

**REPORT OF THE CITIZENS ADVISORY COMMITTEE
TO THE BOARD OF EDUCATION
"THE FUTURE OF THE HIGH SCHOOL"**

April 27, 1999

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CITIZENS ADVISORY COMMITTEE

CHARGE TO THE COMMITTEE

October, 1998

"The Board of Education is seeking to evaluate the relative advantages and drawbacks to a one high school district as compared to a two high school district in Smithtown. To that end, the Board has established a Citizens Advisory Committee to investigate this question and to submit a report of its findings to the Board by October 1999.

The committee is charged with determining the relative costs of the two organizations and describing the program advantages and drawbacks offered by each. In addition, the impact of school size on climate and the learning environment is to be described, as well as any strategies that may be employed to mitigate negative effects that emanate from school size."

Historical Review of the District's Enrollment

The Smithtown School District has always had concern for quality education. In 1795, when the New York State Legislature passed an act for the "*Incouragement of Schools*," the Smithtown community was one of the first to take advantage of its provisions.

More than two hundred years later, the rich heritage that began then continues in the Smithtown community, where quality and equity in education for its students is a primary goal.

With this in mind the Board of Education authorized the establishment of a Citizens Advisory Committee whose responsibility it was to review the affect of one high school verses two high schools.

The question that comes to the forefront immediately is, why conduct such a study when clearly the community voted on a Bond referendum that stated "Great Hollow will reopen in 1999. In 2003 or 2004 our secondary buildings will be reconfigured: Nesaquake will reopen, the Freshman building will be a Middle School, and the current Smithtown Middle School will revert to the District's second High School."

Given the statement above, it is important that three areas be reviewed to assure that the educational interests of all students are being met. The areas to be reviewed include:

Curriculum (Committee) to assure that the instructional program will provide equity in the academic and elective program.

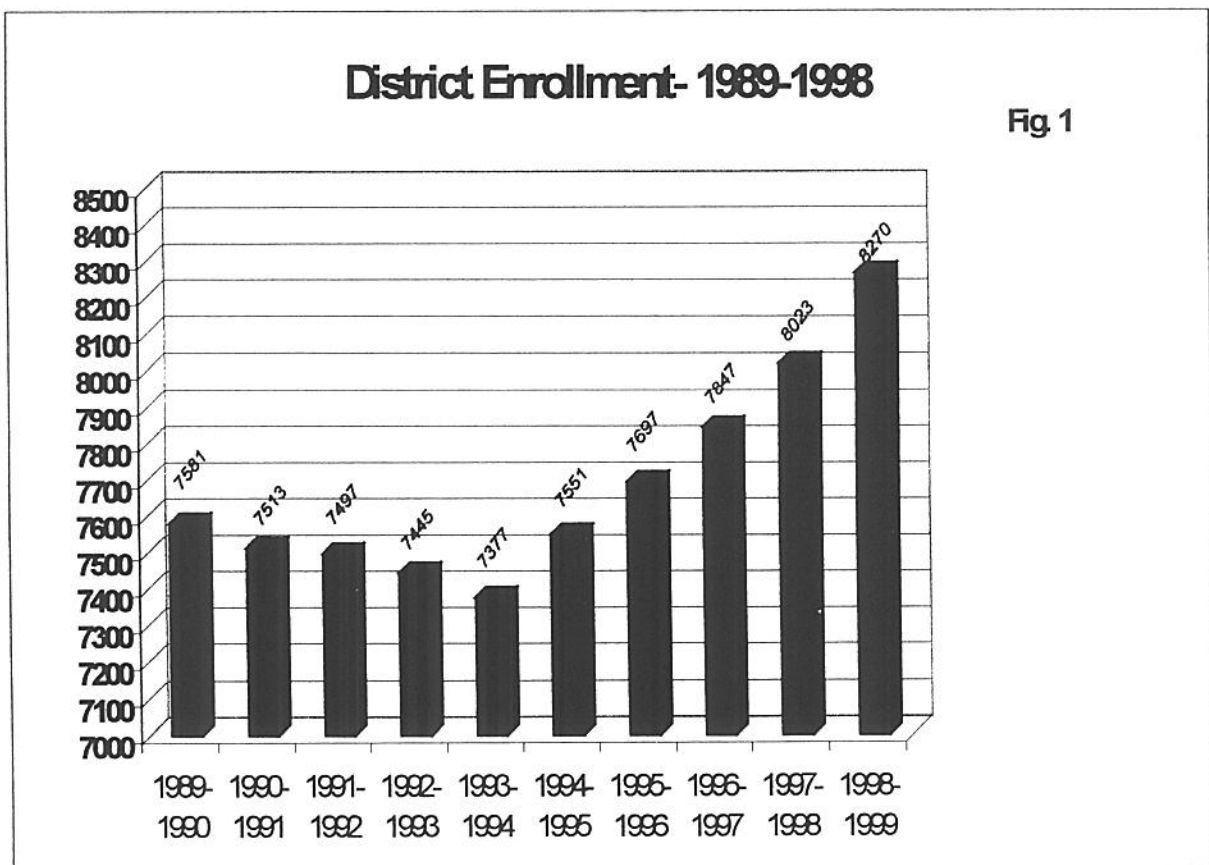
School Climate (Committee) to review the parity in athletic and extra-curricular programs, student population, transportation and parent involvement.

Finance and Facilities (Committee) to assess the financial ramifications to assure that the financial resources are properly allocated and that the necessary space for programs and needed resources are provided.

This Advisory Committee has met since January 1999. For four months the subcommittees have met in small groups and as a whole to review concerns and to make presentations to the committee at large.

To make an informed decision, regarding the future of the high school, the number of students who are currently enrolled in our schools and how their presence effects our current and future space requirements needs to be reviewed.

From 1989 through 1998, the District's student enrollment has evolved from a low of 7,377 students K - 12 to a high of 8,270. This is an increase of approximately 900 students. Most of this increase was at the elementary level and mirrored the trend across the country. This is shown in Figure 1.



The enrollment at the elementary level continues to increase and is projected to continue its rise over the next ten years. As students age up so does the population and this accounts for the increase the district is now experiencing at the middle school. To provide appropriate housing and an equitable instructional program the District will open the Great Hollow Middle School in September 1999.

This action will accommodate the current increase in population. One third of the sixth and seventh grade will attend Great Hollow in 1999 - 2000. In the 2000-2001 school year one third of the District's Middle School population will attend Great Hollow Middle School.

Figure 2 is a graphic representation of the district's enrollment trend for the past ten years in grades 6-8. Please note that in 1993-94 the Middle School population was still in a declining enrollment trend, not reaching its lowest point until 1994-95. Reflective in this graph is the fact that in the past five years, Smithtown's Middle School enrollment has increased by approximately 200 students.

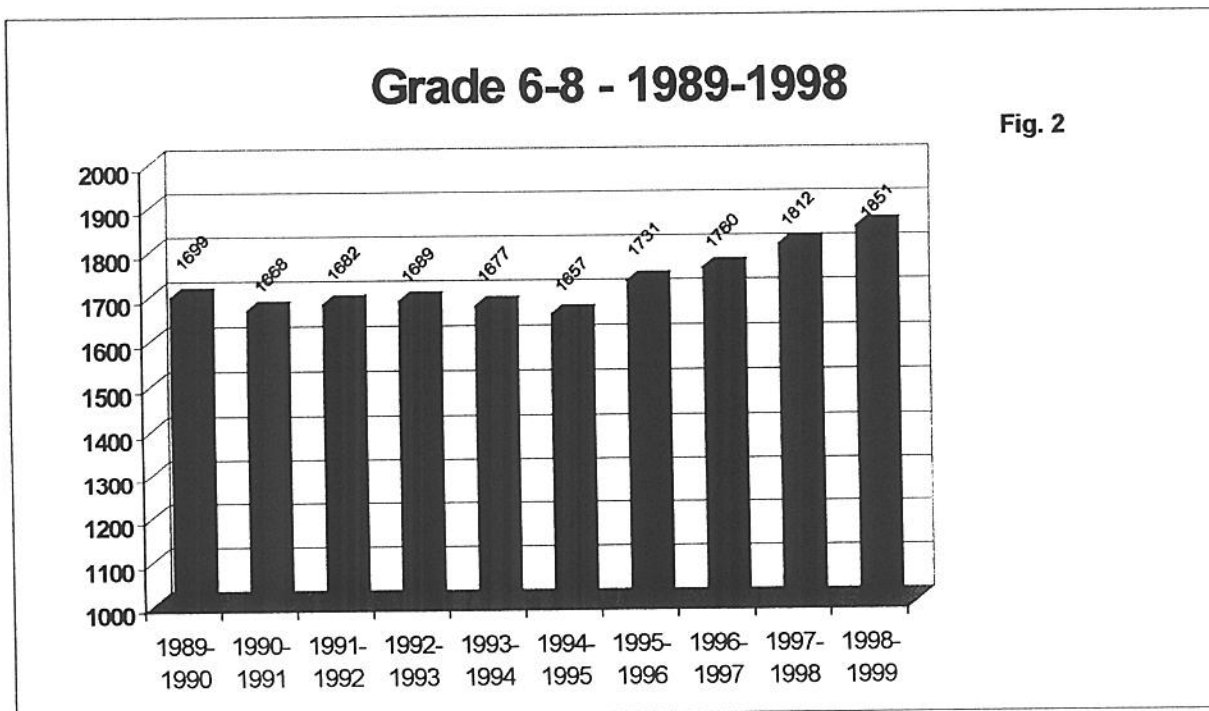
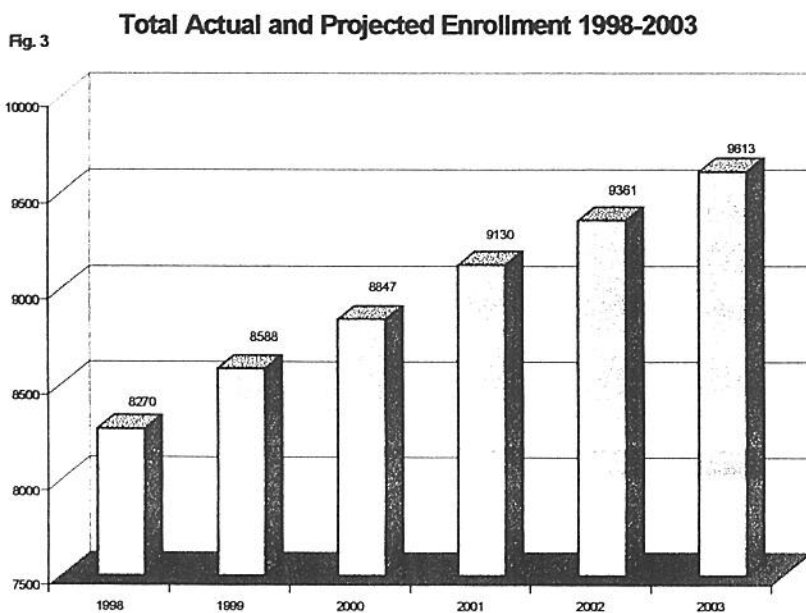


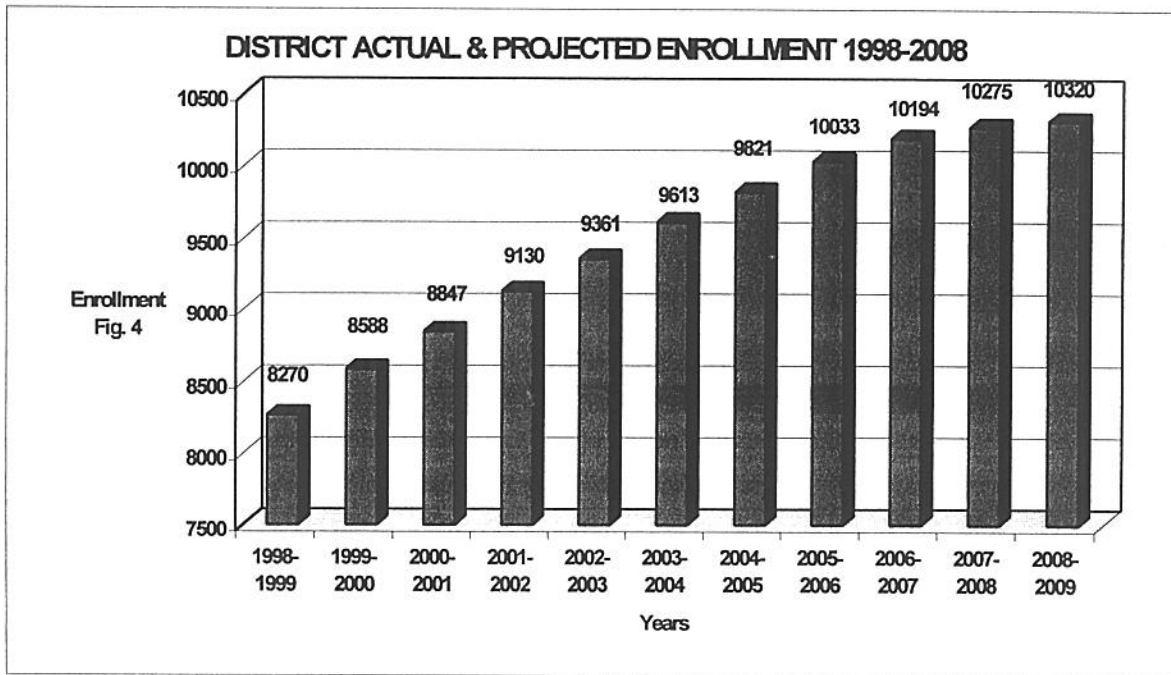
Fig. 2

Clearly, the district has experienced increased enrollment. Most of this increase has been in the elementary population throughout the district. Additional students coming into the district are based on three factors: new housing, resale of existing housing, and families having multiple children.

Based on our past history and the development of this community, the projections for the district need to be reviewed. Figure 3 shows the five year projection district wide. You will note that based on our current enrollment and past experience that our population can be expected to increase by approximately 1,300 students over the next five years. This increase will continue to impact our elementary schools. Accordingly, the elementary students of the late '90's will now progress into our secondary schools. This student population spread into the secondary schools is the force that has moved the district to propose breaking out the secondary population into three middle schools and two high schools in the 2003 - 2004 school year.



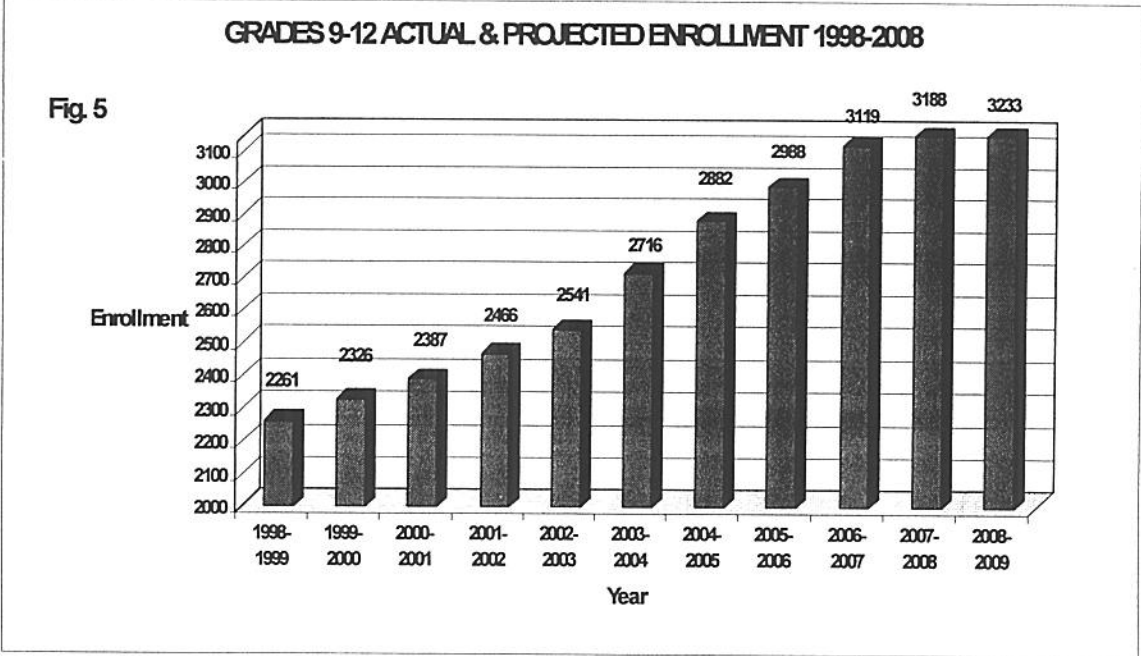
A review of Figure 4 shows the enrollment projected district wide for ten years from 1998 to 2008. From 2003 to 2008 the projection indicates approximately an additional 700 students.



Therefore, over the ten year period from 1998 through 2008, the District could see an increase in student population of over 2000 students. This projection is based on our current enrollment. Statistically it is difficult to project population with great reliability beyond five years. As previously indicated, the economy, the housing market and societal trends have a major impact on enrollment projections.

While the district wide projections are important to have a full picture of the enrollment, it is necessary to visually review the high school projections for the next ten years. Figure 5 provides the graphic view of the projected high school enrollment.

Clearly the indications are that over the next 10 years the population of grades 9 through 12 will increase by approximately 1000 students.



The current enrollment for grades 9 - 12 is 2,261. When another 1000 students are added to this number, we are now looking at a enrollment that is over 3,200. Based on the educational needs and expectations we know today, the current high school facility will not be able to handle this enrollment. This now leads us to explore the options that were previously outlined.

We will begin the next portion of this charge with a review of the curricular implications.

CURRICULUM IMPLICATIONS

Introduction

In 1992, the Smithtown School District consolidated its secondary program in an effort to reduce costs. The three intermediate schools were consolidated into one middle school, and this school was housed in the building that previously had served as High School East. The two high schools were consolidated into one and housed in two buildings on one campus. The former Accomsett Intermediate School became the Freshman Campus, and the former High School West became the 10-12 Building.

For almost twenty years, the two high schools provided effective educational programs to the students of Smithtown. In 1973, the second high school was built to handle the sharp enrollment increases caused by the post-war baby boom and the movement of many people from New York City to the surrounding suburbs. Shortly after the opening of the second high school, the enrollment in Smithtown peaked and then began a slow but steady decline. The first effects of that decline were felt in the elementary schools, and the District began closing elementary schools in the seventies, eventually reducing the number of elementary schools from thirteen to eight. As the decline moved into the secondary level in the 1980's, the number of intermediate schools was reduced from four to three.

By the late 1980's, the enrollment decline was clearly evident in the high schools, and there was a wide disparity in population between high school East and West (1800 and 1100 students, respectively). The School Board convened a Citizens Advisory Committee on Housing to consider the question of going back to one high school. After completing its study, the Committee recommended to the Board that two high schools be retained. The Board initially accepted that recommendation, but the financial crises of 1990-1991, in which the District's state aid was reduced by one-third, required that the two high school question be re-opened. This resulted in the consolidation of 1992.

The first two years of the consolidation were difficult ones for the staff, students, and parents. At the high school, there was a great deal of work to be done in merging the two cultures and creating a new school culture that worked. In addition, the Freshman Campus had to work on becoming an integral part of the high school program. After going through the growing pains, many people agree that the 9-12 instructional program has been strengthened by the consolidation. All of the district's high school resources are concentrated in one location, and this facilitates the coordination and articulation of the curriculum. Moreover, the integration of the Freshman Campus into the high school program continues to improve with each passing year.

At the middle school, there was not only the cultural issue to deal with but also a change in orientation from an intermediate to a middle school. Moreover, there were, and are, serious concerns with the size of the building. Many felt, and still feel, that a school of 1800 students is not appropriate for this age group. The middle school staff has made genuine progress towards fully realizing the instructional benefits of the interdisciplinary team. Not only do the

interdisciplinary teams serve to make the school smaller and more personal, but they are the essence of the middle school concept.

At the very time the District consolidated its secondary program, it started to experience an enrollment increase. As with the decline, the increase was first felt at the elementary level. The District's first response to the increase was a re-districting of elementary attendance areas, as the increase in population was distributed unevenly throughout the District. The re-districting was effective for about four years, but then the continuing increase simply overburdened the existing elementary schools. After long and serious consideration of various options, the Board decided to increase the capacity of the elementary schools by adding classrooms and central facilities onto each of the eight schools. (A ninth elementary school exists and is currently being rented to an Eastern Suffolk BOCES program.) At the same time, the Board decided on a phased reopening of the closed secondary buildings. These decisions required a bond issue, and the voters approved a \$28 million dollar bond in a May 1997 referendum.

Since that time, the District has been implementing these decisions and plans to re-open Great Hollow this coming fall. The re-opening of Great Hollow has forced the District to deal with the attendance patterns of students as they flow from the elementary schools to the middle level and then to the high school program. There are some difficulties with this attendance pattern, and this fact has given rise to a request to reconsider the long-range plan. Accordingly, The Board of Education formed a Citizens Advisory Committee on Housing to address the high school question.

The curriculum sub-committee on The Future of the High School met five times in developing this report. Its purpose is to examine the relative strengths and weaknesses of a one high school district and a two high school district. This examination is concerned primarily with what will be the impact on the instructional program under either organizational framework. As they pertain to one or two high schools, the report will consider staffing and facilities needs, the comprehensive high school and the impact of the Standards, curriculum coordination and articulation, the assurance of equity, and the attendance zone patterns. A final section will set forth the findings of the curriculum sub-committee.

The Comprehensive High School

A comprehensive high school provides a core curriculum to all of its students, and an elective curriculum comprised of a broad range subject. In the late 1950's, James Conant put forth the most cogent rationale for the comprehensive high school. He reasoned that all students needed skills and knowledge in areas such as mathematics, English language arts, and history, and this need is the basis for a core curriculum. In addition, students need to explore a variety of areas so as to make informed choices about their post-secondary paths. This exploration takes the form of enrollment in elective courses, and their guidance counselors assist students in making informed choices about which elective courses they select.

There is a critical mass of students necessary to drive a comprehensive high school program. Conant himself set the ideal size of a high school at about 1,500 students, but later he revised his thinking and felt that a school of 1,200 students could support a comprehensive program, at least as he envisioned it. While some contemporary educators feel that only 1,000 students is necessary to offer a genuine comprehensive program, all educators agree that as the number of students increases, the range of course offerings increases.

The relationship between the number of students and the breadth of the program is illustrated in Table 1. The actual social studies courses scheduled in today's Smithtown High School are compared with the actual courses scheduled in the 1991-92 High Schools East and West. One can readily observe that despite the fact that there are fewer students in today's high school than there were in the combined schools of seven years ago, there are a greater number of courses scheduled in the current program.

Some educators have observed that simply being more comprehensive is not necessarily better. A very broad program can include electives that are lacking in rigor and do not possess a great deal of educational value. Some of the more able students may select some of these less rigorous courses simply to avoid the demands of a college prep level course. This in turn can lead to a general diminution of student achievement. The opportunity to avoid rigor and challenging academic courses is recognized as a drawback to the comprehensive high school. In part, The New York State Standards is a reform effort that addresses this shortcoming, because the Standards reform effort seeks to raise the level of student performance in the core curriculum.

One of the effects of this reform will be to decrease the ability of some students, particularly the weaker students, to avail themselves of the elective program. This is because many students will have to "double up" on courses in the core curriculum, or they will be spending time in extended versions of core curriculum courses. In either case, these students will have less time available for elective courses. This in turn will begin a process, which sees a gradual reduction in the number and variety of electives as there is simply fewer students available to enroll in them.

Table 1

Title	1991-92	1991-92	1991-92	1998-99
	HSE Sections	HSW Sections	TOTAL Sections	SHS Sections
World Cult 9				1
Global Study 9RS				3
Global Study 9R	11	7	18	17
Global Study 9+	2	2	4	
Global Study 9H	2	1	3	3
Global Study 10R	11	6	17	14
Global Study 10+	2	3	5	4
Global Study 10H	3	1	4	2
US History & Government 11R	10	6	16	13
US History & Government 11+	3	2	5	3
US History & Government 11H	1		1	2
AP American History	3	1	4	4
AP Euro History				3
AP Economics				1
Western Civilization		1	1	
Participation In Govt. +				2
Participation In Govt. R	10	7	17	16
Economics +				2
Economics R	13	8	21	15
Economics & Computer Applications				1
Leadership & Political Participation	1	1	2	2
AP Government	1		1	1
Criminal Justice	9	3	12	4
Criminal Justice 2		1	1	4
Radio Broadcasting	4		4	2
Law & Judicial Procedures	2		2	1
Practical Law	1		1	
Social Psychology	5		5	5
Intro to Psychology		4	4	
Psychology of Personality		4	4	
Trial Procedure	2		2	
Research Skills	1		1	
Anthropology 1		2	2	1
Anthropology 2		1	1	1
College American Civilization	2		2	2
Holocaust				1
Wars				1
AP College Psychology 1				4
AP College Psychology 2				4
Number of students, 9-12	1,555	945	2,500	2,261
Number of Different Course Titles Scheduled	22	19	28	32

Given that one result of the Standards reform effort will likely be a reduction in the number of electives offered by the comprehensive high school, the arguments about the strengths and weaknesses of a one or a two high school district vis-a-vis the comprehensive high school become somewhat moot. Nevertheless, there are many who believe that some form of the comprehensive high school will continue to be the predominant type of high school in the United States. They believe the Standards have set an unrealistically high level of expectation for student performance and that some accommodation for weaker students must be made. They note that our society will not tolerate a high rate of high school dropouts, and such a high rate is one predicted outcome of the Standards reform effort.

This last prediction suggests that we not abandon the comprehensive high school just yet, as it may well have viability in the future. A one high school district is in a somewhat better position to maintain a comprehensive program, but here also, the effect of the Standards reform will be felt. In a two high school district, the Standards will have a more pronounced effect on the breadth of the program, reducing it more than in the one high school district.

All this being said, a two high school district must ensure equity of program. A one high school district does not have this issue, because all students have access to the same program. In a two high school district, students in the district must have access to a uniform core curriculum and an elective curriculum that is essentially equivalent to the elective curriculum in the other high school. There are two steps the district must take to ensure equity. First, it must establish attendance zones that give reasonable assurance that the populations in the two high schools are approximately equal to each other. For example, if both schools had fifteen hundred students, the elective curriculum would be driven by the same number of students and would have an equivalent range. If the disparity between the school populations becomes too large, however, the smaller school will not be able to offer a program equivalent to the breadth of the program in the larger school. As long as the population is relatively equivalent, both schools will have a sufficient number of students to drive a comprehensive high school program.

The second step is for the district to exercise administrative control over the kinds of elective courses offered. For example, if both schools offered a total of fifty elective courses, that does not necessarily guarantee equivalence of opportunity. One must look at the type of elective courses, and ensure that the departments are represented in similar proportions in both schools, and that the level of the electives is similar. One should expect, for example, that the number and type of AP offerings would be the same in both schools.

Given all this focus and effort on equity, it is also fair to say that the schools would probably not be identical twins. Teachers after all are human beings, and they bring particular strengths and interests with them to their work. A teacher in one school may have a particular strength in an academic area, a strength not matched by anyone in the district. That teacher's strength should be shared with the students in his or her school, even if it cannot be made available to students in both schools. The equity issue does not mean uniformity in all parts of the program. It means a uniform core curriculum and an elective program that is equivalent to that offered in the other high school in terms of its breadth and level.

Curriculum Coordination and Articulation

The coordination of curriculum addresses linkages and consistency within a grade level. A well-coordinated curriculum delivers the same instructional program to all students in the grade, and uses a multi-disciplinary approach to related content. For example, while American history is taught in social studies class, American literature is taught in English class. The vertical articulation of curriculum addresses the linkage of curriculum from grade to grade. For example, it is important to consider the ninth and the eleventh grade mathematics curriculum when one is determining the tenth grade mathematics curriculum.

Effective curriculum coordination and articulation can be accomplished in either a one or a two high school district. It is done in many places throughout the country. It is facilitated, however, in a one high school district. This is because in a two high school district time and energy must be devoted to assuring equity. Questions about the comparability of the two high school programs are common, and these questions must be answered. The equity concern focuses attention more on the consistency aspect of curriculum coordination, as the community needs reassurance that both sides of town are receiving an equal value for their tax dollar. While the interdisciplinary and vertical articulation aspects of curriculum are addressed, they do not receive the kind of undivided focus and attention that can be provided in a one high school district. Equity in coordination and articulation will be assured by additional supervisory staff.

Facilities

The Smithtown District currently has adequate facilities to house its 9-12 program in two buildings on one campus. The Freshman Campus contains primarily ninth grade classes and is contained within the building that once served as Accomsett Intermediate School, and the 10-12 program is housed in the building once called High School West.

As student population increases, it becomes necessary to add more course sections. For example, the approximately nineteen sections of English per grade will increase as student enrollment increases. When we add more sections, we increase the room utilization. Ultimately, we will run out of rooms in which to house the classes, and this gives rise to a need to increase the number of available classrooms.

In order to estimate the number of classrooms needed, an analysis of the current room utilization was completed. Then, the room utilization was increased by the same percentage that enrollment is projected to increase. A close examination of the room utilization projection reveals that we will have sufficient rooms to schedule the program until 2003 or 2004, but it also reveals that we will have to schedule a greater number of 10-12 classes in the Freshman Campus. After 2004, we no longer have sufficient rooms. Carrying out both the enrollment and the room utilization projections for ten years yields a shortage of classrooms. In order to provide sufficient space for our programs, we would need eighteen additional rooms, three of which should be computer labs, and three science labs. The remaining twelve rooms are standard classrooms.

For two high schools, there is sufficient room in the current 10-12 building and the current middle school to house comprehensive high school programs. When these buildings were used as high schools, they both housed 9-12 programs and had populations that were in excess of 2400 students each. While they probably could not house populations of that size today, because computer labs take classroom space, they are large enough to house the projected student enrollment, as long as the enrollment is divided relatively evenly between the schools.

There will be some work necessary to refurbish the current middle school into a high school. The technology classrooms are currently set up for a middle school curriculum. They cannot support high school programs, such as auto repair, photography, and graphic communications. In the 1997 bond issue, the cost of renovating the technology facilities was estimated at \$75,000.

The science labs at the middle school will need some minor refurbishment. They were all refurbished when the building was converted to a middle school, and the laboratory equipment is in good shape and will support a high school level program. What is needed is furniture that is appropriate to the size of high school students. The estimated cost is \$8,300 in current (1999) dollars.

In terms of the question of classroom furniture, there will have to be a large-scale replacement of student desks. The current furniture is appropriate for middle school children, and this furniture would follow the students to Nesaquake and Accomsett Middle Schools. What is left, then, is the need to furnish High School East with classroom furniture. Some of that furniture will come from the Freshman Campus, and some will have to be purchased. The estimated cost is \$61,000 in current (1999) dollars.

The library will have to be refurbished, and this will be a large undertaking. The cost of establishing a new Library at Great Hollow will be in excess of \$200,000, and that cost has been mitigated by the fact that some of the collection at the current middle school will be transferred to the Great Hollow library. Little if any of the current collection housed in the 9-12 libraries will be transferred to High School East, so a new library will have to be started almost from scratch. In current 1999 dollars, the estimated cost of establishing a high school library is \$400,000.

Finally, the building itself, and in particular the corridors, will have to be readied for high school students. A seemingly minor point is the height of the corridor ceilings. These ceilings were lowered during the time the school has functioned as a middle school, so that the utilities (electric, hot water, etc.) could be run along the original ceiling. The suspended ceiling tiles are an invitation to students to demonstrate their jumping ability. Fortunately, the size of middle school students makes this only an occasional issue. That will not be the case when high school students return, so some way needs to be found to secure the tiles so that they cannot be easily dislodged or damaged. The facilities department is currently testing out one method in a small section near one of the gyms, where the ceiling is low enough for the larger middle school students to jump up and reach.

Staffing

Staffing for the 9-12 high school can be thought of as comprising teachers and support staff. Class size policy governs the amount of teaching staff, and it can be safely predicted that there will not be significant differences between one and two high schools with respect to the number of teachers. The support staff question, however, is another matter. Support staff includes administrators, librarians, nurses, clerical staff, and custodial staff. With some exceptions, there is a strong probability that differences in staffing levels will exist between a one and a two high school district.

A substantial clerical staff supports the administration of the high school program. There is a senior stenographer assigned to each principal and senior clerk typists to each assistant principal. In addition, each building has a school clerk, a health clerk, and senior clerk typist assigned to each guidance office (4 in total). The high school also has an account clerk and an attendance clerk, a clerk assigned to the guidance director and a clerk assigned to the department chairpersons. Over the course of ten years, the clerical staff in a one high school district will increase by one by 2008-2009. In a two high school district, there will be a need for six additional clerical staff, most probably at the senior clerk typist level. Two high schools have more assistant principals (2) and more guidance suites (2), and these offices need clerical support. In addition, the current high school has a teacher clerk and an account clerk, and this support would need to be duplicated at the second high school.

There are currently two health clerks and two nurses assigned at the 9-12 campus, and this staffing level is sufficient for two high schools. This arrangement will remain constant, whether there is one or two high schools. Similarly, the district has two attendance clerks (one at the high school, one at the middle school), and this is sufficient for two high schools. In the case of custodians, since all five secondary buildings would be in operation for both of the models under consideration, it not likely that there would be significant differences in custodial staffing levels in either model.

The library at the Freshman Campus is staffed with one librarian, one clerk typist, and one clerk. At the 10-12 building, there are two librarians, three clerk-typists, and one clerk. No change in staffing levels in these areas is anticipated during the next ten years in a one high school arrangement. For two high schools, both would be staffed at the same level as the 10-12 building, and this would represent an increase of one librarian and two clerk-typists over our current staffing level.

It is clear that additional support staff members are needed to operate two high schools.

Attendance Zones

In a one high school district, there is one attendance zone: all students in the district attend the same high school. In a two high school district, students attend a high school by either a specified attendance zone or some other criterion. Other criteria will be addressed in the next section of this report.

One of the important tasks in a two high school district is keeping the student population in the two buildings at approximately the same level, so that equivalence of program can be delivered. If there were an even number of middle schools with approximately equal populations, this task becomes a simple one to accomplish. In our district, however, there will be three middle schools, each anticipated to house between 700 and 900 students. The task of keeping the high school populations equal is not as simple in our situation.

One solution is to designate high school attendance by elementary school attendance. Thus, four elementary schools will be feeder schools for High School East, and four elementary schools will be feeder schools for High School West. This fact will cause some disturbance in the affected elementary attendance zones, and there will be some opposition to this kind of arrangement.

A second solution is to look at the district as a whole and divide it geographically so that the high school populations are equivalent. In this solution, the high school one attends is determined by where one lives, and not by the specific elementary or middle school one attended. This solution also provides flexibility, in that the dividing line can be moved should the populations begin to significantly diverge. It would require a change in the way the community thinks about high school attendance. In addition, there may be some opposition to this kind of arrangement from those people who live close to the border line and desire to attend the one or the other school.

In any case, we know from experience that attempting to maintain two unequally sized high schools is not viable. Therefore, we must solve the attendance zone problem in order to successfully establish and maintain a two high school district.

Findings

This sub-committee has examined the advantages and disadvantages of a one high school district and a two high school district from the perspective of the instructional program. While not addressed in this report, the members of the sub-committee are also aware of the work of the other sub-committees.

Many of us on the curriculum committee see more programmatic advantages in the one high school district. But this is not a unanimous opinion, as some of us think that a reduction in the elective program is a good direction to follow. All of us agree that either arrangement can work well in Smithtown, but our agreement is qualified by the following conditions:

If the District were to go to one high school, two issues must be addressed. First, the school must be organized in a real and tangible way so that the negative effects of large size are mitigated. Second, the construction plan must be informed by an analysis of our enrollment projections and facilities needs that is conducted by an organization that possesses the requisite expertise in demographics, economics, and school facilities planning.

If the District were to affirm its decision and open a second high school, the question of equity must be addressed. In particular, this entails the development of a solution to the attendance pattern problem, a solution that ultimately will be accepted by the community.

CLIMATE IMPLICATIONS

Introduction

The school consolidation of 1992 combined two high schools, Smithtown East and Smithtown West into one high school housed at what was the Smithtown West building. In the spring of 1991, Smithtown East contained approximately 1650 students and Smithtown West contained less than 800 students. Smithtown East was the more comprehensive of the two schools in offerings to students because of its size. Smithtown West offered many of the same offerings as the cross-town school, but was limited in some offerings in interscholastic athletics because of its smaller number of students.

In the Fall of 1992, all students housed in East as juniors, sophomores and freshmen in 1991 were placed into a consolidated school – Smithtown High School. All previous 8th grade students in the District were placed into a 9th grade annex at what was Accomsett Intermediate School. This one-year transition created many problems in the morale of the community. Students had their schools taken away from them in a one shot effort to save dollars. Tradition, local involvement, and previous identification were given little to no concern.

It is our belief, if we are to choose a new path in the delivery of education to our high school students, we must do it in a well planned, sequential effort over a three year period. It is an insensitive and callous reduction in State Aid that caused many of the ill feelings of 1992. We have, over a six-year period, erased these feelings of discontent. Smithtown High School is now a comprehensive program offering a multitude of opportunities to over two thousand students from grades 10-12, while still delivering our ninth grade program to six hundred students at the Freshman Campus.

It is important to remember, our efforts are for the next generation of high school students and not to look at our current number of students but to look at a 9-12 population which in the future will approximately reach over three thousand young people. It is our duty to provide them with opportunities from which they can become productive people of the 21st century. We can not say that because what we now have for 2200 students will work as effectively for a high school of approximately 3000. Conversely, we can not create a large school and a small school as we had in 1991.

We must provide a plan for our community and its youth and, as importantly, give them time to move into this plan.

This Subcommittee on School Climate has discussed both a one and two high school configuration. In all of our discussions of two high schools, we have looked at two high schools 9-12 with population of between 1400 and 1600 students each. We strongly oppose one school with a large number of students and the other with a small student population.

Research

Decades of research show that student achievement in small schools is at least equal to and often superior to achievement in large schools. (Fowler, 1995; Howley, 1994) Additionally, although it is often assumed that large schools are cheaper to operate and provide wider and richer curricula than smaller schools, studies have shown that neither of these is true. (Gregory, 1992) A large body of research in the affect and social realms overwhelmingly affirms the superiority of small schools.

While there is no universal agreement about the numerical limits of small and large schools, research shows that high schools above 800 are considered large high schools (Williams, 1990, pp.7-8). These figures are regarded as pushing the upper limits, since many investigations conclude that no school should have more than 400 or 500 students.

Cotton (1996) noted several other characteristics of research on high school size. Research suggests that on the affective and social effects of school size is extensive and highly consistent in its findings. Assertions about the social and affective domains are offered with a high degree of confidence. Research about large high schools working within a school-within-a school arrangement is small in base and not as conclusive and assertions concerning these arrangements must be regarded as somewhat tentative.

Many small high schools are in rural and suburban areas. Some researchers have designed studies to find out whether it is the smallness or the demographic settings that account for the positive effects of smaller schools. All of the studies reveal that size of school and not demographics is the greatest contributor to positive school climate.

Research on School Climate Issues

1. **Student Attitudes** – Many studies have been conducted regarding school size on student attitudes toward school and toward particular subject areas. This research overwhelmingly favors smaller schools (Fowler, 1995; Howley, 1994; Rutter, 1988). Compared to students in large schools, both personal and academic self-concepts of students in small schools are more positive (Rutter, 1988; Stockard & Mayberry, 1992).
2. **Sense of Belonging** – Research reveals that, compared to students in large schools, those in smaller schools experience a much greater sense of belonging. Sometimes this is expressed as a lower level of alienation (Fowler & Walberg, 1991; Gregory, 1992, Stockard & Mayberry, 1992). Closely related to this finding is the higher quality of interpersonal relations found in smaller schools (Fowler & Walberg, 1991; Rutter, 1988). Rutter cites “evidence of increases in social bonding to teacher and school, self esteem, academic self concept, locus of control, and sociocentric reasoning” (p.31).

In Smithtown High School, many students are not known by the teachers who do not have them in class. The administrators are hard pressed to learn the names of close to six hundred students in each grade. Although many students thrive in any setting in which we place them, the anonymity of the students at large is a big concern to all of the faculty and staff. Most educators will state that the student of the nineties is different from the student of the past. Today's students often create more of a challenge to the classroom teacher and school administrator. The attitudes of the students can become negative towards school if they feel that the adults don't care for them as people. As the number of students increase, it becomes more difficult for them to be recognized as individuals.

3. **Administrator and Teacher Attitudes** – While most school size research is focused on student attitude there is some research on administrator and teacher attitude; what findings there are favor small schools (Gottfredson, 1985; Gregory, 1992; Stockard & Mayberry, 1992). These studies focused on administrators' attitudes toward work; teacher attitudes toward work, administration, and one another; and incidences of cooperation and collaboration among colleagues.

Gottfredson, 1985, notes that “large schools promote negative perceptions of school administration and low staff morale” (p.39).

Many students in our present era fit the profile of students with special needs; thus the total number of students does not always reflect the type of student being counted. Presently, the large schools have many students whose needs overwhelm the number of professionals available to help them. Social, emotional, psychological, and academic pressures create stresses on students that if gone untreated may erupt at any time in an event that traumatizes the entire school community. If one takes the low estimate that five percent of the student population is alienated and five percent of that group is angry as well, then the larger your student population the greater risk you have for student disruption.

In a large school, there is not much time for reflection or proactive thinking. Much of the support person's time is expended doing reactive work. When a staff member believes that the efficacy of their work is not making a difference in students progress, he/she begins to lose his/her enthusiasm for the job. Also, the faculty member who is looking for support, but doesn't feel he/she is getting enough begins to lose confidence in the support team. Once this lack of confidence occurs, morale starts to suffer and a sense of isolation begins to occur in the attitudes of the staff.

4. **Extra Curricular Participation** – Students' participate in extra curricular activities at significantly higher levels in small schools than in large ones. (Cotton, 1996; Fowler, 1995; Stockard & Mayberry, 1992) Students in smaller high schools are also more likely to participate in a greater variety of activities and to hold important positions in the activities in which they are involved. Researchers stress that, in smaller high schools, everyone is needed to populate teams, offices, and clubs; thus, even shy and less able students are

encouraged to participate and made to feel they belong. As schools grow larger, opportunities for participation also grow- but not proportionately. A twenty-fold increase in population produces only a five-fold increase in participation opportunities. Thus, in large schools, a greater proportion of students do not participate in extra curricular activities because they are not needed to fill the available participation slots.

5. **Student Attendance and Dropouts** – Not only do students in smaller high schools have higher attendance rates than those in large schools, but students who come from large schools to small schools exhibit improvements in attendance (Fowler, 1995; Fowler & Walberg, 1991; Rutter, 1998). The dropout rate at small schools is lower than those in large high schools.
6. **Social Disruption** – “Behavior problems are so much greater in larger schools,” reports Stockard & Mayberry (1992, p.47), “that any possible virtue of larger class size is canceled out by the difficulties of maintaining an orderly learning environment.”¹ Studies on social disruption have investigated everything from truancy and classroom disorder to vandalism, aggressive behavior, theft, substance abuse, and gang participation. All social research points to the same conclusion: Small high schools have far fewer behavior problems than large high schools.
7. **Why Smaller is Better** – Research from a broad range of groups suggests several reasons for the superior performance of smaller high schools. The need in small schools for everyone’s involvement in school activities appears to be related to other social and affective areas. People in smaller high schools come to know and care about one another to a greater degree than is possible in a large school, and rates of parent involvement are higher. Staff and students are found to have a stronger sense of personal efficacy.
8. **Transportation** –The number of buses needed to transport the district’s students in 1991-92 to two high schools and three middle schools was 92. Currently, the district needs 99 buses to accommodate the one high school and one middle school. The two high school configuration is favorable from a transportation point of view for two reasons. One, the students will have to travel less time. The traffic congestion by the Smithtown Bull will not be a factor to the entire population, whereas now most students must sit in traffic. Secondly, the opening of a high school on the eastern part of town will allow many students to walk to school who must now ride a bus. A reduction in travel time and traffic congestion will increase the chances of greater participation in extra curricular activities. Currently many students now go home at 2:05 PM rather than attend a club meeting that gets out at 3:15 PM. The late buses depart at 4:10 PM. Some students are on the bus for up to 45 minutes, thus this long wait and ride act as a deterrent to staying after school. The goal of our school is to engage the students in a wide variety of activities both in and after school, so two high schools are a plus in the transportation area.

¹ Class size refers to a grade level, i.e. 10th.

Conclusions on Research

Smithtown is currently a large school and it will rank among the largest on Long Island in the future.

Our Subcommittee believes the research favoring smaller high schools is critical in the decision of whether to move to a two high school system in our District. The climate studies have shown that a smaller school is better.

If Smithtown were to adopt a two high school system, it would be a far more beneficial climate to one large school of approximately 3000 students.

INTERSCHOLASTIC ATHLETICS & EXTRACURRICULAR ACTIVITIES

The School Climate Sub Committee has examined those areas of school life in our high school that would be affected by a very large consolidated high school of approximately 3000 students as compared to a two high school district of 1400 to 1600 students. It is important to remember that we were in a two high school district from 1973 until the fall of 1992 and we are now in a one high school configuration with a student population of 2200 students in grades 9-12. These experiences give us a history and a means of comparing our own district data. It is also interesting that when in a two high school configuration, the schools were not equal in size. The fact is in the final years of two high schools in Smithtown, one school (Smithtown East) was nearly double the size of Smithtown West.

Interscholastic Athletics - In no area of school climate are opportunities affected by a large high school more than in athletic participation. Our program offers 30 different sports at the Varsity level, and many of the same opportunities at the junior varsity and ninth grade or JVB level. Two of our sports (Boys and Girls Swimming) are collaborative efforts with Hauppauge High School. In return we allow Hauppauge gymnasts to participate in our gymnastics program.

The key issue in athletics is whether we are a program of specialization with elite athletes participating in fewer sports, or do we want to stress participation in a well-constructed program designed to provide multiple opportunities? History gives us many indications of what we have done in a two high school district. In 1990-91, we offered 54 team opportunities at Smithtown East and 47 opportunities for team participation at Smithtown West. These two high schools provided roster spots equaling 2082 students. In comparison, our program today in 1999 offers 58 teams and services 1374 students in grades 9-12.

In effect, we have a high school offering and servicing a large number of students who have become specialists in one sport. In the two high school athletic program, there were a majority of students who participated in two or more sports and some in three sports. In 1999 and again in the year 2000, the three-sport athlete in athletics other than the running sports is rare, and the two-sport athlete has become far less common. We have become a program of elite athletes specializing and competing in far fewer activities.

INTERSCHOLASTIC ATHLETICS COMPARISON

1990-1991 vs 1999

SPORT	1990-91		1990-91		1999		TOTALS		TOTALS		
	EAST		WEST		SMITHTOWN HIGH SCHOOL		1991		1999		
	Var./	J.V. / 9 th	Var. /	J.V. / 9 th	Var./	J.V. / 9 th	Var./	J.V. / 9 th	Var./	J.V. / 9 th	
Football	40	40	28	32	28	-	40	40	30	168	110
B. Soccer	24	24	20	24	22	20	24	24	24	134	72
G. Soccer	24	22	20	18	-	-	24	24	22	84	70
Field Hockey	22	22	-	20	18	-	22	22	18	82	62
B. Cross Country	25	10		10			25			35	25
G. Cross Country	32	16		16			35			48	35
G. Tennis	12	12	12	12	12	12	12	12	12	48	24
B. Gymnastics	16			(one team)			10			16	10
G. Gymnastics	16			(one team)			12			16	12
B. Volleyball	14	14	18	14	14	18	17	16	16	92	49
G. Volleyball	14	14	18	14	14	18	15	15	14	92	44
B. Golf	12	12		12			14	10		24	24
G. Swimming	12	Hauppauge					29			12	29
B. Swimming	10	Hauppauge					16			10	16
Kickline	36	24		30	18		36	14		108	50
B. Basketball	14	14	16	12	12	14	17	15	15	82	47
G. Basketball	14	14	14	12	12	12	12	12	10	78	34
Wrestling	60			32			62			92	62
Bowling	10			10			12			20	12
B. Winter Track	52			23			48			75	48
G. Winter Track	51			14			54			65	54
Baseball	18	18	18	18	18	18	18	18	18	108	54
Softball	18	18	18	14	14	12	14	16	16	94	46
B. Lacrosse	40	40	32	30	24	23	32	28	24	189	84
G. Lacrosse	25	25					25	25	25	50	75
B. Spring Track	45			22			50			67	50
G. Spring track	51			18			60			69	60
G. Golf	-			-			10			no sport	10
B. Tennis	12	12	12	12	12	12	12	12	12	48	24
Badminton	40			36			42			76	42
TOTALS	759	313	202	455	218	135	799	303	232	2082	1334

CLUBS AND ACTIVITIES

Student participation in co-curricular activities has decreased since the merge of Smithtown High School East and Smithtown High School West in 1992. The reasons for this decline can be attributed to several factors:

The location of the High School on the far west border of Smithtown discourages students from staying after school for club activities that end by 3:00p.m. Students have no transportation until the 3:50 p.m. bus and for many, would not arrive home until 5:00 p.m.

Parents are less willing to have their children stay after school if they have to pick them up. Many times this can be a 30 minute trip from one end of Smithtown to the other. This has particularly effected the students from families where the parent(s) or guardian(s) both work, as there is no one to pick them up, or to make sure they can attend Saturday events. These students are not participating in their school community.

Many clubs are large in the beginning, but soon experience high drop out rates due to the lack of leadership positions available. Students do feel needed to make club activities successful. The lack of leadership positions translates into fewer students developing leadership and citizenship skills to develop the leaders of tomorrow.

Lack of physical facilities restricts the number of students who do not participate in school plays, musical productions and intramurals. These activities are only available to the most talented of the student body.

In conclusion, two High Schools will offer more than twice the opportunity for students to participate in all aspects of school and community life.

1991			
CLUB/ACTIVITY	EAST	WEST	TOTALS
Academic Team	0	4	4
Book Club	0	5	5
Brainstormers	3	0	3
Chamber Orchestra	0	20	20
Chess Club	0	9	9
DECA	34	0	34
Ecology Club	0	34	34
Electronics Club	0	10	10
Environmental Awareness	13	0	13
FBLA	9	0	9
Fine Arts Guild	11	0	11
French Club	21	0	21
French Honor Society	11	30	41
Freshman Class	13	50	63
G.O. Store	10	0	10
German Honor Society	19	22	31
Hockey Club	13	0	13
Interact	28	32	60
Italian Honor Society	19	15	34
Jazz Band	20	0	20
Junior Class	42	59	81
Key Club	47	0	47
Key Club	0	31	31
Knights Times	0	25	25
Literary Club	0	8	8
Marching Band	0	110	110
Math Team	0	18	18
Mock Trial	7	0	7
Model U.N.	20	38	58
National Honor Society	130	33	163
Photography Club	21	0	21
Pop Ensemble	0	18	18
Pro West	0	4	4
S.A.D.D.	86	52	138
Science Olympiads	13	0	13
Senior Class	19	84	103
Society For Support Friends	10	0	20
Sophomore Class	26	62	88
Spanish Club	21	0	21
Spanish Honor Society	30	32	62
Spirit Committee	0	30	30
Spotlight	24	0	24
Student Government	26	0	26
Student/Faculty Advisory	0	12	12
Take Two Video Club	0	11	11
Thespians	25	30	55
Tips For Teens	0	11	11
Varsity Club	100	0	100
Yearbook	26	59	85
Youth and Government	14	37	51
Youth Ending Hunger	28	0	28
TOTAL NUMBER OF ACTIVITIES OFFERED	34	32	66
TOTAL NUMBER OF STUDENTS INVOLVED	939	995	1914

1999 CLUB/ACTIVITY	NUMBER OF STUDENTS
Art Honor Society	42
Culture Club	10
DECA	15
Ecology Club	10
FBLA	78
French Honor Society	60
Freshman Class	25
Freshman Class	25
German Honor Society	60
German Honor Society	60
Habitat for Humanity	35
Interact Club	35
Italian Honor Society	83
Jazz Band	18
Junior Class	40
Key Club	40
Kids Helping Kids	54
Literary Club	30
Living Theatre 2000	20
Math Team	13
Media Arts Honor Society	30
Model U.N.	20
National Honor Society	95
OnTarget/Leadership	100
Peer Mediation	100
Photography Club	100
Physical Science Olympiad	8
Physics Olympics	10
Pop Ensemble	28
Quiz Bowl	10
S.A.D.D.	24
Science Olympiad	12
Senior class	25
Sophomore Class	20
Spanish Honor Society	140
Spotlight	35
Stage Band	20
Technology Honor Society	28
Teens and Tobacco	3
Thespians	100
Tournament of Plays	15
Varsity Club	50
Weight Training	60
Youth Ending Hunger	8
Youth In Government	10

TOTAL NUMBER OF OFFERED **46**
ACTIVITIES
TOTAL NUMBER OF STUDENTS **1804**
INVOLVED

SUMMARY/ANALYSIS

A review of clubs and activities that existed at High School East and High School West in 1991 compared to the current clubs and activities offered at the 1998-99 combined Freshman Campus/10-12 High School supported the following conclusions:

SUMMARY/ANALYSIS

	1991	1999
TOTAL ENROLLMENT	2500	2261
TOTAL ACTIVITIES	66	46
TOTAL PARTICIPATING	1934	1804

- The percentage of students participating in clubs and activities is relatively equal in one or two High Schools. This indicates that students would have continued opportunities in a two High School configuration.
- Two High Schools in 1991 offered a larger combined total variety of activities than our current one High School (66 as opposed to 46).
- Activities will vary regardless of one or two High Schools; student participation and leadership opportunities will increase.
- Activities offered in a one High School concept are affected by space limitations and building use, as evidenced by availability of gym for Physical Education programs, Auditorium for theatre and musical productions, and specialized areas (art/photography).

PARENT PARTICIPATION

Parent involvement in school life has repeatedly been shown to correspond positively with student achievement. As the students move from elementary to the secondary level, it becomes increasingly difficult to convince parents they have a role to play in the schools. The opportunity to interact with the students, as at the elementary level, is diminished and therefore it is not clear what the purpose to being involved is.

As a parent representative to the committee, I have spent time speaking with parents whose children went through East and West prior to the consolidation and who were involved in the PTSA's at the time. Honestly, those conversations were a little discouraging. The attendance at both of those PTSA's combined would not compare favorably to the average attendance at a routine meeting this year. However, this year's attendance has been bolstered by a sustained effort to increase awareness of our meetings and to draw parents' attention to issues which effect them (graduation requirements, English Regents options for 11th graders, e.g.) At the secondary level, it appears that parent participation is the result of crisis reaction: when issues are raging, parents get involved.

On the positive side, two PTSA's would minimally require two Executive Committees, which generally consists of approximately seven people. It would also involve two School Improvements Teams, again involving 2-4 parents. Parents involved at this level truly become stakeholders in the building. This minimal level of parent involvement would nearly replicate the numbers we have today. The hope is that if the people involved were more closely connected with the community they are serving, they would bring with them more parents. In other words, as the current high School PTSA President, I am actually a stranger to most of the parents at the High School. A communication from the PTSA in that situation ranks only slightly above junk mail. A reconfigured High School, East or West, with 1600 students will not be significantly smaller than our current school, but will draw from a more concentrated population. An Executive Committee drawn from an attendance area of four elementary schools will have the benefit of "name recognition" which will provide identification when looking for parent support. The current PTSA meetings are an example of this dynamic. The last two presidents have come from Nesconset Elementary and the attendance of parents from that school is out of proportion to their number in the school. People will come out to support and help people that they already know.

There are other venues of parent involvement. Renaissance, Booster Club, Friends of Music – all require the time and commitment of parents. It is easy, however, for parents not to be aware of these opportunities and it becomes easier as the population increases. It's even easier to think that someone else will do the work when there are so many other parents around.

The level of parent participation should not be a decisive factor in this decision. But I do believe that parent involvement will be greater and more effective in a community of 1600 rather than 3200 students.

FINANCE AND FACILITIES SUBCOMMITTEE

Previous analysis has shown the cost of new construction to accommodate increases in student enrollment to be less expensive than reopening existing facilities, closed in the past. The benefit of new construction, although very expensive and requiring voter approval, is that the costs are one time, spread over a fixed number of years, and are aidable through New York State building aid formulas, bringing the net cost of the construction down. Comparisons, such as adding on to the District's existing elementary schools versus reopening the Mills Pond Elementary School, for example, show that the additional staff required at the reopened facility, which is a continual cost, has a greater financial impact on the District.

It is only natural to assume, then, that adding onto the District's single high school, through the construction of new classrooms and other related facilities, might be less expensive in the long run than reverting back to two high schools. This configuration would also have to be considered in conjunction with establishing middle schools of approximately the same size, no matter how many there were to be.

The Finance and Facilities Subcommittee considered two options. The first was to remain with one high school, encompassing the Freshman Campus, and reverting back to three middle schools utilizing Great Hollow, Nesaquake, and a portion of the current Middle School. Second, reverting back to two high schools in the District's prior East/West configuration and utilizing Accomsett, Nesaquake, and Great Hollow as the three middle schools.

To make the comparison between one versus two high schools, then, is a matter of comparing the costs for the facilities to be built at the existing (single) High School with the costs of additional staffing associated with reverting to two high schools. There are no additional staffing costs, in other words, with the one high school concept since, if any were needed, they would be factored out of the additional staffing required in the two high school scenario. Staffing needs due solely to increased enrollment, in other words, would be added in either case. An assumption was also made that if the District were to maintain a single high school in the long term, it should be a single facility utilizing the Freshman Campus with an enclosed connection.

In that Burton, Behrendt & Smith (BBS) were in the process of conducting a District-wide facilities study, their expertise was sought to provide a credible estimate for the construction costs related to adding facilities onto the High School, including an integral connection to the Freshman Campus. The concept of a bridge as a hallway with classrooms was evaluated and the construction costs associated with same are shown below (Chart A). Assumptions are made in the net cost of construction that include the District maintaining its selected building aid ratio of 68.3%, a 20-year debt service schedule, a 5.25% interest rate in the sale of its bonds, and that a sizable portion of the construction would not be aidable, since it would be unrelated directly to student instructional space, e.g. the administrative renovations and the bridge/hallway portion of the new construction.

BBS provided two options for the construction, each of which provides the needed eighteen classrooms in conjunction with the connecting hallway. Option A, at \$10,202,559, provides the better of the two options in terms of classroom location and esthetics, while option B, at \$9,587,030, is less expensive but makes the transition somewhat forced to save some dollars.

The estimates are attached as Appendix D. The average of the two estimates was used in determining the debt service schedule; \$9,894,795. In addition, an estimate of \$950,000 was used for the estimated cost of renovations at the Middle School to house Central Office, for a total of \$10,844,795. Further, the loss of revenue from the lease of Nesaquake Intermediate School was not included as a factor, since it would be lost under either arrangement.

CHART A – NET COST OF CONSTRUCTION WITH ONE HIGH SCHOOL

Debt Service Estimates

\$10,844,795	Aidable Ratio=	Amount of debt aidable/total debt	=	Ratio	Full Aid Ratio	Aidable Ratio
		\$6,100,000 / \$ 10,844,795		0.56248	68.3%	0.384175081

Assumptions: 20 year schedule; 5.25% interest rate; building aid at 58.3%; administration renovations not aidable.

Amount of Annual Principal/Interest

	Year 1	Year 2	Year 3	→	20 Yrs.
Debt Service/Budget Impact	\$ 888,658	\$ 888,658	\$ 888,658		
Less State Aid	<u>341,400</u>	<u>341,400</u>	<u>341,400</u>		
Net Cost	\$ 547,258	\$ 547,258	\$ 547,258		

The percentage of aidability of the construction has been significantly reduced due to the percentage of the costs associated with non-student usage. The renovations for Central Offices are not aidable, nor would be the costs associated with connecting the two facilities to create a single high school. This has been verified with the Bureau of Facilities and Planning at the State Education Department.

The status of New York Avenue under the single high school scenario, however, remains unclear in that the District would have to consider a number of long-term options that are not part of these considerations. The Charles D. Ahern Annex, for example, is currently being used to house the District’s preschool program, as well as the Teacher Center and the MST program. It is also a small source of revenue income through a lease to a childcare program. Even if Central Offices were relocated to the Middle School, it cannot at this time be assumed that New York Avenue would even be a short-term revenue source through its sale. Future consideration must be given to potentially housing full-time kindergarten and the need to deal with an elementary population even now requiring more classrooms than will be available after our current construction is completed.

It is estimated that the costs related to staffing an additional High School including administration, support staff, athletics and extra curricular activities, would be approximately \$170,000 less than the net debt service costs for construction related to the one High School scenario. In a budget soon to be over \$110,000,000, however, the significance of this savings must be considered. It must certainly be compared to the advantages and/or disadvantages of the one versus two high school benefits in curriculum and climate considerations. Stated in another way, this is certainly a situation where financial considerations should not drive the decision to be made here. The decision must be made on the basis of curriculum and climate.

It must also be remembered that to exercise the single high school option, the related construction costs of approximately \$10.84 million would have to gain voter approval through a referendum. The question must be asked as to whether or not the benefits of a single high school are so significantly greater than the benefits of two high schools that the Smithtown community could be educated and convinced to support the passage of such a referendum. Certainly the financial considerations developed here would not play a significant role in that process. The size of the referendum, however, may have an impact on the outcome of such a referendum itself.

APPENDIX

MIDDLE SCHOOL		Actual	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	% of Increase or Decrease 2008 1998 to 2008
Ratio	Grade	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2008	2008	2008	2008	2008	
	6	627	674	754	791	731	805	823	835	835	835	835	835	835	835	835	835	
	7	635	633	681	762	799	738	813	831	843	843	843	843	843	843	843	843	
	8	589	636	634	682	764	801	739	815	833	845	845	845	845	845	845	845	
	Totals	1851	1943	2069	2235	2294	2344	2375	2481	2511	2523	2523	2523	2523	2523	2523	2523	36%
FRESHMAN CAMPUS		Actual	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	% of Increase or Decrease 2008 1998 to 2008
Ratio	Grade	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2008	2008	2008	2008	2008	
	9	605	587	634	632	680	762	799	737	813	831	842	842	842	842	842	842	
	Totals	605	587	634	632	680	762	799	737	813	831	842	842	842	842	842	842	39%
HIGH SCHOOL		Actual	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	Proj.	% of Increase or Decrease 2008 1998 to 2008
Ratio	Grade	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2008	2008	2008	2008	2008	
	10	565	617	599	647	645	694	777	815	752	829	848	848	848	848	848	848	
	11	576	555	607	589	636	634	682	764	801	739	815	815	815	815	815	815	
	12	515	567	547	598	580	626	624	672	753	789	728	728	728	728	728	728	
	Totals	1656	1739	1753	1834	1861	1954	2083	2251	2306	2357	2391	2391	2391	2391	2391	2391	44%
	K-12 TOTALS	8270	8588	8847	9130	9361	9613	9821	10033	10194	10275	10320	10320	10320	10320	10320	10320	25%

Based on Actual Enrollment as of 10/9/98 and by School 5 Year Progression Ratios by school. 1999 Kindergarten enrollment projections based on 1997-98 census. April 26, 1999

A PERSONAL OBSERVATION (ROZ BREIT)

I was one of the Class Advisors for the 1994 and 1997 classes of Smithtown High School. The Class of 1994 was a combined group students from Smithtown East and Smithtown West. The Class of 1997 had been together since the 8th grade in the Smithtown Middle School. The class of 1994 had leadership from two different groups. Both High School East and High School West had active class participation in many and varied activities. The leadership from both of these groups continued as the class combined to one High School. As advisors we were blessed with twice the leadership, and the group continued to work together to begin new traditions at Smithtown High School. Students stayed after school, they came to night meetings, and continued the active participation they had experienced in 9th and 10th grade in a smaller school setting.

The Class of 1997 was much different. As the advisor, I had to work much harder to bring many and varied members of the class together to decide on class activities. Most of the students did not feel any connection to their school, much less to their class. After much reflection on this, and research into school size, I realize the impact that a large school setting had on the class of 1997. There were fewer opportunities for these students to develop leadership skills beginning in the 8th grade. The feeling of being an important part of their school community and participating in school activities was missing. There were many more incidents with alcohol, and disruptive behavior at class events. Although the Class leadership worked hard at building a sense of school community and did establish some positive new class traditions, I feel that the majority of this class of 550 did not feel any sense of school community or commitment.

Two High Schools of 1500 would allow the students of Smithtown to participate more in their school community, and develop twice the leadership and citizenship skills needed to become the leaders of tomorrow.

ELEMENTARY SCHOOL PARENT PERSPECTIVE

Introduction

From the perspective of the current elementary school children in the Smithtown School District, a high school that is expected to house approximately 3000 students in the year 2003 would detrimentally impact this population not only educationally but socially as well. The research provided by this committee overwhelmingly supports a much smaller configuration.

Environment

As we approach the next century, our children need to be prepared to function in a society that is more intense and dynamic than any which preceded it. Although many will argue that the current system is operating efficiently, we cannot compare these two environments. The projected 2003 environment will be significantly larger. The conservative estimates for 2003 indicate that the current population will increase by approximately 900 students. These future high school students need the sense of belonging that is inherent to a smaller environment. They need the opportunity to receive a comprehensive yet personal educational experience. Our children need teachers and administrators who not only educate them but also know and care about them as people as well.

Reports prepared for this committee show several athletic, cultural and leadership opportunities that were lost under the current consolidation. These losses of opportunities will certainly increase if two high schools are not considered. The result of a larger school is that students are forced to participate in one particular elective, sport or extracurricular activity. Situations like this dictate that only the elite participate. High school is the last opportunity many will have to broaden their horizons as well as try whether successfully or unsuccessfully many varied opportunities in a non-threatening environment.

Although core curriculum dictated by state guidelines will most likely remain equal, opportunities for specialty curriculum will most likely be diminished. Classrooms are only so large and teachers can only teach so many students which also limits access to specialty curriculum.

Athletic and specialty club memberships as well as student leadership opportunities will most likely decrease in the same proportion. No matter what the size of the school, baseball teams for instance still only need nine players on the field at any one time. A drama club has a small number of leading roles. An increase in population will definitely decrease these opportunities again for all but the elite. Is this what we want for all of our children?

Surrounding Environment

Should we also not consider that the surrounding districts have significantly fewer students? The 1996-97 New York State report card indicates the following high school enrollments in our surrounding districts are as follows:

Commack	1600 students
Hauppauge	1000 students
Kings Park	900 students
Smithtown	2200 students

Conclusion

At the present time, the Smithtown Central School District is one of the most sought after school districts in the area that benefits every Smithtown resident. Will we still have this with a high school population of over 3200? Don't we want the same opportunities for all our future Smithtown High School graduates that our current graduates of today which makes our school district one of the best in the state? With a high school of 3200, only the elite will have access to certain opportunities. Don't we want to provide an environment where all children can participate and excel during their high school years? Don't we want all our children to have these same opportunities?

Smithtown Central School District

Proposed Building Additions and Alterations To the Smithtown High School and Freshman Campus

April 16, 1999

Preliminary Construction Cost Estimate – Scheme “A”

New Construction:	35,000 S.F.	@ \$170/ S.F.	\$5,950,000.00
Interior Reconstruction:	400 S.F.	@ \$ 65/S.F.	\$ 26,000.00
New Elevator:		Lump Sum	\$ 150,000.00
Science Room Casework:	3 CR's	@ \$100,000 each	\$ 300,000.00
Classroom Furniture:	18 CR's	@ \$ 2,500 each	\$ 45,000.00
Computer Technology:	18 CR's	@ \$ 10,000 each	\$ 180,000.00
Additional Site Work:		Lump Sum	\$ 200,000.00
R.P.Z. Device:		Lump Sum	\$ 25,000.00
Relocate Old & Install New Sanitary & Drainage:		Lump Sum	\$ 100,000.00
Mechanical Upgrade:		Lump Sum	\$ 200,000.00
Plumbing Upgrade:		Lump Sum	\$ 100,000.00
Electrical Upgrade:		Lump Sum	\$ 100,000.00
		Subtotal:	<u>\$7,376,000.00</u>
Contractor General Conditions:	(7%)		\$ 516,320.00
		Subtotal:	<u>\$7,892,320.00</u>
Contingencies:	(10%)		\$ 789,232.00
Escalation:	(4%)		\$ 347,262.08
Architectural/ Engineering Fees:	(7%)		\$ 632,016.98
Owner Soft Costs:	(6%)		\$ 541,728.84
		Total:	<u>\$10,202,559.00</u>

Burton, Behrendt, & Smith, P.C.
Architects – Engineers – Surveyors

Smithtown Central School District

Proposed Building Additions and Alterations To the Smithtown High School and Freshman Campus

April 16, 1999

Preliminary Construction Cost Estimate – Scheme “B”

New Construction:	32,000 S.F.	@ \$170/ S.F.	\$5,440,000.00
Interior Reconstruction:	1,400 S.F.	@ \$ 65/S.F.	\$ 91,000.00
New Elevator		Lump Sum	\$ 150,000.00
Science Room Casework:	3 CR's	@ \$100,000 each	\$ 300,000.00
Classroom Furniture:	18 CR's	@ \$ 2,500 each	\$ 45,000.00
Computer Technology:	18 CR's	@ \$ 10,000 each	\$ 180,000.00
Additional Site Work:		Lump Sum	\$ 200,000.00
R.P.Z. Device:		Lump Sum	\$ 25,000.00
Relocate Old & Install New Sanitary & Drainage:		Lump Sum	\$ 100,000.00
Mechanical Upgrade:		Lump Sum	\$ 200,000.00
Plumbing Upgrade:		Lump Sum	\$ 100,000.00
Electrical Upgrade:		Lump Sum	\$ 100,000.00
		Subtotal:	\$ 6,931,000.00
Contractor General Conditions:	(7%)		\$ 485,170.00
		Subtotal:	\$ 7,416,170.00
Contingencies:	(10%)		\$ 741,617.00
Escalation:	(4%)		\$ 326,311.48
Architectural/ Engineering Fees:	(7%)		\$ 593,886.00
Owner Soft Costs:	(6%)		\$ 509,045.90
		Total:	\$ 9,587,030.30

Burton, Behrendt, & Smith, P.C.
Architects – Engineers – Surveyors

