	7,060,595	100.00	105,539,122	100.00

Less than \$10,000	430	8.95	809,507	11.47	10,067,027	9.54
\$10,000 to \$14,999	270	5.62	453,320	6.42	6,657,228	6.31
\$15,000 to \$24,999	735	15.30	822,611	11.65	13,536,965	12.83
\$25,000 to \$34,999	690	14.36	807,043	11.43	13,519,242	12.81
\$35,000 to \$49,999	975	20.29	1,047,001	14.83	17,446,272	16.53
\$50,000 to \$74,999	935	19.46	1,297,712	18.38	20,540,604	19.46
\$75,000 to \$99,999	435	9.05	746,384	10.57	10,799,245	10.23
\$100,000 to \$149,999	230	4.79	639,525	9.06	8,147,826	7.72
\$150,000 to \$199,999	45	0.94	202,640	2.87	2,322,038	2.20
\$200,000 or more	65	1.35	234,852	3.33	2,502,675	2.37
Median household income (dollars)	39,063	...	43,393	...	41,994	...
With earnings	3,860	80.33	5,516,841	78.14	84,962,743	80.50
Mean earnings (dollars)	46,617	...	64,102	...	56,604	...
With Social Security Income	1,360	28.30	1,837,421	26.02	27,084,417	25.66
Mean Social Security income (dollars)	10,452	...	11,667	...	11,320	...
With Supplemental Security Income	210	4.37	390,779	5.53	4,615,885	4.37
Mean Supplemental Security Income (dollars)	5,859	...	6,568	...	6,320	...
With public assistance income	120	2.50	344,175	4.87	3,629,732	3.44
Mean public assistance income (dollars)	2,869	...	3,699	...	3,032	...
With retirement income	1,080	22.48	1,196,637	16.95	17,659,058	16.73
Mean retirement income (dollars)	14,601	...	17,660	...	17,376	...
Families	3,480	72.42	4,673,485	66.19	72,261,780	68.47
Less than \$10,000	215	4.47	359,778	5.10	4,155,386	3.94
\$10,000 to \$14,999	155	3.23	215,349	3.05	3,115,586	2.95
\$15,000 to \$24,999	420	8.74	462,739	6.55	7,757,397	7.35
\$25,000 to \$34,999	515	10.72	505,162	7.15	8,684,429	8.23
\$35,000 to \$49,999	720	14.98	705,855	10.00	12,377,108	11.73
\$50,000 to \$74,999	775	16.13	957,683	13.56	16,130,100	15.28
\$75,000 to \$99,999	380	7.91	594,059	8.41	9,009,327	8.54
\$100,000 to \$149,999	210	4.37	522,203	7.40	6,936,210	6.57
\$150,000 to \$199,999	35	0.73	164,443	2.33	1,983,673	1.88
\$200,000 or more	65	1.35	186,214	2.64	2,112,564	2.00
Median family income (dollars)	44,741	...	51,691	...	50,046	...
Per capita income (dollars)	18,293	...	23,389	...	21,587	...
Median earnings (dollars):	34,513	...	40,236	...	37,057	...
Male full-time, year-round workers	34,513	...	40,236	...	37,057	...
Female full-time, year-round workers	22,472	...	31,099	...	27,194	...
<b>NUMBER BELOW POVERTY LEVEL</b>						
Families	355	100.00	535,935	100.00	6,620,945	100.00
With related children under 18 years	285	80.28	418,591	78.10	5,155,866	77.87
With related children under 5 years	130	36.62	198,252	36.99	2,562,263	38.70
Families with female householder, no husband pre	115	32.39	294,906	55.03	3,315,916	50.08
With related children under 18 years	115	32.39	257,263	48.00	2,940,459	44.41
With related children under 5 years	50	14.08	115,454	21.54	1,401,493	21.17
Individuals	1,525	100.00	2,692,202	100.00	33,899,812	100.00
18 years and over	995	65.25	1,776,492	65.99	22,152,954	65.35
65 years and over	130	8.52	264,336	9.82	3,287,774	9.70
<b>NUMBER FOR WHOM POVERTY STATUS DETERMINED</b>						
Families	3,480	100.00	4,673,485	100.00	72,261,780	100.00
With related children under 18 years	1,860	53.45	2,476,345	52.99	38,000,727	52.59
With related children under 5 years	670	19.25	981,715	21.01	15,076,246	20.86
Families with female householder, no husband pre	430	12.36	1,011,083	21.63	12,500,761	17.30
With related children under 18 years	310	8.91	663,399	14.19	8,575,028	11.87
With related children under 5 years	100	2.87	231,792	4.96	3,020,412	4.18
Individuals	12,470	100.00	18,449,899	100.00	273,882,232	100.00
18 years and over	9,260	74.26	13,868,788	75.17	202,956,971	74.10
65 years and over	1,370	10.99	2,333,549	12.65	33,346,548	12.18

Source: Census 2000 School District Special Tabulation; Proximity: <http://proximityone.com/sddmi.htm>

2000 Housing Characteristics	Beekmantown Central School District		New York		United States	
	Value	Percent	Value	Percent	Value	Percent
<b>UNITS IN STRUCTURE</b>						
Total housing units	5,380	100.00	7,679,307	100.00	115,904,641	100.00
1 unit, detached	3,410	63.38	3,198,486	41.65	69,865,957	60.28
1 unit, attached	40	0.74	379,926	4.95	6,447,453	5.56
2 units	150	2.79	836,907	10.90	4,995,350	4.31
3 or 4 units	140	2.60	559,886	7.29	5,494,280	4.74
5 to 9 units	120	2.23	407,106	5.30	5,414,988	4.67
10 to 19 units	15	0.28	327,654	4.27	4,636,717	4.00
20 or more units	45	0.84	1,755,984	22.87	10,008,058	8.63
Mobile home	1,455	27.04	207,378	2.70	8,779,228	7.57
Boat, RV, van, etc.	0	0.00	5,980	0.08	262,610	0.23
<b>YEAR STRUCTURE BUILT</b>						
1999 to March 2000	195	3.62	67,821	0.88	2,755,075	2.38
1995 to 1998	465	8.64	198,312	2.58	8,478,975	7.32
1990 to 1994	615	11.43	259,063	3.37	8,467,008	7.31
1980 to 1989	965	17.94	594,390	7.74	18,326,847	15.81
1970 to 1979	860	15.99	866,120	11.28	21,438,863	18.50
1960 to 1969	655	12.17	1,120,598	14.59	15,911,903	13.73
1940 to 1959	855	15.89	2,174,766	28.32	23,145,917	19.97
1939 or earlier	780	14.50	2,398,237	31.23	17,380,053	15.00
<b>ROOMS</b>						
1 room	75	1.39	322,859	4.20	2,551,061	2.20
2 rooms	80	1.49	524,796	6.83	5,578,182	4.81
3 rooms	240	4.46	1,134,126	14.77	11,405,588	9.84
4 rooms	945	17.57	1,295,062	16.86	18,514,383	15.97
5 rooms	1,375	25.56	1,229,033	16.00	24,214,071	20.89
6 rooms	1,145	21.28	1,164,784	15.17	21,385,794	18.45
7 rooms	735	13.66	810,832	10.56	13,981,917	12.06
8 rooms	395	7.34	589,153	7.67	9,343,740	8.06
9 or more rooms	395	7.34	608,662	7.93	8,929,905	7.70
Median (rooms)	6	0.10	5	0.00	5	0.00
<b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>						
Occupied housing units	4,805	100.00	7,056,860	100.00	105,480,101	100.00
1999 to March 2000	780	16.23	1,056,606	14.97	21,041,090	19.95
1995 to 1998	1,075	22.37	1,844,967	26.14	30,479,848	28.90
1990 to 1994	835	17.38	1,134,011	16.07	16,948,257	16.07
1980 to 1989	955	19.88	1,215,576	17.23	16,429,173	15.58
1970 to 1979	520	10.82	882,141	12.50	10,399,015	9.86
1969 or earlier	640	13.32	923,559	13.09	10,182,718	9.65
<b>VEHICLES AVAILABLE</b>						
None	275	5.72	2,092,756	29.66	10,861,067	10.30
1	1,565	32.57	2,329,545	33.01	36,123,613	34.25
2	2,110	43.91	1,927,691	27.32	40,461,920	38.36
3 or more	854	17.77	706,868	10.02	18,033,501	17.10
<b>HOUSE HEATING FUEL</b>						
Utility gas	240	4.99	3,651,779	51.75	54,027,880	51.22
Bottled, tank, or LP gas	150	3.12	237,949	3.37	6,880,185	6.52
Electricity	410	8.53	615,685	8.72	32,010,401	30.35
Fuel oil, kerosene, etc.	3,765	78.36	2,336,714	33.11	9,457,850	8.97
Coal or coke	0	0.00	9,563	0.14	142,876	0.14
Wood	235	4.89	82,613	1.17	1,769,781	1.68
Solar energy	0	0.00	2,539	0.04	47,069	0.04
Other fuel	4	0.08	73,671	1.04	412,553	0.39
No fuel used	0	0.00	46,347	0.66	731,506	0.69
<b>SELECTED CHARACTERISTICS</b>						
Lacking complete plumbing facilities	29	0.60	58,418	0.83	670,986	0.64
Lacking complete kitchen facilities	50	1.04	55,851	0.79	715,535	0.68
No telephone service	75	1.56	132,704	1.88	2,570,705	2.44
<b>OCCUPANTS PER ROOM</b>						
Occupied housing units	4,805	100.00	7,056,860	100.00	105,480,101	100.00
1.00 or less	4,710	98.02	6,506,301	92.20	99,406,609	94.24
1.01 to 1.50	70	1.46	283,513	4.02	3,198,596	3.03
1.51 or more	19	0.40	267,046	3.78	2,874,896	2.73

VALUE						
Specified owner-occupied units	2,405	100.00	2,689,728	100.00	55,212,108	100.00
Less than \$50,000	275	11.43	151,310	5.63	5,457,817	9.89
\$50,000 to \$99,999	1,350	56.13	714,774	26.57	16,778,971	30.39
\$100,000 to \$149,999	510	21.21	491,060	18.26	13,110,384	23.75
\$150,000 to \$199,999	130	5.41	468,384	17.41	8,075,904	14.63
\$200,000 to \$299,999	105	4.37	501,839	18.66	6,583,049	11.92
\$300,000 to \$499,999	40	1.66	252,136	9.37	3,584,108	6.49
\$500,000 to \$999,999	0	0.00	87,898	3.27	1,308,116	2.37
\$1,000,000 or more	0	...	22,327	...	313,759	...
Median (dollars)	86,900	...	148,700	...	119,600	...
MORTGAGE STATUS AND SELECTED MONTHLY OWNER COSTS						
With a mortgage	1,420	100.00	1,824,984	100.00	38,663,887	100.00
Less than \$300	0	0.00	2,307	0.13	255,243	0.66
\$300 to \$499	70	4.93	35,291	1.93	2,149,992	5.56
\$500 to \$699	235	16.55	127,393	6.98	4,943,283	12.79
\$700 to \$999	465	32.75	347,548	19.04	9,612,512	24.86
\$1,000 to \$1,499	485	34.15	544,980	29.86	11,679,988	30.21
\$1,500 to \$1,999	95	6.69	390,485	21.40	5,555,203	14.37
\$2,000 or more	74	5.21	376,980	20.66	4,467,666	11.56
Median (dollars)	950	...	1,357	...	1,088	...
Not mortgaged	985	69.37	864,744	47.38	16,548,221	42.80
Median (dollars)	312	...	457	...	295	...
SELECTED MONTHLY OWNER COSTS (as % of Household In						
Less than 15.0 percent	1,105	...	847,179	...	20,165,963	...
15.0 to 19.9 percent	395	...	460,991	...	9,661,469	...
20.0 to 24.9 percent	315	...	383,278	...	7,688,019	...
25.0 to 29.9 percent	185	...	270,107	...	5,210,523	...
30.0 to 34.9 percent	60	...	180,425	...	3,325,083	...
35.0 percent or more	335	...	528,389	...	8,719,648	...
Not computed	10	...	19,359	...	441,403	...
GROSS RENT						
Specified renter-occupied units	900	100.00	3,301,784	100.00	35,199,502	100.00
Less than \$200	4	0.44	180,305	5.46	1,844,181	5.24
\$200 to \$299	50	5.56	157,990	4.78	1,818,764	5.17
\$300 to \$499	275	30.56	517,885	15.69	7,739,515	21.99
\$500 to \$749	370	41.11	1,073,246	32.51	11,860,298	33.69
\$750 to \$999	110	12.22	699,725	21.19	6,045,173	17.17
\$1,000 to \$1,499	20	2.22	390,325	11.82	3,054,099	8.68
\$1,500 or more	4	0.44	180,569	5.47	1,024,296	2.91
No cash rent	65	7.22	101,739	3.08	1,813,176	5.15
Median (dollars)	565	...	672	...	602	...
GROSS RENT (as % of Household Income)						
Less than 15.0 percent	120	...	631,972	...	6,370,263	...
15.0 to 19.9 percent	130	...	423,635	...	5,037,981	...
20.0 to 24.9 percent	100	...	376,000	...	4,498,604	...
25.0 to 29.9 percent	85	...	322,751	...	3,666,233	...
30.0 to 34.9 percent	55	...	235,573	...	2,585,327	...
35.0 percent or more	335	...	1,103,248	...	10,383,959	...
Not computed	70	...	208,605	...	2,657,135	...

Source: Census 2000 School District Special Tabulation; Proximity: <http://proximityone.com/sddmi.htm>

Demographic and Housing Estimates: 2006-2008  
 Geographic Area: Clinton County, New York

CLINTON COUNTY Demographic and Housing Estimates	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
<b>SEX AND AGE</b>				
Total population	81,990	*****	81,990	(X)
Male	41,914	213	51.1%	0.3
Female	40,076	213	48.9%	0.3
Under 5 years	3,766	124	4.6%	0.2
5 to 9 years	3,706	441	4.5%	0.5
10 to 14 years	4,633	446	5.7%	0.5
15 to 19 years	6,684	221	8.2%	0.3
20 to 24 years	7,943	385	9.7%	0.5
25 to 34 years	11,784	287	14.4%	0.4
35 to 44 years	11,679	238	14.2%	0.3
45 to 54 years	12,426	195	15.2%	0.2
55 to 59 years	4,589	390	5.6%	0.5
60 to 64 years	4,005	394	4.9%	0.5
65 to 74 years	5,776	73	7.0%	0.1
75 to 84 years	3,467	297	4.2%	0.4
85 years and over	1,532	294	1.9%	0.4
Median age (years)	37.1	0.3	(X)	(X)
18 years and over	66,541	68	81.2%	0.1
21 years and over	61,755	377	75.3%	0.5
62 years and over	12,952	371	15.8%	0.5
65 years and over	10,775	96	13.1%	0.1
18 years and over	66,541	68	66,541	(X)
Male	34,142	185	51.3%	0.3
Female	32,399	159	48.7%	0.3
65 years and over	10,775	96	10,775	(X)
Male	4,651	64	43.2%	0.4
Female	6,124	61	56.8%	0.4
<b>RACE</b>				
Total population	81,990	*****	81,990	(X)
One race	80,817	184	98.6%	0.2
Two or more races	1,173	184	1.4%	0.2
One race	80,817	184	98.6%	0.2
White	76,485	267	93.3%	0.3
Black or African American	2,681	145	3.3%	0.2
American Indian and Alaska Native	93	78	0.1%	0.1
Cherokee tribal grouping	N	N	N	N
Chippewa tribal grouping	N	N	N	N
Navajo tribal grouping	N	N	N	N
Sioux tribal grouping	N	N	N	N
Asian	747	106	0.9%	0.1
Asian Indian	113	106	0.1%	0.1
Chinese	234	134	0.3%	0.2
Filipino	41	49	0.1%	0.1
Japanese	61	35	0.1%	0.1
Korean	118	84	0.1%	0.1
Vietnamese	65	59	0.1%	0.1
Other Asian	115	89	0.1%	0.1
Native Hawaiian and Other Pacific Islander	10	19	0.0%	0.1
Native Hawaiian	N	N	N	N
Guamanian or Chamorro	N	N	N	N

CLINTON COUNTY Demographic and Housing Estimates	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
Samoan	N	N	N	N
Other Pacific Islander	N	N	N	N
Some other race	801	233	1.0%	0.3
Two or more races	1,173	184	1.4%	0.2
White and Black or African American	311	126	0.4%	0.2
White and American Indian and Alaska Native	492	65	0.6%	0.1
White and Asian	157	105	0.2%	0.1
Black or African American and American Indian and Alaska Native	0	158	0.0%	0.1
<b>Race alone or in combination with one or more other races</b>				
Total population	81,990	*****	81,990	(X)
White	77,597	318	94.6%	0.4
Black or African American	3,144	101	3.8%	0.1
American Indian and Alaska Native	697	140	0.9%	0.2
Asian	972	90	1.2%	0.1
Native Hawaiian and Other Pacific Islander	N	N	N	N
Some other race	879	245	1.1%	0.3
<b>HISPANIC OR LATINO AND RACE</b>				
Total population	81,990	*****	81,990	(X)
Hispanic or Latino (of any race)	2,193	*****	2.7%	*****
Mexican	696	327	0.8%	0.4
Puerto Rican	456	263	0.6%	0.3
Cuban	0	158	0.0%	0.1
Other Hispanic or Latino	1,041	246	1.3%	0.3
Not Hispanic or Latino	79,797	*****	97.3%	*****
White alone	75,222	69	91.7%	0.1
Black or African American alone	2,517	111	3.1%	0.1
American Indian and Alaska Native alone	69	65	0.1%	0.1
Asian alone	747	106	0.9%	0.1
Native Hawaiian and Other Pacific Islander alone	10	19	0.0%	0.1
Some other race alone	111	73	0.1%	0.1
Two or more races	1,121	189	1.4%	0.2
Two races including Some other race	40	52	0.0%	0.1
Two races excluding Some other race, and Three or more races	1,081	178	1.3%	0.2
Total housing units	34,483	383	(X)	(X)

Source: U.S. Census Bureau, 2006-2008 American Community Survey

Selected Social Characteristics 2006-2008  
 Geographic Area: Clinton County, New York

CLINTON COUNTY Selected Social Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
<b>HOUSEHOLDS BY TYPE</b>				
Total households	29,906	680	29,906	(X)
Family households (families)	19,241	607	64.3%	2.1
With own children under 18 years	8,650	497	28.9%	1.6
Married-couple family	14,932	578	49.9%	2.3
With own children under 18 years	5,833	472	19.5%	1.6
Male householder, no wife present, family	1,374	306	4.6%	1.0
With own children under 18 years	1,070	286	3.6%	0.9
Female householder, no husband present, family	2,935	374	9.8%	1.2
With own children under 18 years	1,747	333	5.8%	1.1
Nonfamily households	10,665	762	35.7%	2.1
Householder living alone	8,273	685	27.7%	2.1
65 years and over	2,837	365	9.5%	1.2
Households with one or more people under 18 years	9,518	506	31.8%	1.7
Households with one or more people 65 years and over	7,134	365	23.9%	1.1
Average household size	2.49	0.04	(X)	(X)
Average family size	2.97	0.08	(X)	(X)
<b>RELATIONSHIP</b>				
Population in households	74,485	945	74,485	(X)
Householder	29,906	680	40.2%	0.7
Spouse	14,983	599	20.1%	0.8
Child	20,120	979	27.0%	1.2
Other relatives	2,860	556	3.8%	0.8
Nonrelatives	6,616	899	8.9%	1.2
Unmarried partner	2,767	428	3.7%	0.6
<b>MARITAL STATUS</b>				
Males 15 years and over	35,800	203	35,800	(X)
Never married	14,159	541	39.6%	1.5
Now married, except separated	16,850	570	47.1%	1.5
Separated	788	237	2.2%	0.7
Widowed	845	239	2.4%	0.7
Divorced	3,158	447	8.8%	1.3
Females 15 years and over	34,085	174	34,085	(X)
Never married	10,659	471	31.3%	1.4
Now married, except separated	15,692	712	46.0%	2.1
Separated	849	235	2.5%	0.7
Widowed	3,605	394	10.6%	1.1
Divorced	3,280	479	9.6%	1.4
<b>FERTILITY</b>				
Number of women 15 to 50 years old who had a birth in the past 12 months	835	259	835	(X)
Unmarried women	282	147	33.8%	14.4

CLINTON COUNTY Selected Social Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
(widowed, divorced, and never married)				
Per 1,000 unmarried women	24	12	(X)	(X)
Per 1,000 women 15 to 50 years old	39	12	(X)	(X)
Per 1,000 women 15 to 19 years old	22	19	(X)	(X)
Per 1,000 women 20 to 34 years old	59	22	(X)	(X)
Per 1,000 women 35 to 50 years old	25	16	(X)	(X)
<b>GRANDPARENTS</b>				
Number of grandparents living with own grandchildren under 18 years	1,095	364	1,095	(X)
Responsible for grandchildren	629	287	57.4%	15.9
Years responsible for grandchildren				
Less than 1 year	66	63	6.0%	5.6
1 or 2 years	145	134	13.2%	10.9
3 or 4 years	103	103	9.4%	8.8
5 or more years	315	214	28.8%	16.5
Number of grandparents responsible for own grandchildren under 18 years	629	287	629	(X)
Who are female	315	146	50.1%	4.1
Who are married	619	286	98.4%	2.9
<b>SCHOOL ENROLLMENT</b>				
Population 3 years and over enrolled in school	21,176	903	21,176	(X)
Nursery school, preschool	645	194	3.0%	0.9
Kindergarten	1,150	283	5.4%	1.4
Elementary school (grades 1-8)	6,419	351	30.3%	2.1
High school (grades 9-12)	4,469	349	21.1%	1.8
College or graduate school	8,493	932	40.1%	2.9
<b>EDUCATIONAL ATTAINMENT</b>				
Population 25 years and over	55,258	363	55,258	(X)
Less than 9th grade	3,377	458	6.1%	0.8
9th to 12th grade, no diploma	5,413	731	9.8%	1.3
High school graduate (includes equivalency)	20,173	1,140	36.5%	2.1
Some college, no degree	8,972	830	16.2%	1.5
Associate's degree	5,278	563	9.6%	1.0
Bachelor's degree	7,071	744	12.8%	1.3
Graduate or professional degree	4,974	588	9.0%	1.1
Percent high school graduate or higher	84.1%	1.5	(X)	(X)
Percent bachelor's degree or higher	21.8%	1.7	(X)	(X)
<b>VETERAN STATUS</b>				
Civilian population 18	66,490	89	66,490	(X)

CLINTON COUNTY Selected Social Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
years and over				
Civilian veterans	7,175	576	10.8%	0.9
<b>DISABILITY STATUS OF THE CIVILIAN NONINSTITUTIONALIZED POPULATION</b>				
Total Civilian Noninstitutionalized Population	(X)	(X)	(X)	(X)
With a disability	(X)	(X)	(X)	(X)
Under 18 years	(X)	(X)	(X)	(X)
With a disability	(X)	(X)	(X)	(X)
18 to 64 years	(X)	(X)	(X)	(X)
With a disability	(X)	(X)	(X)	(X)
65 years and over	(X)	(X)	(X)	(X)
With a disability	(X)	(X)	(X)	(X)
<b>RESIDENCE 1 YEAR AGO</b>				
Population 1 year and over	81,150	221	81,150	(X)
Same house	67,592	1,558	83.3%	1.9
Different house in the U.S.	13,186	1,578	16.2%	1.9
Same county	7,934	1,330	9.8%	1.6
Different county	5,252	829	6.5%	1.0
Same state	4,421	726	5.4%	0.9
Different state	831	360	1.0%	0.4
Abroad	372	177	0.5%	0.2
<b>PLACE OF BIRTH</b>				
Total population	81,990	*****	81,990	(X)
Native	78,617	456	95.9%	0.6
Born in United States	77,645	567	94.7%	0.7
State of residence	64,825	1,192	79.1%	1.5
Different state	12,820	1,076	15.6%	1.3
Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)	972	237	1.2%	0.3
Foreign born	3,373	456	4.1%	0.6
<b>U.S. CITIZENSHIP STATUS</b>				
Foreign-born population	3,373	456	3,373	(X)
Naturalized U.S. citizen	1,598	341	47.4%	8.4
Not a U.S. citizen	1,775	385	52.6%	8.4
<b>YEAR OF ENTRY</b>				
Population born outside the United States	4,345	567	4,345	(X)
Native	972	237	972	(X)
Entered 2000 or later	161	74	16.6%	7.7
Entered before 2000	811	229	83.4%	7.7
Foreign born	3,373	456	3,373	(X)
Entered 2000 or later	822	226	24.4%	5.9
Entered before 2000	2,551	400	75.6%	5.9
<b>WORLD REGION OF BIRTH OF FOREIGN BORN</b>				
Foreign-born population, excluding population born at sea	N	N	N	(X)
Europe	N	N	N	N
Asia	N	N	N	N
Africa	N	N	N	N
Oceania	N	N	N	N

CLINTON COUNTY Selected Social Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
Latin America	N	N	N	N
Northern America	N	N	N	N
<b>LANGUAGE SPOKEN AT HOME</b>				
Population 5 years and over	78,224	124	78,224	(X)
English only	73,546	660	94.0%	0.8
Language other than English	4,678	632	6.0%	0.8
Speak English less than "very well"	1,216	351	1.6%	0.4
Spanish	1,452	313	1.9%	0.4
Speak English less than "very well"	418	151	0.5%	0.2
Other Indo-European languages	2,462	525	3.1%	0.7
Speak English less than "very well"	521	188	0.7%	0.2
Asian and Pacific Islander languages	622	187	0.8%	0.2
Speak English less than "very well"	232	143	0.3%	0.2
Other languages	142	91	0.2%	0.1
Speak English less than "very well"	45	53	0.1%	0.1
<b>ANCESTRY</b>				
Total population	81,990	*****	81,990	(X)
American	5,133	749	6.3%	0.9
Arab	366	218	0.4%	0.3
Czech	189	107	0.2%	0.1
Danish	182	171	0.2%	0.2
Dutch	1,246	402	1.5%	0.5
English	9,497	1,112	11.6%	1.4
French (except Basque)	22,890	1,520	27.9%	1.9
French Canadian	8,255	958	10.1%	1.2
German	7,358	932	9.0%	1.1
Greek	213	118	0.3%	0.1
Hungarian	137	88	0.2%	0.1
Irish	14,941	1,179	18.2%	1.4
Italian	5,265	792	6.4%	1.0
Lithuanian	522	270	0.6%	0.3
Norwegian	274	152	0.3%	0.2
Polish	2,254	541	2.7%	0.7
Portuguese	112	102	0.1%	0.1
Russian	607	265	0.7%	0.3
Scotch-Irish	1,402	437	1.7%	0.5
Scottish	1,879	384	2.3%	0.5
Slovak	55	53	0.1%	0.1
Subsaharan African	320	179	0.4%	0.2
Swedish	597	371	0.7%	0.5
Swiss	48	58	0.1%	0.1
Ukrainian	40	47	0.0%	0.1
Welsh	467	204	0.6%	0.2
West Indian (excluding Hispanic origin groups)	151	90	0.2%	0.1

Source: U.S. Census Bureau, 2006-2008 American Community Survey

Selected Economic Characteristics: 2006-2008  
 Geographic Area: Clinton County, New York

CLINTON COUNTY Selected Economic Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
<b>EMPLOYMENT STATUS</b>				
Population 16 years and over	68,864	206	68,864	(X)
In labor force	40,573	1,216	58.9%	1.8
Civilian labor force	40,522	1,205	58.8%	1.8
Employed	37,631	1,206	54.6%	1.8
Unemployed	2,891	471	4.2%	0.7
Armed Forces	51	56	0.1%	0.1
Not in labor force	28,291	1,246	41.1%	1.8
Civilian labor force	40,522	1,205	40,522	(X)
Percent Unemployed	7.1%	1.1	(X)	(X)
Females 16 years and over	33,558	199	33,558	(X)
In labor force	19,052	903	56.8%	2.7
Civilian labor force	19,052	903	56.8%	2.7
Employed	18,023	901	53.7%	2.7
Own children under 6 years	4,224	239	4,224	(X)
All parents in family in labor force	3,117	415	73.8%	8.2
Own children 6 to 17 years	9,998	406	9,998	(X)
All parents in family in labor force	7,395	567	74.0%	5.2
<b>COMMUTING TO WORK</b>				
Workers 16 years and over	36,368	1,241	36,368	(X)
Car, truck, or van -- drove alone	27,801	1,327	76.4%	2.3
Car, truck, or van -- carpooled	3,644	581	10.0%	1.6
Public transportation (excluding taxicab)	586	205	1.6%	0.6
Walked	1,550	471	4.3%	1.3
Other means	1,135	333	3.1%	0.9
Worked at home	1,652	387	4.5%	1.1
Mean travel time to work (minutes)	19.0	1.0	(X)	(X)
<b>OCCUPATION</b>				
Civilian employed population 16 years and over	37,631	1,206	37,631	(X)
Management, professional, and related occupations	11,719	762	31.1%	2.0
Service occupations	8,057	689	21.4%	1.7
Sales and office occupations	9,119	913	24.2%	2.1
Farming, fishing, and forestry occupations	589	182	1.6%	0.5
Construction, extraction, maintenance and repair occupations	3,394	464	9.0%	1.2
Production, transportation, and material moving occupations	4,753	596	12.6%	1.5
<b>INDUSTRY</b>				

CLINTON COUNTY Selected Economic Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
Civilian employed population 16 years and over	37,631	1,206	37,631	(X)
Agriculture, forestry, fishing and hunting, and mining	992	260	2.6%	0.7
Construction	2,195	376	5.8%	1.0
Manufacturing	4,278	643	11.4%	1.6
Wholesale trade	863	268	2.3%	0.7
Retail trade	4,654	685	12.4%	1.7
Transportation and warehousing, and utilities	2,052	371	5.5%	1.0
Information	510	218	1.4%	0.6
Finance and insurance, and real estate and rental and leasing	1,146	286	3.0%	0.7
Professional, scientific, and management, and administrative and waste management services	1,936	441	5.1%	1.2
Educational services, and health care and social assistance	10,376	785	27.6%	2.2
Arts, entertainment, and recreation, and accommodation, and food services	3,289	438	8.7%	1.1
Other services, except public administration	1,457	342	3.9%	0.9
Public administration	3,883	485	10.3%	1.2
<b>CLASS OF WORKER</b>				
Civilian employed population 16 years and over	37,631	1,206	37,631	(X)
Private wage and salary workers	25,544	1,392	67.9%	2.6
Government workers	9,737	876	25.9%	2.4
Self-employed workers in own not incorporated business	2,324	399	6.2%	1.1
Unpaid family workers	26	30	0.1%	0.1
<b>INCOME AND BENEFITS (IN 2008 INFLATION-ADJUSTED DOLLARS)</b>				
Total households	29,906	680	29,906	(X)
Less than \$10,000	1,959	381	6.6%	1.2
\$10,000 to \$14,999	1,933	365	6.5%	1.2
\$15,000 to \$24,999	3,822	448	12.8%	1.4
\$25,000 to \$34,999	3,602	468	12.0%	1.5
\$35,000 to \$49,999	4,272	516	14.3%	1.7
\$50,000 to \$74,999	6,275	549	21.0%	1.8
\$75,000 to \$99,999	3,406	436	11.4%	1.5
\$100,000 to \$149,999	3,331	388	11.1%	1.3
\$150,000 to \$199,999	701	199	2.3%	0.7
\$200,000 or more	605	164	2.0%	0.5
Median household income (dollars)	47,430	2,742	(X)	(X)
Mean household income (dollars)	58,506	1,879	(X)	(X)
With earnings	23,251	653	77.7%	1.7
Mean earnings (dollars)	58,033	2,135	(X)	(X)
With Social Security	9,216	561	30.8%	1.7
Mean Social Security income (dollars)	14,514	551	(X)	(X)

CLINTON COUNTY Selected Economic Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
With retirement income	7,567	551	25.3%	1.8
Mean retirement income (dollars)	20,583	2,201	(X)	(X)
With Supplemental Security Income	1,902	364	6.4%	1.2
Mean Supplemental Security Income (dollars)	7,778	830	(X)	(X)
With cash public assistance income	836	227	2.8%	0.7
Mean cash public assistance income (dollars)	2,479	1,021	(X)	(X)
With Food Stamp benefits in the past 12 months	3,833	498	12.8%	1.6
Families	19,241	607	19,241	(X)
Less than \$10,000	638	195	3.3%	1.0
\$10,000 to \$14,999	639	243	3.3%	1.3
\$15,000 to \$24,999	1,448	303	7.5%	1.5
\$25,000 to \$34,999	2,074	361	10.8%	1.8
\$35,000 to \$49,999	2,877	468	15.0%	2.3
\$50,000 to \$74,999	4,585	468	23.8%	2.5
\$75,000 to \$99,999	2,887	412	15.0%	2.1
\$100,000 to \$149,999	3,016	369	15.7%	1.8
\$150,000 to \$199,999	570	193	3.0%	1.0
\$200,000 or more	507	136	2.6%	0.7
Median family income (dollars)	59,570	3,626	(X)	(X)
Mean family income (dollars)	69,937	2,509	(X)	(X)
Per capita income (dollars)	22,396	702	(X)	(X)
Nonfamily households	10,665	762	10,665	(X)
Median nonfamily income (dollars)	25,662	2,500	(X)	(X)
Mean nonfamily income (dollars)	35,036	2,610	(X)	(X)
Median earnings for workers (dollars)	24,606	1,008	(X)	(X)
Median earnings for male full-time, year-round workers (dollars)	41,466	2,443	(X)	(X)
Median earnings for female full-time, year-round workers (dollars)	31,831	1,225	(X)	(X)
<b>PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL</b>				
All families	8.1%	1.6	(X)	(X)
With related children under 18 years	14.0%	3.0	(X)	(X)
With related children under 5 years only	10.8%	6.0	(X)	(X)
Married couple families	3.3%	1.1	(X)	(X)
With related children under 18 years	5.7%	2.5	(X)	(X)
With related children under 5 years only	1.3%	1.7	(X)	(X)
Families with female householder, no husband present	24.9%	5.6	(X)	(X)
With related children under 18 years	32.0%	8.1	(X)	(X)

CLINTON COUNTY Selected Economic Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
With related children under 5 years only	37.7%	25.2	(X)	(X)
All people	13.8%	1.9	(X)	(X)
Under 18 years	17.7%	4.7	(X)	(X)
Related children under 18 years	16.3%	4.7	(X)	(X)
Related children under 5 years	17.4%	8.4	(X)	(X)
Related children 5 to 17 years	15.9%	4.6	(X)	(X)
18 years and over	12.8%	1.7	(X)	(X)
18 to 64 years	13.4%	2.0	(X)	(X)
65 years and over	10.3%	2.4	(X)	(X)
People in families	8.4%	1.9	(X)	(X)
Unrelated individuals 15 years and over	31.8%	3.9	(X)	(X)

Source: U.S. Census Bureau, 2006-2008 American Community Survey

Selected Housing Characteristics: 2006-2008  
 Geographic Area: Clinton County, New York

CLINTON COUNTY Selected Housing Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
<b>HOUSING OCCUPANCY</b>				
Total housing units	34,483	383	34,483	(X)
Occupied housing units	29,906	680	86.7%	1.5
Vacant housing units	4,577	488	13.3%	1.5
Homeowner vacancy rate	1.4	0.8	(X)	(X)
Rental vacancy rate	5.3	2.7	(X)	(X)
<b>UNITS IN STRUCTURE</b>				
Total housing units	34,483	383	34,483	(X)
1-unit, detached	21,177	802	61.4%	2.3
1-unit, attached	1,149	275	3.3%	0.8
2 units	1,777	399	5.2%	1.2
3 or 4 units	1,948	430	5.6%	1.2
5 to 9 units	1,652	291	4.8%	0.8
10 to 19 units	514	188	1.5%	0.5
20 or more units	758	173	2.2%	0.5
Mobile home	5,508	602	16.0%	1.8
Boat, RV, van, etc.	0	158	0.0%	0.2
<b>YEAR STRUCTURE BUILT</b>				
Total housing units	34,483	383	34,483	(X)
Built 2005 or later	396	141	1.1%	0.4
Built 2000 to 2004	2,460	382	7.1%	1.1
Built 1990 to 1999	4,721	557	13.7%	1.6
Built 1980 to 1989	4,866	607	14.1%	1.8
Built 1970 to 1979	4,713	587	13.7%	1.7
Built 1960 to 1969	3,025	369	8.8%	1.1
Built 1950 to 1959	3,890	499	11.3%	1.5
Built 1940 to 1949	1,604	301	4.7%	0.9
Built 1939 or earlier	8,808	663	25.5%	1.9
<b>ROOMS</b>				
Total housing units	34,483	383	34,483	(X)
1 room	1,108	301	3.2%	0.9
2 rooms	824	254	2.4%	0.7
3 rooms	2,778	478	8.1%	1.4
4 rooms	4,821	574	14.0%	1.6
5 rooms	8,179	716	23.7%	2.1
6 rooms	6,820	659	19.8%	1.9
7 rooms	4,338	430	12.6%	1.2
8 rooms	2,967	443	8.6%	1.3
9 rooms or more	2,648	340	7.7%	1.0
Median rooms	5.4	0.2	(X)	(X)
<b>BEDROOMS</b>				
Total housing units	34,483	383	34,483	(X)
No bedroom	1,335	316	3.9%	0.9
1 bedroom	3,088	453	9.0%	1.3
2 bedrooms	8,794	673	25.5%	1.9
3 bedrooms	14,792	828	42.9%	2.4
4 bedrooms	5,101	497	14.8%	1.4
5 or more bedrooms	1,373	266	4.0%	0.8
<b>HOUSING TENURE</b>				
Occupied housing units	29,906	680	29,906	(X)
Owner-occupied	21,241	653	71.0%	2.0
Renter-occupied	8,665	690	29.0%	2.0
Average household size of owner-occupied unit	2.66	0.07	(X)	(X)

CLINTON COUNTY Selected Housing Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
Average household size of renter-occupied unit	2.08	0.12	(X)	(X)
<b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>				
Occupied housing units	29,906	680	29,906	(X)
Moved in 2005 or later	7,010	665	23.4%	2.0
Moved in 2000 to 2004	7,431	597	24.8%	1.9
Moved in 1990 to 1999	7,135	622	23.9%	2.1
Moved in 1980 to 1989	3,725	448	12.5%	1.6
Moved in 1970 to 1979	2,308	283	7.7%	1.0
Moved in 1969 or earlier	2,297	329	7.7%	1.1
<b>VEHICLES AVAILABLE</b>				
Occupied housing units	29,906	680	29,906	(X)
No vehicles available	2,857	374	9.6%	1.2
1 vehicle available	9,525	728	31.8%	2.2
2 vehicles available	11,620	697	38.9%	2.2
3 or more vehicles available	5,904	508	19.7%	1.7
<b>HOUSE HEATING FUEL</b>				
Occupied housing units	29,906	680	29,906	(X)
Utility gas	1,386	265	4.6%	0.9
Bottled, tank, or LP gas	1,066	244	3.6%	0.8
Electricity	8,980	552	30.0%	1.6
Fuel oil, kerosene, etc.	16,237	721	54.3%	2.2
Coal or coke	19	31	0.1%	0.1
Wood	2,021	314	6.8%	1.0
Solar energy	0	158	0.0%	0.2
Other fuel	57	53	0.2%	0.2
No fuel used	140	73	0.5%	0.2
<b>SELECTED CHARACTERISTICS</b>				
Occupied housing units	29,906	680	29,906	(X)
Lacking complete plumbing facilities	56	55	0.2%	0.2
Lacking complete kitchen facilities	138	97	0.5%	0.3
No telephone service available	753	290	2.5%	1.0
<b>OCCUPANTS PER ROOM</b>				
Occupied housing units	29,906	680	29,906	(X)
1.00 or less	29,613	666	99.0%	0.5
1.01 to 1.50	207	136	0.7%	0.5
1.51 or more	86	90	0.3%	0.3
<b>VALUE</b>				
Owner-occupied units	21,241	653	21,241	(X)
Less than \$50,000	2,619	425	12.3%	1.9
\$50,000 to \$99,999	6,580	544	31.0%	2.5
\$100,000 to \$149,999	5,385	581	25.4%	2.6
\$150,000 to \$199,999	3,174	398	14.9%	1.9
\$200,000 to \$299,999	2,178	355	10.3%	1.6
\$300,000 to \$499,999	1,029	238	4.8%	1.1
\$500,000 to \$999,999	263	119	1.2%	0.6
\$1,000,000 or more	13	19	0.1%	0.1
Median (dollars)	111,600	3,999	(X)	(X)
<b>MORTGAGE STATUS</b>				
Owner-occupied units	21,241	653	21,241	(X)
Housing units with a mortgage	13,313	593	62.7%	2.1
Housing units without a mortgage	7,928	511	37.3%	2.1

CLINTON COUNTY Selected Housing Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
<b>SELECTED MONTHLY OWNER COSTS (SMOC)</b>				
Housing units with a mortgage	13,313	593	13,313	(X)
Less than \$300	67	85	0.5%	0.6
\$300 to \$499	279	148	2.1%	1.1
\$500 to \$699	902	191	6.8%	1.5
\$700 to \$999	2,962	387	22.2%	2.8
\$1,000 to \$1,499	5,102	495	38.3%	3.2
\$1,500 to \$1,999	2,283	345	17.1%	2.4
\$2,000 or more	1,718	283	12.9%	2.1
Median (dollars)	1,191	32	(X)	(X)
Housing units without a mortgage	7,928	511	7,928	(X)
Less than \$100	45	45	0.6%	0.6
\$100 to \$199	531	189	6.7%	2.4
\$200 to \$299	1,289	264	16.3%	3.1
\$300 to \$399	1,503	260	19.0%	3.5
\$400 or more	4,560	566	57.5%	5.0
Median (dollars)	449	30	(X)	(X)
<b>SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)</b>				
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	13,282	587	13,282	(X)
Less than 20.0 percent	5,443	499	41.0%	3.3
20.0 to 24.9 percent	2,219	328	16.7%	2.4
25.0 to 29.9 percent	1,992	374	15.0%	2.7
30.0 to 34.9 percent	1,137	238	8.6%	1.8
35.0 percent or more	2,491	370	18.8%	2.6
Not computed	31	38	(X)	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	7,903	506	7,903	(X)
Less than 10.0 percent	2,550	328	32.3%	4.0
10.0 to 14.9 percent	1,634	320	20.7%	3.8
15.0 to 19.9 percent	1,209	304	15.3%	3.6
20.0 to 24.9 percent	748	184	9.5%	2.3
25.0 to 29.9 percent	417	141	5.3%	1.7
30.0 to 34.9 percent	434	205	5.5%	2.5
35.0 percent or more	911	221	11.5%	2.7
Not computed	25	40	(X)	(X)
<b>GROSS RENT</b>				
Occupied units paying rent	8,018	677	8,018	(X)
Less than \$200	204	109	2.5%	1.3
\$200 to \$299	461	128	5.7%	1.6
\$300 to \$499	1,400	277	17.5%	3.5
\$500 to \$749	3,531	594	44.0%	5.9
\$750 to \$999	1,333	324	16.6%	3.8
\$1,000 to \$1,499	931	313	11.6%	3.8
\$1,500 or more	158	142	2.0%	1.8
Median (dollars)	637	27	(X)	(X)
No rent paid	647	193	(X)	(X)
<b>GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)</b>				
Occupied units paying rent	7,891	656	7,891	(X)

CLINTON COUNTY Selected Housing Characteristics	Estimate	Margin of Error (+/-)	Percent	Margin of Error (+/-)
(excluding units where GRAPJ cannot be computed)				
Less than 15.0 percent	1,129	298	14.3%	3.7
15.0 to 19.9 percent	1,151	296	14.6%	3.3
20.0 to 24.9 percent	790	238	10.0%	2.9
25.0 to 29.9 percent	998	274	12.6%	3.5
30.0 to 34.9 percent	685	225	8.7%	2.7
35.0 percent or more	3,138	406	39.8%	3.9
Not computed	774	206	(X)	(X)

Source: U.S. Census Bureau, 2006-2008 American Community Survey

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**ATTACHMENT C:**

***A WELL THOUGHT-OUT PLAN FOR FACILITY PROJECTS***

***Defining a Vision; the Role of an Architect and Construction  
Management Firm; Maximizing New York State Building Aid  
Reimbursement***

## A. Introductory Discussion:

Beekmantown like most school districts in New York State desires to receive the maximum state building aid allowable to help pay for the facilities necessary to support the locally defined educational plan.

*Defining the educational program is the first priority by the school board, district leadership, and faculty. The educational plan accommodates statewide curriculum/assessment standards, and the vision and aspirations the Beekmantown community has for all the children of the district, present and future. Planning for a facility project is first a curriculum visioning/improvement endeavor before it is a 'brick and mortar' designing/construction endeavor.*

Commissioner's Regulations 155.1 requires a school district to plan for the future of its facilities by: assessing enrollment projections, evaluating the district's grade organization, reviewing the use of existing buildings, evaluating the need for replacing obsolete and/or aging facilities, and determining the needs for additional facilities.

A key ingredient to determine what facilities are needed to implement the educational plan is an enrollment projection. The defining of facilities necessary to implement the plan is with a future vision of the K-6 enrollment to be served five years from now, the 7-8 enrollment to be served eight years from now, and the 9-12 enrollment to be served ten years from now. The district vision for pre-kindergarten education is an *additional* documentation for facilities necessary to implement program.

Once the educational program plan is defined and future enrollment estimates are calculated, an architect can help a school board answer:

- How do the present facilities help or hinder the educational plan?
- Can the current facilities be renovated to meet the space needs of the educational plan?
- Can the current facilities be renovated with the addition of new space to meet the needs of the educational plan?
- Should a current building be abandoned and a new building constructed to meet the space needs of the educational plan?

Form follows function. The educational program plan/expectations to serve the estimated future student population must first be defined. Then, and only then can design specialists help define facility options to achieve the educational plan. It is also at this time that the various facility options are analyzed to calculate the maximum State of New York building aid represented by each respective option to achieve the defined educational program specifications.

## B. Goals

### 1. DEVELOP AFFORDABLE OPTIONS TO MEET THE EDUCATIONAL SPECIFICATIONS

A simultaneous overlay in reviewing facility options that can meet the needs of the educational plan is economics. What can the school district afford? What facility options are within the means of the school district? After planned input from the community, the school board/administrative team can judge and estimate what the local taxpayer can afford to implement the educational plan and the necessary facilities. Estimates of capital fund collections based on various facility options are provided by the architect and construction management consultants so estimates on school district taxes can be calculated.

## 2. CHOOSE DESIGN OPTIONS THAT QUALIFY FOR MAXIMUM BUILDING AID FROM THE STATE OF NEW YORK

Commissioner's Regulations have been developed to help secure equity and fairness in determining the maximum amount the State will pay to support facilities in all school districts, rich and poor. Districts that are wealthy may spend much more than what the State will aid 'up to'. For Beekmantown and most school districts, the reality of economics is that they must try and satisfy the facility needs of their educational plans at no more than the maximum allowable expense the State will aid 'up to'. This worthy goal is not always attainable. The real work of an architect/engineer is the skill to design a form that will satisfy the function of the district's educational plan *within* the maximum cost allowance that the State will aid 'up to' unless the school board decides to spend above the aidable ceiling. Therefore, it is important to support the work of the architect and the program decision-making of the district by having available on-going estimates of maximum aid ceiling calculations of design schematics. In this way, the major work necessary to submit a project for State Education Department review is not wasted. The Beekmantown and the architect design team will know the estimated qualifying aid ceiling of a plan before submittal to the State Education Department.

## 3. UNDERSTAND THE 'MAXIMUM AID CEILING ALLOWANCE'

Any dollars spent over the assigned maximum cost allowance as defined by the State Education Department are all '100 penny dollars' directly from local tax dollars with no State support. Careful planning is necessary to keep as close to the maximum aid ceiling as possible. Sometimes the maximum aid ceiling may not be sufficient for major work in very old, sub-standard buildings. Or, a district may wish to provide more space than the estimated enrollments can justify as per the SED school facility program guidelines. In these cases, the school will need to decide what it can afford over the state aidable ceiling for the facility project.

### C. Strategic Approach

1. **Assure that all design features can be directly related to the educational vision, instructional goals, and mission of the Beekmantown School District. Communicate this vision with clarity to the community. For example, every item of a proposed project should have a direct and clear answer to the question "What will this do for kids?" short term and or long term.**
2. Follow Commissioner's guidelines that are used to determine maximum cost allowance for building aid for each building.
3. Keep a district-wide perspective. The total of the rated capacities of **all** the buildings in Beekmantown must relate and be congruous with the total projected K-6 and 7-12 student enrollments to be served in programs offered by the school district. The district cannot receive aid on space that supersedes the enrollment estimated to be served in the future.
4. Follow carefully what makes up a maximum aid ceiling assignment. Maximum aid ceilings are building specific and cannot be allocated for other buildings. Maximum aid ceilings include two parts: one is for construction or reconstruction and the other is for related incidental expenses. Both aid ceiling maximums cannot be interchanged.

5. Put in place accurate record keeping for each project. This is to ensure that Beekmantown can file accurate final cost reports to the State Education Department such that there are no deducts in aid for unapproved items or for work that was not in the original scope of the project and not substantiated by an approved change order.

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