

Projecting Student Population
Glen Cove School District
February 2010

Prepared by
Stanton Leggett & Associates, Div.
Intelligence for Education, Inc.
910 Stuart Avenue, Suite 6F
Mamaroneck, New York 10528
914-834-2606
Intelled@aol.com

A Demographic Examination of the Glen Cove City Schools

The City of Glen Cove, situated on Long Island's North Shore, is neighbor to some of the area's wealthiest suburbs. Glen Cove, for many years, was the economic center of the area providing "downtown" shopping, restaurants and entertainment along with jobs. But like so many cities, the advent of highways, shopping malls and suburban population centers has changed the relationships. Glen Cove's population, once largely Italian and Jewish, now includes a mix of Black, Hispanic and Asian populations which are growing. And, as in so many other areas, wealth has moved from the city to the suburbs.

Glen Cove remains the 26th largest city in New York State with more than 26,000 residents. It is second in Nassau (and on Long Island) only to Long Beach, but several villages, including Hempstead, Freeport and Valley Stream have become the largest population centers in the County. The Glen Cove School District is coterminous with the city and therefore shares with the city changes in population, wealth and activity.

Sources of Information

The most recent available census data is from the 2000 US Census and is nearly a decade old. It is most useful for looking at trends over the last several decades. The American Community Survey (ACS), conducted by the US Census, provides some interim data including three-year estimates based on 2006-2008.

More recent data is available from New York State and the 2008 Long Island Population Survey of the Long Island Power Authority (LIPA). In addition, the Glen Cove Building Department and several local realtors were able to provide significant information concerning housing trends and plans in the city. Finally, and most important, the Master Plan for the City of Glen Cove that was published in May 2009, provides important current information and commentary on housing, the economy, neighborhoods, and the Glen Cove Creek Waterfront.

According to that Master Plan, "today Glen Cove is a mature suburban community, very much like other 'First Suburbs.' Most of the housing inventory is in excellent condition, but distressed residential buildings in need of rehabilitation do exist. The mix of land uses in Glen Cove is wide relative to its size and population, ranging from the industrial uses along Glen Cove Creek to bucolic estates and protected natural areas, and from single-family residential neighborhoods to the mixed-use character of Downtown."

Population

Glen Cove's population was shown as 15,130 in the 1950 census. By 1970, during the post-war Baby Boom years, it had attracted an additional 10,000 residents, bringing the total to 25,770. From 1970 to 2000 population remained relatively steady and was recorded at 26,622 in the 2000 Census. Since 2000 Glen Cove has been growing modestly, according to figures provided by LIPA, reaching 27,564 in 2008, a 3.5% increase since the last official census. The Master Plan tells us that "approximately 27,000 people in 9,500 households live in Glen Cove, up only a rounding figure from the year 2000. Barring major development, the population and number of households will continue to grow only incrementally at far less than one percent per year."

Table 1 shows the population of Glen Cove by Age Category in 2000. At that time, slightly better than 21% of the population was under the age of 18 and in school or waiting to enter. Another 36.4% (9,702 residents) were in their prime child-bearing ages (20 to 44). The median age was 38.6 years.

Table 1

Population by Age Category, 2000 Census

Age Range	Number	Percent
Under 5	1,650	6.2
5-9	1,628	6.1
10-14	1,453	5.5
15-19	1,518	5.7
20-24	1,552	5.8
25-34	3,907	14.7
35-44	4,243	15.9
45-54	3,472	13.0
55-59	1,378	5.2
60-64	1,162	4.4
65-74	2,147	8.1
75-84	1,731	6.5
85 and over	781	2.9
Total Population	26,622	

Source: United States Bureau of the Census, Summary File 1 and LIPA

At the time of the 2006-2008 ACS Survey, 21% of the population was still under 18, but the median age for residents had reached 43.5. By contrast, in 1980, the median age in Glen Cove was 33.9; and in 1990 it was 36.6. The obvious conclusion is that overall Glen Cove's population is aging. Figures showing the number of births to Glen Cove residents declining over the last three years tend to confirm this trend.

Ethnicity

Like almost all cities, Glen Cove has seen a succession of ethnic groups arrive and make the city its home. Glen Cove, for many years, was dominated by Italian and Irish families. In terms of ancestry, as recently as 2000, 26.7% identified themselves as of Italian descent, 12.9% as Irish, 7.4% Polish and 3.7% as English. Census data showed the city's population as being made up of people who identified themselves as, White (68.15%), Black (6.06%), Asian (4.06%), Hispanic (20.04%) and "Other" (1.68%).

The fastest growing segment of the city is its Hispanic population. According to LIPA, "the proportion of Glen Cove's Hispanic population to its total population is almost two times greater than the proportion in Nassau County in general."

The Master Plan addresses this issue, noting that "the diversity of the Glen Cove community is evident in both its development pattern and its population.... Regionally; roughly one-half of new immigrants to the United States are moving directly to the suburbs, rather than the traditional mode of moving first to the inner city. This is spurred by the fact that the suburbs are now major employment centers in their own right. [The 2000 Census says that 70 percent of Glen Cove residents work in either Nassau or Suffolk County.] At only 11 percent [of the city's population] in 1990 and 20 percent in 2000, it is reasonable to assume that Glen Cove's Hispanic population will continue to grow in proportion, number, and importance."

Household Types

The Master Plan tells us that "the classic suburban family (a working father, homemaker mother, and several kids) became the prototypical Glen Cove household" during the Post War period. The report continues that "moving into the 1990s, aging in place broke down this stereotype, as parents stayed in their homes even as their children grew up and moved out. Along with divorce, cohabitation and child bearing later in life, more diverse household types gained in proportion and number... a more modest 70% of the households are characterized as "families"—i.e., with children"

Census data from 2000 confirms this, registering 53.5% of households as “married couples” another 29.7% as “nonfamily households” and 12.7% as headed by a female householder. The average household size was given as 2.72 persons; the average family size was 3.22. According to LIPA, household size has continued to decline. In 1990, the household size was 2.78; in 2000 it was 2.72 and in 2008 it was estimated to decrease slightly to 2.70.

Housing

Glen Cove remains essentially a community of one and two-family homes. According to the 2000 census, 58.5% of existing buildings were occupied by owners; 41.5% by renters. The majority of the city’s housing units (61.5%) in 2000 were single family dwellings. Another 20.1% were two-unit (family) buildings. Small apartment buildings with three to nine units made up almost 10% of the housing stock.

Larger apartment buildings accounted for 8.6% of the structures but obviously significantly more of the residents. It may be significant to note that, the 2006-2008 American Community Survey estimated that almost 28% of the people living in Glen Cove had come to the city within the last five years. That could have an impact on the schools.

How much new housing may come to Glen Cove? The Master Plan suggests that “as Glen Cove’s demographics (like America’s) change, a wider variety of housing options are needed... Young adults, empty nesters and seniors generate demand for apartments, townhomes, and senior living...” Townhouses, in general, and certainly those aimed at senior citizens, do not generate many potential students. On the other hand, if seniors move from their homes, those homes may well be sold to young families.

Housing prices

Who can afford to live in Glen Cove? The 2000 Census put the median price for a house in the city in 2000 at \$263,800. By the 2006-08 Community Survey, the cost of that house had risen to \$581,500, more than doubling in price before the housing bubble burst.

In 2000, a little more than 45% of the homes were valued between \$200,000 and \$299,999; another 25% between \$300,000 and \$399,999. By 2008, 50.5% of the homes were valued between \$500,000 and \$999,999. Only 4.2% were valued between \$200,000 and \$299,999.

The Master Plan points out that “while the market value of housing in Glen Cove may be out of reach for a number of residents, Glen Cove also happens to contain a larger share of affordable units than other communities on the North Shore.”

Nevertheless, “housing affordability is an issue. The high cost of housing has negative effects on the character and makeup of Glen Cove... older residential neighborhoods are struggling with issues of overcrowding and illegal uses...In the older neighborhoods and more densely populated parts of town like the Landing and the Orchard, the City has increased its code enforcement activity in response to illegal subdivision of homes and overcrowding issues. Unfortunately, some areas of Glen Cove are defined by their distressed housing stock.”

One of the goals mentioned in the Master Plan is the need to “revise residential zoning districts to minimize inconsistencies and to improve the connection between regulations and existing building character...Revised zoning regulations will also encourage residential development in appropriate areas where targeted redevelopment would strengthen an existing neighborhood.”

The bottom line: It is hoped that Glen Cove’s largely one-family residential neighborhoods will remain as they are with code enforcement to cut down on illegal subdivisions and some changes in zoning to open up new areas for residential use.

The real estate market

A Master Plan is, of course, just a plan, a direction, sometimes a hope. It describes what those who developed it consider a good course for the City. But it must also be tempered by the market and the economy. One measure of construction activity is the number of building permits issued over a period of time. As **Table 2** shows, by this measure single family construction in Glen Cove has slowed perceptibly.

During the five years from 1996 through 2000, permits were issued for an average of 39 residences annually in small residential dwellings. In the five years 2001-2005, generally an economic boom time on Long Island and throughout the nation, permits for small residential dwellings fell to 18 residences per year. Over the last four years, activity has fallen further. As has been pointed out, in boom times, space can be found for more single and two-family homes even in a mature built-out community such as Glen Cove, but these are not boom times and the housing construction market is not flourishing in Glen Cove.

Table 2

Total Residential Building Permits 1996-2009

	Single Family	Two Family	Total Residences	Annual Average
1996-2000	143	25	193	39
2001-2005	69	11	91	18
2006-2009	31	6	43	11

Resales

Construction of new single family dwellings appears to be at a low point, but sales of existing houses continue. **Table 3** shows home resale information over a period of ten years.

Table 3

Resales of Single Family Homes from 1999 to December 2009

Year	Resales
2009	117
2008	113
2007	118
2006	137
2005	197
2004	183
2003	144
2002	160
2001	130
2000	128
1999	136

As can be seen, the number of resales has been down the last three years. When the real estate bubble burst and home prices dropped, many families that had considered selling and moving found themselves trapped. So the fact that home

sales have declined from the peak years of 2004 and 2005 should be no surprise; the fact that it has remained above 100 units annually is a fair indication that there is still a demand for housing within the Glen Cove School District. This was confirmed by local realtors who told us in interviews that, in their opinion the market is picking up. Based on activity in December, they felt that 2009 sales could reach the 2006 level.

In part they attributed this to the fact that houses are “priced closer now to where they should be.” Housing prices in Glen Cove are generally lower than in surrounding communities. Realtors also mentioned an improved school reputation as an aid in selling and renting properties. (“There are more rentals and multifamily dwellings in Glen Cove than in the surrounding communities, so the rental market is important.”)

According to local realtors, sales of houses priced between \$350,000 and \$500,000 have predominated this last year. High end housing (over \$1 million), they point out, has not produced many school aged children. On the other hand, they feel that available government incentives for first time home buyers may bring to Glen Cove young couples who have not yet started their families.

The major projects

While construction of single family housing has slowed, at least four major projects are or will be coming before the Planning Board, according to representatives of the Glen Cove Building Department.

The first, Landing Cove on the Temple property on Hill Street, has preliminary approval and will provide 72 units for people 55 or older. It is expected that at least some of the new residents will move from houses in Glen Cove, houses that will be resold and could bring additional children to the community.

Putnam Estates, located off Shore Road and Glen Cove Avenue will provide nine housing units. The project did not have approval at the time of our interviews but no problems were anticipated and it is expected that construction could start in the spring.

The Livingston Development Corporation project, located next to the Glen Cove Boys and Girls Club, is planned for 200 condos but the project has no approvals at this time and planning and environmental studies are still underway. It is anticipated that once a final proposed site plan is developed, zoning changes will be needed. The expectation is that the process will take some considerable time and that “it will take years to reach build-out.” When the development is up and full, it is not expected to bring many children to the district though, like the senior housing development, it may attract some current residents who would sell their homes.

The fourth major project is development of the Waterfront. This massive project is expected to provide as many as 860 housing units along with retail and recreational space, but it is possible that the number, size and mix of units will be changed. The development is now going through an environmental review and preparation of a final impact statement. It must still go before the Planning Board for approval. The expectation that ground will be broken in the fall seems very optimistic.

When the project is finalized, its potential impact on student enrollment will have to be analyzed, but it appears that it will be marketed to a wide variety of potential residents including young persons who will commute to New York City by the existing bus service or proposed water ferry. The master plan calls for a set aside of 10% of the units for “affordable housing” which could result in additional children and for “modest homes” possibly aimed at “empty nesters” who might then sell their larger homes to families.

In sum, Glen Cove is a mature community, a city with many single and two-family houses, a mix of apartment houses, a downtown commercial district and a waterfront that may provide a new thrust in the future. While its population has been relatively steady over the last four decades, just below 28,000, the mix of inhabitants is changing with a large and growing population of people with Hispanic backgrounds.

One of its attractions is the academic quality of its schools, an important selling point according to members of the real estate community. The balance of this report looks at the ways in which the school population is changing and the ability and capacity of the current school buildings, with an emphasis on grades K-5, to properly house the student body and maintain the district’s high academic qualities.

Projecting Future Student Enrollment in Glen Cove

There are three key ingredients that must be weighed in projecting future student population in Glen Cove. These are

1. Significant changes in the community population and/or its housing stock;
2. Births to women living in Glen Cove; and
3. The pattern of movement of students from grade to grade (often referred to as “cohort survival”).

As we have already seen, significant changes to the size of the population and the housing stock of Glen Cove are not likely in the foreseeable future. Population has not risen appreciably since 1970 and, while there has been some new housing, Glen Cove is essentially a mature, built-up community. Barring an economic boom, there is little space for new housing. The housing that is planned (condominiums and senior living) will not bring significant increases in children. Stepped-up efforts to identify and end illegal subdivision of single family houses would counter any population increase from new housing units. While total population is unlikely to increase significantly or at all, some changes are taking place in the make-up of the community and those, as we shall see later, could have an effect on student population.

Births

Birth statistics are made available by the Bureau of Biometrics and Health Statistics of the New York State Department of Health. The State has made recent changes in how it records births but for many years it provided information by ZIP code of the mother; more recently an attempt has been made to track births by school district and to provide that information by ethnic grouping.

Table 4 shows the number of births in ZIP code 11542 and the Glen Cove City School District from 1995 through 2007. Students born in 1994 entered kindergarten in 1999; those born in 2004 enrolled this year and those born in 2007 are expected to enroll in 2012. For years beyond that, we can only estimate how many children will be born, based on recent averages. (Births recorded for 2008 and 2009 have not yet been released by the State.)

Although the exact same children may not be involved, the ratio of births to kindergarten is an important figure in estimating enrollment. Looking at that mathematical ratio over a period of years, one can estimate the size of the incoming class and then track that class as it proceeds through the system

Table 4
Births Recorded in Glen Cove, 1995 Through 2007

Year	Total Births	BIRTHS BY ETHNICITY				
		White	Black	Other	Hispanic	% Hispanic
1995	386	<i>NA</i>	<i>NA</i>	<i>NA</i>	133	34.5%
1996	393	<i>NA</i>	<i>NA</i>	<i>NA</i>	128	32.6%
1997	404	<i>NA</i>	<i>NA</i>	<i>NA</i>	114	28.2%
1998	388	<i>NA</i>	<i>NA</i>	<i>NA</i>	109	28.1%
1999	354	<i>NA</i>	<i>NA</i>	<i>NA</i>	115	32.5%
2000	361	190	20	20	131	36.3%
2001	368	182	<i>20</i>	13	153	41.6%
2002	367	183	<i>23</i>	30	131	35.7%
2003	350	180	<i>17</i>	26	127	36.3%
2004	350	153	<i>24</i>	28	145	41.4%
2005	342	147	<i>29</i>	24	142	41.5%
2006	328	161	<i>15</i>	14	138	42.1%
2007	323	137	<i>18</i>	22	146	45.2%

To read this table: There were 386 children born in Glen Cove in 1995; 133 of them (34.5%) were Hispanic. The State of New York does not have separate figures from 1995 through 1999 for white, black and other births. These are available from 2000 forward. In 2007, the latest year for which data is available, there were 323 total births of which 137 were white, 18 Black, 22 other and 146 (45.2%) Hispanic. Children born in 2007 will be in the kindergarten class formed in 2012.

Source: Bureau of Biometrics and Health Statistics of the New York State Department of Health

Two important facts stand out in this table.

First, births to women living in Glen Cove have declined from an average of 394 annually from 1995 through 1997 to an average of 331 per year one decade later. This low number of births could result in smaller kindergarten classes entering the school district over the next three years.

Second, the Hispanic population in Glen Cove has been increasing and the percentage of births to Hispanic women has been increasing, too. That is not

surprising. But in 2000, when the Census showed 20% of Glen Cove residents identifying themselves as Hispanic, 36.3% of the births were to women of Hispanic heritage. As the number and percentage of Hispanics has increased, so has the percentage of births.

In 2007, better than 45% of the births in Glen Cove were to Hispanic families. This may or may not prove important in projecting the number of children who will enter kindergarten in 2012.

Table 5 provides some insight into that. Table 5 looks at the number of children who were born in a given year and the number of children who were enrolled in kindergarten five years later. And, from the school year 2003-04 forward, it examines that information by major ethnic group. Once again, it must be stressed that this is a mathematical construct. It does not indicate that a specific child born enters kindergarten five years later but that there is a pattern that can be discerned between births and future kindergarten size.

Table 5
Births and Resulting Kindergarten Students,
2000-2009, By District and By Ethnicity

Year	<u>ALL STUDENTS</u>			<u>HISPANIC</u>			<u>WHITE</u>			<u>BLACK AND OTHER</u>		
	Births			Births			Births			Births		
	5 yrs	No.		5 yrs	No.		5 yrs	No.		5 yrs	No.	
<u>Enter K</u>	<u>Prev.</u>	<u>Kind.</u>	<u>Ratio</u>	<u>Prev.</u>	<u>Kind.</u>	<u>Ratio</u>	<u>Prev.</u>	<u>Kind.</u>	<u>Ratio</u>	<u>Prev.</u>	<u>Kind.</u>	<u>Ratio</u>
2000	386	250	0.648	133			201			52		
2001	393	253	0.644	128			211			54		
2002	404	242	0.599	114			232			58		
2003	388	228	0.588	109	83	0.761	223	117	0.525	56	28	0.500
2004	354	228	0.644	115	96	0.835	191	95	0.497	48	37	0.771
2005	361	220	0.609	131	89	0.679	190	94	0.495	40	37	0.925
2006	368	234	0.636	153	105	0.686	182	88	0.484	33	38	1.152
2007	367	243	0.662	131	110	0.840	183	99	0.541	53	34	0.642
2008	350	200	0.571	127	92	0.724	180	86	0.478	43	22	0.512
2009	350	259	0.740	145	132	0.910	153	83	0.542	52	44	0.846

As was noted earlier, births in Glen Cove have declined over the last decade. And, in most years, kindergarten enrollment also declined but not always. As Table 5 shows, from school year 2000 (2000-2001) through school year 2006, the ratio of kindergarten enrollment to overall births was relatively steady, ranging from a high of just under 65% to a low of just under 59%. It made predicting the size of kindergarten classes relatively easy.

The pattern changed a little in 2007 and again in 2008 when the ratio fell to 57% and a small class of just 200 students was formed based on 350 births in 2003.

Given that the total number of births in 2004 was identical to 2003, another relatively small class, probably ranging from 200 to 230 on the high end, was expected this year. The actual enrollment was a startling 259, producing the largest birth to kindergarten ratio on record, .740. What happened?

There are a number of possible explanations but two appear to be most significant: changing relationships among ethnic groups in relation to births and the economy.

As Table 5 illustrates, the ratio of birth to kindergarten among white families has been relatively low since 2003, the first year for which information is available. On average, about 50% of the number of white births is the number of students that can be anticipated in kindergarten. Since white births constitute more than half the births in the district, this low ratio has been the determining figure in terms of projecting kindergarten enrollment. In 2003 (entering kindergarten in 2008), more than 50% of births (180 out of 350) were to white parents. Fewer than half of those children were registered in kindergarten in 2008.

In 2004 (entering kindergarten in 2009), there were only 153 white births among the 350 children born. Eighty-three white students were registered in kindergarten, a small number but a slightly higher ratio than in the previous six years. But for the first time, Hispanic births (145) were almost equal to white and, since the Hispanic ratio of births to kindergarten is higher than the white, this drove up the total number of students registered for kindergarten. Had one looked at the birth to kindergarten ratios by ethnicity, 210 to 240 students might have been projected for kindergarten this year.

The second factor appears to be the economy. In 2009, a larger percentage of parents in all ethnic groups chose to send their children to kindergarten. The ratio among Hispanic families was 91%. Among Black and Asian families, it was almost 85%. And among white families, while the ratio remained relatively low, at 54.2% it was the highest it had been in the last seven years.

So the combination of a larger proportion of births being to parents who identified themselves as Hispanic, Black, Asian, or Native American, and the decision of larger numbers of all parents to send their children to public school, resulted in a significantly larger kindergarten class than had been expected. To avoid surprises in kindergarten registration, the district would do well, in the future, to examine the number of births by ethnicity and to work with local pre-school programs to get a better pre-count of likely kindergarten students.

One limitation on using ratios of birth to kindergarten is that the same children probably are not included. Some of the children entering kindergarten will have been born in Glen Cove but others will not. A second, more important, limitation is that birth data is available only through 2007, children entering kindergarten in 2012. While one can project elementary school enrollment beyond 2012, the size of each kindergarten beyond that is simply a guess based on recent experience.

Children already in the Glen Cove schools will make up the district's middle school (grades 6-8) in 2015 and high school (grades 9-12) in 2018, so, unless something extraordinary happens, projections of their populations through those years are on solid ground.

Movement from grade to grade

The third important element in projecting enrollment is the *ratio of movement from grade to grade*, effectively the holding power of the school district. **Table 6** looks at the history of enrollment and grade to grade movement in Glen Cove since 2003 and also shows the ratio over periods of years.

To read this table, one must go from grade to grade *on a diagonal*, as shown by the bold faced numbers. Thus, in 2004 there were 228 students in kindergarten. The next year, there were 222 children in first grade. The ratio of returning students (really numbers of students) was .974 (222/228). The following year, in second grade, the class was down to 213 students, a ratio of .959 (213/222). In 2007, in the third grade, the class had gained four students and there were 217, a ratio of 1.019 (217/213). The class grew again in fourth grade and this year, in fifth grade, it numbers 228.

To base the ratio of grade to grade movement on a single year could give a false reading. Does every class lose students from kindergarten to first grade and first to second and then gain students in each of the next years? Looking at the data in the table, it is apparent that this is not true. In each of the last two years, as an example, the first grade has been significantly larger than the previous year's kindergarten.

So rather than depend on the experience of any one year, the demographer looks at the experience over a number of years, usually three to five, as shown in the section "Ratios of movement over periods of time." (We also examine those based on a weighting that makes the most recent year more important than the first in the group. Particularly over five years, that helps to pick up any trends or changes in trends.)

It is based on these ratios of movement from grade to grade, modified by what is known of changes in the community, that projections of future student enrollment are made.

Table 6

Glen Cove Enrollment and Grade to Grade Change

Births 5 Years Prev.	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9- 12	Total	Non- Graded	Grand Total
388	2003	228	232	231	229	251	203	229	222	244	260	270	247	216	691	683	695	993	3062	63	3125
354	2004	228	221	213	222	209	241	201	238	211	265	240	236	238	662	672	650	979	2963	53	3016
361	2005	220	222	211	202	222	201	231	194	233	221	254	237	253	653	625	658	965	2901	59	2960
368	2006	234	217	213	204	201	215	204	236	199	248	222	241	188	664	620	639	899	2822	27	2849
367	2007	243	232	211	217	201	191	229	224	249	216	248	212	229	686	609	702	905	2902	1	2903
350	2008	200	251	220	214	220	205	204	235	228	240	226	251	202	671	639	667	919	2896	0	2896
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2973	1	2974

Ratio of movement, year to year

	B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
03-04	0.644	0.969	0.918	0.961	0.913	0.960	0.990	1.039	0.950	1.086	0.923	0.874	0.964
04-05	0.609	0.974	0.955	0.948	1.000	0.962	0.959	0.965	0.979	1.047	0.958	0.988	1.072
05-06	0.636	0.986	0.959	0.967	0.995	0.968	1.015	1.022	1.026	1.064	1.005	0.949	0.793
06-07	0.662	0.991	0.972	1.019	0.985	0.950	1.065	1.098	1.055	1.085	1.000	0.955	0.950
07-08	0.571	1.033	0.948	1.014	1.014	1.020	1.068	1.026	1.018	0.964	1.046	1.012	0.953
08-09	0.740	1.080	0.988	1.027	1.009	1.036	0.976	1.025	1.004	1.070	0.983	0.920	0.984

Ratio of movement over periods of time

	B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
3 Yr.	0.658	1.035	0.970	1.020	1.003	1.002	1.036	1.050	1.026	1.040	1.010	0.962	0.962
3 YW	0.671	1.050	0.972	1.022	1.007	1.017	1.021	1.037	1.017	1.037	1.007	0.957	0.968
5 Yr.	0.644	1.013	0.965	0.995	1.001	0.987	1.016	1.027	1.016	1.046	0.999	0.965	0.950
5 YW	0.657	1.030	0.968	1.009	1.003	1.001	1.022	1.035	1.019	1.043	1.005	0.960	0.949
4 Yr.	0.652	1.023	0.967	1.007	1.001	0.994	1.031	1.043	1.026	1.046	1.009	0.959	0.920
Hi Yr	0.740	1.08	0.988	1.027	1.009	1.036	0.976	1.025	1.004	1.070	0.983	0.920	0.984

Projections of future student enrollment

Based on what we know of likely community development, births over the last four years and the holding power of the school district (grade-to-grade movement), it would appear that overall enrollment in Glen Cove will remain at or close to its present level for at least the next four years.

Enrollment in Glen Cove peaked in 2001 at 3,216 students. It fell for the next five years, bottoming out at 2,849 in 2006, a loss of 367 students or 11.4%. Had projections been made based on that five year period alone, the expectation would have been that Glen Cove's enrollment would continue to decline and would be below 2,800 in 2009. (In fact, such projections were made.) But enrollment did not continue to drop. Rather, in 2007 there was a rebound to 2,903 and in 2008 enrollment stood at 2,896. This year there was a significant increase to 2,974 students (including one non-graded student not included in subsequent text and grade-to-grade tables).

If one looks at projections based on the experience of the **last five years**, a period during which enrollment dropped then stabilized for two years before rising this year, it projects a continuing downward trend to just 2,911 students in 2012 and, looking further ahead, to 2,798 in 2019. Since it is based largely on years when population was dropping, we believe that it is an unlikely scenario. On the other hand, if the bounce this year proves to be just a one-year aberration interrupting the longer cycle, then this is the direction in which district enrollment would go. (*Appendix A shows enrollment projections based on these assumptions.*)

If one looks at grade by grade enrollment based on the experience of the **last three years**, (*see Appendix B*) with an emphasis on the last year, it shows enrollment rising very modestly in each of the next three years, reaching 3,046 in 2012, 73 more students than are in the system today. That modest increase is based, in large part on the low birth cohorts in 2006 and 2007 (classes entering kindergarten in 2011 and 2012). It projects the formation of two small kindergarten classes that will work their way through the system over the years, holding K-12 enrollment down.

Both the three- and five-year projections are based on examining the district as a whole. But, as we have seen, there are differences between Hispanic and non-Hispanic groups when it comes to ratio of births to kindergarten. Moreover, the Hispanic proportion of both births and enrollment has been growing.

For that reason, we have projected each of the major ethnic groups in the Glen Cove school system –White, Hispanic, Black and Asian and other – separately, and then **combined** those results into a single system. Looked at in this manner (*see Appendix C*), it appears that enrollment in the district may rise somewhat more

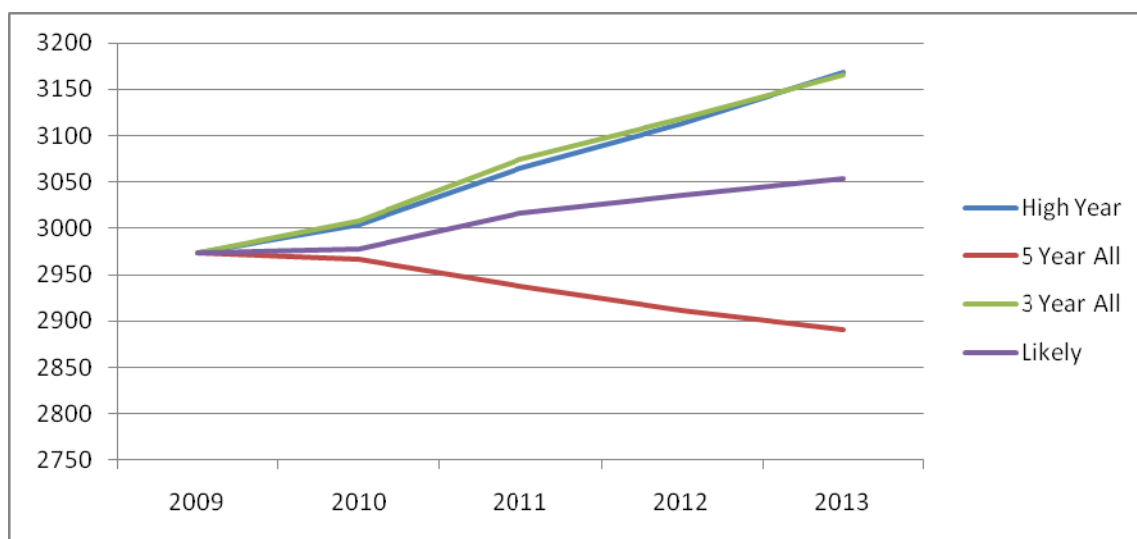
quickly than would have been expected. This is essentially because the Hispanic representation in the two small birth cohorts is large and more of these children are expected to be enrolled in the public schools.

Is a repeat possible?

The increase in enrollment this year over the last broke away from all recent experience. The ratio of birth to kindergarten was the highest ever during the years where records are available and the ratio of movement from grade to grade through the fifth grade was at its highest level in at least six years. In the high school, too, holding power was at a very high level. Was this a one-year phenomenon or the beginning of a trend perhaps fueled by the economy, the increased number of Hispanic births and the improving reputation of the Glen Cove schools as test scores and discipline remain high? There is obviously no way of knowing until the district has had at least one more year of experience.

If **last year's experience** is repeated over the next three years (*see Appendix D*), even with the low birth cohorts of 2005, 2006 and 2007, K-12 enrollment would reach over 3,100, higher than at any time since 2002 and, if larger birth cohorts develop, in the future, there could be rapid growth from there. Enrollment in the four elementary schools would rise from the current 1,393 to almost 1,550. And the middle school would be well on its way to a population exceeding 800. It appears to be an improbable scenario, but it must be considered.

The **graph** shows the possible change in school population through 2019 based on four different sets of projections. Given the economy, ethnic changes in the community and the relative stability of the community itself, we would expect the actual enrollment to fall in the middle, not at either extreme.



A most likely scenario

Table 7 shows what we would consider the most likely scenario for Glen Cove over the next few years and, in some instances, over the next decade. In 2009 there are 2,973 students in **Grades K-12**. By 2012, it is expected that student population will rise modestly to 3,014. Based on these projections, enrollment could continue to rise over the next decade.

The 723 students currently in grades **K-2** are more than can be expected in any of the next three years, due to the low birth cohorts from which students will be drawn. But this could reverse quickly if more parents opt to send their children to the public schools and/or if birth cohorts return to recent higher levels (350 to 400). This must be carefully watched. Births recorded for 2008 should be available soon and that could provide an important clue to the future.

Enrollment in grades **3-5** will rise above 700, then drop back as the three expected smaller classes arrive. This estimate will have to be revised should the current year's experience with kindergarten enrollment be repeated, but the district will have three years in which to adjust.

This year's large kindergarten will drive **middle school** enrollment above 750 when it reaches the sixth grade in 2015 and will push the **high school** population over 1,000 as it moves up. However expected smaller classes will bring those populations back down by the end of this ten-year period.

Estimates of future student enrollment are not static and must be reviewed regularly. At best they can provide early warning, direction and planning opportunities for the school district. The basic data for tracking changes in enrollment over the years is available within the tables of this report. The district would be prudent to update it annually in order to observe significant changes and modify its expectations.

Table 7

Projections of Most Likely Population, Glen Cove

Births 5 Yrs. Prior		Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12	Total K-12
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2,973	
342	2010	229	269	210	251	227	217	232	207	213	247	244	225	203	708	695	652	920	2,975	
328	2011	218	238	261	213	252	228	221	240	211	223	248	233	215	718	693	672	919	3,002	
323	2012	215	227	232	265	214	254	232	229	245	221	223	236	223	673	732	706	903	3,014	
334	2013	222	223	220	235	266	215	258	241	233	256	221	213	226	665	716	732	916	3,029	
334	2014	222	231	217	223	236	268	218	267	245	244	257	211	203	669	727	731	915	3,043	
334	2015	222	231	224	220	224	238	272	226	272	256	245	245	202	677	682	771	948	3,077	
334	2016	222	231	224	227	221	226	241	282	230	285	257	233	234	677	674	754	1,009	3,114	
334	2017	222	231	224	227	228	223	230	250	287	241	286	245	223	677	678	766	995	3,116	
334	2018	222	231	224	227	228	230	226	238	254	301	242	273	234	677	686	718	1,049	3,130	
334	2019	222	231	224	227	228	230	233	234	242	266	301	231	260	677	686	710	1,059	3,131	

To read this table: In 2009, there are 2,973 students in Grades K-12 in Glen Cove. By 2012, it is expected that student population will rise modestly to 3,014. Based on these projections, enrollment could continue to rise over the next decade. The 723 students in grades K-2 this year appears to be the largest group to be expected in these grades, due to the low birth cohorts entering over the next three years but this could reverse quickly if more parents

opt to send their children to the public schools and if birth cohorts should return to recent higher levels (350 to 400). This must be carefully watched. Enrollment in grades 3-5 will rise above 700, then drop slightly as the smaller classes arrive. This year's large kindergarten will drive middle school enrollment above 750 when it reaches the sixth grade. With students already in the system and its increased holding power, the high school population is expected to be above 1,000 by 2016..

SCHOOL CAPACITY

School capacity can be determined in a number of ways from State-mandated formulas to district policy and building condition. When we examine capacity, we do so in line with district policies, district traditions, aspirations and expectations, and the ability of specific buildings to serve and meet those expectations.

Specifically, in reference to the four elementary school buildings of Glen Cove, we have considered class size guidelines, district policy in regards to the availability of such spaces as music and art rooms, a library, offices and classrooms for support services, accessibility, safety and responsibility and the use of found space.

In determining available classrooms, we assigned a separate art room, music room and library in each school building. Where these do not currently exist, we deducted them from the building's inventory of classrooms. Thus in Deasy, we deducted space within the school for a library and an art room since both of these are currently located outside of the building.

By the same token, in Gribbin, where a former full-size classroom has been divided into two smaller rooms to serve as space for resource and ESL classes, we did not include them in the classroom count. Obviously, if enrollment increases in these or the other elementary school buildings, the district may choose to recover the space for classroom use, but that would limit that school's ability to provide full services in that facility.

Using those guidelines, the number of classrooms available in each of the schools is shown below along with the possible capacity, using district guidelines of no more than 22 in kindergarten, first and second grades and no more than 24 in grades 3-5.

School	Available Classrooms	Capacity
Deasy (K-2)	15 @ maximum 22	330
Gribbin (K-2)	17 @ maximum 22	374
Connolly (3-5)	17 @ maximum 24	408
Landing (3-5)	15 @ maximum 24	360
All K-5 Buildings		1,472
K-2 buildings		704
3-5 buildings		768

From 2005, when the fifth grade was returned to the elementary schools, through 2008, every school but Deasy has had enough available classrooms to accommodate

its students under the district guidelines. Deasy has met its needs by putting the library and art room in an annex in the basement of the adjacent middle school.

Looking ahead at the likely projection of student population shown in Table 7, it appears that this year's K-2 enrollment will not be reached again soon, especially with small birth cohorts poised to enter the system. In grades 3-5, an increase is expected, indicating that Landing and Connolly together, as they are presently configured, could be close to their capacity by 2012.

Should the experience of the current year re-occur (*Appendix D*), Deasy (already beyond its best capacity) and Gribbin would have to make adjustments such as giving up art, music, library and space for special programs, as early as next year.

Capacity and quality

Barring another influx of students in the fall of 2010, Glen Cove's elementary schools appear to have enough space (capacity) to house the projected number of students at least for the next three years. But that would be dependent upon continuing to use the Deasy annex and filling all classes to their maximum under present guidelines. Considering the size of rooms and the district's program of supporting special needs students in regular classes, that will not be easy.

Capacity also needs to be measured in terms of the quality of the space. Glen Cove's elementary schools, especially Deasy and Landing, are old and deteriorating and many spaces are inappropriate for the scheduled activities and for students. In looking to the future, and to the possible need to house additional students, the district may want to take this opportunity to evaluate its buildings and to consider ways in which space and program can be advanced at the same time.

In terms of quality of space, most of the classrooms in **Deasy** are undersized (660 sq ft which is below current State standards). The building has no identifiable main entrance. It is not accessible. The nurse's room has no running water. Only two kindergarten rooms have toilets and toilet facilities in general are poor. Three basement classrooms are in regular use. (In general, use of basement space is discouraged and where it is used, the preference is to schedule pull-out programs so that no child spends more than a short time below ground level.) There is no music room; music is on the auditorium/cafeteria stage. The outside play area is across an active driveway.

The use of annex space in the basement of the middle school has the potential for creating safety issues in an emergency. As an example, do Deasy's students and faculty in the art room or library participate in fire drills in Deasy or do they ignore them? If the middle school has an evacuation, do Deasy students participate? How do they react if they are in transit between the two buildings?

The annex houses Deasy's art room along with a space designated as the library. In the annex, the library is far from its normal position as the center of the school. Beyond the library, there is a large open space that is being developed as an "Exploratorium." Its distance from the school's classrooms seems to be an obstacle to its use. (The annex also holds the district's Pre-K program in two rooms with a door to the outside. However, since the program is in a basement area, children must negotiate a flight of stairs if they use this exit.)

Deasy's many deficits make it a prime candidate for replacement or for a more appropriate use.

The district's other K-2 school, **Gribbin**, presents a totally different picture. A modern elementary school building, it is fully accessible (it has an elevator and all activity rooms other than classrooms are on the ground floor) and each of its 17 classrooms has its own toilet, sink and water fountain.

The school has a library that was designed for its purpose and is located in the building's main corridor. There is a full-size art room, a designated music room, a properly equipped nurse's room, and an all-purpose room with new pull-down cafeteria tables and its own full-service kitchen. Classrooms in this building are smaller than might be desired (most are 672 sq ft; three are 900) but are adequate, and operable walls between some rooms allow teachers to open space and team, if desired. Gribbin is located on a large site with adequate playground and field space.

As with the district's K-2 buildings, there are stark differences between its two 3-5 elementary schools.

Connolly, which receives students from Gribbin, is a comfortable post-war school with 18 large classrooms (most are 832 sq ft) including two in a modular building. An elevator, located at the end of a corridor makes the two-story building accessible. All classrooms along with a large library, the main office, a divisible multi-purpose room with a stage and several support rooms are on the ground floor. There is a nurse's office but it has no bathroom of its own so the male teachers' bathroom is used which means it must be closed to adults during school hours.

The bottom floor (the building's basement) houses a kitchen and cafeteria with room for 100. The cafeteria is also used for computer instruction. A large art room doubles as an overflow cafeteria and houses a talented and gifted program. There is a separate music room. Two small rooms are used for reading and speech instruction. There are no classrooms on this floor so children are in the basement area only for short times and specific activities. Connolly is on a 13-acre site so it could be expanded if that was desired.

Landing receives students from Deasy. The main building, constructed in 1933, contains five classrooms on the first floor, a library and six classrooms on the second floor and an art room, a music room and some support spaces in the basement. There is no accessibility. The bathrooms need significant upgrading including relocating the custodian's slop sinks which are now located within both boys and girls facilities. The old building includes a designated gym/cafeteria with a stage which is used for band practice.

In 1955, a one-story addition provided four additional classrooms (two originally designated for art and music) and two half-size classrooms. Each of the six spaces was equipped with its own toilet facilities.

Another addition, this one opened in 2008, provides a single, modular open space of almost 2,500 sq ft. Although originally designated as a multi-purpose room it has not worked out that way. Rather, it houses a cafeteria serving line where food that is brought in from the middle school is picked up by students who then carry it back into the original gym/cafeteria. The noise level in the multi-purpose room renders it unsuitable for lunch seating. If space is needed, with acoustical treatment the room could be subdivided to provide some additional accessible classrooms.

Landing is on a large site that could be built upon, if a decision were made to upgrade and enlarge or replace this building.

Some scenarios to consider

Although it appears that Glen Cove's existing elementary school facilities will be able to house its students at least over the next three to five years, the quality of the space in two of the buildings raises significant questions about safety and equality. Real estate agents, for example, are very clear in stating that many potential buyers ask specifically for areas that send children to Gribbin and Connolly. Here are some ways in which the district might want to address these problems.

1. Change the sequence so that children who attend Deasy move on to Connolly. This would equalize the facilities opportunities for all children in the district but it would not end the use of inadequate facilities.
2. Although our focus was on the elementary schools, we became aware of the availability of space in the middle school and the lack of space in the high school. There is always a temptation to return the fifth grade to the middle school, opening space in Connolly and Landing and possibly making it possible to put all third and fourth grade students in an expanded Connolly, but a better use of space in the middle school might be to consider it as an adjunct or annex to the high school.

Since the middle school was originally a high school, it would be possible to use the 16 classrooms in the wing adjacent to Deasy (and, possibly including Deasy), for a stand-alone high school program which, in turn, would open up space in the existing high school. The district and high school staff would have to determine what uses might be appropriate but they could include an arts or science (or other) magnet, a ninth-grade center, a senior center, an alternative school, a career school or whatever other programs would benefit the students of Glen Cove.

3. If such a program was instituted, a replacement would be needed for Deasy. One possibility would be to use both Gribbin and Connolly for grades 3-5 and to construct a single new Pre-K-2 school on land the district owns either at Landing (which, itself, could be updated and expanded) or the high school.

Glen Cove probably has the capacity in its elementary schools to house the projected student population but that means continuing to use deteriorated and sub-par space. The problems could be ameliorated in part by construction of additional modular space but a piecemeal approach will not be sufficient to make it possible to end the use of Deasy as an elementary school, an outcome that should be desired.

Unless there is another explosion of enrollment later this year, the district is lucky in that it has a few years to plan and get control of its facility needs both in the elementary schools and the high school, time during which, it is hoped, changes in the economic climate will encourage the public to invest in the education of its children.

Appendix A

Projections of Student Population Based on 5 Years Average Cohort Survival

Births 5 Yrs. Prior	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9- 12	Total K-12
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2,973
342	2010	220	262	208	247	226	213	232	205	212	247	244	228	222	691	686	650	940	2,967
328	2011	200	223	253	207	247	223	217	238	209	222	247	235	216	676	678	664	920	2,937
323	2012	197	202	215	252	207	244	227	223	242	218	222	238	223	614	703	692	902	2,911
339	2013	206	199	195	214	252	205	248	233	226	253	218	214	226	601	671	707	911	2,891
339	2014	207	209	192	194	214	249	208	255	237	237	253	210	203	608	657	700	903	2,868
339	2015	207	209	202	191	194	211	253	214	259	248	236	244	200	617	597	725	928	2,868
339	2016	207	209	202	201	192	192	215	260	217	271	248	228	232	618	584	692	978	2,872
339	2017	207	209	202	201	201	189	195	221	264	227	270	239	217	618	591	680	953	2,842
339	2018	207	209	202	201	201	198	192	200	224	276	227	261	227	618	600	617	991	2,826
339	2019	207	209	202	201	201	198	201	197	204	235	276	219	248	618	600	603	978	2,798

Appendix B

Projections of Student Population Based on 3 Years Weighted Cohort Survival

Births 5 Yrs. Prior	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12	Total K-12
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2,973
342	2010	229	272	210	253	228	220	233	207	213	245	246	226	201	711	700	653	918	2,982
328	2011	220	241	264	215	255	231	224	242	211	221	247	235	219	725	701	677	921	3,024
323	2012	217	231	234	270	216	259	236	233	246	219	222	236	228	682	745	715	904	3,046
328	2013	220	227	225	239	272	220	265	245	237	255	220	212	228	672	730	747	916	3,065
328	2014	220	231	221	229	241	276	224	275	249	245	257	211	206	672	746	748	919	3,085
328	2015	220	231	224	226	231	245	282	233	279	259	247	246	204	675	701	794	956	3,127
328	2016	220	231	225	229	227	235	250	293	237	290	260	237	238	675	691	779	1025	3,171
328	2017	220	231	225	229	231	231	240	259	298	245	292	249	229	675	691	797	1015	3,179
328	2018	220	231	225	229	231	235	236	249	264	309	247	279	241	675	695	749	1076	3,195
328	2019	220	231	225	229	231	235	240	245	253	274	311	236	270	675	695	737	1091	3,199

Appendix C

Projections of Student Population Based on 3 Years Weighted and Combined Cohort Survival

Births 5 Yrs. Prior	Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12	Total K-12
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2,973
342	2010	229	272	210	253	228	220	233	207	213	245	247	226	202	712	700	653	920	2,985
328	2011	220	241	265	215	255	231	224	242	211	220	248	237	220	726	701	677	924	3,028
323	2012	217	231	235	271	216	259	236	233	246	219	223	237	230	683	746	715	909	3,052
328	2013	220	228	225	240	272	220	265	245	237	255	221	214	230	673	732	747	920	3,071
328	2014	220	231	222	230	241	277	224	275	249	245	258	212	207	673	748	748	923	3,092
328	2015	220	231	225	226	231	245	283	233	279	258	248	247	206	676	703	795	960	3,134
328	2016	220	231	225	230	228	235	250	293	237	290	262	238	240	676	693	780	1029	3,178
328	2017	220	231	225	230	231	232	240	260	298	245	293	251	231	676	693	798	1020	3,188
328	2018	220	231	225	230	231	235	237	249	264	309	248	281	243	676	696	750	1082	3,205
328	2019	220	231	225	230	231	235	240	245	253	274	313	238	273	676	696	739	1098	3,209

* Combined after calculating White, Hispanic, Other (including Black & Asian) separately

Appendix D

Projections of Student Population Based on High possibility (effectively, 2009*)

Births 5 Yrs. Prior		Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12	Total K-12
350	2009	259	216	248	226	216	228	200	209	236	244	236	208	247	723	670	645	935	2,973	
342	2010	253	280	213	255	228	224	222	205	210	253	240	217	205	746	707	637	914	3,004	
328	2011	243	273	276	219	257	236	218	228	206	225	248	221	214	792	713	652	908	3,065	
323	2012	239	262	270	284	221	266	231	224	229	220	221	229	217	771	771	683	887	3,113	
336	2013	248	258	259	277	286	229	260	236	225	245	217	203	225	766	793	721	890	3,169	
336	2014	248	268	255	266	280	297	224	266	237	240	241	199	200	772	843	727	881	3,223	
336	2015	248	268	265	262	268	290	290	229	267	254	236	222	196	782	821	786	908	3,297	
336	2016	248	268	265	272	264	278	283	297	230	286	250	218	218	782	815	810	972	3,378	
336	2017	248	268	265	272	275	274	271	290	298	246	281	230	214	782	821	859	972	3,434	
336	2018	248	268	265	272	275	285	267	278	291	319	242	259	226	782	832	837	1046	3,497	
336	2019	248	268	265	272	275	285	278	274	279	312	314	223	255	782	832	831	1103	3,548	

*These projections assume that all ratios of change from 2008-09 to 2009-10 continue for the next ten years