



Long-Term Planning and Historical Information

March 21, 2023



	BENNETT	PHOENICIA	WEST HURLEY	WOODSTOCK	TOTAL ELEM.	MS/HS	DISTRICT
1992/93	381	294	295	319	1289	953	2,242
1993/94	389	308	311	322	1330	979	2,309
1994/95	398	307	299	316	1320	993	2,313
1995/96	416	312	293	304	1325	1035	2,360
1996/97	444	314	294	306	1358	1068	2,426
1997/98	441	332	279	291	1343	1073	2,416
1998/99	456	295	293	302	1346	1124	2,470
1999/00	431	283	293	308	1315	1131	2,446
2000/01	416	262	281	282	1241	1076	2,317
2001/02	374	272	297	257	1200	1063	2,263
2002/03	359	242	275	242	1118	1111	2,229
2003/04	350	221	169	282	1022	1138	2,160
2004/05	355	213	0	404	972	1139	2,111
2005/06	345	217	0	354	916	1135	2,051
2006/07	305	215	0	329	849	1100	1,949
2007/08	282	226	0	301	809	1050	1,859
2008/09	267	225	0	293	785	957	1,752
2009/10	263	211	0	296	770	885	1,655
2010/11	244	210	0	261	715	829	1,544
2011/12	236	213	0	254	703	759	1,462
2012/13*	358	142	0	211	711	695	1,406
2013/14	321	155	0	246	722	648	1,370
2014/15	321	160	0	237	718	632	1,350
2015/16	292	148	0	235	675	646	1,321
2016/17	310	126	0	219	655	645	1,300
2017/18	303	132	0	193	628	624	1,252
2018/19	301	137	0	177	615	594	1,209
2019/20	260	137	0	165	562	628	1,190
2020/21	238	163	0	148	549	626	1,175
2021/22	217	139	0	153	509	605	1,114
Current:	241	127	0	149	517	584	1,101
* Reconfigured to K-3 PH and WD, 4-6 BN							



2007 - 2008 Capital Improvement Discussions

The former architects provided information for a Community Roundtable discussion. Enrollment at the time was 1,949 and plans were being made projecting an enrollment of approximately 1,500 with three master plan options presented for discussion. All three options included significant improvements to all facilities that were to remain open. The vision included upgraded classrooms district-wide to allow for flexible seating and active learning spaces, an additional gymnasium at the MS/HS, expanded music rooms, expanded art rooms, and state of the art science rooms in addition to significant infrastructure upgrades. The overall costs that were contemplated at that time were:

1. Capital improvements to three of the four elementary schools, Bennett, West Hurley, Woodstock, and Phoenicia, as well as the MS/HS. Three elementary buildings to remain in operation. District wide cost = \$70M
2. Capital improvements to two of the four elementary schools, and the MS/HS. District-wide cost = \$63-\$74M depending on which schools were to remain in operation.
3. Capital improvements to the Boiceville campus, Bennett and the MS/HS. Cost = \$62M

This work was not brought to fruition. Many infrastructure upgrades in the MS/HS have been completed with smaller capital projects and we have been making improvements through the annual budget to the best of our abilities. The MS/HS now has a significant number of classrooms that have been redesigned as active learning spaces, and we continue to increase that number as well as one updated science room.



2007 - 2008 Capital Improvement Discussions

The work contemplated at the time is detailed in two reports that are available on the Long-Term Planning page of the website:

[KSQ Architects - Board of Education April 23, 2008 \(onteora.k12.ny.us\)](http://onteora.k12.ny.us)

[KSQ Architects - Feasibility Study December 16, 2008 \(onteora.k12.ny.us\)](http://onteora.k12.ny.us)

A significant amount of the capital improvement work cited in the original documents has been addressed, in addition to numerous projects that had not been contemplated at that time.



Second Task Force created to provide recommendations on Middle School configuration.

Previous Middle School Steering committee (2004-2005) recommendations were not implemented.

ONTEORA CENTRAL SCHOOL DISTRICT

PO Box 300 4166 State Route 28 • Boiceville, NY 12412 • 845-657-6383

Board of Education

Laurie Osmond President
Ann McGillicuddy Vice President
Donna Flayhan
Tony Fletcher
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TO: Task Force
FROM: Laurie Osmond, President
DATE: November 4, 2010

Thank you for volunteering for this Task Force. Our most current enrollment report follows this memo.

Please be sure to select chair and set the next meeting date.

Here is your charge:

The Task Force's purpose will be to advise the Board of Education of an educationally desirable, sound direction for the structure of the Middle School, and shall also consider whether the existence of a Middle School is the ideal model, or whether some other configuration would be more educationally and fiscally sound.

In order to accomplish this, the Task Force will take into consideration the past recommendations of the Future of the District Committee, Middle School Steering Committee, KSQ Architects as well as broader current data and educational findings. The Task Force shall also meet with the Interim Superintendent, Asst. Superintendent of Business, Director of Buildings and Grounds, Administrative Cabinet, Board Facilities Committee, Presidents of OTA and ONTEA, PTA presidents and student representatives to gather input and feedback.

The Task Force shall present its recommendations to the Board of Education by the end of January 2011. These recommendations will take into account the unique nature of the District, school configuration, student population, available facilities and budgetary impact. The Task Force will meet at least once a month.



Summary and Conclusions

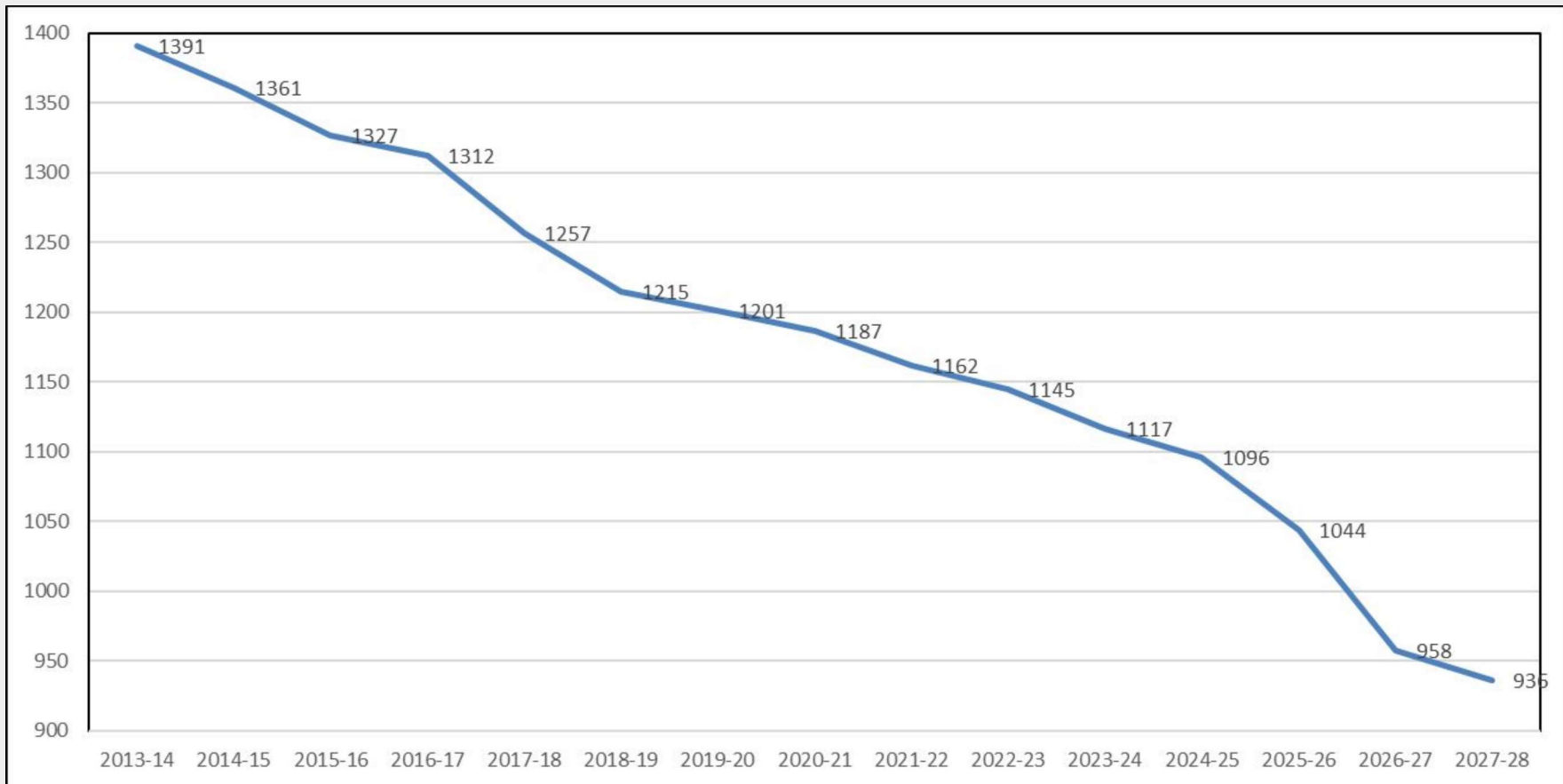
- Although the research supports various configurations, the consensus of the 2010-2011 Task Force is to recommend a 6-8 Middle School configuration. This configuration will require commitment, support and resources from the Board of Education, administration and all educators to make it successful.



2010-2011 Task Force recommendations were not implemented, but in the 2012-2013 school year, the District configuration shifted from three K-6 elementary schools to the current configuration of two K-3 buildings, and one 4-6 building. This was meant to address both the fiscal realities and the decreasing enrollment of the district.



Current Actual and Projected Enrollment





Data Sources:

1. Enrollment data for the years 2013-14 through 2022-23 was taken from the New York State Department of Education

<http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

2. Live Birth by Zip Codes (Source: Department of Health)

3. Historical Live Birth rates and Survival rates (Source: Forecast Five Actuarial Modeling)

Survival rates represent the historical change from grade to grade. This incorporates the typical increase in enrollment for private school placements that return to public schools at the beginning of the high school years.



Board Goal 2018-2019:

Support the development of a long-term district-wide plan that strategically addresses educational goals, declining enrollment, facilities, community impact, budget and cost-saving measures. Accomplish this through input from Superintendent recommendations, Board Ad Hoc Committee, Shared Decision Making Committee and community outreach.

The Board Ad Hoc committee at that time discovered a Building Utilization and Grade Configuration report that Dr. Baughman had created for another NYS district and Dr. Baughman was invited to present his services to the Board. The Board of Education approved Dr. Kevin Baughman as a consultant to create a Building Utilization and Grade Configuration study in June of 2019. Dr. Baughman presented his study at a Board of Education meeting on January 21, 2020.

Following are excerpts from the study:



A projected declining enrollment over next ten years challenges the use of the current grade level configuration and use of all five schools *due to a need for*: a) equity of class sizes between schools; b) providing a continuum of services for children with special needs; c) improved communication and consistency of practice; d) use of content and common vocabulary among staff; and e) long term availability of resources. (See pp. 38, 46-47, 50, 55, 59, 63)

Long term, the current grade configuration requires the most bus runs, provides the least educational advantages, and *generates greatest recurring costs* of all scenarios studied. (See pp. 46, 63)

The student enrollment loss over the past ten years (2009-10 to 2018-19) was 430 students, with the enrollment declining every single year. The next ten-year period is projected to decline approximately another 195 students, or a total of 38% decline in enrollment over the 20-year period. (See p. 6 for more discussion.)

For the different grade configuration scenarios presented in this study, all routing schemes were based on an average of 45-50-minute bus rides for grades K-5, and 40-45 minutes for grades 6-12. These student bus ride times are equal to what they are now and may be potentially a little shorter due to less required bus runs freeing more staff creating more flexibility to shorten runs. (See pp. 13-14 for more discussion.)



Student achievement is adversely affected when children make transitions to new schools, so school districts should minimize unnecessary school transitions if possible. The current grade configuration has the greatest number of transitions (three) of those examined in the study. *(See pp. 20-21)*

Community survey indicated two most important factors to consider in grade level configuration and school use were 1) the *Learning needs*; and 2) *Social/emotional needs* of children (71% and 60% of respondents). Only 35% rated maintaining neighborhood schools as an important factor. *(See pp. 27-28)*

Survey most positive about a grade 6-8 middle school configuration. *(See p. 29)*



Table 9.1 below summarizes the various grade level configurations, number of buildings, geographical size, and number of students per mile. The 55 New York State public school districts have similar enrollments to Onteora ranging from 1,109 to 1,400 students. Onteora, according to the New York State Education Department, had an enrollment of 1,257, nearly the average enrollment in Table 9.1. The data is from 2017-18.^{14 15}

In comparing the number of schools that house grades K-6 within Table 9.1, only two school districts out of 55 have three buildings, Canastota and Onteora. The remaining 53 school districts maintain 2 or fewer school buildings to house grades K-6. Finally, the average number of school buildings for the 55 school districts in table was 3.47.



ONTEORA

CENTRAL SCHOOL DISTRICT

County	School District	Enrollment	Elem1	Elem2	Elem3	MS	HS	# Bldgs	Sq Miles	Stud/Mile	Pop/Sq Mi
Clinton	Ausable Valley	1,109	K-3	4-6		7-8	9-12	4	278	4	34
Tioga	Newark Valley	1,114	K-3	4-7			8-12	3	144	8	52
Ontario	Gorham-Middlesex	1,116	K-2	3-5		6-8	9-12	4	159	7	63
Dutchess	Pawling	1,116	K-4			5-8	9-12	3	51	22	170
Cattaraugus	Salamanca*	1,122	K-3	4-7			8-12	3	66	17	115
Franklin	Saranac Lake	1,137	K-5	K-5		6-8	9-12	4	639	2	22
Greene	Greenville	1,142	K-5			6-8	9-12	3	135	8	60
Allegany	Wellsville*	1,152	K-5				6-12	2	105	11	90
Oswego	Altmar-Parish*	1,155	K-6				7-12	2	170	7	44
Cattaraugus	Gowanda	1,155	K-4			5-8	9-12	3	95	12	118
Westchester	Tuckahoe	1,156	K-5			6-8	9-12	3	1	1,156	7,871
Suffolk	Mattituck	1,157	K-6				7-12	2	23	50	422
Wayne	North Rose Wolcott	1,157	K-4			5-8	9-12	3	123	9	73
Greene	Cairo-Durham*	1,161	K-5			6-8	9-12	3	117	10	83
Saratoga	Corinth	1,162	K-5			6-8	9-12	3	72	16	105
Nassau	East Rockaway	1,162	K-6	K-6			7-12	3	1	1,162	9,070
Albany	Voorheesville	1,166	K-5			6-8	9-12	3	36	32	199
Rensselaer	Brunswick Central	1,175	K-5				6-12	2	69	17	114
Oneida	Adirondack*	1,179	K-5	K-5		6-8	9-12	4	365	3	23
Saint Lawrence	Canton	1,189	K-4			5-8	9-12	3	127	9	95
Tompkins	Lansing	1,191	K-4			5-8	9-12	3	55	22	134
Genesee	Le Roy	1,201	K-6				7-12	2	50	24	166
Onondaga	Jordan Elbridge*	1,204	K-4			5-8	9-12	3	59	20	153
Wyoming	Attica*	1,206	K-4			5-8	9-12	3	148	8	92
Niagara	Royalton Hartland	1,219	K-4			5-8	9-12	3	80	15	113
Erie	Cleveland Hill	1,229	K-5			6-8	9-12	3	2	615	5,633
Steuben	Wayland-Cohocton	1,247	K-5			5-8	9-12	3	156	8	59
Seneca	Seneca Falls	1,250	K-2	3-5		6-8	9-12	4	49	26	201
Albany	Watervliet	1,254	K-6				7-12	2	2	627	5,515
Saint Lawrence	Potsdam	1,256	K-4			5-8	9-12	3	94	13	164
Ulster	Onteora	1,257	K-3	K-3	4-6	7-8	9-12	5	273	5	55



Ulster	Onteora	1,257	K-3	K-3	4-6	7-8	9-12	5	273	5	55
Clinton	Northeastrn Clinton	1,271	K-5	K-5		6-8	9-12	4	124	10	69
Chenango	Sherburne Earlvl	1,271	K-5			6-8	9-12	3	156	8	56
Montgomery	Fonda Fultonville	1,275	K-4			5-8	9-12	3	127	10	68
Lewis	Lowville	1,277	K-5			6-8	9-12	3	258	5	33
Oneida	Clinton	1,286	K-5			6-8	9-12	3	37	35	326
Columbia	Taconic Hills*	1,297	K-6				7-12	2	199	7	61
Chautauqua	Southwestern	1,298	K-5			6-8	9-12	3	43	30	217
Madison	Canastota	1,301	K-1	2-3	4-6		7-12	4	56	23	174
Erie	Eden	1,303	K-2	3-6			7-12	3	68	19	149
Oswego	Hannibal	1,313	K-4			5-8	9-12	3	83	16	98
Greene	Coxsackie Athens	1,323	K-4	K-4		5-8	9-12	4	61	22	211
Dutchess	Dover	1,333	K-2	3-5		6-8	9-12	4	66	20	158
Sullivan	Fallsburg	1,339	K-6				7-12	2	71	19	151
Oneida	Holland Patent	1,344	K-2	3-5		6-8	9-12	4	120	11	77
Yates	Penn Yan	1,344	K-5			6-8	9-12	3	158	9	98
Broome	Whitney Point	1,349	K-3			4-8	9-12	3	139	10	66
Nassau	Carle Place	1,350	K-2	3-6			7-12	3	2	675	4,923
Onondaga	Skaneateles	1,355	K-2	3-5		6-8	9-12	4	67	20	135
Erie	Akron	1,356	K-5			6-8	9-12	3	80	17	121
Saratoga	Mechanicville	1,361	K-5			6-8	9-12	3	17	80	567
Livingston	Dansville	1,378	K-2	3-6			7-12	3	124	11	81
Broome	Susquehanna Valley	1,396	K-5	K-5		6-8	9-12	4	63	22	169
Jefferson	General Brown	1,398	K-6	K-6			7-12	3	82	17	109
Greene	Catskill	1,400	K-5			6-8	9-12	3	71	20	175



Table 10.1 - Summary of Survey Participants N = 560

Sub Group	Number of Respondents (n)	% of Total Respondents
Current student in the school district	53	9.5%
Current parent/guardian	251	44.8%
Community member or other	153	27.3%
Teacher in Grade K-3, 4-6, 7-12	55	9.8%
District staff other than teachers	48	8.6%
<i>Totals:</i>	560*	100%

** Note: 7 of the surveys were manually completed and the data was integrated with online responses.*

The survey was open between October 15 and November 6, 2019. The survey was open to anyone having the link to the survey. The school district sent several notifications to students, staff and parents. Community notifications were through the local media. Hard copies of the survey were available in the local town libraries in the school district. The survey was available in Spanish.



Q2: What factors should be considered in determining grade level configuration and how school buildings are utilized?

Table 10.2 – Factors to Be Used in Determining Grade Configuration and School Building Use

Most Important Factors Ranked from Most to Less Important	Number of Respondents	% of Total Respondents
1. Learning needs of children	388	70.7%
2. Social/emotional needs of children	330	60.1%
3. Additional student opportunities for enrichment/acceleration	307	55.9%
4. Length of student time on bus	305	55.6%
5. Impact on costs/effective use of public funds	286	52.1%
6. Space availability and condition of school building	280	51.0%
7. Decline (or increase) in student enrollment	277	50.5%
8. Consistency of instruction and curriculum district wide	270	49.2%
9. Ensure school buildings are fairly distributed geographically across district	230	41.9%
10. Research on grade level configuration, and school size	224	40.8%
11. Maintain neighborhood schools	192	35.0%
12. Number of student transitions between schools from grades K-12	189	34.4%
13. Community use of school buildings after school hours	142	25.9%

The top four factors, items 1-4, concern the learning and social environment and impact on children. This would suggest that district officials should pay close attention to the impact on the child and the learning environment as part of any future deliberations. Items 5-7 are more centered on fiscal and operational impacts including costs, space/condition of building, and enrollment.



Table 10.3 Subgroup Responses to Factors to Determine Grade Configuration & School Building Use

Most Important Factors Ranked from Most to Less Important - Subgroups	Parents n =249	Commn N = 146	Teachers &Staff n =101	Students n =53	All Groups
1. Learning needs of children	75.1%	58.2%	79.2%	67.9%	70.7%
2. Social/emotional needs of children	64.7%	50.7%	59.4%	66.0%	60.1%
3. Additional student opportunities for enrichment/acceleration	65.1%	46.6%	45.5%	58.5%	55.9%
4. Length of student time on bus	61.9%	51.4%	48.5%	50.9%	55.6%
5. Impact on costs/effective use of public funds	49.0%	58.2%	55.5%	43.4%	52.1%
6. Space availability and condition of school building	50.6%	53.4%	46.5%	54.7%	51.0%
7. Decline (or increase) in student enrollment	48.2%	56.2%	54.5%	37.7%	50.5%
8. Consistency of instruction and curriculum district wide	49.0%	45.9%	65.4%	28.3%	49.2%
9. School buildings fairly distributed geographically across district	43.0%	37.7%	45.5%	41.5%	41.9%
10. Research on grade level configuration, and school size	41.0%	33.6%	52.5%	37.7%	40.8%
11. Maintain neighborhood schools	40.6%	30.8%	29.7%	30.2%	35.0%
12. Number of student transitions between schools grade K-12	40.2%	24.7%	28.7%	45.3%	34.4%
13. Community use of school buildings after school hours	23.3%	28.8%	25.7%	30.2%	25.9%



Staffing Concerns:

There is a national teacher shortage.

- In Onteora, 97 faculty members will attain 55 years of age in the next five years.
- Staffing multiple buildings with similar programs will become increasingly difficult.
- Enrollment in NYS teacher education programs has declined by 53% since 2009.
- The NYS Teacher Retirement System projects that $\frac{1}{3}$ of New York teachers could retire in the next five years.
- The US Department of Education has identified 18 teacher shortage areas throughout NYS. A decade ago there were only 2.
 - Source: NYSUT, [The Teacher Shortage \(nysut.org\)](http://nysut.org)



Steps taken to date in support of the 2022-2023 Board goal:

- **Scheduled viewing of Baughman presentation in HS auditorium**
- **Creation of timeline to expand middle school to include sixth grade**
- **Shared Decision Making Team's feedback on Baughman report**
- **Creation of Board Ad Hoc Committee**
 - **Updates on progress provided at Board meetings by both Superintendent and Ad Hoc Committee**
- **World Cafe process with three meetings to engage in conversation with constituents**
- **Community survey created by Ad Hoc Committee and Communications Committee**
- **Community forum scheduled for March 30th**



- **Enrollment Projections for incoming Kindergarten average approximately 70 - 80 students per year**
 - **2023-2024 = 77**
 - **2024-2025 = 71**
 - **2025-2026 = 83**
 - **2026-2027 = 73**
 - **2027-2028 = 74**
- **Given our class size guidelines, this equates to an average of four sections per grade, with the occasional anomaly.**



Our goal has been to maintain two sections of each grade at each of the K-3 buildings because single sections create an undesirable educational environment. This has lead to sections at the K-3 level being in the “low” category of class size which limits the ability of teachers to create small group instruction, limits the diversity of the classrooms and resulting exposure to varied perspectives and experiences, and limits opportunities for social interaction and collaboration.

Our existing K-3 buildings also each currently house separate special education programs. Our enrollment does not allow us to create duplicate programs in each building, so students may live in one attendance zone but travel to the other building in order to receive the services that they need.

In order to continue this structure, the attendance zone for Phoenicia continues to be expanded into the Woodstock zone so that we can continue to maintain two sections in both buildings. Each year, more students are driven from the east end of the District, past the Boiceville campus in order to continue to support the Phoenicia building.



- **Current classrooms in each elementary school building:**
 - **Bennett = 22**
 - **Phoenicia = 14**
 - **Woodstock = 20**
- **Services that also utilize classroom space:**
 - **AIS Instruction**
 - **ENL Instruction**
 - **Occupational and Physical Therapy**
 - **Special Education classrooms**
 - **Reading services**
 - **Art Instruction**
 - **Science and Book Rooms**
- **A K-5 program with two sections at each grade level requires 12 general education classrooms, and addition classrooms for special education programs as well as other required services**



Options:

Utilize Phoenicia and Woodstock for the K-5 Program

- a. This would require major structural additions to Phoenicia in order to accommodate the full K -5 program, unless the building were to only house single sections of grade levels.**
- b. Students would continue to need to be shifted into the Phoenicia attendance zone, and the Phoenicia attendance zone will change each year based on the incoming Kindergarten population and their residence. Building assignments will continue to be made late each year as we review the incoming Kindergarten students.**
- c. We will continue to be unable to provide a continuum of special education programming identical in each building due to the enrollment being spread across two elementary buildings.**



Options:

Utilize Bennett and Woodstock for the K-5 Program

- a. This would require minor capital work both buildings to accommodate the age ranges not currently attending the buildings. No additions would be anticipated given the classroom capacity at each building.**
- b. Attendance zones will continue to be reviewed each year and the incoming Kindergarten students may be placed depending on the class size and location of their residence.**
- c. We will continue to be unable to provide a continuum of special education programming identical in each building due to the enrollment being spread across two elementary buildings.**



Options:

- 1. Utilize Bennett for the entire K-5 Program**
 - a. This would require significant capital work to accommodate the full population.**
 - i. Additional classrooms and potentially a larger gymnasium and cafeteria**
 - b. There would be one attendance zone and no shifting lines.**
 - c. There would be approximately four sections of each grade level. If a particular year has a lower enrollment, the population would be split in to three classrooms with the desired class size instead of four classrooms with the lower class size that creates instructional limitations and limits social growth opportunities. This would allow for collaboration among the grade level teachers on a consistent basis.**
 - d. This would allow for the full continuum of special education programs to be housed in the same building with all of the regular education classrooms so that no student would need to change buildings in order to access a different educational program.**
 - i. Currently our (Management Attention Program)MAPS a program that supports students with intensive support in Behavior management and social emotional skills are in Woodstock and Bennett and**
 - ii. Our 12:1:1 self contained programs that support students with more complex cognitive and neurodiverse profiles are in Phoenicia and Bennett.**



Steps following the decision regarding District K-5 structure:

If major capital work needs to be contemplated, this will require voter approval.

- a. General design work and cost estimates related to the restructure will be created. Additional capital work that has been identified through the building condition survey will be reviewed for inclusion in the work related to the restructure.**
- b. An analysis of the method of financing and expected state aid and anticipated cost savings from operational efficiency will be provided.**
- c. The voters will be asked to approve the projects and authorize the expenditure of funds.**
- d. If approved, the detailed designs will be created and submitted to NYSED Office of Facilities Planning for approval. The approval process can be fairly lengthy and may involve revisions based on NYSED comments and questions.**
- e. Once approved, bids will be solicited from contractors.**
- f. Bids will be reviewed and approved if the costs fit within the voter approved budget. If the bids do not fit within the budget, the scope of work will be modified and rebid.**
- g. Construction will be scheduled.**



Building Condition Survey Information

Capital work has been delayed due to uncertainty related to the long-term structure of the District. We have been including smaller projects for all buildings in the budget process each year, but have not moved forward with any major capital work. The Facilities Committee works through the Building Condition Survey with the architect every five years and identifies areas of need within each building and categorizes them into priority levels one to five. The current priority one work for each elementary building is:

Bennett Elementary : Priority One Items = \$1,246,560

Phoenicia Elementary: Priority One Items = \$3,078,075

Woodstock Elementary: Priority One Items = \$4,205,615



Steps following a decision regarding District K-5 structure:

Once the structure is determined, the planning process for implementing the new structure will be initiated and the planning for the instructional programming will also begin.

This planning process will involve the administrators, the faculty and staff, the various Shared Decision Making Teams, and the PTA.



Thank you.