

Reorganization Feasibility  
Study  
On Behalf of the



Kinderhook (Ichabod Crane)  
and  
Schodack



Central School Districts

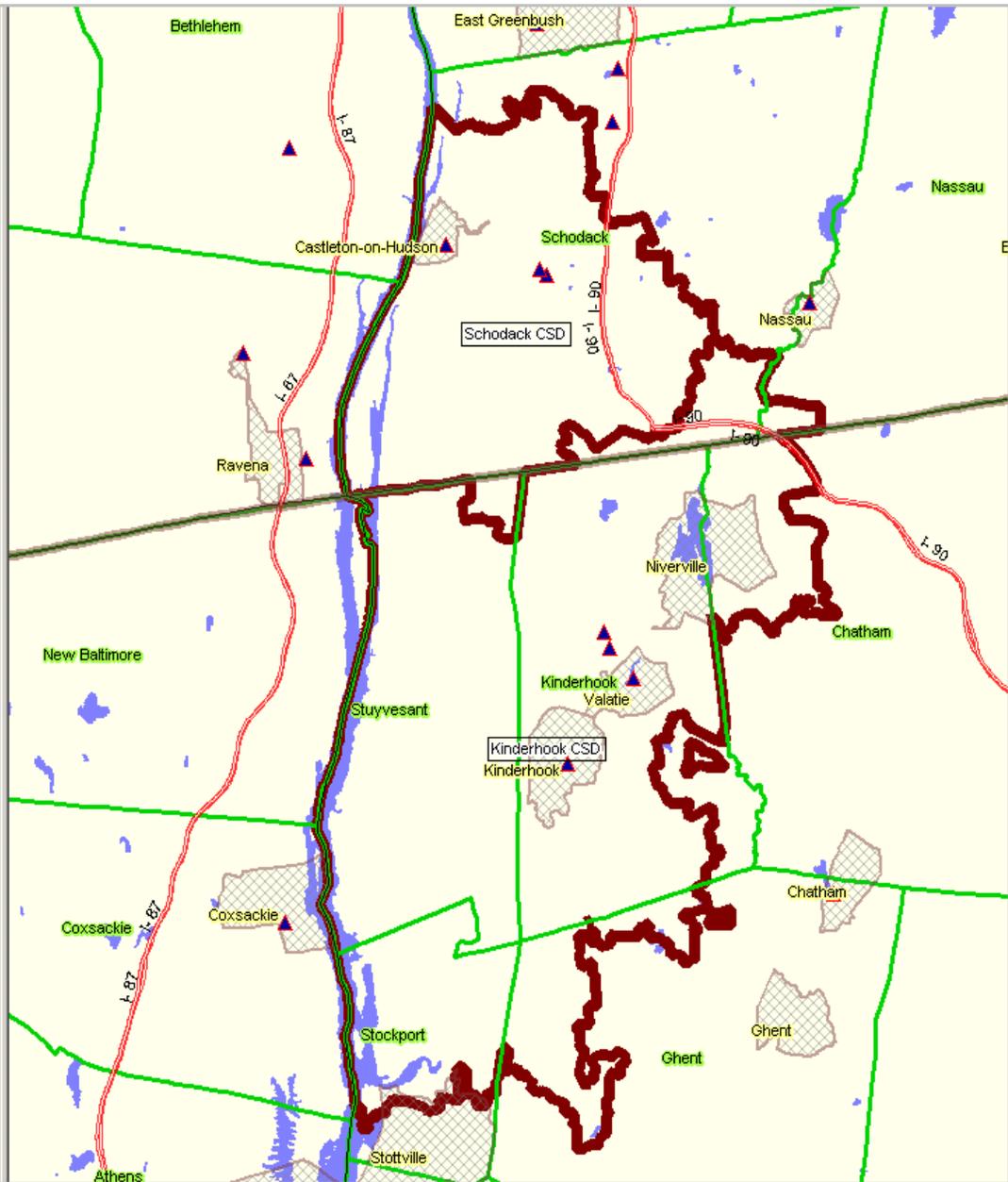
*April, 2012*

DATA SETS OF THE  
STUDY

Prepared by:  
The SES Study Team, LLC.

*This report was prepared with funds provided by the New York State  
Department of State under the local government efficiency grant program.*

- States
- K-12 Schools
- MSAs
  -  Albany, NY
- Interstate
- US & St Hwy
- Lakes
- Counties
  - 021 Edges/Roads
  - 083 Edges/Roads
- Places
- Towns
- Counties
- School Districts
  -  Schodack & Kinderhook
- Water
- Population by Block
  -  0 - 50
  -  50 - 100
  -  100 - 200
  -  200 or more
  -  0 population
  -  Water
- SMHI 07 x Tract
  -  Less than \$30,000
  -  \$30,000 - \$50,000
  -  \$50,000 - \$90,000
  -  \$90,000 or more
  -  No population or N
- %HS Grad ACS 05-
  -  Less than 70%
  -  70 - 80%
  -  80 - 90%
  -  90 - 95%
  -  95% or more
  -  No population or N
- %HS Grad ACS 05-
  -  Less than 70%
  -  70 - 80%
  -  80 - 90%
  -  90 - 95%



*Ichabod Crane and Schodack  
Central School Districts*

**Objectives of the school districts:**

*To seek reductions in the ongoing cost of school operations while maintaining or enhancing the educational opportunities for students by assessing the current instructional and non-instructional programs of each school district to determine the specific economic efficiencies to be achieved and,*

*To report to the members of the two school boards, the school staffs, and the residents of the communities on specific actions that should be considered as they move to implement reorganization of the two school districts.*

**Purpose of the Study Funded by the NYS Department of State:**

*To research if the reorganization (through centralization) of the two districts can provide enhanced educational opportunities and, at the same time, increase efficiencies and lower cost for the overall operations by forming a reorganized school district.*

Copyright 2012  
As to Original Text and Format.  
All Rights Reserved.

Authorized in perpetuity for the exclusive use for planning by the Ichabod Crane and Schodack Boards of Education, their Superintendents and by all government agencies to which the districts provide the study.

**School District Community Advisory Committee Members Appointed by the Respective Boards of Education to Work with and Advise the SES Study Team in the Preparation of the Feasibility Study**

	<b>PRIME COMMUNITY REPRESENTATION</b>	<b>SUB-COMMITTEE FOR THE STUDY</b>
<b><i>COMMUNITY ADVISORY COMMITTEE FOR ICHABOD CRANE CENTRAL SCHOOL DISTRICT</i></b>		
Amy Melino	Parent Elementary Student	Program
Ann Mueller	Municipality	Support
Janet Kaiser	Community Member	Program
Jeff Ouellette	Community Member	Finance
Judy Ooms	Community Member	Program
Lori Creeron	Support Staff Member/Resident	Program
Mary Ellen Hern	Community Member	Finance
Mike Regan	Community Member	Support
Patty Westover	Faculty member/Resident	Program
Rachel Stead	Community Member	Support
Susan Ramos	Community Member	Finance
Tamara Proniske	Retiree	Finance
Veronica Mangione	Community Member	Finance
Will Ferguson	Athletic Booster	Support
<b><i>COMMUNITY ADVISORY COMMITTEE FOR SCHODACK CENTRAL SCHOOL DISTRICT</i></b>		
Fred Wolff	Retiree	Finance
Janis Clarke	Support staff/resident	Support
John Nicholas	Business Person	Finance
Keith McCarthy	Pre-School parent	Program
Mark Bubniak	Athletic Boosters	Program
Mary VanVliet	Realtor	Finance
Michael Charsky	Empty Nester	Finance
Pam Smith	Music Parent	Program
Patricia Canestro	Secondary Pupil Parent	Program
Patricia Wood	Community member	Support
Richard Noll	Business Person	Finance
Robin Perry	Local Parent and Local Business	Support
Salvatore Pratico	Finance	Support
Scott Hanrahan	Faculty/resident	Support
Timi Jenkins	Elementary Parent	Program

***The Boards of Education, the Superintendents, and the SES Study Team sincerely thank the volunteer Joint Community Advisory Committee Members for their time, diligence, collaboration and advice in the preparation of this study.***

The SES Study Team acknowledges and thanks Suzanne Spear and Jay O'Connor of the State Education Department and Carl Ublacker of the Department of State as helpful collaborative resources for the study. .

## **DATA**

### **Ichabod Crane Central School District**

Board of Education Members: John Antalek; John Chandler; Andrew Kramarchyk (president); Bruce Naramore; Thomas Neufeld; Susan Ramos; Regina Rose; Anthony Welcome

Superintendent of Schools: Lee A Bordick, Interim

Ichabod Crane Central School District is located primarily in northern Columbia County. Two villages, Kinderhook and Valatie form the hub of the district that has approximately 8300 residents. The District of approximately 100 square miles was formed in 1954 by the joining of these village schools. Today the Ichabod Crane school district has approximately 2190 students who are housed in a high school (approximately 700 students in grades 9-12) a middle school (approximately 550 students in grades 6-8) and two elementary schools (approximately 940 students in grades K-5).

The Ichabod Crane Central School District employs 220 professional staff and 140 support staff. It is governed by a nine-member board of education. The District is managed by three district level administrators; seven building level administrators and four support supervisors. The operating budget at the time the study commenced was approximately \$38.5 million.

### **Schodack Central School District**

Board of Education Members: Michael Charsky; Christine DiGiulio; Andrew Fleck (president); Michael Hiser; Lisa Lafferty; Paul Puccio; Bruce Romanchak; George Warner; Mary Yurista

Superintendent of Schools: Robert Horan

The Schodack Central School District is located primarily in Rensselaer County. The village of Castleton-on-Hudson forms the hub of the district that has approximately 6490 residents. The District of approximately 35 square miles was formed in the late 1940's by the joining of several smaller schools and the village school district. Today the Schodack Central School District has approximately 1050 students who are housed in the Maple Hill High School (approximately 405 students in grades 9-12), the Maple Hill Middle School (approximately 300 students in grades 5-8) and the Castleton Elementary School (approximately 405 students in grades K-4).

The Schodack Central School District employs 120 professional staff and 102 support staff. The District is managed by four district level administrators, three building principals and 2 support supervisors. The operating budget at the time the study commenced was approximately \$21.4 million.

## DATA

# **Data Reference Tools Compiled by the Study, Analyzed by the Community Advisory Joint Committee, and Posted on the Website of Each School District as the Study Progressed since May 2011**

***PLEASE NOTE THAT ALL OF THE DATA ANALYSIS TOOLS IN THIS DATA SECTION OF THE STUDY WERE ORIGINALLY POSTED ON THE WEBSITES OF EACH OF THE TWO SCHOOL DISTRICTS AS THE COMMUNITY ADVISORY COMMITTEE MEMBERS MET AND USED THEM TO HELP GUIDE THE STUDY.***

***SOME OF THE TOOLS POSTED ON THE WEB CONTAINED TYPOGRAPHICAL CORRECTIONS AND SOME CLARIFICATION OF THE DATA HAS BEEN ADDED SINCE THE POSTING. THEREFORE, IN SOME INSTANCES THE DATA REFERENCE TOOLS COMPILED HERE ARE NOT EXACTLY THE SAME AS WHEN THEY WERE ORIGINALLY POSTED ON THE WEBSITES. THERE ARE NO SUBSTANTIVE DATA/INFORMATION CHANGES, HOWEVER, FROM THE ORIGINAL DATA TOOLS.***

## **DATA**

Criteria Used by the Boards of Education to Appoint Community Advisory Committee Members	-1-
<i>What Questions Should the Community Advisory Joint Committee and the Two District Reorganization Study Address/Answer?</i>	-2-
Agendas of the Work Session Meetings of the Community Advisory Joint Committee	-6-
Pupil Enrollment Projection Calculations	-32-
Federal Census Bureau Demographic Characteristic Estimates for the Two School Districts	-63-
School District Financial Characteristics/Fiscal Condition Profiles	-73-
Pupil Capacity of Each School Building for Possible Use in a Reorganized School District	-85-
Summary Results of the 2010 Building Condition Surveys	-103-
2010-2011 Grade Level Section Class Sizes	-108-
Elements of the Grade Pre-Kindergarten through Grade 5 Program in 2010-2011	-113
Elements of the Grades 6-8 Program in 2010-2011	-118
Elements of the Grade 9 through Grade 12 Program in 2010-2011	-123-
2010-2011 Program Elements: Interscholastic Athletics, Co-Curricular and Music/Drama	-131-
2009-2010 Summary of Elementary, Middle, and High School Assessment Results	-137-
Labor Contract Profiles and Full Time Equivalent Cost Data	-146-
Some Possible ‘What If’ Ideas to Use the Existing School Buildings if the Communities Chose to Reorganize the Two Districts into One	-161
Tools (‘What if Building Use’) for the January 12 Meeting	-174-
A ‘What if’ Picture of How the School Buildings are Used in a Reorganization; School Day, Transportation	-189-

## **APPENDIX**

<i>“Questions and Answers” to Commonly Asked Questions about Timeline and Governance Topics Related to School District Reorganization</i>	-194-
<i>School District Reorganization Incentive Aid</i>	-196-
<i>Q and A about the Process with Regard to Personnel when a School District Reorganization Occurs through Reorganization</i>	-199-

## **DATA**

Criteria used by the Boards to appoint Community Advisory Committee members from those who volunteered in each school district.

### **GENERAL CHARACTERISTICS OF SUCCESSFUL COMMITTEE MEMBERS INCLUDE:**

- The ability to listen to all sides of an issue and to respect the opinions of others.
- Acknowledged by the community as one who represents a 'constituency' within the respective district.
- The ability and comfort to accurately convey ideas and information verbally to fellow community members.
- The ability to see a 'big picture' yet able to appreciate and understand details with a focus on the main mission of a school district which is to serve students effectively and with quality as defined by the community.
- Believes in transparency of the study work, data and process.
- Has the willingness and ability to commit the necessary time to attend all (most) meetings in a timely manner and to contribute to the work of the Committee and study.
- Has demonstrated a previous interest and involvement in some aspect of the school district and/or community.
- Is a resident of the respective school district.
- Is willing to be accessible to community members to help communicate about the work of the Committee and the study process.
- Understands the process of consensus and is willing to work with others to identify and then support a consensus recommendation.
- Understands and accepts that recommendations of the Committee are advisory in nature to the Boards of Education and to the communities of the districts.

DATA  
REORGANIZATION FEASIBILITY STUDY  
Ichabod Crane  
And  
Schodack  
Central School Districts

*What questions should the Joint  
Community Advisory Committee and  
the  
Reorganization Study  
address/answer?*

COMPILED COLLABORATIVELY BY THE MEMBERS  
OF THE ICHABOD CRANE AND SCHODACK BOARDS OF  
EDUCATION AND THEIR SUPERINTENDENTS AT A  
WORKSHOP ON APRIL 11, 2011; AND BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE  
AT THEIR MAY 12, 2011 WORK MEETING

**DATA**  
**PLANNING FOR THE FUTURE: A COLLABORATIVE EFFORT BY THE BOARDS OF**  
**EDUCATION AND SUPERINTENDENTS OF THE ICHABOD CRANE AND SCHODACK**  
**CENTRAL SCHOOL DISTRICTS**  
**April 11, 2011**

**PRIORITY RANK-ORDERED ANSWERS TO THE QUESTION:**  
*What are the key questions that our communities need to answer about a possible reorganization of Ichabod Crane and Schodack through a consolidation?*

<b>Educational Program Questions Identified by the Boards of Education and Superintendents</b>	<b>Ranking out of 44 questions identified</b>
<b><i>Category One: Enhanced/Accelerated/New Offerings/Overall Program Opportunities</i></b>	
What are the fundamental values the communities have for education of all the children?	1
Will reorganization provide opportunities for our students to be expanded such that the students will be globally competitive into the future?	3
How might reorganization improve college and career readiness for students?	4
How could the curriculum be organized differently as a result of reorganization?	11
What additional opportunities could be created because of reorganization?	13
What enhanced student programs might be possible?	15
How can we expand opportunities through distance learning and on-line learning?	20
What opportunities might be seen in adult and continuing education for the communities?	23
<b><i>Category Two: Specific Programs and Program Questions</i></b>	
How might special education programs be affected in a reorganized district?	6
What is the blending process of the K-12 curriculum and programs?	13
Are the achievement outcomes of both districts currently aligned?	19
<b><i>Category Three: Co-Curricular and Athletics</i></b>	
Will reorganization of the two districts increase or decrease opportunities for children to participate?	2
What might co-curricular and athletic programs look like?	8

<b>Financial Issues/Questions Identified by the Boards of Education and Superintendents</b>	<b>Ranking out of 44 questions identified</b>
<b><i>Category One: Issues Related to Money/Costs/Taxes</i></b>	
How might reorganization help in the allocation of available resources for the benefit of kids?	5
How much money could potentially be saved with reorganization?	5
How does a snapshot of the finances of the two districts compare?	9
How do the tax bases of the two districts compare?	10
How might reorganization stabilize the property tax structure?	14
Do we expect to save money or do more with the money/resources we now have?	15
How might a reorganized district drive economic development within its service boundaries?	16
Are there any known financial disincentives to reorganization?	18
Are there any state incentives to functionally consolidate?	22
<b>Financial Issues/Questions Identified by the Boards of Education and Superintendents</b>	<b>Ranking out of 44 questions</b>

**DATA**

	<b>identified</b>
Does larger provide more for kids or is it more based on means?	25
Are there grants available to assist with functional sharing?	25
<b><i>Category Two: Labor Relations/Other</i></b>	
What is the process to create new labor contracts with various units?	17
What are the rules for selecting one person when there are more than one people in the same job title?	25

<b>Functional Services/Operations Issues/Questions Identified by the Boards of Education and Superintendents</b>	<b>Ranking out of 44 questions identified</b>
<b><i>Category One: Student Transportation</i></b>	
How might transportation be different with reorganization?	12
<b><i>Category Two: Facility Questions</i></b>	
How might reorganization utilize the existing buildings?	12

<b>Cultural Questions</b>	<b>Ranking out of 44 questions identified</b>
How do the cultures of the two districts ‘marry’ without losing the community identities of each original district?	7
Why did Ichabod Crane and Schodack collaborate for this study instead of pairings with other districts?	9
How do the vision statements of both districts compare?	11
Why are we exploring reorganization; can’t we stay the way we are?	16
What might be the ‘downsides’ of reorganization?	16
What would be the role of ‘neighborhood’ elementary schools?	19
How possible is it to maintain and preserve existing community identities and forge/create a new identity with a combined ‘school community’?	23
How does the district decide on school colors and mascots?	24
Are there examples of reorganized school districts where the joining communities ‘maintained’ identities?	25
Do the two districts currently have the same community identification values with their respective school district?	25
How will the reorganized district compare in size to sizes of ‘suburban’ districts’?	25
<b>Governance Questions</b>	
Can a reorganization merger occur and separate high school diplomas be issued?	21
What is the protocol/timeline for merging of services and programs	23
Would new Board of Education members be elected ‘at large’?	25
Would a reorganized district be able to be a part of a current district’s education foundation (what happens to the Kinderhook Foundation)?	25
Is NYS going to force districts to merge in the future?	25

**DATA**

<b>ADDITIONAL QUESTIONS IDENTIFIED BY THE JOINT COMMUNITY ADVISORY COMMITTEE OF THE ICHABOD CRANE AND SCHODACK CENTRAL SCHOOL DISTRICTS ON MAY 12</b>	
<b>Educational Program Questions</b>	
How are decisions about extra-curricular activities decided?	
Will there be ‘college in the classroom’ articulation options?	
How is each district currently addressing the common core standards initiative?	
How might the ability to offer universal Pre-K be affected?	
What might be the music, band, choir, school plays opportunities?	
How will oversight of curriculum and instruction be handled?	
What programs are currently offered in one district, but not in the other?	
How might support programs like ESL and Title III, Title I be affected in a reorganized district?	
<b>Financial Issues/Questions</b>	
How are current staff seniority lists affected?	
Will staff positions be gained or lost?	
Could merit based performance systems be implemented?	
How would central office functions be implemented?	
What unique financial challenges does each school district now face?	
<b>Functional Services/Operations Issues/Questions</b>	
How would student data management systems be merged?	
What savings might come about merely because of the consolidation of services/functions?	
What might be the affect on bus transportation routing? On safety?	
How might food service be affected by a merger?	
<b>Cultural Questions</b>	
What might be some pre-defined success measures to evaluate ‘post merger’?	
Are there any interactive effects of each Town’s economic development with a centralization of the two districts/	
Would county boundaries create limitations?	
What are common community cultural values?	

**DATA**

**REORGANIZATION FEASIBILITY STUDY  
MEETING OF THE ICHABOD CRANE AND SCHODACK  
JOINT COMMUNITY ADVISORY COMMITTEE**

**AGENDA**

**THURSDAY, MAY 12, 2011  
6:00 – 9:00 p.m.  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT**

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the futur*

## DATA

### REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE MEETING ONE AGENDA

THURSDAY, MAY 12, 2011

6:00 – 9:00 p.m.

### ICHABOD CRANE CENTRAL SCHOOL DISTRICT

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*

Please set your cell phone to 'vibrate' before we begin. Thank you.

- A. (6:10) Welcome by a representative from each Board of Education and the Superintendents

SES Study Team:

- B. (6:15) **What is “School Reorganization” that is applicable to the two districts of the study?**

***Centralization:*** A new district is created encompassing the entire area of the school districts to be merged. Centralization requires approval, by a majority vote, of the voters in each affected school district.

***Annexation:*** Ordered by the Commissioner, a neighboring district is dissolved and becomes part of the annexing district. Annexation to a central school district is subject to a referendum in each district. For there to be a referendum, a petition must be filed within 60 days and the referendum must pass in each district.

The following are excerpts from a [Guide to the Reorganization of School Districts in New York State](http://www.p12.nysed.gov/mgtserv/sch_dist_org/GuideToReorganizationOfSchoolDistricts.htm). It is on-line at:

[http://www.p12.nysed.gov/mgtserv/sch\\_dist\\_org/GuideToReorganizationOfSchoolDistricts.htm](http://www.p12.nysed.gov/mgtserv/sch_dist_org/GuideToReorganizationOfSchoolDistricts.htm)

#### CENTRALIZATION

This form of reorganization has been the most common. The procedures for centralization provide that a new school district be created encompassing the entire area of the school districts to be merged.

The new central district becomes operational only after the centralization order is approved by the qualified voters in each school district included in the centralization. If each district approves the order by a majority vote, the new district will begin operation on July 1, following the vote. If approval of the order is defeated in any district included in the proposed centralization, the new district is not created, and the question may not be voted upon again for one year.

If the order is presented a second time, and is approved, the new district begins operation. If the order is defeated a second time — or if it is not brought to referendum within two years of the initial referendum — then the original order becomes null and void.

Governance:

The new district is governed by a board of education comprising five, seven or nine members. The new board is elected at a special meeting called by the Commissioner of Education after the new district is

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

approved at referendum. The number of board members (5,7 or 9) and their term of office (3,4 or 5 years) may be voted upon at the same time as the referendum on establishing the district, or may be decided at a separate meeting.

The boards of education of the districts included in the centralization continue their responsibilities until the new district begins operation and the business affairs of their former districts have been completed, usually August 1.

### C. (6:20) Purpose of the Study:

*To seek reductions in the ongoing cost of school operations while maintaining or enhancing the educational opportunities for students by assessing the current instructional and non-instructional programs of each school district to determine the specific economic efficiencies to be achieved and,*

*To report to the members of the two school boards, the school staffs, and the residents of the communities on specific actions that should be considered as they move to implement reorganization of the two school districts.*

#### **The Study Process:**

*Over a series of working meetings scheduled periodically through August, the Joint Community Advisory Committee with the help of the SES Study Team will review comprehensive sets of data about the two districts and identify possible opportunities and challenges regarding the reorganization of the school districts into one consolidated, merged school district.*

#### **The Role of the Joint Community Advisory Committee:**

*Each Board of Education has appointed 15 community volunteers to form the Community Advisory Committee for the district. The volunteers from each school district provide a wide representation of the community. The charge to the Committee volunteers is:*

- ✓ To listen to presentations and discussions and provide perspectives and feedback about the data and their analysis during the study process.
- ✓ To advise the consultants on issues related to the study.
- ✓ To help keep district residents informed with accurate information about the study.
- ✓ To promote 3-way communication among school district officials and personnel, the citizens of the districts, and the SES Study Team consultants.

*The Boards of Education used the following criteria to appoint the volunteers:*

- The ability to listen to all sides of an issue and to respect the opinions of others.
- Acknowledged by the community as one who represents a 'constituency' within the respective district.
- The ability and comfort to accurately convey ideas and information verbally to fellow community members.
- The ability to see a 'big picture' yet able to appreciate and understand details with a focus on the main mission of a school district which is to serve students effectively and with quality as defined by the community.
- Believes in transparency of the study work, data and process.
- Has the willingness and ability to commit the necessary time to attend all (most) meetings in a timely manner and to contribute to the work of the Committee and study.
- Has demonstrated a previous interest and involvement in some aspect of the school district

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

## DATA

and/or community.

- Is a resident of the respective school district or is a ‘resident’ business owner in the district.
- Is willing to be accessible to community members to help communicate about the work of the Committee and the study process.
- Understands the process of consensus and is willing to work with others to identify and then support a consensus recommendation.
- Understands and accepts that recommendations of the Committee are advisory in nature to the Boards of Education and to the communities of the districts.

*The Boards of Education also have appointed each member to serve on one of three subcommittees. Each district has 5 Committee Members serving on each subcommittee. The three subcommittees are: The Educational Program Subcommittee; The Finance, Personnel, Governance, and Local Assurances/Guidelines Subcommittee; and the Functional Services/Operations Subcommittee. (red, yellow, blue dots)*

- ✓ **THE EDUCATIONAL PROGRAM SUBCOMMITTEE:** This committee focuses on such topics as the K-12 instructional program for children including academic core subjects; special areas and advanced placement and college courses; co-curricular and extracurricular offerings; online, distance learning, and other technologically based instruction; BOCES programming; use of the existing school buildings; and other related program topics they identify.
- ✓ **THE FINANCE, PERSONNEL, GOVERNANCE, AND LOCAL ASSURANCES AND GUIDELINES SUBCOMMITTEE:** This committee focuses on many ‘what if’ topics that would result depending on the directions the communities take about reorganization. Topics include: personnel, property tax information, state aid revenues, and costs associated with various models of how the district might reorganize. Additionally, information relative to how the new district could be restructured; the makeup of the new school board; process for reorganization; and timeline information in order to help the committees better understand the overall impact of a potential reorganization of the district are analyzed and reviewed.
- ✓ **THE FUNCTIONAL SERVICES/OPERATIONS SUBCOMMITTEE:** This committee focuses on such topics as pupil transportation; food service/cafeteria program; building operations and maintenance functions; school business functions and other related topics they identify.

### **The Role of The SES Study Team (Paul Seversky, Doug Exley, and Sam Shevat):**

*To organize and lead the study process; research, collect and organize various sets of data about the two school districts; listen to citizens and school personnel; document various points of view and perceptions about the data collected and analyzed by the Joint Community Advisory Committee; help ensure public transparency of the work of the study and data compiled; develop and prepare the study document. The SES Study Team will take no formal position about what each district should do or not do with regard to reorganization. The Study Report in an unbiased fashion will identify opportunities and challenges that reorganization might provide the two districts.*

## DATA

### **The Current Timeline for the Study:**

- ✓ *May-July: scheduled meetings of the Joint Community Advisory Committee*
- ✓ *August-September: crafting of the Study Report*
- ✓ *October: review of the Study Report by the State Education Department and the Boards of Education*
- ✓ *By November: public forum meetings in the two communities to present the Study and engage public discussion*

### **Potential Step After the Study is Completed:**

- ✓ *Boards of Education decide if a straw vote in each community should be undertaken to determine the point of view of each community about reorganization of the two districts.*

### **D. Questions from the Community Advisory Committee Members at this juncture of tonight's meeting?**

#### **E. (7:00) Our first task together with the study:**

Attached is a list of questions that the two Boards of Education and the school district Superintendents identified at a joint planning session in preparation for this reorganization study. Are there are other questions not listed that the Joint Community Advisory Committee and the Study should explore?

#### **F. (7:45) Time for a cup of coffee, tea or water.**

#### **G. (8:00) BASELINE DATA: ENROLLMENT PROJECTION CALCULATIONS**

*Opportunities and Challenges*

#### **BASELINE DATA: CENSUS DEMOGRAPHIC CHARACTERISTICS OF BOTH SCHOOL DISTRICTS**

*Think about Opportunities and Challenges for discussion at our next meeting.*

#### **H. (8:50) Meeting Two: Tuesday, May 24 Schodack Central School District**

Meeting Three: Wednesday, June 8 Ichabod Crane Central School District

Meeting Four: Tuesday, June 28 Schodack Central School District

### **Some "House Keeping" for today's meeting:**

- ✓ Please remember to sign-in for today's meeting.
- ✓ Please leave your name badge with us. We will bring them to the next meeting for you.
- ✓ The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- ✓ If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- ✓ If you are contacted personally by the media and are asked questions about how you

## DATA

feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

# DATA

## REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE MEETING TWO AGENDA

THURSDAY, MAY 24, 2011 6:00 – 9:00 p.m.  
SCHODACK CENTRAL SCHOOL DISTRICT

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to 'vibrate' before we begin. Thank you.

**D. (6:00) Welcome to all members not present on May 12.**

Please choose a "committee partner" as discussed at our first meeting. If one partner cannot attend a meeting, the other partner gets copies of all documents and information used at the meeting to give the absent partner at the next meeting. Thank you.

**E. (6:05) Compilation of questions developed by the Joint Community Advisory Committee on May 12 in addition to those questions identified by both Boards of Education**

*"What questions should the Joint Community Advisory Committee and the Reorganization Study address/answer?"*

- ✓ Set of questions is a tool to make sure the study addresses the topics, and questions important to the Advisory Committee representatives.

**F. (6:15) Follow up from May12 Meeting**

- ✓ Data Reference: Enrollment Projection Calculations
  - ◇ *Observations: Opportunities and Challenges*
- ✓ Data Reference: Census Demographic Characteristics
  - ◇ *Observations: Opportunities and Challenges*

**G. (6:35) Data review, discussion, and analysis (*Observations: Opportunities and Challenges.*)**

- ✓ Data Reference: Map of the two districts and 'bus travel' distances between the buildings
- ✓ Data Reference: Current class sizes of elementary class sections and English classes 7-12
- ✓ Data Reference: School Building Pupil Capacities

**H. (7:10) Data Reference: Profile of the Current Pre-Kindergarten through grade 6 elementary programs in the four school districts.**

***Staff Guest Resources for the Community Advisory Committee attending this meeting:***

ICHABOD CRANE	SCHODACK
Karen Vecellio, Elementary Teacher	Laura Cook, Elementary Teacher
Melissa Murray, Elementary Principal	Jason Chevrier, Elementary Principal
Lee Bordick,, Superintendent	Robert Horan, Superintendent

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

## DATA

- ✓ (7:10-7:30) Scan of data set by the Joint Community Advisory Committee; review in your subcommittees; list any *opportunities and challenges* you perceive.
- ✓ (7:30-7:40) **Time for a cup of coffee, tea or water.**
- ✓ (7:40-8:50)
  - ◇ Clarifying questions asked of Staff Guests from the two school districts about the Pre-K through grade 6 program profile.
  - ◇ Advisory Committee discussion with Staff Guests regarding possible answers to the questions:  
*"What are specific ideas and examples about enhanced elementary program/learning opportunities that are possible for the pupils of the two districts if resources were available through reorganization?" How and why will these possible enhanced learning opportunities benefit the elementary children of the two-district region?*
  - ◇ *Observations of the Joint Community Advisory Committee: opportunities and challenges* regarding the Pre-K through Grade 6 Elementary Program and school district reorganization.

- F. (8:50) Meeting Three: Tentatively contingent upon data collection; Wednesday, June 8  
Ichabod Crane Central School District  
Meeting Four: Tuesday, June 28 Schodack Central School District  
Meeting Five:

### Some “House Keeping” for today’s meeting:

- ✓ Please remember to sign-in for today’s meeting.
- ✓ Please leave your name badge with us. We will bring them to the next meeting for you.
- ✓ The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- ✓ If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- ✓ If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

**REORGANIZATION FEASIBILITY STUDY  
JOINT COMMUNITY ADVISORY COMMITTEE  
AGENDA MEETING THREE  
June 28, 2011 6:00 – 9:00 p.m.  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT  
High School Library**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*

Please set your cell phone to 'vibrate' before we begin. Thank you.

**A. (6:00) Welcome to all members not present on May 24.**

Please choose a "committee partner" as discussed at our first meeting. If one partner cannot attend a meeting, the other partner gets copies of all documents and information used at the meeting to give the absent partner at the next meeting. Thank you.

**B. (6:05) Break out groups for introductory activity.**

- ✓ Groups divide into their three categories for introductory activity. Report out to the large group upon completion.

**C. (6:45-7:10) Follow up from May 24 Meeting: In break out groups to determine clarifying questions for previous information presented to the team. Break out groups will write down questions and share with entire team upon completion.**

- ✓ Data Reference: Enrollment Projection Calculations
- ✓ Data Reference: Map of the two districts and 'bus travel' distances between buildings
- ✓ Data Reference: Current class sizes of elementary class sections and English classes 7-12
- ✓ Data Reference: School Building Pupil Capacities
- ✓ Data Reference: K-5 Program Profile

(7:10-7:45) Come together as one group to identify common questions and observations.

**D. (7:45-7:55) Time for a cup of coffee, tea or water**

**E. (7:55-8:05) Incentive Aid Update**

**F. (8:05-8:15) Brief Background on Middle Schools**

**G. (8:15- 8:50) Data Reference: Profile of the Current 6-8 program elements of the two school districts**

- ✓ (8:15-8:35) Scan of data set by the Joint Community Advisory Committee; review in your subcommittees; list questions and observations
- ✓ (8:35-8:50)
  1. Clarifying questions shared with the large group.
  2. Homework: Opportunities and Challenges

**H. (8:50) Meeting four: July 13, Wednesday from 6:00 to 9:00 PM at Schodack in the middle school library. The next meeting will involve questions and review of**

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

## DATA

**program opportunities and challenges with the 6-8 representatives of both districts.**

**Meeting Five: August 3, Wednesday from 6:00 to 9:00 PM at Ichabod Crane high school library. This meeting will involve questions and review of program opportunities and challenges with the 9-12 representatives of both districts.**

- I. Examples of future agenda items (not necessarily in sequential order):
- Educational Programs (ie grades 6-8; 9-12; special education; BOCES)
  - Labor Relations/Contracts
  - Interscholastic Athletics; Co-curricular Activities
  - Transportation
  - Financial Information (ie current financial health; tax rates; budget projections; reorganization incentive aids and tax projections)
  - Facilities
  - Governance

### **Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

# DATA

**REORGANIZATION FEASIBILITY STUDY  
JOINT COMMUNITY ADVISORY COMMITTEE  
AGENDA MEETING FOUR  
July 13, 2011 6:00 – 9:00 p.m.  
SCHODACK CENTRAL SCHOOL DISTRICT  
MIDDLE SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to 'vibrate' before we begin. Thank you.

- I. (6:00) Welcome to all members not present on June 28.**
  - ✓ Review/Recap of June 28 Meeting
  - ✓ Brief Review of Middle School Instructional Delivery Concept
- J. (6:10) Break out into subcommittees to review team members' questions and opportunities and challenges perceived about the middle school programs**
- K. (6:25) Data Reference: Profile of the Current Grades 6 through grade 8 middle school programs in the two school districts.**

*Staff Guest Resources for the Community Advisory Committee attending this meeting:*

<b>ICHABOD CRANE</b>	<b>SCHODACK</b>
Dale Tuczinski, Middle School Counselor	Christine Fowler, Middle School Teacher
Tim Farley, Middle School Principal	Michael Bennett, Middle School Principal
Lee Bordick, Superintendent	Robert Horan, Superintendent

- ◇ Clarifying questions asked of Staff Guests from the two school districts about the middle school program profiles.
- ◇ Advisory Committee discussion with Staff Guests regarding possible answers to the questions:

*"What are specific ideas and examples about enhanced middle school program/learning opportunities—what could be done to help the programs be even 'better'? If resources were available through reorganization, then what possible learning opportunities could be implemented to benefit the middle school pupils of the two-district region?"*

- L. (7:50-8:00) Time for a cup of coffee, tea or water**
- M. (8:00-8:50) Estimated Incentive Aid through a reorganization; and Question and Answer: School District Reorganization**
- F. (8:50) Meeting Five: Ichabod Crane High School Library; Wednesday, August 3 6:00 p.m. to 9:00 p.m.**

## DATA

### G. Future Agenda Items (not necessarily in sequential order):

- Educational Programs (9-12; special education; BOCES)
- Labor Relations/Contracts
- Interscholastic Athletics; Co-curricular Activities
- Transportation
- Financial Information (ie current financial health; budget projections; reorganization incentive aid and tax projections)
- Facilities

### Note: Some “House Keeping” for today’s meeting:

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

# DATA

**REORGANIZATION FEASIBILITY STUDY  
JOINT COMMUNITY ADVISORY COMMITTEE  
AGENDA MEETING FIVE  
August 3, 2011 6:00 – 9:00 p.m.  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT  
HIGH SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to 'vibrate' before we begin. Thank you.

***Staff Guest Resources for the Community Advisory Committee attending this meeting:***

<b>ICHABOD CRANE</b>	<b>SCHODACK</b>
Linda Knight, Secondary Math Teacher	Caitlin Donahue, Secondary English/Language Arts Teacher
Melissa Donohue, Guidance Counselor	Teresa Hebert, Guidance Counselor
Paul Thompson, Athletic Director	Mark Bubniak, Athletic Director
Bill Schneider, Principal	Ron Agostinoni, Principal
Lee Bordick, Superintendent	Robert Horan, Superintendent

**N. (6:00) Break out into subcommittees to share and discuss the elements of the secondary program profile.**

**O. (6:20) Data Reference: Profile of the Current Grades 9 through grade 12 programs in the two school districts.**

- ◇ Clarifying questions asked of Staff Guests from the two school districts about the secondary program profiles.
- ◇ Advisory Committee discussion with Staff Guests regarding possible answers to the questions:

*"What are specific ideas and examples about enhanced high school program/learning opportunities—what could be done to help the programs be even 'better'? If resources were available through reorganization, then what possible learning opportunities could be implemented to benefit the high school pupils of the two-district region?"*

**P. (7:20-7:30) Time for a cup of coffee, tea or water**

**Q. (7:30-8:15) Data Reference: Profile of the Current interscholastic and co-curricular program elements of the two school districts.**

- ◇ Clarifying questions asked of Staff Guests from the two school districts about the interscholastic/cocurricular profiles.
- ◇ Committee discussion with Guests regarding possible answers to the questions:

*"What are specific ideas and examples about enhanced interscholastic/co-curricular opportunities—what could be done to help the programs be even 'better'? If resources were*

## DATA

*available through reorganization, then what possible athletic/cocurricular opportunities could be implemented to benefit the high school pupils of the two-district region?*

- R. (8:15-8:45) “Round-Robin” listing of advisory committee perceptions of program enhancements---K-5; 6-8, 9-12, interscholastic/co-curricular—that might be appropriate to add as judged by the educational values of both communities with the resources that would come about because of a reorganization.
- S. (8:45-9:00) “Homework”..... *Discussion and Analysis Tool*: Draft Summary for the Initial Discussion of the Joint Community Advisory Committee about some possible “what if” ideas to use existing school buildings if the communities chose to reorganize the two districts into one. Between now and the next Community Advisory Community Committees Meeting, please list your ideas about options to use the buildings in a reorganized district and your perceptions of the opportunities and challenges for each of your ideas.

### **H. Meeting Six: Schodack Middle School Library; Wednesday, August 24 6:00 p.m. to 9:00 p.m.**

Future Agenda Items (not necessarily in sequential order):

Labor Relations/Contracts  
Transportation  
Financial Information  
Facilities

#### **Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

# DATA

## REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE AGENDA MEETING SIX

August 24, 2011 6:00 – 9:00 p.m.

### SCHODACK CENTRAL SCHOOL DISTRICT MIDDLE SCHOOL LIBRARY

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to ‘vibrate’ before we begin. Thank you.

#### ***Staff Guest Resources for the Community Advisory Committee attending this meeting:***

ICHABOD CRANE	SCHODACK
Paul Thompson, Athletic Director	Mark Bubniak, Athletic Director
Bill Schneider, Secondary Principal	Ron Agostinoni, Secondary Principal
Lee Bordick, Superintendent	Robert Horan, Superintendent

**T. (6:00) Break out into subcommittees to share and discuss the elements of the secondary athletics and co-curricular profile.**

**U. (6:15) Data Reference: Profile of the Current Grades 9 through grade 12 interscholastic athletic and co-curricular programs in the two school districts.**

- ◇ Clarifying questions asked of Staff Guests from the two school districts about the athletic and co-curricular program profiles.
- ◇ Advisory Committee discussion with Staff Guests regarding possible answers to the questions:

*"What are specific ideas and examples about enhanced high school interscholastic athletic and co-curricular opportunities—what could be done to help the programs be even ‘better’? If resources were available through reorganization, then what possible opportunities for these programs could be implemented to benefit the high school pupils of the two-district region?"*

**V. (7:15-7:25) Time for a cup of coffee, tea or water**

**W. (7:25-8:00)** “Round-Robin” listing of advisory committee perceptions of program enhancements---K-5; 6-8, 9-12, interscholastic/curricular—that might be appropriate to add as judged by the educational values of both communities with the resources that would come about because of a reorganization.

**X. (8:00-9:00)** Sharing of ‘homework’-----*Discussion and Analysis Tool*: Initial Discussion of the Joint Community Advisory Committee about some possible “what if” ideas to use existing school buildings if the communities chose to reorganize the two districts into one. Initial discussion of your ideas about options to use the buildings in a reorganized district and your perceptions of the opportunities and challenges for each of your ideas.

## DATA

### G. Meeting Seven: Ichabod Crane High School Library; Wednesday, September 21 6:00 p.m. to 9:00 p.m.

Future Agenda Items (not necessarily in sequential order):

Labor Relations/Contracts

BOCES services

Transportation

Financial Information

Program delivery configuration and the use of facilities

Student Assessment Data

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-ssstudy@ses-studyteam.org](mailto:i-ssstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

**REORGANIZATION FEASIBILITY STUDY  
JOINT COMMUNITY ADVISORY COMMITTEE  
AGENDA MEETING SEVEN  
September 21, 2011 6:00 – 9:00 p.m.  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT  
HIGH SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to 'vibrate' before we begin. Thank you.

***Staff Guest Resources for the Community Advisory Committee attending this meeting:  
Dr. James N. Baldwin, District Superintendent  
Questar III BOCES***

- A. (6:00) Data Reference; August Athletic/Co-Curricular Tool Updated
- B. (6:05) **Guest: Dr. James Baldwin, District Superintendent of the Questar III BOCES; regional shared services through the BOCES collaborative and perspective for regional collaboration if a reorganization of the two districts occurred.**
- ✓ *Data Reference: Background about BOCES and Current Services Purchased by the Two Districts through the BOCES*
- C. (6:50-7:30) ***Opportunities and Challenges*** perceived about the following data:
- Data References:*
- ✓ Q and A about staff/employment topics related to a reorganization of school districts
  - ✓ Summary of the major elements of the instructional and instructional support contracts currently in place in the four districts.
  - ✓ Summary of the total 2011-2012 cost per FTE for the various categories of staff employed by the school district.
  - ✓ Summary of staff turnover in the two school districts since 2007-2008.
- D. (7:30-7:40) **Time for a cup of coffee, tea or water**
- E. (7:40-9:00) Joint Community Advisory Committee' *"What if"* ideas to use existing school buildings if the communities chose to reorganize the two districts into one--given the enrollment projections over the next five years, and the pupil capacities currently available in the school buildings.
- ◇ Meet in your subcommittees to discuss and analyze the various ideas the committees identified at the last meeting about how to deliver the program in the facilities available in both school districts. Focus on identifying opportunities and challenges for each scenario.
  - ◇ Next meet by school district committee to share the perceptions of what the subcommittees discussed and saw as opportunities and challenges.
  - ◇ **8:40** Come together as one committee of the whole to identify an initial rank-ordering of ideas.

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

## DATA

### F. Meeting Eight: Schodack Central School Middle School Library; Monday, October 24 6:00 p.m. to 9:00 p.m.

Future Agenda Items (not necessarily in sequential order):

Perceptions of the district leadership teams regarding grade level configuration ideas  
Transportation  
Financial Information

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in the fall. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

**REORGANIZATION FEASIBILITY STUDY  
JOINT COMMUNITY ADVISORY COMMITTEE  
AGENDA MEETING EIGHT  
OCTOBER 24, 2011  
6:00 – 9:00 p.m.  
SCHODACK CENTRAL SCHOOL DISTRICT  
MIDDLE SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)  
Please set your cell phone to ‘vibrate’ before we begin. Thank you.*

***Staff Guest Resources for the Community Advisory Committee attending this meeting:***

***Mr. Patrick Powers, CPA, PFS, partner of D’Arcangelo and Company, certified public accountants and consultants***

◇ (6:00-7:00) **Data Reference: Financial Health Profile of Each District**

◇ (7:00-7:20) **BCS (Building Condition Survey) Review and Discussion**

**C. (7:20-7:30) Time for a cup of coffee, tea or water**

**D. (7:30-9:00) “What if” ideas to use existing school buildings if the communities chose to reorganize the two districts into one given the enrollment projections over the next five years, and the pupil capacities currently available in the school buildings.**

- ✓ Meet in your subcommittees to discuss and analyze the various ideas the committees identified at the last meeting about how to deliver the program in the facilities available in both school districts. Focus on identifying opportunities and challenges for each scenario.
- ✓ Next meet by school district committee to share the perceptions of what the subcommittees discussed and saw as opportunities and challenges.
- ✓ Make a list of program enhancements that you believe should occur if funds were available through a reorganization of the two school districts into one.
- ✓ Come together as one committee of the whole to identify a rank-ordering of ideas of how to use the existing buildings in a reorganized school district; and share the list of program enhancements.

✓

**E. Meeting Nine: Ichabod Central School High School Library;  
TENTATIVELY, November 16; 6:00 p.m. to 9:00 p.m.**

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Future Agenda Items (not necessarily in sequential order):

Transportation  
*What if* program and staffing  
*What if* financials  
Governance  
School colors, mascot, other transition topics

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in early winter. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

### REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE AGENDA MEETING NINE

DECEMBER 14, 2011

6:00 – 9:00 p.m.

#### ICHABOD CENTRAL SCHOOL DISTRICT MIDDLE SCHOOL LIBRARY

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*

Please set your cell phone to 'vibrate' before we begin. Thank you.

***Staff Guest Resources for the Community Advisory Committee attending this meeting:  
Leadership Team of Superintendent and principals from each district.***

- ◇ (6:00) Updated Data Reference: Full Time Equivalent Staff and FTE Costs in 2011-2012
- ◇ (6:10-7:10) Use of Buildings Priority Option Identified by the Joint Community Advisory Committee at the August 24 and September 21 Community Advisory Meetings and Possible Program Enhancement Opportunities
  - ✓ *Data Tool: Perceptions of the Two District Leadership Teams of the Opportunities and Challenges of the Initial Prime Option Discussed by the Joint Community Advisory Committee to Deliver the Pre-K through Grade 12 Program in the Current School Buildings; a Leadership Team Recommended Variance to the Initial Prime Option Suggested by the Committees and Possible Program Enhancement Opportunities*
- C. (7:10-7:30) Meet by school district committee to list program enhancements that you believe should occur if funds were available through a reorganization of the two school districts into one
- D. (7:30-7:40) Time for a cup of coffee, tea or water
- E. (7:40-8:25) As a committee of the whole, prepare a collaborative list of program enhancements that a reorganization should allow/support for the pupils of both current districts.
- F. (8:25-9:00) Ideas/advice as to how the study should report other various elements related to the reorganization of the two school districts into one. Committee of the whole discussion of:
  - ✓ Governance: How many board members should there be on the new district's Board of Education? What should be the term of office? What personal and professional characteristics would you want to see in the members serving on the new Board of Education? (**Tool: Q and A from the July 13 meeting**)

## DATA

- ✓ Ed Law 1801(2) states that the Commissioner of Education designates the name of a newly centralized district in the centralization order. Subject to the commissioner's approval, school boards of new or reorganized central school districts may select a different name by filing a written request for a name change with the commissioner no later than 14 days before the centralization order is to become effective. (Ed Law 315). What might be an appropriate process to select a new district name to recommend to the commissioner?
- ✓ What might be an appropriate process to choose school colors and mascot for the reorganized school district?

### **G. Meeting Ten: Schodack Middle School Library; January 25; 6:00 p.m. to 9:00 p.m.**

- 'What if' picture of the possible program and staffing in a reorganized district
- 'What if' picture of how the buildings are used and what might be a pupil transportation framework in a reorganized district
- 'What if' picture of the possible financials of a reorganized school district

#### **Note: Some "House Keeping" for today's meeting:**

- Please remember to sign-in for today's meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be available in early winter. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

### REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE AGENDA MEETING TEN

JANUARY 12, 2011

6:00 – 9:00 p.m.

### SCHODACK CENTRAL SCHOOL DISTRICT MIDDLE SCHOOL LIBRARY

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to 'vibrate' before we begin. Thank you.

A. (6:00-6:30) **Large Group Discussion: Review of Data Reference: K-12 district assessment data.**

B. (6:30-7:30) **As a committee of the whole, discuss and prepare a collaborative list of answers to the following question:**

*If resources were available through reorganization, then what are possible learning opportunities-- within the culture and educational values of the Ichabod and Schodack communities--that could be implemented to benefit the young people of the two-district region to help the existing public school offering be even 'better'?*

C. (7:30-7:40) **Time for a cup of coffee, tea or water**

D. (7:40-8:10) Ideas/advice as to how the study should report other various elements related to the reorganization of the two school districts into one. Committee of the whole discussion of:

- ✓ Governance: How many board members should there be on the new district's Board of Education? What should be the term of office? What personal and professional characteristics would you want to see in the members serving on the new Board of Education? **(Tool: Q and A from the July 13 meeting)**
- ✓ Ed Law 1801(2) states that the Commissioner of Education designates the name of a newly centralized district in the centralization order. Subject to the commissioner's approval, school boards of new or reorganized central school districts may select a different name by filing a written request for a name change with the commissioner no later than 14 days before the centralization order is to become effective. (Ed Law 315). What might be an appropriate process to select a new district name to recommend to the commissioner?
- ✓ What might be an appropriate process to choose school colors and mascot for the reorganized school district?

E. (8:10-9:00) Review of the two options concerning the use of the school buildings in a

## DATA

reorganization that have evolved through collaborative discussion between the Committees and the Leadership Teams of both school districts.

### **F. Meeting Ten: Ichabod High School Library; January 25; 6:00 p.m. to 9:00 p.m.**

- ‘What if’ picture of the possible program and staffing in a reorganized district
- ‘What if’ picture of how the buildings are used and what might be a pupil transportation framework in a reorganized district
- ‘What if’ picture of the possible financials of a reorganized school district

#### **Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be presented to both communities. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

## DATA

### REORGANIZATION FEASIBILITY STUDY JOINT COMMUNITY ADVISORY COMMITTEE AGENDA MEETING ELEVEN

JANUARY 25, 2011

6:00 – 9:00 p.m.

### ICHABOD CENTRAL SCHOOL DISTRICT HIGH SCHOOL LIBRARY

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*

Please set your cell phone to ‘vibrate’ before we begin. Thank you.

**(6:00-9:00)** Paul, Doug and Sam will present three ‘*What if*’ Pictures. Two options are presented. All of the *pictures* are based on the analysis and discussion by the Joint Community Advisory Committee of the various data sets researched and presented by the study process over the last ten meetings of the Schodack and Ichabod Crane Community Advisory Committees. The key factor that guides all the scenarios is the vision of the student program identified by the Joint Community Advisory Committee with consultation with the various staff guests from both school districts since May.

**Please remember that the three documents and the two options each present a roadmap and a framework to implement the overall student program in existing facilities in a financially prudent and responsible manner.** The overriding focus at this stage is to make sure there is enough *estimated resource in total* to deliver a quality, comprehensive program by a reorganized school district in a defensible, responsible and financially prudent manner. In the end, how the estimated resources are used is up to the new district board of education and the community it serves.

The ‘*What if*’ picture of a financial plan gives a scenario of the financials related to providing the program resources described in the ‘*What if*’ Program/Staffing Picture *in total*. Specific detail decisions by the board of education reflective of the community at the time of reorganization about how to implement the resources to deliver the program (ex. number of counselors versus number of social workers) may or may not follow the scenario presented in the ‘*What if*’ Program/Staffing Picture.

The specific assignment of each type of professional and instructional support resource is a program development task that is addressed if the reorganization process gets to the implementation stage.

**Next Step for the Study Team:** Based on what we have learned with the Joint Community Advisory Committee since May, the Study Team will draft a study report. We will invite all of the Community Advisory Committee members and the Boards of Education to a meeting to review the draft report of the study. We will let you know by email when the meeting is scheduled. At the same time, the study is sent to the State Education Department for their review.

As directed by SED, such a draft study is not a public document. After review and approval by the State Education Department of the study, the Study Team will arrange for public copies of

## DATA

the study and then host a community meeting in each of the two districts to present the findings of the study.

After the community meeting presentations of the findings by the Study Team, the Boards of Education enter a phase of the next few weeks for community meetings hosted by each Board to discuss the findings and to listen to community perceptions. After this public period, the Boards will deliberate to decide if reorganization of the two school districts should be presented to each respective community for a 'straw vote'.

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Joint Community Advisory Committee, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be presented to both communities. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

DATA

**DATA FOR DISCUSSION BY THE  
JOINT COMMUNITY  
ADVISORY COMMITTEE:**

**ENROLLMENT PROJECTION  
CALCULATIONS  
2011-2020**

**ICHABOD CRANE CS  
SCHODACK CS**

*May 2011*

# DATA

**Copyright 2011  
As to Original Text, Format, and Methodology.  
All Rights Reserved.**

**Authorized in perpetuity for the exclusive use for planning by the Ichabod Crane and Schodack  
Boards of Education, their Superintendents and by all government agencies to which the districts  
provide the study.**

SES Study Team

# TABLE OF CONTENTS

<b>Purpose of the Enrollment Projection Calculations</b>	<b>1</b>
<b>Variables that May Suggest Adjustments to the Calculated Baseline Enrollment Projections</b>	<b>1</b>
<b>Basic Assumption Guiding the Projection Calculations</b>	<b>1</b>
<b>Methodology to Project Baseline Enrollment Forecasts</b>	
<b>Findings of the Enrollment Projection Calculations</b>	<b>2</b>
<b>Limitations of the Calculations Study</b>	<b>3</b>
<b>Data</b>	
<b>A. Historical Perspective of Annual Enrollments</b>	<b>4</b>
<b>B. Historical Perspective of Annual Live Births in     Columbia County, Rensselaer County and in the     Enrollment Areas of the Two School Districts</b>	<b>7</b>
<b>C. Historical Perspective of the Trend Patterns of     the Live Births in the Counties, the “Catchment     Area Towns” of Each District, and Within the     Attendance Area of Each School District</b>	<b>8</b>
<b>D. Historical Perspective of the Relationship Between     Annual Live Births and Kindergarten Enrollments in     Each District</b>	<b>10</b>
<b>E. Kindergarten Enrollment Forecasts</b>	<b>12</b>
<b>F. Baseline K-12 Enrollment Projections for the Two     School Districts</b>	<b>13</b>
<b>G. Summary of Enrollment Projection Data Calculations     As they Apply to a Reorganization of the Two Districts     Into One K-12 School District</b>	<b>18</b>
<b>Attachment 1: Enrollment Projection Calculations Figures,     Tables and Charts</b>	<b>19</b>

## DATA

### **PURPOSE AND USE OF THE ENROLLMENT PROJECTION CALCULATIONS DATA**

This demographic/enrollment projection calculations study provides historical and current enrollment data and suggests enrollment projection scenarios based on the trending of patterns of historical data. A cohort survival statistic methodology is used. The calculations provide present and projected pupil enrollments based on different assumptions about the future. The study enables the school districts to comply with Commissioner's Regulation Section 155.1. The Regulation requires long-range planning of program requirements, pupil capacity of existing facilities, and a plan for repair or modernization of facilities and/or provision for additional facilities to support the delivery of program. The Regulation outlines that planning for grades K-6 should be done with a five year view of future enrollments and a ten year view of future enrollments for grades 7-12.

*The enrollment estimates are projections and not predictions.* All enrollment projections for years further in the future (plus five years) have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change. The enrollment projection study calculations combined with the values, intuition, and vision of school district officials and their communities can frame planning discussions as the school districts project their facilities, staffing and program needs into the future.

### VARIABLES THAT INFLUENCE FUTURE SCHOOL DISTRICT ENROLLMENTS

The six sources of current and projected school district enrollment are:

- live births within the school district and their eventual kindergarten enrollment in the district;
- new household population with children who move to the district;
- new population who move to the district who are at child-bearing age and plan to begin a family;
- enrollment of students from non-public schools or from home schooling settings;
- school program and academic intervention changes that may increase the success of the school district in keeping existing enrollment as long as possible to culminate in high school graduation;
- a change by other public schools, if any, who tuition students to attend the school districts.

## DATA

### BASIC ASSUMPTION GUIDING THE PROJECTION CALCULATIONS

When using the Cohort Survival Statistic to project future enrollments, it is assumed that the following variables will continue in the future in a similar manner as they have since 2005 *unless data are identified to the contrary*:

- the death rate of children
3. the live birth rate
4. migration of students both into and out of the district
5. grade retention patterns
6. residential construction and housing market
7. increase or decrease of local employment opportunities
8. dropout rate
9. graduation rate
10. private school enrollments
11. number of non-residents enrolled on a tuition basis

If there are data to suggest that one or more of the variables listed above will not continue into the near future of the next five years in the same historical pattern, then the base Cohort Survival Statistic results are modified to estimate the potential impact the variable(s) may have on future school district enrollments. As of April 2011, there is speculation about the potential influence of the technology chip factory employment in Saratoga County to the job market and some preliminary discussion about new residential construction that could attract households with school-age children. However, specific phase-in data about potential residential construction are not known at this time. Also, the death rate of children, the rate of private school enrollments, and the few numbers of non-resident tuitioned enrollments are not expected to change significantly over the next five years. School program and academic intervention changes that may increase the success of the school districts in keeping existing enrollment as long as possible to culminate in high school graduation may be a variable that might influence future enrollments and should be analyzed if significant educational program opportunities are added and/or if academic support-intervention services are changed systemically.

The variable of live births is integral to the methodology used to estimate future kindergarten enrollments. The enrollment projection calculations are *baseline* projections in that they analyze two of the six variables that may influence future enrollments: historic live birth patterns, and historic grade-level enrollments.

## DATA

### METHODOLOGY TO PROJECT BASELINE ENROLLMENT FORECASTS

#### Compilation of Data

The study collects the following data to execute the cohort survival statistic to project *baseline* future enrollments of each school district:

- Student enrollments by grade level from 2005-2006 through 2010-2011 are compiled from data provided by district personnel. All enrolled children including special needs students, temporarily home-bound pupils, and non-resident tuitioned pupils regardless of instructional program are included in the calculations.
- Annual kindergarten class enrollments are compared to the total school district enrollment area live births five years earlier.
- Live birth numbers in the school district since 2002 as reported by the NYS Department of Health are analyzed.

#### Application of the Baseline Cohort Survival Statistic

The cohort survival statistic identifies a ‘percentage of survival’ ratio that describes the relationship of a grade level enrollment in a given year compared to the grade enrollment in the next lower grade from the previous year. If a ratio falls below 1.0, the ratio signifies that the enrollment of students in a grade level decreased or did not ‘survive’ enrollment into the next grade level of the next year. If a ratio rises above 1.0, the ratio then signifies new enrollment has moved to the district or a significant change in grade-to-grade promotion policy.

Calculating the survival ratios from 2005-2006 through 2010-2011 for each of the grade enrollments provides the basis for a set of average grade-to-grade survival ratios that can be used to estimate future baseline grade enrollments in the Ichabod Crane and Schodack school districts.

#### Limitations of the Calculations Study

Future enrollments are positively affected by:

- Added births in the district and the resulting added kindergarten enrollments.
- The reductions in private school/home school/charter school enrollments
- The increase in the enrollment retention of students through grade 12 as completers of a diploma program.
- A robust employment market that can attract new residents with children and/or who are at childbearing age.
- A robust housing market that can attract new residents with children and/ or who are at childbearing age.
- Increased enrollment of tuitioned students from other school districts.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Similarly, future enrollment projections can be negatively affected by the antitheses of the same variables. Therefore, the enrollment projection estimates should be revisited and updated yearly if there are any major changes in: the assumptions that base the methodology of this study; the annual live birth data for the district; major shifts in the housing market and employment market opportunities from what has been expected; changes in the educational program offered; and/or changes in the non-public school, charter school, or out of school district enrollments by residents of the school districts; or major immediate changes to the numbers of pupils tuitioned from other school districts.

The *Enrollment Projection Calculations* provide sets of estimates about future K-12 enrollments ranging from ‘low’ to ‘high’ based on defined assumptions and historical patterns of population and enrollment data. It is suggested that the Boards of Education, the school district leadership team and the respective communities discuss the projection scenarios and come to consensus about what the *school district and the community* believe about the local future—will the “glass be filled, half filled or half empty?” with regard to such items as increased numbers of pupils completing graduation, new residential construction, the existing residential market, new population to the district, and increased jobs within commuting distance of the district.

### A. HISTORICAL PERSPECTIVE OF ANNUAL ENROLLMENTS

#### ✓ Grades K-12, K-6, and 7-12:

<i>DATA SNAPSHOT</i>			
District:	Net Change of 2005 and 2010 enrollments K-12:	Six-Year Average Enrollment K-12:	Six Year Median Enrollment K-12:
<b>Ichabod Crane</b>	-186; -8.4%	2134	2159
<b>Schodack</b>	-159; -13.2%	1118	1106

District:	Net Change of 2005 and 2010 enrollments K-6:	Net Change of 2005 and 2010 enrollments 7-12:
<b>Ichabod Crane</b>	-114; -9.3%	-72; -6.5%
<b>Schodack</b>	-109; -17.8%	-50; -8.5%

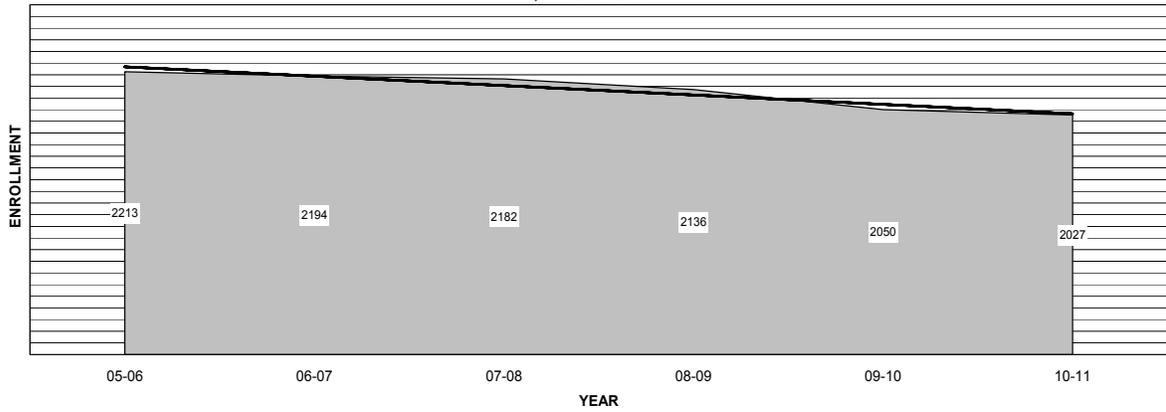
#### ✓ Grade Kindergarten:

District:	Net Change of 2005 and 2010 Kindergarten Enrollments:
<b>Ichabod Crane</b>	-28; -18.6%
<b>Schodack</b>	-7; -10.4%

# DATA

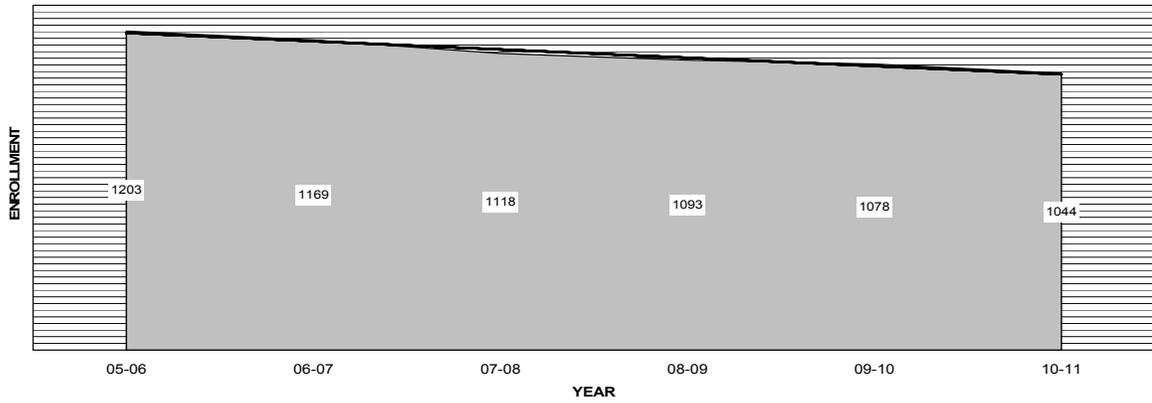
**CHART ONE: ICHABOD CRANE CS  
HISTORICAL K-12 ENROLLMENT  
2005-2010**

$$y = -40.229x + 2274.5$$



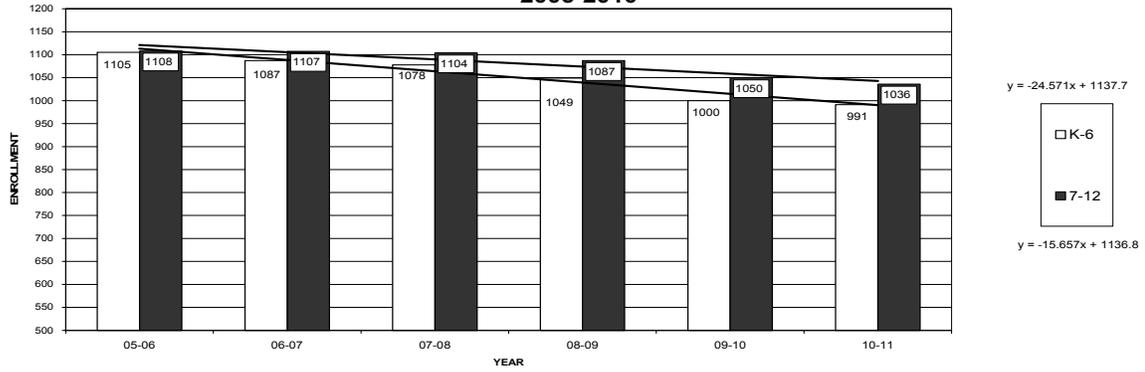
**CHART ONE: SCHODACK CS  
HISTORICAL K-12 ENROLLMENT  
2005-2010**

$$y = -31.229x + 1226.8$$

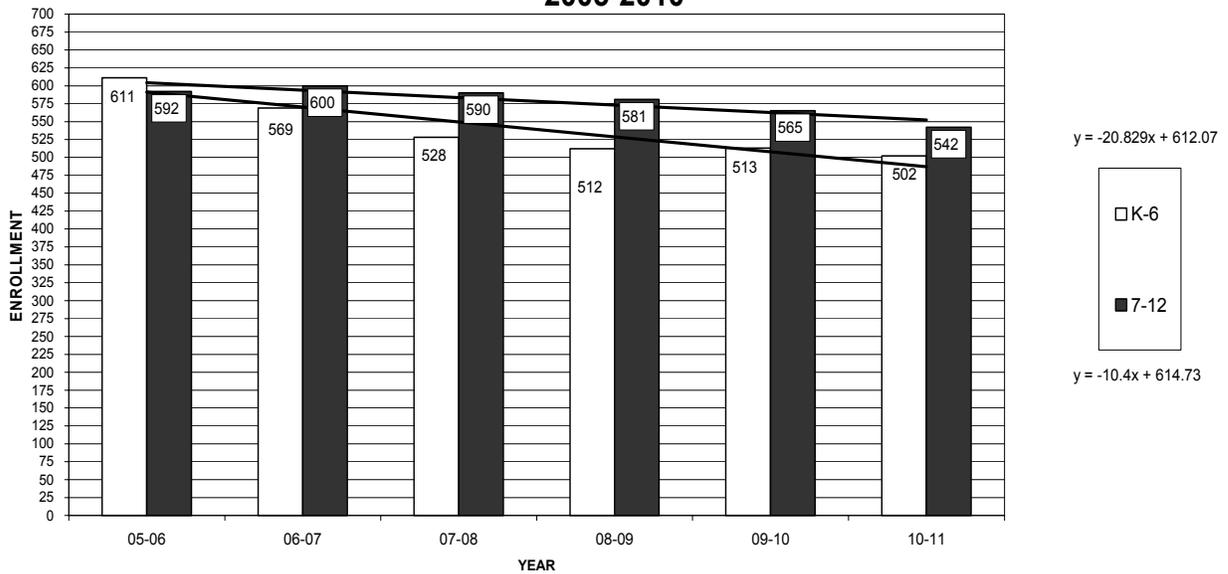


# DATA

**CHART TWO: ICHABOD CRANE CS  
HISTORICAL K-6, 7-12 ENROLLMENT  
2005-2010**



**CHART TWO: SCHODACK CS  
HISTORICAL K-6, 7-12 ENROLLMENT  
2005-2010**



DATA

FIGURE FIVE: ICHABOD CRANE KINDERGARTEN  
ENROLLMENT 2005-2010

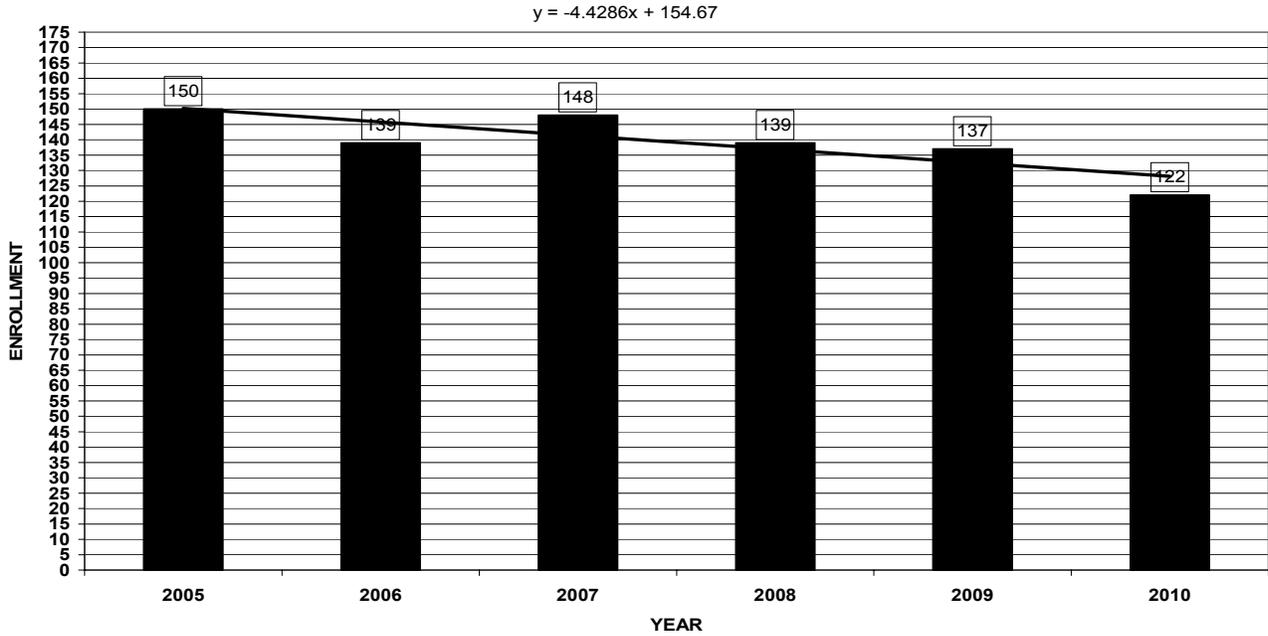
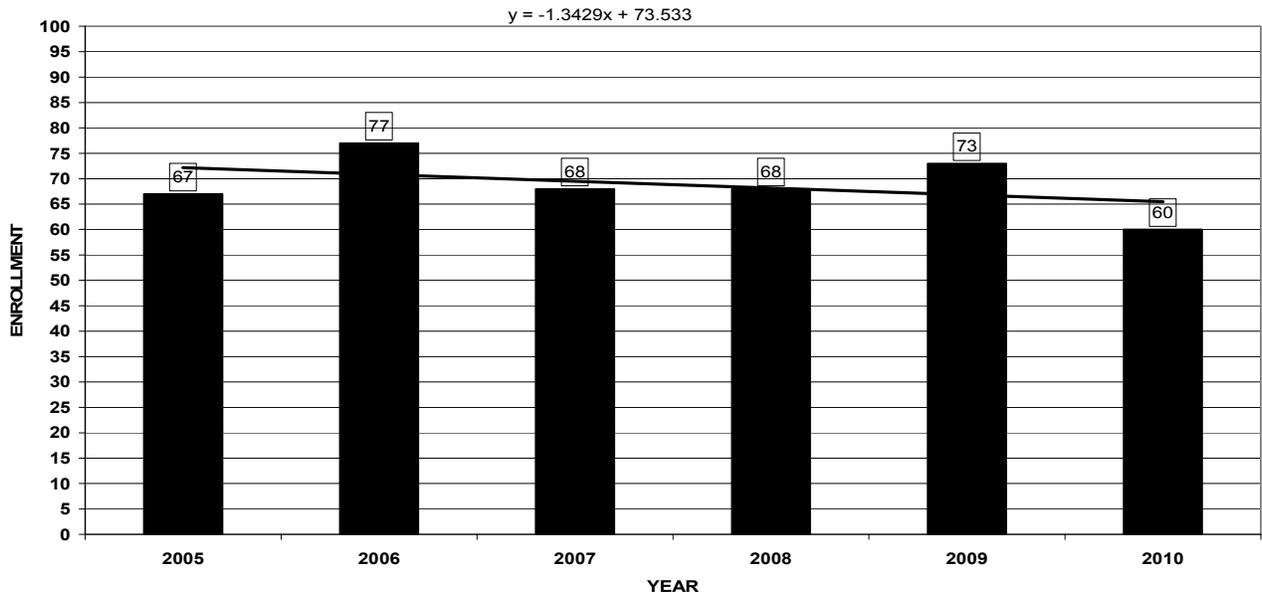


FIGURE FIVE: SCHODACK KINDERGARTEN  
ENROLLMENT 2005-2010

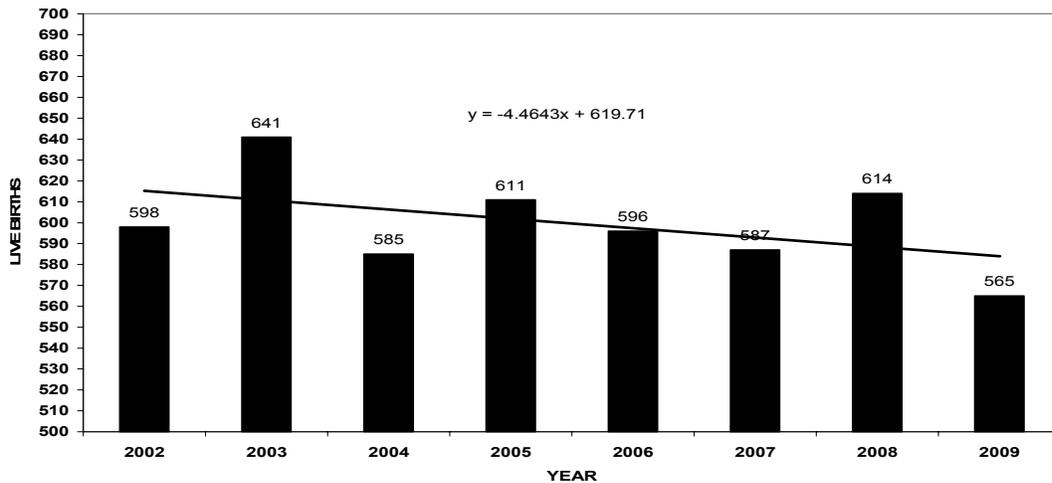


## DATA

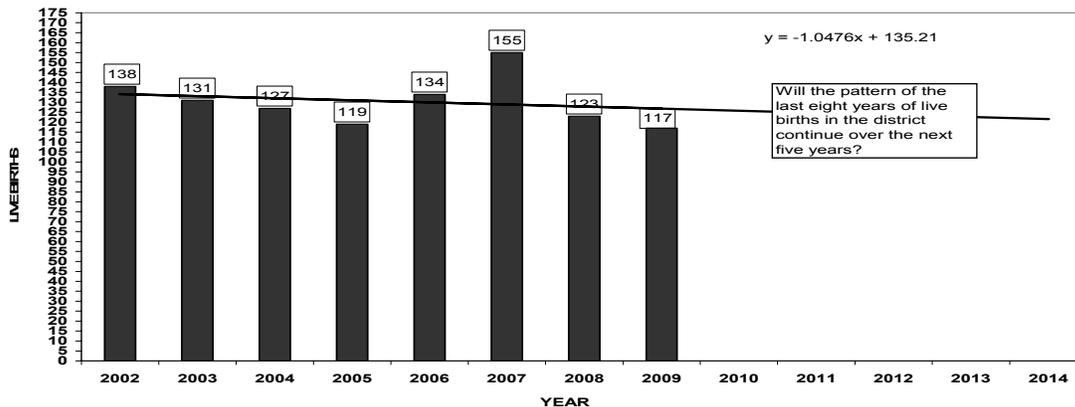
### B. HISTORICAL PERSPECTIVE OF ANNUAL LIVE BIRTHS IN COLUMBIA AND RENSSELAER COUNTIES AND IN THE ENROLLMENT AREAS OF EACH OF THE TWO SCHOOL DISTRICTS

<i>DATA SNAPSHOT</i>	
	<b>Live Births Net Change from 2002 through 2009</b>
<b>Columbia County</b>	-33; -5.5%
<b>Rensselaer County</b>	+101; +6%
<b>District Enrollment Area:</b>	
<b>Ichabod Crane</b>	-21; -15.2%
<b>Schodack</b>	0; 0%

**FIGURE ONE: COLUMBIA COUNTY  
LIVE BIRTHS 2002-2009**

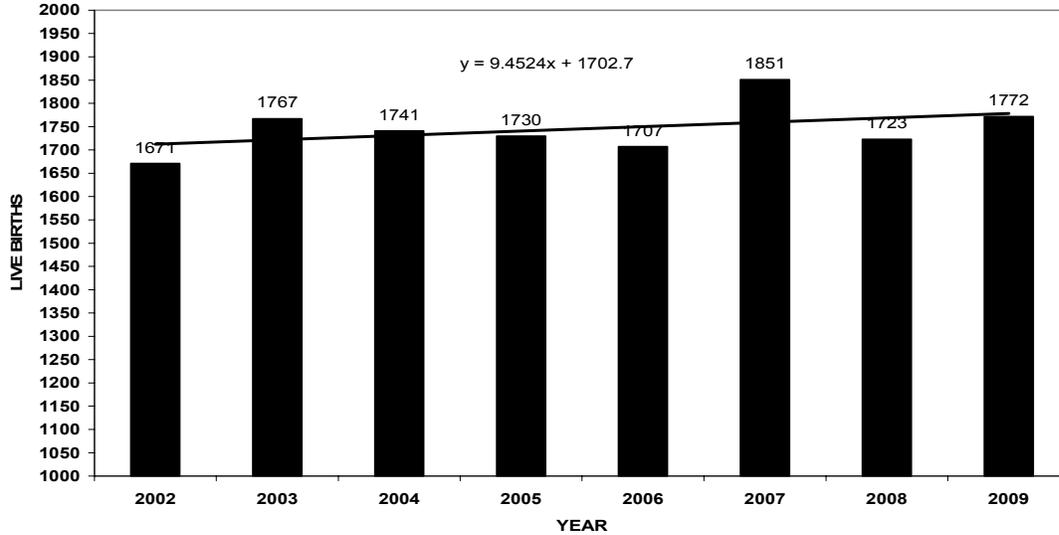


**FIGURE TWO: LIVE BIRTHS IN THE  
ICHABOD CRANE SCHOOL DISTRICT ENROLLMENT  
AREA  
2002-2009**

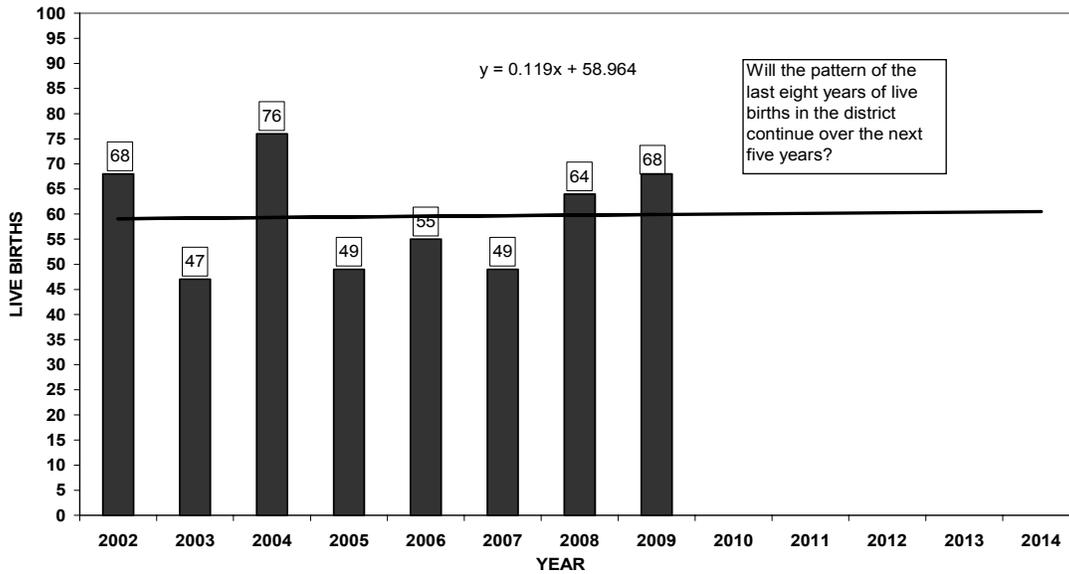


# DATA

## FIGURE ONE: RENNELAER COUNTY LIVE BIRTHS 2002-2009



## FIGURE TWO: LIVE BIRTHS IN THE SCHODACK SCHOOL DISTRICT ENROLLMENT AREA 2002-2009

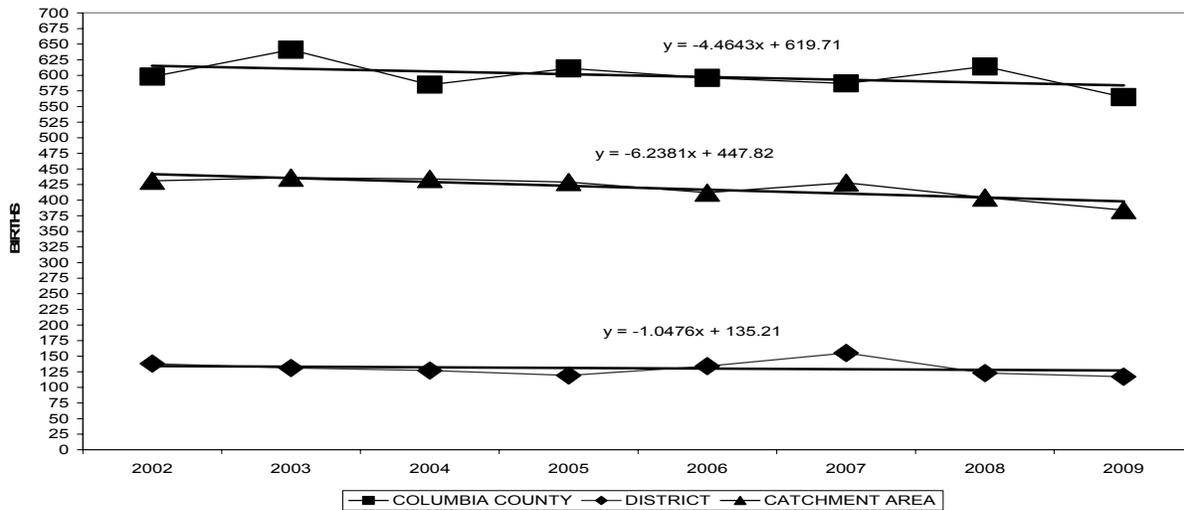


## DATA

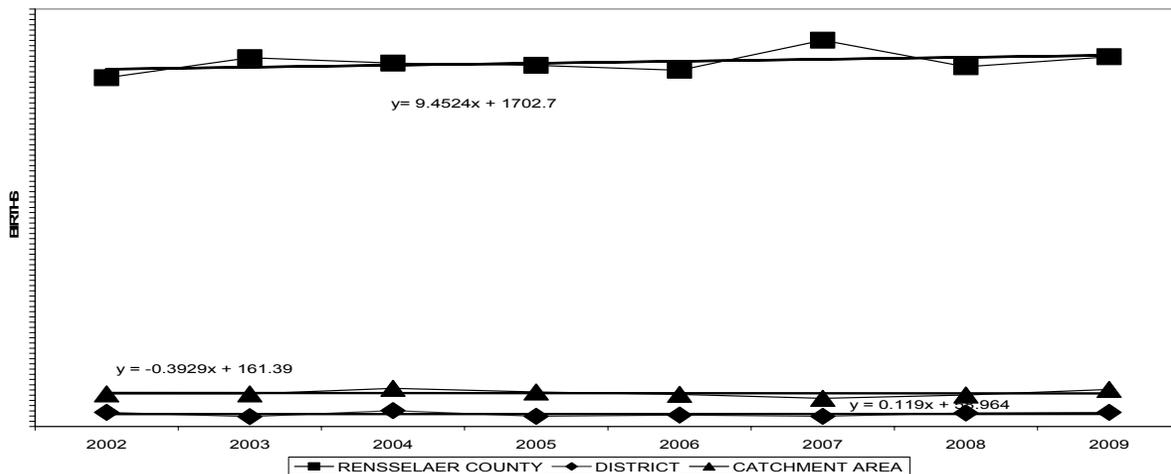
### C. HISTORICAL PERSPECTIVE OF THE TREND PATTERNS OF THE LIVE BIRTHS IN COLUMBIA AND RENSSELAER COUNTIES, THE ‘CATCHMENT AREA TOWNS’ OF EACH DISTRICT, AND WITHIN THE ATTENDANCE AREA OF EACH SCHOOL DISTRICT

Columbia County	Ichabod Crane	Rensselaer County	Schodack
Pattern slope: -4.46		Pattern slope: +9.45	
“Catchment Area of the Towns” where the district is located.	Slope: -6.24		Slope: -.393
School district enrollment area	Slope: -1.05		Slope: +.119

**FIGURE THREE: ICHABOD CRANE ENROLLMENT AREA, CATCHMENT AREA, AND COLUMBIA COUNTY BIRTH TRENDS 2002-2009**



**FIGURE THREE: SCHODACK ENROLLMENT AREA, CATCHMENT AREA, AND RENSSELAER COUNTY BIRTH TRENDS 2002-2009**



*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

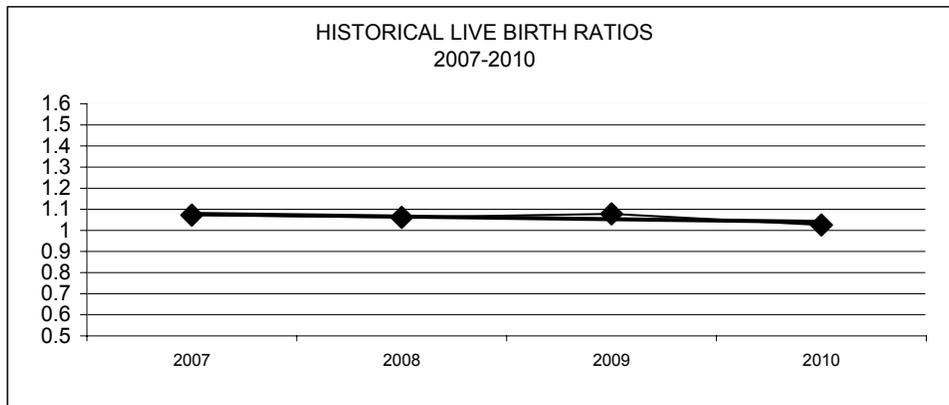
### D. HISTORICAL PERSPECTIVE OF THE RELATIONSHIP BETWEEN ANNUAL LIVE BIRTHS AND KINDERGARTEN ENROLLMENTS IN EACH DISTRICT

<i>DATA SNAPSHOT</i>		
District:	Pattern of total live births from 2002-2005 and total kindergarten enrollments five years later 2007-2010 (K enroll divided by live births in district 5 years earlier):	Median result of yearly comparisons of kindergarten enrollments and births five years earlier:
Ichabod Crane	515/546; 1.06 (106%)	Ratio of 1.07 (107%)
Schodack	240/269; 1.12 (112%)	Ratio of 1.11 (111%)

**TABLE 3**

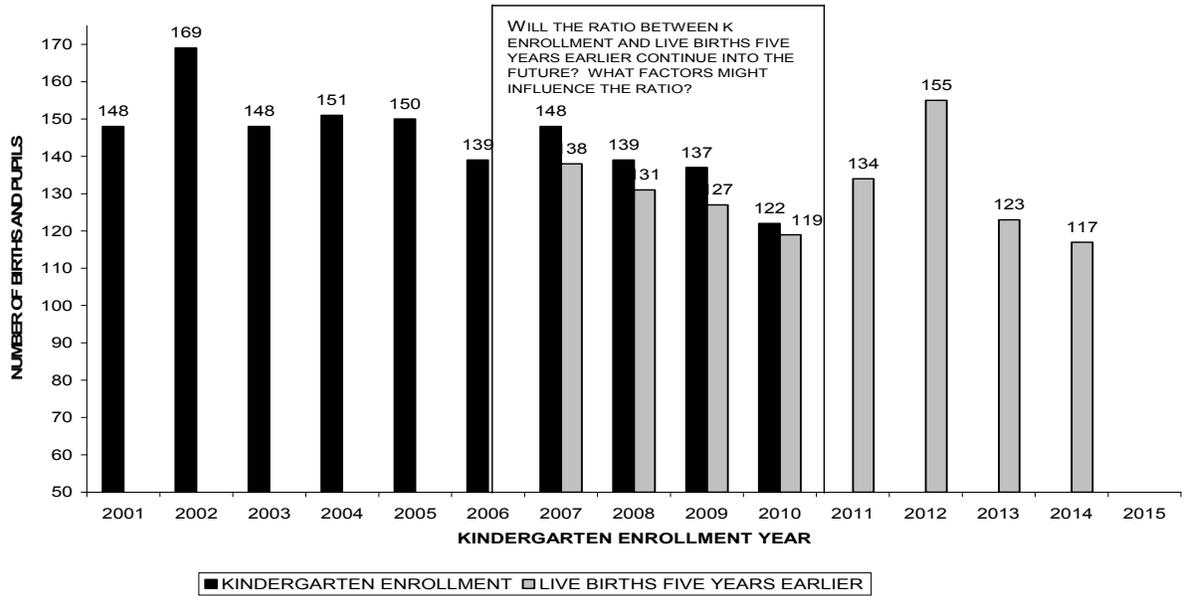
**RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2010) OF THE ICHABOD CRANE SCHOOL DISTRICT AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2005) IN THE ENROLLMENT AREA OF THE DISTRICT**

COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLLMENT AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	148	138	<b>1.072464</b>
2008 K STUDENTS TO 2003 BIRTHS	139	131	<b>1.061069</b>
2009 K STUDENTS TO 2004 BIRTHS	137	127	<b>1.07874</b>
2010 K STUDENTS TO 2005 BIRTHS	122	119	<b>1.02521</b>



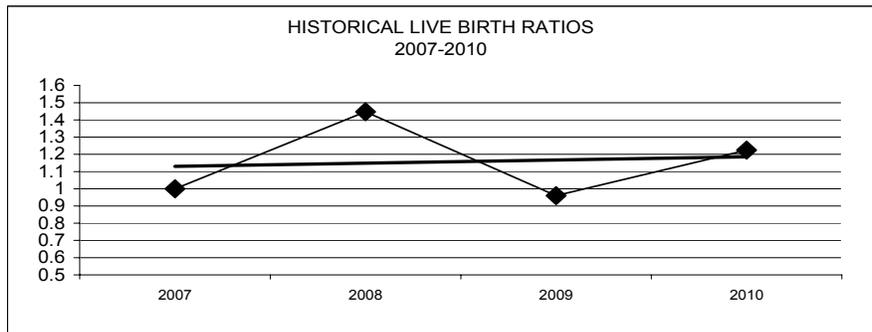
# DATA

**FIGURE SIX: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE ICHABOD CRANE SCHOOL DISTRICT**



**TABLE 3**  
**RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2010)**  
**OF THE SCHODACK SCHOOL DISTRICT**  
**AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2005)**  
**IN THE ENROLLMENT AREA**  
**OF THE DISTRICT**

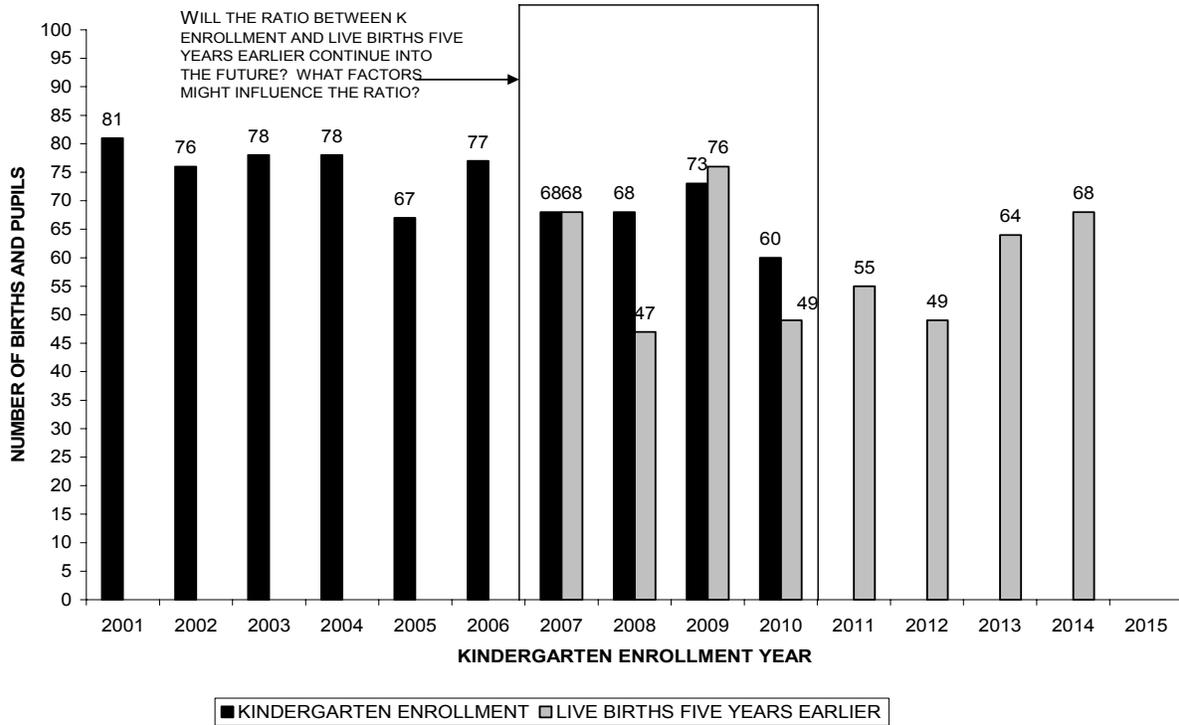
COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLLMENT AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	68	68	1
2008 K STUDENTS TO 2003 BIRTHS	68	47	1.446809
2009 K STUDENTS TO 2004 BIRTHS	73	76	0.960526
2010 K STUDENTS TO 2005 BIRTHS	60	49	1.22449



*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

**FIGURE SIX: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE SCHODACK SCHOOL DISTRICT**



### E. KINDERGARTEN ENROLLMENT FORECASTS

Estimating future kindergarten enrollments is the most speculative aspect of projecting K-12 enrollments. However, analyzing historical annual kindergarten enrollments in concert with historical annual live birth data and patterns do reveal a set of defensible estimates of future kindergarten enrollments. These estimated future kindergarten enrollments then can be included in the base cohort survival statistic application to project future K-12 enrollments. Historical kindergarten enrollments of the two school districts and historical live birth data are analyzed three ways. The three analyses form the basis for three kindergarten enrollment forecasts for each school district. The three kindergarten forecasts are used to develop Low, Mid, and a High K-12 enrollment projection calculations for the Ichabod Crane and Schodack school districts. The nomenclature of *low*, *mid*, and *high* is determined by the estimated total K-6 enrollment five years from now consistent with the planning guidelines in NYS Commissioner’s Regulation 155.1. The methodology and the assumptions that underscore the three estimated kindergarten enrollment projections for each district are illustrated in the *Figures, Tables, and Charts Attachment*.

## DATA

Forecasted Kindergarten Enrollment Estimate	Ichabod Crane	Schodack
<b>Current 2010 Kindergarten Enrollment</b>	<b>122</b>	<b>60</b>
<b>2011</b>		
‘low range’	124	55
‘mid range’	134	64
‘high range’	142	62
<b>2012</b>		
‘low range’	120	49
‘mid range’	155	63
‘high range’	164	55
<b>2013</b>		
‘low range’	116	64
‘mid range’	123	61
‘high range’	130	72
<b>2014</b>		
‘low range’	112	68
‘mid range’	117	60
‘high range’	124	76
<b>2015</b>		
‘low range’	109	64
‘mid range’	127	59
‘high range’	133	67

The 2011, 2012, 2013, and 2014 projected kindergarten enrollments are based on published *actual* historical live births in the district respectively for the years 2006, 2007, 2008 and 2009. The future kindergarten enrollment estimates for 2015 are based on mathematical *theoretical* live birth patterns because the actual live birth counts for the year 2010 are unknown at this time.

### F. BASELINE K-12 ENROLLMENT PROJECTIONS FOR THE TWO SCHOOL DISTRICTS

*Tables 7A, B, and C* in the *Figures, Tables, Charts Attachment* present Low, Mid, and High range K-12 enrollment projections calculated using forecasted future kindergarten enrollments and the cohort survival statistic. Each calculation is based on historical K-12 enrollments as reported by the school district for each of the school years 2005-2006 through 2010-2011. The historical enrollment data are used to

## DATA

calculate ‘percentage of survival’ ratios for each grade level K-12. The ratios quantify the rate of change in number of students in a particular grade level compared to the number of students in the next higher grade level in the following year. The ‘survival ratios’ are averaged for each grade level from 2005-2006 through 2010-2011. The six-year average ratios for each grade level are used to calculate estimated future grade 1-12 enrollments through 2020-21.

<i>DATA SNAPSHOT ICHABOD CRANE CS</i>			
Calculation	Year	Grades K-6	Grades 7-12
CURRENT ENROLLMENT	2010-2011	991	1036
<b>Baseline Cohort Low Range</b>	2015-2016	867	
	2020-2021		796
<b>Baseline Cohort Mid Range</b>	2015-2016	944	
	2020-2021		851
<b>Baseline Cohort High Range</b>	2015-2016	982	
	2020-2021		877

### BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR ICHABOD CRANE CS

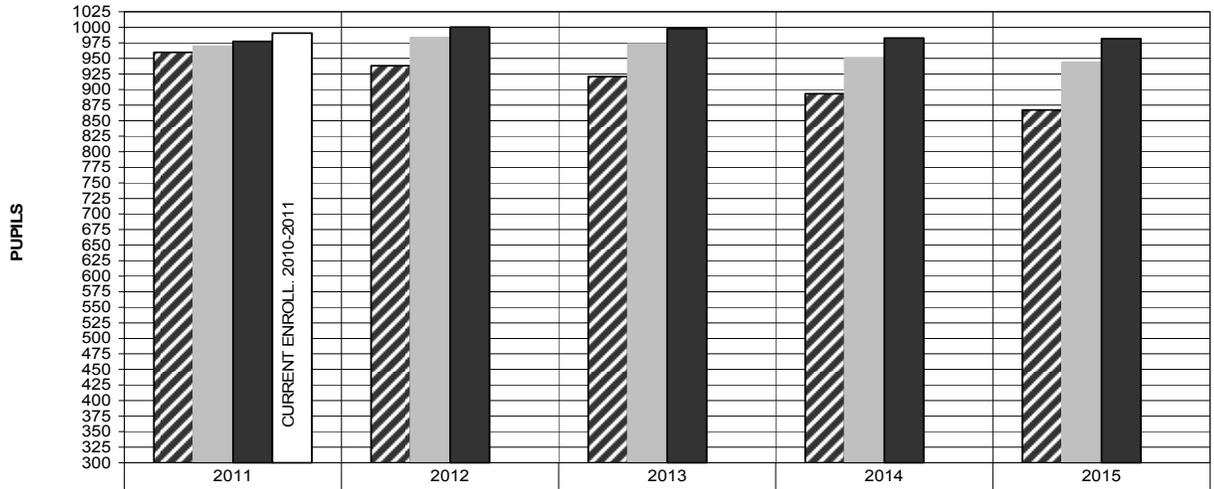
LOW RANGE PROJECTION				MID RANGE PROJECTION			HIGH RANGE PROJECTION		
YEAR	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2011	960	998	1958	970	998	1968	978	998	1976
2012	939	958	1897	984	958	1942	1001	958	1959
2013	921	921	1842	974	921	1895	998	921	1919
2014	893	904	1797	951	904	1855	983	904	1887
2015	867	873	1740	944	873	1817	982	873	1855
2016	826	887	1713	925	887	1812	968	887	1855
2017	806	854	1659	929	854	1782	977	854	1830
2018	780	837	1617	921	848	1768	965	856	1821
2019	755	821	1576	891	867	1758	929	885	1814
2020	731	796	1527	893	851	1744	927	877	1804

LOW RANGE PROJECTION						MID RANGE PROJECTION					HIGH RANGE PROJECTION				
YEAR	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12
2011	814	441	488	702	510	824	441	488	702	510	832	441	488	702	510
2012	802	441	461	653	497	847	441	461	653	497	864	441	461	653	497
2013	778	426	465	639	456	830	426	465	639	456	855	426	465	639	456
2014	755	419	447	623	457	813	419	447	623	457	844	419	447	623	457
2015	718	432	439	590	434	795	432	439	590	434	833	432	439	590	434
2016	701	414	453	598	434	799	414	453	598	434	842	414	453	598	434
2017	678	403	434	578	419	791	413	434	578	419	831	421	434	578	419
2018	657	377	425	584	412	761	423	435	584	412	796	441	444	584	412
2019	636	371	395	569	425	764	425	442	569	425	795	449	460	569	425
2020	616	358	390	553	407	773	407	445	565	407	799	430	470	574	407

LOW RANGE PROJECTION							MID RANGE PROJECTION						HIGH RANGE PROJECTION					
YEAR	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6
2011	678	394	566	282	296	145	688	404	566	282	296	145	696	412	566	282	296	145
2012	659	369	570	280	305	137	704	414	570	280	305	137	721	431	570	280	305	137
2013	640	363	558	281	282	143	692	415	558	281	282	143	716	439	558	281	282	143
2014	606	351	543	288	280	139	664	398	553	288	280	139	695	421	561	288	280	139
2015	593	340	528	275	282	149	669	370	574	275	282	149	707	390	592	275	282	149
2016	573	328	498	253	289	126	662	374	551	263	289	126	697	392	576	271	289	126
2017	555	318	487	251	275	128	632	383	546	297	275	138	662	399	578	315	275	146
2018	537	308	472	243	254	123	635	382	539	286	264	159	662	396	569	302	272	169
2019	521	299	456	234	251	119	644	381	510	247	298	127	668	393	536	261	316	134
2020	504	289	442	227	243	115	642	380	513	251	286	120	663	390	537	264	303	128

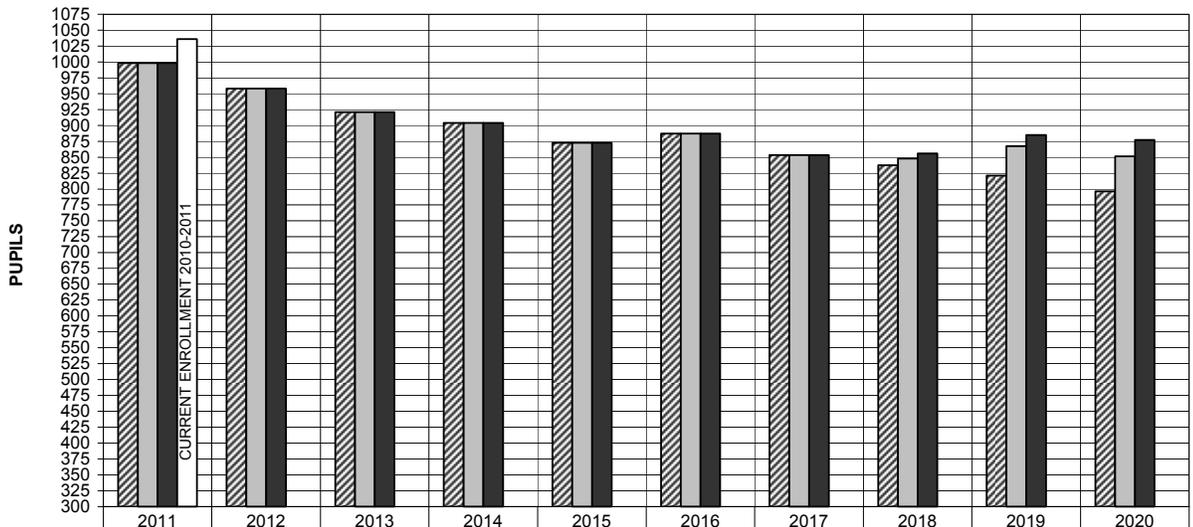
**DATA**

**CHART SIX: ICHABOD CRANE CS  
GRADES K-6 ESTIMATED ENROLLMENT  
SCENARIOS 2011-2015**



BASE COHORT LOW RANGE	960	939	921	893	867
BASE COHORT MID RANGE	970	984	974	951	944
BASE COHORT HIGH RANGE	978	1001	998	983	982
CURRENT ENROLLMENT 2010	991				

**CHART SEVEN: ICHABOD CRANE CS  
GRADES 7-12 ESTIMATED ENROLLMENT  
SCENARIOS 2011-2020**



BASE COHORT LOW RANGE	998	958	921	904	873	887	854	837	821	796
BASE COHORT MID RANGE	998	958	921	904	873	887	854	848	867	851
BASE COHORT HIGH RANGE	998	958	921	904	873	887	854	856	885	877
CURRENT ENROLLMENT 2010	1036									

## DATA

<i>DATA SNAPSHOT SCHODACK CS</i>			
Calculation	Year	Grades K-6	Grades 7-12
CURRENT ENROLLMENT	2010-2011	502	542
<b>Baseline Cohort Low Range</b>	2015-2016	433	
	2020-2021		371
<b>Baseline Cohort Mid Range</b>	2015-2016	440	
	2020-2021		392
<b>Baseline Cohort High Range</b>	2015-2016	466	
	2020-2021		393

### BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR SCHODACK CS

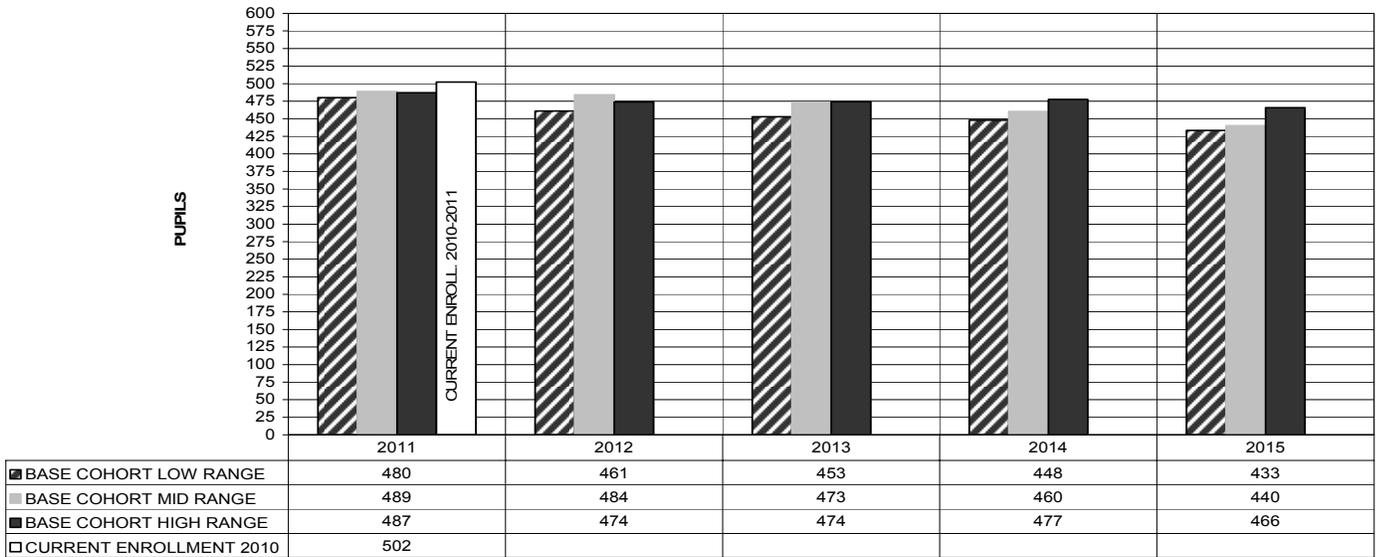
YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2011	480	532	1012	489	532	1021	487	532	1019
2012	461	481	942	484	481	965	474	481	955
2013	453	449	902	473	449	922	474	449	923
2014	448	437	885	460	437	897	477	437	914
2015	433	443	876	440	443	883	466	443	908
2016	428	434	862	429	434	862	464	434	898
2017	429	417	846	425	417	842	472	417	889
2018	434	403	837	416	412	828	478	410	888
2019	444	379	823	405	403	808	491	393	884
2020	437	371	808	396	392	788	487	393	880

YEAR	LOW RANGE PROJECTION					MID RANGE PROJECTION					HIGH RANGE PROJECTION				
	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12
2011	411	227	235	374	297	420	227	235	374	297	418	227	235	374	297
2012	388	221	229	333	252	411	221	229	333	252	401	221	229	333	252
2013	379	217	223	306	226	399	217	223	306	226	400	217	223	306	226
2014	368	228	219	289	218	380	228	219	289	218	397	228	219	289	218
2015	364	225	231	287	212	371	225	231	287	212	396	225	231	287	212
2016	367	212	227	283	206	368	212	227	283	206	403	212	227	283	206
2017	373	187	214	285	203	360	196	214	285	203	409	194	214	285	203
2018	384	168	189	285	214	352	191	199	285	214	422	181	197	285	214
2019	379	172	169	273	210	343	192	193	273	210	418	193	183	273	210
2020	368	185	174	255	198	335	188	194	265	198	410	208	195	262	198

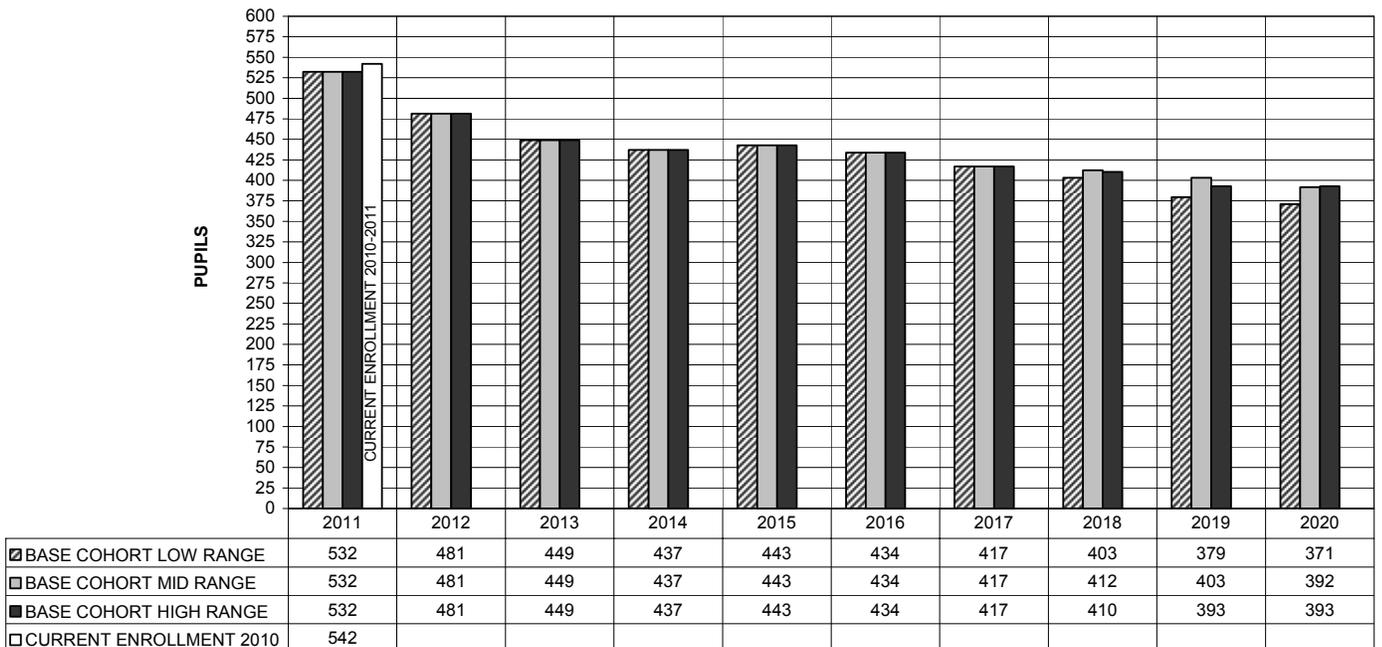
YEAR	LOW RANGE PROJECTION						MID RANGE PROJECTION						HIGH RANGE PROJECTION					
	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6
2011	339	186	294	141	158	69	348	195	294	141	158	69	346	193	294	141	158	69
2012	315	166	295	146	148	73	338	190	295	146	148	73	328	179	295	146	148	73
2013	299	170	283	153	143	74	320	191	283	153	143	74	321	191	283	153	143	74
2014	299	183	265	149	148	80	312	187	274	149	148	80	329	206	272	149	148	80
2015	304	199	235	130	156	69	311	182	258	130	156	69	336	218	248	130	156	69
2016	312	198	230	116	151	61	303	178	250	125	151	61	341	213	251	123	151	61
2017	324	191	238	105	131	56	296	174	250	128	131	65	354	205	268	118	131	63
2018	320	187	247	114	118	50	290	170	245	125	127	64	350	206	272	128	125	56
2019	311	182	261	133	107	65	283	166	239	122	130	62	342	207	285	149	120	73
2020	303	178	258	133	116	69	276	162	234	120	127	61	343	207	281	145	130	77

## DATA

### CHART SIX: SCHODACK CS GRADES K-6 ESTIMATED ENROLLMENT SCENARIOS 2011-2015



### CHART SEVEN: SCHODACK CS GRADES 7-12 ESTIMATED ENROLLMENT SCENARIOS 2011-2020



**DATA**

**G. SUMMARY OF ENROLLMENT PROJECTION DATA CALCULATIONS AS THEY APPLY TO A REORGANIZATION OF THE TWO DISTRICTS INTO ONE K-12 SCHOOL DISTRICT**

<i>DATA SNAPSHOT</i>				
<b>Calculation</b>	<b>Year</b>	<b>Grades K-6</b>	<b>Grades 7-12</b>	<b>TOTAL GRADES K-12 FOR LONG TERM PLANNING</b>
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2015-2016	1300		2467
	2020-2021		1167	
<b>Baseline Cohort Mid Range</b>	2015-2016	1384		2627
	2020-2021		1243	
<b>Baseline Cohort High Range</b>	2015-2016	1448		2718
	2020-2021		1270	

<i>DATA SNAPSHOT</i>				
<b>Calculation</b>	<b>Year</b>	<b>Grades K-6</b>	<b>Grades 7-12</b>	<b>TOTAL GRADES K-12 FOR INITIAL IMPLEMENTATION PLANNING</b>
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2011-2012	1439	1530	2970
	2012-2013	1399	1439	2839
	2013-2014	1374	1370	2744
	2014-2015	1341	1341	2682
	2015-2016	1300	1315	2616
<b>Baseline Cohort Mid Range</b>	2011-2012	1458	1530	2989
	2012-2013	1468	1439	2907
	2013-2014	1447	1370	2817
	2014-2015	1411	1341	2752
	2015-2016	1384	1315	2700
<b>Baseline Cohort High Range</b>	2011-2012	1464	1530	2995
	2012-2013	1475	1439	2914
	2013-2014	1472	1370	2842
	2014-2015	1460	1341	2801
	2015-2016	1448	1315	2763

**DATA**

**ATTACHMENT:**

***FIGURES, TABLES AND CHARTS***

# DATA

**TABLE 1**  
LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE ICHABOD CRANE SCHOOL DISTRICT AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH 2002-2009

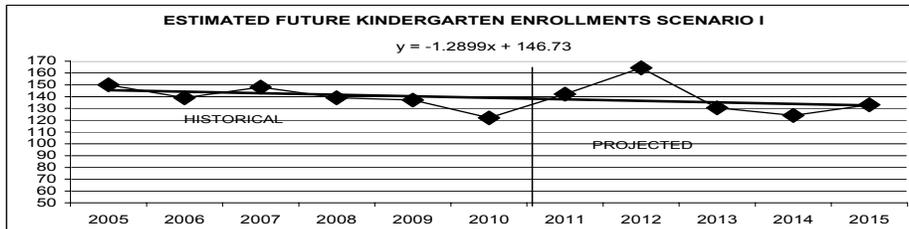
TOWN	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
<b>BIRTHS IN EACH MUNICIPALITY</b>									
COLUMBIA COUNTY									
Village of Kinderhook	11	21	11	8	14	10	9	7	91
100.00%									
Village of Valatie	23	19	25	22	27	27	20	16	179
100.00%									
Chatham	31	42	37	33	30	27	35	23	258
21.90%									
Ghent	48	43	40	56	52	49	47	36	371
3.10%									
Kinderhook	96	78	83	85	77	98	72	67	656
95.00%									
Stockport	29	32	32	29	37	41	34	28	262
67.70%									
Stuyvesant	17	28	21	25	24	24	14	25	178
98.80%									
RENSSELAER COUNTY									
Nassau	54	56	43	47	38	52	54	52	396
3.30%									
Schoenack	122	117	142	124	113	100	119	130	967
3.00%									
<i>Percentages refer to the share of residential parcels that are in the Ichabod Crane School District</i>									
TOTAL BIRTHS IN CATCHMENT AREA	431	436	434	429	412	428	404	384	3358
NYS HEALTH DEPARTMENT 'LIVE BIRTHS BY SCHOOL DISTRICT'	138	131	127	119	134	155	123	117	1044
DISTRICT/CATCHMENT AREA LIVE BIRTH RATIO	32.02%	30.05%	29.26%	27.74%	32.52%	36.21%	30.45%	30.47%	31.11%
									6 YEAR RATIO
COLUMBIA COUNTY TOTAL BIRTHS	598	641	585	611	596	587	614	565	4797
DISTRICT/COLUMBIA COUNTY LIVE BIRTH RATIO	23.08%	20.44%	21.71%	19.48%	22.48%	26.41%	20.03%	20.71%	21.78%
									6 YEAR RATIO

**TABLE 2**  
KINDERGARTEN ENROLLMENT OF THE ICHABOD CRANE CENTRAL SCHOOL DISTRICT 2001-2010

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
148	169	148	151	150	139	148	139	137	122

**TABLE 4**  
PROJECTED ICHABOD CRANE 2011-2020 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE EIGHT YEAR HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2002 THROUGH 2009, AND (B) THE RATIO DERIVED FROM TOTAL ENROLLMENT AREA LIVE BIRTHS ('02-'05) AND TOTAL DISTRICT KINDERGARTEN ENROLLMENT ('07-'10)

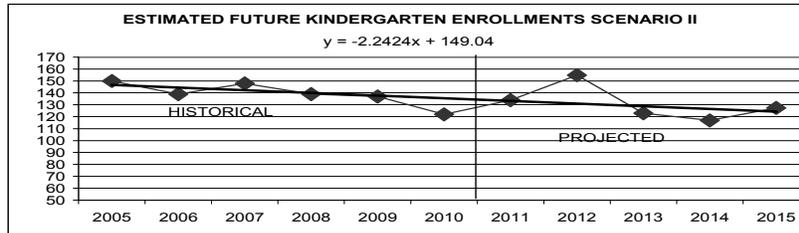
YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH RATIO '07-'10
2011	142	2006	134	1.060194
2012	164	2007	155	1.060194
2013	130	2008	123	1.060194
2014	124	2009	117	1.060194
<b>PROJECTED LIVE BIRTHS</b>				
2015	133	2010	126	1.060194
2016	132	2011	125	1.060194
2017	131	2012	124	1.060194
2018	130	2013	123	1.060194
2019	129	2014	122	1.060194
2020	128	2015	121	1.060194



# DATA

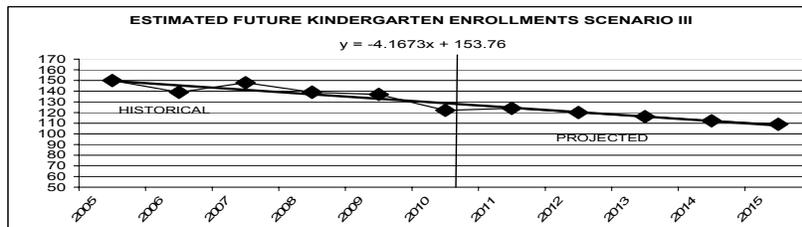
**TABLE 5**  
**PROJECTED ICHABOD CRANE CENTRAL 2011-2020 KINDERGARTEN ENROLLMENTS**  
**BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE SIX YEAR**  
**HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2004 THROUGH**  
**2009, AND (B) AN ASSUMED FUTURE ANNUAL RATIO OF 1.00 THAT EXPRESSES THE**  
**RELATIONSHIP BETWEEN ANNUAL ENROLLMENT AREA LIVE BIRTHS AND THE**  
**NUMBER OF KINDERGARTENERS ONE MIGHT EXPECT FIVE YEARS LATER**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO LIVE BIRTH RATIO
2011	134	2006	134	1.00
2012	155	2007	155	1.00
2013	123	2008	123	1.00
2014	117	2009	117	1.00
<b>PROJECTED LIVE BIRTHS</b>				
2015	127	2010	127	1.00
2016	127	2011	127	1.00
2017	126	2012	126	1.00
2018	126	2013	126	1.00
2019	126	2014	126	1.00
2020	125	2015	125	1.00



**TABLE 6**  
**PROJECTED ICHABOD CRANE SCHOOL DISTRICT**  
**2011-2020 KINDERGARTEN ENROLLMENTS**  
**BASED UPON AN EXPONENTIAL TREND ANALYSIS**  
**OF THE HISTORICAL PATTERN OF KINDERGARTEN ENROLLMENT**  
**DATA FOR THE PAST SIX YEARS 2005-2010**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO ENROLL. AREA LIVE BIRTH RATIO
2011	124	2006	134	0.924685
2012	120	2007	155	0.773802
2013	116	2008	123	0.943887
2014	112	2009	117	0.960511
<b>PROJECTED LIVE BIRTHS</b>				
2015	109	2010		
2016	105	2011		
2017	102	2012		
2018	99	2013		
2019	96	2014		
2020	92	2015		



# DATA

**TABLE 7-A: LOW RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	150		157		131		168		149		161		189		197		180		202		176		174		179	2213
06-07	139	1.03	154	1.03	161	1.11	145	0.99	167	1.05	156	1.02	165	1.04	196	1.01	199	1.14	205	0.85	172	0.95	168	0.96	167	2194
07-08	148	1.00	139	0.99	152	1.07	172	0.98	142	1.00	167	1.01	158	1.05	173	0.93	182	1.14	226	0.91	186	0.97	166	1.02	171	2182
08-09	139	0.99	147	0.98	136	0.99	151	0.96	165	1.01	144	1.00	167	0.96	152	0.99	171	1.21	220	0.92	207	0.86	160	1.07	177	2136
09-10	137	0.97	135	0.99	145	0.99	135	1.00	151	0.96	158	0.97	139	1.01	168	1.02	155	1.09	186	0.83	183	0.91	189	1.06	169	2050
10-11	122	1.07	147	1.01	136	1.00	145	1.01	137	0.96	145	1.01	159	0.99	137	0.99	167	1.19	184	0.97	181	0.95	173	1.03	194	2027

<b>Average Ratio</b>	1.013	0.997	1.032	0.989	0.996	1.002	1.008	0.988	1.152	0.896	0.928	1.025
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	124	124	147	140	143	136	145	160	135	192	165	168	177	1958
12-13	120	126	123	151	139	143	137	146	158	156	172	153	172	1897
13-14	116	122	125	127	150	138	143	138	145	182	140	160	157	1842
14-15	112	117	121	129	126	149	139	144	136	167	163	130	164	1797
15-16	109	113	117	125	128	125	149	140	143	157	149	152	133	1740
16-17	105	110	113	121	124	127	126	151	138	164	140	138	155	1713
17-18	102	106	110	117	120	123	128	127	149	159	147	130	142	1659
18-19	99	103	106	114	116	119	123	129	125	171	142	136	134	1617
19-20	96	100	103	109	112	115	119	124	127	144	153	132	140	1576
20-21	92	97	100	106	108	112	115	120	123	146	129	142	135	1527

**TABLE 7-B: MID RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	150		157		131		168		149		161		189		197		180		202		176		174		179	2213
06-07	139	1.03	154	1.03	161	1.11	145	0.99	167	1.05	156	1.02	165	1.04	196	1.01	199	1.14	205	0.85	172	0.95	168	0.96	167	2194
07-08	148	1.00	139	0.99	152	1.07	172	0.98	142	1.00	167	1.01	158	1.05	173	0.93	182	1.14	226	0.91	186	0.97	166	1.02	171	2182
08-09	139	0.99	147	0.98	136	0.99	151	0.96	165	1.01	144	1.00	167	0.96	152	0.99	171	1.21	220	0.92	207	0.86	160	1.07	177	2136
09-10	137	0.97	135	0.99	145	0.99	135	1.00	151	0.96	158	0.97	139	1.01	168	1.02	155	1.09	186	0.83	183	0.91	189	1.06	169	2050
10-11	122	1.07	147	1.01	136	1.00	145	1.01	137	0.96	145	1.01	159	0.99	137	0.99	167	1.19	184	0.97	181	0.95	173	1.03	194	2027

<b>Average Ratio</b>	1.013	0.997	1.032	0.989	0.996	1.002	1.008	0.988	1.152	0.896	0.928	1.025
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	134	124	147	140	143	136	145	160	135	192	165	168	177	1968
12-13	155	136	123	151	139	143	137	146	158	156	172	153	172	1942
13-14	123	157	135	127	150	138	143	138	145	182	140	160	157	1895
14-15	117	125	157	140	126	149	139	144	136	167	163	130	164	1855
15-16	127	119	124	162	138	125	149	140	143	157	149	152	133	1817
16-17	127	129	118	128	160	138	126	151	138	164	140	138	155	1812
17-18	126	129	128	122	127	159	138	127	149	159	147	130	142	1782
18-19	126	128	128	132	121	126	159	139	125	171	142	136	134	1768
19-20	126	128	127	132	131	120	127	161	137	144	153	132	140	1758
20-21	125	128	127	131	131	130	120	128	159	158	129	142	135	1744

# DATA

**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
ICHABOD CRANE CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R 1ST	R 2ND	R 3RD	R 4TH	R 5TH	R 6TH	R 7TH	R 8TH	R 9TH	R 10TH	R 11TH	R 12TH	TOTAL
05-06	150	157	131	168	149	161	189	197	180	202	176	174	179	2213
06-07	139	1.03 154	1.03 161	1.11 145	0.99 167	1.05 156	1.02 165	1.04 196	1.01 199	1.14 205	0.85 172	0.95 168	0.96 167	2194
07-08	148	1.00 139	0.99 152	1.07 172	0.98 142	1.00 167	1.01 158	1.05 173	0.93 182	1.14 226	0.91 186	0.97 166	1.02 171	2182
08-09	139	0.99 147	0.98 136	0.99 151	0.96 165	1.01 144	1.00 167	0.96 152	0.99 171	1.21 220	0.92 207	0.86 160	1.07 177	2136
09-10	137	0.97 135	0.99 145	0.99 135	1.00 151	0.96 158	0.97 139	1.01 168	1.02 155	1.09 186	0.83 183	0.91 189	1.06 169	2050
10-11	122	1.07 147	1.01 136	1.00 145	1.01 137	0.96 145	1.01 159	0.99 137	0.99 167	1.19 184	0.97 181	0.95 173	1.03 194	2027

Average Ratio	1.013	0.997	1.032	0.989	0.996	1.002	1.008	0.988	1.152	0.896	0.928	1.025
---------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	142	124	147	140	143	136	145	160	135	192	165	168	177	1976
12-13	164	144	123	151	139	143	137	146	158	156	172	153	172	1959
13-14	130	166	143	127	150	138	143	138	145	182	140	160	157	1919
14-15	124	132	166	148	126	149	139	144	136	167	163	130	164	1887
15-16	133	126	131	171	146	125	149	140	143	157	149	152	133	1855
16-17	132	135	125	135	169	146	126	151	138	164	140	138	155	1855
17-18	131	134	134	129	134	168	146	127	149	159	147	130	142	1830
18-19	130	133	133	139	128	134	169	147	125	171	142	136	134	1821
19-20	129	132	132	138	137	127	134	170	146	144	153	132	140	1814
20-21	128	131	131	137	136	137	128	135	168	168	129	142	135	1804

**TABLE 1  
LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE  
SCHODACK SCHOOL DISTRICT  
AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH  
2002-2009**

TOWN	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
<b>BIRTHS IN EACH MUNICIPALITY</b>									
<b>RENSELAER COUNTY</b>									
Village of Castleton-on-Hudson	17	11	20	16	17	11	18	22	110
100.00%									
Schodack	122	117	142	124	113	100	119	130	837
43.70%									
<b>COLUMBIA COUNTY</b>									
Stuyvesant	17	28	21	25	24	24	14	25	178
1.40%									
<i>Percentages refer to the share of residential parcels that are in the Schodack School District</i>									
<b>TOTAL BIRTHS IN CATCHMENT AREA</b>	156	156	183	165	154	135	151	177	1125
<b>NYS HEALTH DEPARTMENT 'LIVE BIRTHS BY SCHOOL DISTRICT'</b>	68	47	76	49	55	49	64	68	476
<b>DISTRICT/CATCHMENT AREA LIVE BIRTH RATIO</b>	43.59%	30.13%	41.53%	29.70%	35.71%	36.30%	42.38%	38.42%	37.41%
<b>RENSELAER COUNTY TOTAL BIRTHS</b>	1671	1767	1741	1730	1707	1851	1723	1772	13962
<b>DISTRICT/RENSELAER COUNTY LIVE BIRTH RATIO</b>	4.07%	2.66%	4.37%	2.83%	3.22%	2.65%	3.71%	3.84%	3.43%

**TABLE 2  
KINDERGARTEN ENROLLMENT OF THE SCHODACK CENTRAL SCHOOL DISTRICT  
2001-2010**

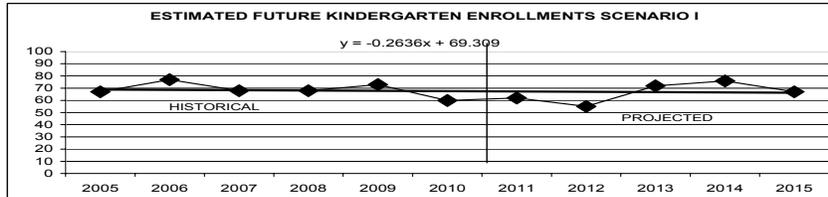
2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
81	76	78	78	67	77	68	68	73	60

# DATA

**TABLE 4**

**PROJECTED SCHODACK 2011-2020 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE EIGHT YEAR HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2002 THROUGH 2009, AND (B) THE RATIO DERIVED FROM TOTAL ENROLLMENT AREA LIVE BIRTHS ('02-'05) AND TOTAL DISTRICT KINDERGARTEN ENROLLMENT ('07-'10)**

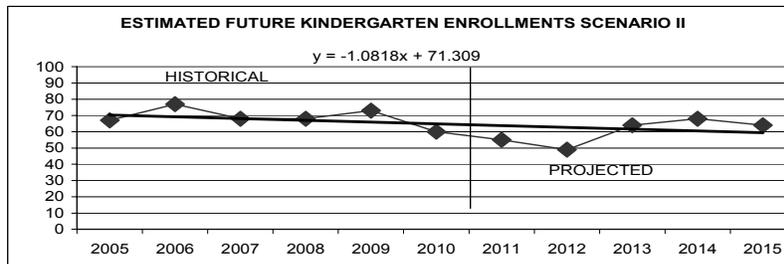
YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH RATIO '07-'10
2011	62	2006	55	1.120833
2012	55	2007	49	1.120833
2013	72	2008	64	1.120833
2014	76	2009	68	1.120833
<b>PROJECTED LIVE BIRTHS</b>				
2015	67	2010	60	1.120833
2016	67	2011	60	1.120833
2017	68	2012	60	1.120833
2018	68	2013	60	1.120833
2019	68	2014	61	1.120833
2020	68	2015	61	1.120833



**TABLE 5**

**PROJECTED SCHODACK CENTRAL 2011-2020 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE SIX YEAR HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2004 THROUGH 2009, AND (B) AN ASSUMED FUTURE ANNUAL RATIO OF 1.00 THAT EXPRESSES THE RELATIONSHIP BETWEEN ANNUAL ENROLLMENT AREA LIVE BIRTHS AND THE NUMBER OF KINDERGARTENERS ONE MIGHT EXPECT FIVE YEARS LATER**

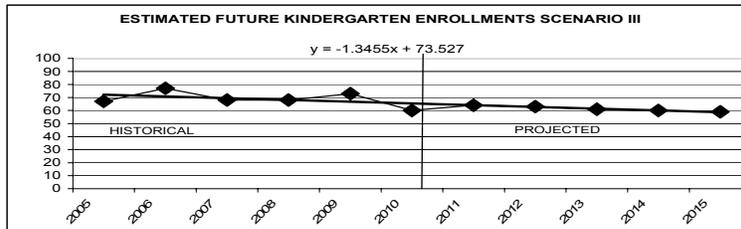
YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO LIVE BIRTH RATIO
2011	55	2006	55	1.00
2012	49	2007	49	1.00
2013	64	2008	64	1.00
2014	68	2009	68	1.00
<b>PROJECTED LIVE BIRTHS</b>				
2015	64	2010	64	1.00
2016	63	2011	63	1.00
2017	61	2012	61	1.00
2018	60	2013	60	1.00
2019	59	2014	59	1.00
2020	57	2015	57	1.00



# DATA

**TABLE 6**  
**PROJECTED SCHODACK SCHOOL DISTRICT**  
**2011-2020 KINDERGARTEN ENROLLMENTS**  
**BASED UPON AN EXPONENTIAL TREND ANALYSIS**  
**OF THE HISTORICAL PATTERN OF KINDERGARTEN ENROLLMENT**  
**DATA FOR THE PAST SIX YEARS 2005-2010**

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO ENROLL. AREA LIVE BIRTH RATIO
2011	64	2006	55	1.166061
2012	63	2007	49	1.281438
2013	61	2008	64	0.960119
2014	60	2009	68	0.883894
			<b>PROJECTED LIVE BIRTHS</b>	
2015	59	2010		
2016	57	2011		
2017	56	2012		
2018	55	2013		
2019	53	2014		
2020	52	2015		



**TABLE 7-A: LOW RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12**  
**SCHODACK CENTRAL CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	67		82		80		81		83		106		112		96		99		108		85		110		94	1203
06-07	77	1.01	68	1.01	83	0.95	76	0.96	78	0.95	79	1.02	108	1.00	112	1.03	99	1.02	101	0.90	97	0.87	74	1.06	117	1169
07-08	68	0.97	75	0.97	66	0.98	81	1.01	77	1.06	83	0.99	78	1.06	114	1.03	115	0.96	95	0.95	96	0.96	93	1.04	77	1118
08-09	68	1.06	72	0.92	69	1.00	66	0.99	80	0.95	73	1.01	84	1.04	81	0.96	109	1.02	117	0.91	86	0.99	95	1.00	93	1093
09-10	73	1.12	76	1.00	72	1.03	71	0.98	65	0.99	79	1.05	77	0.94	79	0.98	79	1.02	111	0.97	114	0.98	84	1.03	98	1078
10-11	60	0.96	70	1.05	80	1.03	74	1.01	72	1.05	68	0.99	78	1.04	80	0.95	75	1.13	89	0.93	103	0.99	113	0.98	82	1044

<b>Average Ratio</b>	1.025	0.991	0.997	0.993	1.000	1.012	1.015	0.988	1.028	0.931	0.957	1.022
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	55	61	69	80	73	72	69	79	79	77	83	99	116	1012
12-13	49	56	61	69	79	73	73	70	78	81	72	79	101	942
13-14	64	50	56	61	69	79	74	74	69	80	76	69	81	902
14-15	68	66	50	56	60	69	80	75	73	71	75	72	70	885
15-16	64	70	65	50	55	60	69	81	74	75	66	72	74	876
16-17	63	66	69	65	49	55	61	70	80	77	70	63	73	862
17-18	61	65	65	69	64	49	56	62	70	83	71	67	65	846
18-19	60	63	64	65	68	64	50	57	61	72	77	68	68	837
19-20	59	61	62	64	64	68	65	51	56	63	67	74	70	823
20-21	57	60	61	62	63	64	69	66	50	58	59	64	75	808

## DATA

**TABLE 7-B: MID RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
SCHODACK CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	67		82		80		81		83		106		112		96		99		108		85		110		94	1203
06-07	77	1.01	68	1.01	83	0.95	76	0.96	78	0.95	79	1.02	108	1.00	112	1.03	99	1.02	101	0.90	97	0.87	74	1.06	117	1169
07-08	68	0.97	75	0.97	66	0.98	81	1.01	77	1.06	83	0.99	78	1.06	114	1.03	115	0.96	95	0.95	96	0.96	93	1.04	77	1118
08-09	68	1.06	72	0.92	69	1.00	66	0.99	80	0.95	73	1.01	84	1.04	81	0.96	109	1.02	117	0.91	86	0.99	95	1.00	93	1093
09-10	73	1.12	76	1.00	72	1.03	71	0.98	65	0.99	79	1.05	77	0.94	79	0.98	79	1.02	111	0.97	114	0.98	84	1.03	98	1078
10-11	60	0.96	70	1.05	80	1.03	74	1.01	72	1.05	68	0.99	78	1.04	80	0.95	75	1.13	89	0.93	103	0.99	113	0.98	82	1044

<b>Average Ratio</b>	1.025	0.991	0.997	0.993	1.000	1.012	1.015	0.988	1.028	0.931	0.957	1.022
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	64		61		69		80		73		72		69		79		79		77		83		99		116	1021
12-13	63		66		61		69		79		73		73		70		78		81		72		79		101	965
13-14	61		65		65		61		69		79		74		74		69		80		76		69		81	922
14-15	60		63		64		65		60		69		80		75		73		71		75		72		70	897
15-16	59		61		62		64		64		60		69		81		74		75		66		72		74	883
16-17	57		60		61		62		63		64		61		70		80		77		70		63		73	862
17-18	56		58		60		61		61		63		65		62		70		83		71		67		65	842
18-19	55		57		58		60		60		61		64		66		61		72		77		68		68	828
19-20	53		56		57		58		59		60		62		65		65		63		67		74		70	808
20-21	52		54		56		57		57		59		61		63		64		67		59		64		75	788

**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
SCHODACK CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	67		82		80		81		83		106		112		96		99		108		85		110		94	1203
06-07	77	1.01	68	1.01	83	0.95	76	0.96	78	0.95	79	1.02	108	1.00	112	1.03	99	1.02	101	0.90	97	0.87	74	1.06	117	1169
07-08	68	0.97	75	0.97	66	0.98	81	1.01	77	1.06	83	0.99	78	1.06	114	1.03	115	0.96	95	0.95	96	0.96	93	1.04	77	1118
08-09	68	1.06	72	0.92	69	1.00	66	0.99	80	0.95	73	1.01	84	1.04	81	0.96	109	1.02	117	0.91	86	0.99	95	1.00	93	1093
09-10	73	1.12	76	1.00	72	1.03	71	0.98	65	0.99	79	1.05	77	0.94	79	0.98	79	1.02	111	0.97	114	0.98	84	1.03	98	1078
10-11	60	0.96	70	1.05	80	1.03	74	1.01	72	1.05	68	0.99	78	1.04	80	0.95	75	1.13	89	0.93	103	0.99	113	0.98	82	1044

<b>Average Ratio</b>	1.025	0.991	0.997	0.993	1.000	1.012	1.015	0.988	1.028	0.931	0.957	1.022
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	62		61		69		80		73		72		69		79		79		77		83		99		116	1019
12-13	55		64		61		69		79		73		73		70		78		81		72		79		101	955
13-14	72		56		63		61		69		79		74		74		69		80		76		69		81	923
14-15	76		74		56		63		60		69		80		75		73		71		75		72		70	914
15-16	67		78		73		56		62		60		69		81		74		75		66		72		74	908
16-17	67		69		77		73		55		62		61		70		80		77		70		63		73	898
17-18	68		69		68		77		72		55		63		62		70		83		71		67		65	889
18-19	68		70		68		68		76		72		56		64		61		72		77		68		68	888
19-20	68		70		69		68		67		76		73		57		63		63		67		74		70	884
20-21	68		70		69		69		67		67		77		74		56		65		59		64		75	880

# DATA

**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
NORTHVILLE CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
05-06	25		34		38		38		32		31		43		52		54		61		62		44		48	562
06-07	22	1.12	28	0.82	28	0.95	36	1.05	40	0.97	31	0.90	28	1.40	60	1.04	54	1.00	54	0.80	49	1.00	62	0.84	37	529
07-08	31	0.82	18	1.11	31	0.89	25	0.97	35	0.95	38	1.00	31	1.46	41	0.92	55	0.98	53	0.93	50	1.04	51	1.02	63	522
08-09	29	0.97	30	1.06	19	1.06	33	0.72	18	0.80	28	0.97	37	1.26	39	0.93	38	1.04	57	0.98	52	0.92	46	0.86	44	470
09-10	41	0.93	27	1.07	32	1.05	20	1.09	36	1.22	22	1.07	30	1.41	52	1.00	39	1.08	41	0.95	54	0.92	48	1.02	47	489
10-11	30	0.98	40	1.07	29	1.06	34	1.00	20	0.94	34	1.00	22	1.47	44	0.90	47	1.03	40	1.07	44	0.96	52	1.08	52	488

Average Ratio	0.963	1.025	1.004	0.967	0.977	0.990	1.398	0.957	1.024	0.946	0.969	0.965
---------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

11-12	31	29	41	29	33	20	34	31	42	48	38	43	50	468
12-13	31	30	30	41	28	32	19	47	29	43	46	37	41	454
13-14	31	30	31	30	40	28	32	27	45	30	41	44	35	443
14-15	31	30	31	31	29	39	27	44	26	46	29	40	43	444
15-16	32	30	31	31	30	28	39	38	43	27	44	28	38	436
16-17	32	31	31	31	30	29	28	54	36	44	25	42	27	439
17-18	32	31	32	31	30	29	29	39	52	37	41	24	41	447
18-19	32	31	32	32	30	29	29	40	37	53	35	40	23	442
19-20	32	31	32	32	31	29	29	40	38	38	50	34	39	454
20-21	32	31	32	32	31	30	29	40	38	39	36	48	33	451

DATA

**DATA FOR DISCUSSION BY THE  
JOINT COMMUNITY ADVISORY  
COMMITTEE:**

**FEDERAL CENSUS BUREAU  
DEMOGRAPHIC CHARACTERISTIC  
ESTIMATES  
2005-2009**

**ICHABOD CRANE CS  
SCHODACK CS**

*May 2011*

## DATA

### SOURCE OF DATA:

#### Federal Census Bureau 2005-2009 American Community Survey 5-Year Estimates

- **Page 1:** Selected Demographic Estimates (Sex and Age, Race, Housing Units..)
- **Page 2:** Selected Social Characteristics (Education, Marital Status, Relationships, Grandparents..)
- **Page 4:** Selected Economic Characteristics (Income, Occupation, Commuting to Work..)
- **Page 7:** Selected Housing Characteristics (Occupancy and Structure, Housing Value..)

To maintain confidentiality, the Census Bureau applies statistical procedures that introduce some uncertainty into data for geographic areas with small population groups. The data in this table contain sampling error and nonsampling error. Each demographic characteristic has a corresponding *Margin of Error*. The margin of error is the difference between an estimate and its upper or lower confidence bound. All American Community Survey margins of error are based on a 90 percent confidence level. The margins of error are not reported in this discussion tool due to space considerations. The demographic estimates are reported here to encourage community discussion about possible similarities and differences in characteristics of the Ichabod Crane and Schodack school districts. The compilation of the Census data is to help the community and school leaders discuss and suggest insights about the school districts and the communities they serve as part of the long-term planning effort of the school districts. Additional information on the design and methodology of the American Community Survey, including data collection and processing, can be found at:

[http://www.census.gov/acs/www/methodology/methodology main/](http://www.census.gov/acs/www/methodology/methodology_main/)

**Copyright 2011  
As to Original Text, and Format  
All Rights Reserved.**

**Authorized in perpetuity for the exclusive use for planning by the Ichabod Crane and Schodack Boards of Education, their Superintendents and by all government agencies to which the districts provide the study.**

SES Study Team

# DATA

## Demographic 5-Year Estimates: 2005-2009

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Demographic Estimates	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
<b>SEX AND AGE</b>				
Total population	13,705		7,417	
Male	6,787	49.5%	3,661	49.4%
Female	6,918	50.5%	3,756	50.6%
Under 5 years	608	4.4%	357	4.8%
5 to 9 years	797	5.8%	471	6.4%
10 to 14 years	982	7.2%	681	9.2%
15 to 19 years	985	7.2%	508	6.8%
20 to 24 years	561	4.1%	274	3.7%
25 to 34 years	1,097	8.0%	855	11.5%
35 to 44 years	1,806	13.2%	1,032	13.9%
45 to 54 years	2,363	17.2%	1,257	16.9%
55 to 59 years	1,134	8.3%	495	6.7%
60 to 64 years	1,126	8.2%	373	5.0%
65 to 74 years	1,206	8.8%	548	7.4%
75 to 84 years	648	4.7%	315	4.2%
85 years and over	392	2.9%	251	3.4%
Median age (years)	45.1		41.4	
18 years and over	10,715	78.2%	5,589	75.4%
21 years and over	10,193	74.4%	5,391	72.7%
62 years and over	2,961	21.6%	1,353	18.2%
65 years and over	2,246	16.4%	1,114	15.0%
18 years and over	10,715		5,589	
Male	5,106	47.7%	2,783	49.8%
Female	5,609	52.3%	2,806	50.2%
65 years and over	2,246		1,114	
Male	992	44.2%	448	40.2%
Female	1,254	55.8%	666	59.8%
<b>RACE</b>				
Total population	13,705		7,417	
One race	13,592	99.2%	7,358	99.2%
Two or more races	113	0.8%	59	0.8%
White	13,193	96.3%	7,214	97.3%
Black or African American	118	0.9%	31	0.4%
Asian	161	1.2%	88	1.2%

# DATA

## Selected Social Characteristics 5-Year Estimates: 2005-2009

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Selected Social Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
<b>HOUSEHOLDS BY TYPE</b>				
Total households	5,484		2,562	
Family households (families)	3,985	72.7%	1,933	75.4%
With own children under 18 years	1,750	31.9%	930	36.3%
Married-couple family	3,210	58.5%	1,632	63.7%
With own children under 18 years	1,258	22.9%	793	31.0%
Male householder, no wife present, family	220	4.0%	38	1.5%
With own children under 18 years	127	2.3%	15	0.6%
Female householder, no husband present, family	555	10.1%	263	10.3%
With own children under 18 years	365	6.7%	122	4.8%
Nonfamily households	1,499	27.3%	629	24.6%
Householder living alone	1,233	22.5%	488	19.0%
65 years and over	411	7.5%	235	9.2%
Households with one or more people under 18 years	1,856	33.8%	948	37.0%
Households with one or more people 65 years and over	1,211	22.1%	589	23.0%
Average household size	2.38		2.82	
Average family size	2.76		3.23	
<b>MARITAL STATUS</b>				
Males 15 years and over	5,413		2,948	
Never married	1,509	27.9%	778	26.4%
Now married, except separated	3,359	62.1%	1,797	61.0%
Separated	87	1.6%	104	3.5%
Widowed	192	3.5%	82	2.8%
Divorced	266	4.9%	187	6.3%
Females 15 years and over	5,905		2,960	
Never married	1,213	20.5%	515	17.4%
Now married, except separated	3,207	54.3%	1,688	57.0%
Separated	140	2.4%	119	4.0%
Widowed	720	12.2%	353	11.9%
Divorced	625	10.6%	285	9.6%
<b>GRANDPARENTS</b>				
Number of grandparents living with own grandchildren under 18 years	186		18	
Responsible for own grandchildren under 18	84		7	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Selected Social Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
<b>EDUCATIONAL ATTAINMENT</b>				
Population 25 years and over	9,772		5,126	
Less than 9th grade	320	3.3%	100	2.0%
9th to 12th grade, no diploma	531	5.4%	429	8.4%
High school graduate (includes equivalency)	3,268	33.4%	1,486	29.0%
Some college, no degree	1,440	14.7%	878	17.1%
Associate's degree	1,047	10.7%	638	12.4%
Bachelor's degree	1,525	15.6%	993	19.4%
Graduate or professional degree	1,641	16.8%	602	11.7%
Percent high school graduate or higher	91.3%		89.7%	
Percent bachelor's degree or higher	32.4%		31.1%	
<b>RESIDENCE 1 YEAR AGO</b>				
Population 1 year and over	13,539		7,369	
Same house	11,926	88.1%	6,685	90.7%
Different house in the U.S.	1,595	11.8%	669	9.1%
Same county	916	6.8%	422	5.7%
Different county	679	5.0%	247	3.4%
Same state	562	4.2%	149	2.0%
Different state	117	0.9%	98	1.3%
Abroad	18	0.1%	15	0.2%
<b>PLACE OF BIRTH</b>				
Total population	13,705		7,417	
Native	13,198	96.3%	7,158	96.5%
Born in United States	13,111	95.7%	7,086	95.5%
State of residence	10,987	80.2%	6,004	80.9%
Different state	2,124	15.5%	1,082	14.6%
Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)	87	0.6%	72	1.0%
Foreign born	152	2.3%	259	3.5%
<b>LANGUAGE SPOKEN AT HOME</b>				
Population 5 years and over	13,097		7,060	
English only	12,312	94.0%	6,699	94.9%
Language other than English	785	6.0%	361	5.1%
Speak English less than "very well"	304	2.3%	81	1.1%
Spanish	422	3.2%	53	0.8%
Speak English less than "very well"	173	1.3%	11	0.2%
Other Indo-European languages	297	2.3%	242	3.4%
Speak English less than "very well"	105	0.8%	65	0.9%
Asian and Pacific Islander languages	52	0.4%	43	0.6%
Speak English less than "very well"	26	0.2%	5	0.1%
Other languages	14	0.1%	23	0.3%
Speak English less than "very well"	0	0.0%	0	0.0%

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

# DATA

## Selected Economic Characteristics 5-Year Estimates: 2005-2009

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Selected Economic Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
Mean travel time to work (minutes)	25.0		21.7	
<b>OCCUPATION</b>				
Civilian employed population 16 years and over	7,130		3,784	
Management, professional, and related occupations	2,951	41.4%	1,699	44.9%
Service occupations	1,159	16.3%	377	10.0%
Sales and office occupations	1,456	20.4%	1,137	30.0%
Farming, fishing, and forestry occupations	42	0.6%	20	0.5%
Construction, extraction, maintenance, and repair occupations	816	11.4%	330	8.7%
Production, transportation, and material moving occupations	706	9.9%	221	5.8%
<b>INDUSTRY</b>				
Civilian employed population 16 years and over	7,130		3,784	
Agriculture, forestry, fishing and hunting, and mining	164	2.3%	94	2.5%
Construction	639	9.0%	214	5.7%
Manufacturing	468	6.6%	164	4.3%
Wholesale trade	109	1.5%	170	4.5%
Retail trade	563	7.9%	392	10.4%
Transportation and warehousing, and utilities	285	4.0%	187	4.9%
Information	172	2.4%	135	3.6%
Finance and insurance, and real estate and rental and leasing	446	6.3%	401	10.6%
Professional, scientific, and management, and administrative and waste management services	844	11.8%	220	5.8%
Educational services, and health care and social assistance	1,722	24.2%	1,089	28.8%
Arts, entertainment, and recreation, and accommodation and food services	496	7.0%	217	5.7%
Other services, except public administration	437	6.1%	90	2.4%
Public administration	785	11.0%	411	10.9%

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Selected Economic Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
INCOME AND BENEFITS (IN 2009 INFLATION-ADJUSTED DOLLARS)				
Total households	5,484		2,562	
Less than \$10,000	176	3.2%	66	2.6%
\$10,000 to \$14,999	99	1.8%	100	3.9%
\$15,000 to \$24,999	652	11.9%	140	5.5%
\$25,000 to \$34,999	529	9.6%	138	5.4%
\$35,000 to \$49,999	722	13.2%	304	11.9%
\$50,000 to \$74,999	955	17.4%	574	22.4%
\$75,000 to \$99,999	771	14.1%	297	11.6%
\$100,000 to \$149,999	1,050	19.1%	671	26.2%
\$150,000 to \$199,999	287	5.2%	202	7.9%
\$200,000 or more	243	4.4%	70	2.7%
Median household income (dollars)	62,648		72,670	
Mean household income (dollars)	83,907		84,759	
With earnings	4,696	85.6%	2,075	81.0%
Mean earnings (dollars)	81,577		84,628	
With Social Security	1,529	27.9%	725	28.3%
Mean Social Security income (dollars)	16,742		18,939	
With retirement income	646	24.8%	661	25.8%
Mean retirement income (dollars)	21,083		27,834	
With Supplemental Security Income	101	1.8%	113	4.4%
Mean Supplemental Security Income (dollars)	9,290		4,440	
With cash public assistance income	77	1.4%	35	1.4%
Mean cash public assistance income (dollars)	3,635		4,380	
With Food Stamp/SNAP benefits in the past 12 months	211	3.8%	121	4.7%
Families	3,985		1,933	
Less than \$10,000	114	2.9%	9	0.5%
\$10,000 to \$14,999	14	0.4%	54	2.8%
\$15,000 to \$24,999	382	9.6%	133	6.9%
\$25,000 to \$34,999	310	7.8%	79	4.1%
\$35,000 to \$49,999	553	13.9%	150	7.8%
\$50,000 to \$74,999	668	16.8%	370	19.1%
\$75,000 to \$99,999	653	16.4%	287	14.8%
\$100,000 to \$149,999	875	22.0%	607	31.4%
\$150,000 to \$199,999	211	5.3%	185	9.6%
\$200,000 or more	205	5.1%	59	3.1%

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Selected Economic Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
Median family income (dollars)	71,816		88,287	
Mean family income (dollars)	91,232		93,236	
Per capita income (dollars)	33,542		30,147	
Nonfamily households	1,499		629	
Median nonfamily income (dollars)	40,286		42,772	
Mean nonfamily income (dollars)	61,817		53,056	
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL				
All families	4.1%		6.3%	
With related children under 18 years	5.5%		7.3%	
With related children under 5 years only	5.2%		0.0%	
Married couple families	2.5%		3.5%	
With related children under 18 years	3.4%		7.1%	
With related children under 5 years only	0.0%		0.0%	
Families with female householder, no husband present	14.6%		24.3%	
With related children under 18 years	14.7%		9.3%	
With related children under 5 years only	22.2%		-	
All people	5.7%		9.5%	
Under 18 years	7.1%		11.2%	
Related children under 18 years	6.0%		11.0%	
Related children under 5 years	6.0%		0.0%	
Related children 5 to 17 years	6.1%		13.7%	
18 years and over	5.3%		9.0%	
18 to 64 years	5.8%		9.8%	
65 years and over	2.8%		5.0%	
People in families	4.2%		9.4%	
Unrelated individuals 15 years and over	14.5%		10.4%	

# DATA

## Housing 5-Year Estimates: 2005-2009

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Selected Housing Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
<b>HOUSING OCCUPANCY</b>				
Total housing units	6,291		2,687	
Occupied housing units	5,484	87.2%	2,562	95.3%
Vacant housing units	807	12.8%	125	4.7%
<b>UNITS IN STRUCTURE</b>				
Total housing units	6,291		2,687	
1-unit, detached	5,294	84.2%	2,082	77.5%
1-unit, attached	87	1.4%	103	3.8%
2 units	124	2.0%	163	6.1%
3 or 4 units	171	2.7%	164	6.1%
5 to 9 units	205	3.3%	0	0.0%
10 to 19 units	26	0.4%	9	0.3%
20 or more units	69	1.1%	63	2.3%
Mobile home	315	5.0%	103	3.8%
Boat, RV, van, etc.	0	0.0%	0	0.0%
<b>YEAR STRUCTURE BUILT</b>				
Total housing units	6,291		2,687	
Built 2005 or later	34	0.5%	44	1.6%
Built 2000 to 2004	227	3.6%	66	2.5%
Built 1990 to 1999	630	10.0%	393	14.6%
Built 1980 to 1989	645	10.3%	368	13.7%
Built 1970 to 1979	1,302	20.7%	237	8.8%
Built 1960 to 1969	648	10.3%	438	16.3%
Built 1950 to 1959	503	8.0%	314	11.7%
Built 1940 to 1949	138	2.2%	115	4.3%
Built 1939 or earlier	2,164	34.4%	712	26.5%
<b>ROOMS</b>				
Total housing units	6,291		2,687	
1 room	42	0.7%	0	0.0%
2 rooms	164	2.6%	4	0.1%
3 rooms	352	5.6%	176	6.6%
4 rooms	502	8.0%	352	13.1%
5 rooms	1,277	20.3%	335	12.5%
6 rooms	1,107	17.6%	654	24.3%
7 rooms	1,058	16.8%	513	19.1%
8 rooms	790	12.6%	423	15.7%
9 rooms or more	999	15.9%	230	8.6%
Median rooms	6.2		6.2	
<b>BEDROOMS</b>				
Total housing units	6,291		2,687	
No bedroom	57	0.9%	0	0.0%
1 bedroom	488	7.8%	146	5.4%
2 bedrooms	1,157	18.4%	668	24.9%
3 bedrooms	2,833	45.0%	1,298	48.3%
4 bedrooms	1,457	23.2%	416	15.5%
5 or more bedrooms	299	4.8%	159	5.9%

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

Selected Housing Characteristics	ICHABOD CRANE		SCHODACK	
	Estimate	Percent	Estimate	Percent
<b>HOUSING TENURE</b>				
Occupied housing units	5,484		2,562	
Owner-occupied	4,232	77.2%	2,107	82.2%
Renter-occupied	1,252	22.8%	455	17.8%
Average household size of owner-occupied unit	2.46		2.81	
Average household size of renter-occupied unit	2.11		2.83	
<b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>				
Occupied housing units	5,484		2,562	
Moved in 2005 or later	888	16.2%	400	15.6%
Moved in 2000 to 2004	1,503	27.4%	540	21.1%
Moved in 1990 to 1999	1,364	24.9%	624	24.4%
Moved in 1980 to 1989	888	16.2%	475	18.5%
Moved in 1970 to 1979	495	9.0%	249	9.7%
Moved in 1969 or earlier	346	6.3%	274	10.7%
<b>VALUE</b>				
Owner-occupied units	4,232		2,107	
Less than \$50,000	264	6.2%	59	2.8%
\$50,000 to \$99,999	154	3.6%	111	5.3%
\$100,000 to \$149,999	460	10.9%	377	17.9%
\$150,000 to \$199,999	872	20.6%	523	24.8%
\$200,000 to \$299,999	1,507	35.6%	705	33.5%
\$300,000 to \$499,999	690	16.3%	286	13.6%
\$500,000 to \$999,999	246	5.8%	46	2.2%
\$1,000,000 or more	39	0.9%	0	0.0%
Median (dollars)	220,500	(X)	198,400	

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:  
SCHOOL DISTRICT FINANCIAL  
CHARACTERISTICS/ELEMENTS PROFILE  
2010-2011 SCHOOL YEAR**

**ICHABOD CS  
SCHODACK CS**

*October 2011*

## DATA

### Ichabod Crane and Schodack Central School Districts

#### FINANCIAL HEALTH CHARACTERISTICS

School District financial health is dependent on a number of issues. In the current economic environment the school district needs to be able to absorb State Aid decreases and increasing expenditures while maintaining a sound educational program.

Some indicators of financial health that are used to evaluate a school districts condition are as follows:

- Fund balance, including reserves
- Excess of revenues over expenditures
- How reliant is the school district on State aid?
- Excess appropriation of fund balance
- Comparison of budgeted revenues and expenditures to actual
- School Lunch subsidies?
- Status of tax certiorari or any litigation outstanding

#### SOME OVERALL OBSERVATIONS:

- Fund balance in the General Fund decreased in both districts in 2011 due to excess expenditures over revenues.
- Both districts had a revenue drop between 4 and 5% in 2011 primarily due to less state and federal aid.
- Both districts are highly dependent on Real Property Taxes. Both appear to have tax certiorari proceedings ongoing.
- Schodack is much closer in budgeting expected revenues with expected expenditures.
- Schodack's debt service expenditures and outstanding debt much higher than those of Ichabod Crane.
- Total reserves are under 10% of expenditures in both districts.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

# DATA

## Schodack Central School District Financial Summary

	<u>6/30/2011</u>	<u>6/30/2010</u>	<u>Increase (Decrease)</u>	<u>%</u>
<u>Fund Balance</u>				
Total	3,139	3,507	(368)	-10.5%
Reserved	1,543	2,425	(882)	-36.4%
Unreserved				
Designated	817	500	317	63.4%
Undesignated	779	582	197	33.8%
<u>Revenues</u>				
Total	19,382	20,536	(1,154)	-5.6%
Real Estate Taxes and STAR	11,159	11,168	(9)	-0.1%
State Aid	7,091	7,848	(757)	-9.6%
Federal Aid	450	933	(483)	-51.8%
Miscellaneous & Others	455	381	74	19.4%
Charges for services	227	206	21	10.2%
<u>Transfers</u>	138	30	108	360.0%
<u>Expenditures</u>				
Total	19,888	20,419	(531)	-2.6%
<u>General Support</u>				
Chief School Administrator - Instructional Salaries	140	169	(29)	-17.2%
Chief School Administrator - Non-instructional Salaries	31	65	(34)	-52.3%
Business Administration - Non-instructional Salaries	88	133	(45)	-33.8%
Operation of Plant - Non-instructional Salaries	579	627	(48)	-7.7%
Operation of Plant - Contractual and Other	496	427	69	16.2%
<u>Instruction</u>				
Teacher Salaries, Full Day Kindergarten - 3	1,157	1,408	(251)	-17.8%
Teacher Salaries, 4 - 6	1,140	1,010	130	12.9%
Teacher Salaries, 7 - 12	2,216	2,426	(210)	-8.7%
Substitute Teacher Salaries	85	134	(49)	-36.6%
Students With Special Needs - Instructional Salaries	1,207	1,167	40	3.4%
Students With Special Needs - BOCES	999	895	104	11.6%
Curriculum and Supervision Salaries	102	199	(97)	-49%
Computer Assisted Inst. - BOCES	176	215	(39)	-18%
<u>Transportation</u>	930	936	(6)	-0.6%
<u>Employee Benefits</u>				
State Retirement	251	194	57	29.4%
Teachers' Retirement	629	463	166	35.9%
Social Security	715	766	(51)	-6.7%
Hospital, Medical, & Dental Insurance	2,461	2,422	39	1.6%
<u>Debt Service</u>				
	2,599	2,646	(47)	-1.8%
Net Revenues (Expenditures)	(368)	147	(515)	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

# DATA

## Kinderhook Central School District Financial Summary

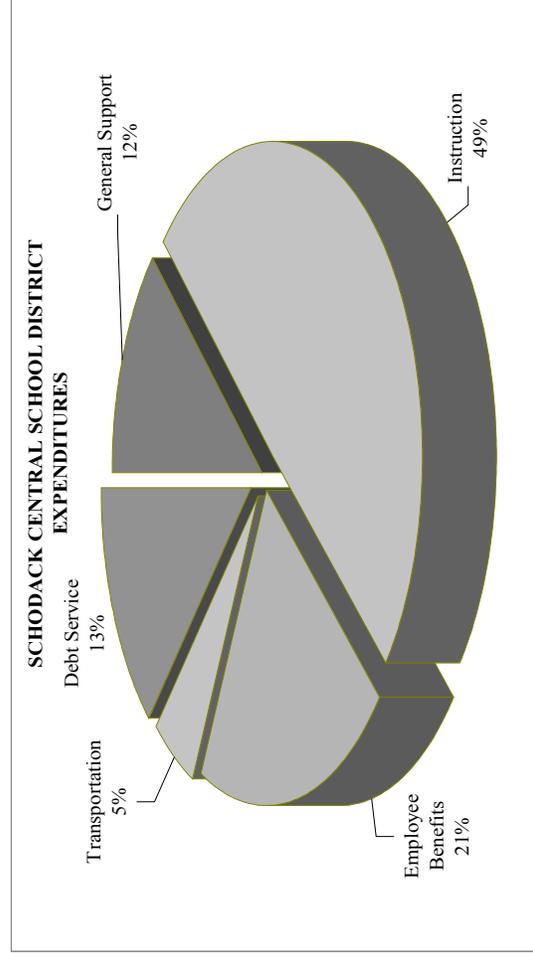
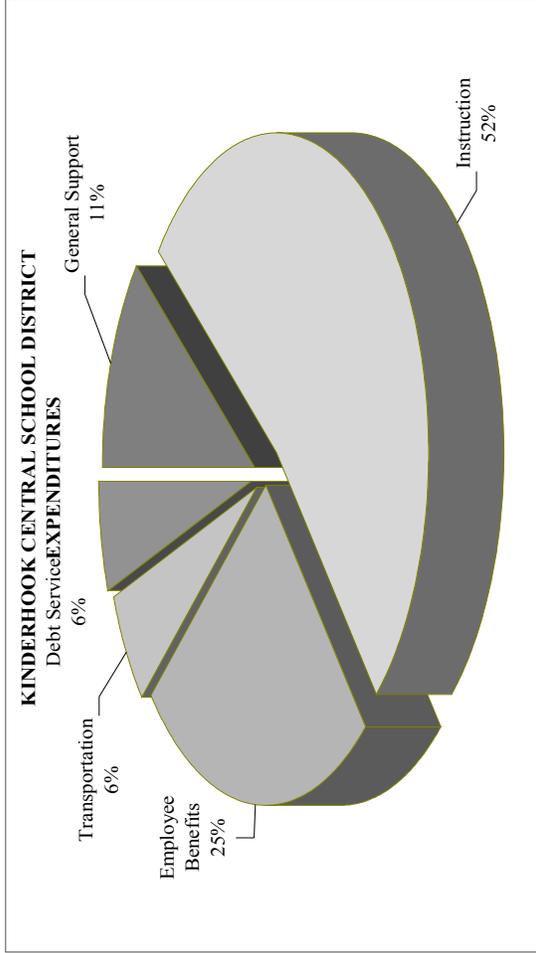
	6/30/2011	6/30/2010	Increase (Decrease)	%
<u>Fund Balance</u>				
Total	4,033	4,515	(482)	-10.7%
Reserved	2,106	2,627	(521)	-19.8%
Unreserved				
Designated	639	1,500	(861)	-57.4%
Undesignated	1,288	388	900	232.0%
<u>Revenues</u>				
Total	33,012	34,412	(1,400)	-4.1%
Real Estate Taxes and STAR	19,461	18,936	525	2.8%
State Aid	11,677	12,761	(1,084)	-8.5%
Federal Aid	1,242	1,383	(141)	-10.2%
Miscellaneous & Other	387	1,115	(728)	-65.3%
Charges for Services	245	217	28	12.9%
<u>Expenditures</u>				
Total	33,362	34,101	(739)	-2.2%
<u>General Support</u>				
Legal - Contractual and Other	3,611	4,110	(499)	-12.1%
Operation of Plant - Non-instructional Salaries	47	130	(83)	-63.8%
Maintenance of Plant - Non-instructional Salaries	752	874	(122)	-14.0%
Maintenance of Plant - Non-instructional Salaries	284	410	(126)	-30.7%
Maintenance of Plant - Equipment	-	74	(74)	-100.0%
<u>Instruction</u>				
Teacher Salaries, Full Day Kindergarten - 3	17,631	18,450	(819)	-4.4%
Teacher Salaries, 4 - 6	1,844	1,831	13	0.7%
Teacher Salaries, 7 - 12	2,165	2,124	41	1.9%
Substitute Teacher Salaries	4,423	4,657	(234)	-5.0%
Inservice Training - Instructional Salaries	209	249	(40)	-16.1%
Students With Special Needs - Instructional Salaries	4	131	(127)	-96.9%
Students With Special Needs - Tuition All Other	2,033	2,333	(300)	-12.9%
Students With Special Needs - Tuition All Other	878	710	168	23.7%
Students With Special Needs - BOCES Services	1,603	1,599	4	0.3%
Occupational Ed. (9-12) - BOCES Services	664	548	116	21.2%
Computer Assisted Instruction - BOCES Services	18	151	(133)	-88.1%
Teaching (Regular School) - Mat. & Supplies	117	183	(66)	-36.1%
<u>Transportation</u>				
	1,895	1,865	30	1.6%
<u>Employee Benefits</u>				
State Retirement	8,347	7,372	975	13.2%
Teachers' Retirement	579	328	251	76.5%
Social Security	1,219	845	374	44.3%
Hospital, Medical, and Dental Insurance	1,284	1,346	(62)	-4.6%
Hospital, Medical, and Dental Insurance	4,987	4,666	321	6.9%
<u>Debt Service</u>				
	1,878	2,304	(426)	-18.5%
<u>Transfers</u>				
	22	373	(351)	
Net Revenues (Expenditures)	(372)	(62)	(310)	

**DATA**  
**EXPENDITURES**  
**FOR THE YEAR ENDED JUNE 30, 2011**

	Financial Characteristic/ Element	Kinderhook	Schodack	Observation/Items to note or consider:
1	<b>Expenditures (2011):</b>			
2	<b>Total</b>	<b>33,361,785</b>	<b>19,888,231</b>	
3	General Support	3,611,476	2,388,193	
4	% General Support of Total	10.83	12.01	
5	Instruction	17,630,970	9,801,353	
6	% Instruction of Total	52.85	49.28	
7	Employee Benefits	8,346,608	4,170,312	Retiree health insurance is \$1,578,254 and \$909,131, respectively. Both districts' health and worker's compensation plans are with the RCG Consortium.
8	% Employee Benefits of Total	25.02	20.97	
9	Sub-total General Support, Instruction, and Employee Benefits	29,589,054	16,359,858	
10	% Total General Support, Instruction, and Employee Benefits of Total	88.69	82.26	Although a higher percentage of expenditures, Kinderhook is \$397 per pupil less than Schodack.
11	Transportation	1,894,756	929,857	Kinderhook has three times the mileage of Schodack
12	% Transportation of Total	5.68	4.68	
13	Debt Service	1,877,975	2,598,516	Schodack significantly higher due to 2008 bonding of capital project.
14	% Debt Service of Total	5.63	13.07	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**EXPENDITURES**  
**FOR THE YEAR ENDED JUNE 30, 2010**



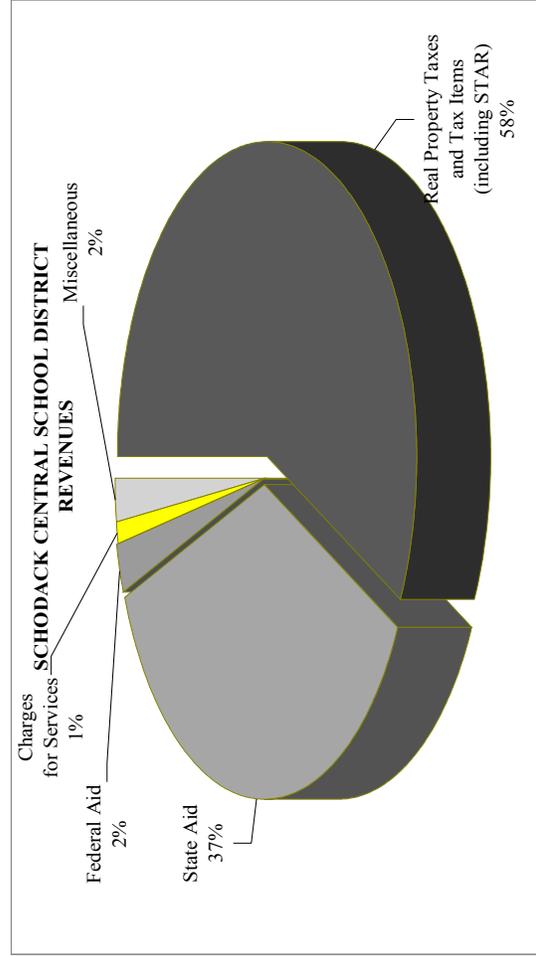
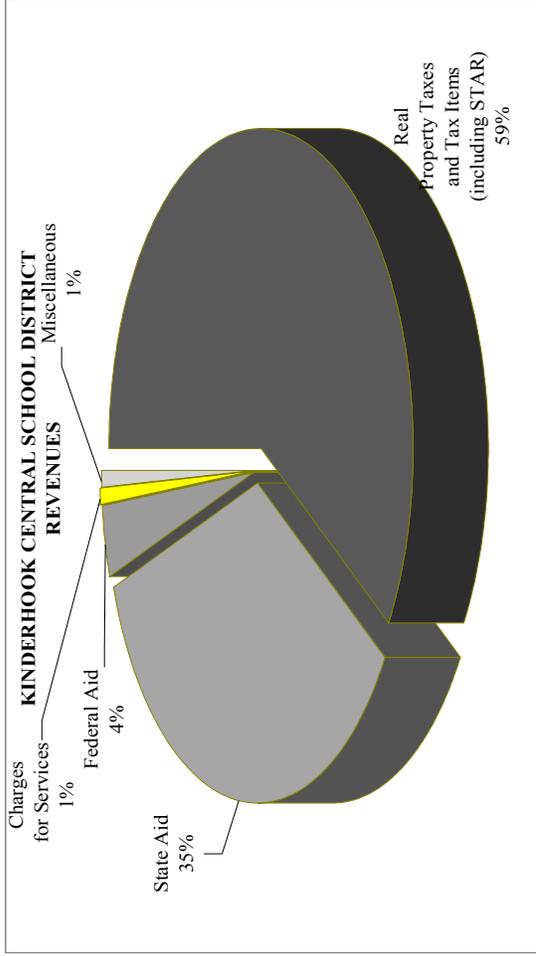
*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**REVENUES**  
**FOR THE YEAR ENDED JUNE 30, 2011**

	<b>Financial Characteristic/ Element</b>	<b>Kinderhook</b>	<b>Schodack</b>	<i>Observation/Items to note or consider:</i>
1	<b>Revenues (2011):</b>			
2	<b>Total</b>	<b>33,012,068</b>	<b>19,382,430</b>	
3	Real Property Taxes and Tax Items (including STAR)	19,460,616	11,158,956	Subject to Real Property Tax Cap in 2012-13.
4	% Real Property Taxes of Total	58.95	57.57	
5	State Aid	11,677,190	7,090,793	
6	% State Aid of Total	35.37	36.58	In both Districts, Real Property Taxes and State Aid comprise approx. 94% of revenues.
7	Federal Aid	1,242,337	449,882	Primarily ARRA Stabilization Funds received. No longer available after 2011.
8	% Federal Aid of Total	3.76	2.32	
9	Charges for Services	244,743	227,257	Schodack includes \$56,887 in tuition from individuals and \$85,947 in tuition from other districts. Kinderhook includes \$200,839 in tuition from other districts.
10	% Service Charges of Total	0.74	1.17	
11	Miscellaneous	276,168	433,726	Includes BOCES and other refunds of prior years expenses plus other unclassified revenues.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**REVENUES**  
**FOR THE YEAR ENDED JUNE 30, 2010**



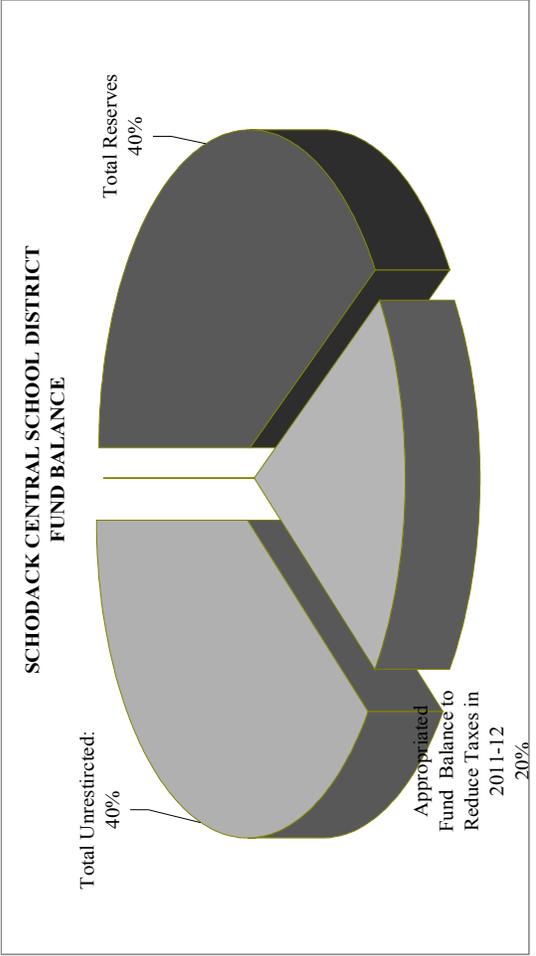
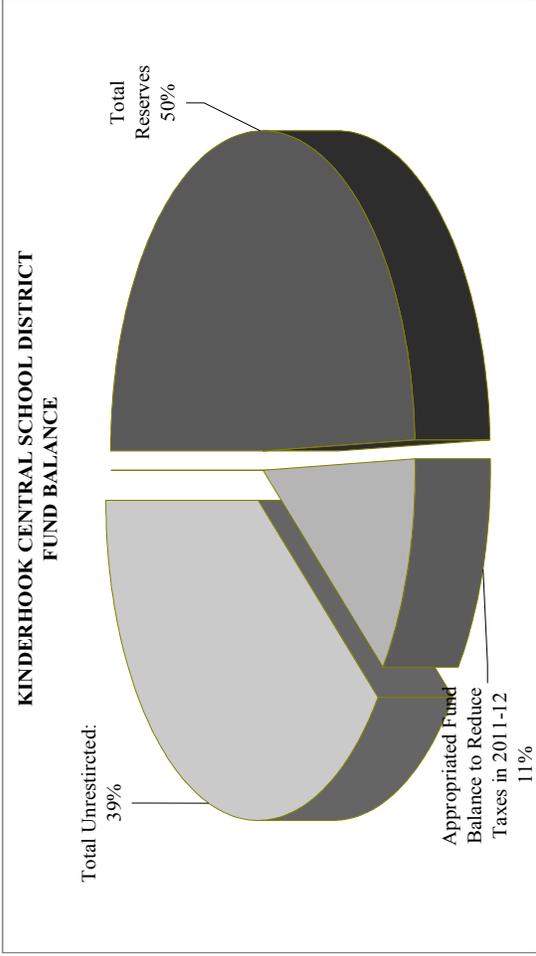
*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**FUND BALANCE**  
**AS OF JUNE 30, 2011**

	Financial Characteristic/ Element	Kinderhook	Schodack	Observation/Items to note or consider:
1	<b>Reserves:</b>			
2	Encumbrances (Purchase Orders Still Open)	138,891	44,646	Purchase orders outstanding at year end - added to 2011-12 budget.
3	Unemployment Insurance	452,884	351,814	Each District has a significant amount in this reserve.
4	Worker's Compensation	0	388,524	Kinderhook has recorded \$250,000 in Workers' Compensation liability in long-term debt.
5	Employees' Retirement Contributions	246,340	224,972	No reserve is available for Teachers' Retirement Contributions.
6	Tax Certiorari	70,145	356,379	Kinderhook returned \$119,213 in Real Property Taxes in 2011.
7	Employee Benefit Accrued Liability Reserve	662,554	221,460	Neither District has excess EBALR when compared to calculated compensated absences.
8	Capital Reserve (Voter approval required to establish and fund)	0	0	Should consider establishing, with voter approval, in a combined District.
9	Repair Reserve (Voter approval required to fund, public hearing to spend)	129,855	0	
10	Mandatory Reserve Fund	544,261	0	Shows as a Reserve for Debt Service in the General Fund in Kinderhook.
11	Insurance			
12	Property Loss and Liability			Schodack has recorded \$355,241 in judgements and claims in long-term debt.
13	Tax Reduction			
14	Total Reserves	2,244,930	1,587,795	
15	<b>Unreserved:</b>			
16	Appropriated Fund Balance to Reduce Taxes in 2011-12	500,000	772,313	
18	Unreserved Undesignated Fund Balance (Subject to 4.0% of subsequent year's budget)	1,288,115	778,916	
19	Total Unreserved	1,788,115	1,551,229	Average Unreserved Fund Balance for Capital region is 11.7% of expenditures for year ended June 30, 2010.
20	<b>Fund Balance as a % of 2011 Expenditures</b>			
21	Reserves	6.73	7.98	
22	Unreserved Appropriated to Reduce Taxes in 2011-12	1.50%	3.88%	Schodack appropriating a much higher percentage than Kinderhook.
23	Appropriated Fund Balance for Other Purposes			
24	Unreserved Undesignated	3.86%	3.92%	Consistent - both District's below 4.0%. Both Districts total unreserved fund balance is below average of 11.7%.
25	Debt Service Fund Balance - 2011	452,798	317,806	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**FUND BALANCE**  
**FOR THE YEAR ENDED JUNE 30, 2010**



*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**LONG-TERM DEBT**  
**AS OF JUNE 30, 2011**

	Financial Characteristic/ Element	Kinderhook	Schodack	Observation/Items to note or consider:
1	Enrollment	2,027	1,091	
2	Serial Bonds Due at 6-30-11 (1,000s)	9,450,000	19,080,000	Includes \$16,095,000 in serial bonds issued in 2008 for renovations for Schodack.
3	Anticipated Bonding on Projects	0	0	
4	Total Estimated Debt	9,450,000	19,080,000	

5	Total Estimated Debt Per Student	4,662	17,489	
6	Building Aid %	83.5%	86.6%	Includes 10% incentive building aid.
7	Estimated Aid Per Student	3,893	15,145	
8	Debt Per Student	769	2,343	

9	Funds Available:			
10	Debt Service Fund	452,798	317,806	
11	Funds Available Per Student	223	291	

12	Net Debt Per Student	546	2,052	
----	----------------------	-----	-------	--

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

**FINANCIAL HEALTH COMPARISON  
AS OF JUNE 30, 2011**

	INDICATORS	SCHOOL DISTRICT		OBSERVATIONS
		Kindershook	Schodack	
1	General Fund Excess Revenues Over Expenditures Last Two Years?	No	No	Schodack had excess revenues in 2010.
2	State and Federal Aid / Total Revenue	39.10%	38.90%	Capital Region average is 44.5% for State and Federal Aid.
3	K-12 Public School Enrollment including Charter Schools	2,027	1,091	Per State Aid GEN Report.
4	General Fund Expenditures per Pupil	\$16,459	\$18,229	Capital Region average is \$18,278 per pupil per OSC Research Brief.
5	Debt Service as a % of Expenditures	5.63%	13.07%	Capital Region average is 8.6%.
6	Percent of Unexpended 2011 Budget	12.1%	2.9%	
7	Percent of Revenue Under Budget	-8.9%	-0.70%	Kindershook budgeted \$3,128,600 in interfund revenues and transfers not taken.
8	2011 Excess (Deficit) Revenues and Expenditures to Budget	3.2%	2.2%	Schodack close on both revenue and expenditure budgets.
10	School Lunch Fund Balance at June 30, 2011	(\$37,669)	\$45,133	Schodack contracts for School Lunch service. School Lunch Fund had a deficit in Kinderhook at June 30, 2011
11	School Lunch Subsidy from General Fund?	Yes - \$22,000	No	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

DATA

**DATA FOR DISCUSSION BY THE  
JOINT COMMUNITY ADVISORY  
COMMITTEE:**

**AVAILABLE PUPIL CAPACITY  
OF EACH SCHOOL BUILDING FOR  
POSSIBLE USE IN A CONSOLIDATED  
SCHOOL DISTRICT**

**ICHABOD CRANE CS  
SCHODACK CS**

*May 2011*

# DATA

**Copyright 2011  
As to Original Text, and Format  
All Rights Reserved.**

**Authorized in perpetuity for the exclusive use for planning by the Ichabod Crane and Schodack Boards of Education, their Superintendents and by all government agencies to which the districts provide the study.**

SES Study Team

## DATA

### SOURCE OF DATA:

**Inventory of each instructional and instructional support space by each principal/superintendent based on how the space is used to deliver the kindergarten through grade twelve educational program in 2010-2011 (2011-2012 for Ichabod Primary).**

### ASSUMPTIONS:

**The method and assumptions for estimating pupil capacity per existing school building for potential use by a reorganized school district includes:**

- ✓ The pupil capacity analysis is based on delivering instruction with the following class size goals:
  - Kindergarten and grade 1: 20 pupils
  - Grades 2 and 3: 22 pupils
  - Grades 4, 5, and 6: 24 pupils
  - Grades 7-12: 25 pupils

(Note: Often for *specialized* Grades 7-12 courses, it is likely that the class sizes for such specialized courses may be between 10-(or fewer pupils as approved by the board)-and 25 pupils. During other instructional periods of the day, it is likely a classroom will host class sizes near the 25 pupil number for other courses less specialized.)

*The class size goals above are not ‘cast in stone’. For example, the community advisory committees could identify smaller class sizes than even those listed above as a potential opportunity for pupils if the resources of a consolidated school district were available. Similarly, the community advisory committees could identify larger class sizes than those listed above as guidance for a consolidated school district as it balances resources available, and the range of opportunities envisioned for pupils.*

- ✓ Spaces now designated for instructional support are generally assumed to continue for instructional support.
- ✓ State Education Department square footage guidelines are applied in calculating the number of pupils that a specific type of classroom should serve.
- ✓ The analysis, at the present time, does not include renting classrooms to the BOCES to host consortium shared programs.
- ✓ Current spaces used for central administration are not ‘re-claimed’ for instructional program pupil capacity.
- ✓ It is assumed for this pupil capacity analysis that there are no renovations to change existing space or the building of new additional space.

**DATA**

✓ **ESTIMATED ENROLLMENT PROJECTIONS FOR A REORGANIZED SCHOOL DISTRICT**

<i>DATA SNAPSHOT</i>				
Calculation	Year	Grades K-6	Grades 7-12	TOTAL GRADES K-12 FOR LONG TERM PLANNING
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2015-2016	1300		2467
	2020-2021		1167	
<b>Baseline Cohort Mid Range</b>	2015-2016	1384		2627
	2020-2021		1243	
<b>Baseline Cohort High Range</b>	2015-2016	1448		2718
	2020-2021		1270	

<i>DATA SNAPSHOT</i>				
Calculation	Year	Grades K-6	Grades 7-12	TOTAL GRADES K-12 FOR INITIAL IMPLEMENTATION PLANNING
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2011-2012	1439	1530	2970
	2012-2013	1399	1439	2839
	2013-2014	1374	1370	2744
	2014-2015	1341	1341	2682
	2015-2016	1300	1315	2616
<b>Baseline Cohort Mid Range</b>	2011-2012	1458	1530	2989
	2012-2013	1468	1439	2907
	2013-2014	1447	1370	2817
	2014-2015	1411	1341	2752
	2015-2016	1385	1316	2701
<b>Baseline Cohort High Range</b>	2011-2012	1464	1530	2995
	2012-2013	1475	1439	2914
	2013-2014	1472	1370	2842
	2014-2015	1460	1341	2801
	2015-2016	1448	1315	2763

**DATA**

**PUPIL CAPACITY OF EACH EXISTING SCHOOL BUILDING**

**ASSUMPTIONS:**

- No new construction of additional space forecasted.
- No immediate renovations of existing space.
- All existing instructional support spaces remain instructional support spaces even though some could be reassigned to support direct instruction grade level sections.
- Pupil Capacity based on implemented class sizes per classroom of:

- ◊ Kindergarten and grade 1: 20 pupils
- ◊ Grades 2 and 3: 22 pupils
- ◊ Grades 4, 5, and 6: 24 pupils
- ◊ Grades 7-12: 25 pupils

(Note: Often for *specialized* Grades 7-12 courses, it is likely that the class sizes for such specialized courses may be between 10-(or fewer pupils as approved by the board)-and 25 pupils. During other instructional periods of the day, it is likely a classroom will host class sizes near the 25 pupil number for other courses less specialized.)

<b>Ichabod Crane K-6 Pupil Capacity</b>	<b>Schodack K-6 Pupil Capacity</b>	<b>Ichabod Crane 7-12 Pupil Capacity</b>	<b>Schodack 7-12 Pupil Capacity</b>
Primary School K-3: 552	Castleton Elem. K-5 462	Middle School 7-8: 362	Middle School 7-8: 348
Middle School 4-6: 432	Middle School 6: 96	High School 9-12: 750	High School 9-12: 445
<b>Total K-6 Pupil Capacity Currently Available:</b>		<b>Total 7-12 Pupil Capacity Currently Available:</b>	
<b>1542</b>		<b>1905</b>	
<i>Plus Total K-6 Pupil Capacity in closed school buildings: 462</i>			
<b>Anticipated K-6 Pupil Capacity Need in five years:</b>		<b>Anticipated 7-12 Pupil Capacity Need in ten years:</b>	
<b>1300-1448</b>		<b>1167-1270</b>	

**DATA**

<b>DISTRICT: ICHABOD CRANE PRIMARY SCHOOL</b>					
<b>EXISTING GRADES K-3 ELEMENTARY SPACES AVAILABLE FOR DIRECT INSTRUCTION:</b>					
<b>Use or Subject</b>	<b>Size (Sq. ft.) Minimum standard elementary class sq. footage is 770.</b>	<b>Number of Existing Rooms (SED pupil capacity rating each):</b>	<b>Number of Grade level classes with assumed Class Size Goals:</b>	<b>Pupil Capacity Calculated Based on Assumed Class Size Goals</b>	
<i>Pre-K to 6<sup>th</sup> (over 550 square feet)</i>	885'	14 (27)	Pre-K:	Half-day 36	
	755'	13 (26)		Full day 18	
			K-1:		
				13	260
			Grades 2-3:		
				13	286
			Grades 4-6:		
				0	0
			Special Needs self-contained:		
				1	6
				Classroom or Unassigned instructional space for flexibility and/or to add an instructional support function or a pre-k:	
				0	
	<b>Total Instructional Rooms</b>	27	27		
<b>ESTIMATED NET K-6 PUPIL CAPACITY TO USE FOR INITIAL PLANNING</b>				<b>552 pupils</b>	
<b>EXISTING ELEMENTARY SPACES “reserved” FOR BASELINE INSTRUCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>					
<i>Computer Lab</i>	610'			<i>Stage</i>	1300
		<i>Physical Therapy, ESL, resource room,</i>	974'		
<i>Library</i>	1298	<i>Sp ed collaboration</i>	160'	<i>School psychologist</i>	Main office
<i>Gym/cafeteria</i>	3744	<i>Sp ed collaboration</i>	192'		
		<i>Occupational Therapy/speech</i>	556'		
<i>Guidance</i>	132'	<i>Reading/sp ed collaboration</i>	755'		

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

**DATA**

<b>DISTRICT: ICHABOD CRANE CLOSED GLYNN ELEMENTARY AND CLOSED VAN BUREN ELEMENTARY</b>					
<b>EXISTING K-6 ELEMENTARY SPACES AVAILBLE FOR DIRECT INSTRUCTION:</b>					
<b>Use or Subject</b>	<b>Size (Sq. ft.) Minimum standard elementary class sq. footage is 770.</b>	<b>Number of Existing Rooms (SED pupil capacity rating each):</b>	<b>Number of Grade level classes with assumed Class Size Goals:</b>  Pre-K: 18 K and gr. 1: 20 Gr. 2 and 3: 22 Gr. 4,5,6: 24 Special ed: ex. 12:1:1	<b>Pupil Capacity Calculated Based on Assumed Class Size Goals</b>	
<i>Pre-K to 6<sup>th</sup> (over 550 square feet)</i>	<b>GLYNN</b>		Pre-K:	Half-day 36	
	741'	1 (26)		Full day 18	
	735'	1 (25)			
	719	1 (25)	K-1:		
	700'	2 (48)			
	690'	1 (24)	Grades 2-3:		
	686'	1 (23)			
	680'	1 (23)	Grades 4-6:		
	662'	2 (46)			
	<b>VAN BUREN</b>		Special Needs self-contained:		
	754'	1 (26)			
	675'	10 (230)			
			Classroom or Unassigned instructional space for flexibility and/or to add an instructional support function or a pre-k:		
			0		
	<b>Total Instructional Rooms</b>	21	21 X 22		
	<b>ESTIMATED NET K-6 PUPIL CAPACITY TO USE FOR INITIAL PLANNING</b>				<b>462 pupils</b>

**DATA**

<b>DISTRICT: ICHABOD CRANE MIDDLE SCHOOL GRADES 4-6</b>				
<b>EXISTING GRADES 4-6 ELEMENTARY SPACES AVAILABLE FOR DIRECT INSTRUCTION:</b>				
<b>Use or Subject</b>	<b>Size (Sq. ft.) Minimum standard elementary class sq. footage is 770.</b>	<b>Number of Existing Rooms (SED pupil capacity rating each):</b>	<b>Number of Grade level classes with assumed Class Size Goals:</b>  Pre-K: 18 K and gr. 1: 20 Gr. 2 and 3: 22 Gr. 4,5,6: 24 Special ed: ex. 12:1:1	<b>Pupil Capacity Calculated Based on Assumed Class Size Goals</b>
<i>Pre-K to 6<sup>th</sup> (over 550 square feet)</i>	1019'	3 (27)		
	1008'	1 (27)		
	844'	1 (27)		
	800'	8 (27)	K-1:	
	798'	5 (27)		0
			Grades 2-3:	0
				0
			Grades 4-6:	18
				432
			Special Needs self-contained:	0
				0
			Classroom or Unassigned instructional space for flexibility and/or to add an instructional support function:	
			0	
	<b>Total Instructional Rooms</b>	18	18	
<b><i>ESTIMATED NET K-6 PUPIL CAPACITY TO USE FOR INITIAL PLANNING</i></b>				<b>432 pupils</b>
<b>EXISTING ELEMENTARY SPACES “reserved” FOR BASELINE INSTRUCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>				
<i>Gym</i>	3600			

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

## DATA

<b>DISTRICT: ICHABOD CRANE</b> <b>MIDDLE SCHOOL GRADES 7-8</b> <i>Method: Junior High School having 29 or fewer teaching stations; ascertain the total number of teaching stations used only for English, social studies, mathematics, languages, health education and general or earth science (not biology, chemistry or physics---multiply this total by 30 for SED capacity---by 25 for local class size goal assumption.</i>					
<b>EXISTING GRADES 7-8 SECONDARY SPACES FOR DIRECT INSTRUCTION</b>					
Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
<i>Ag shop and CR</i>			75 sq ft = 20 max		
<i>Art</i>	1	1176	45 sq ft = 25 max		
<i>Business Ed</i>			35 sq ft = 24 max		
<i>Computer CR</i>			35 sq. ft = 24 max		
<i>Distributive Ed</i>			50 sq ft = 20 max		
<i>Keyboarding</i>			35 sq ft = 24 max		
<i>Family and Consumer Science</i>	1	952	50 sq ft = 24 max		
<i>Music:</i>					
<i>Classroom</i>			25 sq ft = 30 max		
<i>Instrumental</i>	1	1848	25 sq ft x .4		
<i>Vocal</i>	1	962	20 sq ft x .4		
<i>Technology</i>	1	2176	75 sq ft = 24 max		
<i>Mech. Drawing &amp; CAD</i>			35 sq ft = 25 max		
<i>Science:</i>					
<i>General</i>	3	1008'	30 sq ft = 30 max	75	90
<i>Earth</i>			30 sq ft = 30 max		
<i>Biology (Living Environment)</i>			50 sq ft = 24 max		

**DATA**

Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
<i>Chemistry</i>			50 sq ft = 24 max		
<i>Physics</i>			50 sq ft = 24 max		
<i>Library</i> 2728'			25 sq ft max of 15% ps-ic		
<i>Reading Rm</i>		800'			
<i>Phys Ed:</i>					
<i>1<sup>st</sup> station- up to 500 pupils</i>		6566'	48 x 66 (3168) max 30		
<i>2<sup>nd</sup> station- 501 – 1000 pupils</i>			48 x 66 (3168) max 30		
<i>Each additional- 500 pupils or fraction</i>			36 x 52 (1872) Max 30		
<i>Pool</i>			Max 30		
<i>Study Hall if so designated</i>			16.5 sq ft max of 40% ps ic		
<i>Interchangeable Classrooms</i>	9	798'	26 sq. ft =	225	270
	2	698'	30 max	50	60
<b>Total:</b>				350	
<b>Special Needs Classrooms: (798')</b>				12	
<b>EQUALS TOTAL PUPIL CAPACITY OF THE SCHOOL BUILDING FOR GRADES 7-8: 362</b>					

<b>EXISTING SECONDARY SPACES “reserved” FOR BASELINE INSTURCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>					
<i>Computer lab</i>	988'	<i>Guidance</i>	216'	<i>In-house suspension</i>	297'
<i>Reading</i>	338',333',333',x'	<i>Social worker</i>	214'	<i>Cafeteria</i>	3780'
<i>ESL</i>	x	<i>Special Ed Support</i>	X',537',304',399',380', 380',612'		

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

**DATA**

<b>DISTRICT: ICHABOD CRANE HIGH SCHOOL 9-12</b>					
<i>Method: Pupil Station Method; Senior High School having 23 or more teaching stations.</i>					
<b>EXISTING GRADES 9-12 SECONDARY SPACES FOR DIRECT INSTRUCTION</b>					
<b>Use or Subject</b>	<b>No. of rooms</b>	<b>Size (Sq. Ft.)</b>	<b>Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)</b>	<b>Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.</b>	<b>Pupil Capacity by SED guidelines to determine Building Aid Units</b>
<i>Ag shop and CR</i>			75 sq ft = 20 max		
<i>Art</i>	1	994'	45 sq ft =	20	22
	1	770'	25 max	17	17
	1	999'		20	22
<i>Business Ed</i>	1	828	35 sq ft =	23	23
			24 max		
<i>Computer CR</i>			35 sq. ft =		
			24 max		
<i>Distributive Ed</i>			50 sq ft =		
			20 max		
<i>Keyboarding</i>			35 sq ft =		
			24 max		
<i>Family and Consumer Science</i>	1	838	50 sq ft =	16	16
	1	337	24 max	13	1311
<i>Music:</i>					
<i>Classroom</i>			25 sq ft = 30 max		
<i>Instrumental</i>	1	1646	25 sq ft x .4	26	26
<i>Vocal</i>	1	1000	20 sq ft x .4	25	20
<i>Technology</i>	1	882'	75 sq ft =	11	11
	1	1699'	24 max	20	22
	1	830'		11	11
<i>Mech. Drawing &amp; CAD</i>			35 sq ft =		
			25 max		
<i>Science:</i>					
<i>General</i>	1	849	30 sq ft =	25	29
	1	892	30 max	25	29
<i>Earth</i>	1	1011	30 sq ft =	25	30
	1	989	30 max	25	30
<i>Biology (Living Environment)</i>	2	989	50 sq ft =	38	38
			24 max		
<i>Chemistry</i>	1	1186	50 sq ft =	23	23
			24 max		
<i>Physics</i>	1	1234	50 sq ft =	24	24
			24 max		
<i>Library</i>			25 sq ft max of		
<i>Reading Rm</i>		800	15% ps-ic	32	32
<i>Phys Ed:</i>					
<i>1<sup>st</sup> station- up to 500 pupils</i>	1	3826	48 x 66 (3168) max 30	30	30

**DATA**

Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
2 <sup>nd</sup> station-501 – 1000 pupils	1	3826	48 x 66 (3168) max 30	30	30
Each additional-500 pupils or fraction			36 x 52 (1872) Max 30		
Pool			Max 30		
Study Hall if so designated			16.5 sq ft max of 40% ps ic		
Interchangeable Classrooms	1	539'	26 sq. ft = 30 max	20	20
	1	552'		21	21
	2	645'		48	48
	1	644'		24	24
	1	648'		24	24
	3	650'		72	72
	1	652'		25	25
	1	656'		25	25
	1	672'		25	25
	1	756'		25	29
	1	761'		25	29
	5	768'		125	145
	2	798'		50	60
	1	831'		25	30
	1	842'		25	30
1	949'		25	30	
<b>Raw Total of Existing Pupil Stations:</b>				1064	
<b>Special Needs Classrooms: 1 (644')</b>				6	
<b>Total existing: 1064</b>					
<b>Minus 200: -200</b>					
<b>Equals 864</b>					
<b>Divided by 1.16: 744</b>					
<b>Plus special needs: 6</b>					
<b>EQUALS TOTAL PUPIL CAPACITY OF THE SCHOOL BUILDING:</b>				<b>750</b>	

<b>EXISTING SECONDARY SPACES “reserved” FOR BASELINE INSTURCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>					
Computer lab	691'	Guidance	936'	In school suspension	710'
Special Needs Resource Rooms	386',549',768'			Cafeteria	x
Music practice	626'			Auditorium	6635'
IT Tech room	759'				
Weight room	658'				

## DATA

<b>DISTRICT: SCHODACK</b>						
<b>CASTLETON ELEMENTARY GRADES K-5</b>						
<b>EXISTING GRADES K-5 ELEMENTARY SPACES AVAILABLE FOR DIRECT INSTRUCTION:</b>						
Use or Subject	Size (Sq. ft.) Minimum standard elementary class sq. footage is 770.	Number of Existing Rooms (SED pupil capacity rating each):	Number of Grade level classes with assumed Class Size Goals: Pre-K: 18 K and gr. 1: 20 Gr. 2 and 3: 22 Gr. 4,5,6: 24 Special ed: 12:1:1	Pupil Capacity Calculated Based on Assumed Class Size Goals		
<i>Pre-K to 6<sup>th</sup> (over 550 square feet)</i>	900'	7 (189)	Pre-K:	Half-day 18		
	885'	13 (351)		Full day 36		
	631'	1 (22)				
	660'	1 (23)	K-1:			
				7	140	
				Grades 2-3:		
				7	154	
				Grades 4-6:		
				6	144	
				Special Needs:		
				2	24	
				Classroom or Unassigned instructional space for flexibility and/or to add an instructional support function or a pre-k:		
	<b>Total Instructional Rooms</b>	22		22		
<b>ESTIMATED NET K-6 PUPIL CAPACITY TO USE FOR INITIAL PLANNING</b>				<b>462 pupils</b>		
<b>EXISTING ELEMENTARY SPACES “reserved” FOR BASELINE INSTRUCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>						
<i>Ot/pt</i>	700'	<i>Speech</i>	180'	<i>Auditorium</i>	2450	
<i>Art</i>	935'	<i>Library</i>	2846'	<i>Psychologist/counseling</i>	250	
<i>Music/band</i>	1216'	<i>Reading work room</i>	695'	<i>Cafeteria</i>	2255	
<i>Social worker</i>	250'					
		<i>Special Needs Resource Rooms</i>	460', 698'	<i>Pull-out space</i>	900'	
<i>Gym</i>	6170'	<i>Pull-out Reading</i>	885', 885', 885'	<i>Small group instruction</i>	x', x', x', x', x', x', x', x', x', x', x', x'	

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

**DATA**

<b>DISTRICT: SCHODACK MIDDLE SCHOOL GRADE 6</b>				
<b>EXISTING GRADE 6 ELEMENTARY SPACES AVAILABLE FOR DIRECT INSTRUCTION:</b>				
<b>Use or Subject</b>	<b>Size (Sq. ft.) Minimum standard elementary class sq. footage is 770.</b>	<b>Number of Existing Rooms (SED pupil capacity rating each):</b>	<b>Number of Grade level classes with assumed Class Size Goals:</b>  Pre-K: 18 K and gr. 1: 20 Gr. 2 and 3: 22 Gr. 4,5,6: 24 Special ed: ex. 12:1:1	<b>Pupil Capacity Calculated Based on Assumed Class Size Goals</b>
<i>Pre-K to 6<sup>th</sup> (over 550 square feet)</i>	803'	3 ( 27)		
	1014'	1 (27)		
			K-1:	
			0	0
			Grades 2-3:	
			0	0
			Grades 4-6:	
			4	96
			Special Needs self-contained:	
			0	0
			Classroom or Unassigned instructional space for flexibility and/or to add an instructional support function:	
		0		
	<b>Total Instructional Rooms</b>	4	4	
<b><i>ESTIMATED NET K-6 PUPIL CAPACITY TO USE FOR INITIAL PLANNING</i></b>				<b>96 pupils</b>
<b>EXISTING ELEMENTARY SPACES “reserved” FOR BASELINE INSTRUCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>				

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

## DATA

<b>DISTRICT: SCHODACK</b> <b>MIDDLE SCHOOL GRADES 7-8</b> <i>Method: Junior High School having 29 or fewer teaching stations; ascertain the total number of teaching stations used only for English, social studies, mathematics, languages, health education and general or earth science (not biology, chemistry or physics---multiply this total by 30 for SED capacity---by 25 for local class size goal assumption.</i>					
<b>EXISTING 7-8 SECONDARY SPACES FOR DIRECT INSTRUCTION</b>					
Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
<i>Ag shop and CR</i>			75 sq ft = 20 max		
<i>Art</i>	1	1012'	45 sq ft = 25 max		
<i>Business Ed</i>			35 sq ft = 24 max		
<i>Computer CR</i>			35 sq. ft = 24 max		
<i>Distributive Ed</i>			50 sq ft = 20 max		
<i>Keyboarding</i>			35 sq ft = 24 max		
<i>Family and Consumer Science</i>	1	905'	50 sq ft = 24 max		
<i>Music:</i>					
<i>Classroom</i>	1	835'	25 sq ft = 30 max		
<i>Instrumental</i>			25 sq ft x .4		
<i>Vocal</i>	1	810'	20 sq ft x .4		
Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
<i>Technology</i>	1	1629'	75 sq ft =		
	1	364'	24 max		
	1	186'			
<i>Mech. Drawing &amp; CAD</i>			35 sq ft = 25 max		
<i>Science:</i>					
<i>General</i>	2	803'	30 sq ft = 30 max	50	60
<i>Earth</i>			30 sq ft = 30 max		

**DATA**

Use or Subject	No. of rooms	Size (Sq. Ft.)	Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)	Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.	Pupil Capacity by SED guidelines to determine Building Aid Units
<i>Biology (Living Environment)</i>			50 sq ft = 24 max		
<i>Chemistry</i>			50 sq ft = 24 max		
<i>Physics</i>			50 sq ft = 24 max		
<i>Library</i> 2728'			25 sq ft max of 15% ps-ic		
<i>Reading Rm</i>					
<i>Phys Ed:</i>					
<i>1<sup>st</sup> station- up to 500 pupils</i>	1	5081'	48 x 66 (3168) max 30		
<i>2<sup>nd</sup> station- 501 – 1000 pupils</i>			48 x 66 (3168) max 30		
<i>Each additional- 500 pupils or fraction</i>			36 x 52 (1872) Max 30		
<i>Pool</i>			Max 30		
<i>Study Hall if so designated</i>			16.5 sq ft max of 40% ps ic		
<i>Interchangeable Classrooms</i>	1	900'	26 sq. ft =	25	30
	1	824'	30 max	25	30
	1	814'		25	30
	1	812'		25	30
	1	807'		25	30
	2	803'		50	60
	1	790'		25	30
	1	780'		25	30
	1	774'		25	30
<b>Total:</b>				300	
<b>Special Needs Classrooms:4 (821',807',795',585')</b>				48	
<b>EQUALS TOTAL PUPIL CAPACITY OF THE SCHOOL BUILDING FOR GRADES 7-8: 348</b>					

<b>EXISTING SECONDARY SPACES “reserved” FOR BASELINE INSTURCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>					
<i>Computer lab</i>	819',774'	<i>Guidance</i>	400'	<i>In-house suspension</i>	271'
<i>Speech/psychologist</i>	300'	<i>Ot/pt</i>	787'	<i>Conference room</i>	290'
<i>Small meeting/screening room</i>	413'			<i>Stage</i>	1101'
<i>Reading</i>	841'			<i>Cafeteria</i>	4180
<i>ESL</i>				<i>Library</i>	841'

(Existing offices, faculty work rooms, nurse, storage, operations and maintenance spaces, bathrooms, kitchen, locker rooms and similar spaces are assumed to be continued as used.)

**DATA**

<b>DISTRICT: SCHODACK HIGH SCHOOL 9-12</b>					
<i>Method: Pupil Station Method; Senior High School having 23 or more teaching stations.</i>					
<b>EXISTING GRADES 9-12 SECONDARY SPACES FOR DIRECT INSTRUCTION</b>					
<b>Use or Subject</b>	<b>No. of rooms</b>	<b>Size (Sq. Ft.)</b>	<b>Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)</b>	<b>Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.</b>	<b>Pupil Capacity by SED guidelines to determine Building Aid Units</b>
<i>Ag shop and CR</i>			75 sq ft = 20 max		
<i>Art</i>	1	1061'	45 sq ft = 25 max	23	23
<i>Business Ed</i>	1	693'	35 sq ft = 24 max	19	19
<i>Computer CR</i>			35 sq. ft = 24 max		
<i>Distributive Ed</i>			50 sq ft = 20 max		
<i>Keyboarding</i>			35 sq ft = 24 max		
<i>Family and Consumer Science</i>	1	1020'	50 sq ft = 24 max	20	20
<i>Music:</i>					
<i>Classroom</i>			25 sq ft = 30 max		
<i>Instrumental</i>			25 sq ft x .4		
<i>Vocal</i>			20 sq ft x .4		
<i>Technology</i>	1	2691'	75 sq ft = 24 max	24	24
<i>Mech. Drawing &amp; CAD</i>			35 sq ft = 25 max		
<i>Science:</i>					
<i>General</i>			30 sq ft = 30 max		
<i>Earth</i>	1	1018'	30 sq ft =	25	30
	1	1085'	30 max	25	30
<i>Biology (Living Environment)</i>	1	780'	50 sq ft =	15	15
	1	778'	24 max	15	15
<i>Chemistry</i>	1	1069'	50 sq ft = 24 max	21	21
<i>Physics</i>			50 sq ft = 24 max		
<i>Library</i>		2958'	25 sq ft max of		
<i>Reading Rm</i>		800'	15% ps-ic	32	32
<i>Phys Ed:</i>					
<i>1<sup>st</sup> station- up to 500 pupils</i>	2	4534' 4534'	48 x 66 (3168) max 30	60	60
<i>2<sup>nd</sup> station- 501 – 1000 pupils</i>			48 x 66 (3168) max 30		

**DATA**

<b>Use or Subject</b>	<b>No. of rooms</b>	<b>Size (Sq. Ft.)</b>	<b>Square feet per pupil station; maximum pupil stations (SED Building Aid Guidelines)</b>	<b>Functional Pupil Capacity Assumed Class Size Goal of 25 pupils per classroom or SED guideline, which ever is smaller.</b>	<b>Pupil Capacity by SED guidelines to determine Building Aid Units</b>
<i>Each additional-500 pupils or fraction</i>			<b>36 x 52 (1872) Max 30</b>		
<i>Pool</i>			<b>Max 30</b>		
<i>Study Hall if so designated</i>			<b>16.5 sq ft max of 40% ps ic</b>		
<i>Interchangeable Classrooms</i>	1	497'	<b>26 sq. ft = 30 max</b>	19	19
	1	518'		19	19
	2	690'		50	52
	1	693'		25	26
	2	716'		50	54
	1	777'		25	29
	2	781'		50	60
	3	782'		75	90
	1	808'		25	30
	1	829'		25	30
	1	873'		25	30
	1	975'		25	30
1	1018'		25	30	
<b>Raw Total of Existing Pupil Stations:</b>				717	
<b>Special Needs Classrooms:</b>					
<b>Total existing:</b>	<b>717</b>				
<b>Minus 200:</b>	<b>-200</b>				
<b>Equals</b>	<b>517</b>				
<b>Divided by 1.16:</b>	<b>445</b>				
<b>Plus special needs:</b>	<b>0</b>				
<b>EQUALS TOTAL PUPIL CAPACITY OF THE SCHOOL BUILDING:</b>				<b>445</b>	

<b>EXISTING SECONDARY SPACES "reserved" FOR BASELINE INSTURCTIONAL SUPPORT SERVICES (such spaces do not generate pupil capacity)</b>					
<i>Computer lab</i>	890'	<i>Guidance</i>	666		
<i>Special Needs Resource Rooms</i>	192'			<i>Cafeteria</i>	2583'
<i>Music practice</i>	10',87',178'			<i>Auditorium</i>	5145'
				<i>Stage</i>	1465'
<i>Weight room</i>	442'				

DATA

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:**

**SUMMARY RESULTS OF THE 2010-11  
BUILDING CONDITION SURVEYS**

**ICHABOD CRANE CS  
SCHODACK CS**

*October 2011*

**DATA**

SUMMARY OF THE 2010-11 BUILDING CONDITIONS SURVEYS	Ichabod Crane	Schodack
Building:	Primary Elementary School	Castleton Elementary School
Items judged unsatisfactory: <i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>	Parking lot \$115,000; playground surfacing \$18,000 & lawns \$15,000	BCS not applicable. Received waiver from SED based on recent capital project.
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$1,372,800 (ie water systems \$21,000, \$93,000 & \$33,800; sidewalk \$12,500; ceiling tiles \$7500; doors \$47,500; flooring \$315,000; electrical panels \$30,000; repoint brick \$50,000; windows \$60,000)	NA
Building:	Martin H. Glynn School	Maple Hill Middle School
Items judged unsatisfactory: <i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>	Parking lot & curbing \$209,500	None
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$820,300 (ie sewer main \$7400; replace storm water pipe lines \$43,800; walkway \$5900; foundation \$56,300; ADA bathrooms \$322,800)	\$37,000 (ie regrading softball field \$17,000; replace loading dock door \$20,000)
Building:	Martin Van Buren School	Maple Hill High School
Items judged unsatisfactory: <i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>	None	None
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$2,127,200 (ie parking lots \$8600; sidewalks \$18,100; athletic field fence \$25,400; foundation \$25,000; ceilings \$17,500; repoint brick \$182,500; exterior doors; plumbing \$22,000; ADA requirements (elevator, lifts, toilet rooms) \$1,563,700; undersized classrooms – non ADA compliant	\$2,624,500 (ie parking lot \$250,000; replace bus loop sidewalk \$195,000; refurbish track, fields \$1,525,000; ceiling replacement \$103,000; new key system \$30,000; lighting \$185,000; replace exterior doors \$16,000; replace flue \$18,500; old boiler near end of useful life \$40,000; connect to city water \$80,000)

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

C. SES STUDY TEAM

**DATA**

SUMMARY OF THE 2010-11 BUILDING CONDITIONS SURVEYS	Ichabod Crane	Schodack
----------------------------------------------------	---------------	----------

<b>Building:</b>	<b>Middle School</b>	<b>Bus Garage</b>
Items judged unsatisfactory:  <i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>	Items beyond useful lifespan (water system \$21,000; stormwater pipe lines \$62,500; catch basins \$75,000; culverts \$12,600); parking lots \$783,200; sidewalks; \$178,200; basketball court \$25,000; exterior doors \$95,000; window replacement \$563,300	Hot water heater \$8500; upgrade smoke detector system
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$3,424,700 (ie athletic field upgrade \$12,500; ceilings \$4000; replace lockers \$208,800; interior doors \$309,400; electrical wiring & devices \$600,000; lighting fixtures \$560,000)	\$233,500 (ie replace air handling unity \$105,000; replace fire system panel \$30,000; replace septic tank and piping from garage \$25,000)

<b>Building:</b>	<b>High School</b>	
Items judged unsatisfactory:  <i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>	Locker replacement \$40,700; interior door replacement \$72,500; gym floor beyond useful life \$172,600; window replacement \$263,200; plumbing \$328,800; hot water tank \$72,500; plumbing \$15,700	
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$1,385,663 (ie parking lot \$300,000; sidewalks \$31,000; playground items \$37,500; ceilings \$121,200; electrical panels \$24,000; air handling \$37,500; plumbing drainage \$9400;firm alarm upgrade \$108,000; ADA door operator \$9400)	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

C. SES STUDY TEAM

**DATA**

SUMMARY OF THE 2010-11 BUILDING CONDITIONS SURVEYS	Ichabod Crane	Schodack
	<b>Bus Garage</b>	
Items judged unsatisfactory:	Lockers \$2300; flooring \$5000; exterior doors \$11,300; window replacement \$46,900	
<i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>		
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$244,200 (ie electrical panels \$10,000)	

SUMMARY OF THE 2010-11 BUILDING CONDITIONS SURVEYS	Maintenance Facility	
Items judged unsatisfactory:	None	
<i>(There are no 'non-functioning' or 'critical failure' items identified in the survey.)</i>		
Estimated capital construction expenses anticipated through 2015-2016 including "Items judged unsatisfactory"	\$34,200 (ie. Spill prevention measures \$15,700; repave asphalt \$5700)	

"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."

C. SES STUDY TEAM

## DATA

The Building Condition Survey (BCS) is a facility review process to be conducted every five years as required by the State Education Department. A licensed architect or engineer has completed the survey for each of the buildings within the two school districts of the study. There are 114 items on the survey. The various categories of items include questions about:

- Space adequacy
- Site utilities and features
- Substructure (ex. foundation)
- Building envelope
- Interior spaces
- Plumbing
- Heating, ventilation, and air conditioning systems
- Fire safety systems
- Accessibility
- Environment/comfort/health
- Indoor air quality
- Relation with the American Red Cross and emergency shelter use

The information above is a summary of examples obtained from the Building Condition Surveys completed during the 2010 – 2011 school year as prepared by the architects and forwarded to SED by the districts. For a complete Building Condition Survey that was filed with the SED, please contact the respective district office.

The items of the Building Condition Survey are rated by the engineer/architect using the following scale:

**Excellent:** System is in new or like-new condition and functioning optimally; only routine maintenance and repair is needed.

**Satisfactory:** System functioning reliably; routine maintenance and repair needed.

**Unsatisfactory:** System is functioning unreliably or has exceeded its useful life. Repair or replacement of some or all components is needed.

**Non-Functioning:** System is non-functioning, not functioning as designed, or is unreliable in ways that could endanger occupant health and/or safety. Repair or replacement of some or all components is needed.

**Critical Failure:** Same at ‘non-functioning’ with the addition that the condition of at least one component is so poor that at least part of the building or grounds should not be occupied pending needed repairs/replacement or some or all components is needed

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

**DATA FOR DISCUSSION BY THE  
COMMUNITY ADVISORY  
COMMITTEES:**

**2010-2011 SCHOOL YEAR  
GRADE LEVEL CLASS SECTION  
ENROLLMENTS AS OF OCTOBER 1, 2010  
(Ichabod Crane K-3 for 2011-2012 est.)**

**ICHABOD CRANE CS  
SCHODACK CS**

*May 2011*

*"Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future."*

*C. SES STUDY TEAM*

*"Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future."*

*c.SES STUDY TEAM*

- 108 -

# DATA

## 2010-2011 SCHOOL YEAR GRADE LEVEL CLASS SECTION ENROLLMENTS AS OCTOBER 1, 2010 (Ichabod Crane grades K-3 estimated for 2011-2012)

GRADE LEVEL	Ichabod Crane	Schodack
<b>KINDERGARTEN</b>	20	21
	20	22
	20	20
	20	
	20	
	20	
	20	
<b>K Range</b>	20	20-22
<b>K Average</b>	20	21
<b>GRADE 1</b>	20	17
	21	17
	21	19
	21	19
	21	
	21	
	21	
<b>GRADE 1 Range</b>	20-21	17-19
<b>GRADE 1 Average</b>	21	18
<b>GRADE 2</b>	21	22
	21	18
	21	18
	21	21
	21	
	20	
	20	
<b>GRADE 2 Range</b>	20-21	18-22
<b>GRADE 2 Average</b>	21	20
<b>GRADE 3</b>	22	24
	22	26
	22	24
	22	
	21	
	21	
	21	
<b>GRADE 3 Range</b>	21-22	24-26
<b>GRADE 3 Average</b>	22	25

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

C. SES STUDY TEAM

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

# DATA

	Ichabod Crane	Schodack
	<b>GRADE 4</b>	21
	20	23
	23	24
	22	
	21	
	21	
<b>GRADE 4 Range</b>	20-23	23-25
<b>GRADE 4 Average</b>	21	24
<b>GRADE 5</b>	21	22
	19	23
	21	24
	22	
	17	
	15	
	20	
<b>GRADE 5 Range</b>	15-22	22-24
<b>GRADE 5 Average</b>	19	23
<b>GRADE LEVEL</b>	<b>Ichabod Crane</b>	<b>Schodack</b>
<b>GRADE 6</b>	25	25
	26	26
	24	22
	25	
	21	
	27	
<b>GRADE 6 Range</b>	21-27	22-26
<b>GRADE 6 Average</b>	25	24

## 2010-2011 SCHOOL YEAR GRADES 7-12 ENGLISH CLASS SECTION ENROLLMENTS AS OF OCTOBER 1, 2010

ENGLISH CLASSES GRADE LEVEL	Ichabod Crane	Schodack
<b>GRADE 7</b>	24	18
	22	27
	18	29
	24	
	20	
	21	
<b>GRADE 7 Range</b>	18-24	18-29
<b>GRADE 7 Average</b>	22	25

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

C. SES STUDY TEAM

# DATA

	Ichabod Crane	Schodack
<b>GRADE 8</b>	22	21
	20	21
	26	15
	20	15
	20	
	25	
<b>GRADE 8 Range</b>	20-26	15-21
<b>GRADE 8 Average</b>	22	18
<b>GRADE 9</b>	15	16
	14	21
	24	24
	26	20
	27	
	18 (coll)	
	15 (coll)	
	11 honors	
	20 honors	
	<b>GRADE 9 Range</b>	11-27
<b>GRADE 9 Average</b>	19	20
<b>GRADE 10</b>	25	23
	24	20
	20	23
	17	13
	17	24
	17	
	18	
	6 (coll)	
	19 (coll)	
	15 (coll)	
<b>GRADE 10 Range</b>	6-25	13-24
<b>GRADE 10 Average</b>	18	21
<b>GRADE 11</b>	11	18
	11	28
	18	22
	22	22
	20	28
	24	
	25	
	11 (coll)	
	16 (coll)	
<b>GRADE 11 Average</b>	18	24

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

C. SES STUDY TEAM

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

# DATA

4

GRADE 12	Ichabod Crane	Schodack
		15
	16	19
	20	18
	13	AP – 24
	21	
	18	
	19	
	20	
	15	
	21	
<b>GRADE 12 Range</b>	13-21	13-24
<b>GRADE 12 Average</b>	18	19

## TEACHER CONTRACT LANGUAGE REFERENCES TO CLASS SIZE

### Ichabod Crane CS

In June of 2008 the Board of Education adopted as one of the district's strategic planning goals the following:

#### *Primary and Elementary Schools*

#### *Program Goals*

1. *In Grades K-3, limit class size to 18 or fewer students.*

Article 20, (A) of the contract with the Teachers' Association delineates other class size goals of the district as follows:

*A. To the extent possible, within existing facilities and available staff, every effort shall be made to schedule and maintain a maximum student class size, as indicated below:*

<i>Building/Subject</i>	<i>Enrollment Per Section</i>
1. <i>Elementary School</i>	30
2. <i>Middle School</i>	30
<i>Study Halls</i>	90
3. <i>High School</i>	
<i>All instruction (except as follows)</i>	30
<i>Technology, Business Education</i>	
<i>and Consumer Economics</i>	20
<i>Art</i>	20
<i>Physical Education</i>	40
<i>Study Halls</i>	90

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

#### C. SES STUDY TEAM

5

4. *No teacher of a subject area 7-12 will have an average teacher load of one hundred and fifty (150) pupils.*
5. *Children shall not be assigned to any classroom in larger numbers than the capacity of the teaching facilities available in that classroom.*
6. *The building administrator may, at his/her discretion, and within the available manpower allocations, assign two (2) teachers to any study hall having more students than the number listed in A.2 and 3 above.*
7. *Regents skills classes in the High School shall not exceed twenty-five (25) students.*
8. *No physical education teacher will have an average daily teaching load in excess of the guidelines A.1, 2, and 3.*
  - a. *In the exceptional case where this limit is exceeded appropriate adjustments will be made in the teacher's total building assignments.*
- B.
  1. *If the number of students in any class or the total average daily teacher load shall exceed the maximum numbers indicated in Section A of this article, a teacher may inquire of his/her immediate supervisor as to the reason, therefore.*
  2. *The situation will be corrected within the existing available resources and facilities.*
  3. *Band and Chorus meetings K-12 shall be counted as thirty (30) students even if the number vastly exceeds thirty (30) members. This section supersedes B. 1 and 2.*
- C. *It shall be understood that when, because of scheduling or special difficulties, it becomes necessary occasionally to have a class larger than that listed in Section A.2 and 3 of this Article, the primary factor in determine a teacher overload will be the overall daily pupil teaching load as described in section A.4 of this Article.*

### Schodack CS

#### Article 4

- 4.1 *The Board recognizes the fact that class size may play an important role in the District's total instructional program. Therefore, it shall periodically evaluate the class size structure and will seek advice from the professional staff of the District in that evaluation.*
- 4.2 *The Board will attempt to provide staffing to allow for a K-6 pupil/teacher ratio ranging from approximately 27 to 30 students.*

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

#### C. SES STUDY TEAM

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

- 112 -

DATA

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:  
PROGRAM ELEMENTS OF THE GRADES  
PRE-KINDERGARTEN THROUGH GRADE FIVE  
PROGRAM DELIVERED  
IN THE 2010-2011 SCHOOL YEAR  
ICHABOD CRANE AND SCHODACK CENTRAL SCHOOLS**

*MAY 2011*

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

*c.SES STUDY TEAM*

**DATA**

**ELEMENTS OF THE GRADES KINDERGARTEN THROUGH GRADE FIVE PROGRAM DELIVERED CURRENTLY**

<b>Program Element</b>	<b>Ichabod Crane</b>	<b>Schodack</b>	<i>Committee Member "highlight/reminder" Notes:</i>
<b>Pre-Grade level transitions</b>	Data is used in 3-5 to determine AIS measures necessary based upon NYS assessments and classroom analysis by teachers. In addition, 4-6 students who need extra help but may not reach the level of AIS services can receive extra help after school 2X week.		
<b>K-6 Core</b>	Teachers meet in May to place students in classes for the following year. Academic and behavioral assessments are used. Students are placed in heterogeneous classrooms	Teachers are heavily involved in the process of student placement. Students are placed in heterogeneously based classes. Benchmark reading data is used as a primary means of placement. Other factors including AIS needs, behavioral information, and the need for special services are also examined.	
<b>Combined/Multi-Age Offerings</b>	In grades 1 to 2 and 3 to 4, some elementary teachers loop up a grade level. (Remain with same class for an additional year		
<b>Enrichment</b>			
<b>Team-Teaching Options</b>	Collaboration between special education and general ed class takes place by pairing two general ed classes with a special education teacher with the special education students mixed between the two classes. Common planning time is allotted for the staff and many lessons take place in a team-teaching format.	Takes place primarily in inclusion settings where special education teachers push-in to the general education classroom for portions of reading and math. Also, the Library Media Specialist collaborates and team teaches with classroom teachers. Guidance Counselor and speech therapist will sometimes team teach with the classroom teacher on social skills issues and language concepts.	
<b>Art</b>	1XWeek for 40 minutes for K-2 Every Other Day for half the year for 3-5	Grades 3-5 receive art for the first 20 weeks of school on a three day rotation. K-2 receives art during the second 20 weeks. An additional class will be worked in on a rotational basis every 10 days. Classes are 40 minutes in length.	
<b>General Music</b>	1XWeek for 40 minutes for K-2 E/O Day for ½ year for 3-5	K-2 receives music for the first 20 weeks of school once during a three day rotation. 3-5 receive music the second 20 weeks- same rotation. An additional class will be worked in on a rotational basis every 10 days-classes are 40 minutes.	
<b>Vocal Music</b>	5 <sup>th</sup> grade chorus	Every other day grade 5	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

<b>Program Element</b>	<b>Ichabod Crane</b>	<b>Schodack</b>	<i>Committee Member “highlight/reminder” Notes:</i>
<b>Instrumental Music</b>	5 <sup>th</sup> grade band and instrumental lessons	Every other day grade 5	
<b>Physical Education</b>	2XWeek for 40 minutes for K-2 E/O day for full year for 3-5	2X out of a three day rotation for 40 minutes. In order to meet daily requirement for K-3, PE teacher collaborates with classroom teacher to deliver a fitness related curriculum that can be implemented in the general education classroom on those days students do not meet with a certified PE teacher.	
<b>Library, Media</b>	1XWeek for 40 minutes for K-2 with full time Library Media Specialist. 2 <sup>nd</sup> and 3 <sup>rd</sup> grade also participate in reading incentive club. Daily book exchanges take place as buses arrive Full-time librarian and Teaching assistant are on staff at 3-5	Completely flexible schedule for K-5 programs. Assists teachers with planning for multi-media presentations and helps maintain and support the use of technology in the school. Also supports research skills beginning in Kindergarten and assists teachers with all matters related to library instruction.	
<b>Guidance Counseling</b>	1 FTE Guidance Counselor for K-2 1 FTE Guidance Counselor is shared between the two 3-5 elementary schools		
<b>Social Worker</b>	No social worker, but the elementary schools work closely with the County Mental Health Department	2.9 FTE social workers district-wide work with special education students. 1.3 FTE serves the elementary program. Social worker assists with the creation and implementation of behavior management plans, provides assistance in crisis intervention situations and works as a liaison with school/home issues.	
<b>Resource Officer</b>			
<b>Psychologist</b>	1.0 School Psychologist for the elementary level	2.0 FTE School Psychologists are employed district-wide to work with special needs students. 1.0 FTE is assigned to the elementary program.	
<b>Psychiatric</b>			
<b>Foreign Language</b>			
<b>English as a Second Language</b>			
<b>Reading Instruction</b>	Resource room for reading and writing...kids pulled out and receive services from a special education teacher 3X week for 20 minutes	3.0 FTE reading teachers at the elementary level work with the general education and special education students.	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

<b>Program Element</b>	<b>Ichabod Crane</b>	<b>Schodack</b>	<i>Committee Member “highlight/reminder” Notes:</i>
<b>Speech (non-special needs pupils)</b>	As openings are available, K-2 students are scheduled for speech therapy. For 3-5, those students who meet requirements as determined by speech therapists can receive services without an IEP	In addition to special education services, one of the speech pathologists listed below works at the elementary program as part of the RTI (Response to Intervention) program	
<b>Speech/special needs</b>	4.0 speech therapists serve students with IEP and general education students as openings are available	2 FTE district-wide speech and language pathologists serve students in the classroom and speech therapy rooms.	
<b>Remedial Reading</b>	Special education teacher goes in with the general education teacher for integrative teaching for language arts, including reading and writing	3.0 FTE reading teachers work at the elementary level. All three teachers serve both general education and special education students. (As allowed by Title I funding.)	
<b>Remedial Math</b>	Same as above for math	Handled by classroom teachers with some assistants from a teaching assistant.	
<b>Remedial Writing</b>	See above for reading	Handled by classroom teacher	
<b>Health Services</b>	3.0 FTE for elementary program. One in each building	1.0 FTE for elementary school	
<b>Physical Therapy</b>	1.0 FTE for each elementary school	1.0 FTE Certified Physical Therapist is employed district-wide to meet the services of students. Services are delivered in classrooms, physical therapy room and through adaptive physical education.	
<b>Occupational Therapy</b>	1.0FTE OT and 1.0FTE COTA serves the elementary program	Shared staff with elementary school and middle school. One OT and one COTA serves elementary and the middle school	
<b>Resource Room for special needs pupils</b>	1 section of resource room for students. Meets 3X week for 20 minutes for grades K-5	Resource room is provided to five students at the elementary level for 30 minutes a day. Some students receive curriculum support daily and others have it every other day.	
<b>Special needs-self contained classrooms</b>			
<b>Special needs-integrated</b>	Consultant Teaching in grade 2	Direct consultant teachers push in and assist classroom teachers	
<b>Specialized Academic Programs:</b>	Special education classroom for math where the special education teacher goes in with the classroom teacher to co-teach	Specialized math instruction is provided in a 12:1 setting five days a week for 40 minutes per day. “Alternate to the Core” reading program that many of our special education students receive. They get it for 90 minutes a day delivered by a reading specialist in groups of less than 10.	
<b>Primary Mental Health</b>			

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

Program Element	Ichabod Crane	Schodack	Committee Member "highlight/reminder" Notes:
Elementary Odyssey of the Mind			
Student Council			
Intramurals		Grades 3-5, takes place after school 2X week and is supervised by PE staff on a voluntary basis. A late bus is provided.	
Art Club			
Other Extra Curricular		Kiwanis Kids (K-Kids) Takes place after school and meets bi-weekly. This club is co-chaired and there is a stipend this year. (Due to unused co-curricular monies from other buildings.) A member of the Kiwanis organization works with the group.	
Yearbook			

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

DATA

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:  
PROGRAM ELEMENTS OF THE GRADES  
6-8 MIDDLE SCHOOL PROGRAM DELIVERED  
IN THE 2010-2011 SCHOOL YEAR  
FOR THE  
ICHABOD CRANE  
AND SCHODACK  
CENTRAL  
SCHOOL DISTRICTS**

*June 2011*

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

**DATA**

**ELEMENTS OF THE GRADES 6-8 PROGRAM DELIVERED CURRENTLY 2010-2011**

Subject Categories and Program Elements	Ichabod Crane	Schodack	Committee Member "highlight/reminder" Notes:
<b>Language Arts 6</b>	Core subject	Core subject: Staff also teaches 7 <sup>th</sup> grade Connections, section of Social Studies, Reading Instruction, Language Arts 7 and 8	
<b>SS 6</b>	Core subject	Core subject: Staff also teaches Language Arts and Reading for 6 <sup>th</sup> grade	
<b>Math 6</b>	Core subject	Core subject	
<b>Science 6</b>	Core subject	Core subject: Staff also teaches Science 7 and Science 8	
<b>Team Instruction</b>	Yes, grades 6-8 teach in teams		
<b>Language Arts 7</b>	Core subject: Staff also teaches 8 <sup>th</sup> grade	Core subject: Staff also teaches 8 <sup>th</sup> grade	
<b>SS 7</b>	Core subject: Staff also teaches 8 <sup>th</sup> grade	Core subject: Staff also teaches in the High School	
<b>Math 7</b>	Core subject: Staff also teaches 8 <sup>th</sup> grade	Core subject: Staff also teaches 8 <sup>th</sup> grade and one subject outside certification	
<b>Science 7</b>	Core subject: Staff also teaches 8 <sup>th</sup> grade	Core subject: Staff also teaches in 6 <sup>th</sup> grade	
<b>Language Arts 8</b>	Core subject: Staff also teaches 7 <sup>th</sup> grade	Core subject: Staff also teaches another grade level and outside of certification	
<b>SS 8</b>	Core subject: Staff also teaches 7 <sup>th</sup> grade	Core subject	
<b>Math 8</b>	Core subject: Staff also teaches 7 <sup>th</sup> grade	Core subject: Staff also teaches at the High School	
<b>Science 8</b>	Core subject: Staff also teaches 7 <sup>th</sup> grade	Core subject Staff also teaches grade 6	
<b>Other Gr 8</b>			
<b>Technology</b>	Special area: 7 <sup>th</sup> and 8 <sup>th</sup> grades only	Special area Grades 7/8: Staff also teaches grade 6 and in the High School	
<b>Health</b>	Special area: 7 <sup>th</sup> and 8 <sup>th</sup> grades only	Special area Grades 7/8: Staff also teaches Phys Ed	
<b>Art</b>	Special area: grades 6-8	Special Area: Staff also teaches at the High School	
<b>Language</b>	Spanish/French	Grades 7/8: Intro to Chinese and Intro to Spanish as well as a section of Advanced Spanish: Staff also teaches High School, ESL, and at CES	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

Subject Categories and Program Elements	Ichabod Crane	Schodack	Committee Member "highlight/reminder" Notes:
<b>Physical Education</b>	Special area: Grades 6-8	Special Area: Staff also teaches at CES	
<b>Home and Careers</b>	Special area: Grades 6-8	Special Area Grade 8: Staff also teaches at the High School. Career Education for Grade 6	
<b>General Music</b>	Special area: Grades 6-8	Special Area: Grades 6,7,8	
<b>Instrumental Music</b>	Special area: Grades 6-8. 6 <sup>th</sup> Grade band and lessons and 7 <sup>th</sup> and 8 <sup>th</sup> Grade band and lessons	Special Area: Staff also teaches at CES. 6 <sup>th</sup> Grade Band and 7/8 Band	
<b>Vocal Music</b>	Special area: Grades 6-8. 6 <sup>th</sup> Grade chorus and 7 <sup>th</sup> and 8 <sup>th</sup> chorus	Special Area: Staff also teaches at the High School. 6 <sup>th</sup> Grade Chorus and 7/8 Chorus	
<b>Other Opportunities</b>	Extended Day is an after school remediation program. It meets after school and has volunteers who work with the students.	A part-time certified Reading Teacher works with students in grades 7 and 8. Reading instruction is for both special education and general education students	
<b>Courses provided by teleconferencing or other distance learning programs</b>			
<b>Clubs</b>	<p>Note: These all take place after school and include stipends for the advisors</p> <p>Walking Club-10 Students            Volleyball-10            Art Club-9            Friends of Rachel-12            NCBL-27            Future Cities-12            Newspaper Club-12            Junior Save-20            School Store-10            Select Band-39            Sing Swing-27            Student Council-38            Student Mentor-47            Ski Club-39            Yearbook-15            DC Club-310</p>	<p>All-County Band-7 Students            All-County Chorus-7            Art Club:Masks-6            Art Club: Paper Making-10            Art Club: Artist Trading Cards-6            Builders' Club-14            Drama Cast- 4            Drama Pit Band-1            Drama Scenery-10            Jazz Band-10            National Jr. Honor Society-32            Newspaper-4            Ski Club-14            Student Council-17            Video News-18            Yearbook-8</p>	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

Subject Categories and Program Elements	Ichabod Crane	Schodack	Committee Member "highlight/reminder" Notes:
<b>Intramural Sports M/F</b>	Soccer, Basketball and Tennis: Mixed/26		
<b>Interscholastic Sports M/F</b>	<p>Modified Sports-Stipends for Coaches</p> <p>Soccer: Boys-17 Soccer: Girls-21 Cross-Country: Boys-10 Cross-Country: Girls-2 Field Hockey: 18 Basketball: Boys-13 Basketball: Girls-13 (Note: 7 MS girls played JV/V) Wrestling: 12 Baseball: 15 Softball: 15 Girls Track: 13 Boys Track: 18</p>	<p>Modified Sports: Stipends for Coaches</p> <p>Soccer: Boys-19 Soccer: Girls-19 Basketball: Boys-14 Basketball: Girls-13 Baseball: Boys-22 Softball: Girls-11 Cross Country: Boys-5 Cross Country: Girls-7 Wrestling: Boys-9 Track: Boys-15 Track: Girls-27</p>	
<b>Music Drama</b>		See Clubs	
<b>Speech</b>	Speech services as needed are provided by 1.2 Speech and Language Pathologists who are employed district-wide. Services are provided in classrooms and in speech therapy rooms	Speech services as needed are provided by 2 Speech and Language Pathologists who are employed district-wide. Services are provided in classrooms and in speech therapy rooms	
<b>Counseling</b>	Counseling is provided by a licensed and certified social worker and .5 school psychologist in the classroom and in the therapy rooms	Counseling responsibilities are handled by the school psychologist and social worker.	
<b>Resource Room</b>	5 sections of resource room for reading at the middle level. Special Class curriculum support is a pull-out program for students in grades 6-8 (and 9-12). All services to SPED students are offered in the integrated setting. 2 SPED teachers in 6 <sup>th</sup> grade, 1 SPED teacher in 7 <sup>th</sup> grade and 1 SPED teacher in 8 <sup>th</sup> grade.	12:1:1 programs are provided at the middle school level to provide specialized instruction in: Reading, Language Arts, and Math. This instruction takes place five times per week for 40 minutes per class session	
<b>Physical Therapy</b>	PT is offered by a COTA under the direction of a PT. She is district wide and is here in the district 2 days per week with 80 minutes in the middle school.	The district employs one certified Physical Therapist district-wide. Services are provided in a physical therapy room, in classrooms and in adaptive Phys Ed classes	
<b>Occupational Therapy</b>	1.0 FTE COTA and .4 FTE OTR offer OT services district wide. .4 FTE is rendered in the MS..	The district employs one Certified Occupational Therapist and a part time Certified Occupational Therapist Assistant. Services are employed in both pull-out and in-class settings	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

Subject Categories and Program Elements	Ichabod Crane	Schodack	Committee Member "highlight/reminder" Notes:
<b>Psychologist</b>	1.0 FTE COTA and .4 FTE OTR offer OT services district wide. .4 FTE is rendered in the MS.	2 Psychologists are employed district-wide. They serve as chairpersons of CSE and CPSE Committees	
<b>Psychiatrist</b>			
<b>Social Worker</b>	1.0 FTE COTA and .4 FTE OTR offer OT services district wide. .4 FTE is rendered in the MS.	The district employs 2.9 Social Workers of which .9 of the service is provided at the middle level	
<b>Self-Contained</b>	1 self-contained program in the middle school. All other programs are integrated in the general education classrooms		
<b>Out of District Opportunities</b>	The district utilizes Questar III BOCES, Capital Region BOCES, and private schools as needed. We also cross contract with, East Greenbush for 1 student and Chatham for 4 students	The district utilizes Questar BOCES and Cap Region BOCES as well as the Wildwood School and Parson's Child and Family Center as needed	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

DATA

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:**

**PROGRAM ELEMENTS OF THE GRADES  
9-12 PROGRAM DELIVERED  
IN THE 2010-2011 SCHOOL YEAR**

**ICHABOD CRANE CS  
SCHODACK CENTRAL CS**

*AUGUST 2011*

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

**DATA**  
**ELEMENTS OF THE GRADES 9-12 PROGRAM DELIVERED CURRENTLY**

<b>9-12 Courses</b>	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	<b>NOTES</b>
<b>9-12 English</b>	<p>Core Courses include Honors, Regents and Regents Skills. Instruction for IEP students in these courses is based on an integrated approach where a special ed teacher will be integrated in the classroom with the general ed teacher.</p> <p>9<sup>th</sup> grade, 4 sections (includes Honors)</p> <p>10<sup>th</sup> grade, 4 sections</p> <p>11<sup>th</sup> grade, 4 sections including AP Humanities I and II</p> <p>12 Grade includes Creative Writing, Oral Interpretation, Journalism and Composition</p>	<p>9<sup>th</sup> grade 4 sections</p> <p>10<sup>th</sup> grade, 5 sections</p> <p>11<sup>th</sup> grade, 5 sections</p> <p>12<sup>th</sup> grade, 4 sections</p> <p>Public Speaking, 1 section</p> <p>Journalism, 1 section (teacher teaching out of prime certification)</p> <p>Service, 1 section</p>	
<b>9-12 SS</b>	<p>Global 9, 4 sections</p> <p>Global 10, 4 sections (includes Honors)</p> <p>US History, 4 sections</p> <p>Economics, Participation in Government, Western Civilizations, Psychology, South America, Modern America thru Film, 20<sup>th</sup> Century America at War</p>	<p>Global 9, 4 sections, includes 1 enhanced</p> <p>Global 10, 6 sections, includes 1 enhanced and 1 SLC</p> <p>US History, 3 sections</p> <p>Participation in Govt, 3 sections</p> <p>Economics, 3 sections</p> <p>Hot Spots I, 1 section</p> <p>Hot Spots II, 1 section</p> <p>Psychology, 1 section</p>	
<b>9-12 Math</b>	<p>Algebra Honors, Algebra Regents, Algebra C, Algebra B, Algebra 1</p> <p>Geometry Honors, Geometry C, Geometry B, Intermediate Algebra</p> <p>Applied Math</p> <p>Trig Honor, Trig Regents</p> <p>Math 12 X, Math 12 Y Honors</p> <p>Math 12 Y, Math 12Y Honors</p> <p>Statistics and College Algebra</p>	<p>Algebra I, 2 sections</p> <p>Algebra II, 3 sections</p> <p>Algebra, 2 sections</p> <p>Geometry, 4 sections, includes 1 honors</p> <p>Int. Algebra, 1 section</p> <p>Algebra 2/Trig, 3 sections</p> <p>Financial Math, 2 sections</p> <p>Pre-Calc, 2 sections</p>	
<b>9-12 Science</b>	<p>Earth Science, 4 sections</p> <p>Living Environment, 4 sections</p> <p>Chemistry, 2 sections</p> <p>Physics, Tech Physics, Environmental Studies</p>	<p>Earth Science, 4 sections</p> <p>Living Environment, 6 sections</p> <p>Chemistry, 4 sections</p> <p>Chemistry, non-regents, 1 section</p> <p>Physics, 2 sections</p> <p>Advanced Bio, 1 section</p>	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

		<b>ICHABOD CRANE</b>			<b>SCHODACK</b>
<b>Business</b>	Career and Financial Management				Sports Marketing, 1 section Computer Apps, 1 section Keyboard, 1 section
<b>Technology</b>	Manufacturing Systems, Construction Systems, Residential Structures, Basic Electronics, Audio Electronics, Aerospace, Photography, DDPA, DDPB, Architectural Design				Principles of Engineering, 1 section Design and Drawing, 2 sections Materials/Processing, 1 section CAD, 1 section Architectural Drawing, 1 section
<b>Health</b>	2 sections				6 sections
<b>Language</b>	French I, II, III French IV, V @SUNY Spanish I, II, III Spanish IV, V @SUNY				Spanish I, 2 sections Spanish II, 4 sections Spanish III, 2 sections Spanish IV, 1 section French I, 1 section French II, 1 section French III, 1 section Mandarin Chinese, 1 section
<b>Physical Education</b>	9-12 PE taught by a combination of Phys Ed teachers and health teacher				14 sections taught by PE and Health teachers Sports nutrition, 1 section Stress Mgmt, 1 section
<b>Home and Careers</b>					Interior Design, 1 section Food Prep, 2 sections Advanced Foods, 1 section Child Psych I, 1 section Child Psych II, 1 section
<b>Instrumental Music</b>	Band, Marching Band, Jazz Band				Band, Instrumental Lessons, Music in Our Lives, String Music, NYSSMA
<b>Vocal Music</b>	NYSSMA Vocal, High School Chorus. Also, at different times by semester, courses available to students include Music Theory I, II, and III				High School Chorus, NYSSMA Vocal
<b>Art</b>	Studio Art A/B by semester, Illustrated Art I, Ceramics, I, Sculpture I, Painting/Drawing I, Advance Painting and Drawing, Advanced Sculpture and Ceramics, Photography and Photoshop.				Studio Art, 3 sections Adv. Studio, 1 section Draw and Paint, 1 section Photo, 1 section (semester)

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

			Sculpture, 1 section (semester) Ceramics, 1 section (semester)	
		<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	<b>NOTES</b>
<b>Career and Technical Programs</b>	80 students involved in Questar III Career and Technical Education programs		Questar III Career and Technical Education programs	
<b>Advanced Placement</b>	AP English, AP World History, AP American History, AP Calculus		AP English, AP Government, AP US History, AP Calculus	
<b>Other Opportunities, ex college sponsored programs</b>	CGCC: Composition, Statistics, Psychology, Western Civ, College Algebra, Anatomy and Physiology Math 12X Honors Technical Physics Math 12Y Honors		HVCC College in the Classroom: Pre-Calc, Advanced Algebra and Trigonometry, Integrated Algebra, Mandarin Chinese I UHS SUNY Albany: French IV, Spanish IV	
<b>Courses provided by teleconferencing or other distance learning programs</b>			Mandarin Chinese, China and International World, Contemporary Topics of East Asia, French IV, Japanese I, Mandarin Chinese III	
<b>List of Singletons by Subject Name with less than 14 pupils enrolled</b>	AP Calc, 7 Statistics, 7 Journalism, 5 US History Through Film, 12 South America, 8 Latin America, 8 Mixed Media, 13 Sculpture I, 11		Public Speaking, 12 Music in Our Lives, 6	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

					NOTES
<b>Clubs</b>	<b>ICHABOD CRANE</b> Note: Stipends for advisors unless noted differently. Art Club, 20 Book Club, 8 Color Guard Crane Acting Troupe, 65 French Club, 10 Girls Athletic Council Habitat for Humanity, 24 National Honor Society Literary Magazine, 6 NCBI, 10 Peer Mediation, 22 Students Against Violating the Earth, 42 Ski Club, 55 Spanish Club, 10 Spectrum, 25 Student Council, 25 Varsity Club Yearbook, 10 Video Club, 16, Volunteer Advisor	<b>SCHODACK</b> Swing Choir, 26 All County Sr. Chorus, 9 All County Swing Choir, 4 Science Bowl, 5 Student Council, 23 School Newspaper, 24 Science Olympiad, 29 Jazz Band, 18 National Honor Society, 13 Ski Club, 45 Odyssey of the Mind, 7 Media Club, 13 SADD, 22 Peer Leadership, 13 Yearbook, 23 Environmental Club, 26 Key Club, 21 Class of 2011 Class of 2012 Class of 2013 Class of 2014 Note: Club Advisors receive stipends			
<b>Intramural Sports M/F</b>					
<b>Interscholastic Sports M/F</b>	Mod Boys Soccer, 17 JV Boys Soccer ,27 V Boys Soccer, 20 Mod Girls Soccer, 21 JV Girls Soccer, 17 V Girls Soccer, 22 JV Football, 21 V Football, 26 Mod Boys XCountry, 10	V Boys Soccer, 19 JV Boys Soccer, 14 Mod Boys Soccer, 19 V Girls Soccer, 16 JV Girls Soccer, 13 Mod Girls Soccer, 19 V Boys Tennis, 15 V Girls Tennis, 12 V Girls Volleyball, 11			

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

	<p>V Boys XCountry, 28  JV Boys Tennis, 10  V Boys Tennis, 9  Mod Boys Basketball, 13  JV Basketball, 14  V Basketball, 12  Mod Girls XCountry, 2  V Girls XCountry, 10  Mod Girls Field Hockey, 2  JV Girls Field Hockey, 10  V Girls Field Hockey, 18  JV Girls Tennis, 11  V Girls Tennis, 13  Mod Girls Volleyball, 13  JV Girls Volleyball, 8  V Girls Volleyball, 8  JV Boys Volleyball, 11  V Boys Volleyball, 10  Mod Wrestling, 12  V Wrestling, 14  V Boys Bowling, 7  V Indoor Track, 36  Mod Baseball, 16  JV Baseball, 15  V Baseball, 14  Mod Softball, 15  JV Softball, 13  V Softball, 15  Mod Boys Track, 18  V Boys Track, 55  V Boys Golf, 17  V Girls Indoor Track, 13  Winter Cheerleading, 16  Mod Girls Track, 13  V Girls Track, 42</p>	<p>JV Girls Volleyball, 15  V Boys Volleyball, 16  V Girls XCountry, 12  Mod Girls XCountry, 7  V Boys XCountry, 20  Mod Boys XCountry, 5  V Boys Basketball, 12  JV Boys Basketball, 14  Mod Boys Basketball, 14  V Girls Basketball, 11  JV Girls Basketball, 13  Mod Girls Basketball, 13  V Boys Wrestling, 20  Mod Boys Wrestling, 9  V Boys Baseball, 12  JV Boys Baseball, 13  Mod Boys Baseball, 16  V Girls Softball, 13  JV Girls Softball, 13  Mod Girls Softball, 12  V Boys Track, 29  Mod Boys Track, 14  V Girls Track, 32  Mod Girls Track, 24  V Boys Lacrosse, 20  Winter Cheerleading, 10</p> <p>Note: All sports have coaches who receive stipends, plus many of the sports have volunteer (unpaid) assistants</p>	
	<p><b>ICHABOD CRANE</b></p>	<p><b>SCHODACK</b></p>	<p><b>NOTES</b></p>
<p><b>Music Drama</b></p>	<p>Crane Acting Troupe produces the Spring drama production  Courses associated with drama include Elements of Theatre and Production and Theatre II</p>		

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

<b>Speech</b>	Services provided by certified speech and language pathologists with services delivered in classroom and in therapy rooms	Services provided by certified speech and language pathologists with services delivered in classroom and in therapy rooms	
	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	<b>NOTES</b>
<b>Counseling</b>	Group and individual counseling is provided by the school psychologists	Group and individual counseling is provided by the school psychologists or social workers	
<b>Resource Room</b>	Resource room-reading writing resource room (5:1:1) is provided to 31 students in the high school 1 every other day for 84 minutes. In addition, curriculum support (12:1:1) is provided to 78 students in the high school	Resource room (5:1:1) is provided to six students in the high school five times a week for 80 minutes per day. In addition, curriculum support (12:1:1) is provided to 44 students in the high school.	
	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	<b>NOTES</b>
<b>Physical Therapy</b>	Services provided by a certified physical therapist delivered in classrooms, adaptive PE, and in therapy rooms.	Services provided by a certified physical therapist delivered in classrooms, adaptive PE, and in therapy rooms.	
<b>Occupational Therapy</b>	Services provided by a certified Occupational Therapist or certified Occupational Therapist Assistant. Services are delivered in classrooms or therapy rooms	Services provided by a certified Occupational Therapist or certified Occupational Therapist Assistant. Services are delivered in classrooms or therapy rooms.	
<b>Psychologist</b>	4 psychologists, 1 district wide, 1 HS, 1 MS, 1 PS	2 district-wide school psychologists provide services for students. Note: psychologists serve as CSE or CPSE chairpersons	
<b>Psychiatrist</b>	N/A		
<b>Social Worker</b>	District Wide but spends most time in the MS. This coming year 11-12 will be assisting the psychologist with 2 new self contained classrooms in the HS. Both are 8:1:1	Social Workers are used district-wide for counseling and support services	
<b>Self-Contained</b>	N/A for 10-11, 11-12 two new self contained 8:1:1's	Specialized ELA for 6 HS students (12:1:1) 5X week for 80 minutes a day or EO day for 80 minutes based on student need. Specialized Math takes place the same as ELA	

**DATA**

<p><b>Out of District Opportunities</b></p>	<p>Questar III BOCES- 18 students, Wildwood School 4, CP Center 6, Cap Region BOCES 2 Perkins-1 Residential, Devereaux-1 but returning</p>	<p>Questar III BOCES, 13 students Wildwood School, 1 Parson’s Child and Family Center, 2 Cap Region BOCES, 1</p>	
---------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--

DATA



**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:**

**CURRENT 2010-2011 PROGRAM ELEMENTS:  
GRADES 7-12 INTERSCHOLASTIC ATHLETICS  
CLUBS AND DRAMA/MUSIC**

**ICHABOD CRANE CS  
SCHODACK CS**

*August, September 2011*

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

**DATA**

SPECIFIC GRADES 7-12 INTERSCHOLASTIC ATHLETIC ACTIVITY	ICHABOD CRANE	SCHODACK	Provided in 2010 program and not in 2011 program (x)
Mod Soccer – Boys	17	19	
JV Soccer – Boys	27	17	
Varsity Soccer – Boys	20	19	
Mod FB			
JV FB	21		
Varsity FB	26		
Mod XC – Boys	10	5	
Varsity XC – Boys	28	20	
JV Tennis – Boys	10	X	
Varsity Tennis – Boys	9	15	
Mod BB – Boys	13	14	
7 <sup>th</sup> Grade BB – Boys			
8 <sup>th</sup> Grade BB – Boys			
JV BB – Boys	14	14	
Varsity BB – Boys	12	12	
JV Volleyball – Boys	11		
Varsity Volleyball – Boys	10	16	
Mod Wrestling	12	9	
JV Wrestling			
Varsity Wrestling	14	20	
Mod Bowling – Boys			
JV Bowling – Boys	7	X	
Varsity Bowling – Boys	36		
Varsity Indoor Track	15	16	
Mod BB	16	13	
JV BB	14	12	
Varsity BB	18	14	

**DATA**

	ICHABOD CRANE	SCHODACK	Provided in 2010 program and not in 2011 program (x)
SPECIFIC GRADES 7-12 INTERSCHOLASTIC ATHLETIC ACTIVITY	NUMBERS OF PUPILS WHO CURRENTLY PARTICIPATE		
Varsity Track – Boys	55	28	
Golf (co-ed)			
Varsity Golf – Boys	17		
Mod Soccer – Girls	21	19	
JV Soccer – Girls	17	13	
Varsity Soccer – Girls	22	16	
Mod XC – Girls	2	7	
Varsity XC – Girls	10	12	
Mod Field Hockey	18		
JV Field Hockey	17		
Varsity Field Hockey	16		
Varsity Tennis – Girls	13	12	
Mod Volleyball – Girls			
7 <sup>th</sup> Gr Volleyball – Girls			
8 <sup>th</sup> Gr Volleyball – Girl			
JV Volleyball – Girls	8	15	
Varsity Volleyball - Girls	8	11	
Cheerleading – Fall			
Mod BB – Girls	13	13	
7 <sup>th</sup> Grade BB – Girls			
JV Tennis - Girls	11	X	
8 <sup>th</sup> Grade BB – Girls			
JV BB – Girls	13	13	
Varsity BB – Girls	10	11	
Mod Bowling – Girls			
JV Bowling – Girls			
Varsity Bowling – Girls			
JV Cheerleading – Winter			
Varsity Cheerleading – Winter	16	10	

**DATA**

	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	
<b>SPECIFIC GRADES 7-12 INTERSCHOLASTIC ATHLETIC ACTIVITY</b>	<b>NUMBERS OF PUPILS WHO CURRENTLY PARTICIPATE</b>		<b>Provided in 2010 program and not in 2011 program (x)</b>
<b>Varsity Indoor Track - Girls</b>	13		
<b>Mod SB</b>	15	12	
<b>JV SB</b>	13	13	
<b>Varsity SB</b>	15	13	
<b>Mod Track – Girls</b>	13	22	
<b>Varsity Track – Girls</b>	42	32	
<b>Total Number of Teams</b>	46	34	
<b>Total Number of PARTICIPANTS- DUPLICATED COUNT</b>	758	541	
<i>2010-2011 total grades 7-12 enrollment unduplicated count</i>			

	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>	
<b>Clubs</b>			<b>Provided in 2010 program and not in 2011 program (x)</b>
<b>Music Drama</b>			

\*NUMBER DENOTES THE NUMBER OF PUPILS WHO PARTICIPATE.

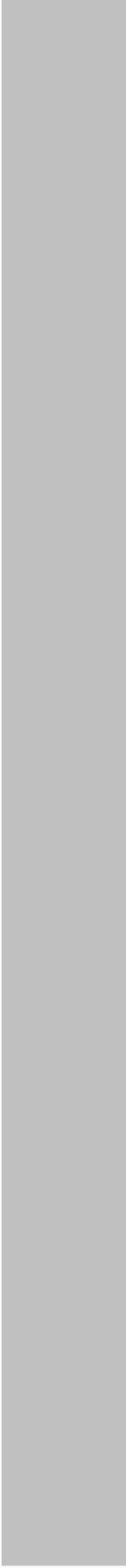
**DATA**

**INTERSCHOLASTIC AND CO-CURRICULAR PROGRAM COSTS FOR 2010-2011**

INTERSCHOLASTIC ATHLETICS 2010-2011	ICHABOD CRANE	SCHODACK
Total number of paid STIPEND positions in 2010-2011	37	31
Total \$ of paid stipends in 2010-2011	180,902	84,334
Total FICA paid on stipends in 2010-2011	14,128	6,452
Total retirement paid on stipends in 2010-2011	15,920	7,270
TOTAL PERSONNEL EXPENDITURE 2010-2011	<b>210,950</b>	<b>98,055</b>
TOTAL ATHLETIC SUPPLIES, EQUIPMENT, FEES FOR INTERSCHOLASTIC ATHLETICS 2010-2011	45,293	26,008
TOTAL BUSING COSTS FOR INTERSCHOLASTIC ATHLETICS 2010-2011	105,575	45,000
TOTAL COSTS FOR OFFICIALS 2010-2011	33,392	30,049
<b>TOTAL COSTS INTERSCHOLASTIC ATHLETICS 2010-2011:</b>	<b>\$395,210</b>	<b>\$199,112</b>
<i>2010-2011 total grades 7-12 enrollment unduplicated count</i>	<b>1036</b>	<b>542</b>
<i>Per pupil expenditure 2010-2011</i>	\$381.48	\$367.36
<b>Total Number of INTERSCHOLASTIC ATHLETICS PARTICIPANTS- DUPLICATED COUNT</b>	<b>758</b>	<b>541</b>
<i>Per Interscholastic athletic participant expenditure 2010-2011</i>	\$521.39	\$368.04
<b>CO-CURRICULAR PROGRAM (NOT INCLUDING MUSIC AND DRAMA) 2010-2011</b>	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>
Total number of paid STIPEND positions in 2010-2011	30	37
Total \$ of paid stipends in 2010-2011	63,358	56,455
Total FICA paid on stipends in 2010-2011	4,847	4,319
Total retirement paid on stipends in 2010-2011	5,461	4,866
TOTAL PERSONNEL EXPENDITURE 2010-2011	<b>73,666</b>	<b>65,640</b>
TOTAL SUPPLIES, EQUIPMENT, FEES FOR CO-CURRICULAR 2010-2011	-	787
TOTAL BUSING COSTS FOR CO-CURRICULAR 2010-2011	-	-
<b>TOTAL COSTS CO-CURRICULAR 2010-2011:</b>	<b>\$73,666</b>	<b>\$65,640</b>
<b>CO-CURRICULAR PROGRAM (NOT INCLUDING MUSIC AND DRAMA) 2010-2011</b>	<b>ICHABOD CRANE</b>	<b>SCHODACK</b>
<i>2010-2011 total grades 7-12 enrollment unduplicated count</i>	<b>1036</b>	<b>542</b>
<i>Per pupil 2010-2011</i>	\$71.11	\$121.11

**DATA**

MUSIC AND DRAMA CO-CURRICULAR PROGRAM	ICHABOD CRANE	SCHODACK
Total number of paid STIPEND positions in 2010-2011	9	16
Total \$ of paid stipends in 2010-2011	14,552	14,456
Total FICA paid on stipends in 2010-2011	1,112	1,106
Total retirement paid on stipends in 2010-2011	1,254	1,246
TOTAL PERSONNEL EXPENDITURE 2010-2011	<b>16,918</b>	<b>16,808</b>
TOTAL MUSIC AND DRAMA CO-CURRICULAR SUPPLIES, EQUIPMENT, FEES FOR 2010-2011	0	0
TOTAL BUSING COSTS FOR CO-CURRICULAR MUSIC AND DRAMA 2010-2011		
<b>TOTAL COSTS MUSIC AND DRAMA CO-CURRICULAR 2010-2011:</b>	<b>\$16,918</b>	<b>\$16,808</b>
<i>2010-2011 total grades</i>		
<i>7-12 enrollment unduplicated count</i>	<b>1036</b>	<b>542</b>
<i>Per pupil 2010-2011</i>	<i>\$16.33</i>	<i>\$31.01</i>



**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:**

**SUMMARY OF  
ELEMENTARY, MIDDLE & HIGH SCHOOL  
ASSESSMENT RESULTS**

**ICHABOD CRANE CS  
SCHODACK CS**

*January 2012*

**DATA**

*Performance on the State assessments in English Language Arts (ELA), mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4.*

**About the Performance Level Descriptors**

**Level 1: Not Meeting Learning Standards.**

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

**Level 2: Partially Meeting Learning Standards.**

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

**Level 3: Meeting Learning Standards.**

Student performance demonstrates an understanding of the content expected in the subject and grade level.

**Level 4: Meeting Learning Standards with Distinction.**

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.



**DATA**

ICHABOD CRANE CENTRAL SCHOOL

STUDENT PERFORMANCE - PERCENTAGE SCORING AT LEVELS \*

2009-10

2008-09

TEST	NO. TESTED	LEVEL 2	LEVEL3	LEVEL4	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4
GR 3 ELA	133	91	60	16	148	99	78	7
GR 3 MATH	137	93	61	15	149	100	96	15
GR 4 ELA	145	95	60	3	157	97	72	1
GR 4 MATH	145	97	68	19	157	96	87	20
GR 4 SCIENCE	144	100	95	55	159	99	88	43
GR 5 ELA	156	94	52	7	140	100	84	11
GR 5 MATH	157	94	63	15	140	98	87	25
GR 6 ELA	134	87	50	4	161	100	83	13
GR 6 MATH	136	90	57	21	161	98	81	24
GR 7 ELA	161	94	52	14	152	100	87	9
GR 7 MATH	161	98	79	41	151	100	94	36
GR 8 ELA	148	95	66	10	169	99	70	2
GR 8 MATH	147	99	75	32	152	98	89	26
GR 8 SCI	144	100	90	51	169	98	89	41

2007-08

2006-07

TEST	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4
GR 3 ELA	168	96	69	9	142	95	73	9
GR 3 MATH	169	97	85	13	140	96	81	21
GR 4 ELA	140	90	65	3	165	97	68	6
GR 4 MATH	139	96	82	15	166	96	78	23
GR 4 SCI	140	98	86	37	166	98	93	46
GR 5 ELA	167	100	78	6	151	97	81	10
GR 5 MATH	169	98	80	18	150	99	79	15
GR 6 ELA	151	99	72	4	165	98	79	16
GR 6 MATH	154	97	81	18	166	95	77	22
GR 7 ELA	173	98	77	1	192	97	71	6
GR 7 MATH	172	99	89	37	189	96	74	13
GR 8 ELA	185	97	56	3	195	97	63	3
GR 8 MATH	185	98	85	25	201	95	63	11
GR 8 SCI	184	99	89	46	175	98	85	35

\* New York State Education Department Accountability & Overview Report  
 NO. TESTED = ALL STUDENTS

## DATA

### SCHODACK CENTRAL SCHOOL

#### STUDENT PERFORMANCE - PERCENTAGE SCORING AT LEVELS \*

2009-10

2008-09

TEST	NO. TESTED	LEVEL 2	LEVEL3	LEVEL4	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4
GR 3 ELA	71	94	63	21	66	98	80	6
GR 3 MATH	71	96	76	38	66	98	92	24
GR 4 ELA	66	95	59	2	79	96	78	4
GR 4 MATH	66	94	64	9	79	100	89	35
GR 4 SCIENCE	66	98	92	62	78	100	96	60
GR 5 ELA	79	92	47	10	73	100	85	25
GR 5 MATH	78	100	69	35	74	97	92	53
GR 6 ELA	77	92	71	27	82	99	87	7
GR 6 MATH	77	96	75	38	83	99	90	29
GR 7 ELA	80	91	55	16	81	100	93	10
GR 7 MATH	78	99	79	50	81	99	96	54
GR 8 ELA	78	99	62	12	110	99	81	17
GR 8 MATH	78	96	68	29	110	98	84	22
GR 8 SCI	77	99	90	49	108	97	90	42

2007-08

2006-07

TEST	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4	NO. TESTED	LEVEL 2	LEVEL 3	LEVEL 4
GR 3 ELA	83	99	81	12	78	91	74	21
GR 3 MATH	82	100	99	32	81	100	88	32
GR 4 ELA	76	92	75	4	80	94	65	6
GR 4 MATH	78	96	92	38	80	96	81	24
GR 4 SCI	79	97	91	65	81	98	90	59
GR 5 ELA	83	98	82	5	79	99	82	8
GR 5 MATH	82	96	80	27	79	97	91	29
GR 6 ELA	82	100	79	9	111	97	80	14
GR 6 MATH	82	98	94	46	113	96	81	28
GR 7 ELA	115	97	79	6	113	95	60	7
GR 7 MATH	115	97	90	42	114	99	77	21
GR 8 ELA	115	97	69	12	101	96	75	8
GR 8 MATH	115	93	79	18	99	90	51	10
GR 8 SCI	113	100	92	35	98	95	86	40

\* New York State Education Department Accountability & Overview Report  
 NO. TESTED = ALL STUDENTS

**DATA**

ICHABOD CRANE – SCHODACK

HIGH SCHOOL REGENTS EXAMINATION PERFORMANCE \*

REGENTS EXAMINATION	YEAR	NUMBER TESTED		% AT OR ABOVE 55		% AT OR ABOVE 65		% AT OR ABOVE 85	
		ICH	SCHO	ICH	SCHO	ICH	SCHO	ICH	SCHO
ENGLISH	07-08	164	95	96	99	90	91	46	41
	08-09	169	98	96	97	88	94	49	43
	09-10	218	87	95	91	90	89	42	40
MATH A	07-08	NA	NA	NA	NA	NA	NA	NA	NA
	08-09	NA	NA	NA	NA	NA	NA	NA	NA
	09-10	NA	NA	NA	NA	NA	NA	NA	NA
MATH B	07-08	110	63	93	94	87	83	39	27
	08-09	90	72	94	90	84	78	27	25
	09-10	6	6	33	100	17	83	0	0
ALGEBRA	07-08	171	36	87	97	82	92	9	11
	08-09	224	100	90	100	76	97	13	28
	09-10	234	110	89	99	78	96	25	35
ALGEBRA 2/TRG	07-08	NA	NA	NA	NA	NA	NA	NA	NA
	08-09	NA	NA	NA	NA	NA	NA	NA	NA
	09-10	95	57	85	81	80	70	27	28
GEOMETRY	07-08	NA	NA	NA	NA	NA	NA	NA	NA
	08-09	165	64	85	95	67	84	16	27
	09-10	197	85	84	92	68	74	16	18
GLOBAL HISTORY	07-08	199	101	89	98	81	95	33	60
	08-09	210	86	92	95	84	94	35	63
	09-10	203	114	92	91	83	86	37	46
US HISTORY	07-08	170	67	95	100	92	94	59	58
	08-09	160	95	98	100	95	98	60	74
	09-10	182	83	97	95	87	93	45	55
LIVING ENVNT	07-08	170	96	96	99	87	95	40	58
	08-09	174	91	98	97	93	96	37	57
	09-10	187	107	97	98	91	93	38	40

**DATA**

REGENTS EXAMINATION	YEAR	NUMBER TESTED		% AT OR ABOVE 55		% AT OR ABOVE 65		% AT OR ABOVE 85	
		ICH	SCHO	ICH	SCHO	ICH	SCHO	ICH	SCHO
EARTH SCIENCE	07-08	182	76	85	96	70	89	24	42
	08-09	196	112	92	98	83	93	39	39
	09-10	195	94	90	95	79	91	35	37
CHEMISTRY	07-08	118	65	97	95	96	88	21	22
	08-09	97	74	99	99	91	89	22	30
	09-10	80	62	95	92	78	74	5	18
PHYSICS	07-08	60	34	98	94	92	91	45	41
	08-09	56	26	100	96	91	88	36	42
	09-10	31	39	100	100	94	97	48	38
SPANISH	07-08	79	29	95	100	91	100	56	79
	08-09	88	46	99	100	99	100	35	70
	09-10	75	38	99	97	93	97	32	61
FRENCH	07-08	30	17	97	100	97	100	43	59
	08-09	13	10	100	100	100	100	92	50
	09-10	26	10	100	100	100	100	46	70

**DATA**  
**ICHABOD CRANE - SCHODACK**  
**HIGH SCHOOL DIPLOMAS**

YEAR OF GRAD	DIPLOMA TYPE	ICHABOD CRANE	SCHODACK
2008	TOTAL GRADUATES	151	76
	ADVANCED REGENTS	89	45
	REGENTS	132	70
	IEP	4	1
	APPROVED HS EQUIVALENT PREP	1	0
2009	TOTAL GRADUATES	159	92
	ADVANCED REGENTS	86	42
	REGENTS	137	84
	IEP	4	1
	APPROVED HS EQUIVALENT PREP	4	0
2010	TOTAL GRADUATES	155	93
	ADVANCED REGENTS	84	54
	REGENTS	141	91
	IEP	4	0
	APPROVED HS EQUIVALENT PREP	2	0

**HIGH SCHOOL GRADUATION RATES \***

YEAR **	COHORT COUNT	ICHABOD CRANE	SCHODACK
2006	ALL STUDENTS	193	96
(2002 COHORT)	GRADUATION RATE %	84	84
2007	ALL STUDENTS	179	116
(2003 COHORT)	GRADUATION RATE %	82	87
2008	ALL STUDENTS	177	87
(2004 COHORT)	GRADUATION RATE %	81	86
2009	ALL STUDENTS	180	101
(2005 COHORT)	GRADUATION RATE %	81	91

^ From New York Education Department Comprehensive Information Reports

\* From New York Education Department Report Cards Accountability & Overview Reports

\*\* Percentage of the Cohort that earned a local or Regents diploma by August 31 four years later

## DATA

### ***DISCUSSION QUESTIONS:***

***What instructional programs are in place now that address helping students achieve at least a 3 or 4 on the State Assessments?***

***What other instructional programs not now in place could help increase the number of students who achieve at least a 3 or 4 on the State Assessments?***

***What instructional programs are in place now that address helping students achieve a high school diploma?***

***What other instructional programs not now in place could help increase the number of students who achieve a high school diploma?***

***What other instructional programs not now in place could help students have the skill sets and goal setting skills to consider a higher education opportunity after high school graduation?***

***What other instructional programs not now in place could help the students—who choose not to pursue higher education options after high school graduation—have marketable employability skills for the work place as a major part of their high school programs for graduation?***

***What added high school learning opportunities might increase the success of reducing the number of high school graduates who do not return to a college program after their freshman year?***

***What added high school learning opportunities might increase the success of the current efforts to:***

- Enlarge the range of higher education options that are academically considered for attendance by high school graduates of both school districts?***
- Enlarge the range of higher education options that are financially considered for attendance by high school graduates of both school districts?***

**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY COMMITTEE:**

- ◇ ‘Q AND A’ ABOUT THE PROCESS WITH REGARD TO PERSONNEL WHEN A SCHOOL DISTRICT REORGANIZATION OCCURS THROUGH CONSOLIDATION
- ◇ PROFILE OF MAJOR ELEMENTS OF INSTRUCTIONAL AND INSTRUCTIONAL SUPPORT LABOR CONTRACTS IN PLACE IN THE TWO DISTRICTS FOR THE 2011-2012 SCHOOL YEAR
- ◇ TOTAL FULL TIME EQUIVALENT PERSONNEL EXPENDITURES BY EACH SCHOOL DISTRICT BENCHMARKED TO THE 2011-2012 SCHOOL YEAR
- ◇ AVERAGE TOTAL FULL TIME EQUIVALENT PERSONNEL EXPENDITURES ACROSS BOTH SCHOOL DISTRICTS BENCHMARKED TO THE 2011-2012 SCHOOL YEAR
- ◇ FULL TIME EQUIVALENT OF STAFF WHO HAVE LEFT THE DISTRICTS FOR ALL REASONS EXCEPT REDUCTION IN FORCE FOR THE SCHOOL YEARS 2007-2008 THROUGH 2010-2011

**ICHABOD CRANE CS  
SCHODACK CS**

*September 2011  
December 2011*

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

SES STUDY TEAM

**DATA**

**Copyright 2011  
As to Original Text, and Format  
All Rights Reserved**

**Authorized in perpetuity for the exclusive use for planning by the Ichabod Crane and Schodack Central School Districts,  
their Superintendents and by all government agencies  
to which the districts provide the study.**

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

**SES STUDY TEAM**

**DATA**  
**Labor Relations Implications**  
**Of School District Reorganization**  
(September 21, 2011)

The following information is based on guidance materials from the State Education Department and general principles of public sector employment law. This document does not contain legal advice and should not be considered a legal opinion. For legal advice, the districts should contact their respective attorney counsels.

- 1. Q: If two or more school districts reorganize into one school district, what happens to the employees of the former school districts?**  

Each teacher employed by a former school district becomes an employee of the new school district. Employees appointed pursuant to the Civil Service Law by a former school district may have varying rights in the new school district, depending on their civil service class (competitive, non-competitive, labor, etc.).
- 2. Q: What happens to the collective bargaining agreements of the former school districts?**  

The terms of those agreements may become elements of new agreements with the new school district. The new school district and the new bargaining units' bargaining agents must make a good faith effort to negotiate new collective bargaining agreements.
- 3. Q: What happens to the seniority rights of teachers?**  

Teachers are credited with seniority earned within a particular tenure area. When school districts reorganize, the seniority lists are merged so that the new school district has only one seniority list per tenure area.
- 4. Q: What happens to the seniority rights of employees appointed pursuant to the Civil Service Law?**  

Competitive class employees are credited with seniority in accordance with the Civil Service Law. Other employees may have seniority rights set forth in their collective bargaining agreements.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

### 5. Q: What happens if the new school district needs fewer teachers?

The Board of Education of the new school district may reduce teaching positions on the basis of seniority within a particular tenure area. If a teaching position is abolished, the affected individuals are placed on a preferred eligible list for a period of seven years.

### 6. Q: What happens if the new school district needs fewer civil service employees?

The Board of Education of the new school district may reduce competitive class positions on the basis of seniority as set forth in the Civil Service Law. Current collective agreements that cover civil service employees may have additional reduction in force references.

### 7. Q: What happens to the administrators of the former school districts?

Although the guidance materials from the State Education Department specifically reference the seniority rights of teachers, there is reason to believe the seniority rights of school administrators could be handled in a similar manner. However, since school administrator tenure areas may vary from district to district, the actual impact of these rights by individual job title/role is a case-by-case analysis.

### 8. Q: What happens to the superintendents of the former school districts?

Superintendents of the former districts do not have any statutory rights to that position in the new district. The new school district board of education may select its own new superintendent. When the superintendent of a district included in the reorganization has an employment contract, that contract becomes an obligation of the newly reorganized school district. If the newly reorganized district determines not to employ the superintendent of a former school district, the new district may discharge the contractual obligation by paying the salary which he or she would have earned, less any income obtained from employment elsewhere during the term of the contract.

### 9. Q: What happens to the retirement benefits of the employees of the former school districts?

Retirement benefits associated with the retirement system remain unchanged. Retirement benefits associated with an employment contract or collective bargaining agreement are governed by the terms of the employment contract or collective bargaining agreement. Individuals who are already retired from a school district may have certain retiree health insurance protections contained in Chapter 504 of the Laws of 2009. Chapter 504 prohibits reduction of health insurance for retirees and their dependents unless there is a corresponding reduction of benefits or contributions for the corresponding group of active employees.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## **DATA**

### **10. Q: Are there other considerations relating to labor relations?**

When two or more school districts centralize into a new school district, it is possible that the local bargaining units are represented by different bargaining agents. It is important for the school districts and local bargaining units to work with their labor relations experts.

Since the success of any centralization endeavor depends largely on the participation of all affected stakeholders, it is important for the districts to provide labor union representatives with appropriate opportunities to discuss the impact of centralization on the rights of bargaining unit members.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**PROFILE OF MAJOR ELEMENTS OF ALL INSTRUCTIONAL LABOR CONTRACTS IN PLACE IN BOTH**  
**DISTRICTS FOR THE 2011-2012 SCHOOL YEAR**

<b>CONTRACT ELEMENT INSTRUCTIONAL</b>	<b>Ichabod Crane 07/01/07-06/30/11</b>	<b>Schodack 07/01/08-06/30/11</b>	<b>Observation/Items to note or consider:</b>
<b>Contract Days</b>	185 contract days	189 contract days	
<b>Hours a Day</b>	7.0 contract hours, including lunch. Start/end hours to be set by Board prior to school year	ES 7:50 – 2:50 M-Th; 7:50 – 2:30 F. MS 8:30-3:30 HS 7:35-2:45 T-TH, 7:35-2:10 M & F	
<b>Teacher Load</b>			
<b>Elem.</b>	30 min. duty -free lunch; 40 consec., mins. prep time a day and 200 mins. a week.		
<b>Secondary</b>	No more than 5 assigned instructional periods a day; 30 min. duty-free lunch and 1 duty-free prep. period equal in length to a regular class period.		
<b>Vacancies</b>	Notice of vacancy posted and a copy sent to Assoc. president. Current Dist. employees shall be given consideration	Openings are posted. All internal candidates will be part of the hiring process	
<b>Transfers</b>			
<b>voluntary</b>	Teachers currently employed by the Dist who have requested a transfer in writing shall be given consideration before appt. is made	Teachers to have opportunity to discuss transfer possibilities as part of the annual performance review	
<b>involuntary</b>	Teachers who are transferred involuntarily shall, upon request, be informed orally of the reasons therefore. No teacher will lose his/her tenure status or benefits because of involuntary transfer		

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

<b>CONTRACT ELEMENT INSTRUCTIONAL</b>	<b>Ichabod Crane 07/01/07-06/30/11</b>	<b>Schodack 07/01/08-06/30/11</b>	<b>Observation/Items to note or consider:</b>
<b>Dismissal</b>		No member shall be disciplined without just cause, specifically excluding evaluation and the dismissal of probationary teachers	
<b>Leaves</b>			
<b>Sick days/Accumulation</b>	14 days a year with unused accumulation to 200	Total of 15 days a year, with unused accumulation to 250	
<b>Bereavement</b>	5 days per occurrence	5 days if immediate family	
<b>Personal</b>	3 days	4 days	
<b>Child rearing leave</b>	Unpaid leave after the birth of the child and ending at commencement of school year	Unpaid leave up to one year, but teacher shall return at start of new school year	
<b>Personal leave</b>	A full year's unpaid leave	Subject to approval of the Board on an individual basis	
<b>Insurance</b>			
<b>Plans</b>	Blue Shield of Northeastern NY Secure Blue Preferred PPO	Blue Shield Secure Blue Preferred PPO	
<b>Employee's %/Caps</b>	Unit member pays 9% of premium	Unit members pay 15% of actual premiums for individual, 2 person or family.	
<b>Rx Co-pays</b>	5/10/25 co-pay with two co-pays for mail order of a 90 day supply		
<b>Opt-out</b>	\$1,000 indiv., 1,500 two person and 2,000 family	1, 175 indiv., 3,000 two person and 3,200 family	
<b>Flex Plan</b>	yes	yes	
<b>Retirees</b>	At least 10 consecutive years at District immed. before retire; 90% I., and 50% F. coverage. Rx co-pay of \$6, with \$0 for mail order	After 15 years continuous service immed before retirement, Dist. will contribute same percentage of premium as was contributed by Dist. according to contract as of the date of retirement.	
<b>Dental</b>	\$ 750 a year toward dental & vision	\$300 a year toward a dental plan	
<b>Medicare Part B reimb.</b>	Actives who retire prior to June 30, 2012, Dist. will reimburse \$93.50 a month plus 50% of increases to a cap of \$150 a month	No unless enrolled in Part B by 6/30/02	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

<b>CONTRACT ELEMENT INSTRUCTIONAL</b>	<b>Ichabod Crane 07/01/07-06/30/11</b>	<b>Schodack 07/01/08-06/30/11</b>	<b>Observation/Items to note or consider:</b>
<b>Longevity</b>		Beginning at step 25, teachers will receive a payment of \$1250 per year above base salary	
<b>Starting salary w/ MA (2010-2011)</b>	\$44,194	\$41,717	
<b>Beginning 5th yr</b>	\$47,499	\$47,661	
<b>Beginning 10th yr.</b>	\$53,875	\$55,095	
<b>Beginning 15th yr.</b>	\$62,087	\$62,527	
<b>Beginning 20 th yr.</b>	\$72,726	\$69,959	
<b>\$ Per credit hour</b>		\$40	

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

**DATA**  
**PROFILE OF MAJOR ELEMENTS OF ALL INSTRUCTIONAL SUPPORT LABOR CONTRACTS IN PLACE IN THE**  
**TWO DISTRICTS FOR THE 2010-2011 SCHOOL YEAR**

<b>CONTRACT ELEMENT INSTRUCTIONAL SUPPORT</b>	<b>Ichabod 07/1/08-06/30/12</b>	<b>Schodack 07/1/09-06/30/12</b>	<i>Observation/Items to note or consider:</i>
Leaves			
Leave Days			
(Sick) 12 month employees	12 days a year/accum. to 200	18 total days per year cumulative to 240	
10 month employees	10 days a year/accum. to 200	15 total days per year cumulative to 240	
Personal leave days	15 days a year/accum. to 200	Part of total leave days above	
12 month employees	4 days per year	5 days per year	
10 month employees	3 days per year	4 days per year	
Bereavement leave	5 per occurrence	5 per year, non-cumulative	
Paid Holidays			
12 month employees	12 paid holidays	13 paid holidays	
10 month employees		8 paid holidays	
Vacations			
12 month employees	during 2 <sup>nd</sup> year 10 days during 6 <sup>th</sup> year 15 days during 14 <sup>th</sup> year 20 days	5 days after 1 year 10 days after 2 years 15 days after 7 years 20 days after 12 years	
Work Day/Work week			
Maintenance/mechanical	16 weeks at 40 hours and 36 weeks at 44 hours	52 weeks at 40 hours a week	
Transportation	20 hours a week	Scheduled 4.5 hours a week but paid only for actual hours worked	
Teacher Aides	Work days students attend school		
Full-time clerical	37.5 hours per week	52 weeks, 37.5 hours per week	
Cafeteria workers	180 days per year		

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

CONTRACT ELEMENT INSTRUCTIONAL SUPPORT	Ichabod 07/1/08-06/30/12	Schodack 07/1/09-06/30/12	Observation/Items to note or consider:
NYS retirement	District to continue retirement plans as provided by NYS Retirement and Social Security Law; The District will make the required contributions to the applicable State plans.	25 year Career Retirement Plan (section 75-G) and the 20 year New Career Retirement Plan (Section 75-I).	
Sick leave conversion at retirement		District will provide unused sick leave option (Option 41-j) under NYS Retirement System	
Health insurance		District will provide to employees appointed to work 4.5 hours a day, 5 days per week, or who are appointed 22.5 hours per week	
Health plan	Secure Blue Preferred PPO 812	Northeastern NY Secure Blue Preferred PPO	
District's contribution	90% indiv., two person or family	85% indiv., two person or family	
20+ hour employees	Eligible for District contribution toward health insurance if regularly employed 20 or more hours a week		
Rx co-pay	5/10/25, mail order 2x co-pay for 90 day supply		
Dental	District will pay 60% of the premium for the Sunrise Dental Plan	Dist., will pay \$15.75 per month per eligible employee toward cost of Sunrise Dental Plan. If employee opts for family coverage, employee responsible for premium difference.	
Section 125 plan	yes	yes	
Retirees	After 10 consecutive years with Dist. immed. prior to retirement, Dist. will pay 100% of indiv. health prem. and 50% of family prem.	Eligible employees shall pay 15% toward health insurance for all employees having at least 15 years service who pass directly into retirement from District with a NYS pension	
Opt-out	\$750 single plan, or \$1,000 for two person or family	\$450 single, \$950 two person and \$1,000 family	

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

CONTRACT ELEMENT INSTRUCTIONAL SUPPORT	Ichabod 07/1/08-06/30/12	Schodack 07/1/09-06/30/12	Observation/Items to note or consider:
Vacancies	Vacancies posted. Qualified employees may apply. Seniority of an employee shall be considered as a factor, all things being equal including qualifications and abilities	Vacancies posted in all schools. Qualified applicants will be interviewed.	
Layoff/Recall	Board shall reduce staff by seniority from date of original appt. within the 5 work areas. Layoff in reverse order of seniority. Employee with most seniority in layoff unit shall be rehired first.	For non-instructional non-exempt staff in competitive, non-competitive and labor classes, District will adhere to the following: seniority- length of service from date of original permanent appointment. Layoff in reverse order of seniority. Placed on PEL in order of seniority.	
Discipline		Discipline imposed only for just cause.	
Longevity	All non-probationary employees covered by CBA have Section 75 protections  after 10 <sup>th</sup> year \$450 after 15 <sup>th</sup> year 700 after 20 <sup>th</sup> year 900 after 25 <sup>th</sup> year 1,100 after 30 <sup>th</sup> year 1,300	after 10 years 200 after 15 years 500 after 25 years 650	
Starting rates: hourly		<b>Year 2011/2012</b>	
Bus Driver	21.88	20.51	
Bus attendant	15.32	13.87	
Clerk/typist	16.34	16.31	
Custodial worker/cleaner	16.25	15.57	
Custodian	17.00	17.34	
Head custodian	20.47	20.42	
Secretary	16.83	17.74	
Aides	16.27	13.87	

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

**DATA**

**FULL TIME EQUIVALENT TOTAL NUMBERS OF STAFF AND THE TOTAL FTE PERSONNEL EXPENDITURES BENCHMARKED TO THE 2011-2012 SCHOOL YEAR**

*Total personnel expenditures for each staff segment category equals the total of salary, employer FICA costs, employer health insurance costs, employer retirement costs, and any other benefits (if any). Please note that the differences in cost per FTE per staff category is primarily due to the longevity differences of various FTE's at each respective school district; the different retirement 'tier' an FTE falls under based on what state 'tier' was in place at time of hire; along with contractual pay guidelines.*

STAFF SEGMENT	ICHABOD CRANE			SCHODACK		
	TOTAL FTE'S	TOTAL \$ 2011-2012	COST PER FTE	TOTAL FTE'S	TOTAL \$ 2011-2012	COST PER FTE
Pre-K through grade 6 <b>certified</b> teachers (including counselors, nurses and similar others):	80.8	\$6,790,175	\$84,037	41.29	\$3,083,243	\$74,673
Grade 7-12 <b>certified</b> teachers (including counselors, nurses and similar others):	86.3	\$7,452,413	\$86,355	53.50	\$4,305,562	\$80,478
Grades K-12:						
Teacher Assistants ( <b>certified</b> )	32	\$132,920	\$38,529	23.00	\$803,227	\$34,923
Teacher Aides (civil service payroll) / Monitors	3	\$87,170	\$29,057	1.31	\$23,766	\$18,142
Grades K-12:						
OT/PT (civil service payroll)	1	\$43,054	\$43,054	.40	\$12,560	\$31,400
<b>STAFF SEGMENT</b>	<b>TOTAL FTE'S</b>	<b>TOTAL \$ 2011-2012</b>	<b>COST PER FTE</b>	<b>TOTAL FTE'S</b>	<b>TOTAL \$ 2011-2012</b>	<b>COST PER FTE</b>
Social worker (civil service payroll)						
Nurse (civil service payroll)	3	\$145,797	\$48,599	3.00	\$150,679	\$50,226
K-12 <b>certified</b> administrators:						
Include all district administrators including the business official if she/he serves in a civil service position	8	\$1,114,474	\$139,310	6.00	\$874,477	\$145,746
<b>On Civil Service payroll: (CONSIDERED FTE'S)</b>						
Supervisors of any support function	3	\$294,308	\$98,103	2.00	\$200,732	\$100,366
Bus drivers	39	\$1,266,819	\$32,483	18	\$602,679	\$33,482
Bus aides	8	\$209,433	\$26,179	2.50	\$86,128	\$34,451
School lunch workers	14	\$375,192	\$26,799			
Operations and Maintenance workers	16	\$869,642	\$54,353	15.00	\$748,005	\$49,867
Secretaries	16	\$753,171	\$47,073	9.27	\$492,896	\$53,171
Business Office staff <u>other</u> than secretarial OR business official	2	\$127,346	\$63,673	4.10	\$296,418	\$72,297
Technology support staff	1	\$69,959	\$69,959	2.00	\$154,920	\$77,460

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

**DATA**

STAFF SEGMENT	ICHABOD CRANE			SCHODACK		
	TOTAL WORK HOURS	TOTAL \$ 2011-2012	COST PER FTE	TOTAL FTE'S	TOTAL \$ 2011-2012	COST PER hour
<b>CONSIDERED HOURLY EMPLOYEES ON CIVIL SERVICE PAYROLL</b>						
Bus drivers	7920	\$132,099	\$16.68			
Bus aides	2280	\$28,169	\$12.35			
School lunch workers	1585	\$29,531	\$18.63			
Part-time cleaners						

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**Summary of FTE Personnel Costs Benchmarked to 2011-2012 in the**  
**Ichabod Crane and Schodack Central School Districts**

<b>STAFF SEGMENT</b>	<b>Average FTE Cost</b>
Pre-K through grade 6 <b>certified</b> teachers (including counselors, nurses and similar others):	\$79,355
Grade 7-12 <b>certified</b> teachers (including counselors, nurses and similar others):	\$83,417
Grades K-12:	
Teacher Assistants ( <b>certified</b> )	\$36,726
Teacher Aides (civil service payroll)	\$23,600
Grades K-12:	
OT/PT (civil service payroll)	\$37,227
Social worker (civil service payroll)	
Nurse (civil service payroll)	\$49,413
<b>K-12 certified</b> administrators:	
Include all district administrators including the business official if she/he serves in a civil service position	\$142,528
<b>On Civil Service payroll: (CONSIDERED FTE'S)</b>	
Supervisors of any support function	\$99,235
Bus drivers	\$32,983
Bus aides	\$30,315
School lunch workers	\$13,400
Operations and Maintenance workers	\$52,110
Secretaries	\$50,122
Business Office staff <u>other</u> than secretarial OR business official	\$67,985
Technology support staff	\$73,710
<b>CONSIDERED HOURLY EMPLOYEES ON CIVIL SERVICE PAYROLL</b>	
Bus drivers	\$16.68
Bus aides	\$12.35
School lunch workers	\$18.63
Part-time cleaners	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**

**FTE NUMBERS OF STAFF WHO HAVE LEFT THE DISTRICTS FOR ALL REASONS  
EXCEPT REDUCTION IN FORCE**

	ICHABOD CRANE				SCHODACK				TOTAL OVER 4 YEARS
	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008	
<b>STAFF SEGMENT</b>									
Pre-K through grade 6 <b>certified</b> teachers (including counselors, nurses and similar others)	7	2	5	5.3 FTE (7 Staff)	1		2	2	24.3
Grade 7-12 <b>certified</b> teachers (including counselors, nurses and similar others):	9	8	8	4	7	3	11	5	55
Grades K-12:									
Teacher Assistants ( <b>certified</b> )	6	1	1	1	4			2	15
Teacher Aides (civil service)						1	1		2
Grades K-12:									
OT/PT (civil service)							1		1
Social worker (civil service)									
Nurse (civil service)							2		2
K-12 <b>certified</b> administrators:	1	2	1		1	1			6
<b>Civil Service:</b>									
Supervisors of any support function	1								1
Bus drivers	1	3	3	1	3		1	5	17
Bus aides			2	2.5(3 STAFF)		1	1	1	7.5
School lunch workers		1		0.5 (1 staff)					1.5
Operations and Maintenance workers	6	3			3	1		1	14
Secretaries	5			2	1	3			11
Business Office not secretarial	1	1		1	2	2			8
Technology support staff	1								1

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

**WORKING DOCUMENT OF THE COMMUNITY ADVISORY COMMITTEE MEMBERS FOR  
SHARING, DISCUSSION AND ANALYSIS**

### **SOME POSSIBLE ‘WHAT IF’ IDEAS TO USE EXISTING SCHOOL BUILDINGS IF THE COMMUNITIES CHOSE TO REORGANIZE THE TWO DISTRICTS INTO ONE:**

**A series of option ideas listed by the Joint Community Advisory  
Committee on August 24**

**ICHABOD CRANE CS  
SCHODACK CS**

*September 21, 2011*

**DATA**  
**BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR**  
**ICHABOD CRANE CS**

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-6	7-12	TOTAL K-12		K-6	7-12	TOTAL K-12		K-6	7-12	TOTAL K-12	
2011	960	958	1958		970	998	1968		978	998	1976	
2012	939	958	1897		984	958	1942		1001	958	1959	
2013	921	921	1842		974	921	1895		998	921	1919	
2014	893	904	1797		951	904	1855		983	904	1887	
2015	867	873	1740		944	873	1817		982	873	1855	
2016	826	887	1713		925	887	1812		968	887	1855	
2017	806	854	1659		929	854	1782		977	854	1830	
2018	780	837	1617		921	848	1768		965	856	1821	
2019	755	821	1576		891	867	1758		929	885	1814	
2020	731	796	1527		893	851	1744		927	877	1804	

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	7-9	10-12	K-5	6-8	7-9	10-12	K-5	6-8	7-9	10-12
2011	814	441	488	702	824	441	488	702	832	441	488	702
2012	802	441	461	653	847	441	461	653	864	441	461	653
2013	778	426	465	639	830	426	465	639	855	426	465	639
2014	755	419	447	623	813	419	447	623	844	419	447	623
2015	718	432	439	590	795	432	439	590	833	432	439	590
2016	701	414	453	598	799	414	453	598	842	414	453	598
2017	678	403	434	578	791	413	434	578	831	421	434	578
2018	657	377	425	584	761	423	435	584	796	441	444	584
2019	636	371	395	569	764	425	442	569	795	449	460	569
2020	616	358	390	553	773	407	445	565	799	430	470	574

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-4	K-2	3-6	5-6	K-4	K-2	3-6	5-6	K-4	K-2	3-6	5-6
2011	678	394	566	282	688	404	566	282	696	412	566	282
2012	659	369	570	280	704	414	570	280	721	431	570	280
2013	640	363	558	281	692	415	558	281	716	439	558	281
2014	606	351	543	288	664	398	553	288	695	421	561	288
2015	593	340	528	275	669	370	574	275	707	390	592	275
2016	573	328	498	253	662	374	551	263	697	392	576	271
2017	555	318	487	251	632	383	546	297	662	399	578	315
2018	537	308	472	243	635	382	539	286	662	396	569	302
2019	521	299	456	234	644	381	510	247	668	393	536	261
2020	504	289	442	227	642	380	513	251	663	390	537	264

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**DATA**  
**BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR**  
**SCHODACK CS**

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2011	480	532	1012	489	532	1021	487	532	1019
2012	461	481	942	484	481	965	474	481	955
2013	453	449	902	473	449	922	474	449	923
2014	448	437	885	460	437	897	477	437	914
2015	433	443	876	440	443	883	466	443	908
2016	428	434	862	429	434	862	464	434	898
2017	429	417	846	425	417	842	472	417	889
2018	434	403	837	416	412	828	478	410	888
2019	444	379	823	405	403	808	491	393	884
2020	437	371	808	396	392	788	487	393	880

YEAR	LOW RANGE PROJECTION					MID RANGE PROJECTION					HIGH RANGE PROJECTION				
	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12	K-5	6-8	7-9	9-12	10-12
2011	411	227	235	374	297	420	227	235	374	297	418	227	235	374	297
2012	388	221	229	333	252	411	221	229	333	252	401	221	229	333	252
2013	379	217	223	306	226	399	217	223	306	226	400	217	223	306	226
2014	368	228	219	289	218	380	228	219	289	218	397	228	219	289	218
2015	364	225	231	287	212	371	225	231	287	212	396	225	231	287	212
2016	367	212	227	283	206	368	212	227	283	206	403	212	227	283	206
2017	373	187	214	285	203	360	196	214	285	203	409	194	214	285	203
2018	384	168	189	285	214	352	191	199	285	214	422	181	197	285	214
2019	379	172	169	273	210	343	192	193	273	210	418	193	183	273	210
2020	368	185	174	255	198	335	188	194	265	198	410	208	195	262	198

YEAR	LOW RANGE PROJECTION						MID RANGE PROJECTION						HIGH RANGE PROJECTION					
	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6	K-4	K-2	3-6	5-6	7-8	6
2011	339	186	294	141	158	69	348	195	294	141	158	69	346	193	294	141	158	69
2012	315	166	295	146	148	73	338	190	295	146	148	73	328	179	295	146	148	73
2013	299	170	283	153	143	74	320	191	283	153	143	74	321	191	283	153	143	74
2014	299	183	265	149	148	80	312	187	274	149	148	80	329	206	272	149	148	80
2015	304	199	235	130	156	69	311	182	258	130	156	69	336	218	248	130	156	69
2016	312	198	230	116	151	61	303	178	250	125	151	61	341	213	251	123	151	61
2017	324	191	238	105	131	56	296	174	250	128	131	65	354	205	268	118	131	63
2018	320	187	247	114	118	50	290	170	245	125	127	64	350	206	272	128	125	56
2019	311	182	261	133	107	65	283	166	239	122	130	62	342	207	285	149	120	73
2020	303	178	258	133	116	69	276	162	234	120	127	61	343	207	281	145	130	77

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

**DATA**

✓ **ESTIMATED ENROLLMENT PROJECTIONS FOR A REORGANIZED SCHOOL DISTRICT**

<i>DATA SNAPSHOT</i>				
Calculation	Year	Grades K-6	Grades 7-12	TOTAL GRADES K-12 FOR LONG TERM PLANNING
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2015-2016	1300		2467
	2020-2021		1167	
<b>Baseline Cohort Mid Range</b>	2015-2016	1384		2627
	2020-2021		1243	
<b>Baseline Cohort High Range</b>	2015-2016	1448		2718
	2020-2021		1270	

<i>DATA SNAPSHOT</i>				
Calculation	Year	Grades K-6	Grades 7-12	TOTAL GRADES K-12 FOR INITIAL IMPLEMENTATION PLANNING
<b>CURRENT COMBINED ENROLLMENT OF THE TWO DISTRICTS</b>	2010-2011	1493	1578	3071
<b>Baseline Cohort Low Range</b>	2011-2012	1439	1530	2970
	2012-2013	1399	1439	2839
	2013-2014	1374	1370	2744
	2014-2015	1341	1341	2682
	2015-2016	1300	1315	2616
<b>Baseline Cohort Mid Range</b>	2011-2012	1458	1530	2989
	2012-2013	1468	1439	2907
	2013-2014	1447	1370	2817
	2014-2015	1411	1341	2752
	2015-2016	1385	1316	2701
<b>Baseline Cohort High Range</b>	2011-2012	1464	1530	2995
	2012-2013	1475	1439	2914
	2013-2014	1472	1370	2842
	2014-2015	1460	1341	2801
	2015-2016	1448	1315	2763

## DATA

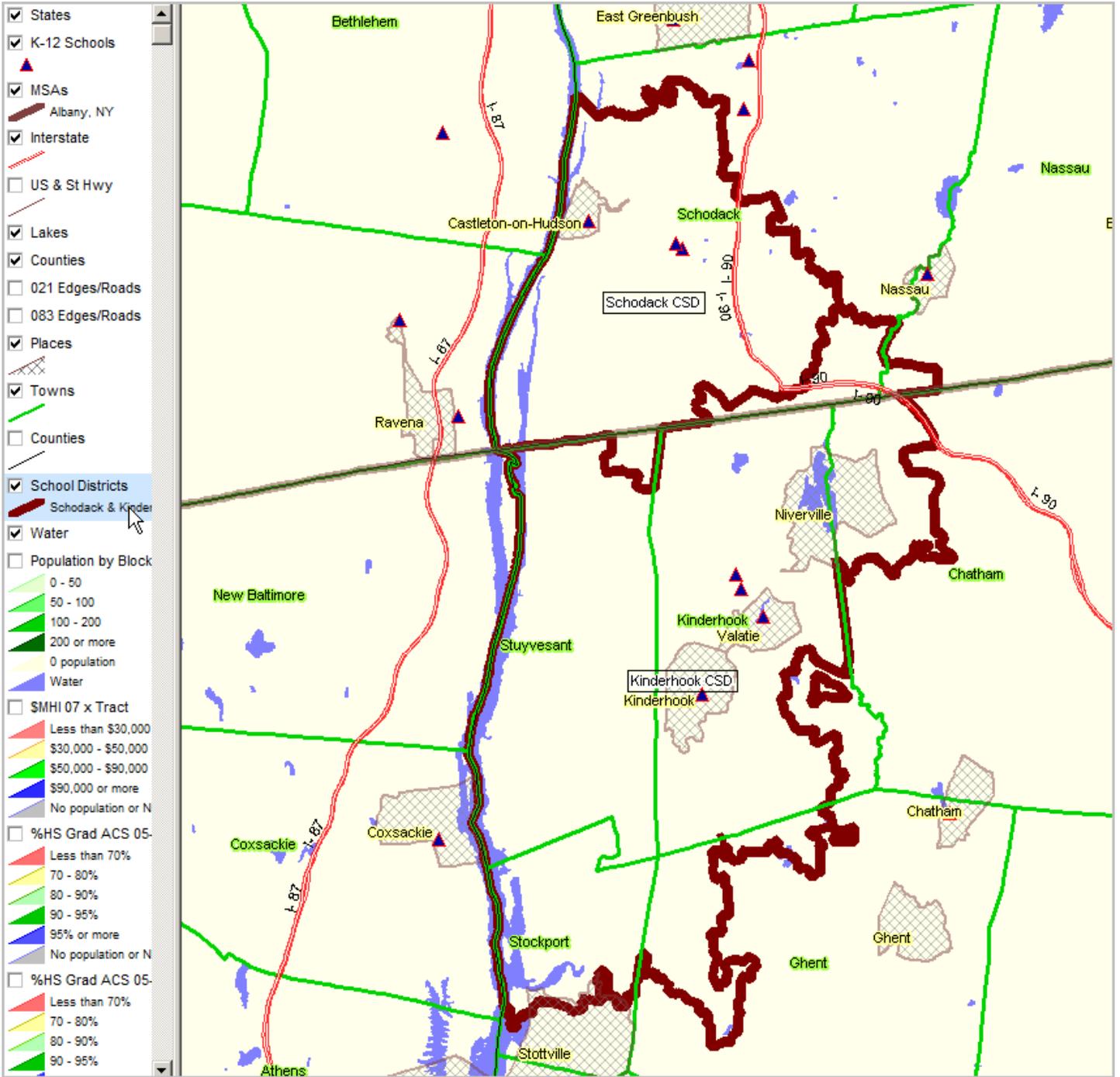
### ASSUMPTIONS (see full pupil capacity study document from May):

**The method and assumptions for estimating pupil capacity per existing school building for potential use by a reorganized school district includes:**

- ✓ The pupil capacity analysis is based on delivering instruction with the following class size goals:
    - Kindergarten and grade 1: 20 pupils
    - Grades 2 and 3: 22 pupils
    - Grades 4, 5, and 6: 24 pupils
    - Grades 7-12: 25 pupils
- (Note: Often for *specialized* Grades 7-12 courses, it is likely that the class sizes for such specialized courses may be between 10-(or fewer pupils as approved by the board)-and 25 pupils. During other instructional periods of the day, it is likely a classroom will host class sizes near the 25 pupil number for other courses less specialized.)
- ✓ Spaces now designated for instructional support are generally assumed to continue for instructional support.
  - ✓ State Education Department square footage guidelines are applied in calculating the number of pupils that a specific type of classroom should serve.
  - ✓ The analysis, at the present time, does not include renting classrooms to the BOCES to host consortium shared programs.
  - ✓ Current spaces used for central administration are not ‘re-claimed’ for instructional program pupil capacity.
  - ✓ It is assumed for this pupil capacity analysis that there are no renovations to change existing space or the building of new additional space.

<b>Ichabod Crane K-6 Pupil Capacity</b>	<b>Schodack K-6 Pupil Capacity</b>	<b>Ichabod Crane 7-12 Pupil Capacity</b>	<b>Schodack 7-12 Pupil Capacity</b>
Primary School K-3: 552	Castleton Elem. K-5 462	Middle School 7-8: 362	Middle School 7-8: 348
Middle School 4-6: 432	Middle School 6: 96	High School 9-12: 750	High School 9-12: 445
<b>Total K-6 Pupil Capacity Currently Available: 1542</b>		<b>Total 7-12 Pupil Capacity Currently Available: 1905</b>	
<i>Plus Total K-6 Pupil Capacity in closed school buildings(Glynn; 206; Van Buren: 256): 462</i>			
<b><i>Anticipated K-6 Pupil Capacity Need in five years: 1300-1448</i></b>		<b><i>Anticipated 7-12 Pupil Capacity Need in ten years: 1167-1270</i></b>	

# DATA



*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## DATA

✓ Sizes of School Districts in the Rensselaer (Questar) BOCES in square miles:

Berkshire	1.25	1.53	2.97	Rensselaer	Wyanntskill	Troy	Lansingburgh	SCJDACK	Hoosic Valley	Coxsackie-Athens	Germanatown	Hudson	Brunswick Center	Hoosick Falls	Catskill	East Greenbush	ICHABOD CRANE	New Lebanon	Averill Park	Caro-Durham	Greenville	chatham	Taconic Hills	Berlin
					3.29	10.45	12.7	31.78	59.51	63.11	64.32	66.76	67.52	69.11	70.91	72.23	74.07	81.6	99.62	116.9	121.69	129.02	196.17	255

✓ Potential size of consolidated district made up of Ichabod Crane and Schoadack: 105.85 square miles.

✓ Distances between the school district buildings, bus garages and the CTE BOCES Center

	Castleton El. 80 Scott Ave. Castleton	Maple Hill Middle School and Bus Garage 1477 S. Schodack Rd. Castleton	Maple Hill HS 1216 Maple Hill Rd. Castleton	Ichabod Crane Primary School State Farm Road, Valatie	Ichabod Crane Middle School, HS, Bus Garage 2910 Route 9 Valatie	Van Buren Elementary School 25 Broad Street Kinderhook	Glynn Elementary School 3211 Church Street, Valatie
Columbia-Greene Ed. Center 131 Union Turnpike, Hudson	22	21.2	22	14.3	14.3	11.8	13.7
Glynn Elementary School 3211 Church Street, Valatie	11	8.6	9	1.2	1.2	2.2	
Van Buren Elementary School 25 Broad Street Kinderhook	12.2	9.8	11.4	2.7	2.7		
Ichabod Crane Middle School, HS, Bus Garage 2910 Route 9 Valatie	11	7.4	7.8	0			
Ichabod Crane Primary School State Farm Road, Valatie	11	7.4	7.8				
Maple Hill HS 1216 Maple Hill Rd. Castleton	2	.4					
Maple Hill Middle School and Bus Garage 1477 S. Schodack Rd. Castleton	2.4						

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”











**DATA**

**OPTION F**

*A K-2 elementary school;  
A 3-5 elementary School;  
A 6-8 middle School;  
A 9-10 and a 11-12 high school program*

**Estimated enrollments:**

**K-2; 552**

**3-5; 614**

**6-8; 657**

**9-10; 447**

**11-12; 431**

**Available Pupil Capacity**

<b>Schodack</b>			<b>Ichabod</b>		
<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>	<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>
Current Castleton Elementary	462	0	Current Primary School; K-2	552	552
Current Middle School; 9-10	444	447	Current Middle School; 3-5	794	614
Current HS; 11-12	445	431	Current HS; 6-8	750	657

**Available unassigned pupil capacity for flexibility of program delivery:**

Current Castleton Elementary	462; 100%	Current Primary School; K-2	0; 0%
Current Middle School; 9-10	-3; at capacity	Current Middle School; 3-5	+180; 22.7%
Current HS; 11-12	+14; 3.1%	Current HS; 6-8	+93; 12.4%

**REMAINING BUILDINGS (IF ANY):**

**POSSIBLE USES OR IDEAS FOR DISPOSITION:**

Glynn and Van Buren	Already closed.
Castleton Elementary	Sell or rent.

***OPPORTUNITIES OF THIS OPTION***

***CHALLENGES OF THIS OPTION***


**DATA**

**TOOLS FOR THE JANUARY 12  
JOINT COMMUNITY ADVISORY  
COMMITTEE MEETING**

**ICHABOD CRANE CS  
SCHODACK CS**

## DATA

The December 14 meeting of the Community Advisory Committees and their discussion with the Leadership Teams of both districts successfully explored the opportunities and challenges of options as to how the existing buildings might be utilized if the two districts reorganized. At the end of the December 14 meeting, the discussion together identified two main options. They are:

*K-4 in each current school district community;  
A 5-6 middle school and a 7-8 middle school on existing Schodack campus;  
A 9-10 and an 11-12 high school program on the existing Ichabod Crane campus*

And

*K-4 in each current school district community;  
A 5-6 middle school and a 7-8 middle school on existing Schodack campus;  
A 9-12 high school program on the existing Ichabod Crane campus*

The main focus of the work session meeting on January 12 is to answer the question:

***If resources were available through reorganization, then what are possible learning opportunities-- within the culture and educational values of the Ichabod and Schodack communities--that could be implemented to benefit the young people of the two-district region to help the existing public school offering be even 'better'?***

Between now and January 12, please use the tool included after the agenda below to record individually your ideas as to how to answer the question.

From 6:00 to 7:00 on January 12 time is allotted for the Advisory Committees to discuss the two use of buildings options that were identified by the Committees and the Leadership Teams at the December 14 meeting. Bob and Lee will be in attendance at the meeting to answer any clarifying questions from committee members.

As you know, the goal of the study is to report *the findings* of a comprehensive analysis of the main items/factors that are involved in analyzing the feasibility of a reorganization by two school districts. 'Voting' or the absolute need to define a consensus by the Community Advisory Committees along with staff stakeholders is not a goal or a need for the study. Therefore, the study can report both options as a finding of the study of how the school buildings might be able to support the reorganization of the two school districts.

The discussion, sharing, and collaboration between the Committees and the Leadership Teams about this topic emphasize how diligent, focused, transparent, and committed the 'local people, with local knowledge' are in helping to formulate the feasibility study report to the communities. Thank you.

Below is the agenda for January 12.

At the end of the booklet is the agenda for the meeting on January 25.

**DATA**  
**REORGANIZATION FEASIBILITY STUDY**  
**COMMUNITY ADVISORY COMMITTEES**  
**MEETING #10: JANUARY 12, 2011 6:00 – 9:00 p.m.**  
**SCHODACK CENTRAL SCHOOL DISTRICT**  
**MIDDLE SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to ‘vibrate’ before we begin. Thank you.

**G.** (6:00-7:00) Summative review and discussion of the two options concerning the use of the school buildings in a reorganization that have evolved through collaborative discussion between the Committees and the Leadership Teams of both school districts.

**H.** (7:00-8:00) **As a committee of the whole, discuss and prepare a collaborative list of answers to the following question:**

*If resources were available through reorganization, then what are possible learning opportunities-- within the culture and educational values of the Ichabod and Schodack communities--that could be implemented to benefit the young people of the two-district region to help the existing public school offering be even ‘better’?*

**I.** (8:00-8:10) **Time for a cup of coffee, tea or water**

**J.** (8:10-8:40) **Large Group Discussion: Review of Data Reference: K-12 District Assessment Data.**

**K.** (8:40-9:00) **Ideas/advice** as to how the study should report other various elements related to the reorganization of the two school districts into one. Committee of the whole discussion of:

- ✓ Governance: How many board members should there be on the new district’s Board of Education? What should be the term of office? What personal and professional characteristics would you want to see in the members serving on the new Board of Education? (**Tool: Q and A from the July 13 meeting**)
- ✓ Ed Law 1801(2) states that the Commissioner of Education designates the name of a newly centralized district in the centralization order. Subject to the commissioner’s approval, school boards of new or reorganized central school districts may select a different name by filing a written request for a name change with the commissioner no later than 14 days before the centralization order is to become effective. (Ed Law 315). What might be an appropriate process to select a new district name to recommend to the commissioner?
- ✓ What might be an appropriate process to choose school colors and mascot for the reorganized school district?

**L. Meeting Ten: Ichabod High School Library; January 25; 6:00 p.m. to 9:00 p.m.**

‘What if’ picture of the possible program and staffing in a reorganized district

‘What if’ picture of how the buildings are used and what might be a pupil transportation framework in a reorganized district

‘What if’ picture of the possible financials of a reorganized school district

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.

## DATA

- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Community Advisory Committees, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be presented to both communities. Thank you.

*Thank you for your time and help to your school district and community.*

*Please drive home safely.*







**DATA**

**PRIME OPTION SUGGESTED BY THE COMMUNITY ADVISORY COMMITTEES**

*K-4 in each current school district community;  
A 5-6 middle school and a 7-8 middle school on existing Schodack campus;  
A 9-10 and a 11-12 high school program on the existing Ichabod Crane campus*

**Estimated enrollments:**  
**K-4; 311 Schodack; 669 Ichabod**  
**5-6; 405**  
**7-8; 438**  
**9-10; 447**  
**11-12; 431**

**Available Pupil Capacity**

<b>Schodack</b>			<b>Ichabod</b>		
<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>	<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>
Castleton Elementary K-4	462	311+ 125 (436) pupils now in the Ichabod attendance area who would attend Castleton Elementary	In the current Primary School; K-4	552	669-125 (544) pupils now in the Ichabod attendance area who would attend Castleton Elementary
In the Current Middle School; upper elementary 5-6	444	405	In the Current Middle School; 9-10	794	447
In the Current HS; middle school 7-8	445	438	In the Current HS; 11-12	750	431

**Available unassigned pupil capacity for flexibility of program delivery:**

Castleton Elementary K-4	26; .5.6%	Primary School K-4	8; 1.4%
In the Current Middle School; upper elementary 5-6	39; 8.8%	Current Middle School; 9-10	347; 43.7%
In the Current HS; middle school 7-8	7; 1.6%	In the Current HS; 11-12	319; 42.5%

**REMAINING BUILDINGS (IF ANY):**

**POSSIBLE USES OR IDEAS FOR DISPOSITION:**

Glynn and Van Buren

Already closed.

***OPPORTUNITIES OF THIS OPTION***

***CHALLENGES OF THIS OPTION***


**DATA**

**SCHOOL DISTRICT LEADERSHIP TEAMS' RECOMMENDED VARIANCE TO THE PRIME OPTION INITIALLY IDENTIFIED BY THE COMMUNITY ADVISORY COMMITTEES PRESENTED BY THE LEADERSHIP TEAMS TO THE COMMITTEES ON DECEMBER 14**

*K-5 in each current school district community;  
A grade 6 upper elementary school and a 7-8 middle school on the existing Schodack campus;  
A 9-12 high school program on the existing Ichabod Crane campus*

**Estimated enrollments based on mid-range projections in five years:  
K-5; 371 Schodack; 795 Ichabod  
6; 218  
7-8; 438  
9-12; 878**

**Available Pupil Capacity**

<b>Schodack</b>			<b>Ichabod</b>		
<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>	<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>
Castleton Elementary K-5	462	371	Primary School K-2	552	370
In the Current Middle School; 6	444	218	In the Current Middle School; 3, 4, 5	794	425
In the Current HS; 7-8	445	438	Current HS; 9-12  Reassign 1 rented room and 1 current instructional support room to serve as direct instruction classrooms.  Lease and install up to 4 temporary portable classrooms (100 pupil capacity) to be used as the district identifies a long-range facility plan for the entire district.	750 REVISED: 784  plus 100 = <b>884</b>	878

**Available unassigned pupil capacity for flexibility of program delivery:**

Castleton Elementary K-5	91; 20%	Primary School K-2	182; 33%
In the Current Middle School; 6	226; 51%	In the Current Middle School; 3, 4, 5	369; 46.5%
In the Current HS; 7-8	7; 1.6%	In the Current HS; 9-12	6; .7%

**REMAINING BUILDINGS (IF ANY):**

**POSSIBLE USES OR IDEAS FOR DISPOSITION:**

Glynn and Van Buren

Already closed.

**DATA**

<i><b>OPPORTUNITIES</b></i>	<i><b>CHALLENGES</b></i>
Youngest of students served in the traditional neighborhood schools approach as is currently provided without having to adjust current where K-4 pupils currently attend school; elementary attendance zones can remain coterminous with current school district boundaries of the two schools until such time the new district another pattern, if any, that could advantage service to K-4 pupils.	The high school will be at capacity and up to four portable classrooms will need to be leased until such time the district and community identify a long-range facility plan for the district.
The need to ultimately replace up to four portable classrooms probably necessary for the high school could be the basis of a capital improvement plan that: first takes care of all items identified in the building conditions survey; allows a facilities plan that would support the educational vision specifications for a 9-12 high school to serve the district for the next generation; allows the new district to receive from the state about 95% of any such capital improvements made.	Transporting students between existing buildings keeping transportation time within 45 minute travel on a bus. Collaboration between district transportation supervisors and Transfinder once final configuration is determined.
Increased program opportunities at all grade levels. Possibility of languages at the elementary level while still providing honors / AP courses with maintainable classroom enrollment.	Providing district wide professional development opportunities for all grade and building level faculty to ensure common core is being delivered consistently and efficiently with positive results.
Maintain and improve strong elementary programs by limiting class size and providing a consistency across grade levels with curriculum mapping and research based testing measurements	Examining the state mandates for middle schools and adapting to a new environment that allows for enhanced opportunities above and beyond the mandates.
The 7-8 building will allow the development of a true middle school that uses teaming, an integrated curriculum, and techniques that focus on learning and adolescent development. Improved laboratory classroom for students in grades 7 – 8.	Communication with BOCES and local colleges to create regional opportunities that inform and encourage understanding of emerging technologies that support global development in the capital region.
Potential for a 6 <sup>th</sup> grade transition / academy by placing all sixth graders in one building and addition to their educational experience through a new model that encourages innovation and critical thinking while preparing them for middle school and high school experiences.	Understanding that not all students will have the opportunity to shine on the stage, court, or playing field. Create intramural opportunities as well.
Make use of unoccupied buildings for the potential of STEM or International Baccalaureate programs for neighboring school districts – regionalized high school experience.	Changing the way we've done things for year – purchasing, professional development, instruction, all aspects of change. Reason as to why it is better for students.
Increased opportunities to participate in co-curricular and athletic opportunities.	Alignment of 9 <sup>th</sup> and 10 <sup>th</sup> grade with upper level course requirements and electives. Challenging opportunities for all students.
Consistent educational leadership (admin teams) during a difficult transition period. Strong leadership skills and dedication to do what is best for students at all grade levels.	Re-establishing transportation boundaries and location for students 6 – 12.



**DATA**

<b>SUMMARY OF THE REVISION BY THE SCHOOL DISTRICT LEADERSHIP TEAMS OF THE RECOMMENDED VARIANCE AFTER COLLABORATIVE DISCUSSION WITH THE COMMITTEES ON DECEMBER 14</b>					
<i>K-4 in each current school district community; A 5-6 middle school and a 7-8 middle school on existing Schodack campus; A 9-12 high school program on the existing Ichabod Crane campus</i>					
<b>Estimated enrollments based on mid-range projections in five years:</b> <b>K-4; 311 Schodack; 669 Ichabod</b> <b>5-6; 405</b> <b>7-8; 438</b> <b>9-12; 878</b>					
<b>Available Pupil Capacity</b>					
<b>Schodack</b>			<b>Ichabod</b>		
<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>	<b>School</b>	<b>PUPIL CAPACITY</b>	<b>EST. ENROLL.</b>
Castleton Elementary K-4	462	311	Primary School K-2	552	370
In the Current Middle School; upper elementary 5-6	444	405	In the Current Middle School; 3, 4	794	299
In the Current HS; middle school 7-8	445	438	In the Current HS; 9-12 Reassign 1 rented room and 1 current instructional support room to serve as direct instruction classrooms. Lease and install up to 4 temporary portable classrooms (100 pupil capacity) to be used as the district identifies a long-range facility plan for the entire district.	750 <b>REVISED:</b> 784  plus 100 = <b>884</b>	878
<b>Available unassigned pupil capacity for flexibility of program delivery:</b>					
Castleton Elementary K-4	151; 32.7%		Primary School K-2	182; 33%	
In the Current Middle School; upper elementary 5-6	39; 8.8%		In the Current Middle School; 3, 4	495; 62.3%	
In the Current HS; middle school 7-8	7; 1.6%		In the Current HS; 9-12	6; .7%	
<b>REMAINING BUILDINGS (IF ANY):</b>			<b>POSSIBLE USES OR IDEAS FOR DISPOSITION:</b>		
Glynn and Van Buren			Already closed.		



## DATA

**REORGANIZATION FEASIBILITY STUDY  
COMMUNITY ADVISORY COMMITTEES  
MEETING #11: JANUARY 25, 2011 6:00 – 9:00 p.m.  
ICHABOD CENTRAL SCHOOL DISTRICT  
HIGH SCHOOL LIBRARY**

*(Community Advisory Committee Members,  
please sign in and pick up your nametag and folder at the front of the room.)*  
Please set your cell phone to ‘vibrate’ before we begin. Thank you.

**(6:00-7:00)** Paul, Doug and Sam will present three ‘*What if*’ Pictures. All of the *pictures* are based on the analysis and discussion by the Community Advisory Committees of the various data sets researched and presented by the study process over the last nine meetings of the Schodack and Ichabod Crane Community Advisory Committees. The key factor that guides all the scenarios is the vision of the student program identified by the Community Advisory Committees with consultation with the various staff guests from both school districts since May.

**Please remember that the three documents each present a roadmap and a framework to implement the overall student program in existing facilities in a financially prudent and responsible manner.** The overriding focus at this stage is to make sure there is enough *estimated resource in total* to deliver a quality, comprehensive program by a reorganized school district in a defendable, responsible and financially prudent manner. In the end how the estimated resources are used is up to the new district board of education and the community it serves.

The ‘*What if*’ picture of a financial plan gives a scenario of the financials related to providing the program resources described in the ‘*What if*’ Program/Staffing Picture *in total*. Specific detail decisions by the board of education reflective of the community at the time of reorganization about how to implement the resources to deliver the program (ex. number of counselors versus number of social workers) may or may not follow the scenario presented in the ‘*What if*’ Program/Staffing Picture.

The specific assignment of each type of professional and instructional support resource is a program development task that is addressed if the reorganization process gets to the implementation stage.

*Please make notes on your copies as the pictures are presented. Doug, Sam and Paul will answer clarifying questions in the next segment of tonight’s meeting.*

**(7:00-8:00)** please meet in your subcommittee groups. Please review and discuss the following three documents. Sam, Doug and Paul will circulate among the three sub-committees in the three rooms to listen and to provide clarifications about the data presented in the three *pictures*.

- ✓ Start with a ‘*What if*’ Picture of How the Program is Delivered and How the School Buildings are Used in a Reorganization of the Two School Districts into One.
- ✓ Then, move to A ‘*What if*’ Program/Staffing Picture of a Reorganization of the Two School Districts into One.
- ✓ Finally, turn your attention to A ‘*What if*’ Financial Picture of a Reorganization of the Two School Districts into One.

**(8:00-8:50)** The two Community Advisory Committees come together to share insights about the three ‘*What if*’ Pictures and ask any other questions about the data that make up the three *pictures*. Doug, Sam and Paul will listen and make notes.

## DATA

**Next Step for the Study Team:** Based on what we have learned with the Community Advisory Committees since May, the Study Team will draft a study report. Probably in mid-February, we will invite all of the Community Advisory Committee members to a meeting to review the draft report of the study. We will let you know by email when the meeting is scheduled.

At the same time, the study is sent to the State Education Department for their review which will take about three weeks. As directed by SED, such a draft study is not a public document. After review and approval by the State Education Department of the study, the Study Team will host a community meeting in each of the two districts to present the findings of the study.

After the community forum presentations, the Boards of Education will deliberate to decide if reorganization of the two school districts should be presented to each respective community for a 'straw vote'.

**Note: Some “House Keeping” for today’s meeting:**

- Please remember to sign-in for today’s meeting.
- Please leave your name badge with us. We will bring them to the next meeting for you.
- The large envelope folder is for you to keep and take home the materials from our meetings. Please bring the folder to each meeting because you may want to refer to various data in your work on the subcommittees.
- If you need to contact Paul, Doug, or Sam, the email address [i-sstudy@ses-studyteam.org](mailto:i-sstudy@ses-studyteam.org) gets you to all three of us simultaneously.
- If you are contacted personally by the media and are asked questions about how you feel about your involvement as a Community Advisory Committee Member, please share your thoughts as you believe is appropriate. If you are contacted personally by the media and are asked questions or opinions about the data the study is analyzing together with the two Community Advisory Committees, please refer all such questions to your home school superintendent, Paul, Doug or Sam. The review and analysis of the study data is a collaborative effort--with and by--all Advisory Members. The fruit of that effort will be a comprehensive study report which will publicly be presented to both communities. Thank you.

*Thank you for your time and help to your school district and community.  
Please drive home safely.*

**A ‘*What if*’ Picture of How the Program is  
Delivered and How the School Buildings  
are used in a Reorganization of the Two  
School Districts into One  
(including school day times, transportation times, and  
bus runs)**

**Based on the Program Vision Ideas of the  
Joint Community Advisory Committee for  
Opportunities for All Pupils  
ICHABOD CRANE CS  
SCHODACK CS**

*January 2012*

## DATA

### Current Profile of Student Instructional Day and Bus Transportation: Preliminary Framework Plan for School Day Times, Transportation Times, and Bus Run

	<b>Ichabod Crane</b>	<b>Schodack</b>
Current Elementary Student Day	8:30 – 3:00 (6 hours, 30 minutes)	7:55 – 2:25 (6 hours, 30 minutes)
Current Secondary Student Day Grades 6, 7, 8	7:40 – 2:05 (6 hours, 25 minutes)	7:40 – 2:05 (6 hours, 25 minutes)
Grades 9-12	7:42 – 2:16 (6 hours, 34 minutes)	7:30 – 1:50 (6 hours, 20 minutes)
First student pickup time		
Grades K-5	7:45	7:25
Grades 6-12	6:45	6:45
Combined K-12 routes		6:45
Total number of bus routes currently:	20 (K-5) 24 (6-12)	6 (K-5) 6 (6-12) 6 (K-12)

#### Resources in a Reorganization of the Districts into One Assumptions:

- ✓ All K through grade 5 pupils attend the elementary school within the original school district ‘attendance zone’. However, parents who wish to have their elementary children attend an elementary school of the newly reorganized school district that is **closer** to their home may request that attendance at their discretion.
- ✓ The goal is that no child is on a bus longer than 45 minutes.
- ✓ Smaller (less than 66 passenger) buses will probably be used to transport pupils who currently live at the most outer limits of the current school district geographic boundaries.
- ✓ All pupils receive bus transportation in the two districts currently. The assumption is that the same service is provided in a reorganized school district. The current practice of door-to-door and/or centralized pick up points is expected to continue contingent on pupil safety considerations and characteristics at specific locations.
- ✓ It is expected that the reorganized school district continues the current practice of helping families as well as they can with transportation to day care locations depending upon the number of available seats on specific bus routes.
- ✓ It is suggested that existing routes with existing drivers be provided for at least the first year (or longer) of the reorganized district. Starting for year 2, study if there can be some combining of routing where boundaries of the two attendance zones are very close and/or redevelopment of some routes will reduce time for pupils to be on a bus.

Please note that outlined below are *two possible* comprehensive scenarios to provide transportation in a reorganized school district taking into account the assumptions listed above. The scenario described below is used as an element of the ‘What if’ financials picture for a reorganized school district and it is described here to give the communities a preliminary idea of what the student day and transportation may look like.

## DATA

Another transportation scenario includes the creation of all new routes across the total geographical area that would be served by the combining of Schodack and Ichabod Crane. Such a second scenario is suggested to be reviewed during the first 12 months of the new school district. However, if a reorganization was approved by the communities, the new district certainly could consider a total new routing pattern to use from day one of the new school district.

✓ **Preliminary student instructional day schedule in a reorganized school district:**

<b>Grades preK-4</b>	Castleton Elementary	<b>8:30 – 3:00</b>	6 hours, 30 minutes
<b>Grades preK-4</b>	Ichabod Crane Elementary K-2 in the current Ichabod primary and 3-4 in the current Ichabod middle school	<b>8:30 – 3:00</b>	6 hours, 30 minutes
<b>Grades 5-6</b>	Upper Elementary (at current Schodack Middle School Building)	<b>8:00 – 2:30</b>	6 hours, 30 minutes
<b>Grades 7-8</b>	Middle School (at current Schodack High School building)	<b>8:00 – 2:30</b>	6 hours, 30 minutes
<b>Grades 9-12</b>	High School at the current Ichabod Campus 9-12 at the current Ichabod High School	<b>8:00 - 2:30</b>	6 hours, 30 minutes

✓ The preliminary transportation framework has the following bus runs:

### MORNING BEFORE SCHOOL DAY

	<b>Ichabod Crane Attendance Zone</b>	<b>Est. Number of Routes/buses</b>	<b>Schodack Attendance Zone</b>	<b>Est. Number of Routes/buses</b>
PreK-4	Bus Run; first pick-up 7:45	12 to transport to Ichabod primary and elementary	Bus Run; first pick-up 7:45	10 to transport to Castleton elementary
Grades 5-12	Bus Run; first pick-up 6:45	13 to transport 5-8 to Schodack campus	Bus Run; first pick-up 6:45	6 to transport 5-8 to Schodack Campus
		13 to transport 9-12 to Ichabod campus		6 to transport 9-12 to Ichabod campus

### AFTERNOON END OF SCHOOL DAY TO HOME

	<b>Ichabod Crane Attendance Zone</b>	<b>Est. Number of Routes/buses</b>	<b>Schodack Attendance Zone</b>	<b>Est. Number of Routes/buses</b>
PreK-4	Leave Ichabod Campus by 3:10	12	Leave Castleton by 3:10	10
Grades 5-12	5-8 leave Schodack campus by 2:35	13	5-8 leave Schodack campus by 2:35	6
	9-12 leave Ichabod campus by 2:35	13	9-12 leave Ichabod campus by 2:35	6

**Late bus runs for co-curricular; Monday through Friday:**

Ichabod Crane Attendance Area	10 routes for the Ichabod Crane attendance area
Schodack Attendance Area	7 routes for the Schodack attendance area

**DATA**

Currently, late buses are provided two out of five days in Ichabod; five out of five days at Schodack.  
**Bus Fleet for AM and PM before school and after school runs:**

	<b>Currently:</b>	
	Buses	Spare buses
Ichabod Crane	24	11
Schodack	12	4

**Estimated Cost and Revenue Basis for Transportation:**

<b>Current Number of Bus Routes Collectively by the Two Districts:</b>	<b>Estimated Number of Bus Routes for Initial Planning by a Reorganized School District Given the Program Grade Level Instructional Delivery Configurations and Transportation Assumptions:</b>
62 AM pickup 62 PM take home	60 AM pickup ( <i>plus 2</i> for flexibility for unknown variables) 60 PM take home ( <i>plus 2</i> for flexibility for unknown variables)
<b>Estimated transportation cost basis:</b>	
The following are the total costs per round trip bus route by each of the districts for 2011-2012:	
Ichabod Crane	Schodack
\$39,315	\$40,556
<b>Average cost for per bus route run round trip <i>plus 10% for inflation and the cost of fuel</i> for budget planning for 2012-2013:</b>	
Ichabod Crane attendance area bus route: \$43,247 Schodack attendance area bus route roundtrip: \$44,612	
<b>Estimated transportation state aid revenue basis:</b>	
<b>Estimated budgeted revenue from state transportation aid which is 90% of all approved expenditures:</b>	
<i>It is suggested that this estimate be conservative. The study estimates transportation aid at 62% for the reorganized district. Each of the school districts received the following state transportation aid percentages for expenditures submitted to the state:</i>	
Ichabod Crane: 60%; Schodack 69.7%	

**Estimated Cost to Achieve the Preliminary Transportation Framework Plan for bus transportation to and from school (includes 10% inflation over 2011-2012):**

<b>Ichabod Crane, without reorganization:</b>		<b>Schodack, without reorganization:</b>		<b>Estimated Total Cost Both Districts Annually:</b>	<b>Est. Transportation Aid Received in Total Annually:</b>	<b>Est. Net Local Cost in Total Annually:</b>
44 round trips	\$43,247 each	18 round trips	\$44,612 each	\$2,705,884	\$1,701,423	\$1,004,461
10 late bus routes (2 days a week)	\$10,746 Each (2 days a week)	7 late bus routes (5 days a week)	\$7430 each (5 days a week)	\$159,470	\$100,727	\$58,743
<b>TOTALS FOR 2011-2012:</b>				\$2,865,354	\$1,802,150	\$1,063,204

**DATA**

<b>Estimated in a Reorganized District Made up of Ichabod Crane and Schodack combined:</b>				<b>Estimated Total Cost Annually:</b>	<b>Est. Transportation Aid Received Annually:</b>	<b>Est. Net Local Cost Annually:</b>
44 round trips	\$43,247 each	18 round trips	\$44,612 each	\$2,705,884	\$1,701,423	\$1,004,461
17 late bus routes for co-curricular Monday through Friday				\$320,660	\$201,599	\$119,061
ESTIMATED TOTALS:				\$3,026,544	\$1,903,022	\$1,123,522
<b>ESTIMATED NET DIFFERENCE; SEPARATE DISTRICTS COMPARED TO REORGANIZED INTO ONE:</b>				<b>+\$161,190</b>	<b>+\$100,872</b>	<b>+\$60,318</b>

**“QUESTIONS AND ANSWERS”  
TO COMMONLY ASKED QUESTIONS ABOUT SCHOOL DISTRICT  
REORGANIZATION**

**Question #1: What happens when the study is completed?**

**Answer#1:** Upon completion, the draft of the feasibility study is reviewed by the Boards of Education of each district. The draft study is then forwarded to the State Education Department (SED) for review. After review by the department (two-three weeks) the study is returned to the consultants to make any changes as recommended by SED. Once finalized, a community meeting is scheduled in each school district when the findings of the study are presented by the SES Study Team.

**Question #2: What do the Boards have to do next?**

**Answer #2:** After the presentation of the findings of the study, each Board decides how to provide a series of meetings and opportunities for the communities to discuss the findings with the respective Boards over a series of weeks. SED enters the process at this time. After the public comment/discussion period, each Board decides by vote to move forward, or not, with an advisory referendum (‘straw vote’) by each community.

If both Boards vote to go to an advisory referendum within each community, the ‘straw vote’ is scheduled. If either Board chooses not to have an advisory referendum, the study process ends.

**Question #3: If there is an advisory referendum in both communities, what is the next step after the vote?**

**Answer #3:** If either community advises ‘no’ in the ‘straw’ vote, the study process ends.

If both communities in the straw vote advises ‘yes, then each Board decides whether to go to a formal or ‘statutory referendum’ of the community or not. If one Board decides not to proceed to a formal vote, the study process ends.

Both Boards, by formal resolution and through supporting documentation from the BOCES District Superintendent, may request the Commissioner to authorize the formation of a new centralized district. The Commissioner’s Order laying out the new district is posted in the respective districts. Next, the Boards submit Statutory Petitions requesting the Commissioner to call a special meeting to vote on the proposed centralization. *The State Education Department guides the Boards over the next series of steps.* There are two petitions:

A) Petition signed by 100 qualified voters (or 10% of the student enrollment of the proposed combined district) requesting Commissioner to call a special meeting of the combined district to vote on centralization.

B) Second Petition signed by 100 qualified voters (or 10% of the student enrollment) for each district to be designated as a special election district requesting the Commissioner establish an alternative voting site in each such district.

The Commissioner then issues an order calling for a special meeting in each district for a ‘statutory referendum.’ Legal notices must be provided regarding the special vote and information must be provided for absentee ballots. The referendum is then held in each district voting on the centralization proposition, the number of board members to serve in each district and the term of office of the members. The referendum must pass in both districts in order for the process to continue.

## APPENDIX

### **Question #4: What happens next, assuming a positive vote to reorganize occurs?**

**Answer #4:** The Commissioner orders a special meeting to be held to elect a new Board of Education. Notice is posted at least 10 days prior to vote. Candidates for the new Board obtain petitions through the BOCES District Superintendent. The District Superintendent determines placement on the ballots for voting and absentee ballots are prepared. The special meeting is held to elect the new Board of Education of the newly centralized district.

### **Question #5: When does the new district begin business?**

**Answer #5:** This happens very quickly. The BOCES District Superintendent holds an organizational meeting; members take oath of office and prepare for new school year. Of most importance is the development of the budget and holding a special meeting to vote on the new budget. The new district officially begins operation on July 1, 2014.

**Question #6:** What if one of the districts voted not to centralize? How would this affect the other district and could they still move forward?

**Answer #6:** If one of the districts decided not to move forward, the reorganization process is terminated.

### **Question #7: How long can the study be used if there is an initial negative vote?**

**Answer #7:** If the two districts decided to move forward at a later date, the study is usually considered useable by the districts for one year.

## ***GOVERNANCE***

The following are excerpts from a Guide to the Reorganization of School Districts in New York State. A complete version can be found at:

[http://www.p12.nysed.gov/mgtserv/sch\\_dist\\_org/GuideToReorganizationOfSchoolDistricts.htm](http://www.p12.nysed.gov/mgtserv/sch_dist_org/GuideToReorganizationOfSchoolDistricts.htm)

### **CENTRALIZATION OF DISTRICTS AND GOVERNANCE**

This form of reorganization has been the most common. The procedures for centralization provide that a new school district be created encompassing the entire area of the school districts to be merged.

The new central district becomes operational only after the centralization order is approved by the qualified voters in each school district included in the centralization. If each district approves the order by a majority vote, the new district will begin operation on July 1, following the vote. If approval of the order is defeated in any district included in the proposed centralization, the new district is not created, and the question may not be voted upon again for one year.

If the order is presented a second time, and is approved, the new district begins operation. If the order is defeated a second time — or if it is not brought to referendum within two years of the initial referendum — then the original order becomes null and void.

#### ***New Board of Education for the New District:***

The new district is governed by a board of education comprising five, seven or nine members. The new board is elected at a special meeting called by the Commissioner of Education after the new district is approved at referendum. The number of board members (5,7 or 9) and their term of office (3,4 or 5 years) may be voted upon at the same time as the referendum on establishing the district, or may be decided at a separate meeting.

The boards of education of the districts included in the centralization continue their responsibilities until the new district begins operation and the business affairs of their former districts have been completed, usually August 1.



**DATA FOR DISCUSSION BY THE JOINT  
COMMUNITY ADVISORY  
COMMITTEE:**

**REORGANIZATION INCENTIVE AID:  
ESTIMATE IF THE COMMUNITIES DECIDED  
TO REORGANIZE THE TWO INTO ONE  
DISTRICT**

**ICHABOD CRANE CS  
SCHODACK CS**

*July 2011*

**APPENDIX**  
**REORGANIZATION INCENTIVE AID**

In New York State, when two or more school districts reorganize, the new district receives two forms of state aid not available to the predecessor districts. They are Reorganization Incentive Operating Aid and Reorganization Incentive Building Aid.

**REORGANIZATION INCENTIVE OPERATING AID**  
**(Section 3602(14)(d) and (d-1) of Education Law)**

For school districts that merge after July 1, 2007, Incentive Operating Aid is available for 14 years starting with the first year of operation as a reorganized district.

For five years after reorganization, aid payable is equal to the sum of 40% of 2006-07 formula operating aid for each of the predecessor districts, based upon the data file that was created for the February 15, 2007 State Aid Database Gen Report.

Incentive Operating Aid for the first five years as a reorganized district =

.40 X (2006-07 Formula Operating Aid)

2006-07 Formula Operating Aid =

(2006-07 Selected Operating Aid per Pupil X Total Aidable Pupil Units or TAPU)

After receiving Reorganization Incentive Operating Aid for five years, the additional 40% apportionment will be reduced by 4 percentage points each year until the apportionment reaches zero in the 15<sup>th</sup> year of reorganization. The sum of Selected Operating Aid per pupil multiplied by TAPU plus Incentive Operating Aid may not exceed 95% of the district's Approved Operating Expenses (line 74) used for aid calculations in the current school year.

**ESTIMATING REORGANIZATION INCENTIVE OPERATING AID**  
**FOR A MERGED DISTRICT**

An initial estimate of Reorganization Incentive Operating Aid payable may be calculated by retrieving the most current General Aid Output Reports (GEN), for districts considering a reorganization, from the NYS Education Department State Aid website at <https://stateaid.nysed.gov/>. Section VII of the GEN, which is partially completed for all districts, specifies the Reorganization Incentive Operating Aid calculation (line 73 on the most current web published GEN Report). Reorganization Incentive Operating Aid potentially payable to each district expected to be part of a merger, should be added together to determine an estimate of the total incentive operating aid payable to a presumed successor merged or reorganized district for a period of five years. Thereafter, the incentive operating percent on line 76 will decrease by .04 annually until it reaches zero in year 15.

**REORGANIZATION INCENTIVE BUILDING AID**  
**(Section 3602(14) of Education Law)**

Incentive Building Aid is 30 percent of the Building Aid otherwise paid on an approved building project. Aid is paid on eligible projects (those initiated after reorganization) for which the general construction contract is signed prior to July 1, 2010 or within ten years of the effective date of the reorganization, whichever is later. In no case, however, may the sum of regular Building Aid (including the 10% incentive) and Reorganization Incentive Building Aid exceed 95% of approved building expenditures, or 98% for high need school districts. For high need districts, the 98% also includes the impact of the High Need Supplemental Building Aid Ratio adjustment.

**APPENDIX**

# REORGANIZATION INCENTIVE OPERATING AID

**Districts:** **Base Aid as per SED (GEN report line 73):**

Ichabod Crane	\$5,748,470
Schodack	\$3,202,319

Total base                       
\$8,950,789

Anticipated first year of Reorganization:	2012-2013
Therefore, last of 14 years of incentive aid:	2025-2026

MERGER YEAR	TOTAL BASE AID	INCENTIVE AID %	EST. INCENTIVE	
1	\$8,950,789	40%	\$3,580,316	
2	\$8,950,789	40%	\$3,580,316	
3	\$8,950,789	40%	\$3,580,316	
4	\$8,950,789	40%	\$3,580,316	
5	\$8,950,789	40%	\$3,580,316	
				Total est.first five years: <u>          \$17,901,578</u>
6	\$8,950,789	36%	\$3,222,284	
7	\$8,950,789	32%	\$2,864,252	
8	\$8,950,789	28%	\$2,506,221	
9	\$8,950,789	24%	\$2,148,189	
10	\$8,950,789	20%	\$1,790,158	
11	\$8,950,789	16%	\$1,432,126	
12	\$8,950,789	12%	\$1,074,095	
13	\$8,950,789	8%	\$716,063	
14	\$8,950,789	4%	\$358,032	
2026-2027		0%	\$0	
				Total est. incentive aid over 14 years: <u>          \$34,012,998</u>

## APPENDIX

### **Labor Relations Implications Of School District Organization**

(September 21, 2011)

The following information is based on guidance materials from the State Education Department and general principles of public sector employment law. This document does not contain legal advice and should not be considered a legal opinion. For legal advice, the districts should contact their respective attorney counsels.

**1. Q: If two or more school districts reorganize into one school district, what happens to the employees of the former school districts?**

Each teacher employed by a former school district becomes an employee of the new school district. Employees appointed pursuant to the Civil Service Law by a former school district may have varying rights in the new school district, depending on their civil service class (competitive, non-competitive, labor, etc.).

**2. Q: What happens to the collective bargaining agreements of the former school districts?**

The terms of those agreements may become elements of new agreements with the new school district. The new school district and the new bargaining units' bargaining agents must make a good faith effort to negotiate new collective bargaining agreements.

**3. Q: What happens to the seniority rights of teachers?**

Teachers are credited with seniority earned within a particular tenure area. When school districts reorganize, the seniority lists are merged so that the new school district has only one seniority list per tenure area.

**4. Q: What happens to the seniority rights of employees appointed pursuant to the Civil Service Law?**

Competitive class employees are credited with seniority in accordance with the Civil Service Law. Other employees may have seniority rights set forth in their collective bargaining agreements.

**5. Q: What happens if the new school district needs fewer teachers?**

The Board of Education of the new school district may reduce teaching positions on the basis of seniority within a particular tenure area. If a teaching position is abolished, the affected individuals are placed on a preferred eligible list for a period of seven years.

## APPENDIX

### **6. Q: What happens if the new school district needs fewer civil service employees?**

The Board of Education of the new school district may reduce competitive class positions on the basis of seniority as set forth in the Civil Service Law. Current collective agreements that cover civil service employees may have additional reduction in force references.

### **7. Q: What happens to the administrators of the former school districts?**

Although the guidance materials from the State Education Department specifically reference the seniority rights of teachers, there is reason to believe the seniority rights of school administrators could be handled in a similar manner. However, since school administrator tenure areas may vary from district to district, the actual impact of these rights by individual job title/role is a case-by-case analysis.

### **8. Q: What happens to the superintendents of the former school districts?**

Superintendents of the former districts do not have any statutory rights to that position in the new district. The new school district board of education may select its own new superintendent. When the superintendent of a district included in the reorganization has an employment contract, that contract becomes an obligation of the newly reorganized school district. If the newly reorganized district determines not to employ the superintendent of a former school district, the new district may discharge the contractual obligation by paying the salary which he or she would have earned, less any income obtained from employment elsewhere during the term of the contract.

### **9. Q: What happens to the retirement benefits of the employees of the former school districts?**

Retirement benefits associated with the retirement system remain unchanged. Retirement benefits associated with an employment contract or collective bargaining agreement are governed by the terms of the employment contract or collective bargaining agreement. Individuals who are already retired from a school district may have certain retiree health insurance protections contained in Chapter 504 of the Laws of 2009. Chapter 504 prohibits reduction of health insurance for retirees and their dependents unless there is a corresponding reduction of benefits or contributions for the corresponding group of active employees.

### **10. Q: Are there other considerations relating to labor relations?**

When two or more school districts reorganize into a new school district, it is possible that the local bargaining units are represented by different bargaining agents. It is important for the school districts and local bargaining units to work with their labor relations experts.

Since the success of any reorganization endeavor depends largely on the participation of all affected stakeholders, it is important for the districts to provide labor union representatives with appropriate opportunities to discuss the impact of reorganization on the rights of bargaining unit members.

## SES STUDY TEAM

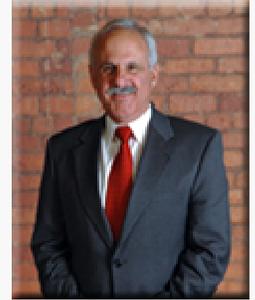
*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*



Dr. Paul M. Seversky



Mr. Doug A. Exley



Mr. Sam A. Shevat

**The SES Study Team focuses its work on customized studies that deal with identifying opportunities to provide quality educational programs more effectively and in a cost-effective manner. The major areas of the Team's services are school reorganization through centralization analyses, and the identification and analysis of collaborative functional sharing opportunities between school districts.**

The SES Study Team, in an impartial manner, provides research, direction and facilitation through a guided process. The study process emphasizes a data-driven analysis and community involvement to identify possible options to serve pupils in the future.

The common elements followed by the Team to achieve customized studies include:

- A focus on answering a set of questions by school district and community stakeholders;
- Inclusion of, and sensitivity to, all points of view from the communities involved;
- An approach that begins with the collection of data, a review of major findings, sharing of perceptions, recommendations based upon challenges and opportunities, and the modeling of potential options;
- The central role of school district instructional, instructional support, and administrative staff in providing comprehensive data for the study to use to answer the study question(s) posed by the client district(s);
- Public transparency of the work and data developed, compiled, and analyzed by the Study Team;
- The creation of a study report that becomes the prime useable tool by members of the communities as they decide how best to educate their children in the future.

The Study Team brings a combined 105 years of public education experience to working with and helping school districts identify options in serving pupils and their communities. Each team member has served as a teacher, principal and superintendent of a K-12 school district. Doug and Sam each has served as a superintendent of a reorganized district through centralization. Paul has served as a superintendent of a district that explored reorganization and in a regional capacity as a Deputy District Superintendent of a BOCES. Sam has worked for a college to administer programs for public school pupils; Paul has taught graduate level courses in educational administration for 23 years; and Doug serves as a council member at a local university. The Study Team Members have provided consultant services to public school districts since 1998.

Contact the SES Study Team to discuss your school district's specific study project.

Paul.Seversky at ses-studyteam dot org

Doug.Exley at ses-studyteam dot org

Sam.Shevat at ses-studyteam dot org

