

Clarkstown Central School District

Comprehensive Long Range Planning Study

Demographic, Enrollment and Facilities Analysis

May 2014

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MISSION STATEMENT

The Clarkstown Central School District, in a mutually respectful partnership with the community, and within a secure, caring environment, will meet the unique needs of its students and motivate and enable them to be life-long learners and productive, ethical contributors to an ever-changing global society.

TABLE OF CONTENTS

INTRODUCTION	i
--------------------	---

EXECUTIVE SUMMARY	ii
-------------------------	----

SECTION ONE: DEMOGRAPHIC ANALYSIS

A. Population.....	1
B. Births.....	4
C. Housing.....	7
D. Non-Public School Enrollment.....	14

SECTION TWO: ENROLLMENT ANALYSIS

A. Projection Methodology.....	16
B. Grade - To - Grade Retention	18
C. Projected Entering Cohorts.....	19
D. District Enrollment	19
E. Enrollment Of Grade Configurations	23

SECTION THREE: FACILITIES ANALYSIS

A. Facility Analysis Methodology	40
B. Operating Capacity	41
C. Space Allocation.....	42
1. Elementary Allocation of Space.....	42
2. Elementary Grade Sections and Current Average Class Size.....	55
3. Allocation of Space for Elementary Support Programs	57
4. Middle and High School Allocation of Space.....	60
D. Future Facilities Analysis.....	66

SECTION FOUR: FUTURE ORGANIZATIONAL ALTERNATIVES

A. Description Of Alternatives.....	74
Alternative 1: Status Quo	74
Alternative 2: Close one elementary school – reassign students to surrounding schools Middle School and High School would remain status quo	77

Alternative 3: Close two elementary buildings - reassign students to surrounding schools; Middle School and High School would remain status quo	97
B. Conclusions	98

APPENDICES

Appendix A	Enrollment Graphs
Appendix B	Enrollment Worksheets
Appendix C	Facilities Worksheets

TABLES

Table 1 - Comparative Population Growth	1
Table 2 - Comparative Enrollment Growth	2
Table 3 - Clarkstown CSD Ethnic Composition of Resident Population	3
Table 4 - Births per Thousand Population	6
Table 5 - Number of Home Sales and Median Sale Prices in the Lower Hudson Valley	7
Table 6 - Population and Enrollment Density (# per Square Miles) for Selected Areas	9
Table 7 - Home Sales in Clarkstown Central School District: 2005 - 2013	10
Table 8 - Approved and Proposed Housing in the Clarkstown Central School District	10
Table 9 - Population Characteristics for Selected Areas	13
Table 10 - Clarkstown Central SD Resident Student Enrollment in Non-Public Schools	15
Table 11 - Projected Clarkstown Central School District Enrollment	22
Table 12 - Projected Clarkstown Central School District Elementary Enrollment	23
Table 13 - Projected Clarkstown Central School District Elementary Instructional Sections	34
Table 14 - Projected Clarkstown Central School District High School Grades Enrollment	36
Table 15 - Clarkstown Central School District Facility Utilization - 2013/14	42
Table 16 - Elementary School Instruction/Support Classrooms by Size	43
Table 17 - Elementary Instructional Space Dedication Rooms Greater than 550 Square Feet	44
Table 18 - 2013/14 Elementary Instructional Sections	55
Table 19 - 2013/14 Average Elementary Class Size	56
Table 20 - 2013/14 Allocation of Space in Square Feet - Elementary Support Programs/Services.....	58
Table 21 - 2013/14 Middle and Secondary Instructional Space	61
Table 22 - School Enrollment Range 2014 - 2023.....	66
Table 23 - Operational Capacity Range 2014 - 2023 (K - 12).....	67
Table 24 - Summary of Alternatives	73
Table 25 - Forecasted Need for Instructional Classroom Space (Status quo - with designated support room based on 2013/14 usage)	75
Table 26 - Projected Enrollment and Capacity Usage at Elementary Schools - Status Quo	76
Table 27 - Enrollment Comparison with the closure of Little Tor Elementary School; students reassigned to Link (.6) and Woodglen (.4) Elementary Schools.....	78
Table 28 - Projected Utilization at Elementary Buildings with the closure of Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4).....	79

Table 29 - Projected Sectional Needs after Closure of Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)	80
Table 30 Projected Support Room Availability after Closing Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)	81
Table 31 - Projected Average Class Sizes After Closing Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)	82
Table 32 - Enrollment Comparison with the closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools	83
Table 33 - Projected Utilization at Elementary Buildings with the closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools.....	84
Table 34 - Projected Sectional Needs after Closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools	85
Table 35 - Projected Support Room Availability after Closing Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools.....	86
Table 36 - Projected Average Class Sizes After Closing Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools	87
Table 37 - Enrollment Comparison with the closure of Congers Elementary School; students reassigned to Lakewood (.3) and New City (.7) Elementary Schools.....	88
Table 38 - Projected Utilization at Elementary Buildings with the closure of Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)	89
Table 39 - Projected Sectional Needs after Closure of Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)	90
Table 40 - Projected Support Room Availability after Closing Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)	91
Table 41 - Projected Average Class Sizes After Closing Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)	92
Table 42 - Enrollment Comparison with the closure of Strawtown Elementary School; students reassigned to Laurel Plains (.5) and West Nyack (.5) Elementary Schools.....	93
Table 43 - Projected Utilization at Elementary Buildings with the closure of Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)	94
Table 44 - Projected Sectional Needs after Closure of Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5).....	95
Table 45 - Projected Support Room Availability after Closing Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)	96
Table 46 - Projected Average Class Sizes After Closing Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5).....	97

FIGURES

Figure 1 - Location of the Clarkstown Central School District	3
Figure 2 - Population Distribution by Age for the Clarkstown Central School District	3
Figure 3 - New York State Births, 1992 - 2012	5
Figure 4 - Orange & Rockland County Births, 1992 - 2012	6
Figure 5 - Nassau County and Suffolk County Births, 1992 – 2012	6
Figure 6 - Clarkstown Central School District K - 12 Enrollment.....	20
Figure 7 - Clarkstown Central School District Enrollment Change	21
Figure 8 - Bardonia Elementary School Enrollment, 2003 - 2023	24

Figure 9 - Congers Elementary School Enrollment, 2003 - 2023	25
Figure 10 - Lakewood Elementary School Enrollment, 2003 - 2023	26
Figure 11 - Laurel Plains Elementary School Enrollment, 2003 - 2023	27
Figure 12 - Link Elementary School Enrollment, 2003 - 2023	28
Figure 13 - Little Tor Elementary School Enrollment, 2003 - 2023	29
Figure 14 - New City Elementary School Enrollment, 2003 - 2023	30
Figure 15 - Strawtown Elementary School Enrollment, 2003 - 2023	31
Figure 16 - West Nyack Elementary School Enrollment, 2003 - 2023	32
Figure 17 - Woodglen Elementary School Enrollment, 2003 - 2023	33
Figure 18 - Felix Festa Middle School Enrollment, 2003 - 2023	35
Figure 19 - Clarkstown High School North Enrollment, 2003 - 2023	37
Figure 20 - Clarkstown High School South Enrollment, 2003 - 2023	38
Figure 21 - Birchwood School Enrollment,	39
Figure 22 - Bardonia Elementary School	45
Figure 23 - Congers Elementary School	46
Figure 24 - Lakewood Elementary School	47
Figure 25 - Laurel Plains Elementary School	48
Figure 26 - Link Elementary School	49
Figure 27 - Little Tor Elementary School	50
Figure 28 - New City Elementary School	51
Figure 29 - Strawtown Elementary School	52
Figure 30 - West Nyack Elementary School	53
Figure 31 - Woodglen Elementary School	54
Figure 32 - Felix Festa Middle School	62
Figure 33 - Clarkstown High School North	63
Figure 34 - Clarkstown High School South	64
Figure 35 - Birchwood School	65
Figure 36 - Bardonia Elementary School Capacity Utilization Level	68
Figure 37 - Congers Elementary School Capacity Utilization Level	68
Figure 38 - Lakewood Elementary School Capacity Utilization Level	68
Figure 39 - Laurel Plains Elementary School Capacity Utilization Level	69
Figure 40 - Link Elementary School Capacity Utilization Level	69
Figure 41 - Little Tor Elementary School Capacity Utilization Level	69
Figure 42 - New City Elementary School Capacity Utilization Level	70
Figure 43 - Strawtown Elementary School Capacity Utilization Level	70
Figure 44 - West Nyack Elementary School Capacity Utilization Level	70
Figure 45 - Woodglen Elementary School Capacity Utilization Level	71
Figure 46 - Felix Festa Middle School Capacity Utilization Level	71
Figure 47 - Clarkstown High School North Capacity Utilization Level	71
Figure 48 - Clarkstown High School South Capacity Utilization Level	72
Figure 49 - Birchwood School Capacity Utilization Level	72

INTRODUCTION

The Clarkstown Central School District is committed to meeting the educational needs of its students both now and in the future. Therefore, the district has requested that the Western Suffolk BOCES Office of School Planning and Research conduct a study that will generate enrollment projections and facility analysis through the year 2023. As a result, an analysis of historical enrollment trends, along with an assessment of demographic and facilities usage was made and the following document is a summary of its findings. Using Clarkstown mission statement and philosophy as a foundation, the study provides the data necessary for the district to consider a variety of issues. The comprehensive Long Range Planning Study provides objective data that the Board of Education can use in planning for sound management practices and continued excellence in education. Planning, however, is a dynamic process that evolves as data is evaluated. Therefore, periodic updates are suggested which will address subtle changes in district trends.

Joan Townley, School Planning Coordinator, oversaw all aspects of the study process. Shu-Ling Liu, Research Analyst, compiled demographic research and prepared the enrollment projections. Barbara Graziano, Program Specialist, compiled the report. Janice Schwartz, Educational Planning Clerk, assisted with demographic research and prepared the report for publication.

Dr. J. Thomas Morton, Superintendent of Schools, provided access to district records. John LaNave, Assistant Superintendent for Facilities and Fiscal Management, acted as district liaison and provided Western Suffolk BOCES with the necessary data, thus enabling the study process to successfully accomplish its goals. Anthony Valente, Manager of Facilities, was an invaluable district contact who provided information on facilities and other operational information.

Additionally, selected references and resources were used, as indicated below:

Brookings Institution
Bureau of Labor Statistics
Council for American Private Education (CAPE)
Hudson Gateway Association of Realtors, Inc.
Housing Views - S&P's Blog on the Housing Market
National Association of Home Builders
National Association of Realtors
National Catholic Educational Association
New York State Education Department
New York State Health Department – Bureau of Vital Statistics
New York State Office of Real Property Services
New York Times
Pew Research Center
Population Reference Bureau
The State of the Nation's Housing 2013, Joint Center for Housing Studies of Harvard University
Town of Clarkstown Department of Planning
U.S. Census Bureau
U.S. Census Bureau, American Community Survey
U.S. Census Bureau, American Fact Finder
U.S. Department of Education, National Center for Education Statistics
U.S. Department of Health and Human Services – National Center for Health Statistics
U.S. Housing Market Summary, 2nd Quarter 2013, U. S. Department of Housing and Urban Development, Office of Policy Development and Research
USA Today
Wall Street Journal

EXECUTIVE SUMMARY

Clarkstown Central School District
Long Range Planning Study conducted by Western Suffolk BOCES
Summary of Demographic, Enrollment and Facilities Analysis (page 1)

Demographic Analysis

- The Clarkstown Central School District's area demographics help us to understand the enrollment trends of the district.
- The **population** within the Clarkstown Central School District decreased 0.9 percent between 2000 and 2010, but then increased 1.9 percent between 2010 and 2012. The percentage of pre-school-aged children decreased between 2000 and 2010, while the percentage of school-aged children increased. The ethnic composition of the resident population has shifted, with gains noted in the Asian, Hispanic and black segments since 2000, while the white segment experienced a decrease. The school district's enrollment reflects the community's ethnic distribution.
- **Births** in Rockland County overall increased between 1990 and 2008, reaching an historical peak of 4,956 births in 2008. Subsequently, births decreased 8.7 percent between 2008 and 2011, followed by a slight increase last year, in 2012. Births within the Clarkstown Central School District have decreased as well. In 2002 there were 499 recorded births within the district; however, there were 293 reported births in 2012.
- The resale of existing **housing** has the greatest potential to impact enrollment. The number of homes sold in the district peaked in 2005 when 570 sales were recorded. However, since then, home sales have declined significantly, with 330 homes sold in 2012.
- Approximately 287 children or 3.2 percent of district students, attended **non-public** schools in 2012. This is a decrease from 2007, when 371 children, or 3.8 percent of district students, attended private schools. The movement in and out of non-public schools can contribute to fluctuations in public school enrollment.

EXECUTIVE SUMMARY

Clarkstown Central School District
Long Range Planning Study conducted by Western Suffolk BOCES
Summary of Demographic, Enrollment and Facilities Analysis (page 2)

District Enrollment

- The Clarkstown Central School District educates students in grades K - 12 in fourteen schools.
- The district K - 12 enrollment decreased between 2003 and 2013 by 690 students, or 7.4 percent. An additional loss of approximately 1,406 students, or 16.2 percent, is anticipated between the actual 2013 enrollment of 8,660 students and the projected 2023 enrollment of 7,254 students.
- There are several key factors that influence the projected enrollment trends. Housing turnover was at its peak in 2005; there have been significant sales declines since then, bringing fewer new families with children into the district. Also, births have declined, resulting in kindergarten enrollment that is expected to remain at a lower level, with between 487 - 494 students expected each year between 2014 and 2023. In addition, smaller kindergarten cohorts will replace larger graduating twelfth grade classes; negative displacements of between 128 - 316 students are expected during the next ten years. However, the district gains students in transition to most grades, minimizing the losses to some extent.
- According to Western Suffolk BOCES projections, the elementary grade (K - 5) configuration will lose 401 students, or 11.4 percent, the middle grades (6 - 8) will lose 458 students, or 21.5 percent, and the high school grade (9 - 12) configuration will lose 547 students, or 18.3 percent, by 2023. The district K - 12 enrollment will be at the projection period peak enrollment of 8,467 students next year, in 2014; this is 193 fewer students than are currently enrolled.

EXECUTIVE SUMMARY

Clarkstown Central School District
Long Range Planning Study conducted by Western Suffolk BOCES
Summary of Demographic, Enrollment and Facilities Analysis (page 3)

Facilities Analysis

- The Clarkstown Central School District enrollment is projected to experience a decrease during the ten-year projection period presented.
- Consideration of several factors will help the district in moving toward meeting future needs. The primary factor is for the maintenance of quality educational opportunities across the district schools, along with class sizes that fall within acceptable ranges. Secondary factors include the dedication of space for support programs, expansion of current programs (i.e., to meet Regents requirements) and to accommodate current technology and educational philosophy.
- Of the ten elementary facilities examined in the Clarkstown Central School District, current utilizations range between 55 percent at New City Elementary School and 77 percent at Bardonia Elementary School. In the three middle and secondary facilities, current utilizations are 67 percent at Felix Festa Middle School, 67 percent at Clarkstown High School North and 70 percent at Clarkstown High School South. The special program at Birchmont School is operating at 75 percent of its capacity.



Figure 1 - Location of the Clarkstown Central School District

Section One: Demographic Analysis

The objective of this section of the study was to evaluate demographic factors that can impact the Clarkstown Central School District. Changes in school enrollment occur because of the number of children being born, moving into a community, or attending non-public schools. Therefore, the demographic factors considered were population characteristics, birthrates, housing, and non-public school enrollment.

A. POPULATION

As shown in Table 1, historically, between 1990 and 2000, the resident population increased 8.0 percent in Rockland County, while the Town of Clarkstown noted a gain of 3.4 percent. The population in the Clarkstown School District increased 0.9 percent during the same period. The East Ramapo School District noted the largest gain (21.7 percent), while most other surrounding districts experienced gains of between 0.2 and 7.9 percent; a loss was noted in the South Orangetown School District. Population gains continued between 2000 and 2010 in Rockland County and the Town of Clarkstown, while a loss of 0.9 percent was noted in the Clarkstown School District. The surrounding districts recorded gains of between 0.6 - 18.6 percent during this time.

Table 1 - Comparative Population Growth

Location	1990	2000	% change 90 - 00	2010	% change 00 - 10
Rockland County	265,475	286,753	8.0%	311,687	8.7%
Town of Clarkstown	79,346	82,082	3.4%	84,187	2.6%
Clarkstown CSD	48,554	48,968	0.9%	48,526	-0.9%
East Ramapo CSD	78,361	95,335	21.7%	113,031	18.6%
Haverstraw-Stony Point CSD (also known as No. Rockland)	43,311	43,392	0.2%	47,775	10.1%
Nanuet UFSD	11,958	12,905	7.9%	13,468	4.4%
Nyack UFSD	22,542	23,375	3.7%	23,526	0.6%
Pearl River UFSD	14,444	15,300	5.9%	15,564	1.7%
South Orangetown CSD	20,342	20,057	-1.4%	21,190	5.6%

Source: U.S. Census

As shown in Table 2, public school enrollment increased 12.5 percent in Rockland County from 1990 to 2000. The Clarkstown School District recorded a gain of 4.3 percent, while gains of up to 41.5 percent were noted in surrounding districts during this period. Significantly smaller gains continued from 2000 through 2010 in Rockland County and in the Clarkstown School District, as well as in most adjacent districts. The East Ramapo School district noted a 10.1 percent decrease during this period.

Table 2 - Comparative Enrollment Growth

Location	1990 Enrollment	2000 Enrollment	CHANGE 90 - 00	2010 Enrollment	CHANGE 00 - 10
Rockland County	36,079	40,571	12.5%	41,089	1.3%
Clarkstown CSD	8,617	8,990	4.3%	9,028	0.4%
East Ramapo CSD	8,855	9,028	2.0%	8,118	-10.1%
Haverstraw-Stony Point CSD (also known as No. Rockland)	6,496	7,728	19.0%	7,925	2.5%
Nanuet UFSD	1,633	1,997	22.3%	2,299	15.1%
Nyack UFSD	2,682	2,918	8.8%	2,922	0.1%
Pearl River UFSD	1,698	2,402	41.5%	2,649	10.3%
South Orangetown CSD	2,194	2,986	36.1%	3,441	15.2%

Source: New York State Education Dept., Clarkstown CSD

As shown in Figure 2, the percentage of each age segment in the district has changed. While the 55 and over age group increased, the pre-school and 20 - 54 year old segments decreased between 2000 and 2010. Children aged 0 - 4 accounted for 4.9 percent of the population in 2010, as compared to 6.5 percent in 2000. In 2010, 20 - 54 year olds made up 42.9 percent of the district population, whereas in 2000 they accounted for 48.7 percent of the district's population.

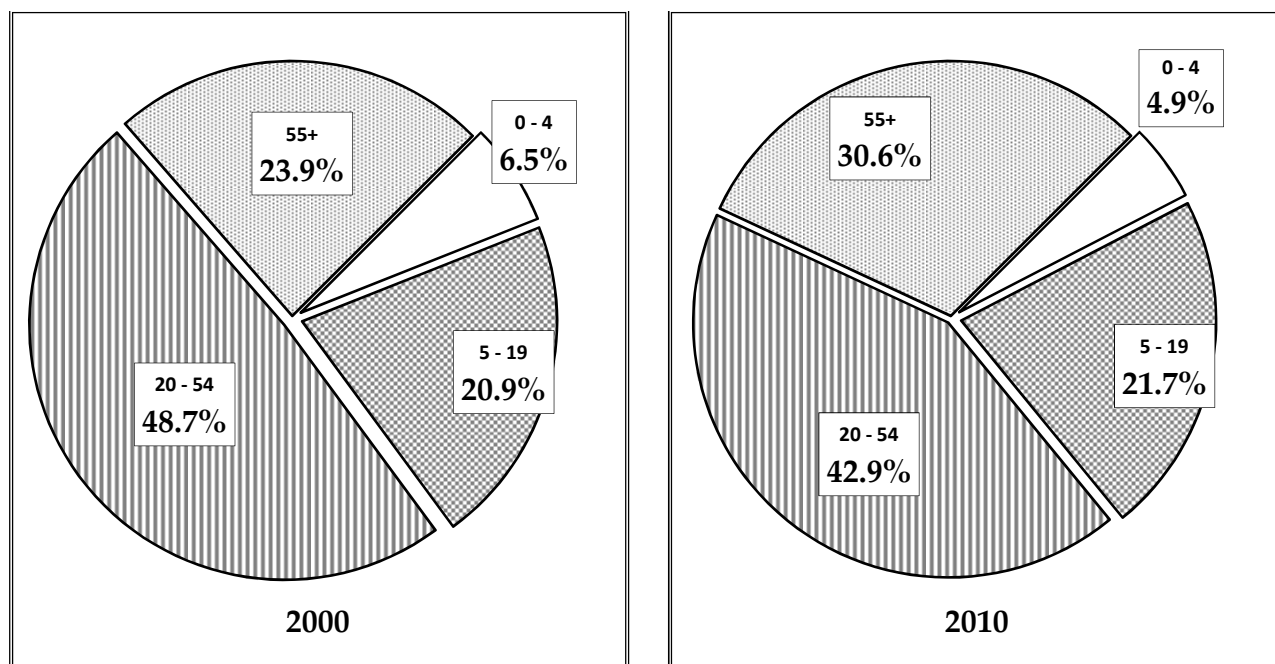


Figure 2 - Population Distribution by Age for the Clarkstown Central School District

A comparison of the ethnic composition of the **total resident population** of the district between 1990 and 2010 showed a decrease in the percentage of the white segment of the population with a corresponding increase in the percentages of the Asian, Hispanic and black segments of the population (see Table 3). In 1990, the majority of Clarkstown School District residents were white (88.8 percent), followed by the Asian/other segment at 4.8 percent. By 2010, the white segment had decreased to 75.5 percent of the population, while the percentage of Asian residents increased to 11.1 percent. The Hispanic and the black segments also increased, from 4.1 to 9.0 percent and from 2.3 to 3.0 percent of the population, respectively, during the same time period. Approximately 1.4 percent of district residents identified themselves ethnically as two or more races in 2010; this distinction was not available for the 1990 Census.

Table 3 - Clarkstown CSD Ethnic Composition of Resident Population

Year	White	Black	Hispanic	Asian/Other	2 or More Races
1990	88.8%	2.3%	4.1%	4.8%	n/a
2000	83.5%	2.2%	5.9%	7.6%	n/a
2010	75.5%	3.0%	9.0%	11.1%	1.4%

Source: American Fact Finder 2; New York State Data Center

Based on data recorded by the New York State Education Department, the ethnic distribution of the district enrollment between 1998 and 2010 showed patterns similar to those experienced by the district population in the last decade. The white student population accounted for approximately 85.4 percent of the total student population in 1998, decreasing to 70.0 percent in 2011, the last year of available data. The Asian/other and Hispanic segments, however, grew from 8.1 and 4.3 percent to 13.8 and 11.7 percent,

respectively, during the same period; the black segment increased as well, from 2.2 to 3.4 percent of the student population. Overall, the student ethnic distribution basically reflects the ethnic diversity in the resident population of the district as a whole.

According to the Education Research Service (Arlington, Virginia), the school-age population of minority groups is growing faster than the school-age population of whites. Changes in the ethnic composition of an area may contribute to increased birthrates. According to the U.S. Census Bureau, foreign-born or minority women demonstrate a younger median age, and a higher birthrate and family size expectation than native born or white women, although there are indications of decreases in these populations as well.

B. BIRTHS

As reported by the *National Center for Health Statistics*, there were 3,952,937 recorded births (preliminary data) in 2012, reflecting stability when compared to the record low of 3,953,590 reported births in 2011. This appears to indicate a leveling off of the steady decline since 2007, when an historic high 4,316,233 babies were born. The birth rate in 2012 was 63.0 births per thousand women aged 15-44, down slightly from 63.2 births in 2011. However, this represents a significant decline since 2007, when there were 69.3 babies born for every thousand women of childbearing age. The birth rate peaked during the Baby Boom years at 122.7 in 1957, almost double today's rate.

Most experts agree that the six year decline in births is closely linked to the economic recession. States that experienced the greatest economic declines were most likely to have experienced larger declines in fertility. In addition, many researchers cite societal trends and changing cultural norms which have affected fertility, including delayed marriages, increased levels of education and employment for women and easy access to contraception.

According to a report issued by *The Pew Research Center*, foreign-born women led the recent decline in births. From 2007 to 2010, births to U.S.-born women decreased 6 percent, while births to foreign-born women declined 14 percent. This reverses a trend of immigrant women accounting for a rising share of U.S. births; in 2007 births to immigrant women accounted for 25 percent of births in this country, compared to 16 percent in 1990. However, by 2010, the share of births to foreign-born women had decreased to 23 percent.

The 2010 birth rate for foreign-born women (87.8) was almost 50 percent higher than the rate for U.S.-born women (58.9). This is due in part to the fact that immigrant women are more likely to be of childbearing age. Between 1990 and 2010, the population of native-born women of childbearing age declined by 1 percent, while the number of immigrant women of childbearing age increased by 85 percent. While foreign-born mothers account for approximately 23 percent of U.S. births, they comprise only 17 percent of the female population aged 15-44.

Among all racial and ethnic groups, Hispanic women continue to have the highest fertility rates (80 births per thousand women aged 15-44), followed by blacks (64 births), whites (59 births) and Asians (56 births). However, total births to Hispanic women (native and foreign-born) dropped approximately 11 percent

between 2007 and 2010. A significant portion of the drop in the Hispanic rate can be attributed to a 23 percent decline in births to Mexican-born women during the same period.

Since 2007, birthrates have fallen for younger age groups. In 2012, the birthrate for teens (15-19) dropped to an historic low of 29.4 births. Birthrates to women in their early 20's also declined to a record low; for women in their late 20's, 2010 rates fell to the lowest level since 1976. However, for women in their 30's and early forties, the birth rate increased; the birth trend remained stable for women in their late forties. Due to the decline in birth rates among young women, the average age of first birth has increased from 21.4 years in 1970 to 25.6 years in 2011.

Recent data from the *National Center for Health Statistics* indicate that, although the non-marital birth rate declined 2 percent in 2012, the proportion of births to unmarried women remains at 41 percent. Births to unmarried teens have dropped to an historical low of 17 percent in 2012, compared to 50 percent of unmarried births in 1970. However, the rate of non-marital births to women in their 20's has increased in recent years; in 2012, 61 percent of non-marital births were to women in their 20's. Among racial and ethnic groups, black women have the greatest percentage of unwed births (72.2 percent), while the lowest percentage of out of wedlock births (17.1 percent) can be attributed to Asian/Pacific Islander women.

As indicated in the following chart, New York State experienced a steady decline in births between 1992 and 1997. Subsequently, the number of births fluctuated but overall further declined to the lowest level of the twenty year period in 2012, when 238,357 births were recorded.

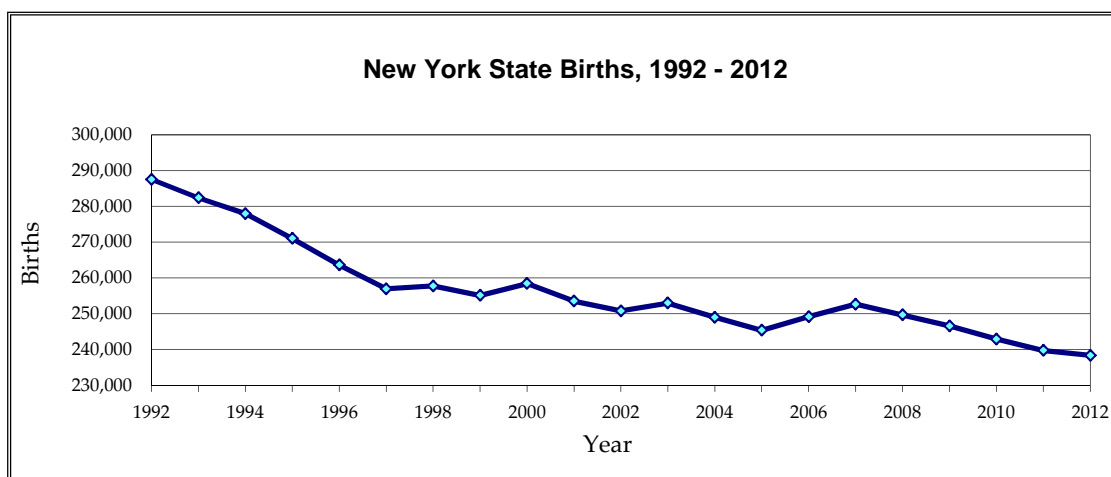


Figure 3 - New York State Births, 1992 - 2012
Note: 2012 data are preliminary

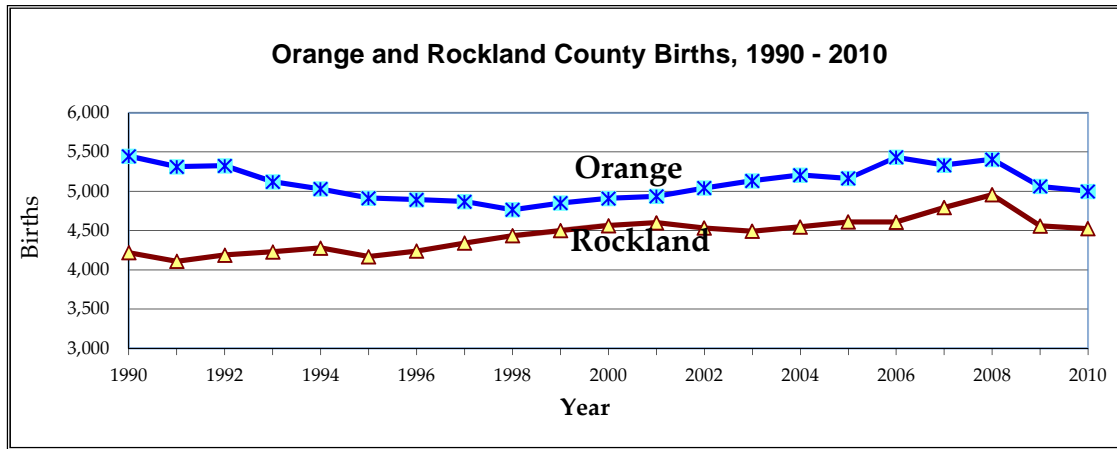


Figure 4 - Orange & Rockland County Births, 1992 - 2012
Note: 2012 data are preliminary

Figure 2 shows that births declined in Orange County between 1992 and 1998, dropping to an historical low of 4,766 births in 1998. Subsequently, births increased 14 percent between 1998 and 2006. However, the number of births declined in five of the last six years, with a decrease of 13.3 percent noted between 2006 and 2012. In contrast, births in Rockland County overall increased between 1990 and 2008 to an historical peak of 4,956 births in 2008. Subsequently, births decreased 8.7 percent between 2008 and 2011, followed by a slight increase last year, in 2012. Births within the Clarkstown School District have also declined. While 499 births were reported in 2002, only 293 births were recorded in 2012.

As shown in Table 4, births increased between 1990 and 2000 in Rockland County and in the Town of Clarkstown. However, decreases were seen in both the number of births and the birthrates in the County and the Town between 2000 and 2010. The patterns of fertility, number of women in childbearing years, and the continued in-migration into the region can affect the future level of births.

Table 4 - Births per Thousand Population

Location	1990		2000		2010	
	Births	Birthrate	Births	Birthrate	Births	Birthrate
Rockland County	4,220	15.9	4,563	15.9	4,525	14.5
Town of Clarkstown	924	11.6	1,004	12.2	742	8.8

Source: New York State, Department of Health

C. HOUSING

Recent national data from various indicators show that the battered housing market is finally undergoing a recovery. Sales have increased, prices are rising and housing starts and completions are up. According to the National Association of Realtors, there were 5.09 million sales recorded in 2013, reflecting a 9.1 percent increase when compared to 2012. This was the strongest performance since 2006, when sales reached a high of 6.48 million sales at the conclusion of the housing boom. Nationally, the median price of an existing home in 2013 was \$197,100, which is 11.5 percent greater than the 2012 median price of \$176,800. Housing starts were up in 2013, with approximately 923,400 units started last year, reflecting an 18 percent year-to-year increase; however, this is well below 2007 levels, when there were nearly 1.4 million housing starts.

The Lower Hudson Valley residential real estate market also strengthened in recent months. According to the *Hudson Gateway Association of Realtors*, their member realtors reported 13,781 sales in 2013, reflecting a 20 percent increase over the previous year. In the fourth quarter of 2013, Orange, Putnam, Rockland and Westchester Counties posted sales gains of between 9.9 and 25.7 percent. Median prices, however, declined in three counties; Westchester County saw a quarterly year-to-year increase of 2.4 percent in the median sale price in the fourth quarter.

Table 5 - Number of Home Sales and Median Sale Prices in the Lower Hudson Valley

	4th Qtr. 2013		4th Qtr. 2012		Change	
	#Sales	Median Price*	#Sales	Median Price*	#Sales	Median Price*
Orange County	679	\$225,000	540	\$238,500	25.7%	-5.7%
Putnam County	225	\$300,000	186	\$308,000	21.0%	-2.6
Rockland County	501	\$380,000	456	\$383,000	9.9%	-0.8%
Westchester County	1,973	\$560,000	1,747	\$547,000	12.9%	2.4%

Source: Hudson Gateway Association of Realtors, Inc.

*Single family homes

Several factors have contributed to the rebound of the housing market. Recent record low mortgage rates spurred buying and helped to drive up prices. In addition, steady, if not dramatic, employment growth and low levels of inventory stimulated the recovery.

Despite the positive indicators, many experts point to a number of weaknesses in the market and cite the challenges to sustaining a healthy recovery. After mortgage rates dropped to a low of 3.31 percent in November 2012, rates have risen to the current rate of 4.26 percent (April 2014). Although still low by historical standards, rising mortgage rates could dampen the sales momentum and have a negative effect on home prices. Additionally, while lowered inventory levels have had a positive effect on housing prices, a continued shortage of homes for sale could hinder the recovery. Housing supplies remain below

historical norms; the *National Association of Realtors* reported that housing inventory fell 9.3 percent in December 2013 to 1.86 million units, representing a 4.6-month supply, down from a 5.1-month supply in November 2013.

Sales to first time home buyers, which historically have averaged 40 percent of home sales, accounted for only 27 percent of sales in December (2013). Although the young adult population has been growing, the rate at which members of this group have set up their own households has declined. Some are still struggling to obtain good paying jobs and many are burdened with high levels of student debt. According to the Federal Reserve Bank of New York, approximately 40 percent of 25-year olds are carrying student loan debt, with an average balance of \$25,000. This generation is also delaying marriage and children, thereby changing the patterns of household formation. An analysis by the *Wall Street Journal* indicates that the number of “missing households” has grown by about 2.4 million people, an increase of four percent, over the past year, consisting mainly of adult children living at home with their parents.

While rising home prices and an improving job market have reduced the number of underwater homeowners and delinquent borrowers, according to *Core Logic*, approximately 15.5 percent of residential homeowners are still holding underwater mortgages. Homeowners carrying loans with negative or minimal equity are generally reluctant or unable to sell and buy other homes. In addition, potential buyers are encountering continued tightened lending standards. These conditions can hinder the recovery by limiting both the supply of homes and the pool of potential buyers.

Despite the fact that the combination of low mortgage rates and lower prices have made owning a home more affordable than at any time since the 1970’s, the home ownership rate fell for the eighth straight year in 2012, from 66.1 to 65.4 percent. The decline continued in 2013, falling to 65.3 percent in the third quarter. Homeownership rates have fallen more sharply for black and Hispanic households, resulting in a widening gap between white and minority ownership. The home ownership rate for blacks (43.9 percent) has dropped to the lowest level since 1995. The homeownership rates for whites (73.5 percent) and Hispanics (46.0 percent) are the lowest in a decade. Additionally, homeownership rates for households in the 25-54 year old range were at the lowest point since 1976, when record keeping began. However, rates for homeowners aged 65 and older increased in 2012 to the highest level yet recorded.

As homeownership rates have declined, the rental market has continued to strengthen. Nationally, rents increased an average of three percent in the fourth quarter of 2012, while the vacancy rate decreased to 8.7 percent in 2012, the lowest level since 2001. The number of renter households grew by 1.1 million in 2012 and accounts for approximately 35 percent of all households. Last year (2012) saw the completion of approximately 186,000 new rental units. However, since 2007, conversions of single-family homes to rentals have contributed significantly more to the rental inventory than new construction.

An additional consequence of the recent recession is an increase in the number of cost-burdened households, that is, those who are paying more than 30 percent of their income for housing. According to the *American Community Survey*, in 2011, 37 percent of households were cost burdened, while 17.9 percent of U.S. households were severely cost burdened, that is, paying more than half of their income toward housing. This is the result of various factors, including recession induced unemployment or under-

employment, rising rents and burdens incurred during the boom years when buyers stretched to afford homes at inflated prices. New York is one of five states with a high percentage (30 percent or more) of severely cost burdened households.

The amount of available land naturally affects potential housing starts. Population and enrollment density (persons/pupils per square mile) presents a general index of available land and population composition. As shown in Table 6, the data indicates that the Clarkstown Central School District uses land at a higher density, with higher student yields relative to that of Rockland County. As of 2010, there were approximately 345 pupils and 1,852 persons per square mile in the Clarkstown Central School District, as compared to 237 students and 1,796 persons per square mile in Rockland County.

Table 6 - Population and Enrollment Density (# per Square Miles) for Selected Areas

Location	Area (sq. miles)	1990		2000		2010	
		Pop Density	Enroll Density	Pop Density	Enroll Density	Pop Density	Enroll Density
Rockland County	173.55	1,530	208	1,652	234	1,796	237
Town of Clarkstown	38.48	2,062	n/a	2,133	n/a	2,188	n/a
Clarkstown CSD	26.20	1,853	329	1,869	343	1,852	345
East Ramapo CSD	35.13	2,231	252	2,714	257	3,218	231
Haverstraw-Stony Pt. CSD (also known as No. Rockland)	51.21	846	127	847	151	933	155
Nanuet UFSD	5.13	2,331	318	2,516	389	2,625	448
Nyack UFSD	7.27	3,101	369	3,215	401	3,236	402
Pearl River UFSD	7.01	2,060	242	2,183	343	2,220	378
South Orangetown CSD	14.16	1,437	155	1,416	211	1,496	243

Source: U.S. Census; NYSED

There are approximately 26.2 square miles, or 16,768 acres of land within the Clarkstown Central School District, offering suburban lifestyle. Other uses of land include commercial, institutional (schools, medical facilities, religious houses of worship), recreation, open space, and utilities.

As shown in Table 7, approximately 291 - 570 homes were sold in the district each year between 2005 and 2013, with the highest turnover occurring in 2005 and the fewest number of homes sold in 2011. The median home price in the Clarkstown Central School District in 2013 was \$417,900. While this is 3.2 percent higher than the median price seen in 2012, it represents a 21 percent decrease when compared to the peak median price of \$529,500 seen in 2006.

Table 7 - Home Sales in Clarkstown Central School District: 2005 - 2013

Year	Number of Sales	Median Price
2005	570	\$510,000
2006	504	\$529,500
2007	462	\$510,000
2008	337	\$482,000
2009	310	\$455,000
2010	334	\$440,000
2011	291	\$420,000
2012	330	\$405,000
2013	305	\$417,900

Source: New York State Office of Real Property Services

The Town of Clarkstown was contacted regarding the status of potential building projects, as well as any new developments before the Planning Board. It was reported that 124 units have been approved within the last five years, including 77 units in two 55 and older communities. A total of 44 units have been completed, leaving 80 units that may yet be built. Another 709 units have been proposed within the last five years but have not yet been approved. Of these, 585 units are in senior communities, with one development (30 units) proposed as affordable housing. In addition, the *Little Tor Homes* subdivision (part of the Smith Farms development), located in New City, was approved prior to 2009. As reported by the Town of Clarkstown, it consists of 55 residential lots; as of April 2014, 15 homes have been completed and 12 have received certificates of occupancy. Construction on this project stalled during the recent economic recession; additional homes will be built as they are sold. Table 8 details the current status of new housing within the Clarkstown Central School District.

Table 8 - Approved and Proposed Housing in the Clarkstown Central School District

PROJECT NAME	LOCATION	# OF UNITS	STATUS
RESIDENTIAL DEVELOPMENT APPROVED WITHIN THE LAST FIVE YEARS			
SMK North Grant Ave.	Congers, 90 No. Grant Ave.	2 SF	Approved 12/08, 0 built
170 Ridge Rd., LLC	Valley Cottage, W/S of Ridge Rd.	2 SF	Complete
Bowman Estates	New City, Burdock Rd.	3 SF	Complete
Eden Park	W. Nyack, W. Nyack Rd.	34 MF - Senior	Complete
So. Mountain Properties	New City, S/S Mtn. Rd.	2 SF	1 built
Joseph Laico	New City, S/S of So. Mountain Rd.	1 SF	Approved 10/07, 0 built

PROJECT NAME	LOCATION	# OF UNITS	STATUS
Yellowstone Fields	W. Nyack, E/S Germonds Rd.	9 SF	Approved 6/12, 0 built
T.J. Rickli	Bardonia, N/W side Basswood CT.	2 SF	Complete
SMK Mass. Ave.	Congers, E/S Mass. Ave.	2 SF	Complete
Wolfe Landing	W. Nyack, S/S W. Nyack Rd.	43 MF - Senior	Approved 11/12, 0 built
Bertolino-Graziano	Congers, N/S Lake Rd.	3 MF	Approved 3/13, 0 built
Davies Farm/Tor Valley	New City, New Valley Rd.	15 SF	Approved 3/12, 0 built
Ferretti	Nanuet, W/S Grandview	1 SF	Approved 6/13, 0 built
Newman	New City, Jill La.	1 SF	Approved 3/14, 0 built
Charles Elin	Congers, Gilcrest Rd.& Columbus Ave.	1 SF	Approved 1/12, 0 built
Western LLC, Inwood	Bardonia, E/S Inwood Dr.	2 SF	Approved 1/14, 0 built
Sky Drive	New City, City View & Sky Dr.	1 SF	Approved 7/13, 0 built
TOTAL	124 units approved (77 senior) within the last 5 years		44 units built (34 senior)
RESIDENTIAL APPLICATIONS SUBMITTED BUT NOT APPROVED WITHIN THE LAST FIVE YEARS			
J. Mascia (Harmony Heights)	New City, N/S Old Phillips Rd.	2 SF	Submitted; not yet approved
Sindi Landman	New City, N/S S. Mountain Rd.	2 SF	Submitted; not yet approved
New City Plaza	New City, E/S Main St.	24 MF	Submitted; not yet approved
Ki Jung Kim	New City, E/S Main St.	3 MF	Submitted; not yet approved
Vanderbuilt Grande	New City, Rt. 304 & Amer. Legion Way	100 MF - Senior	Submitted; not yet approved
Vitale	W. Nyack, N/S W. Nyack Rd.	1 SF	Submitted; not yet approved
Greany Estates	W. Nyack, S/S Demarest Rd.	9 SF	Submitted; not yet approved
Dr. M. Macguffie	New City, N/S So. Mountain Rd.	3 SF	Submitted; not yet approved
J. & R. Muggio	Congers, Conger Ave.	1 SF	Submitted; not yet approved
Davies Farm III	Congers, S/S Rte. 304	59 SF	Submitted; not yet approved
Landau Estates	Valley Cottage, E/S Ridge Rd.	3 SF	Submitted; not yet approved

PROJECT NAME	LOCATION	# OF UNITS	STATUS
Congers Lake Village	Congers, S/S Lake Rd.	30 MF – Senior Affordable	Submitted; not yet approved
Kennelly Square	Congers, Rt. 9W	14 MF	Submitted; not yet approved
Gara	New City, N/W side Henry St.	2 SF	Submitted; not yet approved
Schimpf Farm Senior Housing	West Nyack, SE corner Parrot RD.	135 MF - Senior	Submitted; not yet approved
Orchard Ridge	Congers, W/S Rt. 303	320 MF – Senior	Submitted; not yet approved
Little Tor Plaza	New City, W/S Little Tor Rd.	1 SF	Submitted; not yet approved
Total	709 units proposed, including 585 senior units		

Housing data for the area encompassed by the Clarkstown Central School District indicated that 97.6 percent of the total housing in 2010 was occupied and 2.4 percent was vacant ('vacant' includes seasonal residences). Occupied housing can be inhabited by the owner of the house or a renter. Rental property generally attracts a more transient population with fewer school-aged children than owner occupied housing. The percentage of owner-occupied housing units decreased from 88.9 percent in 2000 to 88.0 percent in 2010. During this same time, the amount of occupied housing that is rented in the district increased from 11.1 percent in 2000 to 12.0 percent in 2010.

Other factors need to be considered when determining the impact of housing on school enrollment. These factors include the resident characteristics, number of households with children, and age of children. Table 8 contains household characteristics for Rockland County and the Town of Clarkstown, as well as residents within the Clarkstown Central School District. Nationally, since 1990, the number of households increased, while household size and school enrollments decreased. In the United States, the average household consisted of 2.64 persons in 1990, 2.61 in 2000 and 2.59 persons in 2010. The household size in the Clarkstown Central School District decreased from 3.2 persons in 1990 to 3.0 persons in 2010, while the household size in Rockland County remained stable at 3.1 persons during the same time period.

In Rockland County the population under age 5 increased from 7.2 percent in 1990 to 7.6 percent in 2010. In the Clarkstown Central School District, the under age 5 segment increased from 5.1 percent to 6.5 percent between 1990 and 2000, but then decreased to 4.9 percent in 2010. The median age of residents in Rockland County increased from 34.0 years in 1990 to 36.7 years in 2010, while the median age in the Town of Clarkstown increased from 35.9 to 42.8 years during the same period; this compares to the median age of 43.7 years in the Clarkstown Central School District in 2010. This data supports the assertion that the population throughout the area is aging. The number of public school children per household decreased in Rockland County and in the Clarkstown Central School District between 2000 and 2010. According to the 2010 *U.S. Census*, 38.7 percent of the occupied households in the Clarkstown

Central School District contained children eighteen years and younger compared to 39.5 percent of Rockland County residents with children in this age range in 2010.

Table 9 - Population Characteristics for Selected Areas

Location		Rockland County	Town of Clarkstown	Clarkstown CSD
Household Size	1990	3.1	3.1	3.2
	2000	3.1	3.0	3.0
	2010	3.1	2.9	3.0
% of Households with Children under 18	1990	40.0%	41.9%	45.2%
	2000	40.5%	39.3%	41.8%
	2010	39.5%	36.2%	38.7%
# Public School Children per Household	1990	0.43	n/a	0.57
	2000	0.44	n/a	0.56
	2010	0.41	n/a	0.55
Median Age	1990	34.0	35.9	n/a
	2000	36.2	39.1	n/a
	2010	36.7	42.8	43.7
Population under Age 5	1990	7.2%	6.0%	5.1%
	2000	7.6%	6.4%	6.5%
	2010	7.6%	5.1%	4.9%

Source: U.S. Dept. of Commerce; U.S. Census; NYSED

D. NON-PUBLIC SCHOOL ENROLLMENT

As reported by the National Center for Education Statistics, non-public school enrollment in pre-kindergarten through grade 12 increased from 5.9 to 6.3 million students between 1995 and 2001. However, projections indicate that, for the 2013-14 school year, private school enrollment will have declined to 5.2 million students, or approximately 9.4 percent of all elementary and secondary school students.

In 2009-10, the highest percentages of private school enrollment were in the Northeast (14 percent), and the Midwest (11 percent), while non-public schools in the West and the South enrolled smaller numbers (eight and nine percent, respectively). In 2012-13, non-public schools in New York State enrolled 390,000 K-12 students, or 12.7 percent of school age children. This is a decrease from 2000-01, when 495,738 students, or 14.9 percent of New York State school age children, attended private schools. In the region north of New York City, during the 2010-11 school year, less than ten percent of students attended non-public schools in Sullivan County (9.0 percent), Ulster County (6.7 percent) and Putnam County (3.5 percent). Approximately 10 percent of Dutchess County students, 14.1 percent of Westchester County students and 17.6 percent of Orange County students attended non-public schools. Rockland County has the largest percentage of students (35.9) attending private schools in New York State.

Nationally, in 2011, the majority of private schools (68 percent) had a religious orientation, enrolling 80 percent of private school students. Historically, Catholic schools enrolled the largest share of private school students; however, Catholic school enrollments have been particularly hard hit in recent years, decreasing from 45 percent of private school students in 1995 to 39 percent in 2009. According to the National Catholic Education Association, since 2000, approximately 2,090 Catholic schools have closed or consolidated, with a loss of 651,298 students (24.5 percent). The Archdiocese of New York (which includes three New York boroughs and seven northern counties) closed 22 elementary schools and two high schools at the end of the 2012-13 school year due to financial difficulties and declining enrollments; this was in addition to the closure of 26 elementary schools and four high schools at the end of the 2010-11 school year. The number of students enrolled in Conservative Christian and other religiously affiliated schools also declined between 1995 and 2009. However, the number of students enrolled in unaffiliated or non-religious schools increased from 611,000 to 823,000 students, an increase of approximately 35 percent, during the same period.

The decline in private school enrollments has been attributed to several factors, including rising tuition costs, increased homeschooling and, primarily in urban areas, growth in the number of charter schools. Although the decline was evident prior to the recent recession, during the economic downturn many families faced with job losses or pay cuts found it increasingly difficult to continue making private school tuition payments.

There is limited data available on homeschool enrollments, however, according to the National Center for Education Statistics, the homeschooled population grew from 850,000 students in 1999 to 1.5 million students in 2007. More recent estimates suggest that over 2 million children were home schooled in 2011. In addition, recent studies have indicated that, during the last decade, charter schools have contributed to the decline in private school enrollments in urban Catholic schools. Charter schools offer a tuition-free alternative to traditional public schools and often offer an education based on private school models. A

recent study by AbrahamM. Lackman estimates that approximately one third of the charter school students in New York State are former Catholic school students. In the 2012-13 school year there were 78,140 students enrolled in 209 charter schools in New York State (159 in New York City); 29 additional charter schools are scheduled to open for the 2013-14 school year. Currently there are two charter schools in operation in Westchester County, located in Yonkers and Mount Vernon.

In 2012, 287 students, or 3.2 percent of the total student population in the Clarkstown Central School District, attended private schools. This percentage is significantly less than the Rockland County non-public average attendance rate of 35.9 percent.

Table 10 - Clarkstown Central SD Resident Student Enrollment in Non-Public Schools

Year	Non-Public Enroll	Public Enroll	Total Resident Enroll	% Non-Public
2007	371	9,463	9,834	3.8%
2008	304	9,305	9,609	3.2%
2009	307	9,196	9,503	3.2%
2010	301	9,028	9,329	3.2%
2011	292	8,803	9,095	3.2%
2012	287	8,803	9,090	3.2%

Source: NYS Dept. of Education

Section Two: Enrollment Analysis

The objective of this section of the study was to evaluate the district's enrollment trends and variables in order to project future enrollments. The projected enrollment incorporates assumptions based on the demographic analysis presented in Section One.

This study uses enrollment data from the end of the first attendance period (September - October), which is generally considered the peak enrollment period. The enrollment data was obtained from the Clarkstown Central School District and from the New York State Department of Education. The objective of this section of the study was to calculate enrollment projections by year, grade and school for the next ten years.

The enrollment projections in this report incorporate past and present demographic factors, which include population characteristics, birthrates, housing, and non-public school enrollment. If any significant changes in these factors occur, as detailed below, the enrollment projections should be recalculated. It is, in fact, recommended that the district update these projections regularly.

The enrollment projections are based on historical trends in the district. The projected enrollment is a reflection of stable incoming classes and gains and losses within grade transitions, paired with housing and non-public school factors. Enrollment projections are based on several assumptions, including continued migration patterns, maintained birth to kindergarten relationships, and general demographics not experiencing extraordinary changes.

A. PROJECTION METHODOLOGY

The Cohort Survival Technique was used to project the district's enrollment patterns for the next ten years.

Three basic inputs were necessary:

1. Actual enrollment by grade for 2003 through 2013 for the district [Appendix B-1] and each school [Appendix B-9, B-11, B-13, B-15, B-17, B-19, B-21, B-23, B-25, B-27, B-29, B32-34].
2. Grade-to-grade retention (migration) ratios for each two-grade transition to grades 1 - 12 for the past 5 - 8 years for the district [Appendix B-1] and each school [Appendix B-9, B-11, B-13, B-15, B-17, B-19, B-21, B-23, B-25, B-27, B-29, B32-34].
3. Projected kindergarten entering cohorts based on the number of live births in Rockland County five years before each year projected [Appendix B-3].

The Cohort Survival Model takes into consideration the normal community processes that affect school enrollment, which include:

1. The number of births and fertility rates
2. Normal in and out migration
3. Transfers to and from non-public schools
4. Population variations
5. Resident family characteristics

The enrollment projections contained within this report are based on assumptions generated through the demographic analysis.

This analysis led to the following assumptions:

1. Population will remain stable as the turnover of fewer existing homes and limited new residential development bring fewer younger families into the community. The sale of approximately 250 - 400 homes each year is anticipated.
2. The level of births in Rockland County and within the district is expected to decline. Therefore, future kindergarten enrollments are expected to be maintained at a lower level, relative to housing turnover and changes in population.
3. Non-public schools will continue to enroll approximately three percent of Clarkstown Central School District resident students each year.

The Cohort Survival Model is very accurate in forecasting future enrollment patterns, but the occurrence of certain conditions would warrant modifications in these projections. *These conditions include:*

- A level of new housing activity that is significantly higher or lower than that experienced by the district during the past three years.
- Expansion, consolidation, closing or the establishment of new non-public schools.
- Economic conditions that affect employment, finance, and housing in a manner dissimilar to the past three - five years.
- Sociological changes that reflect changed values or attitudes concerning family size and birthrate.
- Household characteristics that significantly differ from the past three - five years, including number of persons per household and age of household occupants.

It is important for the reader to understand the nature of enrollment projections. Regardless of the methodology employed to produce projections, *all outcomes fall into three categories of reliability:*

Category 1 - Those projections based on students already enrolled in the system are the most reliable projections.

Category 2 - Those projections based on documented births are slightly less reliable than those of Category 1.

Category 3 - Those projections based on estimates of future births are the least reliable.

Therefore, the most reliable projections are those calculated for the periods closest in time. Projections for periods further out in time are less reliable, particularly those beyond five years from the year of the study. The five-year period (2013 - 2017) projections are those best used in district planning and decision making. That is because this period consists mainly of Category 1 projections.

It is noted that the overall enrollment projections produced by Western Suffolk BOCES generally fall within a 4 percent margin of error. The greatest discrepancies in projections occur in the smallest subsets of those projections. For example, the projections for the district as a whole are likely to be the most accurate, while the projection of a building's particular grade level in a specific year is likely to be the least accurate. It is advised that updates to projections be continued on a periodic basis to maintain modifications warranted by subtle shifts in migration trends and demographic factors.

B. GRADE - TO - GRADE RETENTION

The enrollment trends of the past ten years were analyzed, particularly the trend to lose or gain students in transition from one grade to the next. The Cohort Survival Model measures these trends through the analysis of "migration ratios" that compare the number of students at a particular grade level in a given year to the number of students at the next grade level in the following year. Migration ratios measure this relationship as a percent change. If the ratio is 100 percent, then no students were lost or gained in the transition between grades. A ratio of less than 100 percent would indicate that students were lost, and a ratio greater than 100 percent would reveal a gain between grades.

An analysis of average Clarkstown Central School District's migration ratios [Appendix B-1] revealed the average trend to gain enrollment in progression to most grades; average losses are noted to ninth grade, while average maintenance is noted to eleventh grade. The losses to ninth grade may be the result of students transferring to non-public high schools. A review of each transition over the last ten years reflected fluctuating migrations, with variations accounted for by demographic factors, such as housing turnover and non-public school attendance and possible programmatic adjustments.

The transition trends in the district were analyzed and used to project enrollment. These ratios incorporate enrollment variables (housing, non-public enrollment, population characteristics, birthrates, etc.) particular to the district. The development of trends is based on the demographic analysis presented in Section One. These ratios play an integral role in the enrollment projections, since the current grade enrollments are multiplied by them to project future grade enrollments.

C. PROJECTED ENTERING COHORTS

The application of migration ratios to the current grade enrollments cannot provide the entering kindergarten cohorts, since they are not yet in the system. The Birth Persistence Method views the number of live births five years earlier than each historical district kindergarten grade. The stable relationship between births and district kindergarten is then used to derive projected entering cohorts. This method is considered highly reliable when accurate district census data are unavailable. The numbers of births in Rockland County, as well as school district births, were analyzed in comparison to Clarkstown Central School District kindergarten enrollments [Appendix B-3].

New housing and housing turnover would normally bring younger families into the Clarkstown Central School District and subsequently increase the number of school-age children entering the district. This in-migration affects the percentage of children born five years earlier in Rockland County that will enter the district. A three to five-year weighted average historical birth-to-kindergarten ratio was applied against actual and estimated births in 2009 - 2018 to project the incoming district kindergarten for 2014 through 2023.

D. DISTRICT ENROLLMENT

The Clarkstown Central School District's enrollment reflects the tendency to gain or maintain students in progression to all but ninth grade. These migration patterns reflect historical trends and influences from housing turnover, birthrate, and non-public school factors. The district enrollment is projected to lose students during the next ten years, with an overall decrease of 1,406 students expected by 2023.

The Clarkstown Central School District educates students in grades K - 12 within fourteen district facilities. Grades K - 5 are currently housed in ten schools: Bardonia, Congers, Lakewood, Laurel Plains, Link, Little Tor, New City, Strawtown, West Nyack and Woodglen Elementary Schools. Students in grades 6 - 8 attend Felix Festa Middle School and grades 9 - 12 are housed in Clarkstown High School North and Clarkstown High School South. A select population of special needs students attend the Birchwood School (K - 12).

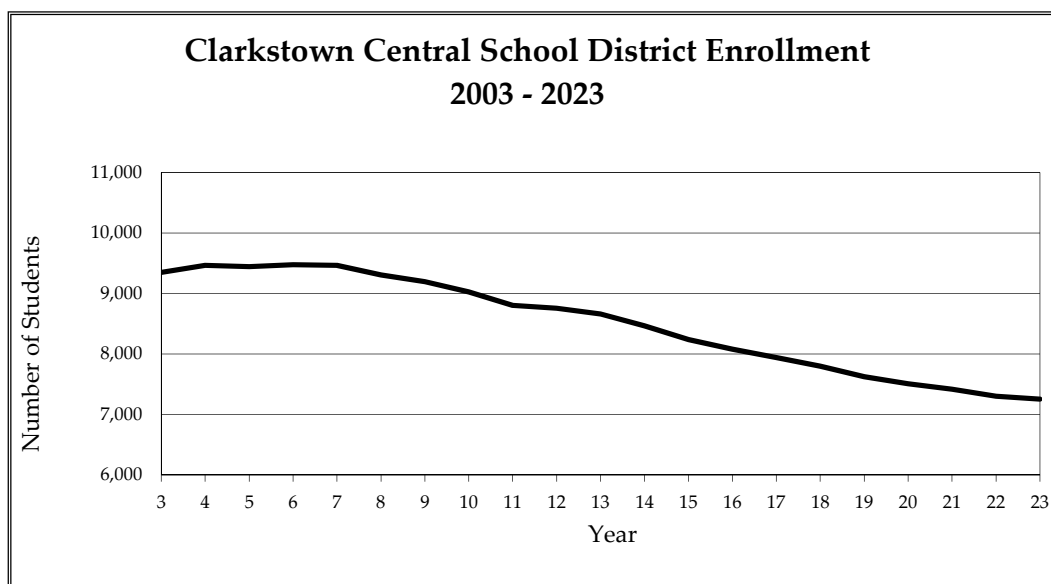


Figure 6 - Clarkstown Central School District K - 12 Enrollment

The Clarkstown Central School District enrolled 9,350 students in grades K - 12 in 2003. Gains in two of the next three years led to the historical peak enrollment of 9,473 students in 2006. Losses during the past six years resulted in the current enrollment of 8,660 students. A loss of 690 students, or 7.4 percent, is noted over the last ten years. Decreases are forecasted during the next ten years; an additional loss of 1,406 students, or 16.2 percent of the current enrollment, is projected by 2023, when 7,254 students are expected to enroll [Appendix B-1, B-6].

Several factors contribute to the projected district enrollment trends:

- ☞ **First**, the kindergarten enrollment ranged between 519 - 673 students during the last ten years; there are currently 566 students enrolled. Kindergarten enrollment is expected to be maintained at a lower level, ranging between 487 - 494 students during the next ten years [Appendix B-3].
- ☞ **Second**, smaller kindergarten classes are expected to continue replacing larger twelfth grade classes of the previous year throughout the projection period. Negative displacements of between 128 - 316 students expected each year [Appendix B-8].
- ☞ **Third**, the district displays the average tendency to gain or maintain students in transition to most grades; ninth grade is an exception, where there are losses in transition. The positive transitions will minimize the losses through displacement to some extent [Appendix B-1].
- ☞ **Fourth**, average grade level sizes decreased in grades K - 9 between 2008 and 2013, as compared to 2003 through 2008. Grade level sizes are expected to decrease in all grades between 2013 and 2023. [Appendix B-8].

Clarkstown Central School District Enrollment Change 2003 - 2023

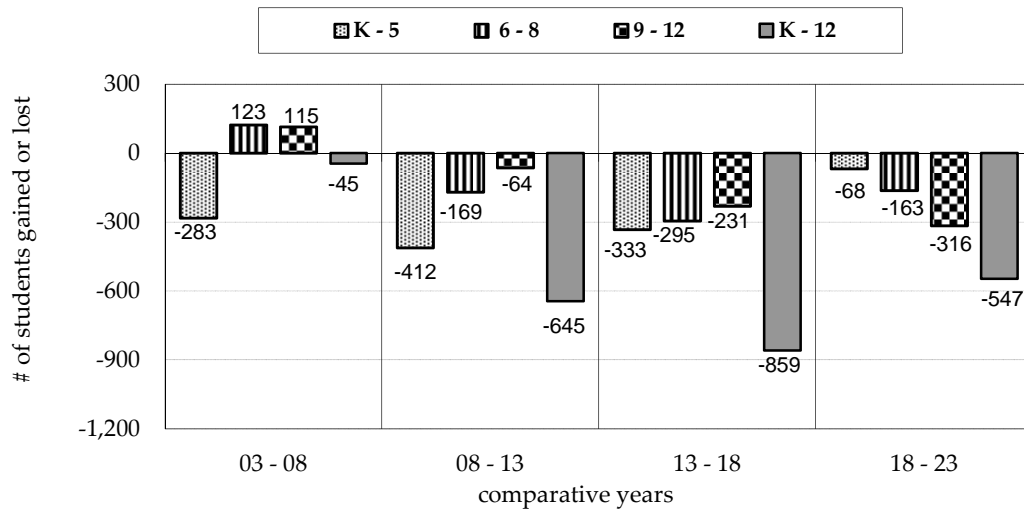


Figure 7 - Clarkstown Central School District Enrollment Change

As shown in the figure above, the elementary (K - 5) grades lost students during the first half of the historical period, while the middle (6 - 8) and high school (9 - 12) grades gained students. All grade configurations lost students during the latter half of the period. Losses are expected to continue in all grade configurations during the next ten years. The district is expected to be at its projection period peak enrollment of 8,467 students next year, in 2014; this is 193 fewer students than are currently enrolled. A loss of 1,406 students, or 16.2 percent, is projected over the next ten years.

It is shown in the following table that all grade configurations are expected to be at their projection period peak enrollments, next year in 2014. It should be noted that the peak enrollments represent decreases when compared to the current enrollments.

Table 11 - Projected Clarkstown Central School District Enrollment

		K - 5	6 - 8	9 - 12	Total K - 12
Current	2013	3,531	2,133	2,996	8,660
Projected	2014	3,448*	2,074*	2,945*	8,467*
	2015	3,341	2,006	2,889	8,236
	2016	3,293	1,940	2,846	8,079
	2017	3,237	1,905	2,802	7,944
	2018	3,198	1,838	2,765	7,801
	2019	3,117	1,871	2,635	7,623
	2020	3,118	1,817	2,572	7,507
	2021	3,123	1,769	2,525	7,417
	2022	3,126	1,679	2,499	7,304
	2023	3,130	1,675	2,449	7,254

* shows peak enrollment during 2014 - 2023

E. ENROLLMENT OF GRADE CONFIGURATIONS

ELEMENTARY GRADES (K - 5) ENROLLMENT *[Appendix B-2, B-7]*

Elementary enrollment consisted of 4,226 K - 5 students in 2003. Decreases in nine of the next ten years led to the current enrollment of 3,531 students in 2013. A loss of 695 students, or 16.4 percent, is noted over the last decade.

The number of students is projected to decrease during the next six years, leading to a low enrollment of 3,117 students in 2019. Subsequently, enrollment is expected to stabilize during the remaining four years of the period. An overall loss of 401 students, or 11.4 percent of the current enrollment, is forecasted by 2023, when 3,130 students are anticipated.

The following table details the projected enrollment in the district's ten elementary schools for the next ten years. Most schools will be at their peak enrollments next year, in 2014; Laurel Plains will reach its peak enrollment in 2015, while Bardonia and Lakewood Schools will peak in 2017. The total K - 5 peak enrollment is expected next year in 2014, when 3,448 students are anticipated; this is 83 fewer students than are currently enrolled.

Table 12 - Projected Clarkstown Central School District Elementary Enrollment

		Bardonia	Congers	Lakewood	Laurel Plains	Link	Little Tor	New City	Strawtown	West Nyack	Woodglen	Total K - 5
Current	2013	388	238	373	398	410	254	344	297	314	488	3,531
Projected	2014	391	235*	370	394	392*	253*	311*	289*	303*	481*	3,448*
	2015	395	215	367	403*	373	247	289	270	288	468	3,341
	2016	396	215	373	400	363	245	281	267	285	442	3,293
	2017	398*	207	381*	396	350	247	265	264	267	434	3,237
	2018	394	215	377	382	350	235	262	271	271	418	3,198
	2019	377	211	356	380	351	235	259	253	269	403	3,117
	2020	378	211	356	380	351	235	259	253	269	403	3,118
	2021	379	211	356	380	352	235	259	254	270	404	3,123
	2022	380	211	356	380	353	235	259	254	270	405	3,126
	2023	381	211	356	380	354	234	259	256	271	405	3,130

* shows peak enrollment during 2014 - 2023

Bardonia Elementary School

[Appendix B-11, B-12]

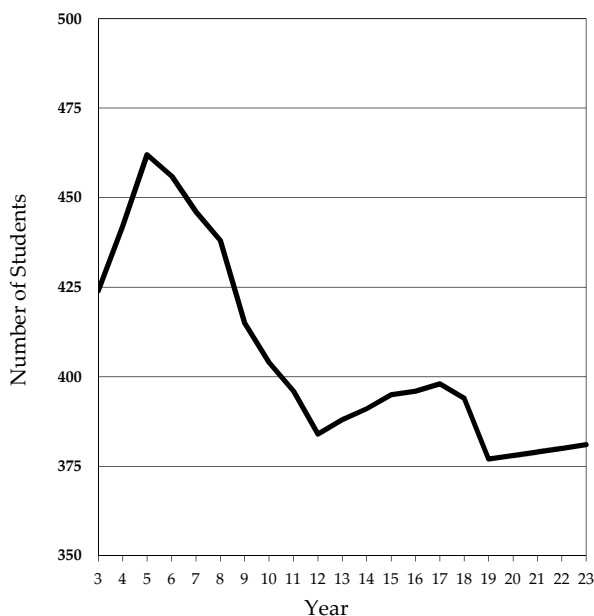
Bardonia Elementary School enrolled 424 students in grades K - 5 in 2003. The number of students increased during the next two years, reaching the historical peak enrollment of 462 students in 2005. Losses in seven of the eight remaining historical years led to the current enrollment of 388 students in 2013. A loss of 36 students, or 8.5 percent, is noted over the last ten years.

Gains are forecasted during the next four years, leading to the projection period peak enrollment of 398 students in 2017. Following losses in two years, stability is expected during the latter years of the period (2020 - 2023), when enrollment will range between 378 and 381 students. An overall loss of seven students is expected over the next ten years.

The kindergarten enrollment is expected to remain stable throughout the projection period (70 - 71 students), and will average 14.4 percent of the district's kindergarten enrollment.

Bardonia Elementary School displays wide fluctuations in migration rates, with the average trend to gain students as they progress to grades 2 - 5 and lose students in transition to first grade. The incoming kindergarten is expected to be larger than the outgoing fifth grade of the previous year in nine of the next ten years. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of twenty (20) instructional sections for grades K - 5, with 3 - 4 sections per grade level and one section of self-contained special education. The average section size is 20.3 students, ranging from 19.3 students in second, fourth and fifth grades to 22.5 students in kindergarten. Projections suggest the need for 19 - 20 sections throughout the projection period, including three sections of self-contained special education, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-12]*.



*Figure 8 - Bardonia Elementary School
Enrollment, 2003 - 2023*

Congers Elementary School

[Appendix B-13, B-14]

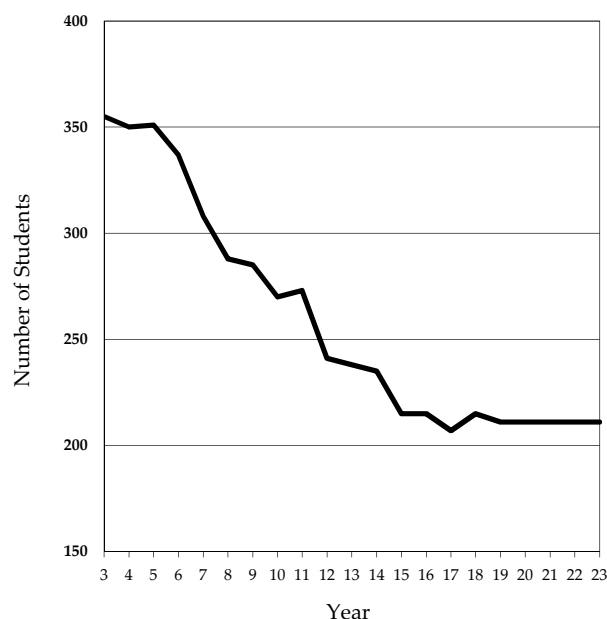
Congers Elementary School consisted of 355 students in grades K - 5 in 2003. Decreases in eight of the next ten years resulted in the current enrollment of 238 students in 2013. A loss of 117 students, or 33 percent, is noted over the last ten years.

Losses are forecasted to continue in four of the next six years. Subsequently, stability is forecasted during the latter half of the projection period, when 211 students are expected each year between 2019 and 2023. An overall loss of 27 students is expected over the next ten years.

The kindergarten enrollment is expected to remain stable throughout the projection period (31 students) and will average 6.4 percent of the district's kindergarten enrollment.

Congers Elementary School displays wide fluctuations in migration rates, with the average trend to gain students in transition to all grades. However, the incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year in nine of the next ten years, minimizing the gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of fifteen (15) instructional sections, with two sections per grade level and three sections of self-contained special education. The average section size is 19.8 students, ranging from 13.5 students in first grade to 28.0 students in fourth grade. Projections suggest the need for 15 - 16 sections throughout the projection period, including three sections of self-contained special education, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-14]*.



*Figure 9 - Congers Elementary School
Enrollment, 2003 - 2023*

Lakewood Elementary School

[Appendix B-15, B-16]

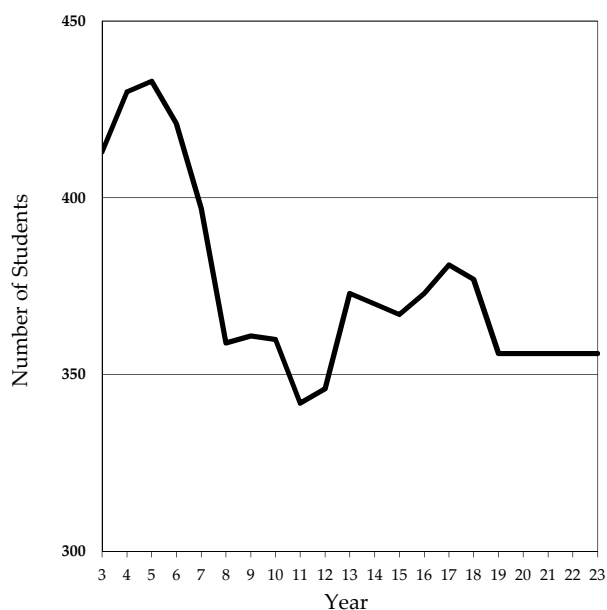
Lakewood Elementary School consisted of 413 students in grades K - 5 in 2003. Enrollment increased to the projection period peak of 433 students in 2005. Decreases in five of the next six years were followed by gains during the past two years. The current enrollment of 373 students represents a loss of 40 students over the last ten years.

Enrollment is expected range between 367 and 381 students during the first half of the projection period. Stability is forecasted during the latter half of the period, when 356 students are expected each year between 2019 and 2023. An overall loss of 17 students is expected over the next ten years.

The kindergarten enrollment is expected to remain stable (52 - 53 students) throughout the projection period and will average approximately 10.6 percent of the district's kindergarten enrollment.

Lakewood Elementary School displays wide fluctuations in migration rates, with the average trend to gain students in transition to all grades. However, the incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year throughout the projection period, minimizing the gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of eighteen (18) sections, with three sections per grade level. The average section size is 20.7 students, ranging from 17.0 students in second grade to 23.0 students in kindergarten and fifth grade. Projections suggest the need for 18 - 19 sections throughout the projection period in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-16]*.



*Figure 10 - Lakewood Elementary School
Enrollment, 2003 - 2023*

Laurel Plains Elementary School

[Appendix B-17, B-18]

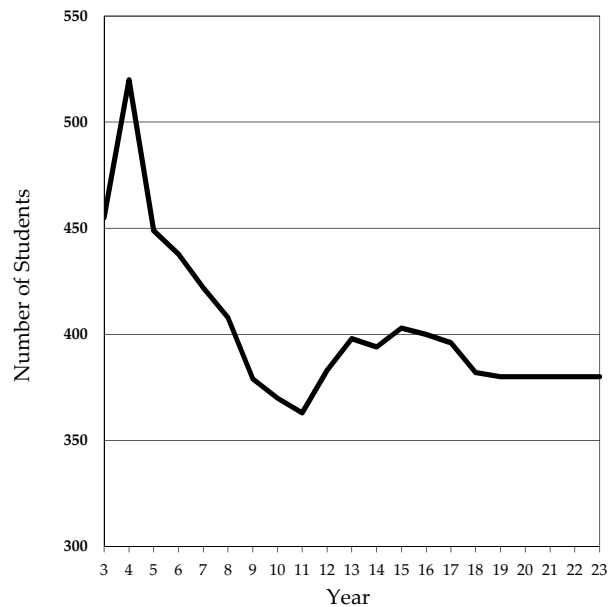
Laurel Plains Elementary School consisted of 455 students in grades K - 5 in 2003. The peak historical enrollment of 520 students occurred the following year, in 2004. Losses during the next seven years were followed by gains during the past two years. The current enrollment of 398 students in 2013 represents an overall loss of 57 students, or 12.5 percent, since 2003.

Enrollment is expected range between 382 and 403 students during the first half of the projection period. Stability is forecasted during the latter half of the period, when 380 students are expected each year between 2019 and 2023. An overall loss of 18 students is expected over the next ten years.

The kindergarten enrollment is expected to remain stable throughout the projection period (56 - 57 students) and will average approximately 11.5 percent of the district's kindergarten enrollment.

Grimes Elementary School displays wide fluctuations in migration rates, with the average trend to gain students in transition to all grades. However, the incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year throughout the projection period, minimizing the gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of twenty (20) sections, with three sections per grade level and two sections of self-contained special education. The average section size is 21.5 students, ranging from 18.7 students in fourth grade to 24.0 students in first grade. Projections suggest the need for 20 - 21 sections throughout the projection period in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-18]*.



*Figure 11 - Laurel Plains Elementary School
Enrollment, 2003 - 2023*

Link Elementary School

[Appendix B-19, B-20]

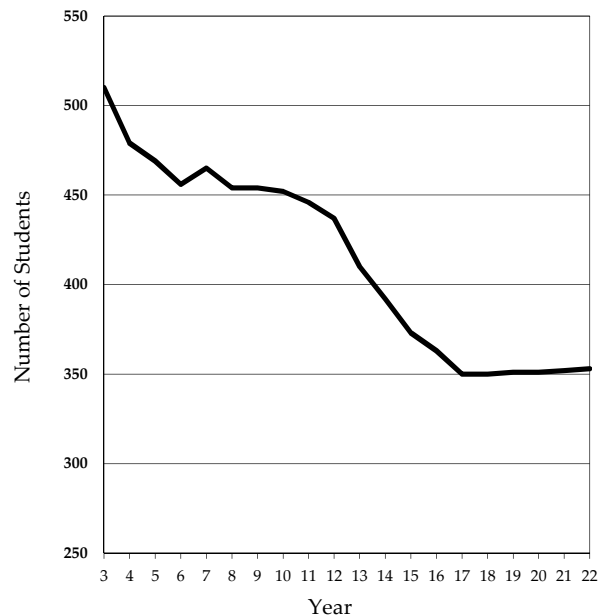
Link Elementary School enrolled 510 students in grades K - 5 in 2003. Losses in eight of the next ten years led to the current enrollment of 410 students in 2013. A loss of 100 students, or 19.6 percent, is noted over the last ten years.

Enrollment is projected to decrease during the next four years and then remain stable during the remaining years of the projection period; 350 - 354 students are expected each year between 2017 and 2023. The projected 2023 enrollment of 354 students represents a loss of 56 students, or 13.7 percent, when compared to the current enrollment.

The kindergarten enrollment is expected to remain stable (56 - 57 students) throughout the projection period and will average approximately 11.5 percent of the district's kindergarten enrollment.

Link Elementary School displays some fluctuations in migration rates, with the average trend to gain students as they progress to first and second grades, maintain students in movement to fourth grade and lose students in transition grades 3 and 5. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year throughout the next ten years. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of twenty (20) instructional sections, with 3 - 4 sections per grade level. The average section size is 20.7 students, ranging from 18.0 students in second grade to 26.0 students in fourth grade. Projections suggest the need for 18 sections throughout the projection period, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-20]*.



*Figure 12 - Link Elementary School Enrollment,
2003 - 2023*

Little Tor Elementary School

[Appendix B-21, B-22]

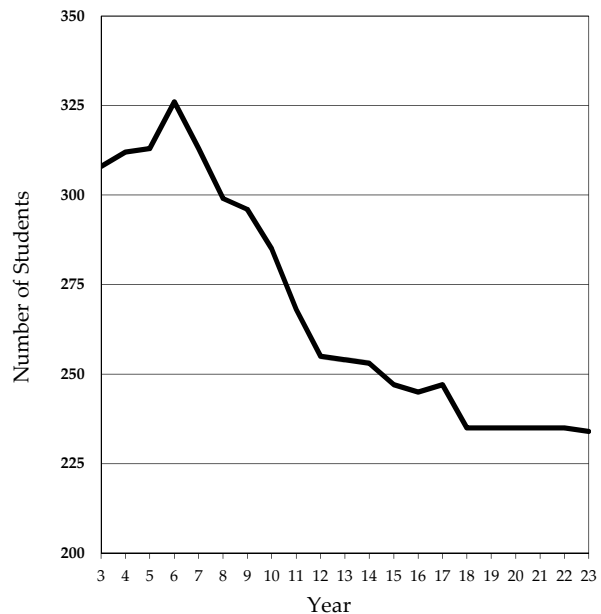
Little Tor Elementary School enrolled 308 students in grades K - 5 in 2003. Gains during the next three years led to the historical peak enrollment of 326 students in 2006. Losses during the remaining seven years of the period led to the current enrollment of 254 students in 2013. A loss of 54 students, or 17.5 percent, is noted over the last ten years.

Enrollment is projected to continue to decrease in four of the next five years and then remain stable during the remaining years of the projection period; 234 - 235 students are expected each year between 2018 and 2023. The projected 2023 enrollment of 234 students represents a loss of 20 students, or 7.9 percent, when compared to the current enrollment.

The kindergarten enrollment is expected to remain stable throughout the projection period (36 - 37 students) and will average approximately 7.3 percent of the district's kindergarten enrollment.

Little Tor Elementary School displays wide fluctuations in migration rates, with the average trend to gain students as they progress to first, second and fourth grades and maintain students in transition to grades 3 and 5. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year throughout the projection period, minimizing the gains occurring in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of thirteen (13) instructional sections, with 2 - 3 sections per grade level. The average section size is 19.8 students, ranging from 16.7 students in first grade to 23.0 students in fourth grade. Projections suggest the need for 12 - 13 sections, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-22]*.



*Figure 13 - Little Tor Elementary School
Enrollment, 2003 - 2023*

New City Elementary School

[Appendix B-23, B-24]

New City Elementary School enrolled 460 students in grades K - 5 in 2003. The historical peak enrollment of 462 students occurred the following year in 2004. Decreases in eight of the next nine years led to the current enrollment of 344 students, this year, in 2013. A loss of 116 students, or 25.2 percent, is noted over the last ten years.

Losses are forecasted during the next six years, followed by stability in the latter half of the period; 259 students are expected each year between 2019 and 2023. An overall loss of 85 students, or almost 25 percent, is forecasted by 2023.

The kindergarten enrollment is expected to remain stable with 41 students each year and will average approximately 8.4 percent of the district's kindergarten enrollment.

New City Elementary School displays fluctuations in migration rates with the average trend to gain or maintain students in progression to all grades. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year in six of the next ten years. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of eighteen (18) instructional sections, with 2 - 3 sections per grade level and three sections of self-contained special education. The average section size is 21.9 students, ranging from 19.0 students in second grade to 25.0 students in fifth grade. Projections suggest the need for 15 - 17 sections throughout the projection period, including three sections of self-contained special education, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-24]*.

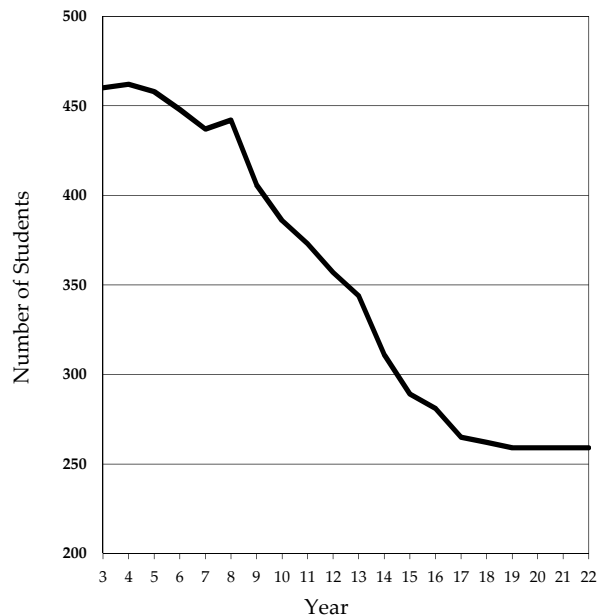


Figure 14 - New City Elementary School Enrollment, 2003 - 2023

Strawtown Elementary School

[Appendix B-25, B-26]

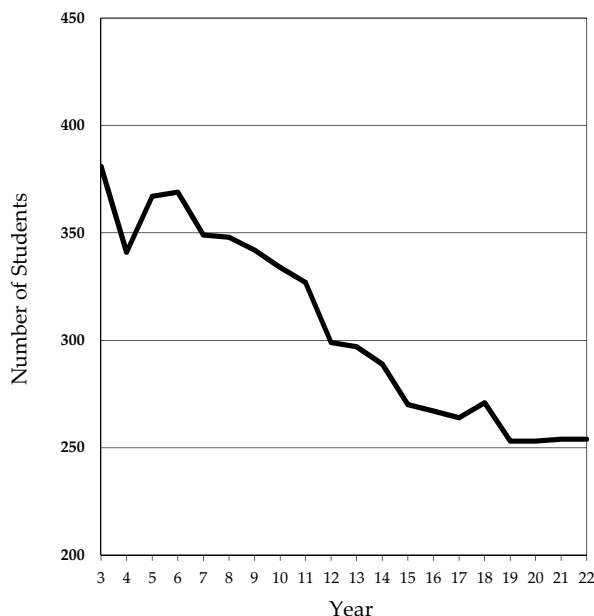
Strawtown Elementary School enrolled 381 students in grades K - 5 in 2003. Enrollment decreases in eight of the next ten years led to the current enrollment of 297 students in 2013. A loss of 84 students, or 22 percent, is noted over the last ten years.

Losses are forecasted in five of the next six years, followed by stability in the latter half of the period; 253 - 256 students are expected each year between 2019 and 2023. An overall loss of 41 students, or 13.8 percent, is forecasted by 2023.

The kindergarten enrollment is expected to remain stable (39 - 40 students each year) during the projection period and will average approximately 8.1 percent of the district's kindergarten enrollment.

Strawtown Elementary School displays wide fluctuations in migration rates with the average trend to gain students in progression to grades 1, 2 and 4 and lose students in movement to grades 3 and 5. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year in nine of the next ten years, minimizing any gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of fourteen (14) instructional sections, with 2 - 3 sections per grade level. The average section size is 21.4 students, ranging from 18.0 students in first grade to 26.0 students in fifth grade. Projections suggest the need for 12 - 14 sections throughout the projection period, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 [Appendix B-26].



*Figure 15 - Strawtown Elementary School
Enrollment, 2003 - 2023*

West Nyack Elementary School

[Appendix B-27, B-28]

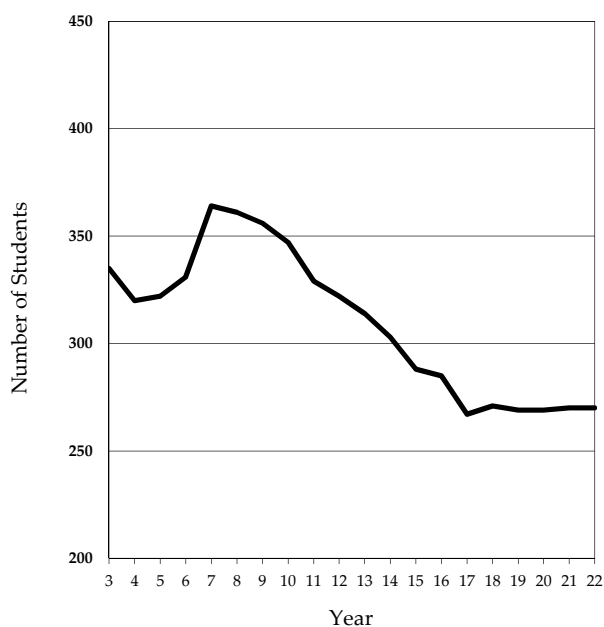
West Nyack Elementary School enrolled 335 students in grades K - 5 in 2003. Gains in three of the next four years led to the historical peak enrollment of 364 students in 2007. Losses during the remaining six years of the historical period resulted in the current enrollment of 314 students in 2013. A loss of 21 students is noted over the last ten years.

Enrollment is expected to continue to decrease during the next four years, and then stabilize for the remaining years of the projection period, ranging between 269 - 271 students between 2018 and 2023. The anticipated 2023 enrollment of 271 students represents a loss of 43 students, or 13.7 percent, over the next ten years.

The kindergarten enrollment is expected to remain stable throughout the projection period, ranging between 43 - 44 students, and will average approximately 8.9 percent of the district's kindergarten enrollment.

West Nyack Elementary School displays the average trend to gain or maintain students as they progress to all grades. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year in nine of the next ten years, minimizing any gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of fifteen (15) instructional sections, with 2 - 3 sections per grade level. The average section size is 21.2 students, ranging from 19.3 students in fifth grade to 24.5 students in third grade. Projections suggest the need for 12 - 14 sections throughout the projection period, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 *[Appendix B-24]*.



*Figure 16 - West Nyack Elementary School
Enrollment, 2003 - 2023*

Woodglen Elementary School

[Appendix B-29, B-30]

Woodglen Elementary School enrolled 553 students in grades K - 5 in 2003. Enrollment grew during the next two years, reaching the historical peak of 564 students in 2005. Decreases in five of the remaining eight years of the historical period led to the current enrollment of 488 students in 2013. A loss of 65 students, or 11.8 percent, is noted over the last ten years.

Enrollment is expected to continue to decrease during the next six years, and then stabilize during the latter half of the projection period, ranging between 403 - 405 students between 2018 and 2023. The forecasted 2023 enrollment of 405 students represents a loss of 83 students, or 17 percent, over the next ten years.

The kindergarten enrollment is expected to remain stable during the projection period (59 - 60 students), and will average approximately 12.2 percent of the district's kindergarten enrollment.

Woodglen Elementary School displays the average trend to gain students in progression to grades 1 - 4 and maintain students in movement to fifth grade. The incoming kindergarten is expected to be smaller than the outgoing fifth grade of the previous year throughout the projection period, minimizing the gains in transition. These factors will contribute to the projected enrollment pattern.

This school currently houses a total of twenty-eight (28) instructional sections, with 3 - 4 sections per grade level and five sections of self-contained special education. The average section size is 21.3 students, ranging from 18.5 students in second grade to 24.3 students in kindergarten. Projections suggest the need for 23 - 27 sections throughout the projection period, in order to maintain class sizes at a maximum of 24 students in grades K - 2 and 27 students in grades 3 - 5 [Appendix B-30].

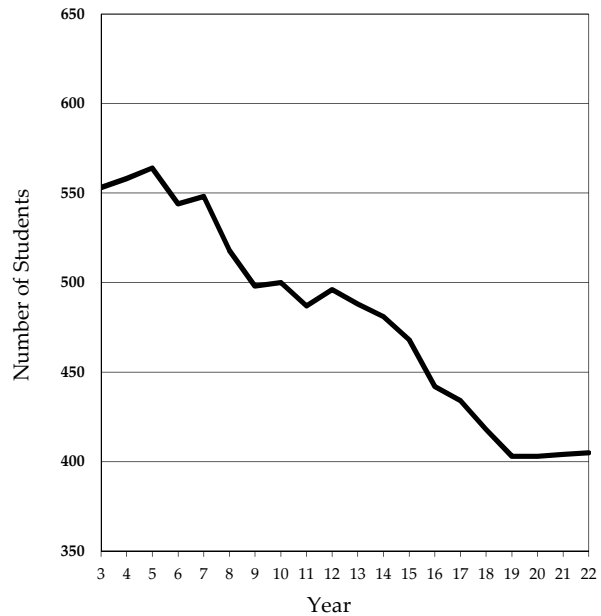


Figure 17 - Woodglen Elementary School
Enrollment, 2003 - 2023

ELEMENTARY INSTRUCTIONAL SECTIONS

The current and projected need for elementary instructional sections is presented in the following table. These needs are based on the application of the following class sizes:

Kindergarten	maximum of 24 students
Grades 1 - 2	maximum of 24 students
Grades 3 - 5	maximum of 27 students

It is shown that the district currently houses 181 sections for the instruction of grades K - 5, including self-contained special education. Projections suggest the need for 164 - 178 instructional sections during the projection period, with three fewer sections needed next year, in 2014 [Appendix B-31].

Table 13 - Projected Clarkstown Central School District Elementary Instructional Sections

		Bardonia	Congers	Lakewood	Laurel Plains	Link	Little Tor	New City	Strawtown	West Nyack	Woodglen	Total K - 5
Current	2013	20	15	18	20	20	13	18	14	15	28	181
Projected	2014	20	16	18	21	18	13	17	14	14	27	178
	2015	20	15	18	20	18	12	16	13	13	26	171
	2016	19	15	18	20	18	12	16	13	13	25	169
	2017	19	15	19	20	18	12	15	13	12	25	168
	2018	19	15	19	20	18	12	15	13	12	24	167
	2019	19	15	18	20	18	12	15	12	12	23	164
	2020	19	15	18	20	18	12	15	12	12	23	164
	2021	19	15	18	20	18	12	15	12	12	23	164
	2022	19	15	18	20	18	12	15	12	12	23	164
	2023	19	15	18	20	18	12	15	12	12	23	164

Note: Includes self-contained special education

MIDDLE GRADES (6 - 8) ENROLLMENT

[Appendix B-2, B-7]

Felix Festa Middle School

[Appendix B-32]

Felix Festa Middle School enrollment consisted of 2,163 students in grades 6 - 8 in 2003. Enrollment grew in four of the next five years, reaching the historical peak of 2,283 students in 2008. Decreases in four of the last five years of the historical period resulted in the current enrollment of 2,112 students in 2013. An overall loss of 51 students, or 2.4 percent, is noted over the last ten years.

Losses are forecasted to continue nine of the next ten years. The projected 2023 enrollment of 1,659 students represents an additional loss of 453 students, or 21.4 percent of the current enrollment, over the next decade.

Felix Festa Middle School displays the average trend to gain students in progression to both seventh and eighth grades. The entering sixth grade is projected to be smaller than the outgoing eighth grade of the previous year in nine of the next ten years, minimizing the gains in transition. These factors will result in the projected enrollment pattern.

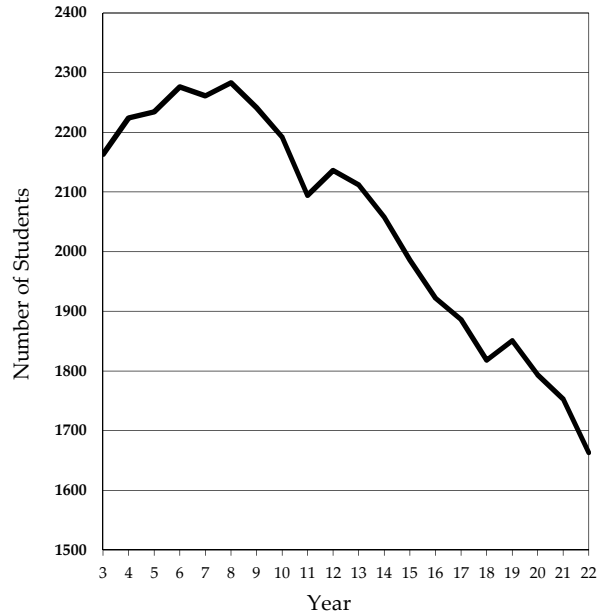


Figure 18 - Felix Festa Middle School
Enrollment, 2003 - 2023

HIGH SCHOOL GRADES (9 - 12) ENROLLMENT *[Appendix B-2, B-7]*

High school grades enrollment consisted of 2,945 students in grades 9 - 12 in 2003. Enrollment grew in five of the next six years, reaching the historical peak of 3,118 students in 2009. Decreases in the remaining four years of the historical period resulted in the current enrollment of 2,996 students in 2013. A gain of 54 students is noted over ten year historical period.

Losses are forecasted to continue throughout the next ten years, leading to 2,449 students in 2023. This represents an expected loss of 547 students, or 18.3 percent of the current enrollment, over the next ten years

The following table details the projected enrollment in the district's two high schools for the next ten years. Both schools are expected to be at their peak enrollments next year, in 2014; these peak enrollments represent decreases when compared to the current enrollments. The total high school enrollment, including Birchwood School students in grades 9 - 12, is expected to be at its projection period peak in 2014, as well, with 2,945 students; this is 51 fewer students than are currently enrolled.

Table 14 - Projected Clarkstown Central School District High School Grades Enrollment

		Clarkstown H.S. North	Clarkstown H.S. South	Total 9 - 12**
Current	2013	1,467	1,492	2,996
Projected	2014	1,452*	1,458*	2,945*
	2015	1,428	1,426	2,889
	2016	1,381	1,421	2,846
	2017	1,371	1,392	2,802
	2018	1,351	1,374	2,765
	2019	1,288	1,309	2,635
	2020	1,260	1,279	2,572
	2021	1,230	1,250	2,525
	2022	1,220	1,241	2,499
	2023	1,194	1,216	2,449

* shows peak enrollment during 2014 - 2023

**Total includes Birchwood School students

Clarkstown High School North

[Appendix B-33]

Clarkstown High School North enrolled 1,482 students in 2003. The number of students grew in three of the next four years, reaching the historical peak enrollment of 1,571 students in 2007. Losses in four of the last six years led to the current enrollment of 1,467 students in 2013. An overall loss of 15 students is noted during the ten year historical period. However, a loss of 104 students is noted when compared to the peak enrollment in 2007.

Losses are forecasted throughout the ten year projection period. A loss of 273 students, or 18.6 percent of the current enrollment, is expected by 2023, when 1,194 students are anticipated.

Clarkstown High School North displays the average tendency to gain students in transition to tenth grade and maintain students in movement to eleventh and twelfth grades. The entering ninth grade class is expected to be smaller than the exiting twelfth grade class of the previous year throughout the projection period. These factors will work together to produce the projected enrollment pattern.

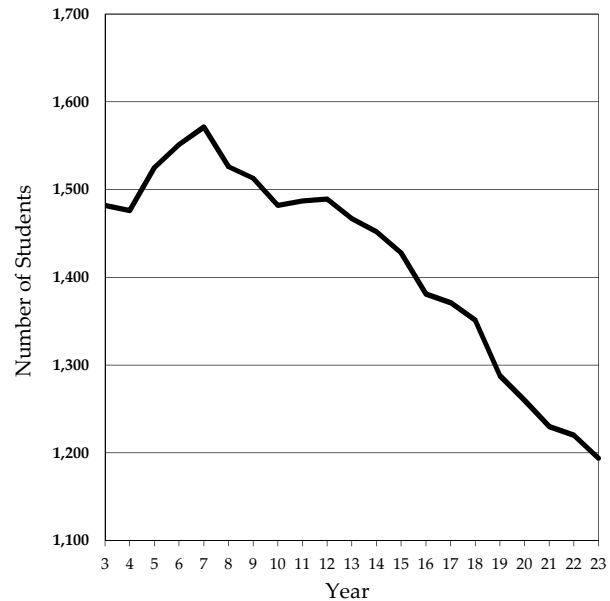


Figure 19 - Clarkstown High School North Enrollment, 2003 - 2023

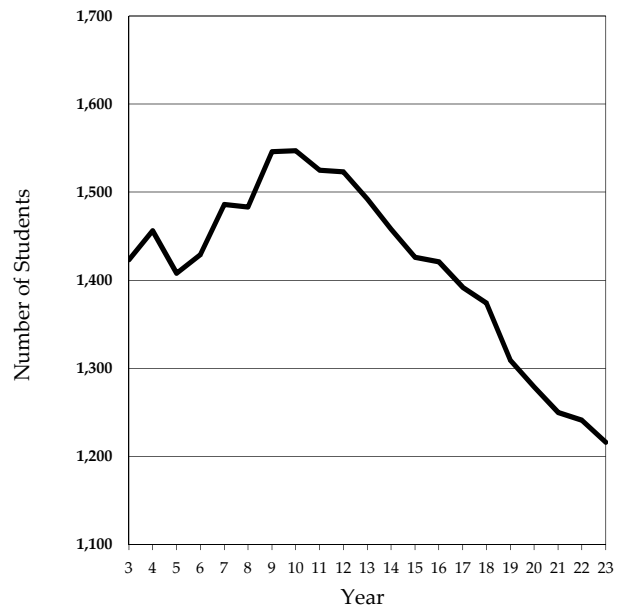
Clarkstown High School South

[Appendix B-34]

Clarkstown High School South enrolled 1,423 students in 2003. The number of students grew in five of the next seven years, reaching the historical peak enrollment of 1,547 students in 2010. Decreases during the remaining three years of the historical period resulted in the current enrollment of 1,492 students in 2013. Despite the recent losses, a gain of 69 students is noted over the ten year historical period.

Losses are forecasted to continue throughout the ten year projection period. A loss of 276 students, or 18.5 percent of the current enrollment, is expected by 2023, when 1,216 students are anticipated.

Clarkstown High School South displays the average tendency to maintain students in transition to tenth and eleventh grades and gain students in progression to twelfth grade. The entering ninth grade class is expected to be smaller than the exiting twelfth grade class of the previous year throughout the projection period. These factors will work together to produce the projected enrollment pattern.



*Figure 20 - Clarkstown High School South
Enrollment, 2003 - 2023*

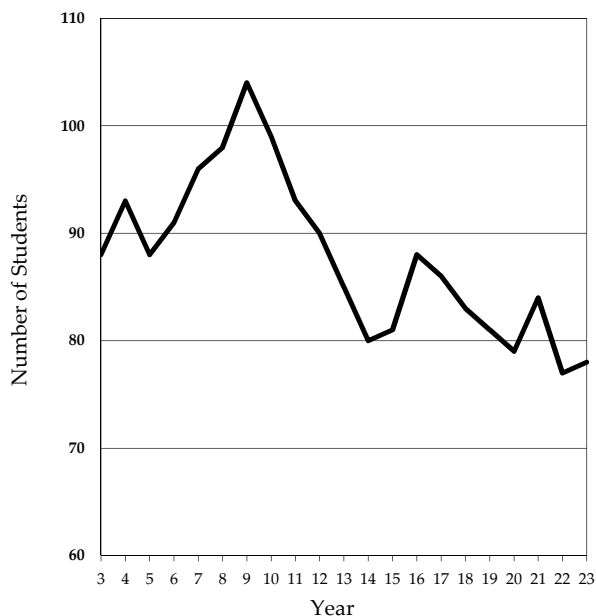
SPECIAL NEEDS ENROLLMENT

Birchwood School

[Appendix B-9, 10]

Birchwood School enrolled 88 students in grades K - 12 in 2003. During the next ten years enrollment ranged between 85 and 104 students. There are currently 85 students enrolled in 2013, with 27 students in grades K - 5, 21 students in grades 6 - 8 and 37 students in grades 9 - 12.

Projections indicate that enrollment will be maintained at between 77 and 88 students during the next ten years.



*Figure 21 - Birchwood School Enrollment,
2003 - 2023*

Section Three: Facilities Analysis

The objective of this section of the study is to analyze instructional space and the operating capacity for each educational facility in the Clarkstown Central School District.

The analysis of instructional space was accomplished by a thorough study of each building's unique features and program offerings. Detailed information, including room size in square feet and room use, was provided by a district administrator of the Clarkstown Central School District.

A. FACILITY ANALYSIS METHODOLOGY

The following information was used in conjunction with current and projected enrollment in order to determine present building usage as well as future needs:

- a. **Room usage and type** - categories include but are not limited to: general instruction, special education, support programs, art, music, computer, science, office space, etc.
- b. **Square footage** of each room.
- c. **Class size guidelines or practices** - based on review of contractual class size guidelines or current practice along with State Education Department (SED) guidelines.

It should be noted that the following class size guidelines were used in determining sectional needs and room capacities:

Kindergarten	24 students
Grades 1 - 2	24 students
Grades 3 - 5	27 students
Grades 7 - 12	30 students

Classroom capacities can be tempered by square footage. Actual room capacities were based on programmatic usage of each room and were calculated using the allocation of a minimum of 33 square feet per kindergarten student, 29 square feet per student in grades 1 - 5, 26 square feet per student in grades 6 - 12, and at least 51 square feet per special education student. It is noted that specialized instruction areas require more space allocation, such as science (30 square feet per student), computer labs (35 square feet per student), art (45 square feet per student), home/careers (50 square feet per student) and technology (75 square feet per student).

The standard size of a general education classroom is 770 square feet, although the New York State Education Department includes rooms of 550 square feet in building capacity rating. While schools do use some rooms under 770 square feet as instructional space, some schools also use rooms under 550 square feet for grade level, support or core academic classes.

The analysis of each building included space designed for instructional use and spaces currently used for office, storage, or special purposes. Spaces that were physically altered were also considered. It is noted that instructional spaces less than 550 square feet in each district school were not considered in the analysis, unless such spaces are currently being used for core/grade level classes or large group support room space.

B. OPERATING CAPACITY

The State Education Department defines operating capacity as, *“the total number of students the building can reasonably and efficiently house based on the district’s educational program and class size policy, and the number, size and current use of rooms as represented on approved plans. The operating capacity of a building is computed using the space standards established by the Commissioner modified by any differences due to the district’s educational program and/or class size policy.”* It is noted that capacity is based on State Education Department guidelines used for new construction. They do not mandate that the district follow these guidelines within existing structures. However, they are used in this study as a benchmark for defining equal square footage allowances per student reflecting programmatic needs. The operating capacities of all schools include the sum of room capacities of all rooms that contain at least 550 square feet, with the exceptions noted above. The core/common spaces, non-instructional, and office spaces were not included.

The functional and efficient operation of each facility must be viewed in the context of an optimal operational range that allows for support program space, realistic enrollment of students at each grade level, incorporation of students with special needs, optimal class size load, programmatic considerations, and scheduling flexibility. The reallocation of rooms and classes would affect capacity ratings. The enrollment for each school should not exceed 100% of the operational capacity, although it is recommended that for maximum efficiency, a building should not exceed 90% capacity.

The Clarkstown Central School District educates students in grades K - 12 within fourteen district facilities. Grades K - 5 are currently housed in ten schools: Bardonia, Congers, Lakewood, Laurel Plains, Link, Little Tor, New City, Strawtown, West Nyack and Woodglen Elementary Schools. It should be noted, that as of this writing (May 2013), the students and staff of Congers Elementary School have been relocated to St. Augustine School due to structural concerns at the congers building. Students in grades 6 - 8 attend Felix Festa Middle School. Students in grades 9 - 12 are housed in two schools: Clarkstown North and Clarkstown South High Schools. In addition, Birchwood School operates as K-12 special education facility. The operational capacities of each facility are listed in the following table.

Table 15 - Clarkstown Central School District Facility Utilization - 2013/14

Facility	Grades	Operational* Capacity	2013/14 Operational Capacity Utilization
Bardonia ES	K - 5	503	77%
Congers ES	K - 5	417	57%
Lakewood ES	K - 5	576	65%
Laurel Plains ES	K - 5	574	69%
Link ES	K - 5	621	66%
Little Tor ES	K - 5	408	62%
New City ES	K - 5	620	55%
Strawtown ES	K - 5	453	66%
West Nyack ES	K - 5	515	61%
Woodglen ES	K - 5	657	74%
Felix Festa MS	6 - 8	3,148	67%
High School North	9 - 12	2,183	67%
High School South	9 - 12	2,124	70%
Birchwood School	K - 12	113	75%

*Operational capacities derived from the maximum class sizes of 24 students for kindergarten - grade 2, 27 students for grades 3 -5 and 30 students for grades 6 - 12.

C. SPACE ALLOCATION

1. Elementary Allocation of Space

The district elementary program, housed within ten buildings, consists of educational programs for grades K - 5. Rooms listed on the following page are used for classroom instruction and support programs. Also included are other usage or vacant rooms greater than 550 square feet:

- ***Bardonia Elementary School*** (grades K - 5) contains 24 rooms of at least 550 square feet, with 3 of these rooms containing 900 or more square feet.
- ***Congers Elementary School*** (grades K - 5) contains 22 rooms of at least 550 square feet, with 2 of these rooms containing 900 or more square feet.
- ***Lakewood Elementary School*** (grades K - 5) contains 27 rooms of at least 550 square feet, with 4 of these rooms containing 900 or more square feet.
- ***Laurel Plains Elementary School*** (grades K - 5) contains 28 rooms of at least 550 square feet, with 4 of these rooms containing 900 or more square feet.

- **Link Elementary School** (grades K - 5) contains 29 rooms of at least 550 square feet, with 4 of these rooms containing 900 or more square feet.
- **Little Tor Elementary School** (grades K - 5) contains 19 rooms of at least 550 square feet, with 3 of these rooms containing 900 or more square feet.
- **New City Elementary School** (grades K - 5) contains 31 rooms of at least 550 square feet, with 11 of these rooms containing 900 or more square feet.
- **Strawtown Elementary School** (grades K - 5) contains 21 rooms of at least 550 square feet, with 3 of these rooms containing 900 or more square feet.
- **West Nyack Elementary School** (grades K - 5) contains 24 rooms of at least 550 square feet, with 17 of these rooms containing 900 or more square feet.
- **Woodglen Elementary School** (grades K - 5) contains 33 rooms of at least 550 square feet, with 4 of these rooms containing 900 or more square feet.

The schools also contain some or all of the following core facilities:

- Library/media center
- Cafeteria/multi-purpose room
- Gymnasium
- Stage area
- Auditorium

Table 16 - Elementary School Instruction/Support Classrooms by Size

Elementary School	Size of Room (in Square Feet)				
	550-769	770-899	900+	Total Over 550	Under 550
Bardonia ES	-	21	3	24	-
Congers ES	8	12	2	22	-
Lakewood ES	3	20	4	27	-
Laurel Plains ES	-	24	4	28	-
Link ES	1	24	4	29	-
Little Tor ES	-	16	3	19	-
New City ES	2	18	11	31	-
Strawtown ES	-	18	3	21	-
West Nyack ES	2	5	17	24	-
Woodglen ES	3	26	4	33	-
Total Elementary	19	184	55	258	-

Elementary space allocation is presented in the following table. All rooms containing at least 550 square feet were considered to have the potential for general instructional use, as per State Education Department guidelines. It is noted that the percentage of support room use ranges from 12.1 percent at Woodglen Elementary School to 29.2 percent at West Nyack Elementary School; the district uses 21.7 percent of its elementary space for support room instruction.

Table 17 - Elementary Instructional Space Dedication Rooms Greater than 550 Square Feet

Elementary School	General (incl. SC SPED)	Support	% of Support Space	Other Usage	Total Rooms
Bardonia ES	20	4	16.7%	-	24
Congers ES	15	6	27.3%	1	22
Lakewood ES	18	4	14.8%	5	27
Laurel Plains ES	20	8	28.6%	-	28
Link ES	20	6	20.7%	3	29
Little Tor ES	13	5	26.3%	1	19
New City ES	18	8	25.8%	5	31
Strawtown ES	14	4	19.0%	3	21
West Nyack ES	15	7	29.2%	2	24
Woodglen ES	28	4	12.1%	1	33
Total Elementary	181	56	21.7%	21	258

Note: * One room at Congers ES is unoccupied

* Other rooms at Lakewood ES are used for OT (1) or are unoccupied (4)

* Three rooms at Link ES are used as BOCES classrooms

* One room at Little Tor ES is used by the District Food Services Dept.

* Other rooms at New City ES are used for OT/PT, speech, PTA, student assistance or are unoccupied

* Other rooms at Strawtown ES are used as BOCES classrooms (2) or are unoccupied (1)

* Other rooms at West Nyack ES are used as Birchwood classrooms

* One room at Woodglen ES is unoccupied

All district schools provide support/resource programs and it should be noted that the elementary schools also contain small spaces that are used for small group instructional support programs in areas that include, but are not limited to, English Language Learning, speech, OT/PT, and resource support.

It should be noted that only those rooms that are dedicated for instructional use were considered in the analysis within the following section. It was assumed that the dedication of space for offices, faculty, and storage would continue.

Bardonia Elementary School

Bardonia Elementary School provides instructional spaces for students in grades K - 5. There are a total of 24 teaching spaces greater than 550 square feet; 19 rooms are currently used for grade level instruction, one is used for self-contained special education and four are used for support programs.

- ☞ The **twenty (20) instructional rooms** used for grades K - 5 and self-contained special education each contain 820 - 1,050 square feet.
- ☞ **Four (4) support rooms** are used for art (1), computer lab (1) reading (1) and resource room (1). These rooms each contain 875 - 1,150 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (2.0 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria** used for lunches
 - A **stage area**
- ☞ The non-instructional spaces housed in this school include administrative and health offices, conference room, book room, copy room, staff room, offices for the psychologist and social worker, space for speech services, space for OT/PT, custodial offices and storage.



Figure 22 - Bardonia Elementary School

Bardonia Elementary School is currently operating at **77 percent** of the operational capacity of **503** students, when district class size guidelines and practice are applied [Appendix C-2, C-3].

Congers Elementary School

Congers Elementary School provides instructional services for students in grades K - 5. There are a total of 22 rooms greater than 550 square feet, with 12 used for grade level instruction, three used for self-contained special education, six used for support programs and one used for other purposes. It should be noted that Congers' students have been relocated to St. Augustine's School for the 2013/14 school year.



Figure 23 - Congers Elementary School

- ☞ The **fifteen (15) instructional rooms** used for grades K - 5 and self-contained special education contain 655 -1,130 square feet.
- ☞ **Six (6) support rooms** are used for art (1), computers (1), Gifted Program/math T.A. (1), music/AA (1), reading (1) and resource room (1). These rooms contain 585 - 645 square feet.
- ☞ **One (1) unoccupied room** contains 830 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (1.2 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria** used for lunches
 - An **auditorium** used for assemblies
- ☞ The non-instructional spaces housed in this school include administrative and health offices, faculty rooms, psychologist's office, SAC office, space for speech services, space for OT services, parent room, custodial offices and storage.

Congers Elementary School is currently operating at **57 percent** of the operational capacity of **417** students, when district class size guidelines and practice are applied [C-4, C-5].

Lakewood Elementary School

Lakewood Elementary School provides instructional spaces for students in grades K - 5. There are a total of 27 teaching spaces greater than 550 square feet; 18 rooms are currently used for grade level instruction, four rooms are used for support programs and five rooms are used for other purposes or are unoccupied.



Figure 24 - Lakewood Elementary School

- ☞ The **eighteen (18) instructional rooms** used for grades K - 5 contain 780 - 940 square feet.
- ☞ **Four (4) support rooms** are used for art (1), computer lab (1), music (1) and resource room/reading (1). These rooms contain 610 - 910 square feet.
- ☞ **Five (5) rooms** are used for **other purposes**, including occupational therapy or are **unoccupied (4)**.
- ☞ The **core facilities consist of four (4) spaces, as follows:**
 - A **gymnasium** (2.0 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria/auditorium** used for lunches
 - A **stage** area
- ☞ The non-instructional spaces housed in this school include administrative and health offices, faculty rooms, conference room, offices for psychologists and student counselor, space for speech services and storage rooms.

Lakewood Elementary School is currently operating at **65 percent** of the operational capacity of **576** students, when district class size guidelines and practice are applied [Appendix C-6, C-7].

Laurel Plains Elementary School

Laurel Plains Elementary School provides instructional spaces for students in grades K - 5. There are a total of 28 teaching spaces greater than 550 square feet; 18 rooms are currently used for grade level instruction, two rooms are used for self-contained special education and eight rooms are used for support programs.



Figure 25 - Laurel Plains Elementary School

- ☞ The **twenty (20) instructional rooms** used for grades K - 5 and self-contained special education contain 865 - 1,185 square feet.
- ☞ **Eight (8) support rooms** are used for art (1), computer lab (1), music (1), ESL (1), and AIS/ resource room (4). These rooms contain 805 and 910 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (1.9 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **multi-purpose room** used for lunches and assemblies
 - A **stage area**
- ☞ The non-instructional spaces housed in this school include administrative and health offices, teachers' lounge, psychologist's office, counselor's office, space for OT/PT services, space for speech services, custodial offices and storage.

Laurel Plains Elementary School is currently operating at **69 percent** of the operational capacity of **574** students, when district class size guidelines and practice are applied [Appendix C-8, C-9].

Link Elementary School

[Appendix A-15, A-16]

Link Elementary School provides instructional services for students in grades K - 5. There are a total of 29 rooms greater than 550 square feet, with 20 currently used for grade level instruction, six used for support programs and three used for other purposes.



Figure 26 - Link Elementary School

- ☞ The **twenty (20) instructional rooms** used for grades K - 5 contain 825 - 945 square feet.
- ☞ **Six (6) support rooms** are used for art (1), computer lab (1), Dimensions (1), music (1), resource room (1) and Spanish (1). These rooms contain 625 - 935 square feet.
- ☞ The **three (3) rooms** used for **other purposes** (BOCES classrooms) contain 810 - 825 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (1.3 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria** used for lunches
 - A **stage area**
 - A **media center**
- ☞ The non-instructional spaces housed in this school include administrative and health offices, teachers' lounge, conference room, psychologist's office, space for speech services, space for OT and hearing services, counselor's office, custodial offices and storage.

Link Elementary School is currently operating at **66 percent** of the operational capacity of **621** students, when district class size guidelines and practice are applied *[Appendix C-10, C-11]*.

Little Tor Elementary School

Little Tor Elementary School provides instructional services for students in grades K - 5. There are a total of 19 rooms greater than 550 square feet, with 13 currently used for grade level instruction, five used for support programs and one used for other purposes.

☞ The **thirteen (13) instructional rooms** used for grades K - 5 contain 895 - 1,195 square feet.

☞ **Five (5) support rooms** are used for art (1), computer lab (1), Dimensions/math/ESL (1), music (1) and a reading room (1). These rooms contain 895 and 970 square feet.

☞ The **one (1) room** used for **other purposes** (District Food Services Department) contains 895 square feet.

☞ The **core facilities consist of five (5) spaces**, as follows:

- A **gymnasium** (1.0 station) used for physical education classes
- A **library/media center** used for reference and instruction
- A **multi-purpose room** used for lunches and assemblies
- A **stage area**

☞ The non-instructional spaces housed in this school include administrative and health offices, teachers' lounge, conference room, psychologist's office, space for speech and language services, space for psychological services, custodial offices and storage.



Figure 27 - Little Tor Elementary School

Little Tor Elementary School is currently operating at **62 percent** of the operational capacity of **408** students, when district class size guidelines and practice are applied [Appendix C-12, C-13].

New City Elementary School

New City Elementary School provides instructional services for students in grades K - 5. There are a total of 31 rooms greater than 550 square feet, with 15 currently used for grade level instruction, three used for self-contained special education, eight used for support programs and five used for other purposes.



Figure 28 - New City Elementary School

- ☞ The **eighteen (18) instructional rooms** used for grades K - 5 and self-contained special education contain 865 -1,190 square feet.
- ☞ **Eight (8) support room** are used for art (1), computers (1), Dimensions/testing (1), ELL (1), music (1), reading (1) and resource room (2). These rooms contain 610 - 945 square feet.
- ☞ **Five (5) rooms used for other purposes include** OT/PT (1), PTA (1), speech (1), student assistance (1) or are unoccupied (1). These rooms contain 585 - 1,180 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (2.1 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria/auditorium** used for lunches and assemblies
 - A **stage** area
- ☞ The non-instructional spaces housed in this school include administrative and health offices, teachers' lounge, conference room, psychologist's office, counselor's office, family resource room, space for speech services, custodial offices and storage.

New City Elementary School is currently operating at **55 percent** of the operational capacity of **620** students, when district class size guidelines and practice are applied [Appendix C-14, C-15].

Strawtown Elementary School

Strawtown Elementary School provides instructional services for students in grades K - 5. There are a total of 21 rooms greater than 550 square feet, with 14 currently used for grade level instruction, four used for support programs and three used for other purposes.

- ☞ The **fourteen (14) instructional rooms** used for grades K - 5 contain 820 - 965 square feet.
- ☞ **Four (4) support rooms** are used for art (1), computers (1), music (1), and AIS (1). These rooms contain 805 - 910 square feet.
- ☞ **Three (3) rooms used for other purposes** include BOCES classrooms (2), or are unoccupied (1). These rooms each contain 820 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (1.1 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafetorium** used for lunches and assemblies
 - A **stage** area
- ☞ The non-instructional spaces housed in this school include administrative and health offices, staff lounge, conference room, psychologist's office, space for speech services, work rooms and custodial offices and storage.



Figure 29 - Strawtown Elementary School

Strawtown Elementary School is currently operating at **66 percent** of the operational capacity of **453** students, when district class size guidelines and practice are applied [Appendix C-16, C-17].

West Nyack Elementary School

West Nyack Elementary School provides instructional services for students in grades K - 5. There are a total of 24 rooms greater than 550 square feet, with 15 currently used for grade level instruction, seven used for support programs and two used for other purposes.



Figure 30 - West Nyack Elementary School

- ☞ The **fifteen (15) instructional rooms** used for grades K - 5 contain 870 - 1,235 square feet.
- ☞ **Seven (7) support rooms** are used for art (1), computers (1), Dimensions/pullouts (1), music (1), resource room (1), and special education/speech pullouts (2). These rooms contain 645 - 1,005 square feet.
- ☞ **Two (2) rooms used for other purposes** (Birchwood classrooms) contain 900 and 930 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium/playroom** (1.0 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - An **All Purpose Room** used for lunches and assemblies
 - A **stage area**
- ☞ The non-instructional spaces housed in this school include administrative and health offices, teachers' room, conference room, psychologist's office, student assistance office, Birchwood staff offices, work/copy room, custodial offices and storage.

West Nyack Elementary School is currently operating at **61 percent** of the operational capacity of **515** students, when district class size guidelines and practice are applied [Appendix C-187, C-19].

Woodglen Elementary School

Woodglen Elementary School provides instructional services for students in grades K - 5. There are a total of 33 rooms greater than 550 square feet, with 23 currently used for grade level instruction, five used for self-contained special education, four used for support programs and one used for other purposes.



Figure 31 - Woodglen Elementary School

- ☞ The **twenty-eight (28) instructional rooms** used for grades K - 5 and self-contained special education contain 725 - 970 square feet.
- ☞ **Four (8) support rooms** are used for art (1), computers (1), ELL/reading (1) and music (1). These rooms contain 680 - 910 square feet.
- ☞ **One (5) unoccupied room** contains 935 square feet.
- ☞ The **core facilities consist of four (4) spaces**, as follows:
 - A **gymnasium** (2.0 stations) used for physical education classes
 - A **library/media center** used for reference and instruction
 - A **cafeteria/auditorium** used for lunches and assemblies
 - A **stage** area
- ☞ The non-instructional spaces housed in this school include administrative and health offices, staff room, conference room, psychologist's office, space for OT services, space for speech and hearing services, custodial offices and storage.

Woodglen Elementary School is currently operating at **74 percent** of the operational capacity of **657** students, when district class size guidelines and practice are applied [C-20, C-21].

2. Elementary Grade Sections and Current Average Class Size

The district currently houses 181 sections for kindergarten - fifth grade, including self-contained special education sections. As shown in the table below, there are 26 - 29 sections per grade level (K - 5) and 16 sections of self-contained special education.

Table 18 - 2013/14 Elementary Instructional Sections

	K	1st	2nd	3rd	4th	5th	SPED	Total
Bardonia ES	4	3	3	3	3	3	1	20
Congers ES	2	2	2	2	2	2	3	15
Lakewood ES	3	3	3	3	3	3	-	18
Laurel Plains ES	3	3	3	3	3	3	2	20
Link ES	3	3	4	3	3	4	-	20
Little Tor ES	2	3	2	2	2	2	-	13
New City ES	2	2	3	2	3	3	3	18
Strawtown ES	3	2	2	2	3	2	-	14
West Nyack ES	2	2	3	2	3	3	-	15
Woodglen ES	3	4	4	4	4	4	5	28
Total Elementary	27	27	29	26	29	29	14	181

As shown in the following table, average overall class sizes range from 19.8 students at Congers and Little Tor Elementary Schools to 21.9 students at New City Elementary School.

Table 19 - 2013/14 Average Elementary Class Size

	K	1st	2nd	3rd	4th	5th	School Average
Bardonia ES	22.5	21.3	19.3	20.0	19.3	19.3	20.3
Congers ES	17.0	13.5	21.0	18.5	28.0	21.0	19.8
Lakewood ES	23.0	21.0	17.0	18.7	21.7	23.0	20.7
Laurel Plains ES	19.7	24.0	21.7	21.7	18.7	23.3	21.5
Link ES	18.7	19.3	18.0	23.0	26.0	19.3	20.7
Little Tor ES	18.0	16.7	19.0	21.0	23.0	21.0	19.8
New City ES	21.5	21.0	19.0	24.5	20.7	25.0	21.9
Strawtown ES	18.7	18.0	22.5	22.5	21.0	26.0	21.4
West Nyack ES	23.0	20.0	20.0	24.5	20.3	19.3	21.2
Woodglens ES	24.3	20.3	18.5	24.0	21.0	20.0	21.3
Grade Level Average	20.6	19.5	19.6	21.8	22.0	21.7	20.9 (District Average)

3. Allocation of Space for Elementary Support Programs

The support programs offered to Clarkstown Central School District's elementary students include art, Spanish, Dimensions, music, computer, remedial math and reading (AIS), resource room services, English Language Learning Services (ESL/ELL), speech services, counseling and psychologist/social worker services. It should be noted that all schools do not offer the same programs. In addition, self-contained special education programs are assigned to some buildings.

As shown in the following table, the square footage allocated to support programs varies. It should be noted that the size of the instructional group, as well as the materials and equipment associated with the art and music programs, makes a full-size or oversized classroom the optimum environment for the delivery of their curriculum. In contrast, programs such as reading/math support and speech can be conducted in smaller spaces due to the number of students in the instructional group. The dedication of 20 - 25 percent of the total instructional space for support programs is suggested. At the present time, Clarkstown Central School District elementary schools utilize some classroom-sized spaces (at least 550 square feet) for support programs in its buildings. It also should be noted that the State Education Department suggests that small rooms (designated as containing about 200 square feet) be set aside for support room space.

Table 20 - 2013/14 Allocation of Space in Square Feet - Elementary Support Programs/Services

Building Program	Bardonia ES	Congers ES	Lakewood ES	Laurel Pl ES	Link ES	Little Tor ES	New City ES	Straw- town ES	W. Nyack ES	Woodglen ES
Self-Contained Special Education	860sf	830sf 820sf 830sf		865sf 875sf			865sf 895sf 865sf			820sf 835sf 805sf 725sf 805sf
Art	875sf	625sf	750sf	875sf	935sf	895sf	945sf	820sf	1,005sf	680sf
Music	220sf 400sf	645sf	910sf	805sf	825sf	970sf	480sf 910sf	910sf	700sf	910sf
Computer Lab	875sf	585sf	610sf	875sf	625sf	895sf	925sf	805sf	895sf	830sf
Math Lab	190sf	610sf (a)	315sf (c)	260sf		895sf (f)				
ESL/ELL	220sf	255sf	420sf	870sf	405sf	895sf (f)	895sf	320sf (j)		720sf (n)
Reading	875sf	285sf 615sf	155sf 905sf (b) 405sf	257sf 257sf 257sf	410sf 410sf	895sf	610sf	340sf	220sf	360sf 720sf (n)
Special Ed/Resource Room	440sf (RR) 1,150sf (RR)	620sf (RR)	905sf (b) 430sf	910sf 885sf 870sf 880sf (d)	825sf 410sf 405sf	310sf	900sf 865sf	385sf (k)	960sf (m) 890sf (m) 645sf	
Speech	430sf	255sf	255sf	285sf	340sf	140sf	290sf 895sf	220sf	960sf (m) 890sf (m)	280sf
AIS				910sf 885sf 870sf 880sf				385sf (k) 820sf 320sf (j)		
Psychologist/ Social Worker/SAC	150sf 430sf	220sf 220sf	140sf 280sf 500sf	210sf 190sf	205sf (e) 205sf	185sf 415sf	585sf 260sf	140sf	105sf 155sf	370sf 255sf (o)

Dimensions	200sf	610sf (a)	315sf (c)	290sf	825sf	895sf (f)	865sf (h)	325sf (i)	930sf (l)	255sf (o)
OT/PT	200sf	150sf	740sf	250sf 250sf	205sf (e)		865sf	325sf (i)		100sf
Vacant		830sf	825sf 820sf 835sf 1,075sf				900sf	820sf		935sf
Parent Room/PTA		165sf					1,180sf			
Spanish					825sf					
BOCES					825sf 810sf 810sf			820sf 820sf		
Birchwood									900sf 930sf	
Hearing					205sf (e)					
Testing							865sf (h)			
Family Resource Ctr							275sf			
"Pull-outs"									930sf (l) 960sf (m) 890sf (m)	
Other						(g)				

Notes:

(a): Shared room – Dimensions/Math Support

(b): Shared room – Reading/Resource Room

(c): Shared room – Dimensions/Math Support

(d): Shared room – AIS/Resource Room

(e): Shared room – Counselor/OT/Hearing

(f): Shared room – Dimensions/Math/ESL

(g): Little Tor ES houses District Food Services in 895sf room

(h): Shared room – Dimensions/Testing

(i): Shared room – Dimensions/OT

(j): Shared room – ESL/AIS

(k): Shared room – Resource Room/AIS

(l): Shared room – Dimensions/"Pull-Outs"

(m): Shared room – Special Education/Speech/"Pull-Outs"

(n): Shared room – ELL/Reading

(o): Shared room – Dimensions/Psychologist

4. Middle and High School Allocation of Space

Students in the Clarkstown School District in grades 6 - 8 attend *Felix Festa Middle School*. Students in grades 9 - 12 attend *Clarkstown High School North* or *Clarkstown High School South*. The middle and secondary space allocation of rooms that contains 550 square feet or more is presented in the next table.

School spaces are divided into the following three categories for the purposes of this report:

- a. **Interchangeable Rooms** - rooms that are designed as classrooms - without specialized equipment - that can be used for teaching a variety of subjects. Interchangeable rooms have the greatest flexibility for alternative scheduling.
- b. **Specialized Rooms** - rooms that are designed to meet specific program needs, including specialized equipment or design (i.e., wiring for computer labs, science lab equipment, home/careers equipment, technology labs, art studios, music labs).
- c. **Core Facilities** - rooms that are designed to meet specific purposes, such as the cafeteria, auditorium, gymnasium, and library. These spaces are generally larger than instructional classrooms to meet the needs of a larger group.

The New York State Education Department guidelines for specialized rooms in secondary schools are indicated below. These guidelines, which are mandated for new construction, were used as a benchmark for establishing suggested programmatic space allocations. The space allocations are as follows:

- | | |
|-----------------------------|---------------------------------------------------------|
| • Technology | - 840 to 2,000 square feet suggested, program dependent |
| • Computer/Business | - 840 - 1,000 square feet suggested |
| • Home/Careers | - 1,200 square feet suggested |
| • General Science | - 1,000 square feet suggested |
| • Laboratory Science | - 1,200 square feet suggested |
| • Music | - 1,200 to 1,400 square feet suggested |
| • Art | - 1,200 square feet suggested |
| • Physical Education | - Gymnasium |
| | 1-station suggested for enrollment up to 500 students |
| | 2-stations suggested for up to 1,000 students |
| | 3-stations suggested for up to 1,500 students |
| | 4-stations suggested for up to 2,000 students |

Table 21 - 2013/14 Middle and Secondary Instructional Space

School Rooms	Felix Festa MS	Clarkstown HS North	Clarkstown HS South
Rooms < 550 square feet	3	5	2
Rooms > 550 square feet	128	20	93
Total Instruction Space/Rooms:	131	101	95
Interchangeable Rooms	83	68	59
Specialized Rooms:	48	33	36
Science Lab	15	6	16
Computer Lab	7	2	1
Art	4	4	4
Music	3	3	2
Technology/CTE/ TV studio	5	2	4
Home and Careers/FACS	4	2	1
English/Language Lab	1	5	-
Physical Education	7	8	8
MST	1	1	-
Library/ESL	1	-	-

The New York State Education Department designates a 3,168 square foot gymnasium as a one-station gym for secondary student populations of up to 500 students. For each additional 500 students, an additional station of 1,872 is required. The State Education Department designates 5,040 square feet for a two-station gym, 6,912 square feet for a three-station gym, and 1,872 square feet for each additional station. The Clarkstown Central School District contains a variety of available gym space in grades 6 - 12. In the middle school, there are six physical education stations plus the swimming facility; there are ten stations at the two high schools.

Felix Festa Middle School

Felix Festa Middle School provides instructional services for students in grades 6 - 8. There are a total of 131 teaching spaces in this facility; all but three are greater than 550 square feet. Eighty-three of the teaching spaces are interchangeable rooms and 48 are specialized spaces, including seven physical education spaces.



Figure 32 - Felix Festa Middle School

- ☞ **Seventy-seven (77) interchangeable rooms** are used for core subject instruction (68) and self-contained special education (9). These rooms range in size from 230 - 1,090 square feet.
- ☞ **Six (6) interchangeable rooms** greater than 550 square feet are used for support programs, including the Achievement Center (2), ESL (1) and reading (3).
- ☞ **Forty-eight (48) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (4), computer labs (7), home & careers (4), language lab (1), music (3), technology (5), science labs (15) and physical education (7 spaces, including a pool). Two of the specialized rooms are used for support programs, including a library classroom (1) and a math/science/technology room (1).
- ☞ The **core/common facilities consist of nine (9) spaces**, as follows:
 - A **library/media center** used for reference and instruction
 - **Three cafeterias** used for lunches
 - An **auditorium**, used for assemblies
 - **Three gymnasias**, used for physical education classes (approximately 6.0 stations)
 - A **stage area**
- ☞ The non-instructional rooms housed in this school include administrative offices, health office, faculty lounges, attendance offices, conference rooms, psychologists' offices, space for speech/hearing services, space for OT services, testing/ISS, kitchen, custodial and storage space.

Felix Festa Middle School currently operates at **67 percent** of the operational capacity of **3,148** students, when scheduling flexibility is applied [Appendix C-22 - C-24].

Clarkstown High School North

Clarkstown High School North provides instructional services for students in grades 9 - 12. There are a total of 101 teaching spaces in this facility; all but eight are greater than 550 square feet. Sixty-eight of the teaching spaces are interchangeable rooms and 33 are specialized spaces, including seven physical education spaces

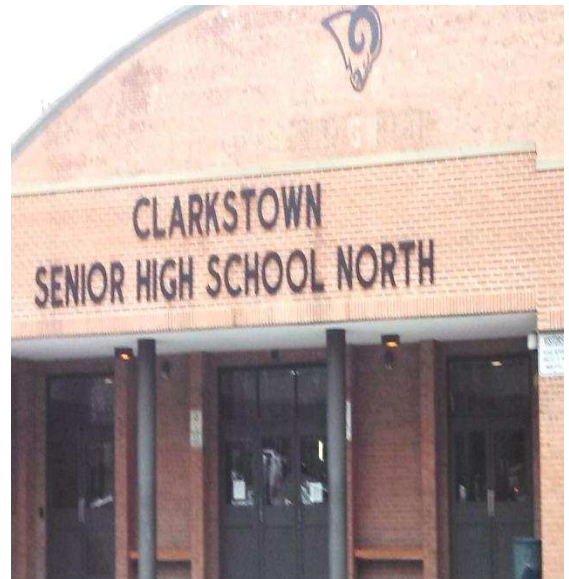


Figure 33 - Clarkstown High School North

- ☞ **Sixty-six (66) interchangeable rooms** are used for core subject instruction (55) and self-contained special education (11). These rooms range in size from 345 - 1,070 square feet. **Two (2) additional interchangeable rooms** are used for non-instructional purposes, including ESL/testing (1) and special education/test mods (1). These rooms measure 770 and 920 square feet.
- ☞ **Thirty-three (33) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (4), computer labs (2), theatre arts (1), English/writer's labs (3), FACS (1), FACS/Kinder North Preschool (1), language lab (1), music (3), technology (1), TV studio (1), science labs (6) and physical education (8 spaces, including a weight room). One of the specialized rooms is used for support programs (ESL).
- ☞ The **core/common facilities consist of nine (9) spaces**, as follows:
 - **Two libraries/media centers** used for reference and instruction
 - **Three cafeterias** used for lunches
 - An **auditorium**, used for assemblies
 - **Two gymnasias**, used for physical education classes (approximately 7.0 stations)
 - A **stage area**
- ☞ The non-instructional rooms housed in this school include, administrative and curricular offices, faculty rooms, conference room counseling office, psychologists' offices, language office, art kiln room, athletic training room, bio-tech room, copy room, ISS room, music sound room, wrestling room, language office, mansion office, kitchen, custodial and storage space.

Clarkstown High School North currently operates at **67 percent** of the operational capacity of **2,183** students, when scheduling flexibility is applied [Appendix C-25 - C-29].

Clarkstown High School South

Clarkstown High School South provides instructional services for students in grades 9 - 12. There are a total of 95 teaching spaces in this facility; all but two are greater than 550 square feet. Fifty-nine of the teaching spaces are interchangeable rooms and 36 are specialized spaces, including eight physical education spaces

- ☞ **Fifty-nine (59) interchangeable rooms** are used for core subject instruction (45), self-contained special education (3), self-contained education/resource room (6) and alternative education (3). These rooms range in size from 390 - 1,035 square feet. **Two (2) additional interchangeable rooms** are used for support purposes, including the Achievement Center (1) and resource room (1). These rooms measure 925 and 855 square feet.
- ☞ **Thirty-six (36) specialized rooms** are designed to accommodate specialized equipment and space to meet specific programmatic requirements. These rooms are designed for programs that include art (4), computer lab (1), home & careers (1), music (2), research/science lab (1), technology (2), TV studio (2), science labs (15) and physical education (8 spaces).
- ☞ The **core/common facilities consist of seven (7) spaces**, as follows:
 - Two **library/media centers** used for reference and instruction
 - Two **cafeterias** used for lunches
 - An **auditorium**, used for assemblies
 - A **gymnasium**, used for physical education classes (approximately 8.0 stations)
 - A **stage** area
- ☞ The non-instructional rooms housed in this school include administrative and curricular offices, guidance offices, health office, conference rooms, , faculty rooms, psychologists' offices, staff work rooms, prep rooms, GO store, planetarium, media room, projection room, TV studio control rooms, weight room, wrestling room, fitness room, dark room, green house, ISS/storage room, kitchen, custodial and storage space.



Figure 34 - Clarkstown High School South

Clarkstown High School South currently operates at **70 percent** of the operational capacity of 2,124 students, when scheduling flexibility is applied [Appendix C-30 - C-34].

Birchwood School

Birchwood School provides instructional services for special needs students in grades K - 12. There are a total of 15 rooms; all but two are greater than 550 square feet. Two additional rooms in West Nyack Elementary School house students in grades K - 2.



Figure 35 - Birchwood School

- ☞ The **fifteen (15) instructional rooms** used for grades 3 - 12 contain 295 - 880 square feet.
- ☞ **Two (2) instructional rooms** at West Nyack Elementary School for grades K - 2 contain 900 and 930 square feet.
- ☞ The **core facilities consist of three (3) spaces**, as follows:
 - A **gymnasium** (1.0 station) used for physical education classes
 - A **cafeteria** used for lunches
 - A **stage** area
- ☞ The non-instructional spaces housed in this school include administrative and health offices, staff room, conference rooms, psychologists' offices, social worker's office, space for speech services, crises intervention office, custodial offices and storage.

Birchwood School is currently operating at **75 percent** of the operational capacity of **113** students, when district class size guidelines and practice are applied. It should be noted that the operating capacity does not include the two classrooms at West Nyack School [C-1].

D. FUTURE FACILITIES ANALYSIS

The enrollment projections suggest that the district will lose an additional 1,406 students by the end of the projection period. The current facilities will adequately house the expected enrollment during the projection period; enrollment at all buildings will be below maximum capacities.

Projected Enrollment and Capacity

Between 2013 and 2023, it is expected that the Clarkstown School District will experience a decrease of 1,406 students, or 16.2 percent of the current enrollment. An enrollment of 7,254 students in grades kindergarten - 12 is anticipated by 2023. The range of enrollment and operational capacities in each facility for the projection period (2014-2023) is as follows:

Table 22 - School Enrollment Range 2014 - 2023

School	Peak Enrollment	Peak Year	Lowest Enrollment	Lowest Year
Bardonia ES	398	2017	377	2019
Congers ES	235	2014	207	2017
Lakewood ES	381	2017	356	2019-2023
Laurel Plains ES	403	2015	380	2019-2023
Link ES	392	2014	350	2017-2018
Little Tor ES	253	2014	234	2023
New City ES	311	2014	259	2019-2023
Strawtown ES	289	2014	253	2019-2020
West Nyack ES	303	2014	267	2017
Woodglen ES	481	2014	403	2019-2020
Felix Festa MS	2,058	2014	1,659	2023
Clarkstown HS North	1,452	2014	1,194	2023
Clarkstown HS South	1,458	2014	1,216	2023
Birchwood School	88	2016	77	2022

Table 23 - Operational Capacity Range 2014 - 2023 (K - 12)

School	Capacity	Peak Capacity Usage	Peak Year	Lowest Capacity Usage	Lowest Year
Bardonia ES	503	79%	2015-2017	75%	2019-2021
Congers ES	417	56%	2014	50%	2017
Lakewood ES	576	66%	2017	62%	2019-2023
Laurel Plains ES	574	70%	2015	66%	2019-2023
Link ES*	621	63%	2014	57%	2019-2023
Little Tor ES	408	62%	2014	57%	2023
New City ES	620	50%	2014	42%	2018-2023
Strawtown ES*	453	64%	2014	56%	2019-2022
West Nyack ES*	471	64%	2014	57%	2017, 2019-2022
Woodglen ES	657	73%	2014	61%	2019-2021
Felix Festa MS	3,148	65%	2014	53%	2022, 2023
Clarkstown HS North	2,183	67%	2014	55%	2023
Clarkstown HS South	2,124	69%	2014	57%	2023
Birchwood School*	113	68%	2016	58%	2014, 2022

*Link: includes 3 rooms used by BOCES

*Strawtown: includes 2 rooms used by BOCES

*West Nyack: does not include 2 rooms used by Birchwood ES

*Birchwood: capacity does not include rooms at West Nyack ES used for grades K-1

The following should be noted:

- All schools will be operating below their maximum capacities during the projection period.
- Capacity usage levels at the *elementary schools* will range between 42 – 79 percent during the projection period.
- *New City Elementary School* is currently operating at the lowest capacity (50 percent) level of all district facilities; it is projected to decrease to 42 percent by 2023.
- *The Middle and High Schools* are currently operating at 67 - 70 percent capacity usage; capacity usages are projected to decrease to 53 - 57 percent by 2023.

Bardonia Elementary School: capacity utilization is anticipated to range between 75 and 79 percent in the years 2014 through 2023.

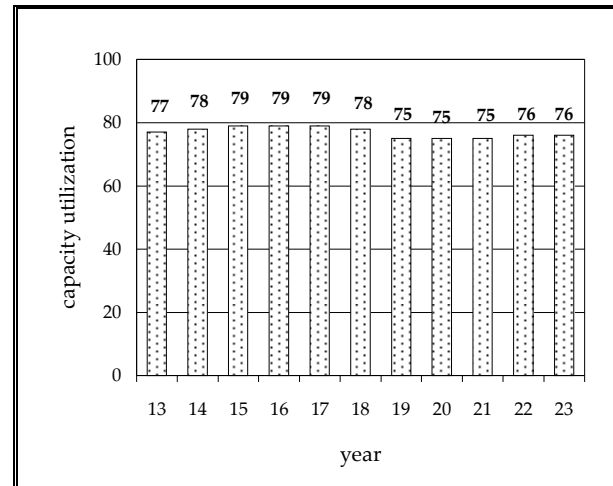


Figure 36 - Bardonia Elementary School
Capacity Utilization Level

Congers Elementary School: capacity utilization is anticipated to range between 50 and 56 percent in the years 2014 through 2023.

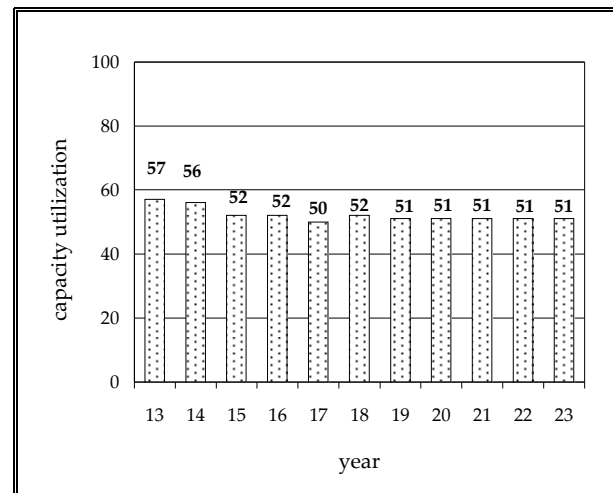


Figure 37 - Congers Elementary School
Capacity Utilization Level

Lakewood Elementary School: capacity utilization is anticipated to range between 62 and 66 percent in the years 2014 through 2023.

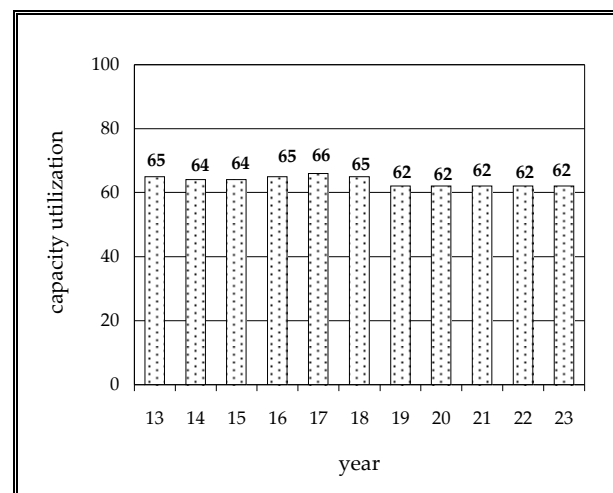


Figure 38 - Lakewood Elementary School
Capacity Utilization Level

Laurel Plains Elementary School: capacity utilization is anticipated to range between 66 and 70 percent in the years 2014 through 2023.

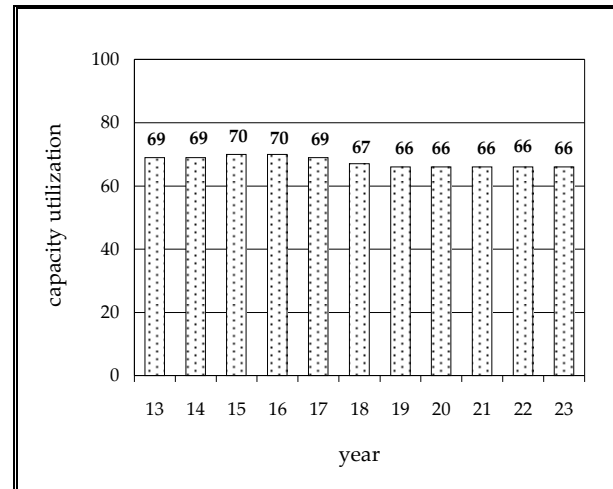


Figure 39 - Laurel Plains Elementary School
Capacity Utilization Level

Link Elementary School: capacity utilization is anticipated to range between 56 and 63 percent in the years 2014 through 2023.

*This includes the 3 rooms used by BOCES

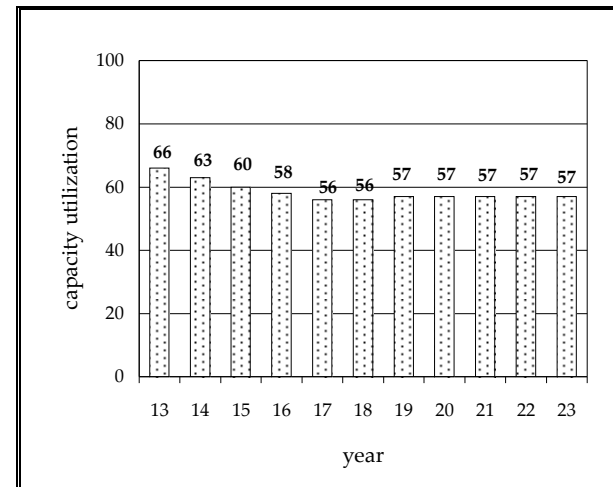


Figure 40 - Link Elementary School
Capacity Utilization Level

Little Tor Elementary School: capacity utilization is anticipated to range between 57 and 62 percent in the years 2014 through 2023.

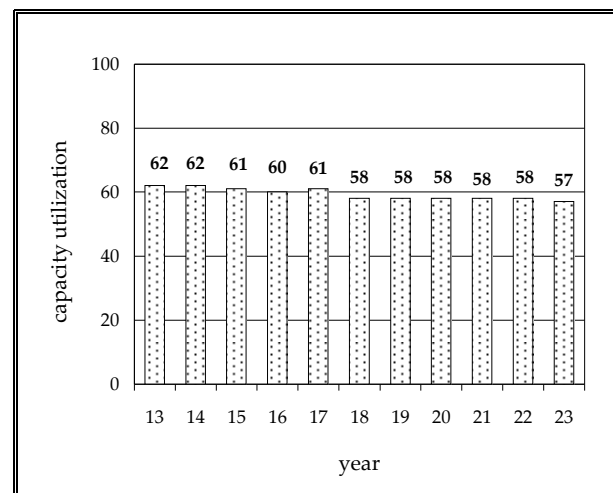


Figure 41 - Little Tor Elementary School
Capacity Utilization Level

New City Elementary School: capacity utilization is anticipated to range between 42 and 50 percent in the years 2014 through 2023.

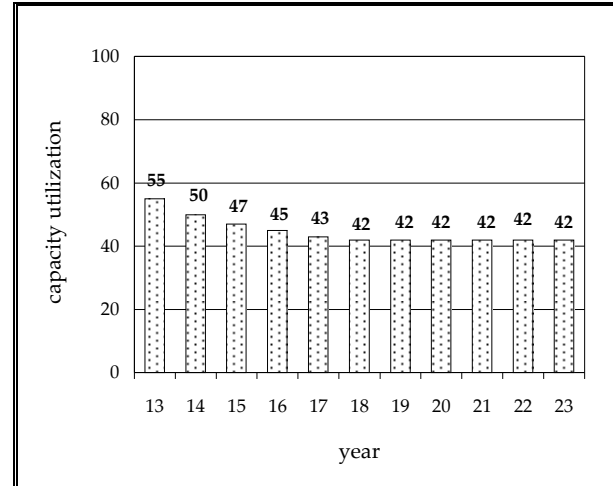


Figure 42 - New City Elementary School
Capacity Utilization Level

Strawtown Elementary School: capacity utilization is anticipated to range between 56 and 64 percent in the years 2014 through 2023.

*This includes the two rooms used by BOCES.

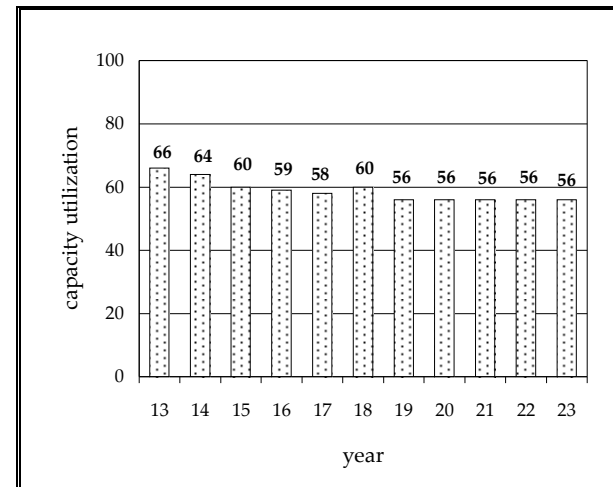


Figure 43 - Strawtown Elementary School
Capacity Utilization Level

West Nyack Elementary School: capacity utilization is anticipated to range between 57 and 64 percent in the years 2014 through 2023.

*This does not include the two rooms used by Birchwood Elementary School.

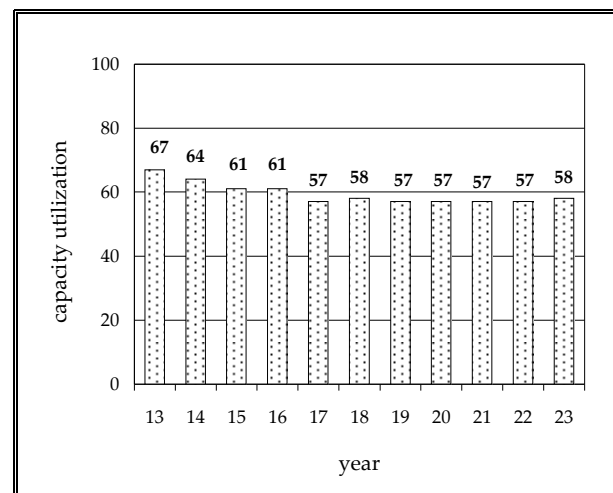


Figure 44 - West Nyack Elementary School
Capacity Utilization Level

Woodglen Elementary School: capacity utilization is anticipated to range between 61 and 73 percent in the years 2014 through 2023.

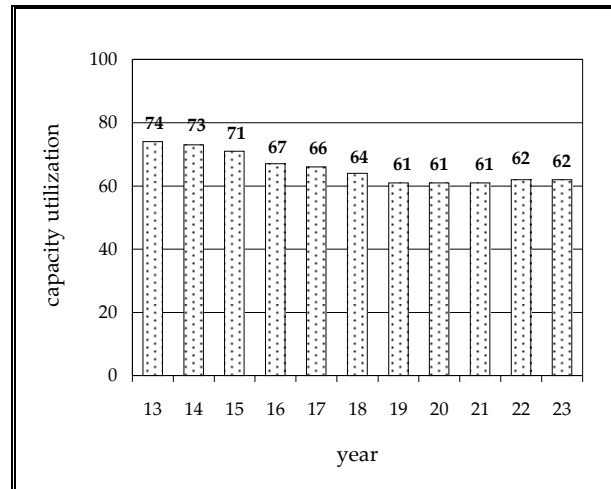


Figure 45 - Woodglen Elementary School
Capacity Utilization Level

Felix Festa Middle School: capacity utilization is anticipated to range between 53 and 65 percent in the years 2014 through 2023.

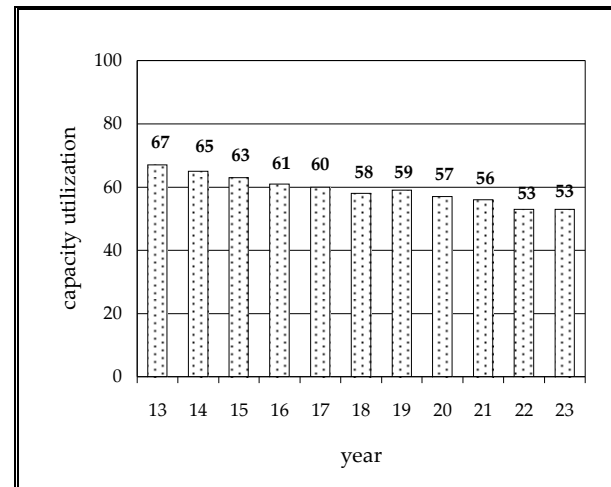


Figure 46 - Felix Festa Middle School
Capacity Utilization Level

Clarkstown High School North: capacity utilization is anticipated to range between 55 and 67 percent in the years 2014 through 2023.

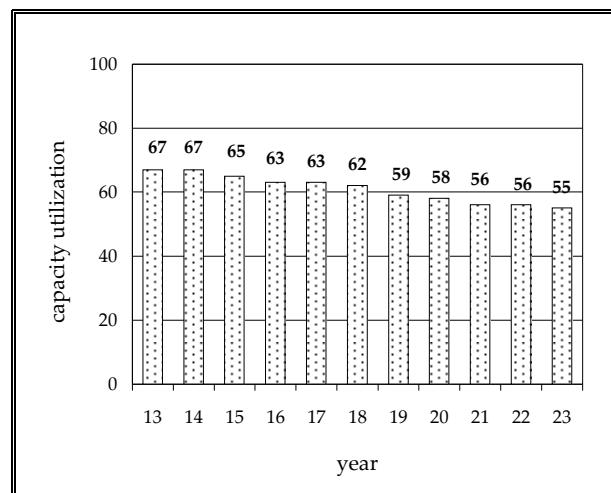


Figure 47 - Clarkstown High School North
Capacity Utilization Level

Clarkstown High School South: capacity utilization is anticipated to range between 57 and 69 percent in the years 2014 through 2023.

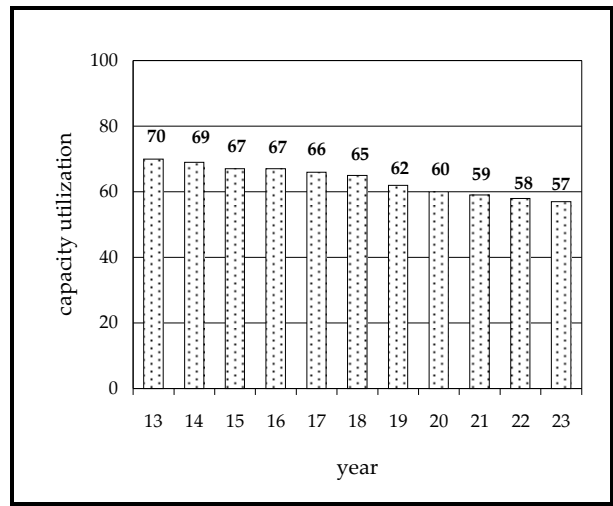


Figure 48 - Clarkstown High School South
Capacity Utilization Level

Birchwood School: capacity utilization is anticipated to range between 68 and 78 percent in the years 2014 through 2023.

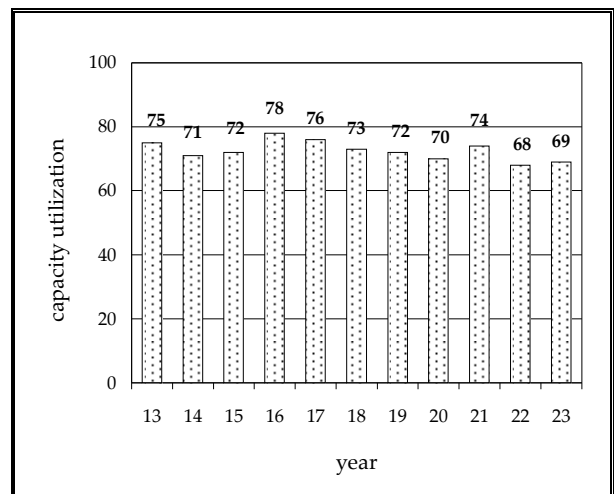


Figure 49 - Birchwood School
Capacity Utilization Level

Section Four: Future Organizational Alternatives

The objective of this section of the study was to examine the feasibility of several alternatives for future facility use. Alternatives are presented for the purpose of efficiency and providing sufficient and adequate space to support the future educational needs of the Clarkstown Central School District.

The options presented here should not be considered recommendations. On the contrary, they simply represent alternatives that try to create a “fit” between projected enrollment, district considerations, and the district facilities. Whether they are, in fact, feasible for the Clarkstown Central School District to consider for implementation can only be decided by the Clarkstown Board of Education based on the educational, student, community, staff, and financial impact of these options.

The following table shows the options for district consideration.

Table 24 - Summary of Alternatives

Alternative	Description
1.	Analysis of Status Quo
2.	Close one elementary school – reassign students to surrounding schools Middle School and High School would remain status quo A. Close Little Tor Elementary School; reassign students to Link Elementary School (.6) and Woodglen Elementary School (.4) B. Close Little Tor Elementary School; reassign students to Laurel Plains Elementary School (.3), Link Elementary School (.5) and Woodglen Elementary School (.2) C. Close Congers Elementary School; reassign students to Lakewood Elementary School (.3) and New City Elementary School (.7) D. Close Strawtown Elementary School; reassign students to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)
3.	Close two elementary buildings – reassign students to surrounding schools Middle School and High School would remain status quo

A. DESCRIPTION OF ALTERNATIVES

The charge and objective in this section of the *Long Range Planning Study* by Western Suffolk BOCES was to arrive at multiple, feasible alternatives that present the district with data upon which to make further planning decisions. The following alternatives present a category of choices.

Alternative 1: Status Quo

This alternative maintains the current grade configurations, current class size and practice, and current program sites. The dedication at the current level for support room space was maintained at all schools for the purposes of this analysis.

The following table details room needs for all elementary schools. A total of at least 80 rooms and up to 94 rooms at the elementary schools would be available for purposes other than direct classroom instruction during the next ten years. If support room use remains stable, 56 rooms would be needed for these purposes in the elementary buildings. Therefore, between 24 and 38 rooms would be available for other purposes. The number of students in the middle school and high school are expected to decrease over the next ten years; this will result in either smaller class sizes at both sites or rooms that will be under-utilized.

Table 25 - Forecasted Need for Instructional Classroom Space (Status quo - with designated support room based on 2013/14 usage)

		CURRENT (2013/14)			PROJECTED (2014 - 2023)	
School	Total Rooms *	# Support Program Rooms	# Rooms for Core Instruction	# of Rooms - Other Usage	Rooms Needed for Core Instruction	Rooms Available
Bardonia ES	24	4	20	0	19 - 20	4 - 5
Congers ES	22	6	15	1	15 - 16	6 - 7
Lakewood ES	27	4	18	5	18	9
Laurel Plains ES	28	8	20	0	20 - 21	7 - 8
Link ES	29	6	20	3	18	11
Little Tor ES	19	5	13	1	12 - 13	6 - 7
New City ES	31	8	18	5	15 - 17	14 - 16
Strawtown ES	21	4	14	3	12 - 14	7 - 9
West Nyack ES	24	7	15	2	12 - 14	10 - 12
Woodglen Es	33	4	28	1	23 - 27	6 - 10
Total Elementary	258	56	181	21	164 - 178	80 - 94

Note: * Total rooms do not include non-instructional rooms or core/common spaces

The following table shows both the current and projected enrollments at each building along with the percent of capacity usage. It is noted that New City Elementary School is currently at the lowest capacity usage (55 percent) of all the elementary schools. Congers Elementary School, at 57 percent capacity usage, and Little Tor Elementary School, at 62 percent capacity usage, are close to New City Elementary School when comparing usage.

Between 2014 and 2023, six of the ten elementary schools in the Clarkstown Central School District are projected to be below 60 percent capacity usage either throughout this period or during some years of the period. New City Elementary School is anticipated to be the least utilized building, ranging between 42 – 50 percent capacity usage. Other buildings that are expected to dip below 60 percent capacity usage are: Congers Elementary School, Link Elementary School, Little Tor Elementary School, Strawtown Elementary School and West Nyack Elementary School.

Table 26 - Projected Enrollment and Capacity Usage at Elementary Schools - Status Quo

	CURRENT (2013/14)		PROJECTED (2014 - 2023)	
School	Enrollment	% Capacity Usage	Enrollment	% Capacity Usage
Bardonia ES	388	77%	377 - 396	75% - 79%
Congers ES	238	57%	207 - 235	50% - 56%
Lakewood ES	373	65%	356 - 381	62% - 66%
Laurel Plains ES	398	69%	380 - 403	66% - 70%
Link ES*	410	66%	351 - 392	57% - 63%
Little Tor ES	254	62%	234 - 253	57% - 62%
New City ES	344	55%	259 - 311	42% - 50%
Strawtown ES*	297	66%	253 - 289	56% - 64%
West Nyack ES	314	61%	267 - 303	52% - 59%
Woodglen ES	488	74%	403 - 481	61% - 73%

Note:

- Link Elementary School has a total of 29 rooms; 3 of these rooms are used by BOCES. For the purposes of this chart, all 29 rooms were taken into consideration.
- Strawtown Elementary School has a total of 21 rooms; 2 of these rooms are used by BOCES. For the purposes of this chart, all 21 rooms were taken into consideration.
- West Nyack Elementary School has a total of 24 rooms; two of these rooms are used by Birchwood School. For the purposes of this chart, all 24 rooms were taken into consideration.

**Alternative 2: Close one elementary school – reassign students to surrounding schools
Middle School and High School would remain status quo**

- A. Close Little Tor Elementary School; reassign students to Link Elementary School (.6) and Woodglen Elementary School (.4)**
- B. Close Little Tor Elementary School; reassign students to Laurel Plains Elementary School (.3), Link Elementary School (.5) and Woodglen Elementary School (.2)**
- C. Close Congers Elementary School; reassign students to Lakewood Elementary School (.3) and New City Elementary School (.7)**
- D. Close Strawtown Elementary School; reassign students to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)**

Because the district is expected to lose an additional 16.2 percent of its enrollment over the next ten years, with an 11.4 percent decrease at the elementary schools, the possibility of closing an elementary building was explored.

The buildings with the lowest capacity were considered for closure. Also, the geographic location of each building was taken into consideration. Therefore, Little Tor Elementary School (Capacity: 408), Congers Elementary School (Capacity: 417) and Strawtown Elementary School (Capacity: 453) were considered for closure. In addition to the anticipated enrollment, the anticipated number of sections and average class sizes were reviewed. The following tables detail the impact of each analyzed scenario.

2A: Close Little Tor Elementary School; reassign students to Link Elementary School (.6) and Woodglen Elementary School (.4)

The following table shows the enrollment in all school buildings if Little Tor Elementary School closed and 60 percent of the students were assigned to Link Elementary School and 40 percent of the students were assigned to Woodglen Elementary School.

Table 27 - Enrollment Comparison with the closure of Little Tor Elementary School; students reassigned to Link (.6) and Woodglen (.4) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	388	238	373	398	410	344	297	314	488
2014	391	235	370	394	545	311	289	303	581
2015	395	215	367	403	520	289	270	288	568
2016	396	215	373	400	510	281	267	285	540
2017	398	207	381	396	498	265	264	267	533
2018	394	215	377	382	492	262	271	271	511
2019	377	211	356	380	494	259	253	269	495
2020	378	211	356	380	494	259	253	269	495
2021	379	211	356	380	495	259	254	270	496
2022	380	211	356	380	496	259	254	270	497
2023	381	211	356	380	497	259	256	271	496

The following table details the projected utilization at each of the remaining nine elementary buildings after the closure of Little Tor Elementary School. The capacity usage at Link Elementary School and Woodglen Elementary School would be impacted by this. At Link Elementary School, which currently houses three BOCES classrooms, capacity usage would be between 89 percent and 98 percent if the BOCES classes remained in the building. However, if the BOCES program were relocated to another building, the capacity usage would range between 79 percent and 88 percent. It should be noted that the capacity drops to 80 percent or below beginning in 2017. The capacity usage at Woodglen Elementary School would range between 75 percent and 88 percent during the projection period.

Table 28 - Projected Utilization at Elementary Buildings with the closure of Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		New City	Stratown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o		with	w/o	with	w/o	
2013	77%	57%	65%	69%	66%	74%	55%	66%	73%	61%	67%	74%
2014	78%	56%	64%	69%	88%	98%	50%	64%	71%	59%	64%	88%
2015	79%	52%	64%	70%	84%	94%	47%	60%	66%	56%	61%	86%
2016	79%	52%	65%	70%	82%	92%	45%	59%	65%	55%	61%	82%
2017	79%	50%	66%	69%	80%	90%	43%	58%	65%	52%	57%	81%
2018	78%	52%	65%	67%	79%	89%	42%	60%	66%	53%	58%	78%
2019	75%	51%	62%	66%	80%	89%	42%	56%	62%	52%	57%	75%
2020	75%	51%	62%	66%	80%	89%	42%	56%	62%	52%	57%	75%
2021	75%	51%	62%	66%	80%	89%	42%	56%	62%	52%	57%	75%
2022	76%	51%	62%	66%	80%	90%	42%	56%	62%	52%	57%	76%
2023	76%	51%	62%	66%	80%	90%	42%	57%	63%	53%	58%	75%

The following table details the sectional needs at the nine remaining elementary schools after the closure of Little Tor Elementary School. It shows that the sectional needs at Link Elementary School would increase by four sections each year, after 60 percent of Little Tor students were reassigned to Link Elementary School. The sectional needs at Woodglen Elementary School would increase by between 1 and 3 sections during the next ten years, after 40 percent of Little Tor students were reassigned to Woodglen Elementary School.

Table 29 - Projected Sectional Needs after Closure of Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	20	15	18	20	20	18	14	15	28
2014	20	16	18	21	24	17	14	14	31
2015	20	15	18	20	24	16	13	13	31
2016	19	15	18	20	24	16	13	13	30
2017	19	15	19	20	24	15	13	12	30
2018	19	15	19	20	24	15	13	12	29
2019	19	15	18	20	24	15	12	12	29
2020	19	15	18	20	24	15	12	12	29
2021	19	15	18	20	24	15	12	12	29
2022	19	15	18	20	24	15	12	12	29
2023	19	15	18	20	24	15	12	12	29

The following table details the projected support room availability after the closure of Little Tor Elementary School. Working under the parameters of maintaining all programs, it appears that Link would not have enough support rooms to maintain the current support programs within the rooms available after a student reassignment. Currently, Link Elementary School uses six rooms for support purposes (Art, Computer, Dimensions, Music, Resource Room, Spanish). If the BOCES program remained at Link Elementary School, two rooms would be available for support purposes. If the BOCES program were relocated, five rooms would be available for support purposes. Unless two of the programs were to share space (Dimensions and Resource Room, for example), Link Elementary School would need one additional classroom space to house its program. Woodglen Elementary School also would not have enough space, given current room assignments. Currently, Woodglen Elementary School has five rooms for non-grade based instruction. Four are used for support purposes (Art, Computer, ELL/Reading, Music); one is unoccupied. After a student reassignment from Little Tor Elementary School, 2 – 4 rooms would be available for support programs; however, only 2 – 3 rooms would be available through 2017.

Table 30 Projected Support Room Availability after Closing Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		New City	Strawtown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o		with	w/o	with	w/o	
2014	4	6	9	7	5	2	14	7	5	10	8	2
2015	4	7	9	8	5	2	15	8	6	11	9	2
2016	5	7	9	8	5	2	15	8	6	11	9	3
2017	5	7	8	8	5	2	16	8	6	12	10	3
2018	5	7	8	8	5	2	16	8	6	12	10	4
2019	5	7	9	8	5	2	16	9	7	12	10	4
2020	5	7	9	8	5	2	16	9	7	12	10	4
2021	5	7	9	8	5	2	16	9	7	12	10	4
2022	5	7	9	8	5	2	16	9	7	12	10	4
2023	5	7	9	8	5	2	16	9	7	12	10	4

As described in the table below, there is really no impact on class size with the closure of Little Tor Elementary School on the receiving schools. Both Link and Woodglen Elementary Schools fall well within the class size limits of the district.

Table 31 - Projected Average Class Sizes After Closing Little Tor Elementary School; students reassigned to Link Elementary School (.6) and Woodglen Elementary School (.4)

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	20.3	19.8	20.7	21.5	20.7	21.9	21.4	21.2	21.3
2014	20.7	18.0	21.0	20.3	22.7	21.3	20.7	21.8	22.4
2015	20.9	17.9	20.8	21.8	21.7	21.3	20.8	22.3	21.9
2016	22.0	17.9	20.7	21.7	21.3	20.6	20.6	22.0	21.6
2017	22.1	17.3	20.0	21.5	20.8	20.9	20.3	22.3	21.3
2018	21.9	17.9	19.7	20.7	20.5	20.8	20.9	22.6	21.3
2019	20.9	17.6	19.8	20.6	20.6	20.5	21.1	22.4	20.6
2020	21.0	17.6	19.8	20.7	20.6	20.5	21.1	22.4	20.6
2021	21.1	17.6	19.8	20.7	20.6	20.5	21.2	22.5	20.7
2022	21.1	17.6	19.8	20.7	20.7	20.5	21.2	22.5	20.7
2023	21.2	17.6	19.8	20.7	20.7	20.5	21.3	22.6	20.7

Finally, it should be noted that by closing Little Tor Elementary School and reassigning students to Link and Woodglen Elementary Schools, there would be an economy of between 1 – 3 sections between 2014 and 2018.

2B: Close Little Tor Elementary School; reassign students to Laurel Plains Elementary School (.3), Link Elementary School (.5) and Woodglen Elementary School (.2)

The following table shows the enrollment in all school buildings if Little Tor Elementary School closed and 50 percent of the students were assigned to Link Elementary School, 30 percent of the students were assigned to Laurel Plains Elementary School and 20 percent reassigned to Woodglen Elementary School.

Table 32 - Enrollment Comparison with the closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	388	238	373	398	410	344	297	314	488
2014	391	235	370	469	519	311	289	303	532
2015	395	215	367	478	496	289	270	288	517
2016	396	215	373	478	484	281	267	285	488
2017	398	207	381	477	472	265	264	267	478
2018	394	215	377	460	465	262	271	271	460
2019	377	211	356	457	467	259	253	269	445
2020	378	211	356	457	467	259	253	269	445
2021	379	211	356	457	468	259	254	270	446
2022	380	211	356	458	468	259	254	270	447
2023	381	211	356	459	467	259	256	271	447

The following table details the projected utilization at each of the remaining nine elementary buildings after the closure of Little Tor Elementary School. The capacity usage at Link Elementary School, Laurel Plains and Woodglen Elementary Schools would be impacted by this scenario. Link Elementary School, which currently houses three BOCES classrooms, would be at between 84 percent and 94 percent capacity usage if the BOCES classes remained in the building. However, if the BOCES program were relocated to another building, the capacity usage would range between 75 percent and 84 percent. It should be noted that the capacity drops to 80 percent or below beginning in 2015. The capacity at Laurel Plains Elementary School would range between 80 percent and 83 percent. The capacity at Woodglen Elementary School would range between 68 percent and 81 percent during the projection period.

Table 33 - Projected Utilization at Elementary Buildings with the closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		New City	Stratown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o		with	w/o	with	w/o	
2013	77%	57%	65%	69%	66%	74%	55%	66%	73%	61%	67%	74%
2014	78%	56%	64%	82%	84%	94%	50%	64%	71%	59%	64%	81%
2015	79%	52%	64%	83%	80%	90%	47%	60%	66%	56%	61%	79%
2016	79%	52%	65%	83%	78%	87%	45%	59%	65%	55%	61%	74%
2017	79%	50%	66%	83%	76%	85%	43%	58%	65%	52%	57%	73%
2018	78%	52%	65%	80%	75%	84%	42%	60%	66%	53%	58%	70%
2019	75%	51%	62%	80%	75%	84%	42%	56%	62%	52%	57%	68%
2020	75%	51%	62%	80%	75%	84%	42%	56%	62%	52%	57%	68%
2021	75%	51%	62%	80%	75%	84%	42%	56%	62%	52%	57%	68%
2022	76%	51%	62%	80%	75%	84%	42%	56%	62%	52%	57%	68%
2023	76%	51%	62%	80%	75%	84%	42%	57%	63%	53%	58%	68%

The following table details the sectional needs at the nine remaining elementary schools after the closure of Little Tor Elementary School. It shows that the sectional needs at Link Elementary School would increase by 1 - 4 sections each year, after 50 percent of Little Tor students were reassigned to Link Elementary School. The sectional needs at Laurel Plains Elementary School would increase by 1 – 3 sections 30 percent of the Little Tor students were reassigned there. The sectional needs at Woodglen Elementary School would not increase; actually they would decrease by 1 – 3 sections in some years of the projection period after 40 percent of Little Tor students were reassigned to Woodglen Elementary School.

Table 34 - Projected Sectional Needs after Closure of Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	20	15	18	20	20	18	14	15	28
2014	20	16	18	22	24	17	14	14	28
2015	20	15	18	23	24	16	13	13	28
2016	19	15	18	23	23	16	13	13	27
2017	19	15	19	23	22	15	13	12	26
2018	19	15	19	22	21	15	13	12	25
2019	19	15	18	21	21	15	12	12	25
2020	19	15	18	21	21	15	12	12	25
2021	19	15	18	21	21	15	12	12	25
2022	19	15	18	21	21	15	12	12	25
2023	19	15	18	22	21	15	12	12	25

The following table details the projected support room availability after Little Tor Elementary School closed. Working under the parameters of maintaining all programs, it appears that Link would not have enough support rooms to maintain the current support programs within the rooms available after a student reassignment. Currently, Link Elementary School uses six rooms for support purposes (Art, Computer, Dimensions, Music, Resource Room, Spanish). If the BOCES program remained at Link Elementary School, 2 - 5 rooms would be available for support purposes. If the BOCES program were relocated, 5 - 8 rooms would be available for support purposes. Unless two of the programs were to share space (Dimensions and Resource Room, for example), Link Elementary School would need one additional classroom space to house its program. Laurel Plains Elementary School currently uses eight rooms for support purposes. With additional students from Little Tor Elementary School, Laurel Plains would have 5 – 7 rooms available for support purposes. If the two self-contained special education classes were relocated to another building, two additional rooms would become available. Another consideration could be to consolidate the four AIS/Resource Rooms, which are all housed in full-sized classrooms, into smaller spaces. For example, two of those classrooms could be partitioned into smaller spaces, thus making two additional classrooms available. Woodglen Elementary School would have enough space, given current room assignments. Currently, Woodglen Elementary School has five rooms for non-grade based instruction. Four are used for support purposes (Art, Computer, ELL/Reading, Music); one is unoccupied. After a student reassignment from Little Tor Elementary School, 5 - 8 rooms would be available for support programs.

Table 35 - Projected Support Room Availability after Closing Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		New City	Strawtown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o		with	w/o	with	w/o	
2014	4	6	9	6	5	2	14	7	5	10	8	5
2015	4	7	9	5	5	2	15	8	6	11	9	5
2016	5	7	9	5	6	3	15	8	6	11	9	6
2017	5	7	8	5	7	4	16	8	6	12	10	7
2018	5	7	8	6	8	5	16	8	6	12	10	8
2019	5	7	9	7	8	5	16	9	7	12	10	8
2020	5	7	9	7	8	5	16	9	7	12	10	8
2021	5	7	9	7	8	5	16	9	7	12	10	8
2022	5	7	9	7	8	5	16	9	7	12	10	8
2023	5	7	9	6	8	5	16	9	7	12	10	8

As described in the table below, there is really no impact on class size with the closure of Little Tor Elementary School on the receiving schools. Link, Laurel Plains and Woodglen Elementary Schools fall well within the class size limits of the district.

Table 36 - Projected Average Class Sizes After Closing Little Tor Elementary School; students reassigned to Laurel Plains (.3), Link (.5) and Woodglen (.2) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link	New City	Strawtown	West Nyack	Woodglen
2013	20.3	19.8	20.7	21.5	20.7	21.9	21.4	21.2	21.3
2014	20.7	18.0	21.0	23.2	21.6	21.3	20.7	21.8	23.1
2015	20.9	17.9	20.8	22.5	20.7	21.3	20.8	22.3	22.5
2016	22.0	17.9	20.7	22.5	21.3	20.6	20.6	22.0	22.3
2017	22.1	17.3	20.0	22.5	21.8	20.9	20.3	22.3	22.9
2018	21.9	17.9	19.7	22.9	22.6	20.8	20.9	22.6	23.2
2019	20.9	17.6	19.8	23.9	22.7	20.5	21.1	22.4	22.7
2020	21.0	17.6	19.8	23.9	22.7	20.5	21.1	22.4	22.7
2021	21.1	17.6	19.8	23.9	22.8	20.5	21.2	22.5	22.7
2022	21.1	17.6	19.8	24.0	22.8	20.5	21.2	22.5	22.8
2023	21.2	17.6	19.8	22.9	22.7	20.5	21.3	22.6	22.8

Finally, it should be noted that by closing Little Tor Elementary School and reassigning students to Link, Laurel Plains and Woodglen Elementary Schools, there would be an economy of between 1 - 6 sections between 2014 and 2023.

2C: Close Congers Elementary School; reassign students to Lakewood Elementary School (.3) and New City Elementary School (.7)

The following table shows the enrollment in all school buildings if Congers Elementary School closed and 30 percent of the students were assigned to Lakewood Elementary School and 70 percent of the students were assigned to New City Elementary School.

Table 37 - Enrollment Comparison with the closure of Congers Elementary School; students reassigned to Lakewood (.3) and New City (.7) Elementary Schools

	Bardonia	Lakewood	Laurel Plains	Link	Little Tor	New City	Strawtown	West Nyack	Woodglen
2013	388	373	398	410	254	344	297	314	488
2014	391	439	394	392	253	477	289	303	481
2015	395	430	403	373	247	441	270	288	468
2016	396	438	400	363	245	431	267	285	442
2017	398	444	396	350	247	409	264	267	434
2018	394	440	382	350	235	414	271	271	418
2019	377	418	380	351	235	408	253	269	403
2020	378	418	380	351	235	408	253	269	403
2021	379	418	380	352	235	408	254	270	404
2022	380	418	380	353	235	408	254	270	405
2023	381	418	380	354	234	408	256	271	405

The following table details the projected utilization at each of the remaining nine elementary buildings after the closure of Congers Elementary School. The capacity usage at Lakewood Elementary School and New City Elementary Schools would be impacted by this scenario. Lakewood Elementary School would be at between 73 percent and 77 percent capacity usage. The capacity at New City Elementary School would range between 66 percent and 77 percent during the projection period.

Table 38 - Projected Utilization at Elementary Buildings with the closure of Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)

	Bardonia	Lakewood	Laurel Plains	Link (3 BOCES rooms)		Little Tor	New City	Stratown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
				with	w/o			with	w/o	with	w/o	
2013	77%	65%	69%	66%	74%	62%	55%	66%	73%	61%	67%	74%
2014	78%	76%	69%	63%	71%	62%	77%	64%	71%	59%	64%	73%
2015	79%	75%	70%	60%	67%	61%	71%	60%	66%	56%	61%	71%
2016	79%	76%	70%	58%	66%	60%	70%	59%	65%	55%	61%	67%
2017	79%	77%	69%	56%	63%	61%	66%	58%	65%	52%	57%	66%
2018	78%	76%	67%	56%	63%	58%	67%	60%	66%	53%	58%	64%
2019	75%	73%	66%	57%	63%	58%	66%	56%	62%	52%	57%	61%
2020	75%	73%	66%	57%	63%	58%	66%	56%	62%	52%	57%	61%
2021	75%	73%	66%	57%	64%	58%	66%	56%	62%	52%	57%	61%
2022	76%	73%	66%	57%	64%	58%	66%	56%	62%	52%	57%	62%
2023	76%	73%	66%	57%	64%	57%	66%	57%	63%	53%	58%	62%

The following table details the sectional needs at the nine remaining elementary schools after Congers Elementary School closed. It shows that the sectional needs at Lakewood Elementary School would increase by 1 - 2 sections each year through 2018, after 70 percent of Congers students were reassigned to Lakewood Elementary School. The sectional needs at New City Elementary School would increase by between 6 - 8 sections during the next ten years, after 70 percent of Congers students were reassigned to New City Elementary School.

Table 39 - Projected Sectional Needs after Closure of Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)

	Bardonia	Lakewood	Laurel Plains	Link	Little Tor	New City	Strawtown	West Nyack	Woodglen
2013	20	18	20	20	13	18	14	15	28
2014	20	20	21	18	13	26	14	14	27
2015	20	19	20	18	12	25	13	13	26
2016	19	19	20	18	12	25	13	13	25
2017	19	20	20	18	12	24	13	12	25
2018	19	19	20	18	12	24	13	12	24
2019	19	18	20	18	12	24	12	12	23
2020	19	18	20	18	12	24	12	12	23
2021	19	18	20	18	12	24	12	12	23
2022	19	18	20	18	12	24	12	12	23
2023	19	18	20	18	12	24	12	12	23

The following table details the projected support room availability after the closure of Congers Elementary School. Working under the parameters of maintaining all programs, currently Lakewood Elementary School uses 18 of its 27 rooms for classroom instruction; five rooms are used for support programs (Art, Computer, Music, Resource Room, OT). Four of the classroom sized rooms at Lakewood Elementary School are unoccupied. It appears that Lakewood Elementary School would have enough support rooms to maintain the current support programs within the rooms available after a student reassignment. Currently, New City Elementary School uses 18 of its 31 rooms for classroom instruction, including three rooms for self-contained special education. Nine rooms are used for support programs (Art, Computer, Dimensions/Testing, ELL, Music, Reading, Resource Room (2), Speech). Four of the classroom sized rooms at New City Elementary School are used by the PTA (an 1,180 square foot room), Student Assistance Counselor, as an OT/PT room and one is unoccupied. It appears that New City Elementary School would have not enough support rooms to maintain the current support programs within the rooms they are in after a student reassignment; an additional 2 – 4 spaces would be needed. If the self-contained program were relocated, three additional rooms would be available for support purposes. If two of the support programs were to share space (the two Resource Rooms or Speech and the Student Assistance Counselor, for example), New City Elementary School could gain an additional room. The PTA occupies a large space (1,180 square feet) that might be divided to provide additional space for support needs.

Table 40 - Projected Support Room Availability after Closing Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)

	Bardonia	Lakewood	Laurel Plains	Link (3 BOCES rooms)		Little Tor	New City	Stratown (2 BOCES rooms)		West Nyack (2 Birchwood rooms)		Woodglen
				with	w/o			with	w/o	with	w/o	
2014	4	7	7	11	8	6	5	7	5	10	8	6
2015	4	8	8	11	8	7	6	8	6	11	9	7
2016	5	8	8	11	8	7	6	8	6	11	9	8
2017	5	7	8	11	8	7	7	8	6	12	10	8
2018	5	8	8	11	8	7	7	8	6	12	10	9
2019	5	9	8	11	8	7	7	9	7	12	10	10
2020	5	9	8	11	8	7	7	9	7	12	10	10
2021	5	9	8	11	8	7	7	9	7	12	10	10
2022	5	9	8	11	8	7	7	9	7	12	10	10
2023	5	9	8	11	8	7	7	9	7	12	10	10

As described in the table below, there is really no impact on class size with the closure of Congers Elementary School on the receiving schools. Both Lakewood and New City Elementary Schools fall within the class size limits of the district.

Table 41 - Projected Average Class Sizes After Closing Congers Elementary School; students reassigned to Lakewood Elementary School (.3) and New City Elementary School (.7)

	Bardonia	Lakewood	Laurel Plains	Link	Little Tor	New City	Strawtown	West Nyack	Woodglen
2013	20.3	20.7	21.5	20.7	19.8	21.9	21.4	21.2	21.3
2014	20.7	22.0	20.3	21.8	19.7	23.0	20.7	21.8	21.9
2015	20.9	22.7	21.8	20.7	20.6	22.5	20.8	22.3	22.3
2016	22.0	23.0	21.7	20.2	20.4	21.9	20.6	22.0	22.2
2017	22.1	22.2	21.5	19.4	20.6	21.9	20.3	22.3	21.7
2018	21.9	23.1	20.7	19.4	19.6	22.3	20.9	22.6	22.0
2019	20.9	23.2	20.6	19.5	19.6	21.9	21.1	22.4	22.4
2020	21.0	23.2	20.7	19.5	19.6	21.9	21.1	22.4	22.4
2021	21.1	23.2	20.7	19.6	19.6	21.9	21.2	22.5	22.4
2022	21.1	23.2	20.7	19.6	19.6	21.9	21.2	22.5	22.5
2023	21.2	23.2	20.7	19.7	19.5	21.9	21.3	22.6	22.5

Finally, it should be noted that by closing Congers Elementary School and reassigning students to Lakewood and New City Elementary Schools, there would be an economy of between 5 – 6 sections between 2014 and 2023.

2D: Close Strawtown Elementary School; reassign students to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)

The following table shows the enrollment in all school buildings if Strawtown Elementary School closed and 50 percent of the students were assigned to Laurel Plains Elementary School and 50 percent of the students were assigned to West Nyack Elementary School.

Table 42 - Enrollment Comparison with the closure of Strawtown Elementary School; students reassigned to Laurel Plains (.5) and West Nyack (.5) Elementary Schools

	Bardonia	Congers	Lakewood	Laurel Plains	Link	Little Tor	New City	West Nyack	Woodglen
2013	388	238	373	398	410	254	344	314	488
2014	391	235	370	537	392	253	311	449	481
2015	395	215	367	538	373	247	289	423	468
2016	396	215	373	533	363	245	281	419	442
2017	398	207	381	529	350	247	265	398	434
2018	394	215	377	520	350	235	262	404	418
2019	377	211	356	508	351	235	259	394	403
2020	378	211	356	508	351	235	259	394	403
2021	379	211	356	509	352	235	259	395	404
2022	380	211	356	509	353	235	259	395	405
2023	381	211	356	511	354	234	259	396	405

The following table details the projected utilization at each of the remaining nine elementary buildings after the closure of Strawtown Elementary School. The capacity usage at Laurel Plains Elementary School and West Nyack Elementary Schools would be impacted by this scenario. Laurel Plains Elementary School would be at between 89 percent and 94 percent capacity usage. The capacity at West Nyack Elementary School would range between 84 and 95 percent during the projection period if the rooms currently used for the Birchwood program continued to be used by Birchwood; capacity usage would range between 77 and 87 percent if the Birchwood program was relocated.

Table 43 - Projected Utilization at Elementary Buildings with the closure of Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		Little Tor	New City	West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o			with	w/o	
2013	77%	57%	65%	69%	66%	74%	62%	55%	61%	67%	74%
2014	78%	56%	64%	94%	63%	71%	62%	50%	87%	95%	73%
2015	79%	52%	64%	94%	60%	67%	61%	47%	82%	90%	71%
2016	79%	52%	65%	93%	58%	66%	60%	45%	81%	89%	67%
2017	79%	50%	66%	92%	56%	63%	61%	43%	77%	85%	66%
2018	78%	52%	65%	91%	56%	63%	58%	42%	78%	86%	64%
2019	75%	51%	62%	89%	57%	63%	58%	42%	77%	84%	61%
2020	75%	51%	62%	89%	57%	63%	58%	42%	77%	84%	61%
2021	75%	51%	62%	89%	57%	64%	58%	42%	77%	84%	61%
2022	76%	51%	62%	89%	57%	64%	58%	42%	77%	84%	62%
2023	76%	51%	62%	89%	57%	64%	57%	42%	77%	84%	62%

The following table details the sectional needs at the nine remaining elementary schools after the closure of Strawtown Elementary School. It shows that the sectional needs at Laurel Plains Elementary School would increase by six sections each year, after 50 percent of Strawtown students were reassigned to Laurel Plains Elementary School. The sectional needs at West Nyack Elementary School would increase by between 3 and 6 sections during the next ten years, after 50 percent of Strawtown students were reassigned there.

Table 44 - Projected Sectional Needs after Closure of Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)

	Bardonia	Congers	Lakewood	Laurel Plains	Link	Little Tor	New City	West Nyack	Woodglen
2013	20	15	18	20	20	13	18	15	28
2014	20	16	18	26	18	13	17	21	27
2015	20	15	18	26	18	12	16	20	26
2016	19	15	18	26	18	12	16	19	25
2017	19	15	19	26	18	12	15	18	25
2018	19	15	19	26	18	12	15	18	24
2019	19	15	18	26	18	12	15	18	23
2020	19	15	18	26	18	12	15	18	23
2021	19	15	18	26	18	12	15	18	23
2022	19	15	18	26	18	12	15	18	23
2023	19	15	18	26	18	12	15	18	23

The following table details the projected support room availability after the closure of Strawtown Elementary School. Working under the parameters of maintaining all programs, currently Laurel Plains Elementary School uses 18 of its 28 rooms for classroom instruction; two additional rooms are used for self-contained special education. Eight rooms are used for support programs (Art, Computer, Music, ESL, AIS/Resource Room (4)). Laurel Plains Elementary School would have not enough support rooms to maintain the current support programs within the rooms available after a student reassignment; only two rooms would be available. The only possibility would be if the self-contained special education classes (2) were relocated and the AIS/Resource Rooms were combined in partitioned rooms (making two additional rooms available), there then would be a gain of four rooms. West Nyack Elementary School uses 15 of its 24 rooms for classroom instruction, not including two rooms for the Birchwood program. Seven rooms are used for support programs (Art, Computer, Dimensions/Pull-outs, Music, Resource Room, Special Education/Speech Pull-outs (2)). It appears that West Nyack Elementary School would have not enough support rooms to maintain the current support programs within the rooms they are in after a student reassignment. If the Birchwood program was relocated, an additional 1 - 4 spaces would be needed. If the Birchwood program was to remain in the building, then an additional 3 – 6 spaces would be needed for support programs.

Table 45 - Projected Support Room Availability after Closing Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)

	Bardonia	Congers	Lakewood	Laurel Plains	Link (3 BOCES rooms)		Little Tor	New City	West Nyack (2 Birchwood rooms)		Woodglen
					with	w/o			with	w/o	
2014	4	6	9	2	11	8	6	14	3	1	6
2015	4	7	9	2	11	8	7	15	4	2	7
2016	5	7	9	2	11	8	7	15	5	3	8
2017	5	7	8	2	11	8	7	16	6	4	8
2018	5	7	8	2	11	8	7	16	6	4	9
2019	5	7	9	2	11	8	7	16	6	4	10
2020	5	7	9	2	11	8	7	16	6	4	10
2021	5	7	9	2	11	8	7	16	6	4	10
2022	5	7	9	2	11	8	7	16	6	4	10
2023	5	7	9	2	11	8	7	16	6	4	10

As described in the table below, there is really no impact on class size with the closure of Strawtown Elementary School on the receiving schools. Both Laurel Plains and West Nyack Elementary Schools fall within the class size limits of the district.

Table 46 - Projected Average Class Sizes After Closing Strawtown Elementary School; students reassigned to Laurel Plains Elementary School (.5) and West Nyack Elementary School (.5)

	Bardonia	Congers	Lakewood	Laurel Plains	Link	Little Tor	New City	West Nyack	Woodglen
2013	20.3	19.8	20.7	21.5	20.7	19.8	21.9	21.2	21.3
2014	20.7	18.0	21.0	22.0	21.8	19.7	21.3	21.4	21.9
2015	20.9	17.9	20.8	22.0	20.7	20.6	21.3	21.2	22.3
2016	22.0	17.9	20.7	21.8	20.2	20.4	20.6	22.1	22.2
2017	22.1	17.3	20.0	21.7	19.4	20.6	20.9	22.1	21.7
2018	21.9	17.9	19.7	21.3	19.4	19.6	20.8	22.4	22.0
2019	20.9	17.6	19.8	20.8	19.5	19.6	20.5	21.9	22.4
2020	21.0	17.6	19.8	20.8	19.5	19.6	20.5	21.9	22.4
2021	21.1	17.6	19.8	20.9	19.6	19.6	20.5	21.9	22.4
2022	21.1	17.6	19.8	20.9	19.6	19.6	20.5	21.9	22.5
2023	21.2	17.6	19.8	21.0	19.7	19.5	20.5	22.0	22.5

Finally, it should be noted that by closing Strawtown Elementary School and reassigning students to Laurel Plains and West Nyack Elementary Schools, there would be an economy of between 0 – 2 sections between 2014 and 2023.

Alternative 3: Close two elementary buildings - reassign students to surrounding schools; Middle School and High School would remain status quo

Based on the previous analysis for Alternative 2, it appears that the combination of **Alternative 2B and 2C** might be feasible, with no overlapping receiving schools, if some program relocations also occur as outlined in the previous section.

B. CONCLUSIONS

- The Clarkstown Central School District enrollment is expected to decrease during the next ten years. Decreases are expected at all grade configurations (K - 5, 6 - 8 and 9 - 12). Currently, the elementary buildings utilize between 55 percent and 77 percent of their capacity. The middle school utilizes 67 percent of its capacity, while the high schools utilize 70 percent (South) and 67 percent (North). These numbers will decrease during the next ten years.
- Maintaining programs at their current sites, and taking into consideration district class sizes and current practice, would yield at least 24 and up to 38 classrooms annually that would not be used for direct classroom instruction or support programs throughout the district at the elementary level. The middle and high schools would either see smaller class sizes per class station or unused classrooms during the next ten years.
- Alternatives to the current building assignments were explored. By consolidating ten elementary schools into nine, it was found that this could be achieved and the expected enrollment could be housed, with some adjustments and student reassignments.
- Decreasing enrollment at the middle and high school levels needs to be noted. There will be additional space available at these sites during the next ten years. There are limitations to options available because there is only one building per grade configuration at the middle grades; at the high school, enrollment possibilities are tempered by the capacities at each building.
- It should be recognized and emphasized that the student population projections used in this study are based on the current population and recent demographic trends. Changes to the housing market (new construction and resales) could impact student enrollment patterns.
- Other options for consideration might be considered by the district. Western Suffolk BOCES is available to analyze other options as proposed by the district.