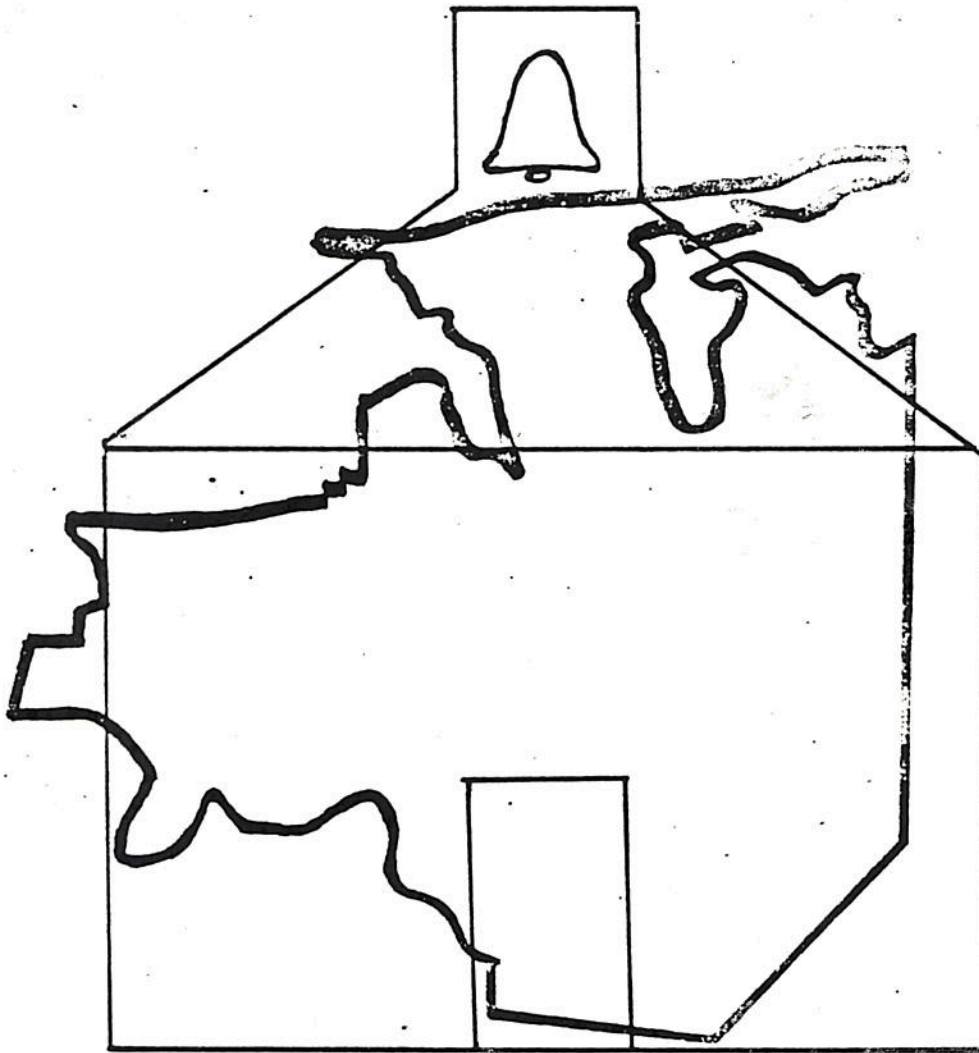


FINAL REPORT

Citizens Advisory Housing Committee

December, 1983



Smithtown Central School District

St. James, New York 11780

CITIZENS ADVISORY HOUSING COMMITTEE

FINAL REPORT

DECEMBER 1983

CITIZENS ADVISORY HOUSING COMMITTEE

The Board of Education, while recognizing that the present organizational structure of the Smithtown Central School District is an effective one, is concerned about the long range enrollment projections and their impact on future educational needs and student housing patterns, along with the cost factor.

With this in mind, the Citizens Advisory Housing Committee is requested to include the following in its deliberations and subsequent recommendations to the Board of Education.

Four housing options to be considered are:

1. Two high schools, one or two intermediate schools, and six or seven elementary schools
2. Two high schools, six to eight elementary schools
3. One high school, two or three intermediate schools, six or seven elementary schools
4. One high school, one or two intermediate schools, seven or eight elementary schools

The investigation and report should take into consideration the implications of:

1. Enrollment projections
2. Staffing
3. Program
4. Attendance areas
5. Cost

The final report shall discuss each housing option in narrative form. Under each option, the narrative should include the grade organization(s), long range (at least five to ten years) implications of each plan, as well as the advantages and disadvantages and costs associated with each option and/or variation.

PARTICIPATING COMMITTEE MEMBERS

Mr. Lawrence Dolan
Mr. Al Mastrangelo
Mr. Fred Stellhorn

Mr. John Gallo
Ms. Molly Micciche
Ms. Cathy Miller

Mrs. Valentina Abrahams
Mrs. Joan Bengtson
Mrs. Anna Camilleri
Mr. Warren Marx
Mrs. Joanne Melosci
Mrs. Linda Megna
Mr. Robert Rafferty
Mrs. Kathy Sapio
Mrs. Alice Schultz
Mrs. Eileen Weidig
Mr. Edward Bracht
Mrs. Shirley Fortunato
Mr. Russell Griemsmann
Ms. Alice Metzger
Mr. Larry Nelson
Mr. Robert Owen

Mr. George Andreozzi, Chairperson

COMMITTEE ORGANIZATION

At its special meeting on Tuesday, March 22, 1983, the Smithtown Board of Education approved a recommendation to establish a Citizens Advisory Housing Committee, to be chaired by Mr. George Andreozzi, Assistant for Special Services. The Citizens Advisory Housing Committee conducted a total of seventeen (17) meetings from April, 1983 through November, 1983 (see Appendix 1). Although the Committee consisted of twenty-six members, the average attendance at Committee meetings was approximately fifteen members per session. Some members were unable to attend because of other commitments (see Appendix 1).

The first five (5) Committee sessions were designed to provide the members of the Committee with a knowledge and an understanding of all aspects of the operation of the Smithtown School District which are germane to developing housing options in the district. The following is a summary of the first five informational meetings:

The first meeting was an orientation session. Mr. Joseph Barton, Associate Superintendent of Schools, and Dr. Michael Williams, Assistant for General Administration and Planning, presented an historical overview of planning and techniques in the Smithtown School District reports.

At the second meeting, Mr. Barton presented an overview of staffing.

At the third meeting, Dr. Williams provided the Committee with information concerning enrollment and attendance areas.

The fourth meeting provided the Committee with information concerning the instructional programs which are presently in effect in the Smithtown School District. Presenters at this meeting included: Mrs. Josephine Ciaravella, Assistant Superintendent for Instruction; Mr. Ron Levine, Administrator for Special Education; Mr. Gerald Klafter, Coordinator of STEPS; Mr. Roger Sullivan, High School Principal; Mr. Harry Ortgies, Intermediate School Principal; and Dr. Joseph Lamanna, Elementary School Principal.

At the fifth meeting, Mr. Larry Clancy, Assistant Superintendent for Finance and Business, provided the Committee with information pertaining to building and staffing costs.

Several Committee meetings were devoted to discussing and refining the information which was presented during the first five sessions. Dr. Williams and Mr. Frank DeRubeis of the Smithtown Planning Department, reported back to the Committee with further information concerning population trends in the town of Smithtown.

ANALYSIS OF DATA BY THE COMMITTEE

From the outset, the Citizens Advisory Housing Committee realized that much of the data with which the Committee would be dealing could be subject to a wide range of interpretation. For this reason, the Committee developed a set of "GIVENS" -- a body of information which would serve as the factual basis from which all Committee recommendations would be derived. The Committee, by consensus, agreed to accept the following information as "GIVENS":

- The present (1983) Elementary and Secondary Programs.
- The maintenance of the present organizational structure of: K-5 elementary schools, 6-8 intermediate schools, and 9-12 high schools.
- Staffing information presented by Mr. Barton.
- Cost information presented by Mr. Clancy.
- Enrollment Projections presented by Dr. Williams.

The Citizens Advisory Housing Committee received a Housing Capacity and Utilization Chart which was developed by the Smithtown School District many years ago. This chart based building capacity and room utilization on a formula which multiplied the number of classrooms in a particular building by 25 students (number of classrooms X 25 students = building capacity). While this formula determines the number of students which would fit into a particular building, the Committee recognized the necessity of re-examining these capacity numbers to reflect the actual accepted instructional programs which exist today in the Smithtown School District.

ELEMENTARY SCHOOLS

At the elementary school level, there are presently in effect a number of approved elective and mandated instructional programs which require basic spatial considerations. In order to afford accurate planning, the Committee considered the following allocation of room space to be essential in each elementary school building:

- (1) Reading Room/Chapter 1 Room
- (1) Learning Center
- (1) Music Room
- (1) Art Room
- (1) Special Education (Average of 2
- (1) Special Education per building)
- (1) STEPS Room/Multipurpose Room (Instrumental, music, chorus, preschool, math olympiad, etc.)

TOTAL - 7 Rooms

Having identified these essential room allocations, the Committee next developed a new, program corrected, capacity figure for each elementary school which is more realistic and more compatible with the elementary instructional program actually in practice today in Smithtown. In generating the new capacity figures, the Committee agreed that if seven (7) rooms are to be used for the aforementioned specific program purposes in each elementary school, then a reduction in the capacity figure for each elementary school building would be necessitated. In keeping with the district's original formula for determining capacity development, the Committee planned for a reduction in the capacity figures of each building by multiplying the seven (7) specific purpose rooms times 25 students. This process indicated a reduction of 175 students from the stated capacity of each elementary school. Thus, the capacity figures were determined by multiplying 25 X number of remaining classrooms.

The new capacity figures, developed by the Committee to reflect present program and to suit the individual buildings as they exist in 1983, are as follows:

Dogwood	375
Landing	375
Mt. Pleasant	375
Smithtown	375
Nesconset	475
Branch Brook	400
St. James	575
Accompsett Elem.	550
Tackan	525

The entire Committee agreed that these program-corrected capacity figures more accurately reflect the current capacity for each of the above buildings.

If the number of students is over the capacity figure and adversely affects class size, additional space would have to be sought.

The number of classrooms used in computing the above capacity figures includes the following number of portables as of Nov. 1983:

Accompsett	1
Branch Brook	1
Nesconset	2
St. James	7

The Committee would prefer that portables be eliminated, whenever possible, before further building closings are announced. The Committee also recognizes, however, that certain contingent situations may call for the use of a portable in an unexpected situation.

While the Citizens Advisory Housing Committee has generated these new capacity figures for each elementary school, the Committee recognizes the practicality of developing a realistic range in each building for the Board of Education to use as a guideline in planning. The lower end of the range has more flexibility than the upper portion of the range, thus, the upper range reflects an increase of twenty-five (25) and the lower range a decrease of seventy-five (75). The following chart indicates this appropriate range developed for each building (as it exists in 1983-including above portables):

Dogwood	300-400
Landing	300-400
Mt. Pleasant	300-400
Smithtown	300-400
Branch Brook	325-425
Nesconset	400-500
St. James	500-600
Accompsett	475-575
Tackan	450-550

INTERMEDIATE SCHOOLS

As was the case with the elementary schools, the district Housing Capacity and Utilization Chart provided building capacity figures for each intermediate school building in Smithtown. These building capacity figures are based on the number of teaching stations in a building without regard to the actual program-related purpose of each room. The Housing Capacity and Utilization Chart established a building capacity of 1000 students per building for each of the district's present intermediate schools: Accomsett, Great Hollow and Nesaquake.

Again, as was the case when reviewing the building capacity figures at the elementary level, it was apparent to the Committee that a revision was necessary because of: 1) recent modifications in state mandated programs, and 2) recent changes in the district's own approved instructional policy. In most cases, these instruction changes (Special Education, Communication Skills, PSEN-Reading, PSEN-Writing, PSEN-Math, and STEPS), have required that certain classrooms be set aside for these mandated or fixed programs. The setting aside of regular classrooms for these purposes has had the effect of removing these classrooms from the available pool of classrooms for general use in a building.

The listing below indicates the average number of classrooms which are assigned to such mandated or fixed purposes as of November, 1983:

STEPS	.3
Math Lab	1
Self-Contained	1.5
Resource Room	3
Reading Center	1

TOTAL 6.8

As indicated, an average of (6.8) classrooms per intermediate school has been set aside for mandated or fixed programs. A further consideration in planning capacity figures at the intermediate level is the existence of the traditional subject area rooms which can only be utilized for a specific function. Included among these rooms are an average of (6) Science Labs, (2) Industrial Arts Rooms, (2) Art Rooms and, (2) Home Economics Rooms in each intermediate school. These rooms are included in the available pool of classrooms for general use but, by their very nature, these rooms are precluded from bearing the same traffic as regular classrooms.

In order to afford accurate planning at the intermediate school level, the Committee employed the same criterion which was previously employed in developing the program-corrected capacity ranges at the elementary level. The Committee applied the district's 25 students-to-one-room ratio in adjusting the intermediate building capacities to reflect the present instructional programs in effect

at this level. The average number of fixed or mandated purpose rooms in each building (6.8) was multiplied by 25 students-per-room to ascertain the appropriate reduction in building capacity figures (6.8 fixed purpose rooms X 25 students per room = 170 students). The effective program-corrected capacity for each intermediate school as it exists in November, 1983 was, thus, considered by the Committee to be 830 students (1000-170 = 830).

For planning purposes, the Committee recommends that the appropriate program-corrected capacity range for each of the present intermediate schools is 750 to 850 students.

HIGH SCHOOLS

Based on current programs and the realistic functioning of a school, the Committee developed a capacity range of 1500-2000 students for the high schools.

In 1970, the median size of a high school in the United States was only between 500 to 750 students. A large urban or suburban high school contained 1,000 to 2,000 pupils or more.

The question of size will become a serious matter for communities with two or more high schools and facing declining enrollment. Extremely small schools will probably generate higher costs with the possibility of reducing the comprehensive nature of the offerings. Large high schools possess a more heterogeneous single facility with more varied programs. However, social control and the development of a sound value system is inhibited by virtue of the size of the student body. Therefore, based upon the maintenance of our current programs in Smithtown, and the realistic functioning of a school, the Committee developed a capacity range of 1,500-2,000 for each of the high schools.

COMMITTEE RECOMMENDATIONS

The Citizens Advisory Housing Committee recommends that the Smithtown Board of Education continue to monitor and update building capacity figures on a yearly basis as instructional programs evolve. For example, if an extended or full-day kindergarten program becomes a reality, each elementary school building capacity would be reduced by using our prior formula of 25 children per classroom.

The Committee recognizes the need for redistricting in Smithtown and supports such an effort. The Committee further recognizes that this procedure requires considerable planning and foresight. In this regard, the Committee recommends that a Citizens Advisory Committee be established immediately to plan and review the steps necessary for developing a redistricting plan for Smithtown's future. The suggested redistricting plan should be comprehensive, long-ranged and consistent. Once such a comprehensive redistricting plan is developed, the Citizens Advisory Housing Committee suggests a gradual implementation from the elementary grades upward through the secondary grades. It is the concern of our Committee that while we seek a balanced distribution of students in schools at each of the three instructional levels, we also seek stability in the placement of our individual students as they pursue an education in the Smithtown School District. We would discourage any plan which would involve multiple shifts and disruptions of these students within the established K-5, 6-8, 9-12 divisions.

A further area of concern generated by the Citizens Advisory Housing Committee involves the reliability of long-range enrollment and population projections. It is clear to the Committee that a yearly review of enrollment and census data is vital if Smithtown is to develop an effective housing scheme. Middle and long-range projections are highly sensitive to subtle changes in such data. Close monitoring of revised and accurate data is essential to proper planning practices. It is the belief of this Committee that a formal vehicle be established, incorporating the spirit and the structure of the present Citizens Advisory Housing Committee (including the representational structure), for the purpose of advising the Smithtown Board of Education on housing matters.

OPTION #1

2 High Schools

1 or 2 Intermediate Schools

6 or 7 Elementary Schools

ANALYSIS OF OPTION #1

In its analysis of Option #1, the Citizens Advisory Housing Committee perceives the following structure which could be implemented in approximately 1988:

- 2 High Schools
- 2 Intermediate Schools
- 7 Elementary Schools

PRO(S) ASSOCIATED WITH OPTION #1

1. Option #1 in its perceived form effectively maintains the integrity of an east-west structure in Smithtown. Inherent in this option is the existence of one (1) high school and one (1) intermediate school in each sector. The implementation of Option #1 would allow for the continuation of both the present grade level structure (K-5, 6-8, 9-12) and the present scope of course offerings. The maintenance of these two "GIVENS" is considered by the Committee to be a positive factor since the present configuration and the present diversity of course offerings effectively meet the needs of students in the Smithtown School District.

2. Option #1 affords a structure in which manageable numbers of students could be housed in each school building. Although the Committee realizes that it is unreasonable to expect ideal class distributions at each grade level, Option #1 conforms to the manageable capacity ranges generated by this Committee: *

Elementary Schools (K-5)	300-600 students per building
Intermediate Schools (6-8)	750-850 students per building
High Schools (9-12)	1500-2000 students per building

*(See rationale in introduction)

3. Option #1 provides room for all special area programs both mandated and elective, which are presently in existence and which have been determined to be essential by the Committee. The programs, and the room requirements implicit in the existence of these programs are as follows (see Introduction):
 - (1) Reading Room/Chapter 1 Room
 - (1) Learning Center
 - (1) Music Room
 - (1) Art Room
 - (1) Special Education (Average of 2
 - (1) Special Education per building)
 - (1) STEPS Room/Multipurpose Room (Inst. music, chorus, Preschool, Math Olympiad, etc.)

4. The structure described in Option #1 provides for the continuation and the expansion of mandated and elective programs at the secondary level. Included among these present programs are: Alternative Program, Self-Contained Special Education and Resource Room Programs, Computer Course, STEPS, Learning Center, Compensatory Education (reading, writing, etc.).
5. Option #1 allows for the maintenance of the present two (2) high school format for a period of five to ten years. The Committee is in favor of preserving this two (2) high school concept but projected figures indicate that, by 1988, the enrollment at the high school level may fall below 1,500 students per high school. This enrollment factor may not necessarily dictate the closing of a high school building. Perhaps, the closing off of portions of the building or using parts of buildings for alternate purposes, such as day care, senior citizens, adult education, etc., could maintain the building.
6. Under Option #1, a redistricting must occur in order to preserve the east-west structure of the district. Through redistricting, the present imbalances in our schools would be corrected and it becomes possible to close one (1) intermediate school building in approximately 1988 and one (1) elementary school building in approximately 1987. Planning for any such redistricting should commence two (2) years prior to the closing of schools.
7. It is difficult to project the cost savings which would be directly realized in the closing of one (1) intermediate school and one (1) elementary school. On the following two pages are dollar amounts for the average 1983 costs of each item which would represent a savings after a reduction in staff had already been effected because of declining enrollment. Items have been included only if their elimination would not represent a decrease in 1983 levels of service to students.

A. We will impact the following areas and save because of closing one (1) Intermediate school.

	<u>Average 1983 Cost</u>	<u>Total</u>	<u>Projected Cost</u>
1 Principal	\$ 49,341	\$ 49,341	
1 Asst. Principal	43,351	43,351	
2 Guidance Counselors	33,096	66,192	
1 Librarian	32,467	32,467	
1 Principal/Asst. Principal Secy.	14,394	14,394	
1 Office Clerk	10,298	10,298	
1 Teacher Clerk	6,998	6,998	
1 Health Office Clerk	6,831	6,831	
1 Guidance Clerk	12,309	12,309	
1 Library Clerk	10,486	10,486	
1 Learning Center Aide	9,629	9,629	
1 AV Aide	5,929	5,929	
5 Custodians	12,692	<u>63,460</u>	
Total..		331,685	

The above services are subject to the following benefit costs:

Administrators-35%	32,442	
Teaching Staff-37%	36,503	
Non-Teaching Staff-39%	<u>54,730</u>	
	\$123,675	\$123,675

MAINTENANCE COSTS

(Only fully applicable if the building was sold or rented)

<u>Average Utilities</u> (Telephone, fuel, gas, water, electric)	102,650	
<u>Average Contractual Cost</u> (Refuse removal, mops, service, etc.)	5,100	
<u>Average Maintenance Supplies</u> (Floor wax, cleaners, repair, supplies)	<u>34,000</u>	
	\$141,750	<u>141,750</u>
Total..		\$597,110

B. We will impact the following areas and save because of closing one (1) Elementary school:

	<u>Average 1983 Cost</u>	<u>Total</u>	<u>Projected Cost</u>
1 Principal	\$ 46,206	\$ 46,206	
1 Librarian	29,856	29,856	
1 Reading Teacher	32,886	32,886	
1 Principal's Secy.	11,436	11,436	
1 Health Office Clerk	7,525	7,525	
1 Teacher Aide	6,208	6,208	
3 Custodians	13,392	40,176	
1 Learning Center Aide	9,498	9,498	
Total..		<u>\$283,791</u>	

The above services are subject to the following benefit costs:

Administrators-35%	16,172	
Teaching Staff-37%	23,214	
Non-Teaching Staff-39%	<u>29,189</u>	
	\$68,575	\$68,575

MAINTENANCE COSTS

(Only fully applicable if the building was sold or rented)

<u>Average Utilities</u> (Telephone, fuel, gas, water, electric)	45,600	
<u>Average Contractual Costs</u> (Refuse removal, mops, service, etc.)	2,650	
<u>Average Maintenance Supplies</u> (Floor wax, cleaners, repair supplies)	<u>11,000</u>	
	59,250	<u>59,250</u>
Total		\$311,616

CON(S) ASSOCIATED WITH OPTION #1

1. In 1986, it is projected that there will be significant imbalance between the two high schools and among the three intermediate schools. This disparity could be rectified in the event that the district proceeds with a redistricting policy commensurate with the plan suggested in #6 of the PRO section of this option.

2. Under the guidelines previously stated in this report, Option #1 would utilize eight (8) elementary buildings instead of seven (7). The district-wide projected elementary school enrollment of 3,159 students in 1988 would not justify the existence of 8 elementary schools.

OPTION #2

2 High Schools

6-8 Elementary Schools

ANALYSIS OF OPTION #2

In its analysis of Option #2, the Committee perceives the following structure:

- 2 High Schools
- 8 Elementary Schools

PRO(S) ASSOCIATED WITH OPTION #2

1. Considering the present structure of school buildings in the Smithtown district, the Committee could not perceive of any positive educational arguments for this configuration. Although financial savings would accrue from completely eliminating the three (3) intermediate schools, this Option is so educationally unsound within the context of the Smithtown district that the Committee found it to be unworthy of consideration.

CON(S) ASSOCIATED WITH OPTION #2

1. Option #2 would require a departure from the present K-5, 6-8, 9-12 configuration in Smithtown. Thus, the district would be forced to abandon the present programs offered for the 6th graders at the intermediate school level and incorporate these offerings into the elementary program.
2. Seventh and eighth graders are an extremely impressionable age group. The spectre of exposing these young children to ninth, tenth, eleventh and twelfth graders, is neither desirable nor emotionally healthy. The 6-8 organization allows for proper socialization and emotional development for this sensitive age group. The Committee believes that placing these youngsters into a 7-12 high school will have a deleterious effect upon that development.
3. Within a 5 to 10 year period, the enrollment in a 7-12 configuration will significantly exceed the suggested figure of 1500 students per high school and, thus, exceed the range of best balance of educational effectiveness and economic efficiency.

OPTION #3

1 High School
2 or 3 Intermediate Schools
6 or 7 Elementary Schools

OPTION #4

1 High School
1 or 2 Intermediate Schools
7 or 8 Elementary Schools

In preparing its report on these options, the Committee employed a 10-year enrollment projection table (see Appendix 2). This table projected an incoming kindergarten enrollment of 550 students for each year from 1983 to 1993. Based on the available data, the Committee concluded that the 550 figure represented the most accurate forecast of estimating enrollment in Smithtown for the next 10 years. The Committee further recommended that the following figures be used as guidelines for determining the average range capacity for school buildings at each instructional level (see Introduction):

Elementary School (K-5)	300-600 Students (Based on building)
Intermediate School (6-8)	750-850 Students (Based on building)
High School (9-12)	1500-2000 Students (Based on building)

In studying the feasibility of Option #3 and Option #4, the Committee compared the aforementioned 10-year projection table with the Committee's capacity guidelines as a basis for analysis. It became readily evident to the Committee that neither Option #3 nor Option #4 could be immediately implemented. Based on capacity factors and the 10-year projection table, it would not be possible to implement either option in its entirety until the 1991-1993 period. The Committee acknowledged that Option #3 and Option #4 could, in fact, be implemented much more rapidly (1987) in the unlikely event that a Smithtown School Board would accept the institution of DOUBLE SESSION instruction at the Intermediate and the High School levels. While the Housing Committee does not advocate such a policy, the possibility must be included as part of this report.

While the Committee expressed a strong satisfaction with the present two high school format in Smithtown, the members were cognizant of the fact that a projected total high school enrollment of 2014 students in 1993 might, indeed, dictate a one high school configuration at that time.

ANALYSIS OF OPTION #3

In its analysis of Option #3, the Committee perceived the following structure:

- 1 High School
- 2 Intermediate Schools
- 7 Elementary Schools

PRO(S) ASSOCIATED WITH OPTION #3

1. A one high school format would encourage district-wide harmony and effect a total community atmosphere in Smithtown.
2. One high school of 2,000 students may present a more varied instructional program than the alternative of two 1,000 student high schools. More elective course offerings could be provided in a 2,000 student school with less chance of important courses being closed because of low enrollment.
3. A one high school format may provide an advantage for the athletic program in Smithtown. In keeping with the present non-availability of coaches, a consolidation into one high school could cut, by half, the district's requirement of high school coaches while still providing a full range of athletic opportunities in Smithtown.
4. The additional bus requirements for transportation indicated by Option #3, would not necessarily increase costs because the state would provide additional aid due to the increased traveling distances which students will encounter.
5. Incorporating two high schools into one would affect certain immediate savings in terms of the duplication of staff, services, and costs, involved in having the two separate schools (see next page).

PROJECTED COST IMPACT RESULTING FROM A CONSOLIDATION
INTO ONE HIGH SCHOOL

It is difficult to project the cost savings of a future consolidation into one high school. The following dollar amounts are AVERAGE 1983 costs for each item. Only those items which are presently duplicated in our two high school system but which would not necessarily be duplicated in a one high school format have been included. Furthermore, these items have been included only if their elimination would not represent a decrease in 1983-level of services to students.

In projecting 2,000 students into one High School:

- A. We will already have saved in the following areas through the process of declining enrollment rather than through the process of consolidating schools:

Department Chairpersons
Asst. Principals
Asst. Principals, Secretaries
Librarians, Teachers, Teacher Aides, Health Clerks

- B. We will impact the following areas and save because of consolidation:

	<u>Average 1983 Cost</u>	<u>Total</u>	<u>Projected Cost</u>
1 Principal	\$ 51,917	\$ 51,917	
1 Principal Secretary	14,394	14,394	
12 Custodians	13,468	<u>161,616</u>	
	Total -	\$227,927	

The above services are subject to the following costs:

Administrators-35%	18,171	18,171	
Non-Teaching Staff-39%	68,644	<u>68,644</u>	
	Total -	\$ 86,815	

Maintenance Costs
(Only fully applicable if building is sold or rented):

<u>Average Utilities</u> (Telephone, fuel, gas, water, electric)	264,750	
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<u>Average Contractual Cost</u> (Refuse removal, mops, service)	11,700	
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<u>Average Maintenance Supplies</u> (Floor wax, cleaners, repairs)	75,000	<u>351,450</u>	
	TOTAL -	\$666,192	

CON(S) ASSOCIATED WITH OPTION #3

1. In the event that Smithtown were to consolidate into one high school before 1991-1993, maintaining the aforementioned guidelines of manageable size would be a major obstacle. As indicated by the affixed projection table (see Appendix 2):

One High School in	1986	would have	3,461	students
"	1987	" "	3,111	"
"	1988	" "	2,795	"
"	1989	" "	2,473	"
"	1990	" "	2,257	"

2. One High School would mean that fewer students would be able to participate in interscholastic sports. (For example, two 1,000 student schools would each probably field a 13 player basketball team for a total of 26 players, while one 2,000 student school would field one 13 player team).

ANALYSIS OF OPTION #4

In its analysis of Option #4, the Committee perceived the following structure:

- 1 High School
- 2 Intermediate Schools
- 8 Elementary Schools

PRO(S) ASSOCIATED WITH OPTION #4

1. A one high school format would encourage district-wide harmony and effect a total community atmosphere in Smithtown.
2. One high school of 2,000 students may present a more varied instructional program than the alternative of two 1,000 student high schools. More elective course offerings could be provided in a 2,000 student school with less chance of important courses being closed because of low enrollment.
3. A one high school format may provide an advantage for the athletic program in Smithtown. In keeping with the present non-availability of coaches, a consolidation into one high school could cut, by half, the district's requirements of high school coaches while still providing a full range of athletic opportunities in Smithtown.
4. The additional bus requirements for transportation would not necessarily increase costs because the state would provide additional aid due to the increased traveling distances which the students will encounter.
5. Incorporating two high schools into one would affect certain immediate savings in terms of the duplication of staff, services, and costs involved in having the two separate schools, (see next page).

PROJECTED COST IMPACT RESULTING FROM A CONSOLIDATION INTO ONE HIGH SCHOOL

It is difficult to project the cost savings of a future consolidation into one high school. The following dollar amounts are AVERAGE 1983 costs for each item. Only those items which are presently duplicated in our two high school system, but which would not necessarily be duplicated in a one high school format have been included. Furthermore, these items have been included only if their elimination would not represent a decrease in 1983-level of services to students.

In projecting 2,000 students into one High School:

- A. We will already have saved in the following areas through the process of declining enrollment rather than through the process of consolidating schools:

Department Chairpersons
 Asst. Principals
 Asst. Principals, Secretaries
 Librarians, Teachers, Teacher Aides, Health Clerks

- B. We will impact the following areas and save because of consolidation:

	<u>Average 1983 Cost</u>	<u>Total</u>	<u>Projected Cost</u>
1 Principal	\$ 51,917	\$ 51,917	
1 Principal Secretary	14,394	14,394	
12 Custodians	13,468	<u>161,616</u>	
Total-		\$227,927	

The above services are subject to the following costs:

Administrators - 35%	18,171	18,171
Non-Teaching Staff - 39%	68,644	<u>68,644</u>
Total-		86,815

Maintenance Costs
 (Only fully applicable if building is sold or rented):

<u>Average Utilities</u> (Telephone, fuel, gas, water, electric)	264,750	
<u>Average Contractual Cost</u> (Refuse removal, mops, service)	11,700	
<u>Average Maintenance Supplies</u> (Floor wax, cleaners, repairs)	75,000	<u>351,450</u>
TOTAL-		\$666,192

CON(S) ASSOCIATED WITH OPTION #4

1. In the event that Smithtown were to consolidate one high school before 1991-1993, maintaining the aforementioned guidelines of manageable size would be a major obstacle, as indicated by the affixed projection table (see Appendix 2).

One High School in 1986 would have 3,461 students

"	1987	"	"	3,111	"
"	1988	"	"	2,795	"
	1989	"	"	2,473	
	1990	"	"	2,257	"

2. One high school would mean that fewer students would be able to participate in interscholastic sports. (For example: two 1,000 student schools would each probably field a 13 player basketball team for a total of 26 players, while one 2,000 student school would field one 13 player team.)

APPENDIX

X= Present
 Blank= Absent
 /= Sub-Comm. did not meet

ATTENDANCE-CITIZENS ADVISORY COMMITTEE 4/83 to 11/83

Sub-Com B
 only

ADMINISTRATORS	4/25/83	5/9	5/16	5/25	6/1	6/13	6/20	7/11	8/8	8/24	9/16	9/19	9/28	10/12	10/17	10/26	11/7
G. Andreozzi	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L. Dolan	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
A. Mastrangelo	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
F. Stellhorn (Replaced B. Badeer 6/20/83)									X	X	X	X	X	X	X	X	X

TEACHERS

J. Gallo	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M. Micciche	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C. Miller	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X

COMMUNITY BY

SCHOOL AND

ATTEND AREAS

V. Abrahams	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
J. Bengtson	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A. Camilleri	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W. Marx	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
J. Melosci	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L. Megna	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
R. Rafferty	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
K. Sapio	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
A. Schultz	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
E. Weidig	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

COMMUNITY

AT LARGE

D. Bitsko																	
E. Bracht	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
A. Casazza																	
S. Fortunato	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
R. Griensmann	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
A. Metzger	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
L. Nelson	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
R. Owen	X	X	X	X	X	X	X	X	/	X	X	X	X	X	X	X	X
G. Ravitz																	

TOTALS 21 19 15 19 12 12 12 18 10 9 12 18 14 16 14 16 18 14

Sub-Com B
 only

SMITHTOWN CENTRAL SCHOOL DISTRICT
ACTUAL AND PROJECTED ENROLLMENT, BY GRADE*

(October, 1983 to 1993)

Grade	Actual	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	Percent Decline 1983-93	Percent Increase or (Decrease)
	1983**	Projected											
Elementary:													
K	475	550	550	550	550	550	550	550	550	550	550		K-1 (.01)
1	534	471	545	545	545	545	545	545	545	545	545		1-2 (.02)
2	525	524	462	535	535	535	535	535	535	535	535		2-3 (.01)
3	558	520	519	458	530	530	530	530	530	530	530		3-4 .01
4	612	564	526	525	463	536	536	536	536	536	536		4-5 -0-
5	601	612	564	526	525	463	536	536	536	536	536		
Sub Total	3,305	3,241	3,166	3,139	3,148	3,159	3,232	3,232	3,232	3,232	3,232	(2%)	
Intermediate:													
6	765	613	625	576	537	536	473	547	547	547	547		5-6 .02
7	911	758	607	619	571	532	531	469	542	542	542		6-7 (.01)
8	952	911	758	607	619	571	532	531	469	542	542		7-8 -0-
Sub Total	2,628	2,282	1,990	1,802	1,727	1,639	1,536	1,547	1,558	1,631	1,631	(38%)	
High:													
9	988	981	939	781	626	638	589	548	547	483	559		8-9 -.03
10	1,009	939	932	892	742	595	606	560	521	520	459		9-10 (-.05)
11	1,074	969	902	895	857	713	572	582	538	501	500		10-11 (-.04)
12	1,070	1,064	960	893	886	849	706	567	577	533	496		11-12 (-.01)
Sub Total	4,141	3,953	3,733	3,461	3,111	2,795	2,473	2,257	2,183	2,037	2,014	(51%)	
Total	10,074	9,476	8,889	8,402	7,986	7,593	7,241	7,036	6,973	6,900	6,877		
Elem., Sp. Ed.	94	95	95	95	95	95	95	95	95	95	95		
TOTAL	10,168	9,571	8,984	8,497	8,081	7,688	7,336	7,131	7,068	6,995	6,972	(31%)	

*Based on five year average projection ratio.

**Based on enrollment of 9/30/83.

10/20/83