

PROJECTED ENROLLMENT

AND

SCHOOL ORGANIZATION

2015-2016 2019-2020

SYOSSET CENTRAL SCHOOL DISTRICT

SYOSSET, NEW YORK

MAY, 2015

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

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SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

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SECTION I

HISTORICAL REVIEW

In 1954 three small school districts centralized and became Central School District No. 2, later to be named the Syosset Central School District. At that time each of these districts, Syosset, Woodbury and Locust Grove, had one elementary school and were either planning or building a second elementary school.

All secondary school students attended one of the nearby school district's secondary facilities. One of the prime purposes of the centralization was to provide a sufficient number of pupils to warrant construction of secondary facilities within the newly formed central school district.

The Board of Education, at that time, hired Dr. Francis Cornell, an educational consultant, to develop a pattern of school organization. Dr. Cornell divided the entire geographical area of the school district into census tracts, with a number of subdivisions of each tract. Projections were based on the building of homes underway and a K-6, 7-9, 10-12 organization was recommended. It was further recommended that each K-6 school be located so that it would serve the immediate neighborhood in terms of pupil population. Subsequently, it became necessary to increase transportation in order to provide adequate classroom space. As a result, the neighborhood concept of elementary schools is no longer the primary basis for pupil attendance.

Following the completion of the study by Dr. Cornell, the district engaged in an extensive building program which included:

<u>SCHOOL</u>	<u>DATE VOTED</u>
Summers School	October 5, 1954
Baylis School	March 8, 1955
Willits School	March 8, 1955
Syosset High School	June 21, 1955
Berry Hill School	February 7, 1956
Village - addition	February 7, 1956
South Grove - addition	February 7, 1956
Robbins Lane School	October 30, 1958
South Woods JH School	December 14, 1957
Baylis - addition	December 14, 1957
Willits - addition	December 14, 1957
Walt Whitman - addition	December 14, 1957
South Grove Annex	December 14, 1957
Thompson JH School	September 26, 1959
Robbins Lane - addition	September 26, 1959
Syosset High - addition	February 2, 1963

During this period of construction, it was necessary for students to be housed temporarily in schools other than those originally planned for them. For example, at different times Grade 7 was housed in elementary schools and Grades 5 and 6 were housed in junior high schools.

However, these were all considered temporary and the formal pattern of organization was not changed from K-6, 7-9, 10-12 at that time.

While growth and building took place from 1954 to 1963, all existing space, including substandard rooms and basement rooms, was used for regular classrooms, libraries, and faculty rooms. Storage closets and offices were used for special subject instruction, and schedules had to be dictated by available space rather than educational needs.

From 1963 to 1968, the number of new houses built in the district began to decline. There were still some areas in which growth of the district was fairly well saturated. During this period, the district began to make use of classroom space as it became available for the various special services already being provided in substandard rooms. Portable classrooms were added to alleviate overcrowding and eliminate use of other substandard facilities.

In 1968-69, a building program was designed and presented to the public. There were two major areas of expansion included. They were a new high school addition and the replacement of Split Rock School. The remainder of the plan dealt with building renovations and small additions to provide proper spaces for the teacher of special subjects in existing buildings. These bond issues to finance this building program were not approved by the voters.

Beginning in 1969, with housing starts in our district at a virtual standstill, the pupil population at the K-6 level began to decrease at a rate of approximately 200 pupils per year. With this decline, the number of regular classrooms required began to diminish in some buildings and conversion of rooms for Library Media Centers, Developmental Learning Centers, Art, Music, Speech, and Psychological Services were possible. All of these conversions were based upon the following assumptions:

1. That regular classrooms necessary to serve the pupil population of each school were available.
2. That every possible effort would be made to provide adequate and equal facilities throughout the district.

From 1969-70 through the 1975-76 school year, there was a reduction of 1,952 pupils. During the same period of time, there was a reduction of 58-1/2 classroom teachers resulting from this decrease in pupil population.

In June of 1976, the school district closed two elementary schools - Summers and Locust Grove. Housing starts increased in 1975-76 and continued through 1976-77, resulting in the development of several parcels of land throughout the district.

In June 1976, the Board of Education approved the rental of the Summers School to the Board of Cooperative Educational Services (BOCES) for a five-year lease with option to cancel the lease on a year's notice if the school district needed the facility.

In May 1977, the Board of Education approved the rental of part of the Locust Grove School to the Preschooler's Workshop and approved the continued use of the Woodbury School as the Instructional Materials Center. The Business Office occupied the other half of the Locust Grove School in January 1977.

In July 1977, the Superintendent completed a five-year study of staffing needs.

In the 1977-78 school year, the district continued to house students in the eight elementary schools, two junior high schools, and the senior high school. Locust Grove continued to house the Business Office as well as the Preschooler's Workshop which rents one-half of the building. The Instructional Materials Center remained at the Woodbury School.

The report of December 1977 recommended continuation of the use of the present facilities for the 1978-79 school year. In addition, staffing reductions were recommended on the basis of pupil enrollment and in accordance with class size policy.

The report of December 1978 recommended continuation of the use of the present facilities for the 1979-80 school year. Staffing reductions continued on the basis of enrollment and class size policy. The Pupil Personnel Services were moved to South Woods Junior High School and additional space was rented to the Preschooler's Workshop of Garden City, Inc. at Locust Grove. Summers School continued as a rented BOCES facility.

The report of December 1979 recommended the continuation of all present facilities for the 1980-81 school year, with a recommendation for the closing of the Split Rock School in 1981-82. Prior to his leaving, Dr. Murphy made a series of recommendations to the Board of Education for their consideration during the 1980-81 school year. These recommendations were incorporated in this 1980-81 report based on current enrollment projections.

The report of December 1980 recommended the closing of the Split Rock School in September 1981 and the further closing of the Walt Whitman School in September 1982. In addition, it recommended reorganization of the school district to a K-5, 6-8, 9-12 program. The Business Office was relocated to the South Woods Junior High School and the Locust Grove School was sold to the Preschooler's Workshop. The Summers School continued as a rented BOCES facility.

The 1981 consolidation program recommended by the acting Superintendent was presented to and studied by the Advisory Committee on School Facilities. The committee, in its report, recommended that the Board not institute the plan and asked them to give the newly appointed Superintendent an opportunity to review the plan and present his recommendations in June 1982. The Board voted to defer the program and requested the Superintendent to make his recommendations for study and reorganization during the 1981-82 year and by December of 1982.

In August 1982, the Superintendent presented his preliminary recommendations to the Board of Education for discussion with the Advisory Committee.

The Advisory Committee was presented with the report entitled, "Supplementary Information to the Preliminary Recommendations of the Superintendent of Schools on School District Reorganization and School Closings" on October 4, 1982.

From August to November 1982, the Superintendent of Schools presented several alternatives to the preliminary recommendation to the Advisory Committee for their deliberation and recommendation to the School Board.

The Advisory Committee met and discussed the preliminary proposal, further proposals by the Superintendent, and made a recommendation to the Board of Education on December 6, 1982.

The Board considered various proposals and voted on December 6, 1982 not to take any action regarding school closing for 1983-84.

On December 16, upon the Superintendent's recommendation, the Board voted to close the Split Rock School in June 1983 and to transfer the students to the Village and Berry Hill Schools. The resolution also called for the transfer of students from the Fairhaven Apartments from Walt Whitman to Willits and called for a K-5, 6-8, 9-12 organizational program for the 1986-87 school year.

On January 19, 1984, the Superintendent of Schools recommended the continuation of the present program with all facilities, until the 1986-87 year, at which time the district would reorganize in a K-5, 6-8, 9-12 program. The Superintendent recommended the transfer of students from Area K-1 in grades kindergarten through 5 from Walt Whitman to Baylis, and that students in grade 6 be given an option to complete their program at Walt Whitman. The Board of Education requested that all except kindergarten students be considered for the option in a "phasing program" for the move. This program began in September 1984.

On October 22, 1984, the Board of Education approved the resolution maintaining all seven elementary schools for the K-5 program with the approval of a full day kindergarten program to go into effect in September of 1986.

The reorganization to a K-5, 6-8, 9-12 structure with a full day kindergarten program began in September 1986. The high school added a modular classroom as well as the reconstruction of interior project areas to accommodate the enrollment. Furniture, rugs, and equipment were purchased for all of the new kindergarten rooms. The program maintained all present enrollment areas.

The 1986-87 school year activities were directed toward establishing the reorganized school district structure. Included in the process was the introduction of new curricular offerings, the orientation of new and additional instructional staff, the completion of renovation projects throughout the district which were designed to accommodate the reorganized program, and the establishment of plans to begin evaluating the new organized structure and programs.

During the early months of the 1987-88 school year, the concept of Syosset "1990s" was established by the Superintendent of Schools and the Central Administrative Staff. The program was to draw together, under the direction of Reorganization Steering Committee, the elementary, middle schools, and high school curriculum councils to begin examining instructional topics that might be in place by 1990 or soon thereafter. Topics such as an alternative high school program, elementary school computer centers, science centers, math centers, ESL centers, and elementary, middle school and high school guidance programs were some of the topics to be considered.

As the 1988-89 school year unfolded, a before and after school child care program became operational in all seven elementary schools for school-aged Syosset children, K-5. The Secondary Curriculum Council was reestablished and included both middle schools and the high school to allow for greater articulation between the secondary programs. A computerized special education student information management project was introduced. Syosset 1990s committees, K-12, were formed to study critical thinking skills, research skills, the outdoor and environmental education, and technology. An alternative education program for at-risk students was introduced in the high school.

The 1989-90 school year witnessed the continuation of all programs in all schools and the continuation of the use of the present facilities for the 1990-91 school year. The primary grades in the elementary schools emphasized the whole language philosophy in the teaching of language arts, while the intermediate grades focused much attention on literature-based reading. The middle schools and high school introduced many new courses in art, ESL, foreign language, health, mathematics, science, and social studies. The reporting of numerical ranks for students (rank-in-class) in grades 9-12 was eliminated, effective 1990. The 1990's committees continued to meet, and final recommendations were offered from those committees which finished their work.

During the 1990-91 school year, the Superintendent recommended that the present organizational format continue for the 1991-92 school year. The following events and/or activities occurred which enhanced the existing excellent program offerings: the establishment of the middle grouping committee, the introduction of additional courses at the high school and middle schools, the convening of a computer committee to

recommend priorities for updating the equipment, the introduction of "Math Their Way" (a manipulative-based approach) in kindergarten, staff development workshops, reorganization of the scheduling process, and the continuation of the whole language philosophy. In addition, a plan was put in place for the 1991-92 school year that would provide for a timeline for curriculum review.

For the 1991-92 school year, the present school configuration was continued and remained for the 1992-93 school year as recommended by the Superintendent of Schools. During the 1991-92 school year, despite budget constraints, numerous activities occurred which enriched an already outstanding program: final reports were issued by the middle grouping committee, new courses were introduced at the middle school and high school, curriculum committees were established, the testing committee was reconvened, "Math Their Way" was expanded into grade 1, and summer curriculum work was completed which supported new courses and elementary science.

The 1992-93 school year continued with the present school configuration as recommended by the Superintendent of Schools. New programs and/or activities occurred with the most noteworthy being the selection of Syosset High School as a United States Department of Education Blue Ribbon School of Excellence. In addition, the high school witnessed the computerization of the library along with CD-ROMs and the introduction of new courses. The middle schools introduced a mandated study skills course while the elementary schools expanded their manipulative-based programs in math and science. Science fairs were held at all schools and authentic assessment strategies were introduced at all levels. Further, the district testing committee recommended the reduction of standardized tests and revised the selection criteria for the Project Beyond program. Curriculum review committees continued their work.

During the 1993-94 school year, the Superintendent of Schools recommended the continuation of the present school configuration. The district maintained all current programs as well as the implementation of new courses at both the middle and high schools. In the area of athletics, 7th grade district-wide teams were established and 9th grade teams were reestablished. The district continued its ongoing pursuit of upgrading technology. CD-ROM installations were effected at the middle school libraries as well as numerous enhancements at the high school business education, math and English computer labs. Curriculum work continued in the areas of authentic assessment, portfolio development and a review of elementary math textbooks was conducted by the Elementary Curriculum Council. Our students continued to receive numerous awards in all areas of academics.

In 1994-95, the District continued to gain recognition for its excellent programs and students continued to receive numerous awards in all areas of study. Programs continued to increase and additional courses in Japanese, speedwriting and specialty classes in Computer Technology which included Lotus 1-2-3, Database Management, Sequential Math Technology Lab, Film and Computer Animation, Computerized Ad Agency as well as Interdisciplinary Projects were introduced. Additionally, the District continued to upgrade its technology with the introduction of CD-ROMs in all school libraries, including elementary schools and the installation of a CD ROM Tower in the high school. New computer labs were installed in every elementary school and upgrades of the labs in middle schools occurred. Libraries continued to enhance their book collections, periodicals and technology and new math textbook series were adopted in the periodicals and technology and new math textbook series were adopted in the elementary schools, and science textbooks in the secondary schools. The high quality of education offered our children continued to be the District's number one priority.

There were many improvements in the already excellent instructional program at Syosset in 1995-96. Many new courses were instituted at the High School including Children's Literature, Broadway, and the American Theater, Shakespeare in Action, Low fat Cooking, and Advanced Writing. In the middle schools, Eastern World Language and Literature was introduced, and there were additional clubs offered in all schools. The District continued to replace some of its aging and obsolete equipment and introduced some

state-of-the-art computers. All elementary schools had computer labs installed, and the High School introduced computers to its music program. There was an increased use of computers as an instructional tool in art programs, while the District also focused on its research resources and moved forward with its use of the Internet as well as providing updated reference materials such as encyclopedias in all schools.

During the 1996-97 school year, the academic program continued to expand with the introduction of an Elementary Foreign Language Program, the extension of the Study Skills Program at the middle schools and several new courses at the high school. An Internet Lab was installed in the high school library and all schools continued to receive additional computers and Internet access for instructional use. Staff development continued in the areas of technology and math, an elementary committee was formed to review the K-6 social studies curriculum, and district-wide committees were formed to review the new standards in math, science and technology. The Secondary Curriculum Council recommended the implementation of a restructured advanced research program at the high school.

During the 1997-98 school year, the District continued to upgrade and expand its use of computer technology. Additional computer labs were installed at the high school and each elementary classroom (K-4) received a computer and printer. Elementary teachers began a two-year staff development training program in the use and application of computers as instructional tools. The elementary foreign language program continued into its second year, and Latin was introduced into the middle schools to sixth graders. The high school research program was expanded to ensure that all 9th grade students would have an opportunity to be exposed to the underlying concepts of conducting research.

Technology continues to expand and be upgraded during the 1998-99 school year. Computer cables have been installed, enabling a Wide Area Network (WAN) to exist in the District. Intra-net in elementary schools and Internet district-wide have been established. Homework is now available on the Internet in the middle schools. Two new state-of-the-art computer labs have been installed in each middle school. All fourth and fifth grade classrooms in the District have mini-labs and teachers have ongoing staff development in technology. Computers cross all subject areas, including math, science, art and the language arts. Math and science laboratory courses have been introduced in middle schools as have new music keyboard labs. The high school has many new courses, including theater and dance workshops, and advanced placement music theory, studio arts and environmental science. The elementary foreign language program has become part of the regularly scheduled school day. Latin has been introduced in the fifth grade curriculum. Textbooks continue to be upgraded and there have been many exciting additions to school programs.

The 1999-2000 school year has seen the initiation of many new courses in all school levels in Syosset Central School District. Additional clubs and enrichment activities have been added in all schools. Technology continues to develop adding mini-labs to all 3rd grade classrooms, a new math lab in the high school, and computers for the new environmental science classes. Internet access has expanded, and computers have been added to science projects classes, electronic music labs, and elementary music rooms. Enrichment teachers, psychologists, middle school technology staff developer, ESL teachers and lunch aides have been added. Staff development continues and the District has increased its involvement with Columbia Teachers College Reading and Writing Project. Syosset High School continues to participate in a partnership with the Metropolitan Opera Company. Textbooks for 7th and 10th grade social studies, Italian, math in grades 6 and 7, environmental science, and in-class sets of social studies textbooks for 6th grade have been provided. Instructional equipment continues to be supplemented (TVs, VCRs, overhead projectors, recorders, scan converters, video cameras, electronic keyboards, maps and globes, and science kits). Libraries have also been supplemented with new encyclopedias, dictionaries and atlases as well as first grade classroom libraries. Athletic uniforms have been replaced. Syosset School District continues to be on the move as exciting and innovative projects continue and are added.

In 2000-2001, the District continued its successful programs and offered new program initiatives and enhancements to curriculum. Many new courses have been added in the high school and the middle schools. The creative arts partnership program was expanded to include the Metropolitan Museum of Art, Museum of Natural History, and the Columbia University Teachers College Spirit Music Festival. New textbooks were purchased for courses in Italian, Latin, French, and Science. A new Student Accounting and Records Keeping System was implemented in the secondary schools. In the elementary schools, books for classroom libraries were purchased for Grades 2, 3, kindergarten, and special education classes. A digital plotter and a thermal binder have been added to our district-wide equipment inventory so that student work can be enlarged and student books can be bound. Additional equipment, such as musical instruments, TV's and VCR's, has also been purchased for each elementary school. In May 2000, the District passed a Capital Improvements and Infrastructure Bond in order to fund necessary building expansion and to enable the District to install a state-of-the-art communications network that will allow high-speed transmission of digital, voice, and data throughout the District.

During the summer before the start of the 2001-2002 school year, the District cabling project began. It continues to progress and completion is expected by spring, 2002. Cabling throughout the high school is finished, and we now have the capability for access to the Internet and the District intranet from any classroom in the high school. In September, we expanded our World Languages Curriculum to provide instruction in Mandarin Chinese for all first graders in the District. Additions to our Theatre Arts program include classes in dance, stagecraft, and production. Students can now elect to take a four-year Theatre Arts concentration. A new and very exciting addition to the Syosset School District is the Long Island Natural History Museum, housed in the H.B. Thompson Middle School. This museum is chartered by the State of New York. It includes both artifacts and replicas of early species of life and will be used exclusively by the students of Syosset. Classroom libraries have been expanded in grades four and five and the District has purchased new textbooks for math, English, and science. We have also installed a security system in all elementary schools that requires all visitors to identify themselves before entering the school. Automatic external defibrillators have been purchased for each school, and staff in each building have been trained in their use.

The District cabling project was completed in 2002, and in the summer before the start of the 2002-2003 school year a new telephone system was installed throughout the District. Our Elementary World Language curriculum has been expanded to include instruction in Russian language and culture for kindergarten students in each school. In the spring of 2002, Syosset School District received the Kennedy Center Alliance for Arts Education Award, recognizing the District as having the number one arts education programs in the nation. We are creating a partnership with Lincoln Center and a program with Rockefeller University for our Science Research students. In November, 2002, we welcomed back Syosset High School graduate U.S. Secretary of Labor Elaine L. Chao. The Secretary toured the High School and met with the Board of Education, administration, faculty, students, and parents. As a result of the visit, the Secretary has arranged for a number of summer internships in Washington, DC, at the Department of Labor for Syosset High School students.

The summer of 2003 was a busy time for capital improvement projects in the District. Classroom additions were completed at Robbins Lane and Berry Hill. Construction for additions at Syosset High School and South Woods Middle School began, as well as construction on a new gymnasium at South Grove and classroom renovations there. In 2003, two Syosset High School Seniors were named Intel Finalists and they attended the final competition and awards ceremony in Washington, DC. The Science Research Program established an affiliation with Rockefeller University, one of the world's most prestigious science research institutions, and several Syosset students will be working directly with mentors at Rockefeller University. A Peer Mediation Program was introduced in the District's elementary schools. Selected students are receiving training in settling disputes and conflicts that occur between classmates. The District held its first Community Recognition Breakfast, bringing together representatives from many community groups that

use the school facilities to serve our students and District residents. It was a great opportunity to meet and recognize the value of cooperation and communication between all parties. The Syosset School District is holding a year-long celebration of its fiftieth anniversary as a Central High School District. Prior to 1954, students attending elementary school in Syosset, Woodbury, and Locust Grove were transported out of their communities to attend high school in several different districts.

In 2004, the District celebrated the completion of a unique facility for scientific study. We opened the Syosset High School GERP—Geological and Ecological Research Facility, which was built in an existing courtyard on the Syosset High School property. Designed and built entirely by District faculty and staff, the GERP is being used by students from every school in the District to conduct on-site scientific experiments and observations. Students in the High School Science Research Program have begun a four-year study of the seeds of the pawpaw fruit. The pawpaw, which is the largest fruit native to North America, is known to be rich in antioxidants and other elements that are being studied for medical research. This has been an unparalleled opportunity for Syosset High School students to become involved at the very beginning of an original research study, and it is hoped that the study will eventually result in advances in the treatment of diseases such as cancer, diabetes, and others.

In 2005, an additional four rooms were added to Syosset High School to accommodate growing enrollment. Capital improvements also addressed the need to provide students with appropriate physical spaces to support the District's programs in fitness and theater arts. Construction and renovation was completed on a new dance studio, which included necessary safety features for dance instruction. We also built a new, larger wrestling room, and a new circuit training room. The greenhouse in the GERP was completed, and was used to grow the pawpaw fruit trees in the second year of this original science research study.

In 2006, Syosset made arrangement with The Health Corps to bring the program into Syosset High School beginning in September, 2007. The Health Corps, which is a program begun and directed by heart surgeon Dr. Mehmet Oz, helps students, faculty, and families to learn and develop lifelong practices that will enable them to live healthier lives and enjoy improved fitness and physical strength and well-being. In January, 2007, a decision was made to close the Woodbury School, which had long held the District's Instructional Materials Center and other administrative offices such as Transportation, Student Registration, and Census. The building was found to be in need of serious repairs that are not cost effective or practical. At this time, arrangements are being made to lease nearby space to house these operations.

Cost saving measures was a high priority for Syosset Schools in 2007. The District implemented several energy-saving programs, which will realize significant savings. At no cost to the District, the middle schools will be converted to dual gas and oil usage and the High School heating system will be upgraded for efficiency. Lighting throughout the facilities has been replaced with energy efficient lamps and ballasts and occupancy sensors to control classroom lights are installed in all new additions. Purchasing and contracted services done through BOCES Cooperative Bidding Services also saves money for the District. Programs such as computer technician services, cultural affiliations, and in-service workshops have qualified Syosset for BOCES Aid. We continue to improve our curriculum offerings, and have added a new partnership with the Guggenheim Museum. In 2007, a District-wide Conference Day offered staff development workshops to all faculty and administration. Over 90 Syosset faculty members volunteered their services to lead workshops for their colleagues. A highlight of the Conference was an address by Dr. Mehmet Oz, who spoke about how individuals can improve their health and increase their chances for longevity through diet and exercise.

During 2008, the District implemented a number of enhanced technologies. Interactive White Boards were installed in many classes *SMART Boards and Mimios* are state of the art instructional tools that replace a blackboard with a computerized interactive whiteboard. Implementation of the *Nutrikids* computerized point of sale program system was finalized in 2008. Allowing students to set up lunch

accounts and providing parents with online ability to pay for school lunch and review their child's cafeteria purchases. In addition, put into place in 2008 was the *Connect-ED* system. This is an emergency universal call system. In the event of an emergency or school closing, all parents are notified by phone within minutes. All of these programs bring state of the art technology to the classroom and serve parents with important information on a timely basis.

During the 2009 school year the district implemented a new student information management system (Infinite Campus). The new web-based program allows parents to obtain real time attendance and up-to-date information on their child's grades, test scores and health related information. Our instructional staff continues to enhance their teaching methodology with the use of SmartBoards and Mimios. Our staff development efforts have included both the expanded use of technology as well as the implementation of mandated student intervention services (RTI).

During the 2010 school year the district continued its technology efforts in the expansion of Interactive White Boards, creating a wireless network in the three secondary schools and upgrading computers in the elementary schools. We continued to maintain and upgrade facilities including resurfacing the high school track. Instructional initiatives encompassed new academic programs in the elementary and middle schools focusing on underachieving students. In addition, the use of new technology has been incorporated in lessons K-12. We have expanded the use of our new student information system parent portal with the inclusion of test and quiz grades on the parent portal. The district's website has undergone revision and includes additional information available to all residents. We have continued to work on cost saving measures in terms of energy efficiency and cooperative bidding.

During the 2011 school year the district began a broad instructional initiative to review and revise English and Math curriculums. In addition, revisions to our testing program were implemented. The district continued its technology innovations with a new district website and the expansion of the parent portal to include elementary report cards. The upgrading of computers and addition of new instructional teaching continued. Capital projects continued to focus on energy savings, repairs and preventative maintenance. The district expanded its recycling programs and began a review of potential upgrades for athletic facilities.

In cooperation with district staff the district implemented a revised teacher and principal evaluation system that both provided compliance with the new State regulations and of equal importance provides effective supervision to staff. These changes were part of the district's Annual Professional Performance Plan.

During the 2012 school year the district, in cooperation with district staff, implemented a revised teacher and principal evaluation system that both provides compliance with the new State regulations and of equal importance provides effective supervision to staff. These changes were part of the district's Annual Professional Performance Plan. Initiatives in technology include the piloting of on-line testing for state assessments and the integration of core curriculum requirements. Reinforcing and securing connectivity to and among schools was another major area of focus in technology. Capital projects were focused on the athletic facilities and included the installation of backstops, player benches and protective fencing. The district continued its preventative maintenance and repair program on our aging roofs, while we continue to explore alternatives for the replacement of the most vulnerable roofs.

During the 2013 school year the district continued to revise curriculum to reflect the common core changes. State and local mandated student assessments were administered to insure the district's compliance with New York State Education department APPR requirements. The district continued its efforts to enhance educational technology; elementary schools are receiving technology upgrades to enable the use of wireless devices for instruction and assessment. All academic and extracurricular programs continued to be offered to students.

PREVIOUS STUDIES OF UTILIZATION OF FACILITIES

Since centralization, periodic studies of the utilization of facilities have been undertaken. The major studies were:

1. In 1966, a Citizens Advisory Committee recommended moving students living in the F1, 2, 3 area to South Grove from Walt Whitman on a grade-to-year basis.
2. In 1968, an administrative study was prepared for the Board of Education outlining the facilities' needs for the near future.
3. In 1969, a Citizens' Advisory Committee was appointed to study facilities and the majority recommendation was to update, equalize and increase facilities.
4. In 1969, a bond issue was proposed to finance the recommended building program. The bond issue was rejected.
5. In 1969, the Superintendent recommended, and the Board of Education approved, the redistricting of a number of pupils, including the new Fairhaven Apartments.
 - A. Pupils from the Muttontown Road area attending Split Rock, Berry Hill, and Locust Grove Schools were transferred to the Robbins Lane School.
 - B. Foxhunt Crescent pupils were transferred from Village to Berry Hill School.
 - C. Searington Road pupils were transferred from Village to Berry Hill School.
 - D. Fairhaven pupils were assigned to Summers.
 - E. Pupils in area C-6 (triangle between Northern State Parkway and Long Island Expressway) were transferred from Robbins Lane to Summers.
6. In 1973-74, a Citizens Advisory Committee was appointed to study long-range projections and the implications of the Town of Oyster Bay Master Plan for the Syosset Central School District. The major recommendation was to maintain the present organization for the 1974-75 year and the 1975-76 year until growth in housing and pupil population would be more predictable.
7. In January 1974, the Board of Education made a decision to maintain the present organization of ten elementary schools for 1974-75. The Superintendent was directed to review all facilities, needs and projected enrollment and make recommendations to the Board of Education by December 1, 1974.
8. On November 8, 1974, the Superintendent's study, entitled "**A Report on the Utilization of Existing School Facilities**", was presented to the Board of Education. In the report, the Superintendent recommended that circumstances warranted the continuation of all ten elementary schools.
9. On November 25, 1974, the Board of Education decided to maintain the present organization of ten elementary schools for the 1975-76 school year and requested a continuing review of enrollments and new housing units. Again, the Superintendent was directed to present an update of enrollments and the status of building development by November 1, 1975.

10. On October 14, 1975, the Superintendent provided the study entitled **"Proposed Program of School Reorganization & Consolidation - Syosset Schools - 1976-81."** He recommended the closing of three elementary schools, restoration of single session at the senior high school, and the consolidation of support services at the Locust Grove School. The Board of Education made a decision on February 2, 1976 to close two of the three elementary schools and return the senior high school to single session. It deferred the decision on consolidation of support services until the fall of 1976. In October of 1976, the Board of Education decided to consolidate the Business Office operation and the Instructional Materials Center at Locust Grove, leaving the gymnasium area for community use.
11. In November 1976, the Superintendent submitted the annual report on projections and enrollments for the five-year period from 1977 to 1982, with recommendations that all schools be maintained under the present organization.
12. In July 1977, the Superintendent submitted a five-year projection of staffing needs.
13. In December 1977, the Superintendent submitted to the Board of Education the study entitled, **"Projected Enrollment, School Organization and Staffing, 1978-79 - 1982-83."**
14. In December 1978, the Superintendent again submitted to the Board of Education the study entitled, **"Projected Enrollment, School Organization and Staffing, 1979-80 - 1983-84."**
15. In December 1979, the Superintendent submitted to the Board of Education an updated study entitled, **"Projected Enrollment, School Organization and Staffing, 1980-81 - 1984-85."**
16. In June 1980, the Superintendent submitted Section VI of the study containing recommendations for the 1980-82 school year.
17. In September 1980, the Acting Superintendent submitted further recommendations for a school consolidated program beginning in 1981-82. The program recommended that Split Rock School be closed in September 1981 and that the Walt Whitman School be closed in September 1982. In addition, he recommended a school organization of K-5, 6-8, 9-12 for September 1982. A community-wide Advisory Committee recommended that no action be taken on the school consolidation program until a new Superintendent had an opportunity to review this program. The Board of Education passed a resolution on March 16, 1981 directing the new Superintendent of Schools to continue an examination of the concerns outlined by the Board, the Advisory Committee on School Facilities, and the citizens of the community.
18. On November 16, 1981, the Superintendent of Schools submitted a proposal to the Board of Education at a public meeting in response to the directive of March 16, 1981 about a continuing examination of the topics associated with school closings and school district reorganization.
 - A. The Superintendent indicated that the following matters had been reviewed.
 1. The record of activities since 1973-74 of Community Advisory Committee
 2. Development of enrollment projections through the 1986-87 school year.
 3. Review of facility construction record.
 4. A consideration of various reorganization options.
 - B. It was recommended by the Superintendent that the organization of the school district and

number of buildings in operation remain unchanged for the 1982-83 school year. It was suggested that studies by the staff and community should be completed before action is taken on reorganization and school closings.

C. It was further recommended by the Superintendent that a commitment be made to accomplish the following activities in 1982:

1. Develop school closings and reorganization proposals on the basis of 1982-83 - 1986-87 projections for the elementary program and K-12.
2. Develop educational models for:
 - a. K - 5
 - b. 7 - 8
 - c. 6 - 7 - 8
 - d. 9 - 12
3. Design impact statements of reorganization options:
 - a. Program maintenance and development
 - b. Staffing
 - c. Facility utilization
 - d. Fiscal impact
 - e. Use/disposal of sites
4. Establish program for involvement of:
 - a. District staff
 - b. Students
 - c. Community
5. Establish time schedule for 1982:
 - a. January through June - Professional staff
 - b. April through June - School parent/student groups
 - c. Superintendent's recommendations to Board of Education
 - d. July through October - Community organization
 - e. Superintendent's recommendations to Board of Education
 - f. November and December - Review and action by Board of Education

The Board of Education approved proceeding with the 1982 program by an 8-0 vote.

19. The Superintendent appointed a Steering Committee from the professional staff which directed the initial phase of the 1982 study program. The first meeting of the Committee was held on Thursday, January 7, 1982.
20. The Steering Committee presented the reports of the sub-committees on K-5, 6-8, 9-12 organizational structures to the Superintendent in May 1982.

The Superintendent developed preliminary recommendations and presented these recommendations to the Board on August 25, 1982 for study by the reactivated Advisory Committee on School

Facilities.

The Advisory Committee met and discussed the preliminary proposals, further proposals by the Superintendent, and made a recommendation to the Board of Education on December 6, 1982.

The Board considered various proposals and voted on December 6, 1982 not to take any action regarding school closing for 1983-84.

On December 16, upon the Superintendent's recommendation, the Board voted to close the Split Rock School in June 1983 and to transfer the students to the Village and Berry Hill Schools. The resolution also called for the transfer of students from the Fairhaven Apartments from Walt Whitman to Willits and called for a K-5, 6-8, 9-12 organizational program for the 1986-87 school year.

The Superintendent organized the Professional Steering Committee for Reorganization in October of 1984, in order to implement the Reorganization Program for the 1986-87 school year.

21. In the fall of 1983, the Superintendent recommended the appointment of the architectural and engineering firm of Mignone Associates to review the district's facilities. The Board appointed the firm in a resolution on February 13, 1984. The architect's report was filed with the Superintendent and the Board of Education in June of 1984. The recommendations of the Superintendent for the Capital Improvement Program were presented to the Board of Education on October 29, 1984. A series of public meetings were held by the Board of Education to discuss the future plans for the use of our facilities and the consideration of the use of the Capital Improvement Program for the repair, renovation, and reconstruction of those facilities.
22. The Board accepted the Superintendent's recommendation for the continuation of the use of all present facilities, including the senior high school, two junior high schools (to become two middle schools in 1986-87), seven elementary schools (including the South Grove Annex) the Instructional Materials Center at the Woodbury School and the maintenance and bus garage facility.
23. On December 10, 1984, the Board of Education approved a resolution for the Capital Improvements Program to be presented to the voters on February 13, 1985.
24. On February 13, 1985, the Board of Education presented a Capital Improvements Program of fifteen million dollars to improve the facilities, equipment and grounds of the entire district. The proposal was defeated by the voters of the district. In light of the vote, the Board of Education then proposed a limited Capital Improvement Program using the funds from the sale of district property formerly used by the Split Rock and Summers Schools. This program was approved at the School District vote on May 12, 1985.
25. In the Fall of 1987, the District retained the services of Dr. Lloyd Bishop of New York University to direct a five-year and ten-year enrollment projection study to assist in planning for facilities development. In January 1988, the Board of Education retained the services of the architectural firm of Duchscherer Oberst Design to begin developing a capital program for the improvement of the school facilities.
26. It was anticipated that the enrollment projection data developed by the district and reported in this document, the enrollment projection data prepared by Dr. Bishop, and the facility improvement program prepared by the architect would be merged to provide the base for a bond issue proposition that was to be presented to the school district voters during the 1988-89 school year.

27. The Board of Education retained the services of Duchscherer Oberst Design on January 20, 1988 to serve as architects for planning a bond issue program. The preliminary study was completed in August 1988 and presented to the Board of Education. The estimated total amount of the projects in the architect's report was \$27,386,874. The Board of Education appointed a thirty-member Bond Issue Advisory Committee that was charged with the responsibility of reviewing the architect's report and establishing a priority ranking for the various projects. The report of the Bond Issue Advisory Committee was presented to the Board of Education in November 1988, after which public meetings were held on the programs. A bond issue vote for \$18,873,776 was held on March 8, 1989, but the proposals were rejected at the polls.
28. It was determined that high priority capital projects would be included in the 1989-90 budget. In June 1989, the public approved a resubmitted budget which included \$2,500,000 in capital improvement projects. Some of the projects to be implemented are the construction of an all purpose room and portable classroom; the renovation of the heating systems; replacement of ceiling, lighting, and ventilation systems; etc. It is expected that additional capital improvement projects will be included in future budgets.
29. During the 1990-91 school year, the Superintendent of Schools submitted the annual "Projected Enrollment, School Organization, and Staffing (1991-92 through 1995-96)," with the recommendation that all schools be maintained under the present organization. The approved budget provided funds for capital projects such as the construction of two all-purpose rooms, roof repair; ceiling, lighting and ventilation replacement, etc. In addition, a review of previous architectural studies occurred, resulting in the prioritizing of future projects. A new policy was passed that would make the school buildings smoke-free in September 1991. A new phone system was installed that allowed for direct dialing, water testing was completed at every location, and South Grove would temporarily close during the landfill capping process. A new class size policy for grades 4 and 5 was initiated, which lowered the maximum enrollment from 30 to 27.
30. Capital projects completed during the 1991-92 school year included the construction of multi-purpose rooms at the Berry Hill, Village and Willits Elementary Schools. In addition, the installation of portable classrooms at Village School was also completed. Projects initiated in 1991-92 included installation of smoke doors, repair of gym roof, new ceiling and lights, and boiler renovation at the high school. The District retained the services of an environmental health and safety consultant to conduct a survey of the air quality at the high school. Random water testing continued throughout the District.
31. In the 1992-93 school year, district-wide security systems were upgraded. In addition, safety devices were installed on all folding gymnasium doors. Syosset High School's fire alarm system was upgraded. Eye wash stations and emergency gas shut-offs were installed at H. B. Thompson Middle School, the Syosset High School and South Woods Middle School science areas. All elementary schools had the smoke detector systems interfaced with the fire alarm system.
32. Capital projects completed during the 1993-94 school year included the installation of two portable classrooms at Baylis Elementary School; ADA work was completed at Willits and H. B. Thompson. A new gym roof was installed at Robbins Lane Elementary School and the Syosset High School Guidance area had its ventilation system replaced. In addition, the Science ventilation project in the three elementary schools completed its Phase I. The Caumsett Farms housing development was reassigned from the Berry Hill attendance zone to the Village School attendance zone, as per a resolution of the Board of Education on February 28, 1994. This action was taken because the Village School was deemed more capable than Berry Hill School of absorbing the projected new

elementary school students.

33. During the 1994-1995 school year, the district continued to address all health and safety issues which result from natural wear and tear to facilities that are extensively used. In addition, there was ceiling and light replacement at Baylis Elementary School, a continuation of ventilation work in science rooms at the high school, an increase in outside lighting for security at all schools and refurbishment of two bathrooms at the high school.
34. For the first time, the Syosset Central School District successfully submitted a referendum to borrow 8.3 million dollars to repair and renovate some of its schools. In addition to the upgrade of the fire alarm and security systems in all of the schools, the high school and middle schools would undergo major necessary improvements such as boiler replacements, courtyard reconstruction, and ceiling, light fixture and floor tile replacements among many other features. Although the voters approved the bond referendum for 8.3 million dollars, the district, for legal reasons, could not act on the authorization until the spring term of 1996, at which time all the formal planning for Phase I projects was done. During this school year, however, the District continued to replace ceilings and lights in elementary schools and address matters of health and safety as well as ADA compliance. Bathrooms continued to be renovated in the high school and two new portable classrooms completed at Baylis Elementary School.
35. In 1996-97 the District initiated Phase I of the Capital Projects Improvement Program. Capital improvements included district-wide upgrading of fire alarms and temperature control systems, renovation of secondary courtyards, and roof replacement at South Woods Middle School. In addition, high school renovations included window replacement and the refurbishing of the lobby and student cafeterias. Modular classrooms were constructed at Berry Hill Elementary School, and the high school track and tennis courts were resurfaced.
36. In 1997-98, Phase II of the Capital Projects Improvement Program was completed and the high school had a new science classroom/laboratory, doors were replaced, as were some student lockers, the pool deck was resurfaced and seats in the auditorium and Little Theater were replaced. All three secondary schools had their boilers replaced and many hallways and classrooms had floor tiles replaced. There was a new state-of-the-art computer lab at the high school and all fifth grade classes had mini-computer labs consisting of four computers and a printer. Every elementary classroom had a new computer and printer and two new modular classrooms each were installed at Baylis, Willits and Village Elementary Schools. In addition, two modular classrooms were being added to the high school - all in response to enrollment increases. Also, additional playground equipment was installed in every elementary school. Possible new housing on properties adjacent to the United Presbyterian Residence was reassigned from the Berry Hill School attendance zone to the Walt Whitman School attendance zone, as per a resolution of the Board of Education on March 16, 1998. This action was taken because the Walt Whitman School was deemed better able to absorb the projected new elementary students from the housing that may be developed on this property.
37. The District's enrollments continue to increase in 1998-99 and additional space has been provided by constructing more modular classrooms at Village Elementary School and Syosset High School. The high school has a four-room addition, including a science classroom. Three Special Education classrooms have been modified to accommodate the science curriculum, which almost completes Phase II of the Capital Improvement Program funded through the bond. Technology cables continue to be installed, and every fourth and fifth grade classroom has networked computer mini-labs. The District continues its window blind and chalkboard surface replacement projects. Repair Reserve has been approved to be used to repair many things in the District - including, but not limited to, some blacktop repair, refinishing some stage and gym floors, some window replacement, some stage

lighting and some high school room renovation, among other repair projects.

38. Classroom space needs continue to be addressed in the 1999-2000 school year as enrollments continue to increase. This year additional modular classrooms are at Baylis Elementary School, Robbins Lane Elementary School, Village Elementary School and Syosset High School. New state requirements regarding special education student placements have delayed the construction of these spaces and it is expected that work will not begin until almost the end of this school year. Also, the industrial arts area at Syosset High School will be modified to accommodate music needs. The tennis courts at H. B. Thompson Middle School, lockers in the girls' locker room at Syosset High School, main entrance doors, side lights, and playground ground cover at all elementary schools are replaced. The auditorium seats at South Woods Middle School will be replaced, and the science rooms at Syosset High School continue to be renovated. The District continues its window blind and chalkboard replacement. Once again, repair reserve has been approved to repair many things in school buildings which include, but is not limited to radiator covers, spray painting hall lockers, installing kitchen sinks, enlarging blacktop areas, installing tennis court benches, sanding and refinishing gym floors, replacing stage curtains, and replace flooring where necessary.
39. In May 2000, the voters approved a comprehensive bond referendum in the amount of 44.6 million dollars. Included in this total are classroom additions at all grade levels, technological advancements in every classroom, improved telephone system, window replacements, new gymnasiums at South Grove Elementary School and at the high school, and a number of other projects throughout the district. Projects will be implemented over a period of up to ten years. The projects that began in 2000-2001 are classroom additions at Village Elementary School and at the high school that were originally scheduled from the 1999-2000 budget. Bond-funded plans are underway for improved communications, including computers, cabling, high-speed Internet access, an upgraded telephone system to be integrated with our PA system, and upgraded electrical work in all buildings. Additional classrooms at the high school are also planned to accommodate increased enrollment. Other capital improvement projects completed in January of 2001 are the addition of classrooms to Robbins Lane School and the refurbishment of the South Woods Middle School auditorium. Repair reserve has been approved for a new exhaust fan in the South Woods Middle School cafeteria kitchen.
40. Bond-funded construction and renovation projects are being initiated throughout the District. At the beginning of the 2001-2002 school year, classroom additions were completed at Village and Robbins Lane Schools and also at Syosset High School. The District electrical and computer cabling project has been completed in Syosset High School and continues throughout the District. Building addition construction has begun at Syosset High School of a six-classroom extension and at South Woods Middle School of a four-classroom extension; and construction has begun on additions to Berry Hill and the South Grove Annex. Renovations to the high school music room will commence later in the year.
41. Bond-funded improvement projects continue being implemented throughout the District. During the summer and early fall of 2002, additions to the South Grove Annex, Berry Hill, Walt Whitman, A.P. Willits, Village, South Woods, and Syosset High School were completed. Renovations at Syosset High School included construction of a new band room and specialized rooms for Technology classes. A new roof was put on over the school's swimming pool, and a new athletic track was installed in the field between Syosset High School and South Woods Middle School. New exterior doors have been installed at the middle schools, and the HBT auditorium was refurbished. During the 2002-2003 school year two-room additions were constructed at Berry Hill and Robbins Lane and new screened windows were being installed at all middle and elementary schools.
42. Construction and renovation projects funded by the Bond continue on schedule. Additions are

underway at Syosset High School and South Woods Middle School, where a new wing also required renovations on the school library. Classroom additions to Berry Hill, Robbins Lane, and renovations at South Grove met the need for increased space due to growth in enrollment. A new gymnasium is under construction at South Grove, which is located in between the two school buildings and will be accessible to all grades. At Syosset High School, work began on a new instructional facility for science students. When completed, the Geological and Ecological Research Facility will provide a hands-on learning environment that will include a greenhouse, two ponds, and several different terrains. It is expected that students in our elementary and middle schools will visit the facility to enhance their grade-level science curriculums as well.

43. The Syosset High School Geological and Ecological Research Facility (GERF) was completed on schedule and is being visited by students from all of the District's schools. Over the summer, curriculum plans were written for each grade so that classes can use the GERF to its maximum benefit. The bond program continues to fund needed capital improvement plans. Construction of a new gymnasium was completed at South Grove School. A two-room addition to Syosset High School is underway and a two-room addition is also planned for Village School. New roofs will be built at South Grove's main building and annex, Village, and Walt Whitman.
44. Capital improvement projects began in 2004 and were completed in 2005. At Syosset High School, a four-room addition was built and an additional parking lot was constructed to accommodate faculty parking. The construction of a greenhouse in the GERF was completed and is filled with specimens from the ongoing pawpaw fruit research study. Renovations were completed on a new dance studio, a new wrestling room, and a new circuit training area. The new roofs were installed at Village, Walt Whitman, South Grove, and South Grove Annex elementary schools.
45. Sidewalk and curbing were replaced at various locations within the District. Renovations were performed at the weight room, which consisted of a new concrete floor in T-1, new rubber flooring designed specifically for weight lifting in T-1 and T-2, and new electric baseboard heat. Capital projects presently in progress are new ADA compliant, handicapped accessible bleachers at the football field, a new press box, renovation of the High School nurses office to include an ADA compliant lavatory, and ADA cabinetry modifications at a Family and Consumer Science classroom at the High School. Other bond-funded projects are in the design phase.
46. New playgrounds were installed in all seven elementary schools. The playgrounds were purchased with a grant obtained from Nassau County and the District performed all of the site work and installed shock absorbing surfacing materials at a tremendous cost savings to the District. A new classroom was built in the High School by removing a small office and dividing a large classroom. Construction of a two-classroom addition will be completed this school year at the High School. At South Woods Middle School a Computer Aided Design (CAD) lab was built for use in technology classes. Throughout the District our program of "Green Cleaning" and energy saving measures has continued, including an organic, pesticide-free turf maintenance program for District grounds. There is also an ongoing program to refurbish chalk boards throughout the District.
47. On February 13, 2007 voters approved a New York State Excel grant to fund various school construction projects. These projects included: district-wide computer infrastructure expansion, boiler upgrades at Berry Hill and South Grove, a new two room classroom addition at the High school, and swimming pool building repair at the High school. These projects were successfully completed for the 2008-2009 school year.
48. Interactive whiteboards were installed at various locations in all school buildings by the Main-

tenance and IT departments. These systems consist of a ceiling mounted projector, a wall mounted interactive device, speakers, and a whiteboard. The tennis courts at the High School were refurbished and updated. Heating and ventilation system controls were refurbished at Berry Hill. New handicapped accessible swings were added to the playgrounds at Walt Whitman and Willits Elementary Schools. As part of an emergency communication system grant, our building level and district wide two-way radio system was extensively upgraded. This included replacement of hand held radios, a new repeater, and installation of an emergency alert system in each building.

49. Scheduled maintenance was performed on the all-weather track, the long jump, and the pole vault run at the High School. This consisted of repair of damaged areas, sealing all surfaces, and installation of new lines. Baseball/softball backstops at the elementary schools and H.B. Thompson Middle School were refurbished or replaced as needed. Additional interactive white boards were installed at the elementary schools. Heating and ventilation system controls were refurbished at South Grove Elementary School and Baylis Elementary School. Floor tiles were replaced in various classrooms at Robbins Lane Elementary School and H.B. Thompson Middle School. Site work consisting of parking lot, sidewalk, and curb replacement was performed in various areas of the High School, South Woods Middle School, and H.B. Thompson Middle School.
50. A new carpet was installed in the High School library. Additionally, a classroom was created by subdividing the south end of the library. Art classrooms AR-1, AR-2, and AR-3 were renovated and a new digital photography laboratory was created. Computer room E-23 was renovated. The roof on the auditorium was replaced. The High School emergency generator was replaced. Miscellaneous sidewalks and curbs were repaired. A concrete walkway was constructed across the island in front of the High School to create a designated student drop-off/pick-up area. New shower partitions were installed in the boy's locker room. These are similar to the shower partitions installed in the girl's locker room in 2010. At H. B. Thompson, ceiling tiles were changed in the cafeteria and a new drywell was installed at the front of the building. South Woods Middle School room 130 was renovated to accommodate a computer lab and a wood shop. In Berry Hill, a new art room was created and the old art room was converted back to a traditional classroom. The Baylis parking lot was reconfigured to allow for additional parking. The sidewalk in front of Robbins Lane was replaced and a fence was added to the top of the brick wall behind the building for safety purposes. Floor tiles were replaced in two rooms at Robbins Lane and several rooms in the High School. Sixty five new interactive white board systems were installed at various locations district-wide.
51. Backstops were replaced and player benches were installed on two softball fields at the High School. Protective fencing in front of new player benches was installed at baseball fields at Robbins Lane, South Grove, Walt Whitman, and Village schools. Basketball backboards were replaced in the gyms at South Woods, H. B. Thompson, Village, and Berry Hill schools. Gym floors were screened and re-coated at all schools. Safety fencing was installed at the High School varsity baseball field to protect spectators and people using the track. Stage curtains at the High School auditorium were replaced and stage rigging at the South Woods auditorium was refurbished. The swimming pool hot water heater at the High School was replaced as were floor tiles at various locations throughout the District.
52. Extensive work was performed at the High School to remediate damage from Super-storm Sandy. This included replacement of the roof over the library and adjacent areas, repair and renovation of part of the library interior, and pool building repairs consisting of roof, soffit and masonry work. Approximately 2000 cubic yards of tree debris was removed from locations throughout the District. Trees at all schools were inspected for damage and trimmed where needed. Additional

upgrades were performed on the HVAC control system at South Grove. New stair treads were installed at several stair cases at H. B. Thompson. Major plumbing repairs were done to the swimming pool filtration system. Floor tiles were replaced in several rooms at the High School and H. B. Thompson. Additional interactive white board systems were installed. The Instructional Materials Center was relocated to the basement of South Woods Middle School. Gym floors were screened and recoated at all schools. Basketball backboards were painted and serviced in all gyms.

53. Hydration stations (bottle filling water fountains) were installed throughout the District. Outdoor basketball courts were renovated at South Woods Middle School, H. B. Thompson Middle School and Willits, and Whitman Elementary Schools. The playground blacktop was renovated at Berry Hill and new glass basketball backboards were installed in the gyms at Berry Hill, Village, Willits, Robbins Lane, and Whitman. Floor tiles were replaced in the music suite and in various classrooms at H. B. Thompson. Sidewalks and curbs were renovated at Baylis and Berry Hill. At the High School, site work was performed consisting of enlargement of the bus loading area near the auxiliary gym. Also, a work area outside Shop S-3 was created, and walkways on the island in front of school were enhanced. In Baylis, acoustic ceilings were replaced in the main office, library, speech room, faculty room, and copy room. In the Robotics room (A-7), STEM enhancing upgrades were added and a new ceiling and lights were installed. The security systems were upgraded in high value areas throughout the District. The smoke and fire alarm systems were replaced in South Grove. Gym floors in all locations were screened and recoated.

The Board of Education passed a resolution on August 8, 2005 to redistrict attendance zones of areas that will affect the school population of Robbins Lane Elementary School, South Grove Elementary School, A.P. Willits, and accordingly the corresponding redistricting will also apply to student attendance at South Woods Middle School and H. B. Thompson Middle School. This resolution was done in anticipation of new developments under construction. The housing is being built on property commonly referred to as Kirby Hill Estates or Stone Hill at Muttontown.

The District has undertaken a project with the National Center for Educational Statistics for the U.S. Census Bureau to update the school census areas and maps of the District's census zones that appeared in previous editions of this publication. The updated information below provides enhanced clarity and readability.

[Elementary Schools Map](#)

[Middle Schools Map](#)

SECTION II

BY SCHOOL FOR 2015-2016

In order to plan for the use of space in our buildings, a statistical enrollment projection process is used. The method is based on a program that is used throughout the country by public school districts. The method uses a traditional cohort analysis technique to estimate student enrollment. It permits adjustments based on factors such as birth rate, new housing starts and private school enrollments. Enrollment projections are also based on our own census and early reports of incoming student to the District in the coming year. Experience has proven that enrollment numbers are subject to change throughout the summer and often into the first several weeks of school. Below are the Kindergarten enrollments for each of our elementary schools.

BAYLIS	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 69
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	64 62 64 54 76
BERRY HILL	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 50
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	57 49 60 59 55
ROBBINS LANE	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 68
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	67 69 71 58 69
SOUTH GROVE	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 53
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	76 50 61 73 59
VILLAGE	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 49
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	62 53 51 57 49
WALT WHITMAN	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 50
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	37 38 32 38 46
WILLITS	2015 KINDERGARTEN ENROLLMENT ESTIMATE: 49
Prior Years:	<u>10-11</u> <u>11-12</u> <u>12-13</u> <u>13-14</u> <u>14-15</u>
K-Enrollment:	47 40 58 48 48

The following charts provide the enrollment figures for the past five years and predict what the District enrollment may be for the next five years.

CHART A—Enrollment History

This chart represents the entire district's enrollment history by grade level. Turnover ratios are the traditional method by which class sizes are planned from one year to the next. These ratios are based on historical data, which show when a particular class increases or decreases as it moves forward to the next grade.

CHART B—Projected Enrollment

The actual enrollment data from Chart A is statistically analyzed to estimate the enrollment for the following year and each of the next four years to determine projected enrollments. The process is known as a Cohort Analysis.

CHART C—School Building Capacity

School building capacity is a function of the number of classrooms available less rooms set aside for special purposes, such as Library Media Centers, Computer Laboratories, Art and Music, Project Beyond, Resource Center, Developmental Learning Center and Special Service Room (Speech Teacher, Psychologist, Occupational Therapy, Physical Therapy and Adaptive Physical Education). A building's student capacity is determined by New York State Education Department rules, while the number of students permitted in classes is determined by School Board policy and teacher contract stipulations.

**SYOSSET CENTRAL SCHOOL DISTRICT
ENROLLMENT HISTORY**

CHART A

	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
K	398	350	397	382	396
1	468	431	375	412	417
2	457	468	455	395	437
3	462	472	503	460	419
4	432	479	481	501	471
5	529	447	494	492	508
DL-ELEM	47	37	33	32	34
6	512	553	458	510	509
7	517	528	566	458	518
8	552	526	542	566	456
9	586	533	519	540	555
10	574	590	542	525	540
11	527	570	585	537	524
12	556	538	577	584	544
Total:	6,570	6,485	6,494	6,362	6,294

**SYOSSET CENTRAL SCHOOL DISTRICT
ENROLLMENT PROJECTIONS**

CHART B

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>
K	388	382	399	399	393
1	422	415	408	426	428
2	433	439	436	428	446
3	456	452	460	454	448
4	429	465	460	467	463
5	481	440	475	469	477
DL- ELEM	30	30	30	30	30
6	526	497	454	491	485
7	517	535	505	460	499
8	525	523	540	507	463
9	447	518	515	532	498
10	560	451	520	519	535
11	538	556	449	517	516
12	530	544	561	452	522
Total:	6,252	6,217	6,182	6,121	6,173

Does not reflect potential enrollment increases due to proposed new residential developments.

CHART C

**SCHOOL BUILDING CAPACITY AS PER OCTOBER 1, 2014
PROJECTED PLAN (K-5) (6-8) (9-12) FOR 2015-2016**

<u>Grades</u>	<u>Schools</u>	<u>Projected Classroom Use</u>	Max. Utilization by Board Policy <u>Regular Class 25</u> <u>Special Class 12</u>	Operational Utilization Elem. - 80% Sec. - 80%
K-3	Baylis	11	275	220
	Berry Hill	11 + 1	287	230
	Robbins Lane	12	300	240
	South Grove	11	275	220
	Village	11	275	220
	Walt Whitman	8 + 1	212	170
	Willits	<u>10</u>	<u>250</u>	<u>200</u>
	TOTAL K-3	74 + 2 sp.	1,874	1,500
			Max. Utilization by Board Policy <u>Regular Class 27</u> <u>Special Class 12</u>	Operational Utilization Elem. - 80% Sec. - 80%
<u>Grades</u>	<u>School</u>	<u>Projected Classroom Use</u>		
4-5	Baylis	6 + 1	174	139
	Berry Hill	6	162	130
	Robbins Lane	7	189	151
	South Grove	6	162	130
	Village	6	162	130
	Walt Whitman	5	135	108
	Willits	<u>6</u>	<u>162</u>	<u>130</u>
	TOTAL 4-5	42 + 1 sp.	1,146	918
	TOTAL ELEMENTARY	116 + 2 sp.	3,032	2,429
			Max. Utilization by State Rating <u>Regular Class 30</u> <u>Special Class 12</u>	Operational Utilization Elem. - 80% Sec. - 80%
<u>Grades</u>	<u>Schools</u>	<u>Projected Classroom Use</u>		
6-8	South Woods	31	930	744
	H. B. Thompson	43	1,290	1,032
9-12	Syosset High School	95 + 12	2,994	2,395
	TOTAL SECONDARY	169 + 12 sp.	5,214	4,171

TOTAL DISTRICT

Projected Classroom Use indicates those rooms that have not been set aside for special purposes and special services. For example, Library Media Centers, Art, Music (vocal and instrumental), Project Beyond, Resource Center, Developmental Learning Center, Special Service room (Speech, Psychologist, Occupational Therapy, Physical Therapy, Adaptive Physical Education).

***Please note:** The numbers used to calculate projected classroom use do not include all projected enrollment for next year. It is impossible to calculate with accuracy the number of new students that will enroll throughout the school year as new housing in the District becomes occupied.

**SYOSSET CENTRAL SCHOOL DISTRICT
SYOSSET, NEW YORK**

***CLASS-SIZE REGULATION**

Syosset Central School District's class-size is regulated by the following factors:

- A. Organization size - Number of classes and/or sections predetermined by dividing the number of students in a category by the specified number unit. This will be done prior to development of budget requirements for personnel in the spring of each year. The Superintendent shall consult with the President of the STA on class size early in September to avoid misunderstanding.
- B. Maximum size - The organization regulation of the district is as follows:
 - Grades K through 3 will organize to a maximum of 25.
 - Grades 4 through 5 will organize to a maximum of 27.
 - Grades 6 through 12 will organize to a maximum of 30.

Special class situations such as mainstreaming children with special educational needs, speech, physical education, music, art, industrial arts, science lab, etc., may be altered depending on size of room, number of teaching stations, special materials or equipment used. Primary consideration will be given to spaces within a building for classroom instruction.

Elementary school special teachers shall not be required to teach more than one class at a time on other than a voluntary basis or except where the combination of classes totals thirty students or less. This shall not apply to traditional groupings such as chorus, band, physical education, performing groups, etc.

The Board will decide on the formation of new classes and such decisions will be generally based upon availability of space, budgetary allocation, time of year, and other enrollment conditions. This class-size policy is based upon the current school organization. Changes related to more advanced educational practices would be desirable. Before such changes are made, the Board agrees it will consult with the STA.

The Board agrees that its goal in establishing the pupil-special teacher ratio is to be consistent with sound progressive educational practices. The STA recognizes that the Board, in establishing these ratios, will take into consideration the overall educational organization.

- * Incorporates Board policy but reflects class size policy as contained in the 2011-2014 Agreement between the Board of Education and the Syosset Teachers Association.

Projected 2015-2016 Elementary Classes Near Maximum Class Size Policy

(within three students)

Class sections and building locations within three students of class maximums:

Grade	School	Class Sizes	# of Classes
K	Baylis	24, 23, 23	3
2	Baylis	23, 22, 22	3
3	Baylis	24, 23, 23	3
2	Berry Hill	23, 23, 23	3
3	Berry Hill	23, 23, 22	3
5	Berry Hill	25, 24, 24	3
K	Robbins Lane	22, 21, 21	3
1	Robbins Lane	23, 23, 23,	3
3	Robbins Lane	25, 24, 24	3
5	Robbins Lane	27, 27, 26	3
K	South Grove	24, 24	2
2	South Grove	23, 23, 23,	3
3	South Grove	23, 23, 22	3
4	South Grove	27, 27	2
5	South Grove	27, 26, 26	3
K	Village	22, 22	2
1	Village	25, 24	2
5	Village	25, 25, 24	3
1	Willits	24, 24	2
2	Willits	25, 25	2

Syosset, New York**ROOMS SET ASIDE FOR SPECIAL AREA USES**

In each building there are rooms set aside for special area use. Some of these rooms have been permanently refitted with special furniture, equipment and materials and, to a great extent, they are permanent settings for instruction. These rooms include:

1. Library Media Centers
2. Gymnasiums
3. All Purpose Rooms
4. Computer Labs

In addition, other rooms are set aside with the goal that each year there will be a sufficient number of rooms not needed for regular classroom use to house all of the other special services and special area teachers. In each school, there is a room designated for:

1. Resource
2. Developmental Learning
3. Art
4. General Music
5. Project Beyond
6. Instrumental Music

The Project Beyond and Instrumental Music Rooms are also used for Adaptive Physical Education, Occupational Therapy, Physical Therapy, etc., since they are not needed for five days every week for the program and are available some of the days for other instructional needs.

If classroom space is needed beyond the number of rooms normally available, the priority would be reversed to the listing. For example, Instrumental Music or Project Beyond Rooms would be converted to classrooms before Art, Developmental Learning, etc.

**SYOSSET CENTRAL SCHOOL DISTRICT
NON-PUBLIC SCHOOL ENROLLMENTS
2014-2015**

<u>YEAR</u>	<u>K-5</u>	<u>6-12</u>	<u>K-12</u>
2010-2011	98	272	370*
2011-2012	108	232	340*
2012-2013	90	232	322*
2013-2014	94	210	304*
2014-2015	96	205	301*

ST. EDWARD'S PAROCHIAL SCHOOL ENROLLMENT

Kindergarten	3
First Grade	3
Second Grade	2
Third Grade	6
Fourth Grade	2
Fifth Grade	3

TOTAL K-5	19
Sixth Grade	2
Seventh Grade	2
Eighth Grade	1

TOTAL 6-8	5
TOTAL K-8 (Residents)	24
TOTAL K-8 (Non-Residents)	176
TOTAL ST. EDWARD'S	200

*This figure includes St. Edward's students and other private school students. However, this does not include 29 students who are not assigned a specific grade in a private school.

School maps are now considered confidential documents and are no longer contained within this District Publication. Their contents fall under the section of the building-level safety plans that includes building schematics, which are now prohibited by NYSED from being published.

