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ONTEORA BUILDING NEEDS SURVEY

BOICEVILLE

O L

ONTEORA CENTRAL SCHOOLS DISTRICT

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## CHAPTER I

### THE CHARACTERISTICS AND POPULATION OF THE ONTEORA CENTRAL SCHOOL DISTRICT

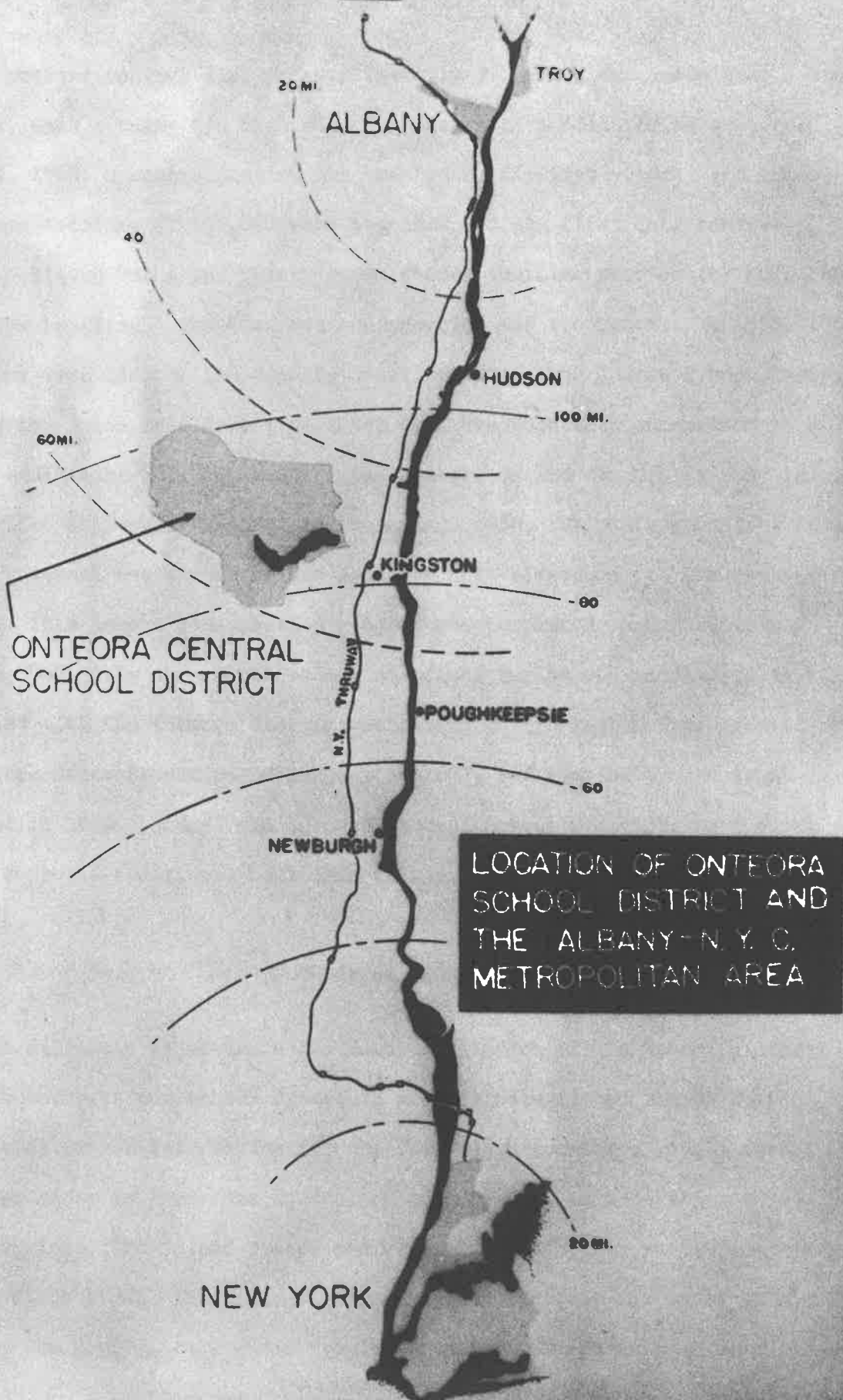
The Onteora Central School District covers approximately 400 square miles of mountainous land in Ulster and Greene County about 90 miles north of New York City and 50 miles southwest of Albany. Portions of six townships lie within its boundaries: Olive, Shandaken, Woodstock, Hurley, Marbletown, and Lexington (Greene County).

In 1848, there were approximately 11,000 school districts in the State of New York. In 1914, the first central school district was organized and by 1958 only 1,465 school districts were still in existence of which 500 were central schools. The Onteora district is one of these central school districts which was created to bring improved educational opportunities to the youth in rural parts of the state.

Included within the district are numerous hamlets but the only municipal governments in existence are those of the six townships mentioned above and the incorporated village of Pine Hill. The district is on the outer edge of the expanding New York metropolitan area and is approximately 2½ hours from New York City and 1½ hours from Albany by automobile. (See Map 1)

Since 1950, the population of Ulster County has increased from 92,621 to 118,804, and the growth in the four major townships of the district, Olive, Shandaken, Woodstock, and Hurley combined has increased from 7,601 to 14,261. It is an area attractive to residential expansion and likely to continue gradual growth unlike the explosive growth of the metropolitan area. The 28% growth in the County and the 87% growth in the four townships mentioned above have had a proportional impact on the school district. All signs point to continual growth in total population and school enrollment well into the 1970's.

MAP 1



ONTEORA CENTRAL SCHOOL DISTRICT

LOCATION OF ONTEORA SCHOOL DISTRICT AND THE ALBANY-N.Y.C. METROPOLITAN AREA

NEW YORK

## EDUCATIONAL BACKGROUND

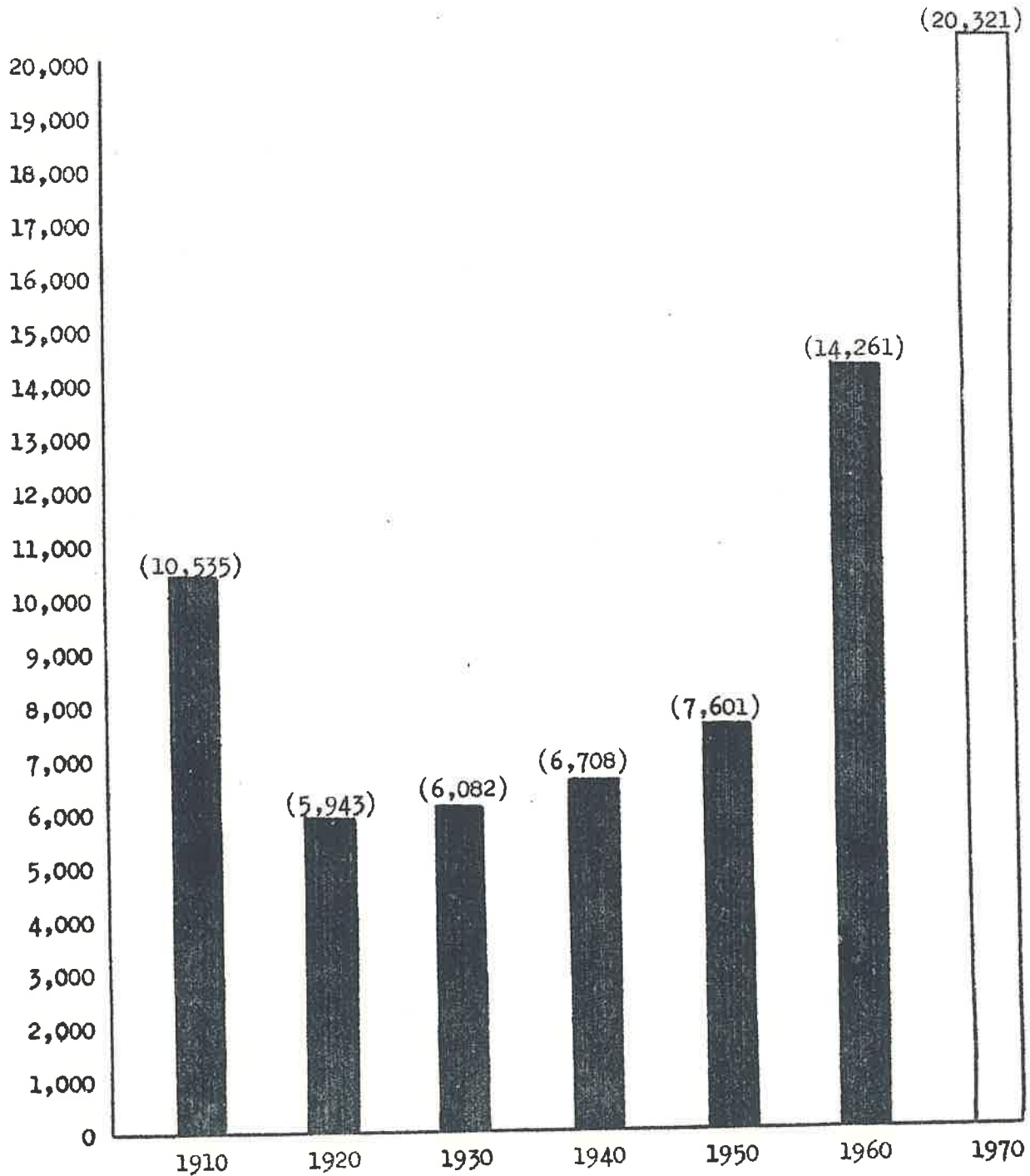
The present central district was formerly 27 common and union free school districts, each sending its high school students to a neighboring district. On May 21, 1948, a centralization was created by district voters, and later, bond issues totaling \$2,150,000 were provided for the first K-12 central building. Eleven buses and twenty-seven feeder vehicles carried the children to this new building. The time for construction was two years. In 1958, two annexations were made to the Onteora district, Woodstock Common School District #2 and Hurley Union Free School District #5. The Woodstock annexation provided an additional building housing ten classrooms and the West Hurley annexation provided eight classrooms. In September, 1960, the new Reginald R. Bennett Elementary School was opened to add fourteen more classrooms to the Central district. This latest construction project was completed in two years and cost \$580,300. Only one common school district, Hurley #6, remains to be centralized with the Onteora district according to the Master Plan created by the New York State Education Department in 1947, and amended by the same department in 1958. Today, the Onteora Central School District again faces the need to build additional buildings to house its steadily mounting pupil population.

## POPULATION TRENDS

It is difficult to estimate the total population of the school district as township boundaries and school districts are not coterminous, however, the United States census information for the four major townships in the school district provides an important indication of the trend in population in the school district. The United States census has reported this population every ten years since 1890. This census information is recorded in Charts 1, 2, 3, 4, and 5. The population figures from 1890 to 1950 are chiefly of historical

CHART 1

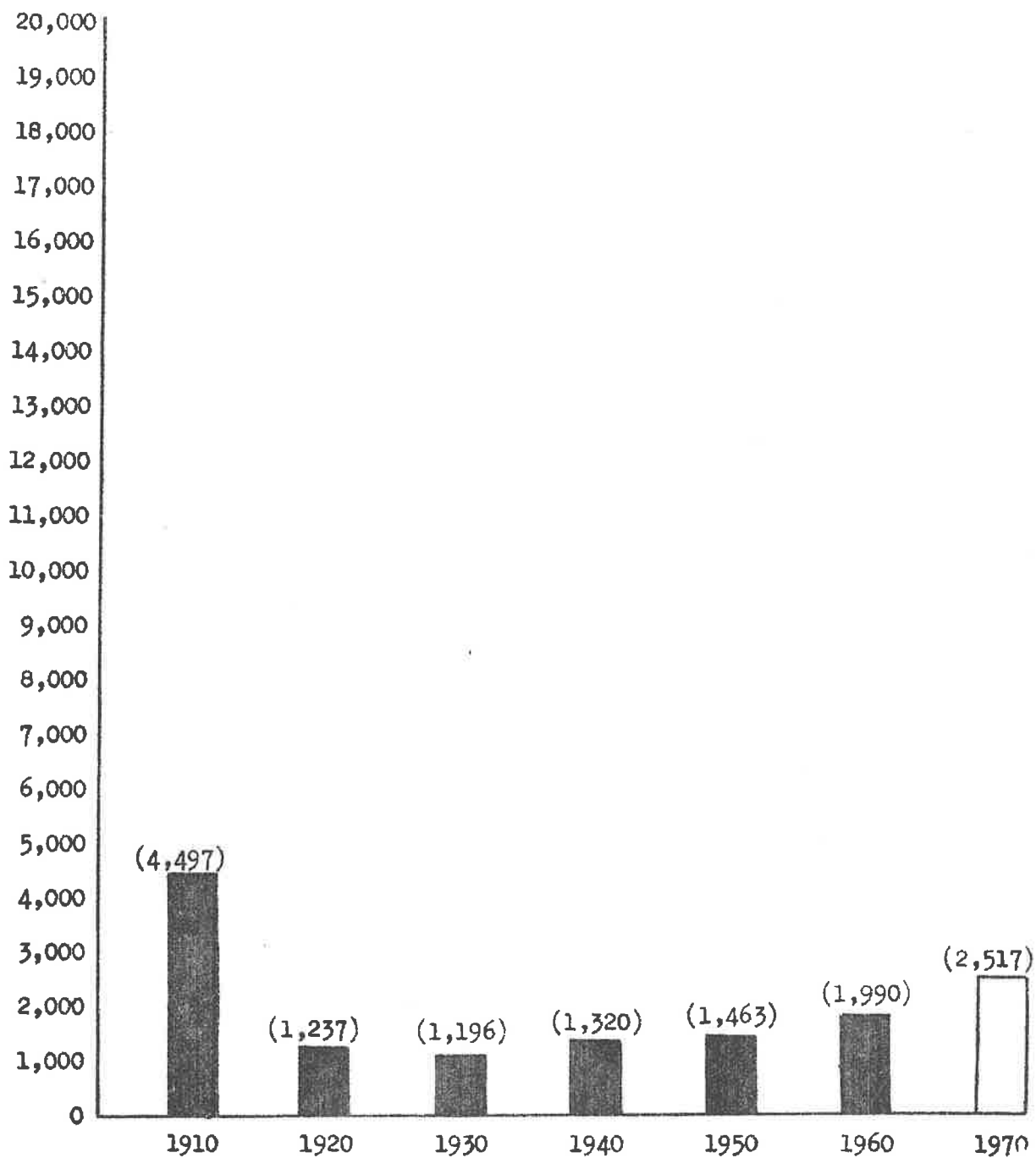
Population - Towns of Hurley, Olive, Shandaken, and Woodstock combined - 1910 to 1960 and projected to 1970 \*



\* U.S. Bureau of Census, Washington, D.C.  
Projection based on growth between 1950 and 1960

CHART 2

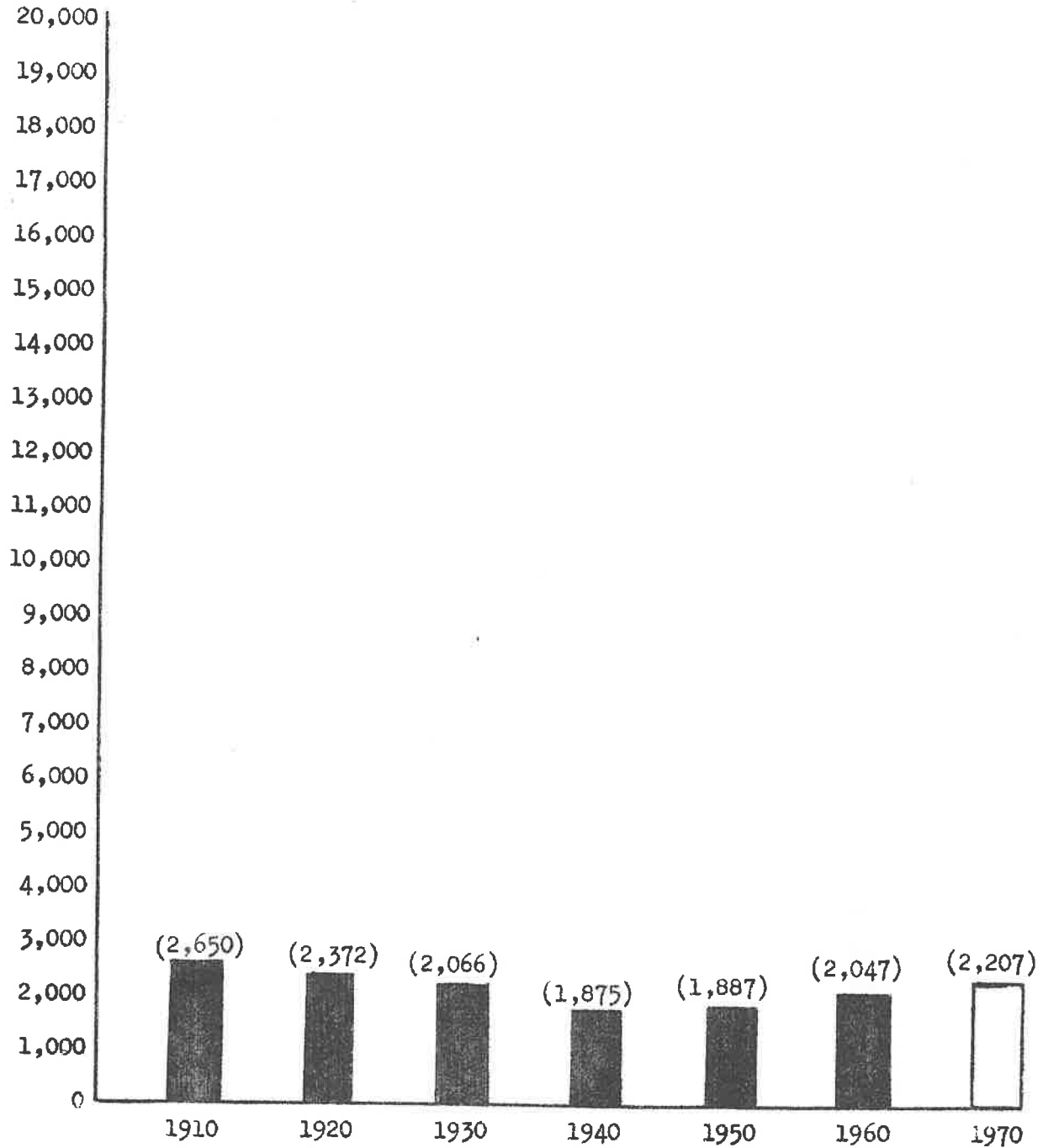
Population - Town of Olive - 1910 to 1960 and projected to 1970 \*



\* U.S. Bureau of Census, Washington, D.C.  
Projection based on growth between 1950 and 1960

CHART 3

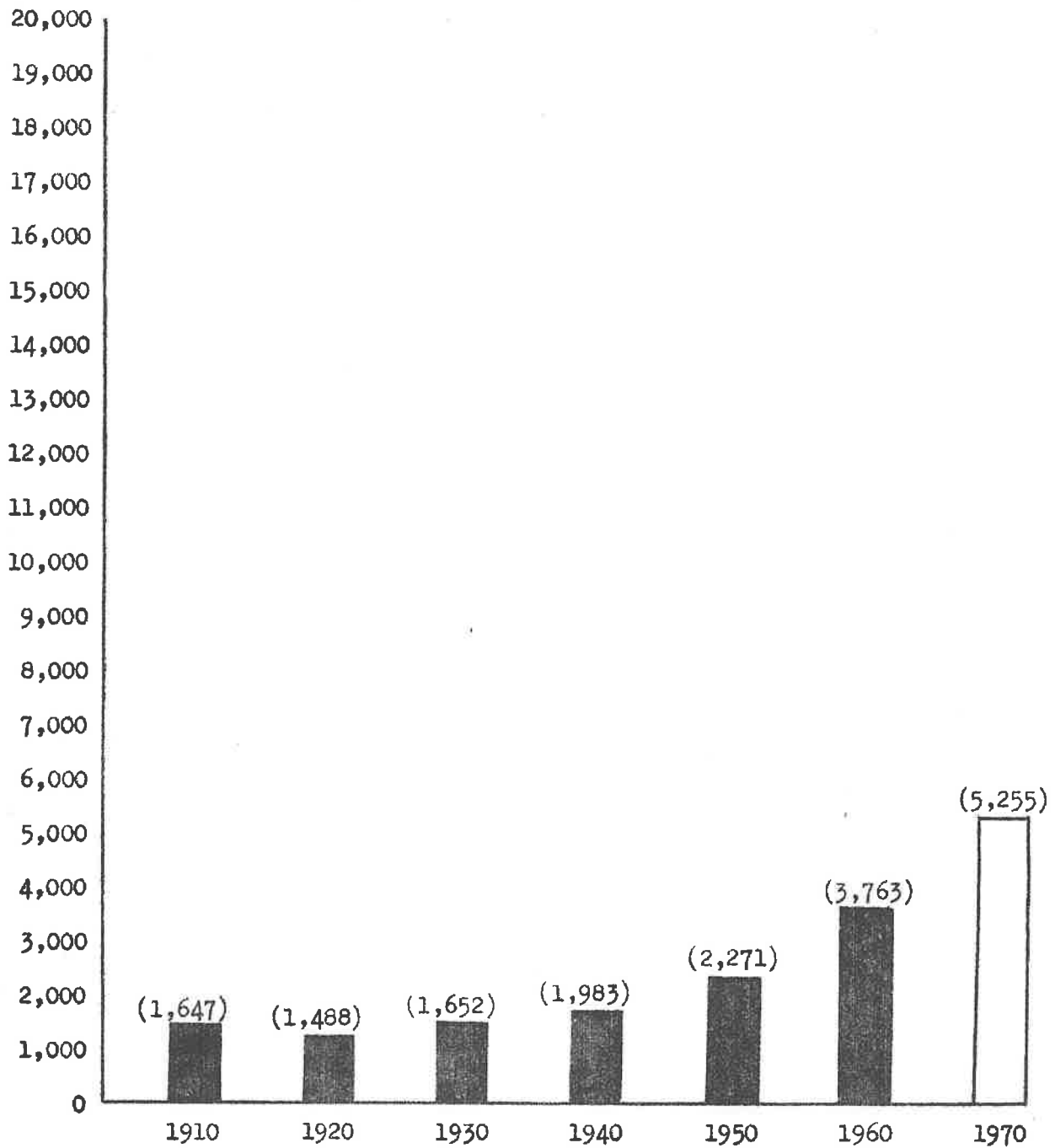
Population - Town of Shandaken - 1910 to 1960 and projected to 1970 \*



\*U.S. Bureau of Census, Washington, D.C.  
Projection based on growth between 1950 and 1960

CHART 4

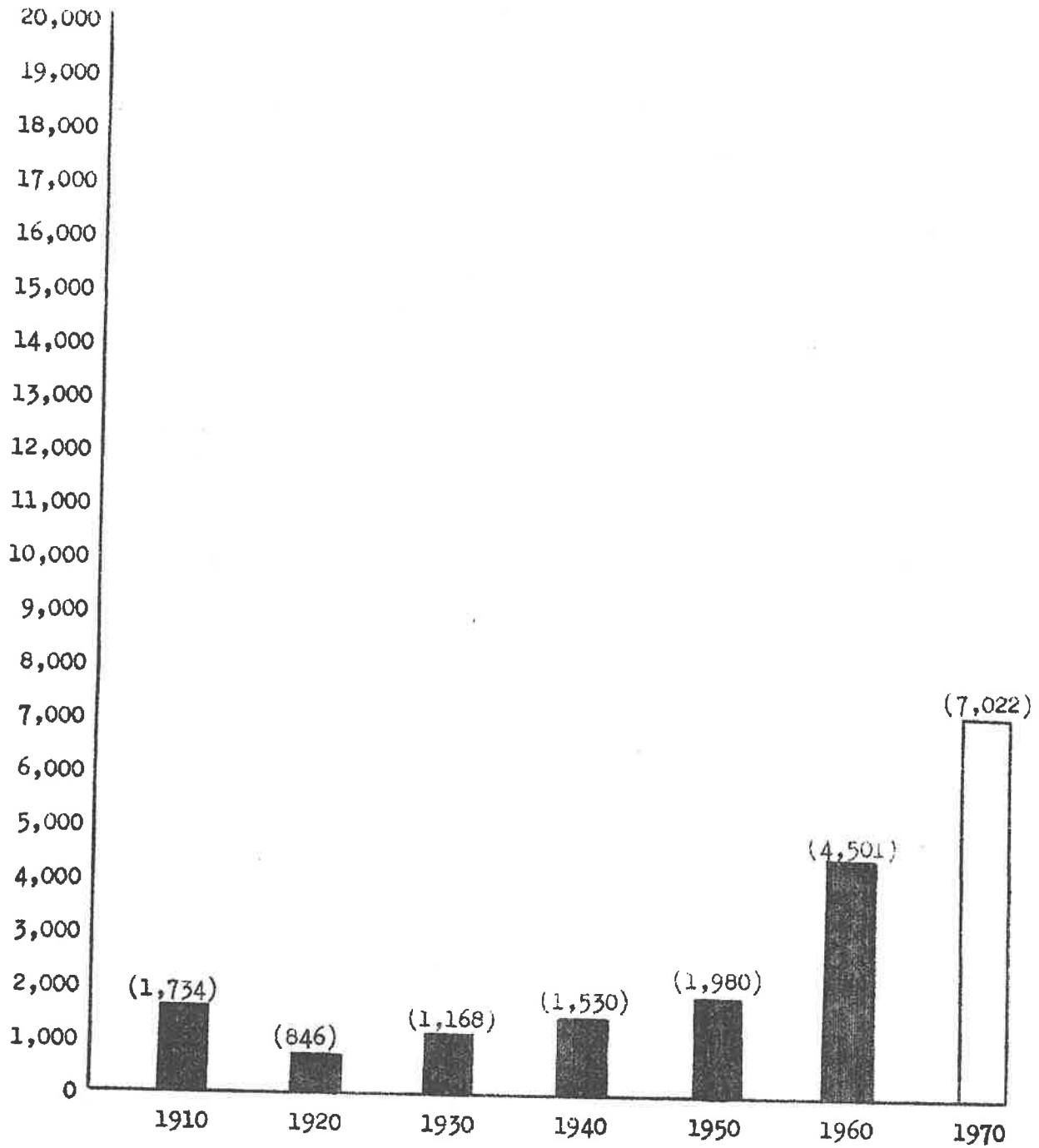
Population - Town of Woodstock - 1910 to 1960 and projected to 1970 \*



\* U.S. Bureau of Census, Washington, D.C.  
Projection based on growth between 1950 and 1960

CHART 5

Population - Town of Hurley - 1910 to 1960 and Projected to 1970 \*



\* U.S. Bureau of Census, Washington, D.C.  
Projection based on growth between 1950 and 1960

interest, but the population increases between 1950 and 1960 indicate the more recent trend of population within the school district. Total population figures reveal an 87% growth in the four townships during the 1950-1960 period. Also significant is the 42% increase between 1950-1960 reported for Ulster County in those areas of the county minus the City of Kingston. This county was the third most rapidly growing county in the state in this period when population of cities is subtracted from the total in each case. The growth of this area in population was from a total of 63,804 in 1950, to a total of 89,544 in 1960.

#### ESTIMATE OF FUTURE POPULATION

Many factors will contribute to the future growth of this school district. Natural increase or excess of births over deaths, net in-migration, opportunities for increasing employment in the area, growth of housing developments, zoning and other ordinances, the level of community services offered, cultural and recreational advantages, and other factors each will play a part in changes in local population. The future population growth of the district will certainly not take place in an isolated fashion, but will be related to growth of the major population concentration represented by the New York metropolitan region and the capitol area district. Historically, growth of the metropolitan area has been continuously outward from the center. The inner ring counties (see Map 1) will soon reach a saturation point. At this time the outer ring counties may well experience a substantial population growth estimated by some to be more than two million people by 1975. Between 1940 and 1950, the population of Ulster County increased 6.4%. The increase for Ulster County for the period between 1950 and 1960 was 28%, and the growth of the County minus Kingston in the same period was 42%. An important consideration in population growth in the areas of the outer fringe of the New York metropolitan area is the increasing number of workers willing to travel further between home and work in order to

gain the advantages of country or small community living for their families.

This population movement is reflected in the recent estimates for the growth of Woodstock Township presented by the Columbia University Community Survey Group. They anticipate a growth from 3763 in 1961 to a total population between 15,000 and 25,000 by 1985. Also important is the trend toward greater decentralization of major industries providing employment opportunities in the areas outside of major population concentrations -- among outstanding examples of this trend are the new IBM plants in Kingston and Poughkeepsie. No major industrial development has taken place at this time within the school district, however, it seems likely that the next decade will see manufacturing and service industries locating within the district's boundaries. Easy access to the New York State Thruway at the Kingston exit and continued improvement of Route 28 undoubtedly favor district economic growth. Commercial and passenger vehicle use of the Kingston exit during the period 1957 - 1960 is shown on Chart 6.

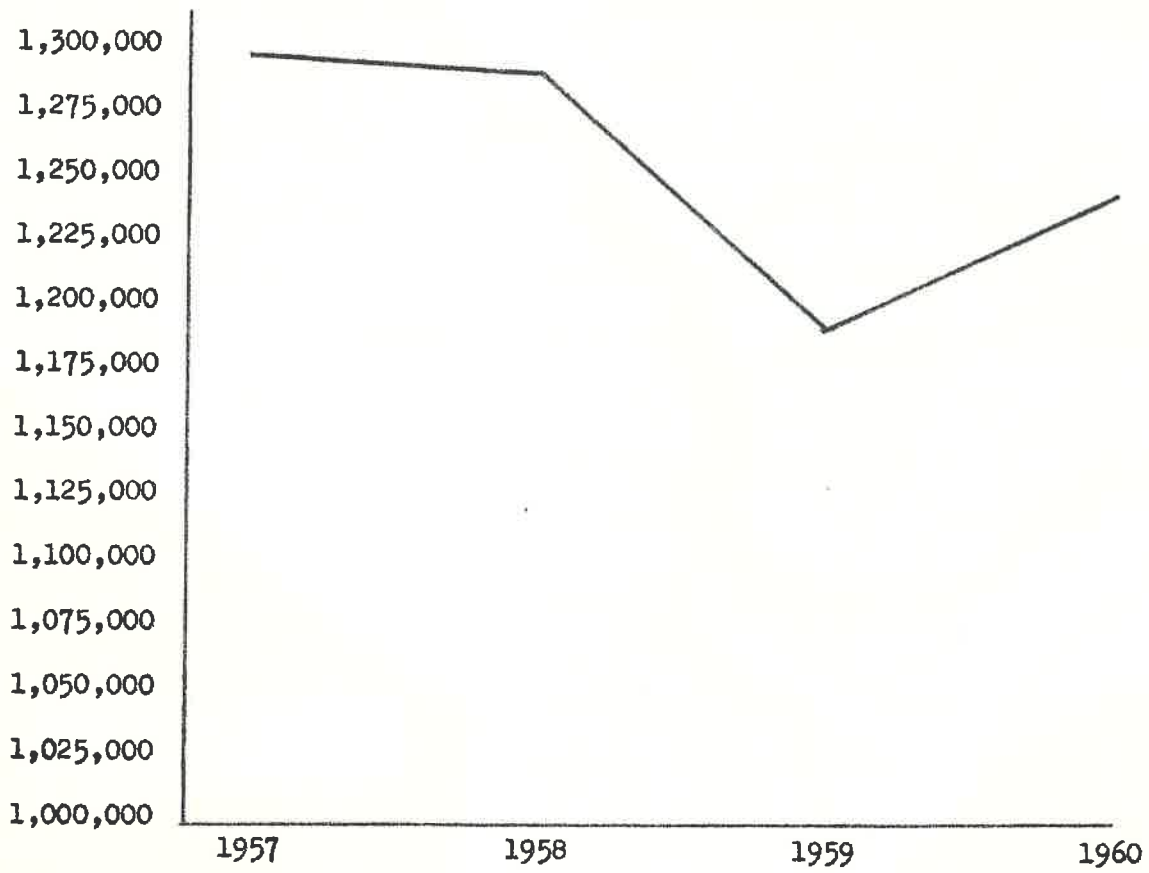
The above factors favor the continued population growth of the Onteora Central School District.

#### PUPIL TRANSPORTATION

Long-range school plant programs in a rural area must take into consideration the transportation network of a school district. Roads in the district where many children are transported to school, become one of the important factors in the location of school buildings. Map 2 shows the transportation routes of the thirty-nine buses and eleven feeder vehicles serving the school district during the 1961-62 school year. These buses travel a total distance of 2,216.4 miles each day, and will travel a total of 398,952 miles during the current school year. The two longest bus routes are Spillway-Route 28, a distance of 20.5 miles and Oliveria plus feeder route, a distance of 24.5 miles.

CHART 6

Total number - Entry and exit of vehicles at Kingston Interchange

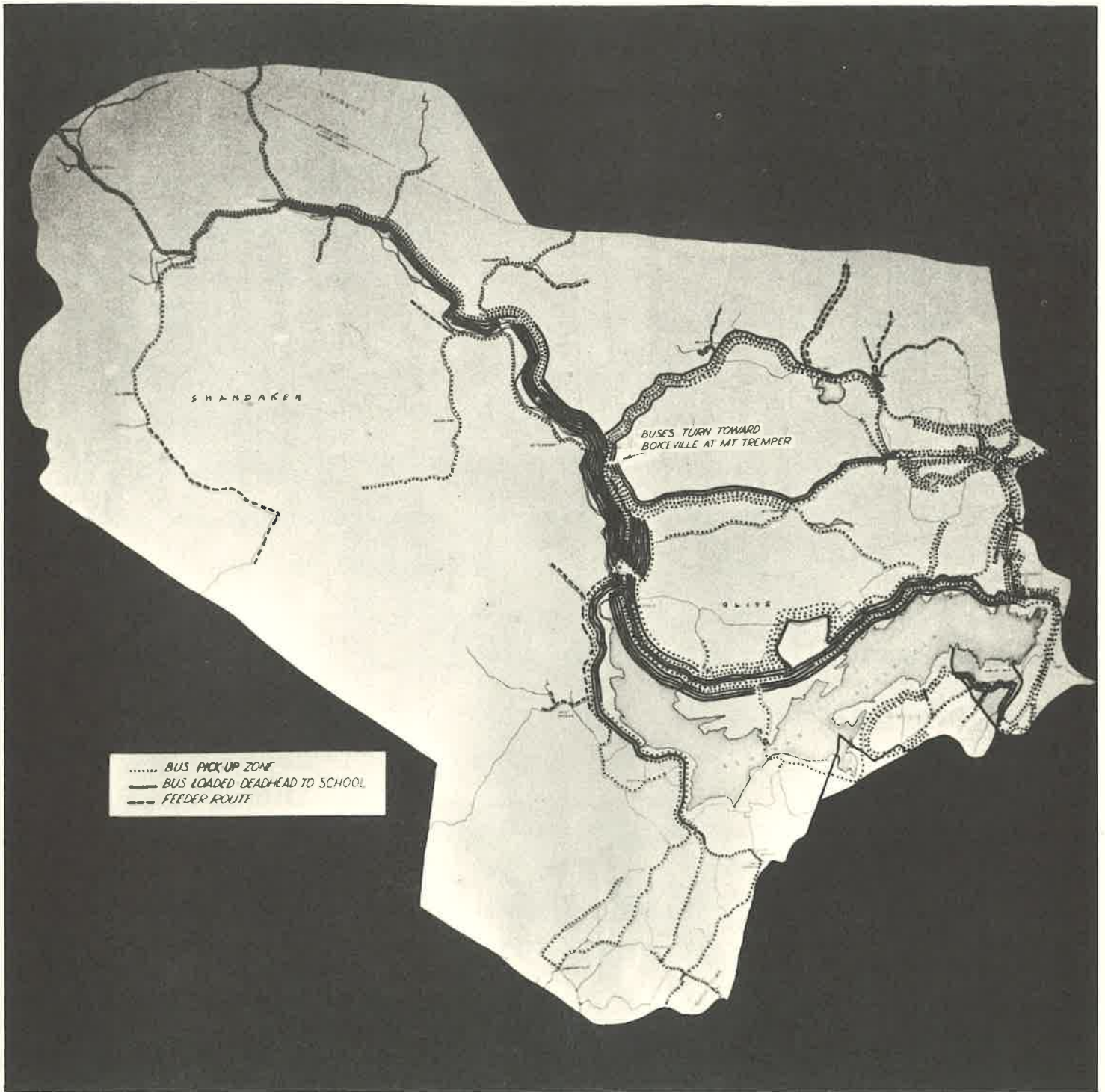


Reference: - New York State Thruway Authority

Courtesy: - Mr. Arthur Sampsen letter dated November 1, 1961

MAP 2

Location of School Transportation Routes  
Onteora Central School  
1961 - 62



The longest time for any bus route, including a feeder route is 45 minutes.  
The district owns five buses and operates four major routes with these buses.  
All other routes operate under contract arrangements with private owners.

## CHAPTER II

### SCHOOL ENROLLMENT

During the past ten years a steady growth has taken place in the total population of the Onteora Central School District. During this same period, the number of children of school age in the district has increased proportionately. Public school enrollment in the Central district increased 160% during the period 1952 to 1961. It is impossible to predict exactly how various factors will interact over the next decade to determine the pupil population during that period. However, the best indications of future enrollment can be achieved by studying past trends, census information, making assumptions based upon both past and present trends, and using this information to project school enrollment over the next ten year period. Minimum enrollment for the next five years can be predicted with accuracy by using pre-school census information, current enrollment, and recent enrollment trends. Predictions beyond five years are subject to the interaction of a host of variables.

This chapter contains a review of public school enrollment figures and information gained from the census completed by the school census enumerator during the 1961-62 school year. Projections of public school enrollment from the period 1961 to 1970 is based upon this information.

#### PUBLIC SCHOOL ENROLLMENT

Between September, 1952, and September, 1961, the total enrollment in K-12 of the Onteora district increased from 850 in 1952, to 2214 in 1961. This increase represents an average of 152 pupils per year. The enrollments for grades K-6, 7-9, and 10-12 for each year since 1952 are listed in Table 1. A graph of the elementary and secondary enrollment for this same period is shown in Chart 7. The outlook is for continued increases in enrollments in

TABLE 1

Pupil Enrollment - Onteora Central School District \*  
1952-- 1961

Year	K-6	7-9	10-12	K-12
1952-53	539	201	110	850
1953-54	559	207	175	941
1954-55	654	214	203	1071
1955-56	736	223	219	1178
1956-57	778	258	185	1221
1957-58 **	993	301	229	1523
1958-59 ***	1191	353	266	1810
1959-60	1247	429	272	1948
1960-61	1270	492	269	2031
1961-62	1387	539	288	2214

\* Reference: September attendance report for each school year  
(not registration)

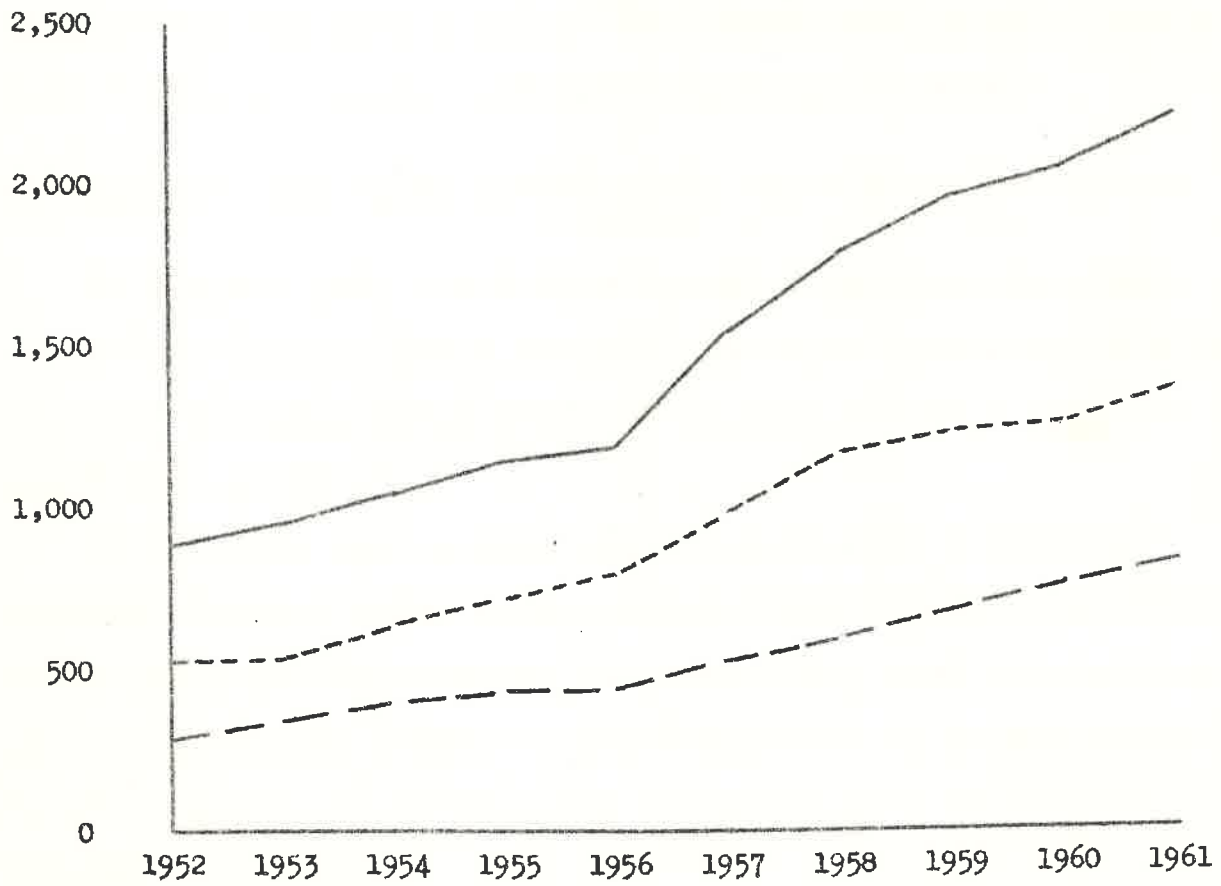
\*\* Hurley #1, 5, & 8 annexed to Central District

\*\*\* Woodstock #2 annexed to Central District

CHART 7

Public School Enrollment  
Onteora Central School District  
1952-1961

Pupils



— Total  
- - - K-6  
- · - 7-12

both the elementary and secondary grades.

In September, 1961, the enrollment in grades K-6 was 1,387 pupils, in grades 7-12, 827 pupils - or a total in K-12 of 2,214 pupils. (See Table 2) Maps 3, 4, 5, and 6 show the location of pre-school children; the K-6 enrollment; the 7-12 enrollment; and all children from birth through grade 12.

#### SCHOOL DISTRICT CENSUS

The school district census completed in December, 1961, shows a total of 3,278 children from birth to age 18. The complete census by age is shown in Table 3, where a comparison is made with the 1953 school census.

#### ENROLLMENT OF RESIDENT PUPILS IN OTHER PUBLIC, AND IN PRIVATE AND PAROCHIAL SCHOOLS

In September, 1961, a total of 39 children living within the Onteora district were attending public, parochial, and private schools outside of the district. No evidence exists to indicate any major increase in attendance at any of these schools.

At the present time, no plans exist for construction of additional parochial elementary schools in any community within 10 miles of the Onteora Central School District boundaries. A parochial high school to serve Ulster and Sullivan Counties is part of a long-range plan of the New York Diocese but at the present time no information is available as to the date when construction will begin.

#### ESTIMATE OF FUTURE PUBLIC SCHOOL ENROLLMENT

Any estimate of future enrollment is difficult to prepare since the factors influencing such enrollment are numerous, complex, and variable. Possible changes in the rate or character of residential construction, variations in local birth rate, and expansion of parochial school facilities are

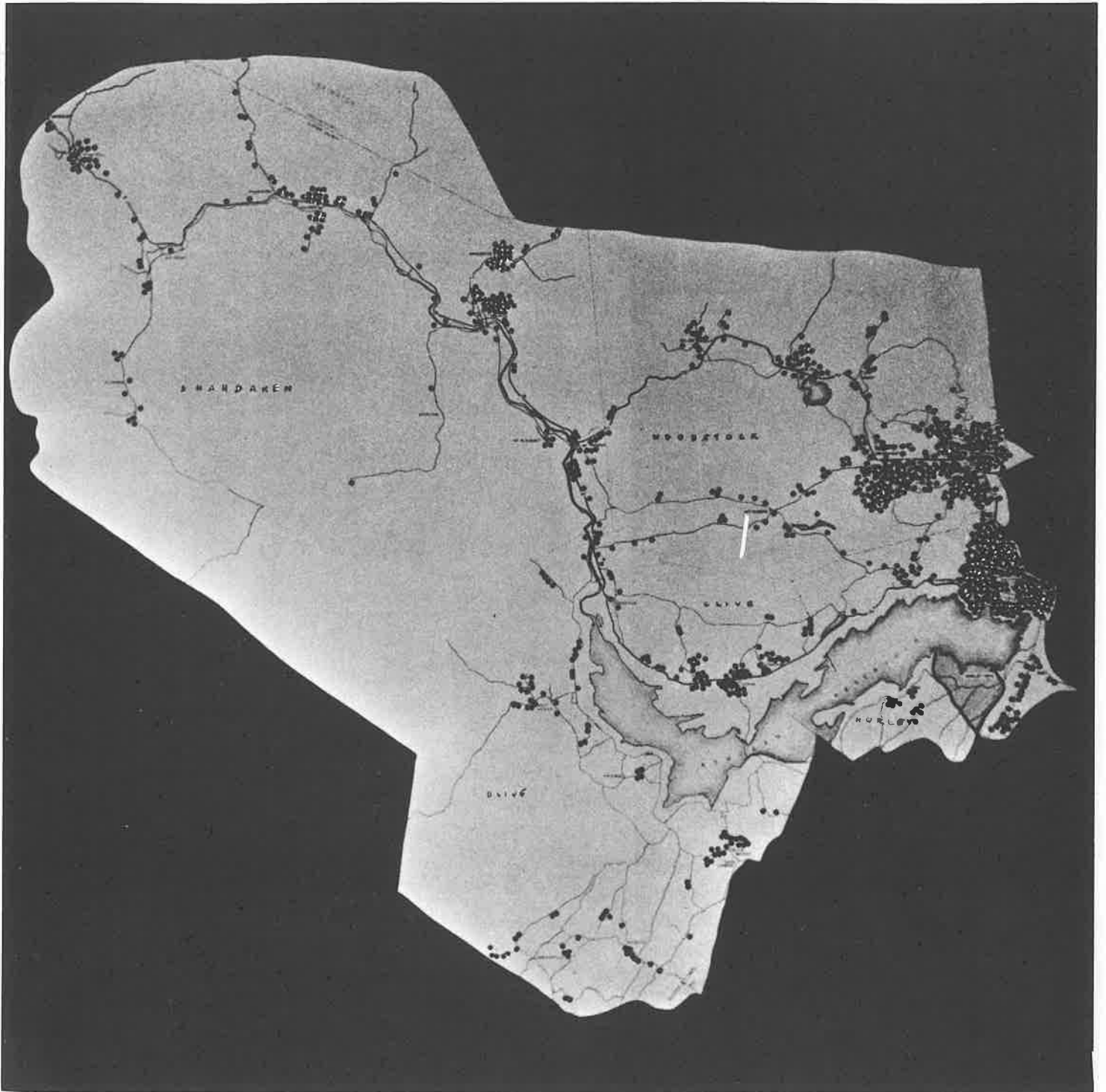
TABLE 2

Enrollment By Grades  
Onteora Central School  
October 1961

<u>Grade</u>	<u>Enrollment</u>
K	225
1	211
2	215
3	195
4	211
5	165
6	155
Special Class	<u>10</u>
TOTAL K-6	1387
7	182
8	182
9	175
10	127
11	82
12	<u>79</u>
TOTAL 7-12	827
TOTAL K-12	2214

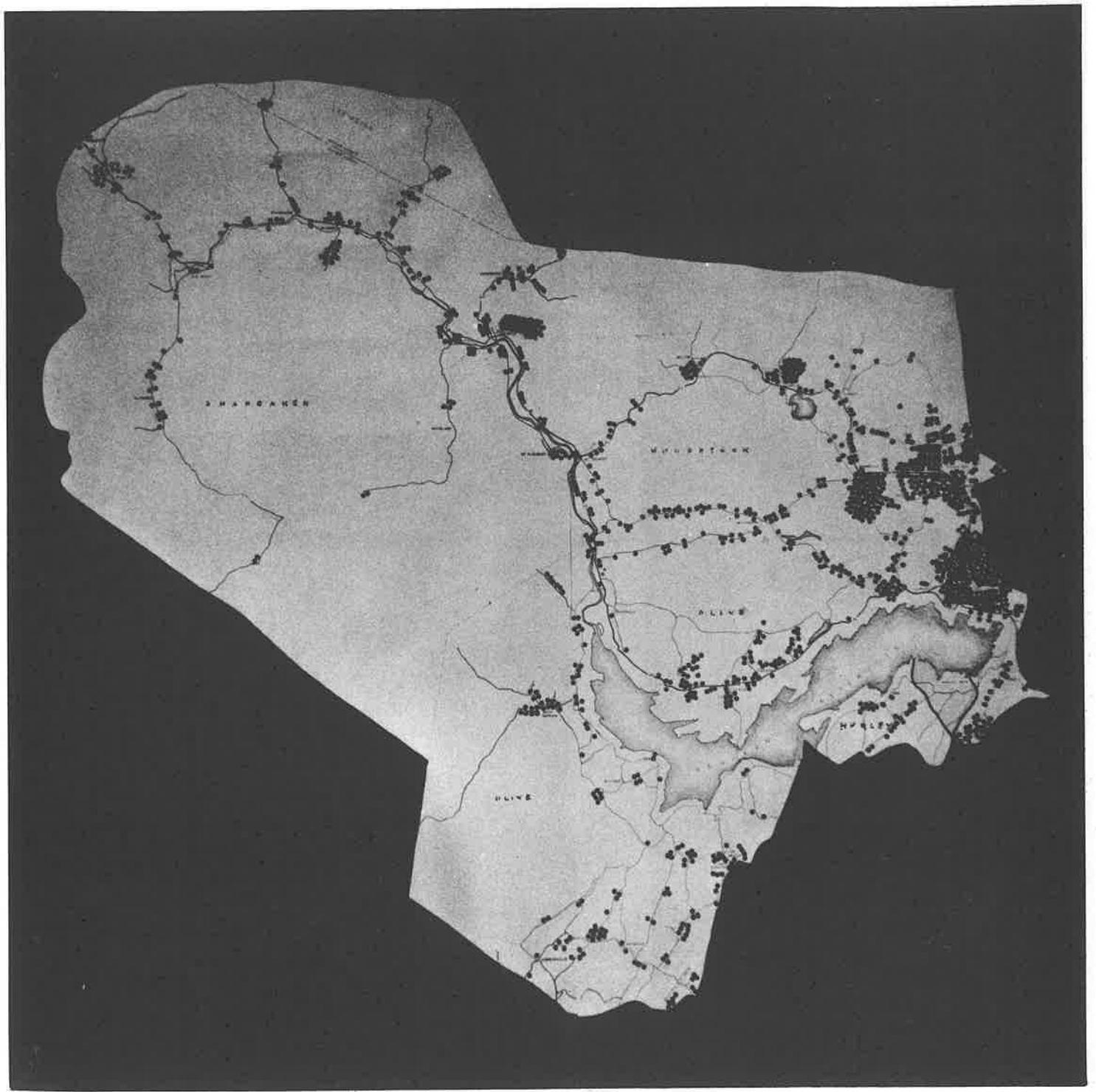
MAP 3

Location of Pre-School Children  
Onteora Central School District  
1961 - 62



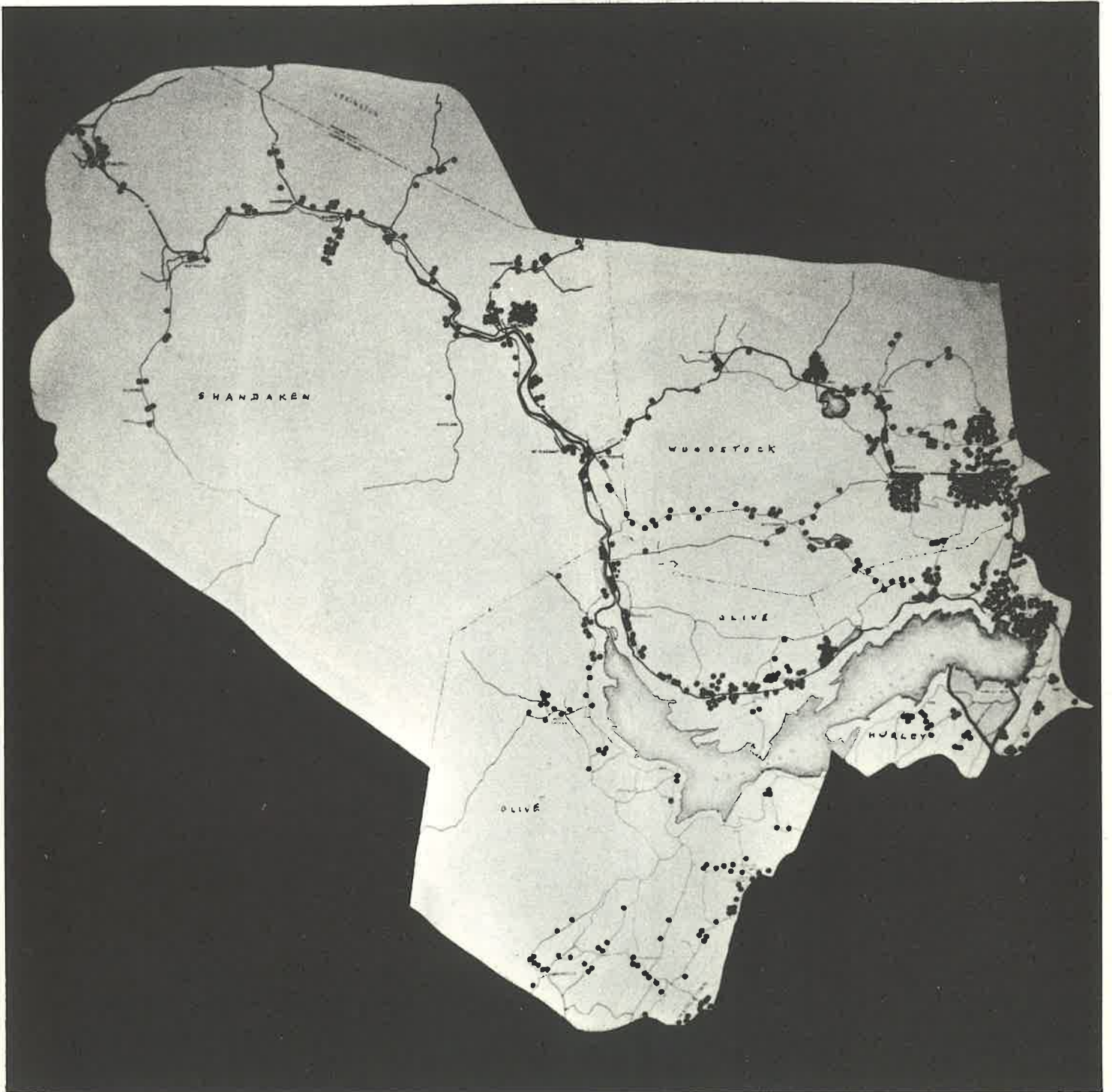
MAP 4

Location of K - 6 Pupils  
Onteora Central School District  
1961 - 62



MAP 5

Location of 7 - 12 Pupils  
Onteora Central School District  
1961 - 62



MAP 6

Location of Pre-School and K - 12 Pupils  
Onteora Central School District  
1961 - 62



TABLE 3

School District Census  
Children Under 18 Years of Age  
Ontecora Central School District  
1953 and 1961

Age	Number of Children	
	1953	1961
Under 1	75	221
1	81	209
2	77	208
3	61	204
4	86	209
5	85	204
6	89	218
7	82	205
8	64	194
9	68	215
10	77	171
11	85	150
12	54	182
13	80	164
14	64	176
15	60	146
16	60	111
17	50	75
18	18	16
<b>TOTAL</b>	<b>1316</b>	<b>3278</b>

factors likely to influence such estimates. In preparing the estimates for this report two methods were used, both of which are conservative.

The first method was to determine the trend in enrollment in the Onteora Central School District since the latest annexations to the school district in 1958. Elimination of the period from 1952 through 1958 permits an examination of the trend without the undue influence of the influx of pupils which accompanied these annexations. This projection is shown in Table 4. A trend using the enrollment beginning with 1952 through the current school year would be a larger but less realistic figure.

A second method for estimating future enrollment is to tabulate the current enrollment by grade and the pre-school children from birth through 5 years of age. Each of these groups are then advanced grade by grade through the school system until a projected enrollment for 1966-67 is achieved. In this case, no allowance is made for in-migration nor is any allowance made for the drop-out rate which might be expected to appear at the secondary level. Table 5 uses this second method and provides an analysis of estimated enrollment during the period 1961 through 1966. Estimates of minimum enrollment through 1966-67 can be made with considerable accuracy, inasmuch as these children have already been born and are living in the Onteora district. Estimates beyond 1966 and 1967 as shown in Table 4, must be treated as tentative for many factors can enter into this estimation to either increase or decrease the projection. It seems safe to assume, however, in light of the trend of total population growth during the past ten years and the accompanying trend in pupil population growth, that the enrollment will continue to increase. Especially important is the need to note the influence of in-migration reflected in Table 4. The 1966-67 estimated enrollment in Table 4 is 2,891 and is far more realistic than the figure of 2,620 for the same year shown in Table 5. The increase in pupil enrollment in this district is not demonstrated by the

TABLE 4

Estimated Future Enrollment  
Onteora Central School District  
1961 - 1971

<u>Year</u>	<u>K-6</u>	<u>7-12</u>	<u>K-12</u>
1961-62	1387	827	2214
1962-63	1455	896	2351
1963-64	1521	965	2486
1964-65	1587	1034	2621
1965-66	1653	1103	2756
1966-67	1719	1172	2891
1967-68	1785	1241	3026
1968-69	1851	1310	3161
1969-70	1917	1379	3296
1970-71	1983	1448	3431

\* Based on average growth rate per year at each level in the four year period from 1958-1961. All annexations were completed prior to this period.

TABLE 5

Projections of School Enrollment  
Onteora Central School District  
1961 - 1966 \*

Grade	61-62	62-63	63-64	64-65	65-66	66-67
K	225	209	204	208	209	221
1	211	225	209	204	208	209
2	215	211	225	209	204	208
3	195	215	211	225	209	204
4	211	195	215	211	225	209
5	165	211	195	215	211	225
6	155	165	211	195	215	211
Special	10	10	10	10	10	10
7	182	155	165	211	195	215
8	182	182	155	165	211	195
9	175	182	182	155	165	211
10	127	175	182	182	155	165
11	82	127	175	182	182	155
12	79	82	127	175	182	182
TOTALS K-6	1387	1441	1480	1477	1491	1497
" 7-9	539	519	502	531	571	621
" 10-12	288	384	484	539	519	502
" K-12	2214	2344	2466	2547	2581	2620

\* Current enrollment plus pre-school census data advanced by grade each year.  
No allowance has been made for in-migration or for drop-outs.

mere projection of current enrollment as in Table 5. This is a very important concept which must be recognized. For example, the births registered in each of the four major townships for each year during the period 1957 - 1961, remain fairly constant. Woodstock ranged from 65 - 88, Hurley from 49 - 64, Shandaken from 34 - 46, and Olive from 30 - 40. (See Table 6) However, the school enrollment of the district shows a steady increase indicating that many families are bringing school age children into the district. For example, the anticipated enrollment for grades K-12 for the 1961-62 school year was predicted by the census to be 2,063. Instead, 2,214 pupils enrolled in September, 1961.

This same phenomena was also noted in the recent report of the Columbia University Community Survey Team to the Woodstock Planning Board. In Woodstock, the growth of total population in the Township was not due to increase in births, but in total increase of in-migration to the community.

Sound planning necessitates attempts at long-range estimates. However, such plans need only be definite through the 1966-67 school year when the results of continuous analysis may be used for more accurate short-range predictions of pupils population.

TABLE 6

Pre-School Children in  
The Onteora Central School District  
By Age in Major Townships of the District  
1957 - 1961

<u>Age</u>	<u>-1 year</u>	<u>1 year</u>	<u>2 years</u>	<u>3 years</u>	<u>4 years</u>
Woodstock	88	65	85	77	76
Hurley	58	58	49	57	64
Shandaken	36	46	34	35	39
Olive	39	40	40	35	30
<u>TOTALS</u>	<u>221</u>	<u>209</u>	<u>208</u>	<u>204</u>	<u>209</u>

## CHAPTER III

### THE SCHOOL DISTRICT'S BUILDINGS

The Onteora Central School District currently owns and operates four permanent school buildings, including a building now occupied by pupils in grades 4 through 12, known as Central Building, a 14 room elementary building at Boiceville, known as the Bennett Building, now being used for grades 1 through 4, a 10 room elementary school building in Woodstock serving pupils in grades K through 6, and an 8 room elementary building in West Hurley serving pupils in grades K through 5 plus a special class. In addition to these permanent facilities, temporary buildings are being used at the Ashokan American Legion building, the West Shokan Library, the Phoenicia Parish Hall, the Mt. Tremper community building, and the West Hurley Fire Hall. Temporary classroom facilities are also in use for grades 7-12 in the Central Building. Included among these temporary classroom facilities at the Central Building are the following: the visiting team locker room, the corrective gymnasium, former full size classrooms divided to provide smaller classroom units, the elementary library, cafeteria (for study halls), auditorium (for study halls), four temporary rooms with wooden partitions in the basement under the cafeteria, and two former teachers' rooms. Guidance facilities are located in a former classroom.

A modern educational program, necessary to provide preparation for college or post-high school employment, requires space for a wide variety of experiences and activities. Facilities required in both the elementary and secondary level include space for art, music, library, physical education, dramatics, audio visual presentation, and other activities in addition to classrooms for basic studies. A brief description of the schools of the district is presented in this chapter. Building capacities at the elementary (K-6) level are based on an average class size of 27.

## CENTRAL SCHOOL

The Central Building was first used during the 1952-53 school year and was constructed to house 920 elementary and secondary students in one school building. At that time, this building was the only school building in use by the central district. The Central Building contains the following permanent basic spaces: 32 general classrooms and laboratories, industrial arts rooms, a homemaking suite, typing and business classrooms, instrumental music rooms, gymnasium and auditorium, one high school library, one elementary library, one cafeteria-study hall, the administrative suite, auxiliary spaces, and guidance facilities. The high school currently shares a 35 acre site with the Bennett Elementary School. The New York State Education Department recommends a minimum high school site of 20 usable acres plus one additional usable acre for each 100 pupils enrolled. Using this formula, the Onteora Central Building with its current enrollment of 827 (7-12) pupils and 326 elementary pupils, or a total of 1,153 pupils should be located on a minimum site of 28 usable acres for secondary school use. Since the Central Building is now being shared by all pupils in grades 7-12 in addition to twelve elementary classes, a number of the facilities being used for the secondary program are inadequate. Included in this group are special facilities for science, mathematics, homemaking, arts and crafts, and music which are essential in providing a modern comprehensive high school program. Maximum scheduling prohibits continual use of the same room for some classes in mathematics, science, social studies and foreign languages. The Junior High School arts and crafts program operates in a former locker room and the Senior High School art program suffers from a shortage of storage facilities and adequate working space. The instrumental music program uses facilities formerly occupied as two teachers' rooms, with teachers now using the small board of education room, with its inadequate toilet facilities

for men and women, as a rest room. The instrumental music program fully utilizes such places as stage, auditorium, and a single classroom designated for high school music classes.

The scope of library training required in the modern educational program in the secondary school necessitates a space considerably larger than the one library room now available for high school use in the Central Building. The cafeteria is now serving a total of over 1,100 pupils during the day and is forced to begin serving at 10:30 a.m., and completes serving at about 1:30 p.m. In addition to the time used for serving meals and cleaning, the cafeteria serves as a study hall for the remainder of the day. The administrative offices suffer from limited work and conference space thus pointing to the need for the reorganization of the administrative and guidance facilities in the Central Building. The original capacity of the Central Building was rated as 920 elementary and secondary pupils. It is currently occupied by 1,153 elementary and secondary pupils, 233 pupils above its capacity. A recent survey by the Division of Buildings and Grounds, State Education Department, rates the capacity of the entire Central Building at 800 as a 7-12 building.

#### THE WEST HURLEY ELEMENTARY SCHOOL

The West Hurley Elementary School was built as a wooden structure. A masonry brick addition was constructed in 1954 and a second masonry addition was constructed in 1959. The school occupies a 3.8 acre site, and is bordered by an adjacent district-owned site of 1.8 acres. This building contains 8 classrooms, an all-purpose room constructed as an auditorium-gymnasium-cafeteria combination. Its capacity is 216 elementary pupils, and it is currently occupied by 232 pupils in grades K-5 and one special class. This building has no library facilities, except those provided in a corner in the all-purpose room. The size and location of the site, as well as limited heating and sewage

facilities are such that additional expansion to this building would be a questionable venture.

#### THE BENNETT ELEMENTARY SCHOOL

The Bennett School is a 14 room modern elementary school first occupied during the fall of 1960. The Bennett Building has a capacity of 378 pupils. It is currently occupied by 416 elementary pupils. This building is located on the same site as the Central Building and is handicapped by limited outdoor facilities.

#### THE WOODSTOCK ELEMENTARY SCHOOL

The Woodstock School occupies a site of  $9\frac{1}{2}$  acres, and has a capacity of 270 pupils. It is currently occupied by 274 pupils. This building has been approved by the State Education Department for the addition of 11 additional classrooms and other necessary facilities, which would make this building a modern 21 room elementary building. The building was constructed originally in 1950 and an addition was completed in 1955. Eight classrooms and an area temporarily serving as two classrooms serve its present pupil load.

#### TEMPORARY FACILITIES

Under extreme conditions a school district sometimes is forced to resort to the undesirable practice of temporarily housing pupils in substandard facilities. To do this, permission must be obtained from the commissioner of education through the district superintendent of schools for one year emergency use of substandard spaces which do not conform with the state code for school-house planning. These spaces cannot be looked upon as long-term solutions to the problem of classroom shortages. During the current school year, the Onteora Central School District is using five such facilities including:

The Mt. Tremper community hall, the West Shokan Library, the Ashokan American Legion building, the Phoenicia Parish Hall, and the West Hurley Fire Hall. During the school year 1960-61, the Onteora district paid a total of \$12,903.85 for rental, custodial supplies, fuel, electricity, repairs, insurance, etc., for these buildings. This expenditure provided the district with four temporary classrooms.

Comparing the cost of operating these temporary facilities with the cost of permanent facilities, the principal and interest on the Bennett School ranges from a low annual payment of \$33,315 to a high of \$47,438. (See Appendix A) The operation of the four temporary rooms cost the district \$3,226 per room during 1960-61. The cost to operate 14 temporary rooms at this rate would be \$45,164 per year.

#### SUMMARY OF SCHOOL BUILDING CAPACITIES

During the 1961-62 school year, 2,214 pupils are enrolled in the Onteora Central School District. Permanent facilities exist for 1,784 pupils, a net shortage of 430 pupil stations. The capacity of each building and its current enrollment are summarized in Table 7.

TABLE 7

Capacity & Current Enrollment  
in Permanent Buildings of  
Onteora Central School District  
1961 - 1962

Building	Capacity		Enrollment	
	K-6	7-12	K-6	7-12
Central		920	326	827
Bennett	378		416	
Woodstock	270		274	
West Hurley	216		232	
Annex			139	
<u>TOTALS</u>	864	920	1387	827

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

The Onteora Central School District, like many others on the expanding fringe of the metropolitan area and within easy driving distance of the State capitol, is facing a number of school building problems during the next decade because of increased population and the attendant larger school enrollment. The school district will be forced to make a number of decisions concerning the housing of its pupils within the near future. Good schools play an important part in the development of a good community, good schools contribute to the general welfare of both the local and larger communities. A good school system attracts the kind of people who are interested in creating and maintaining good communities.

School buildings in the Onteora district are crowded beyond their operational capacity in spite of several attempts over the past several years to provide new housing facilities for the school children. The fact remains that the next year and possibly a second year of increasingly overcrowded conditions must be faced by pupils in the district. The current school year finds class sizes increasing, temporary quarters being used in facilities outside of permanent school buildings, the high school pupils crowding the elementary school children from the Central Building and at the same time using substandard facilities which have been created in an effort to continue a good secondary program. The local school building program has not been solved and continues to grow worse each year. It is imperative that the board of education and the citizens of the district take a careful look at the educational needs of the pupils of the entire district, and make adequate provision to provide facilities to meet these needs. This chapter reviews the most important factors discussed in previous chapters and proposes a

long-range building program for the Onteora district.

#### PROBABLE POPULATION GROWTH

During the past decade the combined population of the four major townships of the Onteora district has grown from 7,601 to 14,261. An estimate of the population by 1971 in the same combined townships is 20,321. This estimate is based on the same rate of growth which took place from 1950 to 1960. All available information suggests that the decade of 1961 through 1970 will be one of continuing gradual population expansion. Any sudden movement of industry into the area or rapid creation of large housing developments would move this estimate upward rapidly.

#### ANTICIPATED SCHOOL ENROLLMENT

The increase of total population of the district will be accompanied by steadily increasing public school enrollment. The total enrollment in grades K-12 can be expected to reach at least 2,891 pupils by 1966 and 3,431 pupils by 1970; an estimated increase of 1,217 pupils in the next nine years. By 1966, 1,719 elementary pupils and 1,172 secondary pupils will need adequate school buildings. By 1970, 1,983 elementary pupils and 1,448 secondary pupils will probably need building facilities.

#### EXISTING SCHOOL BUILDINGS

In September, 1961, the Onteora district had available permanent school building facilities in four buildings for 1,784 pupils in grades K-12. At that same time, 2,214 were enrolled in the permanent and temporary facilities. The regular school buildings are overcrowded and additional facilities are being provided in rented and improvised spaces. The enrollment of 2,214 pupils in September, 1961, was 430 pupils beyond the capacity of the regular school

buildings. If no new buildings are built by 1966, the present school facilities probably will be short approximately 1,107 spaces, 32 elementary classrooms and 10 secondary classrooms plus special facilities. (See Table 8) With present school facilities the district will be short approximately 1,647 spaces by the year 1970.

The major school building problems facing the district over the next five years may be summarized as follows:

- 1 - The immediate need for elementary school space (K-6) to provide for 1,719 pupils by 1966, or 32 additional elementary classrooms.
- 2 - The need to add to facilities in the Central Building for secondary use and provide for a 7-12 enrollment of 1,172, or 10 additional 7-12 classrooms plus special facilities.

#### PROPOSED LONG-RANGE SCHOOL BUILDING PROGRAM

A sound long-range program should provide for both immediate and long-range needs. It should plan for adequate facilities for the next ten years and should begin at once to solve the immediate building problems facing the district in the next five years. Any immediate steps in school construction should conform to the needs of the district during the next decade.

It should be noted that no section of the district is adequately served now with elementary facilities. The growth of the 7-12 enrollment has gradually forced elementary pupils from the Central Building and in 1962-63 there will be no elementary pupils assigned to the Central Building. Unless additional buildings are constructed only Bennett School with its 14 rooms will remain to serve pupils living in the Olive and Shandaken areas.

By 1963, a minimum of 263 K-6 pupils in the Olive township and a minimum of 292 K-6 pupils in the Shandaken township will be going to school in the Bennett building with its capacity of 378 pupils, or will be attending school

TABLE 8

Comparison of Capacity of Existing Buildings and Projected Enrollment  
 Onteora Central School  
 1961 - 1967

	Capacity	Enrollment	Rooms Short *
<u>ELEMENTARY</u>			
1961-62	864	1387	19
1962-63	864	1455	22
1963-64	864	1521	24
1964-65	864	1587	27
1965-66	864	1653	29
1966-67	864	1719	32
<u>SECONDARY:</u>			
1961-62	920	827	+ 4
1962-63	920	896	+ 1
1963-64	920	965	2
1964-65	920	1034	5
1965-66	920	1103	8
1966-67	920	1172	10

\* Based on average class size of 27 Elementary, and 25 Secondary, and capacity of 920 for Central Building for 7-12.

in sub-standard temporary facilities. Also by 1963, a minimum of 549 K-6 pupils in Woodstock and a minimum of 376 K-6 pupils in Hurley will be attending school in the Woodstock and West Hurley buildings, with a combined capacity of 486, or will be assigned to temporary sub-standard facilities. The following proposals are recommended, therefore, to meet the building needs of the Onteora Central School District:

#### LONG-RANGE BUILDING PLAN (1962-1970)

##### Grades 7-12

- 1 - Expand the Central Building to house 1,500 pupils in grades 7-12.
- 2 - Purchase additional usable property adjacent to the Boiceville site to provide additional outdoor facilities.

##### Grades K-6

Build additional K-6 facilities to house 2,000 pupils. These elementary schools should be located to serve the eastern, central, and western portions of the school district in direct proportion which the population of that section of the district is to the population of the total district. These facilities should be built in multiples of 14, 21, or 28 rooms and should include the following new and existing buildings:

- A - A 21 room building in Woodstock (11 rooms added to the present building.)
- B - The 14 room Bennett building.
- C - The 8 room West Hurley building to be used as a K-3 building.
- D - A new 14 room building in Shandaken township.
- E - A new 21 room building in the Glenford-West Hurley area.

#### IMMEDIATE BUILDING PLANS (1962-1966)

##### Grades 7-12

##### September, 1962

- 1 - Convert the Central Building for use by grades 7-12 exclusively.

Grades 7-12

September, 1966

- 1 - Complete an addition to the Central Building to house 1,200 pupils.

Grades K-6

September, 1963

- 1 - Complete the addition of 11 rooms to the Woodstock School to care for most of the children in Woodstock township and some children from West Hurley.
- 2 - Complete a 14 room school in the Shandaken area to serve all children in Shandaken township plus children from the western portions of Woodstock township. Use the Bennett building to serve all children in the Olive township plus children in the entire district assigned to special class and accelerated classes.

- OR -

Complete a 14 room school expandable to 21 rooms in the Glenford-West Hurley section to care for all children in the Olive area and some of the children in the Hurley area. Use the Bennett building to serve all children in Shandaken township, some Woodstock children, plus children in the entire district assigned to special class and accelerated classes.

- 3 - Continue to use the 8 room West Hurley school to serve some children from the West Hurley area.
- 4 - Purchase a site for future construction in the area not selected for immediate construction in #2 above.

Grades K-6

September, 1966

- Complete the alternate proposal not completed under #2 above.

COST OF THE PROPOSED LONG-RANGE BUILDING PROGRAM

It is difficult to estimate the cost of a long-range school building program, as many factors which influence cost may change over a period of years. For example, property values and construction costs vary with changes in the economic conditions, and state regulations concerning school building construction vary from time to time. In addition, the feeling of local citizens concerning the quality and type of construction, modifications in the educational program, and other factors, all affect the final cost of the school buildings. It is necessary, however, to make some tentative estimate of the over-all cost of the long-range building program.

Based upon the space allocations per pupil in the various recommendations and on the average cost in this general area of the state during 1961, it appears that the total costs of the various recommended projects reported previously to meet building needs by 1966, including land, acquisition, construction costs, architectural and engineering fees, and equipment for the building would be as tabulated below.

Grades 7-12

1 - Complete an addition to the Central Building  
to house 1,200 pupils by 1966 \$ 1,201,000

Grades K-6

1 - Add 11 rooms to the Woodstock school by 1963 \$ 572,000  
2 - Build a new 14 room school in Shandaken or  
in the Glenford-West Hurley area by 1963 \$ 645,000 plus site  
3 - Build a new 14 room school in the area not  
selected in #2 above by 1966 \$ 645,000 plus site

TOTAL \$ 3,063,000

## CHAPTER V

### FINANCING THE PROPOSED SCHOOL BUILDING PROGRAM

The financing of a school building program is primarily dependent upon two factors:

- 1 - The wealth of the school district, and
- 2 - The willingness of the citizens to spend their money on education including the school buildings necessary to house the educational program.

In New York State the local support of public education is dependent upon income from real estate taxes. The true value of the property in a school district on which these school taxes are levied is, therefore, a meaningful measure of the wealth of the school district. More important than the wealth of a district, however, is the willingness of the citizens to spend their money for the support of a good educational program. The financial support of local schools is not necessarily in direct proportion to the wealth of a given district, for many districts of average wealth expend more money per pupil than do neighboring districts of greater wealth. Better financial support usually means better trained teachers, better equipped school buildings, and as an end result, better educated pupils.

Some understanding of the financial ability and the willingness of the people of the Onteora Central School District to support the educational program and to provide the needed buildings can be obtained from a study of the financial history of the district over the past ten years. The results of such a study are presented in the following pages. Comparable data when available, has been included for purposes of obtaining some perspective on the local district's financial ability and effort expended in support of public education. Rising enrollments and inflation are pushing the local property taxes higher in many communities, however, citizens in community

after community are finding ways of providing and equipping the needed school buildings and staffing them with competent teachers and administrators.

#### TRUE PROPERTY VALUATION

The assessed valuation and true valuation for the Onteora Central School District, for the years 1952 through 1961 are shown in Table 9. Since assessment practices vary in each of the towns making up the school district, the equalization established by the State Board of Equalization and Assessment has been applied to each town's assessments to convert them to true valuation. Between 1952 and 1961, the true valuation of the district increased from approximately 34 million to over 100 million dollars. This apparent gain of 66 million dollars is not entirely a true gain in valuation for a considerable portion of this increase resulted from revisions in the state equalization rates in 1955. At this time, a state-wide re-evaluation of rates caused a paper gain considerably beyond the actual gain as indicated in dollars of true valuation. State equalization rates used during the 1961-62 school year for the six district towns are as follows: Woodstock 13%, Olive 13%, Shandaken 29%, Hurley 25%, Marbletown 27%, and Lexington 55%. During the past six years, true valuation for the district has increased \$42,277,589, or an average of \$7,046,265 per year. The New York Board of Water Supply is a substantial factor in the District's tax picture providing \$42,469,053 in true value in 1961-62, or 42% of the total true value of the school district which is \$100,445,828.

#### TRUE VALUATION PER PUPIL

One good measure of the available wealth of a school district for support of a public education program is the true valuation per pupil in average daily attendance. In Table 10 there are listed true valuations for the

TABLE 9

Assessed & True Valuation  
of Property for the Onteora Central District  
1952 - 1961

<u>Year</u>	Combined District Ratio of Assessed to True Value *	Assessed	<u>Valuation</u> True
1952-53	33.1	\$11,170,089	\$33,726,271
1953-54	33.2	11,335,022	34,126,862
1954-55	33.2	11,873,949	35,725,757
1955-56 *	20.7	12,018,642	58,168,239
1956-57	20.7	12,227,782	59,067,959
1957-58	22.7	15,006,884	66,234,487
1958-59	21.7	16,667,636	76,732,738
1959-60	21.7	16,908,559	77,841,368
1960-61	19.2	16,962,589	88,147,751
1961-62	17.4	17,478,598	100,445,828

\* Upward Revision of ratio of assessed to true value was largely responsible for increase in true valuation in 1955.

TABLE 10

True Valuation Per Pupil in Average Daily Attendance \*  
Onteora Central School District 1952 - 1962

Year	True Valuation	Pupils in ADA	True Valuation Per Pupil
1952-53	\$33,726,271	695	\$48,527
1953-54	34,126,862	832	41,018
1954-55	35,725,757	928	38,498
1955-56	58,168,239 **	1,036	56,147
1956-57	59,067,959	1,102	53,602
1957-58	66,234,487	1,363	48,597
1958-59	76,732,738	1,682	45,620
1959-60	77,841,368	1,790	43,487
1960-61	88,147,751	1,897	46,467
1961-62	100,445,828	2,050 ***	48,998

\* The average number of pupils present on each regular school day during the year.

\*\* Upward revision of ratio of assessed to true value by N.Y. State Tax Commission was largely responsible for increase in true valuation in 1955.

\*\*\* Estimated.

district for pupils in average daily attendance (ADA), and the resulting true valuation per pupil. The over-all picture is one of increased valuation as enrollment has increased resulting in a stable dollar amount of valuation per pupil. In 1961-62 the true valuation per pupil in this district is \$48,988. Note in Table 11 that the Onteora Central School District during the year 1959-60, the latest year for which comparable information is available, had a full value per pupil in average daily attendance of \$43,493. The New York State average of all school districts in the state for this same year was \$25,985. The average for all schools in Ulster County for the same year was \$25,363. The average for central schools in New York State during this same period was \$12,180. It should be noted that the Onteora district is well above any of the comparable average figures presented here and is considered by all commonly accepted standards to be a district in the state which is well above the average in wealth per pupil.

#### SCHOOL TAX RATES

One of the measures by which the local effort of a school district or local willingness of a school district to support education can be compared with the local effort in other school districts, is the district tax rate per \$1,000 of true valuation. The tax rate of the Onteora district from 1952 to 1961 is presented in Table 12. From 1952 through 1954, the tax rate of \$1,000 of true valuation for school purposes moved from \$9.89 to \$10.61. During the 1955-56 school year, the tax rate dropped to \$6.51 reflecting the adjustments in equalization rates established for that year at the state level. From 1956 to date, the tax rate has moved from \$8.00 per \$1,000 of true valuation to its current 1961-62 level of \$11.41. A recent financial study of central school districts by the Central School Boards Committee on Educational Research reported for the 1958-59 school year, an average tax rate for central schools

of \$13.42 compared to a \$9.11 tax rate in the Onteora district during that year. The 1959-60 central school average was \$12.48, while the local district's was \$10.70. The 1960-61 average tax rate for central schools was \$13.07 per \$1,000 of true valuation while the Onteora true tax rate was \$11.89 per \$1,000. The 1959-60 study by the Central School Study covering 444 central school districts revealed a wide-range of tax rates from \$6.81 to \$23.42 per \$1,000. The median for union free school districts during that same year was \$16.66 and for village school districts \$16.77. The Onteora true tax rate during the 1959-60 school year was at the 25th percentile of all central school districts, indicating that 75% of the central school districts in the state during that year had a higher true tax rate than the Onteora district.

TABLE 11

Comparison of the Onteora Central School District  
with the average for Ulster County and the average  
for New York State for various Fiscal Items per  
pupil in average daily attendance.

1959 - 1960 \*

	<u>Full Value</u>	<u>NCE**</u>	<u>Debt Service</u>
Onteora Central School	\$43,493	\$640	\$91.40
Ulster County Average	25,363	491	103.00
<u>New York State Average</u>	<u>25,985</u>	<u>526</u>	<u>84.45</u>

\* Latest year for which comparable information is available.

\*\* NCE - Net current expenditure per pupil in average daily attendance.

TABLE 12

School District Tax Rate per \$1,000 of True Valuation \*  
Onteora Central School District  
1952 - 1962

Year	Tax Rate per \$1,000 True Value
1952-53	9.89
1953-54	10.81
1954-55	10.61
1955-56	6.51
1956-57	8.00
1957-58	8.85
1958-59	9.11
1959-60	10.70
1960-61	11.89
1961-62	11.41

\* True valuation - The value of real property as determined by dividing the assessed valuation by the equalization rate established by the State Board of Equalization and Assessment for the area in which the property is located.

## EXPENDITURE PER PUPIL

In education, as is true in most other endeavors, greater expenditures usually result in more and better services. The net current expenditures in a school district (total expenditures less debt service, capital outlay and transportation) for each pupil in average daily attendance is often used in school financial studies as a measure of the district's support of its educational program. It indicates in a general way through the acceptance of annual budgets, the willingness of the people of the district to spend their money on education. The expenditure for net current expenses per pupil in average daily attendance in the Onteora Central School District for the years 1952 through 1961 is shown in Table 13. Net current expenditures are divided by the pupils in average daily attendance during each year to give an expenditure per pupil for each of the ten years. The expenditure per pupil in Ulster County in 1959-60 was \$491 per pupil (see Table 11) and the average for New York State was \$526 per pupil. During this same year, the net current expenditure for the Onteora district was \$640. The above data clearly indicates the people of the Onteora Central School District have demonstrated their willingness to provide the quality educational program for the children of the district by supporting the budget necessary to provide this expenditure for good education. The local district is aided by the state which assumes a share of transportation costs usually equal to 95% or more of the total cost of transportation to the district and shares in the educational costs of the district through what is known as the Foundation Program of State Aid. Onteora is known as a "flat grant" district. This term is applied to those districts whose wealth is such, that the state assumes a minimum amount of the local costs. Currently this minimum is approximately \$152 per pupil. Some districts in the state, because of their low wealth, receive considerably

TABLE 13

Net Current Expenditure \* Per Pupil in Average Daily Attendance  
Onteora Central School District  
1952 - 1962

Year	Net Current Expenditure Per Pupil
1952-53	\$486
1953-54	433
1954-55	455
1955-56	460
1956-57	517
1957-58	535
1958-59	569
1959-60	640
1960-61	692
1961-62	724

\* Net Current Expenditure = Total Expenditure minus debt service, capital outlay.

more up to a maximum which equals \$389 per pupil minus the amount which can be raised locally with a \$7.08 tax rate on true value. In the 1961-62 school year, state aid to the Onteora district will amount to \$548,950 approximately 31.49% of the total expenditures for the year.

#### BORROWING CAPACITY OF THE DISTRICT

Under New York State law regulating school district borrowing capacity the Onteora Central School District is permitted, after approval by a simple majority of the district voters, to borrow money in an amount not to exceed 10% of the true valuation of the school district. Based on the 1961-62 valuation of \$100,445,828 the district can have an outstanding indebtedness of \$10,044,582. In emergencies, a 2/3 majority of the district voters may authorize the board of education to borrow beyond the 10% statutory limitation. The Onteora district will have as of June 30, 1962, an outstanding debt of \$3,063,151, including amounts still due on the Boiceville Central Building bond issue, the Bennett School bond issue, Hurley #5 indebtedness, and Woodstock #2 indebtedness. The Hurley #5 and Woodstock #2 debts are currently paid by a surtax on those former districts. The sum of \$1,288,969 has been paid since debts were first incurred by the Onteora district in 1950-51, including payments by Hurley #5 and Woodstock #2. (See the Debt Service Payment Schedule at the end of this report - Appendix A.) As of July 1, 1962, the debt leeway of this district within the 10% limit will be \$6,981,431.

The Debt Service budget item for the Onteora district per pupil during the 1959-60 school year was \$91.40. The Ulster County average at that same time was \$103 per pupil, the New York State average for the same year was \$84.45. (See Table 11)

## THE EFFECT OF THE PROPOSED BUILDING PROGRAM ON THE LOCAL TAX RATE

The additional bonded indebtedness resulting from the long-range school building program recommended in this report can be financed without great hardship and educational opportunity for pupils in line with the districts ability to pay is possible. The wealth in the district as a whole is available, all that remains is for the citizens of the district to determine carefully the building needs of the district for the next decade, and carry through the plans which will provide adequate educational facilities for its children.

The exact tax rate for any one year will depend on several factors, including:

- 1 - The amount of each bond issue
- 2 - The timing of the bond issue as it relates to the general bond market
- 3 - The interest rate obtained
- 4 - The ammortization schedule adopted for the repayment of the bonds
- 5 - The changes in the true valuation of the district
- 6 - The status of state or federal aid programs for school plant construction

If the district should decide to carry out the recommendations proposed for September, 1963, a bond issue of approximately \$1,217,000 would be required. Such a bond issue could be retired over a 20 year period as follows: If the \$1,217,000 issue was sold at 3.9% interest rate, it would require a maximum payment during the first year of \$108,313 or \$60,850 for principal and \$47,463 for interest. On the basis of an anticipated true valuation in the district of about \$100,000,000 when the first payment would be due, the ammortization of \$60,850 of the principal of the bond issue would cause an increase in the tax rate of \$1.078 per \$1,000 of true valuation. It is apparent that even if the entire amount of future proposals were accepted and implemented immediately, the additional indebtedness required would cause no undue financial burden to the district as a whole. The Onteora Central School District has the necessary wealth to provide a top quality educational program.

APPENDIX A

**ONTEORA CENTRAL SCHOOLS**  
**DEBT SERVICE PAYMENT SCHEDULE**

SCHOOL YEAR	1951 \$2,150,000 2.40% Interest			1959 \$580,300 3.90% Interest			1954 \$155,000 2.00% Interest		
	BOICEVILLE Principal	BOICEVILLE Interest	BOICEVILLE Total	BENNETT Principal	BENNETT Interest	BENNETT Total	WEST HURLEY Principal	WEST HURLEY Interest	WEST HURLEY Total
1950-51									
1951-52		51,600.00	51,600.00						
1952-53	60,000.00	50,880.00	110,880.00						
1953-54	60,000.00	49,440.00	109,440.00						
1954-55	60,000.00	48,000.00	108,000.00					1,550.00	1,550.00
1955-56	60,000.00	46,560.00	106,560.00				15,000.00	2,950.00	17,950.00
1956-57	65,000.00	45,060.00	110,060.00				15,000.00	2,650.00	17,650.00
1957-58	65,000.00	43,500.00	108,500.00				15,000.00	2,350.00	17,350.00
1958-59	65,000.00	41,940.00	106,940.00				*15,000.00	2,050.00	17,050.00
1959-60	65,000.00	40,380.00	105,380.00		11,316.00	11,316.00	15,000.00	1,750.00	16,750.00
1960-61	70,000.00	38,760.00	108,760.00	25,300.00	22,138.00	47,438.00	15,000.00	1,450.00	16,450.00
1961-62	70,000.00	37,080.00	107,080.00	25,000.00	21,158.00	46,158.00	15,000.00	1,150.00	16,150.00
1962-63	70,000.00	35,400.00	105,400.00	25,000.00	20,183.00	45,183.00	15,000.00	850.00	15,850.00
1963-64	70,000.00	33,720.00	103,720.00	25,000.00	19,208.00	44,208.00	15,000.00	550.00	15,550.00
1964-65	70,000.00	32,040.00	102,040.00	25,000.00	18,233.00	43,233.00	20,000.00	200.00	20,200.00
1965-66	75,000.00	30,300.00	105,300.00	25,000.00	17,258.00	42,258.00			
1966-67	75,000.00	28,500.00	103,500.00	30,000.00	16,185.00	46,185.00			
1967-68	75,000.00	26,700.00	101,700.00	30,000.00	15,015.00	45,015.00			
1968-69	75,000.00	24,900.00	99,900.00	30,000.00	13,845.00	43,845.00			
1969-70	75,000.00	23,100.00	98,100.00	30,000.00	12,675.00	42,675.00			
1970-71	80,000.00	21,240.00	101,240.00	30,000.00	11,505.00	41,505.00			
1971-72	80,000.00	19,320.00	99,320.00	30,000.00	10,335.00	40,335.00			
1972-73	85,000.00	17,340.00	102,340.00	30,000.00	9,165.00	39,165.00			
1973-74	85,000.00	15,300.00	100,300.00	30,000.00	7,995.00	37,995.00			
1974-75	85,000.00	13,260.00	98,260.00	30,000.00	6,825.00	36,825.00			
1975-76	85,000.00	11,220.00	96,220.00	30,000.00	5,655.00	35,655.00			
1976-77	85,000.00	9,180.00	94,180.00	30,000.00	4,485.00	34,485.00			
1977-78	85,000.00	7,140.00	92,140.00	30,000.00	3,315.00	33,315.00			
1978-79	85,000.00	5,100.00	90,100.00	35,000.00	2,048.00	37,048.00			
1979-80	85,000.00	3,060.00	88,060.00	35,000.00	683.00	35,683.00			
1980-81	85,000.00	1,020.00	86,020.00						
	2,150,000.00	851,040.00	3,001,040.00	580,300.00	249,225.00	829,525.00	155,000.00	17,500.00	172,500.00

\*Annexation of Hurley #5

**ONTEORA CENTRAL SCHOOLS**  
**DEBT SERVICE PAYMENT SCHEDULE**

1951  
\$220,000  
1.50% Interest

1959  
\$56,000  
4.00% Interest

WOODSTOCK Principal	WOODSTOCK Interest	WOODSTOCK Total	WOODSTOCK Principal	WOODSTOCK Interest	WOODSTOCK Total	TOTAL Payment
	1,650.00	1,650.00				1,650.00
6,000.00	3,210.00	9,210.00				60,810.00
6,000.00	3,165.00	9,165.00				120,045.00
6,000.00	3,075.00	9,075.00				118,515.00
6,000.00	2,985.00	8,985.00				118,535.00
6,000.00	2,895.00	8,895.00				133,405.00
6,000.00	2,805.00	8,805.00				136,515.00
6,000.00	2,715.00	8,715.00				134,565.00
6,000.00	2,625.00	8,625.00				132,615.00***
**6,000.00	2,535.00	8,535.00	3,000.00	1,120.00	4,120.00	146,101.00
6,000.00	2,445.00	8,445.00	3,000.00	2,120.00	5,120.00	186,213.00
6,000.00	2,355.00	8,355.00	3,000.00	2,000.00	5,000.00	182,743.00
8,000.00	2,250.00	10,250.00	3,000.00	1,880.00	4,880.00	181,563.00
8,000.00	2,130.00	10,130.00	3,000.00	1,760.00	4,760.00	178,368.00
8,000.00	2,010.00	10,010.00	3,000.00	1,640.00	4,640.00	180,123.00
8,000.00	1,890.00	9,890.00	3,000.00	1,520.00	4,520.00	161,968.00
8,000.00	1,770.00	9,770.00	3,000.00	1,400.00	4,400.00	163,855.00
8,000.00	1,650.00	9,650.00	4,000.00	1,280.00	5,280.00	161,645.00
8,000.00	1,530.00	9,530.00	4,000.00	1,120.00	5,120.00	158,395.00
8,000.00	1,410.00	9,410.00	4,000.00	960.00	4,960.00	155,145.00
9,000.00	1,283.00	10,283.00	4,000.00	800.00	4,800.00	157,828.00
9,000.00	1,148.00	10,148.00	4,000.00	640.00	4,640.00	154,443.00
9,000.00	1,013.00	10,013.00	4,000.00	480.00	4,480.00	155,998.00
9,000.00	878.00	9,878.00	4,000.00	320.00	4,320.00	152,493.00
9,000.00	743.00	9,743.00	4,000.00	160.00	4,160.00	148,988.00
9,000.00	608.00	9,608.00				141,483.00
9,000.00	473.00	9,473.00				138,138.00
9,000.00	338.00	9,338.00				134,793.00
9,000.00	203.00	9,203.00				136,351.00
9,000.00	68.00	9,068.00				132,811.00
						86,020.00
220,000.00	53,855.00	273,855.00	56,000.00	19,200.00	75,200.00	4,352,120.00

\*\*Annexation of Woodstock #2

\*\*\*Includes Individual Payments of Hurley #5 Woodstock #2 Prior to Annexation